**Review Checklist: Developing Activities to Support Self-Relevance and Purpose**

1. **Do activities include all of the key ingredients?**

   Activities that are missing one or more of the key ingredients are likely to be ineffective, and could backfire. Review the key ingredients below to ensure that your statements check all the boxes for success.

   - a. Communicate that these activities are **part of the learning process**, not just extra work
   - b. Provide **opportunities for reflection and self-generation** of how the coursework is connected to students’ purpose and future educational and career goals
   - c. Consider how to **incorporate students’ examples of self-relevance and purpose** into your instruction and the coursework

2. **Does introducing and discussing these activities feel authentic to you?**

   To be effective, the incorporation of these activities must be perceived by students as being genuine. Review the checklist below to make sure that they are likely to be perceived as authentic by students.

   - a. Develop introductions to the activities that **feel natural** to who you are as an instructor
   - b. Decide whether and how you might **share personal examples** of self-relevance and purpose

3. **Do you have a plan for using these activities in your course?**

   - a. **I have a plan** for how and when I will use these activities in my course.
   - b. **I have a plan to check-in with myself, reflect, and adjust my approach** based on my experiences with this practice throughout the term.
   - c. Are there **campus resources available** that I can refer to if students are in need of more support and information than I am able to provide?

4. **Do these activities avoid common pitfalls of strategies to support self-relevance and a sense of purpose?**

   - a. Activities support students in self-generating examples of self-relevance and purpose.
   - b. Activities are framed as complements to other coursework.
   - c. Activities validate both independent and communal motivations.

Checklist source: [SEP Practices Library](https://sep.practiceslibrary.org)