

Designed to accommodate
the student and classroom

Adaptable for the
Instructor

Trauma Informed

Evidence Informed

Student Workbook



THRIVE

Resilience Program for Teens

Authors:

Ted and Maria Huntington

Owners:

Empowering Breakthrough LLC

empoweringbreathrough.com

Empowering Breakthrough

Empower Resilience/Enhance Positive Mental Health

Student's Name:



Copyright 2020

2020 Edition

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, Taking Active Responsibility, Substance Misuse and Just the Facts...You Decide, and Resistance Training.

Thrive incorporates interactive discussions, worksheets, role-play, videos, and testimonies.

Acknowledgements

We would like to extend a heartfelt thankyou to the many individuals who have made an impact in our lives and contributed to this content; family, friends, teachers, coaches, pastors, foster parents & families, co-workers etc.

An extended “thank you” goes out to the following individuals and organizations who helped pilot the material and format the curriculum:

Willis Jr High school students and staff – Chandler Unified School District, Chandler, AZ

ICAN – “Positive Programs for Youth” Chandler, AZ

CCYSA (Chandler Coalition on Youth Substance Abuse) and the Chandler/Gilbert Substance Misuse and Treatment Task Force

Dr. Scott Nelson - (PhD) licensed psychologist and certified school psychologist

Arizona National Guard Counter Drug Task Force

To Obtain

Materials

and

Train the Trainer Workshop

Please Contact:

info@empoweringbreakthrough.com

Table of Contents

Definitions: Resilience and Positive Mental Health.....	4
Student Introductions.....	4
Tips to promote resilience and positive mental health.....	5
Lesson 1 - Stress and the Body (Responding vs Reacting).....	6
Lesson 2 - Identifying Emotions.....	12
Lesson 3 - Sense of Purpose - Strength of Character.....	16
Lesson 4 - Influence.....	22
Lesson 5 - Risk and Choices.....	25
Lesson 6 - Optimism.....	30
Lesson 7 - Taking Active Responsibility	37
Lesson 8 - Substance Misuse and Just the Facts, You Decide.....	44
Lesson 9 – Resistance Skills.....	49

References

2018 Arizona Youth Survey (Arizona Criminal Justice Commission)

2018 School Substance Abuse Prevention Program Inventory (Governor’s Goal Council on Healthy Families)

Monitoring the Future 2018 Survey

Arizona Trauma Institute 2019

The Arizona ACEs Consortium

ICAN – “Positive Programs for Youth” Chandler, AZ

CCYSA (Chandler Coalition on Youth Substance Abuse) and the Chandler/Gilbert Substance Misuse and Treatment Task Force

Dr. Scott Nelson - (PhD) Licensed Psychologist and Certified School Psychologist

Resilience

Resilience is described as a human ability to recover quickly from disruptive change or misfortune without being overwhelmed or acting in dysfunctional or harmful ways. To be resilient includes the ability to cope with the stresses of everyday life and to spring back after suffering through difficult and stressful times.

Positive Mental Health

A state of well-being where individuals can realize their own potential, work productively, cope with the normal stresses of life and be a positive member of the community.

Being mentally healthy is predominantly about the presence of positive characteristics such as a feeling of purpose, contentment, maintaining fulfilling relationships and participating in life to the fullest.

Student Introduction

You are extraordinary. You have your own uniqueness, including amazing gifts and talents that are meant to not only empower you but to benefit others and the world around you. You have within you the ability and power to not only overcome the challenges you face but to transform your challenges into opportunities to grow and fulfill your dreams and goals. We all face unique circumstances in life; however, we are not defined by or limited to them.

You have the ability and power to not only survive your challenges and circumstances but to THRIVE because of them. Resilience and positive mental health skills and attitudes are vital for being able to thrive in today's culture. The great thing is, they can be learned and strengthened!

Stress and challenging events can cause us to experience a flood of powerful negative thoughts, feelings and emotions, which may include anger, anxiety and depression. All of which are normal feelings felt by every human. We can learn and improve our skills to cope and deal with them in a healthy and productive way.

We want to see you THRIVE and experience a healthy and empowering lifestyle, feeling successful and pursuing your dreams and goals! Thank you for allowing us to be a part of your amazing journey!

Tips to promote Resilience and Positive Mental Health

Get regular exercise

Eat regular meals

Avoid using excessive caffeine (*coffee, tea, energy drinks, soft drinks, etc.*)

Avoid illegal drugs, alcohol, and tobacco

Learn relaxation techniques (*e.g., mindfulness skills, deep breathing, progressive muscle relaxation, meditation*)

Develop assertiveness skills (*e.g., how politely but firmly say “no,” or state one’s feelings*)

Rehearse and practice responses to stressful situations

Break down large tasks into smaller, more attainable tasks

Learn to recognize and reduce negative self-talk; challenge negative thoughts about oneself with alternative neutral or positive thoughts

Avoid demanding perfection from oneself or others; instead, learn to feel good about doing a competent or “good enough” job.

Take a break from stressful activities or situations. Engage in a hobby, listen to music, or spend time with a pet.

Build a network of friends who can help one to cope in positive ways

(Source: American Academy of Child & Adolescent Psychiatry)



LESSON 1

Stress/Body

Thrive

Stress and the Body

Lesson 1

LESSON CONCEPT

Resilience is being able to “deal with” and “bounce back” from hard and challenging things in life. We all have challenges. How we “cope” and “deal with” our challenges are important. We cannot always control things that happen to us, but we can learn ways to help us, not just “get through” them, but learn from them and become even get stronger. The great news is, we can learn and develop skills to help us overcome challenges, make positive choices and achieve our goals and dreams.

Stress is a part of life. Stress can have good and bad effects on our emotions and bodies. Understanding what causes stress and how it affects our bodies is important. Stress can cause us to act in ways that cause more problems. Most of the time, our reactions to stress are not healthy, and we can do or say things that can be negative. Learning to identify the effects of stress on our emotions and bodies helps us recognize when it is happening and change the way we act and “deal with” stress.

Mindfulness is a technique that is being taught at many schools. Mindfulness means maintaining a moment by moment awareness of our thoughts, feelings, bodily sensations and what is happening

LEARNING OBJECTIVES

The objective of this lesson is for each student to understand the affects of stress

- | | | |
|---|---|---|
| 1. Explain the definition of resilience | 3. Explain how stress affects a person physically and emotionally | 5. Predict when to use the 4 step breathing technique |
| 2. Describe your stressors in life | 4. Explain the difference between negative and positive stress | |

Activity 1: "Your Stressors" - Fill in the Box Below

WHAT ARE SOME CAUSES OF YOUR STRESS?



Activity 2: Stress/Fight or Flight

STRESS

- Stress is our body's way of responding to an event or experience. It can be through any of our 5 senses (sight, hearing, touch, taste, smell).
- It can be caused by both good and bad experiences.
- Stress can be both positive and negative.
- We react to stress through thoughts, feelings and emotions.

FIGHT OR FLIGHT

- Fight or flight releases adrenaline and cortisol into our bodies.
- It makes our heart beat faster.
- We go from using the thinking part of the brain to the response part of our brain.
- Causes the brain to seek quick responses and choices.
- It makes us more reactive.

Activity 3: "Stress Mode" and "Chill Mode"



STRESS MODE

DISRUPTIVE STATE

Stressed, Anxious, Raging, Amped...

Can you tell when you are in "STRESS" mode? _____

What are some of the feelings and emotions you have during "STRESS" mode?

How do you feel physically when you are in "STRESS" mode?



CHILL MODE

CONTROLLED STATE

Relaxed, Taking it easy, Calm...

Can you tell when you are in "CHILL" mode? _____

What are some of the feelings and emotions you have during "CHILL" mode?

How do you feel physically when you are in "CHILL" mode?

Activity 4: "Responding vs Reacting"

RESPONDING VS REACTING

1) Create a "pause"

2) Four count breathing

3) Focus on relaxing

4) Think of how you want to respond

Activity 5: Three Minute Relaxation Session

- Sit with your feet flat on the floor and arms resting comfortably
- Close your eyes if you feel comfortable doing so
- Focus on relaxing your entire body - from your head to your feet
- Breathe using the four-count method - during the entire session - when you exhale, focus on relaxing deeper each time
- If your mind and thoughts start to wander - don't worry - just concentrate on counting your breaths



LESSON 2

Identifying Emotions

Thrive

Identifying Emotions

Lesson 2

LESSON CONCEPTS

We all have emotions. They are normal, and everybody has them. Strong emotions can cause us to feel stress, anxiety and even depression type feelings. Strong emotions can also make us act out and behave in harmful and unhealthy ways (yelling, fighting, hurting ourselves, using substances, etc.). Holding back our emotions is not healthy for us. Learning to recognize, deal and cope with (or regulate) our emotions is our goal.

This lesson will provide different ways to help us deal and cope with our emotions. The more we learn to identify our emotions (anger, frustration, disappointment, etc.) and what causes (or triggers) us to have strong emotions, the easier it is to deal with them in positive ways.

Having people in our lives that we can trust and turn to for support when we are experiencing strong emotions and going through difficult times is extremely important. We call this having a "Support System". We all need others for support. Asking for help and support is a very mature thing to do. Support comes from a variety of areas and people: family, friends and others (professionals, teachers, coaches, faith-based, etc.). It is important to identify several positive role models provide that positive support.

LEARNING OBJECTIVES

The objective of this lesson is for each student to understand emotions and healthy coping skills

1. Describe basic emotions
2. Explain common triggers
3. Explain basic coping skills
4. Explain your support system

Lesson 2

Identifying Emotions

Activity 1: Fill in the Blank

1. Emotions are a normal part of life
2. Emotions can be positive or negative
3. Emotions first start to RISE—then calm down
4. Emotions can be _____ (coped with)

*Activity 2: Identifying Common Emotions**Activity 3: Identifying Triggers*

What are things that can "Trigger" strong emotions for you?	Name the emotions	How do you normally respond?
1.		
2.		
3.		
4.		
5.		

Lesson 2

Identifying Emotions

Activity 4: Coping Skills

IMMEDIATE SKILLS	LONG TERM SKILLS

Activity 5: Support Systems

FAMILY	FRIENDS	PROFESSIONALS AND OTHERS



LESSON 3

Sense of Purpose -
Strength of Character

Thrive

Sense of Purpose - Strength of Character

LESSON 3

LESSON CONCEPTS

“When you know who you are, you know what you can do!”

You are extraordinary and unique. Each of you has your own goals to reach, talents to use and explore, passions that motivate you and dreams and purposes to accomplish. You all have your own unique genetic make-up, families, traditions and history. You are essential and you have important roles that you play in other people’s lives. Knowing these things about ourselves is called having a “Sense of Purpose.”

Our character, core values and morals are the personal traits that we believe are important and how we want people to describe us. Values, such as being loyal, non-judgmental, compassionate, courageous, honest, funny and having faith, are all examples of “Strength of Character.” What adds to the strength is that they are our very own and no one and nothing can take them away from us.

“Sense of Purposes” and “Strength of Character” combined help us define our identity or, “who we are.” This is extremely important when it comes to getting through hard and challenging times and for making our choices.

If we focus on our “Sense of Purpose” and “Strength of Character” when we are going through tough times we have a better chance of finding the hope and courage to believe we can overcome the challenge and not only survive, but, **Thrive** and find something good can come out of it.

LEARNING OBJECTIVES

The objective of this lesson is for each student to understand good character and healthy motivation

- | | |
|---|---|
| 1. Explain sense of purpose and strength of character | 3. Describe your personal morals and character values |
| 2. Explain the importance of having goals | 4. Explain how you make a positive impact on others |

LESSON 3

Sense of Purpose - Strength of Character

Activity 1: Interests/Activities Chart

WHAT DO YOU ENJOY DOING MOST?	WHAT DO OTHERS SAY YOU'RE GOOD AT?	WHAT ARE YOU IN- VOLVED WITH NOW?

PASSIONS / INTERESTS

Activity 2: Goals

**LIST 3 GOALS YOU WANT TO
ACHIEVE THIS YEAR**

A large teal scroll-shaped box with a dark teal border and rounded corners, designed for writing three goals to be achieved this year.

**LIST 3 GOALS TO ACHIEVE BY
THE TIME YOU GRADUATE HIGH
SCHOOL**

A large teal scroll-shaped box with a dark teal border and rounded corners, designed for writing three goals to be achieved by the time of high school graduation.

**LIST 3 GOALS TO ACHIEVE WITHIN
THE NEXT 10 YEARS**

A large teal scroll-shaped box with a dark teal border and rounded corners, designed for writing three goals to be achieved within the next 10 years.

Lesson 3

Sense of Purpose - Strength of Character

Activity 3: Who Are You!

YOU	FAMILY	CLOSE FRIENDS	SHARED

<u>YOUR RELATIONSHIP</u> <u>TITLES (SISTER, BROTHER,</u> <u>FRIEND)</u>	<u>WHAT YOU DO</u> <u>(ATHLETE, STUDENT,</u> <u>GAMER, SINGER)</u>	<u>HOW DO YOU IMPACT</u> <u>OTHERS IN A POSITIVE WAY</u>



LESSON 4

Influence

Thrive



Influence

Lesson 4

LESSON CONCEPTS

What we believe and how we make our choices is mostly based on what we allow to influence us. Influences can come from people or different types of sources (social media, music, trends, our faith, or beliefs, etc.) and can be both positive and negative. Peer pressure has been identified as a major influencer for teens. An everyday fear teens face is worrying about what others think and being judged, and this influences their choices and how they view themselves. We all must decide what we allow to influence us and what we choose to be healthy and important. The better we can define our morals/character, goals and sense of purpose, the easier it is to recognize negative influences and avoid or not get involved with them.

Positive activities with other positive peers are a major factor in avoiding unhealthy behavior. It is human nature to act and think like the people and sources we spend time with and choose to be involved with. The simple truth is who we hang out with and what sources we focus on will have a major impact on our lives and our futures. We all must choose!

Young adults today have a great opportunity to be a positive influence. We all influence others, regardless of what we think. We all have a positive or negative effect on others. Being a positive influence on others makes a high impact on their lives.

LEARNING OBJECTIVES

The objective of this lesson is for each student to understand how influence effects behavior

1. Describe the impact influence has on making choices
2. Identify people and sources that can influence you
3. Describe how influences can be positive for you
4. Describe how negative influences can affect you
5. Describe how you influence others

LESSON 4

INFLUENCE

Activity 1: Influences Chart

TYPES OF PEOPLE	WHY/HOW DO THEY INFLUENCE YOU	POSITIVE/NEGATIVE

INFLUENCES

TYPES OF SOURCES	WHY/HOW DO THEY INFLUENCE YOU	POSITIVE/NEGATIVE

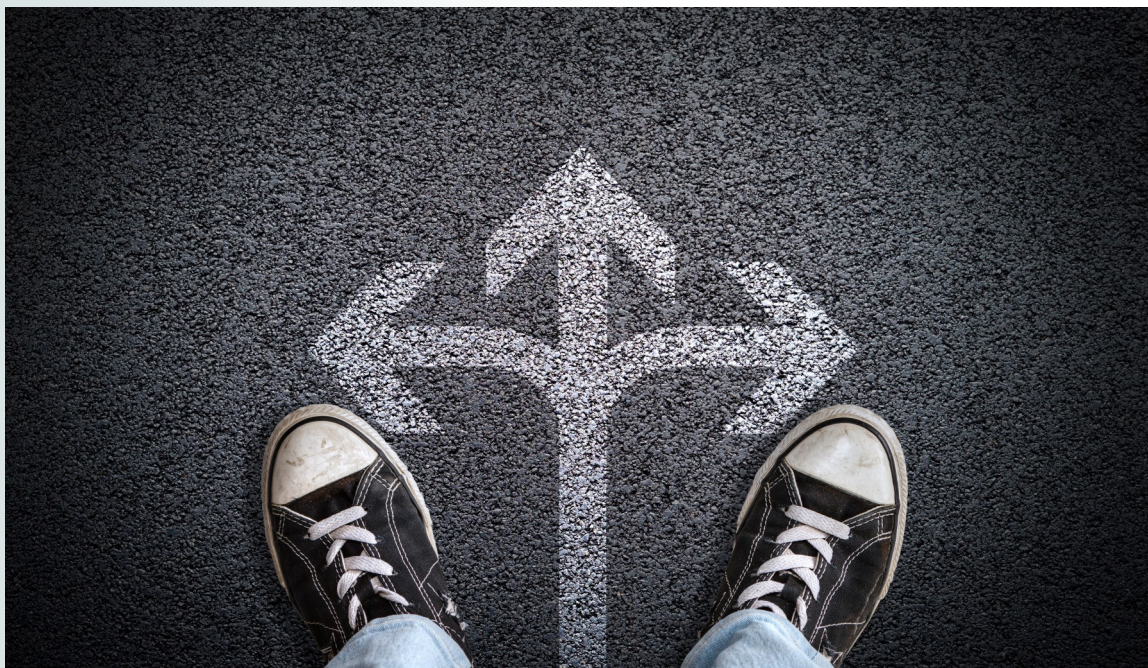
LESSON 3

INFLUENCE

Activity 2: Influencer Chart

How do we influence others?

YOUR ACTIONS	HOW YOUR ACTIONS INFLUENCES OTHERS	POSITIVE OR NEGATIVE



LESSON 5

Risks and Choices

Thrive



Risk & Choices

Lesson 5

LESSON CONCEPTS

We must make choices and take risks every day. Each choice we make and the risk we 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 us 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.

The fear of being judged by what others think and the fear of failure can have a big effect on the risks we take. Also, we can make decisions in a hurry and not think of what the consequences we are risking later on, or how they can hurt and affect others. It is also normal to just take a risk that seems easier or feels good at the time, but, can later cause us a lot of problems.

The “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 we do not take positive risks (trying out for a sports team or meeting new people), we will not experience the goal. This also helps us see possible failure as an opportunity to learn and grow.

The “bad” risks are 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 we get older, it is natural to want more freedom. We 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.

The “ugly” risk represents life-changing choices and risks that will affect us 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 us to accomplish our goals.

LEARNING OBJECTIVES

The objective of this lesson is for each student to understand consequences

1. Describe why making positive choices requires courage.
2. Explain the positive results that can come from good risks.
3. Explain the negative impacts that come from bad and ugly choices.

LESSON 5

RISKS AND CHOICES

Activity 1: Risks Chart

THE " <u>GOOD</u> "	THE " <u>BAD</u> "	THE " <u>UGLY</u> "

Risks & Consequences

ACTIVITY 2: RISK ASSESSMENT CHART

CHOICE (GOOD RISK)	CONSEQUENCES ON SELF	CONSEQUENCES ON OTHERS

CHOICE (BAD CHOICE)	CONSEQUENCES ON SELF	CONSEQUENCES ON OTHERS

CHOICE (UGLY RISK)	CONSEQUENCES ON SELF	CONSEQUENCES ON OTHERS



LESSON 6

Optimism

Thrive

Optimism

Lesson 6

LESSON CONCEPTS

Being positive or optimistic is extremely important to being resilient. Optimistic thinking gives us the ability to not only overcome difficult challenges but allows us to turn a situation that would and could cause us a lot of problems into something good.

Having challenges is a real and natural part of life. We cannot avoid challenges. How we respond to adversity and challenging situations is extremely important.

Re-directing negative thoughts to positive, optimistic ones: Our natural tendencies are to lean towards negative thoughts and attitudes. Although this is often the easier route and may offer some brief relief, it usually comes with a cost and negative effects. Assessing our thoughts and attitudes for the facts, positive influence and comparing them against our character beliefs helps us identify the negatives. This assessment allows us to determine how to move forward and redirect them.

Optimistic vs. negative thought concepts: The concept characters help to identify and give relatable examples to optimistic/negative thought patterns and what these look like in real-life experiences. We will reinforce the fact that we all have control over our thoughts and attitudes. We will use fun and corny activities to identify definitions and compare them to something we have experienced in real life. We will go over positive and negative topics and how to identify optimistic and negative thinking. We will also discuss how to redirect a negative into a positive thought.

LESSON OBJECTIVES

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

1. You will identify the characteristics of Pessimism and Optimism
2. You will understand that you have control of their attitude and how they choose to view a situation
3. You will identify Pessimistic and Optimistic thought patterns
4. You will practice changing a Pessimistic thought or view to an Optimistic thought/view

OPTIMISM

POSITIVE THOUGHTS

Characteristics

- Are thought out over a longer period of time
- Gives us more control
- Help manage the strong immediate emotions
- Find solutions/answers
- Help us do the right thing
- Based more on the facts rather than immediate emotions

PESSIMISM

NEGATIVE THOUGHTS

Characteristics

- Reactionary/automatic
- Increase negative emotions
- Based on immediate emotions rather than facts
- Focused on past negative experiences

Activity 1: Change and Control

THINGS WE <u>CANNOT</u> CHANGE	THINGS WE <u>CAN</u> CHANGE

Examples of Optimistic Thinking

FEARFUL “FRANKIE”

- Afraid of being judged by other people
- Afraid of failing or not being good enough

BE THE CHANGE “CHARLIE”

- Accepts the things he can't change
- Finds hope and courage to change the things he can
- Realizes he can always change his thoughts and attitudes for the better

VICTIM “VICKIE”

- Constantly blaming other people or situations for negative feelings
- Feels powerless and unable to cope effectively with a problem

LIFE HAPPENS “LILY”

- Realizes adversity, challenges, and setbacks happen to everyone and it is a normal part of life
- Stays calm, takes responsibility and focuses on finding a solution

EXAMPLES OF OPTIMISTIC THINKING

DOOMS DAY “DARREN”

- Even when things are going right, he finds something to complain about
- Sees his problems as catastrophes and blows them out of proportion

IT'S ALL GOOD “GARY”

- Believes challenges are an opportunity for victory and growth
- Believes that bad times don't last and things will get better

RESENTFUL “RUTHIE”

- She feels like someone is intentionally out to get her or put her down
- Feels jealous and envious of others
- Finds faults with others

GRATEFUL “GRACIE”

- Focuses on things that she has and is grateful for
- Knows there are others that are facing challenges as well

Activity 2: Re-Directing Negative Thoughts

Negative to Positive

NEGATIVE THOUGHT PATTERNS THAT YOU HAVE EXPERIENCED:	LIST THE OPTIMISTIC THOUGHTS THAT CAN BE REDIRECTED FROM NEGATIVE EXPERIENCES:
1. Fearful Frankie	1. Be the Change Charlie
2. Victim Vicky	2. Life Happens Lily
3. Resentful Ruthie	3. Graceful Gracie
4. Dooms Day Darren	4. It's All Good Gary



LESSON 7

Taking Active Responsibility

Thrive



Taking Active Responsibility

LESSON 7

LESSON CONCEPTS

Learning to take responsibility for our actions is one of the most important things we can do in life. It doesn't always feel good at the time, but it really helps us mature and get stronger. It means doing things like admitting when we are wrong, that we didn't make the best choice or not blaming someone or something else. It means taking responsibility for our own actions, which teaches us how to become mentally and emotionally healthy, independent adults.

Our natural tendency is to shift the blame and justify our actions by taking the easy way and have someone else clean up the mess that our actions and choices created. Taking responsibility for our actions is hugely empowering. It allows us to grow in leaps and bounds and creates opportunities and more freedom. Another great thing is, when we take responsibility for our actions, other people respect us.

Taking charge of our lives requires us to take action steps. We call this being proactive. We will create a proactive plan that will help us avoid common challenges like procrastinating and being inconsistent. We will focus on ways to be proactive and consistent. We will list ways to be active with getting involved with the things we like to do and connecting with others who are also doing positive, fun and healthy activities.

LEARNING OBJECTIVES

The objective of this lesson is for each student to understand responsibility

1. In your own words, explain accountability
2. Create action steps to be proactive and strengthen accountability
3. Identify other positive people being positive and proactive and how you can connect with them.

Activity 1: Action/Accountability Chart

EXAMPLES OF BLAME SHIFTING/JUSTIFYING BEHAVIOR	ACTION, ACCOUNTABILITY, EMPOWERMENT STEP	POSITIVE RESULTS FOR ACCEPTING ACCOUNTABILITY
<p>1. <u>Not wanting to be wrong or accept responsibility</u></p> <p>(List your example):</p>	1.	1.
<p>2. <u>Not wanting to accept consequences for our behavior</u></p> <p>(List your example):</p>	2.	2.
<p>3. <u>Wanting to take the easy way out instead of doing what's right</u></p> <p>(List your example):</p>	3.	3.

Activity 2: Proactive Plan

Avoid Procrastinating

WHAT ACTIVITIES SHOULD YOU BE DOING THAT YOU CAN PUT OFF?

HOW CAN YOU BE PROACTIVE?

Focus on Consistency

IN WHAT AREAS WOULD YOU LIKE TO BE MORE CONSISTENT?

HOW CAN YOU BE MORE PROACTIVE?

Ways to Help Empower Others

WHAT ARE YOU DOING NOW TO HELP OTHERS?

WHAT ARE OTHER WAYS YOU CAN HELP OTHERS?

Empower your Passions

WHAT ARE YOU PASSIONATE ABOUT?

HOW ARE YOU CHASING THAT PASSION?

Activity #3: Connect with Positive and Proactive People

WHO ARE THE PEOPLE THAT I KNOW DOING POSITIVE AND PROACTIVE THINGS?	HOW AM I CONNECTING TO THEM?	WHAT ELSE CAN I DO TO CONNECT TO THEM?

Positive Connections
 positive connections



LESSON 8

Substance Misuse
and

Just the Facts...You Decide

Thrive



Substance Misuse & Just the facts...You Decide

Lesson 8

LESSON CONCEPTS

This lesson will address the facts surrounding the dangers and risks of teen substance use and misuse. We understand you are mature individuals who have your own life experiences. We really respect that you are all individuals and have the freedom and power to make up your own minds and make your own choices. We all have our personal unique life stories and experiences. We hope to use this lesson to share some important facts about substances and our knowledge from our own experience as well.

In lesson 5, we learned about Risks and Choices. We used “Ugly Risks” as the ones that can cause life-changing consequences and have a devastating effect on others. Drugs and substance misuse are “Ugly Risks.” You may know a family member, friend or a well-known celebrity or media figure that struggles with addiction or even died from an accidental overdose. No one becomes addicted to a substance overnight. It usually happens in stages that are not even noticeable to the person that it is happening. Addiction affects the brain, and that is why it is classified as a disease. Once a person’s brain becomes either dependent or addicted to a substance, that person usually needs professional help to become sober again.

The nicotine content in most vape and e-cigarette products is also addicting. Most teens who struggle with vaping and do want to slow down or stop, are frustrated with the facts that they crave it and have a very hard time quitting. Knowing the facts about addiction and the brain gives us the best chance to seek the right support and take control, instead of being controlled by the substance.

LEARNING OBJECTIVES

The objective of this lesson is for you to...

1. Learn the common substances being misused today
2. Learn facts surrounding the dangers and negative effects of substance misuse
3. Learn common reasons why teens engage in substance misuse
4. Learn the 5 stages of addiction

Activity 1: Facts — Common Substances Used by Teens

1. Alcohol, Marijuana and _____.
2. The most popular way to consume Marijuana and tobacco _____ and E-Cigarette Products.

Activity 2: Facts — Effects of Substance Use for Teens

1. The average age Teens start to experiment/use is _____ years old. (Nationwide)
2. Teens who use substances before age 15 are 5 times more likely to develop a dependence or _____.

Activity 3: Facts — Common Reasons for Teen Substance Use

1. For _____, are bored, want to experiment.
2. Do not realize the dangers of substance use.
3. Family Conflict or other stressors.

Activity 4: Facts — 5 Stages of Addiction

1. First Use
2. _____ Use
3. Tolerance
4. Dependence
5. Addiction

Activity 5: Facts — Real Testimony from a Real Teen

LIST THE SUBSTANCES USED BY THE SPEAKER	LIST SOME OF THE UN- HEALTHY OR NEGATIVE BEHAVIORS OF THE SPEAKER

LIST THE STAGES OF ADDIC- TION THE SPEAKER EXPERIENCED	LIST SOME OF THE POSITIVE THINGS THE SPEAKER IS DO- ING NOW THAT HE/SHE GOT HELP AND IS IN RECOVERY



LESSON 9

Resistance Skills

Thrive



Resistance Skills

Lesson 9

LESSON CONCEPTS

So you have decided to take a positive risk to say “No” to something you do not want to do or get involved with. It can be hard standing up to peer pressure or other influences.

All situations are not the same. Temptations and pressure can come from a lot of different places like social media, peers, a group of people, a stranger, a friend or even family. We can feel really strong about saying “No” sometimes and other times need a good excuse to use to avoid trouble. We may also have to resist a friend or family member and not want to hurt their feelings.

Resistance skills give us examples and tools to help us resist the temptations and influences, get out of tough situations and even be a good example for others. Sometimes, for the people we care about, we can help them resist by redirecting them to something else.

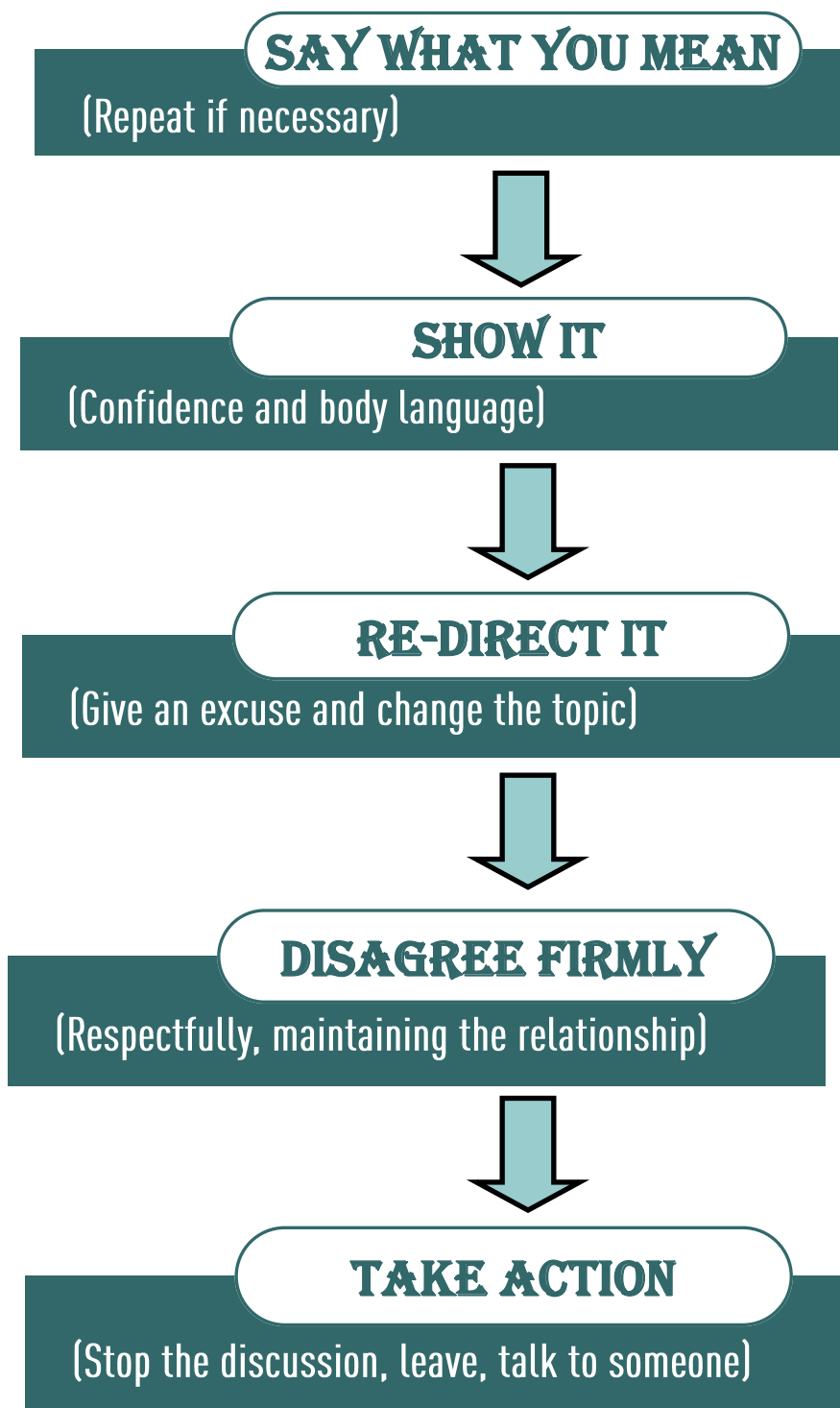
In this lesson, we will go over a variety of ways to say “No” and resist. We will go over some examples of how to make positive excuses to get out of tough situations and also how to redirect the person or group to do something better instead. This lesson will also let you practice by role-playing and let you share some of the excellent skills that you know and have used.

LEARNING OBJECTIVES

The objective of this lesson is for you to understand how to avoid risky behaviors and negative thoughts

1. You will learn a 5-step method for resisting peer pressure and temptations to avoid getting involved in risky behaviors
2. You will learn examples of the Resistance Strategy Statements
3. You will practice applying the resistance skills through scenarios

Skill: 5 Step Method for Resistance



Activity 1: Examples of Strategies

REMOVAL

“Thanks for inviting me, but I can’t, my parents are coming to pick me up, and I have to go.”

(Your “REMOVAL” Statement)

IT IS NOT NORMAL

“I know you think everyone’s doing it, but I have a lot of friends who don’t.”

“My basketball team made an agreement with each other to stay away from_____.”

(Your “IT IS NOT NORMAL” _____)

CONSEQUENCES

“Dad would lose it if he found out we had a party.”

-

“It will affect our performance on the basketball court and ruin our shot at state.”

(Your “CONSEQUENCES” Statement)

Designed to accommodate the
student and classroom

Adaptable for the Instructor

Trauma Informed

Evidence Informed

Empowering and Effective

Student Workbook

Topics include:

- Stress and the Body
- Identifying Emotions
- Sense of Purpose - Strength of Character
 - Influence
 - Risk and Choices
- Taking Active Responsibility
- Substance Misuse and Just the Facts...
You Decide

THRIVE

Resilience Program for Teens

For:

Materials

Train the Trainer Workshops

and

Power point for Facilitation

Contact:

info@empoweringbreakthrough.com

Empoweringbreakthrough.com

Empowering Breakthrough

Empower Resilience

Enhance Positive Mental Health

© Copyright 2020

2020 Edition