**Menu of Wellness Activities**

Each of the following is an activity a faculty member can use to support their students’ wellness within a course. All of these can occur whether in an in-class, hybrid, or virtual environment. Please choose at least one activity to implement in your course. (For more ideas specific to teaching virtual environments visit our [Well-being in Virtual Learning Environments](https://cmhc.utexas.edu/wellbeing/online_learning_environment.html) site.)

| **Activity** | **Description** | **Benefits** | **When?** |
| --- | --- | --- | --- |
| Informal discussion times, “walk-in” visits, etc. | * Set up a time for students to meet with you informally as a group (e.g., coffee chat, O’s hours).
* Allow/encourage students to meet with you informally one on one to discuss their personal interests, goals, etc.
 | * Builds social connection
* Lets students know you care about them beyond learning the content
 | Weekly |
| Allow excused absences for mental health days. | * In your syllabus, allow for a certain number of absences to be excused to support students’ mental health.
 | * Builds social connection
* Lets students know you care about them beyond learning the content
 | Throughout semester |
| Create policies/ procedures that demonstrate your belief in student integrity. | * Create attendance policies that give students the benefit of the doubt (e.g., don’t require a doctor’s note when they say they were sick).
* Build flexibility into the assignment/ exam schedule.
 | * Supports student autonomy and motivation
* Builds social connection
* Lets students know you care about them beyond learning the content
 | First class dayThroughout semester |
| Talk directly with students about the importance of mental health and self-care. | * Discuss ways you practice self-care.
* Encourage students to practice self-care.
* Have students write reflections about ways they’re practicing self-care (maybe build these into class grading system).
 | * Supports student autonomy in caring for themselves
* Builds social connection
* Lets students know you care about them beyond learning the content
 | First class dayThroughout semester |
| Reach out to students when you notice they’re struggling. | * Don’t wait for students to come to you.
* Send an email to students who you see struggling (failing an exam, missing several classes, skipping assignments or labs, etc.).
 | * Supports student motivation
* Builds social connection
* Lets students know you care about them beyond learning the content
 | After exams or assignmentsThroughout semester |
| Share effective methods for being successful on specific exams or assignments. | * When preparing students for an exam or assignment, share specific ideas that have helped other students to succeed on that specific exam/assignment.
* Be sure to do with especially difficult exams or assignments.
 | * Supports student motivation
* Builds social connection
* Teaches self-regulation
 | Before exams or assignments |
| Have students practice expressing gratitude. | * Give students time in class to write in a [gratitude journal](https://cmhc.utexas.edu/pdf/UTCMHC_GratitudeJournal_2017.pdf), reflect on something their grateful for, or write a gratitude letter to someone.
* Encourage students to continue practicing gratitude outside of class.
* Import or create an online module related to expressing gratitude for students to take part in and receive credit for completing.
 | * Lets students know you care about them beyond learning the content
* Gives them a specific self-care strategy to use
* Boosts student happiness
 | Throughout semester |
| Have students set goals and monitor their own progress toward achieving these goals. | * Have students set mastery goals on at the start of the semester.
* Include academic goals along with personal, social, and professional goals.
* Throughout the semester, have students revisit their goals and reflect on their progress, obstacles to achieving the goals, and adjustments they may need to make.
 | * Supports student motivation
* Can boost student happiness
* May build social connection if you have students discuss their goals with one another
 | First class dayThroughout semester |
| Encourage students to engage in activities that allow them to enter a “flow” state. | * Have students reflect on and brainstorm activities in which they lose themselves.
* Encourage students to spend a certain amount of time each week engaging in these activities.
* Have students write a reflection about one or more of these experiences.
 | * Lets students know you care about them beyond learning the content
* Gives them a specific self-care strategy to use
* Boosts student happiness
 | First class dayThroughout semester |
| Talk with students about the necessity of failure and struggle. | * Share times when you’ve failed or struggled with students, how you worked through it, and how you came out better on the other side.
* Have students write a reflection about times they’ve failed or struggled and discuss them with others.
* Import or create an online module related to making failure okay for students to take part in and receive credit for completing.
 | * Supports student motivation by helping them develop a growth mindset
* Builds social connection
 | First class dayBefore or after exams or assignmentsThroughout semester |
| Provide time at the start of each class for students to check in with each other. | * Give students 2-5 minutes to talk with each other at the start of class in partners or small groups.
* May want to provide a specific prompt to discuss with each other.
 | * Builds social connection
 | At least once a week or every class |
| Use cooperative learning activities every class. | * After lecturing, showing a video, etc., have students spend 5-15 minutes in groups of 2-4 to discuss a concept, apply their learning, solve a problem, etc.
* Can randomly group students or group them based on some criteria.
 | * Allows students to apply learning and scaffold thinking for each other
* Allows you to see where students are struggling and provide immediate feedback
* Builds social connection
 | Every class |
| Provide your pronouns in your syllabus and Zoom name and have students provide their pronouns in their Zoom names *if they feel comfortable doing so.* | * Include your pronouns next to your name in your syllabus.
* Edit your Zoom profile to include your pronouns.
* Or, rename your Zoom name each class to include your pronouns and ask students to do the same.
 | * Creates a more inclusive environment
 | Every class |
| Offer choices in assignments, tasks, exams, etc. | * Allow students to complete a task or assignment on their own or with a partner or group.
* Give students options for exams – multiple-choice vs. open-ended response.
* Let students choose the final product for an assignment (e.g., an essay vs. a video vs. a presentation).
 | * Supports student motivation
* Allows for creativity
* Creates a more inclusive environment
* Builds social connection
 | On at least one assignment, task, exam, etc. during the semester |
| Have students go through one or more well-being modules in your Canvas course. *(See example modules in next chart.)* | * Post a well-being module in your course.
* Assign students to go through the module.
* Discuss the module’s content in class – share your experiences with the topic (why you posted it).
* Have students reflect on the content in the module either on their own or in a cooperative group.
 | * Helps students learn about well-being supports and resources
* Lets students know you care about them beyond learning the content
 | Once a semester or throughout semester |

**Online Canvas Modules**

Choose one or modules to import into your Canvas course for students to participate in and reflect on. Find modules in our [Texas Well-being course](https://utexas.instructure.com/enroll/4YJTK9).

| **Module** | **Description** | **Benefits** | **When?** |
| --- | --- | --- | --- |
| Growth mindset | * Page describing what growth mindset means and how it impacts academic learning
* Article by Carol Dweck about growth mindset and using the word *yet*
* Activity changing fixed mindset self-talk into growth mindset self-talk
* Discussion about growth mindset for students to participate in
 | * Supports student motivation
* Helps students focus on learning over performance compared to others
* Helps students set mastery goals
 | Beginning of semesterAfter difficult exam or assignment |
| Failure is Okay | * Page discussing failure as part of the learning process
* Article about things colleges are doing to let students know it’s okay to fail
* Activity to go with article that has students consider different “okay to fail” activities and evaluate them
* Discussion about making it okay to fail
 | * Supports student motivation
* Eases anxiety and stress about failing
* Helps students detach failure from self-worth
* Supports students in developing self-compassion
 | Beginning of semesterAfter difficult exam or assignment |
| Resilience for college students | * Document with a list of strategies for bringing out your resilience
* Links to websites that discuss
	+ *Rejection and Failure*
	+ *Perfectionism vs. Healthy Striving*
	+ *Anxiety and Ways to Cope*
	+ *Test Anxiety*
	+ *Managing Stress*
	+ *Model Minority Stereotype of Asian Americans*
	+ *Cultural Adjustment: A Guide for International Students*
	+ *Free Strengths Finder*
* Exam autopsy activity to examine your performance on an exam
 | * Supports student motivation
* Eases anxiety and stress about failing
* Helps students identify and focus on their strengths
 | Beginning of semesterAfter difficult exam or assignment |
| Physical health | Videos, website links, discussions, activities, and other resources related to:* Mindful eating
* Sleep
* Movement, physical activity, and exercise
 | * Lets students know you care about them as whole people
* Provides students with resources for taking care of themselves
 | Beginning of semesterMiddle of semester |
| Sleep | * Video discussing the importance of sleep and research connecting sleep with academic success
* Handouts with sleep resources (e.g., ABCs of ZZZs sleep tips, sleep diary, sleep apps)
 | * Lets students know you care about them as whole people
* Provides students with resources for helping them improve their sleep hygiene and practices
 | Beginning of semesterMiddle of semesterBefore finals |
| Mental health | Videos, website links, discussions, activities, and other resources related to:* Mental health during COVID-19
* Self-compassion
* Mindfulness
* Community
* Gratitude
* CMHC resources
* Substance use
 | * Lets students know you care about them as whole people
* Provides students with resources for taking care of themselves
 | Beginning of semesterMiddle of semester |
| Social connections and community care | Videos, website links, discussions, activities, and other resources related to:* Social connections
* Social circles
* Community and self-care
* BeVocal Bystander Intervention Program
* Additional bystander intervention resources
* Be That One – Mental Health Promotion and Suicide Prevention Program
* CMHC resources
 | * Lets students know you care about them as whole people
* Provides students with resources for taking care of themselves
* Builds social connection
 | Beginning of semesterMiddle of semester |
| Healthy relationships | Videos, website links, discussions, activities, and other resources related to:* Communication
* Compassion
* Consent
* Check-in
* Courage
* Conflict resolution
* Celebration
 | * Lets students know you care about them as whole people
* Provides students with resources for taking care of themselves
* Builds social connection
 | Beginning of semesterMiddle of semester |
| Identifying and practicing happiness strategies | * Page discussing the research behind using happiness strategies
* Person-fit diagnostic for students to take to identify the top four happiness strategies that they’re most internally motivated to use
* List of specific activities to use within each happiness strategy
 | * Lets students know you care about them as whole people
* Provides students with ideas for practicing self-care
 | Beginning of semesterMiddle of semester |
| Self-care: General resources | * Page discussing the importance of self-care
* Self-care assessment for students to take
* Self-care maintenance plan for students to help them make a self-care plan
* Other websites, resources, etc.:
	+ UT CMHC’s self-care website
	+ UT Austin’s Thrive app
	+ Kirsten Bradbury’s Self-Care Toolkit
	+ University at Buffalo’s School of Social Work Self-Care Starter Kit
 | * Lets students know you care about them as whole people
* Provides students with resources for taking care of themselves
 | Beginning of semesterMiddle of semester |
| Counting your blessings and practicing gratitude | * Page discussing how expressing gratitude supports well-being
* Link to electronic gratitude journal
* Template for writing a gratitude letter to someone
* “Grateful Day” video
* Slides presenting the research behind expressing gratitude and specific gratitude activities
 | * Lets students know you care about them as whole people
* Provides students with resources for taking care of themselves
 | Beginning of semesterMiddle of semester |
| Learning during disruption | * Slides discussing the difficulty of learning during disruptive times
* Document with a list of strategies for bringing out your resilience
 | * Lets students know that everyone struggles during disruptions
* Provides specific tips for handling disruptive situations and maintaining resilience
 | Beginning of semesterMiddle of semester |
| Online courses: Successful participation | * Chart with ideas for successful participation in online classes for students to analyze their approach to online courses
* Online Course Self-Analysis Tool
* Setting Yourself up for Study Success: Environment for students to use to analyze their learning environment
* Find Your Motivation and Translate it into Action activity
 | * Supports student motivation
* Helps students to develop self-regulation
* Provides specific tips for being successful in online courses
 | Beginning of semesterRevisit 2-3 more times throughout semester |
| UT campus resources for student success & well-being | * Where do I go for…? document with list of resources
* Websites for 20 wellness resources at UT
 | * Provides students with wellness resources
* Lets students know you care about them as whole people
 | Beginning of semesterRevisit 2-3 more times throughout semester |
| Impostor syndrome | * Page discussing impostor syndrome in higher education
* Video about impostor syndrome
* Article about one higher education administrator’s experience with impostor syndrome
* Activity to go with video and article that has students reflect on impostor syndrome in their own lives
* Discussion about impostor syndrome
 | * Supports student motivation
* Builds social connection
 | Beginning of semesterMiddle of semester |
| Motivation and self-regulation | * Slides defining motivation and self-regulation and discussing different factors that impact them
* Videos discussing motivation and self-regulation
* Resources and activities to go with videos that have students reflect on their own motivation and self-regulation
* Discussion about motivation and self-regulation
 | * Supports student motivation
* Helps students to develop self-regulation skills
 | Beginning of semesterRevisit 2-3 more times throughout semester |
| Sanger Learning Center Resources | * Several topics, including:
	+ Study smarter
	+ Time and procrastination
	+ Test preparation
* Includes various resources such as videos, handouts, webpages, etc.
 | * Helps students practice self-regulation
* Improved metacogntive skills
* Builds students’ self-efficacy
 | Beginning of semesterRevisit before exams, projects, etc. |
| For Students: Advocacy, Student, and Support Groups at UT | * Links to webpages with groups to support UT students
* Examples include:
	+ DDCE’s Undergraduate programs
	+ Advocacy and support groups for students identified with disABILITIES
	+ Student group affiliates for women and LGBTQIA+ communities
	+ DDCE’s First General Initiative
	+ CMHC’s groups and workshops
 | * Creates a more inclusive environment
* Helps students build social connections in the UT community
 | Beginning of semesterCan share one webpage a week throughout the semester |