



THRIVE & OVERCOME

Empower Resilience/Enhance Positive Mental Health

"ELEVATE"

Student Workbook

AUTHORS:
TED HUNTINGTON ICPS
JOSH AZEVEDO LISAC

OWNERS:
EMPOWERING BREAKTHROUGH LLC
EMPOWERINGBREAKTHROUGH.COM
INFO@EMPOWERINGBREAKTHROUGH.COM

Copyright 2019
All Rights Reserved

NAME: _____

DATE _____

Table of Contents

Section 1

1. Managing Expectations of the Course	Page 3
2. Greatest Challenges—Getting Real	Page 3
3. Influences	Page 3
4. Communication with Parents / Guardians	Page 4
5. Validation	Page 4
6. Passions / Interests	Page 4
7. Goals	Page 5
8. Homework	Page 5
9. Communication Activity	Page 5

Section 2

9. Understanding Behavior	Page 6
10. Identifying Emotions / Triggers	Page 6
11. Coping Techniques	Page 7
12. Support Systems	
13. Risk & Choices	
14. Active Responsibility	
15. Substance Misuse & Stages of Addiction	
16. Real Testimony	

1. Managing Expectations of the program

Why are you here?	What do you expect to get out of the Program?

2. Greatest Challenges—"Getting Real"

Topic	Biggest Challenges	Why?
Life		
Parent/Guardian/family		
Friends/Relationships		
School / Other		

3. Influences

Who do you hang out with?	Why /how do they influence you?	How do you influence others?

4. Describe how you Communicate with your Parent / Guardian

Topic	How do you Communicate / Talk / Problem Solve?
Normal Situations	
During Conflict	
What would help you to communicate better?	

5. Validation

Basic Emotional Needs	Rank (Highest to Lowest)	List specific examples of what that looks like for you
Words of Affirmation		
Quality Time		
Acts of Service		
Physical Touch		
Receiving Gifts		

6. Passions and Interests

What are you passionate about (Like to do)	What are you involved in now?
-----------------------------------------------	-------------------------------

Goals

This Year	During High School	10 years from now

7. Homework

Teens—Interview a family member or friend who you feel has positive core values and is successful Use the boxes below to fill-out your answers.

Subject's name:		How do you know them?	
------------------------	--	------------------------------	--

Questions to ask them

Their answers

What do you base your choices and decisions	
What have been some of your biggest challenges?	
How did you deal with them?	

8. Student + Parent / Guardian Communication Activity

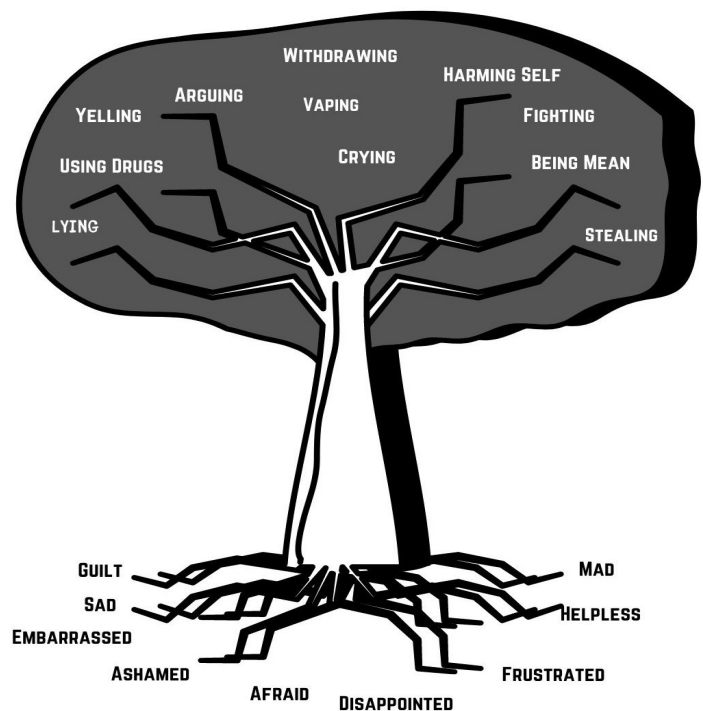
- A. (Both) Share what you like about each other, appreciate, good qualities., etc.
- B. (Parents) Share some of your biggest fears and concerns you have for your son/daughter.
- C. (Students) share your communication challenges with your parent / guardian.
- D. (Both) Ask what you can do to improve your communication.
- E. (Both) Go over your "Love Language" quiz results and share examples about how you are validated
- F. (Parents) Share what you need from your son/daughter.
- G. (Parents) Ask what your son/daughter are passionate about and how you can support them.

END OF SESSION 1

9. Understanding Behavior

Our behavior is based on what we think and believe.

If we change our way of thinking, we change our behavior.



List other negative behaviors,
thoughts or feelings
you experience

10. Identifying and Managing Emotions / Felings

Emotions:

- Are normal to have
- Can cause positive or negative results
- Can be regulated

What can "Trigger" strong emotions for you?	Name the emotions	How do you normally React?	How do you Want to Respond?

11. Coping Techniques

Circle the skills you either use or want to try, and, list any others that are not shown

Immediate Skills

Pause
Breath
Self Talk
Walk Away
Fidget Spinner

Short Time-out
Drink Water
Counting
Laugh
Listen to music

Other

--

Long Term Skills

Write out your feelings
Find a hobby you enjoy
Eat Healthy
Read

Exercise
Meditate
“Talk” with someone reliable
watch positive videos/podcast

Other

--

12. Support Systems

List the individuals whom you feel you can speak to.

Family	Friends	Professional or Others
--------	---------	------------------------

--

--

--

13. Risk and Choices

Risk Assessment Chart

GOOD choice	Consequences on Self	Consequences on Others
Bad choice	Consequences on Self	Consequences on Others
UGLY choice	Consequences on Self	Consequences on Others

14. Active Responsibility

<u>Examples of blame shifting</u>	<u>accountability</u>	<u>Positive results</u>
1. <u>Share a time when you didn't want to accept consequences for something you did:</u>	1. What could you have done to accept the consequences?	1. What could be a positive result for accepting the consequences?
2. <u>Share a time when you took the easy way out instead of doing what was right:</u>	2. What could you have done instead of taking the easy way out?	2. What could be a positive result for doing it right the first time?

15. Substance Misuse and Stages of Addiction

- Alcohol, Marijuana and _____.
- The most popular way to consume Marijuana and tobacco is through: _____ and E-Cigarette Products.

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

For _____, are bored, want to experiment.

Do not realize the dangers of substance use.

1. Family Conflict or other stressors.

5– Stages of Addiction:

- | | |
|------------------|---------------|
| 1. First Use | 4. Dependence |
| 2. Continued Use | 5. Addiction |
| 3. Tolerance | |

16. REAL TESTIMONY

List the Substances used by the speaker

List some of the unhealthy or negative behaviors the speaker mentioned

List the Stages of addiction the speaker encountered

List some of the positive things the speaker is doing now in recovery



Empower Resilience/Enhance Positive Mental Health

"ELEVATE"

Student Workbook

Copyright 2019
All Rights Reserved

Empowering Breakthrough LLC
Empoweringbreakthrough.com
Email: info@empoweringbreakthrough.com