



# **IDEAS FOR WELL-BEING FAIRS AT UNIVERSITIES**



# Instructions for checkpoint hosts on utilizing the ideas

**This list of ideas** is designed to support the work of those who take part in events/fairs/well-being weeks aimed at higher education students where they can set up a stand describing the themes of substance use prevention. The ideas are suggestions for checkpoints you can organize at events for students, so you can freely modify them to suit your needs, if you wish.

The purpose of the stand ideas is to help come up with checkpoint activities that appeal to higher education students. The stand ideas are divided into checkpoints with tasks dealing with the harms of substances and attitudes towards substance use. The checkpoints also provide factual information about substance use. The overall purpose of the checkpoints is to use various methods to provide tools for students to reflect on their personal attitudes towards substances and their habits of substance use and to promote personal well-being.

Each checkpoint comes with instructions for completing the tasks and a list of the tools you need. If you want to give out awards related to substance use prevention at your stand, see the material bank at [ehyt.fi/en/tools-and-materials/](https://ehyt.fi/en/tools-and-materials/) or contact [ehyt@ehyt.fi](mailto:ehyt@ehyt.fi). The checkpoints can also be completed without supplementary material from EHYT ry.

Pick and choose the tips you find useful from this list of ideas and modify the activities to suit the target group. What is a hot topic in your student community right now? What topic should be discussed with the students right now? Are the students well-aware of the local services that can help them deal with everyday challenges associated with well-being?

This idea package was compiled in the project KUPLA – Students reforming substance use culture (2018–2020). The materials of the KUPLA project support higher education students' well-being and learning ability, strengthen the ability of university communities to prevent the harms of substance use and promote a communal, accessible study culture. The project facilitated open discussion on substances and mental well-being in higher education communities. The material produced during the KUPLA project can be found in the material bank of EHYT Finnish Association for Substance Abuse Prevention ([ehyt.fi/en/kohdepaikka/universities/](https://ehyt.fi/en/kohdepaikka/universities/)).



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# CHECKPOINT 1: Cannabis Mood Barometer

HOST  
INSTRUC-  
TIONS

**Source:** [Intervention for Young Cannabis Users 2018–2020 project](#) and [Nuortenlinkki](#) of A-Clinic Foundation.

**Contents:** Visitors are given the chance to talk about cannabis and their feelings about it. Stand visitors are given ten questions about cannabis to answer.

**What you need:** The printed questions. As a reward for participation, you can give out overall badges, PopSockets, stickers, condoms or other suitable rewards. You can also hand out materials of the Cannabis project (fact sheet, cannabis use diary and the matrix for evaluating cannabis use) or mention the self-help website [kannabis.eu](#).

## Questions:

1. "Cannabis is harmless and cannot even be considered a drug."  
Answer: FALSE
2. "Alcohol is more harmful than cannabis."  
Answer: TRUE and FALSE
3. "The use of cannabis doesn't make you addicted."  
Answer: FALSE
4. "Most Finns have tried cannabis at some point."  
Answer: FALSE
5. "The use of cannabis is everyone's own business, not anyone else's."  
Answer: FALSE
6. "The use of cannabis doesn't lead to the use of other drugs."  
Answer: TRUE and FALSE
7. "Cannabis is a genuinely natural product, a truly organic drug when grown at home."  
Answer: TRUE and FALSE
8. "Cannabis is safe, because it's also used medically."  
Answer: FALSE
9. "Cannabis causes schizophrenia and psychoses."  
Answer: TRUE and FALSE
10. "Cannabis should be legalized in Finland, because its use has been permitted in other countries as well."  
Answer: TRUE and FALSE

**Finally:** The full answers and their reasons can be found at: [nuortenlinkki.fi/tietopiste/tietoartikkelit/huumeet-ja-laakkeet/kannabismyytit](#). You can either read the reasons there yourself and advise the student to visit the site.

# CANNABIS MOOD BAROMETER



What are your attitudes towards the use of cannabis?  
Do you think the statement is true or false?

	True	False
1. "Cannabis is harmless and cannot even be considered a drug."	<input type="checkbox"/>	<input type="checkbox"/>
2. "Alcohol is more harmful than cannabis."	<input type="checkbox"/>	<input type="checkbox"/>
3. "The use of cannabis doesn't make you addicted."	<input type="checkbox"/>	<input type="checkbox"/>
4. "Most Finns have tried cannabis at some point."	<input type="checkbox"/>	<input type="checkbox"/>
5. "The use of cannabis is everyone's own business."	<input type="checkbox"/>	<input type="checkbox"/>
6. "The use of cannabis doesn't lead to the use of other drugs."	<input type="checkbox"/>	<input type="checkbox"/>
7. "Cannabis is a genuinely natural product, a truly organic drug when grown at home."	<input type="checkbox"/>	<input type="checkbox"/>
8. "Cannabis is safe, because it's also used medically."	<input type="checkbox"/>	<input type="checkbox"/>
9. "Cannabis causes schizophrenia and psychoses."	<input type="checkbox"/>	<input type="checkbox"/>
10. "Cannabis should be legalized in Finland, because its use has been permitted in other countries as well."	<input type="checkbox"/>	<input type="checkbox"/>

## Read more:

[nuortenlinkki.fi](https://nuortenlinkki.fi)  
[kannabis.eu](https://kannabis.eu)  
[ehyt.fi](https://ehyt.fi)  
[yad.fi](https://yad.fi)

# CHECKPOINT 2: Risks of substances

HOST  
INSTRUC-  
TIONS

**Contents:** This checkpoint aims to inspire discussion about the risk limits of substances. When discussing alcohol, you should emphasize that the focus is on the risk limits. Risk limits are not recommendations, permitted amounts or safe limits. You can also mention that Finland has higher risk limits for alcohol than other countries in the world. For instance, the number of servings that constitute risk use in the United States is about half of the number in Finland (Source: [Yle Uutiset 2010: Riskijuomisen rajoja halutaan pudottaa](#)).

**What you need:** If you want, you can use the HUUGO hygrometer from the [EHYT ry material bank](#), but you can manage without it as well. You can also recommend the downloadable [Otto-Mitta](#) mobile app for self-monitoring alcohol use.

**Below are the questions and answers of the checkpoint:**

**1. How many hours does it take for a woman/man to become sober after 8 and 12 servings of alcohol?**

After the discussion, check your answer using the HUUGO meter if you have one at the checkpoint.

Answers: Men: 12 hours after 8 servings, 18 hours after 12 servings.

Women: 16 hours after 8 servings, 24 hours after 12 servings.

**2. How many servings of alcohol affect sleep?**

Answer: Studies show that already one serving of alcohol reduces the quality of sleep. (Source: [Acute Effect of Alcohol Intake on Cardiovascular Autonomic Regulation During the First Hours of Sleep in a Large Real-World Sample of Finnish Employees: Observational Study. Pietilä, Julia; Helander, Elina; Korhonen, Ilkka; Myllymäki, Tero; Kujala, Urho M.; Lindholm, Harri 2018](#)).

**3. Does cannabis affect driving ability?**

Answer: Yes. Cannabis slows down your reactions, reduces your ability to judge distance and speed and reduces your concentration.

(Source: [Finnish Road Safety Council](#))

**4. Where can you get support if you are concerned about the substance use of a family member? How about if you are concerned about your own substance use?**

Answer: Support for substance use problems and questions is available from, e.g., FSHS or the substance and mental health services of your municipality. You can also call the substance abuse helpline, tel. +358 800 900 45. The helpline is a free, national service that can be used anonymously. TIP: Display the answers to this question somewhere for other visitors to see.

**Finally:** If the checkpoint host can obtain them, each participant can be given a cardboard HUUGO hygrometer. Also, think about how you could utilize the answers you received: Do they portray the level of the students' knowledge when it comes to substances? Based on the answers, what measures to prevent substance abuse should you take in the future?

# RISKS OF SUBSTANCES



Do you know the risk limits of alcohol? The risk limits refer to the amounts that cause harm or a risk of substantial harm to the user. It is important to acknowledge that the risk limits of alcohol use are indicative. Individual attributes affect the expression of harms, and it is impossible to set a limit for completely safe use. (Source: [thl.fi/fi/web/alkoholi-tupakka-ja-riippuvuudet/ehkaiseva-paihde-tyo/alkoholinkayton-puheeksiotto-ja-mini-interventio/alkoholi](http://thl.fi/fi/web/alkoholi-tupakka-ja-riippuvuudet/ehkaiseva-paihde-tyo/alkoholinkayton-puheeksiotto-ja-mini-interventio/alkoholi)). In addition to alcohol, it is a good idea to also consider the potential risks of other substances to well-being.

## Test your knowledge:

1. The effects of alcohol have been studied in men and in women. How many hours does it take to become sober after drinking alcohol?

Men:

\_\_\_\_\_ hours to become sober after 8 servings

\_\_\_\_\_ hours to become sober after 12 servings

Women:

\_\_\_\_\_ hours to become sober after 8 servings

\_\_\_\_\_ hours to become sober after 12 servings

2. How many servings of alcohol do you have to drink before it has an effect on your sleep?

\_\_\_\_\_ servings

3. Does cannabis affect driving ability? Yes  No

4. Where can you get support if you are concerned about the substance use of a family member or a friend you study with? How about if you are concerned about your own substance use?

\_\_\_\_\_

\_\_\_\_\_

# CHECKPOINT 3: Letter to the future

**HOST  
INSTRUC-  
TIONS**

**Contents:** Those who visit the stand are asked to think about what they would like to say to their future selves. The visitors write a letter to themselves. The letter can be opened after six months or a year.

## **What you need:**

- Blank papers to write the letters on, or you can print the following page as a template for the visitors' letters
- Pens
- Envelopes

Checkpoint visitors can answer, e.g., the following questions in their letters:

- What greetings or words of encouragement do you have for your future self?
- What do you wish you could keep in mind in terms of your well-being in the future?
- Compared to now, what have you hopefully learned or know?
- What do you hope has changed by then and how?

## **Examples of sentences:**

- "Don't worry if things haven't always succeeded according to plan."
- "Remember that you learn from your mistakes."
- "Hopefully you've managed to stay kind despite all the rush, also to yourself!"
- "You can do it! You've overcome challenges before and you will do so again this time."

Finally, the letter is placed in an envelope with your name and the date when you can open it written on top.

**In addition:** You can decorate the stand with the questions for the letter, e.g. as speech or thought bubbles behind the stand.





# CHECKPOINT 4: Quiz on student life

HOST  
INSTRUC-  
TIONS

**Sources:** Nyyti ry ([nyyti.fi/en/](http://nyyti.fi/en/)), YTHS ([yths.fi/en/](http://yths.fi/en/)), Otus ([otus.fi](http://otus.fi)) and Karlsson, Linnea 2011 Masennus. In Kunttu, Kristiina. Komulainen, Anne. Makkonen Katri. Pynnönen, Päivi. (eds.) Opiskeluterveys. Duodecim. p. 286–289.

**Contents:** This checkpoint involves asking questions based on various studies about the students' social networks and loneliness. Remember to mention if the answer is a percentage so that the visitor can guess the right number.

**What you need:** Have the quiz papers printed and ready at your stand, if possible. In this case, you will also need pens. If you want, you can also read the questions directly to the visitor and listen to their answers. As a reward for participation, you can give out overall badges, PopSockets, stickers, condoms or other suitable rewards.

## Questions:

1. **How many higher education students feel like they do not belong to any group, such as their year's class or study group?** (FSHS 2017)

N.B. percentage.

Answer: 22%

*Checkpoint host: Update the number when the new Finnish Student Health Survey (KOTT) is available.*

2. **How many UAS students felt they did not have many people in their lives that they can trust? How about university students?** (Otus 2014)

N.B. percentage.

Answer: UAS 34% and Uni 29%.

3. **Which of the following causes loneliness among students, according to studies?** (Nyyti ry 2015)

A) Time spent sewing overall badges

B) Studying independently and feeling rushed (right answer)

C) Long queues in the student restaurant

4. **What protects students from depression?** (Karlsson 2011)

A) Student overalls

B) High-quality tools for studying

C) Friends (right answer)

# QUIZ ON STUDENT LIFE



Test your knowledge about student life!

**1. How many higher education students feel like they do not belong to any group, such as their year's class or study group?**

(FSHS 2017) The answer is a percentage.

My answer: \_\_\_\_\_%

**2. How many UAS students felt they did not have many people in their lives that they can trust? How about university students?**

(OTUS 2014) The answer is a percentage.

My answer UAS: \_\_\_\_\_ %    University: \_\_\_\_\_ %

**3. Which of the following causes loneliness among students, according to studies?**

(Nyyti ry 2015)

- A) Time spent sewing overall badges
- B) Studying independently and feeling rushed
- C) Long queues in the student restaurant

**4. What protects students from depression? (Karlsson 2011)**

- A) Student overalls
- B) High-quality tools for studying
- C) Friends

**Read more:**

[nyyti.fi](http://nyyti.fi)

[yths.fi](http://yths.fi)

[otus.fi](http://otus.fi)

# CHECKPOINT 5: Making friends

**HOST  
INSTRUC-  
TIONS**

**Contents:** This checkpoint deals with making friends. Stand visitors use post-it notes to list their tips for making new friends as a new student / a new member of the community. The ideas are collected, e.g., on a flip chart for others to see.

## **What you need:**

- Post-it notes
- Pens
- A wall or a flip chart to stick the notes to
- As a reward for participation, you can give out overall badges, PopSockets, stickers, condoms or other suitable rewards.

**Supplementary materials:** Brochures of Nytyi ry

**Objective:** The objective is to make visitors think about various ways to meet new people and how they can help others make friends. The aim is to support the social skills of students and prevent loneliness.

Ask the checkpoint visitor the following questions and ask them to write down their answers on post-it notes:

1. How can a new student find friends at the start of their studies?
2. Where have you made new friends during your studies?
3. In your opinion, in which situations is it easy to meet new people?

**Display the answers at the stand under the heading "How to make friends more easily":**

When you have more suggestions, the host at the stand can divide the notes into categories, if they want. You can also ask stand visitors to vote for the best way to make friends and discuss other people's answers with visitors.

**Extra questions to support discussion, when you have more answers:**

- Do the suggestions have something in common, is there a clearly recurring topic/theme?
- Have you tried some of these suggestions?
- If you feel that one of the suggestions does not work, explain why.

# MAKING FRIENDS



Hi! Let's take a moment to talk about making friends as a student.

How would you answer these questions?

1. How can a new student find friends at the start of their studies?
2. Where have you made new friends during your studies?
3. In your opinion, in which situations is it easy to meet new people?



# CHECKPOINT 6: Wishes for tutors

HOST  
INSTRUC-  
TIONS

**Contents:** Checkpoint visitors write suggestions on post-it notes on how to be a good tutor for freshers. Discuss the thoughts on tutoring. What would you like to say to the tutors at your university?

**What you need:** Post-it notes, pens, a wall or a flip chart to stick the notes to. As a reward for participation, you can give out overall badges, PopSockets, stickers, condoms or other suitable rewards. Use the brochures of Nytytiry and the [Skillful tutor - Exercise book for student tutors](#) produced by the KUPLA project as supplementary materials.

**Objective:** To develop local tutor activities by collecting feedback and ideas from students and to give them a chance to discuss and reflect on tutoring in their student community.

Place a paper on the table/wall of the stand with the heading HOW TO BE A GOOD TUTOR.

You should also clarify at the checkpoint what tutoring primarily means. However, try not to explain tutoring in too much detail, because tutoring is implemented in different ways. Talk about the goals of tutoring: It is the tutor's task to support freshers with their studies. The tutor is a peer who draws on their knowledge to help freshers. The tutor does not have to know the answers to all the freshers' questions, but can refer them to seek help elsewhere, when needed.

**You can use the following guiding questions as suggestions on what the visitor can write on the post-it note:**

1. What makes a tutor's activities good?
2. When do you think a tutor has succeeded? Personal experiences or thoughts.
3. What should a tutor avoid doing?
4. How can you make sure that all freshers are interested in taking part in tutor activities?
5. If you haven't been a tutor, what good habits did your tutor have to make all the freshers (in the group) feel welcome?
6. How do you wish you had been taken into account better as a fresher in tutor activities?

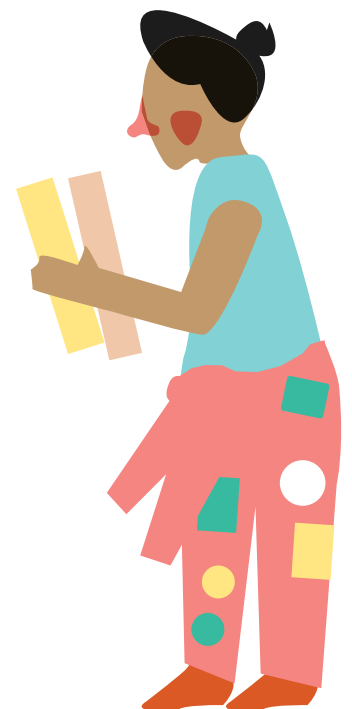
**In addition:** You can display the questions at the stand by writing them down on pieces of paper and sticking them to the table/wall. After the checkpoint, you should give the answers to the local tutors.

# HOW TO BE A GOOD TUTOR



**Think about the following questions and write your answers on post-its:**

1. What makes a tutor's activities good?
2. When do you think a tutor has succeeded? Personal experiences or thoughts.
3. What should a tutor avoid doing?
4. How can you make sure that all freshers are interested in taking part in tutor activities?
5. If you haven't been a tutor, what good habits did your tutor have to make all the freshers (in the group) feel welcome?
6. How do you wish you had been taken into account better as a fresher in tutor activities?



# CHECKPOINT 7: Pub quiz: Alcohol

**HOST  
INSTRUC-  
TIONS**

**Source:** Dry January 2020 campaign,  
more information: [tipaton.fi](https://tipaton.fi)

**Contents:** Getting to know the idea of the Dry January campaign and the Finnish drinking culture. Dry January means spending the first month of the year without alcohol. Many see January as a month of change, because they have made various New Year's resolutions to themselves and their friends and family. Dry January is not owned by anyone and it is nobody's own campaign. It is for all adults who want to cut back on their drinking or reflect on their attitudes towards alcohol.

This pub quiz was created as part of the Dry January 2020 campaign. The theme was the role of alcohol in various ordinary, everyday situations. The goal was to inspire thoughts on alcohol use and behaviour patterns. The idea not only works in January, but throughout the year.

**Objective:** To inspire thoughts and discussion on drinking habits and consider doing Dry January. Could you discover new habits to replace the old ones?

## Checkpoint 7 pub quiz, correct answers

### Question 1: D

The number varies slightly between 11 and 16 percent. Doing Dry January is studied every year by asking 1 000 Finnish adults about it.

(Source: Kantar TNS.)

### Question 2: B

Well over 10% of the people living in densely populated urban municipalities did Dry January in 2019, but the number was less than 10% in the Helsinki Metropolitan Area and in rural areas.

(Source: Kantar TNS 2019.)

### Question 3: A

Women do Dry January slightly more often than men.

(Source: Kantar TNS.)

### Question 4: D

The number who gave up was about one percent both in 2018 and in 2019.

(Source: Kantar TNS.)

### Question 5: D

About 500 000. Finns drink about 10 litres of 100% alcohol a year for every person over the age of 15.

(Source: Finnish Institute for Health and Welfare THL.)



## Checkpoint 7 pub quiz, correct answers



**HOST  
INSTRUC-  
TIONS**

### **Question 6: C**

Two bottles of beer a day make 730 bottles of beer in a year.

### **Question 7: B**

Dry January is thought to originate from the year 1942 when an organization named Propaganda-Aseveljet devised the campaign. (Source: Finnish Centre for Health Promotion.)

### **Question 8: C**

Health is the most common reason to do Dry January, but the decision can be based on all the reasons above. (Source: Kantar TNS.)

### **Question 9: C**

Abstaining from alcohol does not improve your eyesight, but it does boost your metabolism and reduce the strain on your heart. (Source: Lääkärikirja Duodecim.)

### **Question 10: A**

An average bottle of wine contains about 600 calories.

# Pub quiz: Dry January



Welcome to the pub quiz! Let's see what you know about alcohol and Dry January. Answer the 10 questions and then ask the checkpoint host to tell you the right answers to see how you did.

## 1. How many Finnish adults who drink alcohol do Dry January every year?

- A. About half of the adults, 50%
- B. Hardly anyone, 4% of the adults
- C. Quite a few, 70% of the adults
- D. Some, about 11–16%

## 2. Dry January is done both in the rural areas and in the cities, but where was it more common in January 2019?

- A. Helsinki Metropolitan Area
- B. Densely populated urban municipalities
- C. Doing Dry January is just as common everywhere
- D. In rural areas

## 3. Dry January is an annual habit for many. But who does it more often, men or women?

- A. Women, they're often interested in health and well-being
- B. Men, because the story goes that Dry January is a campaign invented by two men
- C. Both do it just as often
- D. We don't know for certain who does it more often, men or women

## 4. Sometimes people give up Dry January midway, but how common is that?

- A. Very common, usually more than half of the people give up midway
- B. Quite common, two out of three give up midway every year
- C. Nobody gives up midway
- D. Quite rare, one percent gave up midway in 2019.

## 5. The number of heavy drinkers in Finland is roughly the same as the number of people who do not drink any alcohol at all. How many of them are there?

- A. 20 000
- B. 100 000
- C. 300 000
- D. 500 000

## 6. How many beer bottles do you drink in one year, if you drink two beers a day?

- A. About five hundred
- B. Just over a thousand
- C. More than seven hundred
- D. I don't dare to guess

**7. When was Dry January first initiated?**

- A. In 1931 when the Prohibition Act was repealed
- B. In 1942 to prevent the drinking of soldiers in the Continuation War
- C. In 1969 when it became possible to buy medium-strength beer from shops
- D. In 2004 when the tax on alcohol was lowered

**8. There are many good reasons to do Dry January. What has been the most common reason for several years, according to studies?**

- A. Personal challenge
- B. New Year's resolution
- C. Health reasons
- D. Dry January is a tradition

**9. Having an alcohol-free month can improve your well-being. However, which of these statements is false?**

- A. Doing Dry January can improve the quality of sleep
- B. Dry January can help you lose weight
- C. Doing Dry January improves your eyesight
- D. Your blood pressure goes down during Dry January

**10. How many calories are there in an average bottle of wine?**

- A. Almost 600 calories
- B. About a thousand calories
- C. About fifty calories
- D. 220 calories on average



Source:

Dry January 2020 campaign:  
[tipaton.fi](http://tipaton.fi)

Network for Preventive  
Substance Abuse Work  
[ept-verkosto.fi/en/](http://ept-verkosto.fi/en/)

# CHECKPOINT 8: Let's talk about gaming

HOST  
INSTRUC-  
TIONS

**Contents:** The theme of this checkpoint is gaming. The checkpoint involves discussions with visitors about the everyday life of students and gaming that supports a healthy life without harmful effects.

**What you need:** Post-it notes, pens, a wall or a flip chart to stick the notes to. As a reward for participation, you can give out overall badges, PopSockets, stickers, condoms or other suitable rewards. Get material on gaming for the checkpoint from, e.g., [pelirajaton.fi](http://pelirajaton.fi) or [peluuri.fi](http://peluuri.fi).

**Objective:** To discuss with the students how to play games in a way that supports well-being and to encourage participants to think about their gaming. The objective is to get the participant to think about gaming and how to play games so that it does not cause harm.

You can ask one or more of these questions at the checkpoint and ask the participant to write down their answer on a post-it note that is then stuck to the wall/table of the stand. You can also talk about the topics with the visitor without writing down the answers.

## Questions:

1. Come up with a game you could play when spending an evening with your student friends.
2. Which game do you like to play that does not involve spending any money?
3. What are the benefits of gaming? What about the disadvantages?
4. In your opinion, what is a suitable time to spend gaming per week without it interfering with your studies? What about per day?
5. What kind of games do you play? Do you play more physical games, such as board and card games, or digital games?
6. Do you play multiplayer games online?
7. What skills have you learned from gaming?

# LET'S TALK ABOUT GAMING



Let's talk about gaming! How would you answer these questions about gaming:

1. Come up with a game you could play when spending an evening with your student friends.
2. Which game do you like to play that does not involve spending any money?
3. What are the benefits of gaming? What about the disadvantages?
4. In your opinion, what is a suitable time to spend gaming per week without it interfering with your studies? What about per day?
5. What kind of games do you play? Do you play more physical games, such as board and card games, or digital games?
6. Do you play multiplayer games online?
7. What skills have you learned from gaming?

# CHECKPOINT 9: Positive everyday moments



**HOST  
INSTRUCTIONS**

**Source:** Lunttaamo pages of Nyyti ry:

[Hyvinvointipolku ammattiopistossa](#)

**Contents:** The theme of this checkpoint is positive moments in the everyday life of the student. The stand helps the visitor recall positive moments in their life and write them down. You can add examples of positive moments to the stand by either printing the following page or searching online for images of positive moments. The student thinks about enjoyable moments in their life and writes one down on a post-it note, which is stuck to the wall or the flip chart at the stand.

**What you need:** Post-it notes, pens, a wall or a flip chart to stick the notes to. As a reward for participation, you can give out overall badges, PopSockets, stickers, condoms or other suitable rewards.

**Objective:** To help the participant recognize the moments in life that they enjoy and that can help them recover from the stress of studying. When you take note of the positive moments, you can consciously add more of them to your life.

## **Examples:**

Having some privacy and good music after a long day.

First cup of coffee in the morning.

Meeting friends.

Hobby.

Phone call to a family member or friend.

Delicious tea.

Evening walk.

Going to sleep.

Reading a good book.





## Positive everyday moments

What helps you recover?

Which everyday moments support your well-being?



# CHECKPOINT 10: Well-being board

## HOST INSTRUC- TIONS

**Contents:** The purpose of the checkpoint is to collect ideas to develop the well-being of students. Stand visitors use post-it notes to write down their suggestions of things that improve their well-being.

**What you need:** Post-it notes, pens, a wall or a flip chart to stick the notes to (or you can ask the students to write directly on the flip chart). As a reward for participation, you can give out overall badges, PopSockets, stickers, condoms or other suitable rewards.

**Objective:** The objective of the checkpoint is to collect ideas to develop the well-being of students.

Place a paper on the table/wall of the stand with the heading "What improves your well-being / What would improve your well-being as a student?"

Once you have received answers from the students, give them to those responsible for developing student well-being at the university/UAS. You can also take a picture of the answers and post it on a social media channel for university students.





# Help for students struggling with challenges and challenging situations

University guidance and counselling services

FSHS / Mental health and substance abuse services of your municipality [yths.fi/en/](https://yths.fi/en/)

Mental Hub, information and self-help tools for mental health and substance abuse issues [mielenterveystalo.fi/en](https://mielenterveystalo.fi/en)

Mental Health Finland Crisis Helpline, tel. +358 9 2525 0113 [mieli.fi/en/](https://mieli.fi/en/)

Mental Health Finland Sekasin chat: [sekasin247.fi](https://sekasin247.fi)

Nyyti ry, information and support to promote the mental health and learning ability of students [nyyti.fi/en/](https://nyyti.fi/en/)

Nyyti ry: [Opiskelijan opas elämäntaidoista](https://opiskelijan.opas.elamantaidoista)

Free and anonymous substance abuse helpline: help and support if you are concerned about your own substance use or that of a family member or friend, tel. +358 800 90045

[ehyt.fi/paihdeneuvonta](https://ehyt.fi/paihdeneuvonta)

AddictionLink: self-help tools for monitoring and reducing substance use and stopping use entirely and information on various substances, [paihdelinkki.fi/en/](https://paihdelinkki.fi/en/)

Try different mobile apps for monitoring alcohol use.

Peluuri: information, tools and support to control gambling [peluuri.fi/en/](https://peluuri.fi/en/)

Limitless Gaming (Digipelirajaton): information, peer and other support for problem gaming [digipelirajaton.fi/tietoa/in-english/](https://digipelirajaton.fi/tietoa/in-english/)

Website produced in the project Intervention for Young Cannabis Users (EHYT ry and YAD ry), help when you try to cut down or stop using cannabis: [kannabis.eu/testeja-ja-tyokaluja/materials-in-english/](https://kannabis.eu/testeja-ja-tyokaluja/materials-in-english/)



The Ideas for Well-being Fairs at Universities package was compiled as part of the project KUPLA – Students reforming substance use culture (2018–2020).

The materials of the KUPLA project support university students' well-being and learning ability, strengthen the ability of university communities to prevent the harms of substance use and promote a communal, accessible study culture.

The project facilitated open discussion on substances and mental well-being in university communities.

[www.ehyt.fi](http://www.ehyt.fi)

