CREATING COMPASSIONATE CHANGE IN SCHOOL COMMUNITIES

LEADING TOGETHER TO ADDRESS EVERYDAY SUFFERING IN SCHOOLS

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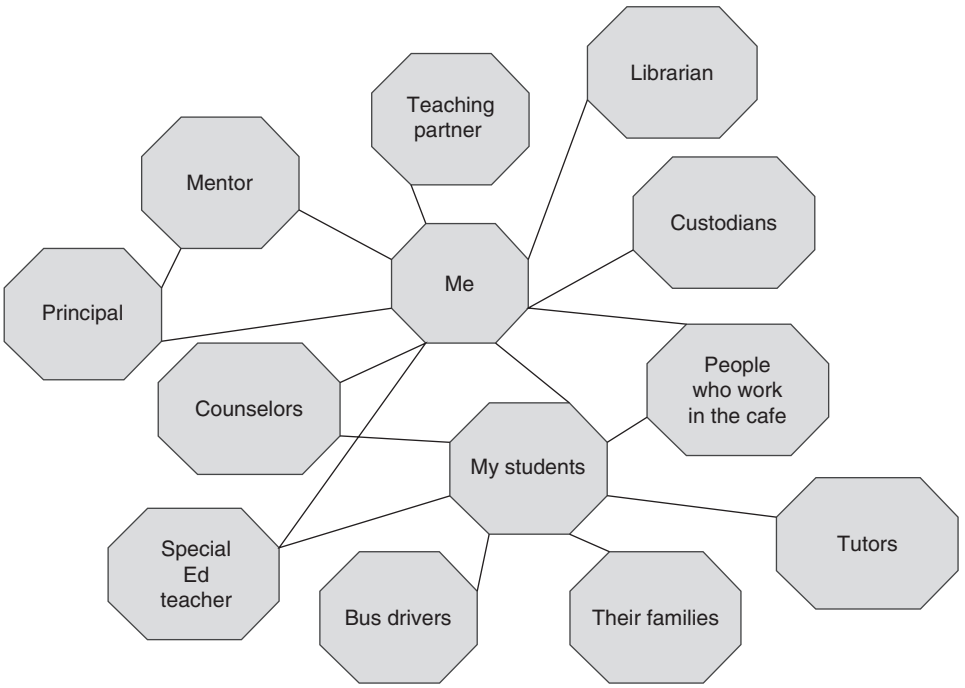

Figure 9.1 Example of Connections in My School Community Diagram

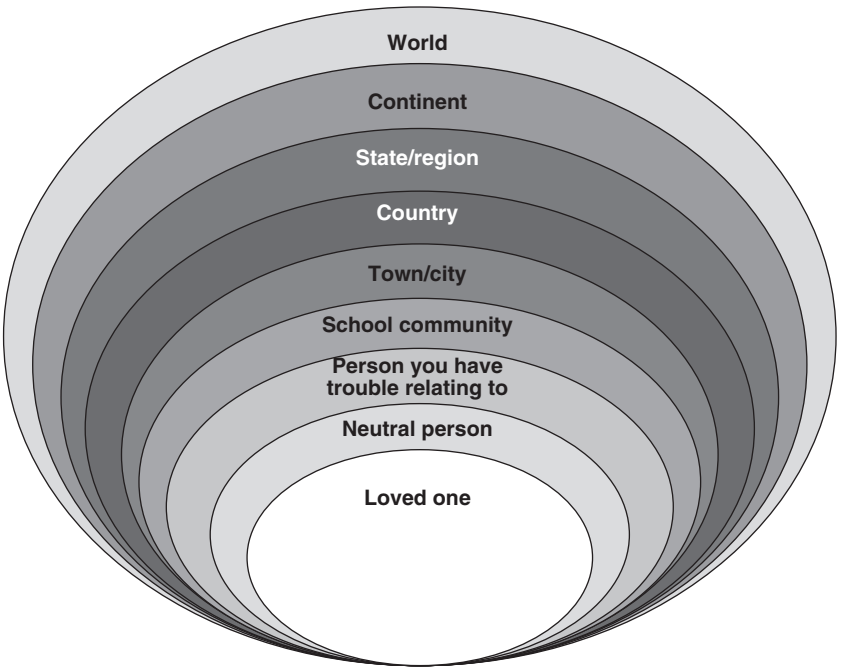

Figure 10.1 Expanding the Circle of Compassion

Social Suffering in My School Table

	How does the suffering show up in my school?	Who is suffering?	What are possible barriers to compassion?
Intrapersonal Aspects of Suffering			
Interpersonal Aspects of Suffering			
Community Aspects of Suffering			

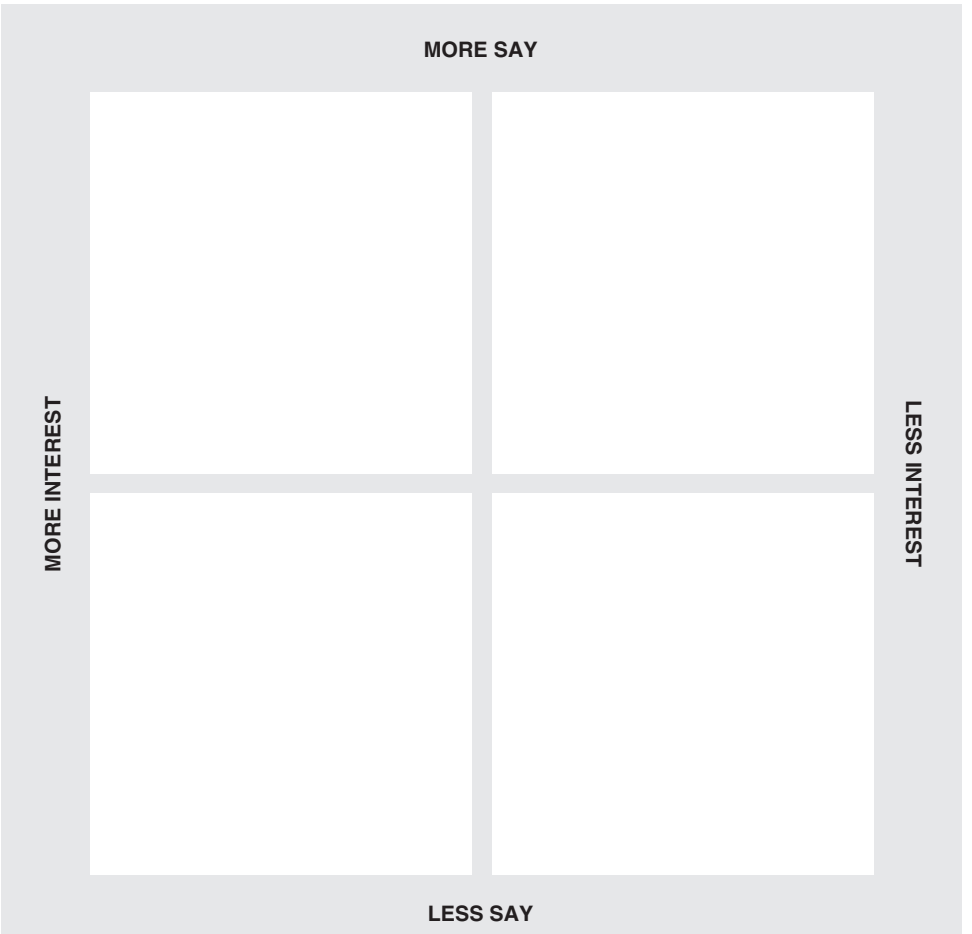

Figure 12.1 Template to Identify Potential Members of a Schoolwide Team
SOURCE: Team Composition Protocol (Adapted from the Advancing Coherent and Equitable Systems of Science Education Project)

Name & Organization (Step 1)	Contact Info	Connection to This Person	Position on Power Matrix (Step 2)	Lived Experience (Step 3)	Possible Roles and Skills (Step 4)	Sphere of Influence and Interaction (Step 5)	Network of Influence / Relations with Other Possible Team Members

Figure 12.2 Matrix to Map Potential Team Members' Influence and Relationships

Compassionate Action Brainstorming Tool

Compassionate Action Category	Intrapersonal Actions	Interpersonal Actions	Community Level Actions
Make people aware of how pain and suffering is experienced differently by different groups			
Improvise or change routines and policies to make it possible to help alleviate suffering			
Eliminate barriers or reduce bureaucratic stumbling blocks to helping			
Create flexibility with tasks so people can work/learn/live in ways that match their preferences and what they are able to do			
Offer reassurance and safety when people may feel vulnerable/ worried about how their situation might put them at risk within the school/district			

(continued)

Compassionate Action Category	Intrapersonal Actions	Interpersonal Actions	Community Level Actions
Generate or gather resources to assist			
Intervene to reduce pain associated with tasks			
Monitor and regularly check in on the situation			
Create rituals that bring people together around common pain			
Communicate ways that the community is helping			

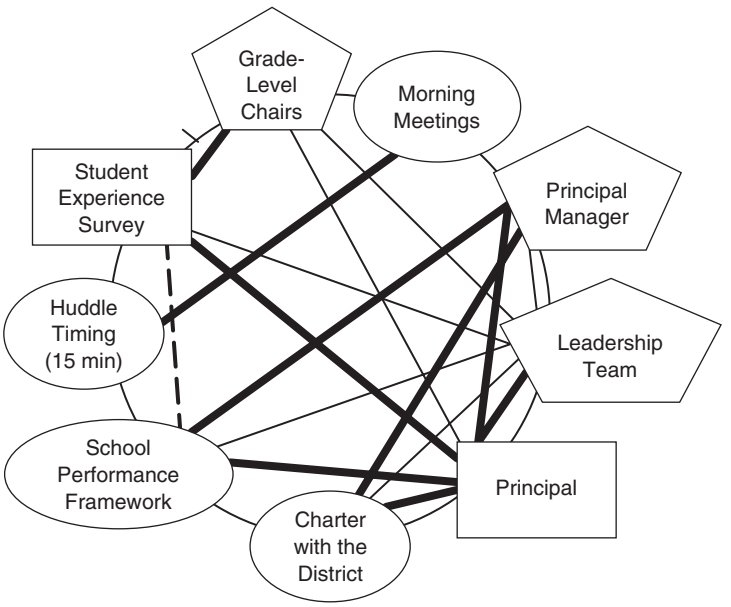

Figure 13.1 Meaghan's Actor Network Map

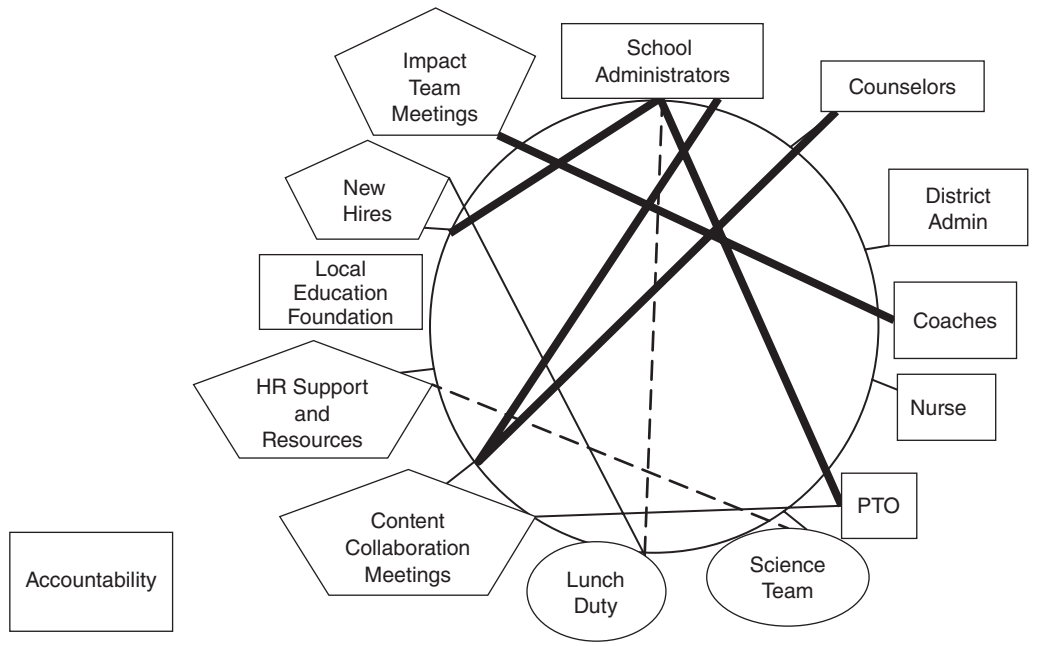

Figure 13.2 The High School Team's Actor Network Map

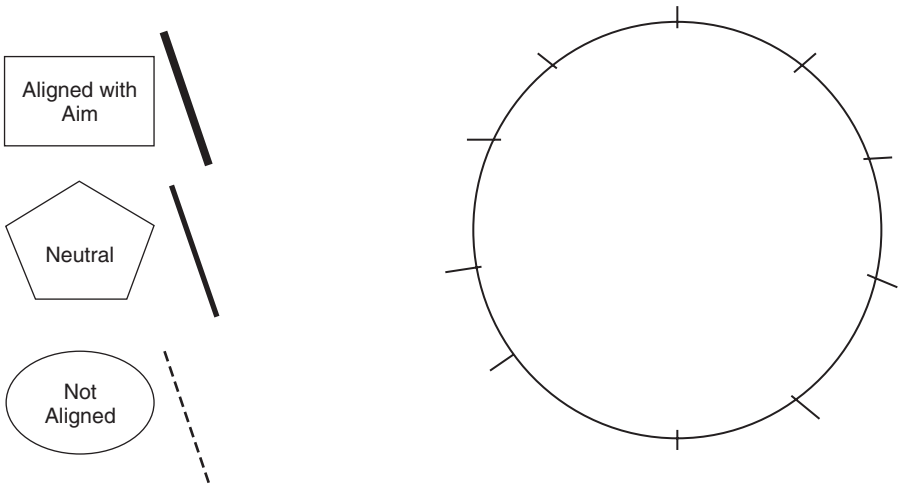

Figure 13.3 Actor Network Template

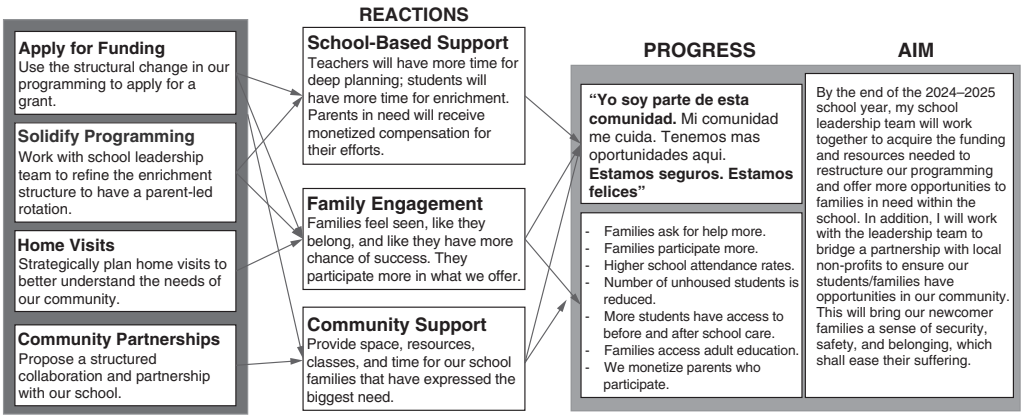

Figure 14.1 NB's Theory of Compassionate Change

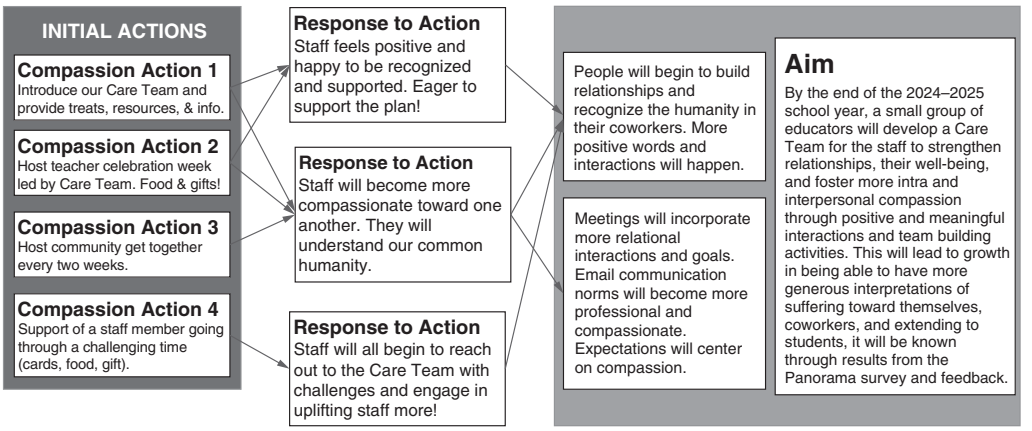

Figure 14.2 The High School Team's Theory of Compassionate Change

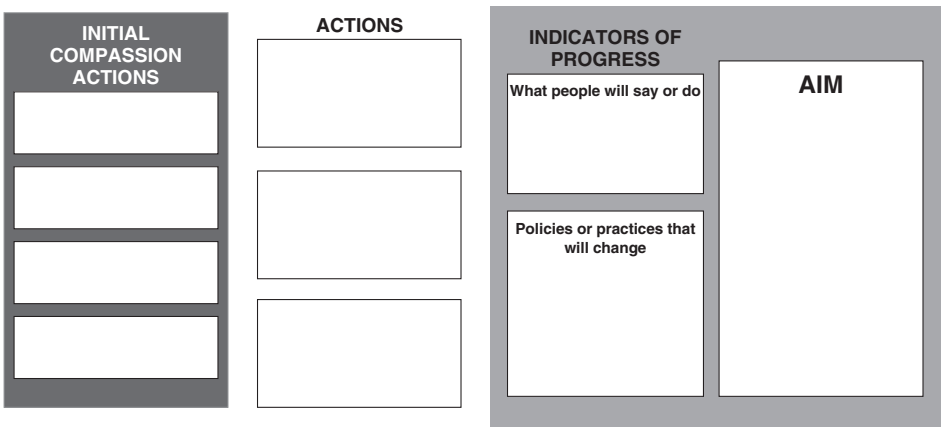

Figure 14.3 Theory of Compassionate Change Template

Planning for Compassionate Action Chart

Step (What will you do and how?)	**Timing** (When will you take this step?)	**People** (Who will be involved in this step?)	**Indicator of Progress** (What does "progress" look, sound, and/or feel like?)