

LifeSkills Training

TRANSITIONS

Promoting Health and Personal Development

**Sample
Lesson**



About the Developer



Gilbert J. Botvin, Ph.D., developed the Botvin *LifeSkills Training* program and created National Health Promotion Associates as the national training center to support providers teaching the program. One of America's foremost experts on drug abuse prevention, Dr. Botvin is a professor of Public Health and Psychiatry and Chief, Division of Prevention and Health Behavior, Department of Public Health, Weill Cornell Medical College, Cornell University. He has served as adviser and consultant to a host of renowned organizations including the World Health Organization, the National Centers for Disease Control, the National Institute on Drug Abuse, and the White House Office of Drug Control Policy. He has been honored with the FBI's National Leadership Award for his work in drug abuse prevention and received a prestigious MERIT award from the National Institute on Drug Abuse for his achievements as an outstanding prevention researcher.

Dr. Botvin earned a Ph.D. from Columbia University, has training and experience in developmental and clinical psychology, and has published more than 200 scientific papers and book chapters concerning prevention.

LifeSkills Training Transitions Program

Program Overview

The Botvin *LifeSkills Training* Transitions program is a highly interactive, skills-based program designed to promote positive health and personal development. This program helps adolescents navigate the transition from high school into the workforce and higher education. The program guides students to achieve competency in the skills that have been found to reduce and prevent substance use and violence.

Program Learning Objectives

The Botvin *LifeSkills Training* Transitions program uses a developmentally appropriate integrated approach designed to strengthen student abilities in the following areas:

- **Personal Self-Management Skills**
Provides students with strategies for decision-making, managing stress, and anger.
- **General Social Skills**
Enables students to strengthen their communication skills and build healthy relationships.
- **Drug Resistance Skills**
Empowers students to understand the consequences of substance use and risk-taking, and the influences of the media.

Program Structure

- Grades 11-12
- Consists of 6 class sessions
- Approximately 40-45 minutes for each session
- Taught either as an intensive mini-series or on a more extended schedule
- Can be used alone or in combination as maintenance to the *LifeSkills Training* High School program

Program Components

- Comprehensive, easy-to-use Teacher's Manual
- Student Guide
- Companion website
- Podcasts



LifeSkills® Training

Contains
Sample Lessons
from Student Guide
and
Teacher's Manual

Promoting Health and
Personal Development

Transitions

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MANAGING STRESS

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Transitions bring with them new opportunities as well as potential sources of stress. By learning to develop resilience as well as stress management techniques, you can take advantage of the opportunities that come with transitions.

In this unit, you will:

- ◆ examine resilience and self-assess various traits associated with it
- ◆ explore the challenges and opportunities that may accompany the common transitions of young adulthood
- ◆ learn and apply stress management techniques that can help cultivate resilience
- ◆ understand how the use of substances can undermine resilience

Think About It

Activity A: Resilience Inventory

Resilient people find a way to benefit from the opportunities presented them without acting in ways that are harmful to themselves or others.

Resilience is the ability to respond to a challenge and adapt to changed circumstances.

Read the statements, and indicate how often you recognize these thoughts and behaviors in yourself. Circle the number that fits for each statement: **1 = rarely** | **2 = sometimes** | **3 = almost always**

1 2 3	I can handle stressful times, which can have a lot of uncertainty.
1 2 3	I possess skills to help me relax and handle stress.
1 2 3	I have a supportive network of people with whom I interact regularly.
1 2 3	I keep a positive attitude even in difficult situations.
1 2 3	I stick to routines and take good care of myself.
1 2 3	I rely on myself and have confidence in myself.
1 2 3	I communicate how I feel in a variety of ways, like talking or making music.
1 2 3	I keep my eye on the big picture even in challenging situations.
1 2 3	I know what my priorities are, and my actions help me achieve them.
1 2 3	I help others, which helps keep my problems in perspective.

These behaviors and thoughts are often found in resilient people, but no one has them all. Being aware of your own strengths is an important part of cultivating resilience, as is working on developing areas you identify as needing improvement.

Figure It Out

Activity B: Stress Management Techniques

A **trigger** is a situation, person, place, or thing that can cause you to feel stress.

Deep Breathing and Being Your Own Best Friend are two techniques for responding to triggers. They will help you calm your body and your mind during moments of stress and anxiety. Use them in combination with the 10 Bounce-Back Techniques (page 6) to give you a powerful toolset for navigating stressful situations.

Deep Breathing

- 1** Put your hand on your stomach, just above your waistline.
- 2** Inhale slowly and gently for a count of four so that you feel the air expanding into your lower chest and abdomen.
- 3** Hold for a count of four.
- 4** Exhale slowly and gently for a count of four.
- 5** Repeat 4-5 times or until you feel calm.

Being Your Own Best Friend

We are often harder on ourselves and more likely to see our own situation in a negative light than we would see it for others. Help yourself just as you would a good friend. Answer these questions:

- 1** Would I say these things to a close friend who was in a similar situation?
- 2** What would I say to a friend that would be helpful?

Figure It Out (continued)

Activity C: 10 Bounce-Back Techniques* for Managing Stress

Work with your group. Suggest three ways to make the techniques work for you.

1. **Get together, get connected** with friends, family, community, religious, and/or social groups.
2. **Cut yourself some slack** when you're feeling stressed. Go easy on yourself—and on your friends and family.
3. **Create a hassle-free zone**, a place where you feel safe and comfortable and free from stress and anxiety.
4. **Stick to the program:** During a time of major stress, make sure you have a routine.
5. **Take care of yourself**—physically, mentally, and emotionally.
6. **Take control** so you can maintain your balance and focus on steps toward your goals.
7. **Express yourself** and your emotions, be it through writing or by creating something.
8. **Help somebody** either by volunteering in your community or at your school, or by helping a friend.
9. **Put things in perspective:** Eventually, things change and hard times end. Remember a time when you successfully handled a challenge.
10. **Turn it off:** Try to limit the amount of media you take in, including television and the Internet.

How might using substances impact these techniques' effectiveness?

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Activity D: Bounce-Back Practice

With your group, choose three triggers from those identified by your class in Activity B. Which Stress Management and Bounce-Back Techniques (pages 5-6) would you advise a person to use to help handle each trigger? What benefit would each technique provide?

Trigger(s): What causes stress?	Stress Management / Bounce-Back Technique(s) to use	Benefit of technique
Meeting with a supervisor	Deep breathing Put things in perspective	Calms nerves This is part of my job It's our first meeting and I'll get used to it

Trigger(s): What causes stress?	Stress Management / Bounce-Back Technique(s) to use	Benefit of technique
1.		
2.		
3.		

Wrap Up

- Stress is a normal part of a time of transition.
- Knowing how to benefit from opportunities and practicing stress management techniques can help you develop resilience during times of transition.
- Learning to manage the stress of transitions in healthy ways helps you cultivate resilience.
- Substance use undermines the ability to bounce back from stressful situations—and can make them worse.



TEACHER'S MANUAL

MANAGING STRESS

3

KEY TO ICONS

- F** ●● Facilitation
- C** ●● Coaching
- BR** ●● Behavioral Rehearsal
- A** ●● Assessment

OVERVIEW

Timing: 45 minutes

Concepts

resilience
triggers

Materials

Appendix 3-1 (page 17): Bounce-Back Technique Cards (Activity C). Photocopy and separate.

Activity A: Resilience Inventory

Activity B: Stress Management Techniques

Activity C: 10 Bounce-Back Techniques for Managing Stress

Activity D: Bounce-Back Practice

Background

The assumption of new responsibilities, new schedules, and new relationships associated with transitions can lead to stress. Young adults will benefit from having skills to manage stress in healthy ways. In this unit, students will learn to manage stress in ways that help build resilience and allow them to thrive, especially during challenging times. By learning and adopting healthy and effective ways to cope with stress, students can take advantage of the opportunities that also accompany times of transition.

Goals

In this unit, students will:

- ◆ examine resilience and self-assess various traits associated with it
- ◆ explore the challenges and opportunities that may accompany the common transitions of young adulthood
- ◆ learn and apply stress management techniques that can help cultivate resilience
- ◆ understand how the use of substances can undermine resilience

Think About It

**Suggested
Timing**
10 minutes

Activity A: Resilience Inventory

Goal

Students will:

- examine resilience and self-assess various traits associated with it

Teaching Strategy

- Facilitation

Instructions



1. State the goal of the activity.
2. Invite students to offer examples of what they think of as being resilient. Elicit what in themselves demonstrates their resilience. Facilitate the discussion to include the definition of resilience:

Resilience is the ability to respond to a challenge and adapt to changed circumstances.

3. Invite students to discuss what benefits they think might result from developing resilience. Prompt them to think about how having it—or not having it—might affect their emotional, mental, and physical health.
4. Inform students that resilient people find a way to benefit from the opportunities presented without acting in ways that are harmful to themselves or others.
5. Have students turn to Activity A on **page 4 of the Student Guide**. Review the instructions and ask students to complete the Resilience Inventory.
6. Invite volunteers to share an area that they marked as a **3** (*almost always*, or a strength), as well as one they marked as a **1** (*rarely*, or needing improvement). Point out that resilient people often possess some of these behaviors or thoughts, but that no one has them all. Being aware of personal strengths is an important part of cultivating resilience, as is developing areas identified as needing improvement. Solicit and summarize responses.

TIP

If students are hesitant to share verbally, they can write their comments on a self-stick note and post them on a flip chart. You can then read them aloud.

Points To Make

- ▶ Being aware of personal strengths is an important part of cultivating resilience during transitions.
- ▶ Resilience allows us to handle challenges and take advantage of opportunities that may come with a transition.

Think About It

Activity A: Resilience Inventory

Resilient people find a way to benefit from the opportunities presented them without acting in ways that are harmful to themselves or others.

Resilience is the ability to respond to a challenge and adapt to changed circumstances.

Read the statements, and indicate how often you recognize these thoughts and behaviors in yourself. Circle the number that fits for each statement: **1 = rarely** | **2 = sometimes** | **3 = almost always**

1	2	3	I can handle stressful times, which can have a lot of uncertainty.
1	2	3	I possess skills to help me relax and handle stress.
1	2	3	I have a supportive network of people with whom I interact regularly.
1	2	3	I keep a positive attitude even in difficult situations.
1	2	3	I stick to routines and take good care of myself.
1	2	3	I rely on myself and have confidence in myself.
1	2	3	I communicate how I feel in a variety of ways, like talking or making music.
1	2	3	I keep my eye on the big picture even in challenging situations.
1	2	3	I know what my priorities are, and my actions help me achieve them.
1	2	3	I help others, which helps keep my problems in perspective.

These behaviors and thoughts are often found in resilient people, but no one has them all. Being aware of your own strengths is an important part of cultivating resilience, as is working on developing areas you identify as needing improvement.

Figure It Out

**Suggested
Timing**
10 minutes

Activity B: Stress Management Techniques

Goals

Students will:

- explore the challenges and opportunities that may accompany the common transitions of young adulthood
- learn and apply stress management techniques that can help cultivate resilience

Teaching Strategies

- Facilitation
- Coaching
- Behavioral Rehearsal
- Assessment

Instructions



1. Introduce the goals of the activity.
2. Ask students what effect they think stress might have on their ability to navigate transitions in their lives, be they large or small. For example, does it help them handle the challenges and opportunities, or does it slow them down?
3. Write column heads of *Triggers*, *How is the stress felt?* and *How is the stress managed?* on a flip chart.
4. Elicit what might cause stress during a transition (for example, *first day on a new job*, *meeting a new roommate at college*). Write the ideas under *Triggers* and define the term:

A **trigger** is a situation, person, place, or thing that can cause you to feel stress.

Point out that triggers are stressors. Triggers cause reactions that can be physical, emotional, or both.

5. Ask students for examples of how they feel physically when they experience this or a similar situation (for example, *hands sweaty*, *excited*, *heart racing*); write their examples under *How is the stress felt?*
6. Elicit suggestions about how to handle these triggers (responses might include *smoke a cigarette*, *go for a run*, *leave the room*). Write their suggestions under *How is the stress managed?* Ask students whether these responses are healthy and help move them toward a goal, or unhealthy and prevent them reaching a goal.
7. If students suggest substances—alcohol, drugs, cigarettes—as a means to cope, address how substances may seem to help handle stress, but in reality they can make the stress worse. Emphasize that the use of substances can negatively affect how we think and respond, as well as impair our ability to make sound judgments and take appropriate actions to solve problems. Ask students what effect they think using substances might have on them navigating a transition successfully.

Figure It Out

Activity B: Stress Management Techniques

A **trigger** is a situation, person, place, or thing that can cause you to feel stress.

Deep Breathing and Being Your Own Best Friend are two techniques for responding to triggers. They will help you calm your body and your mind during moments of stress and anxiety. Use them in combination with the 10 Bounce-Back Techniques (page 16) to give you a powerful toolset for navigating stressful situations.

Deep Breathing

1. Put your hand on your stomach, just above your waistline.
2. Inhale slowly and gently for a count of four so that you feel the air expanding into your lower chest and abdomen.
3. Hold for a count of four.
4. Exhale slowly and gently for a count of four.
5. Repeat 4-5 times or until you feel calm.

Being Your Own Best Friend

We are often harder on ourselves and more likely to see our own situation in a negative light than we would see it for others. Help yourself just as you would a good friend. Answer these questions:

1. Would I say these things to a close friend who was in a similar situation?
2. What would I say to a friend that would be helpful?

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8. Tell students they are going to learn two techniques they can use to effectively manage stress: Deep Breathing and Being Your Own Best Friend. These are techniques they can do anytime, anywhere, to help them deal with stressful situations.
9. Ask students to sit comfortably and close their eyes if they wish. Introduce Deep Breathing; read the steps aloud and lead the students through the technique.
10. When finished, have students open to Activity B on **page 5 of the Student Guide**. Introduce Being Your Own Best Friend. Inform them that reframing a situation in this way is an effective technique for handling emotional reactions to stress.
11. Have students work in pairs to identify a trigger situation for someone their age. Have them discuss what they would say to a friend in this situation, and how their advice would help the friend.

Deep Breathing

- 1** Put your hand on your stomach, just above your waistline.
- 2** Inhale slowly and gently for a count of four so that you feel the air expanding into your lower chest and abdomen.
- 3** Hold for a count of four.
- 4** Exhale slowly and gently for a count of four.
- 5** Repeat 4-5 times or until you feel calm.

Being Your Own Best Friend

We are often harder on ourselves and more likely to see our own situation in a negative light than we would see it for others. Help yourself just as you would a good friend. Answer these questions:

- 1** Would I say these things to a close friend who was in a similar situation?
- 2** What would I say to a friend that would be helpful?



12. Process the activity with these open questions.

Observe

- What do you notice about triggers?
- What do you notice about the effect of each technique?

Analyze

- What is the benefit of practicing stress management techniques during transitions?

Predict

- What might happen if we didn't have a healthy way to respond to our triggers?

Suggest

- How can these techniques help us cultivate resilience?

Points To Make

- ▶ Stress is a normal part of life and can accompany times of transition.
- ▶ Practicing simple stress management techniques that we can do anytime, anywhere, can help us deal with stressful situations when they occur.

**Suggested
Timing**
15 minutes

Activity C: 10 Bounce-Back Techniques for Managing Stress

Goals

Students will:

- learn and apply stress management techniques that can help cultivate resilience
- understand how the use of substances can undermine resilience

Preparation

Set up five stations around the room. At each station, place one Bounce-Back Technique Card (Appendix 3-1, page 17).

Teaching Strategies

- Facilitation
- Behavioral Rehearsal
- Assessment

Instructions

- F** ● ● ● 1. Introduce the goals of the activity.
2. Inform students that there are additional techniques they can learn to manage stress. Have students turn to Activity C: 10 Bounce-Back Techniques for Managing Stress on **page 6 of the Student Guide** and read them.
- BR** ● ● ● 3. Place students into five small groups. Assign each group to a station and direct them to go there.
4. Tell students that each group will generate three ideas on how to implement each of their two techniques and then answer the question below the chart.
- F** ● ● ● 5. Invite each group to report their ideas. Facilitate a discussion of their answers about how substance use might affect these techniques, as well as how the techniques help cultivate resilience.

Figure It Out (continued)

Activity C: 10 Bounce-Back Techniques* for Managing Stress

Work with your group. Suggest three ways to make the techniques work for you.

1. **Get together, get connected** with friends, family, community, religious, and/or social groups.
2. **Cut yourself some slack** when you're feeling stressed. Go easy on yourself—and on your friends and family.
3. **Create a hassle-free zone**, a place where you feel safe and comfortable and free from stress and anxiety.
4. **Stick to the program**: During a time of major stress, make sure you have a routine.
5. **Take care of yourself**—physically, mentally, and emotionally.
6. **Take control** so you can maintain your balance and focus on steps toward your goals.
7. **Express yourself** and your emotions, be it through writing or by creating something.
8. **Help somebody** either by volunteering in your community or at your school, or by helping a friend.
9. **Put things in perspective**: Eventually, things change and hard times end. Remember a time when you successfully handled a challenge.
10. **Turn it off**: Try to limit the amount of media you take in, including television and the Internet.

How might using substances impact these techniques' effectiveness?

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Activity C: 10 Bounce-Back Techniques* for Managing Stress

Note: Only information that is bolded here appears in the Student Guide.

1. **Get together, get connected with friends, family, community, religious, and/or social groups.** These are great resources for exchanging ideas, talking about concerns, and learning how others have handled the challenges and opportunities of change.
2. **Cut yourself some slack when you're feeling stressed.** Your emotions may feel out of control. Be prepared for this and **go easy on yourself—and on your friends and family.**
3. **Create a hassle-free zone, a place** that is a haven for you. It should be a place **where you feel safe and comfortable, and free from stress and anxiety.** Even when you can't be in your safe place, you can bring it to mind, and that can help you feel calm and centered.
4. **Stick to the program: During a time of major stress, make sure you have a routine.** You may be doing all kinds of new things, but don't forget the routines that keep you tied to yourself, such as exercising after school, or chatting with your friends in the evening.
5. **Take care of yourself—physically, mentally, and emotionally.** Get enough sleep, eat healthy foods, exercise, and above all avoid tobacco, alcohol, and drugs.
6. **Take control:** In the midst of stressful changes, **you can still maintain your balance.** Even when parts of your life feel out of control, **focus on accomplishing your goals;** taking small steps toward them will help you feel more powerful.
7. **Express yourself:** Change and transition can cause a multitude of conflicting emotions. If you're finding it hard to talk about your feelings, do something else to **express your emotions, be it through writing or creating something.**
8. **Help somebody:** Nothing gets your mind off your own problems like helping someone else. **Try volunteering in your community or at your school, or helping a friend.**
9. **Put things in perspective: Eventually, things change and hard times end.** **Remember a time when you successfully handled a challenge,** whether it was asking someone out on a date or applying for a job. When you talk about bad times, make sure you talk about good times as well. And if you can find something humorous in it, make a great story out of it!
10. **Turn it off:** Sometimes, the media, with its focus on the sensational, can add to the feeling that nothing is going right. **Try to limit the amount of media you take in, whether it's television, newspapers or magazines, or the Internet.**

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Observe

- What did you notice about all the stress management techniques?
- Which techniques seem most comfortable? Which seem least comfortable?

Analyze

- How can we improve our use of these techniques?
- What factors might undermine developing resilience?

Predict

- What might happen if people were to try to manage transitions and any stress associated with them by using drugs, alcohol, or other substances?
- How would people benefit from the ability to bounce back from the stress of challenging situations?

Suggest

- How might using stress management techniques help us in the workplace?

Points To Make

- ▶ Substance use may feel like it helps handle stress, but in reality it can make the stress worse and negatively affect our ability to make sound judgments and take appropriate actions to solve problems.
- ▶ The more resilient we are, the more we can handle stress and take advantage of opportunities that may come with a transition.

Do It Now/Make It Happen

**Suggested
Timing**
10 minutes

Activity D: Bounce-Back Practice

Goal

Students will:

- learn and apply stress management techniques that can help cultivate resilience

Teaching Strategies

- Behavioral Rehearsal
- Assessment

Instructions

1. Introduce the goal of the activity.
2. Tell students that they will be taking on the role of Bounce-Back Coach to practice their stress management skills.
3. Place students into small groups. Have each group select at least three triggers from the ones the class identified in Activity B.
4. Have students turn to Activity D: Bounce-Back Practice on **page 7 in the Student Guide**. Inform them that for each trigger, they will identify which Stress Management and Bounce-Back Techniques they would suggest a person use to handle each trigger and how it would help manage the stress.
5. Invite groups to share their ideas.
6. Process the activity using these open questions.

Do It Now		Make It Happen												
Activity D: Bounce-Back Practice With your group, choose three triggers from those identified by your class in Activity B. Which Stress Management and Bounce-Back Techniques (pages 15-16) would you advise a person to use to help handle each trigger? What benefit would each technique provide?														
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Wrap Up • Stress is a normal part of a time of transition. • Knowing how to benefit from opportunities and practicing stress management techniques can help you develop resilience during times of transition. • Learning to manage the stress of transitions in healthy ways helps you cultivate resilience. • Substance use undermines the ability to bounce back from stressful situations and can make them worse.														
SG page 7		3: Managing Stress 7												

Observe

- What do you notice about the techniques that were selected?

Analyze

- What is the advantage of knowing more than one Stress Management or Bounce-Back Technique?

Predict

- How might a person's reaction be different without the capacity for resilience?

Suggest

- How might different people handle the same trigger?

Points To Make

- ▶ Identifying our triggers and responses can help us determine which techniques work well for us.
- ▶ The benefits of these techniques vary with the person and the trigger. Knowing and using multiple techniques provide a variety of solutions to draw from.
- ▶ Cultivating resilience can help us seize opportunities and achieve success.
- ▶ Resilience helps us address the stress in transitions and helps keep it from affecting emotional, physical, and mental health.

Wrap Up

- Stress is a normal part of a time of transition.
- Knowing how to benefit from opportunities and practicing stress management techniques can help us develop resilience during times of transition.
- Learning to manage the stress of transitions in healthy ways helps us cultivate resilience.
- Substance use undermines the ability to bounce back from stressful situations—and can make them worse.

Appendix 3-1

Bounce-Back Technique Cards (Activity C)

1. Get together, get connected with friends, family, community, religious, and/or social groups.

2. Cut yourself some slack when you're feeling stressed. Go easy on yourself—and on your friends and family.

How might using substances impact these techniques' effectiveness?

*Transitions
Unit 3, Activity C*

3. Create a hassle-free zone, a place where you feel safe and comfortable and free from stress and anxiety.

4. Stick to the program: During a time of major stress, make sure you have a routine.

How might using substances impact these techniques' effectiveness?

*Transitions
Unit 3, Activity C*

5. Take care of yourself—physically, mentally, and emotionally.

6. Take control so you can maintain your balance and focus on steps toward your goals.

How might using substances impact these techniques' effectiveness?

*Transitions
Unit 3, Activity C*

7. Express yourself and your emotions, be it through writing or by creating something.

8. Help somebody by either volunteering in your community or at your school, or by helping a friend.

How might using substances impact these techniques' effectiveness?

*Transitions
Unit 3, Activity C*

9. Put things in perspective: Eventually, things change and hard times end. Remember a time when you successfully handled a challenge.

10. Turn it off: Try to limit the amount of media you take in, including television and the Internet.

How might using substances impact these techniques' effectiveness?

*Transitions
Unit 3, Activity C*

Unit	Unit Goals	Key Skills
Unit 1: Goal-Setting for Success	Introduce the LST Transitions program; examine how goal-setting can assist in navigating transitions; analyze the feasibility of a goal; teach strategies involved in setting goals	Effective planning; differentiating short-term and long-term goals; enhancing perseverance
Unit 2: Effective Communication	Understand the types of relationships and communication that occur in personal and professional environments; utilize effective verbal and written communication skills	Preventing and reducing misunderstandings; identifying appropriate communication behaviors; enhancing self-representation
Unit 3: Managing Stress	Increase awareness of common transitions of young adulthood and how they can cause stress; teach how stress reduction techniques can help to cultivate resilience; recognize how the use of substances can undermine resilience	Coping with stressful situations; behavioral monitoring; relaxation and stress reduction techniques; developing resilience
Unit 4: Decision-Making and Risk	Examine personal and peer group attitudes about risk; understand elements involved in decision-making; teach how to analyze potential consequences associated with taking risks; increase awareness of the effects of substances on decision-making	Analyzing the decision-making process; reducing risky behavior; reinforcing resistance to substances
Unit 5: Managing Time and Money	Examine the relationship between priorities and managing time and money; increase awareness of potential obstacles to budgeting and scheduling; teach strategies for managing financial resources and time	Prioritizing and planning; impulse control; self-monitoring; computational skills
Unit 6: Building Relationships	Identify appropriate behaviors associated with different types of relationships; teach the skills and benefits of collaborating, negotiating, and compromising	Differentiating types of relationships; productive conflict resolution; accepting differing points of view