

Date of request: 28-SEP-2021

Request ID: E-2021-ELRT-104

College: E

Department: ELRT

Initiator name: eric archer

Initiator email: eric.archer@wmich.edu

Proposed effective term: 202240

Does course need General Education approval?: Y

Will course be used in teacher education?: N

If 5000 level course, prerequisites apply to: U

Proposed course data:

WES Change Course EDLD 2020

Specific Course Change type selected: WMU Essential Studies - Level 2: Exploration and Discovery

1. Existing course prefix and number:
EDLD 2020

2. Level 2: Exploration and Discovery
Indicate which course category the course should be placed in:
Personal Wellness

3. Indicate which ONE additional required student learning outcome the course will assess:
(may NOT select category required outcome listed above) Develop sensitivity to diversity and inclusion

4. Indicate the first of TWO required student learning outcomes the course will assess:
Not Applicable

5. Indicate the second of TWO required student learning outcomes the course will assess:
Not Applicable

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

No

B. Please choose the applicable class level:

Undergraduate

C. Please respond Yes if this is current or new WMU Essential Studies Course. Otherwise, respond No.

Yes

D. Explain briefly and clearly the proposed improvement.

Initial WMU Essential Studies review and approval.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

Initial WMU Essential Studies review and approval.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

1. Engage in meaningful self-reflection on the intersections of leadership, personal wellness, and diversity and inclusion.

2. Consider diverse perspectives when working with others toward a common goal.

3. Explore opportunities to make a difference in their communities.

4. Develop understanding and practices for personal wellness 5. Develop sensitivity to diversity and inclusion

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

Initial WMU Essential Studies review and approval.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

Initial WMU Essential Studies review and approval.

COLLEGE CURRICULUM COMMITTEE MAY REQUIRE ADDITIONAL INFORMATION

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

Initial WMU Essential Studies review and approval.

COLLEGE CURRICULUM COMMITTEE MAY REQUIRE ADDITIONAL INFORMATION

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale. Initial WMU Essential Studies review and approval.

COLLEGE CURRICULUM COMMITTEE MAY REQUIRE ADDITIONAL INFORMATION

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students? Initial WMU Essential Studies review and approval.

COLLEGE CURRICULUM COMMITTEE MAY REQUIRE ADDITIONAL INFORMATION

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.) One section each Spring Semester with 25 student capacity. May be offered as a face-to-face or hybrid course.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section. Initial WMU Essential Studies review and approval.

O. Current catalog copy:

This course explores various leadership principles and practices through experiential activities and individual and group exercises. Throughout the course, students will reflect on concepts

related to Leadership for Social Change studied in EDLD 2000: Exploring Leadership for Changing World. Students will focus on developing strategies for enacting social change leadership skills in a variety of personal and professional contexts.

Prerequisites & Corequisites: Prerequisite: EDLD 2000 or instructor approval; with a grade of "C" or better in all prerequisites.

Credits: 3 hours

Notes: Open to undergraduate students only.

P. Proposed catalog copy:

This course explores various leadership principles and practices through experiential activities and individual and group exercises. Throughout the course, students will reflect on concepts related to Leadership for Social Change studied in EDLD 2000: Exploring Leadership for Changing World. Students will focus on developing strategies for enacting social change leadership skills in a variety of personal and professional contexts. This course meets the student learning outcomes in the WMU Essential Studies Level 2-Exploration and Discovery, Personal Wellness Course Category.

Prerequisites & Corequisites: Prerequisite: EDLD 2000 or instructor approval; with a grade of "C" or better in all prerequisites.

Credits: 3 hours

Notes: Open to undergraduate students only.

Department Curriculum Chair approver: brian horvitz

Department Curriculum Chair comment:

Date: 28-SEP-2021

Department approver: Donna Talbot

Chair comment:

Date: 28-SEP-2021

EDLD 2020: LEADERSHIP SKILLS FOR SOCIAL CHANGE

Department of Educational Leadership, Research and Technology

College of Education & Human Development

Western Michigan University

COURSE OFFERING INFORMATION**Course Description:** 3 credits**Course Meeting Times & Location:** 2 days/week for 75 minutes (f2f) or 1 day per week, bi-monthly for 1 hour and 50 minutes (hybrid)**Instructor Information:** TBD**Office Hours:** TBD**COURSE DESCRIPTION**

This course explores various leadership principles and practices through experiential activities and individual and group exercises. Throughout the course, students will reflect on concepts related to Leadership for Social Change model. Finally, students will begin to explore personal wellness, diversity and inclusion, and how these topics intersect with one's leadership practice. *This course meets student learning outcomes in the WMU Essential Studies (WES) - Level 2: Exploration and Discovery - Personal Wellness and Diversity and Inclusion.*

ASSIGNED READINGS FOR COURSEBennett, B. (2014). *Butterball (A short story)*. Day One.Covey, S. (2020). *The Seven Habits of Highly Effective People: 30th Anniversary Edition*. Simon & Schuster.

- **Chapters 1 & 7**

Komives, S. R., Wagner, W., & Associates. (2017). *Leadership for a better world: Understanding the social change model of leadership development* (2nd ed.). Jossey-Bass.

- **pp. 17-35 and Chapter 10**

Kouzes, J. & Posner, B. (2014). *The student leadership challenge: Five practices for becoming an exemplary leader* (2nd ed.). John Wiley & Sons.

- **Chapter 10**

Komives, S. R., Lucas, N., & McMahon, T. R. (2013). *Exploring leadership: For college students who want to make a difference* (3rd ed.). Jossey-Bass.

- **pp. 67-71 and Chapter 12**

Law, V., & Martens, C. (2012). *Don't leave your friends behind: Concrete ways to support families in social justice movements and communities*. PM Press.

- **pp. 175-180, 201-207**

Murry, D. (2021). *An effort to understand: Hearing one another (and ourselves) in a nation cracked in half*. Disruption Books.

- **pp. 11-39**

Parker, P. (2018). *The art of gathering: How we meet and why it matters*. Riverhead Books.

- **Chapter 1**

Rath, T., & Conchie, B. (2008). *Strengths-based leadership: Great leaders, teams, and why people follow*. Gallup Press.

- **Chapter 1**

Walsh, J. (Ed.). (2021). *Hungry hearts: Essays on courage, desire, and belonging*. The Dial Press.

- **Selected Readings**

COURSE LEARNING GOALS/OUTCOMES/OBJECTIVES

Students will meet the objectives of this course through a combination of assigned readings, group discussions, class activities and written and oral projects (both individual and group).

The student will:

1. Engage in meaningful self-reflection on the intersections of leadership, personal wellness, and diversity and inclusion.
2. Consider diverse perspectives when working with others toward a common goal.
3. Explore opportunities to make a difference in their communities.
4. Develop understanding and practices for personal wellness
5. Develop sensitivity to diversity and inclusion

COURSE ASSIGNMENTS

(1) 32 Personal Wellness Challenge and Reflection for Leaders

WMU Essential Studies assignment for developing and understanding practices for personal wellness.

Overview: “The health of a leader or participant is as important as the organization’s goals and outcomes. A leader who is stressed, unbalanced, physically exhausted, or overwhelmed is not likely to be as effective” (Komives et al., 2013, p. 507). This is a two-part assignment which embodies this quote from your reading. In part one, you will practice making changes to your personal wellness. In part two you will reflect on (a) the experience of making changes to your personal well-being, (b) how it relates to being a leader and other aspects of your personal well-being, and (c) how you will move forward as a leader practicing self-care.

Part One: 32 Day Challenge

You are to practice one goal you have with regards to personal well-being (e.g., meditation, gratitude, spiritual growth, saving funds) daily for 32 days.

You will use the 32-day commitment worksheet to record how you did or did not reach your commitment that day (e.g. meditated, wrote a thank you note, prayed, skipped buying a

latte). Please make sure you note the date and mark whether you accomplished the daily practice by inserting an X in the block and writing a little about what you accomplished or a zero if you did not practice the commitment that day.

Part Two: Reflection on Experience

Write a two-to-four-page reflection analyzing your personal well-being commitment, covering the following topics:

1.) the experience of making changes to your personal well-being,

- a) What did this exercise teach you?
- b) Was it easy to make this personal wellness change? Why or why not?
- c) What were some moments of triumphs? What were challenging moments?

2.) how it relates to being a leader and other aspects of your personal well-being

- a) How did the personal well-being you focused on impact other aspect of your life (thinking about the well-being wheel)?
- b) How will improving this area of well-being potential help you be a better leader?
- c) How does practicing self-care compare and contrast your views of leadership, society's views of leadership, and the class readings' views of leadership?

3.) how you will move forward as a leader practicing self-care.

- a) What is your plan for continual personal well-being/self-care?
- b) Would you do the 32-day challenge again in the future? What other methods of change might you try?
- c) How will modeling self-care as a leader potentially impact the health of others, organizations, and your communities?

(2) Group Facilitation

WMU Essential Studies assignment for developing sensitivity to diversity and inclusion.

Overview “A key role for adaptive leaders is to facilitate learning and development” (Komives et al., 2017, p. 226). Therefore, in your assigned groups you will develop and then implement a 20-minute classroom activity. This is any opportunity not just to practice your facilitation skills, but also practice the leadership skills you have been learning the entire semester. The activity must be related to diversity and inclusion either through the topic/learning outcome of the activity or the intentional design of the activity. You will then individually reflect on this experience, exploring (a) your role as a facilitator, (b) your role within a team, and (c) your personal learning related to diversity and inclusion.

Part 1: Activity Development: Group discussion and brainstorming should be part of developing your activity. Talk about what diversity and inclusion topics that resonate the most with each of you, what activities you have enjoyed this semester, and what you have learned about facilitation through this class. You should also talk about your personal strengths and what you feel like you can most contribute to the group during the planning process and during the classroom facilitation.

Part 2: Facilitation: Your group will facilitate your activity with you classmates. Although not required, it is highly recommended you practice your facilitation with a group before class to ensure you can meet the time requirements and you spots any problems with your activity. Possible ways to practice your facilitation could include asking for volunteers through one of your group members' living communities, student organizations, or other classes. (Be sure to obtain required permission before conducting the activity).

Part 3: Reflection Paper:

Write a two-to-four-page reflection on your experience, covering the following topics:

1. BRIEFLY recap your activity and how the activity reflected diversity and inclusion.
2. How did your team work together? What did you do well? What could have been approved?
3. How did (or didn't) you utilize each other's strengths?
4. How did the action of the group and yourself affect your classmates participating in the activity?
5. How can you apply the external lessons (the goals of activity) and internal lessons (your personal reflection) as a leader?
6. How has this assignment helped you become a more inclusive leader?
7. Reflect about how diversity and inclusion has been affected by continuities and changes over time. Now place this facilitation experience in a different year – either in the past or future – and think about what the experience would be like for yourself, your group members, and your classmates. Be reflective of personal identities and environmental factors. (Think about as the outer ring of the well-being wheel).

(3) Leadership & Diversity Mini ePortfolio

Create a mini portfolio that addresses your views on the connections between issues of diversity and inclusion discussed in class with your own leadership philosophy and beliefs. Some items this mini portfolio can include are: (a) two readings from class, (b) an activity from class, (c) a short reflection of what you learned about yourself, and (d) a short reflection of how the skills you learned could be applied to a future career. [*Detailed guidelines for this assignment will be included in the final syllabus*]

(4) Weekly Reflections

Students will be prompted by the instructor to reflect on course readings, activities, and personal experiences at the beginning of selected class session to spur conversation during that class period.

(7) Participation and Attendance

Attendance and participation are required parts of this course. Students are asked to reflect on their own attendance and participation at various points in the semester. [*A detailed attendance policy will be included in the final syllabus*].

Assignments & Learning Activities	Course Learning Objectives	Weight Percent of Grade	
Personal Wellness Challenge and Reflection for Leaders <i>WMU Essential Studies Personal Wellness</i>	1, 6, 7	20	
Group Facilitation <i>WMU Essential Studies Diversity and Inclusion</i>	2, 3, 4, 6, 8	20	
Leadership Guide	1, 2, 6, 7	20	
Weekly Reflections (10 @ 2 points each)	1, 3, 5, 6, 8	20	
Participation and Attendance	All	20	

GRADING POLICY AND SCALE

The instructor expects quality in all products and performances. The final grade for the course will be calculated on the following values: 90-100= A / 80-89 = B / 70-79 = C / 60-69 = D / <60 =E

“A” for work that is very strong in almost every sense; exemplary. It represents thoughtful, detailed, creativity showing more complex thinking, and is well written and free of errors (typographical, grammatical, organizational, etc.). Points deductions indicate that there is still room for improvement but in general students have demonstrated meeting the learning outcomes and have solid work. While many students in this class can expect to earn “A”s, please do not expect to earn an “A” for work that meets expectations without being in some way *outstanding*.

A “B” represents very good work and is a high pass; accomplished. The product may have a few weaknesses in one or more of the above areas but displays good solid effort overall. A “B” is a perfectly reasonable grade to earn in college.

A “C” grade represents a satisfactory, acceptable, adequate grade-it represents work that is developing. Generally, this means that students are doing the work, yet somehow several elements are missing from above.

A “D” represents beginning level of work. Perhaps several elements are missing, learning objectives were not met or areas were left out.

An “E” grade is assigned for assignments that do not meet the guidelines in any way or are of extremely low-quality work or have not been completed.

For more information on WMU’s definitions for grades and quality of work please see information published at: <https://wmich.edu/registrar/policies/grades>

PER FACULTY SENATE RECOMMENDATIONS, THE SYLLABUS WILL ALSO INCLUDE REQUIRED ELEMENTS SUCH AS:

- University policies/guidelines regarding academic honesty, religious observance, reasonable accommodation for physical or learning disabilities
- A clearly articulated attendance policy

- Clear expectation for classroom etiquette
- Instructor and Course Evaluation System (ICES) Information
- Tentative schedule including calendar of scheduled meetings and due dates for assignment

SAMPLE SCHEDULE: DISCUSSION TOPICS, ACTIVITIES, READINGS

<u>Week in relationship to (Social Change Model Topic)</u>	<u>Topics/Activities</u>	<u>Readings/Media</u>	<u>Practical Leadership Skill</u>	<u>Personal Wellness/Well Being Wheel Discussion</u>	<u>Diversity and Inclusion Discussion/Exploration</u>
Week 1 (Consciousness of Self)	Personal Wellness and Leadership	WMU Well Being Wheel: https://www.youtube.com/watch?v=NM0balZCG6g Komives: Chapter 12, Thriving Together (Renewal for Leaders) 497-523	Critical Thinking: Understanding connection between self-care and leadership.	Wheel: Why is it important that leaders be healthy?	
Week 2 (Consciousness of Self)	Clifton Strengths Intricacies	Rath & Conchie (2008): Chapter 1: Investing In Your Strengths (5 pages)	Knowing self: Reflection of personal strengths and how and why they differ from others with the same strengths. Teamwork	Occupational: How does being able to articulate your personal leadership philosophy help you with your career goals?	How does knowing your strengths help you be a more inclusive leader?
	Building Teams with Domains	Strengths Domain: https://www.gallup.com/cliftonstrengths/en/253736/cliftonstrengths-domains.aspx		Facilitation Question: How did the activity encourage engagement?	
Week 3 (Consciousness of Self)	Mindfulness	Meditation and Mindfulness: https://greatergood.berkeley.edu/video/item/mindfulness_meditation_and_the_brain Mindfulness Quiz: https://greatergood.berkeley.edu/quizzes/take_quiz/mindfulness	Mindfulness: Applying mindfulness techniques to individual and groups situations.	Emotional: How can mindfulness help you become and be emotionally healthy?	

				How does being emotionally healthy relate to being a positive and effective leader?	
Week 4	Personal Wellness Change Habits and Goals Create WMU You account 32-day Challenge Assignment Begins: <i>Used to Assess Personal Wellness Student Learning Outcome</i>	Convey: Overview, 54-62; Chapter 1: Principles of Personal Vision, 73-102 Chapter 7: Principles of Balanced Self-Renewal, 299-320 https://you.wmich.edu/	Knowing self: Reflection of areas of growth related to personal wellness.	Wheel: What are some areas you are excelling at? What are some areas you'd like to improve in?	
Week 5 (Commitment)	Self-Care	Healthy eating on a budget: https://www.thekitchn.com/10-smart-tips-for-eating-healthy-on-a-super-tight-budget-reader-intelligence-report-211182 Financial Health: https://wmich.everfi-next.net/welcome/financialeducation	Self-Care	Wheel: What makes it challenging to remain committed to personal wellness? How are personal commitments related to leadership?	How does equity affect a person's or a population's ability to commit?

<p>Week 6</p>	<p>Reciprocal Leadership Theories</p> <p>Social Change Model</p> <p>Facilitation Groups Assigned: <i>Used to Assess Diversity and Inclusion Student Learning Outcome</i></p>	<p>Komives (2013): Reciprocal Leadership Theories: pg. 67-91</p> <p>Komives (2017): Chapter 2: Social Change Model Overview, pg. 17-35</p>	<p>Synthesizing Information</p>	<p>Wheel: How does the outer rim of the Well-Being Wheel relate to the Social Change Model?</p>	<p>What role does diversity and inclusion play in these theories?</p>
<p>Week 7 (Change)</p>	<p>Social Change</p> <p>Neighborhood Building Activity 3</p>	<p>Komives (2017): Chapter 10: Change, pg. 201-230</p>	<p>Critical Thinking: Relationship of Change and Leadership</p> <p>Problem Solving</p>	<p></p>	<p>How does social change connect to diversity and inclusion?</p>
<p>Week 8 (Collaboration)</p>	<p>Group-oriented exercises about collaboration</p> <p>Cultural Communication – Activity 4</p>	<p>Law, V., & Martens, C. (2012) <i>Don't leave your friends behind: Concrete Ways to Support Families in Social Justice Movements and Communities</i>. PM Press. Pgs. 175-180, 201-207</p> <p><i>Facilitation Skills Just Might Be The Best Kept Leadership Secret.</i> https://www.forbes.com/sites/danabrownlee/2021/08/04/facilitation-skills-just-might-be-the-best-kept-leadership-secret/?sh=6ceccbd81aec</p>	<p>Teamwork</p> <p>Communication</p>	<p>Wheel: What role does communication play in achieving personal well-being?</p>	<p>Group-oriented exercises include exploring cultural communication differences.</p>
				<p>Facilitation Question: How did the facilitator's preparation as a facilitator help the group activity succeed?</p>	<p>Facilitation Question: How has facilitating learning about diversity and inclusion changed over time?</p>

Week 9 (Collaboration)	Group-oriented exercises about collaboration	The Science of Happiness: https://www.youtube.com/watch?v=oHv6vTKD6lg Kouzes, J. & Posner (2014): Chapter 10: Recognize Contributions, 212-231	Interpersonal Skills Teamwork	Social: How does encouragement and gratitude help build relationships? Emotional: What role does vulnerability play while practicing interpersonal skills?	
				Facilitation Question: How did the activity ensure students of all abilities could participate?	
Week 10 (Controversy with Civility)	Group-oriented exercises about conflict	Murry, D. (2021). <i>An effort to understand: Hearing one another (and ourselves) in a nation cracked in half</i> . Disruption Books p. 11-39	Conflict resolution	Social: How do conflict skills help you develop healthy relationships?	Cultural differences with conflict
				Facilitation Question: How could the facilitator learn personally while also encouraging learning among the group?	
Week 11 (Common Purpose)	Group-oriented exercises about common goals Facilitation Activities: <i>Used to Assess Diversity and Inclusion Student Learning Outcome</i>	Parker, P. (2018) <i>The art of gathering: How we meet and why it matters</i> . Riverhead Books. (Chapter 1)	Consensus building Teamwork	Environment: What role does have a shared vision play in a healthy environment?	Discuss the role of trust and how relates to equity.
				Facilitation Question: How did the facilitator make sure everyone felt included?	

Week 12	Facilitation Activities: <i>Used to Assess Diversity and Inclusion Student Learning Outcome</i>	Facilitation Activities	Teamwork		
Week 13 (Congruence)	Exploration of Identity – Activity 1 Facilitation Activities: <i>Used to Assess Diversity and Inclusion Student Learning Outcome</i> Exploring Values of Leadership Through Drawing– Activity 2	Bennett, B. (2014) Butterball (A Short Story). <i>Day One</i> .	Critical Thinking: Understanding of how values relate to leadership.	Wheel: Why is your identity part of the wellness wheel? Why is it at the center? Occupational: How does knowing your values help you with your choice a career?	Discussion of how learning about self helps learning about others. Discussion of differences of values, yet role of equity.
Week 14 (Citizenship)	Facilitation Activities: <i>Used to Assess Diversity and Inclusion Student Learning Outcome</i> Discussion of leaders who have made a positive	Selective readings from: Walsh, J. (Ed.). (2021). <i>Hungry hearts: Essays on Courage, Desire, and Belonging</i> . The Dial Press. Social Justice Videos: https://wmich.edu/servicelearning/social-justice-video-series	Synthesizing Information	Wheel: How does citizenship relate to the Well-Being Wheel?	Discussion of how leaders addressed inequity or demonstrated inclusive practices

	impact in their communities				
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Learning Outcome: Develop understanding and practices for personal wellness.

Criteria	Exemplary	Proficient	Developing	Beginning
Analyze personal wellness	Distinguish the interventions that will appropriately address weaknesses and support strengths.	Interpret the analysis and identify strengths and weaknesses.	Perform an analysis and develop a written report of results.	Describes a wellness analysis.
Understand personal wellness	Integrates how concepts of personal wellness impact global health.	Applies wellness constructs to own life and recognizes how dimensions of wellness interact.	Comprehend how behaviors/choices impact personal health and wellbeing.	Identify wellness terminology.
Manage personal wellness	Evaluate the progress of a personal wellness plan and identify further changes if necessary.	Make a personal action plan that can be implemented.	Articulates the components of a plan and the steps necessary to implement the plan.	Recognizes the importance of making a personal wellness plan.



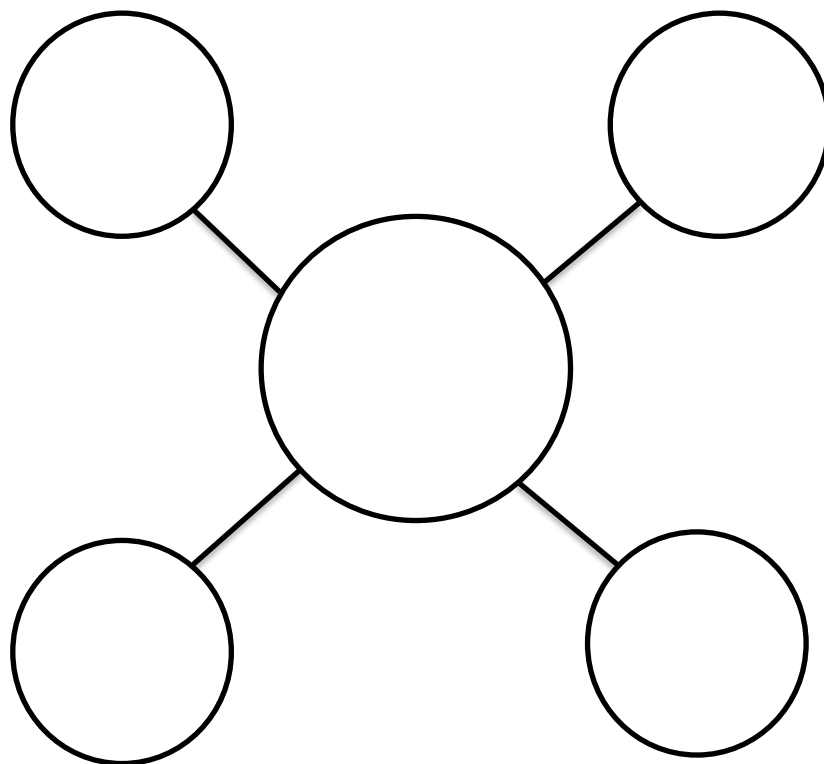
Learning Outcome: Develop sensitivity to diversity and inclusion.

Criteria	Exemplary	Proficient	Developing	Beginning
Develop awareness Demonstrate awareness of how diversity and inclusion affect yourself and others.	Engage in meaningful interactions that promote diversity and inclusion.	Explain how differences in perspectives affect issues of diversity and inclusion.	Describe perspectives on diversity and inclusion that differ from your own.	Identify your own perspectives on diversity and inclusion.
Historical perspective Demonstrate awareness of how diversity and inclusion have been affected by continuities and changes over time.	Engage in meaningful interactions that promote commitment to diversity and inclusion.	Explain how continuities and changes over time have affected diversity and inclusion.	Describe the continuities and changes over time that have affected diversity and inclusion.	Identify continuities and changes over time that have affected diversity and inclusion.

APPENDIX A: EXAMPLES OF IN-CLASSROOM ACTIVITIES**Activity 1: Aspects of My Identity**

This activity highlights the multiple dimensions of our identities. It addresses the relationships between our desires to self-define our identities and the social constructions that label us regardless of how we define ourselves.

Place your name in the center circle of the structure below. Write an important aspect of your identity in each of the satellite circles—an identifier or descriptor that you feel is important in defining you. Pick the top four parts of your identity. This can include anything: Asian American, female, mother, athlete, educator, Muslim, scientist, or any descriptor with which you identify.



1. Share which of the identities is most important to you and why.
2. Share a story about a time you were hurt by an individual because of the stereotypes he/she held about one of your identities
3. Name a stereotype associated with one of the groups with which you identify that is not consistent with who you are. Fill in the following sentence:

I am (a/an) _____ but I am NOT (a/an) _____.

For example, if one of your identities was athlete, you would write “I am an athlete, but I am NOT a stupid person.”

Activity 2: Exploring Ethics and Values of Leadership Through Drawing

Supplies:

- **Participants:** Need paper and pencil
- **Facilitator:** Can do activity with participants using whiteboard (real or electronic) or can just read directions.

Activity Directions:

Part I: Drawing

Instructor students to:

1. Draw a straight line down the center of the page.
2. Draw a heart on each side and thinking bubble on each side.
3. Label one side “me”

Explain you will be asking students to add to their picture symbols that represent their values and beliefs, and then add something to the other side which represents something opposite/different than what they drew.

4. Split the thinking bubble in two and draw:
 - a. 1. Set One:
 - i. I like to follow clear guidelines and procedures. (Checklist)
 - ii. I like to have creative freedom in projects. (Art)
 - b. 2. Set Two:
 - i. A healthy economy is all we need. (Stock symbol)
 - ii. A society is more complex than an economy. (World)
5. Split the heart into four parts. Draw a symbol in of the quadrant that represents which of the following statements you agree with:
 - a. 3. Set One:
 - i. Love what you do and you’ll never have to work a day in your life. (Heart)
 - ii. Work hard, earn money, and have fun on the weekends. (Money)
 - b. 4. Set Two:
 - i. Family is my everything. (People)
 - ii. Family is just one aspect of who I am. (Puzzle Piece)
 - c. 5. Set Three:
 - i. Fairness is more important than individualization. (Scales)
 - ii. Individualizations leads to better solutions. (Star)
 - d. 6. Set Four:
 - i. I forgive quickly. (Olive branch)
 - ii. It takes me a long time to forgive. (Calendar)
6. Finally, anywhere around the heart, draw one of the following symbols
 - a. 7. Set One:
 - i. I want a household with fluid roles designed by the individuals. (Water)

- ii. I want a household with more traditional breadwinner and homemaker roles. (House)
- b. Set Two:
 - i. I want to see the world and experience other cultures (World)
 - ii. I like staying closer to home. (Michigan)
- 7. Draw a circle around the value(s) that would be most challenging for you to lead others who do not agree with you.
- 8. Underline the value(s) that would be most challenging for you to follow in a leader who has a different view point than you.
- 9. Now write “ethical leader” on both sides.

Discussion:

1. Take a moment to reflect on this exercise. How did it feel to write ethical leader on each side of the paper?

For EDLD Class, can answer as a large group or split in other ways.

If your first name starts with A through H, go to page 269, and read about right versus right scenarios.

If your name starts with J through T, go to the bottom of page 264/start of page 265 and read about moral muteness.

2. Ask each group to define the concept and they explain how it relates to the activity.

Optional Closing Thoughts: –

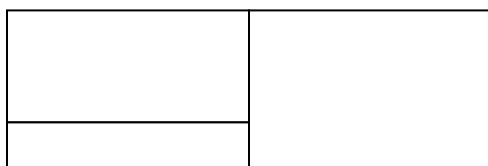
- One of the best skills you can learn is being comfortable with the uncomfortable, being mindful of it, and reflecting on it.

Activity 3: Neighborhood Building – Social Change Activity

Topic Objectives: Diversity/Social-Economic Inequality, Team building,

Directions Neighborhood Building needs 50 minutes – 70 minutes, not including set-up.

Set-up: Before participants arrive clear a large area (varies depending on size of group). Using masking or painter’s tape make the following rectangle on the floor:



Mentally, label each rectangle one through three. Have a table and chair available to the side and labeled Building Authority (see attachment). Also have a circle of chairs in a corner labeled as County Jail (see attachment).

Instructions to the Groups:

The facilitator should select two participants to act as the sheriff and building commissioner. It works even better to have the participants/extra facilitators selected before exercise, if possible. Ask the participants to leave the room and read over their instructions (see below).

The facilitator should introduce the exercise as a simulation where each group should build their ideal community. The facilitator should form three groups of equal size (more can be made if needed, but add additional squares). (No more than ten participants and at least three participants in each group.) To divide into groups, you can simple count off or have the participants form their own groups and then draw to see who will go where.

Explain each group will have 30-45 minutes to build an ideal community to live in using the money and supplies given. Buildings may not be built with the tape and index cards, without a building permit supplied through the Building Authority. Building permits prices vary based on the type of building. Read the list and pricing out loud and then post for the groups to reference. (See attachment for list.) Communities will be judged at the end to see which group produced the more ideal community and the group will be given time to “pitch” their community to the judge (the facilitator).

Explain each group will have to elect a leader to purchase the permits from the Building Authority and only he or she can leave the square. All other group participants must be in their community (or rectangle) at all times. A leader can only leave after asking permission from the sheriff. **Optional:** Explain a new leader can be elected at some point during the session, if the group chooses.

Handout the following to each group in large envelopes/bags, instructing the participants not to open them. (See attachment for play money). Assigned each class to their corresponding squares one of the building areas aka squares on the floor.

Large Square (representing upper class): 150 plain index cards, 50 colored index cards, 1 roles of, a green leader pin (see attachment) and \$150,000 in play money.

Medium Square: (representing middle class): 150 plain index cards, 20 colored index cards, 1 role of tape, yellow leader pin, and \$100,000 in play money.

Smallest Square (representing lower/working class): 115 plain index cards, 5 colored index cards, 1 role of tape, red leader pin and \$60,000 in play money.

Also, have some money available for the building commissioner to use as change.

Optional: Give the groups different denominations of cash, so it appears they are receiving the same amount of money. For example, the working class can receive its cash in \$100s while the upper class receives it in \$500s.

Facilitator Notes: If no colored index cards are available just increase the number of index cards. You will also need a star for the sheriff (see attachment) and several copies of building forms and permits (see attachment.) Don't point out to the group they are receiving different amount of supplies. If this comes up during the exercise, use it as a learning element to the game.

Exercise:

If applicable: privately check in with the sheriff and building commissioner to make sure they understand their role. If applicable: when ready, instruct the group to begin. The discussion aspect of Archie Bunker's Neighborhood is the most important element of the exercise, so be sure to leave 15-25 minutes afterwards for discussion.

Give the groups a five minute warning before the exercise ends. Be flexible with the community judging aspect of the exercise, as many participants will have figured out the point of the exercise by now. However, use the judging as part of the learning exercise, asking the working class group why they didn't use more color cards (if applicable), why don't they have as many buildings, or highly praising the upper class group.

Possible Discussion Questions:

1. As you were trying to build your ideal community, what did you encounter? Do you see this occurring in real life? Why or why not?
2. If you were a member of the working class, what feelings do you have? If you were a member of the upper class, what feeling do you have? Middle class?

3. Did you see any inequalities built into “the system”? How did they affect the different communities? (If the group hasn’t noticed, point out how each group had different amount of supplies.)
4. Was the unequal treatment that the working class group received always obvious? Was some of it subtle?
5. What are the different ways people responded to inequities? How did the upper/middle class respond? The working class?
6. Do you see any similarities between this exercise and the world you live in?
7. What did this tell you have how it feels to be in the groups that don’t get treated equally?
8. This exercise focused on social economic inequities? What other groups may get treated unequally or are discriminated against? (The LGBT community, people of color)
9. When you witness discrimination, what do you do about it?
10. What are some strengths you saw in the communication skills of your group? What are some conflicts you saw in the communication skills of your group?
11. How might a lapse in communication cause tension in this exercise?
12. How does the idea of building an ‘inclusive’ community support strong leadership and participation within that community?
13. Servant leaders look to empower communities in working together towards a common vision. How is this idea related to this activity? Give specific examples of how the “leader” of your group exhibited this principle or what could have been improved?
14. What is the most important idea you learned today? Any final thoughts?

Facilitator Notes:

Be prepared for tension in the room during the discussion. Many participants may feel uncomfortable or even angry. Encourage people to expand on thoughts, which aren’t fully developed to help encourage good discussion and successful reflection.

The participants who were the Building Commissioner and Sheriff may also offer some good input/a unique view, so encourage them to share as well.

At the end of the discussion, provide a closing statement and if needed perform a mediation moment to help bring tensions down.

Directions for Building Commissioner:

Thank you for volunteering to be the Building Commissioner in Archie Bunker's Neighborhood exercise. Participants will be assigned to three groups, each representing a different social-economic class: upper, middle, or lower/working class. They will be given play money, index cards, and tape and instructed to build their version of an ideal community.

Before a group can build anything (with the cards and tape) they must first get a building permit, from the building commissioner – that's you! Each type of building cost different amounts of money and the group has to decide what it wants to purchase. The groups have elected a community leader and only he/she can leave the community at any point. The upper class group leader will have a green badge, the middle class a yellow badge, and the lower/working class can have a red badge.

Your role in the exercise is to help illustrate the inequality that exists in American society among social classes by being an actor/actress! Your role is to subtly oppress the lower economic group because you belong to the middle/upper class. Also, you consider members of the upper class your friends, so you try to make life as easy as possible for them. The middle class you treat somewhere in between. You don't oppress them, but you also don't grant them lots of favors like the upper class.

To execute your role, think of ways to make life very easy for the upper class. They never have to wait line, you offer them a seat while they wait, you cut through red tape, and offer deals and discounts – without them even asking. You are extremely accommodating, friendly, and say phrases like: "Who wouldn't do a favor for a friend now and then?" "I am so glad to help you because you are such a model citizen." "This building will add so much to your community."

To make life challenging for the working class, you do the exact opposite in your role. You make them feel like everything they ask is a huge burden, you are unfriendly, and even deny them permits on the first try. You add extra paper work, charge processing fees, and make them wait while you finish a call. You even may need to call the sheriff in to escort the riff-raff out of the office. You say phrases like, "I'm just following procedure." "These are the rules. It's nothing personal." **This part of the role is often harder for the actor/actress to execute!**

The middle class is treated somewhere in-between. You don't make life difficult, but you don't grant them favors or deals either. You are helpful, friendly, and polite.

Tip: In the beginning, don't oppress the working class – let them get a few permits easily. (Although don't be friendly.) Then, start to make life difficult for them.

This is your chance to really act and get into a role!

Directions for the Sheriff

Thank you for volunteering to be the Sheriff in Archie Bunker's Neighborhood exercise. Participants will be assigned to three groups, each representing a different social-economic class: upper, middle, or lower/working class. They will be given play money, index cards, and tape, and instructed to build their version of an ideal community.

Before a group can build anything (with the cards and tape) they must first get a building permit, from the building commissioner. Only one person from each group may leave the square they are assigned (the community) at a time. All others must remain in the boundaries. The upper class group leader will have a green badge, the middle class a yellow badge, and the lower/working class can have a red badge.

Your role in the exercise is to help illustrate the inequality that exists in American society among social classes by being an actor/actress! Your role is to subtly oppress the lower economic group because you belong to the middle/upper class. Also, you consider members of the upper class your friends, so you try to make life as easy as possible for them. The middle class you treat somewhere in between. You don't oppress them, but you also don't grant them lots of favors like the upper class.

To execute your role, think of ways to make life very easy for the upper class. You are flexible with them staying in their rectangle's boundaries, you chit-chat with them as they build their communities, you provide security as they walk to the business office. You are extremely accommodating, friendly, and say phrases like: "Anything I can do to make your life easier, I would be happy to do." "What are friends for?" "I am so glad to help you because you are such a model citizen."

To make life challenging for the lower/working class, you do the exact opposite in your role. You make them feel like criminals, you are unfriendly, and you harass them over little things. You enforce the boundaries of their rectangle very strictly – they can't put a toe on the line. If needed you, respond to the Building Commissioner's request for help and frequently put any of them in jail. Once you release him/her (after a short time, such as 2 minutes), you watch that person like a hawk. You say phrases like, "I'm just enforcing the laws." "It's nothing personal." "If you all would just behave like good citizens, I wouldn't have to put you in jail." **This part of the role is often harder for the actor/actress to execute!**

The middle class is treated somewhere in-between. You don't make life difficult for them, but you don't grant them favors or deals either. You are helpful, friendly, and polite.

Tip: In the beginning, don't oppress the working class. Then, start to make life difficult for them.

This is your chance to really act and get into a role!

Activity 4: Cultural Communications

Overcoming Intercultural Communication Barriers

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When people communicate, their verbal and nonverbal signals are influenced by their experiences and by their cultural backgrounds.

Obviously, people from the same culture—who, by definition, are more likely to have similar backgrounds and experiences—are more likely to interpret each other's words and actions accurately. However, even under ideal conditions, the message the receiver decodes is never identical to the message the sender transmits. And, cultural differences greatly increase the chances that the message received will differ from the message sent.

In the March 1993 *Bulletin*, Daphne A. Jameson offered a simulation to teach intercultural communication. The following activity may also be used to help students overcome some of the communication barriers they may encounter in dealing with people from various cultures in a global economy.

INSTRUCTIONS

1. Divide the class into two cultural groups: Aggressivians and Passivians.
2. Distribute a copy of the cultural behavior characteristics in Figure 1 to all students in the Aggressivian group and a copy of the cultural behavior characteristics in Figure 2 to all students in the Passivian group.
3. Inform the students that throughout this activity they are to think and act as indicated by the behavior characteristics of their assigned cultural group.

4. Subdivide the class into committees of six students composed of three Aggressivians and three Passivians. (These committees may be slightly larger or smaller depending on the number of students in the class.)
5. Assign each committee a decision-making task in which committee members must work together to reach a consensus while behaving according to their cultural behavior models.

REPORTING PROCEDURE

After the committees reach their decisions, have each committee deliver an oral presentation and/or submit a written report explaining its decision and the information and procedures used in reaching the decision. In its report, ask each committee to answer the following questions:

1. How comfortable or uncomfortable were the committee members in playing their assigned cultural roles? Why?
2. Which cultural behaviors helped or hindered the committee's decision-making process? Why?
3. What communication barriers (if any) arose between the committee members from the two cultural groups? Why?
4. What suggestions can the committee offer to help people overcome intercultural communication barriers?

By preparing group reports rather than individual reports, students have opportunities to share ideas, to practice their collaborative and interpersonal communication skills, and to develop an understanding that individuals often perceive and evaluate cultural traits and behaviors differently.

This activity may be conducted as an ungraded consciousness-raising exercise. But grading the oral and/or written reports encourages students to think more carefully and to discuss more thoroughly their intercultural experiences. In addition, integrating this intercultural activity with instructional units on oral and/or written reports enables teachers to include intercultural communication instruction without using a great deal more scarce instructional time.

PRINCIPLES TO EMPHASIZE

During the class discussion following each group's oral presentation, emphasize the following principles:

- The cultural roles played by students during this activity are hypothetical.
- Although cultural differences exist in communication behaviors, no single stereotype can accurately characterize an entire cultural group.
- People's cultural traits are shaped by all aspects of their background and experience (education,

language, dress, food, customs, religion, economic orientation, geographic perspective, political viewpoint, etc.).

- Cultural influences shape people's thoughts, feelings, needs, desires, values, perceptions, and behaviors.
- In our increasingly global economy, employees must be prepared to work cooperatively with people from various cultures who have different customs and values and who exhibit different behaviors.
- A cultural trait that is considered positive in one culture may be considered negative in another.
- People are generally unaware of their own cultural traits until they interact with others who exhibit contrasting cultural traits.
- Interacting with individuals from other cultures can help to make people more aware of their own cultural heritage.
- Identifying and reacting rationally to overt cultural differences in physical and verbal behaviors is easier than identifying and reacting rationally to covert cultural differences in beliefs, values, and attitudes.
- Most cultural groups believe that their culture is inherently superior to that of others.
- Cultural groups often unconsciously segregate themselves from other groups because they feel more comfortable interacting with people with a similar cultural background.
- Cultural differences can inhibit trust and cooperation or create animosity among people and nations.
- Demonstrating patience, tolerance, objectivity, empathy, and respect in interactions with people from other cultures can do much to foster effective intercultural communication.

Using an experiential learning activity to teach intercultural communication can help students develop an affective appreciation as well as an intellectual understanding of many of these intercultural principles.

TIME REQUIRED

This activity generally can be completed in three class meetings. During the first class meeting, explain the purpose of the activity, give instructions, distribute handouts, and give groups time to work on their decision-making tasks. (To complete their decision-making tasks before the next class meeting, the groups may meet after class.)

During the second class meeting, the groups meet to discuss the intercultural factors that helped or hindered their decision making and to prepare their oral and/or written reports. (To complete their reports before the next class meeting, the groups may meet after class.)

During the third class meeting, each group presents its report to the class. Each group presentation is followed by a discussion in which the entire class participates.

The time required to complete this activity will vary depending on factors such as (1) whether the groups are assigned simple or complex decision-making tasks, (2) whether the groups are required to collect and process data to reach their decisions, (3) whether the groups are required to prepare only oral reports or both oral and written reports, and (4) whether the report-writing assignments are completed in class or outside class. If the class is large, the presentation of group oral reports may require more than one class meeting.



CULTURAL BEHAVIOR CHARACTERISTICS OF AN AGGRESSIVIAN

(Confidential: To be read only by Aggressivians)

Body Language

- Frequently uses gestures and facial expressions when speaking
- Enjoys prolonged eye contact—intensely stares at others when engaged in conversation
- Smiles constantly
- Stands and sits erectly

Personal Space

- Likes closeness—requires little personal space
- Stands and sits as close as possible to others
- Touches others frequently

Concept of Time

- Believes that time is money
- Believes that decisions should be made within strict deadlines
- Is always in a hurry
- Wants to discuss only the facts
- Wants to reach a decision as soon as possible

Vocal Qualities

- Speaks loudly
- Speaks rapidly
- Speaks with exaggerated vocal inflections

Personality

- Is extremely self-centered
- Frequently uses “I,” “me,” “my,” and “mine”
- Is rarely willing to help others unless a personal benefit results
- Constantly fosters his or her personal rights at the expense of those of others
- Never tries to understand the views of others
- Always feels better than or more important than others

Negotiating Style

- Is brutally frank
- Demonstrates no concern for the feelings of others
- Likes to argue for the sake of arguing
- Talks *at* people rather than *with* people
- Always assumes he or she is right and others are wrong

CULTURAL BEHAVIOR CHARACTERISTICS OF A PASSIVIAN

(Confidential: To be read only by Passivians)

Body Language

- Never uses gestures and facial expressions when speaking
- Avoids eye contact as much as possible
- Never smiles
- Slouches when standing and sitting

Personal Space

- Likes distance—requires much personal space
- Stands and sits at a distance from others whenever possible
- Never touches others

Concept of Time

- Believes that time is relatively unimportant
- Believes that making a sound decision is more important than meeting deadlines
- Never rushes
- Wants to discuss all aspects of a problem and how various decisions affect others involved
- Wants to reach a decision only after all evidence has been thoroughly discussed and carefully evaluated

Vocal Qualities

- Speaks softly
- Speaks slowly
- Speaks in a monotone

Personality

- Is extremely group-oriented
- Frequently uses “we,” “us,” “our,” and “ours”
- Is always willing to cooperate and to help others
- Frequently relinquishes personal rights in deference to those of others
- Always tries to understand the views of others
- Never feels better than or more important than others

Negotiating Style

- Frequently uses euphemisms to avoid hurting others
- Is extremely concerned about the feelings of others
- Always avoids arguments and conflict
- Talks *with* people rather than *at* people
- Listens carefully and never interrupts others
- Accepts the fact that others may think differently and that there may be more than one correct viewpoint

EDLD 2020: Leadership Skills for Social Change WES Essential Studies		
WMU Essential Studies Student Learning Outcomes:	Assignments and/or learning activities that meet the criteria within the rubric that is aligned with the SLO:	When the SLO Assessment will take place:
1. Develop understanding and practices for personal wellness	<p><u>32 Day Personal Wellness Challenge and Reflection for Leaders</u></p> <p>Overview: “The health of a leader or participant is as important as the organization’s goals and outcomes. A leader who is stressed, unbalanced, physically exhausted, or overwhelmed is not likely to be as effective” (Komives et al., 2013, p. 507). This is a two-part assignment which embodies this quote from your reading. In part one, you will practice making changes to your personal wellness. In part two you will reflect on (a) the experience of making changes to your personal well-being, (b) how it relates to being a leader and other aspects of your personal well-being, and (c) how you will move forward as a leader practicing self-care.</p> <p>Part One: 32 Day Challenge You are to practice one goal you have with regards to personal well-being (e.g., meditation, gratitude, spiritual growth, saving funds) daily for 32 days.</p> <p>You will use the 32-day commitment worksheet to record how you did or did not reach your commitment that day (e.g. meditated, wrote a thank</p>	Students will complete the 32 Day Personal Wellness Challenge during the month of February (Spring semester course) and their final reflection is due by Spring Break

	<p>you note, prayed, skipped buying a latte). Please make sure you note the date and mark whether you accomplished the daily practice by inserting an X in the block and writing a little about what you accomplished or a zero if you did not practice the commitment that day.</p> <p>Part Two: Reflection on Experience</p> <p>Write a two-to-four-page reflection analyzing your personal well-being commitment, covering the following topics:</p> <p><i>1.) the experience of making changes to your personal well-being,</i></p> <ul style="list-style-type: none"> a) What did this exercise teach you? b) Was it easy to make this personal wellness change? Why or why not? c) What were some moments of triumphs? What were challenging moments? <p><i>2.) How it relates to being a leader and other aspects of your personal well-being</i></p> <ul style="list-style-type: none"> a) How did the personal well-being you focused on impact other aspect of your life (thinking about the well-being wheel)? b) How will improving this area of well-being potential help you be a better leader? c) How does practicing self-care compare and contrast your views of leadership, society's views of leadership, and the 	
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	<p>class readings' views of leadership?</p> <p>3.) <i>How you will move forward as a leader practicing self-care.</i></p> <p>a) What is your plan for continual personal well-being/self-care?</p> <p>b) Would you do the 32-day challenge again in the future? What other methods of change might you try?</p> <p>c) How will modeling self-care as a leader potentially impact the health of others, organizations, and your communities?</p>	
2. Develop sensitivity to diversity and inclusion	<p><u>Group Facilitation</u></p> <p>Overview “A key role for adaptive leaders is to facilitate learning and development” (Komives et al., 2017, p. 226). Therefore, in your assigned groups you will develop and then implement a 20-minute classroom activity. This is any opportunity not just to practice your facilitation skills, but also practice the leadership skills you have been learning the entire semester. The activity must be related to diversity and inclusion either through the topic/learning outcome of the activity or the intentional design of the activity. You will then individually reflect on this experience, exploring (a) your role as a facilitator, (b) your role within a team, and (c) your personal learning related to diversity and inclusion.</p> <p>Part 1: Activity Development: Group discussion and brainstorming should be part of developing your activity. Talk about what diversity and</p>	<p>Students will be assigned to facilitation groups in Week 6; student group facilitation activities will take place during class sessions during Weeks 11-14; each student will submit final reflection of their facilitation experience during Week 14 at the end of the course.</p>

	<p>inclusion topics that resonate the most with each of you, what activities you have enjoyed this semester, and what you have learned about facilitation through this class. You should also talk about your personal strengths and what you feel like you can most contribute to the group during the planning process and during the classroom facilitation.</p> <p>Part 2: Facilitation: Your group will facilitate your activity with you classmates. Although not required, it is highly recommended you practice your facilitation with a group before class to ensure you can meet the time requirements and you spots any problems with your activity. Possible ways to practice your facilitation could include asking for volunteers through one of your group members' living communities, student organizations, or other classes. (Be sure to obtain required permission before conducting the activity).</p> <p>Part 3: Reflection Paper: Write a two-to-four-page reflection on your experience, covering the following topics:</p> <ol style="list-style-type: none"> 1. BRIEFLY recap your activity and how the activity reflected diversity and inclusion. 2. How did your team work together? What did you do well? What could have been approved? 3. How did (or didn't) you utilize each other's strengths? 	
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	<ol style="list-style-type: none"> 4. How did the action of the group and yourself affect your classmates participating in the activity? 5. How can you apply the external lessons (the goals of activity) and internal lessons (your personal reflection) as a leader? 6. How has this assignment helped you become a more inclusive leader? 7. Reflect about how diversity and inclusion has been affected by continuities and changes over time. Now place this facilitation experience in a different year – either in the past or future – and think about what the experience would be like for yourself, your group members, and your classmates. Be reflective of personal identities and environmental factors. (Think about as the outer ring of the well-being wheel). 	
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