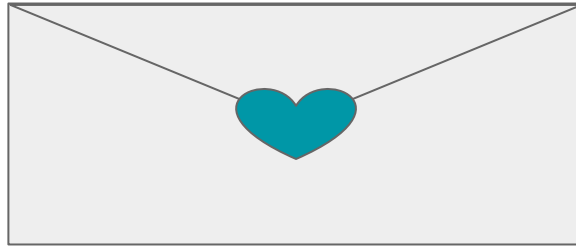


Inviting Co-creation for OUR Future Economy



Tiffany Sargent,
Educator & Coach

Presenter Disclosure Information

Presenter's Name: Tiffany Sargent



- I am the Owner of Small Shifts Matter, LLC
 - I offer trainings and resilience coaching including somatic practices and therapeutic arts exercises to support service professionals
- I am a Part-time Economics Instructor at Diablo Valley College, CA - Pleasant Hill and San Ramon campuses
 - Diablo Valley College has financially supported my participation at JET SET '24

Other things about me...

- I am a spouse and mom to 2 awesome kiddos
- I am a Muppets Fan
- I am a Drummer, Dancer, & Yogi... and a kinesthetic learner

Let's Pause...

May I offer a Somatic Practice?

Always an invitation, never a requirement



Bending Toward Practice:

- Make a fist with your dominant hand and try to pry open fingers with other hand
- Shake out your hands
- Other hand, tight fist and gently bend your fingers toward the tight fist, holding your fist with your other hand
- What do you notice?

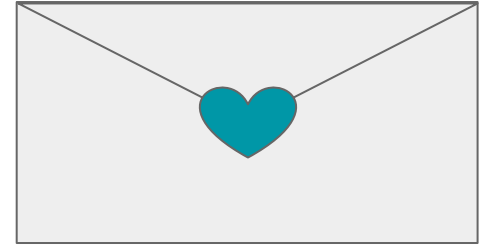
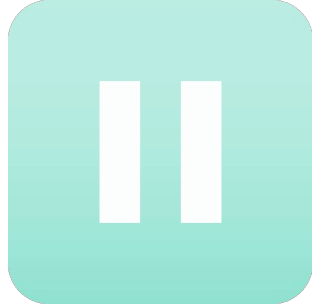
What is the problem with Econ 101 right now?

- Question from the 3rd row of Principle of Microeconomics in Fall of 2022...
“Were the founders of the discipline of Economics just spiritually immature?”
- Each year my students express a desire for more relevance and less theory emphasizing:
 - Climate change
 - Inequality and income distribution
 - Financial instability
 - Constantly changing technology and job prospects
 - New and diverse perspectives
 - Innovative policies
- In most intro textbooks the first chapter, “Thinking Like an Economist” includes Key/Core Principles stated as canon
 - Is it a self-fulfilling prophecy?
 - Are we ignoring sunk costs in the discipline?

Reference article: *What Students Learn in Economics 101: Time for a Change* by Samuel Bowles and Wendy Carlin* Journal of Economic Literature 2020, 58(1), 176–214 <https://doi.org/10.1257/jel.20191585>

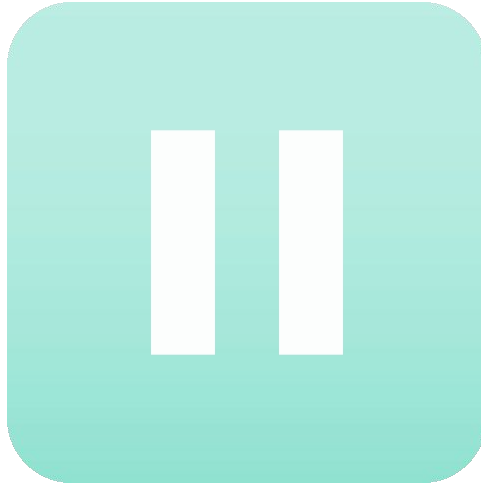
Small Shifts to Invite Co-Creation Of OUR Future Economy

- Build in the PAUSE
- Widen the Perspective
- Model and invite Rethinking, Reimagining, & Co-creating



Build in the Pause

- Trauma-informed practices help us center (co-regulation)
- Intentional mind-body (somatic) practices acknowledge the harm and rigidity and invite openings and new perspectives
- Helps support capacity for cognitive flexibility (“It Depends”)



Do Students Want &/or Need it?

What my students are telling me...(unedited)

“really enjoy them :)”

“I love doing the somatic and mindfulness practices before class starts. Before class, I always feel very tense and stressed, but once we do our breathing exercises, it helps calm me down and gets me in a great mindset. For example, I had a midterm last Thursday and was feeling super stressed and worried, but after the breathing exercises, it calms me down so much, and it makes me less worried and calm”

“My favorite practice is the grounding exercise. Just sitting and focusing on my breathing, feeling my feet planted into the floor helps me realize that I’m only human, I can only take on so much. It helps focus my attention. Also, stroking the arms or fingers is really soothing, I’ve done that practice in arguments to help me recenter.”

“Love it.”

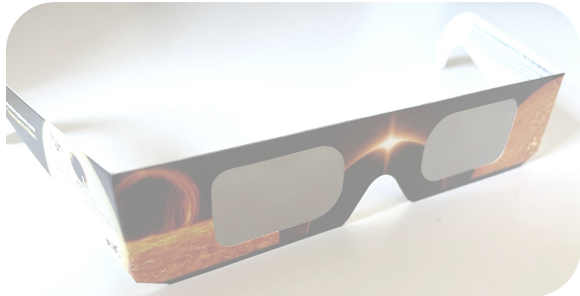
“I think is good.”

“i think there nice most of the time but sometimes im just not in the mood and choose not to participate either way i think its good”

Widen the Perspective

An Invitation and Challenge to myself...

- Invite Nuance and “Thinking about our thinking”
- Name the Narrow Representation and perspectives of the “experts” and “grandfathers” of the discipline I teach
- Continue to seek out voices that are often muted in my discipline and amplify them
- Emphasize the Generational Perspective



Emphasize Belonging, Agency, & Participation (in OUR classroom & in OUR economy)

- Replace “The” with “OUR” Economy (solidarityeconomics.org)
- Emphasize interdependence and collaboration
 - Insert reminders to encourage pausing, centering, connecting with self to be more connectable with others (dovetaillearning.org)
- Help students see their daily participation in OUR economy and invite their creative contributions

Class Announcement...

Checking in again and reminding you to POST TONIGHT in the Rethink discussion. The examples in the activity are certainly open to different perspectives on Market Structure so chime in!

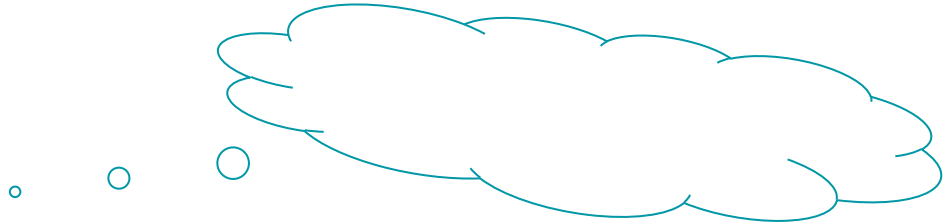
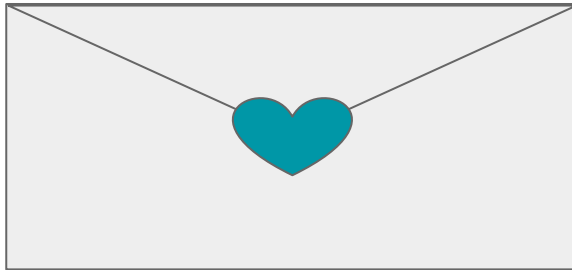
When we all contribute, we all benefit!

[Virtual Meeting of the Minds...](#)

Model & Invite Co-creation for OUR Future Economy

Reimagining Key Principles of Economics...

- Rethink Teams (inspired by Adam Grant's work and his book Think Again)
- Ask for Examples & Counterexamples...doodles, word maps...
 - What is serving us? What is no longer serving us?
 - What needs to shift?
- TAG Feedback Structure for group work and online activities/discussions



Rethink Teams



As Adam Grant says, “**Grow, Excel, Contribute**”

That is my intention for our discussions this semester. You are going to be in small groups for these discussions - Rethinking Teams. I want to explore together how we can **rethink** some of the ideas that are discussed in this course about our economy. The goal of this discussion group is to give you a safe space to **rethink and explore** different perspectives on our economy. There will also be opportunities to collaborate and co-create together and peer review each other's work.

Invitation to Co-create & Reimagine

You will complete this discussion in your **Rethink Teams**.

As it notes in section 2.3 in our text, "Adam Smith, writing in *The Wealth of Nations*,...wrote:

Every individual...generally, indeed, neither intends to promote the public interest, nor knows how much he is promoting it. By preferring the support of domestic to that of foreign industry, he intends only his own security; and by directing that industry in such a manner as its produce may be of the greatest value, he intends only his own gain. And he is in this, as in many other cases, led by an invisible hand to promote an end which was no part of his intention...By pursuing his own interest he frequently promotes that of the society more effectually than when he really intends to promote it."

There are tensions held in Economics that allow for BOTH-AND nuance since human beings are not always rational nor self-interested.

Watch this video from Doughnut Economics Action Lab (DEAL), based on chapter 3 of Kate Raworth's *Doughnut Economics: Seven Ways to Think Like a 21st Century Economist*. Kate Raworth proposes "a healthy economy **should** be designed to thrive, not grow." Is that a positive or normative statement?

What?! More puppets and Economics?! and DOUGHNUTS?! ;)



Co-creating and Reimagining with TAG Feedback

After watching the Puppet Rap Battle video above consider the Key Principles of Economics and think about how you might **reimagine** or **rethink** one of them.

Instructions:

1. Individually, pick a Key Principle of Economics (listed below) that we have explored in this module.
2. Post:
 1. Explain why the principle is important in Economics. What does it help explain in the economy?
 2. Give a real-life example that shows the key principle in action.
 3. Give a counterexample that shows the limitations of the key principle.

(NOTE: You will not be able to see your teammates posts until you have posted your initial post.)

1. Respond: Give feedback to each of your teammates on their example and counterexample. Use the TAG feedback structure:
 - T- Tell your teammate what you liked about their post
 - A - Ask a thoughtful question. Can you think of a question that might offer a different perspective?
 - G - Give a positive suggestion to improve the work



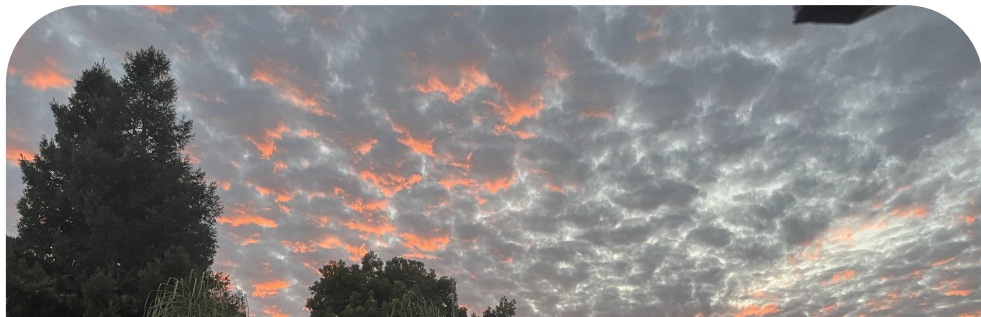
Gratitude and Mutuality Practice

Practice:

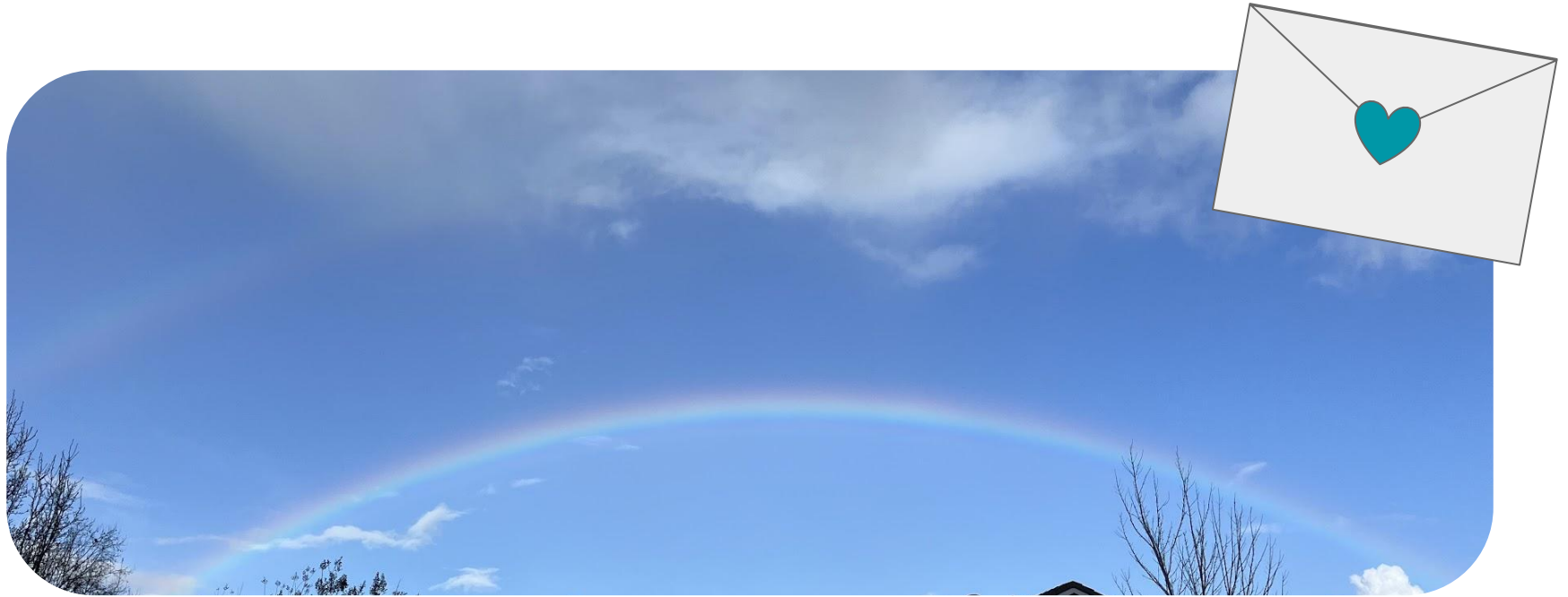
- Think of a person, place, thing who/that has helped you get to where you are today.
- Spend 30 seconds holding gratitude for that person, place, thing.
- What comes up for you in your mind and body?

Integration technique:

- Gratitude practice that builds connection with self and other (person, place, thing)
- Finding gratitude is also a Centering Skill that builds personal resilience
- Allows for recognition that no one gets where they are without help and support
- Supports a sense of belonging



How do YOU invite Co-creation with your students
for OUR future economy?



Thank you!

The small shifts are what
lead to freedom and
transformation for the
individual and the collective.



Small Shifts
MATTER



Let's Connect!

Email: tsargent@dvc.edu or
SmallShiftsMatter@gmail.com
[@smallshiftsmatter](https://www.instagram.com/smallshiftsmatter)

Where Can I learn More?

Websites:

- Dovetail Learning: dovetaillearning.org (FREE OER Resources!)
- Somatic Experiencing International: traumahealing.org
- Generative Somatics: generativesomatics.org
- The Embody Lab: theembodylab.com

Books & Authors (about Somatics and integration of Embodiment Practices)

- Waking the Tiger by Peter Levine, PhD
- The Politics of Trauma by Staci K. Haines
- My Grandmother's Hands by Resmaa Menakem

And so many more!

