THRIVE on Campus: Health and Wellness

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Grade Level Secondary

Essential Question(s)

Summary

Physical, mental, and emotional health is essential, especially when students are transitioning to a new life experience. Most PSIs (postsecondary institutes) have support to help improve student wellness. This can include individual counseling sessions, on-campus social events, or physical activities.

Learning Goals

Attachments

- Campus Resources List—Health and Wellness - Spanish.docx
- Campus Resources List—Health and Wellness - Spanish.pdf
- Campus Resources List—Health and Wellness .docx
- Campus Resources List—Health and Wellness .pdf
- Circle Map—Health and Wellness - Spanish.docx
- Circle Map—Health and Wellness - Spanish.pdf
- Circle Map—Health and Wellness.docx
- Circle Map—Health and Wellness.pdf
- SMART Goal—Health and Wellness - Spanish.docx
- SMART Goal—Health and Wellness - Spanish.pdf
- SMART Goal—Health and Wellness.docx
- SMART Goal—Health and Wellness.pdf
- Session Slides—Health and Wellness.pptx

Materials

- Session Slides (attached)
- Circle Map handout (attached; one per student)
- Campus Resources List handout (attached; facilitator copies)
- SMART Goal handout (attached; optional)
- Pen/pencil

10 minutes

Introduction

Facilitator Note: Using Slides

Although this resource includes a slide deck, the session can still be facilitated without it if technology or space is limited.

Use the provided **Session Slides** to facilitate this session. Display **slide 1** and introduce the session by talking to students about how their physical, mental, and emotional health is important and is even more important when they are transitioning to a new life experience. Being aware of health and wellness can help alleviate anxiety and stress. Most PSIs (postsecondary institutes) have support systems to help improve their wellness. This can be individual counseling sessions, social events on campus, or physical activities.

Move to **slide 2** and pass out copies of the attached **Circle Map**. First, have students think about the question: "What do students stress or worry about and why?" Then, transition to **slide 3** and explain the Circle Maps strategy. In the first, outermost circle of the graphic organizer, ask students to jot down a few reasons why they think students might be stressed. These ideas should be brief and limited to single words or short phrases. If you see students struggling, guide them to think about examples from their personal, school, and/or social lives. Allow about five minutes for students to write down their ideas.

Afterwards, pair students with an Elbow Partner and invite them to share their ideas with each other. Ask students to add any new ideas they discuss with their partners to their graphic organizers using the same outermost ring. Have them choose two ideas they discussed to share with the group. Allow time for students to share ideas.

Tell students to keep their Circle Map handy, as they will continue to add to it throughout the session.

15 minutes

30 Second Spotlight

Next, transition to **slide 4** and invite students to think about the ways in which they have taken care of their own health and wellness while in college. Ask them to think about these questions:

1. What are some activities or things that you do to help with your own health and wellness?
2. What are some on campus health and wellness resources you have used while on campus?
3. Are there any specific clubs or classes offered on campus that can help with one's overall health and wellness?

Give students about two minutes to reflect on these questions. Transition to **slide 5** and in the second ring of their Circle Maps, have students write down how they are already staying healthy on campus.

After two minutes, move to **slide 6** and tell the students to share out using the 30 Second Spotlight strategy where students have thirty seconds to share everything they know about staying healthy while using campus resources.

20 minutes

Campus Resources List

Display **slide 7**. Continue the class discussion, focusing on specific campus resources that are offered at the PSI and where they are located. Pass out copies of the attached **Campus Resources List**. Direct students to write down any health and wellness resources that sound reasonable or doable to them on the back of their Circle Map handout in the space provided. Call on volunteers to share what they wrote.

Conclude the conversation by discussing the following question with the class: *How might focusing on physical coping strategies help with our emotional well-being?*

10 minutes

Goal Setting

Move to **slide 8**. Invite students to return to their Circle Map handout and write their responses in the third ring. These ideas should be brief and limited to single words or short phrases. Allow about five minutes for students to write down their ideas.

Facilitator Note: Modified Goal Setting

Option 1: If a goal is hard to think of, ask students to think about what is one resource they have learned about today that is interesting or what they would like to learn more about.

Options 2: If students seem interested in setting more specific goals, consider passing out the provided **SMART Goal** handout.

10 minutes

Next Steps

Move to **slide 9** and ask students to reflect on this session as a whole. Have students answer the following as a whole group discussion:

- What benefits did you expect from attending that activity?
- Was this activity helpful? Why or why not?
- What are your next steps?

Move to **slide 10**. Using the fourth circle on the graphic organizer, have students write down their next steps.

Close the session with **slide 11** reminding students that engaging with these resources early helps them form lifelong wellbeing habits they can rely on throughout the year, both on and off campus.