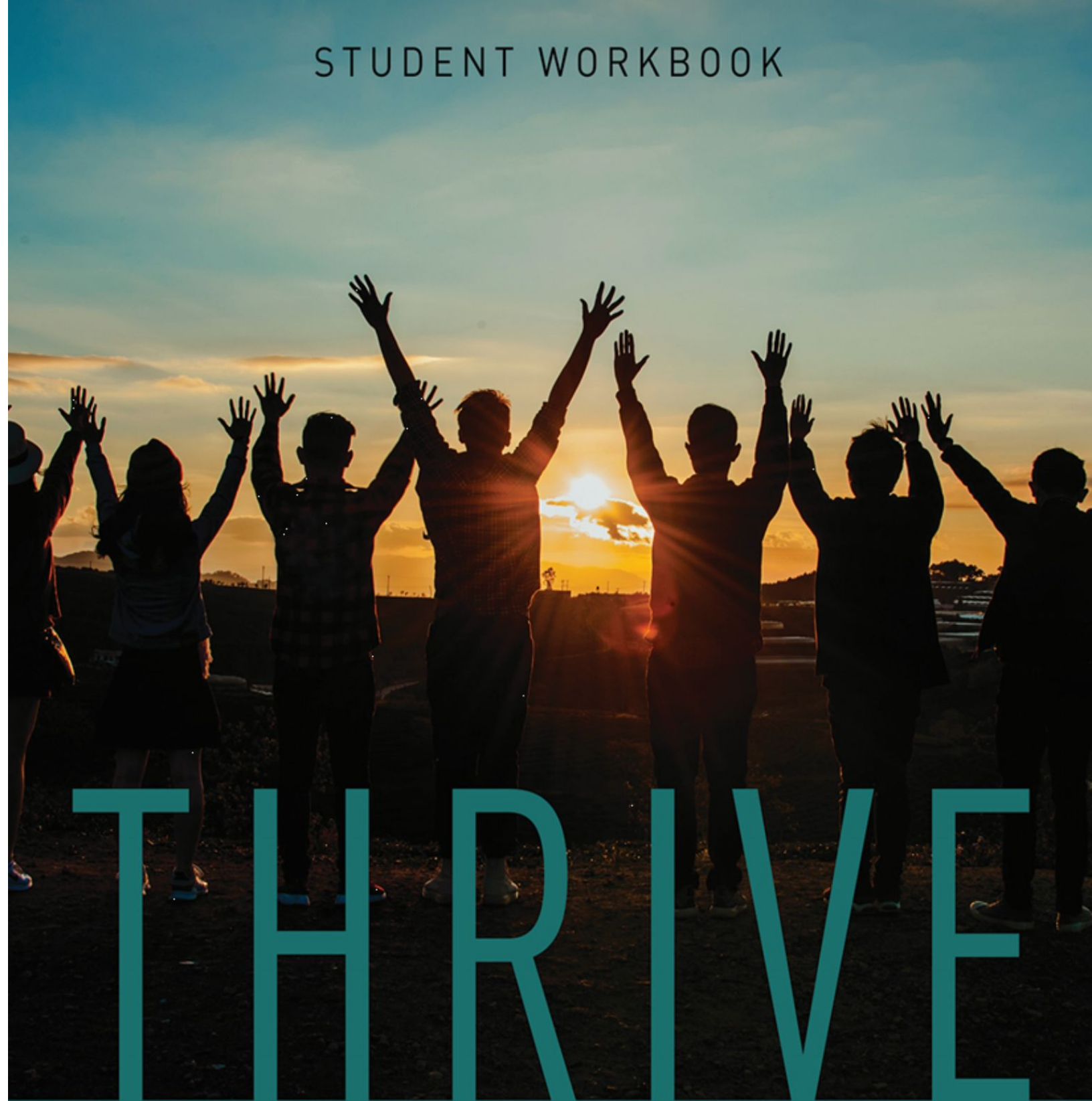


STUDENT WORKBOOK



THRIVE

RESILIENCE PROGRAM FOR TEENS

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

NAME: _____

DATE _____

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

Welcome to

THRIVE

A Resilience Program for Teens

2025 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 incorporates interactive discussion, worksheets, role-play, videos and testimonies.

Acknowledgments

We want to extend a heartfelt thank you 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, and co-workers.

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Arizona National Guard Counter Drug Task Force Drug Demand Reduction and Outreach (DDRO)

Pima County Community Prevention Coalition & Executive Director Amy Bass

To Obtain Materials or schedule a Train the Trainer Workshop Please Contact:

ted@empoweringbreakthrough.com or empoweringbreakthrough.com

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2025 Edition

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2024 Arizona Youth Survey (Arizona Criminal Justice Commission)

Monitoring the Future 2024 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

Stress and the Body

Lesson 1

LESSON CONCEPT



Resilience is described as the 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.

The way we cope and deal with our challenges is important. We cannot always control the things that happen to us, but we can learn ways to help us get through them. Learning how to overcome our challenges allows us to become 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 both positive and negative 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 cope 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 around us. We tend to be on autopilot or focused on a past event, or thinking of a future event. Mindfulness techniques help us to slow down, and concentrate on the present and ultimately relax. Using tools that help us be more mindful can reduce our stress, keep us calm, and help us to act in positive ways.

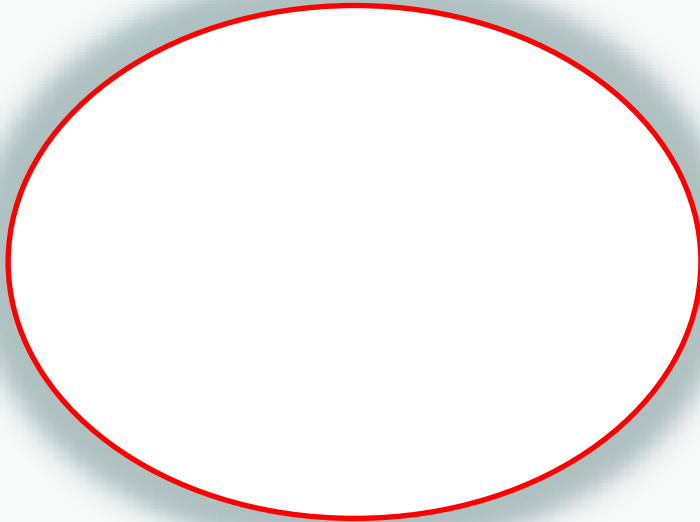
LEARNING OBJECTIVES

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

1. Student will understand the definition of resilience.
2. Student will identify their stressors in life.
3. Student will understand how stress affects a person physically and emotionally.
4. Student will understand the difference between positive and negative stress.
5. Student will recognize when to use the 4 step breathing technique.

Lesson 1

Stress and the Body

*ACTIVITY 1: "YOUR STRESSORS" - FILL IN THE BOX**WHAT CAUSES YOU **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.

Lesson 1

Stress and the Body

ACTIVITY 3: "STRESS MODE" AND "CHILL MODE"*STRESS MODE**DISRUPTIVE STATE***Stressed, Anxious, Rage**

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

*CHILL MODE**CONTROLLED STATE***Relaxed, Taking it easy,**

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

What are some of the feelings and
emotions you have during

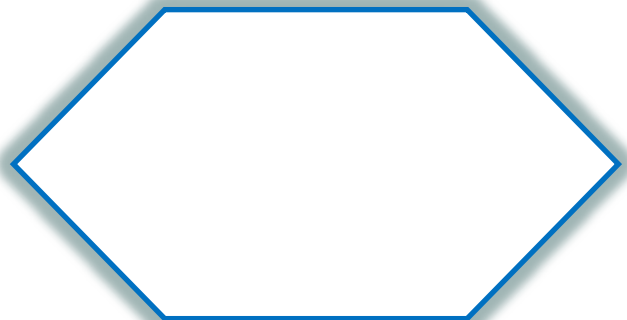
"STRESS" mode?

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

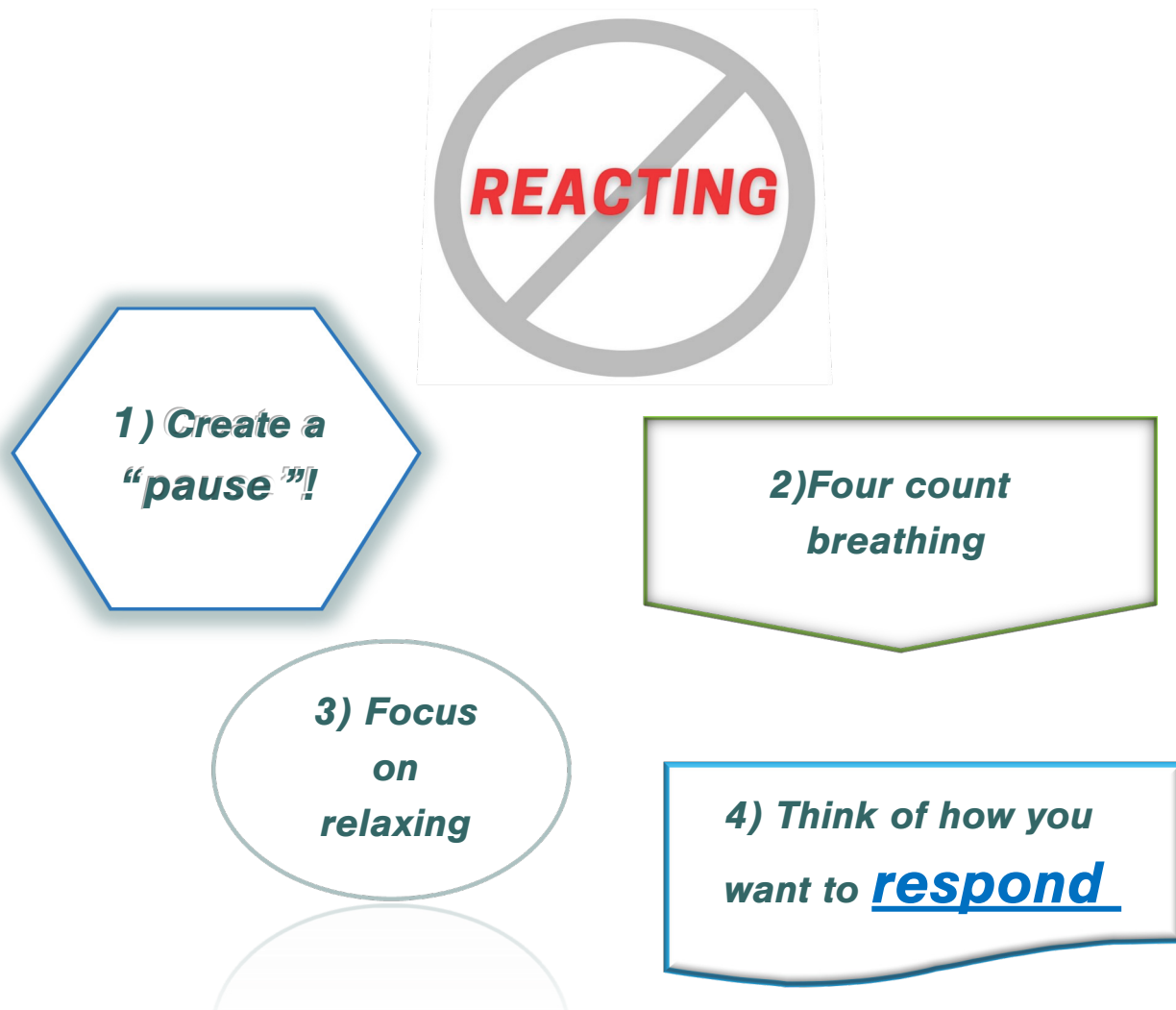


What are some of the feelings
and emotions you have during
"CHILL" mode?

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



ACTIVITY 4: "RESPONDING VS REACTING"



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.

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. Our goal is to learn to recognize, regulate and cope with our emotions.

Having people in our lives that we can trust and turn to for support when we are experiencing strong emotions or 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. These areas can consist of family, friends and others (professionals, teachers, coaches, faith-based organizations, and more). It is important to identify several positive role models who can provide that support.

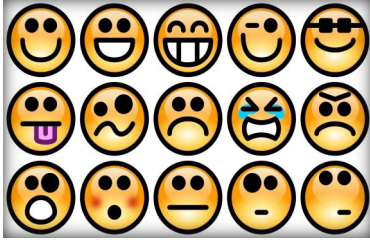
LEARNING OBJECTIVES

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

1. The student will be able to describe basic emotions.
2. Student will be able to explain common triggers they experience.
3. Student will identify basic coping skills.
4. The student will identify a support system.

Lesson 2

Identifying Emotions

ACTIVITY 1: FILL IN THE BLANK

1. Emotions are a normal part of life
2. Emotions can cause helpful & harmful reactions
3. Emotions first start to RISE—then calm down
4. Emotions can be _____ (coped with)

*ACTIVITY 2: LIST SOME COMMON STRONG EMOTIONS YOU EXPERIENCE**ACTIVITY 3: IDENTIFYING TRIGGERS*

What can “ <u>Trigger</u> ” strong emotions for you?	Name the emotions you feel	How do you normally <u>React?</u>	How do you Want to <u>Respond?</u>
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Lesson 2

Identifying Emotions

ACTIVITY 4: COPING SKILLS

<i>IMMEDIATE SKILLS</i>	<i>LONG TERM SKILLS</i>

ACTIVITY 5: SUPPORT SYSTEMS

<i>FAMILY</i>	<i>FRIENDS</i>	<i>PROFESSIONALS AND OTHERS</i>

Student Workbook

Lesson 3

LESSON CONCEPTS



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

You are unique. Each of you has goals, talents, passions, and dreams to pursue. 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 our strength is that they are our very own and no one and nothing can take them away from us.

Sense of Purpose and Strength of Character combined helps us define our identity or, who we are. This is extremely important when it comes to getting through challenging times, and making difficult choices.

If we focus on our Sense of Purpose and Strength of Character when we are going through challenging times we have a better chance of making healthy choices. This also helps us find the hope and courage to believe we can overcome the challenge and not only survive, but, Thrive.

LEARNING OBJECTIVES

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

1. The student will understand sense of purpose and strength of character.
2. The student will understand the importance of having goals.
3. The student will understand personal morals and character values.

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 INVOLVED WITH NOW?

ACTIVITY 2: GOALS

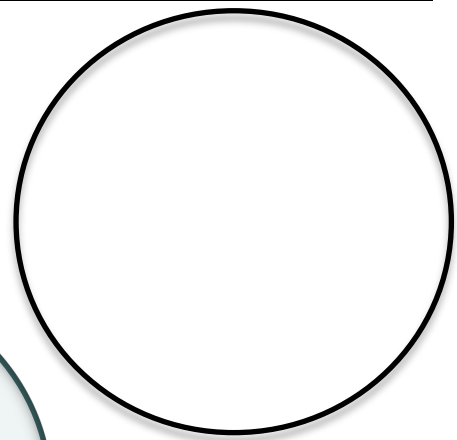
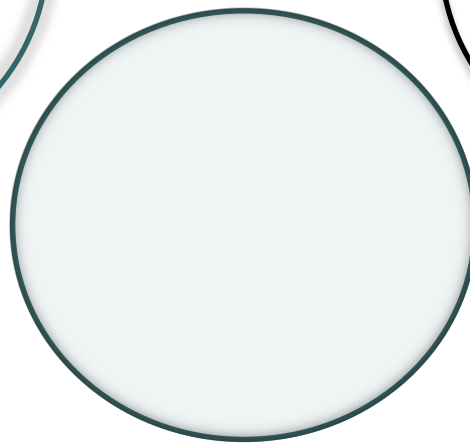
LIST GOALS YOU WANT TO
ACHIEVE THIS YEAR

LIST GOALS TO ACHIEVE BY THE TIME
YOU GRADUATE HIGH SCHOOL

LIST GOALS TO ACHIEVE WITHIN THE NEXT 10 YEARS

Lesson 3

Sense of Purpose - Strength of Character

*ACTIVITY 3: WHO ARE YOU!*Your values / moralsClose friends values / moralsFamily values / morals

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

Influence

Lesson 4

LESSON CONCEPTS



What we believe and how we make our choices are based on what we allow to influence us. Influence can come from people or different types of sources (social media, music, trends, faith organizations, or beliefs, etc.) and can be both positive and negative.

Peer pressure has been identified as a major influencer for teens. Common fears teens face are worrying about what others think and being judged. These fears influence 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. When we recognize a negative influence we can choose to avoid or not get involved with them.

Being involved in positive activities with other positive peers is a major factor for 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 that who we hang out with and what we choose to focus on will have a major impact on our lives and our futures. We all have the ability to make our own choices!

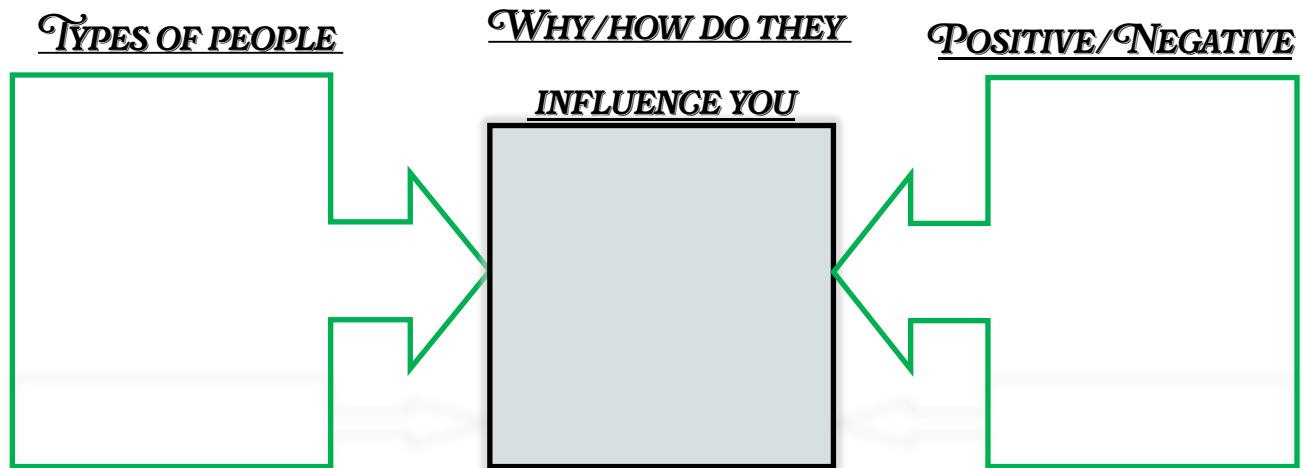
LEARNING OBJECTIVES

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

1. The student will understand the impact influence has on making choices.
2. The student will identify people and sources that can influence them.
3. The student will understand how positive influences affect them.
4. The student will understand how negative influences affect them.

Lesson 4

Influence

ACTIVITY 1: INFLUENCES CHART

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

ACTIVITY 2: INFLUENCER CHART

How do you influence others?

YOUR ACTIONS

(WHAT DO YOU SAY OR DO THAT

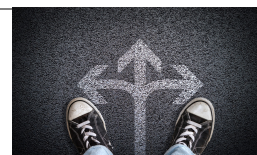
INFLUENCES OTHERS IN A POSITIVE WAY?)



Risks & Choices

Lesson 5

LESSON CONCEPTS



We must make choices and take risks every day. This is the natural process of how we learn by our experiences. Each choice we make and the risks we take come with consequences. The consequences can be both positive and negative. Sometimes 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 taking positive risk and choices. It also takes courage to say no to the negative choices we often face.

The fear of being judged by what others think and the fear of failure can have a big effect on the risks we take. We can make decisions in a hurry without thinking of what the consequences will be until later on or how they can hurt and affect others. It is normal to take risks that seem easier or feel good at the time but those risks can cause problems later.

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.

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

A Medium risk 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, such as staying up late, not doing homework, or ditching class. As we get older it is natural to want more freedom. We tend to take more risks to push boundaries and experiment. These risks allow us to experience negative consequences and learn from them. The message for taking medium risks is that it is a natural part of growing up, but it is important to learn from them and make changes to avoid repeating them in the future.

A High Risk is a choice with potentially life-changing negative consequences.

LEARNING OBJECTIVES

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

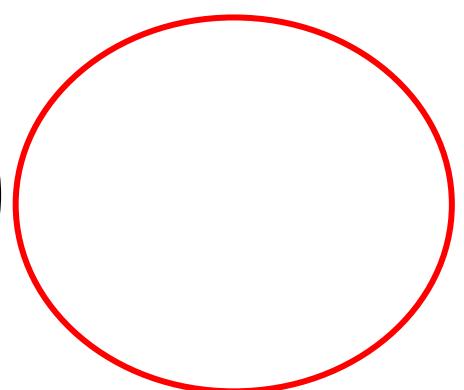
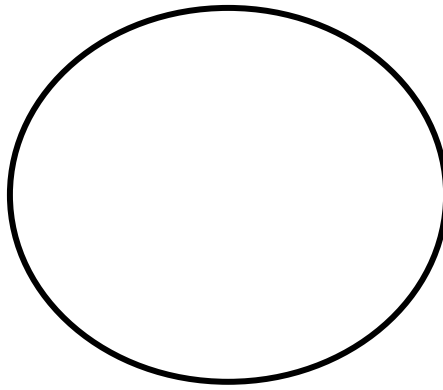
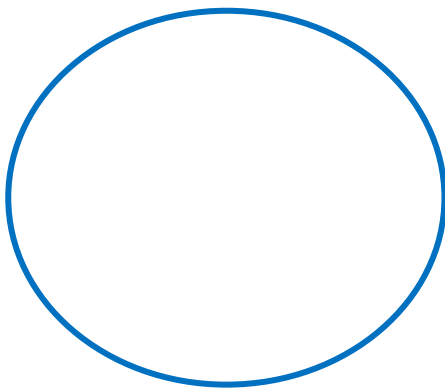
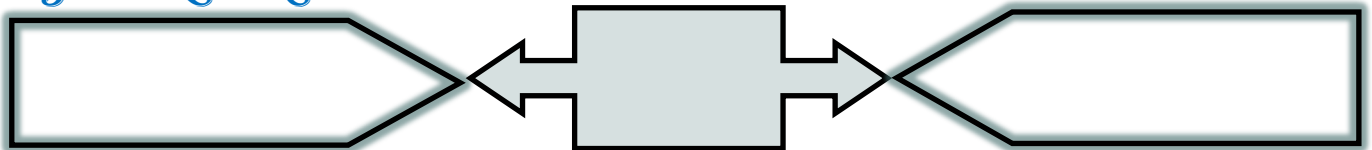
1. Student will understand why making positive choices requires courage.
2. Student will know the positive results that can come from good risks.
3. Student will explain the consequences that can result from Medium and High Risk choices.

Lesson 5

Risks and Choices

ACTIVITY 1: GOOD RISKS

<i>GOOD / LOW RISK</i>

*ACTIVITY 2: RISKS CHART**GOOD / LOW RISK**MEDIUM RISK**HIGH RISK**ACTIVITY 3: RISK ASSESSMENT CHART**(GOOD / LOW RISK)**YOUR CONSEQUENCES*CONSEQUENCES ONOTHERS*(MEDIUM RISK)**YOUR CONSEQUENCES*CONSEQUENCES ONOTHERS*(HIGH RISK)**YOUR CONSEQUENCES*CONSEQUENCES ONOTHERS

Optimism

Lesson 6

LESSON CONCEPTS



Being positive or optimistic is extremely important to being resilient. Optimism helps us overcome difficult challenges and turn a situation that would normally cause us a lot of problems into something good.

Experiencing challenges is a natural and unavoidable part of life. It is how we respond to these challenges that is important.

Re-directing negative thoughts to positive, optimistic ones: Our natural tendency is to lean towards negative thoughts and attitudes. Although this is often easier and may offer some brief relief, it usually comes at a cost. Evaluating our thoughts to determine if they are based on the real facts of the situation, a positive influence, and comparing them to our character beliefs, helps us to identify if they are negative or pessimistic.

Optimistic vs. pessimistic thought concepts: These concepts help to identify and give relatable examples to optimistic/pessimistic thought patterns and what these look like in real-life situations.

We will go over positive and pessimistic thought concepts and how to identify optimistic and pessimistic thinking. We will also discuss how to redirect a pessimistic thought into an optimistic thought.

LESSON OBJECTIVES

The objective of this lesson is for each student to understand the benefits of optimistic thinking, and how to change a pessimistic attitude into a positive one.

1. The student will identify the characteristics of pessimism and optimism.
2. The student will understand that they have control of their attitude and how they choose to view a situation.
3. The student will identify pessimistic and optimistic thought patterns.
4. The student will practice changing a pessimistic thought or attitude to an optimistic thought or attitude.

Lesson 6

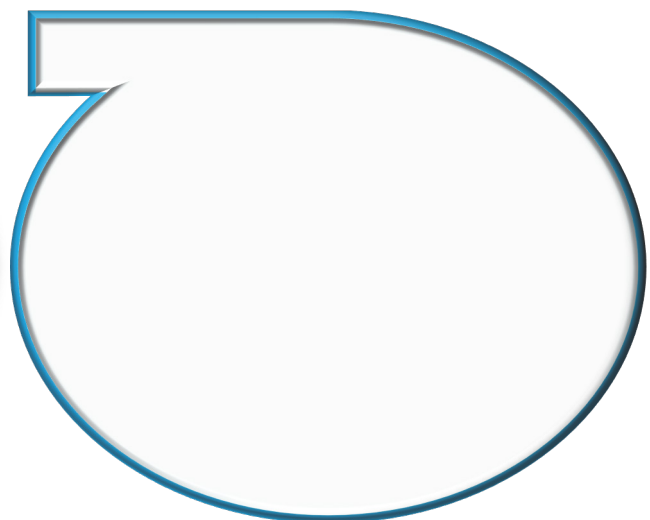
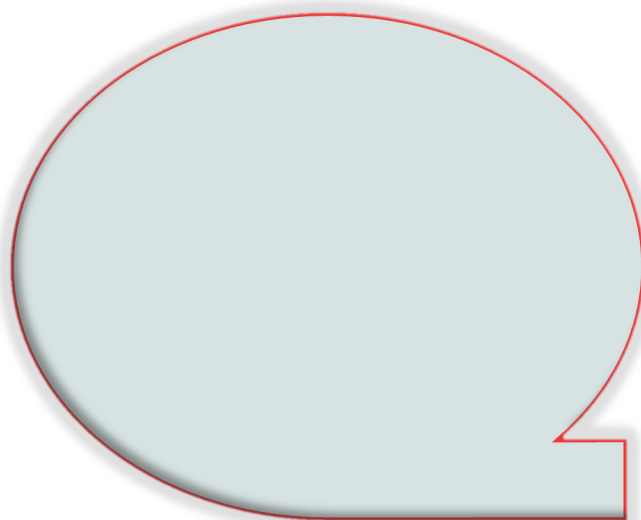
Optimism

Characteristics

- Reactionary/automatic
- Increase negative emotions
- Controls our attitude
- Based on immediate
- Stays stuck in the problem emotions rather than facts
- Focused on past negative experiences

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
- Hopeful

*ACTIVITY 1: CHANGE AND CONTROL*THINGS WE ~~CAN~~NOT CHANGETHINGS WE ~~CAN~~ CHANGE

Lesson 6

Optimism

*Examples of Pessimistic & Optimistic Thinking concepts****FEARFUL / DOUBTFUL***

- Afraid of being judged or embarrassed
- Afraid of failure or a negative outcome
- Doubt their ability
- Question if something is possible

HOPEFUL / DETERMINED

- Accepts the things that they can't control or can't be changed
- Confident in themselves & believes they can if they try
- Focuses on their goals
- Focuses on what they can control

DISCOURAGED

- Feeling overwhelmed.
- Lack of confidence
- Looks for excuses
- Wants to give up or stop trying to find a solution

EMPOWERED

- Realizes challenges, and setbacks happen to everyone and they are an opportunity to improve & learn.
- Believes they have the strength, courage and values within them to overcome their challenges

ANGRY / RESENTFUL

- Feels they are being controlled
- Focuses on getting revenge
- Feels jealous and envious of others
- Focusing on the negative or bad in a situation or person.

GRATEFUL

- Focuses on things they are grateful for.
- Knows there are others that are facing challenges as well
- Tries to be forgiving

ACTIVITY 2: RE-DIRECTING NEGATIVE

Pessimistic to Optimistic

SCENARIO SITUATIONS	PESSIMISTIC REACTION	OPTIMISTIC RE-DIRECTION
1. You receive negative or judgmental responses to a social media post.		
2. School policy does not allow you to wear your favorite clothes.		
3. Your team loses its 4th competition in a row.		
4. You find out that your best friend will be moving out of state.		
6.		
7.		
8.		

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 become stronger. Taking responsibility for our actions means admitting when we are wrong or didn't make the best choice. Taking responsibility for our actions also includes not blaming someone or something else for our choices. When we take responsibility for our own actions it teaches us how to become mentally and emotionally healthy and independent adults.

Our natural tendency is to shift the blame and justify our actions. We do this by taking the easy way out, blaming others, or letting someone else clean up our clean up our own mess. Taking responsibility for our actions is very empowering and can create opportunities for more freedom. When we take responsibility for our actions, other people respect us.

Taking charge of our lives requires us to be proactive. Being proactive helps us avoid common challenges like procrastinating and being inconsistent. We will create a proactive plan that lists ways to get involved with the things we like to do and connect 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. The student will describe accountability in their own words.
2. Student will create a proactive plan to strengthen accountability .
3. Student will identify other people who are positive & proactive , and how to connect with them.

Lesson 7

Taking Active Responsibility

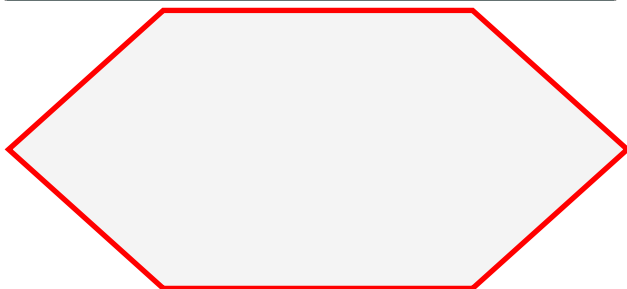
ACTIVITY 1: ACTION/ACCOUNTABILITY CHART

<i>EXAMPLES OF BLAME SHIFTING</i>	<i>ACCOUNTABILITY</i>	<i>POSITIVE RESULTS</i>
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?

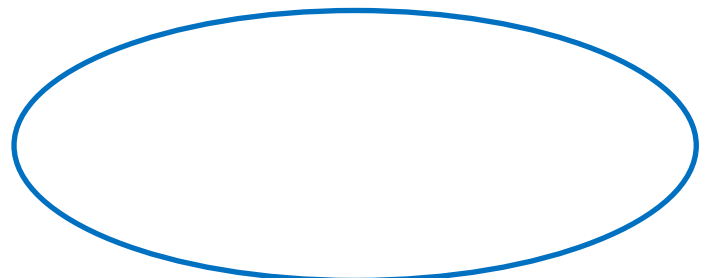
ACTIVITY 2: PROACTIVE PLAN

Avoid Procrastinating

WHAT ACTIVITIES CAN YOU
"PROGRASTINATE" DOING?



HOW CAN YOU BE MORE PROACTIVE WITH
THE ACTIVITIES?



Lesson 7

Taking Active Responsibility

ACTIVITY 2: PROACTIVE PLAN-CONTINUED:

Focus on Consistency

*IN WHAT AREAS WOULD YOU LIKE TO BE
MORE CONSISTENT?*

*HOW CAN YOU BE MORE
CONSISTENT?*

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 PURSUING THAT PASSION?

ACTIVITY #3: CONNECT WITH POSITIVE AND PROACTIVE PEOPLE

*WHO DO YOU KNOW THAT IS BEING
PROACTIVE AND POSITIVE?*

*HOW ARE YOU CONNECTING WITH THEM?
HOW CAN YOU CONNECT WITH OTHERS?*

Substance Misuse & Just the Facts

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 all have the freedom and power to make up your own minds and make your own choices. In this lesson we will go over important facts about substances and share knowledge gained from our own experiences.

In lesson 5, we learned about Risks and Choices. We used High Risks as the ones that can cause life-changing consequences and have a devastating effect on others. Drugs and substance misuse are “High Risks.”

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 to. Addiction affects the brain and that is why it is classified as a disease. 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. Once a person’s brain becomes either dependent or addicted to a substance, that person usually needs professional help to become sober again.

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. This is because nicotine content in most vape and e-cigarette products is highly addictive. 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.

Let’s explore together some facts and challenges surrounding substance use & misuse.

LEARNING OBJECTIVES

The objective of this lesson is for each student to learn about common substances being by teens and facts and dangers related to substance misuse.

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

Lesson 8 Substance Misuse and Just the Facts.

ACTIVITY 1: FACTS - COMMON SUBSTANCES USED BY TEENS

1. Alcohol, Marijuana and _____.
2. The most popular way to consume Marijuana and tobacco is through: _____ 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. Continued Use
3. Tolerance
4. Dependence
5. Addiction

Lesson 8 Substance Misuse and Just the Facts.

ACTIVITY 5: *FACTS - REAL TESTIMONY FROM A REAL TEEN*

**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
EXPERIENCED**

**LIST SOME OF THE POSITIVE
THINGS THE SPEAKER IS DOING
NOW THAT THEY GOT HELP
AND ARE IN RECOVERY**

Resistance Skills

Lesson 9

LESSON CONCEPTS



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, strangers, friends, or even family. Sometimes we feel comfortable saying no and other times feel the need to make an excuse to avoid trouble.

Resistance skills give us tools to help us resist temptations and influences, get out of tough situations, and even be a good example for others.

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 excuses to get out of tough situations and also how to redirect the person or group to do something better instead. This lesson will let you practice by role-playing the resistance skills we will learn.

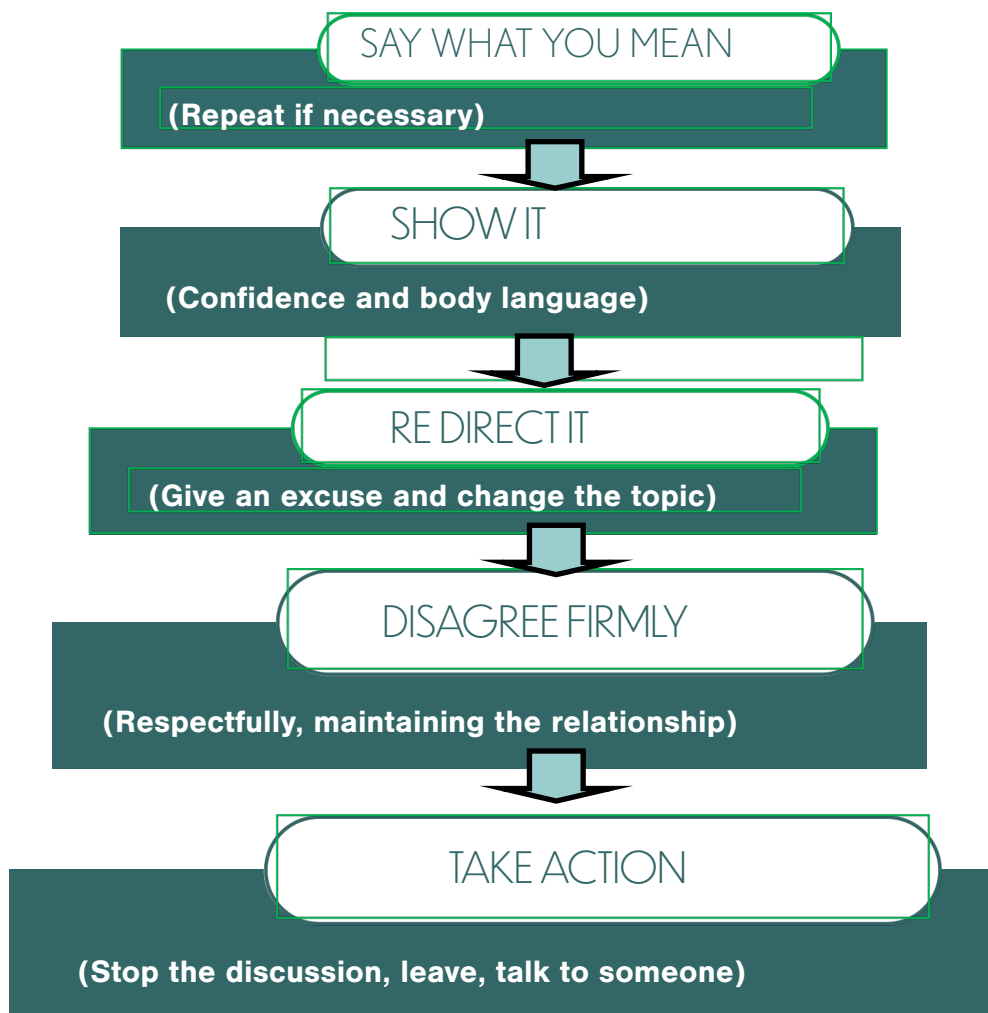
LEARNING OBJECTIVES

The objective of this lesson is for the student to understand how to avoid risky behaviors .

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

Lesson 9

Resistance Skills

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."

IT IS NOT NORMAL

" I know you think everyone's doing it, but I have a lot of friends who don't."

CONSEQUENCES

"My Dad would lose it if he found out we had a party."



**Congratulations on completing the 9 lesson THRIVE Resilience
Program for Teens!**

Thank you for allowing us to be a part of your amazing story!

RESOURCES

CONTACTS

CRISIS RESOURCES – 211

SUICIDE HOTLINE - 988

CRISIS TEXT LINE - TYPE

HOME TO 741741

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 about seeing people overcome the challenges they face in life, fulfill their purpose & dreams, and THRIVE!

For more information about Ted visit empoweringbreakthrough.com.