

I WILL LISTEN.
MINDFULNESS
BREATHE
WHERE THERE IS HELP
THERE IS HOPE.
Moderation
Mental Health
SUPPORT
HELP
TALK TO ME.
PLEASE,
DON'T GIVE UP.
Treatment
You are loved.
TRAINING

KNOW THE SIGNS. SAVE A LIFE.
ASK PREVENT SUICIDE. **TELL**
REACH OUT. RAISE AWARENESS.

HOPE
Speak out.
Let's talk about it.
What's the
matter?
LISTEN



#WeSupportU

*Mental Wellness
in the Classroom*

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HOPE
I'm here for you.
You matter.
WORKSHOPS
Substance free
COPING
You seem different.
REFER
Therapy
Mental Health
is Health
What's the
matter?

KNOW THE SIGNS. SAVE A LIFE.
ASK PREVENT SUICIDE. **TELL**
REACH OUT. RAISE AWARENESS.

reach
OUT.
self-assessment
SCREENINGS
Respect
You're so quiet lately.
MINDFULNESS

What is a Social Circle?

Exercise 1



Have your students:

- 1.** Take out a piece of paper and draw a circle with their name in the middle.
- 2.** Expand their circle with individuals that they communicate with often such as:
 - Someone they can call or be with during a hard time.
 - Someone they can ask a favor from.
- 3.** Have them take a look at their circle and identify if they are satisfied with it. If they are, have them identify ways to maintain these connections and even expand them further. If they are unsatisfied, have them identify ways they can expand it and incorporate new people such as:
 - Reaching out to an old friend or mentor.
 - Attending school-related events.
 - Introducing yourself to someone new on campus or at work.

Physical Self-Care

Exercise 2



Help your students identify **Physical Self-Care** activities.

Physical Self-Care: Activities that help you stay fit and healthy but leave you enough energy to get through your work and personal commitments, such as:

- Regular diet (e.g. breakfast, lunch and dinner).
- Consistent exercise.
- Seeking regular medical care.
- Taking time off when sick.
- Getting enough sleep.

1. Have your students find an activity of physical self-care that they want to focus on and how they will engage in it. Help them identify when, where and how frequently they will engage in it, and share with the class.



Emotional Self-Care

Exercise 3



Help your students identify **Emotional Self-Care** activities.

Emotional Self-Care: Enhancing emotional literacy, navigating emotions, increasing empathy and managing stress effectively, such as:

- Allowing for quality time with others whose company you enjoy.
- Maintaining contact with valued others.
- Giving self-affirmations and praise.
- Allowing for feelings and expression (laugh, cry, etc.)

- 1.** Have your students find an activity of emotional self-care that they want to focus on and how they will engage in it. Help them identify when, where and how frequently they will engage in it, and share with the class.



Psychological Self-Care

Exercise 4



Help your students identify **Psychological Self-Care** activities.

Psychological Self-Care: Learning new things, practicing mindfulness and using creativity, such as:

- Making time for self-reflection.
- Engaging in personal psychotherapy.
- Writing in a journal.
- Trying new things.
- Improving ability to say “no” to extra responsibilities.

- 1.** Have your students find an activity of psychological self-care that they want to focus on and how they will engage in it. Help them identify when, where and how frequently they will engage in it, and share with the class.



Social Self-Care

Exercise 5



Help your students identify **Social Self-Care** activities.

Social Self-Care: Having a supportive group and network of relationships around you that you can trust and turn to, such as:

- Visit with friends.
 - Get lunch with a friend.
 - Balancing work and class load.
 - Participating in a peer support group.
1. Have your students find an activity of social self-care that they want to focus on and how they will engage in it. Help them identify when, where and how frequently they will engage in it, and share with the class.



Spiritual Self-Care

Exercise 6



Help your students identify **Spiritual Self-Care** activities.

Spiritual Self-Care: nurturing your spirit and allowing yourself to think outside of your situation, such as:

- Allowing time for reflection.
- Spending time with nature.
- Participating in a spiritual community.
- Being open to inspiration.

1. Have your students find an activity of spiritual self-care that they want to focus on and how they will engage in it. Help them identify when, where and how frequently they will engage in it, and share with the class.



Environmental Self-Care

Exercise 7



Help your students identify **Environmental Self-Care** activities.

Environmental Self-Care: Having an organized, well maintained and clutter-free work, business and home environment, such as:

- De-cluttering your home or work environment.
 - Monitoring technology time.
 - Cleaning up after a meal.
 - Maintaining a clean and safe living environment.
 - Making your bed.
1. Have your students find an activity of environmental self-care that they want to focus on and how they will engage in it. Help them identify when, where and how frequently they will engage in it, and share with the class.



Five Senses

Exercise 8



Guide your students in the “five senses” exercise, which provides guidelines on practicing mindfulness quickly in nearly any situation.

1. All that is needed is to notice something one is experiencing with each of your five senses. Instruct students to do the following and allow for one minute for each sense:

- Notice five things you can see.
- Notice four things you can feel.
- Notice three things you can hear.
- Notice two things you can smell.
- Notice one thing you can taste.



Note Card

Exercise 9



1. Tell your students to think of a couple of people on their campus that they may know but are not very close to.
2. Instruct students to use a note card or paper and fill in the following information:
 - Name.
 - Major or job title.
 - Things you like to do for fun.
 - One event/club/activity you would be interested in.
 - And a question that you would like someone else to answer to get to know them.
3. Students can then share their answers with the class. This activity can be used for increasing connection between students, peers and instructors.

Introductions

Exercise 10



1. Instruct students to actively engage with others at school, work, or other places that they frequent throughout the week. And to introduce themselves to five others throughout the week and start a conversation with them.
2. Find three things they have in common with these individuals. Try to stay away from anything obvious or visible, such as hair color. The idea is to help them make deeper connections with others that may not be immediately apparent such as:
 - Sharing interests/goals.
 - Having traveled to the same place.
 - Similar hobbies.



Study Sessions

Exercise 11



1. Either have a student lead or help arrange study sessions.
2. Pick a place that you and those you are inviting may not have been before to go study such as:
 - Library.
 - Coffee Shop.
 - Another public space.



Review Sessions

Exercise 12



1. Help students create connections in class by setting aside time for them to interact with one another. Have a 5-minute discussion over class material with small groups or the full class. This could be test review, studying, going over the last class lecture or past chapter.



Get involved

Exercise 13



1. Spend five minutes and help your students search for upcoming events on campus or in the community that you they are interested in attending. It can be someone from their social circle or someone they would like to get to know more.



Relaxation Space

Exercise 14



1. Help your students identify relaxation spaces at school, whether formally set up or not. Encourage your students to spend time in these spaces to help relax and re-center.



Local Resources

Exercise 15



1. Have students partner up with someone they don't usually talk to and spend 5-10 minutes looking up resources that their school offers that may be useful. Have the class share what they've found.

Places to start could be:

- Counseling or therapy resources.
- Coworker wellness or Health.
- Sports, recreation or extracurricular activities.



Pair Up to Study

Exercise 16



1. Have the class pair up with an individual they do not know or have not talked to before and review class material for 5-10 minutes. Instruct students to have a 5-minute discussion over class material with a peer or group in the class they have not yet interacted with or paired up with before. This could be test review, studying, going over the last class lecture, past chapter or discussing new topics given by the instructor pertaining to class material.



Value Cards

Exercise 17



Values are the things that you believe are important in the way you live. They often dictate the choices that we make and how interact with the world around us.

1. Look up the value cards at:

<http://altoona.psu.edu/caps>



2. Give 5 minutes for the students to pick their top ten values from these, then give another 5 minutes to pick 5 of those and order them in their importance. Then, let students discuss their top 5 values and why.



Positive Self Talk

Exercise 18



1. Identify five positive traits about yourself and five positive traits about your academic experience.
2. Strike up a conversation with someone in your social circle where it feels natural to share the traits with them. “I have been thinking lately about the really great things about being a student here, for example...” is one way to start such a conversation.
3. Ask your peer what positive academic experiences they have had and/or what positive traits they think they have.



The Good Parts of the Week

Exercise 19



1. Identify someone from your social circle or one of your classes. Discuss five things that happened during your week and ask them what good things have happened in their week. Focus on keeping one another on a positive track by redirecting negative thoughts. For the next week, continue redirecting your negative thoughts.

Some helpful tips to help with this are:

- Start a gratitude journal.
- Change negative thought to neutral.
- Talk to someone.
- Do some deep breathing.



Student Input

Exercise 20



1. Initiate a five minute discussion of your choice. You can do this with a peer, social circle member, instructor, or ask your instructor if you can initiate this conversation with the class. You can:
 - Ask questions that you have.
 - Clarify information or ask for feedback on choosing the discussion topic.
 - If you have no topic, have a candid conversation involving those you have chosen to this activity with.



Mindful Breathing

Exercise 21



1. Follow this link:

<http://altoona.psu.edu/caps>

or set a timer for five minutes and do some deep breathing using these steps:



- Just focus on your breathing.
- Listen to the sound it makes in your head.
- Feel the breath enter through your nose or mouth, move through your body and fill your lungs.
- Each time another thought tries to take over your focus, let it come and go.

2. Consciously return your thoughts to your breath. As you practice this every day, you'll notice that your thoughts become less and less intrusive during those 5 minutes.



Mindful Movements

Exercise 22



1. Set reminders throughout the day to focus your attention on your body. Some helpful hints to take inventory of are:
 - How does your neck feel?
 - Are you holding tension in your jaw?
 - Notice how your arms hang from your shoulders.
 - How is your posture?
 - Where are your feet?
2. Set regular reminders through digital calendars or alarms to check in with yourself.



Take it Outside

Exercise 23



1. Take 5-10 minutes and go outside for mindful breathing (see card 21). Use your senses to take in sights, scents, and sounds of nature. Use the following prompt to guide you:

“As thoughts of work, family, life and to-do lists creep into your thoughts, set them on a mental shelf and return your thoughts to the plants, animals and natural creations around you.”

2. Remember that you can always go outside when you feel that you need a change of environment.



#Goals

Exercise 24



1. Write down your main academic goals, career goals, goals for a specific class, any barriers that might be in the way of those goals, and ways to overcome those barriers.

Examples may include:

- Financial barriers.
- Moved away from home.
- Cultural factors.
- Learning Challenges.



Stigma Discussions

Exercise 25



1. Write down your thoughts about stigmas and assumptions about mental health and seeking services for mental health. Try to include discussions of stigmas about the state, school environment, yourself, and physical/mental health. Now take some time to write about how mental health is similar to physical health and identify different resources available to you both on and off campus.



Peer Connections

Exercise 26



1. Identify a couple people in your classes that you will attempt to connect with. Share three facts about yourself: something personal, something professional and something peculiar, such as an interesting hobby or habit. You don't have to share anything too private; your personal fact could be something as simple as a country you've always wanted to travel to.



“This or That”

Exercise 27



1. With a small group of friends, classmates, or family members, discuss relatively light topics about preference, such as preference of dogs or cats. If you are working with classmates, you could tie this back to course material and preferences. This is a good way to spur conversation and make connections with new people.



Get Connected

Exercise 28



1. It is important to stay connected to the different aspects of college life. A way to do this is to make a commitment to logging into your school on-line academic portal and check your university email at least three times a week.

Other ways you can stay connected:

- Consider following your school social media pages to help you stay up to date and connected to resources.
- Exchanging emails with classmates.
- Getting on LinkedIn.
- Starting a GroupMe or chat for one of your classes.



Relationships

Exercise 29



1. Take a couple minutes and write down important and impactful relationships in your college experience. Take 5-10 more minutes to reflect on how these relationships are helping your experience. How could they be improved?



168 Hours

Exercise 30



1. Use the 168 hours exercise to help identify your values and how to best use your time to add activities that align with those values. Include more community and school-based activities in the hours you have each week. Information and example can be found:



<http://altoona.psu.edu/caps>



Identify Stressors

Exercise 31



1. Print out the following worksheets, or a similar list of common stressors:

<http://altoona.psu.edu/caps>



2. Use these worksheets to identify stressors and how to combat them. Some common stressors include:
 - Professional stress
 - Financial stress
 - Personal stress
 - Future stress
 - Family stress
 - Environmental Stress



Belly Breathing

Exercise 32



Belly breathing is easy to do and very relaxing. Try this basic exercise anytime you need to relax or relieve stress.

1. Sit or lie flat in a comfortable position.
2. Put one hand on your belly just below your ribs and the other hand on your chest.
3. Take a deep breath in through your nose, and let your belly push your hand out, your chest should not move.
4. Breathe out through pursed lips as if you were whistling, feel the hand on your belly go in and use it to push all the air out.
5. Do this breathing 3 to 10 times; take your time with each breath.
6. Notice how you feel at the end of the exercise.



Get Moving

Exercise 33



- Physical activity is proven to help improve mood, sleep, cognition, overall health and aid in managing.
 - It is recommended to get 150 minutes a week of moderate activity, anything to get you standing and moving.
 - Exercise doesn't have to be done all at once, it can be broken up into small sessions.
1. Stand up, stretch, and do some walking in place. Write down how you will incorporate more movement into your day, such as taking the stairs, walking while you wait, and moving to music.

