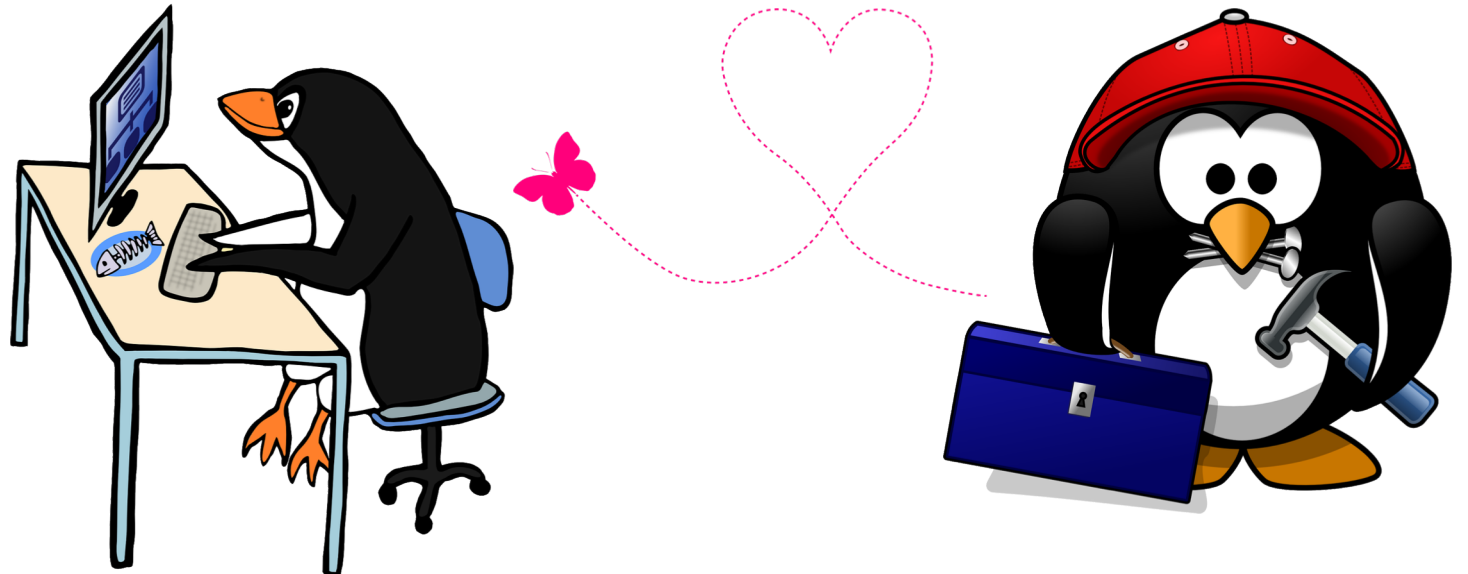


L.A.C.E. Classroom Resources

An (expanding) toolbox of ideas to practice and promote love, authenticity, courage, and empathy in the higher education classroom



L.A.C.E. Classroom Resources

Toolbox based on the L.A.C.E. framework, developed by Dr. Yvette M. Alex-Assensoh:

<https://www.thelaceheartedway.com> (for additional citations, see Slide 34)

Assembled by Kellyn N. Blaisdell, M.S., and Yvette M. Alex-Assensoh, Ph.D., J.D., in connection with the University of Oregon Graduate Teaching Initiative:

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What is L.A.C.E.?

L.A.C.E. stands for love, authenticity, courage, and empathy.

L.A.C.E. is a framework developed by Dr. Yvette Alex-Assensoh to facilitate student and faculty learning, growth, and justice.

L.A.C.E. is multidimensional, but is based on the premise that love is the antidote to fear, and can serve as such in higher education and beyond.

How does L.A.C.E. work?

L.A.C.E. can be conceptualized through two dimensions:

First, L.A.C.E. can be conceptualized in terms of the individual *principles* (love, authenticity, courage, and empathy), which are interrelated and founded upon love.

Second, L.A.C.E. can be conceptualized as operating at multiple *levels*, raising awareness and bringing transformation to individuals, relationships, communities, and broader society.

Why does L.A.C.E. exist?

While empirical work across disciplines provides support for the value of L.A.C.E., L.A.C.E. is not intended to be a purely scientific framework; rather, L.A.C.E. represents an approach to teaching, learning, living, and leading that weaves together tools from within and beyond academia to promote student and faculty wellbeing and justice, with collective impact.

In this guide, we...

- Briefly outline L.A.C.E. from two dimensions
- Outline sources from which tools might be drawn to practice L.A.C.E. in the higher education setting
- Share toolbox of ideas that may be modified for classroom use
- Link ideas to external sources available online*

**Links connect to external sources, which belong to outside parties and may change across time; however, most tools referenced are available freely online at multiple sources.*

| | | |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>LOVE</p> | <p>Meaning: Altruistic and wholehearted concern for the welfare of others; leading with kindness and responding with patience.</p> | <p>Self: Being present. Consistently developing yourself while being hopeful about who you are becoming. Expanding your mind with new and challenging information.</p> <p>Others: Being present and embodied. Altruistic development of others in hopeful ways.</p> |
| <p>AUTHENTICITY</p> | <p>Meaning: Having a clear and accurate sense of who you are, the people and influences that shape you, and where you are going. Aligning your values with your behavior.</p> | <p>Self: Developing, telling and living out your personal narrative.</p> <p>Others: Living, learning and leading in ways that allow others to develop, tell and live their own personal narratives.</p> |
| <p>COURAGE</p> | <p>Meaning: Moving through fear to be who you need to be, and do what you need to do.</p> | <p>Self: Consciously choosing and enacting attitudes, words and actions that move through fear.</p> <p>Others: Moving beyond assumptions and comfort zones; paying attention in ways that empower and free others. Leveraging power to bring about justice for less empowered individuals, groups and the environment.</p> |
| <p>EMPATHY</p> | <p>Meaning: Appropriately holding space to notice and recognize what is happening with you, while also recognizing and valuing other people’s feelings, perspectives, needs and experiences.</p> | <p>Self: Noticing and recognizing what is happening to your mind, body, spirit and emotions and using self-soothing techniques to practice self-care.</p> <p>Others: Listening compassionately to the experiences of others and being moved to think and behave differently because of it.</p> |

| <p>LEVEL</p> | <p><i>In the context of higher education settings, this can include tools to facilitate...</i></p> |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <p>I. Raising personal awareness and knowledge</p> | <p>INDIVIDUAL STUDENT AND FACULTY SELF-AWARENESS</p> |
| <p>II. Building connections with individuals and communities</p> | <p>PEER-TO-PEER CONNECTIONS INSTRUCTOR-TO-STUDENT CONNECTIONS</p> |
| <p>III. Transformation of self, systems, and society</p> | <p>CLASSROOM-LEVEL CHANGES UNIVERSITY-LEVEL CHANGES SOCIETAL CHANGES</p> |

The present guide draws tools from the following sources...

| | |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acceptance and Commitment Therapy (ACT) | Acceptance and Commitment Therapy (ACT) offers tools for identifying, reflecting upon, and acting in alignment with one's values (Hayes et al., 2006). ACT emphasizes acceptance of discomfort (e.g., that which may arise with unfamiliar and challenging thoughts; importantly, this does <i>not</i> mean accepting thoughts or situations that are oppressive, discriminatory, and dehumanizing) and responding with committed action. Such tools may be adapted to help students and faculty engage authentically with each other and with course material, while holding space for a range of emotions and experiences. |
| Cognitive Behavioral Therapy (CBT) | Cognitive Behavioral Therapy (CBT) is based on the premise that thoughts, feelings, and behaviors are integrally and bidirectionally related (Hollon & Beck, 2013). The cognitive-behavioral framework includes resources that might be adapted for classroom use to help students and faculty recognize and challenge thoughts related to learning, identify difficult feelings that can arise in academic contexts, and respond with compassionate and courageous behavioral changes. |
| Dialectical Behavior Therapy (DBT) | Dialectical Behavior Therapy (DBT) is an approach to psychological care that includes four modules: emotion regulation, distress tolerance, mindfulness, and interpersonal effectiveness (Linehan & Wilks, 2015). These modules include a number of tools for living and loving authentically, courageously, and with empathy. While developed for a therapy context, many tools are freely available and might be adapted for use in the classroom environment. |
| Other Sources | The present guide includes tools from psychology that draw from multiple frameworks (of those described above), as well as tools from neighboring disciplines. For example, many educational tools exist to promote student and faculty self-reflection and celebrate diverse experiences, perspectives, and ways of being and knowing within the classroom. Tools designed for elementary and secondary classrooms, or for workplace settings, can be adapted for higher education contexts. |
| Materials from Past Courses | Some ways to integrate L.A.C.E. into the classroom include incorporating regular reflective exercises into the classroom rhythm (e.g., in-class exercises, at-home assignments), weaving L.A.C.E. into course resources (e.g., syllabi, readings), and modeling L.A.C.E. as an instructor. The present guide includes prompts, activities, materials, and ideas that have been used in previous courses as examples. |

LACE: Individual Reflection and Resources

| | Potential Resource | Source | Link | Possible Application(s) |
|---|---------------------------------------------------------|-----------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Self-Awareness Exercise and Arousal Reduction Exercises | Self-Care Toolkit | Link A | <ul style="list-style-type: none"> A number of self-care toolkits are freely available online, suggesting exercises for helping students be aware of their bodies and reduce arousal. Such exercises can be implemented at the beginning of class to facilitate focus on learning, through acknowledging embodied emotions that have the potential to hinder learning. |
| 2 | Breathing Exercises | Various | Link B | <ul style="list-style-type: none"> Lead students in a short breathing exercise or related exercise at the beginning of class to reduce stress carried in the body, allowing greater attention and energy to be directed toward learning. Exercises that aid students in exhaling (e.g., exercises where exhale is longer than inhale) are especially important. |
| 3 | Progressive Muscle Relaxation | Various | Link C | <ul style="list-style-type: none"> Lead students in progressive muscle relaxation to help students notice and relieve stress throughout the body. |
| 4 | “I am from” Poem | Based on poem by George Ella Lyon | Link D | <ul style="list-style-type: none"> The “I am from” poem provides a template for students and faculty to reflect on, express, and share aspects of their life, community, and background that are important to them. In the classroom, a version of the “I am from” poem might be used as an introductory exercise, or as a work in progress across the term. |

| | Potential Resource | Source | Link | Possible Application(s) |
|---|-------------------------------|----------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | Values Card Sort | ACT | Link E | <ul style="list-style-type: none"> • A Values Card Sort is an exercise to help individuals identify those values which are most important to them. • Students might be invited to complete a Values Card Sort exercise and reflect on how they might practice living consistently with one or more of these values within the context of the course, growing in authenticity. |
| 6 | Life Compass | ACT | Link F | <ul style="list-style-type: none"> • The Life Compass is a values exercise designed to help individuals identify domains of life, and aspects within these domains, that they most value. • Such an exercise might be introduced at the beginning of class to engage students in reflecting on their values in relation to goals for the term. |
| 7 | Behavioral Activation: Values | CBT | Link G | <ul style="list-style-type: none"> • Behavioral activation exercises provide tools to support students in translating values into action. |
| 8 | Values Bull's Eye | ACT | Link F | <ul style="list-style-type: none"> • The Values Bull's Eye can be used in conjunction with other values exercises to help students reflect on the extent to which they are living consistently with their values. |
| 9 | Self-Reflection Exercises | Past Courses (e.g., HC 434H, UGST 199) | Slide 12 | <ul style="list-style-type: none"> • Various prompts can be used as exercises in class (or as out-of-class assignments) to engage students in reflecting on love and L.A.C.E. • These prompts can encourage students to reflect on L.A.C.E. as it relates to course material. |

9. Self-Reflection Exercises: Example Prompts

LACE can be used in a number of ways, but it is especially useful when we first apply it to ourselves. Thinking about the LACE definition and the theme of this class, write an approximately 250-word essay about:

(i) What it means to apply LACE to yourself -- in negotiating difficult reading topics and/or engaging in viewpoints with which you disagree, dealing with your own mental and physical health, issues of academic integrity, addressing interpersonal challenges with the professor or a peer, or casting vision for addressing the immense challenges and opportunities associated with leadership on the African continent.

Or

(ii) Reflect on your life purpose and identify how the values of L.A.C.E. are important in helping you to achieve it.

← From HC 434H Top African Leadership

What is one change in thinking that would help me to grow in love, authenticity, courage, and empathy?

From UGST 199 Black Resilience →

“What Does LACE Mean To Me?” Read “LACE Made Simple” and, using the definitions that are offered, discuss what it means within the context of our class to apply love, authenticity, courage and empathy to yourself. In so doing, name one way that you will love yourself, what are two things that make you unique, name one way of showing up and one action that you’d like to improve and identify how you will listen to yourself and hold space for your own emotions?

| | Potential Resource | Source | Link | Possible Application(s) |
|----|--------------------------------|--------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 | Cycle of Anxiety and Exposures | CBT | Slide 14 Slide 15 Link H | <ul style="list-style-type: none"> To address fear and avoidance that arises in the classroom, students and faculty may be prompted to identify one thing that they do not believe that they can do, or would not normally do, in class that is consistent with their values (e.g., ask a question; reach out to a classmate) and act on it. The cycle of anxiety provides a rationale for exposing oneself to situations and engaging in actions that seem daunting. Link H contains a framework for challenging fears through “experiments.” |
| 11 | Fear Hierarchy | CBT | Slide 16 | <ul style="list-style-type: none"> A fear hierarchy or “ladder” can be used to rank situations by level of anticipated discomfort and guide related goals. |
| 12 | Opposite Action | DBT | Link I | <ul style="list-style-type: none"> The “opposite action” action skill teaches one to identify what action (e.g., RAISE VOICE) a feeling (e.g., ANGER) is driving one to do and intentionally do the opposite (e.g., RESPOND WITH GENTLENESS). This can be a helpful skill to introduce in preparation for discussions and activities that may produce uncomfortable emotions. Notably, opposite action may NOT be appropriate when an emotion is entirely justified based on the facts of the situation. |
| 13 | Cope Ahead | DBT | Link J | <ul style="list-style-type: none"> The “cope ahead” skill from DBT can also be used in preparation for potentially uncomfortable situations. For example, students might be prompted to consider how they will stay calm while completing a difficult assignment during midterms week. |

Possible Reflection Prompt(s) for students: (see Slide 14 for additional background)

- Considering the cycle below, what activities or situations do you avoid? What are pros and cons of avoidance?
- What is one thing that you do not believe that you can do in the context of this class? What do you believe will happen if you *[raise my hand, etc.]*?
- What is one thing that you would like to challenge yourself to do this week?

10. Cycle of Anxiety and Exposures

Intentionally exposing oneself to a feared situation (i.e., “**exposure**”) interrupts the anxiety cycle, ultimately weakening the association between a perceived threat and the experience of anxiety.

Exposures can be treated as “behavioral experiments;” see Link H.

Example of the anxiety cycle among students:

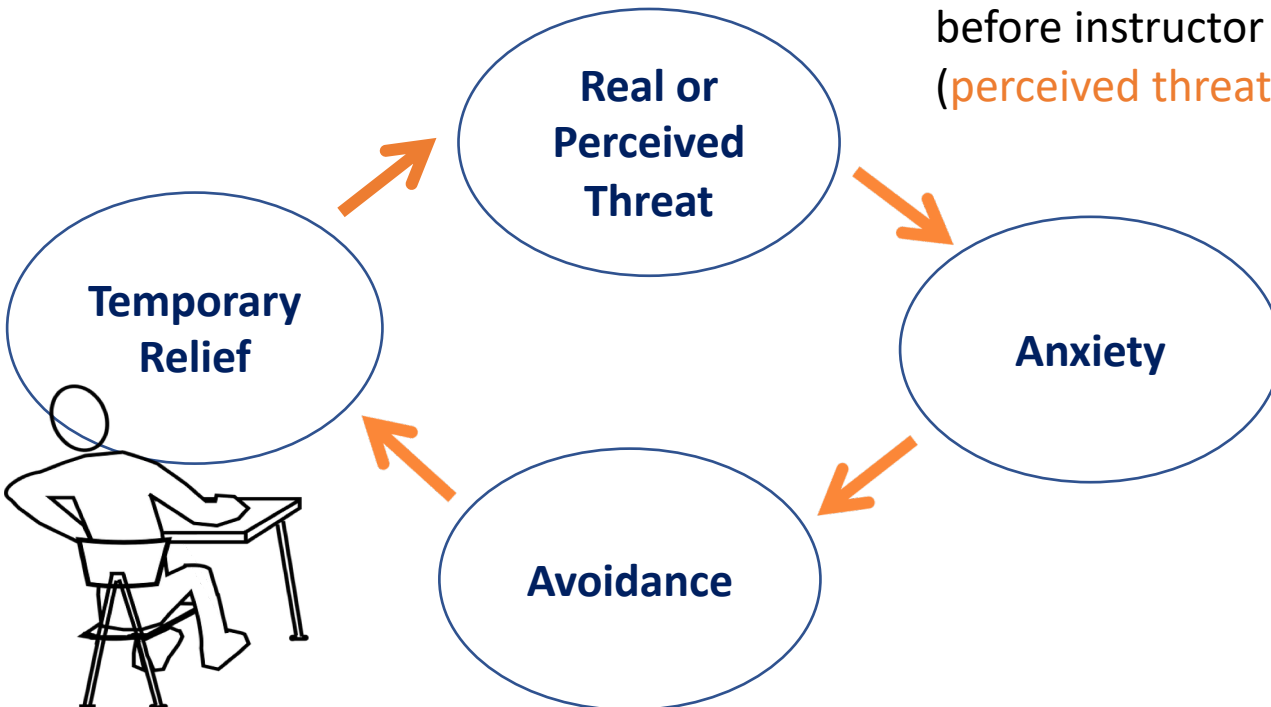
1. Fear of feeling embarrassed before instructor and peers (**perceived threat**)

2. Anxiety when opportunities to volunteer arise (**anxiety**)

3. Refrain from speaking in class (**avoidance**)

4. No embarrassment experienced (**temporary relief**)

5. Reinforced cognition that “if I speak in class, my peers will negatively judge me.” (**amplified perceived threat**)



For another model, see: <https://www.therapistaid.com/worksheets/cycle-of-anxiety.pdf>

Instructors can similarly practice reflecting on their fears and challenging fears through “behavioral experiments.”

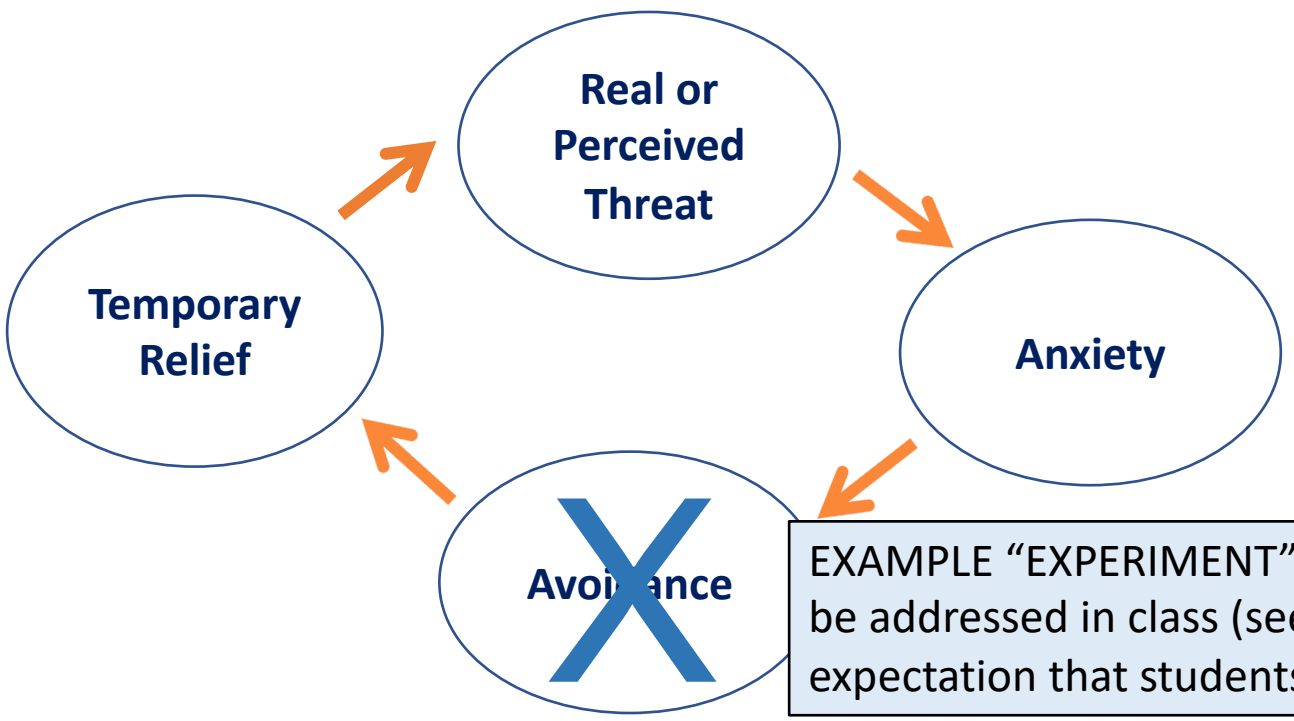
10. Cycle of Anxiety and Exposures

Example of the anxiety cycle among instructors:

1. Fear of conflict in the classroom (**perceived threat**)
2. Fear when disagreement surfaces (**anxiety**)
3. Quickly shift discussion and change topic (**avoidance**)

4. No need to navigate outward conflict (**temporary relief**)

5. Reinforced cognition that conflict is dangerous (**amplified perceived threat**) + other potential negative outcomes (lack of individual and collective growth, students feel unheard/unseen, etc.)

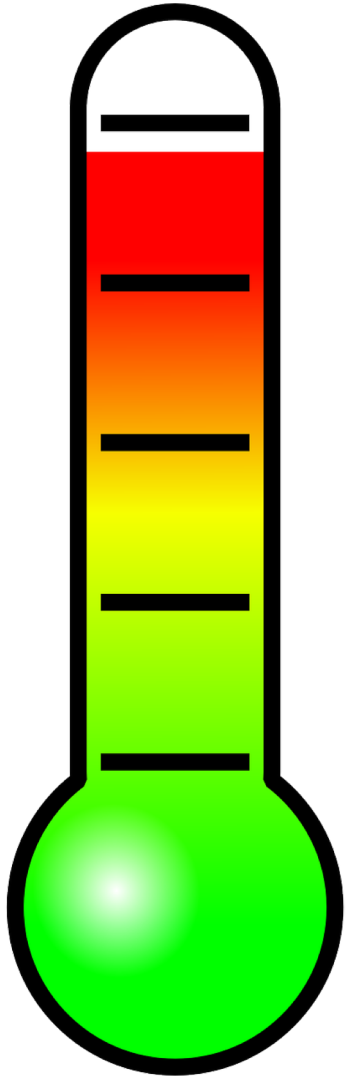


EXAMPLE “EXPERIMENT”: Openly discuss how conflict will be addressed in class (see 28. Class Code), setting the expectation that students will not always agree. &

REFLECT: What do you expect will happen? What actually happens?

For another model, see: <https://www.therapistaid.com/worksheets/cycle-of-anxiety.pdf>

11. Fear Hierarchy (“Fear Ladder”)



10 Vocalize a perspective in class that I know others might not share

9 Share my perspective on a reading

8 Contribute to a class discussion with a comment

7 Ask a question during class

6 Go to office hours

5 Ask a question to instructor after class

4 Ask a question by email

3 Talk to a classmate after class

An example of a student “fear ladder” in a classroom context; content may vary by student. For example, for a particularly extraverted student, it may be more “uncomfortable” to refrain from sharing a perspective during class than to share it; in such a case, “fear ladder” may be largely reversed.

| | Potential Resource | Source | Link | Possible Application(s) |
|----|--------------------------------|-------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 14 | Resilience Reflection | Self-Care Toolkit | Link A | <ul style="list-style-type: none"> Questionnaires, such as the “Building Personal Resilience” inventory (Williams & Poijula, 2002) included in Link A, can serve as guide for students and faculty to reflect on areas of strength and growth with regard to personal resilience. |
| 15 | Self-Assessment Stress Tool | Self-Care Toolkit | Link A | <ul style="list-style-type: none"> Students might complete a stress inventory at the beginning of the course, identifying personal and work-related stressors, personal signs of stress, personal methods of coping, and social supports. This does not need to be shared with the instructor or peers. |
| 16 | The Life Change List | ACT | Link F | <ul style="list-style-type: none"> Resources based on <i>The Confidence Gap</i> by Russ Harris (e.g., “The Life Change List”) may serve as a basis for reflection prompts to encourage students to reflect on what it would look like for them to move through fear towards love. |
| 17 | Accumulating Positive Emotions | DBT | Link K | <ul style="list-style-type: none"> The DBT Emotion Regulation module offers resources for increasing one’s experience of positive emotions in the short and long-term. In the classroom, these tools might be used as a foundation for reflective exercises (e.g., engage students in thinking about a different step each week, perhaps related to course material). |

LACE: Peer-to-Peer Reflection and Resources

| | Potential Resource | Source | Link | Possible Application (s) |
|----|--------------------|-------------------------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 18 | Buddy Process | Past Courses (e.g., UGST 199) | N/A | <ul style="list-style-type: none"> A buddy system, in which students are placed in groups of two or three, facilitates connection among students by grouping them into smaller units where they can hold one another accountable, learn together, support one another, and build community. |
| 19 | Mood Meter | N/A | Link L | <ul style="list-style-type: none"> The Mood Meter provides a tool that students and faculty can use to reflect on their physical and mental states, while growing in emotional awareness. Students might also be encouraged to download the Mood Meter app. One possible application might be to invite students to identify and share (only if desired; e.g., with a peer, as a comment on an assignment) the general area on the Mood Meter in which they fall on a particular day. |
| 20 | Validation | DBT | Link K | <ul style="list-style-type: none"> The DBT Interpersonal Effectiveness Module offers concrete tips for validating the <i>valid</i> aspects of thoughts, feelings, and behaviors of others, particularly thoughts, feelings, and behaviors that differ from one's own. As one possible application, these tips might be introduced (e.g., as part of a handout) when engaging in small group discussions to help students respond to one another with love, holding space for a range of emotions and experiences. |

LACE: Instructor-to-Student Reflection and Resources

| | Potential Resource | Source | Link | Possible Application(s) |
|----|------------------------|--------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 21 | Student Discovery Form | Past Courses | Slide 20 | <ul style="list-style-type: none">• A form can be assigned at the beginning of the course to get to know students as individuals and to provide students with a platform to share a bit about themselves and their lives, creating a sense of belonging and status in the class.• The form can include optional questions regarding students' interests, learning styles, and challenges.• Responses can guide instructor relationships with students (e.g., reaching out to students on birthdays, for those who share). |
| 22 | Outlining Resources | Various | N/A | <ul style="list-style-type: none">• One straightforward way to show love for students is to outline (e.g., on syllabi and course materials) resources available to students facing common student challenges and needs. Such resources could include accessible mental health services, student food pantry, etc. |
| 23 | Love Languages | Various | Slide 21 | <ul style="list-style-type: none">• The five Love Languages, based on Gary Chapman's 1992 book, provides a framework for considering ways to show love through a range of modalities.• Students might also be invited to reflect on (and if desired, share with peers or instructor) a way in which they prefer to give and receive love. |

21. Student Discovery Form

| | Example Questions |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course-Related | <ul style="list-style-type: none">• What classroom approaches help you feel most supported as a student? (e.g., breakout rooms, structured discussion questions/activities, 1:1 pairings, chat-box/polling functions, weekly checklists, icebreakers) |
| Life-Related | <ul style="list-style-type: none">• How many credits are you taking this term?• (optional) Is there anything that you would like me to know about your current situation (e.g., challenges you may be facing) as we head into the term? You are also welcome to contact me at any point throughout the term. |
| Fun/Random | <ul style="list-style-type: none">• (optional) When is your birthday? (month and day)• If you had to choose a favorite animal, what would it be? |

20% of us have birthdays during this course!



23. Love Languages

The examples below may not be appropriate for all contexts (e.g., large class sizes), but may serve as a starting point for generating ideas, especially for love languages that are less clearly applicable to a classroom context (e.g., physical touch):

| Love Language | Example Practice |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Words of Affirmation | <ul style="list-style-type: none">• Intentionally weave encouraging comments and praise into grading. |
| Physical Touch | <ul style="list-style-type: none">• Lead students in exercises to reduce arousal in the body (e.g., breathing). |
| Gifts | <ul style="list-style-type: none">• Bring snacks for students. |
| Quality Time | <ul style="list-style-type: none">• Offer to meet with any student for coffee or lunch throughout the term. |
| Acts of Service | <ul style="list-style-type: none">• Create extra resources for students to lighten workload (e.g., video clearly outlining preferred citation style). |

| | Potential Resource | Source | Link | Possible Application(s) |
|----|--------------------|--------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 24 | DBT House | DBT | Slide 20 Link M | <ul style="list-style-type: none"> The DBT house is a tool for exploring and representing visible and invisible aspects of one's identity, values, and experiences. One possible application might be for an instructor to share elements of their own DBT House that they feel comfortable sharing when introducing themselves to the class, to foster an environment where authenticity is welcome. |
| 25 | Notecard Activity | N/A | N/A | <ul style="list-style-type: none"> One possible exercise that allows for instructors to hear from all students and address student needs is to provide notecards to students before each class and ask students to write down one reflection or question that they have. Students can share notecards with instructors as they are leaving at the end of class. |

24. DBT House

FLOOR: **basic values**

ROOF: **people or things that protect you**

WALLS: **people or things that support you**

DOOR: **things you keep hidden from others**

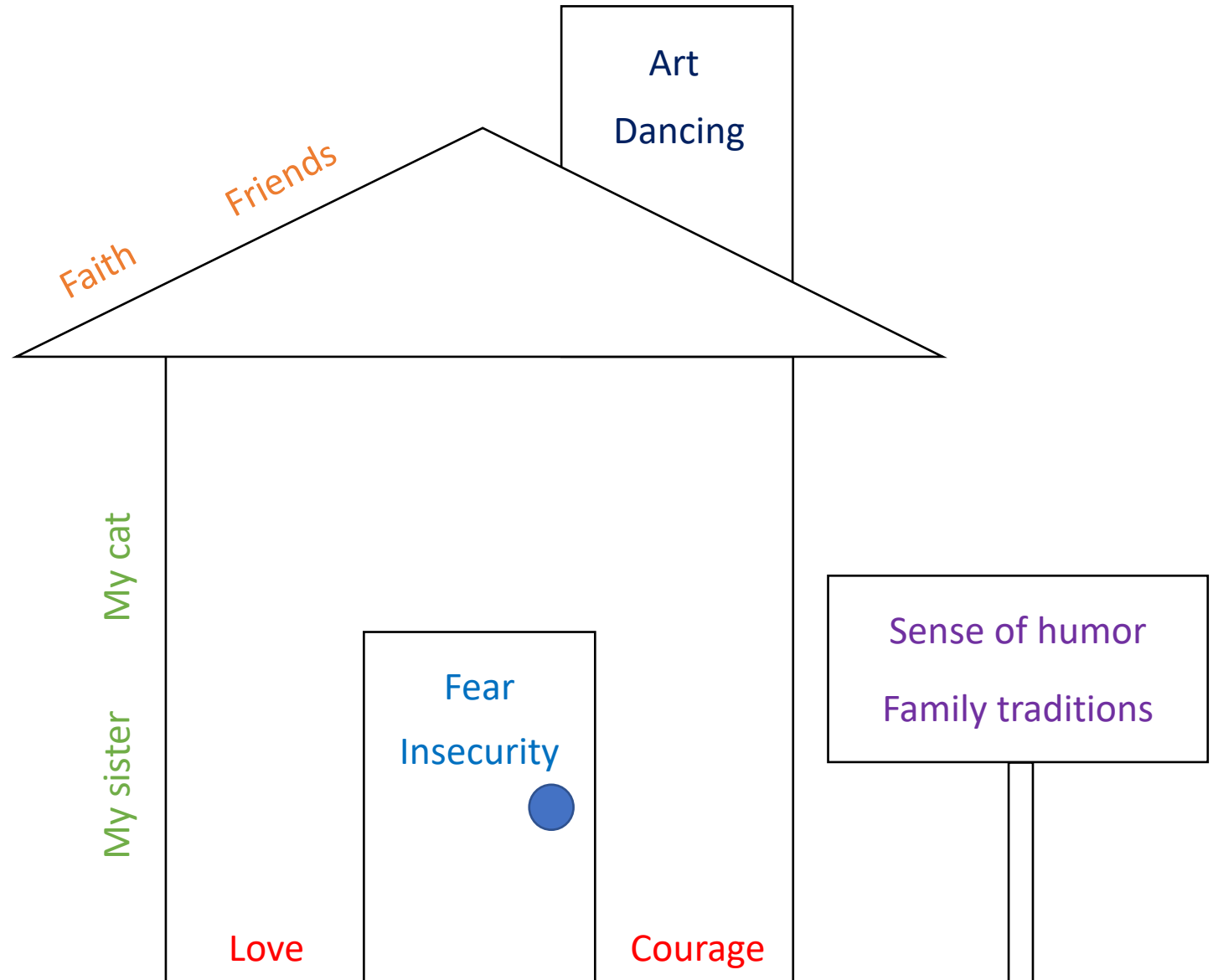
CHIMNEY: **ways you blow off steam**

BILLBOARD: **things you are proud of and want others to see**

Template available at:

https://drive.google.com/file/d/0B5zizOODYmn-Mnp4OXNJVDhzS2M/view?resourcekey=0-DF9hmwJn1lenBz0_eRVh5A

A number of variations are freely available online (many with greater detail, if desired).



LACE: Classroom Reflection and Resources

| | Potential Resource | Source | Link | Possible Application(s) |
|----|------------------------------------------|--------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 26 | Cultivating Gratitude | Various | Link H Slide 25 | <ul style="list-style-type: none"> • Invite students to identify something (or more than one thing!) that they are thankful for at the beginning or end of class. • Practicing gratitude, especially towards others, can serve as an exercise in love. |
| 27 | Who do I want to be in this [classroom]? | ACT | Link F | <ul style="list-style-type: none"> • ACT offers tools for reflecting on how one wants to show up in a relationship, including qualities, strengths, and behaviors that they wish to bring. • Similar prompts might be used to invite students to reflect on how they wish to show up in the classroom. |
| 28 | Class Code | Past Courses | N/A | <ul style="list-style-type: none"> • Class codes can be used to articulate agreements about how students and faculty will look after one another, establish norms, handle conflict, and amend agreements. |
| 29 | Learning as Art | Past Courses | Slide 27 | <ul style="list-style-type: none"> • One way to hold space for different emotions and experiences is to communicate information in a range of forms and provide a range of outlets for expression, honoring different ways of knowing. • Instructors can bring art into the classroom through course material and flexible/creative assignments to foster empathy and authenticity. |

26. Cultivating Gratitude



fausey 10:53 AM

y'all. one very simple writing reflection i include in my first year undergrad seminar (FIG) toward the end of the term is to list five things one is thankful for.

reading students' original words and framings about how thankful they are to have the opportunity of higher education, to be on UO's campus, to attend lectures, and to make mind & heart opening new connections is stunning and enough to bust some higher ed cynicism. y'all are doing great work — students know they are lucky to be here and making the most of opportunities we are structuring. 🙏



Shared by Dr. Caitlin Fausey, University of Oregon Department of Psychology

| | Potential Resource | Source | Link | Possible Application(s) |
|----|-----------------------------------|--------------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 30 | Student-Driven Opening Exercise | Past Courses | N/A | <ul style="list-style-type: none"> Have a different student lead an opening exercise each class. This could be sharing a song, a poem, a moment of silence, etc. |
| 31 | Course Orientation/ Syllabus | Past Courses | N/A | <ul style="list-style-type: none"> A course orientation provides an excellent opportunity for communicating values and priorities for the course. For example, at the University of Oregon Yamada Language Center, it is emphasized that taking risks in learning is encouraged; courage is communicated as a course value. |
| 32 | Thinking and Acting Dialectically | DBT | Link K | <ul style="list-style-type: none"> The DBT Interpersonal Effectiveness Module helps explain ways in which seeming opposites can coexist. These resources may help students and faculty process and accept the range of experiences and emotions that they bring into the classroom as a collective. |
| 33 | Temperature Check-Ins | CBT | Link N Slide 28 | <ul style="list-style-type: none"> Various tools can be used to check in about how students are feeling. Clickers, or the polling function on Zoom, may aid in gauging student mood and/or general wellbeing. The “Feeling Thermometer” provides one framework for checking in with students, where the “red zone” includes the most uncomfortable emotions, and the “green zone” includes the most comfortable emotions. |
| 34 | Student Reflection Exercises | Past Courses | Slide 27 | <ul style="list-style-type: none"> As with individual exercises, various reflection exercises can be introduced to help students engage with L.A.C.E. |

29. Learning as Art/34. Student Reflection Exercises

From HC 434H Top African Leadership:

L.A.C.E.—Community Building

With the context of a classroom setting in mind, find a quote about love, authenticity, courage and/or empathy, and use that quote to explain in 250 words or less what it means use love, authenticity, courage or empathy as a mechanism for connecting with others. What does that look like as you engage with other students, as well as with faculty? What are the opportunities? What are the challenges? How do you measure success in community building?

OR

Reflect on the concept of cultural humility, and explain how L.A.C.E. and cultural humility can work side by side to build a vibrant, inclusive and equitable community.

L.A.C.E. in song and image

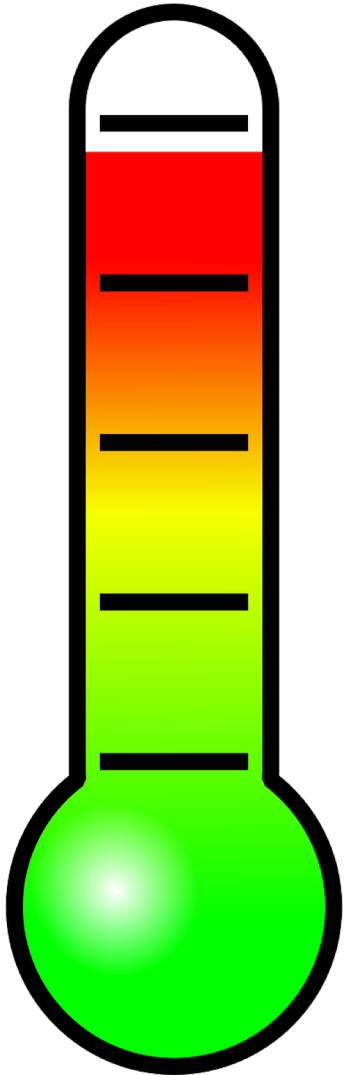
In this L.A.C.E. assignment, we invite you to create either a L.A.C.E. soundtrack or L.A.C.E. collage:

1. L.A.C.E. soundtrack--including song titles, links to the lyrics, author(s) of music from the African continent (any country or time period) that reflect the values of L.A.C.E. Include a brief description of your sound track (Up to 100 words)

OR

2. L.A.C.E. collage of images from Africa or the African diaspora--A collage of images that represent the values of L.A.C.E. Include a brief description of images, country of origin and how they relate to one another and to L.A.C.E.

33. Temperature Check-In



Poll: How are you feeling today?

- Red Zone
- Orange Zone
- Yellow Zone
- Green Zone

For feeling thermometer resource, see:

<https://nfrc.ucla.edu/sites/default/files/Feeling%20Thermometer.pdf>

Links to Resources

| | Resource | <i>Current (12/2021) Link or Source and Notes</i> |
|---|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A | Self-Care Toolkit | <p>https://socialworkmanager.org/wp-content/uploads/2017/10/Selfcare-toolkit.pdf</p> <ul style="list-style-type: none"> • Page 8: Body Scan Activity • Pages 9: Arousal Reduction Exercises • Page 19: Self-Assessment Tools • Page 25: “Building Personal Resilience” (Williams & Poijula, 2002) • Similar “self-care toolkits” freely available elsewhere online |
| B | Breathing Exercises | <p>https://www.therapistaid.com/worksheets/deep-breathing-worksheet.pdf</p> <ul style="list-style-type: none"> • An example breathing script (others freely available online) <p>https://dbt.tools/distress_tolerance/tip.php</p> <ul style="list-style-type: none"> • Paced Breathing is a component of the TIPP skill in DBT <p>https://www.youtube.com/watch?v=YFdZXwE6fRE</p> <ul style="list-style-type: none"> • A video to guide kids (but also adults!) in square breathing |
| C | Progressive Muscle Relaxation Script (Therapist Aid) | <p>https://www.therapistaid.com/worksheets/progressive-muscle-relaxation-script.pdf</p> <ul style="list-style-type: none"> • An example progressive muscle relaxation script (others freely available online) |

Links to Resources

| | Resource | Current (12/2021) Link or Source and Notes |
|---|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| D | "I am from" Poem | <p>https://iamfromproject.com</p> <ul style="list-style-type: none"> • A project by Julie Landsman and George Ella Lyon based on the poem "Where I'm From" by George Ella Lyon • Example found at: https://modelsofexcellence.ededucation.org/writings/where-im?_ga=2.5723187.1094989728.1621386059-1197592076.1621386059 |
| E | Values Card Sort | <p>a. https://sakai.ohsu.edu/access/content/group/Kathlynn_Tutorials/public/Value%20Card%20Sort%20Exercise%20-%20Storyline%20output/story_html5.html</p> <p>b. https://www.think2perform.com/our-approach/values/new</p> <ul style="list-style-type: none"> • Online values card sort exercises <p>a. https://motivationalinterviewing.org/sites/default/files/valuescardsort_0.pdf</p> <p>b. https://www.guilford.com/add/miller11_old/pers_val.pdf?t</p> <ul style="list-style-type: none"> • Printable values card sort exercise (others available elsewhere) |
| F | Acceptance and Commitment Therapy (ACT) Worksheets | <p>https://thehappinesstrap.com/upimages/Complete_Worksheets_2014.pdf</p> <ul style="list-style-type: none"> • Page 3: Values Bull's Eye • Page 5: The Life Compass • Pages 21-22: The Life Change List; Resources from <i>The Confidence Gap</i> by Russ Harris • Pages 53-54: Who do I want to be in this relationship [classroom]?; Resources from <i>ACT with Love</i> by Russ Harris |

Links to Resources

| | Resource | <i>Current (12/2021) Link or Source and Notes</i> |
|---|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| G | Behavioral Activation Worksheets | <p>https://medicine.umich.edu/sites/default/files/content/downloads/Behavioral-Activation-for-Depression.pdf</p> <ul style="list-style-type: none"> • Page 5.16: Translating Values into Action • Other exercises included in this resource may also be applicable to classroom contexts. |
| H | Mind Over Mood | <p>https://www.mindovermood.com/worksheets.html</p> <ul style="list-style-type: none"> • Selected Worksheet 11.2: Experiments (related to Exposures) • For explanation of approach to exposures, see Craske et al. (2014) • Selected Worksheet 12.10 Beginning a Gratitude Journal (related to Cultivating Gratitude) |
| I | Opposite Action | <p>https://dbt.tools/emotional_regulation/opposite-action.php</p> <ul style="list-style-type: none"> • Opposite action is a skill introduced in the “Emotion Regulation” module of DBT. |
| J | Cope Ahead | <p>https://dbt.tools/emotional_regulation/cope-ahead.php</p> <ul style="list-style-type: none"> • Cope Ahead is a skill introduced in the “Emotion Regulation” module of DBT. |

Links to Resources

| | Resource | Current (12/2021) Link or Source and Notes |
|---|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| K | Dialectical Behavior Therapy (DBT) Worksheets and Handouts | <p>https://dbtcampus.com/wp-content/uploads/2021/01/lin-c-worksheets.pdf</p> <ul style="list-style-type: none"> DBT Worksheets, from <i>DBT Skills Training Handouts and Worksheets, Second Edition</i>, by Marsha M. Linehan. Copyright 2015 <p>https://mindsplain.com/wp-content/uploads/2020/09/DBT_handouts.pdf</p> <ul style="list-style-type: none"> DBT Handouts, from <i>DBT Skills Training Handouts and Worksheets, Second Edition</i>, by Marsha M. Linehan. Copyright 2015 <ul style="list-style-type: none"> Emotion Regulation Handout 10: Opposite Action Emotion Regulation Handout 15: Accumulating Positive Emotions: Short Term Emotion Regulation Handout 17: Accumulating Positive Emotions: Long Term Emotion Regulation Handout 19: Build Mastery and Cope Ahead Interpersonal Effectiveness Handout 16 (a + b): How to Think and Act Dialectically Interpersonal Effectiveness Handout 17: Validation Interpersonal Effectiveness Handout 18: A “How To” Guide to Validation |
| L | Mood Meter | <p>https://unhconnect.unh.edu/s/1518/images/gid4/editor_documents/moodmeter-2020.pdf?gid=4&pgid=61&sessionid=ccf01519-e70b-4612-8f36-db1457e7a1d3&cc=1</p> <ul style="list-style-type: none"> An overview of the Mood Meter, which can be downloaded at the Mood Meter app: https://moodmeterapp.com/ |

Links to Resources

| | Resource | <i>Current (12/2021) Link or Source and Notes</i> |
|---|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| M | Dialectical Behavior Therapy (DBT) House Activity | https://drive.google.com/file/d/0B5zizOODYmn-Mnp4OXNJVDhzS2M/view?resourcekey=0-DF9hmwJn1lenBz0_eRVh5A <ul style="list-style-type: none">• A number of variations are freely available online, including variations with greater detail. |
| N | Feeling Thermometer | https://nfrc.ucla.edu/sites/default/files/Feeling%20Thermometer.pdf <ul style="list-style-type: none">• An example feeling thermometer• A number of additional emotion identification resources exist |

Material was drawn from the following courses, as well as others previously cited (University of Oregon):

HC 434H/431H History: Analyzing African Political Leadership through Biographies, since the 1950s, Fall 2021, Instructor: A. B. Assensoh, LL. M., Ph.D.

PSY 480/580 Development and Psychopathology, Summer 2020, Instructors: Angela Lee, M.S. & Kellyn Blaisdell, M.S.

PSY 308 Developmental Psychology, Summer 2021, Instructor: Kellyn Blaisdell, M.S.

UGST 199 Sp St Black Resilience, Fall 2020, Instructor: Yvette Alex-Assensoh, Ph.D., J.D.

Additional Teaching Toolkits/Resources:

Embodying Your Curriculum, Anita Chari, Ph.D., & Angelica Singh, M.A. and B.C.S.T.

Teaching in Turbulent Times Toolkit, University of Oregon Teaching Engagement Program

Additional References

Craske, M. G., Treanor, M., Conway, C., Zbozinek, T., & Vervliet, B. (2014). Maximizing exposure therapy: An inhibitory learning approach. *Behaviour Research and Therapy, 58*, 10-23.

Hayes, S. C., Luoma, J. B., Bond, F. W., Masuda, A., & Lillis, J. (2006). Acceptance and Commitment Therapy: Model, processes and outcomes. *Behaviour Research and Therapy, 44*, 1-25.

Hollon, S. D., & Beck, A. T. (2013). Cognitive and cognitive-behavioral therapies. In M. J. Lambert & A. E. Bergin (Eds.), *Bergin and Garfield's handbook of psychotherapy and behavior change* (pp. 393-442). John Wiley & Sons, Inc.

Linehan, M. M., & Wilks, C. R. (2015). The course and evolution of Dialectical Behavior Therapy. *American Journal of Psychotherapy, 69*(2), pp. 97-110.

L.A.C.E. References

Alex-Assensoh, Y. M. (2021). Using neuroscience and positive psychology to enhance college teaching and learning. *The National Teaching & Learning Forum, 30*(2), 1-3.

Alex-Assensoh, Y. M. (n.d.). LACE: A guide for transforming how coaches engage with race. *Choice: The Magazine of Professional Coaching, 19*(2), 28-30.

Alex-Assensoh, Y. M. (2021, April). The power of L.A.C.E. *Oregon State Bar Bulletin, 81*(6), 62.