

## If You Can, Bring Your Laptop To Next Class

- Wednesday, 10/12

## Discussion of Suicide on Campus and the Pressure of Perfection

- Form group of 5, discuss and write down your answer:
  - What are some of the challenges that are faced by the students mentioned in this article?
    - What are some of the challenges that are faced by the students mentioned in this article?  
(academics, social life, parental expectations, identity, social media, work-life balance, career goals, perfectionist campus culture, etc.)
    - How do students seem to define “failure” in this article?
    - When these students define failure, what do they perceive the consequences of failure to be?
    - What messages have you received about what constitutes “success” or “failure” in your life?
    - What messages have you received about what constitutes “success” or “failure” at Gustavus?
    - How do the messages you’ve received compare to what you read in the article?
- I will ask for a report from each of the groups (4 questions per group)

## Lesson From Us

- Let us share an example of a time we had experienced “failure” at Gustavus, and how we bounced forward.
- What resources did we use?
- This may be an academic or a social experience

## Lesson Learned

- Things go wrong for people. But also, the way we think about and react to things that happen can cause us to interpret things that are actually fine in bad ways and to interpret things that don’t go well as being worse than they are. Being aware of how we think about the things that happen to us, can help us learn to reframe those thought patterns in helpful ways.

## Common Negative Patterns

- Given some example of common negative thought patterns (as outlined in your handouts). Please read through the patterns and write down the ones you think you are most susceptible to (on a post-it note).

## Exercise:

- In groups of 3 (5 groups total), let's look at some scenarios,
- Each group should figure out how a person with one of the negative thought patterns might respond to each scenario in both a negative and positive way.

- Worst Case Scenario #1: You studied very hard for the first big test and just got it back. The grade was not at all what you were expecting and in fact, you're finding that you've actually failed an exam in a subject that is part of your intended major.
- (For example, with scenario #1 an overgeneralization response might be "Since I failed this test, I will likely fail all tests." A positive reframing might be "I failed this test, but now I know more campus resources to help me in the future.")

**OVERGENERALIZATION:** One or two events make you believe that something is "always" or "never" true.

### Negative Thought Pattern

You receive an e-mail informing you that you did not get the summer internship for which you applied. You think, "Nothing ever works out for me. I am never going to get an internship in this field, and without an internship I am never going to get a decent job after college.

### Reframed Thought Pattern

*"I worked really hard on that application and I know my letters of recommendation were positive. They must have had a lot of extremely qualified applicants."*

- Worst Case Scenario #1: You studied very hard for the first big test and just got it back. The grade was not at all what you were expecting and in fact, you're finding that you've actually failed an exam in a subject that is part of your intended major.
- Each group should figure out how a person with one of the negative thought patterns might respond to each scenario in both a negative and positive way.
- The small groups will have a few minutes to discuss and formulate their response before sharing.
- Each group be sure to
  - First introduce the negative thought pattern they chose
  - Then provide an example of a negative response to the scenario.
  - Then provide an example of a positive response to the scenario.

- **Worst Case Scenario #2: You expected to be best friends with your roommate, but it's not working out the way you imagined. He doesn't seem to want anything to do with you, has their own group of friends, and leaves you feeling alone and out of place in your own room.**
- Each group should figure out how a person with one of the negative thought patterns might respond to each scenario in both a negative and positive way.
- The small groups will have a few minutes to discuss and formulate their response before sharing.
- Each group be sure to
  - First introduce the negative thought pattern they chose
  - Then provide an example of a negative response to the scenario.
  - Then provide an example of a positive response to the scenario.

## Final Reflection Exercise

- Spend a few minutes thinking and writing in response to these prompts
  - Thinking about this semester, what is your biggest fear academically (think about something that could reasonably go wrong)?
  - Thinking about this semester, what is your biggest fear socially (think about something that could reasonably go wrong)?
- You don't need to share these answers if you don't want to.

## Game: Campus Scavenger Hunt

- I will hand out "Campus Resource Scavenger Hunt Guideline". For groups of 3; and from the scavenger hunt guideline"
  - As a group, identify, locate, and take a photo of a location on campus where you might go for help in each of the four scenarios described below.
  - You may use each location only once.
  - You should include at least one of your teammates in every photo.
  - You should be prepared to share some information about the location/office (open times, days, services provided, physical location, etc.).
  - Focus on resources that you might actually use this semester (think about classes you are in right now).
  - Each team receives one point for each photo and a bonus point if no other group has a photo of the same location.
- Fill out the sheet and have the photos ready (4 photos in total). Download these photos onto a member's laptop before the next lecture. Make sure that member bring his/her laptop before the next lecture. We will learn to upload your submission via Moodle during the next class.