

EMBED COURSES WITH WELL-BEING PRACTICES

You can embed into your courses various practices and expectations that promote well-being. Practical actions include:



Set deadlines for assignments at a time of day that encourages students to get enough sleep (i.e., avoid midnight or late night deadlines).



Start class or take a break between topics with a mindful moment or meditation.



Assign self-care as a homework assignment. For example, you can encourage your students to get at least seven hours of sleep, or unplug from social media for a period of time and to reflect on how they feel afterwards. Emphasize that success is not worth it when we are too stressed or sick to enjoy it.



If a major event has happened on campus, in the community, or nationally that you suspect may be on the students' minds, consider spending a few minutes discussing it before moving on to the lesson.



Try to learn what services are being offered. For example, many health promotion offices or wellness centers offer presentations that faculty can book for their classes on topics such as overall wellness, bystander intervention, self-care, sleep hygiene, and suicide prevention training.

NOTE: It's important to remember that academically high-achieving students struggle, too. In one Active Minds survey of students with a grade point average of 3.4 or above, the vast majority (91%) of participants reported that they have felt overwhelmed by all they had to do in the last year. Embedding your course with practices that promote well-being will also help those students.

TWO-MINUTE MINDFULNESS EXERCISE FOR CLASSROOMS:



Ask students to take five slow breaths, inhaling through the nose, then exhaling through the mouth. Alternatively, ask students to think about their favorite place. Ask them to describe it in great detail, using their five senses.