

60-Second Wellness

Infusing small doses of prevention & wellness into classes and groups

Thanks for your investment in the wellbeing of our community.

This guide provides some ideas for infusing prevention and wellness into the classroom. It doesn't require any significant changes or investment; these are small, simple ways to make a difference. Use what's helpful, and don't worry about the rest. Also, this guide is just that - a guide. Use it as a starting point and then do what works for you. As you put things in place, we would love to hear from you. We have also included a bit of background about our office's approach to prevention, below.

Prevention and wellness are linked.

People who are healthy and well are less likely to engage in a range of problematic behaviors including substance abuse and violence. They are more likely to support others who are struggling.

A solution focus is important

We know, broadly, the problems that exist on our campus and in the community. We want to focus on what to *do* about them.

Skill-building is critical

Facts do little to change behavior. Teaching students what a binge is doesn't generally curb binge drinking, for example. But teaching *how* to reduce risk and manage pressure to drink can. That's true for many behaviors.

Normalizing the right behaviors matters

We're influenced by what we see others do and what we *think* others do, as well as what we *believe* others approve or disapprove of. If we talk about and model ways to be healthy and to support others who may be in trouble, we're all more likely to engage in behaviors that support those norms.

Will infusing this information in your classes or groups stop all problematic behaviors on campus? Of course not. But it lends itself to creating a culture of wellness that is subsequently intolerant of harmful behaviors. And, sometimes an unexpected messenger delivering a simple message can have a more profound influence than the best-planned wellness or prevention event.



PROMOTE EASY, SAFE BYSTANDER BEHAVIORS

- ❑ Tell a story about a time you were an active bystander.
- ❑ Talk about why being an active bystander and encouraging others to do the same is important to you.
- ❑ Show a short bystander video in class, or share it in Blackboard or by email (see our website for examples, links)
- ❑ Give students an option of completing an assignment on bystander research, bystander behavior, or a related topic.
- ❑ Offer extra credit if students can share a story about being an active bystander or find a story or video online to share.
- ❑ Invite Student Counseling Services in to do a Green Dot Bystander Overview for your class or group.
- ❑ Promote the use of the 3Ds from Green Dot bystander trainings. Share them on PowerPoints, encourage students to come up with examples, share your own examples, etc.
- ❑ Promote *proactive* bystander behaviors (see below and sidebar)

SUPPORT SURVIVORS

- ❑ Participate in Teal Tuesdays and talk about why it's important to you.
- ❑ Talk about why you *start by believing* people who make an outcry of being harmed.
- ❑ Invite Counseling Services in to talk with your class / group about the impact of trauma, and how to respond to an outcry of harm in a helpful way.
- ❑ Challenge your class / group to engage in a service activity that supports survivors in some way – helping with prevention events on campus or donating to Cross Timbers Family Services, for example.



The 3Ds of Active Bystanders:

Direct

You see a problem and do something about it yourself. That doesn't mean it's confrontational – it might just be checking on the person you're worried about, "Hey, you ok? Need me to help you find your friends?"

Delegate

Get others involved. Ask your friends to help you check on someone; get the friends of the person you're worried about to intervene; alert security or a bouncer to a problem.

Distract

Do anything that disrupts a potential problem. Spill a drink on someone, start a conga line, tell someone their friends are looking for them, shout "COPS!!"

The 3Ds can easily be combined:

Start singing loudly (distract) while your friends check on the person you're worried about (delegate).

Bonus:

Proactive bystander action

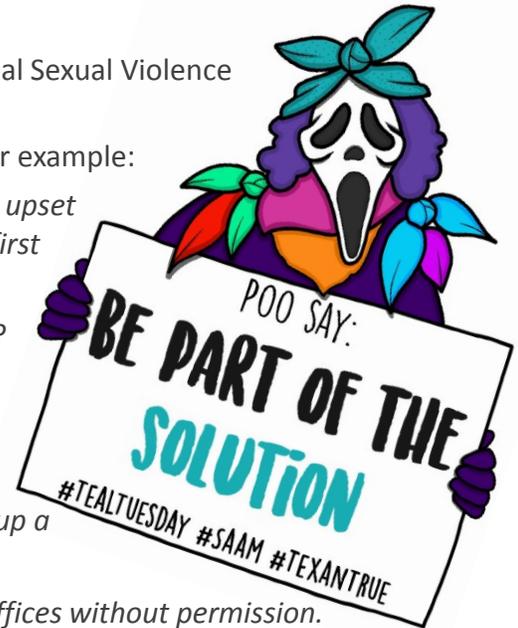
You don't have to wait for a potential problem to be an active bystander and change the culture around violence. Ask yourself, "How would someone know I don't tolerate violence?" Here are some ideas:

- Share content online
- Support and amplify others' active bystander behaviors
- Participate in awareness, prevention, and wellness events
- Complete an academic or service project related to prevention and / or wellness.

MODEL, TALK ABOUT HEALTHY BEHAVIORS

□ Talk about & demystify consent

- Have the definition (see below) on a PowerPoint as students come into class or post it in Blackboard; let students complete an assignment addressing consent, etc.
- Show the Consent as Tea (Clean Version) video.
- Share consent handouts from Student Counseling Services, National Sexual Violence Resource Center, etc.
- Talk about the simple, easy ways you honor others' boundaries, for example:
 - *I never hug someone I don't know well – even if they are upset and I want to comfort them – without asking if it's okay first*
 - *Even with people I do know well, I ask if I'm not sure because not everyone wants a hug all the time, ya know?*
 - *I ask for permission before I share others' information online*
 - *I ask colleagues if they have a couple of minutes to visit before I assume it's okay to go into their offices or strike up a conversation.*
 - *I don't touch things on my colleagues' desks or in their offices without permission.*



□ Model, talk about healthy gender norms

- Invite Counseling Services in to do a workshop on the intersection of gender expectations and violence.
- Say or do something that defies traditional norms; challenge your students to explore their own reaction(s) to something that goes against the “norm.”
- Give students an assignment or extra credit for exploring how gender stereotypes and expectations are shared through pop culture, and how they can be harmful.

□ Talk about healthy relationships & interactions

- Invite Counseling Services in to do a presentation or workshop on healthy relationships, or encourage students to attend related events on campus.
- Share and amplify examples of healthy interactions. These might be your own stories, things you've witnessed, news stories, etc.

Sexual Consent Defined

In order for individuals to engage in sexual activity of any type with each other, there must be clear, knowing and voluntary consent prior to and during sexual activity.

Find the university's full definition of consent here:

https://www.tarleton.edu/policy/documents/08_01_01_T1_03.pdf

PROMOTE WELLNESS TO SUPPORT PREVENTION

- ❑ Talk about mental health and well-being.
 - You can do this in the first few minutes of class with a, "tell me something you've done for yourself," or a similar challenge.
 - You can do this informally in conversations between classes and during office hours.
 - Talk about some of the mindsets and practices that support mental health (see box at bottom)
- ❑ Remind students of on-and-off campus resources. Bonus points if you do it more than once or more than one way.
 - Put a link to campus resources on your website, Blackboard, your signature line, etc.
 - Have a PowerPoint slide up as students file into class with a list of campus resources.
 - Make a quick mention of resources in class:

"It's that time of year that can start to feel overwhelming. Remember you can access Counseling Services if you're struggling - they're in Traditions North, right by the Rec. Get your flu shot at Health Services while you're over there."
- ❑ Teach / reinforce simple coping skills.
 - Invite SCS in to do a "mindful minute" or mindful breathing.
 - Teach your class your favorite quick, easy coping skill. That might include:
 - *Slowing down your breath (inhale to a count of 3, hold for 3, out for 5)*
 - *Taking 1 minute to imagine you're in your favorite place, noting what you see, hear, smell, touch, and taste*
 - *Taking 1 minute to write down something or someone you are grateful for.*
 - *Keeping perspective - there are people living through war, famine, etc. Whatever struggles we have, we also have much to feel grateful for and to take comfort in.*
 - *Reminding yourself about a shared humanity – "Whatever struggle I'm having, out of 7 billion people, I'm not the first and I'm not alone."*
 - *Reminding yourself that few things are permanent - "This week is rough, but it won't last."*
 - Invite students to share ways they've engaged in self-care or managed stress.
 - Remind students that healthy coping isn't just doing things, it's also **not** doing things. Remind them it's okay to say "no," to limit time with problematic people, to set boundaries.

Conditions That Promote Wellness

Healthy social connection

We're all wired for connection; we all need to feel we belong somewhere. Encourage students / members to interact when appropriate; encourage their connection to campus or community groups / organizations.

Growth mindset & resilience

Ability isn't fixed – I can learn more, I can improve. Encourage and reward process when possible, not just results. Encourage students to use failure(s) as a learning opportunity.

Mindfulness & gratitude

Be present right now, recognize what's good and right. Encourage a mindful or gratitude practice, talk about your own mindful / gratitude practice.