

# Taking Agentic Action:

## Reflection Prompts for Educators

### **Understanding and Positioning Student Agency**

- How do you currently define student agency in your teaching?
- In what ways do students take ownership of their learning and actions in your classroom?
- How can you empower students to make meaningful decisions about the issues and actions they engage with?
- What shifts might help students recognize themselves as capable of influencing the systems they inhabit?

### **Promoting Systems Thinking for Action**

- How do you help students understand the interconnectedness of environmental, social, economic, and technological systems?
- What strategies support students in identifying patterns, feedback loops, and unintended consequences in complex systems?
- How might students explore local sustainability issues as part of broader global systems?
- How can you guide students to identify and act on "leverage points" for change?

### **Fostering Intellectual, Relational, and Transformative Agency**

- How do your lessons support intellectual agency, where students critically analyze and problem-solve around real-world challenges?
- How do you cultivate relational agency, where students collaborate meaningfully and recognize the power of collective action?
- How do you nurture transformative agency, encouraging students to envision and work toward structural or systemic change?

## Designing Learning That Leads to Action

- How do your classroom activities integrate academic, experiential, and community-based knowledge to inform action-taking?
- What opportunities do students have to connect their personal values, identities, and experiences to their actions?
- How do you balance foundational knowledge-building with immediate opportunities to act?

## Building Efficacy and Empowerment

- How do you communicate that students' actions—no matter how small—can contribute to larger transformations?
- What strategies help students see themselves as entitled participants in decision-making around sustainability challenges?
- How do you support students in identifying and navigating barriers such as apathy, overwhelm, or a sense of powerlessness?


## Reflection, Adaptation, and Growth

- How do students reflect on the outcomes and impact of their actions?
- In what ways do you help students adapt and iterate their strategies based on what they learn through action?
- What changes could you make to better support sustained, meaningful agentive action in your curriculum?
- How might you assess the impacts of agentive action—not just in terms of knowledge, but in empowerment and engagement?

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**Try, Adapt, Share!** These prompts are meant to spark ongoing reflection and design. Use them to refine your curriculum, guide PD conversations, or inspire classroom-based inquiry.

Whether students are taking first steps or leading complex projects, **your pedagogy can be the bridge between learning and transformative change.** Let us know what emerges—we'd love to see how you bring these ideas to life in your context.

 Join us in continuing to expand and refine productive ways to enact AOP by emailing your ideas and insights: [andrea.weinberg@asu.edu](mailto:andrea.weinberg@asu.edu); [michelle.e.jordan@asu.edu](mailto:michelle.e.jordan@asu.edu)