

Weekly Mood Chart

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6 AM – 10 AM							
10 AM – 2 PM							
2 PM – 6 PM							
6 PM – 10 PM							
10 PM – 2 AM							
2 AM – 6 AM							

Anger Diary

Anger has a way of sneaking up and taking control of our thoughts and actions before we realize what's happening. Fortunately, with practice, you can get better at catching your anger long before it takes over. Keeping an *Anger Diary* will help you achieve that goal.

Instructions: Either at the end of the day, or a few hours after your anger has passed, take a moment to reflect on a situation where you felt angry, or even just a bit frustrated. By following the example, take a few notes about the event. After recording five events, complete the review.

Example	Trigger	"My husband tracked mud all over the carpet and didn't even notice. I had just mopped a few days ago, so I lost it."
	Warning Signs	"Before I got really angry, I noticed that my hands were shaking and I was argumentative. Then, as I got angrier, my face felt really hot."
	Anger Response	"I screamed at my husband. I wanted to throw something, but I didn't. I couldn't stop thinking about how selfish he is."
	Outcome	"My husband ended up getting really angry too, and we argued for hours. It was miserable. I went to bed feeling guilty and sad."

Event One	Trigger	
	Warning Signs	
	Anger Response	
	Outcome	

Event Two	Trigger	
	Warning Signs	
	Anger Response	
	Outcome	

Anger Diary

Event Three	Trigger	
	Warning Signs	
	Anger Response	
	Outcome	

Event Four	Trigger	
	Warning Signs	
	Anger Response	
	Outcome	

Event Five	Trigger	
	Warning Signs	
	Anger Response	
	Outcome	

Review	Do you notice any patterns related to your anger?	
	Generally, how would you like to react differently?	

Anger Stop Signs



Anger starts out small, and slowly grows. When your anger is small, you might not even notice it. This is when you are just starting to feel upset about something, but it still doesn't seem like a big deal. Someone at this point might say they are "annoyed".

Draw what you look like when your anger is *small*. This is when you're just a little bit angry.



If your anger has the chance to grow too big, it becomes hard to control. It's like a car without brakes, crashing through everything in its path. It's very hard to stop. Someone who's this angry might yell, hit, cry, or try to break things.

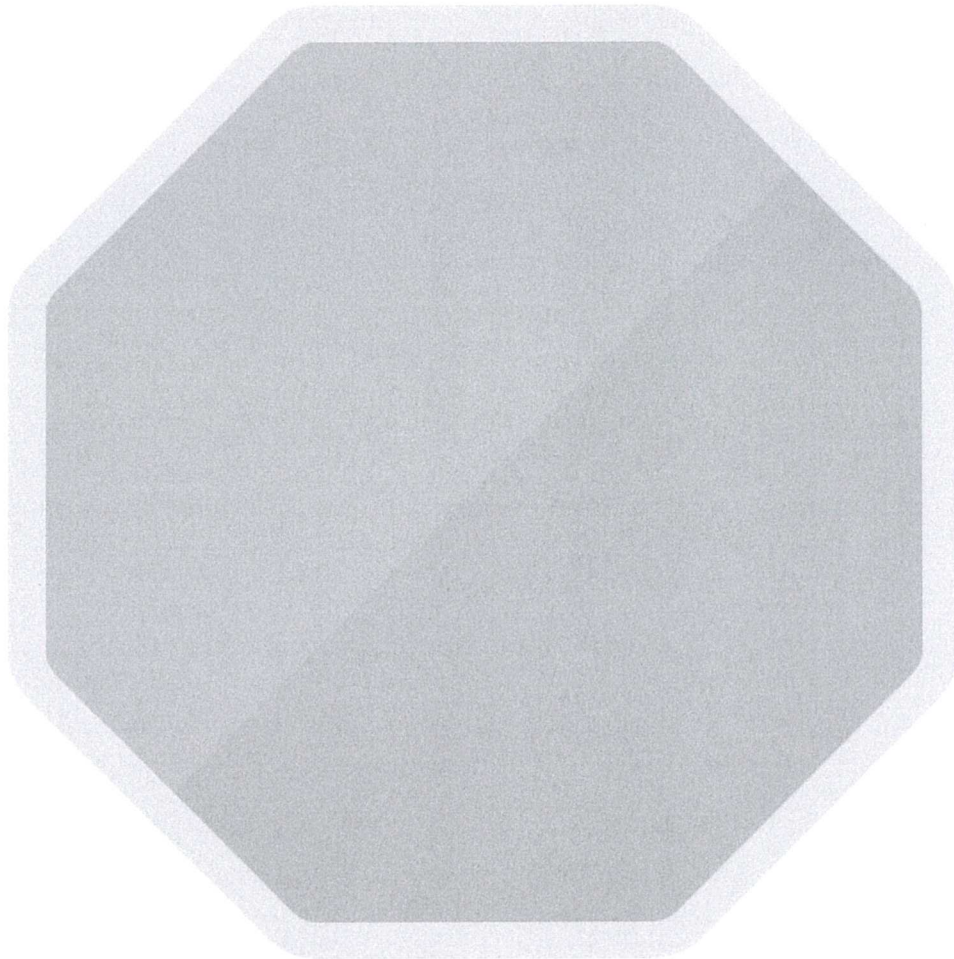
Draw what you look like when your anger is *big*. This is when you're *very* angry.

Anger Stop Signs



Anger stop signs are clues that your body uses to let you know your anger is growing. These clues start to appear while your anger is still small. If you notice them in time, you can hit the brakes, and take control of your anger before it grows too big.

Everyone has their own anger stop signs. It's important to learn what yours are, so you can spot them in the future. Write your anger stop signs in the space below.



Common Anger Stop Signs

My face feels hot.

I start to shake.

I raise my voice.

I go quiet.

My eyes get watery.

I try to bother people.

I can't think straight.

I feel annoyed.

I want to hit something.

Anger Warning Signs

Sometimes anger can affect what you say or do before you even recognize how you're feeling. You may become so used to the feeling of anger that you don't notice it, sort of like how you can hear the sound of an air condition, or the humming of a refrigerator, but block it from your mind.

Even if you aren't aware of your anger, it influences how you behave. The first step to managing anger is learning to recognize your personal warning signs that will tip you off about how you're feeling.

How do you react when you feel angry? Some of these warning signs might start when you are only a little irritated, and others might start when you are very angry. *Circle the warning signs that apply to you.*

Mind goes blank	Insult the other person	Face turns red
Body or hands shake	Start sweating	Throw things
Heavy or fast breathing	Stare at the other person aggressively	Scowl or make an angry face
Scream, raise voice, or yell	Clench fists	Feel sick to the stomach
Punch walls	Feel hot	Become aggressive
Become argumentative	Go quiet and "shut down"	Crying
Pace around the room	Headaches	Can't stop thinking about the problem

Anger Discussion Questions

- 1** Although it might sometimes feel like your anger “explodes” and comes out of nowhere, this is almost never the case. Anger builds slowly, and if you aren’t paying attention, it can happen entirely outside of your awareness. Can you think of a time when your anger caught you by surprise? In retrospect, were there any warning signs you could’ve picked up on?

- 2** Some people describe anger as a “secondary emotion”. This means that anger is a response to a *primary* emotion, such as hurt, fear, or sadness. For example, someone might feel hurt, and lash out with anger in response. Do *you* think anger is a secondary emotion? Why or why not?

- 3** Many of us pick up life-long habits related to anger when we’re children, based off of the examples set by our parents. Do you notice any similarities between how you and your family members deal with anger? What are your family’s strengths and weaknesses in dealing with anger?

- 4** Everyone experiences anger—it’s a completely normal emotion, and it’s healthy within limits. But as we know, anger can become a problem when it gets out of control. When *is* anger healthy, and when does it become unhealthy or harmful?

- 5** People can express their anger through words, actions, art, or any number of other ways. Do you express your anger in any healthy ways, and if so, what are they? What do you think might happen if you *never* expressed your anger?

- 6** How you think about a situation can influence how you feel about it. For example, if you think that someone “has it out for you”, you will probably see all of their actions in a negative light. Can you think of a time when your thoughts affected your anger? In what ways could changing how you think help you control how you feel?

- 7** What would it look like if someone was really good at managing their anger? Not just hiding their anger or ignoring it, but managing it in a genuinely healthy way. Do you know anyone who manages their anger well?

THOUGHT LOG

*A thought log is useful for challenging irrational reasonings, and
for reducing unhelpful responses*

DATE	EVENT	MY INITIAL THOUGHTS & REACTIONS	RATIONAL COUNTER-RESPONSE
	Received a negative evaluation at work	I'm such a failure. I can't do anything right.	I guess I didn't work hard enough. Let me see how I can improve.

UNDERSTANDING ANXIETY

WHAT IS ANXIETY?

Anxiety is a common feeling usually described as uneasiness, nervousness, or apprehension. It often occurs when we are confronted with things that are unexpected or uncomfortable.

WHAT CAUSES ANXIETY?

Anxiety is caused by our bodies releasing stress hormones in response to dangerous or threatening situations.

TYPES OF ANXIETY

Anxiety comes in all forms and intensities. Sometimes it's a general feeling of uneasiness, whereas at other times it's caused by specific situations or concerns. Some examples are: social anxiety, phobias, panic disorders, post-traumatic stress disorder, and obsessive compulsive disorder.

CIRCLE SYMPTOMS OF ANXIETY THAT YOU EXPERIENCE:

PHYSIOLOGICAL (THE WAY YOUR BODY REACTS)

Pounding heartbeat / Shortness of breath /
Excessive sweating / Chills / Tremors /
Headaches / Fatigue / Weakness / Dizziness /
Insomnia / Nausea / "Butterflies" in stomach /
Frequent urination / Diarrhea /

PSYCHOLOGICAL (THE WAY YOUR MIND REACTS)

Racing thoughts / Irrational thoughts / Irritability /
Difficulty concentrating / Restlessness /
Depressive symptoms / Avoidance / Paranoia /

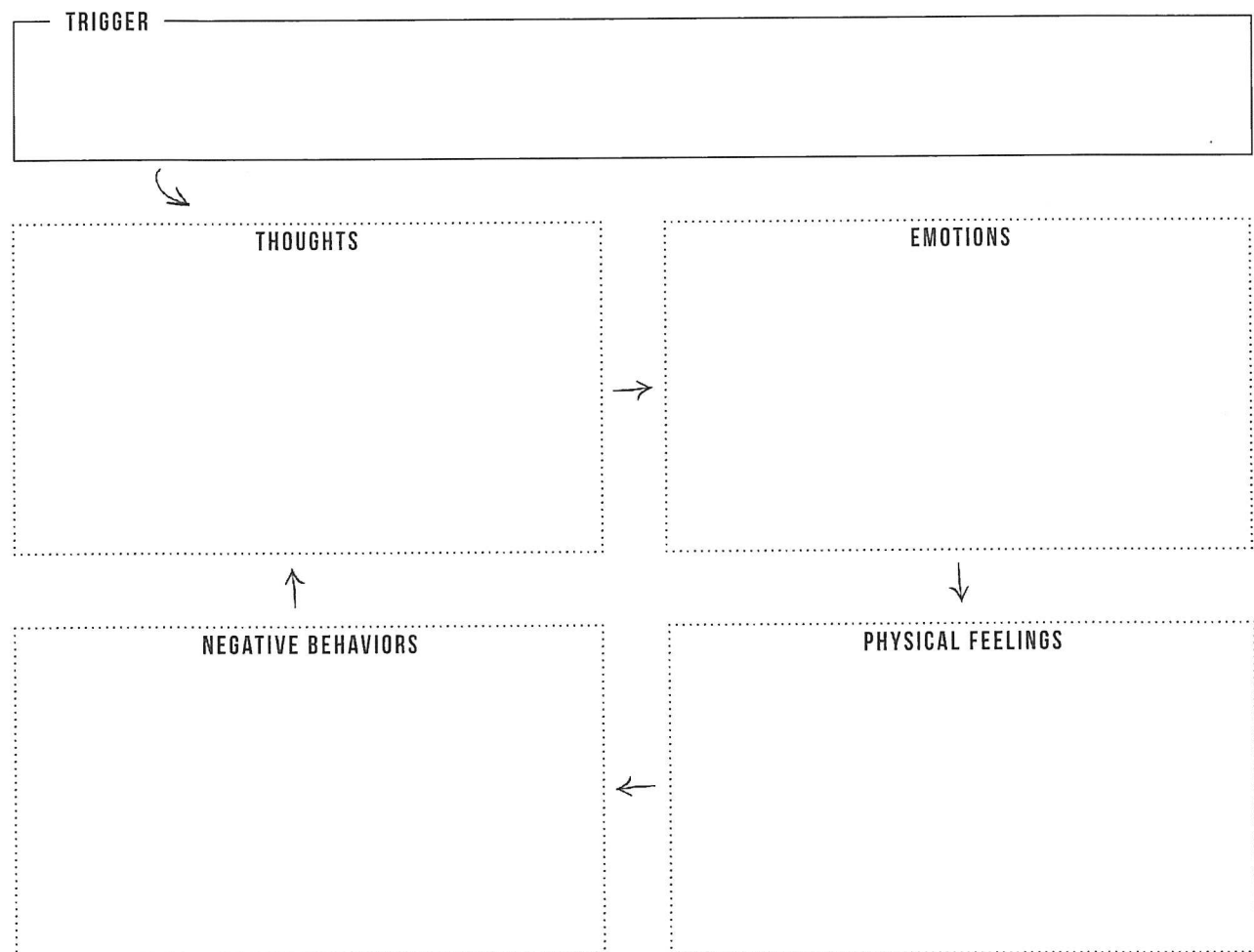
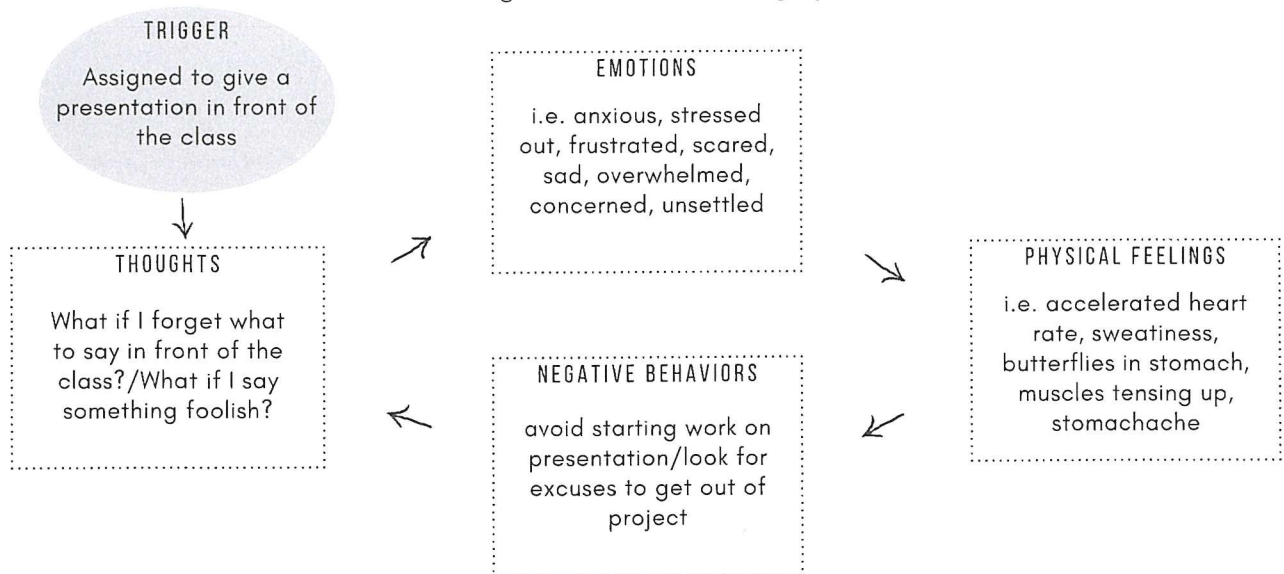
SITUATIONS THAT TRIGGER MY ANXIETY

INTENSITY (1-5)

HOW IT AFFECTS MY LIFE

THE CYCLE OF WORRY

*If left untreated, our worries and anxieties can snowball,
feeding into a never-ending cycle.*



Behaviour as a Communicator of Emotion

Until our frontal cortex is formed and we can use language to explain how we feel and what we want, the only way we have of telling someone what is going on for us emotionally and what we need is through our behaviour. This is best understood with babies – when they are hungry, wet, excited or content they cry, gurgle with delight, giggle, wriggle, throw their arms up, shake, squirm, shout, look away and so on (**BEHAVIOUR**). The baby has no other means of getting their needs met or making contact with another which both are fundamental survival needs. If things have gone well enough, a dance of communication is ongoing between the adult and child (**ATTUNEMENT, VALIDATION, CONTAINING, CALMING and SOOTHING**). The mother/carer is closely attuned to the baby, getting information through her senses and observing the baby closely - reading the baby's pre-verbal ways of communicating. Through this process of observation and **IMAGINING** into the baby's world and then responding, the parent/carer supports the baby's emotional learning by externalizing what is going on for the baby and meeting them in this communication. S/he does this initially through little noises, touch and responding to the identified needs. Giving language to the infant's experience in the moment provides the repeated experience that forms the neuronal connections (white matter) within the fibrous corpus callosum. This forms the connection between experience, concepts and language that becomes cognitive capacity. As the carer matches language to the child's experience, the infant starts to make meaning of his /her experiences: **THINKING**.

If this has not happened sufficiently well for a child, they can only communicate what is going on for them through their behaviour. In order to build the parts of the brain that help us to be emotionally resilient and competent, adults need to work with the child in a very focused and repetitive way in order to replicate the earlier missed relational experiences. The skills we use in Thrive to do this are the VRFs and Shining the Light on the behaviour.

The following sequence is an example of beginning to support a child from Being through to Thinking:

1. OBSERVE THE BEHAVIOUR: Alf has told Joe (again) that he can't play football at break with him and his friends'. Joe looks down and is silent.

2. WHAT IS THE EMOTION BEING EXPRESSED THROUGH THE BEHAVIOUR? Joe looking down and being silent – ask yourself 'how would I feel if I was excluded from others?' Ponder on it.

3. USE THE VRFs: "O dear ..." (attuning and containing in tone, stance and proximity to Joe) "they don't want to play with you again..... Your head is downyou are not looking at anyone...". Very gently and quietly sitting beside child – (physical stance, proximity, breathing, touch) - "O dear O dear". **ATTUNEMENT, CONTAINMENT and CALMING** "Left out again this is horrid for you looks like your heart is hurting on your own again Poor boy" **VALIDATING** the child's feelings.

4. (later) SHINING THE LIGHT ON HIS DEFENSIVE BEHAVIOUR AND UNDERPINNING FEELING

(how Joe has learnt to manage being left out and on his own – withdrawing from relationships. He spends much time on his own.)

“ When you are left out and others are unkind to you, you take yourself away – it looks like you shut down I imagine its just too much for a boy to manage..... I'm guessing it's better for you, when you have been hurt, to be on your own..... I've noticed that you are a boy who – when things go wrong – you prefer to be on your own..... I can see that is what works for youPoor boy – I am sorry you feel like that I'm imagining it's a lonely life thinking no-one can help. I am just going to sit by you for a while (gently engaging with him through breathing, arm along his arm and so on)

5. WONDERING IF (maybe at another time): (lending your adult brain to develop thinking) “I am wondering if it would be helpful if I sat beside you (not as a question, but a statement).... when I see you on your own with your head down in the sort of way that says to me ‘Joe is not OK – he must be feeling all alone again things have gone wrong his heart is hurting and he is on his own with it. it must be like his whole body has closed up and gone a bit cold..... that he doesn't want people to see I wonder if that is what happens..... uummmm

...
 Let's see if you can show me paint it/use the sand tray to show what it's like inside when you are upset... and all alonethinking no one can help..... I am going to sit beside you ... be with you.... It is not ok for a boy to have a hurting heart and be alone.....”

(Do the creative work that is closely focusing on the lonely behaviour, the way Joe has found of managing these unmanageable feelings. Use the VRFs and put words to the images, Joe's inner reality.)

6. FINDING A NEW WAY OF MANAGING (later and ongoing until change begins)

..... (when Joe is OK and not disregulating and you have a greater understanding of what it is like to be Joe when he withdraws - because he has shown you through working in the metaphor)

“I think I may have not seen you some of the times when you have felt alone - some times I have not had time to come over to you when I have seen you looking down and being on your own feeling hurt – sorry for that but it looks like things got better more quickly when I have noticed that you are hurting and come over to be beside you just touching your arm I've been thinking about that and wonder if – when you get that horrid sinking feeling in your chest, and go cold and think ‘no one will help me’ if you could come and find me/raise your hand??

When he manages this, this is the start of the new behaviour.

This is a moment of quiet celebration between the two of you because Joe has had a **feeling** as things have gone wrong ‘*I'm cold and my chest is sinking - I am lonely*’, has done some **thinking** about it ‘*ah yes, this is when I signal to Ms W that I am feeling alone with a too big feeling*’ and chosen a new **behaviour** ‘*I need to signal for help*’

This small scenario demonstrates core emotional development that will begin to change Joe's life for the better. He is learning he is not on his own in the world. He is beginning to trust that an adult will see what is going on for him and meet his need. Learning to trust an adult is life changing for this child as he comes to know the richness of human relationship.

Signs of a child's unresolved grief

NB These behaviours would be usual in the early stages of grief and are only signs of unresolved grief if still occurring some considerable time, after the event.

- The child cannot talk about the person who has died or they are separated from (eg now living with one parent due to family breakup) without experiencing intense and fresh grief.
- The child cries a lot.
- Relatively minor events trigger intense grief response.
- Theme of loss comes into conversation frequently.
- A child may surprisingly start to lose important belongings.
- The child frequently asks for help with things they can easily do for themselves.
- The child who has experienced the loss is very protective of any of the person's gifts and possessions and can become extremely distressed when anyone else touches these.
- Following the death or separation from a parent or someone special some children make radical changes in their lifestyle.
- Children may become isolated, withdrawing from their friends or avoiding contact with people who may remind them of the person who has died or they are separated from.
- Children's self esteem can become low and they have little self confidence.
- Children struggle with school work, are unable to concentrate and their performance declines.
- Some children have a prevailing sense of guilt and sadness, imagining that they have contributed in some way to the loss or death of the person who has gone. Others can feel temporarily omnipotent and euphoric that they have contributed to the person leaving their lives but then become profoundly afraid of their own imagined power.
- The child unconsciously imitates the person who has died, or they are separated from in an attempt to stay emotionally connected with them.
- The child's play may focus on family break-up and coming back together again, illness or death.

- A child may lose interest in playing and usual activities for their age ... they don't seem like a child anymore.
- A child can become preoccupied and nervous and develops fears that are unrealistic.
- Sleep problems can develop, sometimes bed-wetting.
- The child may want to be or is encouraged to take on the role and responsibilities in the family of the person who has died or left. However well meant, this can interrupt the child's natural development and put them in positions for which they are not competent.
- Self destructive impulses: self harm, risk taking (nothing matters), explosive anger.
- Unexpected sadness at certain times of the year, eg birthdays, holidays, anniversaries.
- Phobia about illness and death. When a child has been separated from their parent or sibling as a result of a parents' or sibling's death or long term illness, drug abuse, imprisonment, etc. they may be afraid of inheriting the disease or growing to be like their parent or sibling or worry that they too may die early.
- Personal triggers which distress the children, as these triggers are reminders of the person who has died or the child is separated from. For example, stories which the person who has died might have read to the child: music they have shared: places they have visited and so on.

Coping Skills

Anger

Be Aware of Triggers

Anger triggers are the things that set you off. Knowing your triggers, and being cautious around them, will reduce the likelihood of your anger getting out of control.

How to use triggers to your advantage:

- ✓ Create a list of your triggers and review them daily. Reviewing your triggers will keep them fresh in your mind, increasing the likelihood you notice them before they become a problem.
- ✓ Oftentimes, the best way to deal with a trigger is to avoid it. This might mean making changes to your lifestyle, relationships, or daily routine.
- ✓ Because it isn't always possible to avoid triggers, have a plan when you must face them. For example, avoid touchy conversations when you are tired, hungry, or upset.

Practice Deep Breathing

Deep breathing is a simple technique that's excellent for managing emotions. Not only is deep breathing effective, it's also discreet and easy to use at any time or place.

Sit comfortably and place one hand on your abdomen. Breathe in through your nose, deeply enough that the hand on your abdomen rises. Hold the air in your lungs, and then exhale slowly through your mouth, with your lips puckered as if you are blowing through a straw. The secret is to go slow: Time the inhalation (4s), pause (4s), and exhalation (6s). Practice for 3 to 5 minutes.



Keep an Anger Log

Following an episode of anger, take a few moments to record your experience. This practice will help you identify patterns, warning signs, and triggers, while also helping you organize thoughts and work through problems.

- ✓ What was happening *before* the anger episode? Describe how you were feeling, and what was on your mind. Were you hungry, tired, or stressed?
- ✓ Describe the facts of what happened. What events triggered your anger? How did you react, and did your reaction change as the event continued to unfold?
- ✓ What were your thoughts and feelings *during* the anger episode? Looking back, do you see anything differently than when you were in the heat of the moment?

Coping Skills

Anger

Use Diversions

The goal of diversions is to buy yourself time. If you can distract yourself for just 30 minutes, you'll have a better chance of dealing with your anger in a healthy way. Remember, you can always return to the source of your anger later—you're just setting the problem aside for now.

go for a walk	read a book	play a sport	listen to music
watch a movie	practice a hobby	go for a run	clean or organize
do yard work	draw or paint	do a craft	cook or bake
play a game	go for a bicycle ride	write or journal	take a long bath
play an instrument	call a friend	lift weights	go swimming
go hiking in nature	take photographs	play with a pet	rearrange a room

Take a Time-out

Time-outs are a powerful tool for relationships where anger-fueled disagreements are causing problems. When someone calls a time-out, both individuals agree to walk away from the problem, and return once you have both had an opportunity to cool down.

How to use time-outs effectively:

- ✓ With your partner, plan exactly how time-outs will work. Everyone should understand the rationale behind time-outs (an opportunity to cool down—not to avoid a problem).
- ✓ What will you both do during time-outs? Plan activities that are in different rooms or different places. The list of diversions from above is a good place to begin.
- ✓ Plan to return to the problem in 30 minutes to an hour. Important problems shouldn't be ignored forever, but nothing good will come from an explosive argument.

Know Your Warning Signs

Anger warning signs are the clues your body gives you that your anger is starting to grow. When you learn to spot your warning signs, you can begin to address your anger while it's still weak.

sweating	can't get past problem	feel hot / turn red	clenched fists
headaches	becoming argumentative	raised voice	using verbal insults
pacing	aggressive body language	feel sick to stomach	go quiet / "shut down"

Daily Mood Chart

	Happy	Sad	Mad	Tired	Excited	Anxious	Other	Notes
6 AM – 8 AM								
8 AM – 10 AM								
10 AM – 12 PM								
12 PM – 2 PM								
2 PM – 4 PM								
4 PM – 6 PM								
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Decatastrophizing



Cognitive distortions are irrational thoughts that have the power to influence how you feel. Everyone has *some* cognitive distortions—they're a normal part of being human. However, when cognitive distortions are too plentiful or extreme, they can be harmful.

One common type of cognitive distortion is called **catastrophizing**. When catastrophizing, the importance of a problem is exaggerated, or the worst possible outcome is assumed to be true. By learning to question your own thoughts, you can correct many of these cognitive distortions.

What are you worried about?

How likely is it that your worry will come true? Give examples of past experiences, or other evidence, to support your answer.

If your worry does come true, what's the worst that could happen?

If your worry does come true, what's most likely to happen?

If your worry comes true, what are the chances you'll be okay...

In one week? _____%

In one month? _____%

In one year? _____%

The Fight-or-Flight Response

Fact Sheet

► What is the fight-or-flight response?

The **fight-or-flight response** is one of the tools your body uses to protect you from danger. When you feel threatened, the fight-or-flight response is automatically triggered, and several physiological changes prepare you to either confront or flee from the threat.

► What are the symptoms of fight-or-flight?

- | | | |
|----------------------------|-------------------------------------|------------------|
| • Increased heart rate | • Dizziness or lightheadedness | • Shaking |
| • Racing thoughts | • Nausea / "butterflies" in stomach | • Sweating |
| • Difficulty concentrating | • Rapid, shallow breathing | • Tensed muscles |

► How is the fight-or-flight response triggered?

Even threats to emotional well-being, such as the fear of embarrassment before giving a presentation, can trigger the fight-or-flight response. In these cases, the symptoms often do more harm than good. An increased heart rate and sweating might help you escape from a bear, but they won't do much to help you look cool and collected during a presentation.

► Is the fight-or-flight response bad?

Everyone will experience the fight-or-flight response at times, to varying degrees. Usually, it's natural, healthy, and not a problem. However, when the fight-or-flight response leads to excessive anger, anxiety, prolonged stress, or other problems, it might be time to intervene.

► How can I manage the fight-or-flight response?

In addition to the fight-or-flight response, your body can also initiate an opposing **relaxation response**. Many symptoms of the relaxation response counteract fight-or-flight, such as slower and deeper breathing, relaxed muscles, and a slower heart rate. The relaxation response can be triggered by using relaxation skills, such as deep breathing or progressive muscle relaxation.

PROGRESS CHECK-IN

DATE:

HOW I'M DOING

IMPORTANT EVENTS THAT HAVE HAPPENED

.....

WHAT I'M PROUD I'VE ACCOMPLISHED

WHAT I'D LIKE TO IMPROVE

Gratitude Journal

Keeping a journal of the things you're grateful for has been shown to have a powerful effect on mental wellbeing. Among other benefits, journaling about gratitude reduces stress, increases happiness, and improves self-esteem.

Instructions: Two times a week, write a detailed entry about one thing you are grateful for. This could be a person, a job, a great meal with friends, or anything else that comes to mind.



Journaling Tips

- Don't rush to write down the first thing that comes to your mind. Take time to truly think about what you're grateful for. Expect each entry to take between 10-20 minutes.
- Writing about the people who you're grateful for tends to be more powerful than writing about things.
- Explain, *in detail*, why you're grateful. For example, if you're grateful for a friend who is nice, describe what they do that's nice, and why that makes you grateful.
- Aim for two solid entries each week. Keep your journal somewhere you'll see it, and plan when you can write. Set an alarm on your phone if you might forget.



Journaling Prompts

Note: The use of prompts is optional. Feel free to write about anything for which you are grateful.

Someone whose company I enjoy...

A fun experience I had...

The best part about today...

An act of kindness I witnessed or received...

A reason to be excited for the future...

Someone I can always rely on...

A valuable lesson I learned...

Something I can be proud of...

Someone who I admire...

An unexpected good thing that happened...

Something beautiful I saw...

An experience I feel lucky to have had...

Gratitude Journal

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<div>Entry #3</div>	<div>Date:</div>
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TASKS BREAKDOWN

JOT DOWN ALL THE TASKS YOU'RE STRESSING ABOUT

THINGS OUT OF YOUR CONTROL

THINGS YOU CAN LEAVE UNDONE

THINGS THAT ARE OTHER PEOPLE'S RESPONSIBILITY

MUSTS

SHOULD

WOULD BE NICE

How Does Anxiety Make Your Body Feel?

When you are anxious or worried your body can react in strange ways. For example, your body may feel:

- **tired**
- **heavy and hard to get moving**
- **sick and not hungry**

Think about the last time you felt worried about something and try to remember how your body felt:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Now, think of one more time when you felt worried or anxious (it is really important to think of a different time from your first example).

List all the things you felt:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

How Does Anxiety Make Your Body Feel?

Now, read back through both lists and highlight all the feelings or bodily reactions that you had in **both** situations.

Can you think of anything you could do to stop or reduce these reactions?

1. My heart beats really fast. **So**, I will take ten deep breaths and slow my breathing and heart rate down until it returns to normal.

2. **So**,

3. **So**,

4. **So**,

5. **So**,

The body is very complex and can react in very different ways to anxiety. You may react differently to other people and that is ok. You are unique. The key is to learn how to deal with your anxiety, reduce the impact on your body and to return to a calm state quickly and easily.



How to Make Your Own Worry Doll

A worry doll is a great way of helping you to think about and manage your worries. If you are worried about something like a test at school, moving house or a friendship difficulty, a worry doll can help.

By sharing the worry with the worry doll, you can give yourself time to think about what is worrying you. Sharing these thoughts with the worry doll can help you to feel better and may even help you to solve the worry yourself.

The idea is that you share one worry with one worry doll. You tell the worry doll your worry at night time and then put the worry doll under your pillow. Hopefully, when you wake up, your worries will have reduced and you will feel calmer for the day ahead.

There are several ways you can make a worry doll. How you choose to make a worry doll is entirely up to you. You could even make a worry pet or a worry animal!

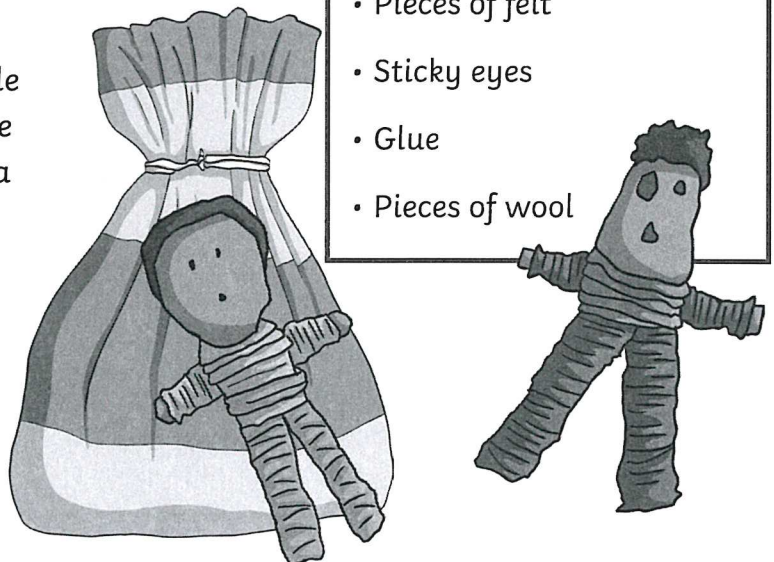
Instructions for a Worry Doll

What to Do:

- Use glue to attach a large cotton wool ball to the top of a wooden peg. This will be the doll's head.
- Use felt tips to draw the facial features or use sticky eyes and felt.
- For the hair, you could attach strands of wool to the cotton wool ball.
- Use fabric to make the clothes - a triangle makes an excellent dress, a square can be used for a top and two rectangles make a brilliant pair of trousers!

Equipment

- Large wooden peg
- Cotton wool ball
- Felt tip pens
- Pieces of felt
- Sticky eyes
- Glue
- Pieces of wool



Instructions for a Worry Doll

You could make a different type of worry doll if you prefer. Animals can be really good worry dolls. Try using old socks to create animal puppets, adding eyes and using felt to make their ears, mouth and nose.

What to Do:

- Using felt or material, cut out ears for your dog and sew/ stick them on to the 'foot' part of the sock.
- Glue on the eyes – these can be sticky eyes or you could use fabric pens to draw them on.
- Draw a nose with fabric pens, use felt or sew on a button.
- If you want a wagging tail, you could use either wool which you could sew or glue to the back of the puppet, or add a coloured pipe cleaner to make your tail.

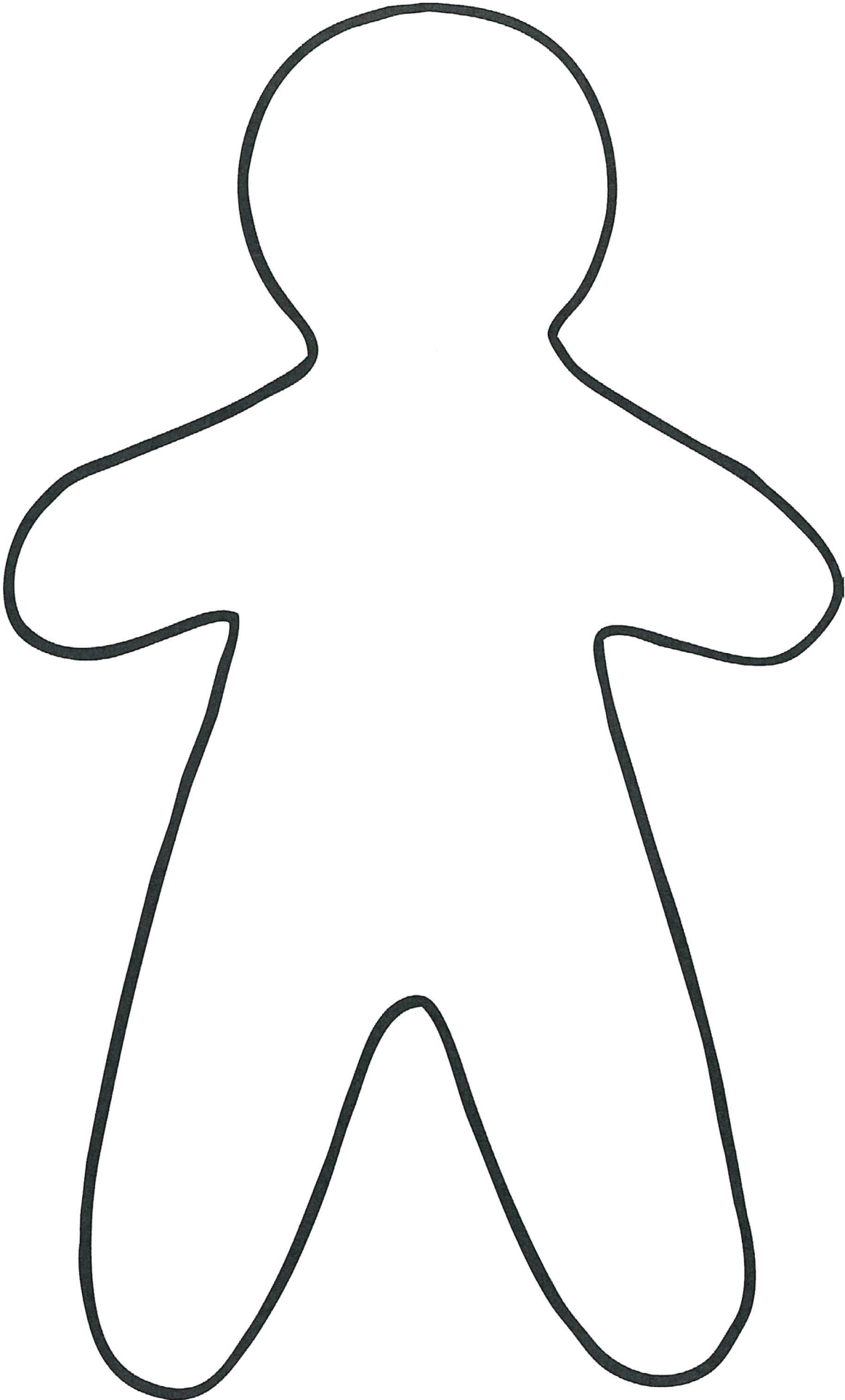
You could also make a worry doll from building bricks, construction materials, clay or modelling material.

Use the template on the next page to make your own worry doll. Simply colour the doll and cut it out. You could add hair and clothing. There is no right or wrong way of making a worry doll. The idea is that the worry doll is unique and special to you.

Equipment

- Sock
- Felt/material
- Glue
- Sticky eyes
- Fabric pens
- Needle and thread, if you wish to sew
- Small button
- Wool
- Coloured pipe cleaner





Introduction to Anger Management



Anger: a strong feeling of annoyance, displeasure, or hostility

Aggression: hostile or violent behavior or attitudes toward another

Feelings of anger are a normal and healthy part of being human. Learning to avoid all anger would be an impossible goal. Instead, in anger management, you will learn to avoid negative reactions to anger (such as aggression), while learning new healthy habits.

The first step in anger management is to begin learning about your own anger. To start, you will learn about triggers (the things that set you off), how you respond to anger, and how anger has affected your life.

List three situations, topics, or people that often leads to you feeling angry:

(ex. arguing with your partner about money, dealing with authority, poor drivers)

What do you *do* when you're angry? List ways in which you act differently when angry:

(ex. shouting, arguing, throwing or breaking objects, become physically aggressive)

Have you ever run into problems because of your anger? If so, list them:

(ex. damaged relationships, reprimanded at work, public altercations)

STRESS TRACKER

Keeping a diary of stress episodes can help you decipher trigger patterns.

DATE/ TIME	STRESS LEVEL (1-5)	THOUGHT/ACTION/EVENT THAT TRIGGERED STRESS EPISODE	HOW I REACTED

MOOD TRACKER

MONTH:

SAD	TIRED	ANXIOUS	STRESSED	WORTHLESS	PROUD	HAPPY	HOPEFUL
1							1
2							2
3							3
4							4
5							5
6							6
7							7
8							8
9							9
10							10
11							11
12							12
13							13
14							14
15							15
16							16
17							17
18							18
19							19
20							20
21							21
22							22
23							23
24							24
25							25
26							26
27							27
28							28
29							29
30							30
31							31

MOOD TRACKER

MONTH:

1							1
2							2
3							3
4							4
5							5
6							6
7							7
8							8
9							9
10							10
11							11
12							12
13							13
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23							23
24							24
25							25
26							26
27							27
28							28
29							29
30							30
31							31

My Bag of Worry and Sadness

Can you design your own bag? What colour is it going to be?

Once you have designed and made your bag using the template below (or create your own template), think about all the things that make you worry or feel sad.

What are the things that make you worry or upset you?

You could put in foods you don't like eating, programmes you don't like watching or memories that make you sad.

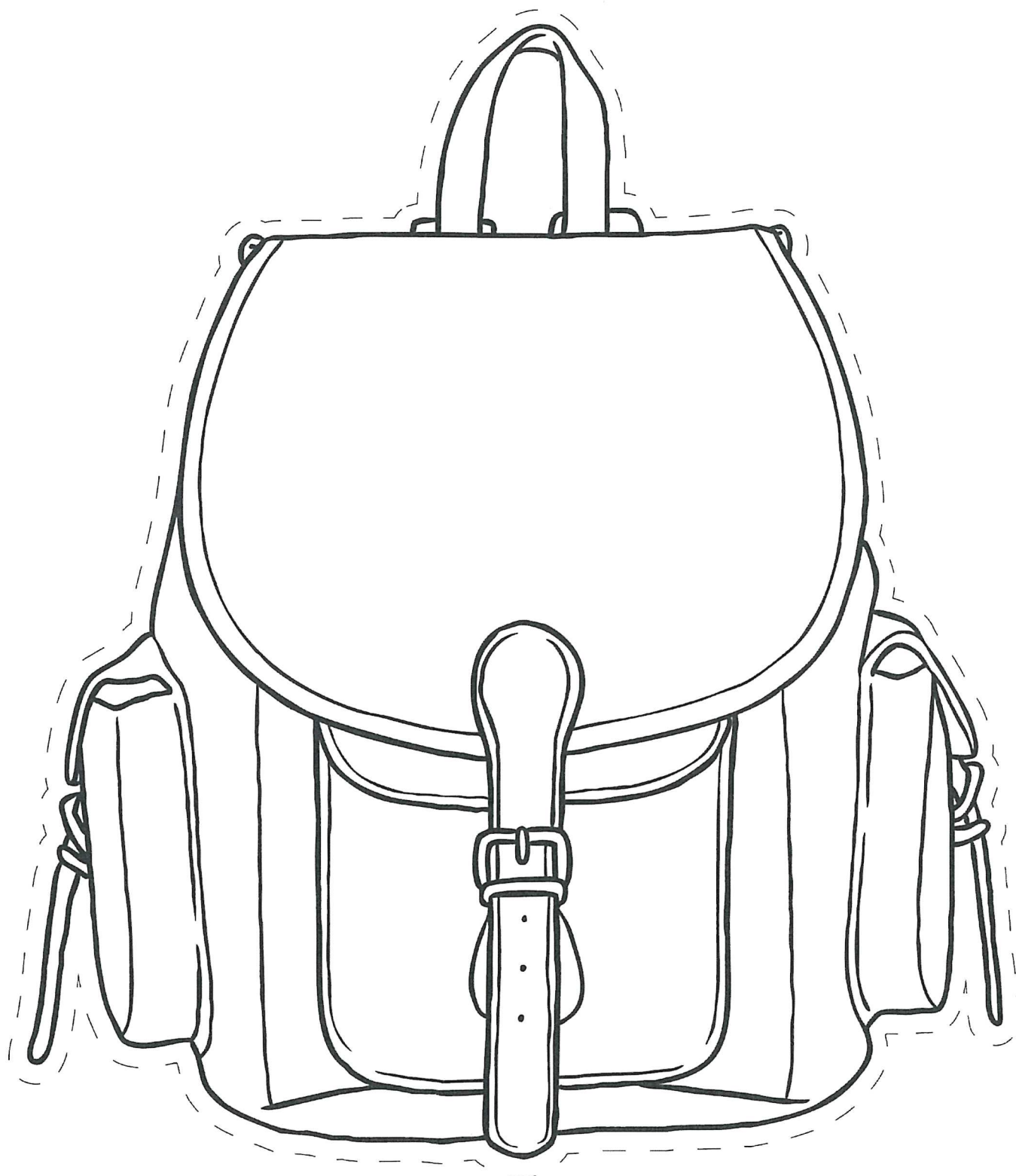
Try to fill this bag with as many negative objects as you can.

When your bag is full, you need to decide what to do with it. You could simply put it in the bin. You could tear it up or screw it into a ball. You could even keep it somewhere safe if you want to look back at it from time to time. The choice is yours.



My Bag of Worry and Sadness

Cut out two copies of your chosen bag around the dotted lines, staple or glue the sides together and put your least favourite items inside.



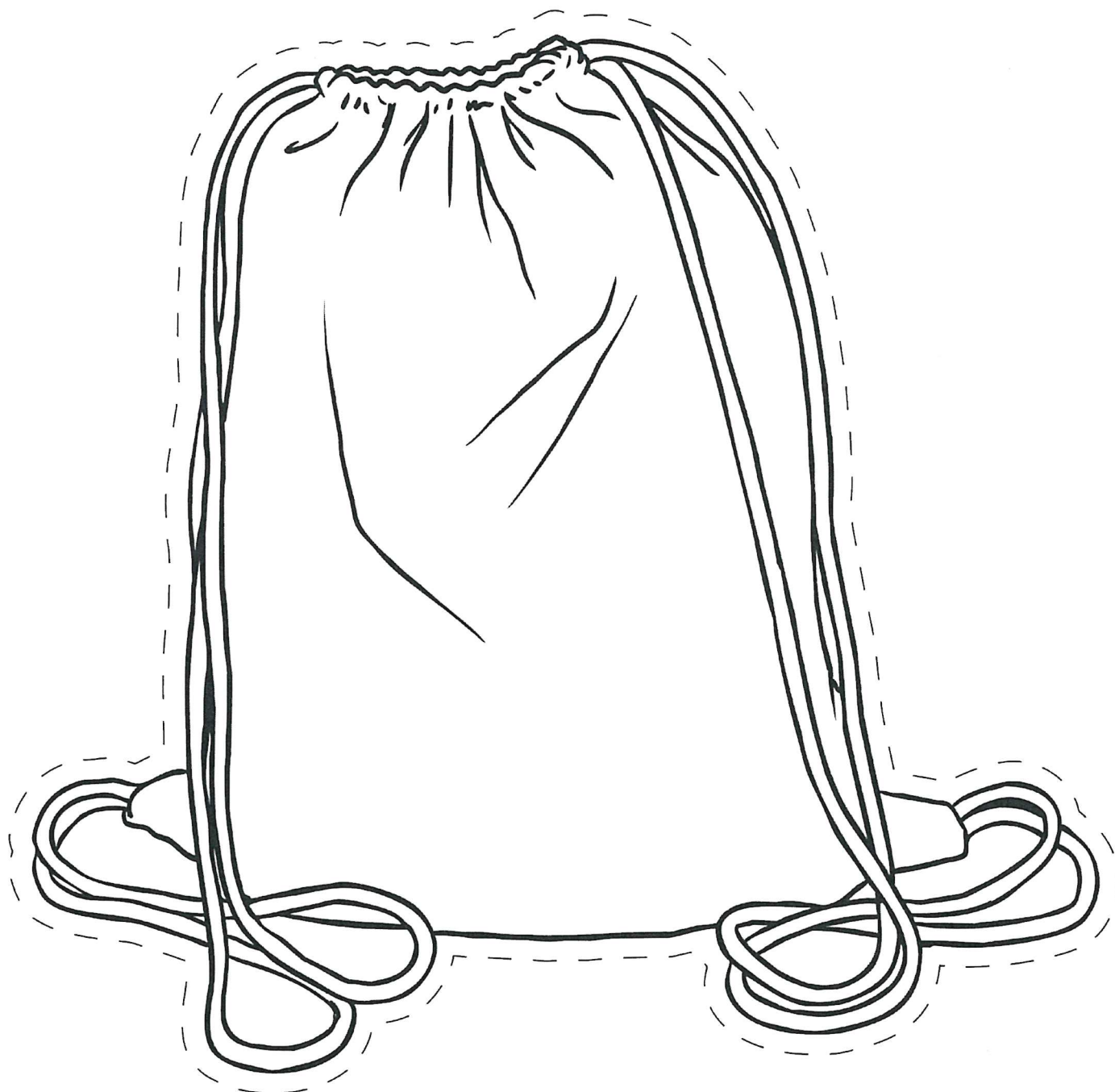
My Bag of Worry and Sadness

Cut out two copies of your chosen bag around the dotted lines, staple or glue the sides together and put your least favourite items inside.



My Bag of Worry and Sadness

Cut out two copies of your chosen bag around the dotted lines, staple or glue the sides together and put your least favourite items inside.



Self-Care Assessment

Self-care activities are the things you do to maintain good health and improve well-being. You'll find that many of these activities are things you already do as part of your normal routine.

In this assessment you will think about how frequently, or how well, you are performing different self-care activities. The goal of this assessment is to help you learn about your self-care needs by spotting patterns and recognizing areas of your life that need more attention.

There are no right or wrong answers on this assessment. There may be activities that you have no interest in, and other activities may not be included. This list is not comprehensive, but serves as a starting point for thinking about your self-care needs.

1	I do this poorly	I do this rarely or not at all
2	I do this OK	I do this sometimes
3	I do this well	I do this often
★	I would like to improve at this	I would like to do this more frequently

1 2 3 ★ **Physical Self-Care**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Eat healthy foods
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Take care of personal hygiene
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Exercise
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Wear clothes that help me feel good about myself
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Eat regularly
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participate in fun activities (e.g. walking, swimming, dancing, sports)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Get enough sleep
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Go to preventative medical appointments (e.g. checkups, teeth cleanings)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Rest when sick
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Overall physical self-care

Self-Care Assessment

1 2 3 ★ Psychological / Emotional Self-Care

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Take time off from work, school, and other obligations |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Participate in hobbies |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Get away from distractions (e.g. phone, email) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Learn new things, unrelated to work or school |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Express my feelings in a healthy way (e.g. talking, creating art, journaling) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Recognize my own strengths and achievements |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Go on vacations or day-trips |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Do something comforting (e.g. re-watch a favorite movie, take a long bath) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Find reasons to laugh |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Talk about my problems |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Overall psychological and emotional self-care |

1 2 3 ★ Social Self-Care

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Spend time with people who I like |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Call or write to friends and family who are far away |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Have stimulating conversations |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Meet new people |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Spend time alone with my romantic partner |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Ask others for help, when needed |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Do enjoyable activities with other people |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Have intimate time with my romantic partner |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Keep in touch with old friends |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Overall social self-care |

Self-Care Assessment

1 2 3 ★ Spiritual Self-Care

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Spend time in nature |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Meditate |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Pray |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Recognize the things that give meaning to my life |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Act in accordance with my morals and values |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Set aside time for thought and reflection |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Participate in a cause that is important to me |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Appreciate art that is impactful to me (e.g. music, film, literature) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Overall spiritual self-care |

1 2 3 ★ Professional Self-Care

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Improve my professional skills |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Say "no" to excessive new responsibilities |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Take on projects that are interesting or rewarding |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Learn new things related to my profession |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Make time to talk and build relationships with colleagues |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Take breaks during work |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Maintain balance between my professional and personal life |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Keep a comfortable workspace that allows me to be successful |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Advocate for fair pay, benefits, and other needs |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Overall professional self-care |

Triggers



Trigger: A stimulus—such as a person, place, situation, or thing—that contributes to an unwanted emotional or behavioral response.

The Problem

Describe the problem your triggers are contributing to. What's the worst-case scenario, if you are exposed to your triggers?

Trigger Categories

Just about *anything* can be a trigger. To begin exploring your own triggers, think about each of the categories listed below. Is there a specific emotion that acts as a trigger for you? How about a person or place? List your responses in the provided spaces.

Emotional State	
People	
Places	
Things	
Thoughts	
Activities / Situations	

Tips for Dealing with Triggers

- Oftentimes, the best way to deal with a trigger is to avoid it. This might mean making changes to your lifestyle, relationships, or daily routine.
- Create a strategy to deal with your triggers head on, just in case. Your strategy might include coping skills, a list of trusted people you can talk to, or rehearsed phrases to help you get out of a troublesome situation.
- Don't wait until the heat of the moment to test your coping strategy. *Practice!*

Triggers



In this section, you will develop a plan for dealing with your three biggest triggers. Review your plan regularly, and practice each of the strategies.

Describe your three biggest triggers, in detail.

Trigger	#1	
	#2	
	#3	

Describe your strategy for *avoiding* or *reducing exposure* to each trigger.

Trigger	#1	
	#2	
	#3	

Describe your strategy for dealing with each trigger head on, when they cannot be avoided.

Trigger	#1	
	#2	
	#3	