

Overview:

This activity is based on the equilintegration (EI) theory, which explains the process through which humans construct a belief and values system by interacting with the world around them to get their needs met. This activity asks participants to consider how variables—like geography, race/ethnicity, gender, economic/social class, or physical ability—interact with environmental or contextual factors, such as family, media, or education, interact to form one's EI self.

Note: This activity requires pretty advanced critical thinking and self-reflection and is best used for teacher/mentor professional development or with graduate students. It is also useful in Beliefs, Events, and Values Inventory (BEVI) Administrator training.

Background and Information:

This activity was adapted by Kris Acheson-Clair, PhD, CILMAR, and Jennifer Wiley, EdD, from Craig N. Shealy's *Making Sense of Beliefs and Values* and Susan C. Brown's & Marcella L. Kysilka's *What Every Teacher Should Know about Multicultural and Global Education* (see citation below).

Objectives:

As a result of this activity, participants will be able to:

1. Articulate the process through which humans construct a belief and values system by interacting with the world around them to get their needs met.
2. Consider how variables—like geography, race/ethnicity, gender, economic/social class, or physical ability—interact with environmental or contextual factors, such as family, media, or education, to form one's self.

Time:

45 minutes

Group Size:

Pairs

Materials:

The facilitator will need access to a projector, the Needs & Beliefs about Self and Others PowerPoint and Activity (see [Downloads](#)), pen/pencil, and paper for participants.

Intercultural Development Continuum Stages:

- Minimization
- Acceptance

AAC&U Intercultural Knowledge and Competence Goals:

Cultural Self-Awareness:

- To articulate insights into own cultural rules and biases (e.g., seeking complexity; aware of how their experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).

Facilitator Activity Instructions:

Note: Before conducting this activity, the facilitator should familiarize themselves with EI theory and its integral concepts. Please see citations below for resources to consult.

1. Before beginning the PowerPoint presentation, the facilitator should ensure that each participant has a pen/pencil and several pieces of paper.
2. The facilitator should introduce themselves and attribute the content in the PowerPoint to the BEVI while showing the opening slide.
3. For slides 2-6, the facilitator will explain the key concepts associated with the activity: needs, level of needs, self, EI theory, and beliefs & values.
4. The image in slide 7 links to slides created by Crossing Borders Education. These slides depict the developmental stages of the EI Self, which include infancy ("merged self"), childhood ("emerging self"), and adulthood ("established self"). The facilitator should use these slides to explain how the levels of self, collected beliefs/values, and needs work together in the development of the EI Self across the stages depicted.

Note: For additional information the facilitator should consult chapters 1-3 in *Making Sense of Beliefs and Values* (see citation below). Slides 1-7 are all lecture-based, so the facilitator should be well-versed in the theory and application.

5. For slides 8-11, the facilitator will lead participants in an activity that asks them to apply EI theory to the formative variables that contributed to their own development. The facilitator should guide participants through each step and ask them to record their thoughts based on the models on each slide.

Note: Slides 8-11 are individual reflection with notetaking.

6. At the end of the activity, the facilitator can choose to ask if any participants are willing to share their formative variables with the rest of the group. The facilitator may first ask participants to pair and share and then debrief with the entire group.

Related Tools:

Tools to in conjunction with this lesson:

- [Beliefs, Events, and Values Inventory \(BEVI\)](#)

Similar tools:

- [Circles of My Multicultural Self](#)
- [Identity Dialogues](#)
- [Who Am I? Identity Dialogue](#)