

# INSTRUCTOR GUIDE

DESIGNED TO ACCOMMODATE THE STUDENT & CLASSROOM | ADAPTABLE FOR THE INSTRUCTOR | TRAUMA INFORMED | EVIDENCE INFORMED



# THRIVE

## RESILIENCE PROGRAM FOR TEENS

TED & MARIA HUNTINGTON | EMPOWERING BREAKTHROUGH  
EMPOWER RESILIENCE | ENHANCE POSITIVE MENTAL HEALTH

## Summary

*Thrive* is an evidence and trauma informed interactive course designed to empower teens with knowledge and tools to thrive in today's culture. Thrive addresses the challenges facing teens with a focus on the risk and protective factors that promote positive choices and healthy behaviors.

The *Thrive* model is intentional about creating a positive atmosphere that addresses unhealthy behavior while encouraging the participants to see their value, focus on solutions and internalize healthy lifestyles.

*Thrive* topics include Stress and the Body, Identifying Emotions, Sense of Purpose and Strength of Character, Risk and Choices, Influence, Optimism, C.A.R (Cope-Assess-Respond) Method, Taking Active Responsibility and Resistance Training.

*Thrive* incorporates interactive discussion, worksheets, role-play, video and testimonies.

## Acknowledgments

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Arizona National Guard Counter Drug Task Force

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## References:

2020 Arizona Youth Survey (Arizona Criminal Justice Commission)  
 Monitoring the Future 2018 Survey  
 SAMHSA - Substance Abuse and Mental Health Services Administration  
 Arizona Trauma Institute  
 The Arizona ACEs Consortium  
 National Institute on Drug Abuse  
 The Arizona Adverse Childhood Experiences Consortium  
 ICAN – “Positive Programs for Youth” Chandler, AZ  
 7 C’s of Resilience – Dr. Ginsburg  
 Dr. Scott Nelson - (PhD) Licensed Psychologist and Certified School Psychologist

## Projected Outcomes

Enhance SEL (Social Emotional Learning) Competencies  
 Reduce Substance Misuse  
 Enhance Decision Making and Problem Solving Skills  
 Empower Greater Self—Esteem & Confidence

## Trauma Informed Care consideration:

ManBeing trauma-informed is being aware of these principals and providing an environment and delivering material in a way that best supports an individual who may be affected by past or current trauma. The six common Trauma-Informed Care principals as identified by SAMSHA 2014

SAMSHA—“SIX KEY PRINCIPLES OF A TRAUMA-INFORMED APPROACH “

1. Safety
2. Trustworthiness and Transparency
3. Peer Support
4. Collaboration and Mutuality
5. Empowerment, Voice and Choice
6. Cultural, Historical, and Gender Issues

([https://ncsacw.samhsa.gov/userfiles/files/SAMHSA\\_Trauma.pdf](https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf))

## Presentation Method

The *Thrive* material is designed to intentionally create an atmosphere for the student to feel safe to participate, encourage reflection, promote critical thinking and allow for relationship building.

The intention is to promote student participation and encourage the students to actively share, keeping the subject matter relative to their culture and life situations. The lessons provide direction, then lead to open-ended style questions, fill-in charts, etc. designed to promote reflection and allow the students to participate and be empowered to be a part of the process and conclusions.

Significant student participation is primarily based on how safe a student feels in the environment and the degree of relationship and connection they feel with the presenter. The material is designed to progressively become more internally focused, requiring more student vulnerability as the student progresses through the lessons. Intentionally establishing a safe environment and a healthy coach/mentor relationship will be necessary.

The material is also intentionally created to provide the same concepts for the presenter. The individual lesson concepts, instructors outline, notes, videos, suggested activities, etc. are a guide and boundary for presenting the concepts. Each presenter and environment/culture have their own unique and diverse components. The material is designed to give the presenter liberty to adapt their style, videos, suggested activities, etc. that fit into the lesson concept and allow for the presenter to feel safe, encouraged, promote their critical thinking, etc.

The material is also designed to be flexible enough to reach teens from middle school level through high school. The presenter can adapt the discussions, questions, activities, etc. to the appropriate level of the students.

### C.A.R. – Cope, Assess, Respond:

This C.A.R concept makes it easy to remember the three-step method for processing through stressful and stimulating situations. The process is expanded during the program. Reflect on the C.A.R process and bring it into the discussions as often as possible to assist the students in internalizing and establishing new thought processes and pathways for responding instead of reacting.

**“Cope”**: when encountering a form of stimulus (through one of our senses), recognizing the symptom (s) and creating a “pause” to assist in self-regulation to promote responding instead of reacting.

It starts with recognizing what’s happening in our bodies and our thoughts/emotions (reactions to stress and stimulus), pause – activate a coping method to allow for cognitive thinking, and move into the “Assess” step.

**“Assess”**: This is the basis of the E.T.P Thought process. Assess is the step where the student can take control and confirm or re-direct thoughts & attitudes and regulate emotions. This action is a significant piece of Cognitive Behavior skill-building. This is a step that promotes the basis for behavioral change and allows for Responding and practicing self-control rather than reacting.

**“Respond”**: This is where we demonstrate our Regulated thoughts, feeling & emotions in an intentional, solution-focused, and healthy manner. We choose how we act and behave.

### E.T.P.-Empowered Thought Process:

The ETP concept capitalizes on the Cognitive theory that our behaviors (actions) are a direct result of what we believe (thoughts) and how we feel (feelings & emotions) and process thoughts and feelings. Modify our thoughts and attitudes, and we modify our behaviors. Healthy processing does not suppress or deny emotions/feelings but **empowers** us to regulate them with Beliefs (thoughts) of our choosing, giving us a level of control. The **Assessing & Modifying step** in our decision-making process is where we have the **power** to affect the outcome of our behaviors.

The ultimate goal is to develop and or strengthen our thought processing habits, making new thought patterns that are positive & healthy responses to stimulus.





# LESSON 1

Stress/Body

Thrive

LESSON PLAN 1PART 1

**LESSON TITLE:** Stress and the Body (Lesson 1)

**PRESENTATION TIME:** 45-60 minutes

**TEACHING METHOD:** Informal Lecture

**MATERIALS:**

Student workbook, instructor workbook, PowerPoint presentation with visuals and videos, whiteboard or flip chart and incentives for participation

PART 2

**COGNITIVE OBJECTIVE:**

The objective of this lesson is for each student to understand the basics of stress, how the body responds and the need to create a "Pause" to "Respond" in a healthy manor instead of "Reacting" with a negative response.

**Learning Objectives:**

1. The student will identify basic sources of their "everyday life" stressors.  
(AZDE HNS S1C3P01, NHEDS 1.8.3, 1.12.3)
2. The student will learn the basics of stress and how it effects the person physically and emotionally.  
(AZDE HNS S1C2P01, NHEDS 1.8.2, 1.12.2)
3. The student will be introduced to the concept of being in a "Regulated" and "Disruptive" state.  
(Stress Mode –vs– Chill Mode)  
(AZDE HNS S1C3P01, S5C1P01, NHEDS 1.8.3, 1.12.3, 5.12.1)
4. The student will learn to identify negative stress and learn to pause and respond rather than react.  
(AZDE HNS S1C1P01, S4C2P01, S5C2P01, NHEDS 1.8.1, 1.12.1, 4.8.1, 4.12.1, 5.8.2, 5.12.2)
5. The student will learn the basic definition of mindfulness and experience the concept through the 3 minute relaxation session.  
(AZDE HNS S1C1P01, NHEDS 1.8.1, 1.12.1)

**STRATEGY STATEMENT:**

Stress is part of everyday life and plays a role in our resilience and positive mental health. Stress can have positive and negative effects on us physically and emotionally. We tend to react to our stress rather than *pause* and respond. Most of the time, our reactions to negative stress are not healthy. Learning to identify the effects of stress on us physically and emotionally allows us to recognize when it is occurring and regulate its effects.

Mindfulness is a technique that is becoming widely used and accepted as an option to be taught at schools. Mindfulness means maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations and the surrounding environment. We tend to be on autopilot, or focused on a past event, or thinking of a future event and not slow down, concentrate on the present and relax.



## PART 3

**LESSON OUTLINE:****MP1: Introduction and Ice Breaker (5 mins)****MP2: Sources of "Everyday" stressors (5 mins)****MP3: Introduction to stress and it's effects on the person (15 mins)**

- A. Basic facts about stress
- B. Video (Fight or Flight")
- C. Effects of Stress on the body (Fight or Flight, etc.)

**MP4: Regulated vs. Disruptive state (CHILL mode vs. STRESS mode) (15 minutes)**

- A. Disruptive / Reactive state (stressed-out, anxiety, hypersensitive and emotional, etc.)
- B. The body is reacting naturally to the stressors
- C. Identifying when we are becoming disruptive
- D. Identifying feelings and emotions we experience during a disruptive state
- E. Identifying how we feel physically when we are in a disruptive state
- F. Regulated / Controlled state (calm, peaceful, in control of emotions, focused, etc.)
- G. Creating a "Pause" or "Break" and respond in an intentional and healthy manner
- H. The objective is to "Respond" in a healthy manner
- I. Identifying when we are experiencing a regulated state
- J. Identifying feeling and emotions we experience during a regulated state
- K. Identifying how we feel physically when we are in a regulated state

**MP5: Responding vs. Reacting (going from a disruptive state to a regulated state) (5 minutes)**

- A. Recognize and be honest with what you are experiencing
- B. Create a "Pause"
- C. Breathe using 4 count breathing technique
- D. Focus on relaxing
- E. Think about how you WANT to respond

**Introduction to Mindfulness (5 minutes)**

- A. Definition
- B. Video
- C. 3 minute relaxation session

[illegible]

## Lesson 1 Stress and the Body

## Instructor Guide

Lesson outline	Instructor notes	Activities, Video, PPT
<p><b><u>IV: Regulated vs. Disruptive state (CHILL vs. STRESS)(15 minutes)</u></b></p> <p>A. Disruptive/Reactive state “STRESS MODE” (stressed-out, anxiety, hypersensitive and emotional, etc.)</p> <p>B. The body is reacting naturally to the stressors</p> <p>C. Identifying when we are becoming disruptive; “Stress Mode”</p> <p>D. Identifying feelings and emotions we experience during a disruptive state (Stress Mode)</p> <p>E. Identifying how we feel physically when we are in a disruptive state (Stress Mode)</p> <p>F. Regulated/Controlled state “Chill Mode” (calm, peaceful, in control of emotions, focused, etc.)</p> <p>G. Creating a “Pause” or “Break” and respond in an intentional and healthy manner</p> <p>H. The objective is to “Respond” in a healthy manner</p> <p>I. Identifying when we are becoming regulated state (Chill Mode)</p> <p>J. Identifying feelings and emotions we experience during a regulated state (Chill Mode)</p> <p>K. Identifying how we feel physically when we are in a regulated state (Chill Mode)</p>	<ul style="list-style-type: none"> <li>• Explain that when we have a stressor or event that causes an extreme emotional reaction, like Fight/Flight that our natural tendency is to enter into a disruptive state of mind and body in which we go from being relaxed and able to think clearly and act intentionally, to a higher emotional, less reasonable and more reactive state. Here we can become even more emotional, anxious, and can make decisions that are not as helpful, solution-driven and can be harmful</li> <li>• We will call the disruptive state “Stress Mode” and the controlled/calm state “Chill Mode”</li> <li>• Show PPT of “Common Emotions and Feelings” and ask students the questions in the boxes below “Stress” and “Chill” asking them to share their comments as they fill in the blanks</li> </ul>	<p>Activity 3 PPT</p> <p>PPT</p>
<p><b><u>V: Responding vs. Reacting (going from a disruptive state to a regulated state (5 Minutes)</u></b></p> <p>A. Recognize and be honest with what you are experiencing</p> <p>B. Create a “Pause”</p> <p>C. Breathe using the 4 count breathing technique</p> <p>D. Focus on relaxing</p> <p>E. Think about how you WANT to respond</p>	<ul style="list-style-type: none"> <li>• <b>Explain that this is one of the main points of this lesson.</b> Recognizing what can cause us to become disruptive/reactive and when we are in a disruptive/reactive state, taking action to <b>PAUSE</b>; add a <b>break</b> to relax and allow our mind and body to get back into a regulated/Intentional state</li> <li>• Explain the dynamics of breathing; explain the 4 count breathing method. This allows oxygen to enter the bloodstream and counters the adrenaline and cortisol and acts as a natural mind and body relaxing source</li> </ul>	<p>Activity 4 PPT</p>
<p><b><u>VI: Introduction to Mindfulness (5 minutes)</u></b></p> <p>A. Definition</p> <p>B. 3 minute relaxation session</p>	<ul style="list-style-type: none"> <li>• Give a brief definition of mindfulness relaxation technique; focusing on reducing tension and being present in the moment</li> <li>• Put on relaxing music. Ask the students to sit comfortably with their hands on their laps, and feet flat on the floor. Ask them to practice the 4 count breathing technique for 3 minutes. Give the option of keeping their eyes open or closed</li> </ul>	<p>Activity 5 PPT VIDEO</p>





# LESSON 2

Identifying Emotions

Thrive

## LESSON 2 IDENTIFYING EMOTIONS

## INSTRUCTOR GUIDE

## LESSON PLAN 2

## PART 1

**LESSON TITLE:** Identifying Emotions

**PRESENTATION TIME:** 45-60 minutes

**TEACHING METHOD:** Informal Lecture

**MATERIALS:**

Student workbook, PowerPoint presentation with visuals and videos, whiteboard or flip chart and incentives for participation

## PART 2

**COGNITIVE OBJECTIVE:**

The student will be able to identify emotions they experience, what usually triggers strong emotions they experience, how to cope with the emotions in a healthy manor and identify individuals who they can reach out to for emotional support.

**Learning Objectives:**

1. The student will demonstrate an understanding of the basic facts of emotions.

(AZDE HNS S1C2P01, NHEDS 1.8.2, 1.12.2)

2. The student will be able to identify common triggers they experience.

(AZDE HNS S1C3P01, NHEDS 1.8.3, 1.12.3)

3. The student will be able to identify their basic coping skills.

(AZDE HNS S1C4P02, S1C5P02, NHEDS 5.8.2, 5.12.2)

4. The student will be able to identify individuals they can reach out to as their support system.

(AZDE HNS S1C1P01, S4C3P01, S5C2P02, NHEDS 1.8.1, 1.12.1, 4.8.3, 4.12.3, 5.8.3, 5.12.3)

## PART 3

**STRATEGY STATEMENT:**

We all have emotions; it is natural. Suppressing our emotions is not healthy. The more we learn to identify our emotions (am I angry, frustrated, disappointed, etc.), the easier it is to deal with them in a healthy way. It is good to learn to be honest with ourselves about our thoughts and feelings so we can deal or cope with them easier and identify helpful ways to regulate them.

Reacting out of strong emotion can cause us to act in ways that are not healthy, cause us to become more emotional and cause additional problems. Knowing what usually triggers strong emotions in us allows us to plan and recognize when it is happening. This knowledge also allows us to examine the trigger and see if it is something that has power over us. We can reduce the triggers in our lives and learn to minimize their effects.

Identifying and developing healthy support systems is a primary protective factor. Support comes from a variety of areas: family, friends and others (professionals, teachers, coaches, faith-based, etc.). Having multiple support systems is beneficial. It is important to help teens identify healthy individuals that will give positive support and remove the stigma of shame and weakness that can be associated with reaching out for support.



## PART 4

**LESSON OUTLINE:****I: Recap and sharing (5 mins)****II: Identifying Emotions (15 mins)**

- Facts around emotions Activity 1
- Identifying our common emotions Activity 2

**III: Triggers (10 mins)**

- Identifying and managing triggers Activity 3

**IV: Coping Techniques (10 mins)**

- Identifying personal coping skills (Immediate and long term) Activity 4

**V: Support Systems (5 mins)**

- Explain the reasons for having support systems Activity 5
- Identify people for your support system Activity 5 (continued)

## LESSON 2 IDENTIFYING EMOTIONS

## Instructor Guide

Lesson outline	Instructor notes	Activities, Video, PPT
<p><b><u>I: Recap and Sharing (5 mins)</u></b></p> <ul style="list-style-type: none"> <li>• Give a quick recap of last week's lesson and allow students the opportunity to share their stories of how they practiced and applied it to their lives during the week</li> </ul>		PPT
<p><b><u>II: Identifying Emotions (15 mins)</u></b></p> <p>-Show video "Identifying Emotions"</p> <p><b>A. Facts around emotions</b></p> <ul style="list-style-type: none"> <li>• Emotions are a healthy and natural part of life</li> <li>• Emotions can be positive or negative</li> <li>• Emotions first start to rise and then calm down</li> <li>• Emotions can be regulated and coped with</li> </ul> <p><b>B. Identifying our common emotions</b></p> <ul style="list-style-type: none"> <li>• List and identify the emotions you feel on a regular basis</li> <li>• List the physical symptoms you experience when you have those feelings</li> <li>• Can you explain what you are feeling to others</li> <li>• Are the emotions positive or negative</li> </ul>	<ul style="list-style-type: none"> <li>• Show the video and then ask the students for feedback</li> <li>• Direct the students to fill in the blanks) as you read through and expand on the sentences</li> </ul>	Activity 1 VIDEO PPT
<p><b><u>III: Triggers (10 mins)</u></b></p> <p><b>A. Identifying and managing triggers</b></p> <ul style="list-style-type: none"> <li>• Definition of a trigger</li> <li>• List your common triggers and what typically causes the trigger</li> <li>• List the emotions you experience from the trigger</li> <li>• List how you usually respond to the trigger</li> <li>• What can you do not to reduce the effect of the trigger</li> </ul>	<ul style="list-style-type: none"> <li>• Show the list of emotions and ask the students to identify the emotions they experience on a regular basis</li> <li>• Ask the students if they can tell those emotions apart</li> <li>• Can they express to others what they are feeling</li> <li>• What happens to them when they feel these emotions</li> </ul>	Activity 2 PPT
	<ul style="list-style-type: none"> <li>• Ask the students clarifying questions until you know that they understand what a trigger is</li> <li>• Explain and direct the students through the trigger chart</li> </ul>	Activity 3 PPT

## LESSON 2 IDENTIFYING EMOTIONS

## Instructor Guide

Instructor outline	Instructor notes	Activities, Video, PPT
<p><b><u>IV: Coping Techniques (10 mins)</u></b></p> <p><b>A. Identifying personal coping skills</b></p> <ul style="list-style-type: none"> <li>• Define a “coping skill”</li> <li>• Identify ways that you cope               <ul style="list-style-type: none"> <li>-for immediate situations</li> <li>-for long term care</li> </ul> </li> </ul> <p><b><u>V: Support Systems (5 mins)</u></b></p> <p><b>A. Explain the reasons for having support systems</b></p> <p><b>B. Identify people for your support system</b></p> <ul style="list-style-type: none"> <li>• Family</li> <li>• Friends</li> <li>• Professional and others</li> </ul>	<ul style="list-style-type: none"> <li>• Define and then ask the students what coping means to them</li> <li>• Explain and have the students fill out the “coping skills” chart</li> <li>• Show PPT for Immediate Coping Skills</li> <li>• Show PPT for Long Term Coping Skills</li> <li>• Explain the importance and uses of a healthy support system</li> <li>• Have the students complete the “support systems” chart and ask for volunteers to share</li> </ul>	<p>Activity 4</p> <p>PPT PPT</p> <p>Activity 5 PPT</p>



# LESSON 3

## Sense of Purpose - Strength of Character

# Thrive

## LESSON 3 SENSE OF PURPOSE - STRENGTH OF CHARACTER

## INSTRUCTOR GUIDE

## LESSON PLAN

## PART 1

**LESSON TITLE:** Sense of Purpose - Strength of Character

**PRESENTATION TIME:** 45-60 minutes

**TEACHING METHOD:** Informal Lecture

**MATERIALS:** Student workbook, PowerPoint presentation with visuals and videos, Laptop, white board or flip chart and incentives for participation

## PART 2

**COGNITIVE OBJECTIVE:**

The objective of this lesson is for each student to have an understanding of their sense of purpose and strengthen their character.

**Learning Objectives:**

1. The students will be able to describe the relationship between emotional health and involvement in pro-social activity.

(AZDE HNS S1C2P01, NHEDS 1.8.2, 1.12.2)

2. The student will predict the impact of a clear sense of purpose, developed strength of character, and goal setting on resiliency and healthy decision making in their lives.

(AZDE HNS S5C2P06, 5.8.7, 5.12.7)

3. The student will identifying their interests and predict how the use of healthy alternatives can help them avoid high risk behaviors

(AZDE HNS S5C2P05, 5.8.4, 5.12.4, 5.8.6, 5.12.6, 6.8.1, 6.12.1)

4. The student will identify short term, mid range, and long term goals they would like to achieve that support or improve personal health.

(AZDE HNS S6C2P01, 6.8.2, 6.12.2, 6.8.3, 6.12.3)

5. The student will define personal moral and character values and analyze their influence on health practices and behaviors.

(AZDE HNS S2C2P02, NHEDS 2.8.8, 2.12.8)

6. The students will analyze their ability to positively impact their own lives and the lives of others.

(AZDE HNS S7C1P01, S8C1P02, NHEDS 7.8.1, 7.12.1, 8.8.2, 8.12.2)



## PART 3

**STRATEGY STATEMENT:**

A sense of purpose and strength of character are the platform topics we will build the rest of the course topics upon.

The vision of one's self and how we fit into the culture and world around us provides empowerment, motivation and determination to pursue short and long term goals. It also provides a sense of significance.

Strength of character provides a solid identity foundation to help us stay focused on what is important, what to be accountable to, how to judge decision making, what our possibilities are, a target for our desired behavior, etc. The better one can identify their moral character values and traits (vision of who they truly are), the easier it is to navigate the challenges we face and develop greater resilience and experience success in our lives.

The "Who are You" section is designed to help the student see their value and identity in the roles they play in family connections, how the student relates to the world around them and take "Pride" in how they use their gifts and talents (uniqueness) for themselves and others.

## PART 3

**LESSON OUTLINE:****I: Recap and sharing (5 mins)****II: Purpose/Vision (10 mins)**

- Vision and purpose descriptions

**III: Interests/Goals (10 mins)**

- Interests    Activity 1
- Goals       Activity 2

**IV: Character—Morals (20 mins)**

- Definition of Morals       Activity 3
- Definition of Character    Activity 3 (continued)
- Character - Morals Chart   Activity 3 (continued)

## Lesson 3 Sense of Purpose - Strength of Character

## Instructor's Guide

Lesson outline	Instructor notes	Activities, Video, PPT
<p><b><u>I: Recap and Sharing (5 mins)</u></b></p> <ul style="list-style-type: none"> <li>• Give a quick recap of last week's lesson and allow students the opportunity to share their stories of how they practiced and applied it to their lives during the week</li> </ul> <p><b><u>II: Purpose / Vision (10 mins)</u></b></p> <p>-Show the video, "This Is Me!"</p> <p><b>A. Purpose/vision descriptions</b></p> <ul style="list-style-type: none"> <li>• We are all unique (size, shape, color, passions, skills, etc.)</li> <li>• We all have something positive within us that is for our benefit and that can benefit others in some way</li> <li>• Vision is being able to sense, feel or imagine that something that is not in the present is possible, like a goal or a dream</li> <li>• Seeing a vision come to fruition requires courage and a strong sense of character and belief</li> <li>• Purpose and vision for our lives help to provide motivation and strengthen our resilience to achieve our goals and dreams</li> </ul> <p><b><u>III: Interests/Goals (20 mins)</u></b></p> <p><b>A. Interests</b></p> <ul style="list-style-type: none"> <li>• Explain the importance of positive activity; something better than high-risk behavior</li> <li>• Explain the Interests/Activities chart and have the students work through the boxes</li> </ul> <p><b>B. Goals</b></p> <ul style="list-style-type: none"> <li>• List three goals you would like to achieve by the end of the year</li> <li>• List three goals you want to achieve by the time you graduate from high school</li> <li>• List three goals you want to achieve in the next 10 years</li> </ul>	<ul style="list-style-type: none"> <li>• Pro-Social Activity is the Number 1 protective factor for youth high-risk behavior. This section is a great opportunity to motivate the students, encourage their talents, pursue their passions and avoid trying to fill their needs with unhealthy activities. Produce endorphins in a productive, healthy way.</li> </ul> <ul style="list-style-type: none"> <li>• Show PPT - Purpose. Explain that they are unique and have their own gifts, talents, which are significant, valuable, etc. Their lives are meant to benefit others.</li> </ul> <ul style="list-style-type: none"> <li>• Show PPT - Seeing a vision/dream become real requires making positive choices. Saying "NO" to the things that derail us requires courage, just as taking a positive risk and saying "YES" does.</li> </ul> <ul style="list-style-type: none"> <li>• Some students will jump right in and fill out the boxes; others may struggle. It is helpful to encourage students to share some of their answers. Handing out candy or other incentives to students who answer can help generate better/more responses.</li> </ul> <ul style="list-style-type: none"> <li>• Remember, the goals and interests for students at this age might seem a little unrealistic (professional influencer, proprofessional athlete, etc.), but the main goal is to encourage positive passion and in time, the future will take its course.</li> </ul>	<p></p> <p>VIDEO PPT</p> <p>PPT</p> <p>Activity 1 PPT</p> <p>Activity 2 PPT</p>





# LESSON 4

Influence  
Thrive



## LESSON PLAN

## PART 1

**LESSON TITLE:** Influence

**PRESENTATION TIME:** 45-60 minutes

**TEACHING METHOD:** Informal Lecture

**MATERIALS:**

Student workbook, PowerPoint presentation with visuals and videos, white board or flip chart and incentives for participation

## PART 2

**COGNITIVE OBJECTIVE:**

The objective of this lesson is for each student to understand the impact influence has on making choices.

**Learning Objectives:**

1. The student will be able to describe how peers influence healthy and unhealthy behaviors.

(AZDE HNS S2C1PO3, NHEDS 2.8.3, 2.12.3)

2. The students will describe how culture, media, and technology influence their decisions and behaviors.

(AZDE HNS S2C1PO2, S2C1PO4, S2C1PO5, S2C1PO6, NHEDS 2.8.2, 2.8.4, 2.8.5, 2.8.6, 2.12.2, 2.12.4, 2.12.5, 2.12.6)

3. The student will identify the positive and negative effects that influences can have.

(AZDE HNS S2C1PO2, S2C1PO4, S2C1PO5, S2C1PO6, NHEDS 2.8.2, 2.8.4, 2.8.5, 2.8.6, 2.12.2, 2.12.4, 2.12.5, 2.12.6)

4. The student will analyze how these areas positively and negatively influence them.

(AZDE HNS S2C2PO1, NHEDS 2.8.7, 2.12.7)

5. The student will analyze and describe the significance of their ability to influence others.

(AZDE HNS S7C1PO1, S8C1PO2, NHEDS 7.8.1, 7.12.1, 8.8.2, 8.12.2)

## PART 3

**STRATEGY STATEMENT:**

Pro-social involvement with peers is a top protective factor for avoiding high-risk behavior. Influences and validation are significant in addressing peer pressure, acting on character values, morals, and self-esteem. A common fear that teens face is worrying about what others think and of being judged. We will hear from students about what they feel are their influences, why they are influenced and how validation plays a role in their mental health. The lesson allows students to get a broad perspective of their influences, learn more about their emotions and understand why they are drawn to certain behaviors and choices due to their unique areas of validation.

We all have fears, doubts and insecurities, but for several reasons, we tend to mask or hide them from each other. Understanding that this is common and understanding how and why we are influenced is essential to positive mental health and making healthy choices. Having a safe and non-judgmental class to express these topics empowers us to go beyond the surface and talk about more significant challenges we may be facing. This exercise will help the students to gain encouragement and motivation to stand up for what they genuinely believe are their character values and morals. Feeling validation is essential for healthy and resilient life choices and success. Hearing others describe their challenges allows us to feel compassion, which prompts validation and reduces judgment, bullying, etc. During this lesson, maintain a positive atmosphere.

Young adults today have a great opportunity to voice opinions and be a positive influence. We all influence others, regardless of what we perceive. Behaviors have a positive or negative effect on others. Being a positive influence for one another promotes significance and self-esteem.

## PART 3

**LESSON OUTLINE:****I: Recap and sharing (5 mins)****II: Influences (15 mins)**

- A. Explain the impact influence has on our thinking and choices
- B. Show the video "Power of Influence"
- C. Ask students to explain the different ways that power of influence was identified in the video and encourage them to share their own examples

**III: Different areas of influence (15 min) Activity 1**

- A. Types of people
- B. Types of sources

**IV. Influencer (10 mins) Activity #2**

- A. Explain the Activity 2 chart and have students share their answers as they complete the chart

## LESSON 4 INFLUENCE

## INSTRUCTOR GUIDE

Lesson outline	Instructor notes	Activities, Video, PPT
<p><b><u>I: Recap and Sharing (5 mins)</u></b></p> <ul style="list-style-type: none"> <li>• Give a quick recap of last week's lesson and allow students the opportunity to share their stories of how they practiced and applied it to their lives during the week</li> </ul> <p><b><u>II: Influences (10 mins)</u></b></p> <p>A. Explain the impact that influence has on our thinking and choices</p> <p>B. Show "Power of Influence" video</p> <ul style="list-style-type: none"> <li>• Ask the students to explain the different ways that the power of influence was seen in this video</li> </ul> <p><b><u>III: Different Areas of Influence (15 mins)</u></b></p> <p>A. Explain the "influence chart" and go through each section and PowerPoint as you engage the students and have them fill out their chart</p> <ol style="list-style-type: none"> <li>1. Types of people</li> <li>2. Types of sources</li> </ol> <ul style="list-style-type: none"> <li>• Choose a few of the students to explain who and why they listed particular people in their activity</li> </ul> <p><b><u>IV: Influencer (10 mins)</u></b></p> <p>A. Explain to the students that they are significant and that they can influence others</p> <ul style="list-style-type: none"> <li>• Explain the "influencer" chart and have them complete that section</li> <li>• Ask the students to share their findings</li> </ul>	<ul style="list-style-type: none"> <li>• Peer pressure, the fear of what others think, is a significant factor for making choices. It is important to get the students to talk about peer pressure. We tend to hide our fears, concerns and doubts.</li> <li>• The video helps open up dialogue on what it is like to stand for what you believe in, even when it's counterculture and against popular trends.</li> <li>• Explain that we are constantly surrounded by all types of influences and can not be avoided. Influences can be positive and/or negative. Each one of us has to decide if they are positive or negative, and if they have power over us and our decision making. Knowing "why" something has the power to influence us is important.</li> <li>• Knowing our sense of purpose and strength of character and morals is so important, and finding the courage to make a positive choice is key.</li> <li>• The chart is a great visual for the student to see the people they allow to influence them and what those influences are.</li> <li>• Explain that everyone has influence and we all choose if it will be positive or negative.</li> <li>• The chart is a tool for the students to see and reflect on their ability to have a positive influence on others and feel like they are significant.</li> </ul>	<p>PPT</p> <p>VID</p> <p>Activity #1 PPT</p> <p>Activity #2 PPT</p>



# LESSON 5

Risks and Choices

Thrive



## LESSON PLAN

## PART 1

**LESSON TITLE:** Risk and Choices

**PRESENTATION TIME:** 40-50 minutes

**TEACHING METHOD:** Informal Lecture

**MATERIALS:**

Student workbook, PowerPoint presentation with visuals and videos, Laptop, whiteboard or flip chart and incentives for participation

## PART 2

**COGNITIVE OBJECTIVE:**

The objective of this lesson is for each student to have an understanding of the positive & negative consequences of taking risks, and the need to assess the risk that is involved with making choices.

**Learning Objectives:**

1. The students will understand making positive / healthy choices requires courage—to say “Yes” to the Good Risks and “No” to the negative / un-healthy ones.

(AZDE HNS S7C1P01, 7C2P01, NHEDS 7.8.1, 7.8.2, 7.12.1, 7.12.2)

2. The student will assess the different degrees of risk that are associated with making choices.

(Good – Low – Medium – High Risk)

(AZDE HNS S7C2P02, NHEDS 1.8.8, 1.12.8, 1.8.9, 1.12.9 7.8.3, 7.12.3)

3. The student will analyze the consequences of their choices and the effect they have on their lives and others.

(AZDE HNS S7C1P01, S7C2P01, NHEDS 1.8.7, 1.12.7, 7.8.1, 7.8.2, 7.12.1, 7.12.2)

## PART 3

**STRATEGY STATEMENT:**

Teens must make choices and take risks every day. This is a natural process of learning by experiencing natural consequences that result from choices. Each choice they make and the risk they take comes with consequences. The consequences can be both positive and negative. Sometimes even making choices and taking risks to “do the right thing” can feel uncomfortable at the time, but, allows them to achieve our goals in the future.

It takes courage to say “yes” to the positive or healthy risks and choices and courage to say “no” to the negative ones.

Assessing risk can be different from student to student depending on their culture, family dynamics, circumstances, values, etc. This lesson is designed to help the teen identify their current risk assessment practices & beliefs while encouraging healthy risk assessment that lead to healthy life choices. The lesson will also help the teen assess risk through natural consequences.

A “Good” risk is taking a positive risk and getting out of our comfort zone to make positive choices, even if it is difficult or uncomfortable. This choice includes risking being judged by others, maybe failing, or not doing well at something. This means taking risks to pursue positive plans and goals. If teens do not take positive risks (trying out for a sports team or meeting new people), they will not experience the goal. This also helps them see possible failure as an opportunity to learn and grow.

A “Low” risk is making choices that are not likely to result in failure, harm, or injury and are unlikely to be connected with danger or problems.

A “Medium” risks is making choices that will most likely result in some sort of pain, discomfort, or negative consequence. Usually, they are risks that are made at the moment and feel good at the time but are followed with negative results (staying up late, not doing homework or ditching class). As Teens get older, it is natural for them to want more freedom. They can take risks to push boundaries and experiment. These risks also allow us to experience negative consequences and learn from them. The message for taking “bad” risks is that it is a natural part of growing up, but it is important to learn from them and make changes to avoid them in the future.

A “High” risk represents life-changing choices and risks that will affect Teens and others profoundly (abusing drugs, illegal activity, unprotected sex and distracted driving). These result in consequences that cannot be reversed and create challenges that make it difficult for them to accomplish their goals.

## PART 3

**LESSON OUTLINE:****I: Recap and sharing (5 mins)****II: Positive choices require courageous risk (10 mins)**

- Activity "Positive Choice Courageous Risk Challenge!"

**III: Identifying risk and consequences (15mins) Activity 1 & Activity 2**

- Good risks
- Low risks
- Medium risk
- High risk

**IV: Assessing Risk - Choices - Consequences (Risk Assessment Chart) (10 mins) Activity 3**

- Good risks
- Low risks
- Medium risk
- High risk

Lesson outline	Instructor notes	Activities, Video, PPT
<p><b><u>I: Recap and Sharing (5 mins)</u></b></p> <ul style="list-style-type: none"> <li>• Give a quick recap of last week’s lesson and allow students the opportunity to share their stories of how they practiced and applied it to their lives during the week</li> </ul> <p><b><u>II: Positive choices require courageous risk (10 mins)</u></b></p> <p>A. Activity “Positive Choice Courageous Risk Challenge!”</p> <p>Plan an activity that requires the students to get in front of their peers and do something that can be uncomfortable (act as an air band and act out a song, funny relay race with popping balloons, staying connected with Hulu hoops, etc.). Interview them afterwards asking why they chose either to participate or not to. Did peer pressure matter? Did it take courage to get in front of people and do the activity? Were they worried about what others thought about them?</p> <p><b><u>III: Identifying risk and consequences (Risk Chart) (15 mins)</u></b></p> <p>A. Assessing risk when making choices/decisions</p> <ul style="list-style-type: none"> <li>• How do you determine risk in your decision making</li> <li>• What consequences do your choices have on you and others</li> </ul> <ol style="list-style-type: none"> <li>1. Good risks</li> <li>2. Low risks</li> <li>3. Medium risk</li> <li>4. High risk</li> </ol>	<ul style="list-style-type: none"> <li>• Give a brief reminder of lesson 3. We focused on their plans, purposes, talents, dreams and how the choices we make will either help us achieve them or will get in the way. Positive or healthy choices require the courage to say “Yes” to the good choices and “No” to the negative or unhealthy ones.</li> <li>• Seeing a vision or dream become real requires making positive choices. Saying “NO” to the things that derail us requires courage, just as taking a positive risk and saying “YES” does.</li> <li>• Use an activity that involves students participating in an activity or demonstration that requires them to respond in front of their peers as stated in the outline.</li> <li>• Interview the participants after they complete the activity, as stated in the outline.</li> </ul> <p>The focus is their responses to peer judgment—validate each student’s response.</p> <ul style="list-style-type: none"> <li>• Ask the students how they determine or assess the risks that they take when making decisions? Do they think about the consequences? How do the consequences of their decisions affect others?</li> <li>• Explain and go over the definitions of “Good-Low-Medium &amp; High” risks. Cover the “Good” risk section first then cover the others. Take time to expand on them. Have the students fill out the risk chart Use the PPT that lists the numerous examples and ask the students to fill-in the topics in the sections they feel they should go. Use this to have discussion on healthy risks &amp; choices.</li> </ul>	<p>PPT</p> <p>PPT</p> <p>Activity #1 &amp; #2 PPT</p> <p>PPT’s (6)</p>

## LESSON 5 RISK AND CHOICES

## INSTRUCTOR GUIDE

Instructor outline	Instructor notes	Activities, Video, PPT
<p><b><u>IV: Assessing Risk, Choices, Consequences (Risk Assessment Chart) (15 mins)</u></b></p> <ul style="list-style-type: none"> <li>• Good risks</li> <li>• Low risks</li> <li>• Medium risk</li> <li>• High risk</li> </ul>	<ul style="list-style-type: none"> <li>• The assessment chart is designed to have the student understand the basis of this lesson. See how each level of choice/risk is related to consequences for themselves and others.</li> <li>• Explain and have the students complete the chart (use the answers they filled in from the risk chart above). For time purposes, you can use one example for each of the three sections, if more time, add more choices.</li> </ul> <p>Ask them to use the examples they identified in the Activity 2 to make it relatable.</p> <p>Take time to allow students to expand and share in each section.</p>	<p>Activity 3 PPT</p>





# LESSON 6

Optimism

Thrive

## LESSON PLAN

## PART 1

**LESSON TITLE:** Optimism

**PRESENTATION TIME:** 45-60 minutes

**TEACHING METHOD:** Informal Lecture

**MATERIALS:**

Student workbook, instructor workbook, PowerPoint presentation with visuals and videos, whiteboard or flip chart and incentives for participation

## PART 2

**COGNITIVE OBJECTIVE:**

The objective of this lesson is for each student to understand the benefits of an optimistic attitude and thinking and how to change a pessimistic attitude

**Learning Objectives:**

1. The student will understand the characteristics of pessimism and optimism.  
(AZDE HNS S5C1P01, NHEDS 5.8.1, 5.12.1)
2. The student will describe how they have control of their attitude and how they choose to view a situation.  
(AZDE HNS S5C2P01, NHEDS 5.8.2, 5.12.2)
3. The student will be able to identify pessimistic and optimistic thought patterns.  
(AZDE HNS S5C2P05, NHEDS 5.8.6, 5.12.6)
5. The student will practice changing a pessimistic thought or view to an optimistic thought or view.  
(AZDE HNS S5C2P05, NHEDS 5.8.6, 5.12.6)

**STRATEGY STATEMENT:**

Our thoughts dictate our behavior. We can direct our thoughts and attitudes and regulate our emotions and feelings. This concept is where our power to change and affect our behavior lies. Developing and strengthening our mental fortitude and optimism is vital for every aspect of life.

Our thought patterns are like pathways that we can develop as habits based on a variety of circumstances. Our natural tendencies are to follow the path of least resistance, which generally promotes negative and unhealthy behavior. Understanding the dynamics of both optimistic and negative thought processes, relating to how we individually experience them and how they affect us, is essential. This section is designed to help the student identify what they look like in real-life applications and help them to reflect and internalize the concept of identifying and redirecting their thoughts and behaviors.

The concept questions provide students the ability to reflect on how these thought concepts apply to them and also promote the ability to be empowered and take positive action and control, regardless of their circumstances.

**LESSON OUTLINE:****I: Recap and sharing (5 mins)****II: Optimistic vs. Negative Thought Concepts (10 mins)**

- A. Redirecting negative thoughts to positive
- Video "The Ultimate Optimist"
- B. Pessimistic/Negative thought pattern effects

**III: Optimistic Thinking vs. Pessimistic Thinking (25 mins)**

- A. Fearful / Doubtful –vs– Hopeful / Determined
- B. Discouraged –vs– Empowered
- C. Angry / Resentful –vs– Grateful

**IV. Shifting Pessimistic Thoughts to Optimistic Thoughts (10 mins)**

- A. Explain the concept of mental agility, the ability and power to change a thought
- B. Show mental agility video
- C. Direct students to activity chart 4 and have them list a negative thought

Lesson outline	Instructor notes	Activities, Video, PPT
<p><b><u>I: Recap and Sharing (5 mins)</u></b></p> <ul style="list-style-type: none"> <li>• Give a quick recap of last week's lesson and allow students the opportunity to share their stories of how they practiced and applied it to their lives during the week</li> </ul> <p><b><u>II: Optimistic vs. Negative Thought Concepts (10 mins)</u></b></p> <p>A. Redirecting negative thoughts to positive</p> <ul style="list-style-type: none"> <li>-Video "The Ultimate Optimist"</li> </ul> <p>B. Pessimistic/Negative thought pattern effects</p> <ul style="list-style-type: none"> <li>• Reactionary/automatic</li> <li>• Draining or creating more problems</li> <li>• Increase negative emotions</li> <li>• Take the easy or "Feel Good" path</li> <li>• Based on immediate emotions rather than facts</li> <li>• Focused on past negative experiences</li> </ul> <p>C. Optimistic/Positive thought pattern effects:</p> <ul style="list-style-type: none"> <li>• Are thought out over a longer period of time</li> <li>• Give us more control</li> <li>• Find solutions or answers</li> <li>• Help manage the strong immediate emotions</li> <li>• Help us to do the right thing</li> <li>• Based more on the facts rather than immediate emotions</li> <li>• Filled with hope and what is positive</li> </ul> <p><b><u>III. Change and control; things we cannot change and things we can change</u></b></p> <p>A. Explain the Concept of Change and Control</p> <ul style="list-style-type: none"> <li>• Ask students how they feel when they experience situations they cannot control. Explain pessimistic thoughts are a natural response— accepting what we cannot change is the starting point for re-directing our thoughts towards optimism. Focusing on what we do have control over is the next. Express that we always have control of our attitude towards a situation and how we choose to think about and view it. This is where we have mental power and a growth mindset focus.</li> <li>• Direct students to activity #1. Ask for examples of things that teens or they themselves cannot change— then do the same for the things they do have control over and can change.</li> </ul>	<ul style="list-style-type: none"> <li>• Intro the lesson focused on redirecting negative thoughts to positive ones; ask the students to define Optimism and Pessimism</li> <li>• Ask students if they feel they are more Optimistic or Pessimistic.</li> <li>-Show the video</li> <li>• Explain staying optimistic constantly is not realistic—life happens—but the idea is to identify pessimistic thoughts and re-direct them to a more positive state of mind</li> </ul> <p>Go over both thought topics and the bullet points and emphasize the benefits of optimistic thoughts</p>	<p>PPT</p> <p>VIDEO</p> <p>PPT</p> <p>Activity #1</p> <p>PPT</p>

## LESSON #6 OPTIMISM

## INSTRUCTOR GUIDE

Instructor outline	Instructor notes	Activities, Video, PPT
<p><b><u>IV: Optimistic Thinking vs. Pessimistic Thinking Concepts (25 mins)</u></b></p> <p>A. Explain this section will help show how to recognize common pessimistic thoughts and counter Optimistic thoughts to re-direct to.</p> <p>B. Go through the 6 concepts engaging the students—explain the concepts will be used in the next activity.</p> <ul style="list-style-type: none"> <li>• Fearful / Doubtful –vs– Hopeful / Determined</li> <li>• Discouraged –vs– Empowered</li> <li>• Angry / Resentful –vs– Grateful</li> </ul> <p><b><u>VI: Shifting pessimistic thoughts to optimistic thoughts (10 minutes)</u></b></p> <p>A. Explain the concept of mental agility as the ability and power to change a thought</p> <p>C. Direct the students to Activity 2: Re-Directing Negative Thoughts chart</p> <p>D. Use the scenario examples, come up with your own or have the students come up with scenario examples to show a real life situation. Have students identify an Optimistic thought or concept to counter the examples in the scenarios. Use as many examples as time allows.</p>	<ul style="list-style-type: none"> <li>• These concepts give examples of common pessimistic &amp; optimistic thoughts students can have. Encourage the students to comment on the ones they can relate to and encourage them to add their own.</li> <li>• These pessimistic / Optimistic concepts focus on the ASSESSMENT section of the C.A.R Method. They help the student identify and relate to times when they may experience them for themselves— regulate their emotions (lessons 1-2) - Focus on their values—character-goals (lesson 3) - asses their influence &amp; risk (lessons 4-5) and Respond in a manner they choose—instead of reacting in ways they do not.</li> </ul> <p>Explain here is where they can take control; assess their thoughts and change or shift it into a positive direction</p>	<p>PPT (3)</p> <p>Activity #2</p>





# LESSON 7

## Taking Active Responsibility Thrive

## LESSON PLAN

## PART 1

**LESSON TITLE:** Taking Active Responsibility

**PRESENTATION TIME:** 45-60 minutes

**TEACHING METHOD:** Informal Lecture

**MATERIALS:**

Student workbook, instructor workbook, PowerPoint presentation with visuals and videos, whiteboard or flip chart and incentives for participation

## PART 2

**COGNITIVE OBJECTIVE:**

The student will learn ways of taking accountability for their growth and the importance of being proactive in strengthening their own resiliency and healthy lifestyles.

**Learning Objectives:**

1. The student will identify ways they can be proactive in accomplishing their everyday activities & responsibilities.

(ADE HNS S7C1P01, NHEDS 7.8.1, 7.12.1)

2. The student will identify ways they can be proactive in staying consistent with accomplishing their activities & responsibilities.

(ADE HNS S7C2P01, NHEDS 7.8.2, 7.12.2)

3. The students will identify both current and new ways to help & empower others in a positive manner.

(ADE HNS S7C2P01, NHEDS 7.8.2, 7.12.2)

4. The student will identify their current passions and how they can be proactive in finding ways to empower them.

(ADE HNS S7C2P01, NHEDS 7.8.2, 7.12.2)

5. The student will identify positive and proactive people in their lives whom they can actively connect with.

(AZDE HNS S2C1P03, NHEDS 2.8.3, 2.12.3)

## PART 3

**STRATEGY STATEMENT:*****Taking Active Responsibility***

Learning to take responsibility for our actions and accomplishing goals are some of the most important concepts in maturing and developing healthy habits. Taking active responsibility teaches us how to become mentally and emotionally healthy, independent adults. Accountability is extremely empowering; it allows us to grow in leaps and bounds, creates opportunities and allows for greater freedoms.

We will focus on the action and response concepts of the ***Thrive*** series. This action is where behavior is shown and demonstrated, and that we are empowered to choose how we act and respond. We have more control over the directions our lives take than we sometimes realize. It is necessary to be proactive in identifying healthy habits, our passions and goals while taking action to empower them, making them become a reality.

We will learn to understand these concepts and how they relate to our lives. Understanding how the concepts relate to us personally allows us to internalize the concepts and tap into the motivations that are needed to grow self-control, stay the course and learn resilience, not only to survive, but ***thrive*** in our lives.

**LESSON OUTLINE:****I: Recap and sharing (5 mins)****II: Action/Accountability chart**

- Explain the concept of taking accountability/accepting responsibility for one's behaviors, choices and actions
- Explain and have the students complete the Action/Accountability Chart Activity 1

**III: Proactive Plan Activity 2****A. Avoiding procrastination**

- List everyday activities and responsibilities the students have daily
- Identify and list ways they can empower themselves to be more proactive in accomplishing them

**B. Focus on consistency**

- List areas students would like to be more consistent in achieving
- Identify and list ways they can empower themselves to be more proactive in accomplishing them

**C. Ways to help and empower others Activity 3**

- List areas where the students feel they are actively assisting others to be positive and proactive
- Identify and list ways they can positively empower others and encourage them to be proactive

**D. Empower your passions**

- List topics the student is passionate about doing and being involved
- Identify ways the student can be proactive in developing their passions and goals

**E. Connecting with positive and proactive people**

- Recap the importance that influence has on choices and actions
- Explain the facts and benefits of proactive involvement with proactive individuals
- Complete the Connect with Positive and Proactive People chart

## LESSON 7 TAKING ACTIVE RESPONSIBILITY

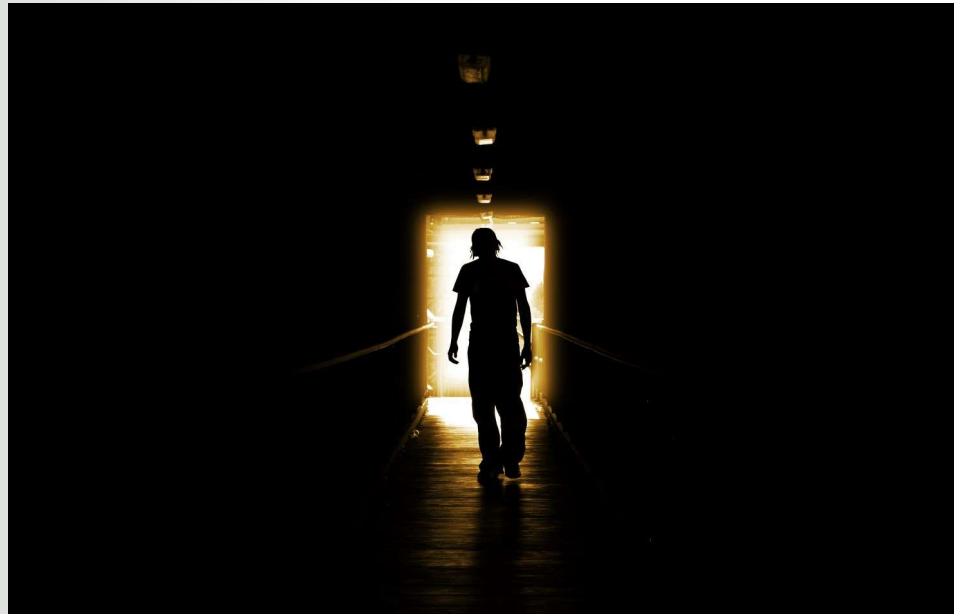
## INSTRUCTOR GUIDE

Lesson outline	Instructor notes	Activities, Video, PPT
<p><b><u>I: Recap and sharing (5 mins)</u></b></p> <p><b><u>II: Action/Accountability Chart</u></b></p> <ul style="list-style-type: none"> <li>• Explain the concept of taking accountability and accepting responsibility for one's own behaviors, choices and actions</li> <li>• Explain and have the students complete the Action/Accountability Chart</li> </ul> <p><b><u>III: Proactive Plan</u></b></p> <p>A. Avoiding procrastination</p> <ul style="list-style-type: none"> <li>• Explain the definition of procrastination</li> <li>• Explain and have the students complete the two avoid procrastination boxes; use at home and at school as areas of focus</li> </ul> <p>B. Focus on consistency</p> <ul style="list-style-type: none"> <li>• Explain the definition of consistency</li> <li>• Explain and have the students complete the two focus on consistency boxes; use at home and at school as areas of focus</li> </ul> <p>C. Ways to help empower others</p> <ul style="list-style-type: none"> <li>• Explain the impact students can have when they intentionally help others</li> <li>• Explain and have the students complete the two ways to help/empower others boxes</li> </ul>	<ul style="list-style-type: none"> <li>• Present the three example topics of blame-shifting/justifying behavior</li> <li>• Have the students identify the accountability and action steps that they can use to be empowered to take/accept responsibility for each topic</li> <li>• Ask students to list the positive results they can experience when taking/accepting responsibility for each topic</li> <li>• Ask students to list activities and responsibilities they have daily               <ol style="list-style-type: none"> <li>1. At school</li> <li>2. At home</li> </ol> </li> <li>• Ask students to identify and list ways they can empower themselves to be more pro-active in accomplishing them</li> <li>• Ask students to list everyday activities and responsibilities they have on a daily basis               <ol style="list-style-type: none"> <li>1. At school</li> <li>2. At home</li> </ol> </li> <li>• Ask students to identify and list ways they can empower themselves to be more pro-active in accomplishing them</li> <li>• Ask students to list areas where they feel they are actively helping others be positive and proactive</li> <li>• Ask students to identify and list ways they can empower others in a positive way and encourage them to be proactive</li> </ul>	<p>Activity 1</p> <p>PPT</p> <p>PPT's (3)</p> <p>Activity 2</p> <p>PPT</p> <p>PPT</p> <p>PPT</p>

## INSTRUCTOR GUIDE

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# LESSON 8

Substance Misuse  
and

Just the Facts...You Decide

# Thrive

## LESSON PLAN

## PART 1

**LESSON TITLE:** Substance Misuse and Just the Facts...You Decide

**PRESENTATION TIME:** 45-60 minutes

**TEACHING METHOD:** Informal Lecture

**MATERIALS:**

Student workbook, instructor workbook, PowerPoint presentation with visuals and videos, whiteboard or flip chart and incentives for participation

## PART 2

**COGNITIVE OBJECTIVE:**

The students will learn the important facts surrounding the dangers and negative effects of substance misuse, common reasons why teens engage in substance misuse behaviors and the stages of addiction.

**Learning Objectives:**

1. The student will be able to identify the common substances being misused by teens today.  
(ADE HNS S7C2P01, NHEDS 7.8.2, 7.12.2)
2. The student will analyze the facts surrounding the dangers and negative effects of substance misuse.  
(ADE HNS S2C2P03, NHEDS 2.8.9, 2.12.9)
3. The student will be able to explain the common reasons why teens engage in substance misuse  
(ADE HNS S2C2P01, S2C2P02, NHEDS 2.8.7, 2.8.8, 2.12.7, 2.12.8)
4. The student will be able to explain the 5 stages of addiction.  
(ADE HNS S7C2P02, NHEDS 7.8.3, 7.12.3)

## PART 3

**STRATEGY STATEMENT:**

This lesson on substance misuse is intentionally placed at the end of the program. The topic of substance use will typically come up throughout other lessons due to the nature of the interactive delivery and intentionally soliciting feedback from the students. Now that the student is comfortable with the presenter, materials and confident in participating (due to validating their interactions throughout the program), we will directly focus on substance misuse.

The lesson is intentional in addressing the primary risk factors that lead to teen substance use and misuse which are: boredom or wanting to experiment, the teen does not see the risks involved with substance use, family conflict, lack of communication, favorable attitudes towards substance use, stresses of life, and feel rewarded or validated for high-risk behavior by peers. Keep these in mind, searching for opportunities to address them, along with a number of other factors not listed.

Common challenges a presenter can face are the student and their family's history and attitude towards a particular substance, debates on legality issues (especially surrounding marijuana, tobacco and vaping) and sensitivity towards negative experiences that may have been encountered. Therefore, what we have experienced to be successful is to use an approach of "we are not here to tell you what to do, but to share with you." We respect your life experiences and would like to share some facts and our personal experience with them also, then let them decide and make up their minds. Of course, the presenter's recommendations are for healthy choices and sustaining from substance use altogether as a teen.

The testimonial video of an individual in recovery allows for the student to receive the information presented in the lesson from a personal, non-threatening, but relatable perspective. These testimonies have proven to be very impactful and lead to further discussion and students coming forward to ask for help for themselves or someone else. Bringing in a vetted testimonial speaker in person has an even more significant impact. We have provided well-vetted testimonial speakers for thousands of teens in both junior and senior high schools with excellent results.

**Note: make sure you vet and trust the message the speaker will be sharing and go over your expectations for any student question and answer session.**

It is important to have your local resource information available. Also, you may want to coordinate with the youth-serving organization you are presenting to and make them aware you are discussing this topic so they can be prepared for student responses or needs that may arise.

The topics covered offer for expansion and if the time allotted, follow-up discussion either in this program or another date and time.

**LESSON OUTLINE:****I: Recap and sharing (5 mins)****II: Lesson Presentation Method**

- A. Speak with them, not at them and care for their well-being
- B. Share the facts; allow them to decide

**III: Facts Around Common Substances Used by Teens (5 min) Activity 1**

- A. Alcohol, Marijuana and Tobacco
- B. A most popular way to consume Marijuana and Tobacco  
(Vaping & E-Cigarette products)

**IV. Facts: Effects of Substance use For Teens (5 min) Activity 2**

- A. The average age teens start to experiment or use is 13 (nation-wide)
- B. Teens who use substances before age 15 are 5 times more likely to develop a dependence or addiction

**V. Facts: Common Reasons for Teen Substance Use (5 Min) Activity 3**

- A. For fun; are bored; want to experiment
- B. Do not realize the dangers of substance use
- C. Family conflict or other stressors

**VI. Facts: 5 Stages of Addiction (15 Min) Activity 4**

- A. First Use
- B. Continued Use
- C. Tolerance
- D. Dependence
- E. Addiction

**VII. Facts: Real Testimony from a Real Teen Experience (20 Min) Activity 5**

- A. Show video
- B. Student discussion using lesson activity 5
  1. List the substances used by the speaker
  2. List some of the unhealthy or negative behaviors the speaker engaged in
  3. List the stages of addiction the speaker experienced
  4. List some positive things the speaker is doing now that he /she got help and is in recovery

## LESSON 8 SUBSTANCE MISUSE AND JUST THE FACTS...YOU DECIDE

## INSTRUCTOR GUIDE

Lesson outline	Instructor notes	Activities, Video, PPT
<p><b><u>I: Recap and Sharing (5 mins)</u></b></p> <ul style="list-style-type: none"> <li>• Give a quick recap of last week's lesson and allow students the opportunity to share their stories of how they practiced and applied it to their lives during the week</li> </ul> <p><b><u>II: Lesson Presentation Method</u></b></p> <p>A. Speak with them, not at them and care for their well-being</p> <p>B. Share facts; decide for yourself</p> <p><b><u>III. Facts: Common Substances Used by Teens Today (5 min)</u></b></p> <p>A. Alcohol, Marijuana and Tobacco</p> <p>B. A most popular way to consume Marijuana and Tobacco (Vaping and E-Cigarette products)</p> <p><b><u>IV. Facts: Effects of Substance Use for Teens (5 Min)</u></b></p> <p>A. The average age teens start to experiment or use is 13 (nation-wide)</p> <p>B. Teens who use substances before age 15 are 5 times more likely to develop a dependence or addiction</p> <p><b><u>V. Facts: Common Reasons for Teen Substance Use (5 Min)</u></b></p> <p>A. For fun, are bored or want to experiment</p> <p>B. Do not realize the dangers of substance use</p> <p>C. Family conflict or other stressors</p> <p><b><u>VI. Facts: 5 Stages of Addiction (15 min)</u></b></p> <p>1. First Use</p> <ul style="list-style-type: none"> <li>• Encompasses experimentation with both illicit and medication prescribed by a physician; therefore "First Use" can be totally legitimate.</li> <li>• A person experiences and learns how a drug makes them feel at this stage. Since substances are designed to affect the nervous system in a specific way; a pleasant feeling is normal.</li> </ul>	<p><b>If time and opportunity allows, extend this lesson time</b></p> <ul style="list-style-type: none"> <li>• Set a non-judgmental positive tone and atmosphere that you respect their independence and the fact that no one can tell them what to think. The purpose is to share facts and experiences and let them decide for themselves how they feel.</li> <li>• Let the student know to follow along in their workbook and fill in the blanks as you go.</li> <li>• Invite participation; ask them what they think are the most common substances being used by teens nationally. Play off the answers. Validate student comments but re-direct to facts and healthy behavior when necessary. The Just the facts—you decide helps to avoid debate.</li> <li>• You can always add local data.</li> <li>• The important message here is the earlier in life one experiments or uses, the more likely they will encounter a variety of high-risk behaviors and negative consequences.</li> <li>• You can refer back to Lesson 5 Risk and Choices = consequences.</li> <li>• Continue to engage the students by asking them if they know the answers before sharing.</li> <li>• Go through each step, taking the time the students need. However, keep in mind you still have the video and the activity for the video coming up.</li> <li>• If a student has a pleasant experience, nothing bad happens, they don't get into trouble, etc. can easily lead to Stage 2—Continued use.</li> </ul>	<p></p> <p>PPT</p> <p>PPT Activity #1</p> <p>PPT Activity #2</p> <p>PPT Activity #3</p> <p>PPT Activity #4</p>

## LESSON 8 SUBSTANCE MISUSE AND JUST THE FACTS...YOU DECIDE

## INSTRUCTOR GUIDE

Lesson outline	Instructor notes	Activities, Video, PPT
<p><b><u>VI. Facts: 5 Stages of Addiction (Continued)</u></b></p> <p><b>2. Continued Use</b></p> <ul style="list-style-type: none"> <li>Continued use of the substance, in the case of a person with a prescription, might be out of a requirement or feeling the need to use the medication.</li> <li>For an individual that experimented not too long ago and returned to the substance, it's more apparent that they like how the drug makes them feel.</li> <li>Also, in the continued use stage, a person is likely to notice that they're not bouncing back as quickly after getting high. This is because it's taking the brain longer to repair itself chemically and return to normal balance.</li> </ul> <p><b>3. Tolerance</b></p> <ul style="list-style-type: none"> <li>Tolerance arrives after a period of continued use, the duration of which varies among individuals and whatever substances they are using.</li> <li>This is one of the first warning signs of addiction.</li> <li>Tolerance means the brain and body have adjusted to the drug, and it now takes a more considerable amount to feel the effects of it.</li> <li>A person that's developed a tolerance to a prescription painkiller their doctor prescribed might start to notice that the same dosage no longer takes care of their pain.</li> </ul> <p><b>4. Dependence</b></p> <ul style="list-style-type: none"> <li>Dependence is the stage where a individuals will become physically ill without alcohol or drugs, perhaps even developing serious withdrawal symptoms. There are several biological elements in play here.</li> <li>Chemically, the brain has become accustomed to the substance and doesn't function well without it.</li> <li>This also presents physically, sending a person into withdrawal where they can experience flu-like symptoms with opiates, or sweats and shakiness with alcohol.</li> <li>These symptoms often disappear when they are able to get a drink or a fix of their drug.</li> <li>With dependence on drugs or alcohol, individuals don't feel "normal" if they're not using. This stage is a sign that addiction is taking hold.</li> </ul>	<ul style="list-style-type: none"> <li>Continue going over the bullet points actively engaging student participation</li> </ul>	<p>PPT</p> <p>PPT</p>



Lesson outline	Instructor notes	Activities, Video, PPT
<p><b><u>VI. Facts: 5 Stages of Addiction (Continued)</u></b></p> <p><b>5. Addiction</b></p> <ul style="list-style-type: none"> <li>• With the last stage, addiction, individuals find it nearly impossible to stop misusing drugs or alcohol, even when they no longer enjoy it, or their behavior has caused serious life problems.</li> <li>• They might last for periods of time where they don't use drugs or alcohol but are unable to stop themselves just when things seemed to be going well.</li> <li>• On the other side of the coin, a person in the throes of addiction who's lost everything might be in total denial, unwilling, or unable to face the disease.</li> </ul>		PPT
<p><b><u>V. Facts: Real Testimony from a Real Teen Experience (20 Min)</u></b></p> <p>A. Show the video</p> <p>B. Student discussion using lesson Activity 5</p> <ol style="list-style-type: none"> <li>1. list the substances used by the speaker</li> <li>2. list some of the unhealthy or harmful behaviors the speaker engaged in</li> <li>3. list the stages of addiction the speaker experienced</li> <li>4. List some positive things the speaker is doing now that he/she got help and is in recovery</li> </ol>	<ul style="list-style-type: none"> <li>• Introduce the video</li> <li>• Direct the students to Activity 5 and let them know they will be filling out the activity based on the video</li> <li>• Go through the categories in the activity with the students once again, encouraging participation</li> <li>• Inform the students that if they or someone they know needs help that the important thing is to take the courageous risk and reach out</li> <li>• Have resources on hand to distribute as needed</li> </ul>	<p>PPT</p> <p>Activity 5</p>



# LESSON 9

Resistance Skills

Thrive

## LESSON PLAN

## PART 1

**LESSON TITLE:** Resistance Skills

**PRESENTATION TIME:** 45-60 minutes

**TEACHING METHOD:** Informal Lecture

**MATERIALS:**

Student workbook, instructor workbook, PowerPoint presentation with visuals and videos, whiteboard or flip chart and incentives for participation

## PART 2

**COGNITIVE OBJECTIVE:**

The student will learn techniques for resisting peer pressure and how to avoid getting involved with high risk behavior.

**Learning Objectives:**

1. The student will be made aware of the top three substances currently being abused by teens.

(ADE Health and Nutrition Services Strand 3, Concept 1, PO 1 6-8th, PO 1 9-12th) (AZDE HNS S3C1P01, NHEDS 3.8.1, 3.12.1)

2. The student learns a five step method for resisting peer pressure and avoids getting involved with high risk behavior.

(AZDE HNS S1C1P01, NHEDS 1.8.1, 1.12.1, 4.8.2, 4.12.2)

3. The student will examine examples of resistance strategies

(Removal–Not Normal Behavior— consequences) for their personal use. (ADE Health and Nutrition Services Strand 7, Concept 1, PO 1 6-8th, PO 1 9-12th) (ADE HNS S7C1P01, NHEDS 7.8.1, 7.12.1, 4.8.2, 4.12.2)

4. The student will practice applying the resistance skills through scenarios.

(ADE Health and Nutrition Services Strand 7, Concept 2, PO 1 6-8th, PO 1 9-12th) (ADE HNS S7C2P01, NHEDS 7.8.2, 7.12.2, 4.8.2, 4.12.2)

## PART 3

**STRATEGY STATEMENT:**

This session completes the *Thrive* program. Resilience and making positive, healthy choices is the basis for the curriculum. In *Thrive* we address anti-social behavior (negative peer pressure) as primary risk factors for high-risk behavior involvement. The other areas addressed were having a fear of what others think, feeling judged, regulating emotions, thinking positively, responding in line with goals and moral character values. Also, meeting validations, utilizing the risk assessment, focusing on identity and courage, all also play a role in making choices.

Empowering the student with tools to help them assess, resist, and avoid anti-social behavior and redirect others is essential. This lesson will help the student understand the need to be firm, confident and positive in their choices and responses. The lesson provides well thought out strategies and examples while providing the student a chance to practice them in scenarios.

**LESSON OUTLINE:****I: Recap and sharing (5 mins)****II: Lesson Presentation Method****III: Steps for resisting anti-social behavior and peer pressure Skill 1**

- A. “Say What You Mean” (say how you really feel, getting your opinion and choice across to the other person directly and with confidence)
- B. “Show It” (be confident and show your emotions through body language to match your words)
- C. “Redirect It” (take control of the situation by offering another way out of the topic such as providing an excuse or reason why you don’t want to do it, moving to another location, etc.)
- D. “Disagree Firmly with Respect” (firmly disagree with the other person respectfully and tactfully while preserving your relationship. You have your opinion or choice, and you can respect the other person’s opinion as a friend or another person without agreeing with them.)
- E. “Take Action” (stop the conversation by asking them to stop, leaving, asking for assistance from another, etc.)

**IV: Resistance strategies for their personal use Activity 1**

- A. Removal
- B. Not normal behavior
- C. Consequences

**V. Scenarios—use scenarios to allow the students to practice the skills**

- A. Ask for one student to represent the “resister” and one or more students to represent the “tempter”. Give the students a topic or decision making scenario where they will use the techniques to resist and make their own choice.
- B. Ask the class to evaluate the way the response.

## LESSON 9 RESISTANCE SKILLS

## INSTRUCTOR GUIDE

Lesson outline	Instructor notes	Activities, Video, PPT
<p><b><u>I: Recap and Sharing (5 mins)</u></b></p> <ul style="list-style-type: none"> <li>• Give a quick recap of last week's lesson and allow students the opportunity to share their stories of how they practiced and applied it to their lives during the week.</li> </ul> <p><b><u>II: Steps for resisting anti-social behavior and peer pressure</u></b></p> <p>A. Direct students to the activity chart; demonstrate each step and ask for feedback.</p> <ul style="list-style-type: none"> <li>• "Say What You Mean" (say how you really feel, getting your opinion and choice across to the other person directly and with confidence)</li> <li>• "Show by Actions" (show your choices and emotions through body language demonstrating you are serious about your choices)</li> <li>• "Redirect It" (take control of the situation by offering another way out of the topic; providing an excuse or reason why you don't want to do it, moving to another location, etc.)</li> <li>• "Disagree Firmly with Respect" (firmly disagree with the other person with respect, and still preserve your relationship. You have your opinion/choice, and you can respect the other person's opinion as a friend, without agreeing with them)</li> </ul> <p><b><i>NOTE: If the other person is being confrontational or abusive go to the "Take Action" step– you do not have to continue the conversation.</i></b></p> <ul style="list-style-type: none"> <li>• "Take Action" (stop the conversation by asking them to stop, leaving, asking for assistance from another, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the students why they feel it is hard for teens to resist getting involved with anti-social behavior and peer pressure.</li> <li>• Explain that having a plan and being prepared ahead of time helps them manage the situation and their emotions when faced with a challenge.</li> <li>• Go over the 5 steps in the PowerPoint, expand on the steps, demonstrating what they can look like and asking the students for their input.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• PPT (6)</li> </ul>
<p><b><u>III: Resistance Strategies for their personal use</u></b></p> <p>A. Removal</p> <p>B. Not normal behavior</p> <p>C. Consequences</p>	<ul style="list-style-type: none"> <li>• Explain resistance strategies are coming up with strategic ways to resist and remove yourself from a situation.</li> <li>• Go over each strategy, ask the students for input and to come up with other examples. Direct the students to fill out their selected statement in the boxes for activity 1.</li> </ul>	<p>Activity 1</p> <p>PPT (4)</p>



## LESSON 9 RESISTANCE SKILLS

## INSTRUCTOR GUIDE

Lesson outline	Instructor notes	Activities, Video, PPT
<p><b><u>IV: Scenarios; use scenarios to allow the students to practice the skills</u></b></p> <p>A. Ask for one student to represent the “Resister” and one or more students to represent the “Tempter”. Give the students a topic or decision making scenario where they will use the techniques to resist and make their own choice.</p> <p>B. Ask the class to evaluate the way the “Resister” responded.</p>	<ul style="list-style-type: none"> <li>• The scenarios can incorporate the entire class.</li> <li>• Pick a student to be the “Resister” and then pick one or more students to be the “Tempters”. Pick a topic and have the “Tempters” try to convince the “Resister” to do what they want. The “Resister” will use the resistance skills learned in this module to resist and make their own choice. Upon completion of the exercise, ask the class to evaluate how the “Resister” performed. Practice as many different scenarios as time allows. Gather input from the students on potential scenario topics.</li> </ul>	<p>Activity #3</p> <p>PPT</p>

## “Thrive” Resilience for Teens – Pre-Post Survey

Please answer each question honestly. Your responses to the survey are anonymous and will not be shared with anyone else. Your answers help us measure the effectiveness of the Thrive Program and determine the program’s success. Thank you.

**Today’s Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**What grade are you in now?** \_\_\_\_ **If Summer, what grade will you be entering?** \_\_\_\_

**What is your gender?** \_\_\_\_Male \_\_\_\_Female \_\_\_\_Other **What is your age?** \_\_\_\_

**What is your race** \_\_\_\_ Asian \_\_\_\_ Black or African American \_\_\_\_ Native American \_\_\_\_ White  
\_\_\_\_ Native Hawaiian/Pacific Islander \_\_\_\_ Other (please describe) \_\_\_\_\_

**What is your ethnicity?** \_\_\_\_ Hispanic \_\_\_\_ Non-Hispanic

*Space held here to add other Demographic Identifier you may want to ask.....here.*

Circle the number that best describes you. Be honest. There are no right or wrong answers.		Strongly disagree	Disagree	Agree	Strongly agree
1	I understand the effects that stress can have on me.	1	2	3	4
2	I can identify my basic emotions and emotional triggers.	1	2	3	4
3	I know healthy and effective coping skills for dealing with my stressful feelings and emotions.	1	2	3	4
4	I have a strong support system that I can trust.	1	2	3	4
5	I know how to communicate in healthy ways to get my needs met.	1	2	3	4
6	I believe I am significant and that my life has purpose.	1	2	3	4
7	I have control over my choices and can say “no” to doing things I know are wrong or that are not good for me.	1	2	3	4
8	I know how to set realistic short-term, mid-term, and long-term goals.	1	2	3	4
9	I have control of my actions and about how I choose to respond to people and situations.	1	2	3	4
10	I have a good understanding of the effects of using substances on my brain, my body and my performance.	1	2	3	4
11	I have a good understanding of the effects of alcohol on my brain, my body and my performance.	1	2	3	4
12	When I am in a challenging situation, I know how to make a decision that will produce the best results.	1	2	3	4

Thank you!

## TOPICS INCLUDE:

STRESS & THE BODY | IDENTIFYING EMOTIONS | SENSE OF PURPOSE—STRENGTH OF CHARACTER | RISK & CHOICES | INFLUENCE  
OPTIMISM | C.A.R. (COPE—ASSESS—RESPOND) | TAKING ACTIVE RESPONSIBILITY | RESISTANCE SKILLS

## WHAT ADMINISTRATORS ARE SAYING:

This Thrive Resilience for Teens program yielded a **66% reduction in suspensions for substance abuse, and a 40% reduction in Vape (tobacco) suspensions**. Thank you for this valuable program that truly steered our most at-risk students back on the right path. We hope to partner with you and the Thrive program.

— Brett Epstein, Assistant Principal, Willis Junior High

## WHAT FACILITATORS ARE SAYING:

**Thrive gives you the opportunity to make the lesson your own**, therefore the instructor is highly invested in the lesson. Once you are invested, the teens become invested and you go from a facilitator to a difference maker; and that is what I felt every time I stepped into that classroom with the kids and the teacher. The recap portion of a lesson before you start a new lesson gives a chance to properly close a lesson and introduce the new one so it just flows perfectly. I really enjoyed teaching Thrive and highly recommend this curriculum.

— LaTroy Burras (Youth Programs Coordinator ICAN)

You have truly taught me so much in life. I have learned to calm down so much and I have not been stressed out in so long. I love the way you teach. I finally feel like I have value. Thank you so much!

— “R.O.” (Student)

Thank you for coming to our class. I do struggle with anxiety and depression. When people shared, I could relate, even though I didn’t talk, I listened and learned a lot about others and myself.

— “J.C” (student)



## TED HUNTINGTON EMPOWERING BREAKTHROUGH LLC

Ted’s career path was shaped by his childhood experiences and the people who supported him. There were mental health and substance abuse challenges in his family, that led him into the foster care system for a period in his life. It was faith, family, friends, teachers, coaches, etc. that provided him support, tools and compassion to overcome his challenges, accomplish goals, experience his dreams & passions become a reality, and, THRIVE!

Ted has made a career of helping people. He has worked as a police officer and a pastor while leading multiple task forces and coalitions. Ted is passionate have fore seeing people overcome the challenges they face in life, fulfill their purpose & dreams, and THRIVE!

For more information about Ted visit [empoweringbreakthrough.com](http://empoweringbreakthrough.com).