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# ACTIVITY 1- ABOUT ME

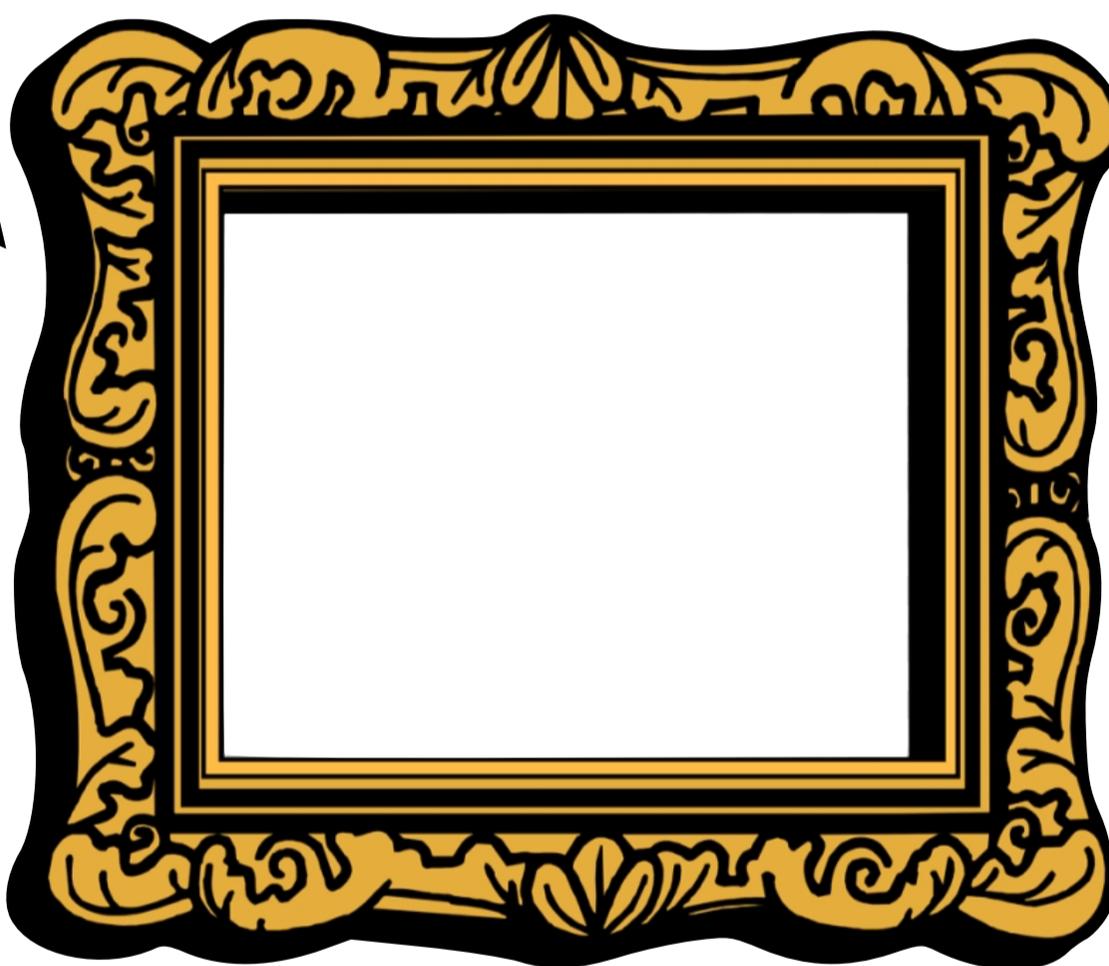
Let us know a little bit more about you

My Name is:

My dream job:

My nickname is:

(Draw yourself here)



What I do to relax:

My go-to snack:

My favourite place:

Something you wouldn't know about me by looking at me:

If I could have a superpower it would be:

# ACTIVITY 2- SETTING GOALS

It is important to set yourself goals throughout life so that you always know which direction you want to go in. It is important to note though that your goals do not have to be set in stone, there is always room for growth and change!

Where do you want to see yourself in:

1 week?

---

1 month?

---

1 year?

---

5 years?

---

How are you going to achieve your goals?

---

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# ACTIVITY 3- MY GREAT MINDS PASSPORT

Fill this passport out as best you can, it can then be used by teacher and adults who assist you so that they know the best way to help you.



**Name:**

**Year Group:**

**Form Tutor:**

**Primary Need:**

**What People Like and Admire  
About Me**

**What's Important To Me**

**My Hobbies and Clubs Include:**

**How best to support me:**

**My Outcomes:**

**How You Can Identify Me:**

**Any Other Comments:**

## ACTIVITY 4- THE TREE

Just like a tree needs strong roots and support in order for it to stand tall, so do humans. Fill out the tree below with people you can count on. Put friends and other young people in the branches and adults in the roots.

Include people who you haven't seen for a while as well as those who are in your everyday life.



# ACTIVITY 5- EMOTIONAL FIRST AID

Write in the first aid kit something that you do to help yourself when you feel stressed, upset or angry. These could be things that you haven't done in a while or things that you have learnt that you would like to use in the future.



# ACTIVITY 6- A FRIEND IN NEED IS A FRIEND INDEED!

read through the friend boxes below and then highlight them in 3 colours:

GREEN- Top things I want from my friend

AMBER- Sometimes I want this from a friend and sometimes I do not

RED- Definitely do not want this from a friend

Contacts you when you have been off school for a while

Gives you advise

Listens to you

Tells you that they're worried about you when you're not yourself

Gives you a hug

Offers to come to the doctor with you

Tells you what they would do

Tells you what to do

Blames you

Knows how you really feel

Tells other people about your problems

You can be silly around each other

They call you just to say 'hi'

Sticks up for you

Know how to cheer you up

Makes you laugh

Ignores you when you're having a bad time

Comes round to see if you're ok

# ACTIVITY 7- 10 QUESTIONS

Reflect back over the last week

1- What happened this week which made you stop and think?

---

---

---

2- What happened this week that made you keep on going?

---

---

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3- What can you learn from this?

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---

---

4- What mistake did you make which taught you something?

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---

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5- What did you try hard at this week?

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---

6- What strategy are you going to try now?

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7- What will you do to challenge yourself this week?

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8- What will you do to improve your work?

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9- What will you do to improve your talent?

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---

---

10- What will you do to solve this problem?

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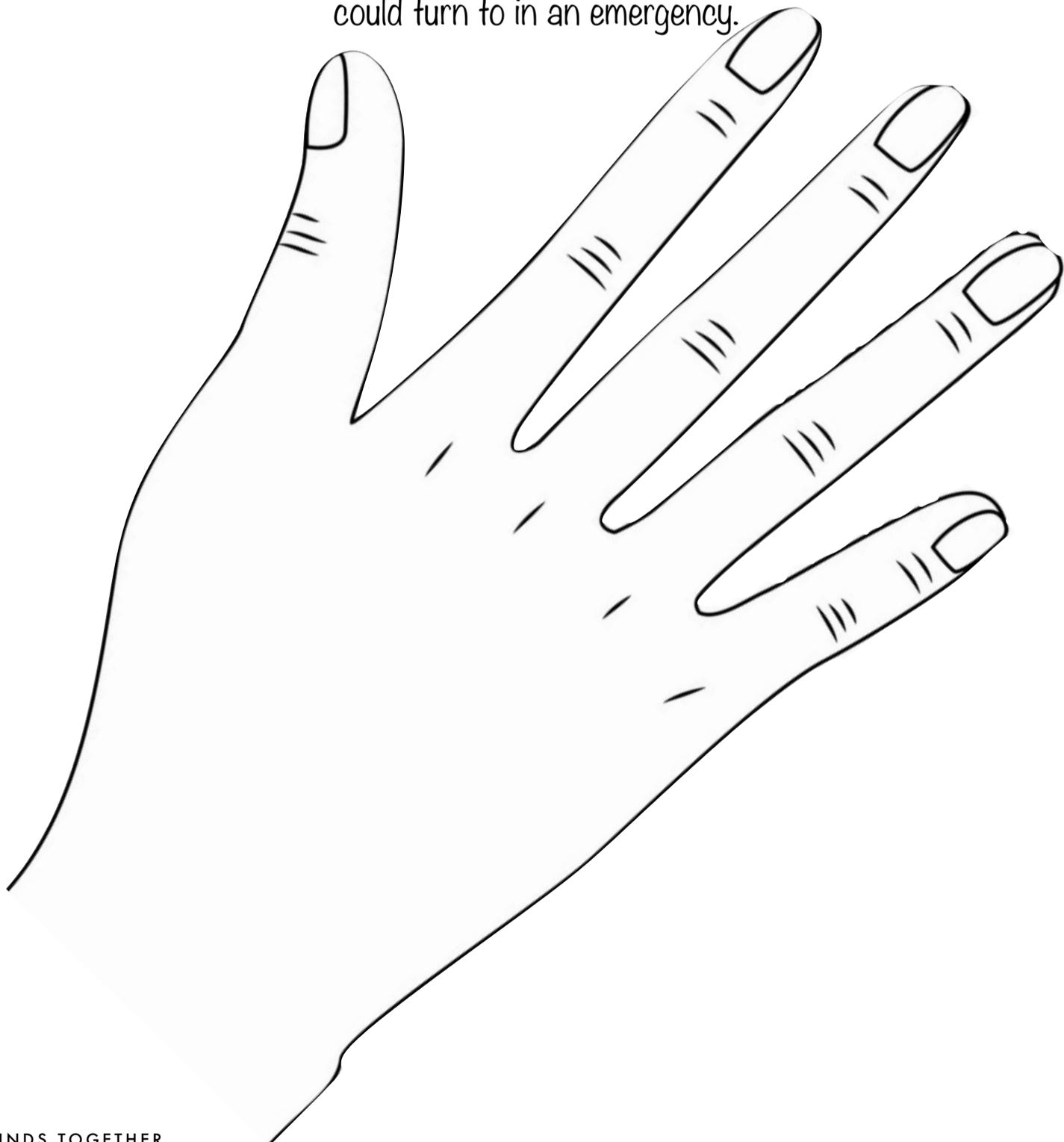
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## ACTIVITY 8- A TROUBLE SHARED IS A TROUBLE HALVED

It's really important to reach out for support when you feel low, anxious or stressed. Research has proven that sharing your feelings can really reduce these negative feelings!

- Write one person in each finger that you could reach out and talk to if you ever need it. This could include adults, friends, people you do not speak with often and people you speak to all the time.
- On the Fingernails write any online networks you belong to e.g. Facebook, WhatsApp.
- On the wrists write any other sources of support that you could use and also somewhere you could turn to in an emergency.



## **ACTIVITY 9- SAY THIS INSTEAD**

Read these comments aloud and then come up with a growth mindset alternative that you can say to yourself instead.

**Example: I'm not good at this..... I can't do this yet**

I give up

It's good enough

I made a mistake

This is too hard

I'm really good at maths

I will never be as clever as them

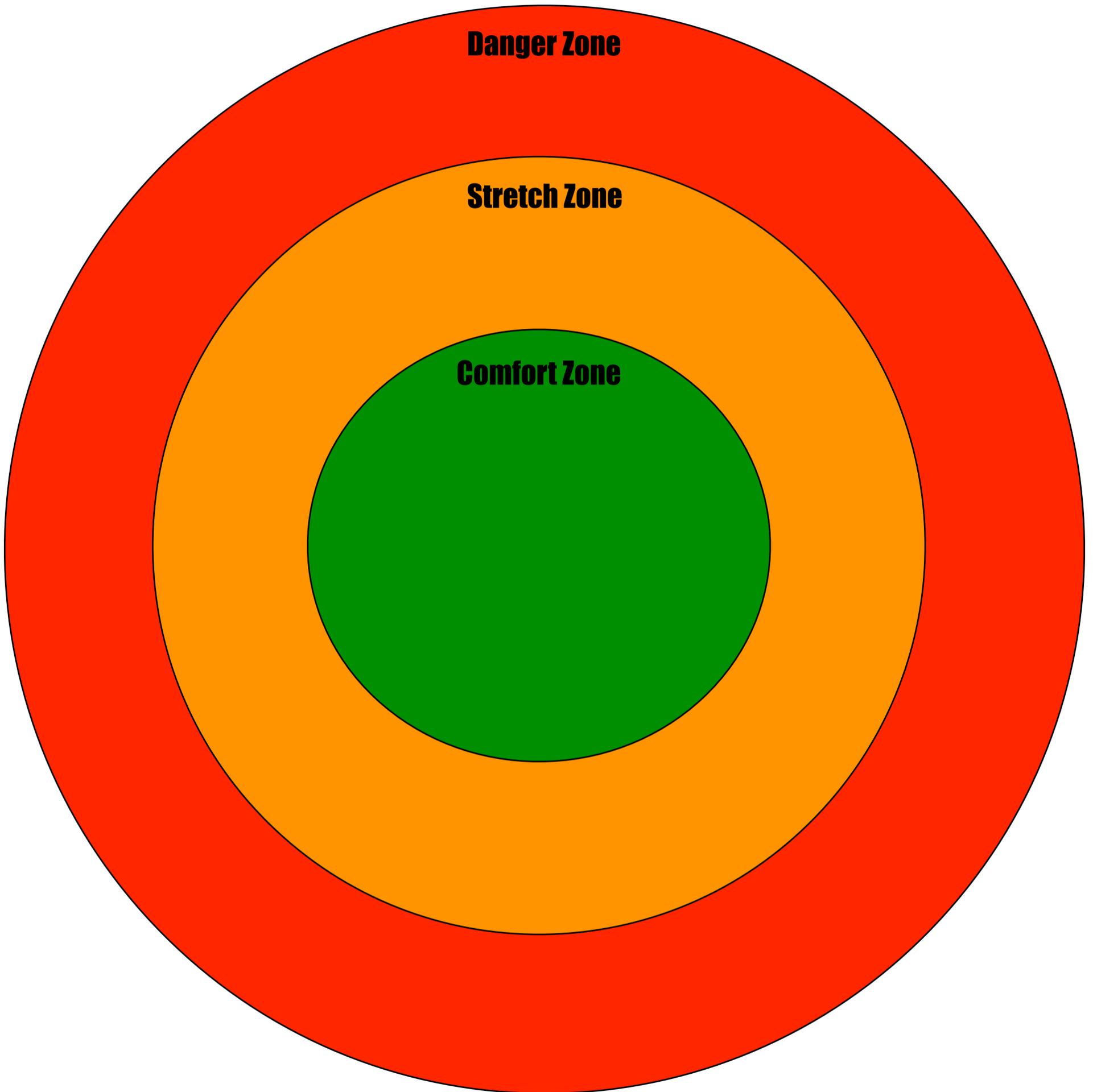
I can't do this

I can't make this any better

They can't do it

# ACTIVITY 10- LEARNING ZONES

Write a list of all of the subjects that you study or would like to study and then sort them in to their own zone.  
What positive changes can you make to move all of your subjects to your 'comfort zone'?



# ACTIVITY 11- A GAME OF CONSEQUENCES

Every time you make an action it has a consequence. Read each scenario below and fill out 'what happens next?' each time until you come to the end of the story. Which story worked out better for Ava.

Ava took a mock exam in Music which is her favourite subject. She doesn't do as well as she had hoped.

She thinks to herself:

'I must be really bad at music. Everyone must think I'm terrible. What's the point? I am going to stop trying.'

She feels: Worthless and upset.

What happens next?

---

---

---

What happens next?

---

---

---

What happens next?

---

---

---

Ava took a mock exam in music which is her favourite subject. She doesn't do as well as she had hoped.

She thinks to herself:

'I'm usually really good at music but I was tired and distracted that week. I also didn't do much when I should have done. I think I can do better next time if I approach it differently.'

She feels: Positive and determined.

What happens next?

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What happens next?

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What happens next?

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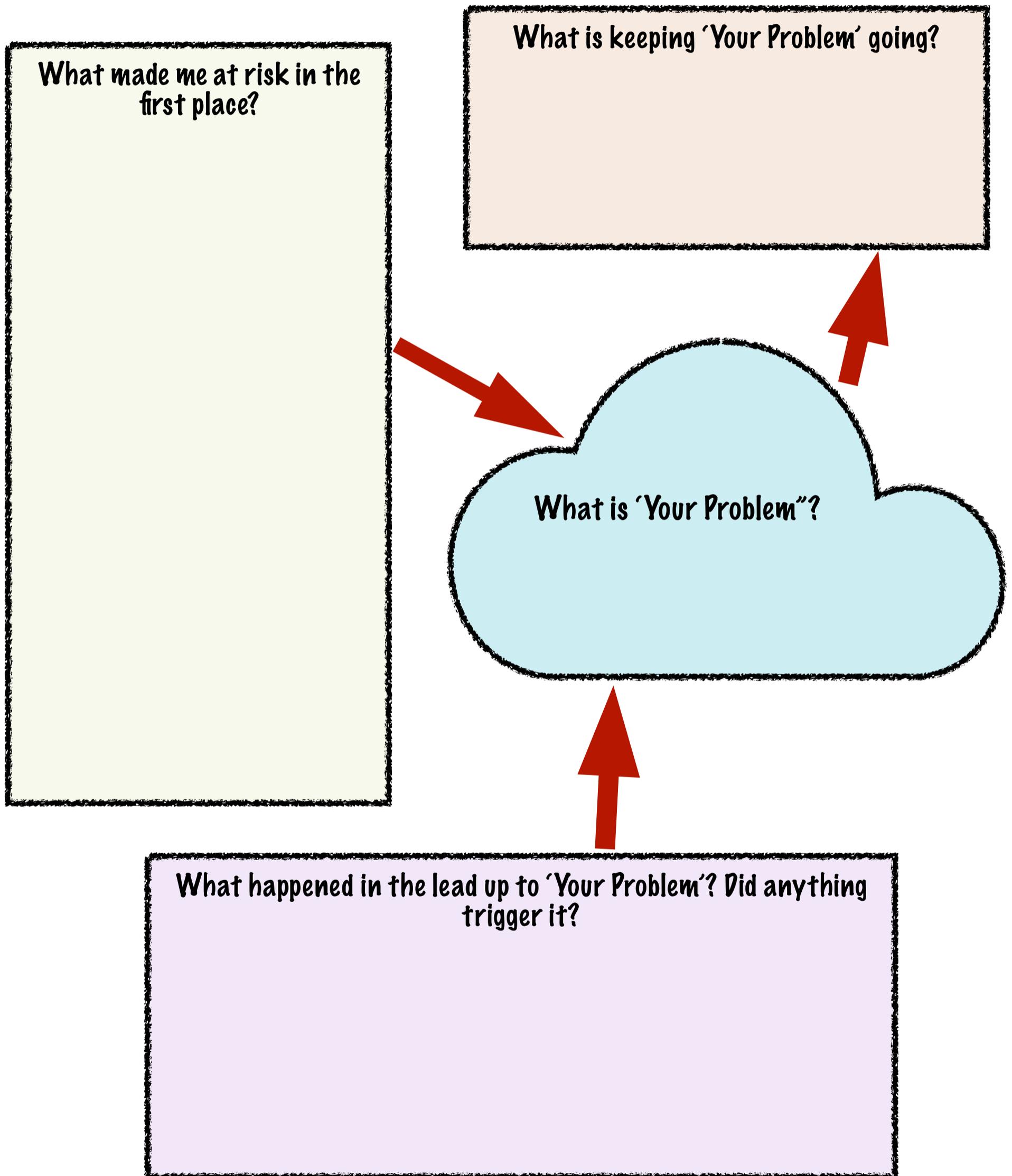
# ACTIVITY 12- MINDFULNESS ART

Take a moment to relax and breathe, if you would like colour in the sheet below. Around the edge write down some of the awesome traits that you have as a person.



# ACTIVITY 13- PROBLEM CYCLE

When you have a problem, use this chart to work out how to get out of the 'problem' cycle.

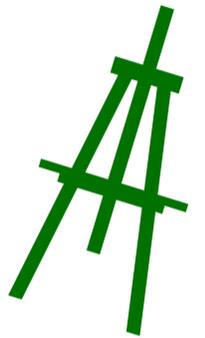


# ACTIVITY 14- THE MASK

In life we sometimes wear masks to hide our faces, for example when we dress up for Halloween. However we sometimes wear 'Imaginary Masks'- we use them to hide our feelings from other people. You're wearing an imaginary mask when you pretend that you're feeling one way to people, when on the inside you do not really feel this way.

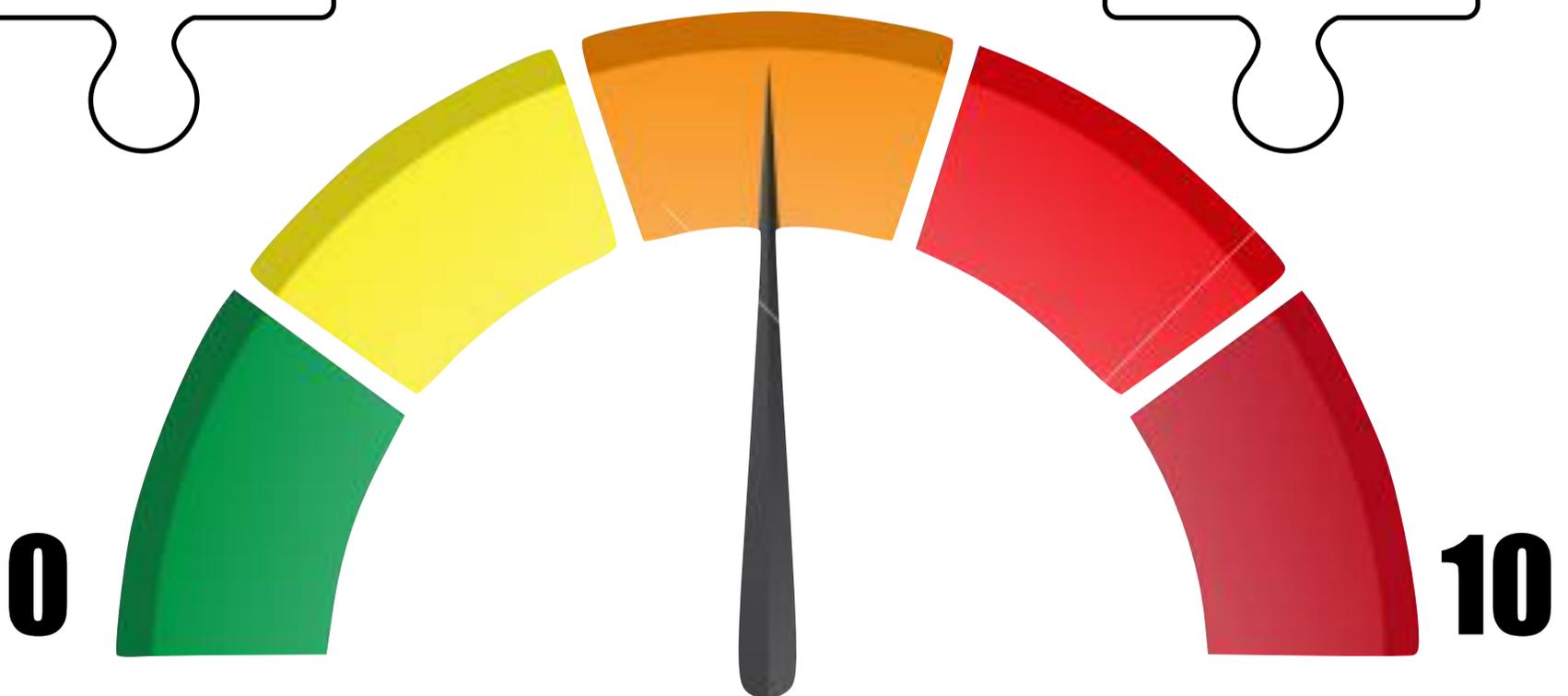
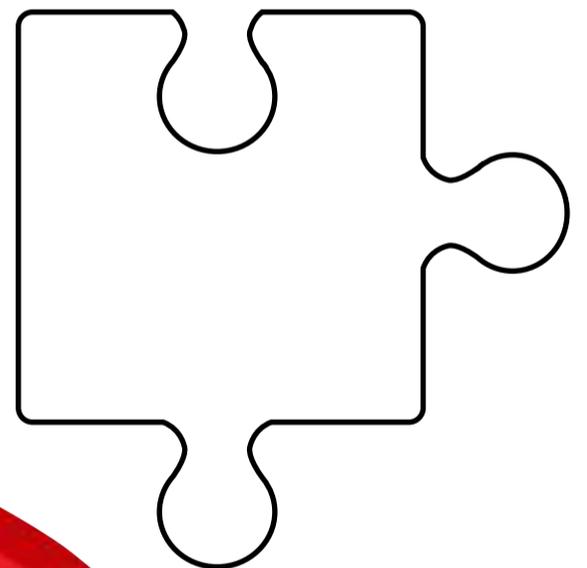
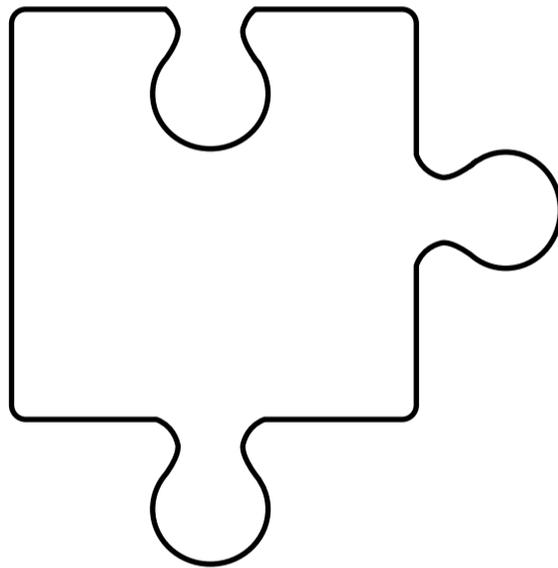
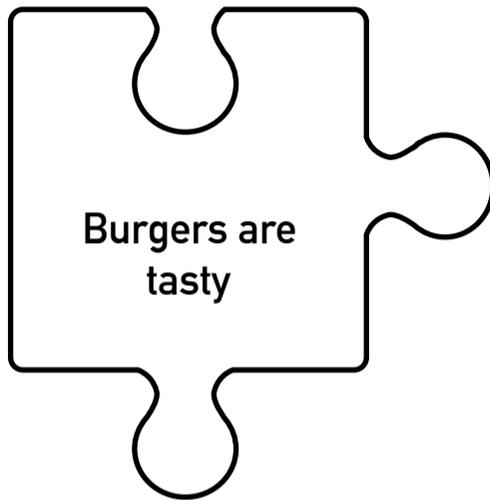
An example of wearing an imaginary mask is saying that you don't care about something when you actually do or acting angry when really what you feel is hurt.

Can you think of any examples of times when you have had to wear an 'imaginary mask'? In the space below draw the mask(s) that you have worn in the past and note down why you felt you had to wear it.



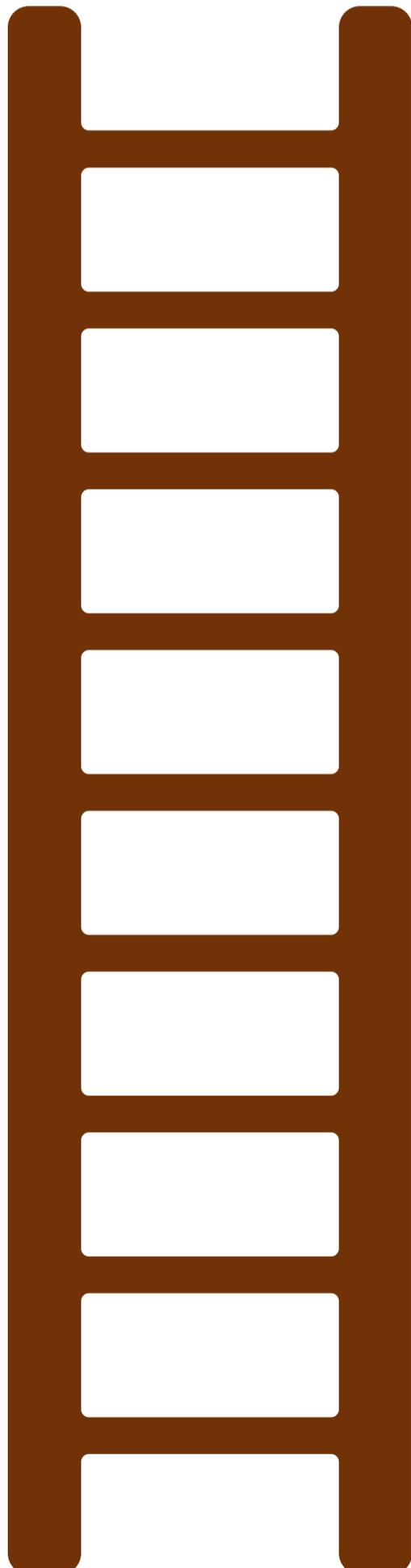
# ACTIVITY 15- BELIEF-O-METER

Having a thought does not mean that it is true, or that we have to believe it at all. Use the dial below to rate how much you believe (or don't) each piece of thought. Then write down some of the thoughts you have had recently in the blank pieces and rate them on the belief-o-meter.



# ACTIVITY 16- AVOIDANCE HIERARCHY

Construct a ladder of places or situations that you avoid. At the top of the ladder write down the things which make you feel most anxious. At the bottom of the ladder write places or situations that you avoid, but they don't bother you as much. In the middle of the ladder put the 'in between'. Give each one a rating from 0% anxiety to 100% anxiety of how you would feel approaching these situations. Once you've done this, come up with a plan of how you can approach each situation and knock the anxiety off the ladder.

	<b>Situation</b>	<b>Anxiety (0-100%)</b>
	<hr/>	<hr/>

# ACTIVITY 17- UNDERSTANDING SELF CONFIDENCE

Use this worksheet to come up with an 'action plan' of how you can boost your self confidence!

## Part A

*recall a time when you felt confident*

**1- How would you describe the situation?  
What was happening?**

**2- What were you saying to yourself  
about the situation? What kind of  
language did you use?**

**3- What physical sensations and feelings  
were you aware of?**

**4- What did you do as a result of this?**

## Part B

*recall a time when you felt that your  
confidence was low*

**1- How would you describe the situation?  
What was happening?**

**2- What were you saying to yourself  
about the situation? What kind of  
language did you use?**

**3- What physical sensations and feelings  
were you aware of?**

**4- What did you do as a result of this?**

### **Part C**

*use your notes from part A and B combined to come up with your 'self confidence action plan' for time where you feel that your self confidence is low.*

**1- What positive statement could I say to myself to be reminded of my power?**

**2- What could I do that would help me feel differently**

**3- What could I do differently next time I am in this situation? What actions would empower me?**

# ACTIVITY 18- POSITIVE AFFIRMATION WORD SEARCH

Find and highlight all of the positive affirmations within the grid below.

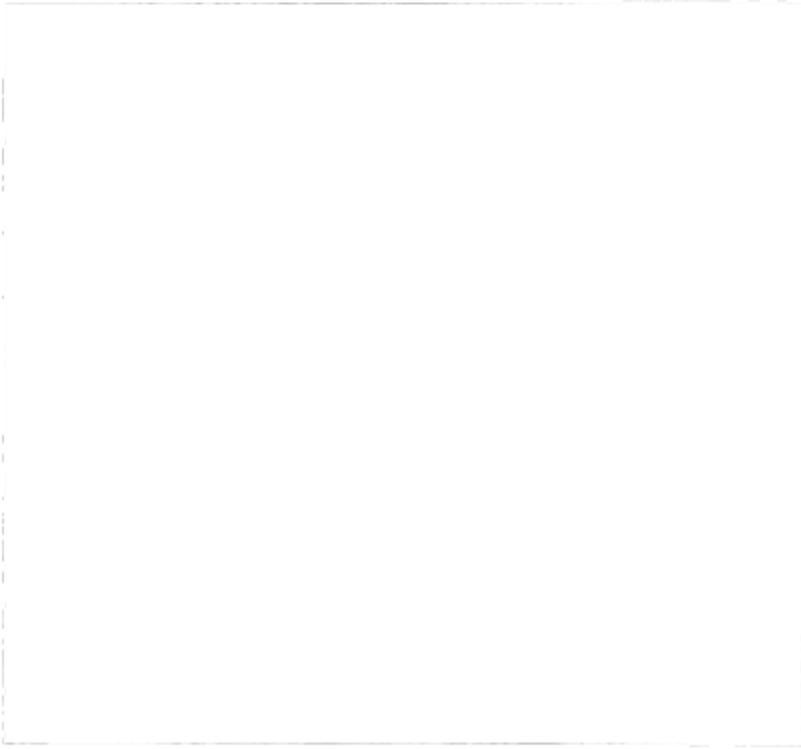
H M V H B R A N R Y B Z Y P X O X N T D Q I R X  
 C R A Z V J A C P S W E E A M Q U H A P P Y C S  
 F F R Z H S J F H O R H P G K E U V U U B D D L  
 I T P W Q W H C A D M I R E D P I B D P F J A A  
 V C J M E A N I N G F U L V U G F D G U L L L H  
 W B S G H A N D S O M E T O M W S T R O N G Z N  
 W E C V Q L H R G K N D G L Q L K A K O L V W S  
 V A O X X E L W I K R L E Y J F L V R M J A C A  
 S U M T X H R Z X P R G E N E R O U S E C L F D  
 C T P X U F U N N Y U J M B K L W U O G X U C T  
 R I A G L X F S I N D E P E N D E N T X H A L P  
 E F S Y O H E Y S E F I M J J U W U W L S B E I  
 A U S W V J L E A D E R X W K Y T E I M J L V X  
 T L I G I B C B X P F P A U S M D P M J E E E C  
 I V O O N U A S R K C O U Q A U X T A E S N R E  
 V M N O G A R B E D R S M A R T I S G O B X T I  
 E H A D Q C I N Z W E I L P I H T J I B R H Z D  
 S I T B J L N T P C L T K I T R P E N C A V J L  
 L C E I U R G J S B I I S K C Y Z H A Z V B N A  
 P K Z G K J F X B Y A V F G W C F M T R E E C K  
 D C G U H D U T S W B E X B S O K D I Z U W W R  
 R V G O W M V V E G L E R Y W X M C V E O E O G  
 C O N F I D E N T G E M H W M O L T E Y J G W F  
 Z V R G U W P F R I E N D L Y W O N D E R F U L

- |           |             |             |               |
|-----------|-------------|-------------|---------------|
| WONDERFUL | VALUABLE    | STRONG      | SMART         |
| RELIABLE  | POSITIVE    | MEANINGFUL  | LOVING        |
| LEADER    | INDEPENDENT | IMAGINATIVE | HAPPY         |
| HANDSOME  | GOOD        | GENEROUS    | FUNNY         |
| FRIENDLY  | CREATIVE    | CONFIDENT   | COMPASSIONATE |
| CLEVER    | CARING      | BRAVE       | BEAUTIFUL     |
| ADMIRE    |             |             |               |

# ACTIVITY 19- THE POWER OF YET

Before you knew how do do something, you didn't know how to do it YET.

Draw something you can do really well



How did you become good at it?

---

---

---

Finish the sentences below:

**I CAN'T**



**YET**

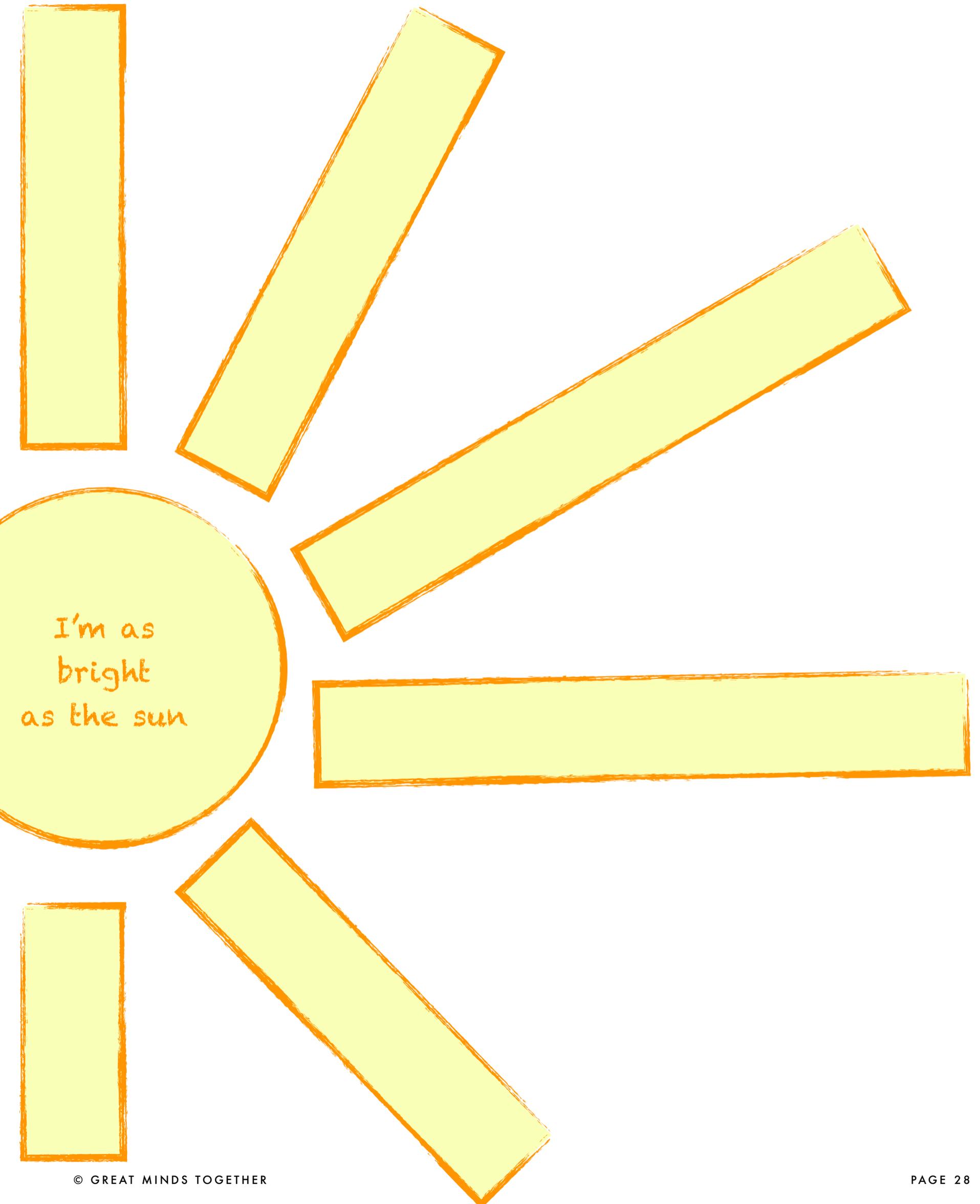
**I DON'T KNOW**



**YET**

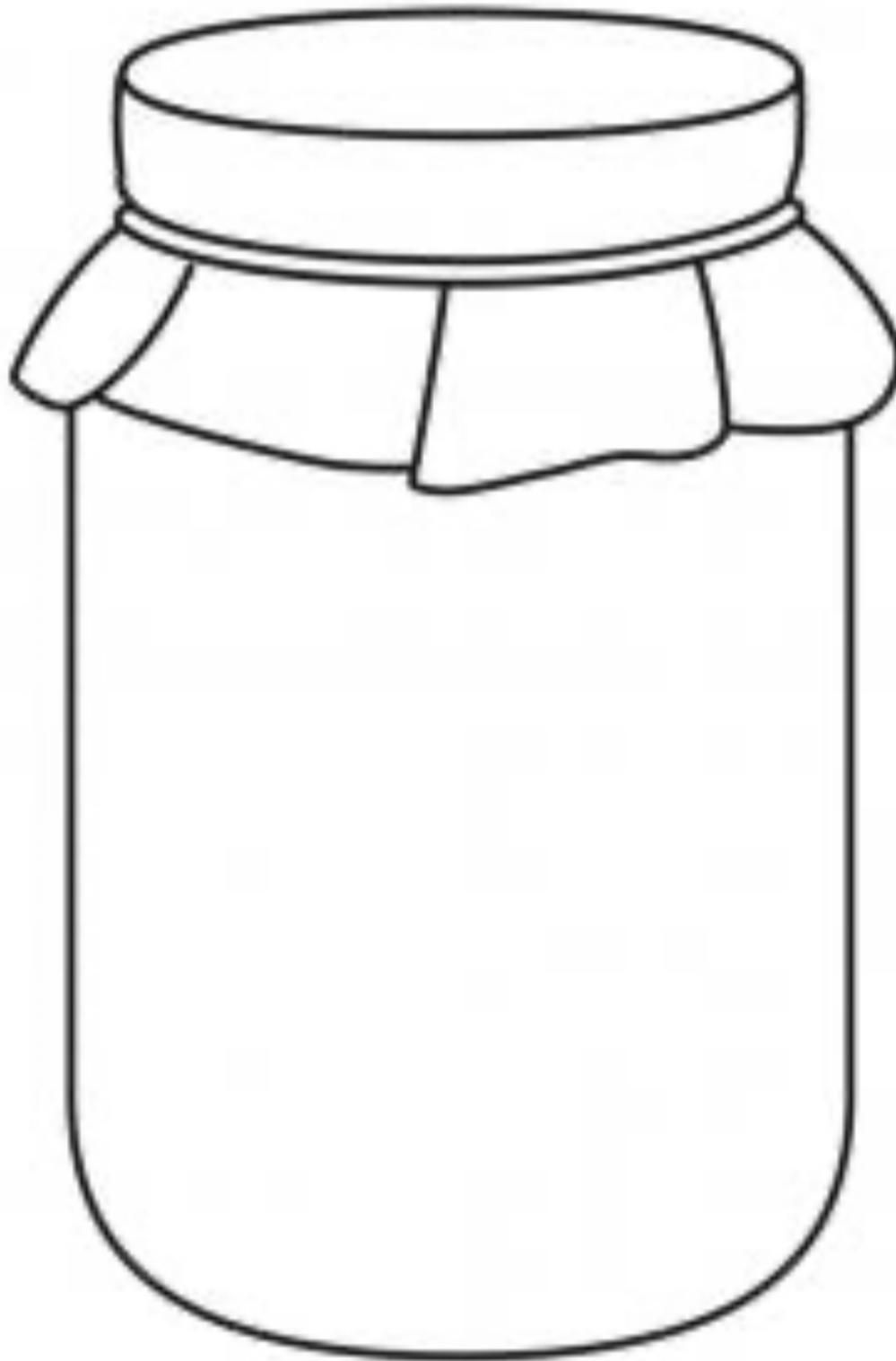
# ACTIVITY 20- RAYS OF SUN

Affirmations remind us of who we are, they can help us feel confident. Create your own affirmations and write them into the rays below.



# ACTIVITY 21- GRATITUDE JAR

Think about everything in your life that you are grateful for- this could be people, events or physical things. Write what and why you are grateful for inside your 'Gratitude Jar'. If you would like you can also decorate your jar.



# ACTIVITY 22- GRATEFUL TO BE ME

Think back over the past few days, what are you grateful for?

What SKILLS do you have that you're grateful for?

---

---

What have you done recently that made you feel PROUD?

---

---

Write 3 things which you are grateful for



---

---

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# ACTIVITY 23- AUTOMATIC THOUGHTS

Our thoughts, all 70,000 to 100,000 of them every day, are constantly helping us to interpret the world around us, describing what is happening and trying to make sense of it by helping us to interpret events, sights, sounds, smells and feelings.

Thoughts are simply electro-chemical impulses in our brain.

THOUGHTS ARE NOT STATEMENTS OF FACT

## DONT BELIVE EVERYTHING YOU THINK!

CBT says that it is not the event which causes our emotional and behavioural reactions, but the meaning we give that event- what we think ABOUT that event.



Because of our previous experiences, our upbringing, our culture, religious beliefs and family values, we may well make very different meanings of situations than someone else. These thoughts result in our physical and emotional reactions.

Particular types of thoughts tend to lead to particular emotions.

Thoughts	Emotion	Behaviour
I'm in danger and I won't be able to cope with it	Anxiety, Fear	- Avoid - Escape
I'm being treated unfairly and I won't stand for it	Anger, Frustration	- Confront - Defend
Everything is hopeless- I'm totally worthless, no-one likes me and nothing can change	Depression	- Withdraw - Isolate

## Automatic thoughts...

- Can be words, an image, a memory, a physical sensation, an imagined sound, or based on 'intuition'- a sense of just 'knowing'.
- Believable- we tend to automatically believe our thoughts, usually not stopping to question their validity. When another driver cuts me up, I might judge that he's a selfish worthless toad, but in fact, he might be taking his wife to hospital who is just about to give birth. Thoughts are not necessarily true, accurate or helpful. Often based on emotion (rather than facts), which drives our opinion.
- Are automatic. They just happen, popping into your head and you often won't even notice them.
- Our thoughts are ours- they can be quite specific to us, perhaps because of our present or past experience, knowledge, values or culture, or just for no good reason at all. Some thoughts are so out of keeping with all those things, and that can make them all the more distressing- because we add some meaning about why we had them.
- Habitual and persistent- our thoughts seem to repeat over and over, and the more they repeat, the more believable they seem. They set off a whole chain of new related thoughts that lead us to feel worse and worse. They can follow themes, for short periods, or very often, throughout years and decades.

# ACTIVITY 24- OVERCOMING AVOIDANCE

We try to avoid the situations, people and places and/or even thoughts which are likely to distress us. This avoidance helps prevent us becoming distressed in the short-term, but is one of the main factors which keeps the problem going over a long time. Avoidance also interferes greatly with our everyday lives. To overcome our problem, we need to overcome the avoidance.

Write down all the things (e.g situations, people, places, TV/Radio/Newspaper/Internet, Thoughts) that you try to avoid. Once you have your list, write a number from 0-10 alongside each item, according to how distressing that item is. (10 is most feared or distressing and 0 is not distressing).

Feared situation, people, places, media, etc	Distress rating 0-10

Now write the list again with the most feared or distressing item at the top of the list and the least feared at the bottom, of the list

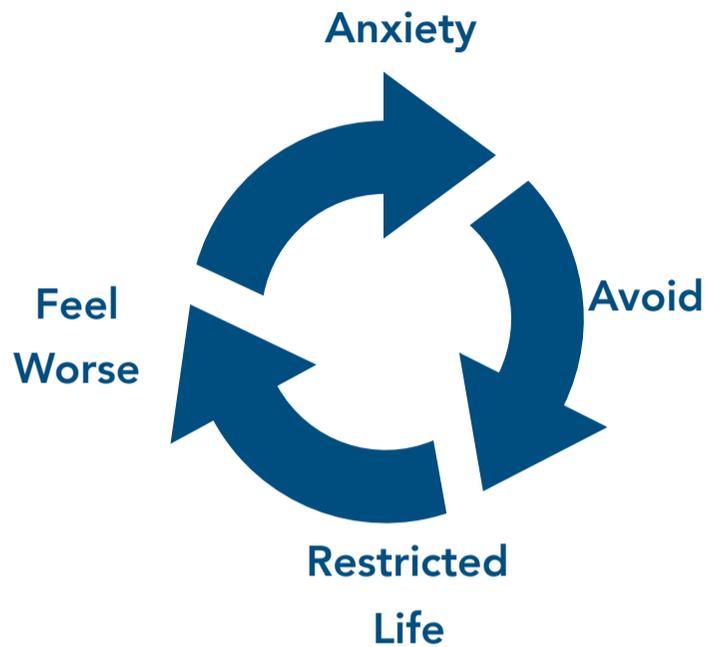
In starting to overcome the avoidance, take the least feared or distressing item and think about how you can face this trigger. You might want to break it down into smaller steps. Write down what you need to do, including any steps. You could also write down reminders of your coping strategies.

Feared situation	Steps I need to take to face the feared situation	Coping strategies I can use during the feared situation

Do the same process for each item on the list, repeating each step frequently and stay in the situation in spite of the anxiety (use your coping strategies to help you). Gradually and slowly work your way up from the least feared to the most feared situation.)

## ACTIVITY 25- F.A.C.E

Overcome your anxiety by learning to FACE the situations you normally avoid.



**F**ind and identify your target what you would like to be able to face, rather than what you avoid

**A**ction- decide on the steps you need to take

**C**oping- identify and use your coping strategies

**E**valuate- how did it go

### Find

Identify what you would like to be able to FACE, rather than avoid. You could write a list of several targets to face, then choose one that is not too distressing. You can gradually work through the list from least to most distressing.

**Action**

Decide on the steps you need to take. Break it down into manageable chunks, like steps on a ladder leading up to the top or BIG one. Take one step at a time, starting at the bottom.

**Coping**

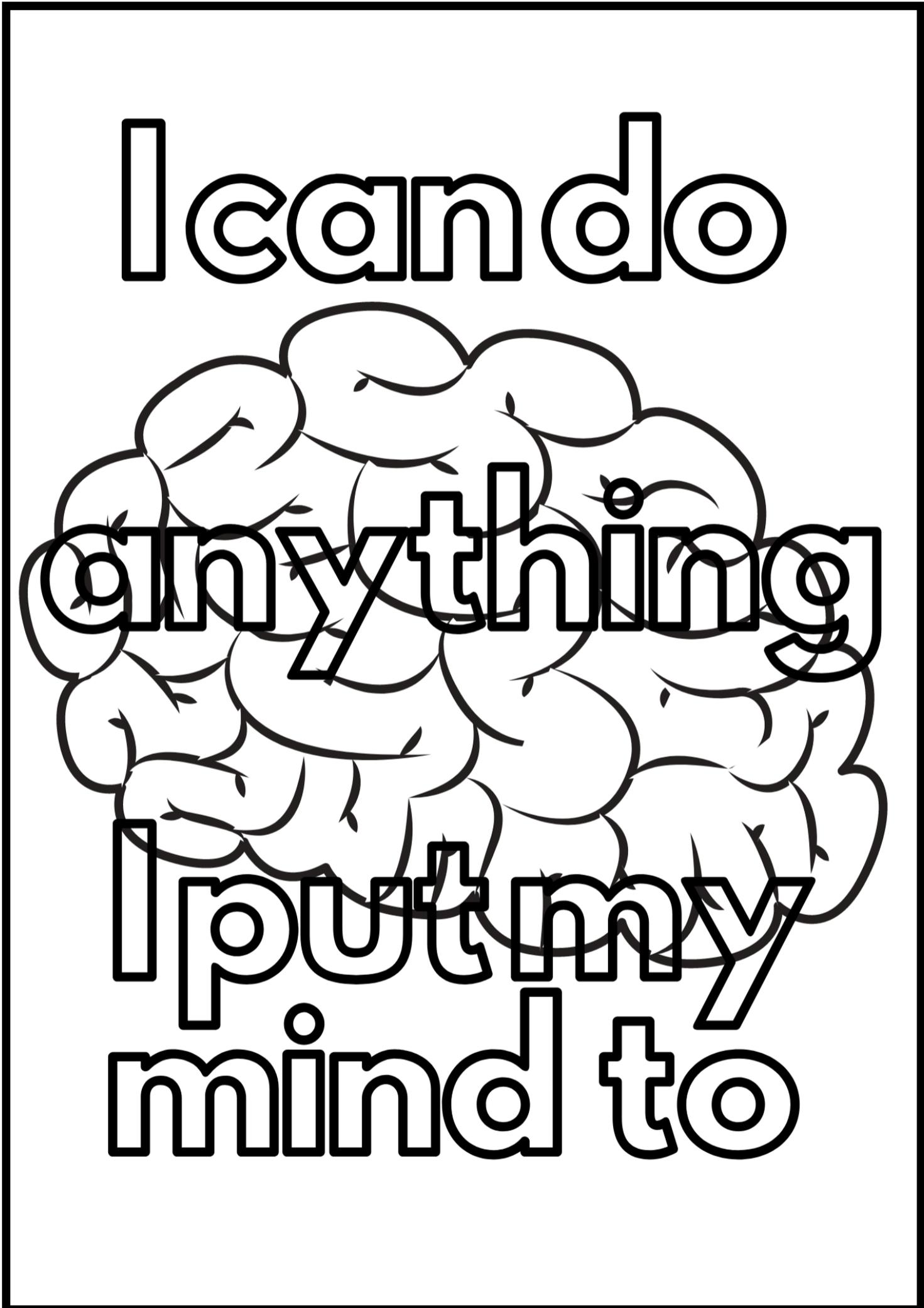
Write down all your coping strategies and use those that are going to be most useful for that situation.

**Evaluate**

After you've actioned the steps, review how things went. What went well? What didn't go well? What could you do differently next time?

# ACTIVITY 26- REFLECT AND COLOUR

Relax have a moment to reflect on your week so far whilst colouring this page.



# ACTIVITY 27- BEHAVIOURAL EXPERIMENT

Think of one of the negative beliefs you have within school- for example 'I can't do maths because I'm not smart enough'. Let's challenge that belief and experiment with how we can change it into something positive!

## **Step 1- Belief or rule to be tested**

Right now, the strength of this belief is:

An alternative might be

## **Step 2- Planning**

This is the experiment we've agreed:

What do you predict will happen?

How sure are you that this will happen? (0-100%)

Safety behaviours I need to drop during this experiment

The evidence I will use to judge which belief is more likely to be true

**Step 3- Experiment**

Now carry out this experiment and note what happened/didn't happen

**Step 4- Debrief**

re-rate your beliefs from step 1. Right now the strength of my belief is:

What happened? Did it fit with your prediction?

Re-rate your original prediction.

What can I conclude from this experiment?

Do I need to do any further experiments in light of this one?

## ACTIVITY 28- POSITIVE SELF TALK

Positive statements encourage us and help us cope through distressing times. We can say these encouraging words to ourselves, and be our own personal coach. We have all survived some very distressing times and can use those experiences to encourage us through current difficulties. Examples of coping thoughts might be:

- Stop and breathe, I can do this
- This will pass
- I can be anxious/angry/sad and still deal with this
- I have done this before and can do it again
- This feels bad, it's a normal bodily reaction- it will pass
- This feels bad, and feelings are very often wrong
- This won't last forever
- Short term pain is for long term gain
- I can feel bad and still chose to take a new and healthy direction
- I don't need to rush, I can take things slowly
- I feel this way because of my past experiences but I am safe right now
- Keep calm and carry on I can learn from this and it will be easier next time
- I can use my coping skills to get through this
- This is difficult and it is uncomfortable, but it is only temporary

On the table below, write down a coping thought or positive statement for each difficult or distressing situation- something that you can tell yourself that will help you get through. Write them down on a piece of card and carry it in your pocket or handbag to help remind you.



# ACTIVITY 29- BEYOND OUR CONTROL



A few years ago, the authorities banned flying for a few days due to the volcanic ash cloud lying over Europe. Many thousands of people all over the world felt anxious, frustrated and sad about not being able to fly.

In that situation, what is in our control? As frustrating as it is, as anxious as we feel about ( the consequences of) not getting to our destination, as sad as we feel about missing important events, there is little we can do. The air safety organisations have to put safety first, and order no-flying. A volcanic ash cloud for Iceland is totally beyond our control.

If it's out of our control, then what can we do about it? In this situation, there are things we can do- contacting others, making arrangements for accommodation and booking alternative travel.

We could fight and struggle; we can get angry and upset and perhaps blame others. But, in the struggling we're just adding to the already difficult situation. Many times, even though we'd like to change the situation we're in, or change other people, all we can do is change ourselves- what we think, our attitude towards it, what we do.

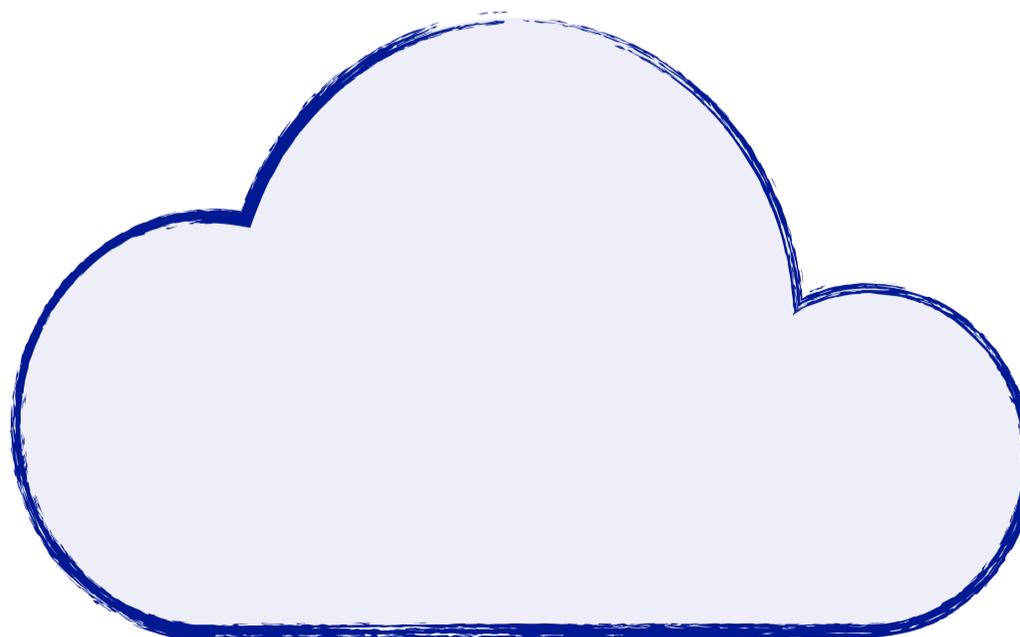


If some situations are beyond our control- we can struggle and fight, or we can just accept that 'it is what it is'. Acceptance is not about judging to be good or agreeing with it, it's about not giving it permission to go on forever and not giving up on other options.

We are faced with many similar situations all the time. Situations that we find ourselves in, that we can have little control over- bereavements losing a job, illness, being bullied, debt relationship break-ups or difficulties. Perhaps some can be situations that we can have been partly responsible for bringing about, but we have little control over now. These are situations where we have a little control over, some we have a lot.

- How much control do I have? What is outside my control?
- 'it is what it is' I'm not agreeing with or giving up on it, but I can let it go for now.
- If I can't change the situation, can I change the way I think or do about it?
- What can I do which is within my control?

*In the cloud below write down a time where you had an 'Ash Cloud' and how you overcame it*



# ACTIVITY 30- HELICOPTER VIEW

In any stressful situation it's easy to get caught up in the emotion, which skews our view of things. Completing this worksheet will help you see a different perspective:

**Self**

*What am I reacting to?  
What does this situation mean to, or say about me?*

**Others**

*What would it look like to get others involved?  
What might their thoughts and feeling be?*

**STOP**  
Stop take a breath  
what's the bigger picture?

**Outsider**

*How would this seem to someone outside the situation who's not emotionally involved?*

**Wise Mind**

*Practise what works! What would be the best thing to do- for me, for others, for this situation?*

# ACTIVITY 31- MY MENTAL HEALTH CV

Fill out this CV with as much detail as possible

My current problems:

My strengths:

What helps:

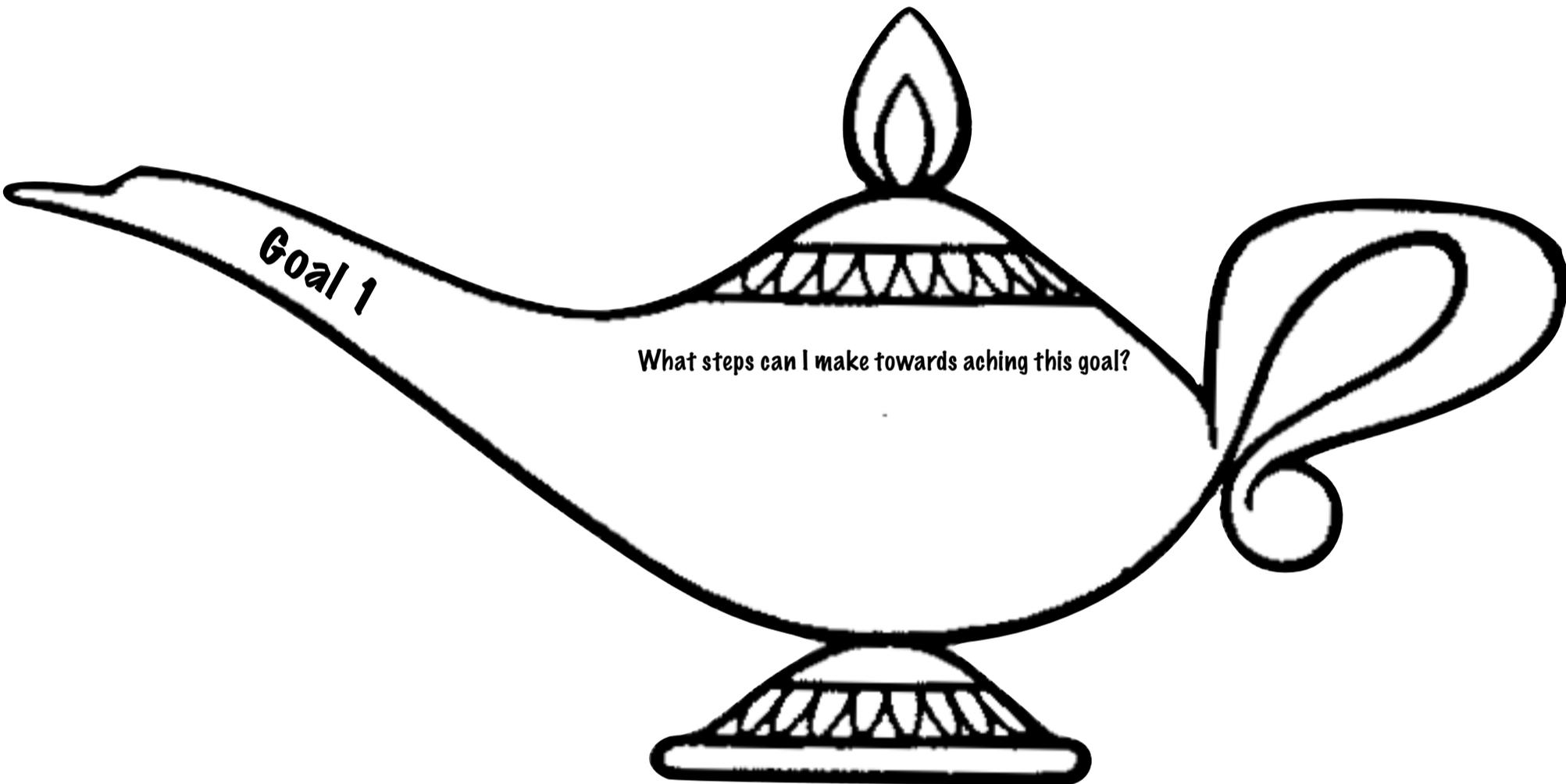
What doesn't help:

My Future Direction:

My Life- Significant events

# ACTIVITY 32- GOAL GENIE

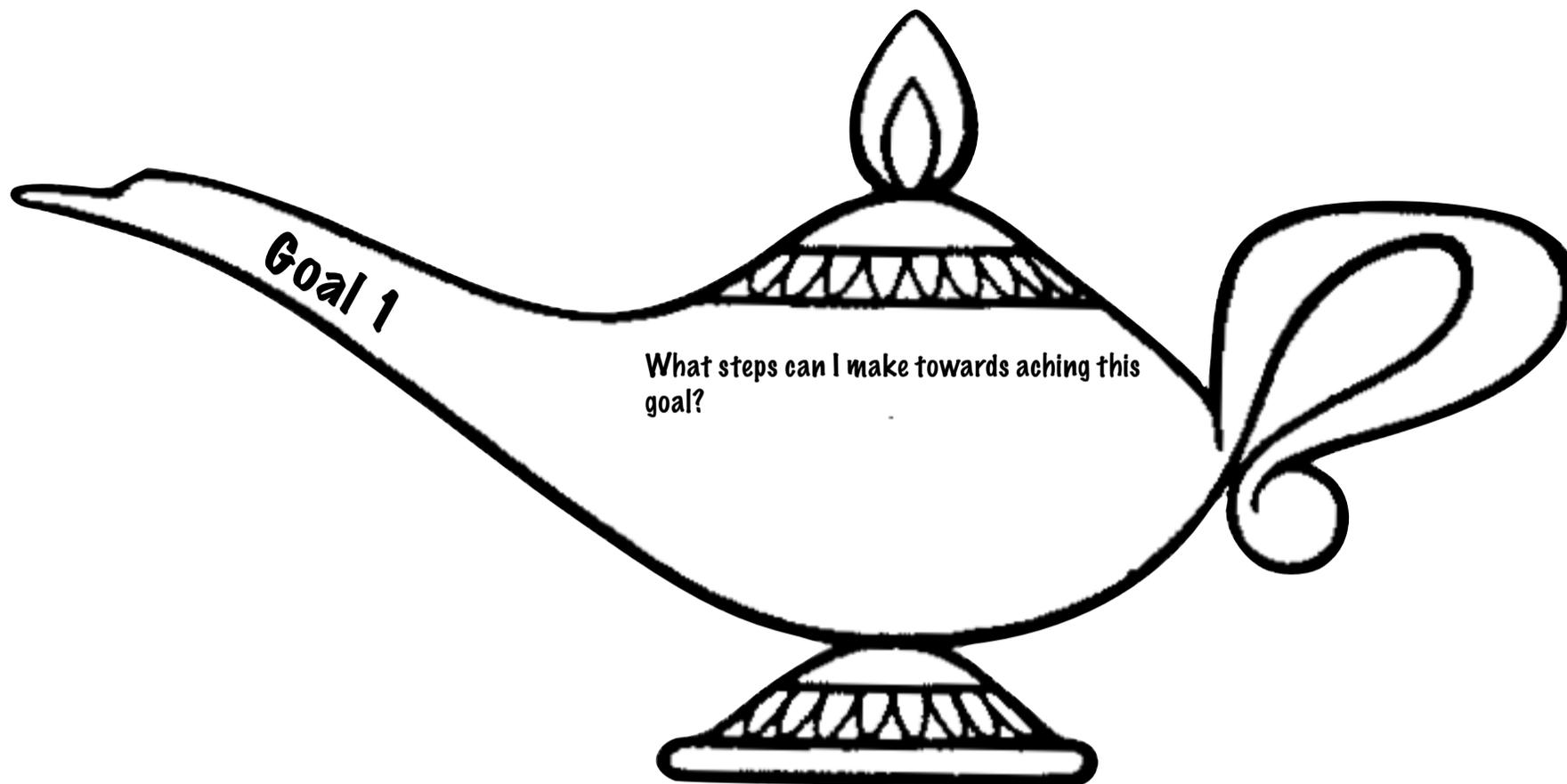
Think of your career/ school goals. What do you need to do to get there. Be the genie in your own life, just like they grant 3 wishes, set yourself 3 goals to help you achieve this and note how you are going to do it.



On a scale of 1-10 with 0 being totally not achieved and 10 being completely achieved, how far along the scale am I now , with regard to this goal?

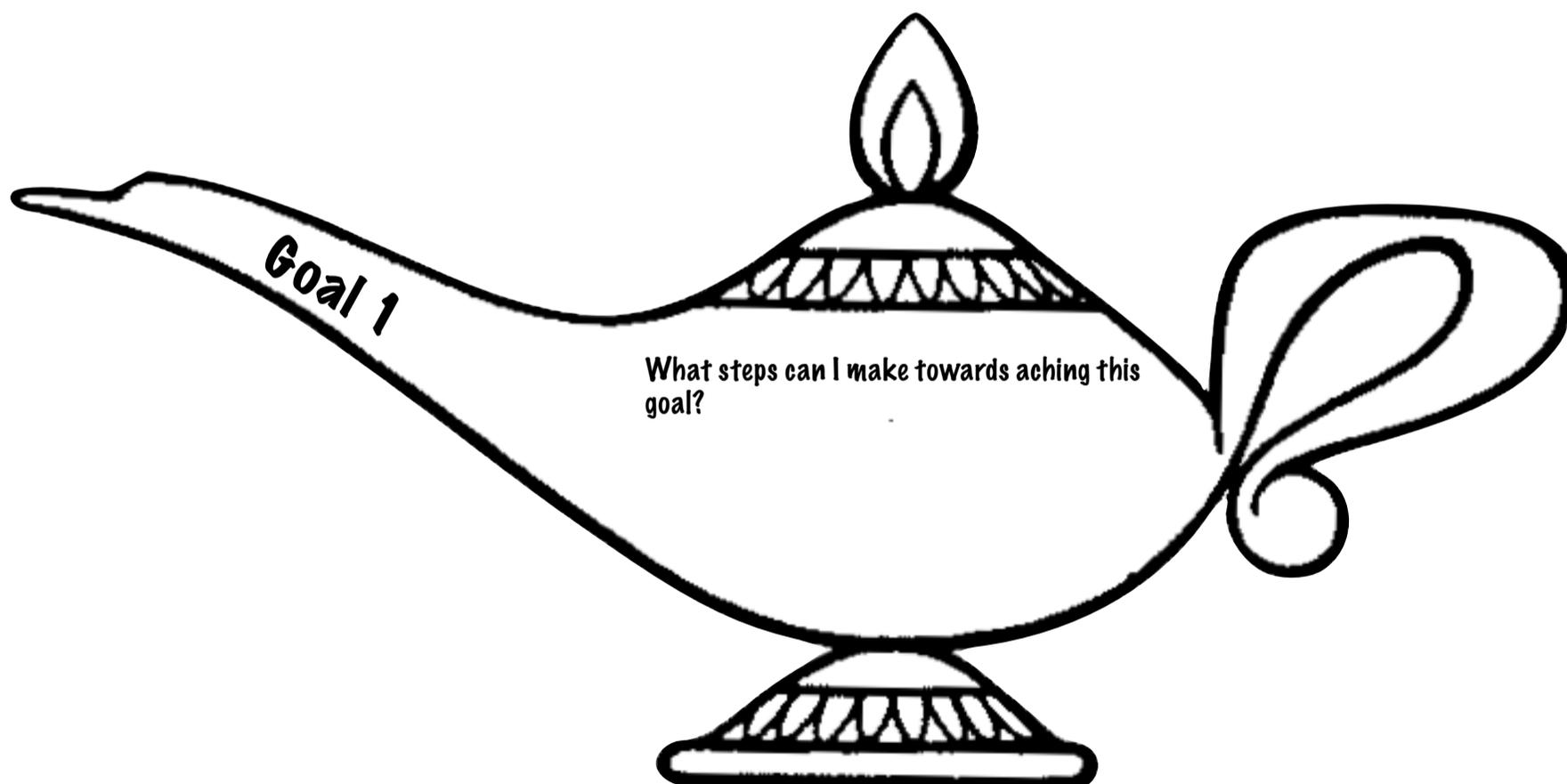
1      2      3      4      5      6      7      8      9      10

---



On a scale of 1-10 with 0 being totally not achieved and 10 being completely achieved, how far along the scale am I now , with regard to this goal?

1 2 3 4 5 6 7 8 9 10



On a scale of 1-10 with 0 being totally not achieved and 10 being completely achieved, how far along the scale am I now , with regard to this goal?

1 2 3 4 5 6 7 8 9 10

# ACTIVITY 33- COMMUNICATION STYLES

Let's discuss communication, reflect on yourself and how you communicate with people

	Passive	Assertive	Aggressive
<b>General</b>	Compliant, submissive, talks little, vague, non-committal communication, puts self down, praises others  <i>"I don't mind... that's fine... yes alright"</i>	Actions and expressions firm with words spoken, firm but polite and clear messages, respectful of self and others  <i>"That's a good idea, and how about if we did this too..." or "I can see that, but I'd really like..."</i>	Sarcastic, harsh, always right, superior, know it all, interrupts, talks over others, critical, put-downs, patronising, disrespectful of others  <i>"This is what we're doing, if you don't like it, tough"</i>
<b>Beliefs</b>	<b>You're okay, I'm not</b>  Has no option other than that the other person/people are always more important, so it doesn't matter what they think anyway	<b>I'm okay, you're okay</b>  Believes or acts as if all the individuals involved are equal, each deserving of respect, and no more entitled than the other to have things done their way	<b>I'm okay, you're not</b>  Believe they are entitled to have things done their way, the way they want it to be done, because they are right and others (and their needs) are less important
<b>Eyes</b>	Avoids eye contact, looks down, teary, pleading	Warm, welcoming, friendly, comfortable eye contact	Narrow, emotionless staring, expressionless
<b>Posture</b>	Makes body smaller stooped, leaning, hunched shoulders	Relaxed, open, welcoming	Makes body bigger- upright, head high, shoulders out, hands on hips
<b>Hands</b>	Together, fidgety, clammy	Open, friendly and appropriate gestures	Pointing fingers, making fists, clenched, hands on hips
<b>Consequences</b>	Give in to others, don't get what we want or need, self-critical thoughts, miserable	Good relationships with others, happy with outcome and to compromise	Make enemies, upset others and self, feel angry and resentful

# ACTIVITY 34- FINDING ALTERNATIVE THOUGHTS

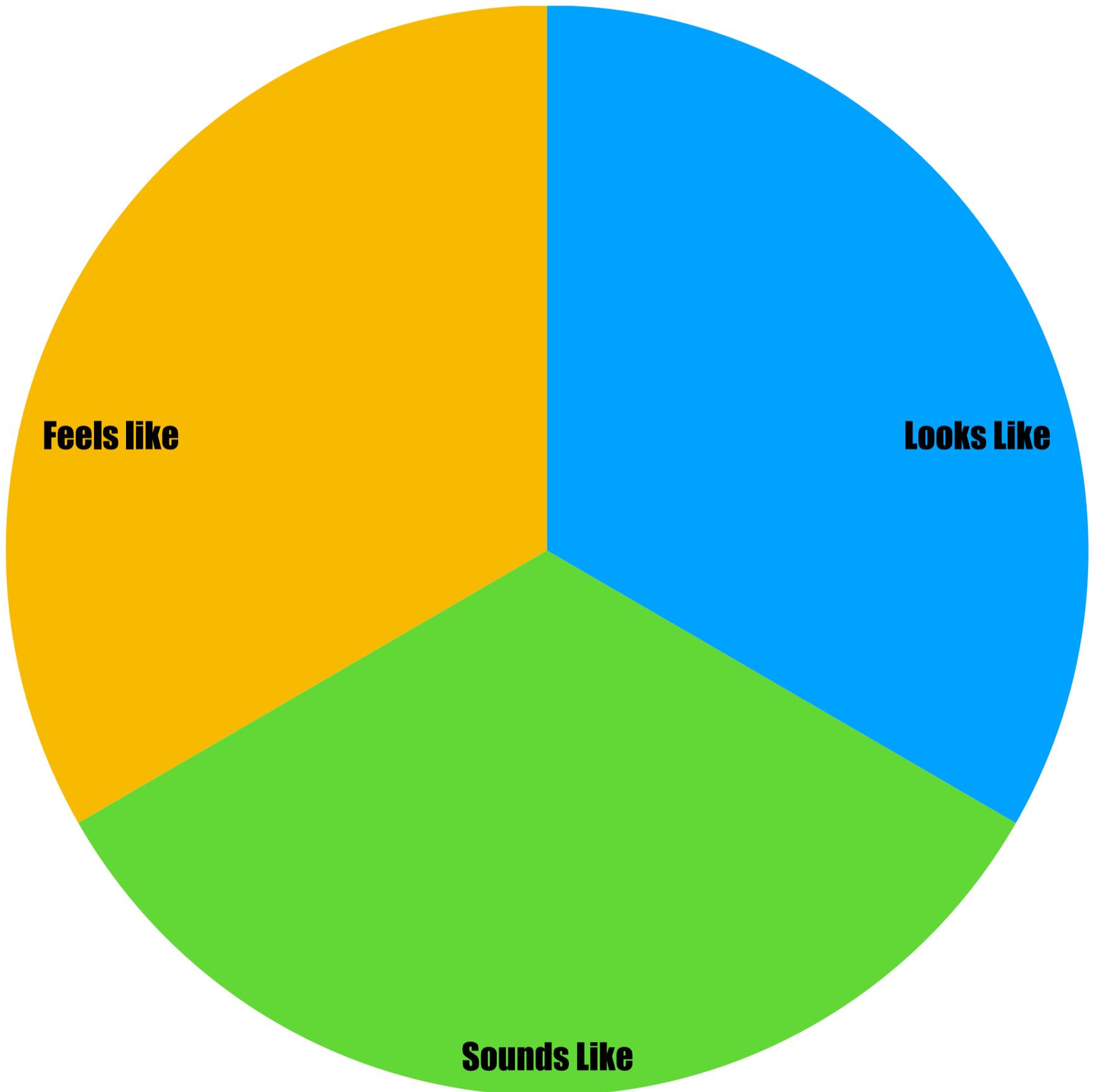
Read through the table of thoughts. Add your own to each category.

<b>Unhelpful thinking habit</b>	<b>Alternative more balanced thought</b>
<b>Mental filter</b>	Am I only noticing the bad stuff? Am I filtering out the positives? What would be more realistic?
<b>Mind reading</b>	Am I assuming that I know what others are thinking? What's the evidence? Those are my own thoughts, not theirs. Is there another, more balanced way of looking at it?
<b>Prediction</b>	Am I thinking that I can predict the future? How likely is it that it might really happen?
<b>Compare and despair</b>	Am I comparing myself to others too much? What would be a more balanced way of looking at it?
<b>Critical self</b>	There I go, that internal bully is at it again. Would most people who know me really say that about me? Is it something that I am totally responsible for?
<b>Should and musts</b>	Am I putting more pressure on myself, setting up expectations of myself that are almost impossible? What would be more realistic?
<b>Judgements</b>	I'm making an ovation about the situation or person. It's how I make sense of the world, but that does not mean my judgements are always right or helpful. Is there another perspective?

<p><b>Emotional reasoning</b></p>	<p>Just because it feels bad, doesn't necessarily mean it is bad. My feelings are just a reaction to my thoughts- and thoughts are just automatic brain reflexes</p>
<p><b>Mountains and molehills</b></p>	<p>Am I exaggerating the risk of the danger? Or am I exaggerating the negative and minimising the positives? How would someone else see it? What's the bigger picture?</p>
<p><b>Catastrophising</b></p>	<p>OK thinking that the worst possible thing will definitely happen isn't really helpful right now. What's most likely to happen?</p>
<p><b>Black and white thinking</b></p>	<p>Things aren't either completely white or completely black- they are shades of grey. Where is this on the spectrum?</p>
<p><b>Memories</b></p>	<p>This is just a reminder of the past. That was the, and this is now. Even though this memory makes me feel upset, it's not actually happening right now.</p>

# ACTIVITY 35- SILENCE

Sometimes silence can be daunting, however silence can also help you to calm down, connect with your inner emotions and concentrate. Sit now for 1 minute in silence. Once the minute is over, reflect and write down in the chart below what silence feels, sounds and looks like. How can you use silence to your advantage?



# ACTIVITY 36- NOTICING SENSATIONS

Clear your mind and focus your attention on the following for one minute each. Without judgement, write down how they feel at this present moment



# ACTIVITY 37- LIFE MAP

In the main part of each large box, write a few key words about what is important or meaningful to you in this domain of life: What sort of person do you want to be? What sort of personal strengths and qualities do you want to cultivate? What you want to stand for? What do you want to do? How do you ideally want to behave?

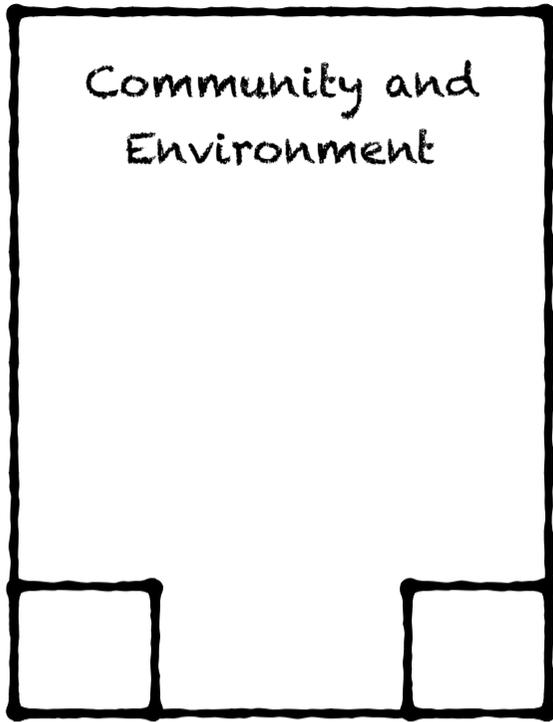
(If a box seems irrelevant to you, that's okay: just leave it blank. If you get stuck on a box, then skip it, and come back to it later. And it's okay if the same words appear in several or all boxes: this helps you identify core values that cut through many domains of life.)

Once you've done that for all boxes, go through them and in the left small square inside each box, mark on a scale of 0-10 how important these values are to you, at this point in your life: 0= no importance, 10= extremely important. (It's okay if several squares all have the same score.) Finally, in the right small square inside each box, mark on a scale of 0-10 how effectively you are living by these values right now. 0= not at all 10= living by them fully (Again, it's okay if several squares all have the same score.)

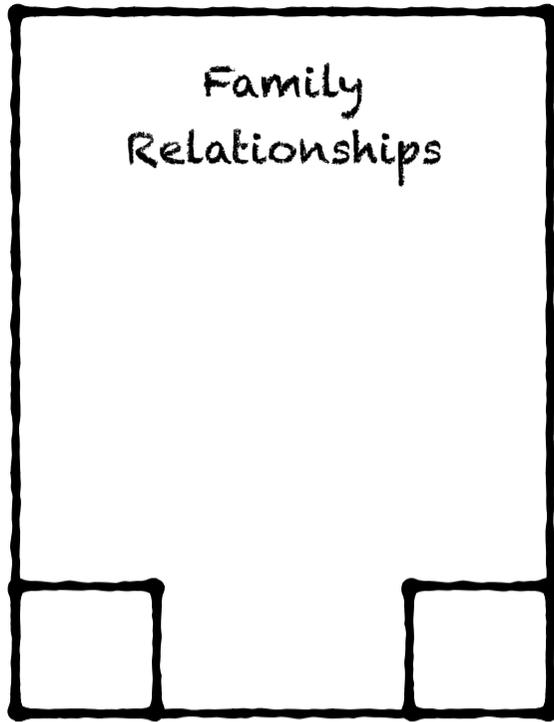
Finally have a good look at what you've written. What does this tell you about: a) What is important in your life?  
b) What you are currently neglecting?

The form consists of five hand-drawn rectangular boxes arranged in two rows. The top row contains three boxes labeled 'Parenting', 'Personal Growth', and 'Leisure'. The bottom row contains two boxes labeled 'Spirituality' and 'Health'. Each box is designed for a 'Life Map' activity. The main body of each box is intended for writing key words and phrases. At the bottom of each box, there are two small, empty squares. The left square is for marking a score from 0 to 10 on the importance of the values written, and the right square is for marking a score from 0 to 10 on how effectively the person is currently living by those values.

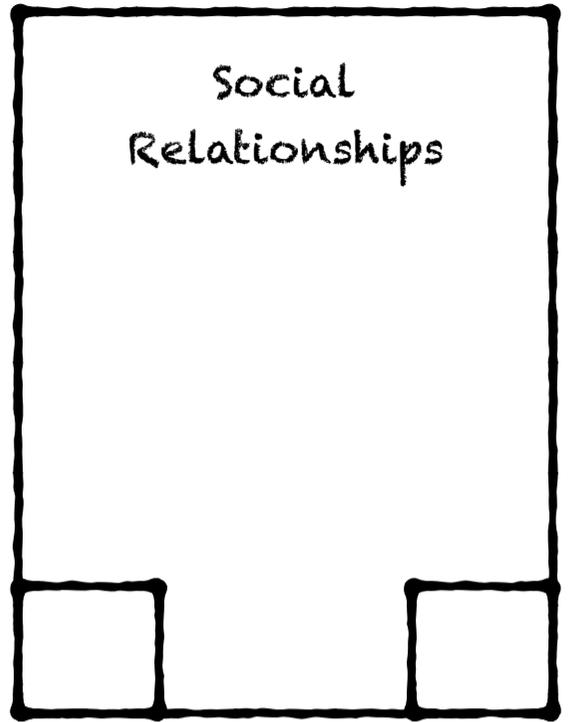
Community and Environment



Family Relationships

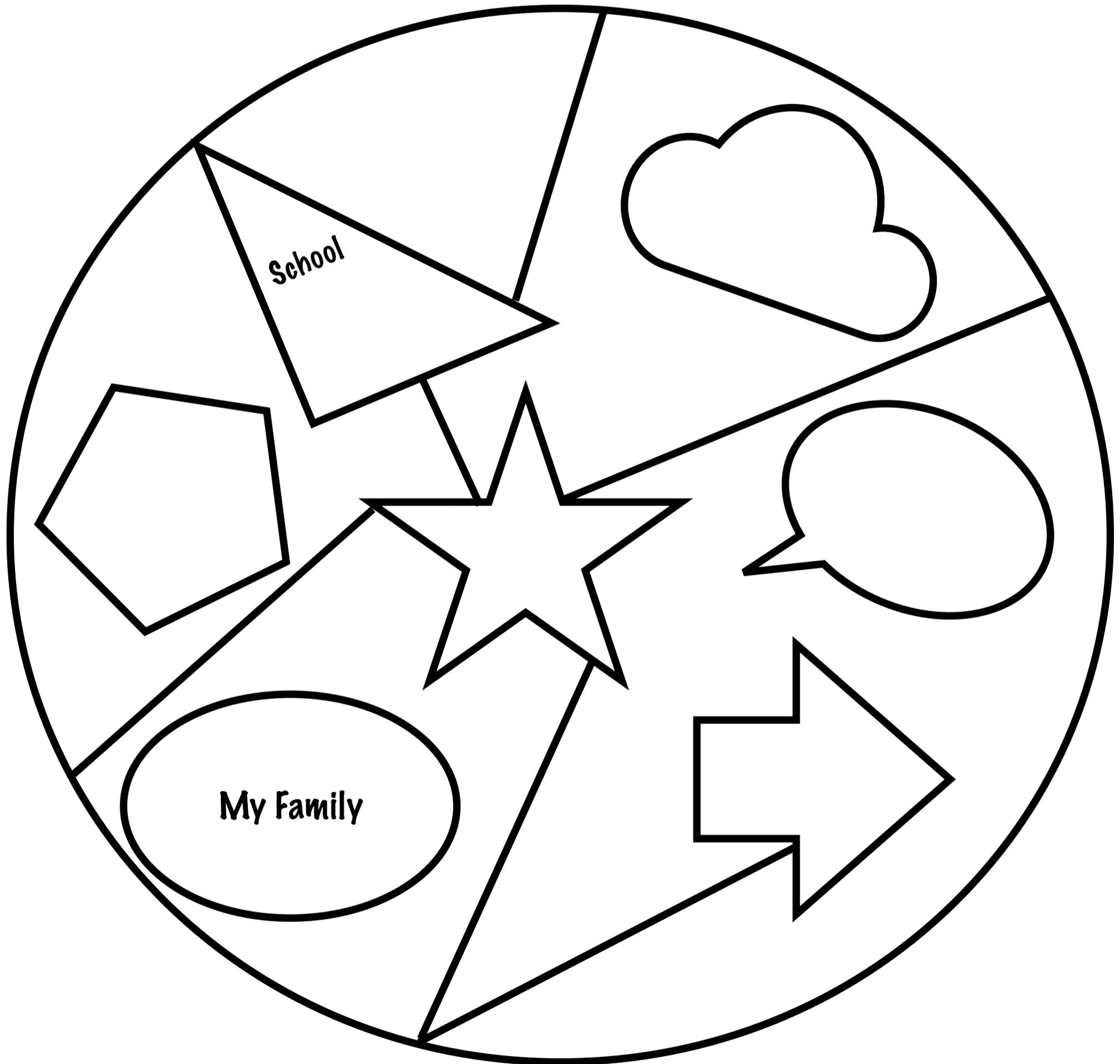


Social Relationships



# ACTIVITY 38- COLOUR CIRCLE

Write in each shape an aspect of your life for example, school, family... as you are colouring each section of the circle below, take some time to think and reflect about each section. If you feel you need to write down anything whilst doing this, feel free to do so.mY

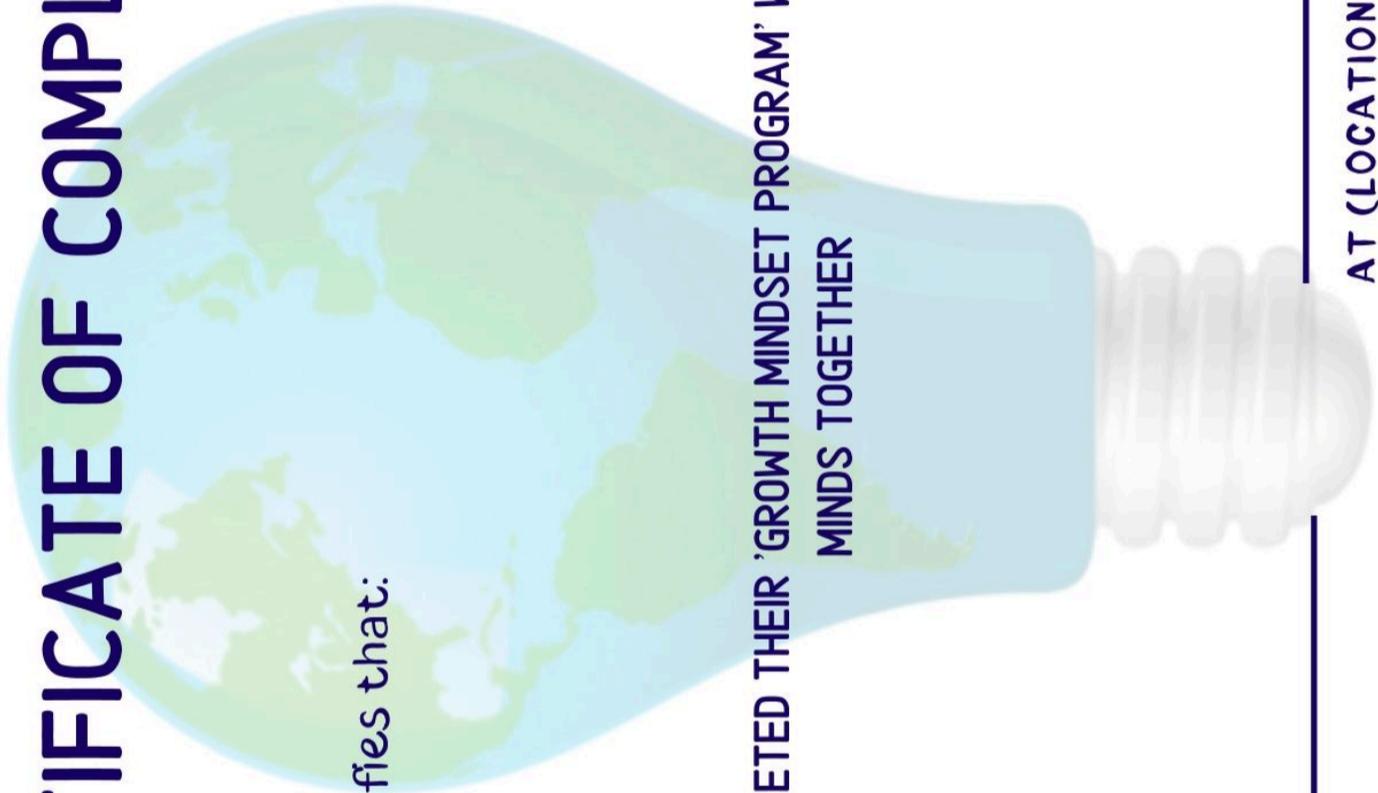




# ACTIVITY 40- YOU DID IT!

Fill in your certificate and give yourself a well earned pat on the back!

## CERTIFICATE OF COMPLETION



This certifies that:

HAS COMPLETED THEIR 'GROWTH MINDSET PROGRAM' WITH GREAT MINDS TOGETHER

\_\_\_\_\_  
ON (DATE)

\_\_\_\_\_  
AT (LOCATION)