

The Teen Wellness Alliance  
X Once Upon A Teen



# THE WELLNESS HANDBOOK

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# 01. STRESS MANAGEMENT



You are not alone. Stress is a common experience—learning how to find balance in life is most helpful.

# UNDERSTANDING STRESS

**Stress is a universal experience.** You are not alone in your feelings, especially as the pressures of academics, extracurriculars, and social life increase. Learning effective stress management will help maintain a healthy balance, improving overall well-being.

*According to the American Psychological Association, stress can have both physical and emotional effects, impacting your mood, energy level, and overall health.*

## A. TYPES OF STRESS

### Acute Stress:

Short term stress - Stressors that are experienced on a daily basis from minor situations. Will fade after; easier to resolve.

*Examples:* Running late, Argument with loved one, Urgent deadlines, Losing phone or wallet

*Signs:* Feeling irritable, Mood swings, Lack of focus, Insomnia, Anger, Nail biting

### Chronic Stress:

Long term stress - Any stress that goes on for weeks or months. You don't even realize it's a problem.

*Examples:* Pandemic, Home relationships, Location-related, School/Work-related

*Signs:* Increasingly overwhelming situations, Headaches, Decreased energy, Helplessness, Frequent illness

## B. COMMON CAUSES & EFFECTS

Everyone experiences stress differently. What may be overwhelming for one person might be manageable for another. Let's remember to be kind, patient, and understanding with ourselves and others as we navigate our unique challenges.

### Academic Stress:

Pressure to earn high grades, overwhelming workloads, fear of failure, and poor time management.

*Effects:* Reduces motivation, Hinders achievement, Increases dropout rates

### Social Stress:

High expectations from parents, teachers, and peers, peer pressure, competition, and lack of support.

*Effects:* Bullying, Social isolation, FOMO, Emotional well-being issues

### Future-related Stress:

Implications of grades, pressure to maintain grades, and constant planning for the future.

*Effects:* Anxiety, Exhaustion, Feeling overwhelmed by future prospects



# 01. ARE YOU AT RISK OF BURNOUT?

*Burnout can creep up on you, especially when you're juggling a lot of responsibilities. This activity will help you recognize the signs of burnout, take control of your schedule, and ensure you're taking care of yourself.*

## DIRECTIONS:

It's important to learn how to recognize burnout indicators. Answer the following questions to check in with yourself. Rate each statement on a scale from 1 to 5.



## QUESTIONS:

- (1) I feel tired even after a full night's sleep.
- (2) I find it hard to concentrate on tasks, even ones I usually enjoy.
- (3) I feel more irritable or frustrated than usual.
- (4) I get frequent headaches, stomachaches, or other physical symptoms of stress.
- (5) I feel overwhelmed by my commitments, even if I used to manage them well.
- (6) I struggle to find time for activities that help me relax.

## SCORING:

**6-12 points** --- You're managing well, but keep an eye on your stress levels.

**13-18 points** --- You might be feeling the early signs of burnout. Consider making adjustments to your routine.

**19-24 points** --- Stress is building up, and burnout could be around the corner. It's time to reassess your schedule and prioritize self-care.

**25-30 points** --- You're likely experiencing burnout. It's crucial to take a step back, seek support, and make significant changes to reduce stress.

# 02. STRATEGIES

*How to reduce acute stress (distress) and limit chronic (daily) stress*

## A. THE T.I.P. SKILL

### **In response to Acute Stress:**

When in distress, your body undergoes physical changes. In order to TIP your body chemistry back into equilibrium, use the T.I.P. skill!

- **Temperature:** Dunk your face into ice water for 20+ seconds. This will trigger the mammalian dive reflex, redirecting your blood flow to only vital areas, reducing anxiety and distress.
  - For a more accessible version, put a bag of cold water below your eyes and hold your breath.
- **\*\*DO NOT USE THIS SKILL IF YOU SUFFER FROM A RESTRICTIVE EATING DISORDER, A HEART DISEASE, OR ARE TAKING A BETA-BLOCKER.\*\***
- **Intense exercise:** Release pent up energy by engaging in short bursts of exercise.
  - Running, jumping, and lifting weights are all great ways to use this skill.
- **Paced breathing:** Breathe into your stomach about 5 times per minute. Breathe out for longer than you breathe in.

## B. THE A.B.C. SKILL

### **In response to Chronic Stress:**

Chronic stress can build up overtime and cause moderate to severe complications in daily life, ultimately making you far more susceptible to acute stress and even physical illness. To manage this stress, remember the A.B.C.s of self care!

- **Accumulate positive emotions:** Plan pleasant events at least once a day.
  - This doesn't have to be big; just listening to music could be a pleasant event!
- **Build mastery:** Do a hobby that makes you feel proud and complete.
  - Setting aside 30 minutes each day is an easy way to reduce long-term stress.
- **Cope ahead:** Are you going to encounter an emotionally difficult event soon? Plan how to get through it ahead of time. Physically write down what the situation is and how it is expected to play out, being sure to write only the facts (how it makes you feel is also a fact). For each expected challenge, write out the skills & strategies that will help you get through the event. Once it is written out, run through the event in your head with as much detail. If you run into an issue, add more skills.

## C. WELLNESS COMPASS

### 1: RANK YOUR CHRONIC STRESS LEVEL

*Rank how stressed you are from 1-5. Five circles is the highest stress level.*

School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Familial Relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friendships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship with self	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2: RANK THESE CAUSES OF ACUTE DISTRESS

*Five circles = causes acute distress very often.  
Zero = not at all.*

School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Familial Relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friendships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship with self	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 3: COPING SKILLS

What are some coping skills that could lower your acute distress?

What are some coping skills that could lower your chronic stress?

### 4: DEFINE THESE SKILLS

TIP

A

B

C

### 5: FACTORS

What are some vulnerabilities that you face often (e.g. sleep deprivation)?

What are some ways you can reduce these vulnerabilities? Consider making SMART goals.

# 03. ACTIVITIES

*There are countless ways you can adjust your current lifestyle to reduce burnout and stress levels. Below are activities we recommend.*

**REMEMBER:** *What works for one person may not work for the next. Be patient and approach these tips with an open mind!*

## A. BUILD A LIFE BALANCE WHEEL:

1. **Draw** a circle and divide it into 9 sections, each representing an area of your life.
2. **Label** the sections with the below categories.
3. **Rate** each area from 1 (not satisfied) to 10 (very satisfied).
4. **Shade** in each section up to your rating to create a visual balance wheel.
5. **Reflect** on your balance and set small, realistic goals to improve areas that need attention.
  - a. *Example: If your academic section is a 9 but your personal time is a 3, aim to reduce study time slightly to allow for more self-care.*

**COMMUNITY & CONTRIBUTION:**  
Helping others, volunteering, being involved in local/global causes.

**PERSONAL GROWTH:**  
Goals, confidence, values, & future aspirations.

**ACADEMICS:**  
School, homework, studying, & personal growth through learning.

**SOCIAL LIFE:**  
Relationships with friends, social activities, & sense of belonging.

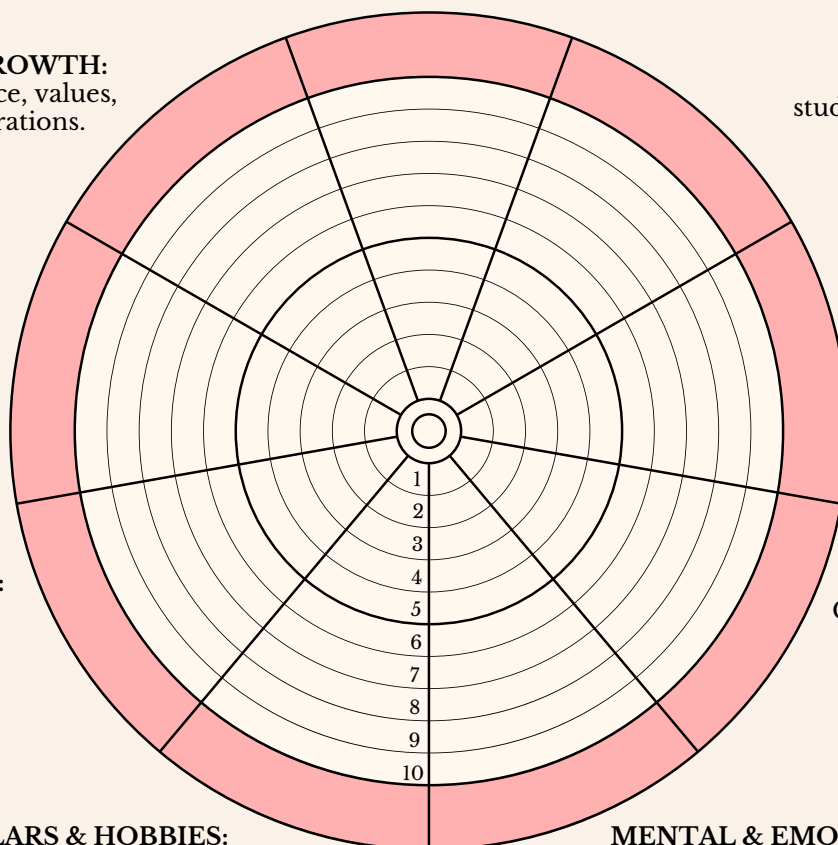
**HOME LIFE:**  
Quality time with family, communication, & responsibilities at home.

**MENTAL & EMOTIONAL WELL-BEING:**  
Stress levels, emotional health, self-awareness, & self-care.

**EXTRACURRICULARS & HOBBIES:**  
Sports, clubs, music, art, or other activities outside of school

**TECHNOLOGY:**  
Time spent on social media, gaming, TV, & internet use.

**PHYSICAL HEALTH:**  
Exercise, sleep, nutrition, & overall energy levels



## B. YOUR WEEKLY CHECK-IN:

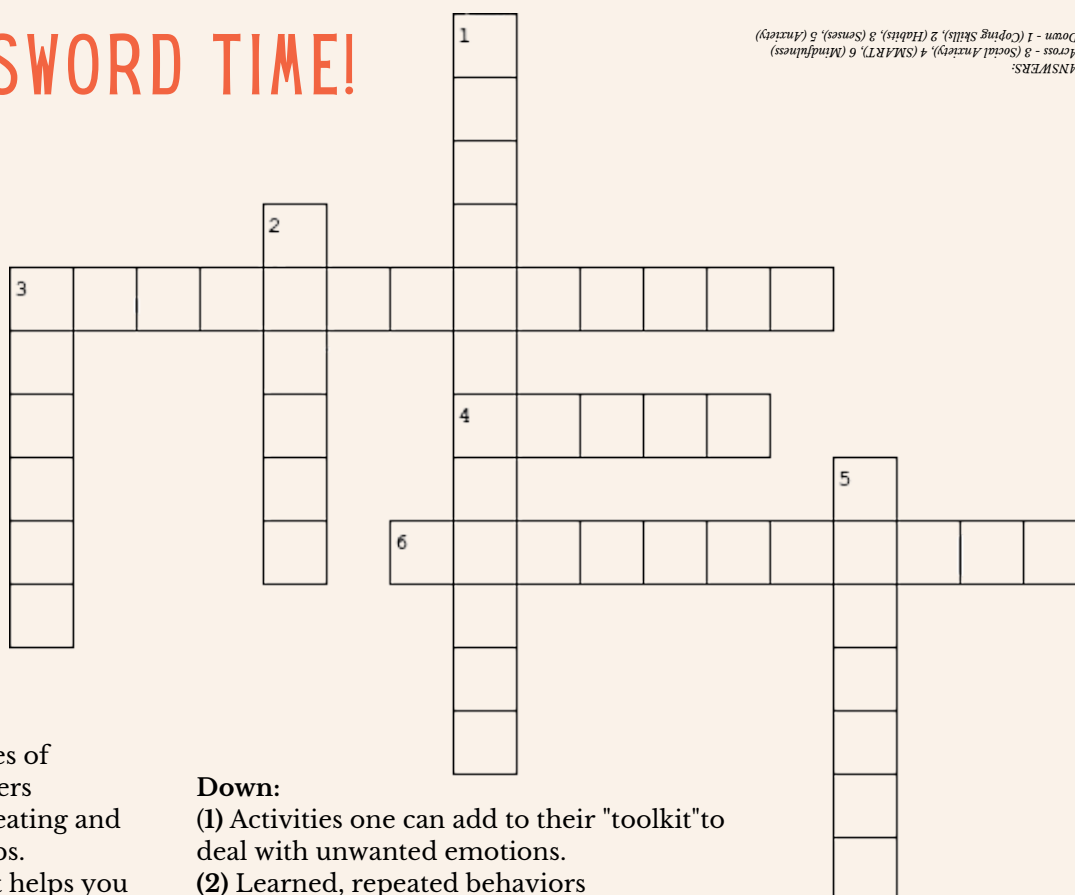
**INSTRUCTIONS:** Put an "X" on each day that you practiced the skill indicated on the corresponding column.

**Want to get more hands-on with your coping mechanisms?**  
**Fill out this activity every day for the upcoming week!**

**Did I...**

	Practice mindfulness?	Practice self-care?	Exercise for at least 30 mins?	Do something productive?	Eat balanced meals?	Talk with friends/family?
Mon						
Tues						
Wed						
Thurs						
Fri						
Sat						
Sun						

## C. CROSSWORD TIME!



**ANSWERS:**  
 Down - 1 (Coping Skills), 2 (Habits), 3 (Senses), 5 (Anxiety)  
 Across - 3 (SMART), 4 (Mindfulness)

### Across:

- (3) One of the 7 types of anxiety. Often hinders individuals from creating and keeping relationships.  
 (4) An acronym that helps you set goals.  
 (6) The act of staying grounded in this present moment.

### Down:

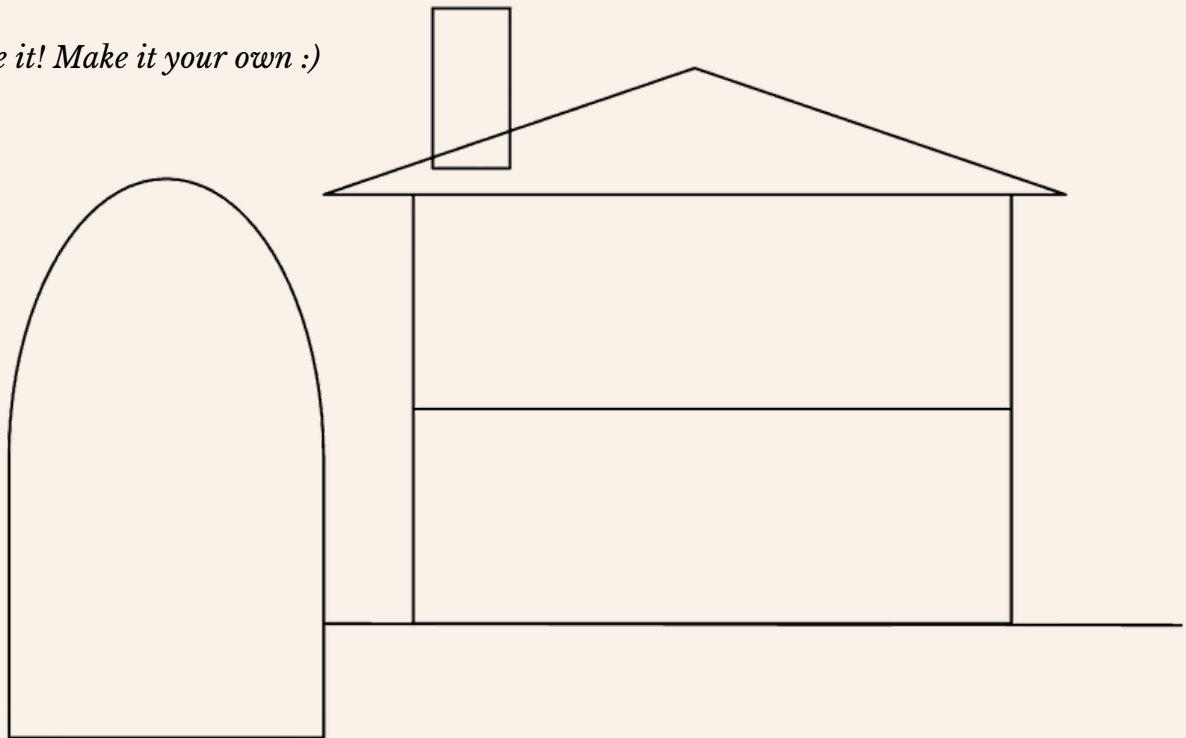
- (1) Activities one can add to their "toolkit" to deal with unwanted emotions.  
 (2) Learned, repeated behaviors  
 (3) The 5 \_\_\_\_\_ are used to help ground people.  
 (5) A persistent feeling of fear/worry, or a possibly debilitating mental condition.

## D. DRAW YOUR SUPPORT GROUP:

### INSTRUCTIONS:

- On the **hill**, draw and label your support group having a picnic. Write their contact information in case it is needed.
- On the **bottom floor of the house**, write out the behaviors you wish to decrease / the behaviors that are actively harming you.
- On the **top floor**, write out the behaviors you wish to increase / behaviors you believe will aid in your well-being.
- On the **roof**, write out how you will decrease unwanted behaviors and increase more helpful behaviors.

*Decorate it! Make it your own :)*



## E. MAKE A MNEMONIC:

INSTRUCTIONS: Make a mnemonic out of the following coping skills!

- **Intense temperature** --- Place two ice cubes under your eyes while holding your breath for 20 seconds
- **Exercise** --- Intense exercise when in moment of crisis
- **Progressive muscle relaxation** --- Starting with your toes, tense up for 5 seconds and then release. Work your way up your body like this.
- **Altruism** --- Doing nice things for other people helps you feel better about yourself.
- **Guided Imagery** --- Imagine walking through a peaceful scene that stimulates all 5 of your senses.

MNEMONIC EXAMPLE:  
**Incisors Enliven Penguins At Galleries**

*Now, make your own mnemonic!*

# 04. REFLECTION

Consider a setback that has happened in your life (whether it be minor or major). Go through the following steps with that scenario in mind. Write out your responses on a piece of paper.

Did I...

## 1. Reflect on the situation?

- If so, how?
- If not, why? How would I validate myself if this were to happen again?
  - **Example:** “I studied really hard for my math test, but I didn’t get the grade I was hoping for.”
  - **Reflection:** By describing the situation and your feelings, you start to take control of the experience instead of letting it control you. It’s the first step in understanding what happened and why.

## 2. Validate my emotions?

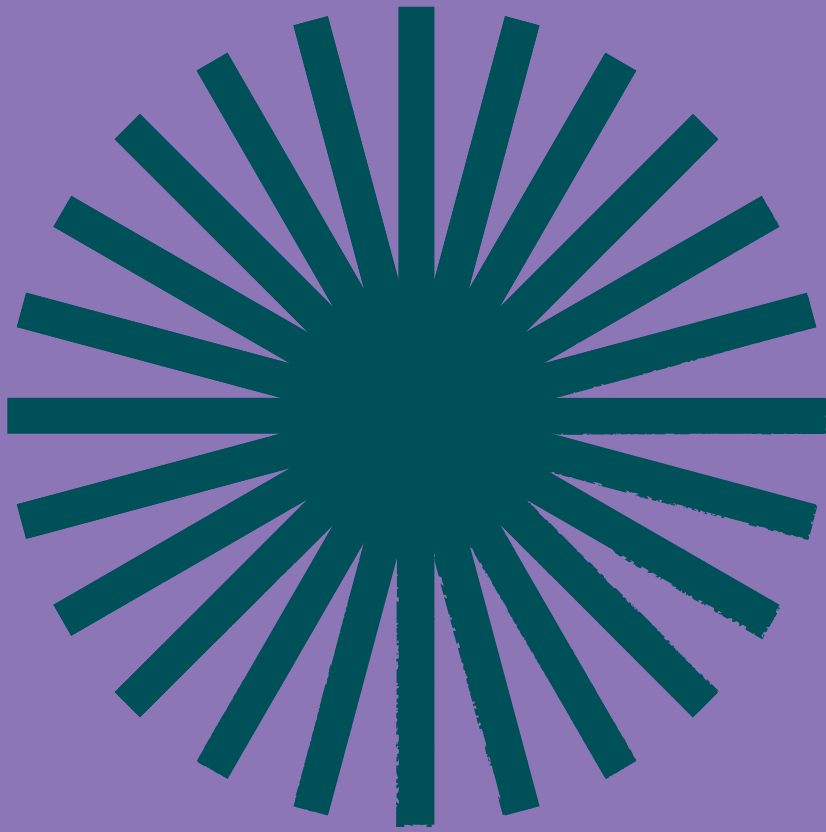
- If so, how?
- If not, why? How would I validate myself if this were to happen again?
  - **Example:** “I felt really disappointed and frustrated. I was also a little embarrassed because I thought I would do better.”
  - **Reflection:** It’s important to acknowledge your emotions, even the tough ones. They’re a natural response to challenging situations, and recognizing them is part of understanding yourself better.

## 3. Develop a plan?

- If so, how? What was it?
- If not, why? How would I validate myself if this were to happen again?
  - **Example:** “I’m going to review my notes every day instead of cramming the night before. I’ll also talk to my teacher if I’m stuck on a topic.”
  - **Reflection:** Creating a plan gives you a sense of direction and control. It’s about taking positive steps forward, even if they’re small.

## 4. Seek support?

- If so, how?
- If not, why? How would I validate myself if this were to happen again?
  - **Example:** “I can talk to my mom, my best friend, or my math teacher.”
  - **Reflection:** Having a support system is crucial. It reminds you that you’re not alone and that there are people who care about you and want to help.



# 02. FEELING ANXIOUS?

You are not alone. Stress is a common experience—learning how to find balance in life is most helpful.



# UNDERSTANDING ANXIETY

Imagine waking up with a heavy feeling in your chest, your mind racing with a hundred thoughts about the day ahead. You're not alone—many high school students experience anxiety. This feeling of nervousness, worry, or fear is a natural response to stress.

## A. TYPES OF ANXIETY

Anxiety is your body's natural response to stress or perceived danger, often described as our body's "alarm system." It's a feeling of fear or apprehension about what's to come. While a little anxiety can be motivating, too much can be overwhelming and interfere with daily life.

### GENERAL WORRY:

Constant concerns about everyday tasks or events

*Examples:* Schoolwork & Relationships

*Signs:* Restlessness, Fatigue, Difficulty concentrating

### SOCIAL DISCOMFORT:

Fear of being judged or embarrassed in social settings

*Examples:* Dodging public speaking, presenting, or reaching out to others

*Signs:* Avoiding social interactions, blushing, trembling

### SUDDEN FEAR:

Intense, brief episodes of panic with physical symptoms

*Examples:* Racing heart or sweating

*Signs:* Usually happen suddenly, without warning

### SPECIFIC FEARS:

Strong fear of things that disrupt normal activities

*Examples:* Height, Animals

*Signs:* Feelings of discomfort when in proximity to specific fear

### SEPARATION ANXIETY:

Excessive worry about being apart from loved ones

*Examples:* Irrational thoughts about harm to loved ones

*Signs:* Fear of harm coming to loved ones

### FUTURE UNCERTAINTY:

Concerns about future-related events or relationships

*Examples:* Worry about college applications, career choices, and life decisions

*Signs:* Overwhelming feelings

## B. HOW ANXIETY MANIFESTS

- **PHYSICAL:** Increased heart rate, sweating, trembling, headaches.
- **EMOTIONAL:** Feelings of dread, irritability, restlessness.
- **COGNITIVE:** Racing thoughts, difficulty concentrating, negative thinking patterns.

# 01. SELF-EVALUATION

*Take a moment to reflect on your own experiences with anxiety. Have you ever felt your heart race before an exam? Do social situations make you nervous? Understanding your triggers can help you manage anxiety more effectively.*

## DIRECTIONS:

- Spend 10 minutes writing about a recent experience when you felt anxious
- Describe the situation, your thoughts & feelings, and body's reaction
- Reflect on what triggered your anxiety and how you responded

## QUESTIONS:

- (1) What thoughts were running through your mind?
- (2) How did your body feel?
- (3) What actions did you take to cope with the anxiety?

# 02. STRATEGIES

## A. PROGRESSIVE MUSCLE RELAXATION

Tense and slowly release different muscle groups, starting from your toes and moving up to your head. This technique can help reduce physical tension associated with anxiety.

*Example:* If you're feeling anxious before a presentation, practice this exercise.

## B. TAKE CARE: MIND AND BODY

### (1) Regular Exercise:

- Physical activity can reduce anxiety by releasing endorphins, which are natural mood lifters. Incorporate regular exercise into your routine to manage anxiety long-term.
- *Example:* Join a sports team or go for a daily jog to stay active.

### (2) Healthy Eating:

- A balanced diet can influence your mood and energy levels. Avoid excessive caffeine and sugar.
- *Example:* Include fruits, vegetables, and whole grains in your diet to support mental health.

### (3) Adequate Sleep:

- Ensure you get 8-10 hours of sleep each night. Establish a calming bedtime routine to improve sleep quality.
- *Example:* Turn off screens an hour before bed and read a book to unwind.

### (4) Mindfulness and Meditation:

- Practice mindfulness exercises and meditation to stay grounded and focused. These practices can help reduce stress and anxiety over time.
- *Example:* Use a mindfulness app or attend a meditation class to learn techniques.

### (5) Set Small, Achievable Goals:

- Start with small steps to build confidence and gradually tackle bigger challenges. Setting achievable goals can help you manage anxiety by providing a sense of accomplishment.
- *Example:* Set a goal to complete your homework each day before 8 PM.

### (6) Educate Yourself About Anxiety:

- Read books, articles, or watch videos to understand more about anxiety and its management. Knowledge can empower you to take control of your anxiety.
- *Example:* Read a book about anxiety management or watch educational videos online.

### (7) Join Support Groups:

- Connect with peers who are going through similar experiences. Sharing and listening can provide comfort and new coping strategies.
- *Example:* Join a school club or online group focused on mental health support.

### (8) Seek Professional Help if Needed:

- If your anxiety becomes unmanageable, consider seeking help from a mental health professional. Therapy or counseling can provide valuable support and strategies.
- *Example:* Talk to a school counselor about your anxiety and explore therapy options.

# 03. ACTIVITIES

## A. ANXIETY AWARENESS JOURNAL

Keep a journal to log instances when you feel anxious. Describe the situation, your feelings, and possible triggers. Reflect on patterns and common triggers.

### (1) ACKNOWLEDGE YOUR ANXIETY:

- It's okay to feel anxious. Recognizing that your feelings are a natural response to stress and labeling them can help you manage them more effectively.
- *Example:* When you feel anxious, say to yourself, "I am feeling anxious because of the upcoming exam."

### (2) IDENTIFY TRIGGERS:

- Take note of situations, thoughts, or events that trigger your anxiety. Awareness can help you manage it more effectively.
- *Example:* If you notice that you feel anxious before public speaking, this is a trigger you can work on.

## B. DESIGN A PERSONAL ACTION PLAN

Keep a journal to log instances when you feel anxious. Describe the situation, your feelings, and possible triggers. Reflect on patterns and common triggers.

### (1) ACKNOWLEDGE YOUR ANXIETY:

- It's okay to feel anxious. Recognizing that your feelings are a natural response to stress and labeling them can help you manage them more effectively.
- *Example:* When you feel anxious, say to yourself, "I am feeling anxious because of the upcoming exam."

### (2) IDENTIFY TRIGGERS:

- Take note of situations, thoughts, or events that trigger your anxiety. Awareness can help you manage it more effectively.
- *Example:* If you notice that you feel anxious before public speaking, this is a trigger you can work on.

## C. CROSSWORD TIME!

**\*\*Challenge:** Words can extend top/bottom, left/right, diagonal, and backwards.

### Words:

1. Specific phobia
2. Social anxiety
3. Panic disorder
4. Agoraphobia
5. General anxiety
6. Separation anxiety
7. Selective mutism

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

## D. MINDFULNESS ACTIVITY

To cope with difficult events, one must understand how to stay in the present moment. This is the practice of mindfulness. As you fill in these coloring pages, focus on the sensory experiences caused by using your coloring utensil. Is it smooth on the paper? Is it making sound? Focus on this and this alone.



## E. GUIDED IMAGERY

Bring to mind a **place** that you have either been or would like to go to that is very peaceful and very calm. Often, people pick a place in nature ... somewhere that you would either like to go or that you have been that feels settling and calming. When this place is clear in your mind's eye, fire up your five senses, and in your mind's eye, look around this place and see the landscape. **See the colors, the textures.** Notice if the sun is shining or if it is shady, becoming aware of what you would see as you look around.

Next, bring **awareness to the sounds** you would hear ... the sounds that are close up and sounds that you'd hear at a distance. Take in scents and smells in this calming place.

Next, take a moment and **imagine** what this place would feel like on your skin. Are you in the sunlight? Or shade? Is it warm, humid? Or is it cool and brisk? Is it windy? Take a moment to imagine what it would feel like to be in this place.

Lastly, absorb anything else that feels particularly calming and soothing from this calm place. And we'll close this practice with **3 soothing inhales and exhales.**



**Did I...**

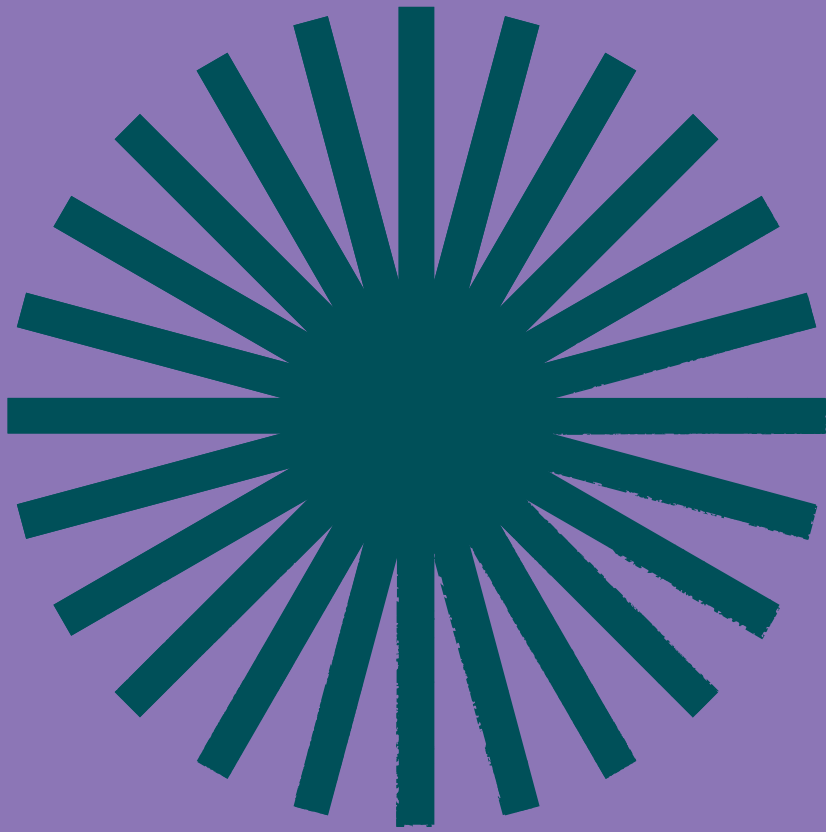
- ☐ Write out the guided imagery on something I can bring with me wherever I go?
- ☐ Set a reminder to practice this before bed?
- ☐ Make this guided imagery my own by imagining a place I remember fondly?
- ☐ Focus solely on the sensory details of the guided imagery?
- ☐ Memorize this guided imagery?

**How effective was this practice in making you feel more grounded?***(1 = not at all, 5 = extremely effective)***How effective was this practice in making you feel ready to deal with your emotions?**

## F. WELLNESS COMPASS

Create a Wellness Compass! Using a different color for each category, rate how fulfilled you feel in each area. In the top rectangle, draw a picture of the category. In the bottom rectangle, rate out of 10 how fulfilled you feel in that category.

<i>Relationships</i>	<i>School/Work</i>	<i>Emotional Regulation</i>
<i>Physical Health</i>	<i>Stress Tolerance</i>	<i>Anxiety Regulation</i>



# 03. BUILDING HEALTHY RELATIONSHIPS

*Building healthy relationships is crucial for your emotional well-being and overall happiness. Whether it's with friends, family, or authority figures, understanding how to create and maintain healthy relationships can lead to a more fulfilling and balanced life.*

# 01. EFFECTIVE COMMUNICATION SKILLS

## A. 5 ESSENTIAL COMPONENTS

### (1) ACTIVE LISTENING

Fully concentrate, understand, respond, and then remember what is being said.

*Example:* Nodding, maintaining eye contact, and giving feedback like “I understand” or “That makes sense.”

### (2) BE CLEAR & CONCISE

Communicate your message in a straightforward and succinct manner.

*Example:* Instead of saying, “I think maybe we should consider starting the project soon,” say, “Let’s start the project tomorrow.”

### (3) NON-VERBAL COMMUNICATION

Use of body language, facial expressions, and gestures to convey a message.

*Example:* Smiling while greeting someone or maintaining an open posture during a conversation.

### (4) ASK QUESTIONS

Show interest and clarify understanding by asking relevant questions.

*Example:* “Can you explain more about what you mean by that?”

### (5) EMPATHY

Understand and share the feelings of another person.

*Example:* “It sounds like you had a really tough day. How can I help?”

## B. SCENARIO #1: COMMUNICATING WITH ADULTS

### Be Respectful and Polite:

- *Tip:* Use proper titles (Mr., Ms., Dr.) and say “please” and “thank you.”
- *Example:* “Mr. Smith, can you please help me understand this math problem?”

### Be Clear & Concise:

- *Tip:* State your purpose clearly when asking for help or explaining a situation.
- *Example:* “I’m having trouble with my history assignment and need some guidance.”

### Active Listening:

- *Tip:* Make eye contact, nod, and repeat back what the adult says to show you understand.
- *Example:* “So, you’re saying I should start with the introduction before tackling the body paragraphs?”

### Show Appreciation:

- *Tip:* Acknowledge the help and support you receive.
- *Example:* “Thank you for taking the time to explain this to me, Coach.”



## C. SCENARIO #2: EMAIL ETIQUETTE (PROFESSIONAL SETTINGS)

### Use a Professional Tone:

- *Tip:* Maintain a formal tone, even in emails.
- *Example:* "Dear Ms. Taylor, I am writing to inquire about the internship position."

### Include a Clear Subject Line:

- *Tip:* Summarize the email's content in the subject line.
- *Example:* "Meeting Request for Project Discussion"

### Be Concise & To the Point:

- *Tip:* Avoid unnecessary details.
- *Example:* "Could we schedule a meeting to discuss the project details?"

### EMAIL TEMPLATE:

Subject: [Your Subject Here]

Dear [Recipient's Name],

I hope this message finds you well.

I am writing to [state your purpose clearly and concisely].

[Provide any necessary details or context here].

Thank you for your time and consideration. I look forward to your response.

Best regards,  
[Your Name]

## D. SCENARIO #3: REQUESTING EXTRA HELP / TUTORING

*Asking for help is a sign of strength, not weakness. Acknowledging areas of improvement is critical!*

### Identify Your Needs:

- *Example:* "I'm having trouble understanding the concepts in algebra."

### Approach the Teacher:

- *Example:* "Mrs. Brown, could we talk about the algebra class?"

### Explain the Difficulty:

- *Example:* "I'm struggling with quadratic equations and could use some extra help."

### Ask for Specific Assistance:

- *Example:* "Is there a time we could meet after school for tutoring?"

### Show Appreciation:

- *Example:* "Thank you so much for offering your time to help me."

# 02. CONFLICT RESOLUTION

## A. SCENARIO (1) - MINOR CONFLICT

### SITUATION:

Disagreement with a friend about what movie to watch.

### RESOLUTION:

- Stay Calm: Take a deep breath and suggest, "Let's take turns choosing movies."
- Communicate: "I feel disappointed when we always watch action movies."
- Listen: "I understand you really like action movies, maybe we can find a compromise."

## B. SCENARIO (2) - MODERATE CONFLICT

### SITUATION:

Ongoing arguments with a sibling about shared responsibilities.

### RESOLUTION:

- Stay Calm: Take a short walk before discussing the issue.
- Communicate: "I feel frustrated when I have to do all the chores."
- Listen: "You mentioned you have a lot of homework, how can we balance this better?"

## C. SCENARIO (3) - SEVERE CONFLICT

### SITUATION:

Major fallout with a friend over a perceived betrayal.

### RESOLUTION:

- Stay Calm: Give yourself a day to cool down before addressing the issue.
- Communicate: Arrange a mediated discussion with a school counselor.
- Listen: "I felt hurt when you shared my secret. Can we talk about why this happened?"

## D. STRATEGIES

### STRATEGY #1: STAY CALM

**(1) Minor Conflicts:** Take a deep breath and calmly address the issue.

**(2) Moderate Conflicts:** Use relaxation techniques, such as counting to ten or taking a short walk, before discussing the issue.

**(3) Severe Conflicts:** Give yourself time to cool down before attempting to resolve the issue. Consider seeking help from a trusted adult if emotions are too high.

### STRATEGY #2: COMMUNICATE OPENLY

**(1) Minor Conflicts:** Use "I" statements to express your feelings. For example, "I feel upset when..."

**(2) Moderate Conflicts:** Set aside time to talk when both parties are calm. Be clear about your feelings and listen to the other person's perspective.

**(3) Severe Conflicts:** Arrange a mediated discussion with a teacher, counselor, or trusted adult to ensure both sides are heard.

### STRATEGY #3: LISTEN ACTIVELY

**(1) Minor Conflicts:** Show empathy by nodding and summarizing what the other person says.

**(2) Moderate Conflicts:** Practice active listening by repeating back what you heard and asking clarifying questions

**(3) Severe Conflicts:** Involve a third party to help facilitate understanding and ensure both parties feel heard.

### STRATEGY #5: SEEK COMPROMISE

**(1) Minor Conflicts:** Suggest simple compromises. For example, "Let's alternate choosing activities."

**(2) Moderate Conflicts:** Discuss potential solutions and be willing to give and take. For example, "I'll handle this part of the project if you handle that part."

**(3) Severe Conflicts:** Negotiate a fair compromise with the help of a mediator. For example, "With our teacher's guidance, let's divide responsibilities to ensure fairness."

### STRATEGY #4: FIND COMMON GROUND

**(1) Minor Conflicts:** Identify shared interests or goals. For example, "We both want to enjoy our time together."

**(2) Moderate Conflicts:** Discuss and agree on common objectives. For example, "We both want to complete the project successfully."

**(3) Severe Conflicts:** Work with a mediator to find areas of agreement and build from there.

### STRATEGY #6: FOLLOW UP

**(1) Minor Conflicts:** Check in after the discussion to ensure the issue is resolved.

**(2) Moderate Conflicts:** Schedule a follow-up meeting to review progress and address any ongoing concerns."

**(3) Severe Conflicts:** Maintain ongoing communication and involve the mediator in follow-up discussions if necessary.

## E. ACTIVITY

Now apply these concepts to your life.

**DIRECTIONS:** Fill out this worksheet for a recent conflict you experienced.

- Describe the Conflict:
  - What happened?
  - Who was involved?
- Identify the Type of Conflict:
  - Interpersonal, intrapersonal, or group conflict?
- Assess the Severity:
  - Minor, moderate, or severe?
- Apply the Steps:
  - How did you stay calm?
  - How did you communicate openly?
  - What was the resolution?

# 03. MICROAGGRESSIONS

## A. RECOGNIZING MICROAGGRESSIONS

Requires awareness and sensitivity to how words and actions can impact others. Here are some common examples from a teen environment:

- **RACIAL MICROAGGRESSIONS:**
  - "You speak English so well!" to a student of color, implying they wouldn't be fluent.
  - Assuming a Black student is an athlete based on their appearance.
- **GENDER MICROAGGRESSIONS:**
  - "You're pretty good for a girl," implying that girls are generally less competent.
  - Interrupting or talking over female students in discussions.
- **SEXUAL ORIENTATION MICROAGGRESSIONS:**
  - Asking a gay student, "Who's the man in the relationship?" reinforcing heteronormative stereotypes.
  - Saying "That's so gay" to describe something undesirable.
- **ABILITY MICROAGGRESSIONS:**
  - Telling a student with a disability, "You're so brave," for doing everyday activities.
  - Using terms like "lame" or "crippled" in a derogatory manner.

## B. SPEAKING UP FOR YOURSELF & OTHERS

**SPEAKING UP FOR YOURSELF:** To effectively respond to microaggressions, you can use the acronym **RESPOND**:

**Recognize the Microaggression:**

- Identify the comment or action and understand why it is harmful.
- *Example:* "When you said, 'You're really good at math for an Asian,' it made me feel uncomfortable and stereotyped."

**Express Your Feelings:**

- Use "I" statements to communicate your feelings clearly.
- *Example:* "I felt hurt when you said that because it reinforced a stereotype about my race."

**State Why It's Offensive:**

- Politely explain the impact of the comment or action.
- *Example:* "That joke you made about disability was hurtful because it trivializes the challenges people with disabilities face."

**Practice Assertiveness:**

- Stand up for yourself respectfully and confidently.
- *Example:* "I understand you didn't mean to offend, but it's important to be aware of how these comments affect people."

**Offer an Alternative:**

- Suggest a more respectful way to communicate.
- *Example:* "Instead of saying that, you could ask me about my experiences in math class."

**Nurture the Conversation:**

- Encourage a constructive dialogue about the issue.
- *Example:* "Let's talk about why these types of comments can be harmful."

**Direct Support:**

- Seek help from trusted individuals if needed.
- *Example:* "I felt uncomfortable with what was said in class today. Can we talk about it?"

**SPEAKING UP FOR OTHERS:**

(1) **Support the Target:**

- Show empathy and support for the person affected.
- *Example:* "I saw what happened, and I'm here if you want to talk about it."

(2) **Speak Up:**

- Address the offender respectfully.
- *Example:* "That comment wasn't appropriate, and it can be hurtful."

(3) **Advocate for Change:**

- Encourage awareness and education about microaggressions within your community.
- *Example:* "Let's have a discussion about how we can be more inclusive and respectful in our language."

# 03. TOXIC RELATIONSHIPS

*Toxic relationships are those that are damaging to your mental, emotional, or physical well-being. They can involve manipulation, control, disrespect, and lack of support.*

## A. COMMON SIGNS

1. **Manipulation:**
  - Example: A friend frequently guilt-trips you into doing things for them, making you feel obligated.
  - Impact: Causes feelings of inadequacy and lowers self-esteem.
2. **Lack of Respect:**
  - Example: A partner frequently belittles your opinions and dismisses your feelings.
  - Impact: Leads to a loss of self-worth and increased self-doubt.
3. **Control:**
  - Example: A family member constantly monitors your activities and dictates your choices.
  - Impact: Reduces your sense of independence and autonomy.
4. **Negativity:**
  - Example: A friend always criticizes your decisions and highlights your failures.
  - Impact: Increases feelings of inadequacy and anxiety.

## B. IDENTIFY TOXIC BEHAVIORS

**CHECKLIST:** Identify toxic behaviors in your relationships. Reflect on each relationship and check off any behaviors you recognize.

- Do they frequently put you down or belittle you?
- Do they make you feel guilty for spending time with others?
- Do they control your actions or decisions?
- Do they dismiss your feelings or opinions?

**Count the Checkmarks:**

- **1-2 Checkmarks:** Minor toxicity. These issues may be resolved with communication and setting boundaries.
- **3-4 Checkmarks:** Moderate toxicity. Consider seeking support and creating a plan to address these behaviors.
- **5+ Checkmarks:** Severe toxicity. It's crucial to seek help and plan a safe exit strategy from the relationship.

## C. CLASSIFYING LEVELS OF TOXICITY

### Minor Toxicity

- Example: A friend occasionally makes you feel guilty for not spending time together.
- Response: Set clear boundaries and communicate how their behavior affects you. Use "I" statements to express your feelings.

### Moderate Toxicity

- Example: A partner frequently disrespects your boundaries and controls your activities.
- Response: Seek support from trusted individuals, set firm boundaries, and consider reducing contact.

### Severe Toxicity

- Example: A family member or partner manipulates you and makes you feel unsafe.
- Response: Plan a safe exit strategy with the help of trusted adults or professionals, such as school counselors or helplines.

**ACTIVITY:** Draw/Paint what your past relationships were like, what your current relationships are like, and what you hope your future relationships to be.

Past

Present

Future

# 04. FRIENDSHIPS

## A. STRATEGIES FOR HANDLING JEALOUSY & COMPETITION

### 1. Acknowledge Your Feelings:

- Tip: Recognize when you're feeling jealous and understand why.
- Example: If you're feeling envious of a friend's achievement, take a moment to reflect on your feelings.
- Why: Acknowledging your feelings is the first step to addressing them constructively.

### 2. Focus on Your Strengths:

- Tip: Remind yourself of your own unique qualities and achievements.
- Example: Make a list of things you're proud of to boost your self-esteem.
- Why: Focusing on your strengths helps mitigate feelings of jealousy.

### 3. Celebrate Each Other's Successes:

- Tip: Be genuinely happy for your friends' successes and accomplishments.
- Example: Congratulate your friend on their achievements and celebrate together.
- Why: Celebrating others' successes fosters a supportive environment and reduces competitive tension.

## B. TIPS FOR BUILDING TRUST & LOYALTY

### 1. Be Reliable:

- Tip: Follow through on your commitments and be there for your friends when they need you.
- Example: If you promise to help a friend study, make sure you show up and offer your support.
- Why: Reliability builds trust and demonstrates that you value the friendship.

### 2. Communicate Openly:

- Tip: Share your thoughts and feelings honestly, and encourage your friends to do the same.
- Example: If something is bothering you, talk to your friend about it instead of keeping it to yourself.
- Why: Open communication fosters understanding and prevents misunderstandings.

### 3. Show Appreciation:

- Tip: Let your friends know you value and appreciate them.
- Example: A simple thank you note or a kind gesture can go a long way in showing your gratitude.
- Why: Showing appreciation reinforces positive behavior and strengthens the bond between friends.



## C. ACTIVITY: TRUST & LOYALTY REFLECTION

**DIRECTIONS:** Reflect on your friendships by answering the following questions:

- (1) How do I build trust and loyalty in my friendships?
- (2) Have I ever felt that my trust was broken? How did I handle it?
- (3) How can I show appreciation to my friends more regularly?

## D. TIPS FOR BALANCING MULTIPLE FRIENDSHIPS

(1) **Prioritize Your Time:**

- *Tip:* Make time for all your friends by planning and organizing your schedule.
- *Example:* Schedule regular hangouts or catch-up sessions with different friends.
- *Why:* Prioritizing your time ensures you can maintain multiple friendships without feeling overwhelmed.

(2) **Be Inclusive:**

- *Tip:* Try to include multiple friends in group activities when possible.
- *Example:* Invite friends from different circles to a group outing or event.
- *Why:* Inclusivity helps you manage your time and strengthens bonds among friends.

(3) **Communicate Boundaries:**

- *Tip:* Let your friends know if you need some time for yourself or to focus on other commitments.
- *Example:* "I'm really busy with school this week, but let's catch up this weekend."
- *Why:* Communicating boundaries helps prevent misunderstandings and maintains healthy friendships.

## E. ACTIVITY: FRIENDSHIP TIME MANAGEMENT PLANNER

**DIRECTIONS:** Write down your weekly schedule, including time for school, extracurricular activities, and socializing. Identify any free time and plan when you can meet with different friends.

**Set Goals:**

- Aim to spend quality time with each friend at least once a week.

**Track Progress:**

- Reflect on how well you're balancing your friendships and adjust your schedule as needed.

# 05. BUILD A SUPPORT SYSTEM

## A. IDENTIFY POTENTIAL SUPPORT MEMBERS

### (1) Family Members:

- *Tip:* Look to parents, siblings, and extended family for support.
- *Example:* Reach out to a family member for advice or a listening ear.
- *Why:* Family members often provide unconditional support and have your best interests at heart.

### (2) Friends:

- *Tip:* Select friends who are trustworthy, reliable, and supportive.
- *Example:* Share your feelings with a close friend who has shown they can be trusted.
- *Why:* Friends can offer peer support and understanding of shared experiences.

### (3) Teachers and Counselors:

- *Tip:* Seek out teachers, school counselors, or coaches who are approachable and understanding.
- *Example:* Talk to a teacher about academic stress or seek advice from a counselor.
- *Why:* These adults can provide guidance, support, and resources.

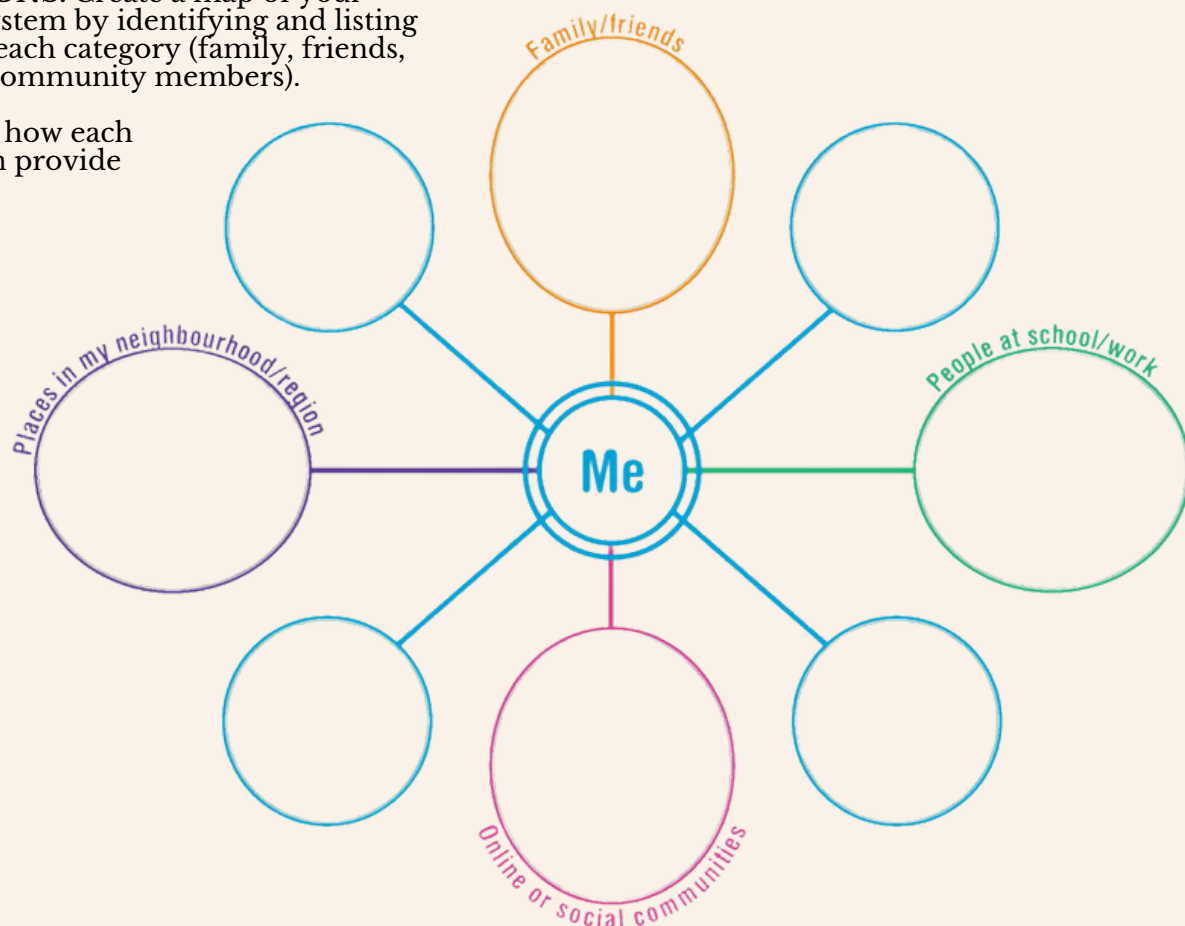
### (4) Community Members:

- *Tip:* Engage with community groups, clubs, or religious organizations.
- *Example:* Join a local youth group or community center activities.
- *Why:* Community members can offer diverse perspectives and support.

## B. ACTIVITY: SUPPORT SYSTEM MAP

**DIRECTIONS:** Create a map of your support system by identifying and listing people in each category (family, friends, teachers, community members).

Reflect on how each person can provide support.





## C. TIPS FOR MAINTAINING HEALTHY SUPPORT NETWORKS

- (1) **Communicate Regularly:**
  - *Tip:* Stay in touch with your support network through regular communication.
  - *Example:* Schedule weekly check-ins with friends or family members.
  - *Why:* Regular communication helps maintain strong relationships and ensures support is always available.
- (2) **Show Appreciation:**
  - *Tip:* Express gratitude for the support you receive.
  - *Example:* Send thank-you notes or verbally acknowledge the help you get.
  - *Why:* Showing appreciation strengthens bonds and encourages continued support.
- (3) **Be Reliable:**
  - *Tip:* Be dependable and supportive in return.
  - *Example:* Offer help and support to those in your network when they need it.
  - *Why:* Mutual reliability builds trust and reinforces the support system.
- (4) **Set Boundaries:**
  - *Tip:* Maintain healthy boundaries to ensure the support system is sustainable.
  - *Example:* Communicate your limits and respect others' boundaries.
  - *Why:* Healthy boundaries prevent burnout and maintain positive relationships.

## D. UNDERSTANDING & MANAGING PARENTAL EXPECTATIONS

- (1) **Communicate Your Goals:**
  - *Tip:* Share your personal goals and aspirations with your parents.
  - *Example:* "I want to pursue a career in art, and here's why it's important to me."
  - *Why:* Communicating your goals helps your parents understand your perspective and support your ambitions.
- (2) **Negotiate Compromises:**
  - *Tip:* Find a middle ground between your goals and your parents' expectations.
  - *Example:* "I'll focus on my studies, but I'd also like to take art classes on weekends."
  - *Why:* Compromises allow both parties to feel heard and respected.
- (3) **Seek Support:**
  - *Tip:* Talk to a school counselor or family therapist if you need help navigating parental expectations.
  - *Example:* "I'm struggling with meeting my parents' expectations. Can we discuss ways to address this?"
  - *Why:* Professional support can provide guidance and mediation.

## E. ACTIVITY: PARENTAL EXPECTATIONS REFLECTION

**DIRECTIONS:** Reflect on your experiences with parental expectations by answering the following questions:

1. What are my personal goals and how do they align with my parents' expectations?
2. How can I communicate my goals effectively to my parents?
3. What compromises can we make to support each other's perspectives?

Next, develop a plan for how you will communicate and negotiate with your parents. Identify trusted adults or professionals who can help mediate discussions.

# 06. MORE STRATEGIES

## A. GIVE SKILL

- Getting people to like you
- Maintaining healthy relationships
- Stands for
  - (be) Gentle
  - (act) Interested
  - Validate
  - Easy Manner

## B. FAST SKILL

- Maintaining your self respect in relationships
- Stands for...
  - Fair
  - (no) Apologies
  - Stick to your values
  - Truthful

## C. DEAR MAN

DEAR MAN (conflict-resolution centered)

- Getting what you want in an effective way (e.g. an allowance, setting boundaries, etc.)
- DEAR MAN
  - Describe:
    - your situation non-judgementally. Why do you want it? Stick to the facts.
  - Express
    - your feelings and thoughts. Use “I” statements. For example, instead of “you should stop being rude”, say “I feel annoyed when you brush me off”. Skills are about being effective, not always about being “right”.
  - Assert
    - Say what you want, confidently and specifically. For example, instead of saying “I want you to pay attention to me”, say “I would appreciate it if you put your phone down while we’re talking”.
  - Reinforce
    - What’s in it for them? Describe how your request will benefit them. It doesn’t have to be something large. For example, “If you put down your phone while we’re talking, I think we’ll enjoy each others’ company more.”
  - Mindfully
    - Pay attention to what the other person is saying/conveying. Whether they’re brushing you off or paying attention is important to how you continue with your request. Be aware of their position compared to you.
  - Appear Confident
    - Keep a steady tone and a straight posture. Make eye contact and make sure you are neither passive nor aggressive. Use the GIVE and FAST skills.
  - Negotiate
    - Don’t always expect to get exactly what you want. In order to get, you sometimes have to give. For example, if your friend wants to sit with you at lunch every day but you have club meetings, a compromise could be reached where you go to the club with your friend.



# 04. SELF-ESTEEM & BODY IMAGE

*Positive self-esteem and a healthy body image contribute to overall happiness and resilience, while negative self-esteem and body image issues can lead to mental health challenges, such as depression and anxiety.*

# 01. UNDERSTANDING SELF-ESTEEM & BODY IMAGE

*This section will provide strategies for developing a positive self-image and boosting self-esteem, tailored for different audiences, including those with social anxiety and those supporting a friend.*

## A. WHAT IS SELF-ESTEEM?

Self-esteem is the overall sense of self-worth or personal value. It's about how much you appreciate and like yourself.

### COMPONENTS OF SELF-ESTEEM:

#### Self-Confidence

This is the belief in your abilities and judgment

*Example:* Volunteering to lead a group project because you believe you can do a good job.

#### Self-Respect

Valuing yourself and setting healthy boundaries.

*Example:* Saying no to a friend who pressures you to do something you're uncomfortable with.

#### Self-Compassion

Being kind to yourself, especially when you make mistakes.

*Example:* Instead of criticizing yourself for failing a test, remind yourself that everyone makes mistakes and learn from the experience.

## B. WHAT IS BODY IMAGE?

Body image refers to how you see, think, and feel about your physical appearance. It can significantly impact your self-esteem.

#### Positive Body Image:

Feeling comfortable and confident in your body.

*Examples:* Appreciating your body for what it can do, like running or dancing, rather than how it looks.

#### Negative Body Image:

Feeling dissatisfied with your body and appearance.

*Examples:* Constantly comparing yourself to others and feeling like you don't measure up.

### FACTORS INFLUENCING BODY IMAGE:

#### Media/Social Media:

Unrealistic standards of beauty portrayed in media can negatively affect body image.

*Example:* Photoshopped images on social media platforms.

#### Peer Pressure:

Comparing yourself to friends and classmates can lead to body dissatisfaction.

*Example:* Feeling inadequate because your friends have a certain body type.

#### Cultural/Family Influences:

Cultural norms and family attitudes toward body image play a significant role.

*Example:* Family members making comments about weight or appearance.

## C. COMBATING NEGATIVE SELF-TALK

### *Identify Negative Thoughts*

**Tip:** Be aware of negative self-talk and challenge these thoughts.

**Example:** Replace "I can't do this" with "I will try my best."

**Why:** Challenging negative thoughts helps build a more positive mindset

#### **Approach for Those with Social Anxiety**

**Tip:** Start by challenging small negative thoughts.

**Examples:** Instead of "Everyone is judging me," try "Most people are focused on themselves."

**Why:** Gradually changing small thoughts can make the process less overwhelming.

#### **Approach for Those Helping a Friend**

**Tip:** Encourage your friend to talk about their negative thoughts.

**Examples:** "I noticed you seem down. Do you want to talk about what's on your mind?"

**Why:** Verbalizing negative thoughts can help in identifying and challenging them.

## D. BUILDING SELF CONFIDENCE: SET SMALL, ACHIEVABLE GOALS

**Tip:** Start with small goals and gradually increase the difficulty.

**Example:** Complete a small project before tackling a bigger one.

**Why:** Achieving small goals builds confidence and motivation.

#### **Approach for Those with Social Anxiety**

**Tip:** Begin with goals that involve minimal social interaction.

**Examples:** Participate in an online discussion before joining a group activity in person.

**Why:** This can help build confidence gradually.

#### **Approach for Those Helping a Friend**

**Tip:** Support your friend in setting and achieving their goals.

**Examples:** "Let's set a small goal together, like studying for an hour without distractions."

**Why:** Having support can make achieving goals feel more manageable.

# 02. STRATEGIES

## MINDFULNESS BASICS

When stressors such as a negative body image and self-esteem start to feel unescapable, mindfulness can function as a way to remove yourself from the stress and then return to it with a clearer mind.

What is Mindfulness?

- The act of INTENTIONALLY living in the present moment, without judgement or attachment.

## A. THE "WHAT" SKILLS

When you don't know what to do in mindfulness, reference the "WHAT" skills!

### OBSERVE

- Wordlessly, notice that which is happening inside and outside of you. Everything will come and pass in its own time; release yourself from the urge to control what you observe. Just as you allow the sun to rise and fall, allow what is to be.

### DESCRIBE

- Put into words what you are observing with nothing but the facts.
  - Not a fact: That flower is ugly
  - Fact: I think that flower is ugly
- This can be very difficult when starting out. Give yourself time and forgiveness.

### PARTICIPATE

- Go with the flow, one with the moment. When you are dancing, it is all encompassing within your mind. You are one with the act of dancing. When sitting, be one with what you observe. You are to being as an artist is to painting.

## A. THE "HOW" SKILLS

When you don't know how to practice mindfulness, reference the "HOW" skills.

### NONJUDGMENTALLY

- As you observe and describe, don't categorize into "good" or "bad". For that moment of practice, you are one with the rain and the grass and everything. For now, just as sand is not good or bad, nothing is good or bad. It just is. When you inevitably judge something, do not judge your judging.

### ONE-MINDFULLY

- Mindfulness is the opposite of multitasking. Notice all urges and let them pass. When you are observing, you are only observing. When you are crying, you are only crying.

### EFFECTIVELY

- Focus solely on what works. Play the hand you are dealt, not the one you wish existed.

# 03. ACTIVITIES

## A. PRACTICING SELF-RESPECT

Fill out this sheet over the course of the next week.

Check off times you practiced the following skills:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Self-Confidence							
Self-Respect							
Self-Compassion							

Describe three situations in which you practiced one of the three skills shown in the table above. Explain how practicing these skills made you feel.

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Describe one situation in which you did not practice one of the three skills shown above. Describe why you did not practice the skill and how that made you feel.

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## B. SELF-PORTRAIT OF POSITIVITY

*Recognize and appreciate your unique strengths—inside and out!*

**DIRECTIONS:** Use the gingerbread outline (or draw your own!) to create a self-portrait that reflects your self-esteem and body image in a positive way.

**STEP 1:** Write positive things about yourself in different areas of the figure:

- Head – Something you like about the way you think
  - *Example:* “I’m creative,” “I learn quickly,” “I have a great sense of humor”
- Chest – Something you like about the way you look
  - *Example:* “I love my smile,” “My freckles are unique,” “I like my strong legs”
- Hands – Something you like about the way you interact with others
  - *Example:* “I’m a great listener,” “I encourage my friends,” “I’m kind to new people”

**STEP 2:** Decorate your figure! Use colors, patterns, stickers, or words to make it uniquely yours. Here are some ideas:

- Use colors that represent your personality
  - *Example:* Calm blues, energetic yellows.
- Draw symbols that represent your strengths
  - *Example:* A book for intellect, heart for kindness
- Surround your figure with positive affirmations
  - *Example:* “I am enough,” “I am strong”

**STEP 3:** After completing your self-portrait, take a moment to reflect:

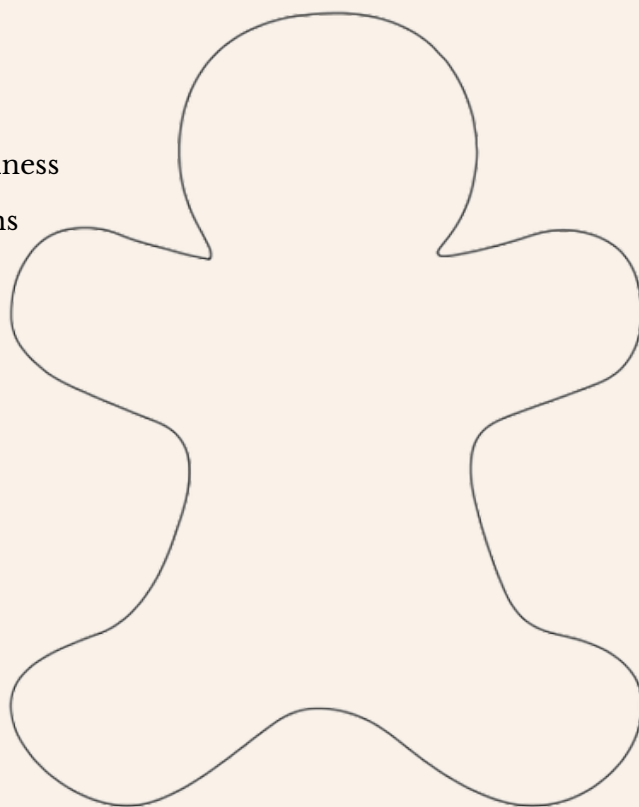
- Was it easy or hard to come up with things you like about yourself? Why?
- How does focusing on positive traits make you feel?
- What’s one thing you can do to remind yourself of these positive qualities every day?

*Bonus Challenges!*

**Partner Positivity Exchange:** Pair up with someone and write one more positive thing about each other on their figure. Sometimes, others see our strengths more clearly than we do!

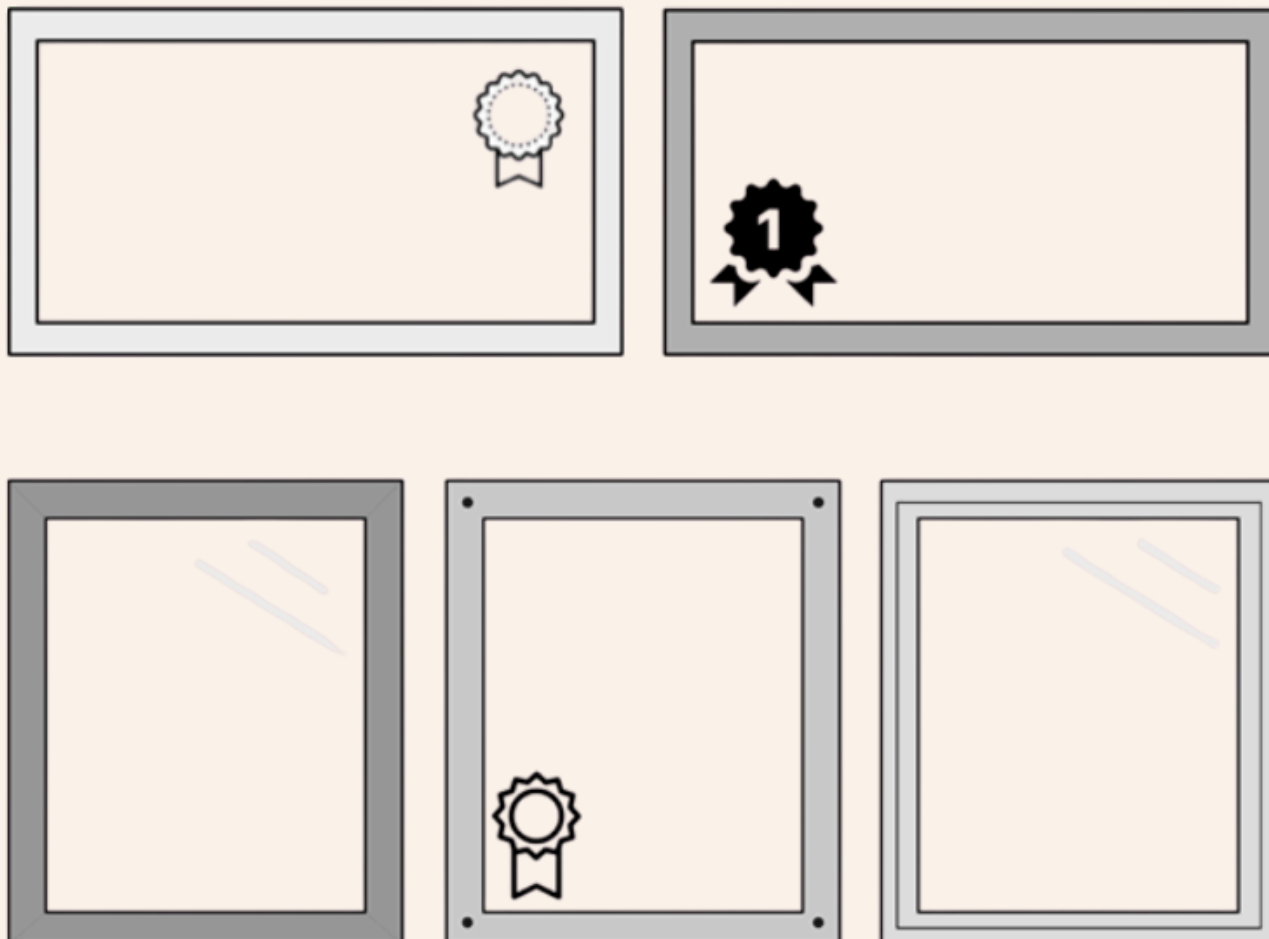
**Gallery of Confidence:** If comfortable, display your decorated figures in a classroom, community space, or journal to remind yourself daily of your strengths.

**Self-Esteem Journal Prompt:** Write about a time you felt confident and proud of yourself. What made you feel that way? How can you create more moments like that?



## C. ACCOMPLISHMENT WALL!

**DIRECTIONS:** Draw/paint your accomplishments/things that you are proud of. Be creative! It doesn't have to be solely about things you were given an actual award for.



## D. POSITIVE AFFIRMATIONS

Fill out these sentence starters. Don't use the word "not" when making your sentences; make sure everything is a positive statement.

1. I am strong because.....
2. I am beautiful because.....
3. I am compassionate because.....
4. I am smart because.....
5. I am brave because.....

*Now, make your own positive affirmations!*



# 05. TIME MANAGEMENT & PRODUCTIVITY

*Time management and productivity are essential skills for high school students. Balancing academics, extracurricular activities, and personal life can be challenging, but with effective strategies, you can manage your time efficiently and achieve your goals.*

# 01. PRIORITIZING TASKS

## A. USE THE EISENHOWER MATRIX:

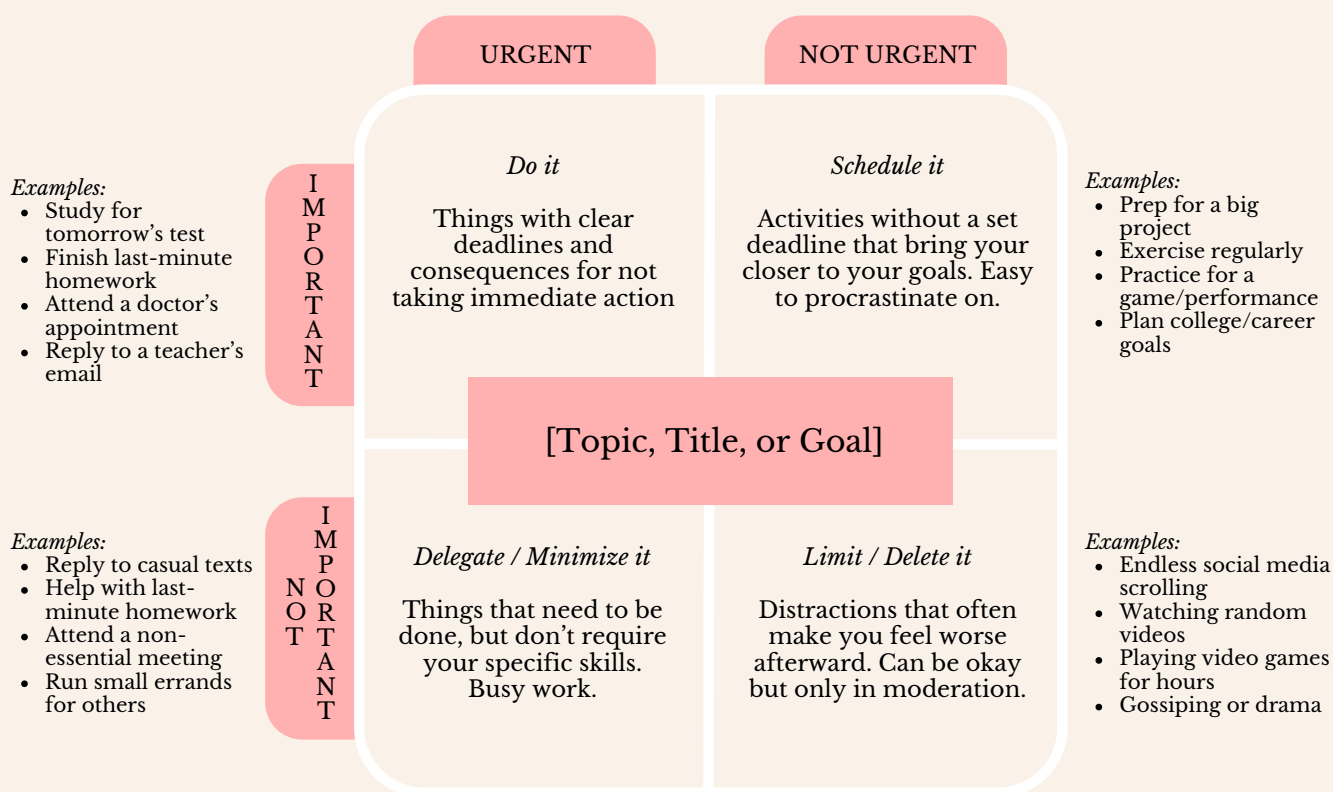
*"What is important is seldom urgent and what is urgent is seldom important." - Dwight D. Eisenhower*

### STEP 1:

Divide your tasks into 4 categories (see below). This tool helps you visualize your workload, compartmentalize tasks, and manage your life more effectively.

### STEP 2:

Fill out the Eisenhower Matrix and evaluate your tasks. Focus on completing tasks in the "Urgent and Important" category first, then move on to "Important but Not Urgent."



## B. CREATE A BALANCED SCHEDULE

Balancing your schedule ensures that you allocate adequate time for all aspects of your life, including academics, extracurriculars, social activities, and self-care.

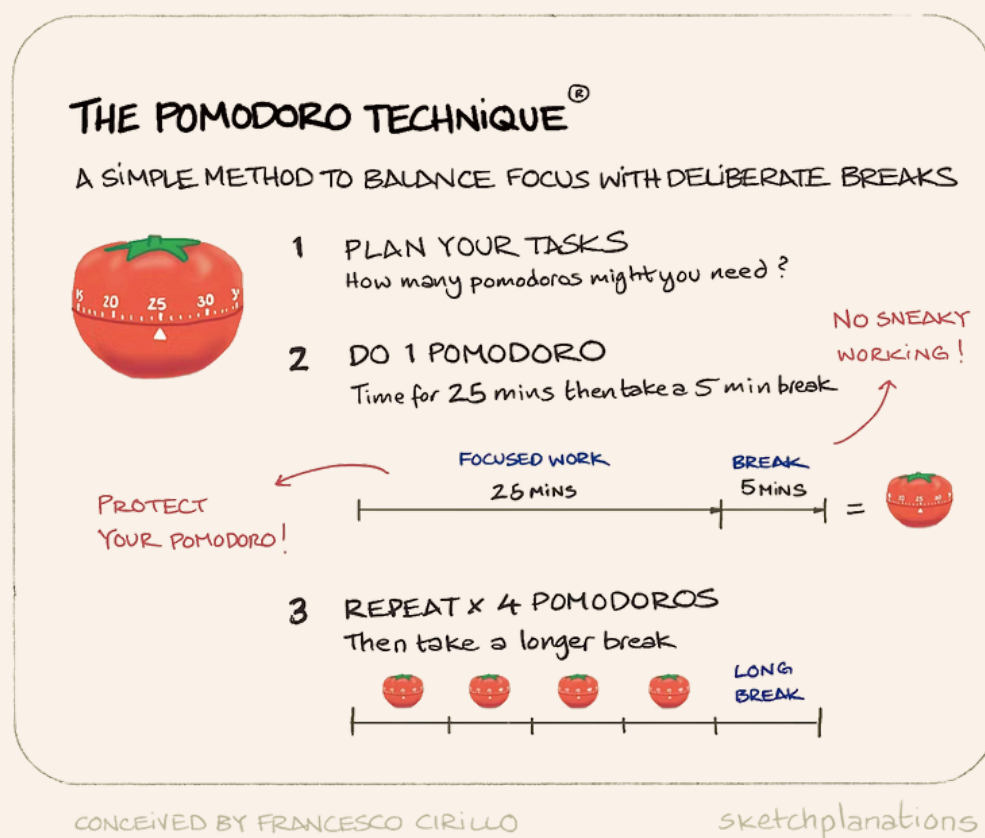
**Tip:** Allocate time for academics, extracurriculars, social activities, and self-care. Example: Use a planner or digital calendar to visually block out these times.

**Why:** A balanced schedule helps you manage time effectively, ensuring you don't neglect any area of your life. For example, scheduling time for exercise can improve your overall well-being and boost your productivity.

# 02. COMBATTING PROCRASTINATION

## A. POMODORO TECHNIQUE

*Why:* Short, focused work sessions can make tasks seem less daunting and improve productivity. For example, breaking a long study session into shorter intervals can help maintain concentration and reduce the urge to procrastinate.



## B. USING TECHNOLOGY FOR PRODUCTIVITY

*Technology can be a powerful tool for staying organized and productive. Utilizing productivity apps and tools can help streamline tasks and keep you on track.*

### EXAMPLE: "Todoist" Productivity App

- Track of your to-do lists and deadlines.
- Create projects for different areas of your life (e.g., school, extracurriculars) and add tasks with due dates.
- Use the app to set daily priorities and track progress.

### ACTIVITY: Productivity App Exploration

- (1) Choose 3 productivity apps to try out for a week.
- (2) Evaluate each app based on ease of use, features, and how well it helps you stay organized.
- (3) Select the app that works best for you and integrate it into your routine.

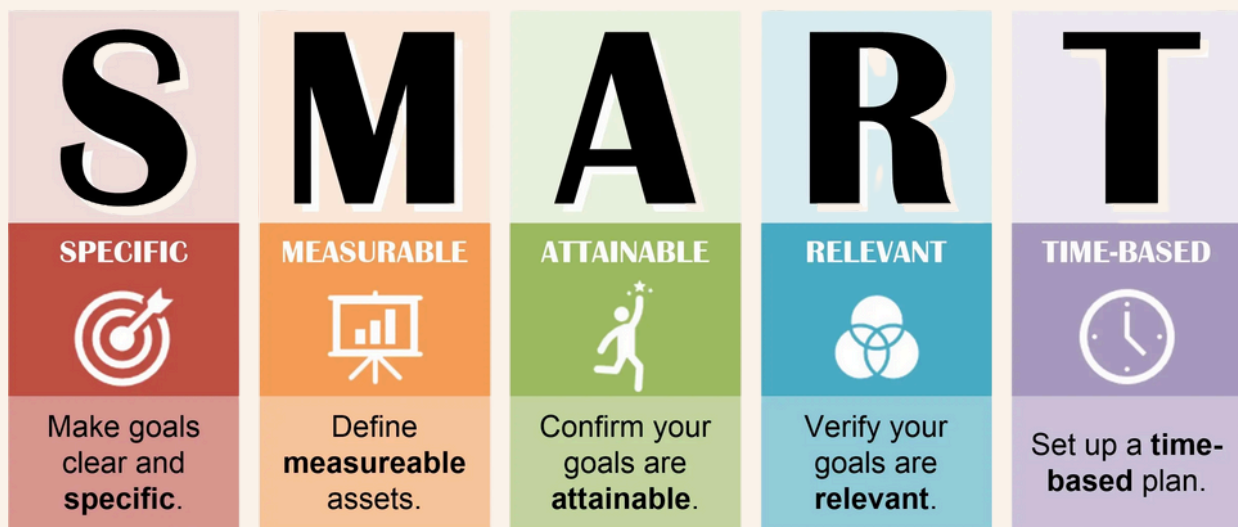
# 03. GOAL SETTING

## A. SMART GOALS

Setting goals is essential for guiding your efforts and measuring your progress. SMART goals provide a clear framework for effective goal setting.

### Directions:

1. Write down a goal you want to achieve.
2. Ensure it meets the SMART criteria.
3. Break it down into actionable steps and set deadlines for each step.
4. Use a journal or planner to track your progress.
5. Reflect on your progress and make adjustments as needed to stay on track.



## B. LONG-TERM HABIT-BUILDING TIPS

### (1) Understand the Habit Loop:

- *Cue*: The trigger that initiates the habit.
- *Routine*: The behavior or action you want to make a habit.
- *Reward*: The benefit you get from the habit.
- *Example*: Cue – Morning alarm, Routine – Exercise, Reward – Feeling energized.

### (2) Plan for Obstacles:

- *Tip*: Anticipate challenges that might disrupt your habit. Planning for obstacles helps you stay consistent even when life gets hectic.
- *Example*: If you know you'll have a busy week, plan shorter sessions of your habit.

### (3) Stay Flexible:

- *Tip*: Be willing to adjust your habits as needed. Flexibility ensures that you don't abandon the habit when circumstances change.
- *Example*: If a 30-minute workout isn't feasible, switch to a 15-minute session.

### (4) Reflect Regularly:

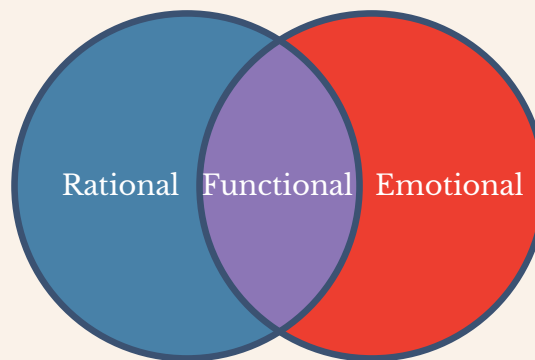
- *Tip*: Periodically review your habits and their effectiveness. Regular reflection helps you stay on track and make necessary adjustments.
- *Example*: Reflect on your progress at the end of each month.

# 04. STRATEGIES

## A. FUNCTIONAL MINDSET

When we go about the day, we are usually in one of two mindsets. One is based entirely on emotions and is very creative, often at the cost of pragmatic decisions. The other is fully logical, which often makes pragmatic decisions at the cost of creativity.

- **However**, there is an in-between that is most accurately described as “functional”.



A “functional mindset” merges the best parts of the rational and emotional mind into a creative yet calculated mind.

- When procrastinating, we often lean into the **emotional mind**, acting solely on our urges in the moment.
- When working, we often reside in **rational mind**, forgetting to make room for mistakes and breaks.

In order to make the most effective choices regarding work or anything else, move into a functional mindset!

## B. MOVE INTO FUNCTIONAL MIND

How can you reliably move into functional mind? Once again, through mindfulness!

- Mindfulness allows you to see a situation for what it is while still allowing your emotions to come and go: **the exact same as functional mind!**
- Below are some ideas to move into functional mind.
  - Take a 5 minute walk (preferably outside). Observe the sights, sounds, and scents that surround you. After the walk, journal about the experience.
  - Scan your body for any feelings (pain, comfortability, etc.). Next, scan your mind for any urges and allow them to pass.
  - Practice the Paced breathing part of the TIPP skill for 1-2 minutes. Observe how the breaths move in and out of your body.



# 05. ACTIVITIES

## A. MAKE YOUR OWN EISENHOWER MATRIX

Current to-do list:

---



---



---



---

	Urgent	Not Urgent
Important	<i>(Do)</i>	<i>(Schedule)</i>
Not Important	<i>(Delegate)</i>	<i>(Delete)</i>

- **Reflect on Effectiveness:** After a week, reflect on how prioritizing tasks impacted your productivity. It may be helpful to use a journal or planner to track your progress.
- **Adjust as Needed:** Make adjustments to your prioritization process based on what worked and what didn't.

## B. LONG-TERM HABIT-BUILDING TIPS

Create a pros and cons list of doing your work!

	Pros	Cons
Procrastinating		
Doing your work		

## C. CREATE A SMART GOAL

Non-SMART Goal:

Using a few words, make your SMART goal:

(1) *Specific:*

---

(2) *Measurable:*

---

(3) *Attainable:*

---

(4) *Realistic:*

---

(5) *Time Bound:*

---

Now, write out the full SMART goal:

---

---

## D. YEARLY HABIT TRACKER

**Directions:**

1. Create a habit tracker for a month, listing the habits you want to develop.
2. Track your progress daily and reflect on any challenges you encounter.
3. Adjust your habits as needed to ensure long-term success.

*January:* \_\_\_\_\_

*February:* \_\_\_\_\_

*March:* \_\_\_\_\_

*April:* \_\_\_\_\_

*May:* \_\_\_\_\_

*June:* \_\_\_\_\_

*July:* \_\_\_\_\_

*August:* \_\_\_\_\_

*September:* \_\_\_\_\_

*October:* \_\_\_\_\_

*November:* \_\_\_\_\_

*December:* \_\_\_\_\_

# 06. REFLECTION

## A. HABIT REFLECTION

### SUMMARY:

- Building habits is crucial for long-term productivity and success.
- Start with small, manageable habits and build gradually.
- Consistency, tracking progress, and rewarding yourself are key strategies for developing habits.
- Understanding the habit loop and planning for obstacles can enhance habit formation.
- Regular reflection and flexibility help maintain and adjust habits over time.

### QUESTIONS:

1. What small habits can I start building today?
2. How can I ensure consistency in my new habits?
3. What rewards can I give myself to reinforce my habits?
4. How can I track my progress effectively?
5. What potential obstacles might I face, and how can I plan for them?
6. How can I support a friend in building new habits?

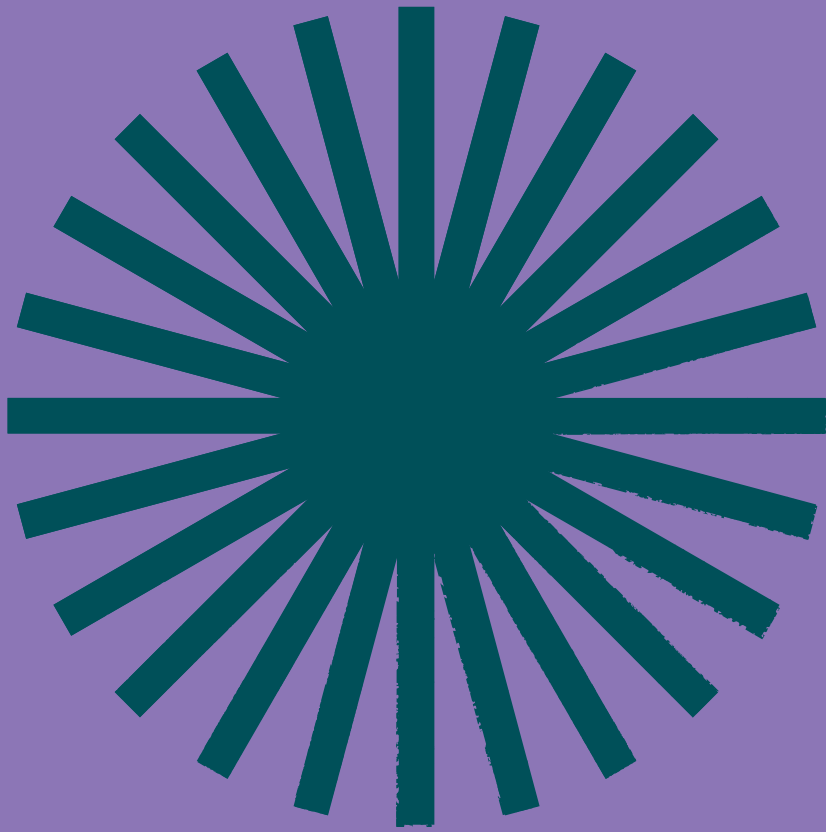
## B. TIME MANAGEMENT REFLECTION

### SUMMARY:

- Time management and productivity are crucial for balancing academics, extracurricular activities, and personal life.
- Prioritizing tasks, creating balanced schedules, combating procrastination, and using technology can enhance productivity.
- Developing long-term habits supports sustained productivity and time management.
- Setting SMART goals provides clarity and direction, making it easier to achieve objectives.

### QUESTIONS:

1. How can I improve my time management skills?
2. What strategies can I use to support a friend struggling with time management?
3. How can I incorporate long-term habits for better productivity?
4. What are some realistic goals I can set to enhance my time management?
5. How does technology influence my productivity, and what steps can I take to optimize its use?
6. How can I balance academic, extracurricular, and personal commitments effectively?
7. What role does prioritization play in my daily tasks and overall productivity?



# 06. UNDERSTANDING EMOTIONS

*Emotions are an essential part of the human experience, shaping our thoughts, behaviors, and interactions.*

*This section will explore the nature of emotions, how to recognize and express them, and practical strategies for managing emotional responses effectively.*

# 01. UNDERSTANDING EMOTIONS

## A. WHAT ARE EMOTIONS?

Emotions are complex psychological states that involve a physiological response, a subjective experience, and a behavioral or expressive component.

Understanding and managing emotions is crucial for maintaining mental health, building strong relationships, and achieving personal goals. Building these skills will reduce stress and improve overall wellbeing.

## B. COMMON EMOTIONS & EFFECTS

### HAPPINESS:

Increases motivation, improves relationships, boosts overall health.

### SADNESS:

Can lead to introspection and personal growth, but may also cause withdrawal and decreased motivation.

### FEAR:

Triggers a protective response, but may cause anxiety if persistent.

### ANGER:

Signals perceived injustice or threat, can motivate change but also lead to conflict if not managed.

## C. ACTIVITY: MOOD TRACKER

*Your emotions change daily, and tracking them helps you understand patterns, triggers, and ways to improve your well-being.*

### DIRECTIONS:

(1) Draw a large circle and divide it into 30 or 31 sections (one for each day of the month).

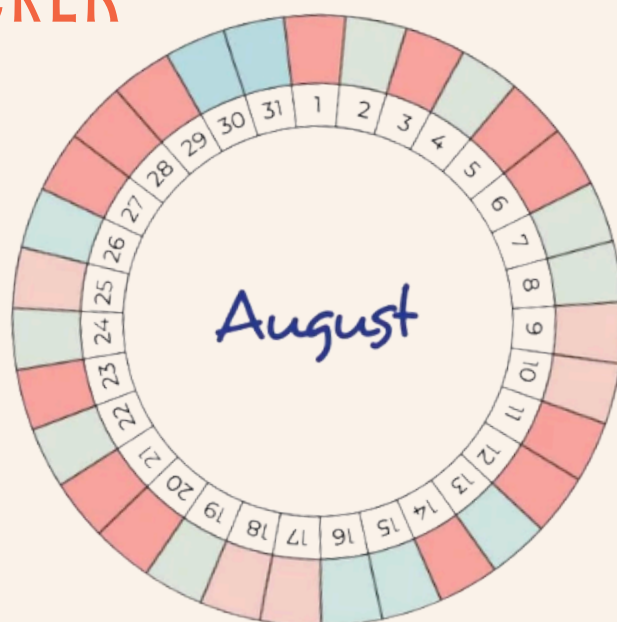
(2) Create a color-coded key with different moods/emotions.

- ♥ Blue = Calm/Relaxed
- ♥ Yellow = Happy/Excited
- ♥ Red = Angry/Frustrated
- ♥ Purple = Stressed/Anxious
- ♥ Green = Motivated/Confident
- ♥ Black = Sad/Lonely

(3) Each day, fill in one section with the color(s) that represents your mood. Feel free to add a symbol/word to reflect on something significant that day (e.g. star = good day, cloud = tough day)

(4) At the end of the month, reflect on patterns:

- What colors appear the most?
- What events or situations influenced your moods?
- How can you adjust your habits or reactions for better balance?



# 02. RECOGNIZING & EXPRESSING EMOTIONS

## A. EMOTIONAL INTELLIGENCE (EQ)

**EMOTIONAL INTELLIGENCE (EQ)** = the ability to recognize, understand, manage, and express emotions effectively—both your own and those of others. It helps us navigate relationships, make thoughtful decisions, and handle challenges with resilience.

People with high EQ tend to:

- *Recognize their emotions...* and understand how they affect thoughts and behavior.
- *Express emotions in healthy ways...* without bottling them up or lashing out.
- *Manage stress and setbacks...* without becoming overwhelmed.
- *Recognize emotions in others...* and respond with empathy.
- *Build strong relationships...* through clear communication and trust

Emotional intelligence isn't something you're born with—it's a skill you can develop!

## B. PRACTICE ACTIVE LISTENING

*Active listening helps you understand others deeply, strengthen relationships, and respond thoughtfully instead of reacting impulsively.*

**How to improve:**

- Focus fully on the person speaking—put away distractions.
- Make eye contact and nod occasionally to show engagement.
- Listen without interrupting or forming a response in your head before they finish.
- Reflect back what you heard (“So you're feeling frustrated because...”).
- Ask thoughtful questions to show you care about their perspective.

**Try this:** The next time you have a conversation, focus purely on listening instead of planning what to say next.

## C. STRENGTHEN EMOTIONAL AWARENESS

*Emotions are not just in your head—they often show up physically in your body.*

**STEP 1: What am I feeling?**

- Go beyond just saying “good” or “bad.”
  - Are you feeling frustrated, excited, nervous, proud, overwhelmed?

**STEP 2: Where do I feel it?**

- Emotions often show up as physical sensations:
  - Anxiety → racing heart, tight chest
  - Anger → clenched fists, hot face
  - Sadness → heavy shoulders, tired body
  - Happiness → lightness, energy in your chest

**STEP 3: Why am I feeling this?**

- *Ask yourself:* What triggered this emotion?
  - Sometimes emotions come from present experiences, but other times they stem from past experiences or deeper fears.
- *Example:* Feeling anxious about a test might actually come from a past fear of failure.

**STEP 4: What do I need?**

- *Ask yourself:* Do I need comfort, space, action, or support?
- *Example:* If you feel overwhelmed, maybe you need a break. If you feel lonely, maybe you need to reach out to a friend.

## D. DEVELOP SELF REGULATION

*Being emotionally intelligent doesn't mean avoiding emotions—it means managing them in a way that benefits you and those around you.*

**How to improve:**

- Pause before reacting—take a deep breath when emotions feel overwhelming.
- Find healthy outlets for intense emotions (journaling, exercise, art).
- Recognize triggers and plan coping strategies in advance.
- Reframe negative thoughts—instead of “I always mess up,” try “I made a mistake, but I can learn from it.”

**Try this:** When you feel angry or upset, count to 10 before responding. Notice how this affects your reaction.

## E. CULTIVATE EMPATHY

*Empathy—the ability to understand and share the feelings of others—is at the heart of emotional intelligence. It helps you build strong relationships and be a better friend, teammate, and leader.*

**How to improve:**

- Put yourself in someone else's shoes—how would you feel in their situation?
- Validate others' emotions (“I see that you're really disappointed. That makes sense.”).
- Look for nonverbal cues (body language, tone of voice) to understand unspoken emotions.
- Be open to different perspectives—everyone experiences life differently.

**Try this:** Next time someone is upset, resist the urge to “fix” their problem and just listen with empathy instead.

## F. EMBRACE OPEN-MINDEDNESS

*EQ involves being open to growth and different perspectives—even when it's uncomfortable.*

**How to improve:**

- Accept feedback without getting defensive—view it as a chance to grow.
- Challenge your assumptions—are you jumping to conclusions too quickly?
- Ask for different perspectives—be willing to adjust your beliefs or behavior.
- Recognize that emotions influence perception—what you feel in the moment isn't always the full truth.

**Try this:** When someone gives you feedback, pause before responding and consider their perspective before reacting.



# 03. STRATEGIES

## A. STOP SKILL

When strong emotions arise and you feel yourself spiraling, stop yourself with the STOP skill!

- Stop: Stay completely still, both in body and mind! Do not move! Do not affirm negative self talk!
- Take a step back: Take a deep breath and take a break.
  - If you still feel yourself moving into a severely unhelpful action, do something “intense” but harmless to lower the urge. Pour water on your head, cover your hands in paint, anything that is not harmful.
- Observe: What is happening inside and outside you? Using the WHAT and HOW skills, describe what you’re thinking and the world around you.
- Proceed mindfully: As you return to everyday action, consider what is the best course of action in your situation. Move into functional mind and continue mindfully.

## B. OPPOSITE TO EMOTION ACTION

Oftentimes, emotions are still high after using the STOP skill. Should that occur, use **Opposite-to-Emotion Action**.

- Should you be unable to move from emotional mind into functional mind, do the exact opposite of what your emotional mind tells you to do. This will reduce the intensity of the emotion.
  - Opposite action to sadness: Rather than isolate, get social and active.
  - Opposite action to fear: If the fear is not for something harmful, approach it. If it is, remove yourself from the situation however possible and don’t run from the thought of it (if it is not severely upsetting).
  - Opposite action to anger: Be nice if possible. If not, simply avoid.
  - Opposite action to shame: Say what is making you ashamed to accepting friends.
- Opposite action can be very difficult. Practicing when not in complete distress can make it easier to practice this skill when necessary.

# 04. ACTIVITIES

## A. USE "I STATEMENTS"

**DIRECTIONS:** Use "I statements" to demonstrate how to effectively navigate through each of the emotions listed below. "I statements" are created using the following template: "I feel... What I need is... This would be helpful because..."

(1) *When I am happy,*

I feel \_\_\_\_\_

What I need is \_\_\_\_\_

This would be helpful because \_\_\_\_\_

(2) *When I am sad,*

I feel \_\_\_\_\_

What I need is \_\_\_\_\_

This would be helpful because \_\_\_\_\_

(3) *When I am angry,*

I feel \_\_\_\_\_

What I need is \_\_\_\_\_

This would be helpful because \_\_\_\_\_

(4) *When I am scared,*

I feel \_\_\_\_\_

What I need is \_\_\_\_\_

This would be helpful because \_\_\_\_\_

## B. REFLECT ON POSITIVE EXPERIENCES

Emotional regulation often coincides with positive experiences. Make a list of positive experiences you plan to have, complete with a date and time. These can be solo or group activities!

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

(4) \_\_\_\_\_

## C. LIST OUR YOUR EMOTIONS

**DIRECTIONS:** Create TWO columns. On the **LEFT**, list any emotions you frequently have (*don't have to be on the below list*), and on the **RIGHT**, write what frequently prompts that emotion.

LOVE HATE FEAR JOY shame Guilt ANXIETY  
loneliness

ANGER Excited FRUSTRATION sadness shyness envy

BOREDOM SURPRISE! embarrassed

CONFUSED CURIOUS PRIDE SUSPICIOUS HAPPY

Rage INTEREST DEPRESSED WORRY IRRITABLE PANIC

Jealous optimistic hopeless Disgust hurt

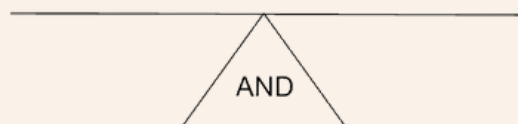
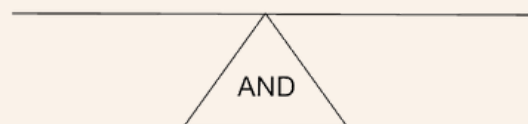
sympathy DISAPPOINTED Content Calm

## D. BALANCING YOUR EMOTIONS

**DIRECTIONS:** Balance out your emotions/thoughts by using an “and” statement. For example, I feel sad AND this too will pass. This allows you to validate yourself while still acknowledging facts. Using this format, fill out the following pictures. The first one has been done for you.

I am sad

This too will pass



## E. WRITE AFFIRMATION CARDS

*Affirmation cards help you create a habit of self-kindness and remind you of your strengths, even on tough days. The best part? You can keep them with you at all times—on your phone, in your journal, or even as sticky notes in places you'll see often!*

**STEP 1:** Choose affirmations that resonate with you. Examples on the right!

**STEP 2:** Write your affirmations down.

- **Physical Cards:** Write each affirmation on index cards, sticky notes, or small pieces of paper and keep them in a jar, your backpack, or your notebook.
- **Digital Cards:** Use your Notes app, a Pinterest board, or a digital journaling app to create an "Affirmation Collection" that you can access anytime.
- **Lock Screen Reminder:** Choose your favorite affirmation and set it as your phone wallpaper so you see it daily.

**STEP 3:** Use your affirmations every day.

- **Morning Boost:** Read one affirmation each morning to start the day with positivity.
- **Write It Out:** If you're feeling anxious, rewrite your affirmation a few times to reinforce it.
- **Say It Aloud:** When doubt creeps in, say your affirmation out loud!
- **Pick a Daily Card:** For physical cards, shuffle them and choose randomly each morning.

#1 YOU ARE LOVABLE.

#9 You belong.

#18 YOU OWN THIS.

#2 YOU ARE AWESOME.

#10 You matter, No matter what.

#19 Believe in yourself.

#3 You are worthy.

#11 You bring joy to this world.

#20 Trust yourself.

#4 Trust your wise voice within.

#12 YOU ARE SMART.

#21 You are beauty-filled.

#5 You are strong.

#13 You are adventurous.

#22 You are strong like a mountain.

#6 YOU ARE BRAVE.

#14 Treat yourself with compassion.

#23 you are resilient like a river.

#7 STAND TALL WITH SELF-RESPECT.

#15 Talk to yourself like you would a friend.

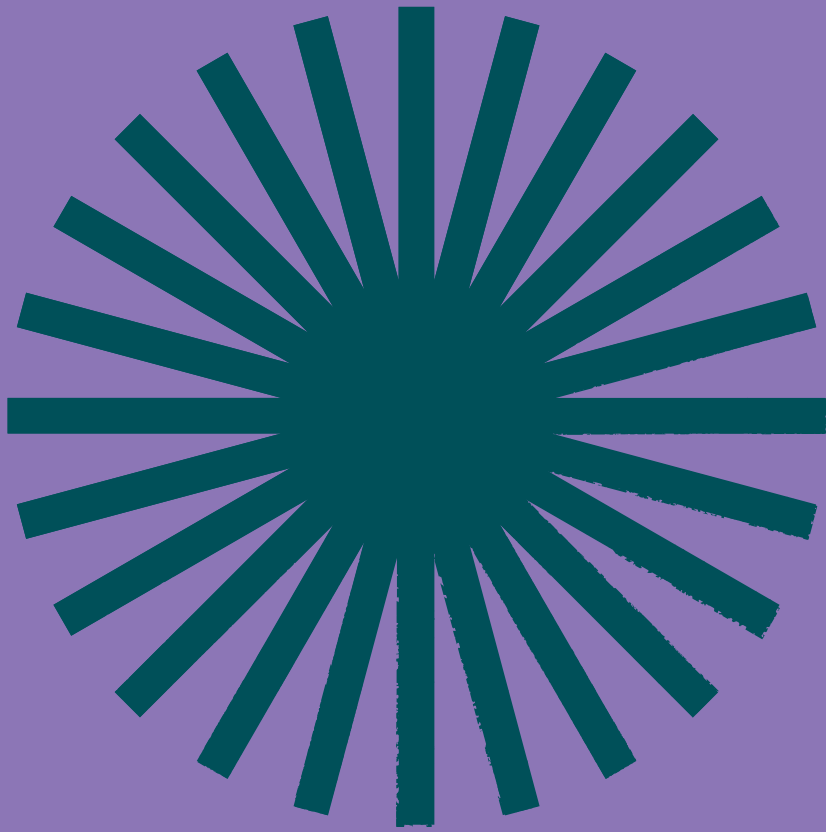
#24 YOU ARE FREE LIKE THE SKY.

#8 Be courageous with your gentle heart.

#16 You are enough.

#25 YOU CAN GET THROUGH HARD THINGS.

#17 Step into your power.



# 07. DIGITAL SAFETY & INTERNET NAVIGATION

*The internet is an integral part of our daily lives, offering countless opportunities for learning, socializing, and entertainment. However, it also comes with risks. Understanding how to navigate the digital world safely is essential for protecting your privacy, maintaining your well-being, and building positive online experiences.*

# 01. UNDERSTANDING DIGITAL SAFETY

*Digital safety involves protecting your personal information, avoiding harmful content, and engaging in respectful online interactions. It includes understanding the risks of cyberbullying, identity theft, and exposure to inappropriate material.*

## (1) Protecting Personal Information

Keeping your private details secure reduces the risk of identity theft, scams, and online harassment.

- **Limit personal details** shared online (full name, address, school, phone number).
- **Use strong, unique passwords** for accounts and enable two-factor authentication (2FA).
- Be cautious when sharing **location data**—disable location tracking on social media.
- Think before posting—**once online, always online.**

## (2) Avoiding Harmful Content & Scams

The internet is full of useful resources, but also harmful material and deceptive scams.

- **Avoid clicking on suspicious links** or pop-ups—they may contain malware.
- **Recognize phishing scams**—don't share passwords or financial info through email or messages.
- **Use content filters** and safe search settings to limit exposure to inappropriate material.
- **Report harmful or illegal content** to platform moderators or trusted adults.

## (3) Safe & Respectful Online Interactions

Engaging positively online helps create a safer digital space for everyone.

- **Think before you post**—would you say it in person?
- **Avoid online drama**—blocking or muting is better than engaging.
- **Report cyberbullying** and harassment instead of responding aggressively.
- **Respect others' privacy**—never share someone's personal information without consent.

## (4) Cyberbullying Awareness & Prevention

Cyberbullying can harm mental health and well-being.

- **Recognize warning signs**—hurtful messages, rumors, exclusion, impersonation.
- **Block and report bullies** on social platforms.
- **Save evidence** (screenshots) if needed for reporting.
- **Reach out to a trusted adult** if you're being targeted or see someone else struggling.

## (5) Understanding Digital Footprint

Everything you do online leaves a digital footprint that can impact your future.

- **Delete old posts** that don't represent who you are now.
- **Set accounts to private** when possible to control who sees your content.
- **Be mindful of what you comment, like, or share**—it reflects on you.
- Employers and colleges **may look at your online presence**—build a positive one!

## (6) Screen Time & Mental Health Awareness

Excessive screen time can impact sleep, mood, and focus—balance is key!

- **Set limits on social media and gaming** to avoid digital burnout.
- **Take breaks from screens**—try the 20-20-20 rule (every 20 minutes, look away for 20 seconds at something 20 feet away).
- **Engage in offline activities**—hobbies, exercise, in-person socializing.
- **Be mindful of comparison traps**—social media is often a highlight reel, not reality.

# 02. STRATEGIES

## A. CHECK THE FACTS

When online, it's easy to be fed things that are upsetting or untrue, resulting in anger and confusion. When you see something that prompts an intense emotion, **check the facts!**

- First, check if it is true. Look at the source. Is it credible? Do a quick google search and check if other reliable sources corroborate the same thing. If they don't, it is likely untrue.

If it is true...

- Mindfully describe what you saw and what the implications of it are.
  - What judgements did you make? Why?
  - Are there any other ways to understand the information? Try to understand the nuance from every perspective.

If the information is deeply disturbing...

- Be as informed as you can be without causing distress. If it does cause distress,
  - reference the past skills such as TIP, STOP, and Opposite to emotion action.
- Take a break from electronics. Practice self-care using the ABC skills.

## B. USE THE A.C.C.E.P.T.S. SKILL

Although distracting yourself from an issue is typically not recommended, it can be useful when seeing distressing information outside of your control. Do this with the A.C.C.E.P.T.S. skill!

- A: Activities
  - Engage in activities you enjoy! Examples include:
    - Doing the Wordle
- C: Contributing
  - Being nice to others can make you feel good about yourself! Examples include:
    - Surprise a loved one with a hug
    - Text someone just to check-in
- C: Comparisons
  - Compare how you feel in this moment with a time you felt differently. This serves as a reminder that nothing is forever.
- E: Emotions
  - Do something that brings up different emotions. Examples include:
    - Watch a scary movie
- P: Pushing away
  - Leave the situation. Try not to think about for the time being.
- T: Thoughts
  - Do something that occupies the mind. Examples include:
    - Counting backwards from 100
- S: Sensations
  - Use your 5 senses to observe something soothing.



# 03. ACTIVITIES

## A. PRACTICE WITH SCENARIOS!

**SIRECTIONS:** Circle the best action in each of the following scenarios.

*Scenario #1: Your friend wants your computer password.*

- Kindly decline    -Give it to them! They might need it

*Scenario #2: Your friend is demanding to see your search history.*

- Kindly decline    -Give it to them

*Scenario #3: Your parent/caregiver wants the information to your bank account. You are an adult.*

- Kindly decline    -Give it to them

*Scenario #4: The police are demanding you to hand over your phone password. They have no search warrant or probable cause.*

- Kindly decline    -Give it to them

## B. PERSONAL INFO CHALLENGE: "WHAT'S TOO MUCH?"

**DIRECTIONS:** Look at the list of information below. Identify what personal details are safe to share online and what should be kept private.

- |                               |                         |
|-------------------------------|-------------------------|
| • Full Name                   | • Favorite Color        |
| • Home Address                | • Phone Number          |
| • Birthday (Month & Day Only) | • Hobbies               |
| • Pet's Name                  | • Social Media Username |
| • School Name                 | • Mother's Maiden Name  |

**DISCUSSION QUESTIONS:**

- Why do you think certain details should remain private?
- How can cybercriminals use small details to steal your identity?
- What are ways to protect personal information online?

## C. INTERNET SAFETY QUIZ: "SPOT THE SCAM"

*Learn how to recognize phishing scams, fake ads, and online threats.*

**SCENARIO:** You receive the following email...

Congratulations! You've Won an iPhone 15! Click the link below and enter your details to claim your prize. Hurry! Offer expires in 24 hours."

**1. What are the red flags in this email? (Fill in the blanks)**

- It creates a sense of \_\_\_\_\_ to make you act fast.
- It asks for \_\_\_\_\_ details, which could be used for fraud.
- The email contains a suspicious \_\_\_\_\_ that may install malware.

**2. What should you do if you receive a suspicious email like this?**

- Click the link and enter your details.
- Ignore the email and report it as phishing.
- Respond and ask for proof that you won.



## D. DIGITAL FOOTPRINT TEST: "THINK BEFORE YOU POST"

*Understand how your online actions impact your reputation and future opportunities.*

### DIRECTIONS:

- (1) Google yourself (or imagine if an employer/college searched your name).
- (2) Write down three things that might appear:
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- (3) Reflection:
  - Would you be proud of what they see?
  - Are there any old posts you'd want to delete or edit?
  - Review your social media settings and make sure your profiles are secure and reflect your best self!

## E. CYBERBULLYING ROLEPLAY: "WHAT WOULD YOU DO?"

**SCENARIO:** You see a post where a classmate is being made fun of in the comments.

What should you do?

### FILL IN THE BLANKS:

- Instead of joining in, I can \_\_\_\_\_ the bully.
- I can support the classmate by \_\_\_\_\_ them.
- If the situation gets worse, I should \_\_\_\_\_ it to an adult or platform moderator.

## F. SCREEN TIME REALITY CHECK

*Evaluate your daily screen habits & find balance.*

### DIRECTIONS:

- (1) **Estimate:** How many hours do you spend on your phone daily?  
My guess: \_\_\_\_\_ hours
- (2) **Check** your actual screen time (on iPhone, Android, or a screen time app).  
My actual time: \_\_\_\_\_ hours
- (3) **Reflection Questions:**
  - Were you surprised by your results? Why?
  - How does screen time affect your sleep, mood, and focus?
  - What's one change you can make to create a healthier balance?
- (4) **Challenge:** Try the "20-20-20" rule for a week—every 20 minutes, take a 20-second break and look at something 20 feet away!

# 08. ACKNOWLEDGEMENTS



We'd like to acknowledge our writers & researchers who have worked tirelessly over the past few months to assemble this handbook! Thank you also to our advisors and donors for your generous contributions.

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*\*Assisted in document structuring and editing.*

**Advisors & Donors:** Ms. Cindy Quintana, The Bezos Family Foundation, The Fernando Awards Foundation