

# Curriculum Adaptations

The following curriculum adaptations can be used to create a different climate of community, provide for space limitations (i.e. labs), accessibility, differentiation, or to use your Peer Mentor to a greater capacity. You might consider using these adaptations regularly or on a specific week/topic.

If you have additional adaptations you would like to suggest, please email [hullabaloou@tamu.edu](mailto:hullabaloou@tamu.edu)

## Activity Adaptations:

Because many energizers, or introduction activities, and activities built within the curriculum may limit involvement due to space, mobility, etc., feel free to use the following adaptations as you see fit:

### Check-ins (5-10 minutes)

Check-ins gauge how your students are doing that week. They can be informal as you or your Peer Mentor asking the class how their week is, or you can implement a gamified version, such as:

- *Highs, Lows, Buffalos*: you take roll by calling out your roster, and each student shares a high (a win), a low (something they are struggling with), OR a buffalo (something weird/notable that happened) this past week.
- *Thumbs Up/Down*: you can ask students statements to whether they agree (thumbs up) or disagree (thumbs down). Example: "I'm having a productive week"
- *Poll Everywhere question* (requires prior setup): ask students a question to which they will text in their answer. Example: "What's one emoji that describes your week so far?"

### Community Building Time (5-10 minutes)

You might consider using the first 5-10 minutes of each class to have students break into small groups (keep the same throughout semester, or random each time) to share about their week, semester, or share answers to a specific question (e.g. What's one thing you hope to accomplish this week?).

### Resource Highlight (5-10 minutes)

You could use the first 5-10 minutes of the class to highlight a campus resource. You could present this highlight, ask the Peer Mentor or groups of students to present one each week (requires advance preparation).



TEXAS A&M  
2023

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## Major Specific Highlight (5-10 minutes)

If you are the instructor of a major-specific section of Hullabaloo U, you might consider using the first 5-10 minutes to highlight data concerning post-graduation paths, career paths, graduating seniors, notable alumni of that major, famous or notable person of that discipline, history of this specific field, or a major-specific conference or event.

You could present this highlight, ask the Peer Mentor or groups of students to present one each week (requires advance preparation).

## Using Peer Mentors

### *As Facilitators*

You might consider letting a Peer Mentor lead a lesson one week. While this would require additional planning to make sure they are prepared in advance, this could be an opportunity to further develop our student leaders or make content more relevant, especially if you are uncomfortable being the lead facilitator.

### *As Community Builders*

You might consider letting your Peer Mentor lead the introduction or closing activity (depending on that week's curriculum). Peer Mentors have been trained to help with community building icebreakers. This will require prior planning with your Peer Mentor.

### *Peer Mentor Q&A*

You can use your Peer Mentor as a co-facilitator, a lead facilitator, as well as an expert regarding student affairs. You can use a Question and Answer (Q&A) session in many ways, including:

- Introduction activity (first 5-10 minutes of class)
- Closing activity (last 5 minutes of class)

While you may ask the first question, involve students by encouraging them to ask the Peer Mentor questions regarding that week's topic, or general questions and advice. You also could set up a way for students to email, post, or text in their questions (e.g. Poll Everywhere) as a way to ask questions anonymously.



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