



GLOBAL ALLIANCE
for Behavioral Health and Social Justice

2024
**COMING
TOGETHER
FOR ACTION**



Toward Mental Wellness

Wellness and Connection Hub

**Identity, Creativity, Wellness & Connection
Workbook**

compiled by Swarnima Chaudhary

Wellness & Connection Hub Schedule

Welcome to the Wellness & Connection Hub. We hope that you enjoy the resources and activities that are being shared within this hub. Please note that they were designed to encourage wellness. Virtual and in-person activities have been included for you to use at your own risk and discretion. Thank you to everyone who has been involved in creating and compiling these resources!

Date	Time	Location	Description
09/26 - 09/28	Duration: 10:26	Virtual - YouTube Link	A 10-Minute Meditation for Stress (Headspace)
09/26 - 09/28	Duration: 2:24	Virtual - YouTube Link	Quick Focus Reset Meditation (Headspace)
09/27	7:30 am - 8:20 am	In-Person: SCW MM Thompson-C	Student & Early Career Meet & Greet
09/27	6:00 pm	In-Person: UIC College of Nursing, 845 S. Damen Ave.	CT4A Reception

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Welcome Coming Together for Action 2024 Identity, Creativity & Wellness Workbook

We invite you to use this workbook throughout the conference to reflect on the identities you hold while also engaging in a creative activity. Afterward, explore some digital resources for self-care. The exercises are meant to support your own individual experiences and reflections and be completed on your own time - we do not expect you to share your work.

We hope you will take this opportunity to be present and reflect on what your identities mean to you, how your identities may show up at this conference, and consider sharing your reflections with your Global Alliance colleagues.

We hope you will be able to enhance your experience at the conference by reflecting on your own diversity and considering how identity and privilege emerge in interactions with others and can be affected by environmental and social contexts (e.g., professional conference environment). It will be most helpful to complete the worksheets in this workbook in the order they are presented. However, we encourage you to select which activities may be most helpful for you.

Identity work can be challenging, especially considering that identities and privileges we possess often dictate when and how we reflect on our identities.

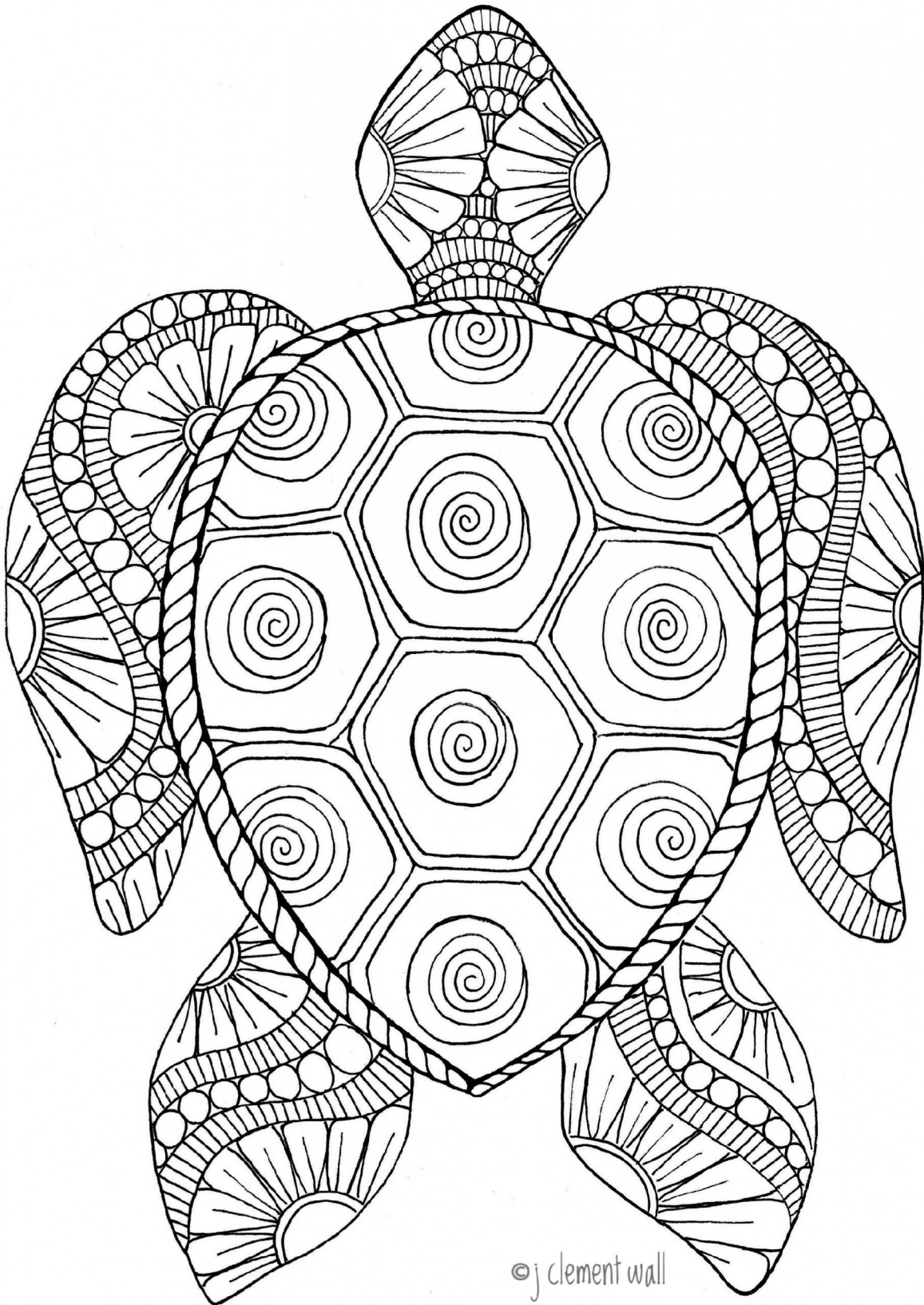
As a creative form of self-care, grab some markers and consider completing the coloring pages we have included in between each worksheet and at the end of the workbook. We have the wonderful opportunity to meet in person and the Wellness & Connection Hub is proud to present in-person opportunities to engage in well-being, whether that's through creative artistry, social connection, movement or storytelling. Refer to the Wellness & Connection Hub schedule to find a wellbeing activity that suits you.

Discover the artists behind the coloring pages by following the link at the top of the coloring pages. Laci Jordan is a multi-disciplinary designer and creative director from Huntsville, Alabama, currently based in Los Angeles. Judy Clement Wall is an artist and organizer based in Minneapolis. Take notes or doodle and color in the margins!

If you are able, we encourage you to print pages 4-17 of this workbook. The workbook includes:

- The Social Identity Wheel: this exercise looks at the identities we hold and where our privileged identities and marginalized identities may intersect. The worksheet invites you to select identities that you think about most often, identities that you think about least often, what identities you would want to learn more about, and identities that may have the strongest effect on how people see you as a person.
- Mapping Social Identity: with this worksheet, you can choose an identity you would like to reflect on and consider messaging you have heard about that identity (and others) over time.
- My Environment: this worksheet helps you identify the diversity (or lack thereof!) in your environment. People identify their identities in terms of gender, race, ethnicity, etc., then reflect on who they surround themselves with.

..... Artist
Judy Clement Wall
.....



© j clement wall



Instructions for "Social Identity Wheel"

Source: [University of Colorado Anschutz Office of Equity](#), (2020)

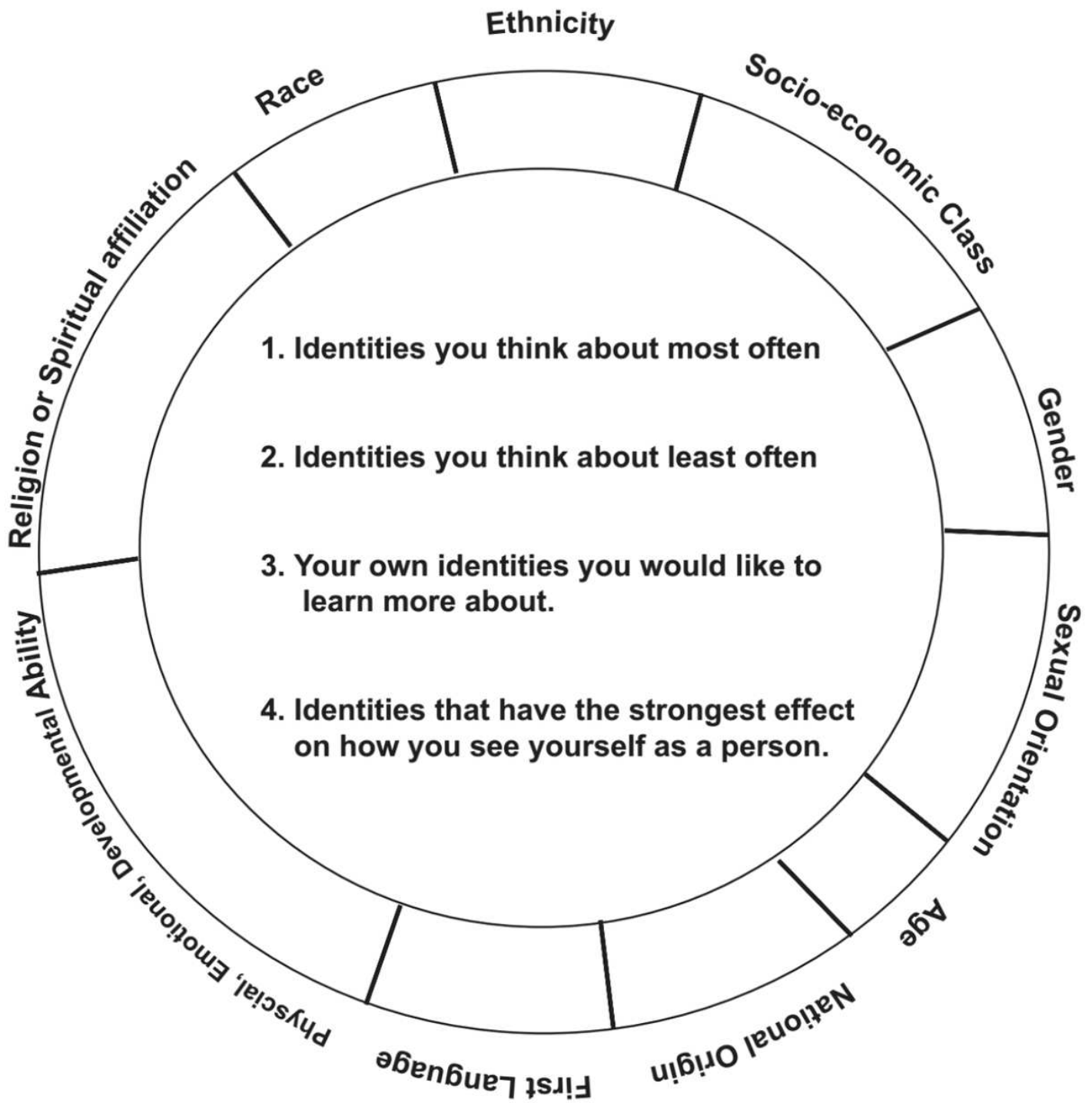
The chart on page 6 features a circle that is separated into 11 sections. Fill out each labeled section with your identities, starting at the top and moving clockwise around the circle:

- ethnicity;
- socioeconomic status;
- gender;
- sex;
- sexual orientation;
- national origin;
- first language;
- physical, emotional, developmental (dis)ability;
- age;
- religious or spiritual affiliation;
- race.

In the center of the circle, there are five numbered prompts to use to fill in each section:

1. Identities you think about most often;
2. Identities you think about least often;
3. Your own identities you would like to know more about;
4. Identities that have the strongest effect on how you perceive yourself;
5. BONUS: Identities that have the greatest effect on how others perceive you.

On page 7, you will find a Social Categories and Classifications matrix to help name identities and show privilege and power classifications. We invite you to write additional reflections or notes on the blank space provided.



Social Identity Wheel - Categories & Classifications

Source: [University of Colorado Anschutz Office of Equity](#) (2020)

Social Identity Categories	Privileged Social Groups	Border Social Groups	Targeted Social Groups	Biases with Power/"-Isms"
Race	White/Caucasian	Biracial/Multiracial	Asian, Black, LatinX, Native/Indigenous	Racism
Sex	Assigned Male at birth	Intersex	Assigned Female at birth	Sexism
Gender	Gender Conforming (Cisgender), Identity as Male or Female	Gender Ambiguous, Gender Queer, Agender	Transgender, Gender Queer, Intersex, Gender Ambiguous, Agender, Gender Nonconforming	Transphobia/Trans* Oppression
Sexual Orientation	Heterosexual	Bisexual, Queer, Lesbian, Gay, Questioning, Aces (Asexual/Aromantic), Polyamorous	Lesbian, Gay, Queer, Questioning, Aces (Asexual/Aromantic), Polyamorous	Heterosexism, Homophobia
Social Status/Class	Wealthy, Upper Class	Middle Class	Working Class, Poor	Classism/Casteism
Ability/Disability	Temporarily Able-Bodied	People with Temporary Disabilities, and/or "Invisible" disability	People with Disabilities (often physically identifiable)	Ableism
Religion	Protestant, Christian	Roman Catholic (historically), Spiritual	Jewish, Muslim, Hindu, Atheist	Religious Oppression/Intolerance
Age/Generational	Adults (Ages 35 – 55)	Young Adults (Ages 25 – 35)	Elders (55+) and Adolescents/Children (25 and under)	Ageism/Adultism

Note: A person cannot enter a room as ONE identity or as a part of oneself. All our identities work together simultaneously. Our world experience is based on the interplay of our identities within multiple dimensions of societal oppression i.e., intersectionality. For more information, review the Intersectionality Self-Guided Learning section on the University of Colorado Office of Equity [website](#).





Instructions for "Mapping Social Identity Messaging"

Source: [University of Colorado Anschutz Office of Equity \(2020\)](#)

Choose a social identity(ies) that you would like to reflect on and examine.

- Map what you have learned about this identity at different stages in your life.
- Either use the open space below to draw your own timeline OR use the structured chart on the next page.

In mapping your identity, consider these questions:

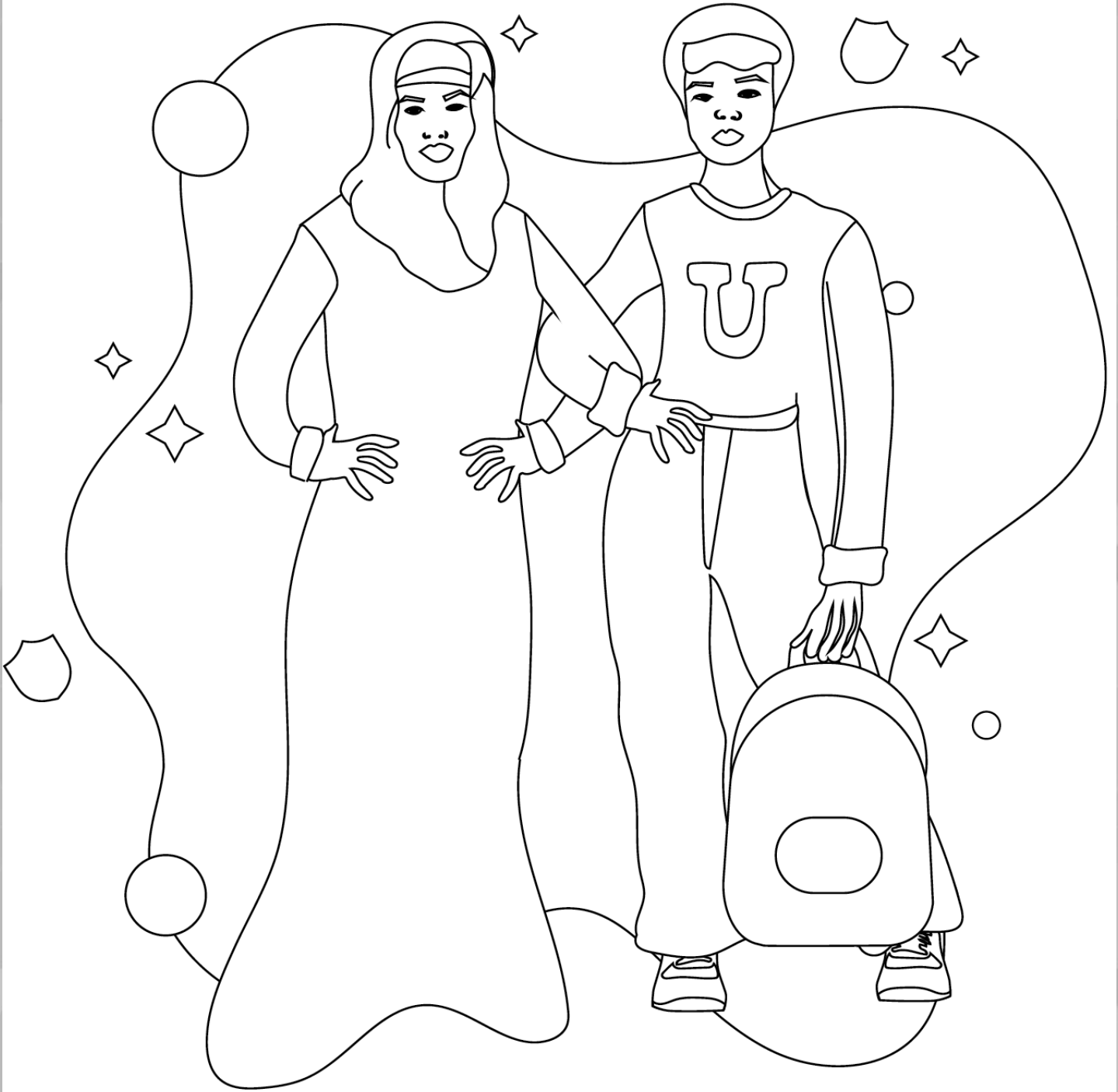
- What messages did you hear/learn about being _____?
- Where did the messages come from? (Parents, other family members, religious organizations, schools, teachers, media (print, TV, music), other institutions, peers, etc.)
- What behaviors were encouraged, rewarded, and supported? How?
- What behaviors were discouraged, unsupported, and punished? How?

First social identity I want to explore: _____

Other identity(ies) I want to reflect on: _____

.....

Age Group	What messages did you hear/learn about this identity?	Where did the messages come from?	What behaviors were encouraged, rewarded, and supported? How?	What behaviors were discouraged, unsupported, and punished? How?
0 – 5 years				
6 – 10 years				
11 – 15 years				
16 – 20 years				
21 – 30 years				
31 – 50 years				
51+ years				





Instructions for "My Environment Scan"

Source: [University of Colorado Anschutz Office of Equity](#) (2020)

On the next page, indicate how you and others in your life describe and reflect on the diversity in your environment or lack thereof. Use this blank space for any additional reflections or thoughts you may have around what you discover. If you're feeling stuck, here are some prompts to keep in mind:

- What, if any, patterns emerged after you filled out the chart?
 - What might be some reasons for the patterns or trends that emerged? At the macro-level? Mezzo-level? Micro-level?
 - Why do you think it's important to acknowledge our environments?
 - How might the environment impact the work that you do? Is it positive or negative? In what ways?
 - What is a commitment or action step that you can make to yourself or this group to better understand the environment that you live, work, and play in?
-

Source: University of Colorado Anschutz Office of Equity, (2020)

In my environment	Race	Gender	Ethnicity	Sexuality	Ability	Religion	Socio-economic status	Education status	Veteran status
I am...									
My co-workers are...									
My supervisor is...									
My elementary school was predominantly...									
My teachers were mostly...									
Most of my close friends are...									
My dentist is...									
My doctor is...									
Other people who live in my neighborhood are...									
People who regularly visit my residence are...									



*if nothing ever changed
there would be no butterflies!*

© j clement wall

Notes/Doodles

Notes/Doodles



Wellness Resources

The following are some digital resources curated for mindfulness & mental well-being, movement, and indulging creativity & exploration. It is not an exhaustive list but meant as a jumping-off point.

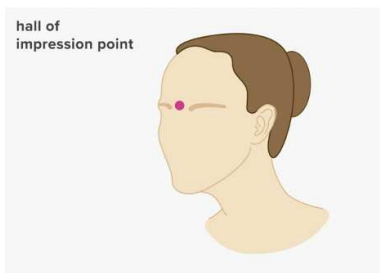
Click on the "Digital Wellness Resources" link to access the resource list. If you already have a wellness practice, we invite you to engage in it as we go through the conference or explore something new!



Digital Wellness Resources

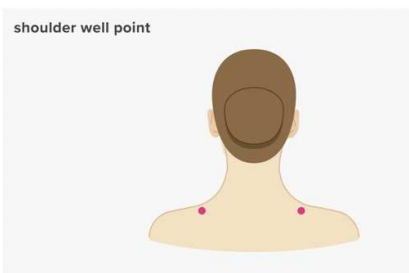
Mental Well-Being, Movement & Creativity

One last thing! Acupressure: Acupressure is an effective form of stimulation used to help relax the muscles. If done regularly, this method of self-massage can sustain improvement and minimize the recurrence of symptoms. Be patient and consistent when practicing acupressure on them. A simple way to stimulate these points is to press firmly with a finger in a rotary movement or an up-and-down movement for several minutes at a time. The following six points can be stimulated for anxiety and stress relief. This is not meant to replace the guidance of your physician.



To use this point:

- Sit comfortably. It can help to close your eyes.
- Touch the spot between your eyebrows with your index finger or thumb.
- Take slow, deep breaths and apply gentle, firm pressure in a circular motion for 5 to 10 minutes.



To use this point:

- Find the point on your shoulder muscle.
- Pinch the muscle with your thumb and middle finger.
- Apply gentle, firm pressure with your index finger and massage the point for four to five seconds.
- Release the pinch as you massage the point



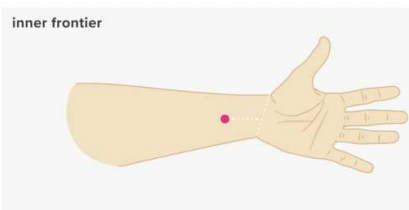
To use this point:

- Locate the point in your ear. It might help to use a mirror.
- Apply firm, gentle pressure in a circular motion for two minutes.



To use this point:

- With your index finger and thumb, apply firm pressure to the webbing between the thumb and index finger of your other hand.
- Massage the pressure point for four to five seconds, taking slow, deep breaths.



To use this point:

- Turn one hand so your palm faces up.
- With your other hand, measure three fingers below your wrist. The point lies here, in the hollow between the tendons.
- Apply pressure to the point and massage for four to five seconds.



To use this point:

- Find the point by moving your finger down straight down from between your first two toes.
- Apply firm, deep pressure to the point.
- Massage for four to five seconds.