**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 day  Throughout 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 day  Throughout 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 assignments  Throughout 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 day  Throughout 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 day  Throughout 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 day  Before or after exams or assignments  Throughout 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 semester  After 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 semester  After 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 semester  After 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 semester  Middle 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 semester  Middle of semester  Before 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 semester  Middle 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 semester  Middle 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 semester  Middle 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 semester  Middle 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 semester  Middle 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 semester  Middle 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 semester  Middle 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 semester  Revisit 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 semester  Revisit 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 semester  Middle 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 semester  Revisit 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 semester  Revisit 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 semester  Can share one webpage a week throughout the semester |