

Box 1. ERASE-Stress-Prosocal (ESPS)

- **Session 1A. Getting started** - Presenting an overview of the program and its goals. Exploring students' needs and expectations and sharing them in small groups. Setting ground rules for the program.
- **Session 1B. The "stress continuum"** - Describing different stressors and their impact on the mind and the body. Normalizing students' stress reaction and teaching them vagal breathing.
- **Session 2A. Resourcing** - Identifying students' natural coping skills and presenting the "MOST BASIC" resiliency model. Introducing students to the practice of mindfulness and practicing vagal breathing.
- **Session 2B. Resourcing** – Teaching students to identify deficits in coping skills and strengthening their coping repertoires. Practicing mindfulness with focus on breath and inner body sensations.
- **Session 3A. Knowing your body** - Learning the role of the body and its functions during stress. Teaching students to develop somatic awareness and sensory-motor exercises to control their stress reactions.
- **Session 3B. Calming your body** – Sharing with peers the experiences of practicing somatic control and teaching mindfulness with focus on body scan as well as a brief muscular relaxation.
- **Session 4A. Knowing your feelings** - Enhancing students' emotional awareness, identifying and clarifying feelings of self and others. Practicing mindfulness with focus breath, body scan and emotional tone.
- **Session 4A. Expressing your feelings** – Teaching students to communicate their feelings via different modalities and practice these skills in role playing situations. Practicing muscular relaxation.
- **Session 5A. Exploring your destructive thoughts** - Identifying students' negative thoughts and exploring indigenous and Western ways to understand their impact on students' feelings and behaviors.
- **Session 5B. Dealing with your destructive thoughts** – Exploring traditional ways of dealing with negative thoughts and substituting them with positive ones. Practicing mindfulness breath meditation.
- **Session 6A. Learning self-acceptance** – Developing students' awareness of their strengths and deficits and learning to look at failures as opportunities for growth. Practicing self-acceptance contemplation.
- **Session 6B. Cultivating self-care** – Identifying barriers for self-compassion and learning to dismantle them. Developing a compassionate inner voice and supporting it by utilizing imagery.
- **Session 7A. Knowing your fears** – Exploring ways fears limit students' academic & social functioning and their impact on their well-being. Normalizing fear reactions and learning to appreciate their positive functions.
- **Session 7B. Overcoming your fears** – Learning fear-management indigenous and Western techniques and practicing them in imagery.
- **Session 8A. Befriending your anger** – Exploring the positive and negative functions of anger. Teaching students to suspend reactions to feelings of anger and rage by using breathing and mindfulness.
- **Session 8B. Expressing your anger** – Teaching students to differentiate between assertiveness, and aggression. Learning assertive techniques and practicing them in role-playing situations.

