

# Cultivate Your Happiness: A ThriveRU Weekly Workbook

*Revised Edition*

A calendar of weekly exercises designed to help you manage challenges and cultivate your well-being.

**Ryerson  
University**

**Student  
Affairs**

Each week of the academic year comes with its own unique challenges. This workbook was designed to provide you with at least one exercise that has proven to be effective in increasing life satisfaction, happiness and resilience. Questions designed to help you reflect on the impact of the exercise are included on the subsequent page to each exercise. A calendar with reminders to practice each new exercise can be downloaded as part of this resource.

Your happiness set point is determined by 3 different factors—genetics (50%), circumstances (10%), and your actions and attitudes (40%). Many of the weekly exercises are based on research reported by Sonja Lyubomirsky in *The How of Happiness* (2007). Other original sources include Shawn Achor, Mihaly Csikszentmihalyi, Jon Kabat Zinn, Christine Padesky, Sharon Saltzburg, and Martin Seligman.

ThriveRU Weekly Workbook written by  
Dr. Diana Brecher, Scholar-in-Residence,  
Positive Psychology for the ThriveRU initiative,  
Ryerson Student Affairs.

# ThriveRU Calendar at a Glance: Academic Year

Week 1:

**Making New Friends and Strengthening Your Connections with Old Friends**

Week 2:

**Gratitude**

Week 3:

**Cultivating Optimism**

Week 4:

**Living in the Present Moment**

Week 5:

**Coping Strategies**

Week 6:

**Growth Mindset**

Week 7:

**Practicing Acts of Kindness and Generosity**

Week 8:

**Increasing Flow**

Week 9:

**Learning to Forgive**

Week 10:

**Committing to Your Goals**

Week 11:

**Physical Activity and Exercise**

Week 12:

**Meditation**

Week 13:

**Savouring Life's Joys (Past, Present, and Future)**

[Download the  
Wall Calendar](#)

# The 5 Factor Model of Resilience: A Background for the ThriveRU Weekly Workbook

By Dr. Diana Brecher

When I was a little girl I used to wish upon a star; you know: “Star light, star bright, first star I see tonight, I wish I may, I wish I might, have this wish I wish tonight—I wish everyone was healthy and happy.” To my child’s mind it seemed to cover everything. It was the wish that encompassed all other wishes (as I had been taught through the fairy tales I loved). It was my way of making a difference in the world, the best way I knew how. I have since learned the LovingKindness Meditation (out of the Mindfulness Meditation tradition) that covers much of the same ground—but I’m getting ahead of myself.

Fast-forward to adulthood, I studied to become a clinical psychologist and began working at Ryerson’s counselling centre. My job, in some sense, was to help “everyone become healthy and happy”. After 25 years of working as a counsellor, manager, intern supervisor, and instructor, I started to wonder if there was a more direct way to reach the same goal.

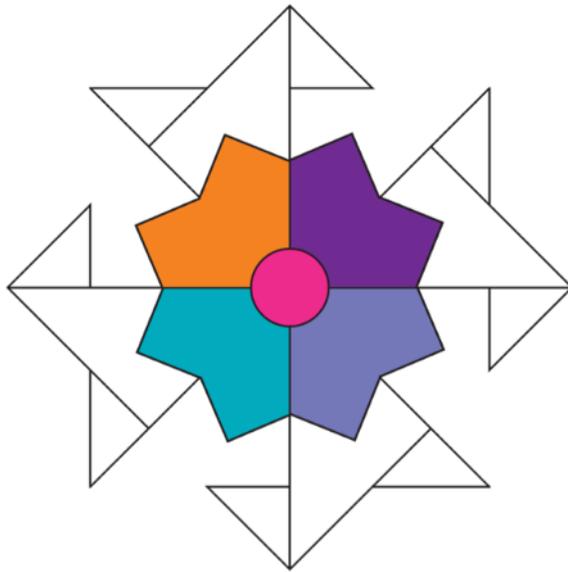
Positive psychology (a relatively new discipline) tells us that there are 6 dimensions of well-being and flourishing: positivity, engagement, relationships, meaning, achievement, and vitality. Throughout all six dimensions you will find talk of resilience, an integral aspect of flourishing. I became really interested in how to teach resilience as prevention—and reduce the need for intervention after the fact. My goal became to teach resilience so that people could bounce back (thriving) before they got stuck in distress in the first place.

I thought about what my years as a psychologist taught me, about the difference between surviving and thriving; and built this profile of someone who is struggling to thrive:

- They tend to ruminate about the past and worry about the future;
- They seem to be unaware of the good things that are happening in their life;
- They explain why things happen to them from a pessimistic perspective;
- They are judgmental and self-critical;
- They often give up when feeling overwhelmed.

If resilience is best defined as the capacity to bounce back after things go wrong, then what do people need to learn in order to thrive?

After considerable research into the field of Positive Psychology, I created a 5 Factor Model of Resilience. Think of it as a puzzle with mindfulness in the centre, and going clockwise: gratitude, optimism, self-compassion, and grit. Each component of this puzzle connects and augments the others, particularly in times of crisis.



## The Five Factor Model of Resilience

Mindfulness  
Gratitude  
Optimism  
Self-Compassion  
Grit

*The 5 Factor Model is developed by Dr Diana Brecher, from research in the field of Positive Psychology.*

### **Mindfulness**

I think of the absence of mindfulness as a form of time travel—either ruminating about the past and/or worrying about the future. Mindfulness is about being simply present at this very moment. It allows us to take stock and gather resources. Being mindful keeps us grounded in the actual situation and realistically focused on solutions and actions that will make a difference.

### **Gratitude**

Gratitude is not simply saying thank you when someone does you a favor. Gratitude in this context is about noticing good things that are happening all around you, and taking it in; savouring good experiences, the kindness and generosity of others, and opportunities that have opened up and the possibilities that you could explore. It's about the relationships between you and others and the expression of your gratitude to these important people in your life that seems to make life worth living. Gratitude also allows you to feel connected and hopeful about these possibilities.

### **Optimism**

The ways in which we explain why good things happen to us and why bad things happen to us has a significant impact on our ability to bounce back. Changing these explanations is something that can be learned. Martin Seligman, a psychologist at the University of Pennsylvania, discovered that optimists explain good times to themselves as something that they caused

directly or had a significant role in instigating; they perceive it as permanent; and it spills over into other aspects of their lives. Optimists end up feeling the glow of achievement and have hope in the future. Similarly, when something bad happens, optimists explain it to themselves as bad luck, temporary, and very situation specific. As optimists, we have more energy to be resilient and take action to resolve challenging situations because we haven't spent our energy feeling scared, filled with self-recrimination, and hopelessness the way that pessimists tend to do.

### **Self-Compassion**

When things go wrong we tend to blame ourselves for everything, being highly self-critical and impatient with our ever-so-human flaws. Kristen Neff, a psychologist at the University of Texas at Austin, asks: what if, instead of being so self-critical, we were able to be our own best friend? Kind, supportive, patient, loving—in the moment that we need it most? Cultivating this attitude of being your own best friend is integral to resilience.

### **Grit**

Grit has been defined by Angela Duckworth, a psychologist at the University of Pennsylvania, as perseverance and passion for very long term goals, in a wide range of contexts. I believe that cultivating grit in reference to overcoming setbacks, losses, and hurdles in our personal lives is equally essential to persevering in service of achievement. Grit is essential to my 5 Factor Model of Resilience because it is based on a choice we can make to stick to our goals despite the obstacles we face, and because we already have these attitudes and skills of resilience within ourselves; even when we don't think we do.

### **Personal Model Of Resilience**

I believe that we can tap the strategies, behaviours, attitudes, and beliefs that fuel our grit in one context in which we are successful, and import these to a different area of our lives where we are struggling. This is the essence of resilience. Christine Padesky, a psychologist and author of *Mind Over Mood*, suggests that when we do something we love on a regular basis, we keep going, no matter what; obstacles are seen as temporary and surmountable. Our faith in these successful strategies and attitudes is justified because they are familiar and trustworthy in one context—all we need to do is transpose these to another situation and discover how they work there. By bringing our behaviours from a successful context to an area where we are struggling, we are able to deal with the completely new challenge and succeed. Recognising these strategies, behaviours, attitudes, and beliefs becomes our personal model of resilience. So there we have it: being fully present and mindful; noticing the good things in life and all the possibilities before you; giving yourself credit for the good things that happen, with hope and zest for the future; forgiving yourself for things that have gone wrong; and tapping your already proven strengths to use them in service of the challenge before you. A five factor model of resilience; grounded in best practices research within the field of positive psychology and flourishing, and 25 years-experience working with university students who want to thrive and be their best selves.

*This article was originally published in the magazine TEDxRyersonU: Lenses in March 2017.*

I hope that the Five Factor Model of Resilience provides a context within which you understand why these exercises can lead us to thrive.



**Fall  
Term**

# Week 1:

## Making New Friends and Strengthening Your Connections with Old Friends

During the first few weeks of term, building community is an important task for most students. Research in Positive Psychology tells us that the happier you are, the more likely it is that you will have good friends. The deeper the friendships you have, the happier you feel. The good news is that you can increase your happiness by building and strengthening your friendships. We all need three good friends to give us a sense of belonging.

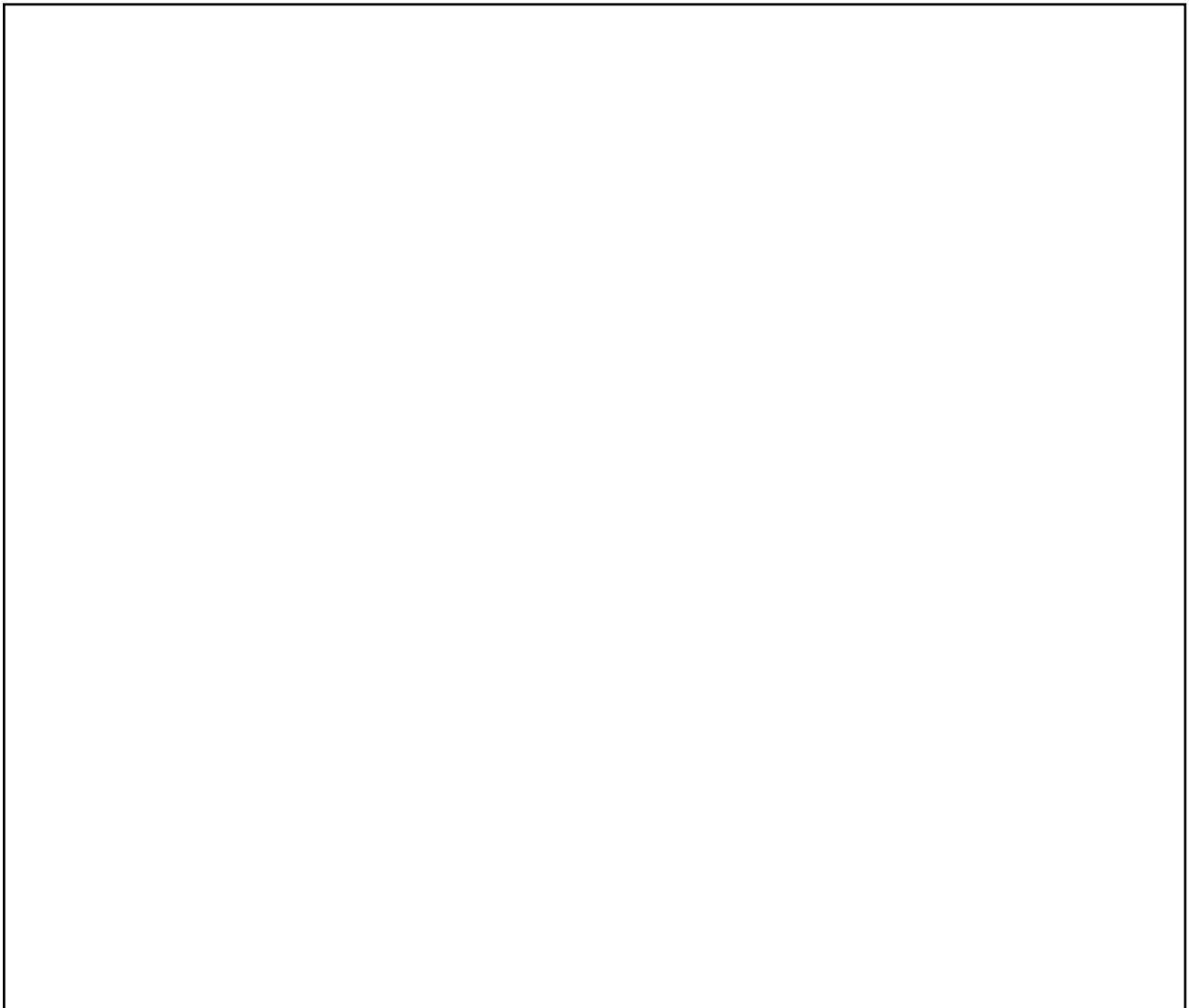
### Exercise:

Be willing to open up to your friends. Mutual sharing is what leads to real intimacy. Listen, give your friends 100% of your attention, and maintain eye contact when they are talking about something important. Tell them how much you appreciate them and value this time together. Universal rules of friendship include: keep their secrets, be loyal, and be at least as generous with them as they are with you. Hug your friends when you say hello and say goodbye.

# Week 1:

## **Making New Friends and Strengthening Your Connections with Old Friends**

What was the impact of putting more effort into the quality of your friendships? Did it make a difference?

A large, empty rectangular box with a thin black border, intended for the user to write their response to the question above.

# Week 2:

## Gratitude

Adapting to any new environment involves paying close attention to and assessing your strengths and weaknesses. Noticing opportunities and possibilities, and feeling grateful for the good things that happen in the course of a day, can boost your well-being and happiness overall. Gratitude strengthens the bonds of friendship and other connections to classmates, roommates, instructors, teaching assistants, staff, and helps you to cope with stress. Gratitude also increases the intensity and pleasure associated with savouring positive experiences.

### Exercise:

Express gratitude for the first time to someone to whom you feel grateful by writing them a letter. Be specific as to why, based on your shared experiences. Print it and read it to them. Give them the letter when you are done.

# Week 2:

## Gratitude

Did you start to notice new possibilities by paying attention to the good things in life?

A large, empty rectangular box with a thin black border, intended for a user to write their response to the question above.

# Week 3:

## Cultivating Optimism

Optimism is about how you explain to yourself why things happen to you. This means choosing how you see the world and your role in it. Pessimistic thinking can interfere with productivity, resilience, and focus. Optimistic thinkers have more hope and energy to deal with the bad times because we explain the good times as something we did to make it happen, and we see it as permanent and pervasive. By the third week of term your workload is beginning to sink in and you may start questioning your academic choices and ability to deliver on the expectations your instructors have for you.

### Exercise:

Ask yourself when something good happens:

- (1) What role did I play making this happen?
- (2) How can I make this permanent?
- (3) What can I do to have this spill over into other aspects of my life?

Ask yourself when something bad happens:

- (1) In what way is this also the responsibility of others or circumstances beyond my control?
- (2) How can I keep this temporary?
- (3) What must I do to contain the damage or the long-term effects of this event?

# Week 3:

## Cultivating Optimism

Were you able to flip into an optimistic frame of mind?

A large, empty rectangular box with a thin black border, intended for a user to write their response to the question above.

# Week 4:

## Living in the Present Moment

The capacity to be fully present and focused will reduce the impact of anxiety and stress, which tends to overwhelm at this time of year. The “honeymoon” period is over and your academic demands are increasing. There is a tendency to imagine the worst and feel stuck ruminating over what might go wrong. When you compare yourself to others you are less likely to focus on working through your problems and taking appropriate action. Gaining perspective on the most likely consequences of a situation can be very helpful.

### Exercise:

In order to solve a problem:

1. Imagine what would happen in the worst case scenario (be creative, generate several worst case scenarios, and give yourself permission to imagine the worst possible outcomes). Assign a percentage point to each of these options regarding how likely are they to happen.
2. Generate the best case scenarios - be optimistic and creative and generate the ideal outcomes to these scenarios. Assign percentage points to each of these best case scenarios.
3. Consider the most likely scenarios. Assign percentage points to each.
4. Develop an action plan based on the most likely scenarios.

If this is a problem you must solve - then solve it and learn the lessons this process has taught you along the way (patience, perseverance, compassion, courage, loyalty, etc.).

# Week 4:

## Living in the Present Moment

Solve a problem by itemizing what would happen in each scenario.

Worst Case Scenarios	%	Most Likely Scenarios	%	Best Case Scenarios	%

Create a Plan: Given the most likely scenario, I can \_\_\_\_\_

# Week 5:

## Coping Strategies

Learning to cope during the good times is in itself a good strategy—you can rely on it when you hit a rough patch. Doing things differently (dealing with things head on) and thinking about things differently (becoming more hopeful and optimistic) are both good ideas.

### Exercise:

Coping sheet: Divide a page into 4 quadrants - at the top write “day” and “night”, along the sides write “alone” and “with others” :

Make a list of activities that can help you to cope in each quadrant. For example: during the day, when alone—reading a good novel, going for a run, painting, meditating; with others—texting your best friend and making plans to get together, shoot hoops, ask for help, etc. Complete the chart with ideas in all 4 circumstances (day and night, with others and alone). Put these ideas somewhere convenient (like on your phone) and pick the one that makes the most sense when you are stressed out. Add to it as new ideas come to you.

# Week 5:

## Coping Strategies

List your coping strategies

	Day	Night
Alone		
With others		

# Week 6:

## Growth Mindset

Use curiosity and an open mind when engaged in learning. Learning takes effort and a willingness to feel stuck at some points. Adopt the attitude: “I’m not sure I can do it now, but I think I can learn to with time and effort.” Praise yourself for the effort and hard work that you put into a project—it will sustain you over time.

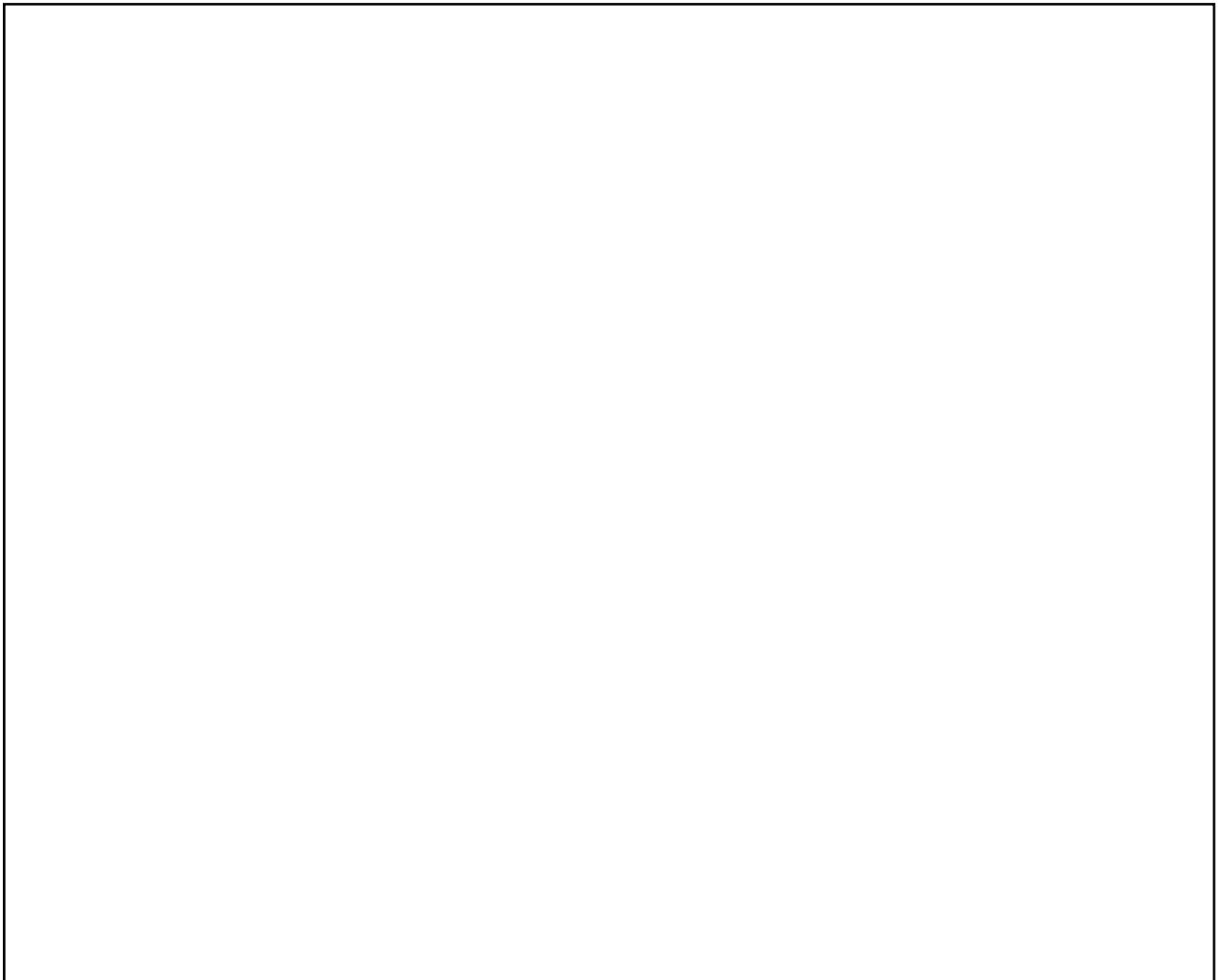
### Exercise:

- Watch Carol Dweck’s TED talk on Growth Mindset: [https://www.ted.com/talks/carol\\_dweck\\_the\\_power\\_of\\_believing\\_that\\_you\\_can\\_improve/transcript?language=en](https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve/transcript?language=en)
- Approach each assignment or task this week with an attitude of curiosity and enthusiasm for learning, trusting that if you put in the effort you will overcome the challenge.

# Week 6:

## Growth Mindset

What did you feel after watching Carol Dweck's TED talk on Growth Mindset? How can you cultivate an attitude of curiosity and enthusiasm for learning?

A large, empty rectangular box with a thin black border, intended for a student to write their response to the question above.

# Week 7:

## Practicing Acts of Kindness and Generosity

Practicing acts of kindness and generosity leads to raising your overall level of happiness. The more you give to others the better you feel about yourself. There is often a “pay it forward” ripple effect, and those who received your act of kindness or generosity are more likely to do something similar for someone else. It is a great way to bring about change in your community, one step at a time, by modeling it.

### Exercise:

- As you go through your day, be aware of the needs of others and make an effort to reach out to help them in some way. Pay attention to what it feels like to be generous with your time and skills. Vary your acts of kindness and notice what it says about you that you took the time to be of help to someone. Which values do these acts of generosity express?

# Week 7:

## Practicing Acts of Kindness and Generosity

In what ways did these random acts of kindness improve your life or mood?

A large, empty rectangular box with a thin black border, intended for the user to write their response to the question above.

# Week 8:

## Increasing Flow

Increasing flow involves feelings of intense absorption in whatever activity in which you are engaged. You feel engaged and excited and your skills are just enough to meet the challenge. Flow experiences can happen at school, work, and play. Boredom or anxiety occur when the challenge is too low (leading to boredom) or your skills are too low (resulting in anxiety). You can move into Flow by either increasing the challenge or acquiring more skills. Flow results in a subjective sense that time is passing differently (faster or slower, depending on context).

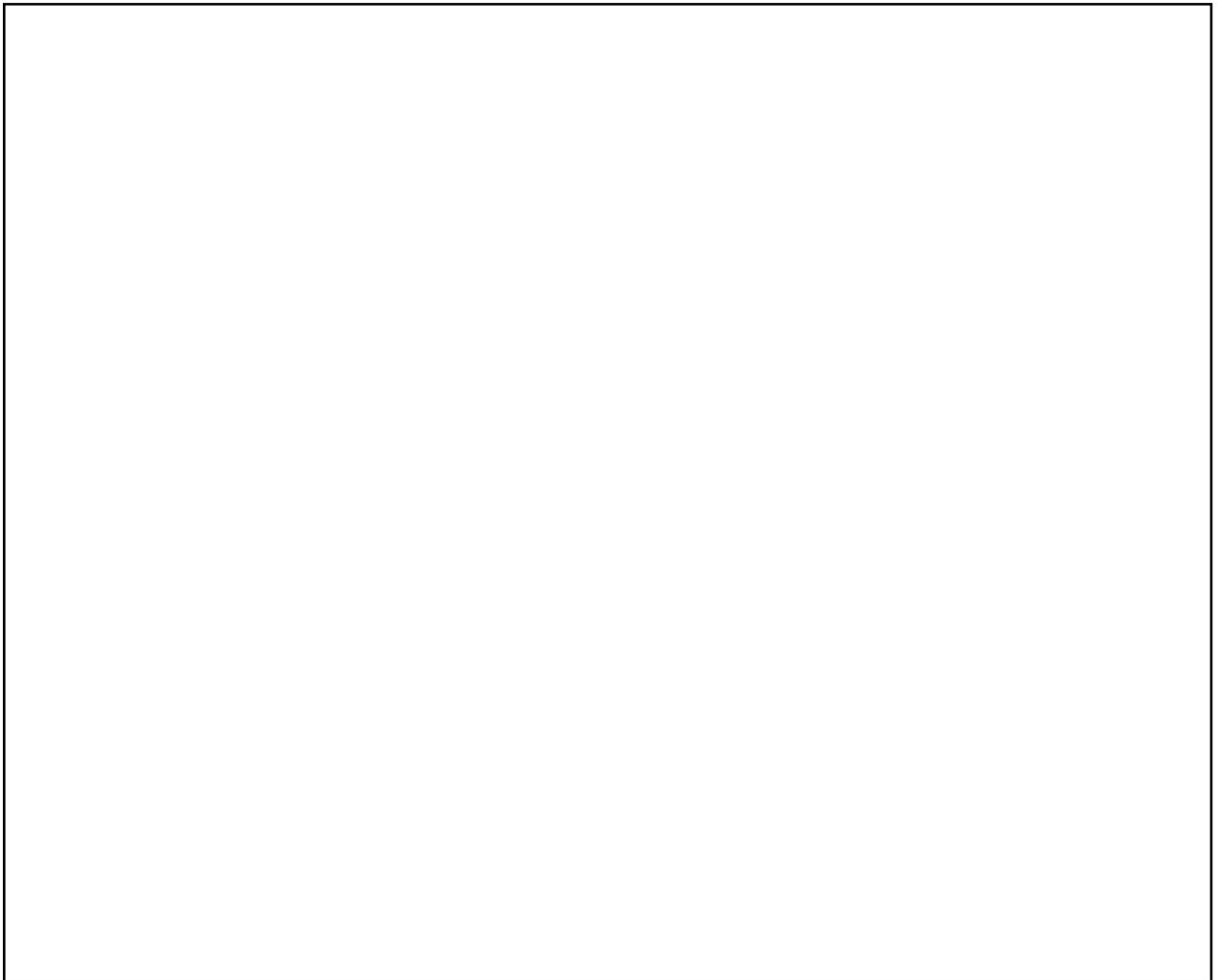
### Exercise:

- Fully focus your attention on what you are doing. Try not to let yourself get distracted by non-related concerns. Be wholeheartedly open to new and different experiences and be willing to learn new things all the time. Look for high-challenge, high-skill situations and take on new challenges as you become comfortable with the old ones. Know which activities bring on Flow for you and do more of them. If you are anxious—increase your skills through working harder and smarter. If you are bored—take on new challenges. The easiest way to get into flow is to have clear rules for performance, immediate feedback, doing things that allow for some control over your work (exams, assignments, presentations), and ensure that the challenge matches your skills.
- Read *Flow: The Psychology of Optimal Performance* by Csikszentmihalyi
- Watch “Flow by Mihaly Csikszentmihalyi + The rise of superman by Steven Kotler book review mix” here: [https://www.youtube.com/watch?v=69\\_RfIAAuHE](https://www.youtube.com/watch?v=69_RfIAAuHE)

# Week 8:

## Increasing Flow

What circumstances bring Flow into your life?  
What is your plan to increase your challenges  
or skills?

A large, empty rectangular box with a thin black border, intended for the user to write their answers to the questions above.

# Week 9:

## Learning to Forgive

The person who benefits most from forgiveness is yourself. Holding on to disappointment, resentment, and anger only serves to hurt you in the long run. Not forgiving is like holding a burning hot rock and expecting the person you can't forgive to get burnt.

### Exercise:

- Remember a time when someone forgave you. How did they express their forgiveness to you? How did you react? What were the benefits of being forgiven and what did you learn from the experience? How did your relationship change as a result of you being forgiven?
- After this reflection, consider forgiving yourself for an error in judgement or thoughtlessness. Self-compassion is about being your own best friend—supportive, gentle, and understanding without any judgement. This is a gift that you give yourself.
- Watch Dr. Kristen Neff on self-compassion: <https://www.youtube.com/watch?v=lvTZBUSplr4>

# Week 9:

## Learning to Forgive

How has forgiveness (of others or yourself) enriched your life?

A large, empty rectangular box with a thin black border, intended for a person to write their response to the question above.

# Week 10:

## Committing to your Goals

Pursuing goals gives you a sense of meaning and purpose, and achieving your goals makes you happier in the long term. They improve your time and task management skills because you must get organized in pursuit of goals. Choose personally meaningful goals based on your own values and interests.

### Exercise:

Identify your top priority goals and rank order them. Break down your top goal into subgoals, including specifically when, where, and how you can begin to work on these subgoals. Consider obstacles you might encounter and brainstorm solutions or action plans to deal with these obstacles. Carry out the goals with lots of support from family and friends. Remember to consider: are you approaching a desirable goal or trying to avoid an undesirable one? It is easier to accomplish a goal if you conceive of it as doing something proactive (e.g., I plan to eat healthy foods with good portion control) instead of avoiding what you don't want to do (don't eat tempting snacks).

# Week 10:

## Committing to your Goals

Has this exercise moved you closer to achieving your goals? What is the effect of framing your goals in positive terms (i.e. the presence, rather than the absence, of something)?

A large, empty rectangular box with a thin black border, intended for the user to write their response to the question above.

# Week 11:

## Physical Activity and Exercise

Physical activity and exercise increases quality of life, improves mood, reduces anxiety and stress, increases focus and attention, and improves quality of sleep. Moderate physical activity 3 times a week is a great place to start if you are not already active.

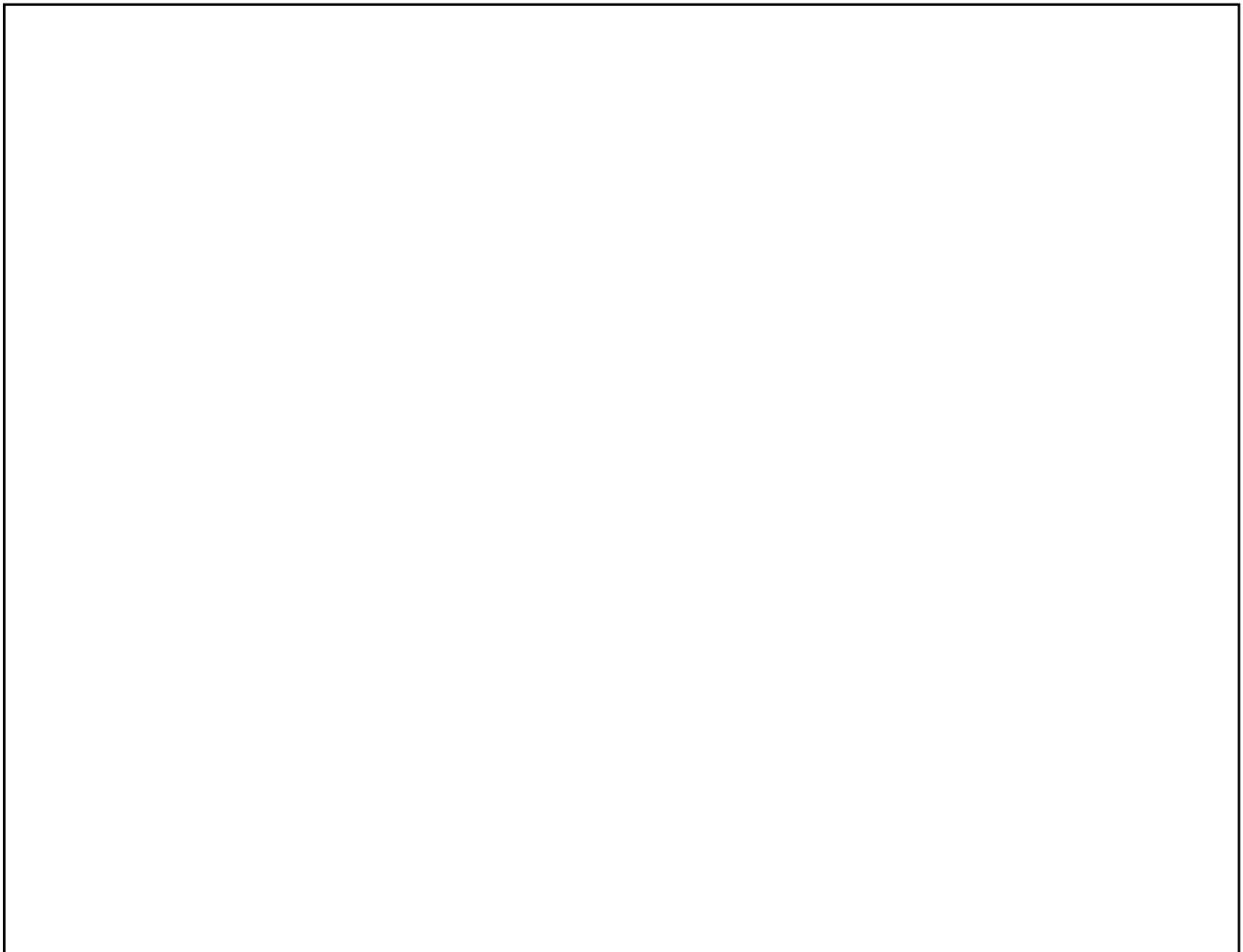
### Exercise:

Choose something you enjoy doing and fits your personality and lifestyle; it can be a class at the gym, a team sport, or following a DVD alone at home. Decide when, where, and for how long you intend to exercise and keep to that schedule. Try to choose a time of day when you have the most energy. If you can't keep your schedule on one occasion don't let it stop you from going right back to exercise as soon as you have the time.

# Week 11:

## Physical Activity and Exercise

What helped you to exercise regularly? While monitoring your productivity, focus, quality of sleep and mood—in what ways did these change as a result of regular exercise?

A large, empty rectangular box with a thin black border, intended for the user to write their response to the question above.

# Week 12:

## Meditation

Cultivating attention with regular practice can lead to increased happiness and well-being. Regular meditation impacts one's level of stress, cognitive functioning, and physical well-being. It tends to increase a sense of alertness, as well as relaxation.

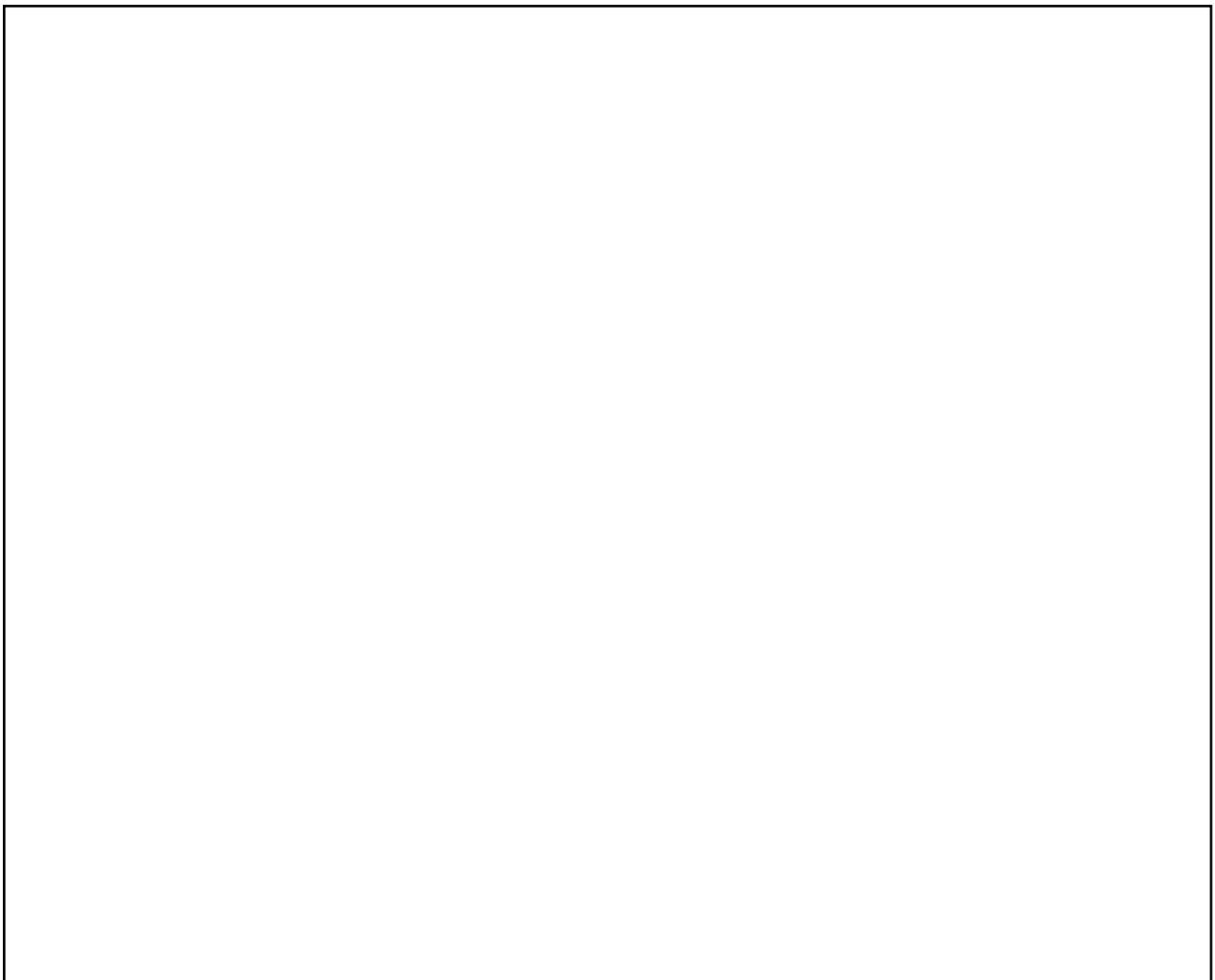
### Exercise:

3 minute breathing space: Sit comfortably bringing length to your spine and keep a sense of softness in your posture. Rest your hands in your lap and tuck in your chin slightly. Close your eyes. Bring your awareness inwardly and focus on your breath. Pay attention to the inhale and the exhale. Focus your awareness to your breath. There's no need to change it. Just notice the rhythm and pace of your breath. Bring your awareness to the physical sensations in your body including places of pressure, contact, or temperature. Now bring your awareness to your thoughts; notice what is popping into your mind. Just notice your thoughts and let them go. Bring your awareness to your feelings, noticing any qualities but not getting wrapped up in what they mean. Expand your awareness to your whole body. Get a sense of your whole self being here in the present moment. Imagine your whole body breathing with each inhale and exhale. PAUSE. When you're ready, open your eyes and bring your awareness back into the room to close the practice.

# Week 12:

## Meditation

How did this meditation make you feel? Did the three minutes of quiet breathing and reflection reset your energy?

A large, empty rectangular box with a thin black border, intended for the user to write their response to the meditation question.

# Week 13:

## Savouring Life's Joys (Past, Present, and Future)

Classes are over and exams are beginning—staying grounded can involve taking the time to remember the good times, be fully present (appreciating what is happening right now), and optimistically anticipating the times that make life worth living. Use all of your senses to recall a pleasant experience, to fully engage in the present joys, and to imagine a future event by considering all aspects of it.

### Exercise:

- Relish ordinary experiences—take the time to slow down and focus on appreciating the things we normally take for granted. Take a few moments to reflect and appreciate pleasurable experiences. It can be as simple as smelling baked bread or a fresh cup of coffee, or noticing the calm of a sunset.
- Reminisce with friends or family about shared experiences—enjoy sharing your memories and remembering a bit differently by listening to what they recall—thereby enriching both of your experiences of savouring.
- Transport yourself—travel to a place that has always brought you peace or pleasure or comfort by using your imagination to recreate it and bring it back when you need it. Have a list of places that you love and spend the time to recall all aspects of it using all of your senses. Go there in your mind when you feel stressed out and need a few minutes to re-charge. Try doing this twice a week.

# Week 13:

## Savouring Life's Joys (Past, Present, and Future)

Which of these exercises of savouring had the greatest impact and why?





# Winter Term

# Week 1:

## Making New Friends and Strengthening Your Connections with Old Friends

During the first few weeks of term, building community is an important task for most students. Research in Positive Psychology tells us that the happier you are, the more likely it is that you will have good friends. The deeper the friendships you have, the happier you feel. The good news is that you can increase your happiness by building and strengthening your friendships. We all need three good friends to give us a sense of belonging.

### Exercises:

1. Make time to make friends and show interest in what is important to them. Create a regular time (preferably on a weekly basis) to get together and do something—go to the gym, meet for coffee, play on a baseball team, or join a student group together.
2. When thinking about long term friends—you can further enhance your connection by doing these over several days or weeks:
  - Write a list of what initially drew you to this friend and elaborate with examples.
  - Write about an especially good time in your friendship.
  - Remember a time when your friend disappointed you and try to come up with a generous explanation for why they behaved as they did.
  - Write about values and goals that you both share.

# Week 1:

## **Making New Friends and Strengthening Your Connections with Old Friends**

Have you been able to strengthen your friendships by spending quality time together? Did your weekly exploration (of what drew you to your friends and the values you share) deepen these friendships?

A large, empty rectangular box with a thin black border, intended for the user to write their response to the questions above.

# Week 2:

## Gratitude

Adapting to any new environment involves paying close attention to and assessing your strengths and weaknesses. Noticing opportunities and possibilities, and feeling grateful for the good things that happen in the course of a day, can boost your well-being and happiness overall. Gratitude strengthens the bonds of friendship and other connections to classmates, roommates, instructors, teaching assistants, staff, and helps you to cope with stress. Gratitude also increases the intensity and pleasure associated with savouring positive experiences.

### Exercise:

Keep a gratitude journal—every Sunday evening, think about 3 good things that happened during the week, your role in making them happen (if any), and what it means to you and/or your future that these events or interactions happened.

# Week 2:

## Gratitude

How has writing in your gratitude journal opened up new possibilities for you?

A large, empty rectangular box with a thin black border, intended for the user to write their response to the question above.

# Week 3:

## Cultivating Optimism

Optimism is about how you explain to yourself why things happen to you. This means choosing how you see the world and your role in it. Pessimistic thinking can interfere with productivity, resilience, and focus. Optimistic thinkers have more hope and energy to deal with the bad times because we explain the good times as something we did to make it happen, and we see it as permanent and pervasive. By the third week of term your workload is beginning to sink in and you may be questioning your academic choices and ability to deliver on the expectations your instructors have for you.

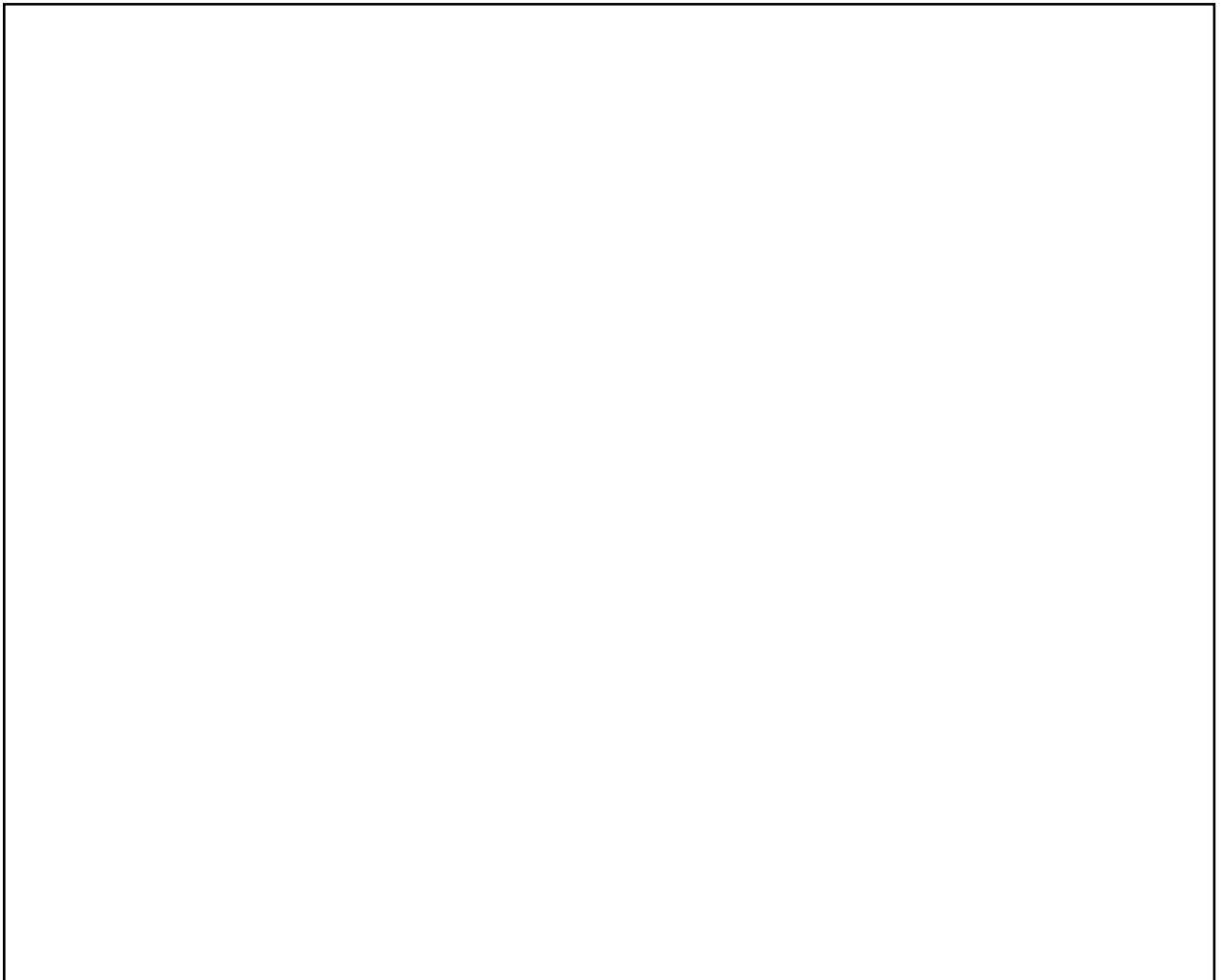
### Exercise:

Take 20 minutes, while sitting quietly, and imagine your best possible self; think about what you would like your life to be—one, five, or ten years from now. Imagine a future in which all your dreams have come true. You accomplished your goals and put in the effort necessary to reach them. Then break these up into sub goals, as one way of planning out how you will get there. Recall times that you have been successful at something and identify what strengths and resources you used to achieve your goal. Work on the details daily until it fully reflects your best possible future self.

# Week 3:

## Cultivating Optimism

How did imagining your best possible future affect your mood? Are you more hopeful about what may happen?

A large, empty rectangular box with a thin black border, occupying the lower half of the page. It is intended for a student to write their response to the question above.

# Week 4:

## Living in the Present Moment

The capacity to be fully present and focused will reduce the impact of anxiety and stress, which tends to overwhelm at this time of year. The “honeymoon” period is over and your academic demands are increasing. There is a tendency to imagine the worst and feel stuck ruminating over what might go wrong. When you compare yourself to others you are less likely to focus on working through your problems and taking appropriate action. Gaining perspective on the most likely consequences of a situation can be very helpful.

### Exercise:

- Give yourself the gift of perspective: imagine how important this concern might be in 5 or 10 years, or create an image of your problems as a dot on planet Earth, which is a small part of the solar system, and only a tiny part of the Milky Way... shrinking this problem down to a more realistic size.
- If this is a problem you must solve—then solve it and learn the lessons this process has taught you along the way (patience, perseverance, compassion, courage, loyalty, etc.)

# Week 4:

## Living in the Present Moment

How did changing your perspective shift your view of a problem? What lessons did you learn by problem solving?

A large, empty rectangular box with a thin black border, intended for the user to write their response to the questions above.

# Week 5:

## Coping Strategies

Learning to cope during the good times is in itself a good strategy—you can rely on it when you hit a rough patch. Doing things differently (dealing with things head on) and thinking about things differently (becoming more hopeful and optimistic) are both good ideas.

### Exercise:

Gaining perspective: for 15 minutes, four days in a row, write about a challenging event with which you are dealing. Explore your feelings and thoughts about what this means to you and how important it is for you to cope with this problem. Do you have any role models who coped with similar problems and are there actions you can emulate? Think about your support network (how can they help or support you) and try to put this situation in perspective (what this tells you about who you were in the past, how it affects your present and what, if any, future implications this challenge may bring).

# Week 5:

## Coping Strategies

How have your role models and/or support system helped you to cope?

A large, empty rectangular box with a thin black border, intended for the user to write their response to the question above.

# Week 6:

## Growth Mindset

Use curiosity and an open mind when engaged in learning. Learning takes effort and a willingness to feel stuck at some points. Adopt the attitude: “I’m not sure I can do it now, but I think I can learn to with time and effort.” Praise yourself for the effort and hard work that you put into a project—it will sustain you over time.

### Exercise:

Don't count on willpower alone to get the job done. Willpower diminishes as the day wears on, so you need other strategies to get things done. Instead: remove the first 20 seconds of obstacles to you working on the task, and then stick to it until you're done. If you want to stop doing things—create 20 seconds of obstacles to stop you from starting the bad habit you are trying to break; make it effortful to engage in it, and you won't.

# Week 6:

## Growth Mindset

Did you try to use the 20 Second Rule to add a new habit or to break on old one? What worked? What didn't work?

A large, empty rectangular box with a thin black border, intended for the user to write their response to the question above.

# Week 7:

## Practicing Acts of Kindness and Generosity

Practicing acts of kindness and generosity leads to raising your overall level of happiness. The more you give to others the better you feel about yourself. There is often a “pay it forward” ripple effect, and those who received your act of kindness or generosity are more likely to do something similar for someone else. It is a great way to bring about change in your community, one step at a time, by modeling it.

### Exercise:

- Choose one day this week to be kind and considerate to others. These 5 acts of generosity don't need to be directed to the same person; or even to people you know:
  - Offer to fix something for a roommate.
  - Surprise a friend with a meal.
  - Smile at someone who is serving you in a store or restaurant.
  - Develop your compassion for others by imagining life from their perspective, and be generous.
  - Do a kind deed and don't tell anyone else about it.

# Week 7:

## Practicing Acts of Kindness and Generosity

How did these acts of kindness affect your sense of well-being and happiness?

A large, empty rectangular box with a thin black border, intended for the user to write their response to the question above.

# Week 8:

## Increasing Flow

Increasing flow involves feelings of intense absorption in whatever activity in which you are engaged. You feel engaged and excited and your skills are just enough to meet the challenge. Flow experiences can happen at school, work, and play. Boredom or anxiety occur when the challenge is too low (leading to boredom) or your skills are too low (resulting in anxiety). You can move into Flow by either increasing the challenge or acquiring more skills. Flow results in a subjective sense that time is passing differently (faster or slower, depending on context).

### Exercise:

1. When in conversation, listen carefully and ask lots of follow up questions, such as "And then what happened?" and "Why did you think that?" This will engage you more fully. Make it a goal to learn more about the speaker as you are having this conversation.
2. Choose leisure activities that invite you to concentrate and challenge your mind or use your skills. Often these activities have clear goals and rules to guide you with immediate feedback to tell you how well you are doing (sports, games, playing a musical instrument, artistic activities, etc.).
3. Think about your studies as leading to your future. You get to decide if you will have a job, a career, or a calling. This depends on your willingness and ability to engage in Flow activities each step of the way. Consider this: a bricklayer working on a hospital can think of their work as laying bricks (a job), constructing a building (a career), or laying the foundation for a place of healing. When we see our work as a calling we take on extra challenges to more fully engage and live in Flow much more of the time.

# Week 8:

## Increasing Flow

Which activities are most likely to bring you into Flow? How can you do more of them?

A large, empty rectangular box with a thin black border, intended for the user to write their answers to the question above.

# Week 9:

## Learning to Forgive

The person who benefits most from forgiveness is yourself. Holding on to disappointment, resentment, and anger only serves to hurt you in the long run. Not forgiving is like holding a burning hot rock and expecting the person you can't forgive to get burnt.

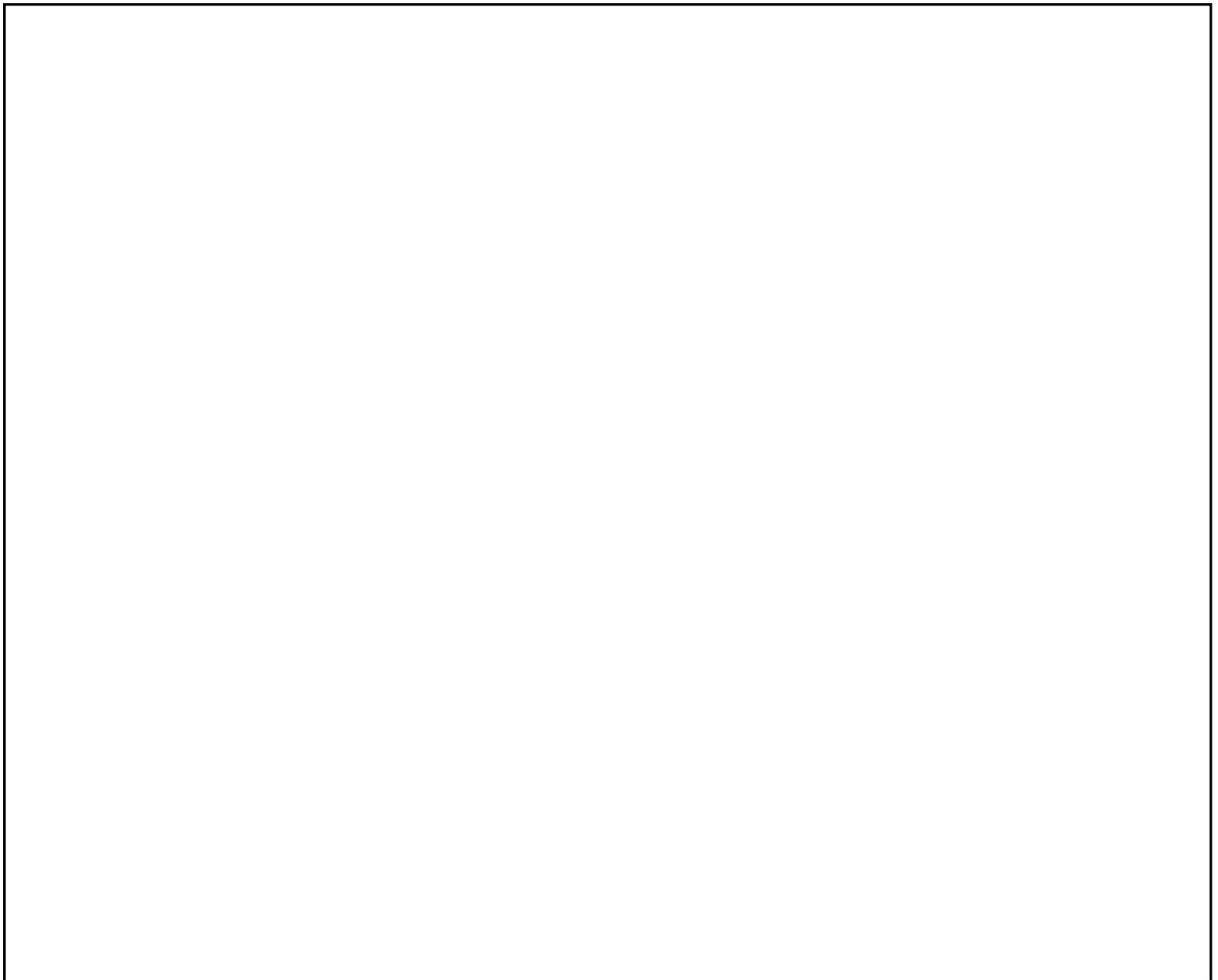
### Exercise:

Write a letter of forgiveness to someone who has hurt you. Describe what they did and explain how it impacted you now and at the time. Tell this person how you wish they had behaved instead. At the end the letter clearly state that you have forgiven them. Decide if you want to send it to them, or not. Either way a weight should be lifted. Writing the letter is something you do for yourself, sending it (if appropriate and possible) is something you do for the other person and for the relationship.

# Week 9:

## Learning to Forgive

How did writing this letter affect you?  
Did the burden of carrying these  
experiences lift? Why?

A large, empty rectangular box with a thin black border, intended for the student to write their response to the questions above.

# Week 10:

## Committing to your Goals

Pursuing goals gives you a sense of meaning and purpose, and achieving your goals makes you happier in the long term. They improve your time and task management skills because you must get organized in pursuit of goals. Choose personally meaningful goals based on your own values and interests.

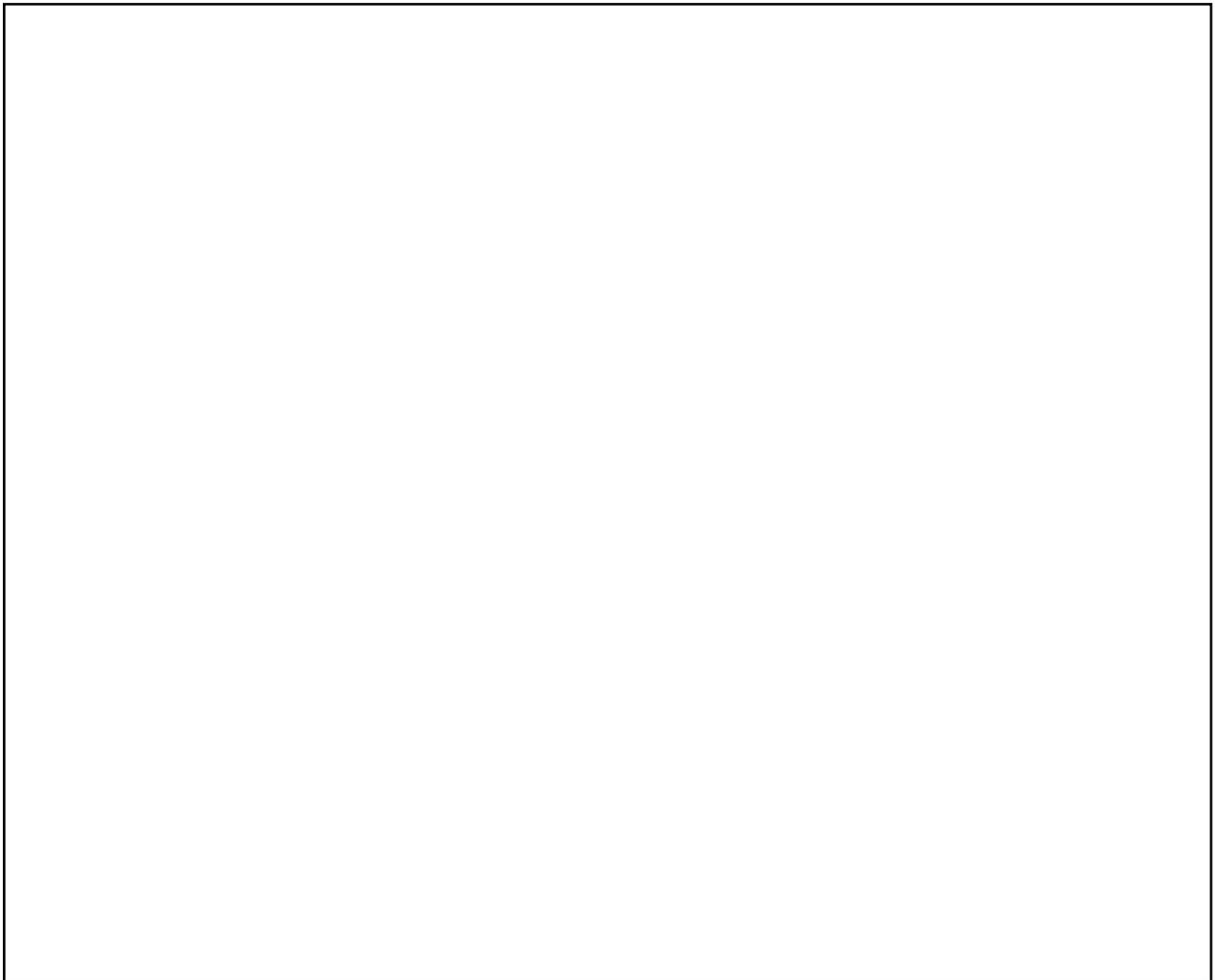
### Exercise:

If you are not sure what your lifelong goals are, try this exercise: imagine the personal legacy that could be written after you die. For what do you wish your children and grandchildren or community to remember you? Imagine and write a description of your life accomplishments. Elaborate on why these events and deeds are so meaningful and identify the values they reflect. Your goals will emerge from this exercise.

# Week 10:

## Committing to your Goals

What are your goals now that you imagined your personal legacy? What should be in your action plan to reach these goals?

A large, empty rectangular box with a thin black border, intended for the user to write their goals and action plan.

# Week 11:

## Physical Activity and Exercise

Physical activity and exercise increases quality of life, improves mood, reduces anxiety and stress, increases focus and attention, and improves quality of sleep. Moderate physical activity 3 times a week is a great place to start if you are not already active.

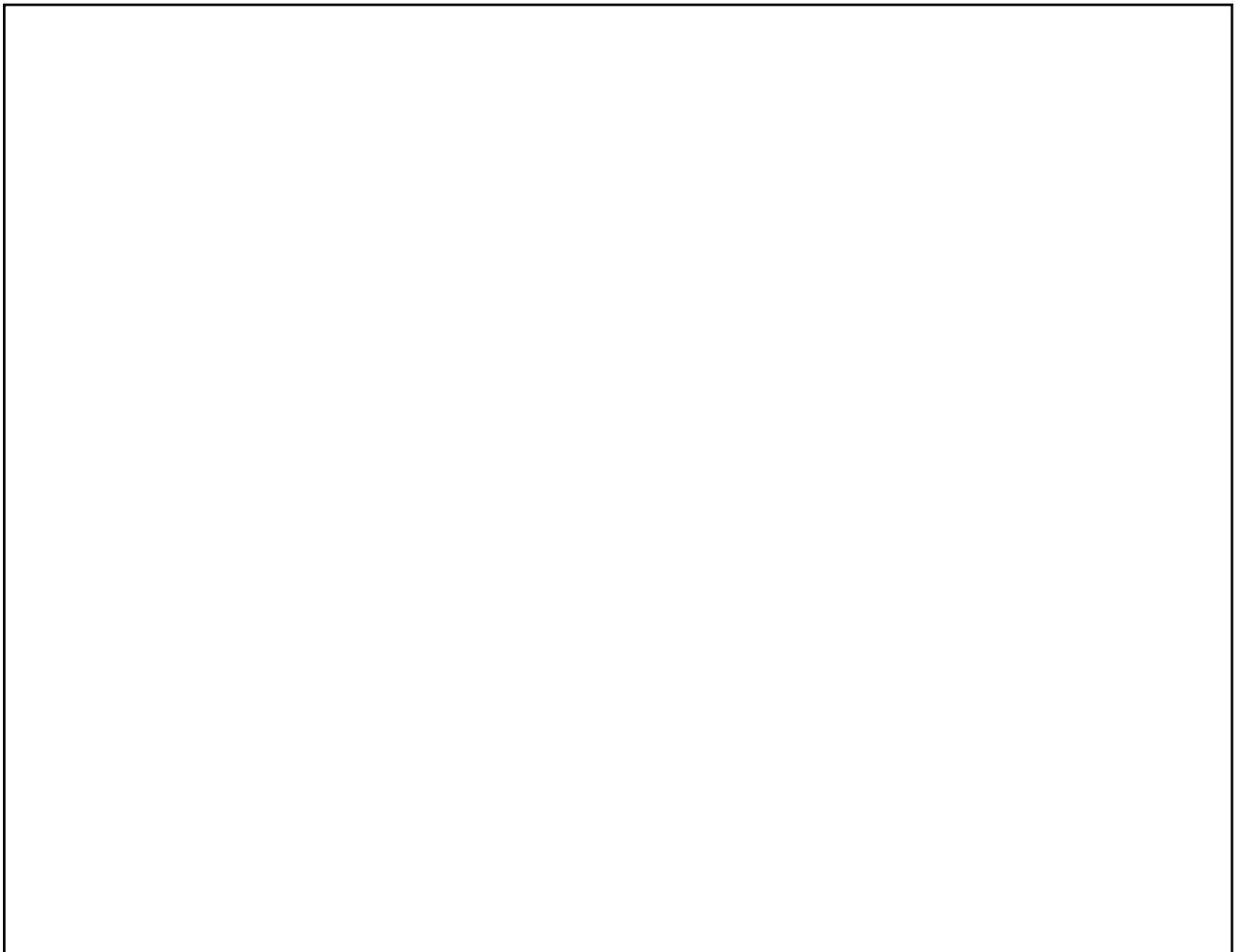
### Exercise:

If you're not sure that you have the time to exercise try this experiment: monitor your productivity, focus, quality of sleep, and mood for one week while you are exercising. Compare it to the following week when you are not exercising. Decide for yourself whether it is worth the time and effort.

# Week 11:

## Physical Activity and Exercise

What happened when you monitored your productivity, focus, and quality of sleep during the week? Did this information inspire you to keep your exercise routine?

A large, empty rectangular box with a thin black border, intended for the user to write their response to the questions above.

# Week 12:

## Meditation

Cultivating attention with regular practice can lead to increased happiness and well-being. Regular meditation impacts one's level of stress, cognitive functioning, and physical well-being. It tends to increase a sense of alertness, as well as relaxation. Jon Kabat Zinn teaches this LovingKindness meditation:

### Exercise:

Sit comfortably bringing length to your spine and keep a sense of softness in your posture. Rest your hands in your lap and tuck your chin in slightly. Close your eyes. Bring your awareness inward and focus on your breath. Pay attention to the inhale and the exhale. Bind your awareness to your breath. There's no need to change it -- just notice the rhythm and pace of your breath. Bring your awareness to the physical sensations in your body including places of pressure, contact, or temperature. PAUSE. When your breathing is deep and steady—say the following phrases to yourself:

May I be safe and protected, and free from inner and outer harm;  
May I be happy and contented;  
May I be healthy and whole, to whatever degree possible;  
May I experience ease of well-being;

After you have gone through this exercise focused on yourself, change your focus for each new category of people, for each round of the meditation:  
For example—directed towards someone who we love and who loves us unconditionally:

May you be safe and protected, and free from inner and outer harm;  
May you be happy and contented;  
May you be healthy and whole, to whatever degree possible;  
May you experience ease of well-being;

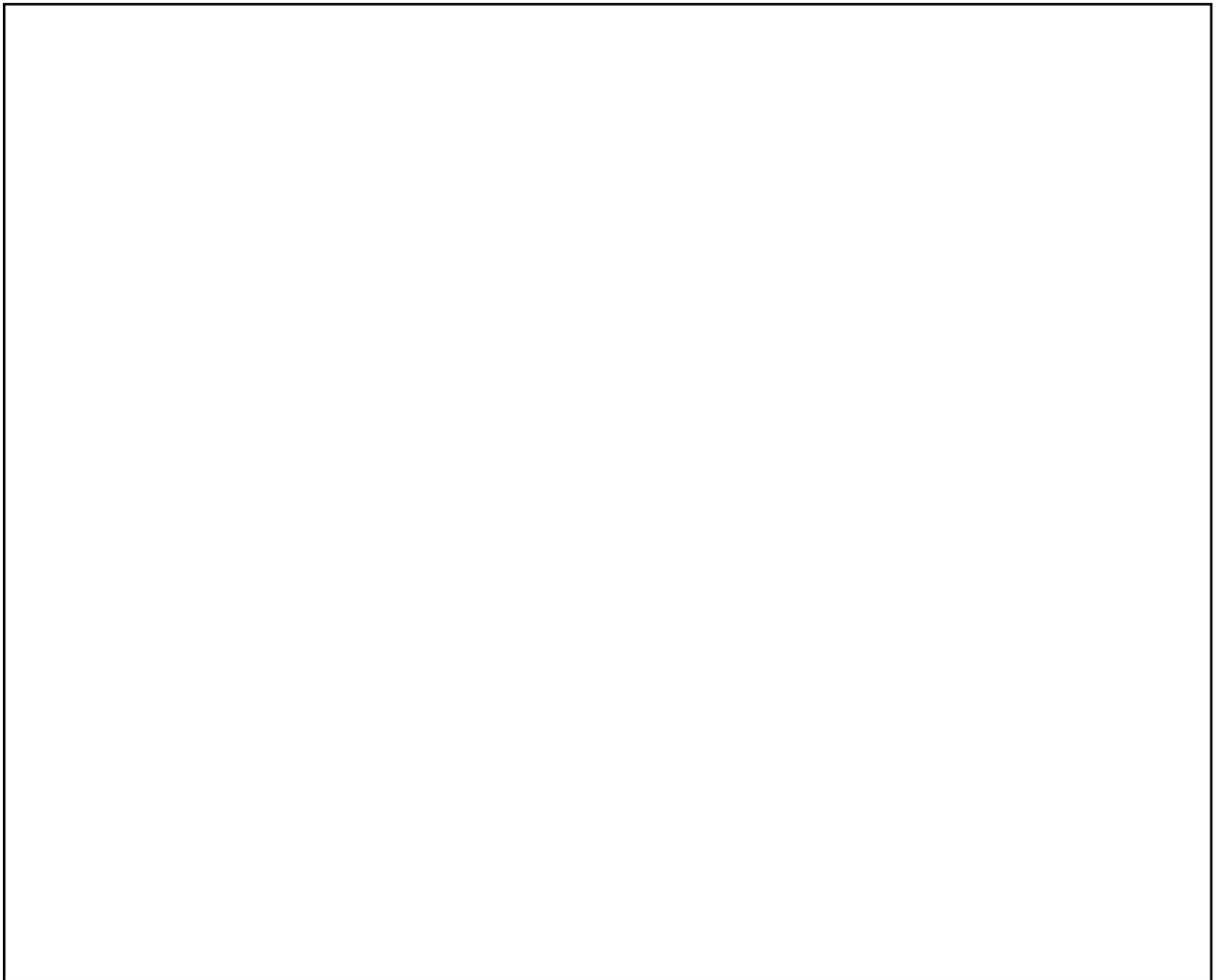
Thereafter, repeat the full meditation below for the following: (a) people who you know, (b) people who you don't know, (c) all beings on the planet (e) the planet (f) field of lovingkindness use this phrasing:

May we be safe and protected, and free from inner and outer harm;  
May we be happy and contented;  
May we be healthy and whole, to whatever degree possible;  
May we experience ease of well-being;

# Week 12:

## Meditation

How did it feel to go through this  
LovingKindness meditation?  
What did it bring up for you?

A large, empty rectangular box with a thin black border, intended for the user to write their reflections on the meditation experience.

# Week 13:

## Savouring Life's Joys (Past, Present, and Future)

Classes are over and exams are beginning—staying grounded can involve taking the time to remember the good times, be fully present (appreciating what is happening right now), and optimistically anticipating the times that make life worth living. Use all of your senses to recall a pleasant experience, to fully engage in the present joys, and to imagine a future event by considering all aspects of it.

### Exercise:

1. Pay close attention to the pleasures in your life; take the time to enjoy the taste and smells of your favourite foods, the beauty of a sunrise, the sound of your favorite music, and the joy of laughing with friends. It helps to block off one sense while focusing on others (e.g. close your eyes while listening to music).
2. Create a photo album of your favourite people and places. Look at it regularly to give yourself a boost, especially when away from home.
3. Seek out bittersweet experiences—the mix of sad and glad leads you to appreciate the moment even more, precisely because it will come to an end, and you know it.
4. Nostalgia is about remembering something that has passed but still brings you joy—spend some time thinking about your nostalgic moments.

Sources: Bryant & Veroff (2007); Kurtz, Wilson & Gilbert (2007); Liberman, Boehm, Lyubomirsky, & Ross (2009); Lyubomirsky (2007)

# Week 13:

## Savouring Life's Joys (Past, Present, and Future)

What happened to your stress level after spending a few moments indulging in joy and the memories that bring you closer to your family and friends?

A large, empty rectangular box with a thin black border, intended for the user to write their response to the question above.

# ThriveRU Weekly Workbook Exercises:

## Sources

Many of the weekly exercises are based on research reported by Sonja Lyubomirsky as found in *The How of Happiness* (2007). Since she compiled the research of many others into her book, the original researchers who developed these exercises are cited here. Other significant original sources include Shawn Achor, Mihaly Csikszentmihalyi, Jon Kabat Zinn, Christine Padesky, Sharon Salzberg, and Martin Seligman.

### Sources for further reading:

Achor, S. (2010). *The happiness advantage: the seven principles of positive psychology that fuel success and performance at work*. New York: Broadway Books.

Bryant, F. B., & Veroff, J. (2007). *Savoring: a new model of positive experience*. Mahwah, NJ: Lawrence Erlbaum Associates.

Carlson, R. (1997). *Don't sweat the small stuff...and it's all small stuff: simple ways to keep the little things from taking over your life*. New York: Hyperion.

Csikszentmihalyi, M. (1991). *Flow: the psychology of optimal experience*. New York: HarperPerennial.

Dubé, M., Lapierre, S., Bouffard, L., & Alain, M. (2007). Impact of a personal goals management program on the subjective well-being of young retirees. *Revue Européenne de Psychologie Appliquée/European Review of Applied Psychology*, 57(3), 183-192. doi:10.1016/j.erap.2005.04.004

Dweck, C. S. (2006). *Mindset: the new psychology of success*. New York: Random House.

Kabat-Zinn, J. (2013). *Full catastrophe living: using the wisdom of your body and mind to face stress, pain, and illness*. New York: Bantam Books trade paperback.

Kurtz, J. L., Wilson, T. D., & Gilbert, D. T. (2007). Quantity versus uncertainty: When winning one prize is better than winning two. *Journal of Experimental Social Psychology*, 43, 979-985.

Lieberman, V., Boehm, J. K., Lyubomirsky, S., & Ross, L. D. (2009). Happiness and memory: Affective significance of endowment and contrast. *Emotion*, 9, 666-680.

Lyubomirsky, S. (2008). *The how of happiness: a new approach to getting the life you want*. New York, NY: Penguin Books.

Padesky, C. (n.d.). *Clinical Corner*. Retrieved January 24, 2017, from <http://www.padesky.com/clinical-corner>

Pasupathi, M., & Carstensen, L. L. (2003). Age and emotional experience during mutual reminiscing. *Psychology and Aging*, 18(3), 430-442. doi:10.1037/0882-7974.18.3.430

Pennebaker, J. W., & Seagal, J. D. (1999). Forming a story: The health benefits of narrative. *Journal of Clinical Psychology*, 55(10), 1243-1254. doi:10.1002/(sici)1097-4679(199910)55:10<1243::aid-jclp6>3.0.co;2-n

Salzberg, S. (2003). *Faith: trusting your own deepest experience*. New York: Riverhead Books.

Salzberg, S. (2014). *LovingKindess Meditation*. [Audio CD]. Louisville, CO: Sounds True, Inc.

Seligman, M.E. (2006). *Learned Optimism: How to Change Your Mind and Your Life*. Toronto: Vintage Books.

Seligman, M. E., Rashid, T., & Parks, A. C. (2006). Positive psychotherapy. *American Psychologist*, 61(8), 774-788. doi:10.1037/0003-066x.61.8.774

Seligman, M.E., Steen, T., Park, N., & Peterson, C. (2005). Positive psychology Progress: Empirical validation of interventions. *American Psychologist*, 61(5), 410-421.

