**My Aggie Wellness Journey: Dimensions of Wellness**

**Weeks 2-4**

**Description**

In this lesson, students will explore the eight dimensions of wellness, identify unhealthy behaviors in a case study scenario and replace those with healthier choices, and self-reflect on their well-being status using a holistic wellness wheel.

**Learning Outcomes:** By the end of this lesson, the student should be able to:

1. Identify the eight dimensions of wellness.
2. Distinguish between healthy and unhealthy behaviors that contribute to overall well-being.
3. Self-reflect their personal well-being through the wellness wheel activity.
4. Select an appropriate campus/community resource for each dimension of wellness.

**Connection to Intended Course Outcomes/Class Objectives**

* Self-awareness - Students will explore their understanding of healthy behaviors, and prioritizing healthy behaviors within their individual sense of self.
* Actively engaged - Students will collaborate with teammates to identify unhealthy behaviors in each case study and replace unhealthy behaviors with healthier choices.
* Personal reflection, self-efficacy – Students will connect with the dimensions of wellness by wellness by completing a personal wellness wheel.

**Time Overview of 40 Minute Class**

* Introduction - 5 minutes
* Case Study - 10 minutes
* Team discussion - 10 minutes
* Wellness Wheel & Resources Activity - 10 minutes
* Wrap up - 5 minutes

**40 minute Class Outline - *Peer Mentor will Facilitate this Lesson with Instructor Support***

1. Before Class - No time used during class period, students are required to review before class
   * Pre-Class email including
     1. Well-Being Curriculum Website - [*tx.ag/tamuwellness*](http://tx.ag/tamuwellness)
     2. 8 Dimensions of Wellness Introduction Video
     3. My Aggie Wellness Journey Video
     4. Group assignments *- To save time, divide class into groups before class*
2. Introduction - 5 minutes
   * Identify 8 dimensions
3. Team Case Study Activity- 10 minutes
   * Separate students into equal groups
   * Each group will read the scenario together and identify unhealthy behaviors and replace with healthy behaviors
   * Each group will select spokesperson to share their team’s decisions during team discussion
4. Team discussion - 10 minutes
   * Each team’s spokesperson will share aloud their discussed decisions made with class and identify various dimensions impacted in case study
5. Wellness Wheel & Resources Activity - 10 minutes
   * Peer Mentor preview wellness wheel activity from the [My Aggie Wellness Journey Website](http://tx.ag/tamuwellness)
   * Each student will self-reflect on their personal well-being by completing their own wellness wheel
   * Each student will identify resources they could utilize to for each dimension of well-being
6. Wrap up - 5 minutes
   * Provide students with words of encouragement
   * Share My Aggie Wellness Journey Video - [*tx.ag/tamuwellness*](http://tx.ag/tamuwellness)
7. After Class - No time used during class period, instructors/peer mentors are required to send to students after class
   * Follow-up email/communication to send after class to reinforce major ideas and provide additional resources.
8. Appendix – No time used during class period, for instructor and peer leader reference
   * Provide continuing supplemental opportunities for instructors to use to build on this lesson throughout the semester

**Preparation, Materials & Facilitators**

* Prior to Class Email
* [HU Well-being Curriculum Website](http://tx.ag/tamuwellness): Launch this on your screen and have students access it on their own device (phone, laptop, tablet)
  + 8 Dimensions of Wellness Video
  + My Aggie Wellness Video
  + Case Study Activity
  + Wellness Wheel Example
  + Wellness Wheel Activity
  + Campus/Community Resources
* Lesson plan
* PowerPoint
* 1 printed copy of Wellness Wheel for each student
* Completed Wellness Wheel from Peer Mentor and Instructor
* Option: colored pencils, markers, colored pens for Wellness Wheel activity

**Peer Mentor Participation**

* Send the prior to class email to students a week or few days before class
* **Facilitate entire lesson with instructor support**
* Circulate among groups during the case study as students work together
* Complete their own wellness wheel before class to show as an example
* Facilitate take-aways, offer examples from their own experience

**Facilitator Instructions**

Regular font = talking points and should be read out loud to students.

*Italics* = facilitator and should NOT be read out loud to students.

**Bold** = questions for debrief/reflection and should be read out loud to students to encourage group discussion or sharing of ideas.

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| **Prior to Class** | |
|  | * **IMPORTANT:** Peer mentors send students prior to class email to review materials before coming to class. See included sample email to students. Pre-Class email includes:   + [Well-Being Curriculum Website](http://tx.ag/tamuwellness) - tx.ag/tamuwellness   + 8 Dimensions of Wellness Introduction Video   + My Aggie Wellness Journey Video   + Group assignments *- To save time, divide class into groups before class* *(no more than 4-5 students per group).* |

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| **As Students Arrive to Class** | |
|  | As students arrive in class:   * Ask them to sit in/near their pre-assigned groups * Peer mentor and instructor circulate throughout teams prompting discussion within the teams about the video   **Did everyone have a chance to watch the video?**  **Yes - what did you think?**  **No - can someone summarize the video for the class?**  **Do you think any of the dimensions are more important than the others?**  *This usually sparks some discussion and debate.**Allow for this then, steer the discussion to answer: All dimensions are important and necessary, we strive for**balanced attention for all eight. Often we find overlap among several dimensions.*  *For example, sleep is in the physical category, but being sleep deprived affects mental, social, intellectual, and occupational wellness, too.* |

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| **Introduction to Eight Dimensions of Wellness –**  **As a reminder Peer Mentor will facilitate the entire lesson with instructor support** | |
| **5 minutes** | *Ask this question to encourage brief discussion/response.*  **Remember the 8 dimensions of wellness video on the My Aggie Wellness Journey website that was sent to you by \_\_\_\_\_\_ (peer mentor)? Based on what you learned from that video, which of the 8 dimensions of wellness can you name?**  *Answers: Physical, Mental, Social, Intellectual, Spiritual, Occupational, Financial, Environmental (*[*https://www.youtube.com/watch?v=2NR4\_5dt7JA*](https://www.youtube.com/watch?v=2NR4_5dt7JA)*)*  **Great, yes! Those are all dimensions of wellness. The video mentions that each of these dimensions impacts the others, and that all of them equally influence our overall well being. This is true for just about every stage of life, even college. College can be challenging in many ways, so today we are going to look at a case study that was created to help us see how some of these dimensions of wellness might appear in our lives. Hopefully you read the case study before class. Remember that this may not look exactly like YOUR typical day, but parts of it might sound familiar. Only social, physical, intellectual, and mental wellness are included in today’s case study.**  *To include all 8 dimensions in your section on another class day - view the “Supplement” tab of the My Aggie Wellness Journey Curriculum website to engage your class in another case study which includes the remaining four dimensions, occupational, spiritual, financial, and environmental.* |

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| **Case Study** | |
| **10 minutes** | *To save time, divide class into groups of 4-5 students ahead of time.* *Groups should discuss the case study together, identifying unhealthy behaviors and brainstorming healthier behaviors that could be replaced. Each group should select a “spokesperson” to share their group’s main discussion points with the larger class. Remember, only social, physical, intellectual, and mental wellness are included in this case study.*  **Together with your team, go through the case study, identify healthy and unhealthy behaviors. The case study will prompt you to select each statement and identify if it is a healthy or unhealthy behavior.**  **If the statement is an unhealthy behavior, your team will discuss reasonable, realistic, healthier choices that you think Andi could make. Keep in mind, there are no perfect solutions. Try to put yourself in her shoes and think about realistic changes you and your team would be willing to make. Be sure to choose one member of your group who will share key points of your discussion with the rest of the class. You’ll have 10 minutes to complete this activity!** |

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| **Team Discussion** | |
| **10 minutes** | **Okay, time is up! Let’s hear from each group what you noticed and how you would substitute healthier behaviors.**  *Peer Mentor: facilitate discussion among class. Ask students to name the different dimensions of wellness associated with the examples they share. Other Potential questions for the class are below and on the PowerPoint:*   1. *Did you notice one dimension of wellness affecting another dimension? 2) Would you make the changes you and your team identified? 3) What would you do differently?*   **These were great examples! Remember, a wellness journey is an individual choice and what works for one person may not work for someone else. Let’s take a look at our own wellness journey. We are going to reflect on your wellness journey - what does your wellness look like?** |

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| **Wellness Wheel & Resources Activity** | |
| **10 minutes** | *Open the Wellness Wheel Activity under the “Activities” tab of the My Aggie Wellness Journey Curriculum website. Explain the directions for the wellness wheel activity - preview the example to students. While explaining the resources portion of the activity, show students an example of the listed resources for your campus under the “Emotional” page of the website.*  **You all will take the rest of class to reflect on your personal well-being by completing your own wellness wheel. You will take the wellness wheel and read each statement and fill in the corresponding section of the wheel to the degree you feel is accurate for you. The big circle represents 100% while the smaller circle represents 50%.**  **For example, Question #1 is "I can feel and understand my emotions." If you do this 100% of the time, fill in all of section 1. If you do this 25 or 30% of the time, then fill in part of the 50% circle. You will fill in each part of the circle then analyze which dimension is your strongest and which dimension you could develop.**  **Once you have identified the dimension you could develop - you will begin to identify resources that could support you in each dimension. Starting with the dimension you could develop the most, use the** [**My Aggie Wellness Journey Curriculum website**](http://tx.ag/tamuwellness) **to identify resources under each dimension.**  ***Students may not finish pairing all 8 dimensions with a resource which is okay. Encourage students to continue their self-reflection*** |

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| **Wrap up** | |
| **5 minutes** | *As a class, discuss the following takeaways (call and answer).*  **Below are the takeaways from this lesson-**   * **All dimensions are equally important, add value to your life, impact your overall health and well-being.** * **We are not perfect, we strive for balance - not perfection.** * **There are many options for replacing poor choices, noted by different choices from each group, and choices you may have also thought of reading the example.** * **Some days are going to go well, others are not. That’s a common experience for all of us, not just Freshmen.**   *CONTINUED ON NEXT PAGE*   * **The goal is to learn to develop a healthy routine, good time management skills, and seek help/resources.**   *With this lesson, we have included a list of campus/community resources for TAMU-College Station, TAMU-Galveston, TAMU-McAllen, and TAMU Qatar that can be found on the* [*My Aggie Wellness Journey Curriculum website*](http://tx.ag/tamuwellness) *which can be posted as a link on Canvas or copied for students.*  **Please ask students to provide their feedback regarding their participation in the My Aggie Wellness Journey curriculum. Their responses will help Health Promotion improve future programming and curriculum. Feedback is welcome at: tx.ag/HUWellnessSurvey or at** [**https://tamu.qualtrics.com/jfe/form/SV\_56jEYP6xPSFO3mC**](https://tamu.qualtrics.com/jfe/form/SV_56jEYP6xPSFO3mC) |

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| **Appendix** | |
|  | *No time used during class period, for instructor and peer leader reference.*  *We have provided additional supplements to this lesson on the My Aggie Wellness Journey curricula website* [*tx.ag/tamuwellness*](http://tx.ag/tamuwellness) *that provides continuing supplemental opportunities to build on this lesson throughout the semester.* |