Charging Stations

A metaphor for educational opportunity and access

The story you're telling

Learning opportunities are like charging stations. At present, access to these stations varies greatly from one place to the next. We need to make powerful charging stations ubiquitous so every child can charge up to take an active role in their learning.

Strategically redirects thinking away from patterns such as:
• Consumerism • Separate Fates • Tangible Triad
• Willpower • Zero-sum Thinking

Roots of Success

A metaphor for developmental relationships

The story you’re telling

Developmental relationships are like roots that support and nourish young people’s success.

In more detail

Just as a system of roots supports and nourishes trees as they develop and grow, nurturing relationships with adults provide a foundation for young people’s development by offering them guidance, encouragement, and new opportunities. Cultivating strong roots nourishes young people and supports their development and growth.
Charging Stations

Concepts and ideas included in this frame element:

• A complex infrastructure is required to distribute power to all the places it needs to go: An intricate network of STEM learning environments is required to fuel knowledge creation and skills development across all communities.

• Inequities in the supply of resources are a consequence of the system we’ve built, not any particular energy source: Inequitable STEM education outcomes reflect structural deficiencies, not the individual characteristics of students, teachers, or parents.

• Unreliable or spotty charging systems cause disruptions everywhere: Unequal access to connected STEM learning environments stalls progress for everyone.

• Charging stations can take many different forms: Schools, museums, parks, libraries, and afterschool programs all fuel children’s STEM learning.

• How we supply power to the stations is a major factor in system reliability: By securing things like set-up funding, staffing, and instructional resources, we can strengthen our STEM learning infrastructure and ensure a steady flow of energy through critical charging stations like neighborhood schools.

• Strengthening and making repairs to the network benefits us all: STEM learning environments make up an important shared infrastructure of charging stations—we all have a stake in improving its quality, dependability, and interconnectedness.

User notes:

• Use the metaphor to talk about differential access to connected STEM learning across geographical spaces. This framing strategy taps into a “flavor” of fairness—fairness across places—that Americans across the political spectrum find difficult to argue against.

Roots of Success

Concepts included in this frame element

• Relationships involve more than caring. The roots concept can be used to help introduce the five elements of developmental relationships: expressing care, challenging growth, providing support, sharing power, and expanding possibilities.

• Developmental relationships, like roots, provide stability and have lasting benefits.

• Just as plants need multiple roots, young people need relationships with many adults in many different spaces to sustain their growth.

User notes

• Emphasize that roots create stability.

• Broaden people’s understanding of the types of relationship that could be considered “developmental.” Name other adults—beyond parents and teachers—that can form strong developmental relationships with children and young people.

• Environmental factors like water, soil or air can be compared to the external factors that facilitate or hinder developmental relationships.

• Show how strong roots lead to various types of positive outcomes. Communicators should use the broad theme of growth to point to the varied outcomes that result from strong developmental relationships.