

**LEVEL 2 Whole Experience Model - WICKET Category Descriptions** (v1.0.2026 Creative common licence CC-ND-By Mamood Ahmad)

<p><i>Note: All areas can be more normative or different and create barriers and opportunities based on social dynamics. With regard to Context(Lived): 1/ Individual-&gt;Personal-&gt;Indirect-etc are nested contexts each context can be viewed from lens of: Culture (including messages), barriers and opportunities, events, resource, environment, structure (e.g. policy, authority), history, knowledge and system</i></p>			
Contexts (WICKET)	Subcategories	Examples	Description
<b>Worldview</b>	Meaning and direction	Work, relationships, altruism, social justice, nature	A "worldview" usually includes answers to: What is reality? What is truth? What is human nature? What is right/wrong? What is the meaning of life?
	Political and ideological	Capitalism, socialism, liberalism, authoritarianism, progressive, strict gender roles and binaries	How society, people, and groups should be organised.
	Ultimate beliefs (Including R/S)	Religion, spirituality, atheism, nihilism, reality explained through science and observation (scientific naturalism), determinism, fatalism	Ultimate beliefs* are the deepest, most fundamental ideas people hold about life, reality, and meaning. They go beyond everyday opinions, they answer big questions like:  Why are we here? What is ultimately real? What is right or wrong? What happens after death?
	Knowledge and philosophical	Scientific naturalism, determinism, answers are in science, fatalism, lived, social constructivism, indigenous, religious text	Knowledge is what we know or believe to be true and its basis (e.g. facts, science, lived experience). A philosophical worldview is a big-picture framework for understanding reality, life, and meaning. It's like a lens that shapes how you interpret everything
	Beliefs, ideals, morals, expectations, and values	Family values, equality	Any beliefs, code of ethics, moral and values
<b>Identity</b>	Equality and justice	liberalism, intersectional feminism, conservatism, utilitarianism, critical race theory	Different worldviews approach equality and justice in distinct ways, depending on their assumptions about human nature, society, and morality. Worldviews differ on what should be equal, how much the state should intervene, and whether justice means fair rules, fair outcomes, or moral goals.
	Social	Race, ethnicity, gender, class, disability, neurodiversity, age, sexuality, belief, citizenship (nationality), socioeconomic status, and body aesthetic, protected characteristics	Protected characteristics plus social class and neurodivergence. The hierarchies that are unearned or underserved rather than individual status.
	Personal	Gaming, professional, gaming, Geek, martial arts, banker, academic	Personal identities that are not social identities
	Physical and mental health	BPD, Cancer, Menopause, PCOS (Bio Process)	Usually conditions that have been diagnosed but can be any physical or mental label or body process like menstruation or aging.
	Roles, credentials, and other assigned or self-assigned	Familial or group identities (e.g., caregiver, partner, parent, financial provider, community leader). Labels (e.g., qualifications)	Roles, credentials or any other labels
<b>Knowledge</b>	Relational and emotional literacy	individualised agentic (e.g., boundaries, assertiveness) versus collectivism agentic ideas	Knowledge around relationship, embodiment, and healing best practice
	Psychosocial education	Social determinants of mental health, stress and trauma, attachment, marginalised stress	Theories of relationships, mental health, distress and injury
	Group, diaspora, and historical	Indigenous, mental health theories, gender, cultural expectations, and norms	National, ethnic or group-specific knowledge
	Affinity, ideological and aversive	Religious, existential, mansphere, social ideology, economic ideology,	Knowledge that a person has affinity or aversion towards
	Formal, explicit, implicit and propagated	Primary school curriculum, media, counsellor training, national history	The basis of knowledge whether formal or implicit
<b>Embodiment (Styles and Patterns)</b>	Embodied and lived	communication, lived experience, identity experience, piano, dance, football, martial arts, walking, language	Knowledge through embodied and lived experiences and learning
	Attention and executive functioning	Focus, distraction, time blindness, organising struggles	Attention and executive functioning refers to the ability to focus on important information and use mental skills like planning, organizing, controlling impulses, and making decisions to achieve goals.
	Threat and survival	Confront, avoid, freeze, fawn, collapse	Threat and survival styles are the automatic ways people react to danger or stress, such as fight, flight, freeze, or fawn, to protect themselves.
	Communication and social interaction	Eye contact, social cue interpretation, rules, e.g., neurodivergent/neurotypical	Styles of communication and social interaction.
	Language(s) and meaning	multilingual, metaphor, implicit, explicit, direct/indirect, hand/eye, voice pitch and volume	What are styles of communication verbally/embodied non-verbally and their meaning? Is the meaning behind language understood?
<b>Embodiment (Experience)</b>	Learning and information processing	Learning: visual, auditory, kinesthetic, Processing: fast, slow. (ADHD: fast but distractible processing, may prefer hands-on or interest-based learning, Autism: strong pattern recognition; may prefer visual learning and structured routines. Dyslexia: slower reading/writing processing; may excel in oral or visual learning.)	Learning and information processing is how the brain takes in, understands, stores, and uses information to gain knowledge and skills.
	Relational and attachment	Fawning, secure, avoidant	Attachment history (childhood relationships with caregivers) Cultural norms (collectivist vs. individualist social expectations) Neurodivergence (autistic, ADHD, or sensory differences can shape social engagement) Past trauma or stress (can trigger defensive patterns like fawn, fight, or freeze)
	Coping and help seeking	Coping through substance abuse, help seeking through bonding in drinking culture or community	Coping and help-seeking styles are the ways people manage stress and whether they turn to others for support.
	Cognitive processing, thinking, emotional, and behavioural	Emotional (intense, delayed, expressed differently, RSD Rejection Systivity Dysphoria), Cognitive (non-linear, patterns, details), Thinking (hyperfocus, special interest), Behavioural: Stimming, routines, avoidance, masking, impulse control	Cognitive processing, thinking, emotional, and behavioral patterns describe how a person perceives information, reasons and decides, experiences emotions, and responds through actions.
	Memory	Non visual (Aphantasia), Memory gaps, Imaginative style (e.g., reveries), flashbacks	Memory styles are the different ways people best encode, store, and recall information, including visual (images), auditory/verbal (sounds), kinesthetic/procedural (movement), semantic/conceptual (facts), episodic/experiential (personal events), and working memory (short-term processing). Difference includes memory / image blindness
<b>Embodiment (Experience)</b>	Personality	Outgoing or reserved Friendly or critical Organized or spontaneous Calm or anxious Adventurous or cautious	In one sentence: The Big Five describe a person's personality along openness, conscientiousness, extraversion, agreeableness, and emotional stability (neuroticism), helping predict behavior and preferences.
	Identity and power expression	Masculinity, class, gender, age expression, powerlessness, abuse of power	How embodied identities are expressed through body e.g., gender expression
	Body interoception, expression, image, and aesthetics	Neuroception: Little perception of hunger, Expression: Gender expression, Image: Self consciousness about body and appearance, Aesthetic: awareness of body e.g., thin/Larger body	Interoception: Sensing internal body signals like hunger, heartbeat, temperature, or tension. Expression: Using your body to communicate or express identity, feelings, thoughts, or ideas.
	Health, pain, and capacity	Limited spoons (disability), chronic pain, menopause	Embodied experience of health, pain and capacity
	Relational, sexual, emotional, existential, and transcendental	Relational: How we connect, communicate, and form bonds with others. Sexual: How we experience sexual identity, desire, and intimacy. Emotional: How we feel, process, and regulate emotions. Existential: How we find meaning, purpose, and direction in life. Transcendental: How we connect to something beyond the self, like spirituality, faith, or higher consciousness.	Relational: How we connect, communicate, and form bonds with others. Sexual: How we experience sexual identity, desire, and intimacy. Emotional: How we feel, process, and regulate emotions. Existential: How we find meaning, purpose, and direction in life. Transcendental: How we connect to something beyond the self, like spirituality, faith, or higher consciousness.
Sensory and motor	Motor: Dyspraxia, lica. Sensory: Noise, Light, Temperature	Sensory: How we receive and process information from our senses. Motor: How we control and coordinate body movements.	
Stress, trauma and injury	Personal (ACEs, Health Anxiety, Closed Spaces), Societal (Misogynoir, Threat Deportation)	Personal and/or societal level embodied triggers due to embodied harm	

<b>Time</b>	Collective	Collective group level time: (e.g., race, ethnicity, nation)	Group level context: Collective time history (e.g., race, ethnicity, nation)
	Genetic and intergenerational	Individual and intergenerational history time e.g., family	Individual and intergenerational history
	Generations	Generational time (e.g., GenZ, Boomers, GenX), including migration generation time	Generation (e.g., GenZ, Boomers, GenX), including migration generation number
	Lifespan and migration	Lifespan point in time, time period of development, movement and migration time	Lifespan point in time, time period of development, movement and migration time
	Here and now	Experience in here and now	Experience in here and now
	Time	Time orientation (now, past, future), time blindness	Relationship with time
<b>Context (Lived)</b>	<b>Individual</b>	Social resources, marginalisation and economic factors, vulnerability and protective factors, physiological needs including food, water, safety, clean air.	<b>The individuals (or group specific context): Consider individual context, including protective and vulnerability factors:</b> Adverse experiences & events Stressors from each "Context (Lived)" including culture, events, system & messages Individual vulnerability, difference and marginalisation Interpersonal and interconnected relationships Social determinants including economic Developmental and resilience Physiological and lifestyle Social and community engagement Meaning and purpose
	Personal	Family, mental health profession, community	Directly part of or interacting contexts
	Indirect and Institutional	Impact of other systems and people in their immediate interpersonal field e.g., toxic spouse relationship with boss, as well as institutions: healthcare, education	Communities and relational networks, industries, organisations and institutions
	Structural	Government policies (e.g., defences, healthcare, social care)	Governing structures including political and institutions which implement policies
	SocioCultural	Societal culture e.g., mental health stigma, expectations of gender, suicide.	Societal (usually National level) culture
	Planet	Planet, biodiversity, ecosphere, animals, geology, and more than human world	Planet and more than human world
	Time	Moment in time	Moment in time