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Project STEPP Transition Curriculum Materials

Module 5: Developing and Maintaining Healthy Routines			
Lesson Topic	Learning Objective(s)	Support Materials Included	Preparation
Lesson 1: Personal Wellness	The student will develop at least three personal wellness goals with specific strategies for implementation during their first year on campus.	<ul style="list-style-type: none"> • Lesson Plan/Overview • PowerPoint file with teacher notes • Student-Guided Notes • “Wellness Topic Research Guides” for Nutrition, Sleep, Stress, Recreation, and Drugs/Alcohol • PowerPoint template for wellness topic research • “My Personal Wellness Goals” worksheet 	<ul style="list-style-type: none"> • Review lesson plan and PowerPoint • Arrange for students to have access to computers with internet access • Load the PowerPoint template for wellness topic research on computers • Make copies of Student-Guided Notes • Make copies of “Wellness Topic Research Guides” • Make copies of “My Personal Goals” worksheet
Activity 1: Basic Cooking	The student will cook a nutritious meal for his/her family.	<ul style="list-style-type: none"> • Activity Plan/Overview • Power Point File with teacher notes • Student-Guided Notes 	<ul style="list-style-type: none"> • Review activity plan and PowerPoint • Make copies of Student-Guided Notes
Activity 2: Stress Management	The student will reflect on the experience of using stress management techniques.	<ul style="list-style-type: none"> • Activity Plan/Overview • PowerPoint file with teacher notes • Student-Guided Notes 	<ul style="list-style-type: none"> • Review activity plan and PowerPoint • Make copies of Student-Guided Notes
Activity 3: A “Reminder-Free” Week	The student will follow through on at least 90% of assignments, responsibilities, and appointments during a reminder-free week with no prompting from parents or teachers.	<ul style="list-style-type: none"> • Activity Plan/Overview • Power Point file with teacher notes • Student-Guided Notes 	<ul style="list-style-type: none"> • Review activity plan and PowerPoint • Make copies of Student-Guided Notes
Lesson 2: Campus Safety	The student will identify campus safety resources available to them on the college/university campuses they plan to attend and list steps they will take to stay safe.	<ul style="list-style-type: none"> • Lesson Plan/Overview • PowerPoint file with teacher notes • Student-Guided Notes • “Campus Safety Questions” worksheet and teacher key • “Campus Safety Resources” worksheet 	<ul style="list-style-type: none"> • Review lesson plan and PowerPoint • Arrange for students to have access to computers with internet access • Make copies of Student-Guided Notes • Make copies of “Campus Safety Questions” worksheet • Make copies of “Campus Safety Resources” worksheet



Objective: The student will develop at least three personal wellness goals with specific strategies for implementation for their first year on campus.

Lesson Element	Procedures	Materials
Lesson Setup & Lesson Opening	Obtain Power Point file with teacher notes and make copies of student guided notes for each student in the class. Inform students that during this lesson they need to think about personal wellness and how wellness can help with academic success.	Power Point File Module 5 Lesson 1 Student-Guided Notes
Lesson Body	<p>Teacher Input Use the PowerPoint file with detailed teacher notes on the notes pages of the slides to discuss personal wellness. Provide examples and take questions as needed during the full-group discussion.</p> <p>Guided Practice Students will work with a partner and pick one topic to research further. Options for topics to research are: Nutrition, Sleep, Stress, Recreation, or Drugs/Alcohol. A “Research Guide” with specific questions to be answered on each topic is included and each group will use the “Research Guide” specific to their topic to outline their research. Make sure that all the topics are covered. Some topics may be assigned to more than one group. The final product can vary according to teacher preference, but all students should present their findings to the class, so that the entire class grasps the significance of each topic. Final products can be submitted in note format, paper format, or have a display or PowerPoint created. A sample Power Point is included.</p>	Power Point file with teacher notes Student-Guided Notes Internet access “Research Guide” for each topic PowerPoint Template for Research Presentation
Extended Practice	Using the following personal wellness topics explored in the lesson, each students will pick three components of wellness and write one concrete goal within each area for their first semester in college. Make sure students include practical ways that they will accomplish these goals. Give each student a copy of “My Personal Wellness Goals” worksheet to guide them in this activity. After completion, students will keep their goals in their Transition Notebooks.	“My Personal Wellness Goals” Worksheet
Lesson Closing	Review the personal wellness topics and discuss the goal setting assignment with students.	
Homework	Students who did not complete the personal wellness goal setting activity should complete it for homework.	

Personal Wellness



Module 5 Lesson 1

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What is wellness?



Good physical, mental, and emotional health

Lifestyle that promotes balance through
healthful practices and attitudes

Philosophy of health as realization of full
potential instead of just avoidance of illness

To begin with, let's define wellness. The key words and phrases on the slide are pulled from various definitions of wellness.

A few definitions of **wellness**:

"The quality or state of being in good health especially as an actively sought goal" (Source: Merriam-Webster online dictionary, retrieved from <http://www.merriam-webster.com/dictionary/wellness>)

"The condition of good physical, mental, and emotional health, especially when maintained by an appropriate diet, exercise, and other lifestyle modifications." (Source: The American Heritage® Medical Dictionary © 2007, 2004 by Houghton Mifflin Company, retrieved from <http://medical-dictionary.thefreedictionary.com/wellness>)

"A dynamic state of health in which an individual progresses toward a higher level of functioning, achieving an optimum balance between internal and external environments." (Source: Mosby's Medical Dictionary, 8th edition © 2009, Elsevier, retrieved from <http://medical-dictionary.thefreedictionary.com/wellness>)

"A philosophy of life and personal hygiene that views health and not merely the absence of illness but the fullest realization of one's physical and mental potential, as achieved through positive attitudes, fitness training, a diet low in fat and high in fiber, and the avoidance of unhealthful practices (smoking, drug and alcohol abuse, overeating)." (Source: Medical Dictionary for the Health Professions and Nursing © Farlex 2012, retrieved from <http://medical-dictionary.thefreedictionary.com/wellness>)

Why is wellness an important issue for college students?

- One of the most important things you can do to ensure your **academic** success is to take good care of your **body and mind**.
- There are many components that go into keeping a person physically and mentally healthy.
- College students are often just beginning to take responsibility for many aspects of their own wellness

Now let's consider why personal wellness is an important topic to discuss. Why does wellness matter for college students?

One of a college student's primary responsibilities is to achieve academic success. That's not an easy task, and in order to function at your highest potential, you will need to take care of both your body and your mind.

Although this may initially sound fairly easy, take a moment to think about all that goes into keeping a person physically and mentally healthy. There are many components of health and wellness, and college students are only just beginning to take responsibility for ensuring that their needs in these areas are being met.

Components of Wellness

- Nutrition
- Exercise Routines
- Sleep Hygiene
- Prevention & Care of Illness/Injury
- Medication Routines
- Stress Management
- Psychological/Mental Health
- Healthful Living Space
- Social Relationships
- Recreational Activities
- Safety Precautions
- Personal Health Choices
- Spirituality

This slide contains a list of the topics that will be discussed in detail next.

Nutrition

- Identifying healthful foods
 - Whole grains
 - Lean protein
 - Fruits & vegetables
 - Dairy products
 - Healthy fats
- Finding, preparing, and eating nutritious foods
- Making healthy choices about what to eat from the options available on campus



As a high school student, it's likely that your parents look out for many of your nutritional needs simply by handling the grocery shopping, meal planning, and meal preparation. Once you arrive on campus, though, you will bear the responsibility for being able to identify what food is healthful, deciding whether to follow those recommended guidelines, and then finding, preparing, and eating those foods. If you have a meal plan on campus, this will at least remove some of the responsibility for food preparation. Although colleges all have healthful options available, it's entirely possible to select foods that don't promote wellness instead. Given the freedom to choose what to eat and when to eat it, many students struggle to establish positive habits in this area. You can lean on many resources for helping you with this, including those at your school (e.g., nutritionist, health education programs, etc.), guidance from your parents, and resources available online (e.g., food tracking apps, nutritional information, etc.).

[Teachers: You may or may not want to discuss the following information. It is available if needed. This topic may be covered in more detail by student presentations if your class completes the extended practice activity.]

Whole Grains give your brain and muscles energy. They are a good source of B-vitamins and iron. Include: rice, potatoes, pasta, and whole grain bread. Try to eat one at every meal.

Fruits and Vegetables benefit eyes, hair, and boost your immune system. They are a good source of vitamins A and C, minerals, and fiber. Try and Include: apples, broccoli, pear, carrots, squash, salad. 5-7 times per day (2 1/2 cups of veggies and 2 cups of fruit).

Milk or Dairy Products help maintain strong bones and teeth. Good source of calcium and protein. Include a serving of low fat dairy foods like milk, cheese, yogurt, cottage cheese, pudding, or frozen yogurt 3 times a day.

Foods high in Protein build muscles, fight infection, and heal wounds. Try having beans, peanut butter, fish, tofu, or eggs at 2 meals per day.

Fats and Oils keep hair and skin soft and give a feeling of fullness. Good source of dietary fat. Try to include a little fat like salad dressing, olive oil, guacamole, nuts, or seeds at each meal.

Exercise Routines

- Planning, implementing, and sticking to a regular exercise routine
- Incorporating both strength-building and endurance-building activities
- Finding time to exercise
- Staying motivated
- Avoiding injuries



It's ideal for students to build in at least 30 minutes of exercise into their daily routines. They may choose to explore exercise options such as walking, running, cycling, playing a sport, swimming, spinning, various exercise classes (e.g., Zumba, Pilates, etc.), or other options at their student recreation center. Varying the type of activity helps avoid injuries and stay motivated and interested. Students may also get help staying motivated by working out with a friend or personal trainer.



Sleep Hygiene

- Getting the right amount of sleep for your body
- Maintaining a functional sleep schedule
 - Setting and sticking to a bedtime
 - Getting up around the same time every day
 - Managing time well to avoid all-nighters
 - Knowing when to prioritize sleep over socializing
- Dealing with sleep disruptions effectively

Daily routines are altered drastically for college students in comparison to their schedules in high school. As a result, getting onto and maintaining a functional sleep schedule can be challenging. It helps to set an approximate bedtime and stick to it consistently, as well as to get up around the same time every day. Staying on top of tests and projects by preparing in advance will help you avoid all-nighters, which often have worse effects than simply not studying. Students also need to know when to say no to social engagements and prioritize catching up on sleep. It's all too easy for college students to become nocturnal – sleeping during the day between classes and staying up all night. If this happens, take a weekend to reset your sleep schedule. It may be a miserable weekend, but getting back on a functional sleep schedule will be worth it in the end.

Most adults need about 8 hours of sleep each night. Sleep allows our bodies to restore and repair themselves. Sleep is particularly important for college students because lack of sleep causes decreased memory and ability to learn effectively. It can also lead to a lowered immune system, as a sleep-deprived body doesn't have enough restorative time/resources to effectively fight off germs.

Living in the dorm, you'll likely encounter sleep disruptions on a regular basis. People in the hallway making noise, your roommate coming home and turning on the overhead light at 3 am, and fire alarms are all common occurrences for college students. Although there's nothing you can do about some of these disruptions (like the fire alarm), you can be prepared for others by sleeping with earplugs or a sleep mask, running a fan or air conditioner, or choosing the bottom bunk and hanging blankets up to create a dark environment.

Prevention & Care of Illness/Injury

- Scheduling & attending routine preventive care
- Avoiding injuries and illnesses
- Properly treating minor illnesses/injuries before they become serious
- Recognizing when medical attention is needed
 - Using the student healthcare center
 - Not relying on the internet to self-diagnose
- Creating and maintaining a first-aid kit



For students who are accustomed to having their health looked after by their parents, this area can be a new experience. In addition to taking on the responsibility for tending to routine preventive care appointments (e.g., dentist, eye doctor, yearly physical), students need to be able to avoid illnesses and injuries by making smart health decisions (e.g., wash your hands, brush your teeth, don't eat raw meat, don't jump off the roof, etc.) and then treat minor health issues and identify if an issue becomes serious enough to get medical attention. If medical attention is needed, students need to know which resources to access and not rely solely on the internet or the advice of non-medical-professionals to self-diagnose. College students are often fortunate to have medical care and facilities available right on campus at low cost. Many of these health centers offer both routine and acute care in addition to pharmacy services. Finally, students need to be sure to bring a first-aid kit to campus and keep it stocked with things like bandages, antibiotic ointment, over-the-counter pain relief, cold, and flu medications, etc.



Medication Routines



- Consistently remembering daily medications
 - Setting an alarm or writing a reminder
 - Creating a routine (e.g., placing pill bottle on top of keys every night)
- Refilling medications before running out
- Coping with side effects
- Consulting with medical professionals as needed

For students who have daily medications they take, there are additional healthcare responsibilities to be tended to. In addition to remembering to take the medication every day, students need to get the prescription refilled before it runs out. Some students may find it helpful to set an alarm or write a reminder note in a visible location. Others may prefer to create a habit/routine, such as leaving the pill bottle on top of their keys every night so they can't leave their dorm room without encountering the bottle as a reminder to take the pill. For refilling medications, students may want to enter the date when a refill will be needed (e.g., 30 days in the future) on their planner/calendar as soon as they pick up the current prescription.

For medications that have side effects, students need to know what to expect, when to be concerned, who to contact if side effects become problematic, and how to ameliorate the side effects. Some medications may benefit from being taken at specific times or with/without specific foods. If your parents know this information but you don't, ask them before you leave for college.

Finally, students need to know when to consult with medical professionals regarding their medications and how to do so if needed.

Stress Management

- Accepting that some stress is inevitable in college and knowing that it can be coped with
- Finding and implementing effective, positive strategies to deal with everyday concerns
 - “Stress Busters”
 - Deep breathing exercises (such as [this one](#))
- Avoiding negative or destructive behaviors



Stress management is covered in much more detail in Module 5 Activity 2.

It's important for students to realize that they will experience stress in college. Being stressed doesn't mean that you're not being a successful college student – in fact, even the most successful college students experience stress. As long as you know that you can cope with stress and even use it to your advantage sometimes, you can deal with it successfully. As a college student, you will need to find and implement positive stress management strategies. Later on, we'll do an activity that explores different types of stress busters that will help you cope with stress. In the meantime, one of the easiest coping strategies is deep breathing exercises. These exercises affect your whole body and are a good way to relax, reduce tension, and relieve stress. They also have the benefit of being able to do them anywhere and anytime. For practice, you can try this activity: <http://www.webmd.com/balance/video/farrell-relaxation-breathing>

Finally, it's crucial to avoid relieving stress with negative or destructive behaviors such as drinking or drug use, aggression toward people, animals, or property, emotional eating, or other negative behavior patterns.

Psychological/Mental Health

- Recognizing when stress or other psychological concerns have surpassed the level at which you can deal with them independently
- Maintaining psychological well-being through counseling, therapy, and/or medication as needed
- Seeking assistance from professionals/others when needed



Regardless of whether it's simply stress or a more serious mental health challenge (e.g., depression, anxiety, substance abuse, bipolar, adjustment problems, etc.), it's important for you to be able to recognize when the situation requires professional help. In college, you will have less direct interaction with the people who know you best and know what to look for as "warning signs" that you've exhausted your coping resources. As a result, you'll need to be able to figure these things out more independently and seek out the resources when you need them.

Most college campuses are well-equipped to deal with the psychological and mental health issues most commonly affecting college students and may offer options for counseling, therapy, medication, support groups, education, skills training, and more. Keep in mind also that college counseling centers are not only for those with the most severe issues. They routinely work with students facing more minor challenges who just need some support to get through the situation. Some students also assume that there must be a stigma associated with using these resources – for example, that they're for "crazy people." Again, this could not be further from the truth. Don't hesitate to take advantage of these resources for fear that others will think differently of you – you may be surprised to find out that many of those whose opinions you're questioning have used similar services themselves.

Healthful Living Space

- Maintaining a living space that's conducive to good physical and mental health
- Communicating and compromising with roommates on acceptable levels of cleanliness and clutter
- Effectively sharing a living space in a psychologically healthy manner



Part of living independently is keeping your living space in a state that enhances – rather than undermines – your physical and mental health.

With all the other things on your mind as a college student, it's easy for cleaning to become an afterthought. Suddenly one stack of papers becomes five, one cereal bowl becomes ten, and the room is a disaster. It is much easier to pick up after yourself for a few minutes on a daily basis and keep things clean than to let it build up and have to spend an hour or more cleaning. Tasks that can be quickly accomplished on a daily or weekly basis include:

- De-cluttering - putting clothing away, putting books and notebooks on a shelf or in your bookbag, putting items inside of the storage bin/closet/dresser/desk where they belong, etc.
- Laundry – keeping dirty laundry in a hamper or laundry bag, washing clothes regularly, putting clean laundry away
- Washing dishes immediately after using them and putting them away
- Keeping surfaces (floor, furniture, etc.) clear of dirt, dust, and debris by occasionally sweeping/vacuuming, dusting, or just picking up things that have been spilled.

Although a dorm room doesn't necessarily need to be spotless enough to be featured in a college brochure, at a certain point you can start to feel the negative effects of clutter or uncleanliness. If your room is actually *dirty* (e.g., used dishes, spoiled food, spills, lots of dust, etc.) then it can eventually become a physical health hazard. However if it's just cluttered or messy (e.g., piles of papers, books, clothes, other items strewn around, etc.) then it's more likely to have an effect on your mental or psychological state. It can add to your stress level by feeling overwhelming to clean everything, and it can make it harder to locate items you need. Although it sounds clichéd, for many people an organized living space makes it easier for your mental state to be more organized as well.

Living space issues are also tied into roommate issues. The state of your room may be directly related to the state of your roommate relationship, and you may need to work on communicating and compromising with your roommate if you have different ideas about the ideal level of cleanliness/clutter. In addition, sharing a small space with another person during a time of many adjustments (i.e., the first year of college) can be a challenging new task. Developing the ability to share close quarters in a way that is healthy for both you and your roommate is an important aspect of independent living that most first-year students haven't encountered before.

Social Relationships

- Establishing and maintaining healthy and fulfilling relationships with others
- Interacting with a diverse range of people
- Making new friends while staying in touch with old friends
- Establishing a network of social and professional connections
- Adjusting to changes in family relationships and friendships



Developing and maintaining strong and healthy social relationships with others is an important component of personal wellness. Although more college students err on the side of focusing too much on socialization and not enough on academics, it is possible to err in the opposite direction and focus entirely on academics to the exclusion of building a healthy social life. Both of these extremes are problematic, and you'll need to find a balance in college that allows your main priority to be academic success while still allowing time for connecting with others.

College presents excellent opportunities for meeting a diverse range of people and making new friends. For many people, some of their most important life relationships begin in college – if you ask around to people who have been out of college for at least a few years, you'll probably encounter many who say that they met a close friend, their spouse, someone in their professional network, or another key figure in their life during college. These connections include both personal and professional ones.

In addition to making new contacts, part of healthy social relationships in college includes adjusting to changes in family relationships and friendships. With changing roles and distance, it can be challenging for you and your family members to redefine your relationships. Similar changes happen in friendships, regardless of whether you're dealing with being far away from close friends or navigating changing relationships with high school friends who are at the same college as you.



Recreational Activities



- Seeking out and participating in positive, enjoyable recreational activities
- Continuing to engage in current hobbies/interests
- Exploring new activities
- Balancing leisure time with academic and other responsibilities



Your college will likely have an extremely wide range of recreational activities to choose from, not to mention recreation and leisure activities available in the surrounding community. Taking advantage of these opportunities to try out new things while continuing to participate in tried-and-true hobbies and interests will help you become well-rounded in your extracurricular life. Of course managing your time and prioritizing your responsibilities also come into play here, and it's important to strike a balance that allows for recreation in addition to responsibilities.

Safety Precautions



- Developing and using “street smarts”
- Protecting yourself from harm by taking precautions while out in public, in the dorm, driving, etc.
 - Walk with a buddy or in well-lit/populated areas, be aware of your surroundings, etc.
 - Lock your door, protect your valuables, etc.
 - Wear a seatbelt, don’t speed, don’t drink and drive, etc.
- Avoiding dangerous or compromising situations

More detailed information on safety issues can be found in Module 5 Lesson 2 (Campus Safety).

Personal Health Choices

- Becoming educated about personal health issues such as tobacco, alcohol, drugs, sexual activity, etc.
- Making positive and healthful decisions about personal health issues
 - Practicing safe sex or abstaining
 - Abstaining from illegal drugs
 - Using prescribed drugs responsibly
 - Drinking responsibly and/or abstaining from alcohol
 - Abstaining from or quitting tobacco products
- Resisting peer pressure and making decisions based on your own convictions



As a college student, you will have the freedom to make more choices that directly impact your health and wellness than ever before. Be sure to become educated about the issues that you'll likely face so that you can make informed, positive, and healthful decisions when the time comes. Being strong in your convictions and knowing that you've made smart, educated decisions that are right for you and your health will help you resist peer pressure.

Spirituality

- Fulfilling spiritual/religious needs if applicable
- Seeking out spiritual guidance as needed
- Connecting with others of similar faith
- Exploring your current faith or a different one



Although this will not necessarily apply to every student, religion or spirituality can be a source of comfort and strength and an aspect of wellness. College students may need to seek out ways to fulfill their needs in this area for the first time and may have to try out various resources on campus or in the local community before finding the right fit. College campuses often have many religious-affiliated organizations and connections to local houses of worship. You may be able to seek guidance and mentoring on campus or off campus, as well as connecting with others of a similar faith. You may also choose to further explore your own faith or seek out one different from how you were raised.

Types of Wellness Resources

Colleges often provide the following types of resources to help students maintain their health and wellness while enrolled

- Healthcare/medical center
- Counseling center
- Exercise facilities
- Recreation facilities & recreational activities
- Police/public safety officers
- Educational programs on health issues
- Student organizations (including social, athletic, recreational, support, spiritual/religious, etc.)
- Dining halls and other on-campus eateries

Personal wellness resources are available at our fingertips. Diet and exercise routines are available online instantly. You can download apps to help track your nutrition information and physical activity, as well as your moods and medications. Websites offer assistance with diagnosing illnesses and injuries, and self-help books, tv shows, and internet resources are prevalent. These are just a few examples of the many wellness resources that people have access to.

As a college student, it can be even easier to access wellness resources. Campus recreation facilities offer personal training, exercise classes, and nutrition guidelines. Health centers care for your body while counseling centers care for your mind. There are many opportunities for socialization, entertainment, recreation, and involvement available. Campus police help keep you safe and street-smart. And your nutritional needs can be met by the many eateries on campus. Although the specific wellness resources offered will differ from campus to campus, these are some of the common types of resources you can expect to find at your college.

Taking Charge of Your Wellness

Seeing this list of wellness topics, ask yourself:
How many of those items are either fully or partially taken care of for you right now?

Think beyond the basics as you explore this idea...

Basic	In-Depth
My parents grocery shop and cook dinner.	My parents create nutritionally-balanced meals.
I get exercise by playing soccer.	My soccer coach schedules regular practices and designs safe, balanced workouts to build both strength and endurance.
My parents take me to the doctor when I'm sick.	When I'm sick, my parents determine whether I just have a minor illness or need to go to the doctor.

As you transition to living more independently in college, one of the things you'll need to be able to do is take charge of your own wellness. You can begin by considering how many of the items we mentioned earlier are taken care of for you right now by other people in your life. There's more than meets the eye on many of these issues, and you'll need to think beyond the surface-level to get a full picture of all the wellness issues that you'll need to take on as you become an adult. Several examples of basic v. in-depth views are provided here.



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Wellness Topic Research Guide: Nutrition

What are the current nutritional guidelines and why is each section of the food pyramid important? Include at least three benefits of each category in the food pyramid.

What are the current nutritional guidelines?

Why is it important to follow the food pyramid? List at least five concrete reasons.

What are the categories in the food pyramid? List at least three benefits of eating foods from each of these categories.

What happens when people do not follow nutritional guidelines?

List websites you used to find this information.

Wellness Topic Research Guide: Sleep

Why is sleep important and what are the effects of not getting enough? Include practical ways to get enough sleep each night.

What happens when you sleep at night?

What are the different stages of sleep? What are the benefits of each?

What is the importance of getting enough sleep each night? What is the recommended amount for 18–22 year olds?

What are the effects of not getting enough sleep?

What are some practical ways to get enough sleep each night?

List websites you used to find this information.

Wellness Topic Research Guide: Stress

Why is stress management important and what are the dangers of living with stress on our bodies? Include specific ways to deal with stress.

What is stress?

What causes stress?

How does stress negatively affect our bodies?

Can stress be positive? How?

Why is stress management important?

What are specific stress management techniques?

List websites you used to find this information.

Wellness Topic Research Guide: Recreation

Why is participating in recreational activities important? Include specific ways to get involved on the campus you plan to attend.

What is a recreational activity?

What are some examples of recreational activities?

Why are recreational activities important? What are the benefits of participating in recreational activities?

Why is there a wide variety of recreational activities available?

When people do not participate in recreational activities, what tends to happen?

What are some opportunities available at the school you plan to attend?

List websites you used to find this information.

Wellness Topic Research Guide: Drugs and Alcohol

Why is making wise choices about drugs and alcohol important? How can they affect your body negatively? Include specific ways to avoid using them.

How are drugs and alcohol defined? What is the definition of drug/alcohol abuse?

How are drugs and alcohol used and abused on college campuses?

What are the effects of abusing drugs and alcohol?

How do they negatively affect your body?

What are specific ways to avoid drug and alcohol abuse?

List websites you used to find this information.



TITLE

Name

(Topic)

- ▣ Definition

Importance of

Positive Effects

Negative Effects

Specific Ways to ()

References

My Personal Wellness Goals

Choose three of the following personal wellness components and write a concrete goal for your first semester in college within each selected component, for a total of at least three goals. For each goal, list at least one campus resource that you can use to help you meet this goal and specific, practical steps you will need to take to accomplish the goal. Use your notes from the lecture on personal wellness in addition to information about your college's campus resources to complete this activity in the chart below

Sample goal and plan: I will plan and stick to a regular exercise program by going to the student recreational facility four times a week, taking a walk with my roommate once a week, and signing up for aerobics classes. This will help me maintain a healthy body and function at my best capacity.

Components of Personal Wellness

- Nutrition
- Exercise Routines
- Sleep Hygiene
- Medication Routines
- Stress Management
- Psychological/Mental Health
- Healthful Living Space
- Social Relationships
- Recreational Activities
- Safety Precautions
- Personal Health Choices
- Spirituality
- Prevention & Care of Illness/Injury

	Wellness Component	Description of Goal	Resources to Use & Specific Steps to Take
Goal #1			
Goal #2			
Goal #3			



Objective: The student will plan and cook a nutritious meal for his/her family.

Materials Needed

- PowerPoint with teacher notes
- Transition Notebook

Activity Description

In-Class Discussion

Use the accompanying PowerPoint with detailed teacher notes to lead a discussion about the cooking skills that students are likely to need in college.

Student Homework Assignment

Ask your parent (or whoever cooks most of the meals in your house) to guide you in selecting a nutritious meal to cook for your family. Prepare and serve the meal independently. Do not forget that cleaning up after yourself is part of cooking! Add the menu, recipes, and ingredient list(s) to your journal.

Journal Entry

Reflect on the experience of cooking your own meal. What meal did you select, and why? Was it a nutritious meal? Why or why not? What did you learn? How did taking on this responsibility impact you? What was your family's reaction to your meal? What are some other meals that you could learn to prepare before going to college?

Extension Activity

Begin a collection of recipes for inexpensive nutritious meals that can be made with limited ingredients and cooking materials.

Basic Cooking



Module 5 Activity 1

In this activity, students will learn how to cook a simple meal and will reflect on the experience.

(In-Class Discussion)

Even though many first-year college students rarely cook because they have meal plans, cooking is still an important skill to develop before they leave. Any college student who lives off-campus is likely to need to cook on a somewhat regular basis.

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Cooking 101

- Basic cooking skills
 - Understanding basic nutrition and identifying healthy meal options
 - Following simple recipes and understanding cooking instructions and terms
 - Learning about food safety and kitchen safety
- If you do not already have these skills, start hanging around the kitchen and asking questions when your family prepares meals!

Students don't need to become gourmet chefs before they go to college; generally some basic cooking skills will suffice.

Cooking Activity

- Ask your parent (or whoever cooks in your family) to help you choose a nutritious meal to cook for your family.
- Prepare and serve the meal on your own (with a little guidance as needed).
- Do not forget that cleaning up after yourself is part of cooking!
- After cooking your meal, add the menu, recipes, and ingredient list(s) to your journal.

(Student Homework Assignment)

It is likely that the students in the class will have varying levels of skill with cooking. Some may cook meals for themselves or their families on a regular basis – others may have hardly ever used a stove. This activity can be adapted for any skill level. For example, students who have more experience may not need parental guidance to get started; those with less experience may need to be walked through the entire process by their parent.

Journal Entry

Reflect on the experience of cooking your meal.

- What meal did you select and why?
- Was this a nutritious meal? Why or why not?
- What did you learn?
- How did taking on this responsibility impact you?
- What was your family's reaction to your meal?
- What are some other meals that you could learn to prepare before going to college?

Allow the students to choose the format for their journal entry:

- Typed or hand written journal
- Video journal
- Audio-recorded journal
- Comic illustration with captions
- Etc.

Extension Activity: Each student brings in a recipe that includes instructions and an ingredient list. Make a class "cook book" of inexpensive meals that use limited and nutritious ingredients.

Students can also log their time and activities in the kitchen as they work to increase their cooking skills.



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Objective: The student will describe an experience where s/he used a new stress management technique and explain the impact of that strategy on his/her feelings of anxiety.

Materials Needed

- PowerPoint with Teacher Notes
- Transition Notebook

Activity Description

In-Class Discussion (see PowerPoint for detailed teacher notes)

- What is stress and what causes it?
- Why should stress be managed?
- How can college students manage stress in a positive way?

Student Homework Assignment

Pay attention to the situations and events that trigger stress in your life. Try out at least three different stress busters over the next few weeks when you feel yourself becoming stressed. Pay attention to which ones work best for you.

Journal Entry

Reflect on the experience of stress busting in a journal entry in your transition notebook.

- What stressors did you experience recently?
- Which stress-busting techniques did you try?
- Describe how you implemented each technique and the results you achieved.
- Which technique was your favorite? Why?

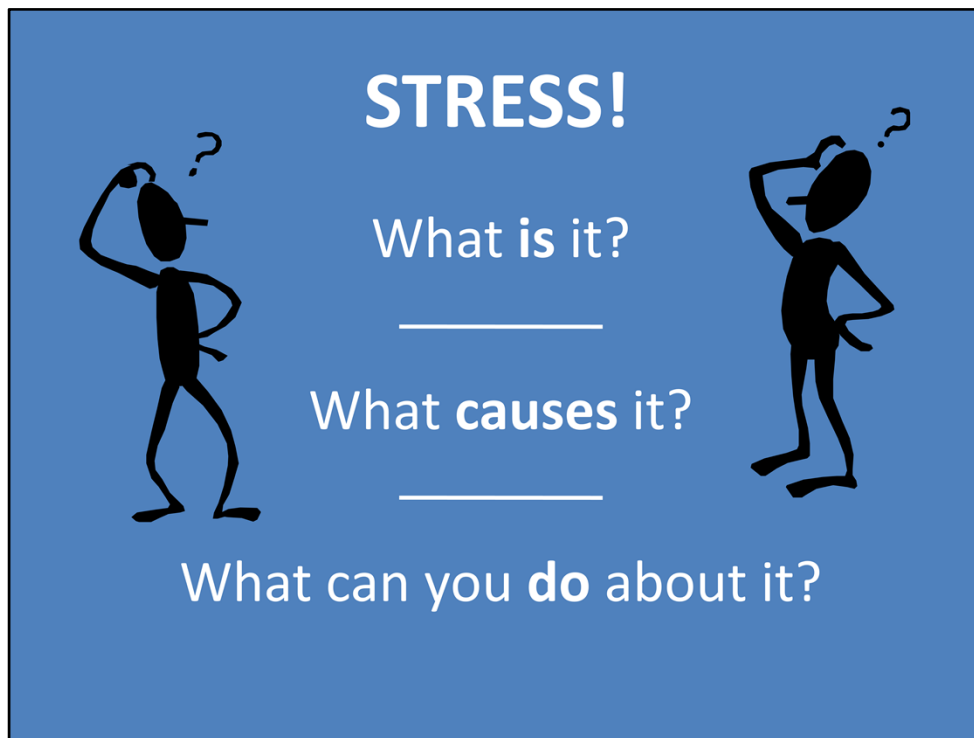
Stress Management



Module 5 Activity 2

In this activity, students will learn about some activities that can help decrease stress and will implement a few in their own lives.

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What is it?

- Stress is physical, mental, or emotional strain or tension (source: dictionary.com).
- Stress is the body's reaction to some kind of event or stimulus
- Stress is pressure, anxiety, worry, tension, apprehension, etc.
- Stress is _____. [Have students describe what they think stress is and how stress makes them feel.]

What causes it?

- *Anything* that a person perceives as a threat to their well-being...and the interpretation of what constitutes a "threat" is *very* broad. This could be anything from an angry rhinoceros charging toward you to an oral presentation that is assigned to you in public speaking class. It could be a relationship with another person, or a traffic jam. Anything that causes a person distress can be a stressor.
- [Have students name some of the things that cause them stress.]

What can you do about it?

- You can stress-bust! See the following slides for ideas on possible stress-busters.
- [You may want to have students suggest some possible ways to deal with stress before continuing to the next slides.]

Why Do We Need Stress Busters?

- Strive to achieve a balance between too much stress and not enough stress.
- Too much stress interferes with memory, concentration, and learning.
- Stress can cause physical symptoms like headaches, stomachaches, and sleeplessness, in addition to more serious health problems.

Stress is not *all* bad. Some stress is necessary to survive and to be motivated. For example, if a teacher assigns a test, you're not very likely to study if you're not at least a *little* stressed about it. But if you're *too* stressed, you won't be able to learn as effectively, which will hurt your performance even though you did study.

Too much stress makes it difficult to learn because your body thinks it needs to be in "survival mode" instead of "everyday mode." In survival mode, hormones and other bodily processes shut down nonessential functions and cause you to focus on only the basics needed to survive. This makes it very difficult to learn, concentrate, and remember new things that aren't directly related to your survival.

In addition, too much stress causes negative health effects. Not only does it cause short-term symptoms, but over time it can even cause long-term health problems like heart disease, high blood pressure, and strokes.

How Can You Deal With Stress?

- Learn to recognize stress and the triggers that cause it in your life.
- Reduce stress by using **positive** stress-management techniques.
- Try different techniques until you find several that work well for you.

Stress is inevitable for college students. Even the most experienced students can find college quite stressful and challenging, especially at key points in the semester such as midterms and finals. The students who fare best at those times are usually the ones who have planned ahead, manage their time well, and use positive stress-management and coping strategies. You can't completely eliminate negative stress, but you can decrease the negative physical and mental effects it has on you by learning to deal with it in more positive ways.

It is important for students to deal with stress by using **positive** stress-busting techniques. There are many ways to deal with stress, but not all of them are positive or productive. For example, some students may deal with stress by using alcohol or other drugs, by eating, by expressing emotions negatively, or through reckless behavior, just to name a few possibilities. These are the types of stress-management that students need to avoid. They may appear to help in the short-term, but they actually add to stress in the long-term.

The following slides offer several different techniques for managing stress. Not every technique will work for every person, so students need to try out several different options until they find a few that work best for them. In addition, some techniques might work better for you in certain situations, so it's great to have multiple strategies in reserve to adapt to different stressors.

Stress Busters

Exercise

- Participate in any physical activity you enjoy
- Walk, run, bike, lift weights, play sports, etc.
- Yoga & Tai Chi in particular help with feeling calm and centered



Deep Breathing

- Take a few deep, calming breaths
- Focusing on a deep-breathing exercise can clear your mind

Meditate or Pray

- Practice your faith or spirituality
- Can help put stress in perspective
- Seek out religious/spiritual guidance or support

Note: The stress-busters listed in this activity are adapted from advice given by students at East Carolina University between 2008-2012, and are mixed in with professional advice.

Exercise: Many students listed exercise as a top stress-buster. Whether you walk, run, ride a bike, lift weights, play a sport, practice yoga, or do any other physical activity, exercise has proven stress-relieving benefits. Some students even multitask by listening to an audio-textbook while working out.

Breathe: Deep breathing exercises can help calm you, clear your mind, and restore your focus. You can search for guided deep-breathing exercises online or just breathe in through your nose and out through your mouth slowly about 10 times for a quick calming activity.

Meditate or pray: Practicing your faith or spirituality, if applicable, can help put stress in perspective. Participating in a religious organization on campus, attending services at a local house of worship, and seeking out a spiritual mentor are all available options college students.

Stress Busters

Express your Creativity

- Use your creative talents to express yourself
- Write, draw, sing, dance, etc.

Listen to Music

- Use music as a tool to focus and de-stress
- Choose music that makes you feel good – whether it's upbeat or soothing
- Create a “stress buster” playlist



Laugh

- Laughter is often the best medicine
- Find something humorous and take the time to enjoy it

Express your creativity: Unleashing your creative side by writing, drawing, singing, dancing, or any other creative talents can be a great way to release stress. You may even find it cathartic to write down what's bothering you, crumple up the paper, and throw it away.

Listen to music: Lots of students carry an iPod everywhere they go and use music as a tool to focus and de-stress. Find out what types of music relieve your stress best; for example, some people prefer to be soothed by classical tunes, while others like to work out aggression with heavy metal. You can even create a “stress buster” playlist so you don't have to hunt down the songs that help you when you need them most.

Laugh: Since laughter is a great cure for stress, find something that makes you laugh out loud and cut loose. This could be anything from a funny movie or stand-up comedy to something that tickles your funnybone for no apparent reason. As long as you're laughing, you're de-stressing.

Stress Busters

Talk It Out

- Reach out to a friend, family member, mentor, or teacher
- Confide in someone you trust
- Ask for advice or support

Socialize

- Spend time with people you care about
- Even if you don't talk about what's bothering you, socializing can reduce stress

Play

- Spend time on a hobby, interest, or activity you enjoy
- Let your "inner child" out to have fun
- Take advantage of events and activities on campus and locally



Talk it out: Talking about what's stressing you out can almost always help you feel better, and may even lead to a new perspective or solution to your stressful situation. College students recommend reaching out to a trusted friend, family member, mentor, or teacher. Sometimes just having human contact with a friendly face can help, either in person, over the phone, by text, via Skype or Facetime, or even through a social networking site like Facebook.

Socialize: Even if you don't feel like talking about what's bothering you, sometimes just spending time with the people you care about reduces your stress. Hang out with friends, go out to eat together, or participate in a group activity or outing.

Play:

Spend time on a hobby or interest: Chances are good that there are at least one or two leisure activities you enjoy. Some of the activities our students mentioned as helping them to de-stress include cooking, driving, dancing, hunting, watching TV, dirt-biking, bowling, mudding, watching movies, four-wheeling, and video gaming

Let your inner child out for awhile: One of the great things about college is that you can build recess into your schedule again! Take a break to do something fun – most campuses have great options for recreation activities. Some students recommend playing video games or board games as a great stress-buster.

Stress Busters



Take a Break

- Give yourself a few minutes of “alone time” to recharge
- Returning to the task at hand will be easier after a short break
- Try taking a brief power-nap to renew your energy

Think Positively

- Find a different perspective or the cloud’s “silver lining”
- Repeat positive affirmations

Visualization

- Visualize something you find relaxing and calming
- Bring your mental imagery to mind when you feel stressed
- Recall positive memories

Take a break: When those overwhelming moments hit, sometimes students just need a breather. Some recommend taking a walk around campus for some fresh air, a snack break, a hot shower, or just a few minutes of alone time to chill. Once you’ve relaxed a bit, coming back to the task at hand will be easier. Some students vouch for the power of a nap to snooze the stress away. As long as you’re not sleeping too much or missing out on daily activities, a brief power nap can be a useful way to recharge and approach a stressful day with renewed energy.

Think positively: Sometimes looking at a situation from a different angle or finding the cloud’s “silver lining” can help you cope. Repeating positive affirmations can also remind you to believe in yourself. Some of the self-talk that works for our students: “I’m here to learn and just do my best.” “I know I can do it.”

Use visualization/mental imagery: Imagine a scene that you find relaxing and calming. Practice picturing that scene until you can easily bring it to mind and “see” all of the details. The bring that mental imagery to mind when you feel stressed in order to harness the calming effect it has. Positive personal memories also have a strong effect and can help to improve your mood and stress level when you’re tense.

Stress-Busting Activity

- Notice which situations and events trigger stress for you.
- Try out at least three different stress busters over the next few weeks when you feel yourself becoming stressed.
- Pay attention to which ones work best for you.

(Student Homework Assignment)

Make sure that students understand that they should try out the stress-busting techniques separately – not all in response to the same stressor. Otherwise, they won't really know which one helped them most. However, if they want to, they can combine some of them to create an even more effective stress-buster. (For example, listening to music while doing yoga; or deep breathing while taking a break).

If students want to try other techniques not mentioned here, they can also come up with their own. However, please note that although there are many, many possible ways to decrease stress, this activity focuses on positive techniques. Thus, for the purposes of this activity, students who want to come up with their own ideas must adhere to the ideas from slide 4 (How Can You Deal With Stress?) and avoid techniques with negative long-term effects (i.e., no driving fast, yelling at people, property destruction, drinking/drug use, etc.).

Journal Entry

Reflect on the experience of stress-busting.

- What stressors did you experience recently?
- Which stress-busting techniques did you try?
- Describe how you implemented each technique and the results you achieved.
- Which technique was your favorite? Why?

Students should complete this journal entry and add it to their transition notebook.



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Objective: The student will follow through on at least 90% of assignments, responsibilities, and appointments during a reminder-free week with no prompting from parents or teachers.

Materials Needed

- PowerPoint file with teacher notes
- Transition Notebook
- Materials for preferred reminder systems (e.g., sticky notes, calendar, planner, PDA, alarm, etc.)

Activity Description

In-Class Discussion (see PowerPoint for detailed notes)

- Many high school students still rely on reminders from others to keep up with their schedules and assignments, both in and out of school.
- High school is an excellent time for students to begin taking responsibility for keeping up with their own reminders.
- To jump-start this process, as well as raise awareness of how many reminders students receive on a daily basis, this activity requires students to eschew reminders from others for one week and take complete responsibility for their own schedules, activities, and assignments.

Student Homework Assignment

- Tell your key “reminders” that this week you are on your own. Develop a system (e.g., planner) for keeping track of all your commitments and assignments and use it all week for both school and non-school reminders. Use any combination of techniques you prefer to find out what works best for you.
- At the end of each day, check off items that were accomplished that day as scheduled.

Journal Entry

Reflect on the experience of your “reminder-free week” in a journal entry in your transition notebook.

- What were some of the activities, events, and assignments you had to remember on your own this week? Who usually reminds you of these?
- What strategies and methods did you use to remind yourself of your commitments?
- Which methods worked best for you, and which were less helpful? Why?
- How can you use this experience to help you as you prepare to live more independently in college?
- Include a copy of your plan for the week (with check-off notes) with the journal entry.

A “Reminder-Free” Week



Module 5 Activity 3

Students should be sure to understand that calling this week “reminder-free” refers to reminders from ***other people***. Each student will be setting up their own reminder system to stay on top of their responsibilities for that week.

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What do you need reminders for?

- Homework assignments
- Upcoming tests
- Paper due dates
- Sports practice
- Permission forms
- Extracurricular activity meetings and events
- Taking daily medication
- Taking care of pets
- Club meetings
- Application deadlines
- Medication refills
- Work schedule
- Special events
- Other



On the first click, this slide will pop up with only the question visible. The next click will make the left column visible, and the third will make the right column visible.

[If your class completed the “Creating a Long-Term Planning Calendar” activity (Module 2 Activity 2) already, this slide should look familiar.] Think back to when we discussed creating your long-term calendar and all the things we talked about needing reminders for, which you learned to put in your calendar.

[If your class did not yet complete the “Creating a Long-Term Planning Calendar” activity (Module 2 Activity 2)...]

Have students brainstorm the types of things that they may need reminders for. Encourage them to consider all the different activities, assignments, and events that students need to be reminded to attend, to work on, to complete, to turn in, etc.

A few possible answers are listed here.

Each person needs a different level of support in remembering these types of things. Most high school students have begun to take on the responsibility for remembering some of these on their own and may be able to keep up with their assignments and responsibilities without written reminders. However because of the increased demands and workload, along with the lack of supervision in college, having a backup reminder system (like a planner/calendar) is extremely important. “I don’t need to write it down; I’ll remember” is often the precursor to a college student missing a meeting, missing a deadline, or forgetting to turn in an assignment. Even though you may not need to be reminded on all of these, it’s good to have a backup, especially for really important things.

Who reminds you?

- Parents
- Teachers
- Friends
- Siblings
- Classmates
- Other relatives
- Guidance counselors



- Mentors
- Coaches
- Advisors
- Teammates
- Club Sponsors
- Other

On the first click, this slide will pop up with only the question visible. The next click will make the left column visible, and the third will make the right column visible.

Have students brainstorm and discuss the people in each student's life who provide cues to remember the things that were mentioned on the previous slide.

Some possibilities are given here.

How can you remind yourself?

- Long-term calendar
- Sticky notes
- Day planner
- Alarm clock
- Cell phone
- Notepad
- Email
- iPad/tablet apps



- Digital audio recorder
- Online calendar
- Electronic organizer (PDA)
- Write on your hand 😊
- Other

On the first click, this slide will pop up with only the question visible. The next click will make the left column visible, and the third will make the right column visible.

As a class, discuss different methods for staying on top of all the things that students need to remember. The key for this discussion is that all the methods should be things that the student him/herself can do without needing to have someone else provide the cue.

Some possibilities are listed here.

[If your class did the long-term calendar activity, they may have already integrated several of these possibilities into their lives.]

“Reminder-Free” Week Activity

- For one week, you are to take sole responsibility for your own reminders, both in school and outside of school.
- Tell the key people in your life to avoid reminding you of your commitments this week.
- Use any of the methods we discussed to keep track of your responsibilities. Try several techniques until you find what works best for you.
- Take note, on your planning system, of what activities you accomplished as planned each day. If something was not accomplished, relocate it to another day’s plan.

Explain the guidelines for this activity to the class. Emphasize the importance of setting up their reminders ahead of time and enlisting their families, friends, teachers, etc. to help them practice by not reminding them of their commitments. Just like with the long-term planning calendar, the specific method they use is much less important than the fact that they use it consistently. If they can show that their methods are effective, then their system can be considered successful.

Journal Entry

Reflect on the experience of your “reminder-free” week.

- What were some of the activities, events, and assignments you had to remember on your own this week? Who usually reminds you of these?
- What strategies and methods did you use to remind yourself of your commitments?
- Which methods worked best for you? Which were less helpful? Why?
- How will this experience help you as you prepare to live more independently in college?
- Include a copy of your plan for the week (with check-off notes) with the journal entry.



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Objective: The student will identify campus safety resources available on the college/university campus that s/he plans to attend and list steps s/he will take to stay safe.

Lesson Element	Procedures	Materials
Lesson Setup & Lesson Opening	<p>Obtain PowerPoint file with teacher notes and make copies of Student-Guided Notes for each student in the class.</p> <p>Inform students that during this lesson they need to think about campus safety and practicing smart decisions when living away from home.</p>	<p>Power Point File Module 5 Lesson 2</p> <p>Student-Guided Notes</p>
Lesson Body	<p>Teacher Input Use the PowerPoint file with teacher notes to discuss campus safety. More detailed information is provided on the notes pages in the PowerPoint file.</p> <p>Guided Practice Group students into pairs and distribute the “Campus Safety Questions” Worksheet to each pair of students. They will work together to answer the questions. When they are finished, discuss the questions as a class.</p>	<p>PowerPoint file with teacher notes</p> <p>Student-Guided Notes</p> <p>“Campus Safety Questions” Worksheet & Teacher Key</p>
Extended Practice	<p>Students will access the website for the college they are planning to attend. They will look up that campus’s safety resources and record the details listed on the “Campus Safety Resources” Worksheet.</p> <p><i>Optional: Teachers may have students use the notes from their online research to complete a short paper on the campus security resources available at the college/university they plan to attend.</i></p>	<p>Internet access</p> <p>“Campus Safety Resources” Worksheet</p>
Lesson Closing	<p>Students will share the information they found about safety resources at their intended college with the class.</p>	
Homework	<p>Talk with parents about some fears or concerns you may have about moving away from home and staying safe on a college campus.</p>	

Campus Safety



Module 5 Lesson 2

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Campus Safety Resources

College campuses provide many types of safety resources to protect students.

- Police/Public Safety officers
- Campus patrols
- Security cameras
- Emergency alert systems
- Emergency “blue light” call boxes
- After-hours transportation or escorts
- Safety and lockdown plans for critical situations
- Self-defense training and safety education



The specific safety precautions you need to take and the safety procedures you need to follow will differ depending on what your college campus is like. However, most campuses share some significant commonalities in their safety resources and the tips that will keep you safe.

College campuses generally have a wide variety of safety resources designed to protect the people on campus, prevent crime, and handle emergencies. Some of those resources are listed here.

- Most campuses have a dedicated police or public safety force. At some campuses, these are sworn police officers with the same duties, rights, and responsibilities as the local police force. The campus police generally handle any matters arising in their jurisdiction (on campus), whether it's a speeding ticket, an underage drinking violation, a felony crime like rape, or anything in between. They also often do educational and outreach programs.
- Campus patrols may be conducted by the police/public safety force, but there also may be a volunteer student safety patrol organization.
- Many campuses have security cameras both inside buildings and outside on campus.
- Emergency alert systems may include multiple ways of notifying students, faculty, staff, and the community in emergency or urgent situations. This could include some/all of the following components: a campus siren/loudspeaker; an email alert; a text-message or phone call alert; public-address system announcements in buildings; and more. These alerts could be activated for anything from a tornado warning to an armed gunman.
- Many college campuses have strategically-located emergency “blue light” call boxes, cleverly named after the blue lights on top of them. These call boxes are designed to immediately patch the person activating them through to the campus police at the touch of a single button.
- Transportation or safety escorts are often available after dark.
- Each campus has a number of different emergency plans in place that go into effect in the event of specific critical situations. These plans often tie into the emergency alert system to let students, faculty, staff, and visitors know what to do while the police and first responders stabilize the situation.
- As part of their mission to prevent crime, many campuses also offer various safety education training, programs, and events for students, faculty, and staff. These may include things like self-defense training, alcohol/drug awareness, sexual assault awareness, registration/identification of valuables (e.g., engraving identifying number on your laptop in case it's stolen), and personal safety seminars.

Campus Safety Tips



Even with all the safety resources a campus may provide, it is critical for students to exercise caution and practice smart safety habits. Many students quickly come to feel at-home and safe on campus, and in fact, most college campuses are relatively safe places to be. However, falling into a false sense of invulnerability makes you a potential target. Keeping the following tips in mind when you're on campus will help make your campus experience safer. In addition, these tips work best when they are used in conjunction with each other.

List of the categories of tips we will be discussing in this lesson:

- Lock your doors and valuables
- Use the buddy system
- Travel safely on campus
- Use the emergency "blue lights"
- Carry your cell phone
- Make smart decisions

Lock your Doors and Valuables

- Always lock your doors
 - Dorm rooms
 - Entry doors to residence halls
 - Car doors
- Protect your valuables
 - Get a bike lock and use it consistently
 - Do not bring unnecessary valuables to campus
 - Don't carry around anything you can't afford to lose
 - Store valuables in a lockbox
 - Insure your valuables



One of the most important tips for personal safety on campus is to always lock up.

This includes your doors, first and foremost.

- The door to your room or suite should be kept locked, and your campus living department may even have a rule or guideline about keeping doors closed and locked.
- This also applies to the main entry door to your residence hall. Many residence halls have electronic access cards or fobs that are set to only allow residents to open the main doors. In these cases, the doors automatically lock behind you. However be aware of whether the door locks immediately upon closing or whether the lock takes another few seconds to engage. There's a practice called "tailgating" or "piggybacking" in which people who don't belong in a building wait for a person with a key to enter and then follow them in before the door locks to gain access to the building. Tailgating can be an awkward situation because the social pressure to be polite and hold the door open for someone coming in behind you is significant. However, this is one situation where it is absolutely appropriate to let safety override manners. Unless you are 100% certain that the person trying to tailgate is a permanent resident of the building, do not let them in! A little social awkwardness could be the difference in deterring a crime.
- Finally, be sure to lock your car doors as soon as you get into your car and keep them locked unless someone is getting in or out. If you have a car that automatically locks the doors when you shift out of park or reach a certain speed, don't rely solely on that system. Get in the habit of locking the door as soon as you close it.

The other category of things to lock up is your valuables.

- If you're taking a bike to campus, the first thing you need is a good lock. Find out what kind of lock the campus police department recommends and get that type. Then find out the most effective way to use it and get in the habit of consistently locking your bike up that way. It may take an extra minute to lock your bike up the right way, but with how common bike theft is on campuses, it's well worth that

time.

- When it comes to other valuable items, think long and hard about whether you really need to bring them to campus. Obviously there are some expensive items that have to come with you, such as your laptop, cell phone, etc. However consider whether you can do without some of the other items you're planning to bring. Good examples include jewelry, cameras, game consoles, other electronics, musical or sports equipment, etc. If you have a less valuable alternative, bring that instead. (e.g., leave your "prized possession" guitar at home and bring your old "practice" guitar with you.)
- A corollary to the previous rule is that if you do bring something to campus, don't carry it around with you unless you can afford to lose it. For example, if you're an avid photographer and have a really nice camera, leave it locked up in your dorm room unless you're actively using it. This also includes things like cash, personal documents (birth certificate, social security card, etc.), and credit cards/debit cards. If it's locked up, it's harder to lose! Plus, carrying much cash around makes you a potential target.
- Finally, for the valuables that you bring to campus, make sure you have a lockbox in your room. You can find relatively inexpensive, locking, fireproof boxes or miniature safes that are small enough to store in your room but large enough to hold your valuables. More importantly, they're heavy enough to be inconvenient for a thief to grab them and run, not to mention conspicuous to see being carried across campus. Alternatives to the lockbox/mini-safe are a locking trunk/footlocker or at least a small locking file cabinet.
- Finally, have your parents help you find out whether the items you bring to campus are still covered by their homeowner's insurance or renter's insurance. Policies differ in whether items stored outside of the home are covered, and you may want to look into purchasing a separate renter's insurance policy if you have anything really valuable that won't be covered by your parents' policy while you're at school. These policies usually are inexpensive, easy to set up, and provide peace of mind in case anything does go missing.

Use the Buddy System

- Never walk anywhere alone after dark
- Larger groups (three or more people) are the safest way to travel on campus
- Develop a buddy system with a few friends
- Make it a habit to tell someone...
 - Where you're going
 - Who you will be with
 - When you plan to return



Another crucially important way to keep yourself safe on campus is to use the buddy system anytime you're walking somewhere after dark. The more people you can have in your group, the better. Don't be shy about developing a buddy system with a group of friends and acquaintances. If you all look out for each other, there will always be someone to accompany you when you need to run an errand or park your car after dark, because they know you'll be there for them when the roles are reversed. This is one situation where it pays to be persistent in seeking out a buddy, since it could very well make a difference in deterring a crime.

When students go to college, their new independence can be very liberating. They don't have to tell their parents where they are going or check in with anyone anymore. However, as a new college student, it is critical for you to understand the importance of letting someone know where you are going, who you are going with, and when you plan to return. Your roommate is a great person to share this information with. If you set up a system at the beginning of the year where you each keep the other posted on your whereabouts, you know you'll always have someone who knows to look for you if you don't turn up when expected. You don't even have to be overly specific, as long as someone has a general idea of where you are in case something does happen.

Travel Safely on Campus

- Be observant. Pay attention to your surroundings at all times – even in broad daylight
- Keep the volume on headphones low enough to hear what's going on around you
- Walk with confidence and awareness
- Plan your route before you leave
- Stay in well-lit and populated areas after dark
- Take a personal safety class

In addition to the buddy system, here are more tips for how to travel safely on your campus.

- Be observant. Most people are oblivious to their surroundings because their minds are elsewhere. Being on a college campus can lull students into a false sense of security, but it's important to learn to pay attention to where you are and what people are doing around you. Don't assume that this only applies after dark or in certain areas. These habits should be practiced whether you're standing within sight of 3 police officers in the safest part of town in broad daylight or at 4 am in an abandoned warehouse in a high-crime neighborhood. (Although really, just don't go to any abandoned warehouses at 4am.)
- Remember that being observant happens with your ears too, not just your eyes. If you're listening to music while walking around campus, don't drown out the sounds around you. You should be able to hear your surroundings no matter where you are.
- Another aspect of safe travel is to look confident and aware of your surroundings. It's not enough to be aware...looking like you are aware is important too. Studies have shown (**see below for source) that criminals choose victims who appear unconfident and distracted. Walking with purpose, alertness, and confidence can lead to a criminal passing you over for an easier target.
- This next tip is related to walking confidently and is particularly relevant during the time period when you're still getting your bearings on campus. Until you know the campus like the back of your hand, it's all too easy to get turned around, confused, or lost while walking from one place to another. Before you leave, make sure you know where you're going and the best route to get there. Looking confused or lost or stopping to get your bearings can make you a potential target, so be sure that you look like you know where you're going, even if you're not sure.
- Of course, choosing the safest route is also part of this. After dark, it's important to choose routes that take you through well-lit areas where there are likely to be the most people around. Shortcuts can be tempting when you're in a hurry, but a longer route full of potential witnesses is likely to be much safer.
- Finally, most campuses offer a basic safety protection class that will teach self-awareness and escape skills. Taking one of these is a good idea and can provide you with additional information specific to your own campus.

**Source of information about criminals' choice of victims: Hustmyre, C. & Dixit, J. (2009). Marked for mayhem. *Psychology Today*. Retrieved from <http://www.psychologytoday.com/articles/200812/marked-mayhem>

Emergency “Blue Lights”

- Emergency call button that connects directly to the campus police
- Note the locations of these lights on your campus
- Don’t be afraid to use them
- If you don’t feel safe standing near an emergency light, press the button and keep moving toward the next one



Most campuses have emergency “blue light” call boxes strategically located throughout the campus. These lights have an emergency call button that connects directly to the campus police station along with a speaker that lets you talk to a dispatch operator. When you push the button, it alerts the dispatcher the specific location of the blue light that’s been activated, and on many campuses, the nearest police officer is immediately notified and dispatched to that location. At the same time, you can speak to the operator through the speaker.

Virtually every campus tour, orientation session, and other introductory event mentions these call boxes, so pay attention when they’re pointed out so you know what they look like on your campus. As you get acquainted with campus, note where the lights are located so you’ll have a basic mental map of them in case you ever need help.

Although the lights should not be abused, it’s important to know that they’ve been installed specifically for the purpose of helping students. You shouldn’t hesitate to use them anytime you need assistance from campus police. Students sometimes assume that they must be reserved only for the most dire of emergencies. However, you can and should use these lights for any type of emergency or urgent situation when you need campus police involved.

One more thing to keep in mind is that if you feel unsafe stopping at a blue light to wait for the police to arrive – for example, if you believe that you’re being followed – then you can simply press the button on the blue light and keep walking. These call boxes are often located fairly close to each other, so you can continue on to the next one and press that button as you walk by as well. The police will use the order in which you activate the call boxes to figure out where you’re headed and catch up with you.

(The photo on this slide is of an emergency “blue light” call box on the campus of East Carolina University. Photo credit: Emily Johnson)

Carry Your Cell Phone

- Always carry your cell phone
- Develop a habit of charging it regularly
- Save emergency phone numbers in your contacts and designate an ICE contact
- Don't count on having access to your phone or contacts in an emergency; carry a small card listing important phone numbers



A very basic safety measure is to always make sure you have your cell phone with you. For most students, remembering their cell phone isn't the problem – remembering to keep the battery charged is. To ensure it's charged when you need it, get into a habit of plugging it in at a specific time every day, like before you go to bed at night. You may also want to consider keeping a spare charger with a car adapter in your car.

Before you get to college, program all the emergency phone numbers you might need into your phone. This includes typical ones like the campus police and local police, but also make sure you have numbers for a crisis hotline, local hospital or urgent care center, student health center, student counseling center, after-hours campus transportation or safety escort, local taxi company, and others you can think of. Also take a moment to designate one of your contacts as "ICE" in your phone. This stands for "In Case of Emergency" and indicates to first responders or other authorities who they should contact first if something happens to you. College students usually designate their parents as their ICE contacts, but if you have another close relative or friend who lives near your school, they might be a good choice as well.

Although it may sound contradictory to what we've just said, at the same time, don't count on having your phone in an emergency. You should have a backup plan that doesn't rely on being able to access your contacts list if something happens. A good way to handle this is to create a wallet-sized reference card that includes emergency phone numbers and any other information you might urgently need. You can keep a copy in your wallet, car, backpack, etc. – anywhere you might be able to access it quickly.

Make Smart Decisions

- Avoiding unsafe situations is the best prevention
- Choose your friends carefully
- Don't go anywhere with people you do not know and trust
- Trust your instincts!
- Socialize responsibly and in moderation.
- Remember that the consequences of your decisions can follow you for a lifetime.

Finally, a lot of personal safety on campus boils down to making smart decisions. The best way to prevent problems is to avoid putting yourself in situations that have a high potential to be unsafe.

The people you spend time with have a big influence over your safety. Choosing your friends and acquaintances wisely goes a long way towards staying safe. Plus, if you and your friends are all looking out for each other, each of you can help the others to make smart decisions that won't put any of you at unnecessary risk. This applies to the social situations you put yourself into. If you don't know and trust someone, don't go with them. If you feel uncomfortable or awkward saying that you don't want to do something or go somewhere because you don't feel safe with the people involved, then make up an excuse. Although honesty is the best policy in a lot of situations, there is absolutely nothing wrong with using a "little white lie" to remove yourself from a situation you feel might be unsafe. Don't let your desire to avoid social awkwardness or discomfort put you in danger.

In making decisions about safety, sometimes you will need to simply trust your instincts. Listen to that little voice or alarm bells in your head that alert you to potential danger. If you have a gut feeling that something isn't right, pay attention to it! Humans have evolved with instincts designed to keep us alive. If your gut is telling you to watch out, there's probably a good reason for it, even if you can't figure out exactly what it is.

*(See disclaimer below.) Finally, although the main purpose of college is to further develop your intellectual and academic side, there's nothing wrong with using this experience to grow in social and recreational pursuits as well. In other words, college is – and should be – a lot of fun. You'll have plenty of time to enjoy social situations, and you should take advantage of those opportunities. However, you need to do this responsibly and in moderation. When you get to campus, pay attention to the safety tips you get about how to party safely. You might be surprised to learn that some of the students with the most active social lives are also those who follow the most rigorous safety guidelines. Having a great time

in college does not have to include getting intoxicated to the point of making unsafe choices – nor does it have to mean staying stone-cold sober in order to make safe choices. You can achieve a balance of fun and safety no matter how you like to have fun in college.

Furthermore, a good guideline to keep in mind is that the consequences of the decisions you make on a daily basis in college can have long-lasting repercussions that will follow you for the rest of your life. Making safe, smart choices now benefits you both now and in the future.

(*Disclaimer* Please note that the authors do **not** intend to convey approval of underage drinking or of any kind of illegal drug use. Based on current statistics about alcohol and other drug use on college campuses, we feel it is important to acknowledge the idea of partying responsibly and in moderation when discussing safety issues with students instead of assuming that all students will abstain from these activities.)

Campus Safety Video

Watch this video from the University of Illinois at Urbana-Champaign about how to stay safe on campus.

[Campus Safety Video](http://www.odos.uiuc.edu/safety/safety.html)

The University of Illinois at Urbana-Champaign has a very informative video about campus safety. It is around 15 minutes long.

<http://www.odos.uiuc.edu/safety/safety.html>

Note: Some of the information discussed in the video is covered in this curriculum's module about Technology in lessons/activities about internet safety, instead of within this module.



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Campus Safety Questions

Work with a partner to answer each question.

1. You notice someone is following you while you are walking from your friend's dorm back to your dorm. What is something you can do?
2. You decide to go for a morning jog. What are some things you should do before leaving?
3. What types of numbers should you program in your phone and/or write on a reference card to store in your wallet?
4. When you arrive at your dorm or apartment, what is the first thing you should do?
5. You are at a party, and someone at the party will not leave you alone. You do not trust this person, but you don't want to be rude. They offer to get you a drink. What are some safe ways to avoid this situation?
6. Come up with your own scenario and ask a friend how they would respond using the safety tips discussed in this lesson.



Campus Safety Questions Teacher Key

Some of the potential correct answers are listed below. Students may provide other answers based on their knowledge of campus safety issues and crime prevention tips.

1. You notice someone is following you while you are walking from your friend's dorm back to your dorm. What is something you can do?

Stay in well-lit areas. Find an emergency light and press the button for help. Call a friend and alert them about what is happening. Call the police to alert them to what is happening. Take note of the person's physical characteristics. Enter a well-populated building and ask for help from an authority figure there.

2. You decide to go for a morning jog. What are some things you should do before leaving?

Plan out your route though the campus. Select a route that will be well-lit (if running before sunrise) and well-populated. Tell your roommate, friend, or family member that you are going jogging, when, and where. Charge your cell phone and bring it with you. Keep the volume on your music low so you can hear your surroundings. Be aware of your surroundings. Look confident and aware.

3. What types of numbers should you program in your phone and/or write on a reference card to store in your wallet?

Campus police department, local police department, local hospital or urgent care center, student health center, student counseling center, crisis hotline, after-hours campus transportation or safety escort, local taxi company, ICE (in case of emergency) contact.

4. When you arrive at your dorm or apartment, what is the first thing you should do?

Lock your doors. Make sure nobody "tailgates" or "piggybacks" behind you through the door of your building.

5. You are at a party, and someone at the party will not leave you alone. You do not trust this person, but you don't want to be rude. They offer to get you a drink. What are some safe ways to avoid this situation?

Don't go to a party where you don't know anyone. Only go places with people you know and trust. Use the buddy system to ensure that someone is either with you or knows where you are and when to expect you back. Never accept a drink from someone you don't know. Make up an excuse to get out of the situation and go home. Stay sober enough to act safely and responsibly.

6. Come up with your own scenario and ask a friend how they would respond using the safety tips discussed in this lesson.

Accept all reasonable answers.



Campus Safety Resources

Go to the website for the college/university you are planning to attend. Search for their campus safety resources and use the information on the website to complete the worksheet below.

Name of college/university: _____

Safety Topic	Details about Resources, Procedures, and Opportunities
Contact information for campus police/security	
Campus alert / notification system	
Emergency call boxes / blue lights	
After-hours transportation / safety escorts	
Personal safety seminars/education	
Self-defense classes	
5 campus safety tips they suggest	
Other programs or resources offered	

Developing and Maintaining Healthy Routines

Personal Wellness

A. What is wellness?

- Good _____ health
- Lifestyle that promotes _____ through healthful _____ and _____
- Philosophy of health as realization of _____ instead of just avoidance of _____

B. Why is wellness an important issue for college students?

- One of the most important things you can do to ensure your _____ success is to take good care of your _____
- There are many components that go into keeping a person physically and mentally healthy
- College students are often just beginning to take responsibility for many aspects of their own wellness

C. Components of Wellness

- Nutrition
 - Identifying _____ foods
 - Whole grains
 - Lean protein
 - _____
 - Dairy products
 - _____
 - _____, preparing, and eating nutritious foods
 - Making healthy choices about what to eat from the options available _____
- Exercise Routines
 - Planning, implementing, and _____ a regular exercise routine
 - Incorporating both _____ and endurance-building activities
 - Finding time to exercise
 - Staying _____
 - Avoiding injuries
- Sleep Hygiene
 - Getting the right amount of sleep for your body
 - Maintaining a functional sleep schedule
 - Setting and sticking to a _____
 - _____ around the same time every day
 - Managing time well to avoid _____

- Knowing when to prioritize sleep over socializing
 - Dealing with sleep _____ effectively
- Prevention & Care of Illness/Injury
 - Scheduling and attending routine _____
 - Avoiding injuries and illnesses
 - Properly treating minor illnesses/injuries before _____
 - Recognizing when _____ is needed
 - Using the student healthcare center
 - Not relying on the internet to self-diagnose
 - Creating and maintaining a _____
- Medication Routines
 - Consistently remembering daily medications
 - _____ or writing a reminder
 - Creating a _____ (e.g., placing pill bottle on top of keys every night)
 - Refilling medications _____
 - Coping with _____
 - Consulting with medical professionals as needed
- Stress Management
 - Accepting that some stress is inevitable in college and knowing that _____
 - Finding and implementing effective _____ strategies to deal with everyday concerns
 - “Stress Busters”
 - _____ exercises
 - Avoiding _____ behaviors
- Psychological/Mental Health
 - Recognizing when stress or other psychological concerns have surpassed the level at which you can deal with them _____
 - Maintaining psychological well-being through _____, therapy, and/or medication as needed
 - Seeking assistance from professionals/others when needed
- Healthful Living Space
 - Maintaining a living space that’s conducive to good _____ health
 - Communicating and _____ with roommates on acceptable levels of cleanliness and clutter
 - Effectively sharing a living space in a _____ healthy manner
- Social Relationships

- Establishing and maintaining healthy and fulfilling relationships with others
- Interacting with _____ people
- Making new friends while _____ with old friends
- Establishing a network of social and _____ connections
- Adjusting to changes in family relationships and friendships
- Recreational Activities
 - Seeking out and participating in _____, enjoyable recreational activities
 - Continuing to engage in current _____
 - Exploring new activities
 - Balancing leisure time with _____ and other responsibilities
- Safety Precautions
 - Developing and using “ _____ ”
 - Protecting yourself from harm by taking precautions while out in public, in the dorm, driving, etc.
 - Walk with a buddy or in well-lit/populated areas, be _____ of your surroundings, etc.
 - _____, protect your valuables, etc.
 - Wear a _____, don't speed, don't drink and drive, etc.
 - Avoiding dangerous or _____ situations
- Personal Health Choices
 - Becoming _____ about personal health issues such as tobacco, _____, drugs, sexual activity, etc.
 - Making _____ decisions about personal health issues
 - Practicing _____ or abstaining
 - Abstaining from illegal _____
 - Using _____ drugs responsibly
 - Drinking responsibly and/or abstaining from alcohol
 - Abstaining from or _____
 - _____ and making decisions based on your own convictions
- Spirituality
 - Fulfilling spiritual/religious needs if applicable
 - Seeking out spiritual _____ as needed
 - Connecting with others of similar faith
 - _____ your current faith or a different one

D. Types of Wellness Resources: Colleges often provide the following types of resources to help students maintain their health and wellness while enrolled

- Healthcare/medical center
- _____ center
- Exercise facilities
- _____ facilities and recreational activities
- Police/public safety officers
- _____ on health issues
- Student _____ (including social, athletic, recreational, support, spiritual/religious, etc.)
- _____ and other on-campus eateries

E. Taking Charge of Your Wellness

- Seeing this list of wellness topics, ask yourself: How many of those items are either fully or partially taken care of **for** you right now?
- Think beyond the basics as you explore this idea...

Basic	In-Depth
My parents _____ and cook dinner.	My parents create nutritionally-_____ meals
I get _____ by playing soccer.	My soccer coach schedules regular practices and _____ to build both strength and endurance.
My parents _____ when I'm sick.	When I'm sick, my parents determine whether I just have a _____ illness or need to go to the doctor.

Basic Cooking

A. Cooking 101

- Basic cooking skills
 - Understanding basic _____ and identifying healthy meal options
 - Following simple _____ and understanding cooking instructions and _____
 - Learning about _____
- If you do not already have these skills, start hanging around the kitchen and _____
_____ when your family prepares meals

B. Cooking Activity

- Ask your parent (or whoever cooks in your family) to help you choose a _____ meal to cook for your family
- Prepare and serve the meal on your own (with a little guidance as needed).
- Do not forget that _____ is part of cooking!
- After cooking your meal, add the menu, recipes, and ingredient list(s) to your journal
- Journal Entry: Reflect on the experience of cooking your meal
 - What meal did you select and why?
 - Was this a nutritious meal? Why or why not?
 - What did you learn?
 - How did taking on this responsibility impact you?
 - What was your family's reaction to your meal?
 - What are some other meals that you could learn to prepare before going to college?

Stress Management

A. STRESS!

- What is it? _____

- What causes it? _____

- What can you do about it? _____

B. Why do we need stress busters?

- Strive to achieve a balance between _____ and not enough stress
- Too much stress interferes with _____
- Stress can cause _____ symptoms like headaches, stomachaches, and sleeplessness, in addition to more serious health problems

C. How can you deal with stress?

- Learn to recognize stress and the _____ that cause it in your life
- Reduce stress by using _____ stress-management techniques
- Try several different techniques until you find _____ that work well for you

D. Stress Busters

- Exercise
 - Participate in any _____ you enjoy
 - Walk, run, bike, lift weights, play sports, etc.
 - _____ in particular help with feeling _____ and centered
- Deep Breathing
 - Take a few deep, calming breaths
 - Focusing on a deep-breathing exercise can _____
- Meditate or Pray
 - Practice your faith or spirituality
 - Can help put stress _____
 - Seek out religious/spiritual _____ or support
- Express your _____
 - Use your creative talents to express yourself
 - Write, sing, draw, dance, etc.
- Listen to Music
 - Use music as a tool to _____ and de-stress

- Choose music that makes you _____ - whether it's upbeat or soothing
- Create a "stress-buster" _____
- _____
 - Laughter is often the best medicine
 - Find something humorous and take the time to enjoy it
- Talk It Out
 - Reach out to a friend, family member, _____, or teacher
 - Confide in someone you trust
 - Ask for _____
- Socialize
 - Spend time with people you care about
 - Even if you don't talk about _____, socializing can reduce stress
- Play
 - Spend time on a hobby, interest, or activity you enjoy
 - Let your " _____ " out to have fun
 - Take advantage of events and activities _____ and locally
- Take a Break
 - Give yourself a few minutes of "alone time" to _____
 - _____ will be easier after a short break
 - Try taking a _____ power-nap to renew your energy
- Think Positively
 - Find a different _____ or the cloud's "silver lining"
 - Repeat _____
- Visualization
 - Visualize something you find relaxing and calming
 - Bring your mental imagery to mind when you _____
 - Recall positive _____

E. Stress-Busting Activity / Journal Entry

- Notice which situations and events trigger stress for you. Try out at least three different stress busters over the next few weeks when you feel yourself becoming stressed. Pay attention to which ones work best for you. Reflect on the experience of stress-busting.
 - What stressors did you experience recently?
 - Which stress-busting techniques did you try?
 - Describe how you implemented each technique and the results you achieved.
 - Which technique was your favorite? Why?

A "Reminder-Free" Week

A. What do you need reminders for?

- _____ assignments
- Upcoming _____
- _____ due dates
- _____ practice
- _____ forms
- Extracurricular activity _____
- Taking daily _____
- Taking care of _____
- _____ meetings
- _____ deadlines
- Medication _____
- _____ schedule
- Special _____
- Other: _____

B. Who reminds you?

- _____
- Teachers
- Friends
- _____
- Classmates
- Other relatives
- _____
- Mentors
- _____
- Advisors
- _____
- Club sponsors
- Other: _____

C. How can you remind yourself?

- Long-term _____
- _____
- Day _____
- _____ clock
- _____

- Notepad
 - Email
 - iPad/tablet _____
 - Digital _____ recorder
 - _____ calendar
 - Electronic organizer (_____)
 - Write on your hand 😊
 - Other: _____
-

D. "Reminder-Free" Week Activity

- For one week, you are to take sole responsibility for your own reminders, both _____ and outside of school
- Tell the key people in your life to _____ reminding you of your commitments this week.
- Use any of the methods we discussed to keep track of your responsibilities. Try several techniques until you find _____.
- Take note, on your planning system, of what activities you accomplished as planned each day. If something was not accomplished, relocate it to another day's plan.

E. Journal Entry: Reflect on the experience of your reminder-free week

- What were some of the activities, events, and assignments you had to remember on your own this week? Who usually reminds you of these?
- What strategies and methods did you use to remind yourself of your commitments?
- Which methods worked best for you? Which were less helpful? Why?
- How will this experience help you as you prepare to live more independently in college?
- Include a copy of your plan for the week (with check-off notes) with the journal entry.

Campus Safety

A. Campus Safety Resources

- College Campuses provide many types of safety resources to _____ students
- _____/Public Safety officers
- Campus _____
- Security cameras
- Emergency _____ systems
- Emergency “blue light” _____
- After-Hours transportation or _____
- Safety and _____ plans for _____ situations
- _____ training and safety education

B. Campus Safety Tips

- Lock your Doors and Valuables
 - Always lock your doors
 - _____
 - Entry doors to _____
 - Car doors
 - Protect your valuables
 - Get a bike lock and use it _____
 - Do not bring _____ valuables to campus
 - Don't carry around anything you _____
 - Store valuables in a _____
 - _____ your valuable
- Use the Buddy System
 - Never walk anywhere alone after _____
 - Larger groups (_____ people) are the safest way to travel on campus
 - Develop a buddy system with a few friends
 - Make it a habit to tell someone...
 - _____ you're going
 - _____ you will be with
 - _____ you plan to return
- Travel Safely on Campus
 - Be _____. Pay attention to your surroundings at all times – even in _____
 - Keep the volume on headphones low enough to hear _____
 - Walk with _____ and awareness

- Plan your route _____ you leave
- Stay in well-lit and _____ areas after dark
- Take a personal safety class
- Emergency “_____”
 - Emergency call button that connects directly to the campus _____
 - Note the _____ of these lights on your campus
 - Don't be afraid to use them
 - If you don't feel safe standing near an emergency light, press the button and _____
_____ toward the next one
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 - Always carry your cell phone
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- Remember that the _____ of your decisions can follow you for a
