

## Day 3: SOCIETAL WELLBEING

**Facilitating Partner:** DAFNI KEK

**Well-being Level:** Societal

**Target Group:** NGO professionals, adult learners, educators, counselors, community leaders HR staff, caregivers

**Total Duration:** 6 hours (including breaks and lunch)

### PURPOSE OF THE DAY

The purpose of Day 3 is to support participants in understanding well-being as a collective and relational process shaped by social environments, relationships and broader societal conditions. Building on the concepts introduced in the MOOC units at the societal level, this day focuses on how individuals both influence and are influenced by the communities, the systems and the networks in which they participate, live and work.

Through a structured sequence of interactive sessions, participants explore the role of social support, communication, environmental factors and collective resilience in promoting well-being. The workshops combine theoretical insights with experiential learning, enabling participants to recognise patterns of support and disconnection and to develop practical skills for fostering more inclusive, supportive and resilient communities.

A central aim of the day is to empower participants to move from individual awareness to collective action, strengthening their ability to contribute to positive social change. By applying relational and community-based approaches, participants are encouraged to understand well-being not only as a personal responsibility but also as a shared process that can be cultivated through everyday interactions, collaboration and engagement within society.

### 10:00 - 10:30 | Welcome & Introduction (30 minutes)

**Workshop Title:** Thriving Through Relationships<sup>1</sup>

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<sup>1</sup> Inspired and based on: "New Look at Social Support: A Theoretical Perspective on Thriving through Relationships" by Brooke C. Feeney and Nancy L. Collins

## Workshop Aim:

To introduce participants to the workshop theme, create psychological safety within the group and set the foundation for understanding thriving oriented social support.

## Learning Objectives

- Describe the purpose and structure of the “Thriving Through Relationships” workshop.
- Identify the difference between "surviving" and “thriving” as a thematic anchor for the day.
- Connect with peers through a positive relational experience.
- Recognise that social support contributes to flourishing, not only stress reduction, based on Feeney & Collin’s model.

## Session Description:

- **Introduction (10 minutes):** Facilitator welcomes participants, introduces the workshop focus (thriving, relationships, societal well-being) and a brief overview of the day’s structure.
- **Activity (15 minutes):** Icebreaker “Thriving Moments”: Participants share a recent personal or professional experience where someone’s support helped them grow, improve and flourish, not just cope.
- **Mini-lecture (5 minutes):** Display anchor quote “*My mission in life is not merely to survive, but to thrive*” by Maya Angelou. Explain the shift from traditional social support (stress buffering) to the Feeney and Collins thriving model. Introduce the two types of support, the SOS (Source of Strength during adversity) and the RC (Relational Catalyst during opportunity and growth).

**Materials Needed:** Slide with Maya Angelou quote and with Infographic comparing Traditional view vs. new Thriving Social Support model, flipchart or whiteboard, markers

**Handouts Used:** 1. Comparison chart - Traditional vs Thriving Model

## Reflection Questions:

- What did you notice about how people described their thriving moments vs their coping moments?
- What role did relationships play in helping you grow rather than just recover/cope?
- In your current work or community environment, do people receive more survival support or thriving support?

## **10.30-12.00 | Workshop 1: Conceptual Foundations: Thriving Beyond Stress (90 min)**

### **Workshop Aim:**

To provide the scientific foundations of the THriving Model, help participants understand its core principles and guide them through a personal self-assessment that connects theory to lived experience.

### **Learning objectives**

- Explain the difference between the traditional stress buffering model of social support and the Thriving model.
- Describe how thriving occurs across multiple domains and is not just about emotional coping.
- Identify the five components of thriving (hedonic, eudaimonic, psychological, social, physical).
- Evaluate their own thriving profile through a self-assessment tool.
- Recognise how relationships contribute to flourishing beyond adversity.

### **Session Description:**

#### **PART A | Traditional vs Thriving Support (45 minutes)**

- **Presentation (15 minutes):** Traditional buffering model vs. thriving (based on Feeney & Collins' model), thriving occurs both during adversity (SOS) and opportunity (RC).
- **Handout (5 minutes):** Side-by-side comparison chart (Buffering vs thriving).

- **Activity (15 minutes):** Group brainstorm: “What does “thriving” look like emotionally, socially, physically, professionally?”. Map onto flipchart paper.
- **Examples (10 minutes):** Facilitator gives real-life examples (e.g., athletes, students, patients) to illustrate thriving vs. just “getting through.”

## **PART B | Components of Thriving (45 minutes)**

- **Mini lecture (15 minutes):** Five domains of thriving (Hedonic, Eudaimonic, Psychological, Social, Physical well-being).
- **Activity (20 minutes):** Wheel of Thriving Self-Assessment. Each participant rates themselves on 5 domains (1–5 scale). Small group discussion and debrief.
- **Group reflection (10 minutes):** Whole group discussion on the way relationships influence each domain of thriving.

**Materials Needed:** PowerPoint slides: (Traditional buffering model vs. thriving, Five domains of thriving), flipchart or whiteboard, markers, pens

**Handouts Used:** 1. Comparison chart - Traditional vs Thriving Model, 2. Wheel of Thriving Self-Assessment

## **Reflection Questions:**

- Which domain of thriving feels most supported in your current relationships?
- Which domain is least supported and what kind of relational support might help strengthen it?
- How does understanding your thriving profile help you set personal or professional goals?

## **12.00 - 13.00 | Lunch Break (60 min)**

## **13.00 - 14.30 | Workshop 2: Relational Support Functions: SOS, RC & Pathways to Thriving (90 min)**

### **Workshop Aim:**

To deepen participants' understanding of the two core relational functions that promote thriving, to provide structured practice in recognising and offering effective and sensitive support, and to help participants understand how support translates into tangible thriving outcomes across emotional, cognitive, motivational, behavioral, relational and physiological domains.

### Learning objectives

- Distinguish between Source of Strength (SOS) support and Relational Catalyst (RC) support.
- Identify real life examples of SOS and RC behaviors in personal and professional contexts.
- Practice offering responsive support in both adversity related and opportunity related situations.
- Map the connection between SOS or RC behaviors and pathways to thriving.
- Identify the eight pathways through which social support fosters thriving.
- Connect SOS and RC supportive behaviors to specific psychological and physiological outcomes.
- Describe examples of how support has influenced participants' well-being across pathways.
- Recognise the societal level significance of thriving pathways in communities and workplaces.

### Session Description:

#### PART A | Relational Support Functions: SOS & RC (60 minutes)

- **Mini-presentation (10 minutes):** Explanation of SOS (during adversity) and RC (during opportunities & growth).
- **Media (10 minutes):** Brené Brown — Empathy vs. Sympathy (RSA Animate):  
 Brené Brown on Empathy
- **Case Study Activity (20 minutes):** Provide 2 scenarios (adversity & opportunity). Small groups discussions:
  - Which type of support is needed, SOS or RC?

- What specific behaviors would be helpful?
- Which pathways to thriving are activated?
- **Role-Play Practice: Support Provider/Receiver (20 minutes):** In pairs, practice being a support provider in SOS vs. RC situations (rotate roles).
- **Debrief (5 minutes):** Whole group discussion on how SOS feel different from RC in practice.

## **PART B | Pathways to Thriving (30 minutes)**

- **Mini lecture (10 minutes):** Overview of the 8 Pathways (emotions, self-perceptions, motivation, appraisals, behaviors, relationships, physiology, lifestyle).
- **Gallery Walk Activity (15 minutes):** Posters around the room, each labeled with one thriving pathway. Participants receive sticky notes and move around the stations, adding sticky notes with examples from their own life or work of how support shaped them in that domain.
- **Debrief (5 minutes):** Group reflection on which pathways resonate most and which are essential for inclusive, resilient communities.

**Materials Needed:** PowerPoint slides Explanation of SOS and RC, PowerPoint slides Overview of the 8 pathways, [YouTube video](#), printed scenario cards (2 scenarios), 8 printed posters (one for each pathway), sticky notes, flipchart or whiteboard, markers, pens

**Handouts Used:** 3. SOS & RC Quick Reference Guide (behaviors, goals, outcomes), Pathways to Thriving (Simplified) and 5. Checklist for Responsive & Sensitive Support

## **Reflection Questions:**

- When you think about your own relationships, do you receive more SOS or RC support?
- Which type of support do you find easier to give? Why?
- What is one RC behavior you could practice in the coming week?
- How can shifting toward RC support strengthen your community or workplace?
- Which pathway resonated most with your personal experience of thriving?
- Which pathway do you believe is underdeveloped in your community or workplace?

- How can you intentionally support someone in at least one new pathway this week?

### **14.30 - 15.00 | Pause to Recharge (30 min)**

### **15.00 - 17.00 | Workshop 3: From Responsive Support to Thriving Communities: Practicing, Designing & Applying SOS and RC Support (120 min)**

#### **Workshop Aim:**

To guide participants from practicing effective support skills (responsive communication, SOS/RC behaviors) to applying the thriving model in real contexts, by designing meaningful, practical micro-interventions that promote relational and societal well-being.

The session blends skill-building and applied design thinking, enabling participants to understand, practice and implement thriving oriented support in their own networks, organisations and communities.

#### **Learning objectives**

- Identify the skills and mindsets required for responsive and sensitive support..
- Distinguish between helpful vs unhelpful support behaviors when offering relational support.
- Evaluate their own social support networks using a structured Support Audit tool.
- Practice offering support that aligns with SOS (Source of Strength) and RC (Relational Catalyst) principles.
- Reflect on their roles as both support providers and support recipients.
- Apply the SOS and RC support functions to real-world social, educational, workplace, family and community contexts.
- Co-design a practical, small scale intervention or relational strategy that enhances thriving in a chosen environment.
- Strengthen understanding of how relational support contributes to societal well-being.

- Identify barriers and opportunities for implementing the thriving framework in daily professional practice.

## Session Description:

### PART A | Practicing Effective Support (60 minutes)

- **Mini-presentation (10 minutes):** Principles of Effective Support: Prerequisites for Support Providers (skills, resources, motivation) and responsibilities of Support Recipients (expressing needs, gratitude, reciprocity).
- **Activity (15 minutes):** Support Audit Worksheet: Each participant reflects on their network:
  - Who provides SOS? Who provides RC?
  - Where are the gaps? Who do I over/under-rely? Where could reciprocity be strengthened?
- **Practice (25 minutes):** Triad practice Sensitive Support. Participants work in triads, one shares a real situation, one offers supportive responses and one observes. They rotate roles so everyone practices being the speaker, the supporter and the observer.
- **Debrief (10 minutes):** Whole group discussion questions about the challenges faced and verbal and non verbal support.

### PART B | Integrating & Applying the Thriving Model (60 minutes)

- **Small Group Task (35 minutes):** Participants working in groups apply SOS/RC model to real contexts (workplace, family, education, health/caregiving, community) and design a short intervention (e.g., mentor program, workplace initiative, parenting tip sheet) that uses both SOS and RC Support.
- **Report & Feedback (15 minutes):** Each group presents their intervention and facilitator and peers offer supportive feedback.
- **Group Discussion (10 minutes):** Whole group discussion led by the facilitator on how relational support contributes to societal well being, not just personal.





**Materials Needed:** PowerPoint slides summarising principles Effective Support, printed Support Audit Worksheets, printed Responsive & Sensitive Support Checklists, SOS/RC handouts, pens, timer (for triad practice Sensitive Support), flipchart paper, markers, sticky notes,

**Handouts Used:** Checklist for Responsive & Sensitive Support, Support Audit Worksheet, SOS & RC Quick Reference Guide, Pathways to Thriving (Simplified)

**Reflection Questions:**

- Which support behaviors felt easiest for you to use?
- Which behaviors would you like to strengthen?
- What surprised you about your Support Audit?
- How can you enhance mutual support within your workplace, family and community?
- What type of support (SOS or RC) is most missing in your organisation/community?
- What small change can you implement next week to strengthen thriving?
- How can you invite others to participate in creating a more supportive environment?
- Which of the eight pathways do you feel most confident promoting?

**17.00 - 17.30 | Pause to Recharge (30 minutes)**

**17.30 - 18.30 | Closing Session & Personal Reflection (60 minutes)**

**Workshop Title:** Committing to Thriving Relationships

**Workshop Aim:**

To conclude the workshop with meaningful reflection, personal intention-setting and shared commitment, helping participants connect the day's content to their own lives and communities.

**Learning Objectives**

- Reflect on their personal learning about SOS and RC support functions.
- Identify specific relational behaviors they want to practice in their personal or professional life.
- Commit to a small, actionable change that fosters thriving within their networks.

- Share insights with the group and consolidate a sense of community and connection.
- Explore resources for continued learning and development.

### Session Description:

- **Reflective Writing Activity (15 minutes):** “Letter to Myself”. Participants write a short letter to themselves with one action (behavior they want to practice, why it matters, who might benefit, etc.) they will take to foster thriving relationships as giver or receiver.
- **Sharing Circle (20 minutes):** Participants gather in a circle and volunteers share their commitments, something they learned about support, a new insight, etc.
- **Workshop Takeaways (10 minutes):** Facilitator summarizes the day’s main insights.
- **Resource List & Closing (15 minutes):** Participants receive a resource list handout (articles and short readings, videos/talks, podcasts). Final acknowledgements.

**Materials Needed:** Reflection sheets, pens, resource list handout, closing slide

**Handouts Used:** Resource list, Letter to Self Template

### Reflection Questions:

- Which concept from today resonates most with you personally?
- What is one specific relationship you want to support more intentionally?
- How can you integrate both SOS and RC support in your everyday interactions?
- How will you keep yourself accountable to your commitment?

## Facilitator’s quick manual for conducting the workshop

### General Preparation

- Print all materials and handouts (comparison charts, worksheets, SOS/RC guides, pathway posters).
- Prepare slides with the Maya Angelou quote and models (traditional vs thriving support, SOS/RC diagrams, pathways visuals).
- Check the projector, audio and YouTube link for the Brené Brown empathy video.

- Arrange the room with space for group work, triads and a circle for the closing sessions.
- Place posters around the room for the Gallery Walk activity.

### **Welcome & Introduction, 10:00-10:30 am**

- Welcome participants and briefly present the theme: social support as a mechanism not only for coping but for thriving.
- Explain the workshop's structure and learning objectives.
- Start the group with the “Thriving Moments” icebreaker. Invite participants to share a recent moment where support helped them flourish. Encourage warmth and openness and normalize the idea that support can be uncomfortable to talk about.
  - Prompt: “Think of a moment (personal or professional) when someone’s support helped you not only survive a challenge, but move forward, learn, or thrive. What happened? How did it feel?”
  - Group brief sharing: 2–3 volunteers summarise in plenary.
  - Facilitator Note: Highlight common themes, such as encouragement, validation, opportunities, support during success.
- Present the Maya Angelou quote and introduce the shift from “surviving” to “thriving”. Help participants understand that thriving involves growth, not just stress reduction.
- Show the infographic comparing traditional buffering vs thriving support. Show the first handout item: 1. Comparison Chart: Traditional vs. Thriving Model. Use simple, relatable examples to contrast “surviving” vs “thriving.”

### **Session 1: Conceptual Foundations: Thriving Beyond Stress, 10:30 – 12:00**

#### **PART A | Traditional vs Thriving Support**

- Present the difference between traditional stress buffering models and thriving models (SOS and RC). Facilitator explains:
  - Traditional view: Social support buffers stress, helps us return to baseline during adversity.
  - Feeney & Collins’ model: Relationships also help people grow, expand, take opportunities, and flourish.

- Thriving occurs during both adversity (SOS) and opportunity (RC).
- Display Handout #1 and guide participants through each row of the chart.
- Facilitate a brainstorm: “What does thriving look like?”.
  - Participants split into groups of 4–5. Each group brainstorms examples of thriving in 4 areas: Emotionally, Socially, Physically, Professionally. Groups record ideas on flipchart paper.
  - Debrief: Facilitator organizes examples into two categories: “Surviving” indicators and “Thriving” indicators. Emphasize how thriving extends beyond the absence of illness.
- Offer 2-3 real life examples (athletes, students, patients, teams), aligned with the Feeney & Collins model:
  - “How does a student thrive when given mentoring, not just crisis support?”, “How do employees flourish when encouraged to pursue growth?”, “How do communities recover stronger after collective adversity?”
  - Optional question to group: “Think of one time when someone helped you advance rather than just recover. What was different about it?”

## **PART B | Components of Thriving**

- Present the five domains of thriving from the Feeney & Collins framework: hedonic well-being, eudaimonic well-being, psychological well-being, social well-being, physical well-being. Explain how thriving is multi-dimensional, not a single feeling.
- Guide participants to complete the Wheel of Thriving Self-assessment. Participants use Handout #2 to rate themselves 1–5 in each domain. They connect the points to create a visual “thriving wheel.”
  - Small-group debrief: “Which domains feel strong?”, “Which require more attention or nurturing?”, “Did any scores surprise you? Why?”.
  - Facilitator normalises variability: “Thriving profiles change across the lifespan, contexts, and relationships”.
- Lead small group discussions and a whole group reflection.
  - How do relationships influence each area of the wheel?
  - Which domains are most affected by strong support networks?

- How might SOS and RC support look different across the domains?

## **Session 2: SOS, RC & Pathways to Thriving, 13:00 - 14:30**

### **PART A | Relational Support Functions: SOS & RC**

- Facilitator introduces Feeney & Collins' two major mechanisms through which relationships promote thriving:
  - SOS: Source of Strength (during adversity). Functions include: Providing a safe haven, Encouraging resilience, Helping with reconstruction, Strengthening coping abilities, Reframing challenges
  - RC: Relational Catalyst (during opportunities & growth). Functions include: Encouraging exploration, Providing perceptual assistance, Helping set goals, Preparing and launching toward opportunities, Celebrating successes.
  - Participants view Handout 3: SOS & RC Quick Reference Guide.
- Play the Brene Brown Empathy vs Sympathy video (RSA Animate).
- For the Case Study activity participants break into small groups (3-4 people). Each group receives two scenarios:
  - Adversity scenario (e.g. job loss, conflict, personal setback)
  - Opportunity scenario (e.g. new project, skill development, leadership chance)
  - Guide small groups to identify: “Is the needed support SOS or RC?”, “Which specific behaviors help?”, “Which thriving pathways are engaged?”.
  - Facilitator guidance: Encourage groups to be specific (e.g. “Help reframe the setback” vs “be supportive”).
  - Short whole-group reporting.
- Conduct pair role plays. Participants pair up and choose the SOS practice scenario or the RC practice scenario.
  - Round 1: Person A = Support provider and Person B = Support receiver
  - Round 2: Switch roles.
  - Goal: Practice sensitive, responsive helping behaviors without fixing, minimizing and giving unsolicited advice.

- If there are groups of three, the Observers take notes using the Checklist for Responsive & Sensitive Support (Handout 5).
- During debrief, have a whole group discussion: “What felt easy during the role-play?”, “What was challenging?”, “How does SOS feel different from RC in practice?”, “In which contexts (workplace, family, community) do you see RC being neglected?”.
  - Connect back to societal well-being. Communities need both adversity support and growth oriented support.

## **PART B | Pathways to Thriving**

- Facilitator introduces the eight pathways from Feeney & Collins. Using Handout 4: Pathways to Thriving (Simplified), explain:
  - Emotions: more hope, joy, security
  - Self-perceptions: resilience, confidence, self-esteem
  - Appraisals: reframing challenges, optimism, agency
  - Motivation: willingness to stretch, intrinsic drive
  - Behaviors: exploration, coping, learning
  - Relationships: closeness, trust, satisfaction
  - Physiology: reduced stress, better health outcomes
  - Lifestyle: healthier routines, more engagement

Key message: Thriving is *multi-systemic*. It affects the mind, body, behavior and social functioning. Illustrate with 1 or 2 concrete examples: e.g. “A mentor’s encouragement increases confidence → motivation → skill-building → better health habits”.

- Run a Gallery Walk activity.
  - Setup: Place eight posters around the room, each labeled with one thriving pathway.
  - Participants receive sticky notes and move around the stations.
  - Task: At each poster, they add an example from their own life or work: “How someone’s support contributed to that pathway or how they supported someone else in a way that shaped that pathway.”

- Examples: “A friend helped me reframe a setback → Appraisals”, “A coworker celebrated my success → Motivation”, “A supervisor provided autonomy → Self-perceptions + Behavior”, “My partner encouraged healthy routines → Physiology + Lifestyle”
- Facilitate a short debrief on the collective insights. Facilitator guides discussion: “Which pathways received the most examples?”, “Which pathways were harder to think of?”, “What does this say about the types of support we give or receive most often?”, “At a societal level, which pathways are essential for inclusive, resilient communities?”
- Link back to the concept that **thriving is relational and communal**, not only individual.

### **Session 3: Giving and Receiving Effective Support to Thriving Communities: Practicing, Designing & Applying SOS and RC Support, 15:00 - 17:00**

#### **PART A | Practicing Effective Support**

- Present principles of effective support (skills for providers and responsibilities for recipients). Facilitator introduces the evidence-based elements of responsive & sensitive support:
  - As a Support Provider, effective support includes: listening with full attention, matching support to expressed needs, validating emotions, avoiding minimizing or unsolicited advice, respecting autonomy (choices, agency), celebrating progress, asking supportive questions (“What would be most helpful right now?”).
  - As a Support Recipient: expressing needs clearly, being receptive, balancing asking and giving, expressing gratitude, maintaining a diverse support network

Participants receive Handout 5: Checklist for Responsive & Sensitive Support.

- Give participants the Support Audit Worksheet and guide them through reflection. Participants individually complete Handout 6: Support Audit Worksheet, with these steps:
  - Step 1: Relationship Mapping: Draw circles representing close, medium, and outer-circle relationships.

- Step 2: Identify Functions. Mark: “Who provides SOS?”, “Who provides RC?”, “Where are the gaps?”, “Who do you over-rely on?”, “Where could reciprocity be strengthened?”.
- Step 3: Reflection. Prompts: “Do I rely too much on one person?”, “Where can I diversify my support?”, “How can I strengthen the support I offer others?”
- Optional Sharing: If comfortable, participants discuss 1–2 insights in pairs.
- Facilitator emphasis: The goal is NOT to judge, but to understand patterns and increase intentionality in relationships.
- Move into triad practice where each person rotates roles: speaker, supporter, observer. Participants form groups of three (triads): Person A: shares a real, current goal, challenge, or opportunity, person B: provides support (SOS or RC, depending on scenario) and person C: observes, using Handout 5 checklist.
  - Round 1: A = Speaker, B = Support provider, C = Observer
  - Round 2: Rotate roles.
  - Round 3: Rotate again so all three roles are practiced.
  - Focus behaviors for Support Provider: use validating statements, ask clarifying questions, offer autonomy-supportive choices, avoid fixing or rescuing, tailor support to SOS or RC needs.
  - Focus behaviors for Observer: give feedback using the checklist, comment on positive behaviors first, highlight moments of attunement, suggest alternatives if needed.
  - Facilitator Reminders: normalize discomfort (“This is practice, not performance”), encourage authenticity, not role-play exaggeration, invite compassion: “Be gentle with yourselves and each other.”.
- Lead a group debrief on challenges and observations.
  - Whole-group discussion questions: “What felt natural? What felt challenging?”, “Were SOS and RC easy to distinguish in real conversations?”, “What did you notice about verbal vs. non-verbal support?”, “As a society, do we teach RC support enough? Why/why not?”.



- Facilitator links skills practice back to societal well-being: “When communities cultivate sensitive, responsive support, thriving becomes a collective process, not an individual effort.”

## **PART B | Integrating & Applying the Thriving Model**

- Divide participants into small groups. Assign each a context (workplace, family, community, education, health). Participants form 4–5 small groups. Each group selects one context: Workplace (e.g. staff wellbeing, mentoring, team culture), Family (e.g. parenting, intergenerational support), Education (e.g. student success, peer mentoring), Community (e.g. volunteering networks, support groups), Health / Caregiving (e.g. patient support, caregiver wellbeing)
  - Task Instructions: Each group designs a short intervention, program or initiative that uses both: SOS (Source of Strength) Support for coping with stress, setbacks, adversity and RC (Relational Catalyst) Support for pursuing goals, growth, development, and opportunities.
  - They must include: the population served, key SOS & RC behaviors included, expected pathways to thriving (from Handout 4), implementation steps, potential barriers, how success will be measured.
  - Examples: A peer-mentoring system at an NGO, A “growth conversations” protocol in HR, A community “support circle” for caregivers, A classroom model encouraging curiosity (RC) and emotional safety (SOS).
  - Handouts to use: 4. Pathways to Thriving diagram, 3. SOS & RC Quick Reference Guide, 5. Responsive Support Checklist

Groups write ideas on flipchart paper.

- Facilitate group presentations and supportive peer feedback. Each group briefly presents: their context, key components of the intervention, how SOS & RC appear in their design and expected thriving outcomes.
  - The facilitator and peers offer supportive, growth-oriented feedback. Facilitator prompts: “Which thriving pathways does this intervention strengthen?”, “Is the

support balanced both adversity support AND growth support?”, “How could it be made more inclusive or sustainable?”

- Lead a discussion on how relational support fosters societal well-being. Whole-group discussion led by facilitator.
  - Prompts: “How does relational support contribute to societal well-being, not just personal?”, “What changes when communities develop both SOS and RC norms?”, “Which systemic structures (policy, education, workplace culture) would improve if supportive behaviors were embedded?”, “What barriers might prevent RC support (celebrating success, encouraging opportunity) in your community or workplace?”
  - Facilitator links to Feeney & Collins: “Thriving is not only an individual outcome but a relational and social one. Communities flourish when they foster both resilience and growth.”.

#### **Session 4: Closing Session & Personal Reflection, 17:30 - 18:30**

- “Letter to Myself” reflective activity. Participants receive a blank sheet or reflection template.
  - Prompt: “Think about everything we explored today — SOS support, RC support, thriving pathways, sensitive communication, and your Support Audit.  
What is one concrete action you will take in the next week to foster thriving, either as a giver or receiver of support?”.
  - Examples: “I will practice empathy before giving advice.”, “I will celebrate a colleague’s achievement.”, “I will express a need clearly instead of waiting for someone to guess it.”, “I will strengthen one relationship that matters to me.”
  - Participants write a short letter to themselves, including: the behavior they want to practice, why it matters, how they will remind themselves, who might benefit
- Invite participants into a Sharing Circle to share insights or commitments. Participants gather in a circle.
  - Volunteers share: their commitment, what stood out most during the workshop, something they learned about support, a new insight from the group work.

- The facilitator helps create an atmosphere of safety and appreciation. Facilitator prompts: “What was an ‘aha moment’ for you today?”, “How do you see yourself applying the SOS/RC framework in your role?”, “What changed in the way you understand support?”. Encourage brief responses to allow everyone interested to share.
- Summarise the day’s core takeaways. Thriving requires: SOS (Source of Strength) during adversity, RC (Relational Catalyst) during opportunity, Multi-dimensional thriving pathways, Responsive, sensitive support, Intentional relational design in communities.
  - Key message: “We thrive through each other. Small acts of care can have a profound impact.” Reinforce that support is a skill that improves with practice.
- Distribute the Resource List for continued learning.
  - Articles & short readings:
    - Feeney, B. C., & Collins, N. L. (2015). A new look at social support: A theoretical perspective on thriving through relationships. *Personality and social psychology review*, 19(2), 113-147.  
<https://doi.org/10.1177/1088868314544222>
    - Greater Good Science Center (GGSC): [How Small Moments of Empathy Affect Your Life](#)
    - GGSC: [In a Divided World, We Need to Choose Empathy](#)
    - GGSC: [Do We Need to Love Ourselves Before We Love Others?](#)
  - Podcasts:
    - GGSC: [The Science of Happiness](#)
    - Brené Brown: [Unlocking Us with Brené Brown](#)
    - Shankar Vedantam: [Hidden Brain](#)
  - Videos:
    - [Brené Brown – Empathy vs Sympathy](#)
    - [Nicholas Christakis – The Hidden Influence of Social Networks](#)
    - [Harvard University - Connected: The Surprising Power of Our Social Networks and How They Shape Our Lives](#)
- Close with a simple grounding or gratitude practice. The facilitator thanks participants for their openness, engagement, and contributions.

- Closing slide text: “Thriving is a collective journey. Thank you for being part of this community.”

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[i] (inspired and based on: "New Look at Social Support: A Theoretical Perspective on Thriving through Relationships" by Brooke C. Feeney and Nancy L. Collins.)