

## **ABSTRACT**

This diploma thesis deals with the well-being of university teachers. The aim was to design activities that can be included in the lives of university teachers and improve their well-being. The thesis is divided into theoretical and practical part. The theoretical part deals with both the definition of well-being and the explanation of various approaches to its definition. There is also a description of other theories, which contain components leading to optimal well-being. These theories are spiritual and cognitive well-being, some topics of positive psychology (physical health, social health, optimism, gratitude), Maslow's pyramid of needs, hygge and the Okinawan program. The theoretical part also explains the connection between work and well-being and introduces the risk factors of the teaching profession, such as stress and burnout syndrome. Finally, the work description of university teachers is introduced to present the number of activities that are necessary to perform this line of work. In the practical part, 42 activities are proposed. They are divided into eight chapters, according to the types of well-being proposed by Harvard University. These types of well-being are emotional, environmental, financial, intellectual, physical, relational, spiritual, and vocational well-being. Working on each of the introduced subcategories of well-being leads to overall improved well-being. Finally, this thesis also contains worksheets to plan activities to improve well-being and then verify their effectiveness.

## **KEYWORDS**

Health, well-being, mental health, university teachers, activities, intervention