

SYLLABUS

GES140 INTRODUCTION TO WELLBEING SPRING 2019

INSTRUCTOR:

OFFICE HOURS:

EMAIL:



COURSE DESCRIPTION

Explores the following dimensions that influence Wellbeing: Spiritual, Cognitive, Emotional, Physical, Relational, and Meaning. Examines the dynamic interconnection between the dimensions.

Students integrate foundational knowledge, experiences, and strategies to become successful whole and holy individuals not only in college but also throughout adult life.

COURSE OBJECTIVES

- Know and articulate six dimensions that influence Wellbeing.
- Identify and understand the interrelated nature of these dimensions.
- Articulate how Wellbeing is influenced by and interconnected with: values and priorities, spiritual formation, emotional health, physical health, relationships, healthy intimacy, vocational choice(s), personal stewardship, and one's participation in the Kingdom of God.
- Identify how their personal strengths positively influence dimensions of Wellbeing.
- Practice communication skills necessary for relating with diverse cultures and perspectives.
- Articulate a Strategy for Living (such as a Personal Credo/Rule for Life/Vision Board) that addresses each dimension of Wellbeing and how it will be tended to in college and beyond.

REQUIRED TEXTS

- Gallup. CliftonStrengths for Students: Your strengths journey begins here. New York: Gallup Press.
- GES140 Introduction to Wellbeing: Student Resource Book. Purchase from Bookstore.
- Additional articles and chapters from books are copied and loaded into Moodle.

RECOMMENDED READINGS

- Moll, Rob. What your Body Knows about God: How we are designed to connect, serve and thrive.
- Thomas, Gary. Sacred Pathways: Discover your soul's path to God.
- Thompson, Curt. Anatomy of the Soul.

FLIPPED / HYBRID COURSE

This course utilizes a flipped classroom design. This means that content or subject matter is delivered online in video format or in readings loaded in Moodle. All content videos and readings must be viewed/completed prior to class. In order to be successful in this course, you need to come to class prepared to engage the in class activities that are designed in light of the course material you have already studied. If you don't view and read the course material ahead of time, you will be lost in class.

Consistent attendance is expected as points are awarded each day. These points can not be made up if you miss class.

EVALUATION FACTORS

Attendance and Participation (taken daily)	10% of total grade	
Homework (5 random spot checks)	25% of total grade	no late work. miss the check, miss the points.
2 Exams	25% of total grade	no late work. miss the exam, miss the points.
21 DAYS Research Assignment	15% of total grade	late work policy applies
Informational Interview	5% of total grade	late work policy applies
Strategy for Living Final Project	20% of total grade	late work policy applies

GRADING SCALE

- A 100-94 A- 93-90
- B+ 89-87 B 86-84 B- 83-80
- C+ 79-77 C 76-74 C- 73-70
- D+ 69-67 D 66-64 D- 63-60

LATE WORK POLICIES

- 21 DAYS Research Assignment, Informational Interview and the Strategy for Living Final Project are due by the date listed in Moodle or in the syllabus. However, these assignments will be accepted past the due date. 3 points will be docked for each 'day'/24 hour window that these assignments are turned in late.
- If for any reason you can't complete these assignments by the deadlines listed, contact your instructor ahead of time and explain your situation. In **extenuating** circumstances (like a funeral or surgery), 24-48 hour extensions may be granted.

COURSE POLICIES:

Academic Honesty Policy

Since Bethel University is a Christian academic community, its fundamental purpose is the pursuit of knowledge and the development of growing Christian persons. Essential to the success of this educational mission is a commitment to principles of ethical academic integrity. Every member of the community is responsible for upholding the highest standards of honesty at all times. Students, as members of this community, are also responsible for adhering to the principles and spirit of academic honesty. For more information regarding definitions and policy for breaches in academic honesty, please refer to the Bethel Catalog or the Academic Integrity website.

Accessibility Procedures for students with disabilities found at the Disability Resources and Services website:

Disability-related accommodations are determined by the Office of Disability Resources and Services (DRS). Students are responsible to contact the Office of Disability Resources and Services. Once DRS determines that accommodations are to be made, they will notify the student and the instructor via e-mail. Students choosing to use the disability-related accommodations must contact the instructor no later than five business days before accommodations are needed. The instructor will provide accommodations, but the student is required to initiate the process for the accommodations.

Appeals Procedures:

Any concerns that you have either about the course, your grades, or the instructor should be handled in the following manner. (1) Communicate a concern directly to the instructor as a first step. (2) If you are not satisfied with the instructor's resolution of your concern, talk to the department or program chairperson. (3) If you are still not satisfied, then you should make an appointment to communicate your concerns to a dean in the Office of Academic Affairs. If this procedure is not followed, the rights and freedom of both the instructor and student are potentially violated.

Attendance and Participation are basic requirements for an effective activity-and-discussion based course. Attendance will be taken each day. If you are not in class when attendance is taken, you will not receive the points for that day. 1 point is awarded for coming. 1 point is awarded for participating in the activity and dialogue. If you cannot attend a class, it is expected that you inform your professor in advance via email. Excessive unexcused absences will result in recommending you withdraw from the course.

Computer or Printer problems will not be acceptable reasons for late work. Always make copies of your work and save them until the term is over.

Syllabus Adjustments:

A syllabus communicates the policies and assignments for a course for a term; however, during the term the instructor has the authority to make changes to the course policies, assignments, points and weight of assignments. Students who miss class are responsible for learning about any changes to the syllabus, assignments, course policies by first contacting another student in the class or meeting with the professor during their office hours. Simply sending an email to the professor asking "What did I miss today?" is not sufficient effort on the part of the absent student.

Turnitin & Plagiarism:

Turnitin is Bethel's plagiarism detection system. Turnitin is enabled for most assignments in this course and is configured to display an originality report to students for each assignment for which it is enabled. Instructors will use originality reports to assess originality in assignments and apply the Plagiarism Policy when issues of plagiarism occur. Students who are concerned about plagiarism can use the originality report as a feedback tool and edit their assignment to eliminate actual plagiarism issues and improve. The first assignment that reports significant plagiarism will receive a zero and the student will need to meet with the instructor. The second assignment that reports significant plagiarism will warrant a failing grade for the overall course, the need to repeat the course the following semester and will initiate a report being sent to the Vice President of Academic Affairs.

QUESTIONS?

- Contact your instructor as soon as you have a question. Each instructor for Introduction to Wellbeing deeply desires student success, so please reach out whenever you need additional information or support.

HOMEWORK SPOT CHECKS

Since the bulk of information you will learn is provided in videos and readings outside of class, it is imperative that you keep up with your 'flipped classroom' lessons which are housed in Sutori. As you move through a Sutori lesson each weekend, you will need to take notes in your Student Resource Book.

Five random times throughout the semester, when you first arrive in class, your SRB will be checked for completion. Peer Facilitators will flip through your notes pages since the last spot check. They will be looking for completion of notes and especially thoughtful answers to the questions in the "Linking this to your Life" boxes.

These homework spot checks will be done in lieu of quizzing you on the course material. Unless you have contacted your professor ahead of class time with a legitimate reason for missing class, and you are absent from class on a spot check day, you will receive a zero for that spot check and will not be able to "make up" the points awarded that day.

This process is being implemented because students must come to class having already interacted with the basic course content. This allows for class activities and discussions to build from what was learned (or reviewed) prior to class.

_____/ 5	<p>0/5 = You did not fill in any of the notes pages, offer any thoughtful responses to questions OR you filled in the pages with random, unrelated information attempting to make it appear that you had done the homework.</p> <p>3/5 = You partially completed the homework since the last spot check</p> <p>5/5 = You completed all lessons since the last spot check You filled in every notes page fully You answered each "linking this to your life" question thoughtfully</p>	_____/ 5
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ATTENDANCE & PARTICIPATION

Attendance and Participation will be taken everyday

Class time is designed for you to take your basic understanding of the course material and apply it to hands on learning activities and/or dialogue based group settings. Your comprehension of the course material will remain rudimentary without attending class and participating in the activities and discussion.

_____/ 2	<p>1 point for Attending class Attendance taken within first 5-10 minutes of class</p> <p>1 point for Participating in class Participation point assessed and awarded at end of class</p>	_____/ 2
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EXAMS

Two exams will be given in class. You may not use your notes, however, all exam questions will be pulled from the Review guides found at the end of each Unit in the SRB. You will bring your SRB to the Exam and receive points for completing these Review guides. Exam One will be at the end of the Cognitive Unit (right before spring break). Exam Two will be at the end of the Emotional Unit.

You will not be able to make up a missed exam UNLESS you contacted your instructor prior to the test date and provide a recognized reason for absence on a exam date. A recognized reason for missing an exam would include: surgery, hospitalization/emergency room, funeral, Bethel event such as participation in Festival of Christmas or an athletic competition. Doctors appointments, early spring break departure, work, athletic/musical practice or other meetings are not recognized reasons to miss an exam.

21 DAYS

The topics you are learning about in this course can positively influence your wellbeing IF you make them habits in your life. However, habits are challenging to form. This assignment is experience based research and learning around habit formation and the positive outcomes that are possible for your wellbeing.

The majority of students will be researching what choosing 7-8 hours of sleep each night does for one's spiritual, cognitive, emotional, physical, relational and meaning aspects of life. For those who sleep this much already, you may choose either a Spiritual Discipline or a Growth Mindset for 21 days.

Prior to starting 21 DAYS, you will type up your answers to the pre-research questions. For 21 Days you will collect both qualitative and quantitative data as you attempt to form your habit. You are to observe not only what it takes to form a habit, but also when you do form the habit, what happens to your wellbeing. Finally, at the end of the research you will answer the post-research questions. You will submit all these items either via Moodle or by turning in a hand written project.

Self Assessment	Steps to Complete:	Instructor Assessment
----- / 2	<p>Provide all necessary paperwork for a complete 21 DAYS research project. This will include: Pre-Research Answers 21 Days of Data Collection (both quantitative and qualitative data) Post-Research Answers</p>	----- / 2
----- / 8	<p>Answer the Pre-Research questions. Assignment should be answered in complete sentences - not in bullet points. Fully explain your thoughts and opinions. Notice all parts to each question and answer the question fully. 2 points per question.</p>	----- / 8
----- / 63	<p>Complete 21 DAYS of Data Collection – Every day, you should assign a numeric value for each dimension. Additionally, you must provide written observations regarding the habit you are trying to develop and how it is influencing your wellbeing in two different aspects of life. Observations must be written in complete sentences.</p>	----- / 63
----- / 12	<p>Answer the Post-Research questions. Assignment should be answered in complete sentences - not in bullet points. Explain your answers citing specific experiences from the research time. Draw conclusions and explain your conclusions around habit formation for intrapersonal wellbeing.</p>	----- / 12
		85 points total

DUE DATE:

Sunday, April 7th by 10:00 pm

Be sure that you fill out and turn in the entire packet:
 The Pre-research questions, 21 DAYS of Data Collection, the Post-research questions.

INFORMATIONAL INTERVIEW

This assignment will help you explore either a career or major you are interested in while at the same time practice the necessary skill of networking. Thus, for this assignment, **you may not choose a close family member to interview.**

You will set up a 20-30 minute appointment with a professional in the career field you are most interested in at this time. If you can not identify someone in your desired field OR you are uncertain of the career field you would like to pursue, you may choose to interview a Senior student who is majoring in a topic of interest to you. Use the information on the following pages to guide you through this assignment.

After the interview, type a 2-3 page paper that covers the components listed in the rubric below. **Do not** simply type up the questions you asked and the answers provided.

Note: Your Instructor may take off up to 3 points for poorly written papers (excessive misspelled words, poor grammar, incomplete sentences, lack of support/examples for statements made, not referencing course material & terminology if/when appropriate, etc.)

Self Assessment	Components to complete this assignment:	Instructor Assessment
_____/ 5	<p>Conduct a 20-30 minute interview with a non-immediate family member and provide the following information: Who did you interview? Where do they work/go to school? How long have they been in this field/major? Why did you select this particular individual?</p>	_____/ 5
_____/ 10	<p>Reflect on your learning. Describe, in detail, five things you learned about the profession or field you are considering. Explain why each of these items were helpful or perplexing for you to learn about this field. Why did each of these five items stand out to you?</p>	_____/ 10
_____/ 4	<p>Respond to your learning. What questions do you have regarding the career/major you are considering? Provide at least TWO questions, reflecting careful consideration of this career. Your questions should demonstrate that you listened to this professional and in light of what they communicated, you now have additional questions about the field you are considering.</p>	_____/ 4
_____/ 6	<p>Further your learning. What steps can you take this year to continue learning and gain further clarity on your major/career path? Provide TWO intentional and tangible next steps. Cite the step and explain why you would intentionally pursue this next step. Explain how each step will help you learn more/clarify your career or major choice.</p>	_____/ 6
		25 points total

DUE DATE: Sunday, May 5th by 10:00 pm

INFORMATIONAL INTERVIEW

Due May 5th

INSTRUCTIONS

Informational interviews are excellent opportunities for you to learn about different career fields and at the same time begin the important task of networking. In this assignment, you will be gathering information, asking advice, and learning about a career field or major.

For this assignment, you can consider both majors and career fields that interest you. You may have a specific career that you want to pursue, or you may be exploring different majors. No matter where you are in the process, an informational interview is valuable because you can learn about majors and/or career fields from this assignment.

TO BEGIN:

Which career fields or majors would you like to learn about? **Make a list of people** you know are in these careers or majors at this time. These could be professionals in that field or upper-class students.

Consider people in your network:

Older siblings/parents/family members

Upper-class students at Bethel in your major and professors

Neighbors/friends of your parents/church community

Request 20-30 minutes for an informational interview by calling or emailing.

Here's an example of what to say:

"Hello, my name is _____ and I am a student at Bethel University. I received your name from my roommate, _____.

I'm in the process of exploring career fields in human resources and/or majors in communication studies and business. I understand that you have a successful background in corporate recruiting and I would greatly appreciate if I could talk with you briefly about your career path in order to learn more about careers in human resources. Would you have 20-30 minutes in the next couple of weeks to talk with me? I can be reached at _____. Thank you for your time. Sincerely, _____

Prepare a list of questions ahead of time.

Bring these with you pre-written or typed. Have blank paper and pen ready with the questions.

Dress appropriately and arrive early.

If meeting with a professional, consider dressing business casual (Ex: dress pants/dress shirt).

After the interview, send a thank-you card or email.

Ask how you can follow-up and be intentional at building relationships with professionals.

INFORMATIONAL INTERVIEW

continued

EXAMPLE QUESTIONS:

Can you tell me a little about your story and your career path?

What was your undergraduate major?
How did it help prepare you for your career?

How did you enter this field or decide on this career?
What other positions have you had? Is your career path typical?

How does your role align with your values? Calling? Purpose in life?
How do you live out your faith in the workplace?

What are your responsibilities?
What does a typical work day look like for you?

What do you like most about your position? What do you like the least?
What parts of your job do you find most challenging? What is most rewarding?

What has prepared you the most for your current role?
What type of preparation is necessary or helpful for your role?

What would indicate if one possesses the ability or potential to be successful in this line of work?
What skills and experiences are important to do this job well?

Do successful applicants need additional experience besides educational and experiential requirements to break into the field?

What do you appreciate the most about your organization's culture?

Are there other insights you have that would give me greater understanding of this occupation or field?

What recommendations/advice would you have for someone interested in pursuing this career?
What should I be doing in college in preparation for this career field?

May I contact you by phone or email if I think of any further questions?

STRATEGY FOR LIVING

This project is your final .

It should represent your cumulative knowledge and understanding of wellbeing after studying this topic for an entire semester.

You may complete this project in either format:

1. Write a traditional 9-10 page paper. Do not go over 10 pages. Typed, double spaced, 10 pt font, .75 inch margins.
2. Create a website. Min 4 main pages in menu with appropriate supporting pages to complete all questions.

Whether you write a paper or create a website, you **must write in a way that completely explains your thoughts**. Pretend that you are writing this for someone who has no idea what wellbeing is or what it is influenced by. Explain all your statements.

Since this is your final, you may not write in bullet points. You must clearly reference course material throughout this project and **bold** any course vocabulary/terminology the first time you use it to make clear all the times you are referencing course vocabulary/terminology. If you don't have many items bolded at the end, go back and explain yourself using more course material to support your statements. When you bold a course topic, define it and then cite where you found the definition in your SRB/Sutori Lesson.

NOTE: Your Instructor may take off up to 10 points for poorly written assignments (excessive misspelled words, poor grammar, incomplete sentences, lack of support/examples for statements made, not referencing course material & terminology if/when appropriate, etc.) Similar to the Connections Assignments, assume your reader knows nothing about wellbeing. Explain everything.

Self Assessment	Questions to answer:	Instructor Assessment
_____/15	<p>QUESTION ONE: WHAT IS WELLBEING?</p> <p>Define and explain wellbeing. A robust answer will:</p> <ol style="list-style-type: none">1. Compare and contrast the dictionary definition of wellbeing with the course definition of wellbeing.2. Explain and define the three different kinds of wellbeing referenced in this course.3. Use a real life example/story to illuminate the interconnection between intrapersonal and interpersonal wellbeing.4. Bold all course vocabulary when used for the first time5. Define all course vocabulary when used for the first time6. Cite the SRB/Sutori lessons using APA, MLA or Chicago guidelines the first time course terminology is used <p>Aim for 1.5 - 2 pages of writing</p>	_____/ 15
_____/25	<p>QUESTION TWO: HOW HAS YOUR UNDERSTANDING OF WELLBEING BEEN REFINED THIS SEMESTER?</p> <ol style="list-style-type: none">1. Explain what you thought wellbeing was before you took this class.2. Describe how your perspective of wellbeing has changed as you learned this material.3. Finally, explain why you think a university would want students to know and apply this information. As you write your answer to this question: Reference five course topics Define each topic and cite the SRB/Sutori lesson Explain how/why these topics are useful for college student wellbeing. <p>This is the second most important part of this final project. The amount and quality of writing here should acknowledge that fact. Aim for 2 pages of writing.</p>	_____/25

STRATEGY FOR LIVING continued

Self
Assessment

Questions to answer:

Instructor
Assessment

-----/ 54

QUESTION THREE:

What is one choice per dimension of the wellbeing wheel that you would like to have become a habit for your Intrapersonal Wellbeing?

Make a CHART that includes these items:

Spiritual Unit: Identify the choice you'd like to make a habit - provide definition & cite the SRB/sutori

Explain why you want to make this particular choice - reference one other course topic (bolding and defining the topic) as you explain why you'd choose this item

Identify what might be a barrier to this choice becoming a habit.

Identify an action step you could take to make this choice a habit

Explain why this action step makes sense for you - reference one other course topic (bolding and defining the topic) as you explain why this action step makes sense for you.

Cognitive Unit: Repeat process

Physical Unit: Repeat process

Relational Unit: Repeat process

Emotional Unit: Repeat process

Meaning Unit: Repeat process

Your chart should be six pages long. One page per unit of class.
See next page for example.

-----/ 54

-----/6

TO CLOSE THIS ASSIGNMENT:

In one to three sentences, persuade someone to invest in their wellbeing.

NOTE: Excellent answers may be quoted anonymously in future editions of the SRB.

-----/6

100 points
total

DUE DATE:

This assignment is due by Sunday, May 19th at 10:00 pm.

Upload the paper or the URL/link for your website (in a PDF document) into Moodle.

NOTE: Computer problems will not be an acceptable reason for not turning in this final project.

STRATEGY FOR LIVING AGENCY CHART

SPIRITUAL UNIT

complete one of these for each dimension of the wellbeing wheel.

Choice::

Spiritual Discipline of Solitude

Solitude is a discipline of abstinence defined as: "withdrawing from being with other people in order to be alone with God." (SRB, p. 55)

Why do I want to make this choice?

I want to make the spiritual discipline of solitude a habit in my life because I enjoy time alone with God and recently I have not been intentionally setting aside time to be with God. After learning about my **Personality Preferences of Introversion**, which is the preference that likes "to gain energy for living by being in small groups or alone in order for introspection, reflection and integration" (SRB, p. 123) it makes sense that Solitude would be a useful choice for my spiritual wellbeing.

What would be a barrier to making this choice a habit?

A barrier to practicing solitude will be the Bethel community itself. Bethel prides itself on aspiring to be a covenant community for those who live and work here. I chose Bethel because I wanted to be part of a community like this. However, there is very little time or physical space to be alone with God in the midst of all the opportunities for community.

What is an action step to make this a habit?

An action step I will take to make the spiritual discipline of solitude a habit in my life is to take a walk through the woods up by north village at least once a week when the weather will allow. I know that I have a **Naturalist Sacred Pathway** which means I easily encounter God and 'hear God's voice' when I am out in nature (SRB, p. 52). In light of this, I think it will be easier for me to practice the discipline of solitude if I am outside, away from the people on my floor, and walking through nature.

Why this action step?

I would choose this action step because of the information I learned with regards to Nature Connectedness during the Physical Unit of class. **Nature Connectedness** refers to human interconnection and affinity to the natural world. (SRB, p. 113). During this portion of class, we learned that there are several physiological health benefits to being outside including the opportunity to help my **Autonomic Nervous System (ANS)** shift from the **Sympathetic** (fight, flight or freeze state. SRB, p. 97) to the **Parasympathetic Nervous System** (rest, digest, stay and play state. SRB, p. 97). When my ANS is in the 'rest and digest' side, I will not be releasing as much Cortisol (hormone released from Adrenal Glands SRB p. 98) into my bloodstream. The reduction of high levels of cortisol in the bloodstream is vital for ongoing physical wellbeing.

Therefore, if I choose to take a walk in the woods as part of my spiritual discipline of solitude, I am not only helping my spiritual life, I am also helping my physical wellbeing.

SEMESTER AT A GLANCE

TO DO BEFORE:	WEEK OF CLASS:	TO DO WHILE IN CLASS:
<ul style="list-style-type: none"> by Sunday, Feb 3 at 10 pm, follow instructions in SRB on page 2 before second day of class, complete Sutori lesson & take notes in SRB 	<p>WEEK ONE February 4-8 Overview of class & wellbeing</p>	<p>Day One = Intro to class & Large group activity Day Two = What is Wellbeing & Large group discussion Consider dropping the the class if it doesn't feel like the right semester to be taking Wellbeing. Last day to drop is Feb 11.</p>
<ul style="list-style-type: none"> by Sunday, Feb 10 at 10 pm complete Sutori lesson & take notes in SRB complete your Strengths Finder assessment using code from eBook 	<p>WEEK TWO February 11 - 15 Overview of community & what each person brings to community</p>	<p>Day One = Dialogue Skills activity & Huddle Dialogue modeled Day Two = StrengthsFinder activity & Large Group Discussion</p>
<ul style="list-style-type: none"> by Sunday, Feb 17 at 10 pm complete Sutori lesson & take notes in SRB complete the MLSQ questionaair by following the link in Moodle 	<p>WEEK THREE February 18 - 22 What has shaped your Spiritual Wellbeing?</p>	<p>Day One = Faith Development activity & Dialogue Skill of Active Listening modeled Day Two = Metanarrative activity & Dialogue Skill of Questioning modeled</p>
<ul style="list-style-type: none"> by Sunday, Feb 24 at 10 pm complete Sutori lesson & take notes in SRB watch the Informational Interview instructions video 	<p>WEEK FOUR February 25-28 What could shape your Spiritual Wellbeing?</p>	<p>Day One = Two Prayer activities & Dialogue Skill of Speaking modeled Day Two = Spiritual Disciplines activity & Dialogue Skill of Validating modeled</p>
<ul style="list-style-type: none"> by Sunday, Mar 3 at 10 pm complete Sutori lesson & take notes in SRB watch the 21 DAYS instructions video 	<p>WEEK FIVE March 4 - 8 What shapes your Cognitive Wellbeing?</p>	<p>Day One = Neuroplasticity activity & Dialogue Skill of Expressing Emotion modeled Day Two = Growth Mindset activity & Triad dialogue</p>
<ul style="list-style-type: none"> by Sunday, Mar 10 at 10 pm complete Sutori lesson & take notes in SRB study for Exam One 	<p>WEEK SIX March 11 - 15 What could shape your Cognitive Wellbeing?</p>	<p>Day One = Mindfulness & Dialectical Thinking activity & Triad dialogue Day Two = EXAM ONE</p> <p>Begin your 21 DAYS research assignment this week and work on it through spring break & Unit 4 (Physical unit)</p> 

SPRING BREAK: March 18-22

This would be a perfect time to get your Informational Interview done. The instructions were in Moodle during Week 4. Remember to continue to work on your 21 DAYS Research Project this week.

TO DO BEFORE:	WEEK OF CLASS:	TO DO WHILE IN CLASS:
<ul style="list-style-type: none"> by Sunday, Mar 24 at 10 pm complete Sutori lesson & take notes in your SRB continue data collection 	<p>WEEK SEVEN March 25-29 What influences your physical wellbeing?</p>	<p>Day One = Stress reduction activities & Large Group Debrief Day Two = Sleep presentation activity & meet your Huddle members</p>
<ul style="list-style-type: none"> by Sunday, Mar 31 at 10 pm complete Sutori lesson & take notes in SRB continue data collection 	<p>WEEK EIGHT April 1 - 5 What could influence your physical wellbeing?</p>	<p>Day One = Mindful eating activity & Triad then full Huddle dialogue Day Two = Shinrin-Yoku activity & Triad then full Huddle dialogue</p>
<ul style="list-style-type: none"> by Sunday, Apr 7 at 10 pm complete Sutori lesson & take notes in SRB Turn in your 21 DAYS research assignment by 10 pm 	<p>WEEK NINE April 8 - 12 What influences your Relational Wellbeing?</p>	<p>Day One = Personality Preferences activity & Triad then full Huddle dialogue Day Two = Mentoring a High School student activity & Triad then Large Group Discussion</p>
<ul style="list-style-type: none"> by Sunday, Apr 14 at 10 pm complete Sutori lesson & take notes in SRB find cultural artifacts to bring to class 	<p>WEEK TEN April 15 - 19 What else influences your Relational Wellbeing?</p>	<p>Day One = Cultural artifacts activity & Triad dialogue only Day Two = Barnaga game & Large Group Debrief</p>
<ul style="list-style-type: none"> by Sunday, Apr 21 at 10 pm complete Sutori lesson & take notes in SRB 	<p>WEEK ELEVEN April 22 - 26 What influences your Emotional Wellbeing?</p>	<p>Day One = Interoception & Concept activity & Flexible Huddle dialogue Day Two = Emotional Granularity & Reframing activity & Flexible Huddle dialogue</p>
<ul style="list-style-type: none"> by Sunday, Apr 28 at 10 pm complete Sutori lesson & take notes in SRB prep for Exam Two 	<p>WEEK TWELVE April 29 - May 3 What else influences your Emotional Wellbeing?</p>	<p>Day One = Curiosity, Empathy and Managing a Flood activity & Flexible Huddle dialogue Day Two = EXAM TWO</p>
<ul style="list-style-type: none"> by Sunday, May 5 at 10 pm complete Sutori lesson & take notes in SRB turn in your Informational Interview assignment 	<p>WEEK THIRTEEN May 6 - 10 What do you base your sense of Meaning on?</p>	<p>Day One = Primary calling activity & Flexible Huddle dialogue Day Two = Career activity & Flexible Huddle dialogue</p>
<ul style="list-style-type: none"> by Sunday, May 12 at 10 pm complete Sutori lesson & take notes in your SRB work on Strategy for Living which is due by Sunday, May 19 at 10 pm 	<p>WEEK FOURTEEN May 13 - 17 How can you live a Meaningful life?</p>	<p>Day One = Decision Making activity & Flexible Huddle dialogue Day Two = Priorities-based Designing your Days activity & Final Huddle dialogue ATTENDANCE AT FINAL EXAM TIME IS REQUIRED next week</p>