



The Journey, Proactively adapting with our ever-changing worlds.

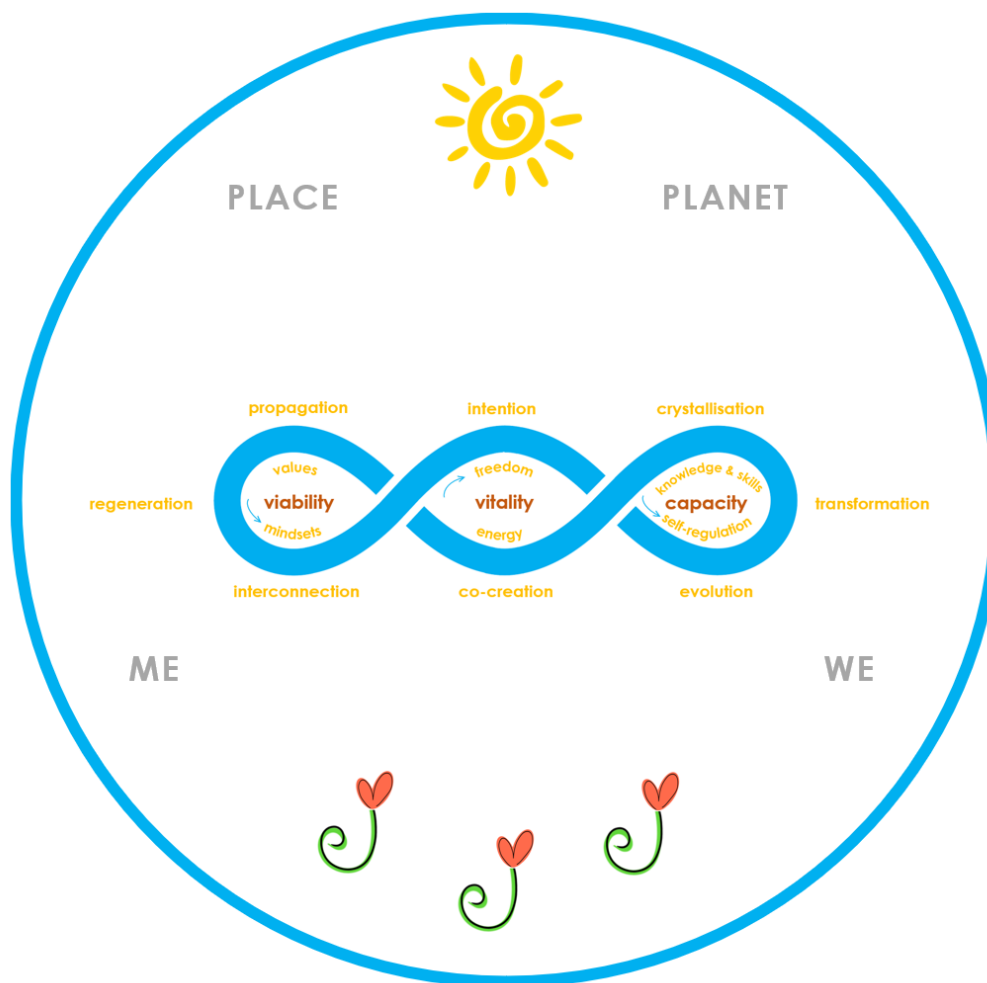


The Source, Awaken caring about and for self, others and nature.



# Waves of Wellbeings

REGENERATING SOURCES OF WELLBEING AND VITALITY FOR ALL



A Flourishing Ecosystem



The Future, Opening spaces of potential and possibilities.



ME & WE  
PLACE &  
PLANET

The Focus, Gently nurturing "Being Well – Doing Good" into existence.



# Opening spaces of potential and possibilities

## A transformative literacy approach for regenerating sources of wellbeing and vitality for all

Transformative Literacy is the ability to perceive, interpret and utilize information for societal and ecological transformation processes in a way that enables people to get actively involved in shaping these processes. Building the capacity of transformative literacy infrastructure by improving transformative knowledge flow (Communication and Education, Participation, Policy and Decision making, and Motivation) is a critical leverage point to shift a system's status quo to a more desired state.

UN Youth's youth-led youth-run, organisational structure and policies empowers young people, and provides a vehicle for peer-to-peer experiential learning and offers opportunities for developing initiatives that target specific UN Sustainable Development Goals (SDG). There is common intent to continue addressing SDG #3, regarding "Good Health and Well-being" by co-creating prototypes which bridge the gender, socioeconomic and geographical divides.

A collaboration with UN Youth, that supports the development and delivery of the Waves of Wellbeings - Action reflection learning journey presents a unique opportunity to advance our understanding of Systems-informed Positive Psychology and Beneficial Action Theory, while helping build the capacity of this emerging transformative literacy infrastructure that has the potential reach to engage with all young people across metropolitan, regional and remote Victoria, and beyond.

We propose that the parties being: UN Youth(Vic) and the Ties for Lives Foundation, and universities, research institutions and sector professionals establish an ongoing working relationship. The purpose of this working relationship is for the ongoing development, evaluation and delivery of peer-led transformative literacy initiatives and infrastructure which advances a systems-informed positive psychology - beneficial action approach.





# Waves of Wellbeings

REGENERATING SOURCES OF WELLBEING AND VITALITY FOR ALL

**Waves of Wellbeings** is a symbol, a contemplative practice and tools, and an action reflection learning journey to advance a social movement about and for regenerating sources of personal, societal and ecological wellbeing and vitality for all.

## Action reflection learning journey

As a learning journey the Waves of Wellbeings invites participants to explore, engage and contribute towards co-creating actionable wellbeing systems change solutions that are the result of a series of group sessions which are inspired and guided by emerging and effective values, principles, practices and research. Three development aims are central to the learning journey, practices and movement: awaken caring about and for self, others and nature; focused attention into being well – doing good; open awareness to our highest future possibility. The Breaks and The Sections inside and outside The Waves that guide the learning journey sessions are highlighted below.

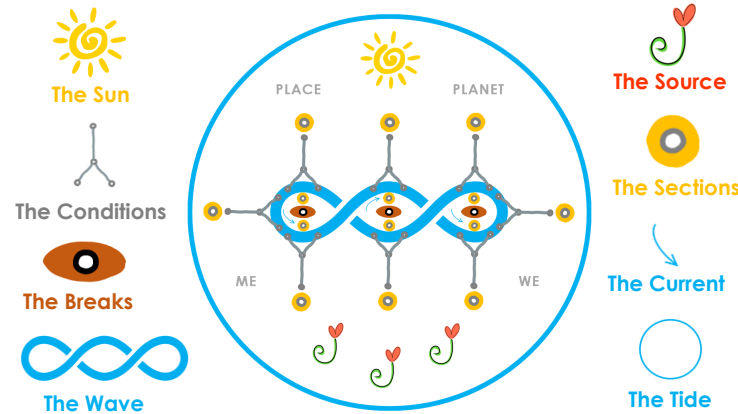


The learning journey takes you out and back around The Breaks (Viability Zone, Vitality Zone and Capacity Zone) with sessions around The Sections (inside and outside) and along The Waves. The complete immersion in activities created throughout this journey are supported by transformative literacy and experiential learning components which includes the introduction of emerging and engaging practices, tools and activities.

The Waves of Wellbeings is like a classic "road trip" where you have a destination, a map and a planned route, but also go with a spirit of adventure and willingness to deviate when needed. There's new and exciting places to visit and other travellers to connect with as you check out some cool tools and practices to help you through the twists and turns. Discover the field of the future that will shed light on the world of potential that each day brings. But most of all it's fun and you'll be part of something that really matters.

**Youth-led, youth-run co-creation of  
actionable wellbeing systems change solutions**

**The Ecosystem** is a visual representation to support engaging with the Waves of Wellbeings - Action reflection learning journey and the associated elements that make up a flourishing wellbeing ecosystem. The Ecosystem is shown as symbols and patterns to highlight the order, categories and relationships within and around the learning journey.



**The Waves** symbolises the eternal emerging paths in life, the journey (meaning in life, life force, strengths use and flow). The shape reflects the innate ebbs and flows, and the interwoven, interconnected bonds within and between self, others and nature.

**The Sun** symbolises the future, our highest future possibility, the potential of the action reflection learning journey over time.

**The Conditions** symbolises the ever-changing influences and focus within both our inside and outside worlds. Me & We, Place & Planet.

**The Breaks** positioned within The Waves symbolises the three interconnected elements that support the process by which wellbeing and vitality potential gets shifted into existence.

**Viability Zone:** mindsets and values from which the concept of caring about and for self, others and nature arises and endures. (Caring context and interconnectedness. Meaningfulness)

**Vitality Zone:** comprises of individual or group freedom to choose a range of caring actions and the belief, desire, and having the simultaneous positive physical and psychological energy to intentionally enact that action. (Caring action, reflection and intentionality. Comprehensibility)

**Capacity Zone:** self-regulation (awareness, attention, emotions and behaviours) and the knowledge and skills that contribute to improved levels of agency and competency for caring action and reflection. (Caring learning and adaption. Manageability)

**The Current** represents the directional flow within The Sections and along The Waves path, influencing one's attention and awareness.

**The Tide** symbolises the shifting boundary of the system and edge of our learning zone, the place where potential can be observed.

**The Source** represents a primary source element of viability, vitality and capacity: awaken caring about and for Self, Others and Nature.

**The Sections** (6) smaller inside (8) larger outside sections that are areas of interest that support the forming and activation of components that make up the action reflection learning journey.

**1. Regeneration** The process by which potential gets shifted into existence.

**Viability Zone: Mindsets and Values**

Waves of Wellbeings, Ethics of Care

**Awaken Caring** about and for self, others and nature.

Enabler: Open Mind, Curiosity.

Barrier: Voice of Judgement. Past Patterns and Mental Models.

**2. Interconnection** A mutual connection between two or more things.

**Viability Zone: Mindsets and Values**

Benefit Mindset, Daily Listening Practices

**Focused Attention** into Being Well – Doing Good.

Enabler: Open Heart, Compassion. Barrier: Voice of Cynicism.

**3. Intention** The aim of a planned and deliberate purpose.

**Vitality Zone: Freedom and Energy**

Beneficial Action, ME & WE PLACE & PLANET

**Open Awareness** to our highest future possibility.

Enabler: Open Will, Courage. Barrier: Voice of Fear.

**4. Evolution** The gradual development of something.

**Capacity Zone: Self-Regulation, Knowledge and Skills**

Areas and ways of knowing.

**Honour complexity** in action, reflection, learning and adaption.

Enabler: Letting go and Letting come.

**5. Transformation** A noticeable change in form, character or appearance.

**Capacity Zone: Self-regulation, Knowledge and Skills**

Stepping into the Field of the Future Practice.

**Be a work in progress.**

Enabler: Letting go and Letting come.

**6. Crystallisation** The process in which thoughts or ideas become clear.

**Capacity Zone: Self-regulation, Knowledge and Skills**

Case Clinics, Generalised Adaptive Resources.

**Gain Clarity** on leverage points.

Enabler: Character strengths

**7. Co-Creation** A collaboration of idea, sharing and improving together.

**Vitality Zone: Freedom and Energy**

Case Clinic continue. Iterate, iterate, iterate..., reflect, learn and adapt.

**Explore prototyping** the new by linking head, heart & hand.

**8. Propagation** The action of spreading / promoting an idea or theory.

**Viability Zone: Mindset and Values**

Act strategically, engage purposefully. Measure impact.

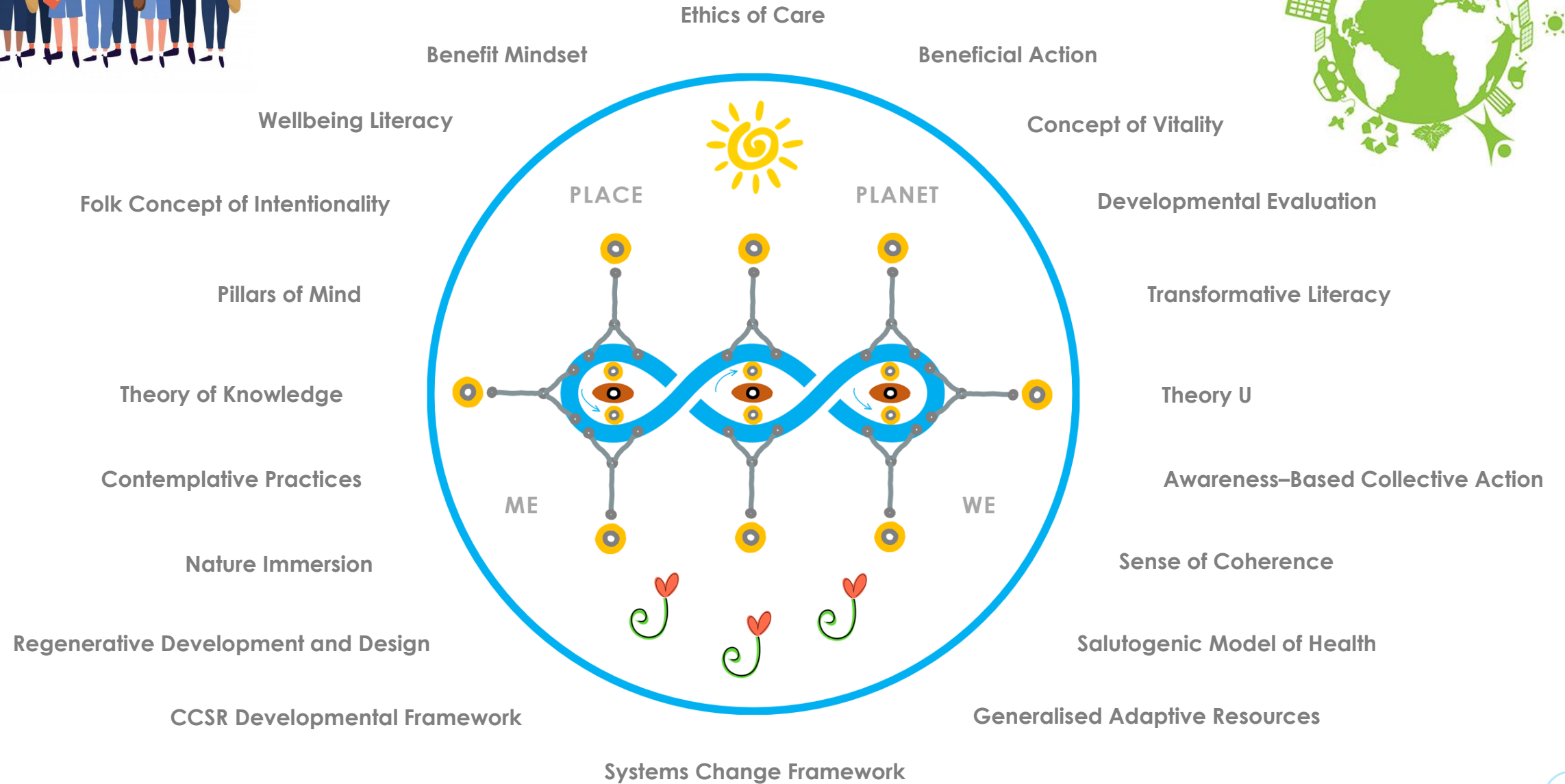
**Take baby steps** and celebrate small victories.





# Research-Based Influences

EMERGING AND REGENERATIVE SYSTEMS INTERVENTION LEVERAGE POINTS





**Awareness-Based Collective Action** emerging patterns of place-based and communities of interest actions that are guided by effective values, principles, practices and research which focus on potential and possibilities of systems, awareness of the whole.

**Beneficial Action** introduces four effective principles to support wellbeing systems change:

Principle 1. Freedom is the range of behaviour that an organism is able to choose and enact after accounting for genetic and environmental determination.

Principle 2. **Beneficial Action** is prosocially and altruistically motivated behaviour that uses consequential knowledge to increase freedom within the global population.

Principle 3. Experiencing (directly or indirectly) the consequences of action is a primary means by which all living organisms learn to restrain their individual freedom to increase freedom at the population level. Systematizing consequentialist knowledge advances freedom in human populations.

Principle 4. Competition, conflict, and violence limit the freedom of all living things. Freedom within the global population will be increased by human populations adopting caring actions that successfully develop social bonds with out-group populations.

A **Benefit Mindset** builds on a growth mindset, when we understand that our abilities can be developed – and we also understand we can transform towards a more caring, inclusive and interdependent perspective. It is called “benefit” mindset because it is concerned with the life-long process of learning how we can be the transformation and realise our unique potential in a way that serves the wellbeing of all.

**Contemplative Practices** are any activity that allows you to pause and deepen your connection to your consciousness. Contemplative Practices cultivate a critical, first-person focus, sometimes with direct experience as the object, while at other times concentrating on complex ideas or situations. Incorporated into daily life, they act as a reminder to connect to what we find most meaningful. Contemplative practices are practical, radical, and transformative, developing capacities for deep concentration and quieting the mind in the midst of the action and distraction that fills everyday life.

The **CCSR Developmental Framework** captures a holistic view of developmental needs and defines success beyond education and employment to include healthy relationships, a meaningful place within a community, and contributing to a larger good. Over time, through developmental experiences, we build four foundational components: knowledge and skills, self-regulation (awareness, attention, emotions and behaviours), mindsets and values, which underlie key factors to success.

**Developmental Evaluation** is an *approach* to evaluation, not a specific method or tool, designed to support decision making for innovation. Innovation, in this case, is about the activities and decisions that allow an organization and its members to create value by design. The design may not turn out as expected or produce surprises, but it is part of an intentional act to create value through new thinking and action.

**Ethics of Care** caring consists of five phases with different responsibilities (Tronto 2013): caring about – recognising a need for care, caring for – taking responsibility to meet that need, care giving – the actual physical work of providing care, care receiving – the evaluation of how well the care met the caring needs and caring with – caring needs to be consistent with democratic commitments to justice, equality and freedom for all.

**Five Pillars of the Mind** explores how aligning instruction with the brain's natural design might just be the key to improving learning outcomes. New research reveals, surprisingly, that there are five basic areas through which all learning takes place: Symbols, Patterns, Order, Categories, and Relationships which could enable more fully understanding and supporting the development of transdisciplinary problem-solving skills.

In people's **Folk Concept of intentionality**, performing an action intentionally requires the presence of five components: a desire for an outcome; beliefs about an action that leads to that outcome; an intention to perform the action; skill to perform the action; and awareness of fulfilling the intention while performing the action.

**Generalised Adaptive Resources** is a characteristic, practice or tool of an individual, group, community or society that is effective in shifting and sustaining improved levels of caring about and for the sources of personal, societal and ecological wellbeing and vitality over time.

**Mental Models** are habits of thoughts – deeply held beliefs and assumptions and taken for granted ways of operating that influence how we think and be, and what we do, say, see and sense.

**Nature immersion** cultivates awareness of nature which can lead you back to a simpler and more organic way of relating to life that reveals new and exciting layers of your personality. Nature Immersion evokes connections, awareness and understanding about the benefits of establishing a reciprocal relationship with nature.

**Regenerative Development and Design** takes sustainability to the next level and provides a framework for incorporating regenerative principles into your current process. A clear, focused framework shows you how to merge regenerative concepts with your existing work, positioning humans as co-creative and mutually-evolving participants in an ecosystem.

**Salutogenesis** is a medical approach focusing on factors that support human health and well-being, rather than on factors that cause disease (pathogenesis). More specifically, the “salutogenic model of health” is concerned with the relationship between health, stress, and coping.

A **Sense of Coherence** has three components: *Meaningfulness*: a belief that things in life are interesting and a source of satisfaction, that things are really worthwhile and that there is good reason or purpose to care about what happens; *Comprehensibility*: a belief that things happen in an orderly and predictable fashion and a sense that you can understand events in your life and reasonably predict what will happen in the future; *Manageability*: a belief that you have the skills or ability, the support, the help, or the resources necessary to take care of things, and that things are manageable and within your control.

The **Systems Change Framework** is a sensemaking tool to support individuals and collaborations to become more familiar and capable of working in systems and towards systems change.

The **Theory of Knowledge** is concerned with understanding what it means to “know”. Ways of knowing explore the different methods we use in order to gain knowledge and then process it and is divided into Ways of Knowing and Areas of Knowledge. Eight ways of knowing: Sense perception, Emotion, Language, Reason, Imagination, Faith, Intuition and Memory. The eight areas of knowledge are: Mathematics, Natural Sciences, Human Sciences, The Arts, History, Ethics, Religious knowledge systems, and Indigenous knowledge systems.

**Transformative literacy** is the ability to perceive, interpret and utilize information for societal and ecological transformation processes in a way that enables people to get actively involved in shaping these processes.

**Theory U** builds upon two decades of action research at MIT, the process shows how individuals, teams, organizations and large systems can build the essential leadership capacities needed to address the root causes of today's social, environmental, and spiritual challenges. In essence, Theory shows how to update the operating code in our societal systems through a shift in consciousness from ego-system to eco-system awareness.

**Vitality** is a positive feeling of aliveness and energy, and the power giving continuance of life, present in all living things. Vitality possesses strong benefits for personal healthiness, which includes improved perception of one's own wellbeing, improved performance and coping, increased life satisfaction, and feeling happier. According to Lavrusheva's recent research there are five concurrent components of vitality: subjectivity, positivity, fluctuation, adaptivity, and simultaneous involvement of physical and psychological energy.

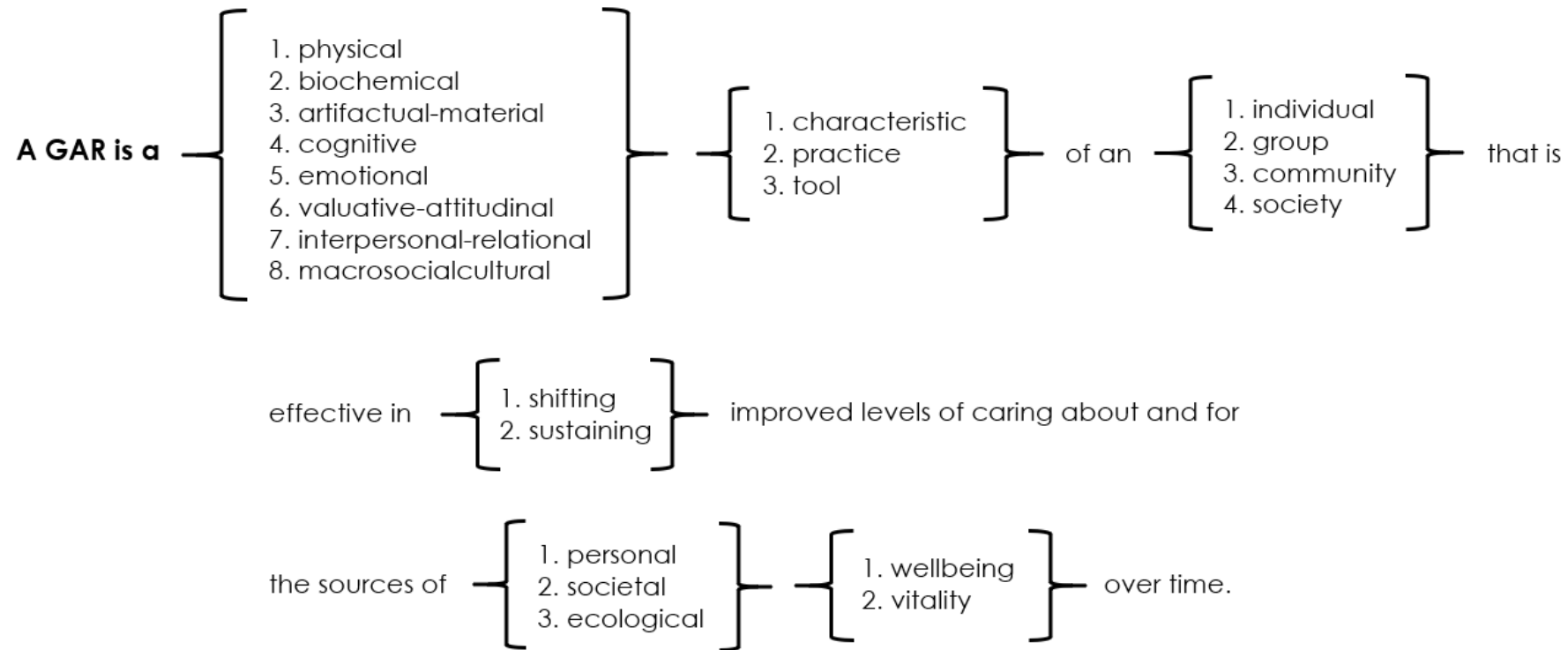
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**Wellbeing** is a multidimensional desirable human state that incorporates life satisfaction, health and happiness, and which can be extended to three interdependent wellbeing fields. Personal Wellbeing (physical, emotional, mental and spiritual) Societal Wellbeing (social/cultural, economic and political) Ecological Wellbeing (species, air, water, soil and climate)

**Wellbeing literacy** is a capability (what we can be and do), that involves intentional language use about and for wellbeing. Wellbeing literacy contains five necessary conditions: some proficiency in wellbeing vocabulary and wellbeing knowledge; an ability to comprehend wellbeing communication through reading, listening, and viewing; an ability to compose texts relevant to wellbeing in multiple modalities, including writing, creating, and speaking; involves conceptual and literal attention to context; and requires intentionality (desire, belief, intention, skill, and awareness).

**Being Well – Doing Good** is the ongoing process by which adaptive, regenerative and transformative beneficial action\* of an individual, group, community or society gets shifted into existence and which such shift can be clearly recognised and observed, respected and sustained over time.

**Generalised Adaptive Resources (GAR)** is a characteristic, practice or tool of an individual, group, community or society that is effective in shifting and sustaining improved levels of caring about and for the sources of personal, societal and ecological wellbeing and vitality over time.



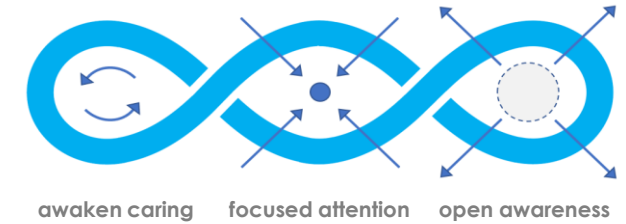
The Generalised Adaptive Resources concept was developed through the Being Well Doing Good project 2020 and draws on the mapping sentence created by the Salutogenic model of health's Generalised Resistance Resources.

## Centring



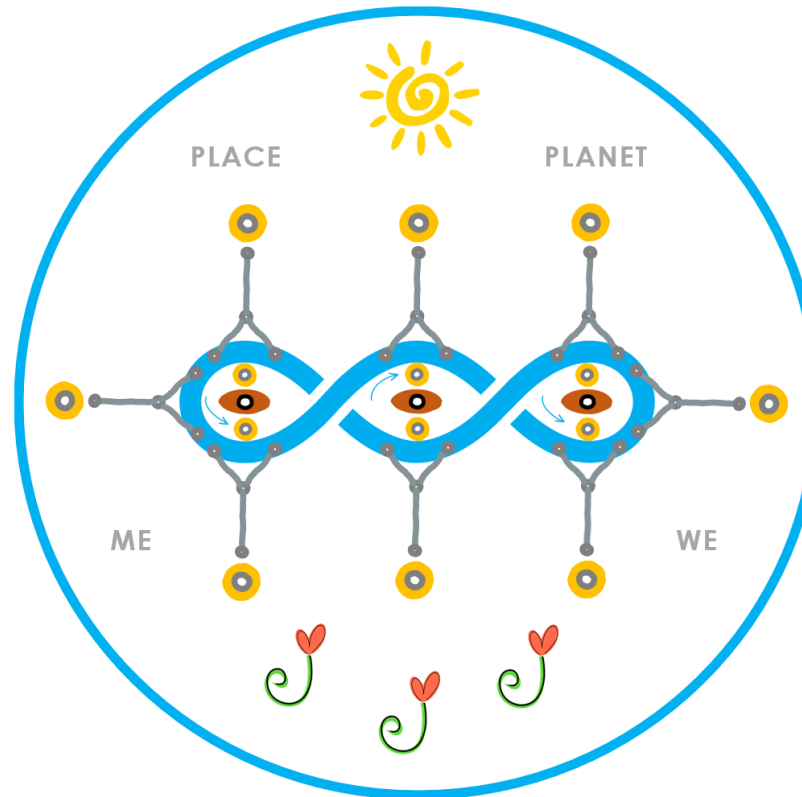
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## Contemplative Inquiry



**The Waves** are represented by a continuous blue twisted triple loop ribbon (Lemniscate or Pikorua). The Waves symbolizes the eternal emerging paths in life (meaning in life, life force, strengths use and flow). The shape reflects the innate ebbs and flows, and the interwoven, interconnected bonds within and between self, others and nature.

## Ecosystem Emersion



The **Waves of Wellbeings practice tools** are visual metaphors to aid the contemplative practices - a transformational practice that supports shifting potential sources of wellbeing and vitality into existence. As a step-by-step guided practice, participants are invited to explore the continual and cumulative interplay between the interconnected components that form the practice tool which are presented as a combination of symbols, patterns, order, categories and relationships.

**Flow** a state of complete immersion in an activity or a steady, continuous stream or supply of something. In positive psychology, a flow state, also known colloquially as being in the zone, is the mental state in which a person performing some activity is fully immersed in a feeling of energized focus, full involvement, and enjoyment in the process of the activity.



