

Arrive early to prepare the seating and contexts. Have students place their backpacks and coats on the side of the room—they don't need to have anything with them. It's about the process, not the notes.

7 Groupings: 3 or 4 chairs each

Topic: Well-being in a changing world

Contexts (written in marker on a sheet of paper)

**When we begin, we'll all move to a contextual area that interests us and talk about the subject through that context. We can move whenever it feels right, and there is no limit to how many or how few people should be at a context. In fact, there's very little "should" in this exercise at all. It's about exploring contexts and relationships between them, we'll do this by exploring relationships between ourselves.**

And we'll ask: What is well-being in a changing world? How can we think about that through each context? Our contexts are:

Politics  
Ecology  
Economy  
Education  
Media  
Culture  
Family

If you're in the education station, you're thinking about well-being in a changing world through the context of education.

What kind of education do you need?  
What are you learning about yourself through education?  
What is education in a changing world in terms of your own well-being, the well-being of the world, the well-being of your community?

Then you might get up and walk over to politics and ask: What is well-being in a changing world through the context of politics?

Then you might move again and ask, what is well-being in a changing world through the context of media?

As a group, our task is to move around as we please—wherever we want, with whatever timing we want, moving *as individuals*.

Each person sits in the group, joins the conversation, **maybe we're talking about personal lives in that context, maybe we're speculating, or talking about a recent political event.**

Talk about well-being through that context, and then you as an individual get up and move to another context when you're ready.

“And even if someone you love and respect is in the middle of saying something rivetingly interesting, you can still get up and move.”

**Let the conversation just drop in and flow:**

**What are you perceiving?**

**What are others perceiving?**

**How do the contexts start to connect?**

**What are you finding?**

Think of this as an experiment—what can you learn about yourself and each other in this exercise? Consider the observer.

And we move throughout contexts for 1 whole hour!

It's really important that you follow your own connective process.

The groups can change size:

The chairs can move, pull up a chair if you'd like, there may be 8 people in one group, 3 in another, even if you're the only person sitting with someone, it's okay to get up and move to another context—they are capable of thinking about that context on their own.

Questions/Comments from Nora (Take questions from the class—there are no experts, this activity is co-created based on this framework)

Q: Should we take notes?

No! No documenting. “I want new connections to form, and if you write things down they get concretized before they should. Impressions should be fluid and ethereal, so they can shift.”

Q: What information should be considered?

N: Recognize that your own experience is important. First-person stories are very welcome in this process, it's not about getting right answers or being clever, it's about allowing connections to take place across contexts, and those happen inside you.

Q: Why are Rob and Liam participating? Won't they change the dynamic?

N: It's part of the dynamic that needs to be changed. It's a level playing field. There are no experts in that liminal space

Criteria of Warm Data:

- 1. Observing the observer
- 2. Multiple description
- 3. Pattern
- 4. Paradox, inconsistency and time
- 5. Holism and Reductionism
- 6. Cultural responsibility
- 7. Aesthetic, mood, rhythm

After an hour, we convene for 7 minutes to discuss as a class the exercise:

What was the experience?

What happened? What are some of the things to consider when we're considering well-being in a changing world through a transcontextual lens?

What might be some questions to think about?

How would you approach that?

Where is the change we're looking for?

## **Oblique Strategies (By Brian Eno, Peter Schmidt) Used to get out of stuck thinking**

Cluster analysis

Make a blank valuable by putting it in an exquisite frame

Is something missing?

Intentions

–credibility of

–nobility of

–humility of

Simple subtraction

Revaluation (a warm feeling)

From nothing to more than nothing

Disconnect from desire

Is the tuning appropriate?

Idiot glee (?)

Change specifics to ambiguities

Question the heroic approach

You are an engineer