

# Faculty and Staff Guide

Thriving in Action Online

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# The Making of In-Person TiA and How it Led to TiA Online

Thriving in Action (TiA) began as a live, in-person initiative at Toronto Metropolitan University (TMU) aimed at increasing student resilience, personal and academic thriving, and holistic well-being. The first weekly cohort launched in the Winter 2017 term as a pilot and has run continuously ever since. As a result of its significant resonance and impacts on TMU students, numerous other post-secondary institutions, and even some high schools, have since implemented TiA in full or part.

Thriving in Action Online (TiA Online) emerged out of an effort to extend the accessibility of the in-person TiA—to reach students, for example, who might be learning remotely, navigating disability(ies), or in treatment for illnesses and studying away from campus. There was also a desire to provide a living resource for students who might miss one or more live TiA sessions. And, too, to provide faculty and staff a digital offering in support of student flourishing, ready to implement and integrate into 1:1 sessions, workshops, and the classroom.

TiA and TiA Online are non-prescriptive, multidimensional supports with many entry points to well-being. Like TiA, TiA Online can be approached like a buffet, with students carrying away with them the lessons, resources, or strategies that most resonate.

TiA Online is organized around twelve different chapters, also known as 'NESSES (e.g. Appreciativeness, Connectedness). Each chapter represents a constellation of skill-building exercises, research, prompts, and provocations around a disposition, or way of being. Please see [Appendix B](#) for a more detailed exploration of each chapter.

Staff, faculty, and students who wish to learn more about Positive Psychology, resilience, and holistic learning strategies may wish to read through [Appendix D](#), a collection of books that serves as inspiration for many of the TiA Online contents. Both TiA and TiA Online are centred on two core models of thriving and learning.

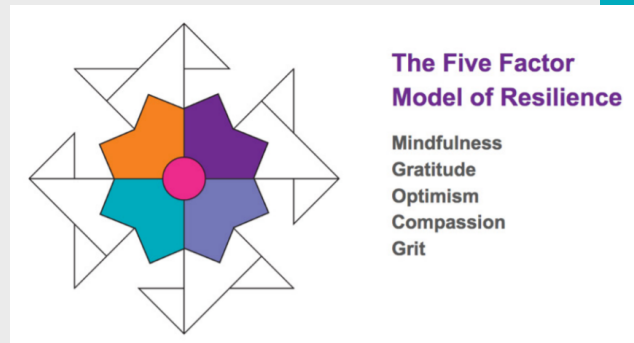
# Five Factor Model of Resilience

Dr. Diana Brecher's Five Factor Model of Resilience

comprises five fundamental aspects to thriving:

**mindfulness, gratitude, optimism, self-compassion,**  
and **grit.**

- **Mindfulness** helps us live in the present rather than dwelling on the past or worrying about the future;
- **Gratitude** reminds us to notice and savour the good things in our day-to-day;
- **Optimism** supports us in taking ownership of the stories we tell ourselves about why things happen;
- **Self-compassion** teaches us to be our own best friend, particularly in the toughest moments;
- And, **grit** scaffolds us, where appropriate, in sticking to and persevering through the task at hand.<sup>1</sup>



To learn more about these five concepts, feel free to explore the links below:

- **Mindfulness**
  - Discover what it means to be [mindful](#)
  - Practice mindfulness through visualization:
    - [Like a Lake](#)
    - [Like a Mountain](#)
    - [Like an Ocean](#)
    - [Three Minute Breathing Space](#)
    - [Lovingkindness](#)
- **Optimism**
  - Consider [optimism](#) and explore your explanatory style
  - Practise optimism through a [free-writing prompt](#)
- **Gratitude**
  - Explore [gratitude](#) and why it matters
  - Write a [Gratitude Letter](#)
- **Grit**
  - Learn more about [grit](#)
  - Create your own [Personal Model of Resilience](#)
  - Learn about the [controversy on grit](#)
  - Learn about [goal setting as a part of perseverance](#)
- **Self-Compassion**
  - Delve into [self-compassion](#)
  - Practise [lovingkindness](#)
  - Reflect on [self-kindness](#)

<sup>1</sup> For more on the Five Factor Model of Resilience, explore the Pedagogy section on Thriving in Action Online at <https://tia.torontomu.ca/pedagogy/>

# Five Features of Wide Awake Learning

Dr. Deena Kara Shaffer's Five Features of Wide Awake Learning model proposes **practise**, **attention**, **well-becoming**, **connectedness**, and **agency** as key considerations for student learning; wide-awakeness is borrowed from education scholar, Maxine Greene. <sup>2</sup>

- **Practise** takes variables like luck, talent, prior learning and instead prioritizes learnable skills;
- **Attention** helps to alleviate distractedness by rebuilding the ability to focus;
- **Well-becoming** emphasize that wellness, health, and vitality are not 'nice to haves' or come after school work, but rather are themselves crucial to academic success;
- **Connectedness** prioritizes the importance of relationship, mutuality, and belonging;
- And, **agency** bolsters intentionality, in-sourcing, and putting into action what one envisions, aspires to, or decides upon.<sup>3</sup>

To learn more, you may wish to explore:

- **Essay-Writing from the Ground Up**, **I Don't Know How to Start Writing!?!**, and **Understand What's Asked** for how to move through writer's block, and how to ensure on-topic submissions;
- **Attentive Note-Taking** and **Styles of Note-Taking** for support capturing learning from lectures;
- **Circle of Joy** for a mindful movement routine to stretch, refocus, and revitalize.
- The following meditations offer opportunities to shift attention to the present:
  - **Lovingkindness Meditation** to practise self-compassion and connectedness
  - **Like a Mountain Meditation** to practise groundedness
  - **Like a Lake Meditation** to practise mindfulness and inner awareness
  - **Like an Ocean Meditation** to practise calm underneath thoughts
  - **Three Minute Breathing Space** to practise a brief reset
- **Collaborative Group Work** for help working with others in a team and groups.
- **Dear Professor...** for tips on how to write your professor an email, such as requesting an extension on an assignment

<sup>2</sup> Greene, M. (1977). Toward wide-awakeness: An argument for the arts and humanities in education. Teachers College Record, 79(1), p. 123

<sup>3</sup> For more on the Five Features of Wide Awake Learning, explore the Pedagogy section on Thriving in Action Online at <https://tia.torontomu.ca/pedagogy/>

# Customizing TiA Online for Students

A common reaction to exploring TiA Online for the first time is “Whoa, there’s a lot of stuff here!” For some students, the openness of being able to explore the different chapters at their own pace, in their own time, can feel right, or even invigorating. For other students, the amount of material in TiA Online might feel overwhelming, and a more structured approach to exploring the various concepts might be preferable. If so, it may be helpful to offer specific sections or activities for the students. If this is the case, see below for making recommendations based on student interests, time of term, or thriving curriculum and learning strategies in the classroom.

For some faculty or staff, it may be sufficient to use TiA Online as an open resource, which they can introduce to students at the beginning of the term. See below for an email template that can be sent out to students recommending TiA Online.

*Dear Students,*

*Do grades, motivation, and the day-to-day of school life feel like a struggle? Are you ready to make a change in your mindset, approach, and habits? No matter where you are in your post-secondary journey, the Thriving in Action blend of Positive Psychology and holistic learning strategies can help you harness your willpower, mindfully manage your time, study efficiently, bounce forward after setbacks, and so much more.*

***Thriving in Action Online** is an innovative resource to help you live with intention, learn with confidence, transform your relationship to school, and experience sustainable success, however you define it. Inspired by the success of the term-long **Thriving in Action** initiative at Toronto Metropolitan University, **Thriving in Action Online** offers the latest in innovative thriving and learning research. Lessons, experiences, reflections, micro-interventions—you will find all these and more! Explore each lesson, activity, exercise, or reflection to find what most resonates with and empowers you in your academic journey.*

# Recommendations Based on Interest

The value of activities offered on TiA Online are intended to provide a range of unique techniques for everyone, whether that be writing, drawing, photography, filling out charts, considering reflection questions, engaging in meditation or visualizations, or completing questionnaires.

One way to approach the different activities is to give recommendations based on student interest. For example, students who enjoy free-writing exercises might enjoy the prompts, others may be more attracted to the creative/artistic exercises, or meditations. You might ask students:

Do you enjoy...

- creative expression?
- free-writing?
- completing surveys and self-reflection?
- practicing mindful movement, visualizations, or meditations?
- filling out graphs and tables?
- listening to podcasts?

For a list of all the possible activities included in TiA Online, see the [List of Activities](#) included in this document.

# Recommendations Based on Time of Term

One method for recommending sections of TiA Online to students is to use the time of the term as inspiration for the content that students may find most relevant. For example, as students are entering the beginning of the term, learning how to form habits might resonate, whereas test-taking strategies could be useful during midterms or finals. Faculty may wish to post relevant links on D2L, program administrators might include TiAO links in monthly newsletters.

Below are some templates that can be used to craft emails, newsletters, or any form of communication with students.

## **Beginning of Term (September-October, January-February)**

*During the first few weeks of term, there's a transitioning period where things may be a bit slow to start. It can help to check in with yourself, maybe explore a [free-writing prompt](#) to get grounded, and set your intention for the semester ahead. Think about what future you would appreciate. Below are some resilience strategies and resources that can help you thrive in your academic and personal life as you start the new semester. These resources are available on *Thriving in Action Online*, written by Dr. Diana Brecher and Dr. Deena Kara Shaffer.*

### *Habits*

- *The beginning of the term is a great time to learn how to implement habits as we prepare ourselves for school and introduce or maintain well-being habits. [What is a Habit?](#) introduces three aspects of automating a new desired behaviour: repetition, positive reinforcement, and craving the reward. Another essential concept is [willpower](#), which we can support when it runs low by using the [20 Second Rule](#). For step-by-step suggestions on how to change your habits, check out [Six Steps to Creating a New Habit](#) and [Six Steps to Breaking an Old Habit](#).*



# Recommendations Based on Time of Term

## Studying

- Refining studying techniques can enhance academic performance. Explore [Mnemonics](#), [Studying and Flash Cards](#), and [The Leitner Technique](#).

## Meaning

- The beginning of the term can be a great time to revisit [Meaningfulness](#)—name what’s valuable to you, locate and cultivate purpose, and honour the big and small transitions that comprise the post-secondary journey with [Value Scan](#), [Character Strengths](#), and the [Lifelines exercise](#).
- Students can further engage in explorations of purpose and meaning through [School as Transition](#) and [School as Passage](#). Some students may resonate with the idea of approaching [School as a Hero’s Journey](#), where school is a monomyth of overcoming challenges—a journey of self-discovery.

## Note-Taking

- Learn about [chunking](#) to distribute your course readings over the week, allowing for better retention of the course material and improving focus.
- Read about strategies to enhance learning and pay attention [during lectures](#).
- How can we engage in [attentive note-taking](#)? [Styles of note-taking](#) introduces two different strategies you can use to organize your notes during class lectures.
- [Staying attentive after the lecture](#) by reviewing notes shortly after class to deepen comprehension, maximize efficiency, and support effective studying.

## Mindful Reading

- Are you finding it difficult to engage in your class readings? [Mindful Class Reading](#) can help you develop different strategies to approach academic and classroom readings to deepen your understanding of the material.

# Recommendations Based on Time of Term

## *Time Management*

- Try using an [assignment calculator](#) to determine what steps (and when) are needed to complete your next assignment. Doing this as early as possible in the semester can help break down large papers into mini-deadlines.

## *Connectedness*

- Try these tips on [Building Belongingness](#) to connect with others at Toronto Metropolitan University.
- Explore and reflect on your [connection to others](#) by delving into concepts such as boundaries, consent, and intimacy.
- Learn [How to Create a Study Group](#) for your class going into the semester. This can help you engage with the material, connect with others, and help you to study more effectively.

## *Gratitude*

- Try the [Three Good Things](#) exercise to train your brain to begin to notice the patterns of good things that are happening in your life.

Another time of term to reach out to students is during midterm or final exam season when students are likely experiencing high levels of stress and may be in need of strategies to help them through this time. Below, we've included two introductions to choose from (one for midterms and one for final exams) along with a list of resources from TiA Online. Feel free to choose the introduction and resources that you think would best suit your students.

# Recommendations Based on Time of Term

## **Midterm Season (October-November, February-March)**

*As we are approaching “midterm season” many of you may be feeling the pressures of deadlines whether that is upcoming tests, essays, and assignments. In the busyness of this time, as we balance our many different responsibilities (academic and personal), it is crucial to take some time for our well-being and self-care. Below are some thriving strategies we can try putting into practice when we feel like we are “just getting by” and some learning strategies to adopt for our academic life.*

## **Final Exam Season (November-December, March-April)**

*Exam season can be a tough time for students. Deadlines are fast approaching, and finals are right around the corner. During this time, it is important to not only focus on school work and studying but also on physical and mental health. Try incorporating the resilience strategies below to boost your overall well-being.*

# List of TiA Online Resources

## Self-Compassion

- [Quieting the Inner Critic](#) provides a video of Dr. Kristen Neff and a great introduction to self-compassion, and the [research](#) behind its impact of self-compassion.
- The [Self-Acceptance Narrative](#) from Linda Graham invites us to reflect on an event that has occurred in your life and shift your perspective on what has happened.
- Promote self-compassion by trying a [lovingkindness meditation](#).

## Grit

- In order to apply these principles of grit and resilience, you can try creating your own [Personal Model of Resilience](#) (created by Dr. Christine Padesky).
- [Gritty Test-Taking](#) is a chance to imagine what a calm and confident test-taking experience could be like.
- The discourse on grit has changed over the years, you can view this page to learn more about Angela Duckworth's response to the [Controversy on Grit](#).
- View [goal setting](#) as a part of perseverance.

## Gratitude

- Try the [Three Good Things](#) exercise to train your brain to begin to notice and appreciate the positives in your life.

## Communication and Feedback

- Learn how to write an email to a professor in [Dear Professor...](#)
- [Slow Feedback](#) provides concrete suggestions on how to receive criticism by inviting you to avoid rushing the process.
- For more resources on online communication, visit [Online Communication](#).

# List of TiA Online Resources

## Coping Skills

- Psychologist Susan David talks about [Stress and Emotional Agility](#), specifically how to pivot between the hard and fun times.
- Another way of understanding stress is by considering a [Stress Spectrum](#), including how a healthy dose of stress can actually help with performance.
- An activity centered around these ideas is called the [Coping Chart](#)—a 4x4 chart with two different dimensions—alone/with others, day/night. Students fill out the chart with activities that can help them cope in different situations (e.g., when I am alone at night, I can read a book, play guitar, take a bath).
- Another activity option for students is called the [Worst Case/Best Case](#) exercise. Students may wish to try this exercise if they are feeling worried about the future.

## Appreciativeness

- Remind yourself what you are grateful for with this [Gratitude Visualization](#) and try reflecting on how appreciating the small things in life has changed your overall mindset with this [Appreciativeness Reflection](#).

## Attentiveness

- Sometimes being optimistic can be a challenge, which is why this exercise called [Think Like an Optimist](#) can help you not only promote resilience (if consistently practiced) but also provide relief during the busy finals season.

# List of TiA Online Resources

## Connectedness

- In order to increase productivity, you may find it helpful to read this article titled [Connection to Self: Basic Rest and Activity Cycle \(BRAC\)](#), which talks about honouring our body's natural rhythm.
- Being kind to others sometimes seems much easier than being kind to ourselves. In this case, we may try [Quieting the Inner Critic](#). In this TED Talk, Dr. Kristen Neff describes self-compassion. You can also check out this video in [Being Kind to Yourself](#) in order to practice being your own friend.

## Deliberateness

- Learn about studying techniques like improving recall by using these lessons: [Memory & Mnemonics](#), [Studying and Flash Cards](#), and [The Leitner Technique](#).

## Determinedness

- Does a midterm or final exam ever wind up feeling like a blur? Or, when you finish, like a fog? Or, like it didn't even happen? In this case, read [Bolstering the Befores & Arranging the Afters](#) to stay calm and know exactly what to do before and after your test. Then, reflect on your test-taking skills by completing this reflection titled [Test Taking Ingredients](#).
- Feeling unmotivated? Try using [Value as Motivation](#).

## Healthfulness

- Improve your overall mental and physical health by [Thinking About Sleep](#), [learning about how little sleep](#) individuals are getting, creating [Health Non-Negotiables](#), and using [Exercise as a Brain-Booster](#). Further explore [The Body of a Student](#), [Social Determinants of Health](#), and [How to Move Your Mood!](#)

# List of TiA Online Resources

## Joyfulness

- Learning about [A State of Flow](#), [How to Get Into a Flow State](#), [Exploring Flow Strategies](#) and [How to Stay in Flow](#) can also help with increasing productivity during finals season.
- Reflect on how it feels to be happy and to be smiling by reading about the power of smiling in this article/reflection titled [Smile Practise](#).

## Meaningfulness

- Dr. Martin Seligman, in his book Flourish, identifies five key aspects to thriving, PERMA: Positivity; Engagement; Relationships; Meaning; and Achievement
- Learn more about thriving with PERMA here: [PERMA-V, Meaningfulness and Flourishing](#)

## Presentness

- It can be difficult to keep your attention focused on one thing when, during finals, there are so many things going on. Practice [Directed Attention](#) and [Getting Distance from Yourself](#) in order to practice your presentness. To view a curated list of free meditations and videos explore our [Meditation Resources](#).

## Open-Heartedness

- Learn to be okay with [Making Mistakes](#) in order to practice open-heartedness.

## Resourcefulness

- In [Worst/Best Case](#), paint a very dark picture of the worst possible outcome. Describe it in detail, exaggerate, and elaborate! Then, assign a percentage point for how likely this is going to be the outcome. Do the same for the best possible outcome.

## Skillfulness

- Learn about [Strong Writing](#) and [Working Through Writer's Block](#) in order to practice your skillfulness. If any of these sound interesting to you, be sure to check out the Thriving in Action Online website to learn about more studying techniques!

# TiA Online in the Classroom

The following sections are meant to be taken as inspiration and guidance for those who want to introduce TiA Online into the classroom. TiA Online is intentionally nonprescriptive and can be approached and used in many different ways. However, some may find it more helpful to be provided with more structure and suggestions on using TiA Online in the classroom. This section highlights different ways to introduce the resource and how it has been used by other faculty and staff members.

To get more insight on how to use TiA Online in the classroom, the chart below provides examples of different classroom activities you can use. The chart is categorized into in-class vs. outside of class activities as well as solo and collaborative projects.

	In groups	For solo projects
In the classroom	Students are randomly assigned a <u>chapter</u> , which they must then present to other students.	5-10 minutes is allotted in class for students to work on a <u>free-writing prompt</u> .
Outside of class	<u>Chapter Scavenger Hunt</u> (assign groups to work together on a “scavenger hunt” to answer a list of questions by exploring the TiA Online website).	Students are assigned an <u>activity</u> to complete outside of class and submit a short reflection paper on their experience.  Students are given a <u>chapter</u> from which they must select a topic to research (for example, a student assigned to Deliberateness decides to research “habits” and writes a paper on current research in this area).



# Thriving Curriculum in the Classroom

The Five Factor Model of Resilience contains mindfulness, gratitude, optimism, self-compassion, and grit, which are fundamental aspects of thriving that can be introduced into a classroom setting. Below are some examples of how this can be done:

- **Grit** - the Personal Model of Resilience could be applied to and students who struggle with the stress of meeting deadlines.
  - Other activities and reflections involving grit include:
    - Use your Character Strengths to Persevere
    - Goal Setting as Part of Perseverance
    - Gritty Test-Taking, Find Your Lifeline, Find Your Symbol
    - Value as Motivation
    - Stamina & Perseverance
- **Self-Compassion** - students in the Faculty of Communication and Design (especially those receiving critical feedback on their creative work) could reflect on Self-Compassion and try the Self-Acceptance Narrative.
  - Other activities and reflections involving self-compassion include:
    - Experiencing Forgiveness
    - Quieting the Inner Critic
    - Research on Self-Compassion
    - Being Kind to Yourself
    - Lovingkindness Meditation
    - Self-Compassion Model
    - Self-Esteem & Self-Compassion
    - Meeting a Compassionate Friend
    - What is Fierce Self-Compassion?
    - Cultivating Self-Compassion Through Touch
    - Connection to Emotions
    - Emotional Regulation

# Thriving Curriculum in the Classroom

- **Mindfulness** - students can practice directing their attention by listening to the [Three Minute Calming Breath](#) before writing in-class quizzes or exams.
  - Explore other meditations and visualizations in this [List of Mindful Movement Exercises, Visualizations, and Meditations](#):
    - [What is Mindfulness](#)
    - [Mindfulness & Thriving](#)
    - [Mindful Class Reading](#)
    - [Meditation & Alertness](#)
    - [Your Thought Bubble](#)
    - [Getting Distance From Yourself](#)
    - [Less Mindlessness](#)
    - [Mindful Leadership](#)
- **Optimism** - students can discover their [Optimistic and Pessimistic](#) explanatory styles and practice [Thinking Like an Optimist](#) when dealing with setbacks during internship or placement interviews.
  - Other activities and reflections involving optimism include:
    - [Two Ways of Being in the World](#)
    - [Glass Half Full](#)
    - [Learned Optimism Resources](#)
    - [What is Hope?](#)
    - [Hope](#)

# Thriving Curriculum in the Classroom

- **Gratitude** - students can engage with the Three Good Things exercise during busy times of the term when there are multiple upcoming deadlines.
  - Other activities and reflections involving gratitude include:
    - Definition of Terms
    - Gratitude
    - Gratitude: 2 Key Components
    - Gratitude Letter
    - Gratitude Across Time
    - Resisting Taken-for-Grantedness
    - Savouring Exercises
    - Appreciation Through Art
    - Appreciative Listening
    - Appreciativeness & Awe
    - Appreciative & Collaborative Group Work
    - Awe Uplifts School
    - Practising Awe
    - Gratitude Visualization

# Learning Strategies in the Classroom

Another approach that instructors/educators can use when facilitating TiA Online is to make connections between their own material (i.e. the course content) and the material in TiA Online. Different strategies in TiA Online can be introduced to students based on course expectations and assignments. Below are just a few examples of how this could work:

- For courses with **essays or writing assignments**, instructors could introduce students to:
  - [Essay-Writing from the Ground Up](#)
  - [I Don't Know How to Start Writing!?!](#)
  - [Strong Writing](#)
  - [Understand What's Asked](#)
  - [Waypoints Into Writing](#)
  - [Calculate the Time it Takes Requests](#)
  - [Reviewing & Reciprocity](#)
  - [Energize Your Editing!](#)
- For students that struggle with writer's block or getting started on assignments, [free-writing prompts](#) can be recommended as a free-writing exercise to initiate the process.
- For courses with **tests**, students may benefit from:
  - [Gritty Test-Taking](#)
  - [Your History with Tests](#)
  - [Taking Stock of Taking Test](#)
  - [Test Taking Ingredients](#)
  - [Mastering Multiple Choice Tests](#)
  - [Test as Process not Product](#)
  - [Bolstering the Befores & Arranging the Afters](#)
  - [Stamina & Perseverance](#)

# Learning Strategies in the Classroom

- For courses with **group work**, students could be recommended the following:
  - [Appreciative Listening](#)
  - [Active Constructive Responding](#)
  - [Appreciative & Collaborative Group Work](#)
  - [What Do You Need Others to Know](#)
- For courses with **lecture components**, students can try Classroom Curiosity, and/or
  - [Paying Attention BEFORE Lecture](#)
  - [Paying Attention DURING Lectures](#)
  - [Staying Attentive AFTER the Lecture](#)
  - [Class Time Curiosity](#)
- For **note-taking**, students can learn more with [Attentive Note-Taking](#), [Styles of Note-Taking](#) and [Inviting Presentness](#)
- For tips on **studying**, please check out:
  - [Memory & Mnemonics](#)
  - [Mnemonics in Action](#)
  - [Making Mnemonics, Studying and Flash Cards](#)
  - [The Leitner Technique](#)
  - [A Master Memory Sheet](#)
  - [Remembering Formulas](#)
  - [Studying by Forgetting & Unlearning](#)
- For courses with assigned **readings**, students may benefit from [Mindful Class Reading](#)

Additionally, instructors may consider highlighting the following resources on professional communication and receiving feedback:

- [Dear Professor...](#)
- [Online Communication](#)
- [Slow Feedback](#), [Forms of Feedback](#) and/or [Feeling Feedback](#)

# TiA Online is Not a Replacement for Counselling

Please note that TiA and TiA Online are not meant to be used as a replacement for counselling and therapy. Please see our disclaimer as posted on the website:

*“Thriving in Action isn’t meant to take the place of counselling, and if you are experiencing distress please visit the Centre for Student Development and Counselling or contact Good2Talk. For support with other intersecting, pressing concerns, please explore #TakeCareTMU groups or Toronto Metropolitan University’s Student Care offerings. Please rest assured that Thriving in Action is a patient, ever-available resource that comes after fundamentals like food security, safe housing, and access to healthcare. Thriving in Action is here, updated regularly with the latest in innovative resilience and learning science research, ready when you feel you are too.”*

# Students in Leadership/Student Staff

As students in leadership, you are in a unique position to engage with other students to facilitate their resilience and learning. We've provided a list of questions below that can be used to facilitate TiA Online. Students can either reflect on these questions by themselves, or they can be used in discussions.

Below are two separate sets of questions: those designed for student leaders encourage reflection upon their impacts upon other students and how they could use TiA resources for recommendations to others; those intended to reach all students are designed for personal reflection purposes, focusing on how thriving relates to them as an individual.

- **Student leader:** Allow yourself some time to explore TiA Online. Which sections were you compelled to explore first? What sections would you recommend to other students and why?
  - **Student:** Set aside some time to explore TiA Online - approach the resource in whichever way feels intuitive to you and allow yourself space to dig in. Where did you start? Why did you choose to start there?
- **Student leader:** Which topic explored by TiA Online do you think students struggle with the most to incorporate into their academic and personal lives? Which chapter do you think would resonate most with students?
  - **Student:** Given the stresses, demands, barriers, and burdens of day-to-day life, which chapters do you feel get left behind? Which ones really spoke to you? Which ones resonated the most?
- **Student leader:** If you were to give another student advice based on your own journey of life learning, what would it be? Which chapter do you think most resonates with your own experience as a post-secondary student?
  - **Student:** How has TiA Online made you think about your own journey of life learning? Has your thinking changed about your own experience as a post-secondary student?

# Students in Leadership/Student Staff

- **Student leader:** What criteria would you use to determine whether a student is thriving or just surviving?
  - **Student:** What does thriving mean to you? How would you describe thriving? (Am I thriving?)
- **Student leader:** What would you consider to be the primary takeaway of TiA Online for students to apply into their everyday life?
  - **Student:** What takeaway from TiA Online do you want to carry with you out into the world?
- **Student leader:** From your experience working with other students, do you notice any perspectives that are missing from TiA Online? What would you consider adding in order to make it a more holistic resource?
  - **Student:** What perspectives/topics are missing from TiA Online? If you could add something to this resource, what would it be?
- **Student leader:** How do you think engaging with TiA Online would affect students' emotions and feelings?
  - **Student:** What emotions/feelings are you experiencing after engaging with TiA Online? Why do you think you feel this way?



# Residence Life Professionals

TiA Online can help Residence Life Professionals support students living in residence by providing recommendations and reflection questions.

For some students, being in residence may be the first time they are living independently. Unlike other home environments with parents, guardians, or other caregivers, students may suddenly find themselves responsible for additional aspects of their life. TiA Online teaches self-efficacy – the beliefs we hold about our own ability to complete tasks – as a learnable skill. To help students in residence learn about TiA Online, please take a look at the section titled [Customizing TiA Online for Students](#).

Residence Life Professionals can also recommend specific sections or pages from TiA Online. Below are some examples of how this can be done:

- **Resourcefulness** - As stated in TiA Online: *“In these lessons, exercises, research, and reflections here in Resourcefulness, you’ll find methods and approaches to building your internal skills at coping. Think of this as building up your inner-resourcedness, or growing your resourcefulness. Read on and explore the many ways to intervene and support yourself—in your own ways, in your own time, and on your own behalf.”* For students on campus, building their inner-resourcedness can be complementary to the many external resources provided by post-secondary institutions. The following list are a few examples of the pages that students can engage with:
  - [Coping Chart](#): an activity that involves completing a 4x4 chart with two different dimensions - alone/with others and day/night. Students fill out the chart with activities that can help them cope in different situations.
  - [Stress & Rest](#): invites students to compare their own academic journeys to an athletic one by intentionally distributing rest in between periods of intense course work.

# Residence Life Professionals

- Refocus Your Brain: invites students to increase their alertness through posture, visualization, and breath.
- Resourced and Resilient: invites students to think about both their body and mind working together and the concept of “micro- bursts.”
- Reset Your Alarm: introduces micro-resilience strategies to reset students’ primitive alarm systems and includes activities such as engaging in power posing, labeling their feelings, and listening to calming music.
- Joy Kits: a micro-resilience strategy which encourages students to collect inspiring reminders of good times, incorporating music, objects, photos, quotes, artwork, and mementos.
- **Healthfulness** - Often, we think of Healthfulness as secondary, optional, and on hold, until we finish this assignment, or another hour of reading, or a final push of studying. But, keeping healthy is itself a crucial strategy. Learn the skills and impacts of sleeping more soundly, taking time to move, and honouring the need to relax. For students who are newly independent it can be helpful to remind them of the importance of Healthfulness. The following list includes some examples of pages that can be shared with students:
  - The Body of the Student: explore the link between rest, nutrition, and movement
  - Centering Sleep and Rest: campus health info sheet exploring sleep statistics
  - Health isn’t a “Nice to Have”: an introduction to the central philosophy of Healthfulness.
  - Getting to Sleep: suggestions for how to create a buffer zone in order to fall asleep more easily.
  - Exercise as Brain-Booster: a video of Wendy Suzuki delivering a powerful talk on the brain-changing benefits of exercise.
  - Move Our Mood: a resource discussing an exercise and depression toolkit
  - Social Determinants of Health: explore critically important factors related to foundations of health

# Residence Life Professionals

**Open-Heartedness** --This section will lead you through lessons and learnings about bringing an open, spacious, and generous approach to your academic journey. You will learn how to advocate on your own behalf about what you need, you will further see how to listen with greater openness, you will reconsider how to view the mistakes you might make, and you will explore the gifts of embracing what you don't (yet) know. This chapter may resonate with students in residence, as they are encountering new challenges and experiencing situations that require them to advocate for themselves:

- Growth Mindset: a TED Talk by Carol Dweck on growth mindset and how to be open to challenges.
- What Kind of Praise Cultivates a Growth Mindset?: an explanation of the difference between person praise and process praise.
- What We Say to Ourselves Matters: a list of phrases to use in order to switch from a fixed mindset to a growth mindset.
- What Do You Need Others to Know?: a reflection for students to consider what information about themselves other people need to know.
- Self-Advocacy in Practice: suggestions for students about becoming their own empowered self-advocate.

## Reflection Questions for Students

In order to generate discussion and for students to reflect on their own thriving, the following questions can be posed to individuals or groups:

- When moving to student residence, what strategies did you use to make the transition easier/smooth?
- What are some of the resources available for students? Which resources do you plan on using during the term?
- Think of another transition that you have experienced. What skills did you utilize for this transition and how did they help you?
- What does this move into residence mean to you? Does it feel like a rite of passage? Reflect on what feels different having moved from your previous living situation.

# Appendix

## Appendix A: Scavenger Hunt for Appreciativeness

The following worksheet is an example of a scavenger hunt that faculty and staff can share with students to have them explore the material on TiA Online.

Tips for creating your own scavenger hunt:

- Consider what are the important takeaways in this section for students? Try to connect with what you feel is essential.
- Write broad, open-ended questions that encourages students to answer in their own wording (e.g., rather than “how is open-heartedness defined by TiA Online”, write “how would you define open-heartedness and how does this relate to TiA Online’s definition”)
- Try to word questions in a way that encourages students to apply the TiA Online content to their own life.
- Encourage students to make connections and relate the material to themselves, their classes, and/or their student experience.

The following questions can be found by exploring Appreciativeness through Toronto Metropolitan University’s Thriving in Action Online.<sup>4</sup>

- What is the Positive Tetris Effect? How does it relate to gratitude?

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- What is hedonic adaptation? What can you do to decrease its influence?

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- What is savouring? List 2 methods/strategies you can implement to enhance savouring in your own life.

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<sup>4</sup> Brecher, D. & Shaffer, D. (2019). Thriving in Action Online. Retrieved from <https://tia.torontomu.ca/>

# Appendix B: The 12 Chapters (‘NESSES)

TiA Online has been organized around 12 different themes, each of which ends in a “-ness” (e.g., Appreciativeness, Skillfulness) which we have labelled “the chapters”. The intention behind the organization and, by association, the naming convention is to use this language as it feels spacious, non-authoritarian, and open-hearted.

Below is a list of the topics covered by TiA Online for your reference. Within each chapter, there are two to three subtopics covering both Dr. Diana Brecher’s Thriving Concepts and Dr. Deena Shaffer’s holistic Learning Strategies.<sup>5</sup>

## Appreciativeness

- *Gratitude, Awe, Group Work*

## Attentiveness

- *Focus, Optimism, Note-Taking*

## Connectedness

- *Self-Compassion, Belongingness*

## Deliberateness

- *Habits, Willpower, Studying*

## Determinedness

- *Grit, Test-Taking*

## Healthfulness

- *Sleep, Exercise*

## Joyfulness

- *Flow, Beauty*

## Meaningfulness

- *Purpose, Transitions*

## Open-Heartedness

- *Mindset, Self-Advocacy*

## Presentness

- *Mindfulness, Reading*

## Resourcefulness

- *Coping, Creativity*

## Skillfulness

- *Character Strengths, Essay Writing*

## **APPRECIATIVENESS**

*Appreciativeness is reflected in the noticing - paying attention to what we are thankful for, savouring what we take for granted, and approaching the challenges of group work with a sense of curiosity.*

The thriving and learning strategies at the heart of Appreciativeness are gratitude, awe, and group work, each of which builds and feeds into each other.

A great opening into the concept of gratitude can be explored in Resisting Taken-for-Grantedness, where Louie Schwartzberg is featured in a TEDTalk video.

<sup>5</sup> For more on the chapters, explore the About section on Thriving in Action Online at <https://tia.torontomu.ca/about/>

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There are many activities in this section that introduce the concept of Appreciativeness. Gratitude can be explored by having students write a [Gratitude Letter](#) to express gratitude to someone important in their life; or reflect on [Three Good Things](#) that happened during their day. To reflect on their past, present, and future from a grateful perspective, students can reflect in [Gratitude Across Time](#). [Savouring exercises](#) encourage students to savour past and present experiences. For those more creatively inclined, the [Appreciation Through Art](#) uses artistic expression to activate appreciation. For students who enjoy meditation or visualization, the [Gratitude Visualization](#) may resonate with them. Students can also think about gratitude at work through [Gratitude: 2 Key Components](#) or [The Secrets of People who Love their Jobs](#).

To introduce the concept of Awe, refer to the video [Murmuration](#) which provides a salient example of Awe and Appreciation. Students can visit [Awe Uplifts School](#) to understand the links between awe and their academic journey, and [Practising Awe](#) to learn how to invite awe into their daily lives.

[Appreciative listening](#) provides concrete recommendations on how to develop listening and responding skills.

Free-Writing Prompt: The free-writing prompt, [Letting Appreciation Flow](#), invites students to reflect on appreciativeness by savouring and noticing unique aspects of life that may go rarely noticed - whether that be for music, hidden gems, or personal gifts.

For a final reflection on Appreciativeness, students can check out [Appreciativeness Reflection](#).

## **ATTENTIVENESS**

*Attentiveness - undistracted, awake, and aware attention - has a myriad of benefits for a student, whether they are practicing attention in the classroom and while taking notes, or attention to our own inner self and those around us.*

The thriving and learning strategies that are at the heart of [Attentiveness](#) are [focus](#), [optimism](#), and [note-taking](#), all of which are connected through the concept of attention.

[Paying Attention to Yourself](#) is a great introduction to the concept of focus and it challenges people to reconsider multitasking as an effective strategy. Students can engage with the activities to enhance their ability to focus in [Paying Attention to What’s Around You](#).

Students can learn more about paying attention to others through [Active Constructive Responding](#). For a meditation/visualization activity, students can try a [body scan](#).

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Students looking to learn more about optimism and to understand the thinking styles behind it, can look at [Think Like an Optimist](#). A deeper understanding of optimism can be unearthed in the video on [learned optimism](#). An optimism activity is provided in [Glass Half Full](#) which invites the reader to imagine a challenging situation from both a positive and negative perspective. Hope is another important concept within optimism, explained through [What is Hope](#). The page [Hope](#) dives further into this and allows students to learn how life-changing hope can be.

Learning strategies in this chapter include strategies for paying attention before, during, and after lectures, [inviting presentness](#) while note taking, as well as how to take notes in [Styles of Note-Taking](#) and the [1 Tab Challenge](#).

*Free-Writing Prompt:* The free-writing prompt, [Right Now](#), provides a free-writing exercise that allows students to explore attentiveness and presence in the moment.

For a final reflection on Attentiveness, students can check out [Attentiveness Reflection](#).

## **CONNECTEDNESS**

Connectedness relates to the creation of connections, allowing for further integration of our lives through a sense of connection to the self, to others, to campus, to nature, and to humanity.

The thriving and learning strategies that are at the heart of [Connectedness](#) are [self-compassion](#) and [belongingness](#), both of which are explored through the lens of connection. [The Definitions & Details of Connection](#) provides an introduction to the concept of connection, which is explored at different levels: connection to Self, to Others, to Campus, to Nature, and to Humanity. Basic Rest and Activity Cycles (BRAC) are described in [Connection to Self](#), whereas [Connection to Others](#) explores boundaries and consent. Belongingness is explored in [Connection to Campus](#) as well as [how to build belongingness](#). Students may wish to try connecting to others by forming their own [study group](#). Lastly, [Connection to Nature](#) and [Connection to Humanity](#)

(explored through a Mary Oliver poem) provide students with an even larger concept of connection.

An important part of Connectedness is being connected to emotions. [Connection to Emotions](#) is a page that encourages students to better understand their emotions. To learn about the three core systems of emotional regulation, students can visit [Emotional Regulation](#).

For those who enjoy listening to podcasts and may want to listen while they take a walk or roll, [Interconnection & Integration](#) introduces professor Ellen Langer, who talks about work-life integration.

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The concept of Self-Compassion is inspired by the works of Dr. Kristen Neff, who created the Self Compassion Model. Quieting the Inner Critic provides a video of Dr. Neff introducing the concept of self-compassion and the research behind the impact of self-compassion. Dr.

Neff further explores self-compassion by studying the concept of Fierce Self-Compassion. Another great introduction to the concept of self-compassion is the video How to be a Friend to Yourself. To learn about how shame and self-criticism can affect the mind, students can explore Re-wiring the Brain for Self-Compassion. Cultivating Self-Compassion Through Touch teaches students a method to comfort themselves during times of distress.

Self-Compassion is also related to forgiveness which students can further develop by trying to write a forgiveness letter. How Compassion can Impact Cancel Culture is a page that allows students to reflect on cancel culture, how it may be harmful, and the connection between forgiveness and compassion. Another exercise that may resonate with students is the Self-Acceptance Narrative from Linda Graham.

As another reflection, students may wish to take the time to think about their own relationships, and the differences between Self-Awareness, Self-Care & Self-Kindness. Another set of terms -- Self-Esteem & Self-Compassion -- might be helpful to distinguish.

This chapter provides several meditations and visualizations for students. Belongingness can be explored in the Web of Life exercise, connectedness in the Lovingkindness Meditation, and self-compassion in Meeting a Compassionate Friend visualization.

Free-Writing Prompt: For a free-writing exercise, All the Connections provides a six-step free-writing prompt that can be approached in whichever manner feels right - whether that involves approaching each step sequentially or picking-and-choosing.

For a final reflection on Connectedness, students can check out Connectedness Reflection.

## **DELIBERATENESS**

*Deliberateness -- exploring our life with intention -- involves bringing consideration into the habits we form, the habits we break, and into our studying practices.*

The thriving and learning strategies that are at the heart of Deliberateness include habits, willpower, and studying - the three of which can be strengthened through applying intention.

The concepts of habits and willpower are both strongly intertwined. An introduction to habits is found in What is a Habit?, where students learn about three critical aspects to creating a habit.



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Willpower is a finite resource that can be hacked in order to get the most out of the activities we engage in during the day. For example, author Shawn Achor suggests using the 20 Second Rule – inserting and removing obstacles – to circumvent willpower. This video about Decision Fatigue provides information about the 20 Second Rule in an animated book review. Students can also learn about Keystone Habits which are habits that can have rippling effects in our lives. Stress can often impact willpower and habits, so Making Stress Your Friend can help to re-frame stress by appreciating it.

The following activities demonstrate to students how to create new habits and how to break old ones. Six Steps to Creating a New Habit and Six Steps to Breaking an Old Habit are from journalist Charles Duhigg, who is featured in this video on how to break old habits. Students might want to watch this video on neuroplasticity in order to understand how our brain forms new pathways when we change our habits.

To learn about WHEN to do certain tasks, students can explore When is the Best Time of Day (or Night) to do Things?.

To tap into more inspiration around habits, try reading some quotes about habits or fill out this colouring sheet.

There are many different studying tools that students can utilize to harness their intentionality and deliberateness. Mnemonics can help with memorization and learning - watch this video to learn about the Linking Method, which is a specific type of mnemonic strategy. Making Mnemonics provides more mnemonic techniques and strategies. Flash cards can also be used to help with studying and learning. The Leitner Technique can give some guidance on how to use flash cards and how to effectively distribute learning across the semester. With these flash cards, students can make a Master Memory Sheet to help them review important concepts and information before writing a test or exam. There are even mnemonic techniques that can be used for Remembering Formulas. To dive into more techniques and tips for studying, this video talks about journalist Benedict Carey’s book on how we learn and the importance of forgetting.

Free-Writing Prompt: The free-writing prompt, Taking the Plunge, encourages writers to engage with their experiences when they “took the plunge” and mustered their courage to try something new despite their fears and hesitations.

For a final reflection on Deliberateness, students can check out Deliberateness Reflection.

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## **DETERMINEDNESS**

*Determinedness involves tapping into our inner capacity and moving forward (or pivoting) with intentionality to achieve our goals.*

The thriving and learning strategies that are at the heart of Determinedness include grit and test-taking, both of which are interconnected.

The concept of grit is introduced in What is Grit? which is based on the work by Dr. Angela Duckworth. This TEDTalk video with Dr. Angela Duckworth is based on her research about grit and its effects on student learning outcomes. In order to apply the principles of grit and resilience to their own lives, students can try creating their own Personal Model of Resilience (adapted from the work of Dr. Christine Padesky). Students may also like to explore goal setting as part of perseverance. Another strategy that might resonate with students is how to use their character strengths in order to improve their grit and perseverance. Character strengths are, in short, our positive personality characteristics. To discover their top strengths, students might want to Take the VIA Character Strength Survey. For a deeper exploration of character strengths, students can look into Skillfulness, where they can learn about the origins of character strengths, reflect on how they relate to The Seven Grandfathers/Grandmothers Teachings, or participate in activities such as Same Strength, Different Context, or Strengths Alignment.

The following topics are included as different methods, strategies, reflections, activities to explore for a better test-taking experience:

- Gritty Test-Taking - invites students to imagine what a “perfect test” taking experience would be like.
- Your History with Tests - asks students to candidly reflect on their history with tests.
- Taking Stock of Taking Tests - introduces holistic strategies that students can use to prepare themselves leading up to a test (e.g., time management, note-taking, studying).
- Test Taking Ingredients - delivers a reflection which allows students to consider what are their missing test taking ingredients and how they can take the steps to change future experiences.
- Mastering Multiple Choice Tests - dispenses suggestions for students writing multiple choice tests.
- Find Your Lifeline, Find Your Symbol - presents a reflection for students to strategize “lifelines” to use before tests and how to create their own symbol of motivation.
- Value as Motivation - considers how students can use value as a tool for motivation during tasks, with questions such as: how does this task fit into the bigger picture?

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- Test as Process, not Product - ponders what it would be like to approach tests as a process rather than a product. Students are encouraged to sketch or collage their ideal test-taking experience.
- Bolstering the Befores & Arranging the Afters - involves a reflection where students can bring intentionality to what they will do before and after a test.
- Stamina & Perseverance - provides exercises that students can use in order to increase stamina during an exam.

Receiving feedback is part of Determinedness and can be a valuable source of information for students. Slow Feedback provides detailed recommendations on how to receive feedback, inviting students to take their time when reflecting on the feedback to avoid rushing the process. Thinking about their history of receiving feedback can help students look to other, internal Forms of Feedback. For more awareness around Feeling Feedback, students can use Progressive Muscle Relaxation to bring awareness to how they feel feedback.

Free-Writing Prompt: Superpower Strengths is a free-writing prompt that encourages students to connect to their character strengths by imagining themselves having a superpower. This is an exercise that incorporates Determinedness and resilience in a creative manner.

For a final reflection on Determinedness, students can check out Determinedness Reflection.

## **HEALTHFULNESS**

*Healthfulness encourages students to embrace healthy practices as non-negotiable rather than a “nice-to-have”, whether it involves incorporating more movement into their week, thinking about sleep, or strategically using exercise.*

The thriving and learning strategies that are at the heart of Healthfulness include sleep and exercise, both of which can be used as academic strategies.

The philosophy of Healthfulness is Health isn’t a “Nice to Have”. Instead, healthy practices are unequivocally necessary for student learning and well-being. The purpose of this chapter is to learn about health-promoting strategies and to encourage students to take the time to deepen their practices while honouring their own bodies. This chapter also brings to light the notion of Social Determinants of Health which are important to highlight.

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Sleep is a common student struggle, [Centering Sleep & Rest](#) shows the statistics behind lack of sleep and strategies to explore while [Thinking About Sleep](#) gives students the opportunity to consider their current sleep habits. Neuroscientist Dr. Russell Foster talks at length about the neuroscience and benefits of sleep in the video: [Why Do We Need Sleep?](#). It can also be helpful to explore more information about sleep including the different [sleep cycles](#) and how to use a [body clock](#) to determine the best time to sleep. Students may resonate with the reflection questions for identifying their [typical sleep patterns](#) or whether they engage in [social jet lag](#).

For more suggestions on getting to sleep, students can learn more about how to [create a buffer zone](#), [different factors](#) that can affect sleep, and [specific strategies](#) to get the sleep they need.

There are many benefits and positive impacts that exercise can have on students’ physical and mental well-being. [The Body of the Student](#) explores the link between movement, rest, and nutrition and it may not be a surprise that exercise can be [used as a learning strategy](#) as it improves our thinking, learning, and creating, while also [reducing work fatigue](#). Research even shows that exercise is [correlated with mental well-being](#) and can be used to [shift our perspective and improve problem-solving](#). Exploring [Moving our Mood](#) provides access to an exercise and depression toolkit. Neuroscientist Dr. Wendy Suzuki talks about the current research on the benefits of exercise in [this video](#), which includes immediate and positive change during and after working out, focused attention for at least two hours after, increased reaction time, and long-lasting brain health.

In order to practice [Mindful Movement](#), the *Circle of Joy* is a routine that can be done at any point of time during the day, between classes or activity, or as a break from studying. It gives students the opportunity to listen to their bodies, as well as help reinvigorate work or provide groundedness.

*Free-Writing Prompt:* The free-writing prompt [Health Non-Negotiables](#) invites students to consider Healthfulness in terms of what they need to be healthy while also considering their own life realities, bodies, and identities.

For a final reflection on Healthfulness, students can check out [Healthfulness Reflection](#).

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## JOYFULNESS

*Joyfulness can actually be a part of school life (no really, it can!) by exploring our own experiences of happiness, stress, beauty, and workflow to allow us to increase our zest for life!*

The thriving and learning strategies that are at the heart of Joyfulness include both flow and beauty.

Understanding the concept of Joyfulness involves appreciating the influences of both happiness and stress. Our Happiness Setpoint describes how happiness generally hovers around the same point despite the positive and negative events that occur in our lives. It takes engaging in practices like improved sleep, mindfulness, and nourishing relationships to change it. Another concept to consider is how Demands & Depletion during the course of the day affect our energy and how joy can be used to counter the effects of depletion.

Psychologist Dr. Susan David talks about Stress and Emotional Agility, specifically how to pivot between the hard and fun times. Another way of understanding stress is by considering a Stress Spectrum and how stress can actually help with performance.

Practicing smiling and zest can be activities that students do in order to improve their well-being. Research shows that smiling reduces stress and that laughter may be the “best medicine”. Not only can zest impact students’ sense of well-being and coping, but it can also increase academic performance and resilience through improved life satisfaction.

An appreciation for beauty is correlated with increased student well-being and academic success. Nine Beautiful Things is an activity to practise noticing and appreciating beauty in the environment, in others, and in the world. Appreciating beauty supports hope, which in turn is related to academic success. For more beauty inspiration, watch the video Sing Out Your Stress, which showcases TMU members singing in a choir. Beauty is also connected to awe, as demonstrated by cognitive scientist Dr. Scott Barry Kaufman, who states that awe is related to joy and happiness, along with curiosity, inspiration, and connectedness.

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Flow, which originates from psychologist Mihaly Csikszentmihalyi’s work, is a state of complete engagement and connection. [A State of Flow](#) introduces the concept of flow, including a video explaining Csikszentmihalyi’s Model of Flow. Students can actually learn what their [Flow Strategy](#) is, [How to get into a Flow State](#), [How to Stay in Flow](#), either by increasing their skills, increasing the challenge, or both. Take a look at these [Key Conditions for Flow to Happen](#) to learn about the conditions and impacts of flow. An activity that students can do to engage in flow is to [interview a person](#) who frequently experiences flow. Students can experience flow during many different activities, view the [list here](#).

*Free-Writing Prompt:* [Flow as Adventure](#) is a creative, free-writing prompt that invites students to consider their academic journey as an adventure. They can write or draw this adventure, which cultivates the joy of flow.

For a final reflection on Joyfulness, students can check out [Joyfulness Reflection](#).

## MEANINGFULNESS

*Meaningfulness can be cultivated by students, whether that involves connecting and integrating their own values into their daily life, recognizing the different transitions that are occurring in post-secondary, or using meaning and purpose to anchor themselves.*

The thriving and learning strategies that are at the heart of [Meaningfulness](#) include [purpose](#) and [transitions](#).

Meaningfulness explores how being connected to something larger than ourselves that results in the conviction that life makes sense. For a more nuanced discussion of meaning and purpose, Dr. Steger talks about the topic in a podcast episode called [Meaning, Purpose & Significance](#). Dr. Martin Seligman developed the model of flourishing called [PERMA](#) and Emilya Zhivotovskaya added Vitality as the sixth concept essential to thriving (PERMA -V). PERMA-V stands for positivity, engagement, relationships, accomplishment and vitality. Another approach to understanding meaning is created by Roy Baumeister who introduced the concept of [Four Needs of Meaning](#) (purpose, values, efficacy, and self-worth) to demonstrate that meaning can exist in different ways. For making meaning on a day-to-day basis, Neil Pasricha argues that we should include [The Four S’s](#) (structure, stimulation, social, and story) into every day.

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Students can intentionally practice creating meaningfulness. For example, they can use a Value Scan to identify their top values, then follow up with a reflection on how they can incorporate those values into their lives. It may be helpful to revisit their Character Strengths, as they are a form of Values-in-Action. Students can also try exploring Steger’s Meaning of Life Questionnaire to receive feedback on meaning in their life. Lifelines will encourage students to explore the most meaningful times in their school, career, and life. Lastly, asking Where Matters to You? can get students to think about meaning in a different way.

How is transition and passage reflected by the post-secondary journey? Students can engage and reflect in these concepts by exploring School as Transition and School as Passage. Some students may resonate with the concept of approaching School as a Hero’s Journey, where school is a monomyth of overcoming challenges and a journey of self-discovery.

Passages is a 50 min film that explores aspects of the post-secondary experience in a series of conversations.

*“Like all rites of passage, making one’s way into and through university or college, is best experienced by thinking about it, talking about it, and hearing what others have to say about it. This film is meant as a small contribution to that goal.”<sup>6</sup>*

For more ideas on how to facilitate this film, feel free to check out the Companion guide. Passages: What’s in a Name? and Post-Passages both include reflections and guided questions to explore after watching the film.

Free-Writing Prompt: The free-writing prompt Transition and Texture engages students’ sense of Meaningfulness by thinking about thirty things that enhance their academic experience.

For a final reflection on Meaningfulness, students can check out Meaningfulness Reflection.

<sup>6</sup> Toronto Metropolitan University (Producer), & Hannah, J., Kawai, J., & Wickiam, V. (Directors). (2017). Passages [Motion Picture]. Retrieved from <https://www.torontomu.ca/studentaffairs/storytelling/ureally/passages/>



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## **OPEN-HEARTEDNESS**

*Open-Heartedness means to embrace mistakes and challenges, to learn how to be a self-advocate, and to approach our own limitations with a growth mindset.*

The thriving and learning strategies that are at the heart of Open-Heartedness include growth mindset and self-advocacy.

As an introduction to Open-Heartedness, students are invited to consider What Does It Mean to be Open-Hearted? A related concept is growth-mindset, which considers success outside of factors such as intelligence and talent. Growth mindset can be cultivated and this page explores the difference between person praise and process praise. Further exploration of growth mindset includes watching psychologist Dr. Carol Dweck’s talk in this TEDTalk video, by observing what we say to ourselves and practising growth mindset by engaging in these strategies. Additionally, students may enjoy watching this animated video on Dweck’s book about growth mindset.

As a student, there may be added pressure of “doing well”, especially when mistakes can result in lower marks in class. It might be shocking and require an openness of mind to consider mistakes as essential, as this video explores. As an activity, students can come up with their own definition of mistakes that encompasses a new perspective.

Beginner’s Mind means intentionally approaching life with the mindset of a beginner.

Students can adopt this perspective to engage in academic work, such as readings, essay writing, and listening to lectures. These reflection questions on Wisdom and Unlearning can help students to consider what might be helpful to “unlearn” in their academic journey. Poet Rainer Maria Rilke offers some insight into the topic of beginner’s mindset and unlearning. Students can learn to carry open-heartedness with them in school as they appreciatively listen and bring curiosity into the classroom.

Open-heartedness can also involve being open to sharing your experiences with others and what they need to know about you. This can also reflect the other way as we consider What Others Need. For additional inspiration, students can read the poem If You Knew by Ellen Bass.

Self-advocacy is an important skill for students to develop during their academic journey and beyond. Students may enjoy considering these definitions of self-advocacy and how they relate to their own lives. To explore self-advocacy in a more practical sense, these recommendations encourage students to be their own advocates.



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Free-Writing Prompt: Open-heartedness can be practised in the free-writing prompt Loving Being a Student. This exercise invites students to reflect on the enjoyable and stressful aspects of being a student.

For a final reflection on Open-Heartedness, students can check out Open-Heartedness Reflection.

## **PRESENTNESS**

*Presentness – being and existing in the present moment – is a fundamental aspect to thriving and resilience, and can change our relationships with reading, time management, and to ourselves.*

The thriving and learning strategies at the heart of Presentness include mindfulness and reading.

The initial pages in this chapter explore and reflect on What is Mindfulness? As well as the relationship between Mindfulness and Thriving. Getting Distance From Yourself explores the idea of how meditation can create the space between being, and our thoughts and feelings - also known as self-distancing. Another outcome of mindfulness can be a consideration of agency and the process of Becoming Your Own Agent. Mindfulness can even be used for Mindful Leadership.

Activities around mindfulness include Your Thought Bubble, which is a creative exercise for students to draw what they consider to be their current “thought bubble”. Less Mindlessness invites students to create their own acronym for the word MINDLESSNESS and MINDFULNESS.

For students incorporating mindfulness into their academic lives may include mindfulness around reading, planning tasks, or calculating how long it takes to finish an essay.

Visualizations and meditations can be used to engage in mindfulness practice. Directed attention introduces the Three Minute Calming Breath meditation developed by cognitive psychologist Dr. Zindel Segal. For a Contemplative Reading, students may enjoy reading the Three Minute Calming Breath.

# Appendix B: The 12 Chapters

## ('NESSES)

Other options for meditations include:

- [Like a Lake](#) - deeply attend to your breath, body, and the metaphoric image of a lake
- [Like a Mountain](#) - learn how to ground yourself in the present moment, like a mountain
- [Like an Ocean](#) - use the metaphor of what's above and below the surface of the ocean's water and waves

[Meditation & Alertness](#) go hand-in-hand for these three simple activities to help students feel more present, awake, and alert.

The [Meditation Resources](#) page provides a curated list of free meditations on Insight Timer, Spotify, and YouTube.

Free-Writing Prompt: [My Present Thoughts & Feelings](#) invites students to free-write about just that - what are your present thoughts and feelings? Students can choose to write about their thoughts, their feelings, or both. This exercise promotes attentiveness and mindfulness that helps students engage with Presentness.

For a final reflection on Presentness, students can check out [Presentness Reflection](#).

### RESOURCEFULNESS

*Resourcefulness -- aka in-sourcing -- recognizes the value in developing our own internal coping skills as an adjunct to seeking external support services. Micro-resilience strategies, coping skills, and constructive rest are all explored here.*

The thriving and learning strategies at the heart of [Resourcefulness](#) include [coping](#) and [creativity](#).

What does it mean to cope? Students are invited to consider this question and to reflect on their coping strategies in [this introduction to coping](#). The connection between [Coping](#), [Resourcefulness & Life Hacks](#) are further explored by considering reflection questions around how we pivot, adapt, shift, or reframe. An activity that is centered around these ideas is called the [Coping Chart](#) - a 4x4 chart with two different dimensions: alone/with others and day/night. Students fill out the chart with activities that can help them cope in different situations (e.g., when I am alone at night, I can read a book, play guitar, take a bath). Another activity option for students is called the [Worst Case/Best Case](#) exercise. Students can use this exercise if they are worried about the future and feeling reluctant to act because of the worst case scenario. Students can also [Refocus their Brain](#) by attending to their posture, breath, and a visualization practice.

# Appendix B: The 12 Chapters (‘NESSES)

The concept of Pendulation & Pivoting is central to an understanding of stress and rest and pivoting between stress and relaxation is a skill that can be developed. In Constructive Rest, students can learn how to practice rest, using their body, breath and imagination by trying the restorative yoga poses (Legs Up the Wall and Corpse Pose) and 1:2 breath. A metaphor for Stress & Rest is the comparison of students to athletes, which invites students to see themselves to be on an athletic journey. Students are also invited to explore the “micro-burst” approach to being Resourced and Resilient.

In ThriveTMU & Macro-Resilience, students can listen to a podcast with Dr. Diana Brecher and reflect on practicing the resilience skills they already have. However, a contrasting concept is Micro-Resilience - bouncing back from minor setbacks and boosting resilience in the day. This section focuses mainly on the work of Bonnie St. John and Alan P. Haines on how to increase our day-to-day micro-resilience. One approach to boosting micro-resilience is to focus on Our Internal Alarm Systems, our fight-or-flight response. This is based on the activation of the sympathetic nervous system and response to threats in the modern world. Reset Your Alarm introduces micro-resilience strategies to reset these primitive alarms and includes engaging in power posing, labeling feelings, and listening to calming music. The parasympathetic nervous system is an opposing system and students can tap into this Grounding System in order to relax after a stressful experience. Creating a Joy Kit is a micro-resilience strategy by Bonnie St. John and Haines, which contains inspiring reminders of good times, incorporating music, objects, photos, quotes, artwork, and mementos. Another strategy for micro-resilience is to Hydrate! by drinking water at strategic times. Lastly, students can craft a personal Motto to help to identify, cohere, and channel their values.

Did you know there is a strong connection between Creativity, Imagination, Empowerment & Change? Creativity is introduced in this section because Resourcefulness takes some degree of creativity, which can be utilized by students in their post-secondary education. Students may wish to have a sense of the ways--conscious or not--that they reveal or enact their unique creativity by completing the My Creativity Type online questionnaire.

For a final reflection on Resourcefulness, students can check out Resourcefulness Reflection.

# Appendix B: The 12 Chapters

## ('NESSES)

### SKILLFULNESS

*Skillfulness invites us to embrace our own capacities and unique character strengths in order to hone our academic and personal skills, including our academic writing and personal communication.*

The thriving and learning strategies at the heart of [Skillfulness](#) include [character strengths](#) and [essay writing](#).

An introduction to character strengths is presented in [Your Character Strengths](#) and in the [Origins of the 24 Character Strengths](#). Students can also compare their character strengths to [The Seven Grandfathers / Grandmothers Teachings for Students](#) in order to deepen their understanding of their own strengths and values. The video [The Science of Character](#) provides a great introduction to the topic of character strengths. Those interested in learning about their own character strengths should [Take the VIA Character Strengths Survey](#). [Taking the strengths challenge](#) can support in refining character strengths. [This TedTalk](#) demonstrates how tapping into character strengths helped an individual rebuild his life.

This chapter provides many activities and reflections for students around their character strengths. [Positive Introduction Exercise](#) tells students to tell a story of themselves at their best, while [Life's Curveballs](#) gets students to think about a time when they were challenged. [Mental Subtraction](#) imagines that they are not able to use their top strength, whereas [Same Strength, Different Context](#) imagines what it would be like to use a different strength. The [Strengths Alignment](#) chart is an activity that students can do in order to determine if they are [over- or under-utilizing](#) their character strengths. [Strengths Challenge - 11 Minutes](#) explains the process to cultivate character strengths.

Interested in learning about how you can use your character strengths at work? The following [articles](#) explore this topic.

For students wanting to learn more about essay writing, [Strong Writing](#) provides broad strategies for academic writing. [Waypoints Into Writing](#) gives students guidance in writing by showcasing different models of essay-writing. [Working through Writer's Block](#) explains strategies for navigating when students may feel stuck during the writing process. Students will also find specific recommendations on how to [understand the assignment outline](#) and [how to get started](#), how to [start the process of writing](#), how to [combat writer's block](#), and [tips for editing papers](#). [Requests, Reviewing & Reciprocity](#) provides some ideas on how to ask for feedback from professors and peers.

Students can get suggestions for how to approach professional communication in [Dear Professor...](#) and [Online Communication](#).

# Appendix B: The 12 Chapters (‘NESSES)

Free-Writing Prompt: For the free-writing prompt [Good News](#), students are offered the opportunity to reflect and write about a moment when they received good news. By considering their own strengths and goals resulting in a positive experience, students are engaging in Skillfulness.

For a final reflection on Skillfulness, students can check out [Skillfulness Reflection](#).

## Appendix C: Lists and Resources

### List of Free-Writing Prompts

See the following list for all the free-writing prompts included in TiA Online. Each one falls in a different chapter and, therefore, the prompts reflect the subtopics explored by the chapter.

#### Appreciativeness

- [Gratitude Letter](#)
- [Letting Appreciation Flow](#)
- [Awe Uplifts School](#)
- [Practising Awe](#)

#### Attentiveness

- [Right Now](#)

#### Connectedness

- [Forgiveness Letter](#)
- [All the Connections](#)

#### Deliberateness

- [Taking the Plunge](#)

#### Determinedness

- [Superpower Strengths](#)

#### Healthfulness

- [Health Non-Negotiables](#)

#### Joyfulness

- [Flow as Adventure](#)

#### Meaningfulness

- [Transition and Texture](#)

#### Open-Heartedness

- [Loving Being a Student](#)

#### Presentness

- [My Present Thoughts & Feelings](#)

#### Skillfulness

- [Good News](#)

# Appendix C: Lists and Resources

## List of Videos

### Appreciativeness

- [Resisting Taken-for-Grantedness \(Ted Talk\)](#)
- [Appreciativeness & Awe \(Murmuration - Youtube\)](#)

### Attentiveness

- [Paying Attention to Yourself \(Single-tasking Is the New Multi-tasking - Youtube\)](#)
- [Styles of Note-Taking \(How to take Cornell notes - Youtube\)](#)
- [Two Ways of Being in the World \(Optimist/Pessimist - Youtube\)](#)
- [Learned Optimism \(Learned Optimism Positive Psychology - Martin Seligman - Animated Book Review - Youtube\)](#)
- [What is Hope? \(Interview with Dr. Shane Lopez - YouTube\)](#)
- [The Secrets of People who Love their Jobs \(The secrets of people who love their jobs | Shane Lopez | TEDxLawrence - YouTube\)](#)
- [Active Constructive Responding \(Active Constructive Responding Episode 6 - YouTube\)](#)

### Connectedness

- [Quieting the Inner Critic \(The Space Between Self-Esteem and Self-Compassion: Kristin Neff at TEDxCentennialParkWomen - Youtube\)](#)
- [Rewiring the Brain for Self-Compassion \(Dare to Rewire Your Brain for Self-Compassion | Weiyang Xie | TEDxUND - YouTube\)](#)
- [Connection to Emotions \(Alfred & Shadow - A short story about emotions \(education psychology health animation\) - YouTube\)](#)
- [Being Kind to Yourself \(How to be a Friend to Yourself - Youtube\)](#)
- [How Compassion Can Impact Cancel Culture \(Canceling cancel culture with compassion - TedTalk\)](#)

### Deliberateness

- [Decision Fatigue \(THE 20 SECOND RULE - HOW TO BUILD A NEW HABIT - Youtube\)](#)
- [Learn Something New \(Neuroplasticity\)](#)
- [Making Stress your Friend \(How to make stress your friend - TedTalk\)](#)
- [Mnemonics in Action \(How To Study Using The Linking Method - Hilroy Labs - Youtube\)](#)
- [A Master Memory Sheet \(Thriving in Action - Master Memory Sheets - Youtube\)](#)
- [Studying by Forgetting & Unlearning \(PNTV: How We Learn by Benedict Carey - Youtube\)](#)

### Determinedness

- [Introducing Angela Duckworth \(Grit: the power of passion and perseverance - Angela Lee Duckworth - Youtube\)](#)
- [How to Turn Grit into a Lifelong Habit- Angela Duckworth- TedTalk-YouTube](#)

# Appendix C: Lists and Resources

## Healthfulness

- [Why Do We Need Sleep? \(Why do we sleep? - Russell Foster - Youtube\)](#)
- [Exercise as Brain-Booster \(The brain-changing benefits of exercise - Wendy Suzuki - Youtube\)](#)
- [Mindful Movement \(Thriving in Action - Circle of Joy - Youtube\)](#)

## Joyfulness

- [Flow Research Collective \(How To Get Into The Flow State- Steven Kotler- YouTube\)](#)
- [How to find “flow” \(and lose yourself in it\)\(Diane Allen- YouTube\)](#)
- [Stress and Emotional Agility \(The gift and power of emotional courage - Susan David - Youtube\)](#)
- [Sing Out Your Stress \(Sing Away Stress with ThriveTMU - TMU Student Life - Youtube\)](#)
- [A State of Flow \(What is Flow Theory? What does this mean for our students? - Youtube\)](#)

## Meaningfulness

- [Passages \(Vimeo\)](#)

## Open-Heartedness

- [Growth Mindset \(Developing a Growth Mindset with Carol Dweck - Youtube\)](#)
- [Not Yet \(Neuroplasticity - Youtube\)](#)
- [Mistakes are Essential \(Growth Mindset: Mistakes help you grow. - Youtube\)](#)
- [Grow Your Brain \(MINDSET by Carol Dweck - Animated Core Message - Youtube\)](#)

## Resourcefulness

- [Reset Your Alarm \(Your body language may shape who you are - Amy Cuddy - Youtube\)](#)
- [Resiliency Micro Minute: This One Strategy Improves your Resilience 2 Ways - YouTube](#)
- [Joy Kits \(Be More Resilient with a FIRST AID KIT FOR YOUR ATTITUDE! - Bonnie St. John - TEDxWilmingtonLive - Youtube\)](#)

## Skillfulness

- [The Science of Character \(The Science of Character \(8min “Cloud Film”\) - Youtube\)](#)
- [Re-building a Life Through Character Strengths \(VIA Strengths- YouTube\)](#)

## List of Podcasts

- [Gratitude: 2 Key Components \(Appreciativeness\)](#)
- [Interconnection & Integration \(Connectedness\)](#)
- [What is Fierce Self-Compassion? \(Connectedness\)](#)
- [Meaning, Purpose & Significance \(Meaningfulness\)](#)
- [ThriveRU & Macro-Resilience \(Resourcefulness\)](#)

# Appendix C: Lists and Resources

## List of Activities

### APPRECIATIVENESS

[Three Good Things Exercise](#)

[Gratitude Letter](#)

[Savouring Exercises](#)

- The 20-minute replay
- Celebrate good news
- Relish ordinary experiences
- Reminisce
- Transport yourself
- Photo album
- Bittersweet nostalgia

[Appreciation Through Art](#)

[Appreciative & Collaborative Group Work](#)

- Reprioritize relationships
- Community charter
- Communicating contingencies
- Re-enlivening reciprocity
- Generosity & the Platinum Rule

[Gratitude Across Time](#)

- Reflection
- Transport yourself

### ATTENTIVENESS

[Paying Attention to What's Around You](#)

- Nature
- Exercise
- Yoga
- Mindful social

[Paying Attention to the Body](#)

- Body Scan

[One Tab Challenge](#)

### CONNECTEDNESS

[Building Belongingness](#)

[Web of Life](#)

[Lovingkindness Meditation](#)

[Forgiveness Letter](#)

[Meeting a Compassionate Friend](#)

- Compassionate Friend Visualization

[Cultivating Self-Compassion Through Touch](#)

- Activate care-giving system

### DELIBERATENESS

[Six Steps to Creating a New Habit](#)

[Get Colouring & Get Inspired!](#)

- Colouring Exercise

[Six Steps to Breaking an Old Habit](#)

[Making Mnemonics](#)

[Studying and Flash Cards](#)

[Create a Master Memory Sheet](#)

[Remembering Formulas](#)

### DETERMINEDNESS

[What is a Personal Model of Resilience?](#)

- Personal Model of Resilience

[Find Your Lifeline, Find Your Symbol](#)

- Find Your Lifeline, Find Your Symbol

[Test as Process, not Product](#)

- Activity

[Stamina & Perseverance](#)

- Finger Exercise

[Feeling Feedback](#)

- Progressive Muscle Relaxation



# Appendix C: Lists and Resources

## HEALTHFULNESS

### Exercise as Learning Strategy

- Exercise as Learning Strategy

### Mindful Movement

- Circle of Joy

## JOYFULNESS

### Nine Beautiful Things

- Nine Beautiful Things

### Flow as Adventure

- Academic Journey

## MEANINGFULNESS

### Lifelines

- Keeping it Simple
- Drawing It Out
- A Life Chart

## OPEN-HEARTEDNESS

### Loving Being a Student

- Love Being a Student List

## PRESENTNESS

### Contemplative Reading

- Three Minute Calming Breath

### Mindful Class Reading

- Mindful Reading

### MBSR-Style Body Scan For Beginners

- Guided Body scan

### Like a Lake

- Like a Lake

### Honouring BIPOC Mental Health Month

- Going inwards

### Meditation & Alertness

- Visualize
- Breathe

### Your Thought Bubble

- Mind Full or Mindful

### Let Your Light Shine

- Inner Light

### Like a Mountain

- Like a Mountain

### Like an Ocean

- Like an Ocean

### Less Mindlessness

- Mindlessness vs Mindfulness

### Meditation For Times When We Are Overburdened

- Connect to Essence

### Nothing Here But You

- Stillness

### Presentness & Planning

- Presentness & Planning

### Signaling A New Timeline

- Empowerment

### Three Minute Breathing Space

- Directed Attention

# Appendix C: Lists and Resources

## RESOURCEFULNESS

### Coping Chart

- Coping Chart

### Worst Case/Best Case

- Worst and Best Case Scenario

### Constructive Rest

- Using the body to rest
- Using the breath to rest
- Using the imagination to rest

### Reset Your Alarm

- Name the feeling
- Tap your strengths
- Relax
- Listen
- Pose

### Three Pathways to Refocus your Brain

- Posture
- Visualization
- Breath

### Joy Kits

- Create a Joy Kit

### Hydrate!

- Drinking Water

### Your Motto

- Personal Motto

## SKILLFULNESS

### Positive Introduction Exercise

- Positive Introduction Exercise

### Life's Curveballs

- Life's Curveballs

### Same Strength, Different Context

- Same Strength, Different Context

### Strengths Challenge—11 Minutes a day

- 30 seconds, 10 minutes, 30 seconds

### Strengths Alignment

- Strengths Alignment

### Understand What's Asked

- Understand What's Asked

## List of Artistic/Creative Activities

- Appreciation Through Art (Appreciativeness)
- Get Colouring & Get Inspired! (Deliberateness)
- Test as Process, not Product (Determinedness)
- Lifelines (Meaningfulness)
- Your Thought Bubble (Presentness)
- Your Motto (Resourcefulness)

# Appendix C: Lists and Resources

## List of Mindful Movement Activities, Visualizations, and Meditations

- Gratitude Visualization (Appreciativeness).
- Paying Attention to the Body (Attentiveness).
- Lovingkindness Meditation (Connectedness).
- Meeting a Compassionate Friend (Connectedness).
- Cultivating Self-Compassion Through Touch (Connectedness).
- Feeling Feedback (Determinedness).
- Circle of Joy (Healthfulness).
- Directed Attention (Presentness).
- Like a Lake (Presentness).
- Like a Mountain (Presentness).
- Like an Ocean (Presentness).
- Constructive Rest (Resourcefulness).
- Three Minute Breathing Space (Presentness).
- MBSR-Style Body Scan For Beginners (Presentness).
- Signaling A New Timeline (Presentness).
- Nothing Here But You (Presentness).
- Meditation For Times When We Are Overburdened (Presentness).
- Let Your Light Shine (Presentness).
- Honouring BIPOC Mental Health Month (Presentness).
- Guided Meditation For Mindfulness and Self-Control (Presentness).
- Guided Meditation for Beginners to Clear Thoughts (Presentness).
- Meditation for Calming Down (Presentness).
- Guided meditation for POC (slow down/come back home to yourself) (Presentness).
- Guided Morning Meditation for BIPOC (Presentness).

## List of Questionnaires

- Optimism Test (Attentiveness).
- Adult Hope Scale (Attentiveness).
- Self-Compassion (Connectedness).
- Meaning of Life Questionnaire (Meaningfulness).
- My Creativity Types (Resourcefulness).
- VIA Character Strengths Survey (Skillfulness).

## List of Table/Graph Activities

- Glass Half Full (Attentiveness).
- When is the Best Time of Day (or Night) to do Things? (Deliberateness).
- What is a Personal Model of Resilience? (Determinedness).
- A New Definition of Mistakes (Open-Heartedness).
- Less Mindlessness (Presentness).
- Coping Chart (Resourcefulness).
- Worst Case/Best Case (Resourcefulness).
- Strengths Alignment (Skillfulness).

# Appendix D: Further Reading

The following list is taken from Toronto Metropolitan University's [Mental Health and ThriveTMU Resources](#) along with personal recommendations. Many of the resources included in this list are featured in TiA Online directly.

Instructors/professors/teachers may find this list useful if they want to get inspiration on creating a reading list for students that is based on flourishing and positive psychology.

- [\*30 Days of Character Strengths\*](#) By Jane S. Anderson
- [\*Willpower\*](#) By Roy F. Baumeister & John Tierney
- [\*Integrating Mindfulness into Anti-Oppression Pedagogy\*](#) By Beth Berila
- [\*How We Learn\*](#) By Benedict Carey
- [\*Atomic Habits: An Easy and Proven Way to Build Good Habits and Break Bad Ones\*](#) By James Clear
- [\*Flow\*](#) By Mihaly Csikszentmihalyi
- [\*Grit: The power of passion and perseverance\*](#) By Angela Duckworth
- [\*The Power of Habit: Why We Do What We Do in Life and Business\*](#) By Charles Duhigg
- [\*Smarter, Faster, Better: The Secrets of Being Productive in Life and Business\*](#) By Charles Duhigg
- [\*Mindset\*](#) By Carol S. Dweck
- [\*Bouncing Back\*](#) By Linda Graham
- [\*ADHD 2.0\*](#) By Edward M. Hallowell & John J. Ratey
- [\*Buddha's Brain\*](#) By Rick Hanson
- [\*Micro Resilience: Minor shifts for Major Boosts in Focus, Drive, and Energy\*](#) By Bonnie St. John & Allen P. Haines
- [\*Full Catastrophe Living\*](#) By Jon Kabat-Zinn
- [\*The Power of Mindful Learning\*](#) By Ellen Langer
- [\*The How of Happiness\*](#) By Sonja Lyubomirsky
- [\*Scattered Minds: The origins and Healing of Attention Deficit Disorder\*](#) By Gabor Maté
- [\*Mindfulness and Character Strengths\*](#) By Ryan M. Niemiec
- [\*The Happiness Equation\*](#) By Neil Pasricha
- [\*The Law of the Garbage Truck\*](#) By David J. Pollay
- [\*Changing to Thrive\*](#) By Janice Prochaska; James Prochaska
- [\*Solving the Procrastination Puzzle\*](#) By Tim Pynchyl
- [\*Faith\*](#) By Sharon Salzberg
- [\*Option B\*](#) By Sheryl Sandberg & Adam Grant
- [\*What I Wish I Knew When I Was 20\*](#) By Tina Seelig
- [\*Learned Optimism\*](#) By Martin E. P. Seligman
- [\*Flourish\*](#) By Martin E. P. Seligman
- [\*Peak Performance\*](#) By Brad Stulberg & Steve Magness
- [\*Good Habits, Bad Habits\*](#) By Wendy Wood