

PROMOTING HEALTHY LEISURE AMONG COLLEGE STUDENTS

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PENN STATE UNIVERSITY

8TH ANNUAL COLLEGE SYMPOSIUM

MIDDLEBURY COLLEGE, OCTOBER 3, 2019



MAIN TOPICS

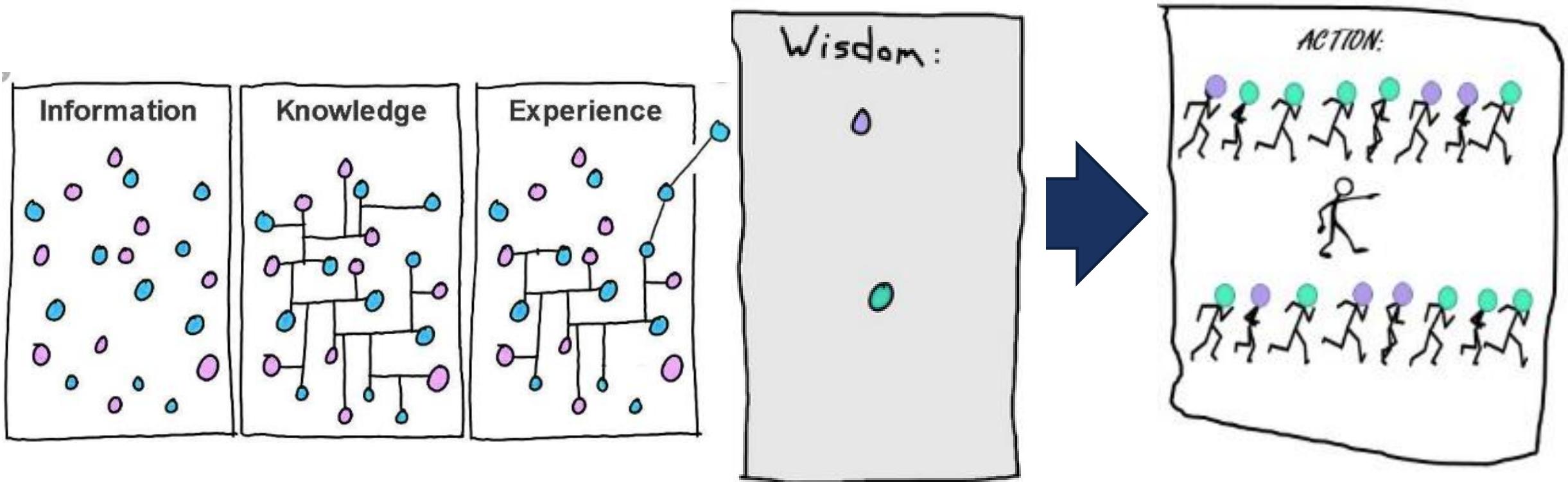
- Not going to bore you with D&A statistics, we know why we are here
- College context and emerging adult development
- Leisure and college students
 - Healthy leisure
 - Boredom in leisure
- Initiatives and ideas



THE NEED

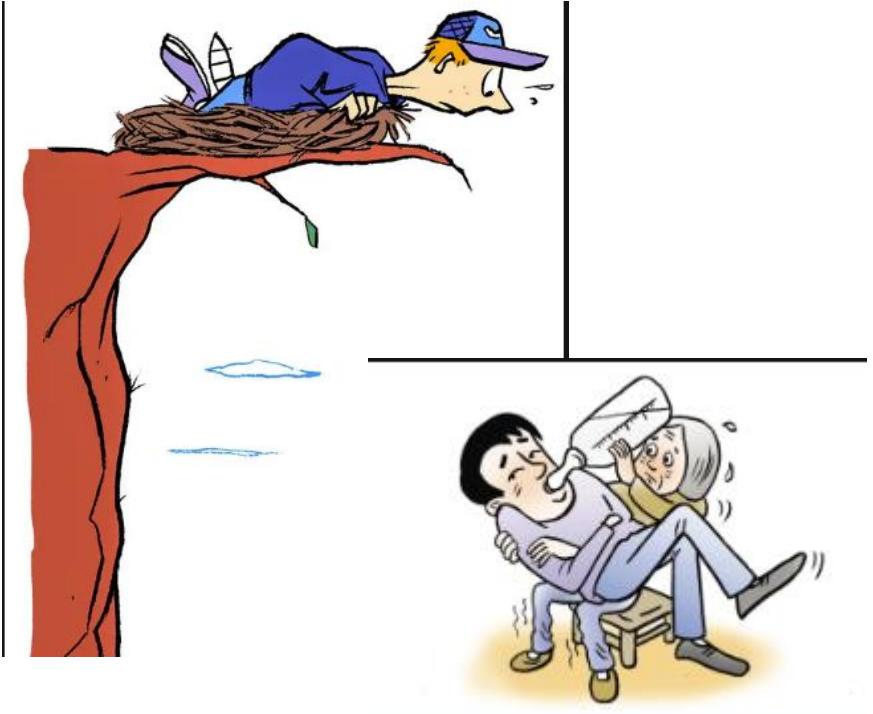
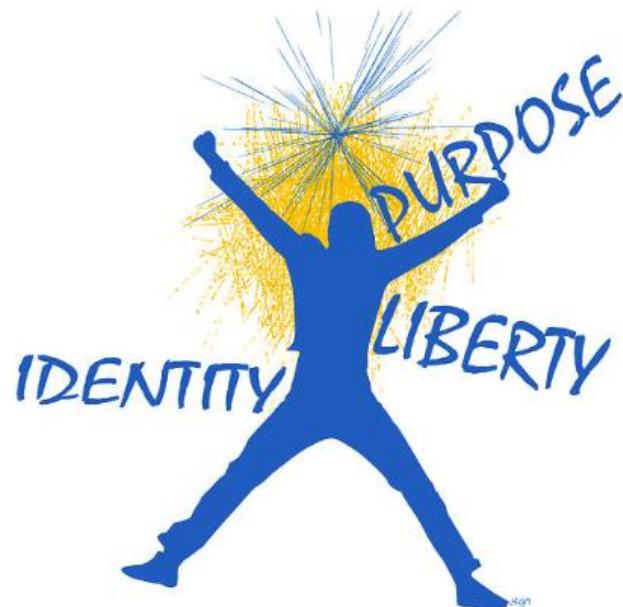
- Colleges need to “develop programs to assist students with recreation and social interaction” (National Institute for Alcohol Abuse and Alcoholism, 2002)
- Educational programs taking “novel approaches are desperately needed” (Misch, 2010).

IDENTIFYING AND CONNECTING THE DOTS: IDEAS FOR ACTION



COLLEGE STUDENT DEVELOPMENTAL NEEDS

- Independence and autonomy
- Identity
- Purpose



COLLEGE STUDENT DEVELOPMENTAL NEEDS

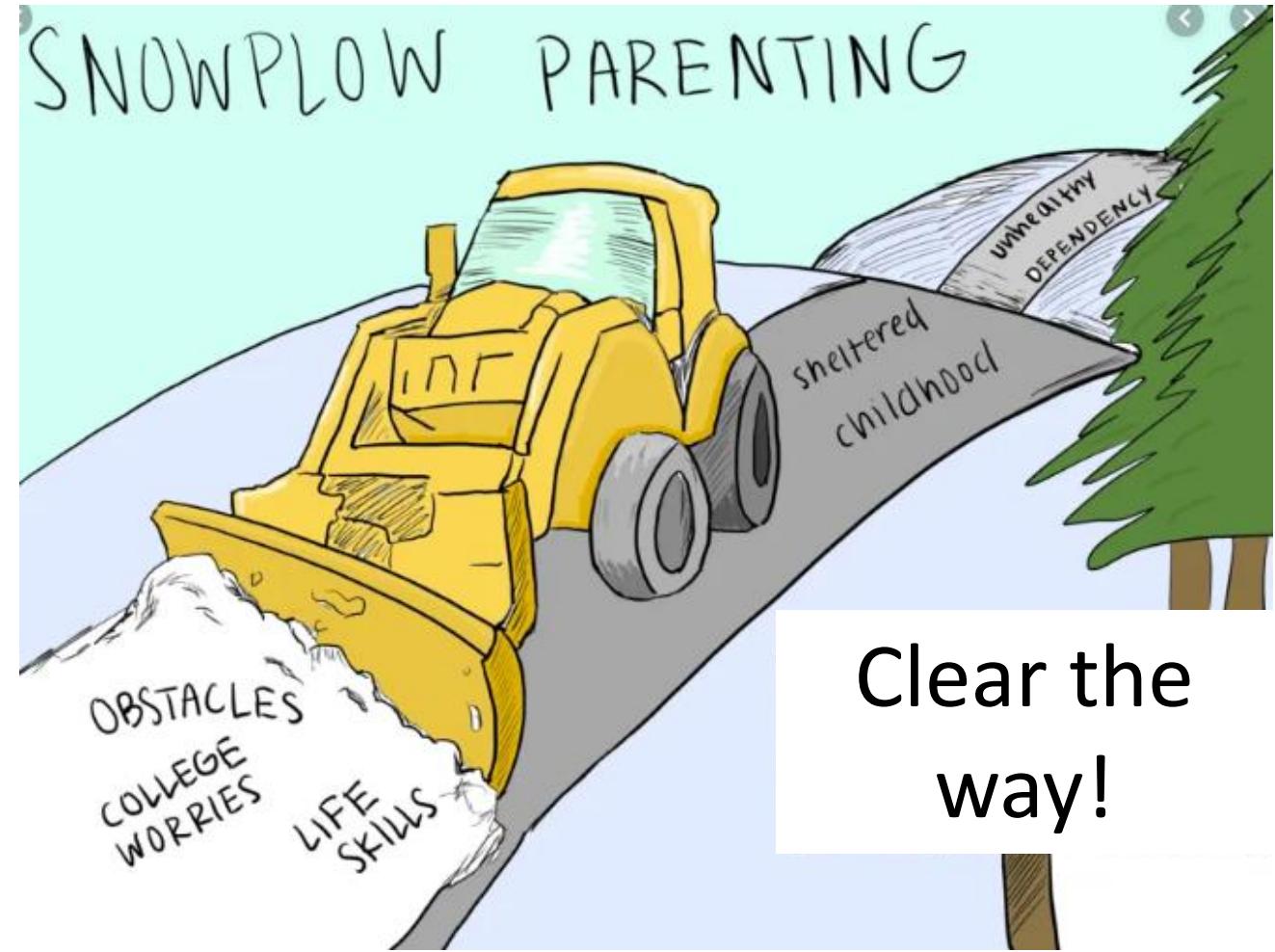
- Technical skills and competencies
- Setting goals, strategic planning
- Coping skills
- Self-regulation/action-regulation/emotional-regulation, forethought

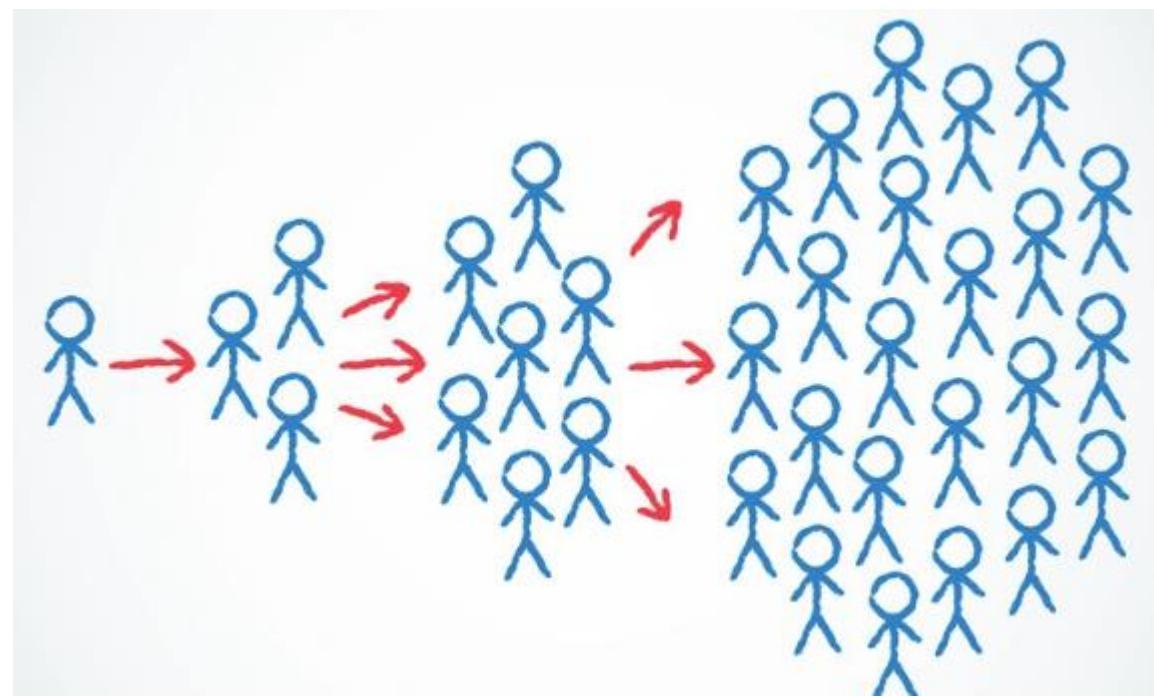


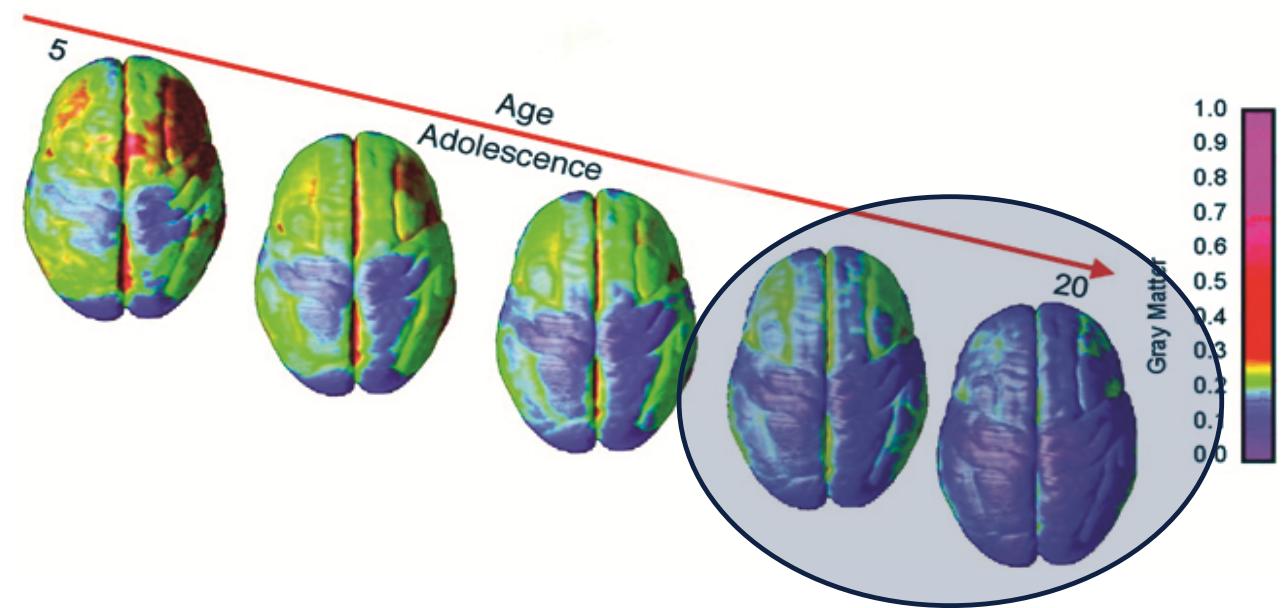
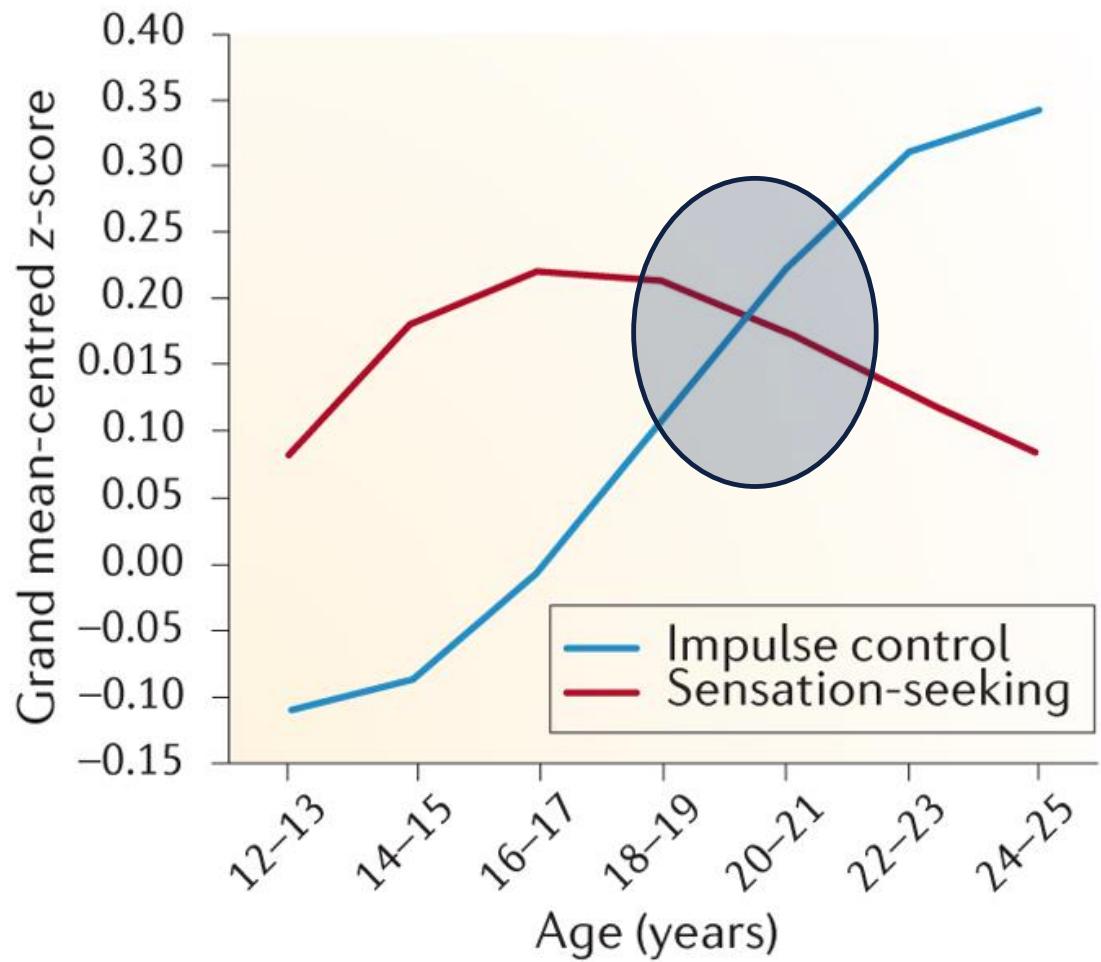
COLLEGE STUDENT DEVELOPMENTAL NEEDS

- Balance academics, work, and fun
- Sense of community
- Social networks and authentic relationships





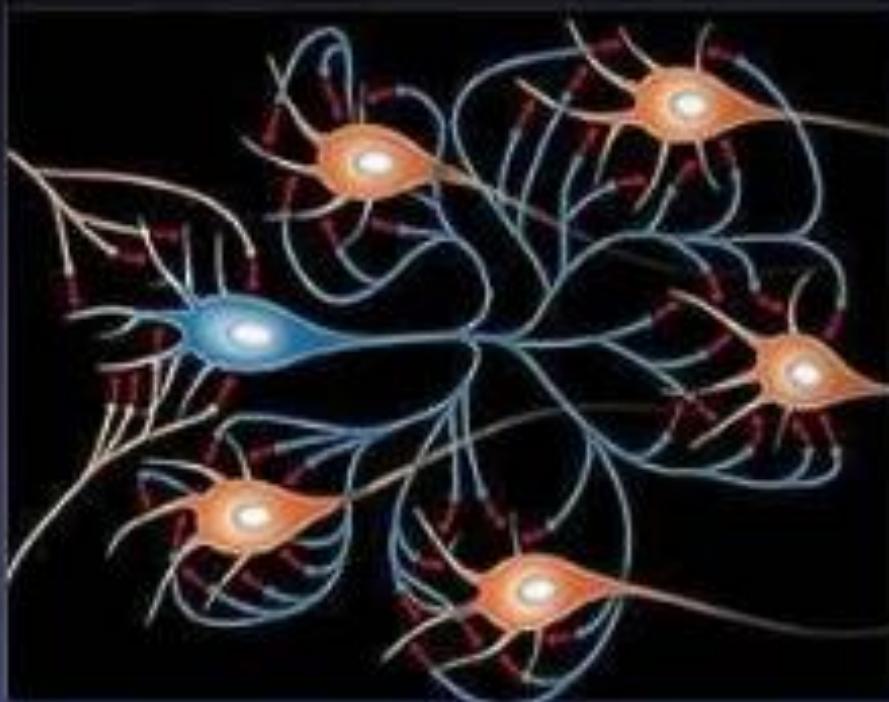




- Sensation seeking
- Boredom
- Pruning

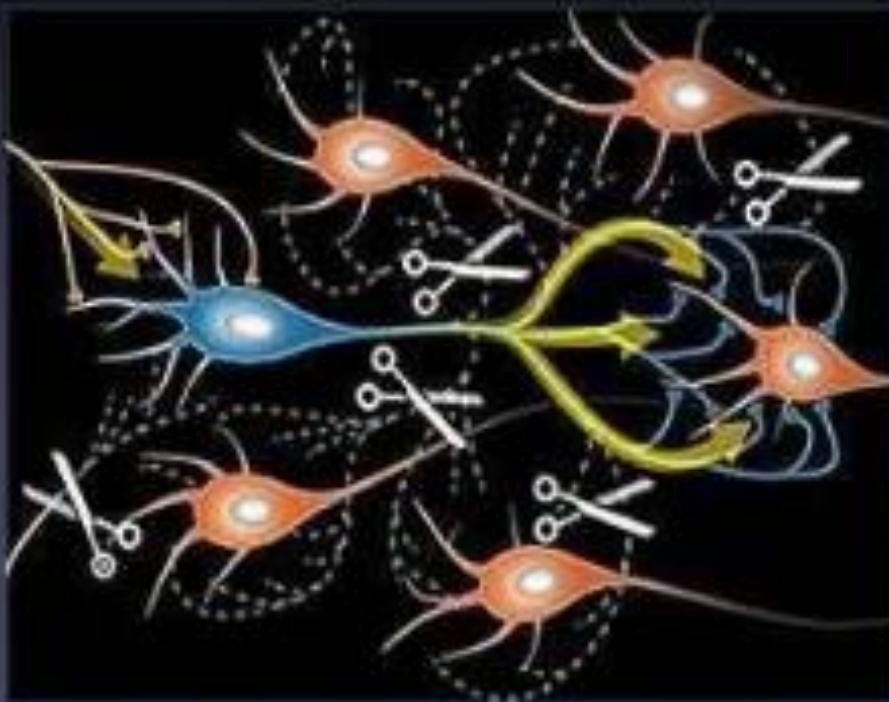
Nerve Proliferation...

- By age 11 for girls and 12 for boys, the neurons in the front of the brain have formed thousands of new connections. Over the next few years most of these links will be pruned.



...and Pruning

- Those that are used and reinforced — the pathways involved in language, for example — will be strengthened, while the ones that aren't used will die out





LEISURE AND THE COLLEGE EXPERIENCE

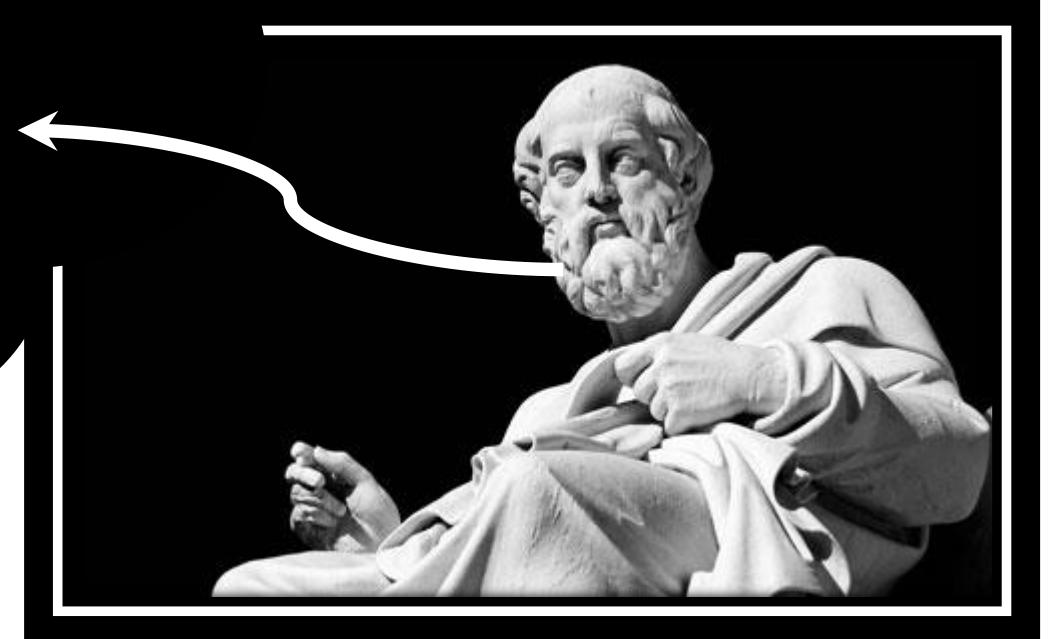
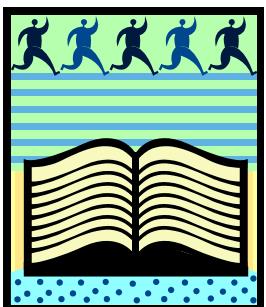
FREE TIME, RECREATION, SPORT AND PLAY

Important to sculpt the brain for
positive and healthy lifetime activities

Proper use of leisure = main focus of life

Balance of body and mind

- Plato



LEISURE BASICS

- Idiosyncratic
- Intrinsically rewarding
- Relative freedom
- Self-determined
- Not work, but can be serious
- Enjoyable



RECREATION = RE=CREATION



PLAY



NATIONAL BESTSELLER

"Finally, a good excuse to goof off...a compelling case for the importance of...success and creativity." —DISCOVER

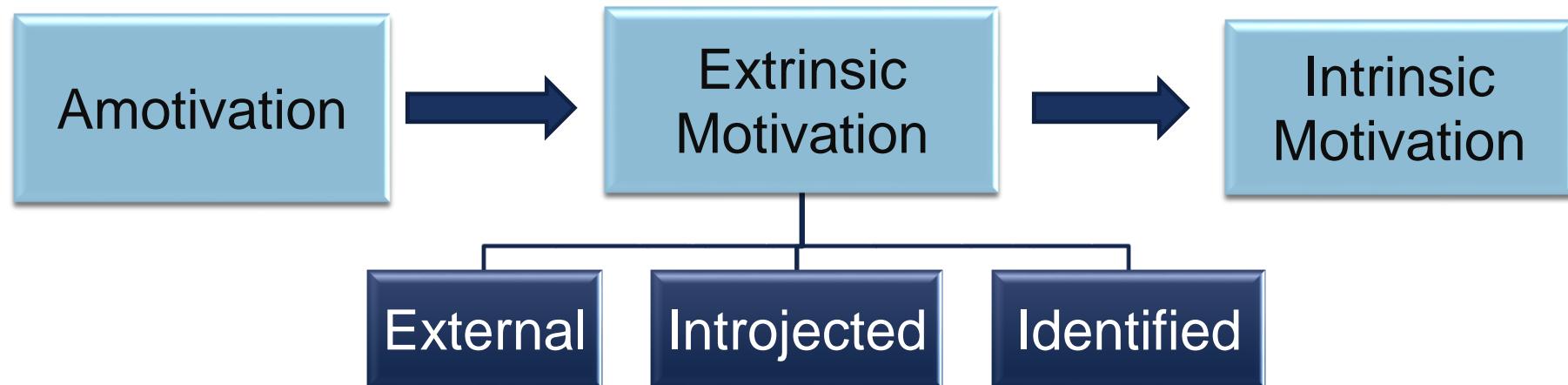
play

How It Shapes the Brain,
Opens the Imagination,
and Invigorates the Soul



STUART BROWN, M.D., with CHRISTOPHER VAUGHAN
founder of the National Institute for Play

MOTIVATIONAL SYSTEMS: SELF-DETERMINATION THEORY



Ryan, R.M. & Deci, E.L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.

SELF-DETERMINATION THEORY



You MUST



WHAT CONTRIBUTES TO INTRINSIC MOTIVATION?



Relatedness



Autonomy

Leisure,
Health, &
Wellbeing



Competence

WHY IS LEISURE IMPORTANT TO EMERGING ADULT POTENTIAL?



- Social, relationships
 - Belonging
 - Competence
- Autonomy/ Choice
 - Informal learning
 - Total absorption
 - Disengagement
 - Appreciate beauty
- Identity
 - Creativity
 - Moral compass
 - Meaning
 - Purpose
 - Self-reflection
 - Excitement
 - Challenge, risk



FUN IS ESSENTIAL!

BUT, IT'S COMPLICATED

- Students seek these experiences and developmental milestones
 - ...and leisure can deliver
- But often they backfire
- Tipping point between healthy and unhealthy leisure

LEISURE ACTIVITY EXPERIENCE CONTEXT MODEL (LACE)



SERIOUS AND CASUAL LEISURE

- **Serious leisure** -- systematic pursuit of an amateur, hobbyist, or volunteer core activity that is highly substantial, interesting, and fulfilling
 - perseverance
 - leisure career,
 - effort needed to gain skill and knowledge,
 - special benefits,
 - unique ethos and social world, and
 - attractive personal and social identity.
- **Casual leisure** -- immediately intrinsically rewarding
 - relatively short-lived, pleasurable
 - low stakes
 - no special training, equipment, or social support
 - fundamentally hedonic,
 - engaged in for the significant level of pure enjoyment, or pleasure.

Both are important! But...

Dr. Robert Stebbins

The Serious Leisure Perspective

(version February 2013)

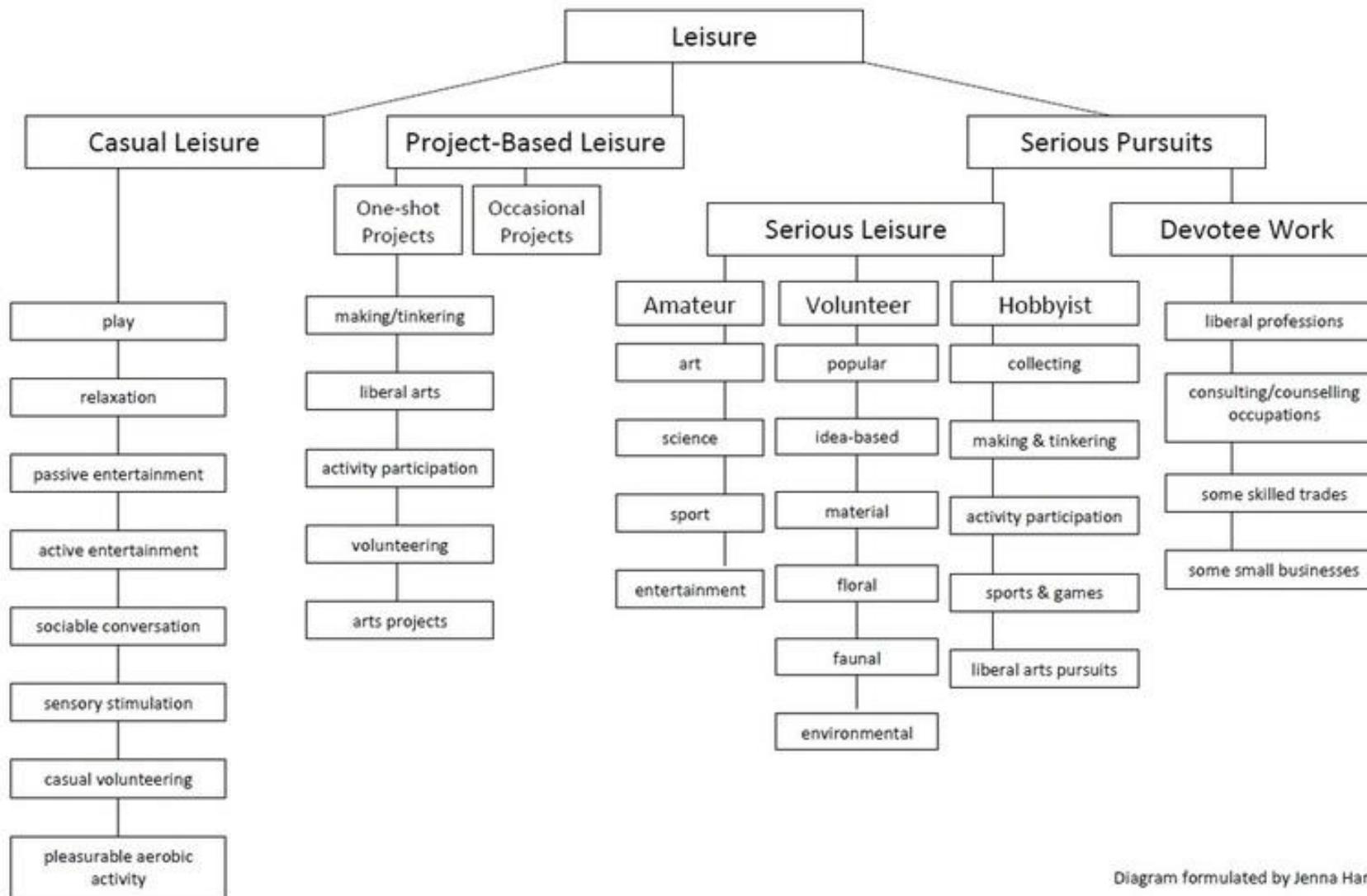


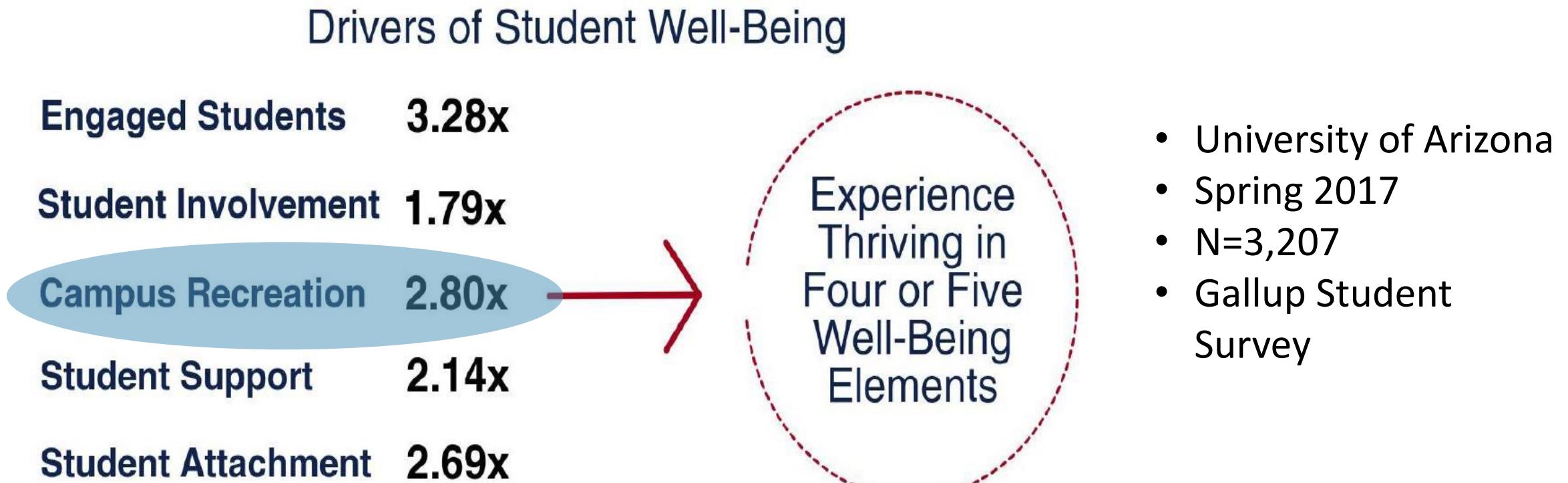
Diagram formulated by Jenna Hartel

BIG SIX COLLEGE EXPERIENCES

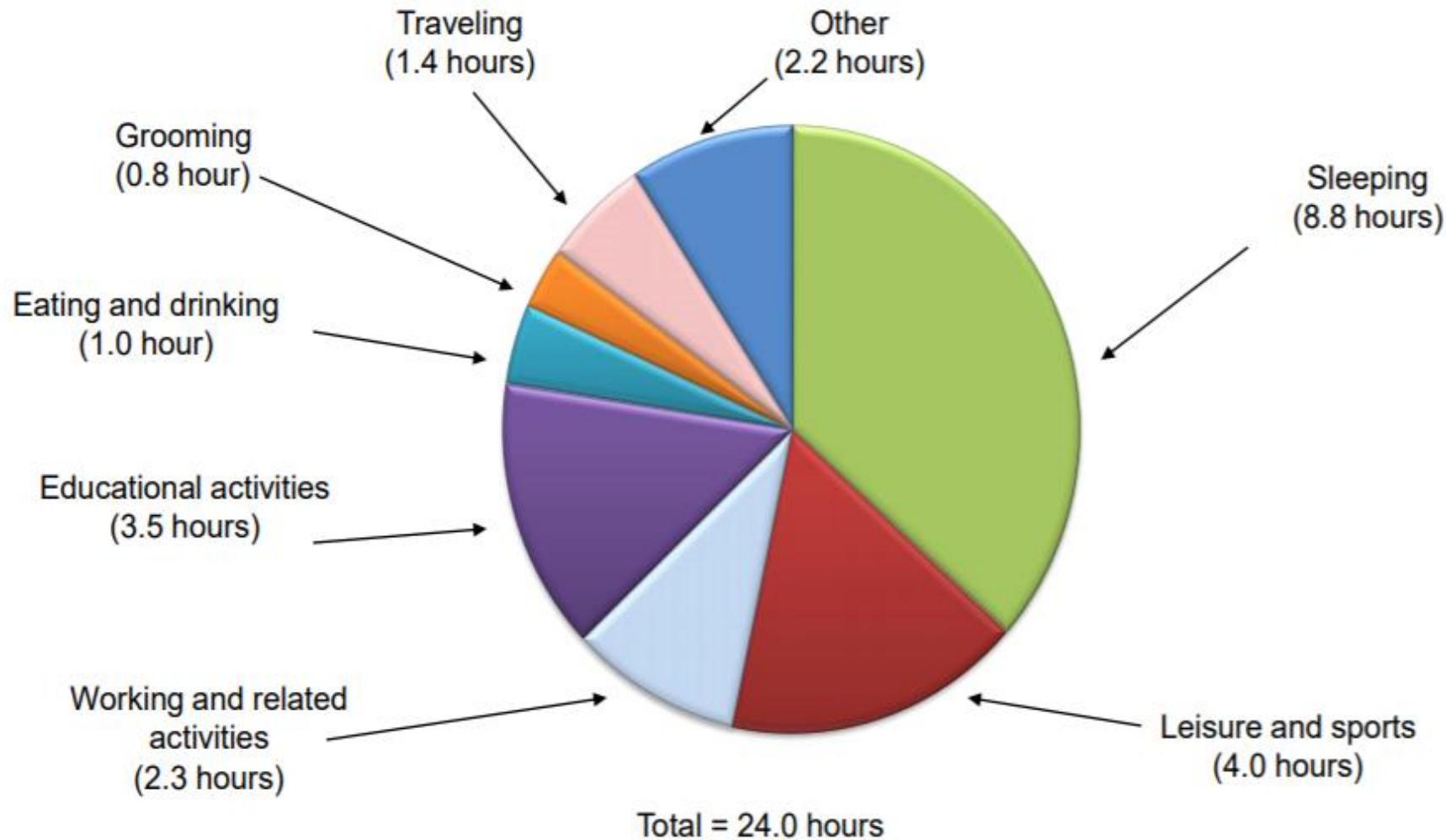
- **I was extremely active in extracurricular activities and organizations.**
- I had at least one professor who made me excited about learning.
- My professors cared about me as a person.
- I had a mentor who encouraged me to pursue my goals and dreams.
- I worked on a project that took a semester or more to complete.
- I had an internship or job that allowed me to apply what I was learning in the classroom.

Crabtree, 2019, Strada-Gallup College Student Survey

DRIVERS OF STUDENT WELL-BEING



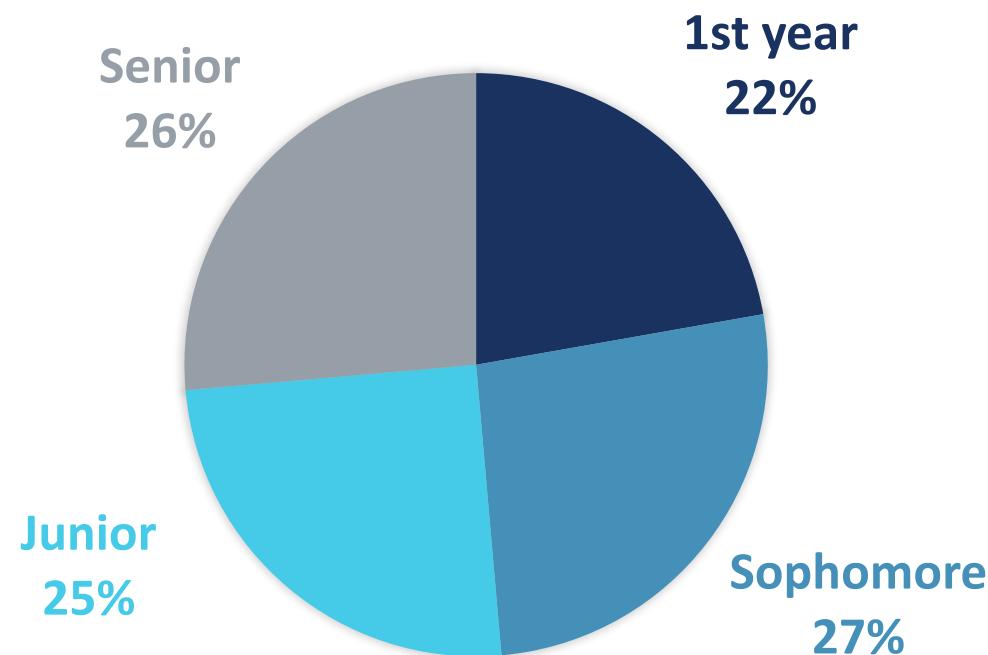
TIME USE ON AN AVERAGE WEEKDAY FOR FULL-TIME COLLEGE STUDENTS



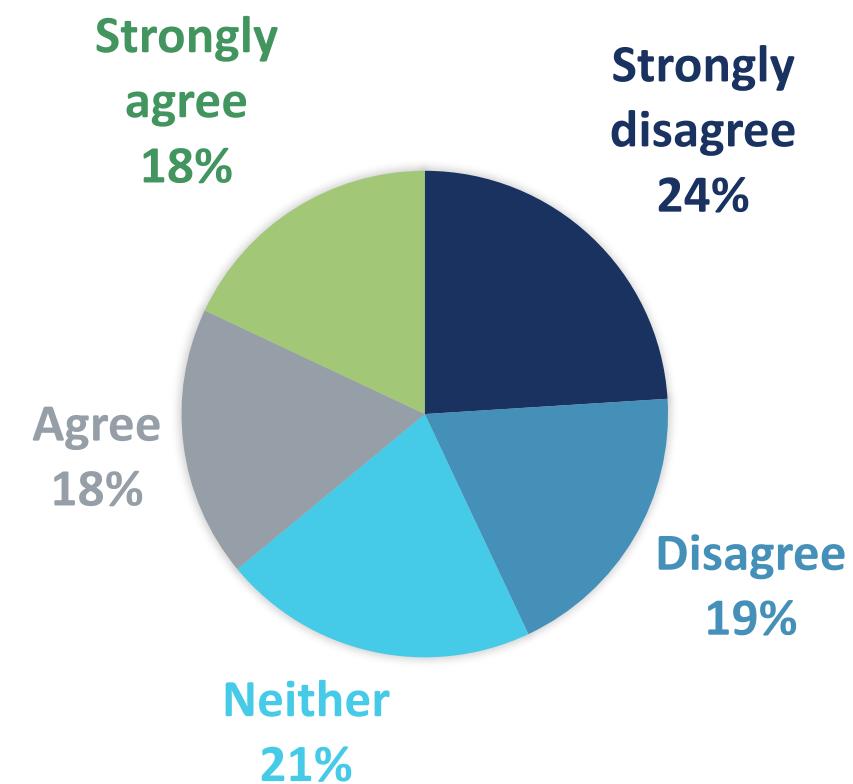
- Full-time students
- Non-holiday weekdays
- Averages for 2011-2015

American Time Use Study
Bureau of Labor Statistics

EXTREMELY ACTIVE IN EXTRACURRICULAR ACTIVITIES AND ORGANIZATIONS %



EXTREMELY ACTIVE IN EXTRACURRICULAR ACTIVITIES AND ORGANIZATIONS



LEISURE: A TIME OF RISK AND OPPORTUNITY

- Unstructured periods of time -- many times college students make poor health decisions
 - Due to social influences and boredom
(Panek, 2014; Payne, Ainsworth, & Godbey, 2010; Shinew & Parry, 2005).

BOREDOM IN LEISURE

LINKED TO AMOTIVATION, EXTERNAL MOTIVATION, AND RISKY BEHAVIORS



BOREDOM

- The aversive state of wanting, but being unable, to engage in satisfying activity. (Eastwood et al., 2012)
- Young adults need to learn to effectively identify and cope with boredom.
- Environmental factors may serve to create experiences of boredom for adolescents.
- Perceived constraints and lack of personal agency lead to difficulty in coping with boredom.
- Conceptually separate from other emotional states, but is associated with mental health symptoms of depression and anxiety.

BOREDOM

- Nothing to do
- Lack of environmental stimulation
- Lack of autonomy
- Lack of energy – or too much energy required – a mismatch

COLLEGE STUDENT SUBSTANCE USE

- Social pressure
- Boredom
- Stress
- Expectations around partying or experimenting in college
- Perceived norms

Washington State Health Care Authority

SUBSTANCE USE AND BOREDOM

- Jay Jenkins had just wrapped up his freshman year at The Citadel, a South Carolina military college, when boredom led him to try what he thought was CBD.

Vapes spiked with illegal drugs show dark side of CBD craze

Holbrook Mohr, Associated Press, reported in the Centre Daily Times, 17 September 2019



More bored today than yesterday? National trends in adolescent boredom from 2008-2017

Elizabeth H. Weybright

Human Development, Washington State University

John Schulenberg

Institute for Social Research and Department of Psychology, University of Michigan

Linda L. Caldwell

Recreation, Park, and Tourism Management and Human Development & Family Studies, Pennsylvania State University

Journal of Adolescent Health

Accepted

Figure 1. All Grades Boredom by Year

I am often bored.

1 = Strongly disagree

5 = Strongly agree

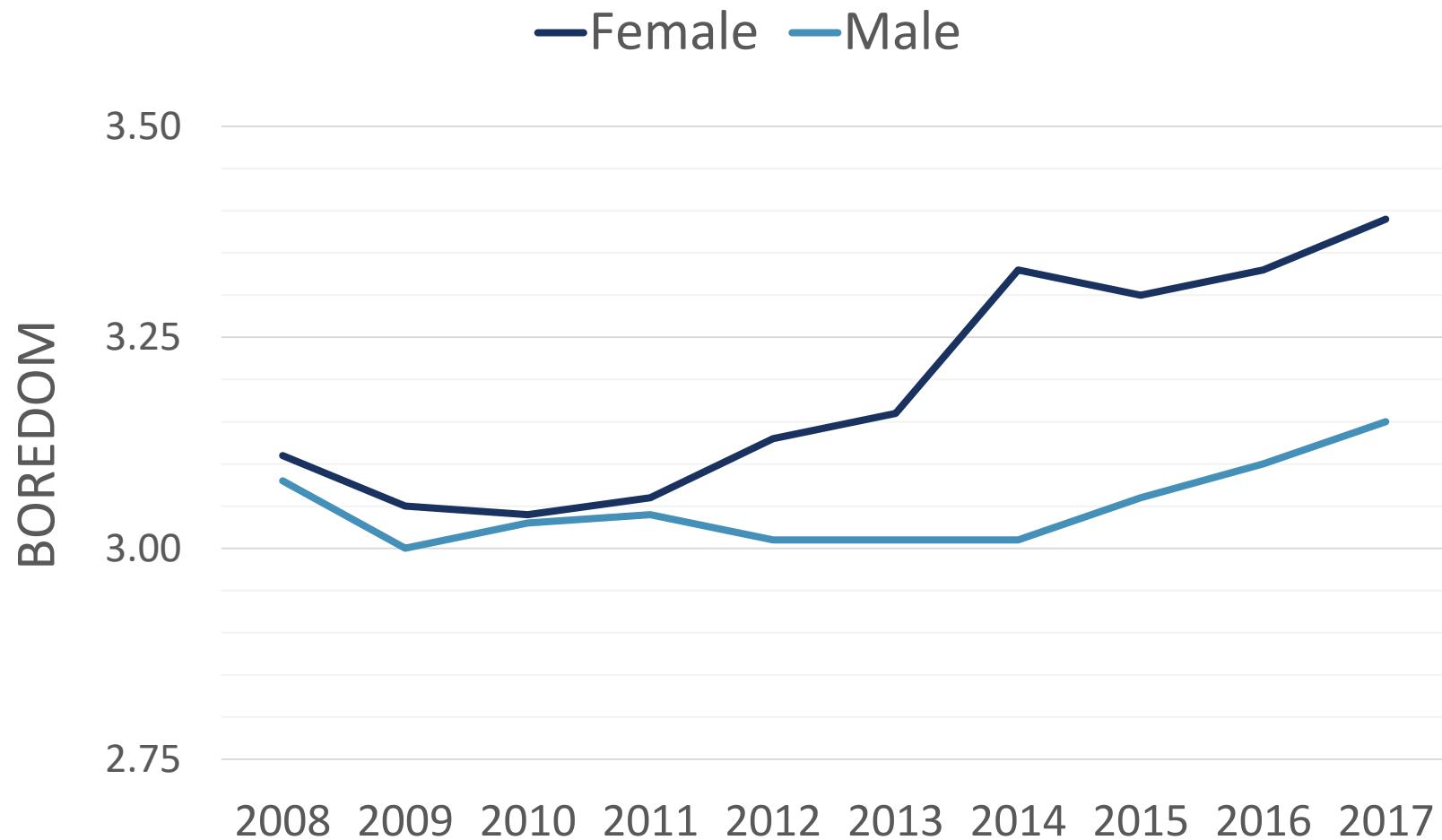


Figure 2. 8th Grade Boredom by Year

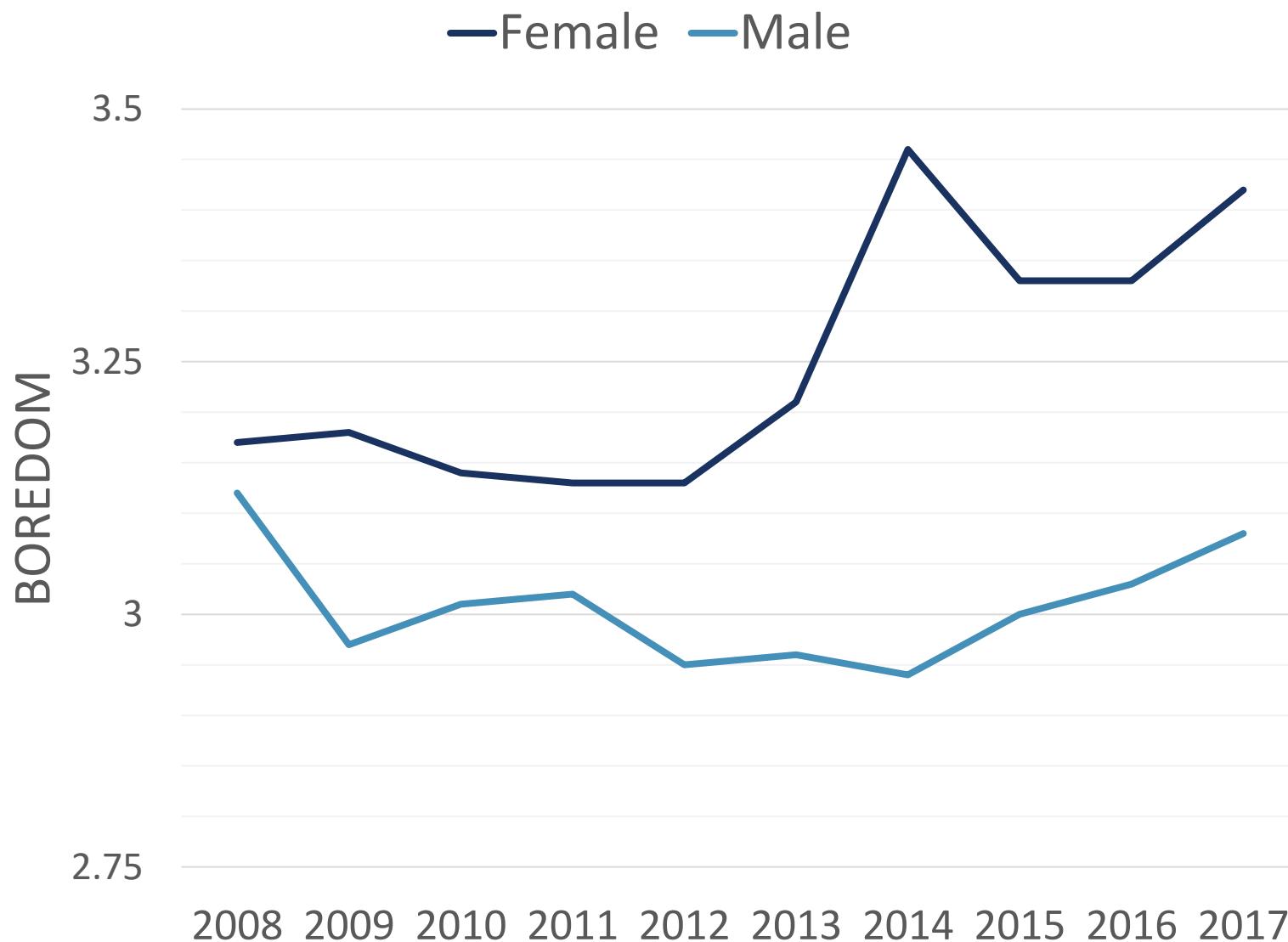
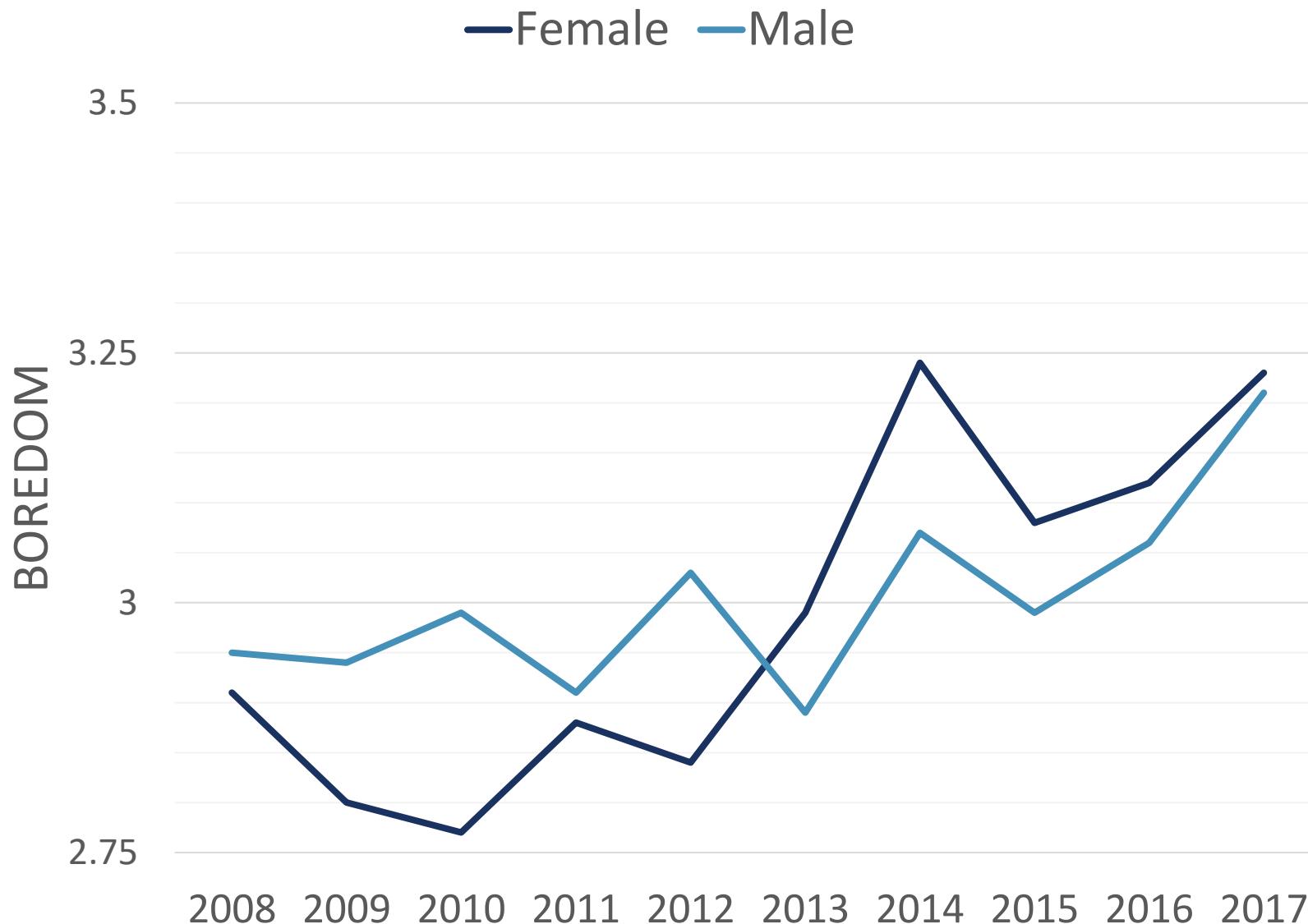


Figure 4. 12th Grade Boredom by Year





Check for updates

"To have healthy leisure is to have balance": Young adults' conceptualization of healthy and unhealthy leisure

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^aDepartment of Human Development, Washington State University; ^bDepartment of Movement Sciences, University of Idaho; ^cDepartment of Recreation, Park, and Tourism Management, The Pennsylvania State University

N=190 undergrads, large northwestern university, ~19.5 YO. 76% female, 58% white, 14% Hispanic, 14% multiracial

Free listing and focus groups

THEORETICALLY, WHAT IS HEALTHY LEISURE?

- Outcome of self-determined behaviors, actively pursuing health and wellbeing
- Active participation in meaningful activities, authentic social relationships
- Self-determined and intrinsically motivated
 - Autonomy, competence, and relatedness
 - Not amotivation or externally controlled
- Flow, mix of challenge and skill vs. lack of skill and confidence, social isolation, stress

WHAT DO STUDENTS SAY? FREE LISTING

- Leisure = free time spent outside of obligations or duties such as school or work
- What comes to mind when you see the term healthy/unhealthy leisure?
- What would healthy/unhealthy leisure look like as an activity?
- List 5 typical activities you do for fun in your free time on a weekly basis. Identify which are healthy and which are unhealthy.

no stress
productive
relaxing
being active
relaxation/rest
calm
health boosting
relax
safe exercise
sleep
active
active
rest
fun
relaxing

relaxing
non-harmful
unstructured
relaxed
calm/tranquil
comfy
relaxing
mind
hanging out
eat
outside
involved
snacks
rewarding
non-competitive (sometimes)

happy
pleasant
somewhat active
calming
steady breathing
happy
unstressful
time
relaxation
state of mind
moving
aware
exercise
relaxing
calming

healthy
relaxing
fun
making good choices
peaceful or "normal" environment
peaceful
mindful
good feeling
fun
activity
awake
mindful
enriching knowledge
choosing to be a part
entertaining

stress-free

physical activity

healthy eating

self-care

productive

emotion
fun

relatedness

autonomy

The word cloud is centered around the word "relaxing". Other prominent words include "active", "happy", "exercise", "stress-free", "productive", "calm", "fun", "safe", "healthy", "lazy", and "sleeping". The words are arranged in a radial pattern, with larger words in the center and smaller words branching outwards. The font size of each word varies, representing its frequency or importance within the context of the theme.

inactive **harmful** **fat** **unhealthy** **drugs** **unsafe**
lazy **reckless** **boring** **sad** **naive** **junk-food**
dangerous **no-self-control** **intoxicated** **bad** **mind-altering** **uncomfortable**
stable/unmoving **procrastination** **discomfort** **Irresponsible** **negative** **smoking**
weight disgust **high-strung** **relationships** **Irresponsible** **naive** **angry**
bed degrading **resting** **doing-nothing** **Irresponsible** **use** **loud**
Unhappy **drug** **reckless** **technology** **memories** **Jail** **laziness**
wasting-time **TV** **isloating** **parties** **TV** **TV**
uninteresting **risky** **sleeping** **isloating** **isloating** **TV**
couch **slob** **videogames** **parties** **isloating** **isloating**
alcohol **dirty** **videogames** **parties** **isloating** **isloating**
illegal **unproductive** **passive** **forbidden** **isloating** **isloating**
bad-habits **unproductive** **negative-people** **decrease** **addiction** **addiction**
immature **boredom** **trapped** **intense** **sloppy** **addiction**
finding **finding** **intense** **intense** **addiction** **addiction**
excessive **stressful**

FOCUS GROUPS

- Leisure defined as before
- What does healthy leisure mean to you
- View word clouds—what do you think? What is missing, what needs to be larger or smaller?

HEALTHY LEISURE IS...

- Relaxing/restorative
- Active/exercise/physical
- Self-determined, don't have to do something
- Stress reducing
- Fun/happy/good
- Sleep

UNHEALTHY LEISURE IS...

- Lazy/not active
- Excessive
- Escape/avoidance/disengagement
- No control of actions/emotions
- Bad habits, not good for you
- Dangerous/harmful/illegal
- Unhappy/anger/anxiety/guilt/stressful

MOTIVATIONS TO ENGAGE IN HEALTHY LEISURE

- Self-improvement
 - *...being a better person....take time for myself...come back to a problem and see things differently*
 - *...starts getting stressful, motivation for me to take a day to have healthy leisure and be myself*

MOTIVATIONS TO ENGAGE IN HEALTHY LEISURE

- External pressure
 - From family members, teachers, friends ...*you need to do this, otherwise this will happen...*
- Enjoyment
 - ...*really hard to actually enjoy what is going on because there is always another thing...step back, take a deep breath, and enjoy...it's pretty cool being here!*

MOTIVATIONS TO ENGAGE IN UNHEALTHY LEISURE

- Curiosity/instant gratification/no consideration of consequences
 - *You have good intentions usually...don't always think about the consequences.*
 - *....mixed with a little bit of ignorance. ...if I drink this much, what will happen?*
- Reward “treat yo’self”
- You want to be part of something

MOTIVATIONS TO ENGAGE IN UNHEALTHY LEISURE

- Escape from high pressure from self and others
 - Free “*from responsibility, you are free from your own morals sometimes. It is just throwing your hands in the air and saying, ‘You know what...’*”
- Boredom and apathy, excitement and adrenaline
 - *I don't care what is going on in my life here, let's have another bottle of wine.*

THE TIPPING POINT

- Same activity can be healthy or unhealthy
- There is a tipping point where one loses control or passes their limit
- Difficult it is to know when this transition occurs
 - *Yeah, because we don't question so much and just do and want to be a part of something so much, we don't realize the cost ... and so we create a habit or an addiction or ... something like that.*
 - *It is like you don't know it is excessive until after the fact and then ...*
 - *It is like instant regret.*
 - *A big part of this is finding, like, the balance.*

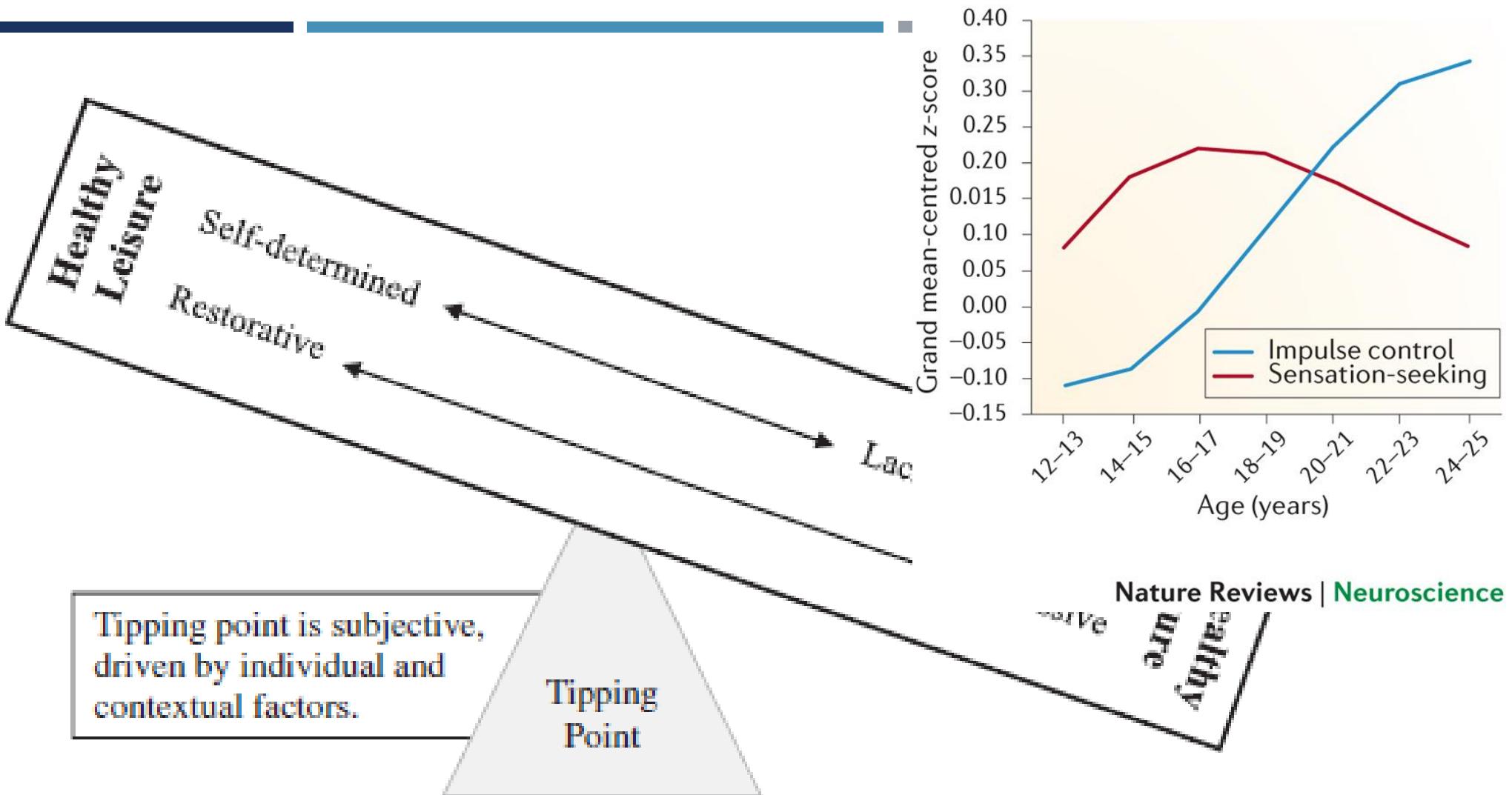


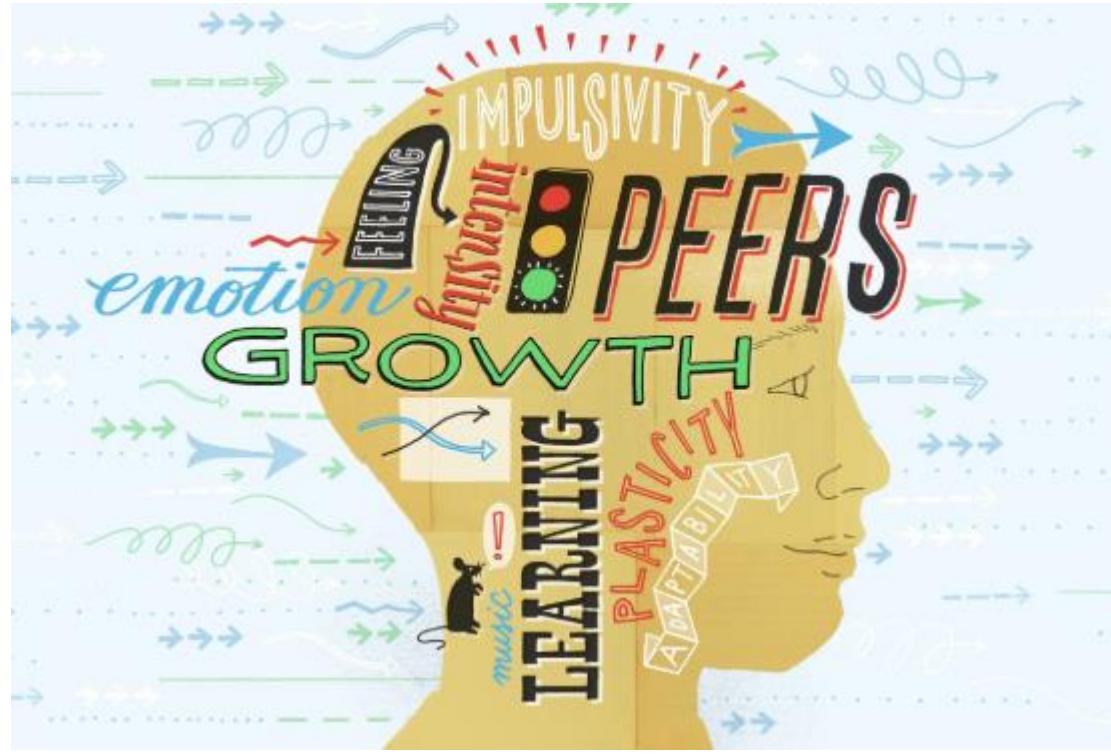
Figure 4. Finding the balance: relationship between healthy and unhealthy leisure.

PROGRAMMING IDEAS

TAKING ACTION

Short-term immersive activities
Serious leisure, leisure projects

Casual leisure
Education



LEISURE EDUCATION

- Students will place themselves in a leisure environment that is supportive and aligns with their personality, interests and skills.
- BUT only if they have the skills to do so, and many college students don't.
- Intentional approach – provide:
 - Knowledge about benefits, and
 - How engagement enhances skill development, personal growth, and wellness.

FACILITATE LEISURE SKILL BUILDING

- Develop knowledge about leisure and application to daily life
- Leisure as means of personal control
- Leisure as means of exploring identity
- Time for experimentation and exploration in positive ways
- Self-monitoring and reflection
- Learn how to *use* boredom – it should be motivating

WHEN THE PASTURE BECOMES REAL BORING,
COWS BECOME CREATIVE.



TIMewise: TAKING CHARGE OF LEISURE TIME

| Core Lessons | Advanced-Skill Builders |
|---|---|
| Exploring Leisure Activities | Educating Others about Leisure |
| Checking Out My Motivation | Making Decisions & Taking Risks |
| Beating Boredom & Developing Interests | Achieving Flow |
| Making an Action Plan | Managing Stress & Becoming Mindful |
| Managing Daily Leisure | Friendships & Leisure |
| Putting it All Together | Leisure and Change |

Exploring My Free Time

Use this activity to explore the benefits of leisure.

In column 1 list things you do with your free time after school and on weekends. In column 2 indicate how much time you spend at each activity. In column 3 put a + if you like the activity or a - if you dislike the activity. In column 4 put a * by the activities you consider leisure activities. Then, in column 5 indicate the benefits you experienced by engaging in this leisure activity.

| 1 Activities I do on a regular basis | 2 Time I spend at this activity | 3 Like + Dislike - | Leisure Activities | 5 Physical | Social | Mental | Future | Psychological | Spiritual | Natural | Creative | Community |
|---|---|-----------------------|--------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | 1 2 3 4 5 A Little Some A lot | | | <input type="radio"/> |
| | 1 2 3 4 5 A Little Some A lot | | | <input type="radio"/> |
| | 1 2 3 4 5 A Little Some A lot | | | <input type="radio"/> |
| | 1 2 3 4 5 A Little Some A lot | | | <input type="radio"/> |
| | 1 2 3 4 5 A Little Some A lot | | | <input type="radio"/> |



Physical: Good for my body, healthy



Future: Working toward goals, both school and career



Natural: Appreciating nature, animals and the environment



Social: Time with friends, family or new people



Psychological: Feeling good about myself, stress release



Creative: Building, drawing, writing or creating something



Mental: Intellectually challenging



Spiritual: In touch with my beliefs; gives my life meaning



Community: Helping people, animals, the community or the environment

LEISURE TIME Transitioning from high school to college.



1 How did you spend your free time in high school? List common activities.

| | |
|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> |

2 From your list above, place an (x) next to the activities you would consider leisure. After that, make yourself a table like the one below. (There's room on the next page).

| LEISURE ACTIVITIES | CONTEXT | EXPERIENCE |
|--------------------------------|--|--|
| Running | School track | Felt like exercise and I had to do it, but it felt good after I ran. I had to make myself get up and go each time. |
| Hanging out with friends | Different places but no adults present | Nothing else to do, a little boring, but nice to be with friends |
| Photography | Outdoors in parks and on trips with a club | Really fun, creative, really wanted to do it, learned something |
| Playing on the basketball team | School, with coaches | I used to love it but I'm ready for a change. The others on the team are better than me so it is a little frustrating. |

LEISURE TIME Transitioning from high school to college.



What if you played a game of pick-up basketball instead of having coaches around?

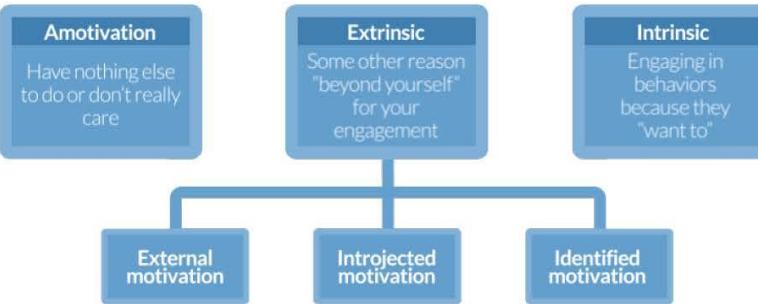
What about doing yoga at home or in a studio?

What about running inside versus outside?

3 Fill in the chart below. Think about whether there was a relationship between what you did, where you did it, and how you experienced the activity.

| LEISURE ACTIVITIES | CONTEXT | EXPERIENCE | WHAT YOU DID | WHERE YOU DID IT | HOW YOU EXPERIENCED THE ACTIVITY |
|--------------------|---------|------------|--------------|------------------|----------------------------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

My Motivations Considering intrinsically motivated activities



How can you do more intrinsically motivated activities? During which activities do you feel positive emotion, or even a flow state? How can you be sure that the less preferable motivations do not lead to any negative consequences? Fill in the chart below and consider how your motivations, benefits and meaning were interlaced.

| 1 | 2 | 3 | 4 | 5 | Describe how your motivations, benefits and meaning were interlaced in this activity. |
|------------------------------------|------------------------------------|--|--|---|---|
| Activities I do on a regular basis | Level of Emotion | Did this contribute to any positive relationships? | Did you find meaning in this activity? | | |
| | 😊😊😊😊😊 Positive Neutral Negative | Y N | Y N | | |
| | 😊😊😊😊😊 Positive Neutral Negative | Y N | Y N | | |
| | 😊😊😊😊😊 Positive Neutral Negative | Y N | Y N | | |
| | 😊😊😊😊😊 Positive Neutral Negative | Y N | Y N | | |
| | 😊😊😊😊😊 Positive Neutral Negative | Y N | Y N | | |

VARIETY AND BALANCE Try a new activity and list it below

New Activity

1 How did this experience make you feel?



2 How did the experience fit in with your goals and/or personality?



3 Describe interactions you had through engaging in this activity.



VARIETY AND BALANCE Respond based on your new activity

4 How did this experience make you feel accomplished?



5 How were your strengths used in this activity?

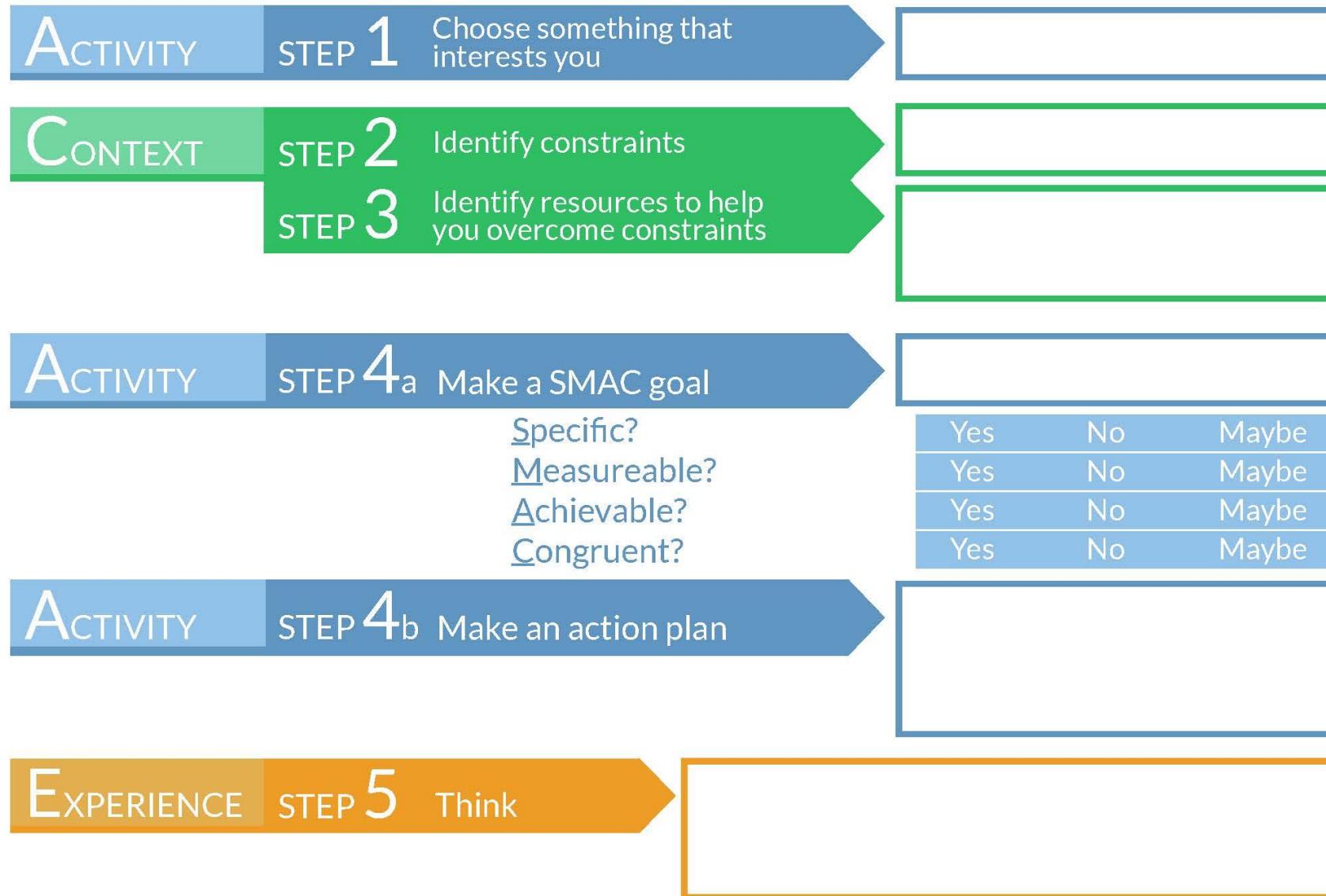


6 What did you learn?



My Leisure Goal

Use this activity to create your own SMAC goal



RPTM 120: LEISURE AND HEALTH (PENN STATE)

Course Goals:

- To develop foundational knowledge about the connections between leisure and health.
- To critically assess one's personal leisure and its impact on one's health.
- To develop knowledge about leisure's contribution to individual health across the lifespan.
- To develop knowledge about leisure's contribution to community level health, including global perspectives.

LEISURE “SELFIE” – LEISURE PORTFOLIO



SELF-REFLECTION DISCUSSION IDEAS FOR STUDENTS

- Personal motivation for leisure (healthy and unhealthy) activities
- Benefits of healthy leisure, both serious and casual
- Influence of parents, peers
- How to have authentic relationships
- Avoiding going over the edge of the tipping point
- Understanding boredom and how to use it constructively (e.g., creativity)

SELF-REFLECTION: THEIR WORDS

I was actually pretty upset at the amount I drank over the week (44 units).

I guess I had never really thought about it until now. But when it hits you in the face, it's like "bam!"

I have always wondered "who am I if I am not drinking and not this fun party girl," but now I realize I need to be more.

There is more to life than getting wasted.

SELF-REFLECTION: THEIR WORDS

I went camping with my family the weekend of data collection. I did not drink for obvious reasons. When I came back I immediately started drinking again.

The really weird thing is that I noticed that my positive emotions were higher with my family then when I went drinking with my buddies.

I decided it was time for a change and moved to another apartment. Drinking is now a lot less of a focus for me.

CHECK-IN RULERS

How authentic are/were your social interactions _____?

How much do/did you feel most like yourself _____?

How happy are/were you _____?

How stressed are/were you _____?

How much do you regret what you did _____?

How true to your core values are/were you _____?



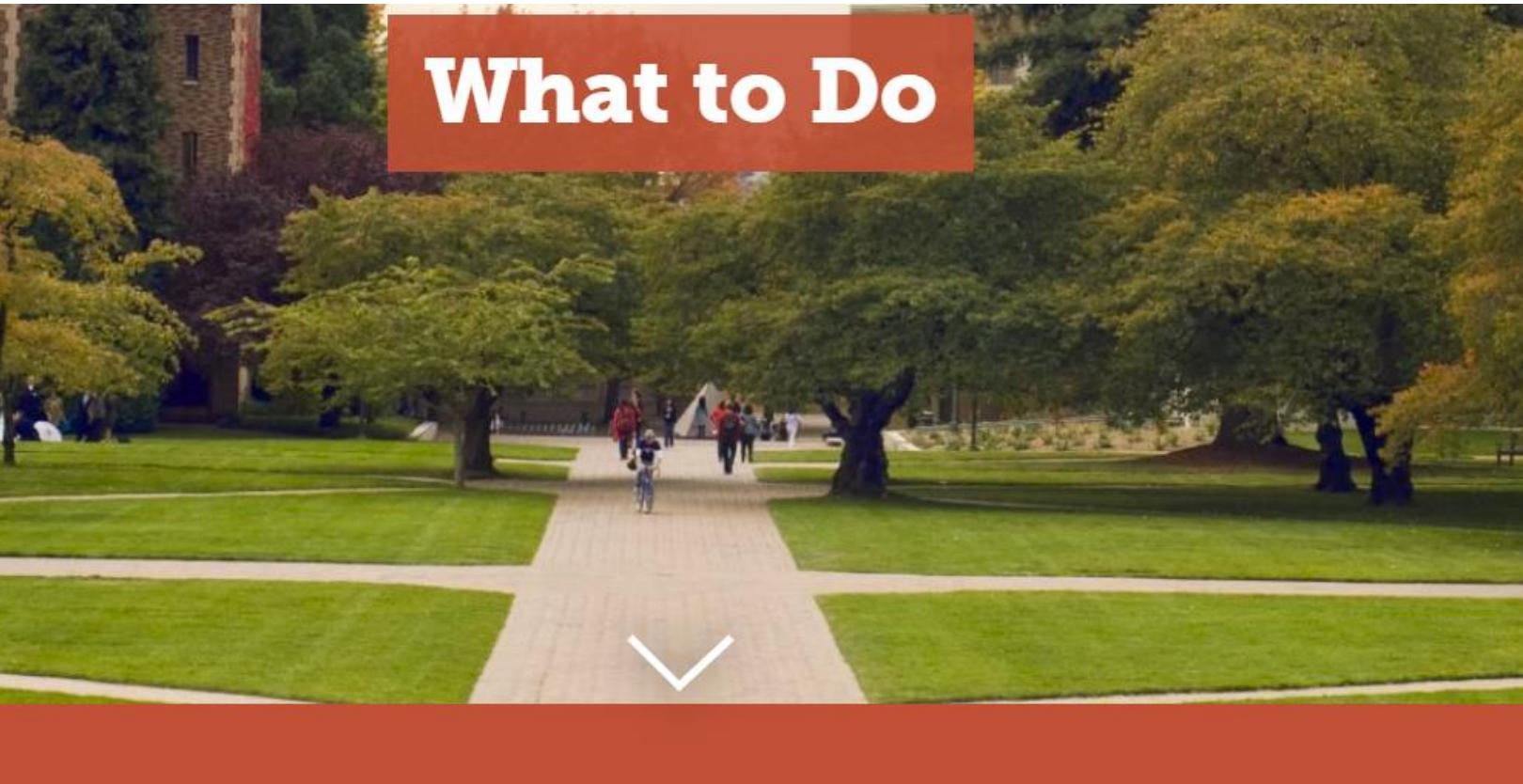
1 Totally Inauthentic

4 Not really
Inauthentic or Authentic

7 Totally Authentic

WASHINGTON STATE HEALTH CARE AUTHORITY

- The website meets students where they are by acknowledging these realities, offering healthier alternatives and refusal skills, and outlining the risks of underage alcohol and marijuana use.
 - *Not A Moment Wasted* and *Rethinking College Drinking and You*
(<https://thesocialpresskit.com/not-a-moment-wasted>)



What to Do



Find Your Happy Place

College is a lot. You study. You write papers. You do internships. You work. You spend time on the things you're passionate about. And between all that, you want to have a life with friends and fun.

How do you unwind? Have a good time? Escape those unhealthy habits? We've got some ideas.

Explore

Get to Know Your City

Maybe you're new in town. Maybe you stayed close to home. Either way, there's always something to discover. Exploring new neighborhoods, local museums, or community landmarks is a great place to start.

So, get out there and see the things your city has to offer, like interesting eats and the statue of that person who... did that thing.

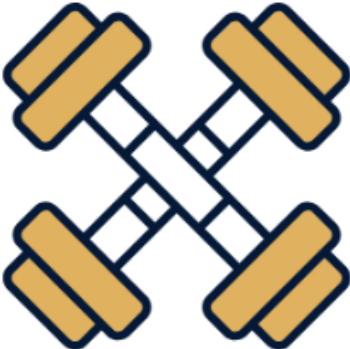


Breathe in the Fresh Air

Rain or shine, sometimes you've just got to get out. Breathe in the fresh air. Go for a hike. Or spend some time in your local park. Take in the beauty of Washington State from wherever you are.

The San Juans, amazing. Mt. Spokane, wow. Olympics, breathtaking. Lake Chelan, uh yes.

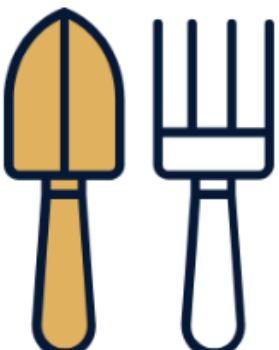
Try Something New



Exercise Your Brain and Body

Is your mind in need of major de-cluttering? Whether it's creative, blog-based, or bullet journaling, writing can be a great escape.

And if you need a physical escape, try hitting the rec center, going for a run around campus, or doing some outdoor yoga.



Make Time for Fun Stuff

In an age when the internet can teach you literally anything, why not try something new? Give gardening a go. Take a coding or cooking class. Maybe learn to play an instrument.

Not feeling something new? Tackle a project you've been putting off. Like organizing your room or returning those library books.

Be Social



Start a Group Chat

What are friends for if not for being there during the good and bad moments? Plan meet ups. Make it a game night. Watch a new movie. Hunt for Bigfoot. Sometimes, it's just nice to be around the people who make you happy.



Find Your People

College is full of new folks. Sometimes, you make friends naturally. Other times, you have to search for them—and meet ups are a great way to make connections. Just look for the groups that share your interests. If you want to keep it on campus, try out some clubs or recreational sports.

Make an Impression



Be the Good

We all feel like things are too out of control sometimes. But being a force for good in your community is a great way to calm anxieties about the world. Work a food drive. Help at a senior center. Volunteer at an animal shelter.

Need help finding your perfect cause? [Try this.](#)



Build Connections

Meeting new people can be more than just for fun, it can be good for your career. Networking events and workshops are happening all over Washington State. Stop by your school's career center. Check for [WorkSource](#) opportunities in your area. These are all great places to build connections, work on your interview skills, and get those hot tips on writing a top-notch resume.

RETHINKING
COLLEGE
DRINKING

FOR BEING SOCIAL



You've got options.

Rethinking drinking leads to healthier choices that don't risk your health, grades, and relationships like alcohol can.

*Drinking alcohol is illegal for anyone under 21

| Learn more at NotAMomentWasted.org

Washington State
Health Care Authority

RETHINKING
COLLEGE
DRINKING

FOR STRESS



You've got options.

Rethinking drinking leads to healthier choices that don't put your motivation and grades at risk.

*Drinking alcohol is illegal for anyone under 21

| Learn more at NotAMomentWasted.org

Washington State
Health Care Authority

RETHINKING
COLLEGE
DRINKING

FOR BOREDOM



You've got options.

Rethinking drinking leads to healthier choices that don't get in the way of what matters most—like your friends, passions, and academic success.

*Drinking alcohol is illegal for anyone under 21

| Learn more at NotAMomentWasted.org

Washington State
Health Care Authority



Search: 07637803



MY BRAIN HAS TOO MANY



TABS OPEN



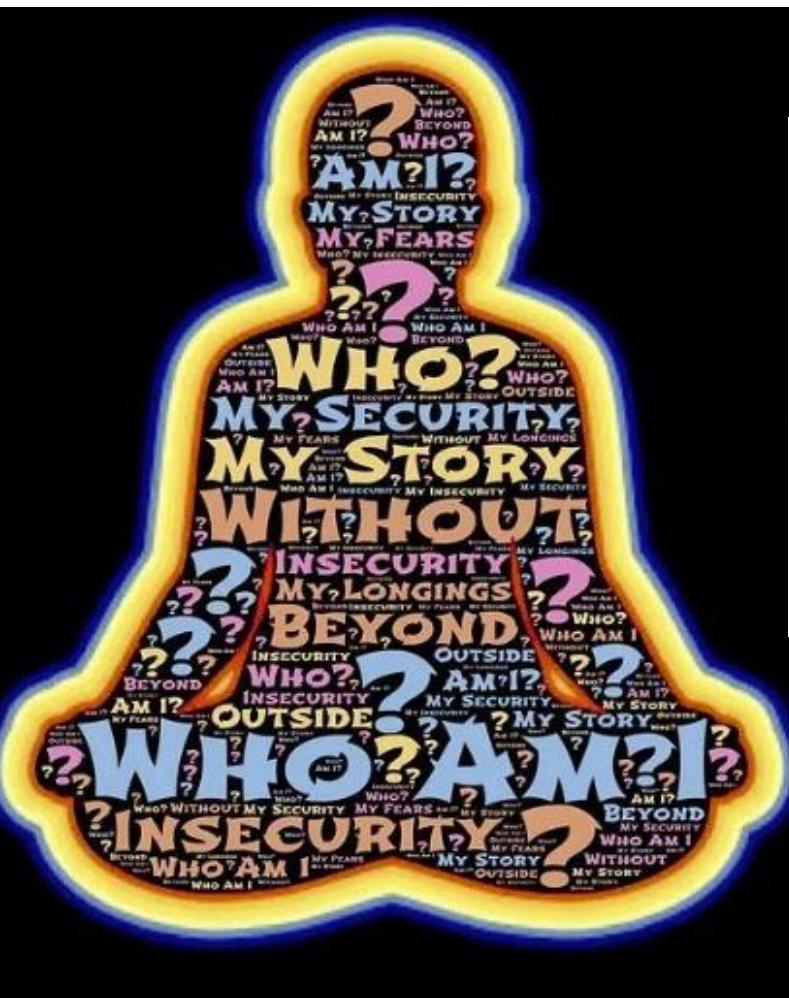
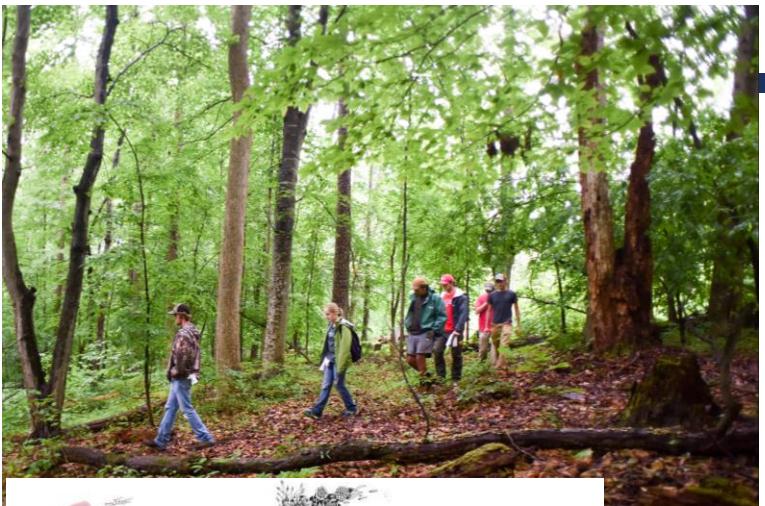
How Do you FEEL?

by beth evans

A 3x3 grid of hand-drawn cartoon faces screaming with different expressions:

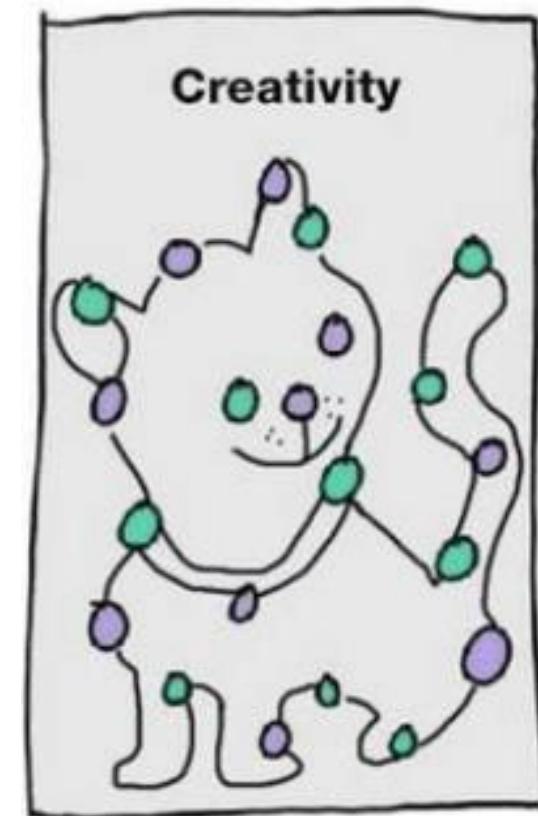
- Row 1:**
 - SCREAMING: A simple face with a wide, open mouth.
 - SCREAMING: A face with a wide mouth and a single tear falling from the eye.
 - SCREAMING: A face with a wide mouth and a single tear falling from the eye.
- Row 2:**
 - DONE WITH EVERYTHING SCREAMING: A face with a wide mouth and a small cloud-like shape above it.
 - ON THE INSIDE SCREAMING: A face with a wide mouth and a small cloud-like shape above it.
 - BEING OUTSIDE IN NATURE AND SCREAMING: A face with a wide mouth and a small cloud-like shape above it.
- Row 3:**
 - UPSET OVER A SPECIFIC THING SCREAMING: A face with a wide mouth and a small cloud-like shape above it.
 - HAPPY OVER A SPECIFIC THING SCREAMING: A face with a wide mouth and a small cloud-like shape above it.
 - JUST A WHOLE LOT OF SCREAMING: A face with a wide mouth and a small cloud-like shape above it.





THINK ABOUT IT...

- Which leisure and/or developmental outcomes do you want to address?
- Which dots do you have in your tool box?
- Which ones do you want to connect?
 - Which will be the most bang for the buck?
- Who are your collaborators?
- What resources do you have on campus?



THINK ABOUT IT ...

- How to facilitate learning in leisure (i.e., informal learning)?
- What form of leisure education might work on your campus?
 - Web-based education
 - Classroom
 - Workshops
 - Peer-led
 - RA programming

THOUGHTS? QUESTIONS?



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lindac@psu.edu

Please feel free
to contact me.



SELECTED HEALTHWISE FINDINGS



Healthy Leisure Interests

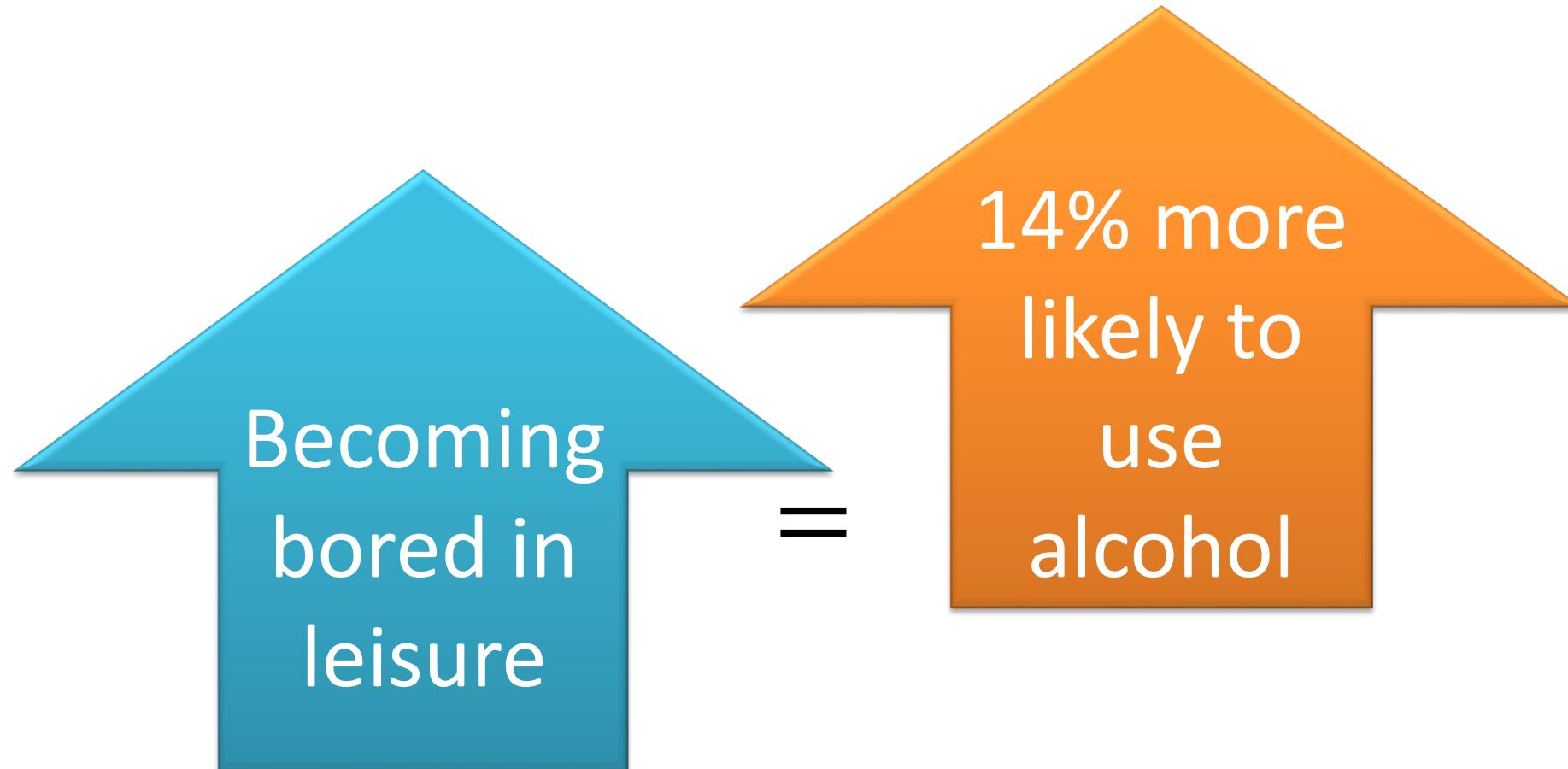


Decrease in
alcohol (by
17%), dagga (by
35%), tobacco
use (by 23%)

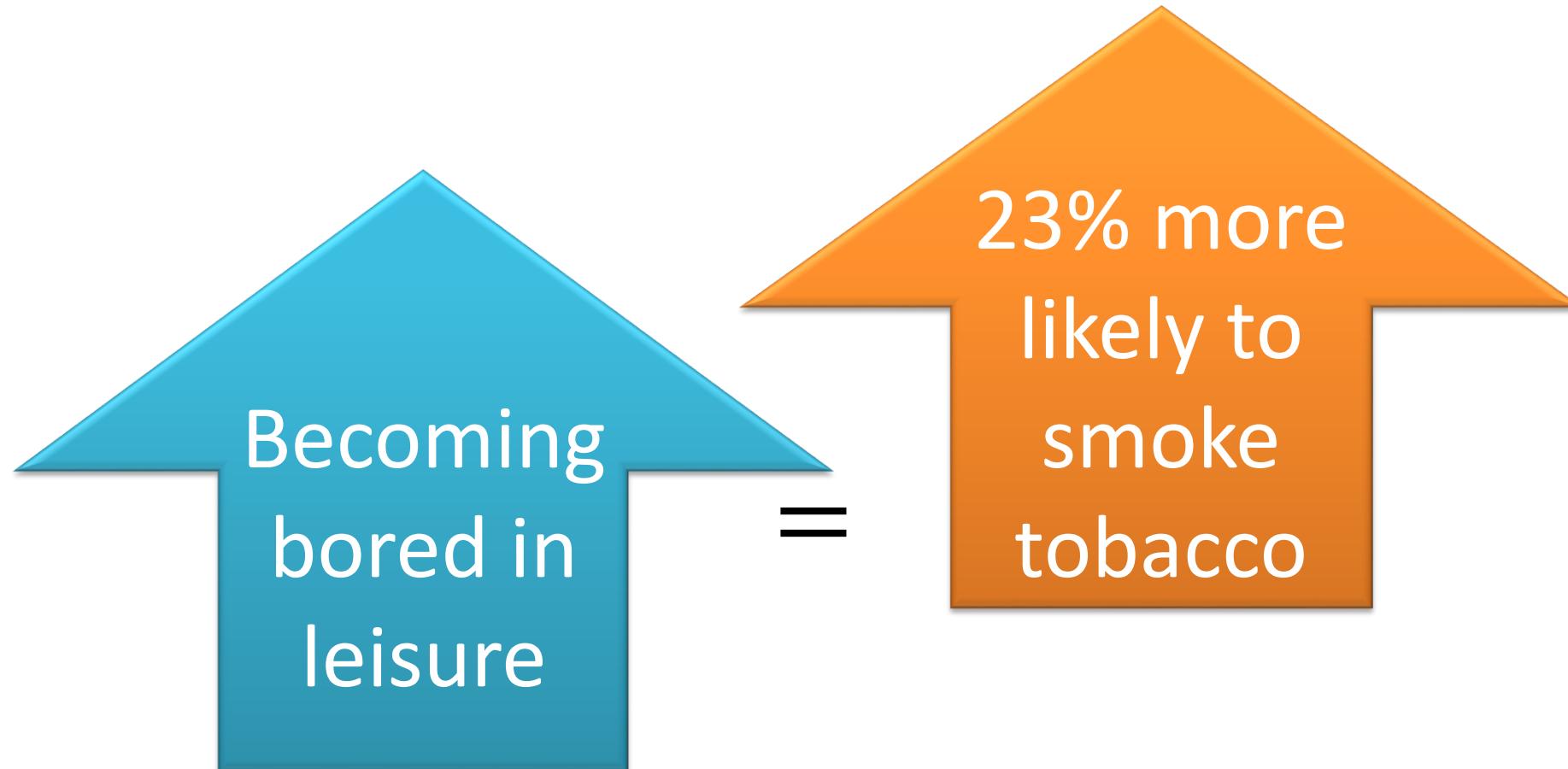
Increase in healthy leisure
and doing leisure activities
for **personal meaning, fun,**
and/or for a goal interests
over time



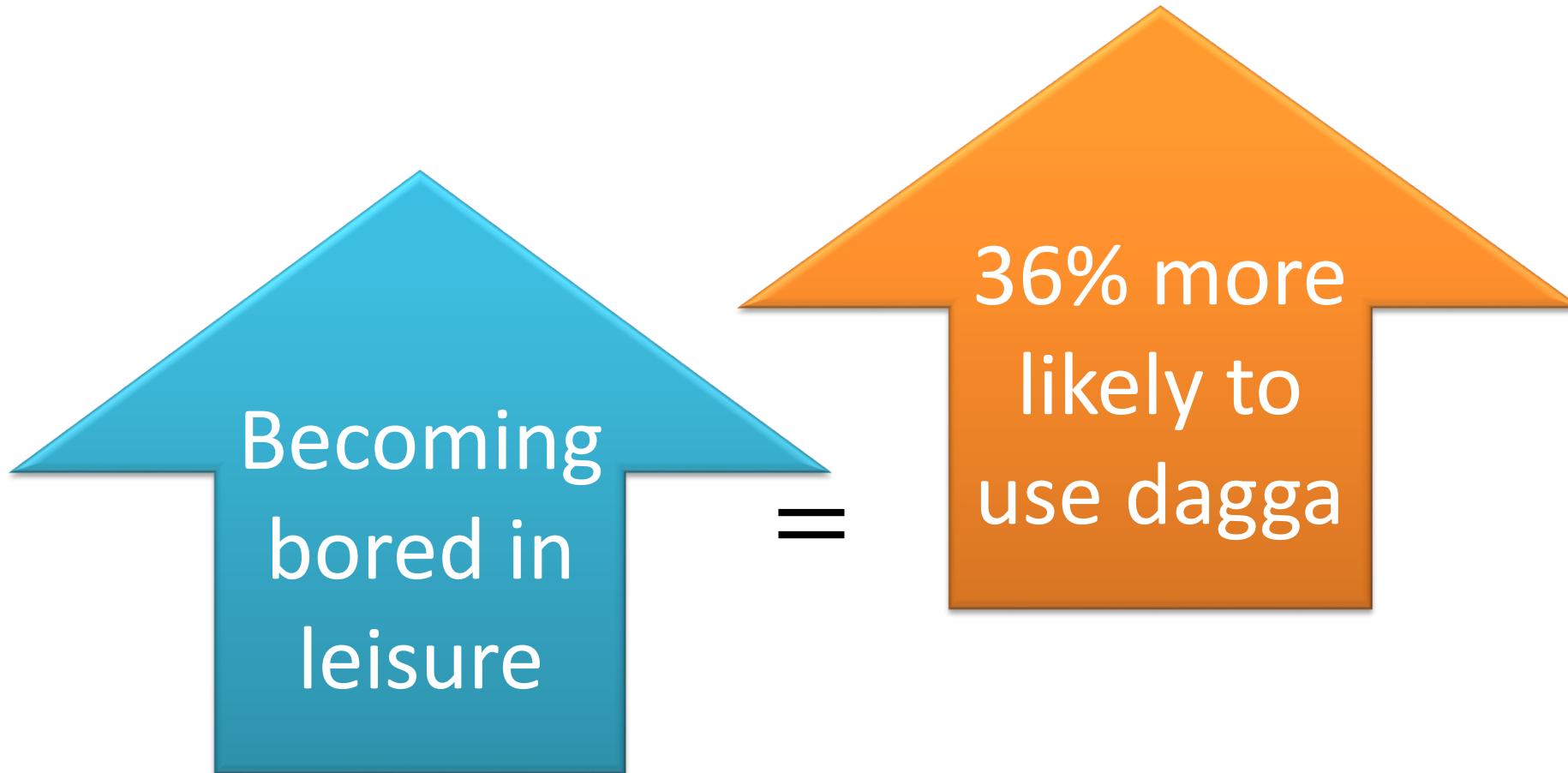
Boredom in Leisure



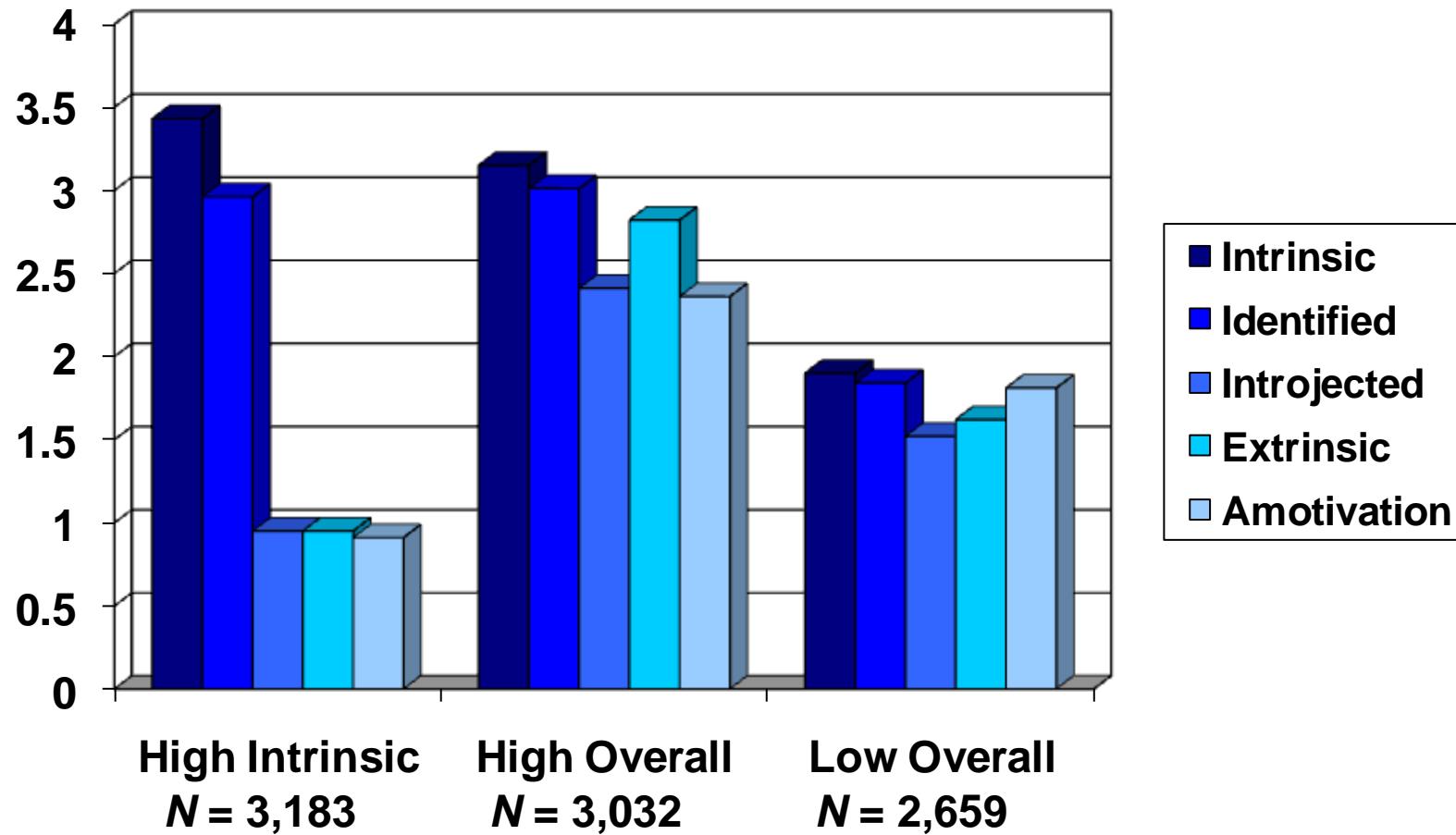
Boredom in Leisure



Boredom in Leisure



Motivation Profile and Substance Use



Youth in the High Intrinsic profile had the lowest odds of substance use

Weybright et al., 2018

High Leisure Boredom (v. Low or Neutral)

- Ever had sex
 - 18% v. 38% (Full); 25% v. 57% (M); 11% v. 22% (F)
 - Sex with just met partner
 - 10% v. 20% (Full); 4% v. 20% (F)
 - Used alcohol at last sex
 - 28% v. 41% (Full); 32% v. 55% (M)
 - Would keep trying
 - 3% v. 7% (Full); 5% v. 14% (M)
 - Was forced
 - 14% v. 27% (M)
 - Didn't use a condom
 - 48% v. 68% (M)
- N = 1695 (Full)**
N = 745 (Male)
N = 950 (Female)

Miller et al. (2014)

I'm Bored, Let's Have Sex!

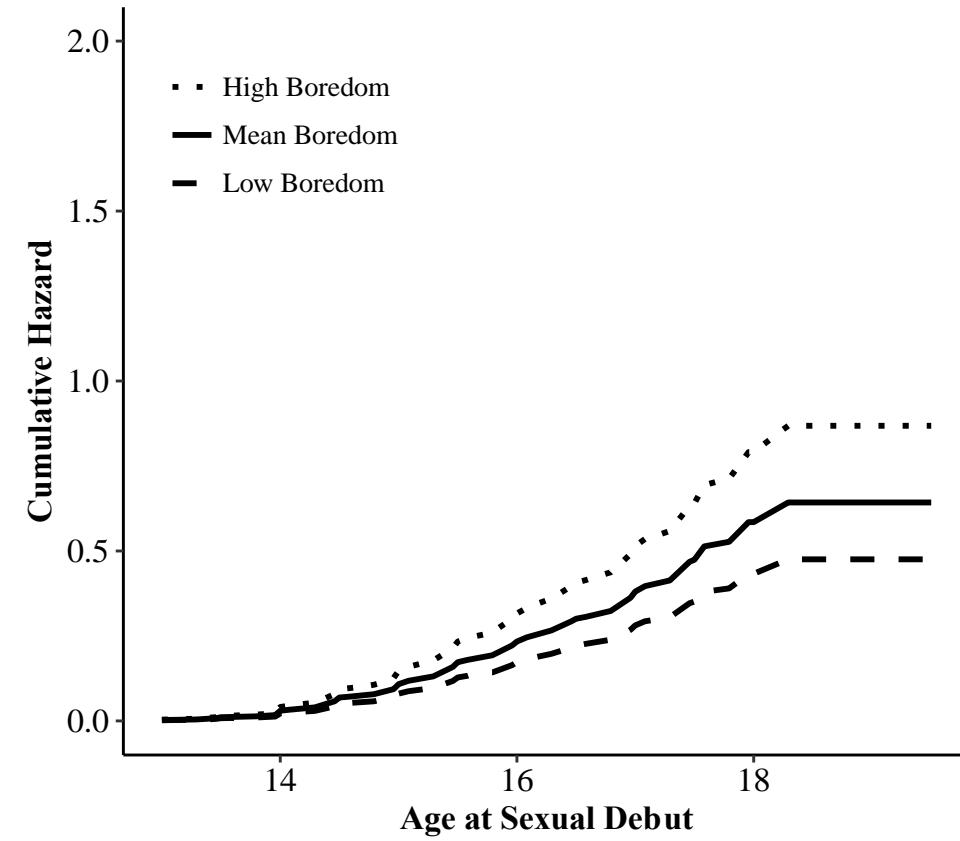
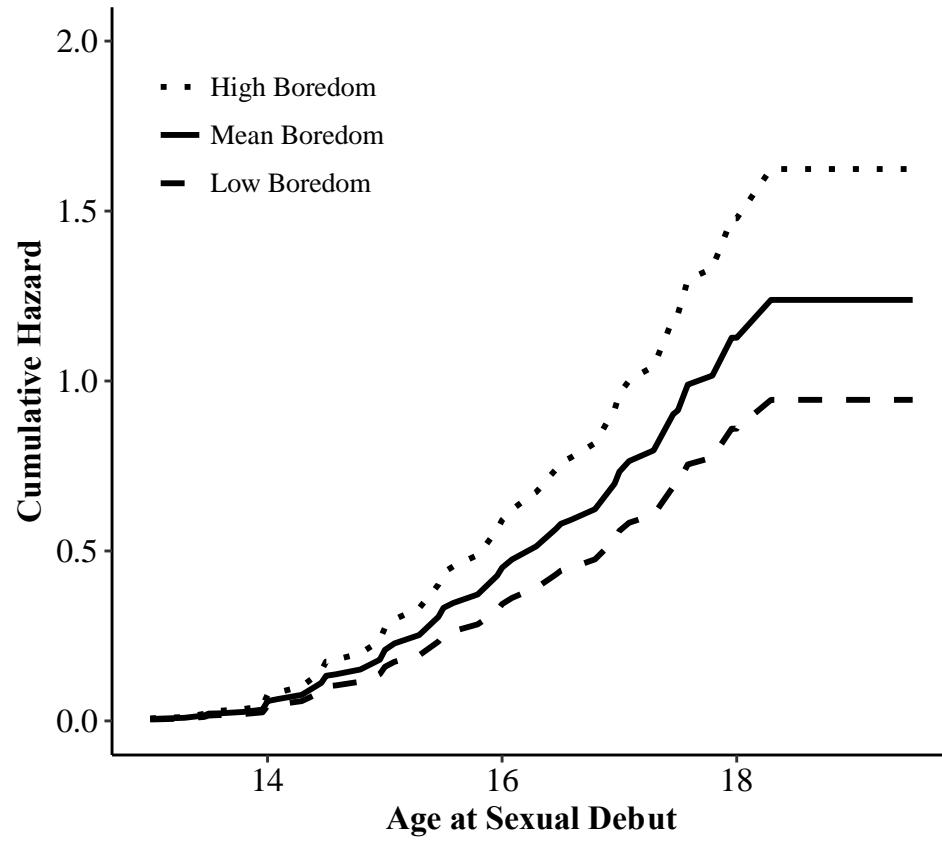


Figure 1. Cumulative hazard of sexual debut across time predicted by leisure boredom. Curves for boys (left) and girls (right) are modeled together and plotted separately for the purpose of data visualization.

Layland et al., in revision