

Comprehensive Stress Management Program Manual for Young People

Title

THRIVE: A Comprehensive Stress Management and Resilience Development Program for Young People

Target Group

Adolescents and Young Adults (15–25 years)

Duration

10 Weeks (2-hour weekly sessions)

Delivery Format

- Schools
 - Colleges and Universities
 - Youth Centers
 - Community Mental Health Programs
 - Online Delivery
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PROGRAM OVERVIEW

Vision

To develop psychologically resilient, proactive, and emotionally intelligent young people who can transform stress from a source of distress into a catalyst for growth.

Program Goals

Participants will:

1. Understand the psychology of stress.
 2. Recognize personal stress signals.
 3. Develop healthy coping strategies.
 4. Improve emotional regulation.
 5. Build resilience and self-efficacy.
 6. Strengthen social support networks.
 7. Learn proactive coping skills.
 8. Develop problem-solving abilities.
 9. Enhance academic/work performance.
 10. Foster post-stress growth and personal development.
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THEORETICAL FOUNDATION

Module Foundations

1. Cognitive-Transactional Theory

Stress occurs when perceived demands exceed perceived resources.

Stress = Demands - Resources

2. Conservation of Resources Theory

People strive to:

- Acquire resources
- Maintain resources
- Protect resources
- Build resource reserves

3. Proactive Coping Theory

Young people learn to:

- Anticipate challenges
- Prepare resources
- Build resilience before crises occur

4. Stress Inoculation Training (SIT)

Three phases:

1. Conceptualization
2. Skill Acquisition
3. Application

5. Self-Efficacy Theory

Confidence develops through:

- Mastery experiences
 - Social modeling
 - Encouragement
 - Emotional regulation
-

PROGRAM STRUCTURE

SESSION 1

Understanding Stress

Learning Objectives

Participants will:

- Define stress accurately
- Differentiate distress and eustress
- Understand personal stress patterns

Psychoeducation

Topics:

- What is stress?
- Stress myths
- Stress response system
- Fight, Flight, Freeze

Activities

Stress Mapping Exercise

Participants identify:

- Academic stressors
- Family stressors
- Social stressors
- Financial stressors
- Digital stressors

Group Discussion

"How does stress show up in my life?"

Home Practice

Stress Diary (7 Days)

SESSION 2

Self-Awareness and Stress Appraisal

Learning Objectives

- Recognize stress triggers
- Understand appraisal processes

Concepts

Primary Appraisal

Questions:

- Is this harmful?
- Is this threatening?
- Is this a challenge?

Secondary Appraisal

Questions:

- What resources do I have?
- Who can help me?
- What can I do?

Activity

Stress Thermometer

0–10 rating scale

Participants track:

- Thoughts
- Emotions
- Body sensations
- Behaviors

Homework

Complete Stress Thermometer Daily

SESSION 3

Building Emotional Regulation Skills

Learning Objectives

- Recognize emotions
- Develop emotional regulation skills

Concepts

Understanding:

- Anxiety
- Anger
- Frustration
- Sadness
- Shame

Skills

STOP Technique

S = Stop

T = Take a Breath

O = Observe

P = Proceed Wisely

Emotional Labeling

"I feel ____ because ____."

Practice

Emotion Recognition Exercises

Homework

Emotion Tracking Journal

SESSION 4

Relaxation and Mind-Body Management

Learning Objectives

- Reduce physiological stress
- Improve self-regulation

Skills Training

Deep Breathing

4–6 breathing

Progressive Muscle Relaxation

- Face
- Neck
- Shoulders
- Arms
- Chest
- Legs

Guided Mindfulness

5-minute daily practice

Activity

Stress Response Monitoring

Homework

Daily relaxation practice

SESSION 5

Cognitive Restructuring

Learning Objectives

- Challenge unhelpful thoughts
- Develop balanced thinking

Common Cognitive Distortions

- Catastrophizing
- All-or-Nothing Thinking
- Mind Reading
- Overgeneralization
- Personalization

ABC Model

A = Activating Event

B = Beliefs

C = Consequences

Practice Exercise

Thought Record Worksheet

Homework

Complete three thought records

SESSION 6

Problem-Solving and Decision-Making

Learning Objectives

- Become solution-focused
- Improve coping confidence

IDEAL Problem Solving Model

I = Identify problem

D = Define goals

E = Explore solutions

A = Act

L = Look back and learn

Activity

Real-life problem-solving groups

Homework

Apply IDEAL model to one personal challenge

SESSION 7

Proactive Coping and Resilience Building

Learning Objectives

- Shift from reactive to proactive coping

Five-Step Proactive Coping Roadmap

1. Resource Accumulation
2. Identify Stressors
3. Initial Appraisal
4. Early Action
5. Feedback and Learning

Resource Audit Activity

Students assess:

Internal Resources

- Skills
- Strengths
- Knowledge

External Resources

- Friends
- Family
- Teachers
- Mentors

Homework

Create Personal Resource Plan

SESSION 8

Social Support and Communication Skills

Learning Objectives

- Build healthy support networks
- Improve help-seeking behavior

Types of Support

1. Emotional Support
2. Informational Support
3. Appraisal Support
4. Tangible Support

Communication Skills

Assertiveness Training

Using:

"I feel..."

"I need..."

"I would appreciate..."

Role Plays

- Asking for help
- Setting boundaries
- Managing conflict

Homework

Seek support from one trusted person

SESSION 9

Building Self-Efficacy and Growth Mindset

Learning Objectives

- Strengthen confidence

- Develop resilience mindset

Concepts

Growth Mindset

"I can improve with effort."

Traffic Light Model

Red Zone

- Confusion
- Withdrawal
- Self-doubt

Yellow Zone

- Waiting
- Passive coping
- Procrastination

Green Zone

- Action
- Planning
- Self-belief

Activity

Personal Success Timeline

Homework

Daily Success Log

SESSION 10

Stress-Related Growth and Future Planning

Learning Objectives

- Transform adversity into growth
- Create a long-term resilience plan

Stress-Related Growth Domains

1. Stronger Relationships
2. Greater Self-Confidence
3. New Life Perspectives
4. Purpose and Meaning

Activity

Resilience Vision Board

Personal Resilience Plan

Participants create:

- Warning signs
- Coping strategies
- Support contacts
- Goals
- Self-care routine

Graduation Ceremony

Certificate of Completion

PARTICIPANT WORKBOOK TOOLS

Tool 1: Stress Diary

Situation	Thought	Feeling	Stress (0-10)
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Tool 2: Resource Inventory

Internal Resources

- Strengths
- Talents
- Knowledge
- Values

External Resources

- Family
 - Friends
 - Mentors
 - Community
-

Tool 3: Weekly Self-Care Checklist

Physical

- ☐ Sleep 7–9 hours
- ☐ Exercise
- ☐ Healthy eating

Emotional

- ☐ Journaling
- ☐ Relaxation

- ☐ Positive self-talk

Social

- ☐ Connected with others
- ☐ Asked for support

Academic/Work

- ☐ Planned tasks
 - ☐ Managed deadlines
-

FACILITATOR GUIDELINES

Best Practices

1. Create psychological safety.
2. Encourage participation.
3. Normalize stress experiences.
4. Focus on strengths.
5. Promote peer support.
6. Use experiential learning.
7. Reinforce skill practice.

Group Rules

- Confidentiality
 - Respect
 - No judgment
 - Voluntary sharing
 - Active participation
-

PROGRAM EVALUATION

Pre- and Post-Assessments

Psychological Measures

- Perceived Stress Scale (PSS)
- General Self-Efficacy Scale
- Brief Resilience Scale
- Coping Self-Efficacy Scale

Behavioral Indicators

- Attendance
 - Academic engagement
 - Help-seeking behavior
 - Goal achievement
-

EXPECTED OUTCOMES

Participants should demonstrate:

Cognitive Outcomes

- Better stress understanding
- Improved appraisal skills
- Enhanced problem-solving

Emotional Outcomes

- Reduced anxiety
- Better emotional regulation
- Increased confidence

Behavioral Outcomes

- Less avoidance
- Better time management
- Increased proactive coping

Social Outcomes

- Stronger support networks
- Improved communication
- Greater sense of belonging

Long-Term Outcomes

- Resilience
- Self-efficacy
- Academic success
- Psychological well-being
- Stress-related growth

This manual integrates proactive coping, stress inoculation training, cognitive restructuring, social support, self-efficacy development, and resilience-building principles highlighted in your uploaded stress management framework.

SESSION 1: UNDERSTANDING STRESS

THRIVE: Stress Management and Resilience Development Program for Young People

Session Duration

120 Minutes (2 Hours)

Target Group

Young People (15–25 years)

Session Theme

"Stress is Not Your Enemy: Understanding the Science of Stress"

Facilitator Preparation

Materials Needed:

- Projector and screen
 - Flip chart and markers
 - Sticky notes
 - Stress Thermometer Handouts
 - Stress Diary Worksheets
 - Pens and notebooks
 - PowerPoint presentation
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SESSION OVERVIEW

Learning Objectives

By the end of this session participants will:

1. Define stress accurately.
 2. Differentiate between healthy stress and harmful stress.
 3. Understand the stress equation.
 4. Identify personal stressors.
 5. Recognize physical, emotional, cognitive, and behavioral signs of stress.
 6. Begin monitoring their own stress experiences.
 7. Develop a positive and realistic understanding of stress.
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SESSION PLAN

Activity	Time
Welcome & Icebreaker	15 min
Introduction to Program	10 min
Understanding Stress	20 min
The Stress Equation	15 min
Group Activity: Stress Mapping	20 min
Understanding Stress Symptoms	15 min
Stress Myth vs Reality	10 min
Reflection Activity	10 min
Homework Assignment	5 min

PART 1: WELCOME AND ICEBREAKER

Activity: "One Word Check-In"

Instructions

Ask participants:

"When you hear the word STRESS, what is the first word that comes to your mind?"

Write responses on a board.

Typical responses:

- Exams
- Anxiety
- Pressure
- Fear
- Deadlines
- Family
- Expectations
- Social media

Debrief Questions

- Why do we usually think of stress negatively?
- Can stress ever be useful?
- How does stress affect your daily life?

Facilitator Message

"Stress is a normal part of life. The goal is not to eliminate stress but to manage it effectively."

PART 2: INTRODUCTION TO THE THRIVE PROGRAM

Program Overview

Explain:

What We Will Learn

- ✓ Understanding stress
- ✓ Managing emotions
- ✓ Building resilience
- ✓ Developing healthy coping skills
- ✓ Improving self-confidence
- ✓ Solving problems effectively
- ✓ Building support networks

Group Rules

Ask participants to agree to:

- Respect everyone
 - Listen actively
 - Maintain confidentiality
 - Participate openly
 - Avoid judgment
-

PART 3: UNDERSTANDING STRESS

Interactive Discussion

Ask Participants

"What is stress?"

Record answers.

Then explain:

Definition of Stress

Stress is the relationship between the demands placed upon us and the resources we believe we have available to cope.

Stress is not simply an event.

Stress is our response to an event.

Examples

Situation:

Exam next week

Student A:

"I can prepare and do well."

Stress Level:

Moderate

Student B:

"I'm going to fail."

Stress Level:

High

Key Learning

The same situation can create different levels of stress depending on how we think about it.

PART 4: THE STRESS EQUATION

Facilitator Explanation

Research suggests that stress occurs when perceived demands exceed perceived resources.

Visual Model

Stress = Demands - Resources

Discussion

Demands Include

- Exams
- Assignments
- Family expectations
- Financial concerns
- Social relationships
- Career decisions

Resources Include

- Knowledge
- Skills
- Confidence
- Time
- Friends
- Family support
- Teachers
- Health

Reflection Question

"What resources help you deal with stress?"

Participants list personal resources.

PART 5: ACTIVITY – PERSONAL STRESS MAP

Activity Title

"My Stress Landscape"

Instructions

Give each participant a worksheet with four circles.

Label them:

Academic Stress

Examples:

- Exams
- Assignments
- Competition

Social Stress

Examples:

- Friendships
- Peer pressure
- Social media

Family Stress

Examples:

- Expectations
- Conflicts
- Responsibilities

Personal Stress

Examples:

- Self-esteem
- Body image
- Future uncertainty

Task

Participants write their major stressors in each area.

Small Group Discussion

Questions:

- Which area creates the most stress?
- Which stressors can you control?
- Which stressors are outside your control?

Debrief

Highlight:

Not all stressors can be removed.

Many can be managed.

PART 6: UNDERSTANDING STRESS SIGNALS

Activity: Stress Detective

Ask

"How does your body tell you that you are stressed?"

Physical Signs

- Headaches
- Muscle tension
- Fatigue
- Sleep difficulties
- Rapid heartbeat
- Stomach problems

Emotional Signs

- Anxiety
- Irritability
- Frustration
- Sadness
- Anger

Cognitive Signs

- Racing thoughts
- Difficulty concentrating
- Forgetfulness
- Negative thinking

Behavioral Signs

- Procrastination
- Social withdrawal
- Excessive gaming
- Overeating
- Under-eating

Activity

Participants identify their top three stress signals.

PART 7: STRESS MYTHS VS REALITY

Group Quiz

Myth 1

"Stress is always harmful."

Reality:

Some stress motivates us and improves performance.

Myth 2

"Strong people don't feel stressed."

Reality:

Everyone experiences stress.

Myth 3

"The goal is to eliminate stress."

Reality:

The goal is to manage stress effectively.

Myth 4

"Stress means something is wrong with me."

Reality:

Stress is a normal human response.

Myth 5

"I work better under extreme pressure."

Reality:

Moderate stress enhances performance; excessive stress reduces effectiveness.

PART 8: REFLECTION EXERCISE

Activity: Learning Journal

Ask participants to write:

Three things I learned today:

1. _____
2. _____
3. _____

One stressor I want to manage better:

One personal strength I already possess:

One action I will take this week:

PART 9: HOME PRACTICE

Stress Diary

Participants record:

Situation	Thoughts	Feelings	Stress Level (0–10)
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Complete daily for one week.

Instructions

Observe your stress.

Do not try to change it yet.

Simply notice:

- What happened?
 - What you thought
 - What you felt
 - How intense it was
-

TAKE-HOME MESSAGE

The Three Key Lessons

1. Stress Is Normal

Everyone experiences stress.

2. Stress Is a Transaction

Stress depends on both demands and resources.

3. Resources Can Be Built

Skills, support, confidence, and coping strategies can all be strengthened over time.

FACILITATOR CLOSING SCRIPT

"Today we learned that stress is not a sign of weakness. Stress is a normal part of being human. Over the next nine sessions, you will learn practical skills to transform stress from something that controls you into

something you can understand, manage, and use for growth. Your journey toward resilience starts with awareness—and today, you have taken the first step."

SESSION 2: SELF-AWARENESS AND STRESS APPRAISAL

THRIVE: Stress Management and Resilience Development Program for Young People

Session Duration

120 Minutes (2 Hours)

Target Group

Young People (15–25 years)

Session Theme

"It's Not Just What Happens to You—It's How You Interpret It."

SESSION OVERVIEW

Learning Objectives

By the end of this session participants will:

1. Understand the role of perception in stress.
2. Learn the concepts of Primary and Secondary Appraisal.

3. Identify personal stress triggers.
 4. Increase awareness of thoughts, emotions, and bodily reactions.
 5. Learn to distinguish between threats and challenges.
 6. Develop skills for monitoring stress responses.
 7. Strengthen self-awareness as the foundation for stress management.
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SESSION PLAN

Activity	Time
Welcome & Review	15 min
Homework Discussion	15 min
Understanding Stress Appraisal	20 min
Activity: Same Situation, Different Stress	15 min
Primary & Secondary Appraisal	20 min
Stress Thermometer Activity	15 min

Challenge vs Threat Exercise	10 min
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Personal Reflection	5 min
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Homework Assignment	5 min
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PART 1: WELCOME AND CHECK-IN

Activity: Weather Report

Ask participants:

"If your current stress level were a weather condition, what would it be?"

Examples:

- Sunny
- Cloudy
- Windy
- Stormy
- Foggy
- Thunderstorm

Discussion

- Why did you choose that weather?
- What has influenced your stress this week?

Purpose

Helps participants connect emotional experiences with self-awareness.

PART 2: REVIEW OF HOMEWORK

Stress Diary Discussion

Ask participants:

Reflection Questions

1. What situations caused the most stress?
2. What thoughts appeared during those situations?
3. Were some stressors repeated throughout the week?
4. What did you learn about yourself?

Facilitator Summary

Explain:

"Many people believe events cause stress. However, psychological research shows that our interpretation of events plays a major role in determining how stressful they become."

PART 3: UNDERSTANDING STRESS APPRAISAL

Mini Lecture

What Is Appraisal?

Appraisal is the meaning we give to a situation.

Before we react emotionally, our brain quickly evaluates:

- What is happening?
- Is it dangerous?
- Can I handle it?

This process occurs automatically.

Key Principle

Two people can experience the same event but react very differently.

Example

Situation:

Teacher announces a surprise test.

Student A:

"Great! I know this material."

Emotion:

Confidence

Student B:

"I'm going to fail."

Emotion:

Anxiety

Same event.

Different appraisal.

Different stress response.

PART 4: ACTIVITY – SAME SITUATION, DIFFERENT RESPONSE

Group Exercise

Divide participants into small groups.

Give each group scenarios:

Scenario 1

You must give a presentation tomorrow.

Scenario 2

You receive unexpected feedback on your work.

Scenario 3

You move to a new school or college.

Scenario 4

You are selected for a leadership role.

Discussion Questions

- How might one person see this as stressful?
- How might another see it as exciting?
- What beliefs influence reactions?

Debrief

Highlight:

Events do not automatically create stress.

Our interpretation influences our experience.

PART 5: PRIMARY AND SECONDARY APPRAISAL

Facilitator Presentation

Psychologist Richard Lazarus proposed that stress involves two important appraisal processes.

PRIMARY APPRAISAL

The brain asks:

"What is at stake here?"

Possible evaluations:

Harm/Loss

Something valuable has already been lost.

Examples:

- Failed exam
- Relationship breakup

Threat

Something bad might happen.

Examples:

- Upcoming interview
- Important exam

Challenge

Opportunity for growth and success.

Examples:

- Competition
 - New opportunity
 - Leadership role
-

Activity

Ask participants:

Think about a current stressor.

Is it:

☐ Harm/Loss

☐ Threat

☐ Challenge

Discuss responses.

SECONDARY APPRAISAL

The brain asks:

"What resources do I have?"

Questions include:

- Can I cope?
- What skills do I have?
- Who can help me?
- What options are available?

Resources May Include

Personal Resources

- Knowledge

- Confidence
- Experience
- Health

Social Resources

- Friends
- Family
- Teachers
- Mentors

Practical Resources

- Time
- Money
- Technology
- Information

Key Message

Stress increases when people underestimate their resources.

PART 6: ACTIVITY – THE STRESS THERMOMETER

Purpose

To help participants recognize stress intensity.

Stress Thermometer Scale

Score	Description
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0	Completely calm
1–2	Mild tension
3–4	Noticeable stress
5–6	Moderate stress
7–8	High stress
9–10	Extreme stress

Exercise

Ask participants to think about a recent stressful event.

Complete the worksheet:

Situation

Stress Rating

Thoughts

Emotions

Body Reactions

Behaviors

Group Discussion

Questions:

- What signs appeared first?
 - Did your thoughts affect your stress level?
 - How accurate were your thoughts?
-

PART 7: CHALLENGE VS THREAT EXERCISE

Facilitator Explanation

Research shows that viewing situations as challenges often leads to more effective coping than viewing them as threats.

Example

Threat Thinking:

"I must not fail."

Challenge Thinking:

"This is an opportunity to learn and improve."

Activity

Participants convert threat statements into challenge statements.

Examples

Threat:

"I'll embarrass myself."

Challenge:

"I can practice and improve."

Threat:

"This exam will ruin my future."

Challenge:

"This exam is important, but one exam does not define me."

Threat:

"I can't handle this."

Challenge:

"I can take one step at a time."

PART 8: PERSONAL REFLECTION

Worksheet

My Biggest Current Stressor

How I Usually View It

- ☐ Harm
- ☐ Threat
- ☐ Challenge

What Resources Do I Already Have?

What Additional Resources Could Help?

PART 9: HOME PRACTICE

Activity 1: Daily Stress Thermometer

Participants record:

- Situation
- Stress Rating (0–10)
- Thoughts

- Feelings
- Coping Response

For seven days.

Activity 2: Challenge Reframing Journal

Every day:

Write one stressful situation.

Answer:

1. What happened?
 2. What was my first thought?
 3. Was it a threat or challenge?
 4. How can I reframe it as a challenge?
-

KEY TAKEAWAYS

1. Events Do Not Automatically Create Stress

Our interpretation matters.

2. Stress Depends on Appraisal

The brain constantly evaluates:

- What is happening?
- What resources do I have?

3. Awareness Comes Before Change

You cannot manage stress you do not notice.

4. Challenges Build Growth

When we view stressors as opportunities for learning and mastery, we become more resilient.

FACILITATOR CLOSING SCRIPT

"Today you discovered one of the most important principles in psychology: stress is not determined solely by events but by the meaning we give them. Over the coming weeks, you will learn how to influence those meanings, strengthen your resources, and respond to challenges with greater confidence and resilience. Self-awareness is the first step toward self-mastery."

SESSION 3: EMOTIONAL REGULATION AND STRESS MANAGEMENT

THRIVE: Stress Management and Resilience Development Program for Young People

Session Duration

120 Minutes (2 Hours)

Target Group

Young People (15–25 years)

Session Theme

"You Can't Stop the Waves, But You Can Learn to Surf."

SESSION OVERVIEW

Learning Objectives

By the end of this session participants will:

- 1. Understand the connection between emotions and stress.
 - 2. Recognize common emotional reactions to stress.
 - 3. Learn emotional regulation strategies.
 - 4. Develop awareness of emotional triggers.
 - 5. Practice healthy responses to difficult emotions.
 - 6. Strengthen emotional intelligence.
 - 7. Build confidence in managing emotional distress.
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SESSION PLAN

Activity	Time
Welcome & Emotional Check-In	10 min
Review Homework	15 min
Understanding Emotions and Stress	20 min

Activity: Emotion Awareness	15 min
Emotional Regulation Skills	25 min
STOP Technique Practice	15 min
Emotion Regulation Role Plays	15 min
Reflection & Homework	5 min

PART 1: WELCOME AND EMOTIONAL CHECK-IN

Activity: Emotion Cards

Display emotion words:

- Happy
- Excited
- Calm
- Nervous
- Frustrated
- Angry
- Sad

- Stressed
- Hopeful
- Confused

Ask participants:

"Choose one word that best describes how you feel right now."

Discussion Questions

- Why did you choose that emotion?
- How intense is it?
- What contributed to it?

Facilitator Message

All emotions are normal.

The goal is not to eliminate emotions but to understand and manage them effectively.

PART 2: REVIEW OF HOME PRACTICE

Discussion Questions

Stress Thermometer Review

Ask participants:

- What situations caused the highest stress ratings?
- What thoughts increased stress?
- Were you able to reframe any situations as challenges?

Facilitator Summary

Research suggests that how we interpret situations strongly influences emotional responses. Challenge appraisals often promote better coping than threat appraisals.

PART 3: UNDERSTANDING EMOTIONS AND STRESS

Mini Lecture

What Are Emotions?

Emotions are signals.

They provide information about:

- Needs
- Goals
- Relationships
- Safety
- Well-being

Common Stress Emotions

Anxiety

Message:

"Something important may happen."

Anger

Message:

"Something feels unfair."

Sadness

Message:

"Something valuable has been lost."

Frustration

Message:

"Something is blocking my goal."

Shame

Message:

"I fear negative judgment."

Important Principle

Emotions are not problems.

Unmanaged emotions become problems.

PART 4: THE EMOTION-STRESS CONNECTION

Group Discussion

Ask:

When stressed, what happens to your:

Thoughts?

Examples:

- "I can't do this."
- "I'm going to fail."

Feelings?

Examples:

- Fear
- Worry
- Irritability

Body?

Examples:

- Headaches
- Muscle tension
- Sweating

Behavior?

Examples:

- Avoidance
- Procrastination
- Withdrawal

Facilitator Summary

Stress affects the whole person:

Thoughts → Feelings → Body → Behavior

Each influences the others.

PART 5: ACTIVITY – EMOTIONAL SELF-AWARENESS

Exercise: Emotional Timeline

Ask participants to think about a recent stressful event.

Complete:

Situation

What happened first?

- ☐ Thought
- ☐ Emotion
- ☐ Body reaction

Emotions I felt

Intensity (0–10)

How I responded

Was it helpful?

- ☐ Yes
 - ☐ No
-

Debrief

Questions:

- What emotions appeared most often?
- Were they helpful or unhelpful?
- What patterns do you notice?

PART 6: UNDERSTANDING EMOTIONAL REGULATION

Mini Lecture

What Is Emotional Regulation?

Emotional regulation means:

Recognizing, understanding, and responding to emotions in healthy ways.

It does NOT mean:

- Suppressing feelings
- Ignoring emotions
- Pretending everything is fine

Research shows that suppression often increases stress and uses valuable mental resources, while healthier regulation strategies improve coping.

PART 7: THE STOP TECHNIQUE

A Practical Emotional Regulation Tool

S – STOP

Pause.

Do not react immediately.

T – TAKE A BREATH

Slow breathing calms the nervous system.

Practice:

Breathe in for 4 seconds.

Breathe out for 6 seconds.

Repeat 5 times.

O – OBSERVE

Notice:

Thoughts

"What am I telling myself?"

Feelings

"What am I feeling?"

Body

"What is happening physically?"

Urges

"What do I want to do?"

P – PROCEED WISELY

Ask:

- What is the best response?
 - What would help me in the long run?
 - What action matches my values?
-

Guided Practice

Facilitator presents scenario:

"You receive disappointing exam results."

Participants practice all four STOP steps.

PART 8: HEALTHY EMOTIONAL REGULATION STRATEGIES

Strategy 1: Name the Emotion

Research suggests that labeling emotions reduces emotional intensity.

Example:

Instead of:

"I'm overwhelmed."

Try:

"I feel anxious about tomorrow's presentation."

Strategy 2: Challenge Unhelpful Thoughts

Ask:

- Is this thought accurate?
 - What evidence supports it?
 - What evidence challenges it?
-

Strategy 3: Seek Support

Talk to:

- Friends
- Family
- Teachers
- Mentors

Support is a valuable coping resource.

Strategy 4: Self-Compassion

Replace:

"I am a failure."

With:

"I am having a difficult moment, and mistakes are part of learning."

Strategy 5: Healthy Action

Examples:

- Walking
 - Exercise
 - Journaling
 - Relaxation
 - Problem-solving
-

PART 9: ROLE PLAY ACTIVITY

Scenario Practice

Divide participants into pairs.

Scenario 1

A friend criticizes you online.

Scenario 2

You perform poorly on an exam.

Scenario 3

You feel excluded from a social group.

Scenario 4

You are overwhelmed by deadlines.

Task

Practice:

1. Identifying emotions
 2. Using STOP
 3. Choosing a healthy response
-

Group Discussion

Questions:

- What was difficult?
 - What helped?
 - What strategy worked best?
-

PART 10: BUILDING AN EMOTIONAL TOOLBOX

Activity

Participants create a personal list.

My Emotional Warning Signs

1. _____
2. _____
3. _____

My Healthy Coping Strategies

1. _____
2. _____
3. _____

People I Can Contact

1. _____
2. _____
3. _____

PERSONAL REFLECTION

Complete:

One emotion I experience often when stressed:

What usually triggers it?

One new strategy I will practice this week:

One strength I have in managing emotions:

HOME PRACTICE

Activity 1: Emotion Journal

Record daily:

Situatio n	Emotio n	Intensity (0–10)	Respon se
---------------	-------------	---------------------	--------------

Activity 2: STOP Practice

Use STOP at least once every day.

Write:

1. Situation
 2. Emotion
 3. What you observed
 4. What action you chose
-

KEY TAKEAWAYS

1. Emotions Are Information

They communicate important needs and concerns.

2. Emotional Awareness Comes Before Emotional Control

You must notice emotions before managing them.

3. Suppression Is Not Regulation

Ignoring emotions often increases stress.

4. The STOP Technique Creates Choice

Pausing allows thoughtful responses instead of impulsive reactions.

5. Emotional Skills Build Resilience

Young people who regulate emotions effectively cope better with stress and challenges.

FACILITATOR CLOSING SCRIPT

"Today you learned that emotions are not enemies to fight or weaknesses to hide. They are important signals that help us understand ourselves and our experiences. The difference between reacting and responding is often just a pause. This week, practice that pause. The more aware you become of your emotions, the more power you gain over how you respond to life's challenges."

SESSION 4: RELAXATION, MINDFULNESS, AND PHYSIOLOGICAL STRESS MANAGEMENT

THRIVE: Stress Management and Resilience Development Program for Young People

Session Duration

120 Minutes (2 Hours)

Target Group

Young People (15–25 years)

Session Theme

"Calm Body, Clear Mind: Learning to Regulate Your Stress Response"

SESSION OVERVIEW

Learning Objectives

By the end of this session participants will:

1. Understand how stress affects the body.
 2. Learn the physiology of the stress response.
 3. Recognize early physical signs of stress.
 4. Practice evidence-based relaxation techniques.
 5. Learn diaphragmatic breathing skills.
 6. Experience mindfulness exercises.
 7. Develop a personal relaxation plan.
-

SESSION PLAN

Activity	Time
Welcome & Check-In	10 min
Homework Review	15 min
Understanding the Stress Response	20 min
Activity: Body Stress Scan	10 min
Deep Breathing Training	20 min
Progressive Muscle Relaxation	20 min
Mindfulness Practice	15 min
Personal Relaxation Plan	5 min

PART 1: WELCOME AND CHECK-IN

Activity: Stress Rating Circle

Ask participants:

"On a scale from 0–10, how stressed have you felt this week?"

Participants stand in areas of the room representing:

- 0–2 = Low Stress
- 3–5 = Moderate Stress
- 6–8 = High Stress
- 9–10 = Very High Stress

Discussion

- What contributed to your stress level?
- Did anyone use the STOP technique?
- What did you learn from your Emotion Journal?

Facilitator Message

Stress affects both the mind and the body.

Today we learn how to calm the body's stress response.

PART 2: REVIEW OF HOME PRACTICE

Discussion Questions

Emotion Journal Review

Ask:

- Which emotions appeared most frequently?
- What situations triggered them?
- Which coping responses worked best?

STOP Technique Review

Questions:

- Was it easy to pause before reacting?
- What differences did you notice?
- What challenges did you experience?

Facilitator Summary

Awareness helps us recognize stress.

Relaxation helps us regulate stress.

PART 3: UNDERSTANDING THE STRESS RESPONSE

Mini Lecture

What Happens When We Experience Stress?

When the brain detects a challenge or threat, it activates the body's stress response.

The body prepares for action.

This is called:

Fight

Confront the challenge.

Flight

Escape the challenge.

Freeze

Become immobilized.

Physical Changes During Stress

Brain

- Increased alertness
- Rapid thinking
- Threat detection

Heart

- Faster heartbeat
- Increased blood pressure

Muscles

- Tension
- Tightness

Breathing

- Faster breathing
- Shallow breaths

Digestive System

- Stomach discomfort
- Appetite changes

Sleep

- Difficulty falling asleep
 - Poor sleep quality
-

ACTIVITY: STRESS SIGNAL DETECTIVE

Instructions

Ask participants:

"Where do you notice stress in your body?"

Participants identify common areas:

- ☐ Head
- ☐ Neck
- ☐ Shoulders
- ☐ Jaw
- ☐ Chest
- ☐ Stomach
- ☐ Back
- ☐ Legs

Discussion

- Which area carries the most tension?
- How early do you notice these signals?

Facilitator Message

The body often notices stress before the mind does.

Learning these signals allows earlier intervention.

PART 4: THE RELAXATION RESPONSE

Mini Lecture

Psychologist Herbert Benson described the relaxation response as the body's natural antidote to stress.

When activated:

Heart Rate Slows

Muscles Relax

Breathing Deepens

Blood Pressure Reduces

Mental Clarity Improves

Emotional Balance Increases

Key Message

You cannot always control stressors.

You can learn to control your response.

PART 5: DEEP BREATHING TRAINING

Why Breathing Works

Stress causes shallow chest breathing.

Deep breathing sends signals of safety to the brain.

It activates the body's calming system.

Skill Practice: Diaphragmatic Breathing

Step 1

Sit comfortably.

Place:

- One hand on chest
- One hand on abdomen

Step 2

Slowly inhale through the nose.

Count:

1...2...3...4

Feel the abdomen rise.

Step 3

Exhale slowly.

Count:

1...2...3...4...5...6

Feel the abdomen fall.

Step 4

Repeat for 5 minutes.

Guided Breathing Script

Facilitator reads slowly:

"Take a slow breath in through your nose... Feel your abdomen expand... Hold gently... Slowly breathe out... Allow tension to leave your body... Continue breathing slowly and comfortably..."

Reflection

Ask:

- How do you feel now?
 - What changed physically?
 - What changed mentally?
-

PART 6: PROGRESSIVE MUSCLE RELAXATION (PMR)

Introduction

Stress creates muscle tension.

PMR teaches the difference between tension and relaxation.

Guided PMR Exercise

Hands

Clench fists for 5 seconds.

Relax.

Notice the difference.

Arms

Tighten arms.

Hold.

Relax.

Shoulders

Raise shoulders toward ears.

Hold.

Release.

Face

Tighten forehead and jaw.

Hold.

Relax.

Chest and Stomach

Tighten gently.

Hold.

Relax.

Legs

Tense thighs and calves.

Hold.

Relax.

Whole Body

Take a deep breath.

Release all tension.

Remain relaxed for one minute.

Debrief

Questions:

- Which areas held the most tension?
 - How relaxed do you feel now?
 - Where might you use PMR in daily life?
-

PART 7: INTRODUCTION TO MINDFULNESS

Mini Lecture

What Is Mindfulness?

Mindfulness means:

Paying attention to the present moment intentionally and without judgment.

It helps us:

- Reduce worry
 - Increase focus
 - Improve emotional regulation
 - Reduce automatic reactions
-

Common Misconceptions

Mindfulness is NOT:

- ✗ Emptying the mind
- ✗ Stopping thoughts
- ✗ Religious practice

Mindfulness IS:

- ✓ Awareness
 - ✓ Acceptance
 - ✓ Present-moment attention
-

ACTIVITY: 5-MINUTE MINDFULNESS PRACTICE

Guided Exercise

Ask participants to sit comfortably.

Facilitator says:

"Focus on your breathing. Notice each inhale and exhale. When thoughts arise, gently acknowledge them and return attention to your breath. There is no need to force anything. Simply notice."

Continue for 5 minutes.

Reflection

Ask:

- What did you notice?
- Was your mind busy?
- How did you respond to distractions?

Key Message

The goal is not perfect concentration.

The goal is returning attention gently.

PART 8: BUILDING A PERSONAL RELAXATION TOOLBOX

Activity

Participants complete:

Stress Warning Signs

1. _____
2. _____
3. _____

Relaxation Skills I Like

- ☐ Deep Breathing
- ☐ PMR
- ☐ Mindfulness
- ☐ Walking
- ☐ Stretching
- ☐ Music
- ☐ Journaling
- ☐ Prayer/Spiritual Practice

When Will I Use These Skills?

PERSONAL REFLECTION

What did I learn today?

Which relaxation skill helped me most?

When am I most likely to need it?

What will I practice this week?

HOME PRACTICE

Activity 1: Daily Breathing Practice

Practice diaphragmatic breathing:

5 minutes daily

Record:

- Date
- Time
- Stress level before
- Stress level after

Activity 2: Relaxation Log

**Technique
Used**

**Before Stress
Rating**

**After Stress
Rating**

Complete daily.

Activity 3: Mindfulness Challenge

Practice 5 minutes of mindfulness each day.

Observe:

- Thoughts
- Emotions
- Body sensations

Without judgment.

KEY TAKEAWAYS

1. Stress Lives in the Body

Stress affects muscles, breathing, sleep, digestion, and energy levels.

2. Awareness Creates Early Intervention

Recognizing physical stress signals allows action before stress becomes overwhelming.

3. Breathing Is a Powerful Tool

Slow breathing activates the body's natural calming response.

4. Relaxation Is a Skill

The more you practice, the stronger the effect becomes.

5. Mindfulness Builds Resilience

Present-moment awareness reduces automatic reactions and improves emotional regulation.

FACILITATOR CLOSING SCRIPT

"Today you learned that managing stress is not only about changing your thoughts—it is also about calming your body. Your body and mind constantly communicate with each other. Every time you take a slow breath, relax your muscles, or practice mindfulness, you send a message to your brain that you are safe and capable. This week, practice these skills daily. Small moments of relaxation, repeated consistently, create lasting resilience."

SESSION 5: COGNITIVE RESTRUCTURING AND POSITIVE THINKING

THRIVE: Stress Management and Resilience Development Program for Young People

Session Duration

120 Minutes (2 Hours)

Target Group

Young People (15–25 years)

Session Theme

"Change Your Thinking, Change Your Stress"

SESSION OVERVIEW

Learning Objectives

By the end of this session participants will:

- 1. Understand the relationship between thoughts, emotions, and behavior.
 - 2. Identify common negative thinking patterns.
 - 3. Learn how thoughts influence stress levels.
 - 4. Practice cognitive restructuring techniques.
 - 5. Challenge irrational and unhelpful beliefs.
 - 6. Develop balanced and realistic thinking.
 - 7. Strengthen resilience through adaptive self-talk.
-

SESSION PLAN

Activity	Time
Welcome & Relaxation Exercise	10 min
Review Homework	15 min
Understanding Thoughts and Stress	20 min

Identifying Thinking Traps	20 min
ABC Model Activity	20 min
Cognitive Restructuring Practice	25 min
Positive Self-Talk Exercise	5 min
Reflection & Homework	5 min

PART 1: WELCOME AND MINDFULNESS CHECK-IN

Activity: One-Minute Breathing Practice

Facilitator guides:

"Close your eyes if comfortable. Take slow breaths. Notice how you feel right now. Simply observe your thoughts without judging them."

Discussion

Ask:

- How was your week?
- Which relaxation skill did you practice?
- Did you notice changes in stress levels?

Facilitator Message

Today we explore one of the most powerful influences on stress:

Our thoughts.

PART 2: REVIEW OF HOME PRACTICE

Reflection Questions

Breathing Practice

- Did it reduce stress?
- When was it most useful?

Mindfulness Practice

- What did you learn about your thoughts?
- Were there recurring worries?

Relaxation Log

- Which technique worked best?

Facilitator Summary

Stress is influenced not only by events but by how we interpret those events. Our thoughts shape our emotional reactions.

PART 3: UNDERSTANDING THE THOUGHT-EMOTION CONNECTION

Mini Lecture

The Cognitive Model

Many people believe:

Event → Emotion

Example:

"I failed a test, therefore I feel bad."

Psychology suggests:

Event → Thought → Emotion → Behavior

Example

Event:

Failed a test

Thought A:

"I'm stupid."

Emotion:

Shame

Behavior:

Giving up

Thought B:

"I didn't prepare enough."

Emotion:

Disappointment

Behavior:

Study harder

Key Learning

The event is the same.

The thought changes the outcome.

ACTIVITY: THOUGHT DETECTIVE

Ask participants:

Think about a recent stressful situation.

Complete:

Situation

What did I think?

What did I feel?

What did I do?

Discuss in pairs.

PART 4: THINKING TRAPS (COGNITIVE DISTORTIONS)

Facilitator Presentation

When stressed, our minds often make thinking errors.

These are called **cognitive distortions**.

1. Catastrophizing

Expecting the worst.

Example:

"If I fail this exam, my life is ruined."

Balanced Thought:

"This exam is important, but it is not the end of my future."

2. All-or-Nothing Thinking

Seeing only extremes.

Example:

"If I'm not perfect, I'm a failure."

Balanced Thought:

"Progress is more important than perfection."

3. Mind Reading

Assuming you know what others think.

Example:

"Everyone thinks I'm stupid."

Balanced Thought:

"I don't actually know what others are thinking."

4. Overgeneralization

One event becomes a lifelong pattern.

Example:

"I failed once, so I'll always fail."

Balanced Thought:

"One setback does not predict my future."

5. Personalization

Taking responsibility for everything.

Example:

"This problem is entirely my fault."

Balanced Thought:

"Many factors contributed to this situation."

GROUP ACTIVITY

Identify the thinking trap:

Example 1

"I made one mistake. Everything is ruined."

Example 2

"They didn't reply. They must dislike me."

Example 3

"I didn't win, so I'm a loser."

Discuss answers.

PART 5: THE ABC MODEL

Introduction

The ABC Model helps us understand emotional reactions.

A = Activating Event

What happened?

B = Belief

What did I tell myself?

C = Consequence

How did I feel and behave?

Example

A

Presentation at school

B

"Everyone will laugh at me."

C

Anxiety and avoidance

Alternative Belief

"I may feel nervous, but I can prepare."

New Consequence

Confidence and participation

ACTIVITY: ABC WORKSHEET

Participants complete:

A: Event

B: Belief

C: Consequence

Alternative Belief

New Outcome

PART 6: COGNITIVE RESTRUCTURING

What Is Cognitive Restructuring?

Cognitive restructuring means:

Identifying, questioning, and changing unhelpful thoughts.

Research suggests that reappraisal (changing the meaning of a situation) is more effective than suppressing emotions or thoughts.

THE THINKING CHALLENGE METHOD

Step 1: Notice the Thought

"What am I telling myself?"

Step 2: Look for Evidence

Ask:

- What evidence supports this thought?
 - What evidence does not support it?
-

Step 3: Generate Alternatives

Ask:

- What else could be true?
 - What would I tell a friend?
-

Step 4: Choose a Balanced Thought

Replace extremes with realistic perspectives.

PRACTICE EXERCISE

Scenario:

"I didn't get selected for the team."

Automatic Thought:

Evidence For:

Evidence Against:

Balanced Thought:

Action Plan:

PART 7: BUILDING POSITIVE SELF-TALK

Discussion

What Is Self-Talk?

The ongoing conversation we have with ourselves.

Unhelpful Self-Talk

- "I can't do this."
 - "I'm a failure."
 - "Nothing ever works out."
-

Helpful Self-Talk

- "I can learn from this."
 - "I've handled challenges before."
 - "I can take one step at a time."
 - "Mistakes help me grow."
-

ACTIVITY: SELF-TALK REWRITE

Participants rewrite:

Negative Thought

Balanced Thought

PERSONAL REFLECTION

Complete:

My most common negative thought is:

Which thinking trap do I use most often?

What balanced thought could replace it?

One thing I learned today:

HOME PRACTICE

Activity 1: Thought Record

Complete one Thought Record daily.

Situatio n	Automatic Thought	Emotio n	Balanced Thought
---------------	----------------------	-------------	---------------------

Activity 2: ABC Journal

Choose one stressful event each day.

Record:

- Activating Event
 - Belief
 - Consequence
 - Alternative Belief
-

Activity 3: Positive Self-Talk Challenge

Every morning write:

Today I will remind myself:

KEY TAKEAWAYS

1. Thoughts Influence Stress

It is often our interpretation of events that shapes emotional reactions.

2. Not Every Thought Is a Fact

Thoughts can be questioned and examined.

3. Thinking Traps Increase Stress

Recognizing distortions helps reduce emotional distress.

4. Reappraisal Builds Resilience

Viewing situations as challenges rather than threats promotes healthier coping.

5. Balanced Thinking Supports Well-Being

Realistic optimism is more effective than negative thinking or unrealistic positivity.

FACILITATOR CLOSING SCRIPT

"Today you learned that your mind is constantly interpreting events, and those interpretations influence how you feel and behave. The good news is that you are not powerless over your thoughts. By learning to identify thinking traps, challenge unhelpful beliefs, and develop balanced perspectives, you can reduce stress and respond to challenges more effectively. This week, become a detective of your own thinking. Notice your thoughts, question them, and choose those that help you grow rather than those that hold you back."

SESSION 6: PROBLEM-SOLVING AND DECISION-MAKING SKILLS

**THRIVE: Stress Management and Resilience
Development Program for Young People**

Session Duration

120 Minutes (2 Hours)

Target Group

Young People (15–25 years)

Session Theme

"From Stress to Solutions: Becoming a Problem Solver"

SESSION OVERVIEW

Learning Objectives

By the end of this session participants will:

1. Understand the relationship between stress and problem-solving.
 2. Differentiate between problem-focused and emotion-focused coping.
 3. Learn a structured problem-solving model.
 4. Improve decision-making skills.
 5. Develop confidence in handling challenges.
 6. Practice generating and evaluating solutions.
 7. Strengthen proactive coping abilities.
-

SESSION PLAN

Activity

Time

Welcome & Review	10 min
Homework Discussion	15 min
Understanding Problem-Solving	15 min
The IDEAL Model	25 min
Group Problem-Solving Activity	25 min
Decision-Making Skills	15 min
Personal Action Planning	10 min
Reflection & Homework	5 min

PART 1: WELCOME AND CHECK-IN

Activity: Success Share

Ask participants:

"Tell the group about one challenge you handled successfully this week."

Examples:

- Completed an assignment
- Managed anxiety
- Solved a conflict
- Practiced self-talk
- Used breathing exercises

Facilitator Message

Every challenge solved increases confidence.

Every success strengthens resilience.

PART 2: REVIEW OF HOME PRACTICE

Thought Record Review

Ask participants:

Reflection Questions

- What automatic thoughts appeared most often?
- Which thinking traps did you notice?
- Did balanced thinking reduce stress?

Facilitator Summary

Thoughts influence emotions.

However, some situations require action as well as thinking.

Today we learn how to take effective action.

PART 3: UNDERSTANDING PROBLEM-SOLVING

Mini Lecture

What Is a Problem?

A problem is:

A gap between where you are and where you want to be.

Examples:

- Poor grades
 - Time management difficulties
 - Friendship conflicts
 - Financial concerns
 - Career uncertainty
-

Common Reactions to Problems

Avoidance

"I'll deal with it later."

Worrying

Thinking repeatedly without action.

Impulsive Decisions

Acting without planning.

Effective Problem-Solving

Thinking clearly and acting strategically.

Discussion

Ask:

Which response do you usually use?

- ☐ Avoidance
 - ☐ Worrying
 - ☐ Impulsive Action
 - ☐ Problem-Solving
-

PART 4: PROBLEM-FOCUSED VS EMOTION-FOCUSED COPING

Facilitator Explanation

Problem-Focused Coping

Used when situations can be changed.

Examples:

- Creating a study plan
 - Seeking information
 - Asking for help
 - Managing finances
-

Emotion-Focused Coping

Used when situations cannot immediately be changed.

Examples:

- Relaxation
 - Mindfulness
 - Acceptance
 - Emotional support
-

Activity

Participants classify scenarios:

Exam Next Month

Problem-focused

or

Emotion-focused?

Family Illness

Problem-focused

or

Emotion-focused?

Poor Time Management

Problem-focused

or

Emotion-focused?

Facilitator Message

Most situations require both forms of coping.

PART 5: THE IDEAL PROBLEM-SOLVING MODEL

The uploaded stress framework recommends the IDEAL Problem-Solving Model as a structured approach for managing challenges.

I = IDENTIFY THE PROBLEM

Ask:

What exactly is the problem?

Avoid vague descriptions.

Instead of:

"I'm stressed."

Use:

"I have three assignments due next week."

Activity

Participants identify a current challenge.

D = DEFINE THE GOAL

Ask:

What outcome do I want?

Examples:

- Finish assignments
 - Improve grades
 - Resolve conflict
 - Improve sleep
-

Activity

Write one clear goal.

SMART Goal Format:

- Specific
 - Measurable
 - Achievable
 - Relevant
 - Time-bound
-

E = EXPLORE POSSIBLE STRATEGIES

Brainstorm without judging.

Examples:

Problem:

Poor exam preparation

Possible Strategies:

- Study schedule
- Group study

- Tutor support
- Practice tests
- Reduce distractions

Rule

Quantity first.

Evaluation later.

A = ANTICIPATE OUTCOMES AND ACT

Evaluate each option.

Ask:

Benefits

What might go well?

Costs

What challenges may occur?

Likelihood

How realistic is this option?

Choose the best solution.

Take action.

L = LOOK BACK AND LEARN

Ask:

What happened?

What worked?

What didn't work?

What did I learn?

What will I do differently next time?

GROUP PRACTICE ACTIVITY

Case Study

"A college student constantly procrastinates and feels overwhelmed before exams."

Groups use IDEAL.

Step 1

Identify the problem.

Step 2

Define the goal.

Step 3

Generate solutions.

Step 4

Choose actions.

Step 5

Review learning.

Group Presentations

Each group presents solutions.

Facilitator highlights strengths.

PART 6: DECISION-MAKING SKILLS

Mini Lecture

Stress often increases poor decision-making.

Effective decisions require:

Pause

Avoid impulsive reactions.

Gather Information

What facts do I know?

Consider Alternatives

What options exist?

Evaluate Consequences

Short-term and long-term outcomes.

Choose and Commit

Take action.

ACTIVITY: DECISION BALANCE SHEET

Scenario

You have an important exam but friends invite you to a party.

Option A: Attend Party

Benefits:

Costs:

Option B: Study

Benefits:

Costs:

Option C: Balance Both

Benefits:

Costs:

Discussion

Which option supports long-term goals?

PART 7: BUILDING A SOLUTION-FOCUSED MINDSET

Discussion

People often focus on:

Problems

- What's wrong?
 - Why me?
 - This isn't fair.
-

Solution-Focused Thinking

- What can I do?
 - What resources do I have?
 - What is my next step?
-

Activity

Transform statements:

Problem-Focused

"I can't handle this."

Solution-Focused

"I can start with one small step."

Problem-Focused

"This is impossible."

Solution-Focused

"This is difficult, but not impossible."

PART 8: PERSONAL ACTION PLAN

Worksheet

Current Challenge

My Goal

Three Possible Solutions

1.

2.

3.

Best Option

First Action Step

When Will I Start?

PERSONAL REFLECTION

Complete:

What did I learn today?

What problem-solving skill was most helpful?

What challenge will I address this week?

What is one action I will take?

HOME PRACTICE

Activity 1: IDEAL Worksheet

Apply the IDEAL Model to one real-life problem.

Complete:

- Identify
- Define
- Explore
- Act

- Look Back
-

Activity 2: Solution Journal

Each day write:

Today's Challenge

One Action Step

Outcome

Activity 3: Decision Reflection

Record one important decision.

Answer:

- What options did I consider?
 - What factors influenced my choice?
 - Was it effective?
-

KEY TAKEAWAYS

1. Stress Often Requires Action

Not all stress is solved by relaxation alone.

2. Problems Become Manageable When Broken Into Steps

Large challenges become less overwhelming when approached systematically.

3. The IDEAL Model Provides Structure

Problem-solving is a skill that improves with practice.

4. Effective Decisions Consider Consequences

Good decisions balance short-term comfort and long-term goals.

5. Every Solved Problem Builds Confidence

Successful problem-solving strengthens self-efficacy and resilience.

FACILITATOR CLOSING SCRIPT

"Today you learned that while some stressors require emotional coping, many challenges can be addressed through effective problem-solving. Every problem contains an opportunity to learn, grow, and build confidence. The goal is not to have no problems—the goal is to become skilled at solving them. This week, use the IDEAL model to tackle one real-life challenge. Remember, resilience grows one solution at a time."

SESSION 7: PROACTIVE COPING, RESILIENCE, AND RESOURCE BUILDING

**THRIVE: Stress Management and Resilience
Development Program for Young People**

Session Duration

120 Minutes (2 Hours)

Target Group

Young People (15–25 years)

Session Theme

"Prepare, Don't Panic: Building Resilience Before Stress Strikes"

SESSION OVERVIEW

Learning Objectives

By the end of this session participants will:

1. Understand the concept of proactive coping.
 2. Differentiate between reactive and proactive coping.
 3. Learn the Five-Stage Proactive Coping Model.
 4. Identify personal strengths and resources.
 5. Develop strategies for building resilience.
 6. Learn how to create a personal resource buffer.
 7. Strengthen self-efficacy and future readiness.
-

SESSION PLAN

Activity

Time

Welcome & Review	10 min
Homework Discussion	15 min
Understanding Proactive Coping	20 min
Reactive vs Proactive Coping Activity	15 min
The Five-Stage Proactive Coping Roadmap	25 min
Resource Mapping Exercise	20 min
Building Resilience Plan	10 min
Reflection & Homework	5 min

PART 1: WELCOME AND CHECK-IN

Activity: Success Circle

Ask participants:

"What is one challenge you successfully handled this week?"

Examples:

- Started studying earlier
- Solved a problem using IDEAL
- Asked for help
- Managed emotions effectively
- Practiced relaxation techniques

Facilitator Message

Every successful coping experience strengthens resilience and confidence.

PART 2: REVIEW OF HOME PRACTICE

IDEAL Problem-Solving Review

Discussion Questions

- What problem did you work on?
- Which IDEAL step was easiest?
- Which step was most difficult?
- What did you learn?

Facilitator Summary

Many people wait until stress becomes overwhelming before taking action.

Today's session focuses on preventing stress before it becomes a crisis.

PART 3: UNDERSTANDING PROACTIVE COPING

Mini Lecture

What Is Proactive Coping?

Proactive coping is preparing for future challenges before they occur.

Instead of asking:

"How do I recover from stress?"

We ask:

"How can I prepare for success and future challenges?"

Research suggests that proactive coping is goal-focused rather than crisis-focused. It involves building resources and preparing for future opportunities and challenges.

Reactive vs Proactive Coping

Reactive Coping

Responding after stress occurs.

Examples:

- Studying the night before an exam
 - Seeking help after failing
 - Managing panic after deadlines
-

Proactive Coping

Preparing before stress occurs.

Examples:

- Planning study schedules
 - Building support networks
 - Practicing coping skills
 - Learning new skills
-

Group Discussion

Ask:

Which approach do you usually use?

☐ Reactive

☐ Proactive

Why?

PART 4: ACTIVITY – REACTIVE OR PROACTIVE?

Instructions

Read each scenario.

Participants decide whether the behavior is reactive or proactive.

Scenario 1

A student studies one week before an exam.

Answer: Proactive

Scenario 2

A student begins studying only after receiving a poor grade.

Answer: Reactive

Scenario 3

A young person saves money for emergencies.

Answer: Proactive

Scenario 4

Someone seeks support after becoming overwhelmed.

Answer: Reactive

Debrief

Discuss:

- Which style creates less stress?
- Which style promotes confidence?

Facilitator Message

Preparation creates resilience.

PART 5: THE FIVE-STAGE PROACTIVE COPING ROADMAP

The stress management framework describes a five-stage proactive coping process designed to prepare individuals for future challenges.

STAGE 1: RESOURCE ACCUMULATION

Key Question

"What resources can I build today that will help me tomorrow?"

Resources include:

Personal Resources

- Knowledge
- Skills
- Self-esteem
- Confidence

Social Resources

- Friends
- Family
- Mentors
- Teachers

Practical Resources

- Time
 - Money
 - Technology
 - Study materials
-

Activity

Participants list resources they already possess.

STAGE 2: IDENTIFY POTENTIAL STRESSORS

Key Question

"What challenges might I face in the future?"

Examples:

- Exams
 - Career decisions
 - Relationship conflicts
 - Financial concerns
 - Health challenges
-

Activity

Participants identify three future challenges.

STAGE 3: INITIAL APPRAISAL

Key Question

"How important is this challenge?"

Evaluate:

Likelihood

Will it happen?

Importance

How much will it affect me?

Control

Can I influence it?

Activity

Participants assess one future challenge.

STAGE 4: INITIAL COPING EFFORTS

Key Question

"What can I do now?"

Examples:

Exam:

- Create study schedule

Career:

- Explore options

Financial:

- Develop budget

Health:

- Improve lifestyle habits
-

Activity

Develop one action step for each challenge.

STAGE 5: FEEDBACK AND LEARNING

Key Question

"What did I learn?"

Evaluate:

- What worked?
- What didn't work?
- What should I improve?

This learning process strengthens future resilience.

PART 6: RESOURCE MAPPING EXERCISE

My Resilience Resources

Research suggests that resources protect individuals from stress and help prevent resource-loss spirals.

Worksheet

PERSONAL STRENGTHS

Examples:

- Creativity
- Persistence
- Responsibility
- Kindness
- Problem-solving

My strengths:

1. _____
 2. _____
 3. _____
-

SKILLS

Examples:

- Communication
- Study skills
- Leadership
- Technology

My skills:

1. _____
 2. _____
 3. _____
-

SUPPORT NETWORK

People I can rely on:

1. _____
2. _____
3. _____

4. _____

COMMUNITY RESOURCES

Examples:

- School counselor
- Teachers
- Youth groups
- Religious organizations
- Community services

Resources available to me:

PART 7: BUILDING RESILIENCE

Mini Lecture

What Is Resilience?

Resilience is the ability to adapt, recover, and grow through challenges.

It does not mean:

✗ Never feeling stressed

✗ Never failing

✗ Always being strong

Resilience means:

✓ Recovering from setbacks

- ✓ Learning from experience
 - ✓ Continuing despite challenges
-

The Three C's of Hardiness

The stress framework identifies three important resilience factors: Commitment, Challenge, and Control.

Commitment

Stay engaged.

Challenge

View difficulties as opportunities.

Control

Focus on what you can influence.

ACTIVITY: RESILIENCE STORY

Ask participants:

Think of a challenge you overcame.

Answer:

1. What happened?
2. What strengths helped you?
3. What did you learn?
4. How are you stronger today?

Participants share in pairs.

PART 8: SELF-EFFICACY AND CONFIDENCE

Mini Lecture

What Is Self-Efficacy?

Self-efficacy is the belief:

"I can handle challenges and achieve goals."

Research highlights self-efficacy as a major protective factor against stress.

Confidence Builder Exercise

Complete:

A challenge I overcame:

What strengths helped me?

What does this tell me about myself?

How can I use these strengths again?

PERSONAL RESILIENCE ACTION PLAN

One future challenge I expect:

Resources I already have:

Resources I need to develop:

One action I will take this week:

PERSONAL REFLECTION

What did I learn today?

Which resource is my greatest strength?

Which resource do I need to strengthen?

What does resilience mean to me?

HOME PRACTICE

Activity 1: Resource Journal

Each day write:

One strength I used today:

One resource I gained today:

Activity 2: Future Challenge Plan

Choose one upcoming challenge.

Complete:

1. Challenge
2. Resources available
3. Resources needed
4. Action plan

Activity 3: Confidence Log

Record one success each day.

Examples:

- Completed a task
- Managed emotions
- Solved a problem
- Asked for help

KEY TAKEAWAYS

1. Resilient People Prepare Before Problems Occur

Preparation reduces stress and increases confidence.

2. Resources Are Stress Buffers

The more resources you have, the more resilient you become.

3. Proactive Coping Is Goal-Focused

It is about preparing for success, not merely avoiding failure.

4. Resilience Can Be Learned

It develops through practice, preparation, and experience.

5. Every Success Builds Self-Efficacy

Confidence grows through action and mastery experiences.

FACILITATOR CLOSING SCRIPT

"Today you learned that resilience is not something people are born with—it is something they build. The strongest trees are not those that never face storms, but those that develop deep roots before the storm arrives. Every skill you learn, every relationship you strengthen, and every challenge you prepare for becomes part of your resilience toolkit. This week, focus on building your resources. The best time to prepare for stress is before it arrives."

SESSION 8: BUILDING SOCIAL SUPPORT AND HEALTHY RELATIONSHIPS

THRIVE: Stress Management and Resilience Development Program for Young People

Session Duration

120 Minutes (2 Hours)

Target Group

Young People (15–25 years)

Session Theme

"You Don't Have to Carry Stress Alone"

SESSION OVERVIEW

Learning Objectives

By the end of this session participants will:

1. Understand the importance of social support in stress management.
 2. Identify different types of social support.
 3. Learn effective communication skills.
 4. Develop assertiveness skills.
 5. Practice help-seeking behaviors.
 6. Strengthen relationship-building skills.
 7. Create a personal support network map.
-

SESSION PLAN

Activity	Time
Welcome & Check-In	10 min
Review Homework	15 min
Understanding Social Support	20 min
Types of Support Activity	15 min
Communication Skills Training	20 min
Assertiveness Practice	20 min
Building My Support Network	15 min
Reflection & Homework	5 min

PART 1: WELCOME AND CHECK-IN

Activity: Circle of Connection

Ask participants:

"Who is one person who has supported you during a difficult time?"

Participants may mention:

- Parent
- Friend
- Teacher
- Mentor
- Sibling
- Coach

Discussion Questions

- What made their support helpful?
- How did it affect your stress level?

Facilitator Message

Stress is easier to manage when we feel supported.

Strong relationships are one of the most powerful protective factors for mental health.

PART 2: REVIEW OF HOME PRACTICE

Resource Journal Review

Ask participants:

Reflection Questions

- What strengths did you use this week?
- What resources did you develop?
- Did you notice any increase in confidence?

Future Challenge Plan Review

- What challenge did you choose?
- What resources will help you?
- What action step did you take?

Facilitator Summary

Last session focused on building internal resources.

Today we focus on building external resources through relationships and support networks.

PART 3: UNDERSTANDING SOCIAL SUPPORT

Mini Lecture

What Is Social Support?

Social support refers to the help, care, information, encouragement, and resources we receive from others.

Research consistently shows that social support helps people cope more effectively with stress and adversity. The stress framework identifies social support as a critical resource for maintaining psychological well-being.

Benefits of Social Support

Emotional Benefits

- Reduced loneliness
- Increased confidence
- Greater emotional stability

Cognitive Benefits

- Better decision-making
- Improved problem-solving
- New perspectives

Physical Benefits

- Reduced stress reactions
- Better health outcomes
- Improved recovery from adversity

Behavioral Benefits

- Increased motivation
- Better coping skills
- Greater persistence

ACTIVITY: WHO SUPPORTS YOU?

Participants complete:

People I Can Turn To

Family

Friends

Teachers/Mentors

Community Members

Professional Supports

PART 4: THE FOUR TYPES OF SOCIAL SUPPORT

The stress management framework identifies four major forms of support that help people cope with stress.

1. EMOTIONAL SUPPORT

Provides:

- Empathy
- Care
- Understanding
- Encouragement

Examples:

- Listening
- Comforting
- Reassurance

Example

A friend listens when you feel overwhelmed.

2. INFORMATIONAL SUPPORT

Provides:

- Advice
- Guidance
- Knowledge

Examples:

- Study strategies
- Career advice
- Problem-solving suggestions

Example

A teacher explains how to improve your grades.

3. APPRAISAL SUPPORT

Provides:

- Feedback
- Perspective
- Clarification

Examples:

- Helping evaluate situations
- Reality testing
- Encouraging balanced thinking

Example

A mentor helps you see an exam as a challenge rather than a catastrophe.

4. TANGIBLE SUPPORT

Provides:

- Practical assistance
- Services
- Resources

Examples:

- Financial help
- Transportation
- Study materials

Example

A family member helps pay for educational resources.

GROUP ACTIVITY

Match the Support Type

Scenario 1

A friend listens while you discuss your worries.

Answer: Emotional Support

Scenario 2

A teacher helps create a study plan.

Answer: Informational Support

Scenario 3

A mentor offers feedback about your strengths.

Answer: Appraisal Support

Scenario 4

Someone helps you with transportation to school.

Answer: Tangible Support

PART 5: THE IMPORTANCE OF MATCHING SUPPORT

Facilitator Discussion

Not all support is equally helpful.

The stress framework emphasizes that support must match the person's actual needs.

Example

Situation:

You feel sad after failing an exam.

Need:

Emotional Support

Helpful Response:

"I understand this is disappointing."

Unhelpful Response:

"Here are ten study strategies."

Key Principle

Ask:

"What kind of support do I need right now?"

PART 6: COMMUNICATION SKILLS FOR STRESS MANAGEMENT

Why Communication Matters

Many young people struggle because they:

- Avoid asking for help
- Expect others to read their minds
- Fear judgment
- Remain silent when overwhelmed

Healthy communication reduces stress and strengthens relationships.

ACTIVE LISTENING SKILLS

Listen Fully

Focus on the speaker.

Avoid Interrupting

Allow others to finish.

Show Interest

Use eye contact and body language.

Reflect Understanding

Examples:

"It sounds like you're feeling frustrated."

"That sounds difficult."

PAIR ACTIVITY

Partner A talks for 2 minutes about a recent challenge.

Partner B practices:

- Listening
- Reflecting
- Asking supportive questions

Switch roles.

PART 7: ASSERTIVENESS TRAINING

What Is Assertiveness?

Assertiveness means expressing thoughts, feelings, and needs respectfully and confidently.

Communication Styles

Passive

Avoids expressing needs.

Example:

"It's fine."

When it isn't fine.

Aggressive

Disrespects others.

Example:

"You never help me!"

Assertive

Respects self and others.

Example:

"I feel overwhelmed and would appreciate some help."

THE ASSERTIVE MESSAGE FORMULA

Step 1

Describe the situation.

Step 2

Express feelings.

Step 3

State needs clearly.

Formula

"When _____ happens, I feel _____ because _____. I would appreciate _____."

Example

"When plans change at the last minute, I feel frustrated because I need time to prepare. I would appreciate more notice."

ROLE-PLAY ACTIVITY

Practice:

Scenario 1

Asking a teacher for help.

Scenario 2

Telling a friend you feel excluded.

Scenario 3

Setting boundaries with social media.

Scenario 4

Requesting support from parents.

PART 8: BUILDING MY SUPPORT NETWORK

Activity: Support Circle Map

Participants draw three circles.

Inner Circle

People I trust deeply.

Examples:

- Parents
 - Best friends
 - Mentor
-

Middle Circle

People I can sometimes rely on.

Examples:

- Teachers
 - Classmates
 - Extended family
-

Outer Circle

Community resources.

Examples:

- Counselors
 - Youth groups
 - Religious leaders
 - Mental health professionals
-

Reflection Questions

- Is my support network balanced?
 - Who could I connect with more?
 - What support am I missing?
-

PERSONAL ACTION PLAN

One relationship I want to strengthen:

One person I can ask for support:

One communication skill I will practice:

One boundary I need to set:

PERSONAL REFLECTION

What did I learn today?

What type of support helps me most?

What communication skill do I need to improve?

How comfortable am I asking for help?

(0–10)

HOME PRACTICE

Activity 1: Support Connection Challenge

Reach out to one supportive person this week.

Record:

- Who?
- Why?
- What happened?

Activity 2: Assertive Communication Practice

Use the assertive communication formula in one real-life situation.

Reflect:

- What did I say?

- How did it feel?
 - What was the outcome?
-

Activity 3: Relationship Gratitude Journal

Each day write:

One person I appreciate

Why I appreciate them

KEY TAKEAWAYS

1. Social Support Is a Powerful Resource

Strong relationships help buffer stress and improve resilience.

2. Different Problems Require Different Types of Support

Emotional, informational, appraisal, and tangible support all serve different functions.

3. Asking for Help Is a Strength

Seeking support reflects self-awareness, not weakness.

4. Communication Skills Reduce Stress

Healthy communication improves relationships and problem-solving.

5. Resilience Is Built Together

No one succeeds entirely alone.

FACILITATOR CLOSING SCRIPT

"Today you learned that resilience is not only about what is inside you—it is also about who stands beside you. Strong relationships provide encouragement, perspective, guidance, and practical help during difficult times. One of the most important life skills is knowing when and how to seek support. This week, challenge yourself to strengthen one relationship and practice asking for help when needed. Remember, reaching out is not a sign of weakness; it is a sign of wisdom and courage."

SESSION 9: BUILDING SELF-EFFICACY, GROWTH MINDSET, AND PERSONAL CONFIDENCE

THRIVE: Stress Management and Resilience Development Program for Young People

Session Duration

120 Minutes (2 Hours)

Target Group

Young People (15–25 years)

Session Theme

"Believe You Can Grow: Developing Confidence Through Action"

SESSION OVERVIEW

Learning Objectives

By the end of this session participants will:

1. Understand the concept of self-efficacy.
 2. Differentiate between self-efficacy and self-esteem.
 3. Learn the principles of a growth mindset.
 4. Identify personal strengths and achievements.
 5. Understand the "Choice vs Chance" model.
 6. Build confidence through mastery experiences.
 7. Develop a personal confidence-building plan.
-

SESSION PLAN

Activity	Time
Welcome & Check-In	10 min
Homework Review	15 min
Understanding Self-Efficacy	20 min

Growth Mindset Activity	20 min
Choice vs Chance Framework	20 min
Building Confidence Exercise	20 min
Personal Success Timeline	10 min
Reflection & Homework	5 min

PART 1: WELCOME AND CHECK-IN

Activity: My Win of the Week

Ask participants:

"What is one thing you accomplished this week that you are proud of?"

Examples:

- Asked for help
- Managed stress better
- Completed an assignment
- Practiced relaxation
- Solved a difficult problem

Facilitator Message

Every success, no matter how small, strengthens confidence.

Confidence grows through action.

PART 2: REVIEW OF HOME PRACTICE

Discussion Questions

Support Connection Challenge

- Who did you reach out to?
- What happened?
- How did it feel?

Assertive Communication Practice

- Was it difficult?
- What worked well?
- What did you learn?

Gratitude Journal

- Did focusing on supportive people affect your mood?

Facilitator Summary

Strong support networks help us face challenges, but lasting resilience also requires confidence in our own abilities.

PART 3: UNDERSTANDING SELF-EFFICACY

Mini Lecture

What Is Self-Efficacy?

Self-efficacy is the belief:

"I can successfully handle challenges and achieve my goals."

According to the stress framework, self-efficacy is one of the most important protective factors against stress because it increases a person's belief that they can influence outcomes through their actions.

Self-Efficacy vs Self-Esteem

Self-Esteem

"How valuable do I feel?"

Self-Efficacy

"How capable do I feel?"

Example:

A student may feel like a good person (high self-esteem) but still doubt their ability to pass an exam (low self-efficacy).

Discussion

Ask:

Think of something you are confident doing.

Why are you confident?

Common answers:

- Practice
- Experience
- Learning
- Repetition
- Success

Key Message

Confidence is usually built, not inherited.

PART 4: HOW SELF-EFFICACY DEVELOPS

Four Sources of Self-Efficacy

1. Mastery Experiences

Success builds confidence.

Example:

Passing an exam after studying.

2. Learning from Others

Observing others succeed.

Example:

Seeing a classmate overcome challenges.

3. Encouragement

Supportive feedback.

Examples:

- Teachers
 - Parents
 - Friends
 - Mentors
-

4. Managing Emotions

Remaining calm under pressure.

Example:

Using breathing techniques before a presentation.

ACTIVITY: CONFIDENCE BUILDERS

Ask participants:

What skills have you learned in life?

Examples:

- Reading
- Cycling
- Public speaking
- Sports
- Technology
- Study skills

Discussion

What helped you improve?

Participants identify:

- Practice

- Mistakes
 - Support
 - Persistence
-

PART 5: GROWTH MINDSET

Mini Lecture

Fixed Mindset

Believes:

"My abilities cannot change."

Examples:

- "I'm just bad at math."
 - "I can't handle stress."
-

Growth Mindset

Believes:

"My abilities can improve with effort, learning, and practice."

Examples:

- "I can improve my math skills."
 - "I can learn better coping strategies."
-

ACTIVITY: CHANGE THE MINDSET

Convert fixed mindset statements into growth mindset statements.

Fixed

"I'm not smart enough."

Growth

"I can become more skilled through learning and effort."

Fixed

"I always fail."

Growth

"I can learn from mistakes and improve."

Fixed

"I'm terrible at managing stress."

Growth

"I am learning new stress-management skills."

Group Discussion

How would life change if you adopted a growth mindset?

PART 6: THE CHOICE VS CHANCE FRAMEWORK

The stress management framework uses a "Traffic Light Model" to help individuals understand different approaches to achievement and coping.

RED ZONE: CONFUSION

Thinking

- Unclear goals
- Doubt
- Unrealistic expectations

Feeling

- Anxiety
- Frustration
- Overwhelm

Action

- Withdrawal
 - Avoidance
 - Giving up
-

YELLOW ZONE: CHANCE

Thinking

- Reliance on luck
- Waiting for things to happen

Feeling

- Low motivation
- Boredom

Action

- Procrastination
 - Inaction
-

GREEN ZONE: CHOICE

Thinking

- Goal-focused
- Positive planning
- Self-belief

Feeling

- Motivation
- Confidence
- Emotional regulation

Action

- Taking initiative
 - Consistent effort
 - Moderate risk-taking
-

GROUP ACTIVITY

Participants identify:

Which zone am I usually in when stressed?

☐ Red

☐ Yellow

☐ Green

What helps me move toward the Green Zone?

Discussion follows.

PART 7: BUILDING CONFIDENCE THROUGH ACTION

Facilitator Discussion

Many people wait until they feel confident before taking action.

In reality:

Action → Experience → Confidence

Not:

Confidence → Action

Activity: Small Wins Strategy

Participants identify:

One Small Goal for This Week

Examples:

- Study 30 minutes daily
 - Ask one question in class
 - Exercise three times
 - Practice relaxation daily
-

Action Plan

Goal:

First Step:

When:

Support Needed:

PART 8: PERSONAL SUCCESS TIMELINE

Activity

Participants draw a timeline.

Mark:

Challenges Overcome

Examples:

- Exams
- Moving schools

- Sports achievements
 - Personal difficulties
-

Strengths Used

Examples:

- Persistence
 - Courage
 - Discipline
 - Creativity
-

Lessons Learned

Participants reflect:

"What do my past successes tell me about myself?"

Discussion

Share in pairs.

PART 9: MY SELF-EFFICACY PROFILE

Worksheet

Three strengths I possess

1. _____
2. _____
3. _____

Three achievements I am proud of

1. _____
2. _____
3. _____

One challenge I can overcome

Why I believe I can overcome it

PERSONAL REFLECTION

What did I learn today?

What strength am I most proud of?

What mindset do I want to strengthen?

One action I will take this week

HOME PRACTICE

Activity 1: Success Journal

Each day write:

One thing I did well today

What strength helped me?

Activity 2: Growth Mindset Challenge

Whenever you notice a fixed mindset thought:

Replace it with a growth mindset statement.

Record examples.

Activity 3: Green Zone Practice

Each day answer:

What action did I take today instead of waiting?

KEY TAKEAWAYS

1. Confidence Is Built Through Experience

Success grows from action, practice, and learning.

2. Self-Efficacy Protects Against Stress

Believing you can cope increases resilience and effective coping.

3. Growth Mindset Encourages Learning

Abilities can improve through effort and persistence.

4. The Green Zone Represents Choice

Successful people make things happen rather than waiting for things to happen.

5. Small Wins Create Big Confidence

Every successful action strengthens future self-belief.

FACILITATOR CLOSING SCRIPT

"Today you learned that confidence is not something you wait for—it is something you build. Every challenge you face, every skill you practice, and every small success you achieve strengthens your belief in yourself. The most resilient people are not those who never doubt themselves; they are those who continue taking action despite uncertainty. This week, focus on small wins. Every step forward is evidence that you are growing stronger, more capable, and more resilient."

SESSION 10: STRESS-RELATED GROWTH, FUTURE RESILIENCE, AND PROGRAM INTEGRATION

THRIVE: Stress Management and Resilience Development Program for Young People

Session Duration

120 Minutes (2 Hours)

Target Group

Young People (15–25 years)

Session Theme

"Turning Challenges into Growth: Becoming the Architect of Your Future"

SESSION OVERVIEW

Learning Objectives

By the end of this session participants will:

1. Understand the concept of stress-related growth.
 2. Recognize how adversity can promote personal development.
 3. Reflect on personal progress throughout the program.
 4. Consolidate stress management skills learned in previous sessions.
 5. Develop a long-term resilience plan.
 6. Strengthen commitment to self-care and well-being.
 7. Celebrate personal growth and achievements.
-

SESSION PLAN

Activity	Time
Welcome & Reflection	10 min
Review of the THRIVE Journey	15 min
Understanding Stress-Related Growth	20 min
Personal Growth Reflection Activity	20 min
My Resilience Toolkit	15 min
Creating a Personal Resilience Plan	25 min
Program Evaluation	10 min
Celebration & Closing Ceremony	5 min

PART 1: WELCOME AND OPENING REFLECTION

Activity: Looking Back

Ask participants:

"What is the most important thing you learned during this program?"

Participants share:

- A stress-management skill
- A new insight
- A positive change
- A personal achievement

Facilitator Message

Today is about recognizing growth, celebrating progress, and preparing for the future.

PART 2: REVIEW OF THE THRIVE JOURNEY

Group Discussion

Review each session:

Session 1

Understanding Stress

Session 2

Stress Appraisal and Self-Awareness

Session 3

Emotional Regulation

Session 4

Relaxation and Mindfulness

Session 5

Cognitive Restructuring

Session 6

Problem-Solving Skills

Session 7

Proactive Coping and Resilience

Session 8

Social Support and Communication

Session 9

Self-Efficacy and Growth Mindset

Session 10

Stress-Related Growth and Future Planning

Activity

Ask:

Which session helped you the most?

Why?

PART 3: UNDERSTANDING STRESS-RELATED GROWTH

Mini Lecture

Many people believe that stress only causes harm.

However, psychological research shows that successfully coping with challenges can lead to personal growth and increased resilience.

This process is known as:

Stress-Related Growth

or

Adversarial Growth

Key Principle

Challenges can become opportunities for development.

Not because difficulties are pleasant,

but because overcoming them teaches valuable lessons.

Stress Inoculation

The stress framework explains that moderate, manageable stress can strengthen future coping abilities, much like a vaccine prepares the immune system.

Example

A student who successfully manages exam anxiety often becomes more confident facing future academic challenges.

PART 4: FOUR AREAS OF STRESS-RELATED GROWTH

Research suggests that growth following adversity commonly occurs in four areas.

1. STRONGER RELATIONSHIPS

People often develop:

- Greater empathy
- Increased compassion
- Stronger social connections

Reflection

How have challenges affected your relationships?

2. CHANGED VIEW OF SELF

People discover:

- Inner strength
- Resilience
- Courage
- Capability

Reflection

What strengths have you discovered in yourself?

3. NEW LIFE PERSPECTIVES

People often gain:

- Greater appreciation for life
- Clearer priorities
- New goals

Reflection

What matters most to you now?

4. GREATER PURPOSE AND MEANING

People often develop:

- Stronger values
- Personal purpose
- Spiritual growth
- Future direction

Reflection

What gives your life meaning?

ACTIVITY: GROWTH AFTER CHALLENGE

Worksheet

Think about a challenge you have faced.

What happened?

What did you learn?

What strengths emerged?

How are you different now?

What positive changes resulted?

PART 5: PERSONAL GROWTH REFLECTION

Activity: Then and Now

Participants complete:

Before This Program

Stress meant:

When stressed, I usually:

My confidence level was:

0–10 _____

After This Program

Stress means:

When stressed, I now:

My confidence level is:

0–10 _____

Pair Discussion

Share:

- Greatest change
- Most valuable skill
- Future goals

PART 6: MY RESILIENCE TOOLKIT

Activity

Participants create a personal coping toolkit.

My Warning Signs

1. _____
 2. _____
 3. _____
-

My Best Coping Skills

- ☐ Deep Breathing
 - ☐ Mindfulness
 - ☐ Cognitive Restructuring
 - ☐ Problem-Solving
 - ☐ Positive Self-Talk
 - ☐ Exercise
 - ☐ Journaling
 - ☐ Seeking Support
 - ☐ Relaxation
 - ☐ Time Management
-

People Who Support Me

1. _____

2. _____
 3. _____
 4. _____
-

Personal Strengths

1. _____
 2. _____
 3. _____
-

PART 7: DEVELOPING A PERSONAL RESILIENCE PLAN

Why Create a Plan?

Stress is inevitable.

Preparation increases resilience.

The stress framework emphasizes proactive coping and resource building as essential long-term strategies.

MY PERSONAL RESILIENCE PLAN

A. My Future Challenges

Examples:

- Exams
- Career decisions

- Relationships
- Financial concerns

My anticipated challenges:

1. _____
2. _____
3. _____

B. My Resources

Personal Resources

- Skills
- Strengths
- Knowledge

My resources:

Social Resources

People who can help:

C. My Self-Care Plan

Physical

☐ Sleep

- ☐ Exercise
 - ☐ Healthy eating
 - ☐ Medical care
-

Emotional

- ☐ Journaling
 - ☐ Relaxation
 - ☐ Mindfulness
 - ☐ Self-compassion
-

Social

- ☐ Maintaining friendships
 - ☐ Seeking support
 - ☐ Family connection
-

Academic/Work

- ☐ Time management
 - ☐ Goal setting
 - ☐ Planning
-

D. My Commitment Statement

"When I face future stress, I will use the skills I have learned, seek support when needed, and continue taking positive steps toward my goals."

Participant Signature:

Date:

PART 8: PERSONAL MISSION STATEMENT

Activity

Write a personal statement.

Example

"I choose to face challenges with courage, learn from setbacks, seek support when needed, and continue growing into the person I want to become."

My Personal Mission Statement

PART 9: PROGRAM EVALUATION

Reflection Questions

What did you find most helpful?

What skill will you continue using?

What improvements would you suggest?

Would you recommend this program?

☐ Yes

☐ No

Why?

FINAL REFLECTION EXERCISE

Letter to My Future Self

Ask participants to write:

"What do I want to remember when I experience stress in the future?"

Suggested prompts:

- My strengths
- My coping skills
- My goals
- My support network
- My commitment to growth

Facilitator may collect and return letters after several months.

KEY TAKEAWAYS

1. Stress Can Become a Source of Growth

Successfully managing challenges strengthens resilience and personal development.

2. Resilience Is a Skill

It can be learned, practiced, and strengthened.

3. Self-Efficacy Matters

Believing you can cope increases your ability to cope.

4. Resources Protect Well-Being

Personal strengths and social support are powerful protective factors.

5. Growth Is a Lifelong Process

Every challenge is an opportunity to learn, adapt, and become stronger.

FACILITATOR CLOSING SCRIPT

"Over the past ten sessions, you have learned that stress is not simply something to avoid—it is something to understand, manage, and learn from. You have developed awareness, emotional regulation, problem-solving skills, resilience, confidence, and supportive relationships. These are not just stress-management skills; they are life skills. The goal of this program was never to create a stress-free life. The goal was to help you become capable, confident, and resilient in

the face of life's challenges. As you move forward, remember this: You are stronger than you think, more resourceful than you realize, and more capable of growth than you imagine. The journey continues, and you now have the tools to thrive."

THRIVE PROGRAM COMPLETION CERTIFICATE (OPTIONAL)

Certificate of Completion

This certifies that

has successfully completed the

THRIVE: Stress Management and Resilience Development Program

and demonstrated commitment to developing resilience, emotional well-being, proactive coping skills, and personal growth.

Date: _____

Facilitator Signature: _____

Organization: _____

"Resilience is not the absence of difficulty, but the ability to grow through it."

You're very welcome! I'm glad you found it useful.

What you've developed is more than a stress management course—it's a **comprehensive, evidence-based resilience and life-skills curriculum** grounded in:

- Cognitive-Transactional Theory (Lazarus)
- Stress Inoculation Training (Meichenbaum)
- Conservation of Resources Theory (Hobfoll)
- Self-Efficacy Theory (Bandura)
- Growth Mindset Research (Dweck)
- Proactive Coping Theory
- Positive Psychology and Stress-Related Growth

The 10-session sequence flows logically from:

Awareness → Emotional Regulation → Cognitive Skills → Problem Solving → Proactive Coping → Social Support → Self-Efficacy → Growth and Resilience

making it highly suitable for:

- Schools (Grades 9–12)
- Colleges and Universities
- Youth Development Programs
- Counseling Centers
- Community Mental Health Initiatives
- Life Skills Education Programs
- Student Orientation and Well-being Programs

A few additions that could further strengthen the manual:

Appendices

- Facilitator Manual
- Participant Workbook
- PowerPoint Slides (10 sessions)
- Pre/Post Assessment Package
- Stress Diary Templates
- Thought Record Worksheets
- Resilience Plan Templates

Evaluation Measures

- Perceived Stress Scale (PSS)
- Brief Resilience Scale (BRS)
- General Self-Efficacy Scale (GSES)
- Coping Self-Efficacy Scale

- Satisfaction Questionnaire

Trainer Resources

- Session scripts
- Icebreakers
- Group activities
- Case studies
- Role-play scenarios
- Reflection exercises

Certification Package

- Attendance Sheet
- Progress Tracker
- Completion Certificate
- Facilitator Evaluation Form