



# The BEST Me



# My workbook

**Name:**

# The BEST Me

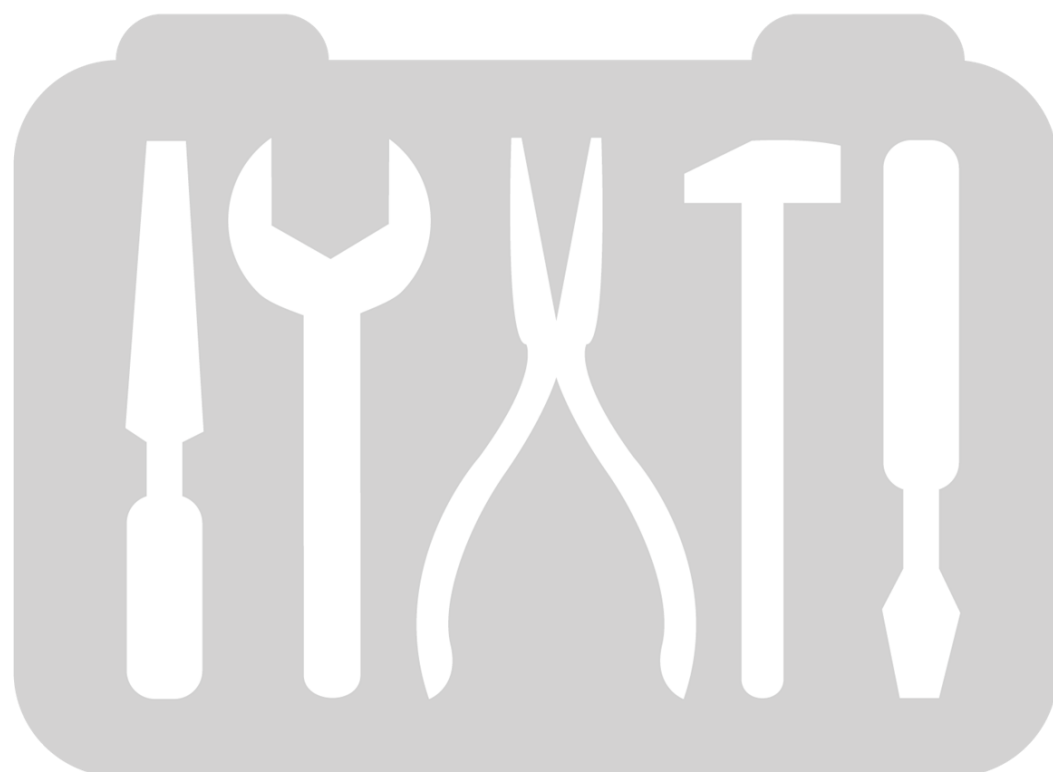
**Module 1: Emotions matter**

**Module 2: How we see things**

**Module 3: Managing our thoughts**

**Module 4: Taking control of what we can**

**Module 5: Building *The BEST Me* toolkit**



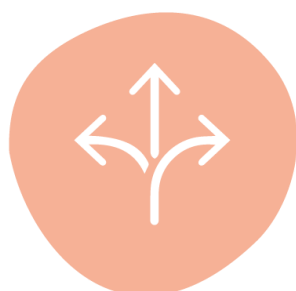
# The BEST Me...



I focus on the positive



I manage my thoughts



I choose my filter

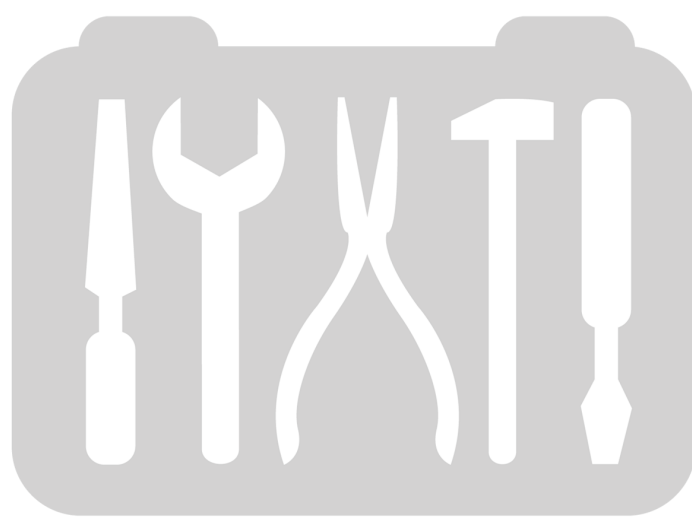


I control what I can

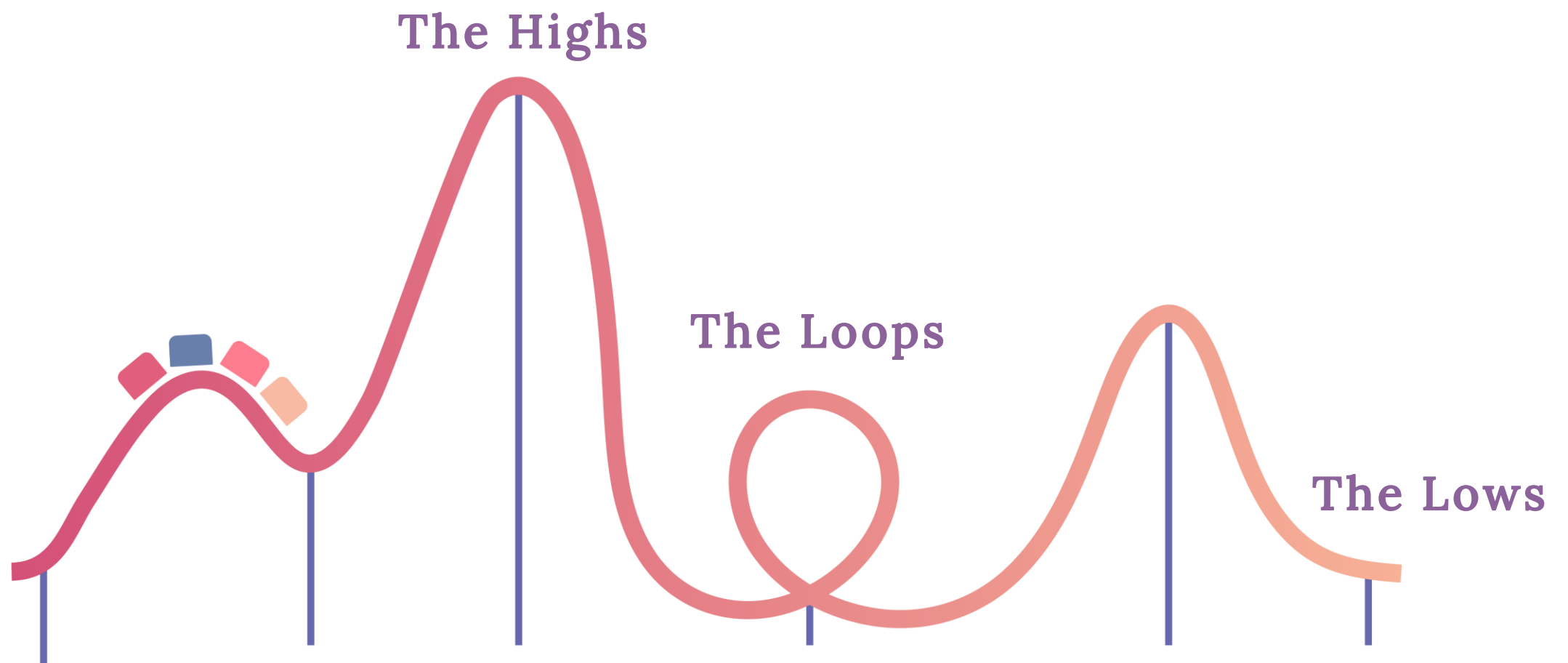


# Module 1

## Emotions matter



# 1.1 The Emotional Rollercoaster of Life.



**What are the highs, lows and loops of school right now?**

**The highs:**

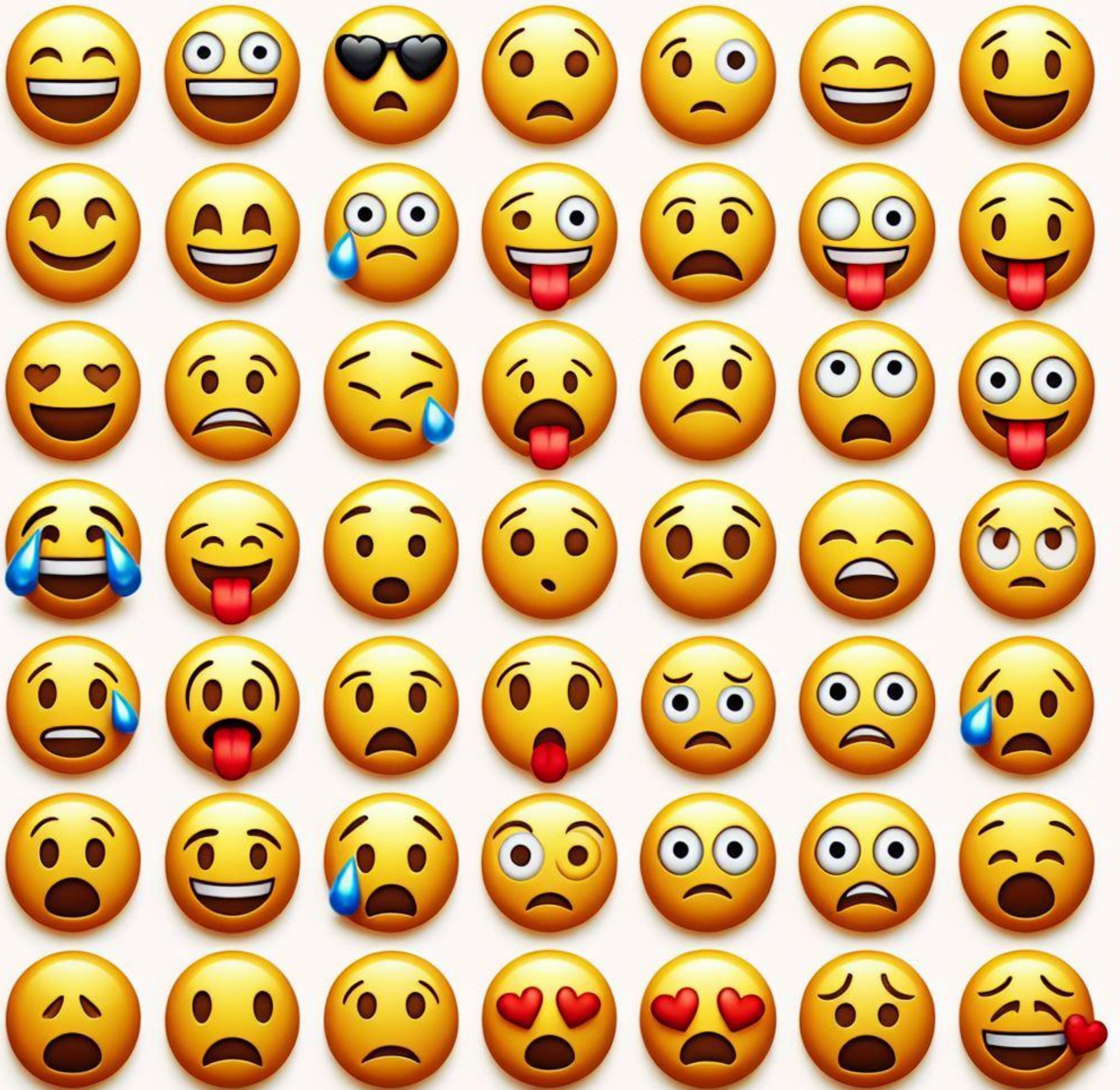
**The lows:**

**The loops:**

**1.2 In 2 minutes how many emotions can you name?**



# 1.3 We experience all emotions.



# 1.4 There are 7 core emotions. These are universal across cultures.

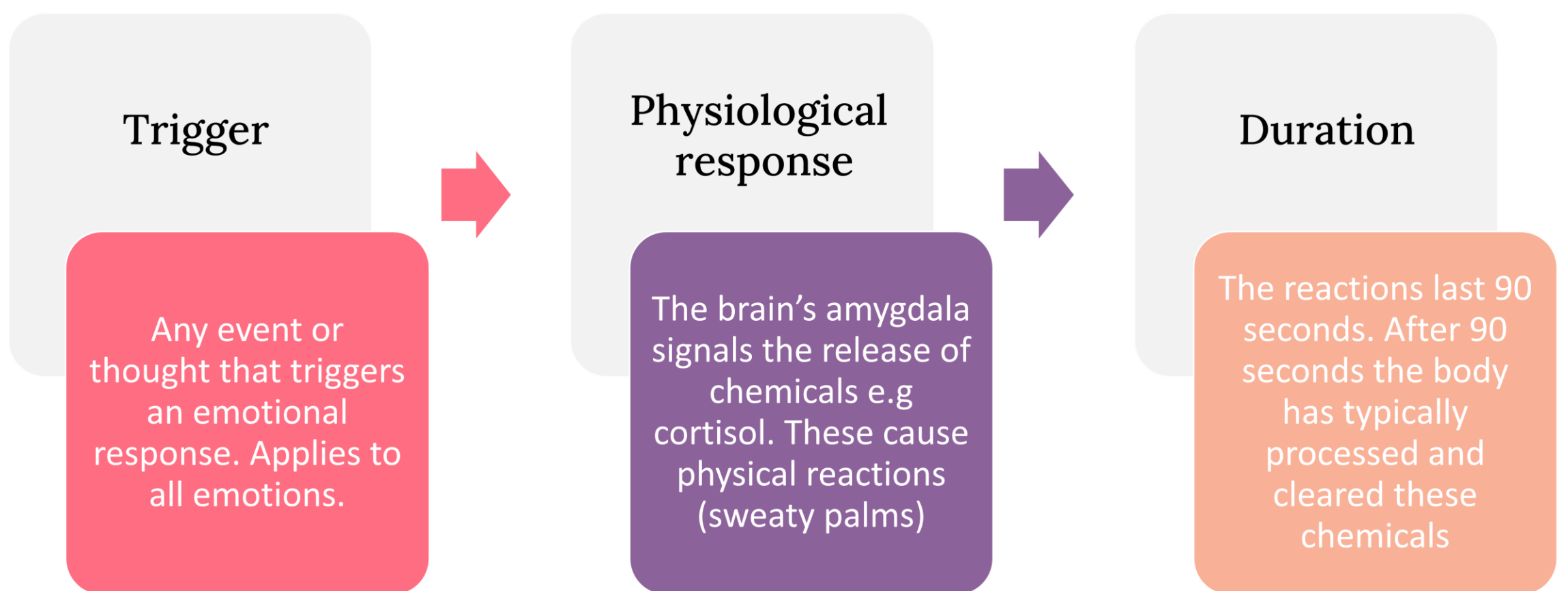
Happy	Sad	Angry	Fear	Disgust	Surprise	Contempt
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Our vocabulary on emotions tends to be limited to this level.

However, there are variations and differing intensities of emotions.

Happy	Sad	Angry	Fear	Disgust	Surprise	Contempt
Content	Disappointed	Irritated	Apprehensive	Distaste	Wonder	Disrespect
Relieved	Regretful	Frustrated	Nervous	Aversion	Bewildered	Sneering
Grateful	Lonely	Exasperated	Trepidation	Nausea	Amazed	Mockery
Affectionate	Gloomy	Resentful	Anxious	Repugnant	Astonished	Disparagement
Amused	Melancholy	Hostile	Stressed	Revulsion	Incredulous	Derogation
Joyful	Heartache	Outraged	Dread	Contempt	Shocked	Disdain
Proud	Grief	Vengeful	Panicky	Loathing	In Awe	Scorn
Elated	Despair	Raging	Terror	Abhorrence	Stupefaction	Derision

# 1.5 Emotions are temporary, they come and go. They only last for 90 seconds!



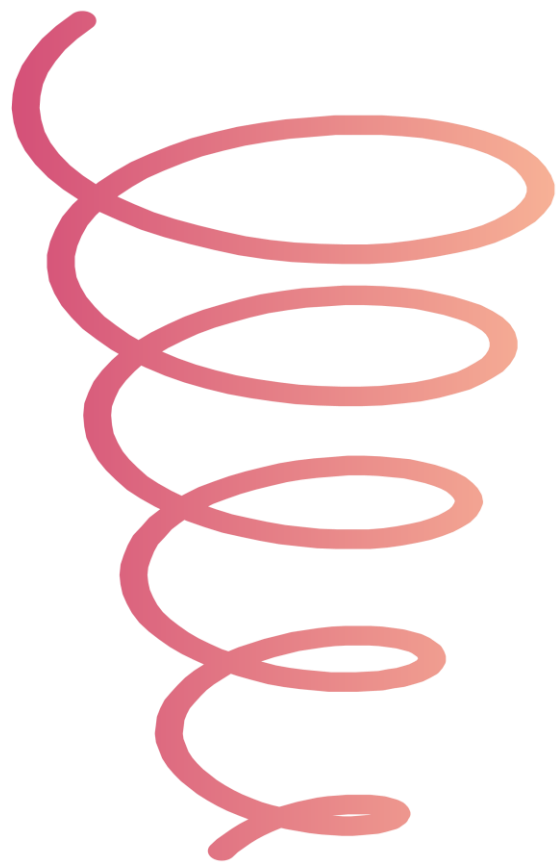
**We know that if we sit with our emotions for 90 seconds they lessen on their own.**

If we add fuel to the fire of an emotion, like Anger, then the emotion gets bigger and stronger.

**We can choose to let the emotion pass.**

There's a description of the emotions in the glossary at the end of your workbook.

# 1.6 What happens to us in different emotions?



The upward spiral of positive emotion

The downward spiral of negative emotion



**In positive emotion** we are more creative, see the bigger picture, are better able to come up with ideas, have better relationships and are more productive!

Positive emotions lead to positive experiences which lead to more positive emotions. This creates an upward spiral.

**In negative emotion** we narrow our thinking – it's about survival, fight-or-flight. We have fewer resources available, and this can get in the way of being the BEST me.

Negative emotions lead to negative experiences which lead to more negative emotions, This creates a downward spiral.

## 1.7 Activity:

**What are your Triggers of negative emotion, and your Boosters of positive emotion?**

### **Your Triggers:**

Which situations and things **trigger a negative emotion** in you?

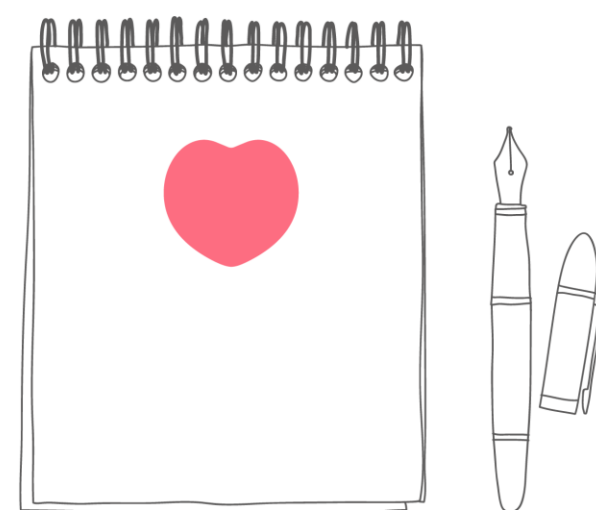
### **Your Boosters:**

Which situations and things **boost a positive emotion** in you?

# 1.8 The BEST Me is focusing on the positive more than the negative.

The 3:1 ratio of positive emotion to negative emotion.

*Negative emotion is stronger than positive emotion! We have a negativity bias.*



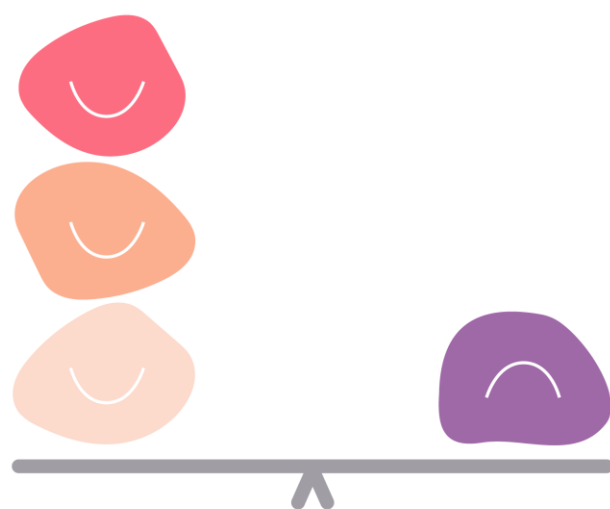
Daily habits to focus on the positive and spend more time in positive emotion:

*A Gratitude Diary*

*3 Good Things*

*Your Boosters*

*Daily Glimmers*



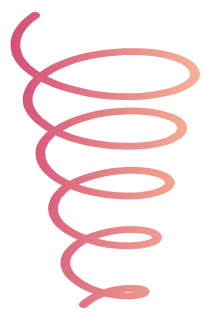
	What can I start/do more of every day to spend more time in positive emotion? Gratitude Diary? 3 Good Things? More of your Boosters? Focus on Daily Glimmers?
1.	
2.	
3.	
4.	
5.	

# 1.9 Let's summarise Module 1

## Emotions matter



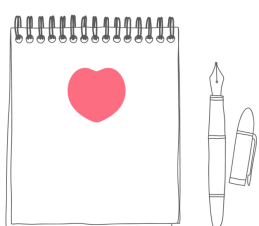
Life is an emotional rollercoaster: we need tools to help us be The BEST Me to counter our negativity bias and spend more time in positive emotion.



Emotions have the power to send us on an upward spiral or a downward spiral. Focusing on the positive helps us onto the upward spiral, and this brings lots of benefits.



Knowing our emotions, naming them and 'sitting' with them before responding is known to help us manage our emotions and not let them control us. Remember that 90 seconds!

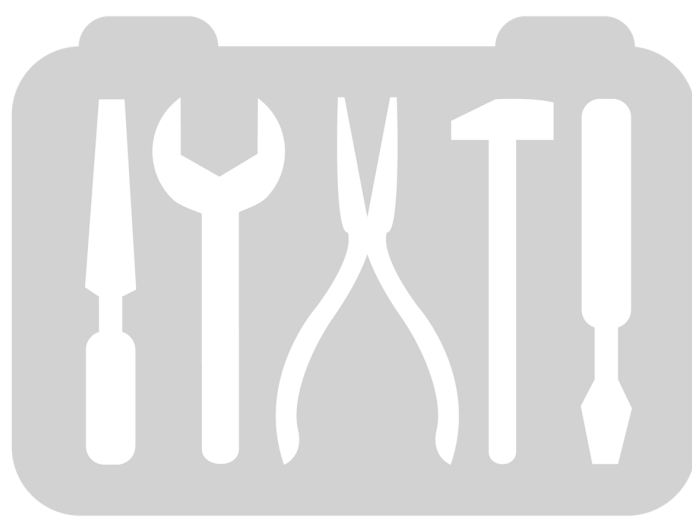


There are activities that we can do every day to focus on the positive more: the Gratitude Diary, 3 Good Things, as well as your Boosters. Also, focusing on the Glimmers throughout the day is a great way to build the positivity muscle.

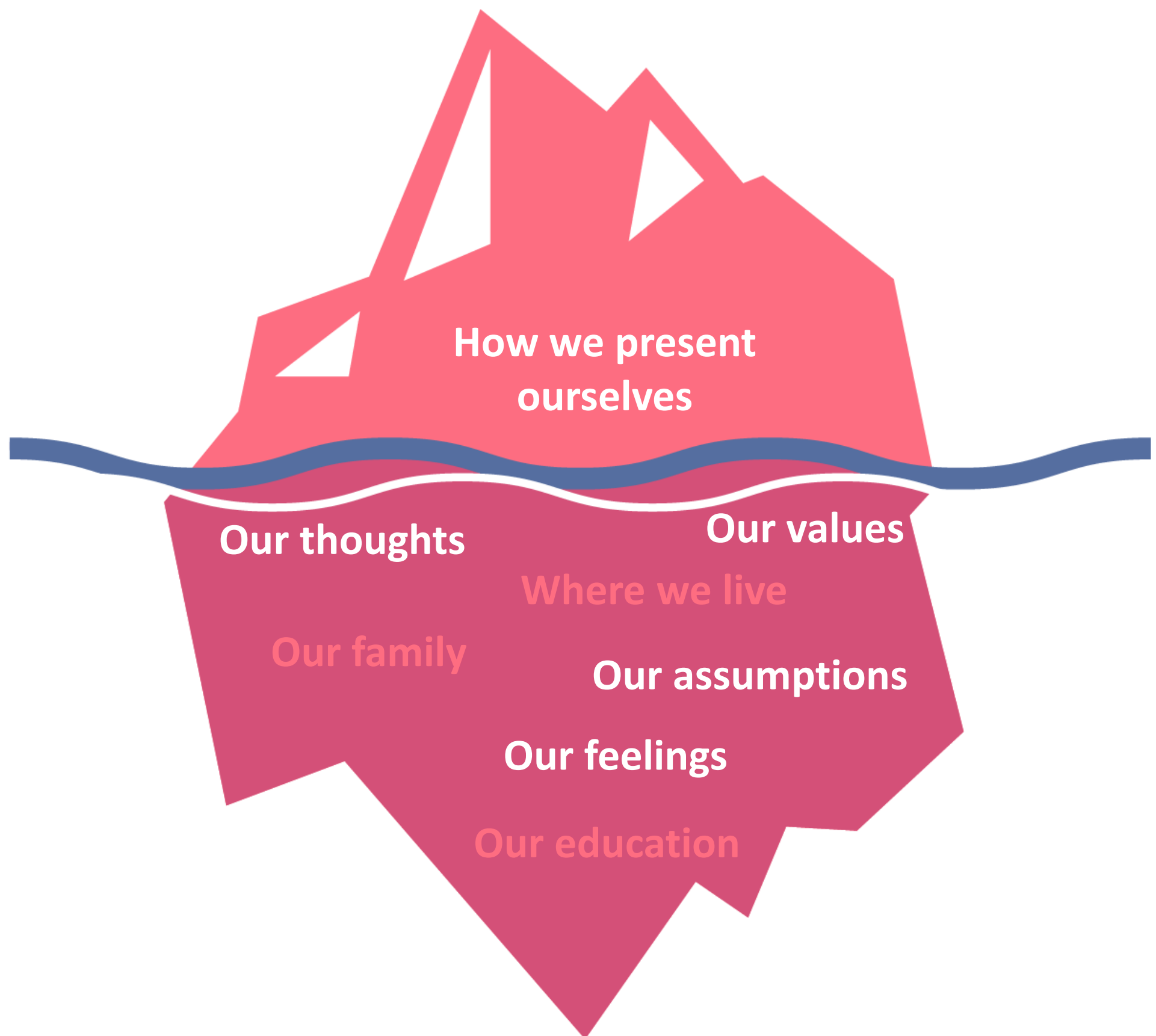


# Module 2

## How we see things



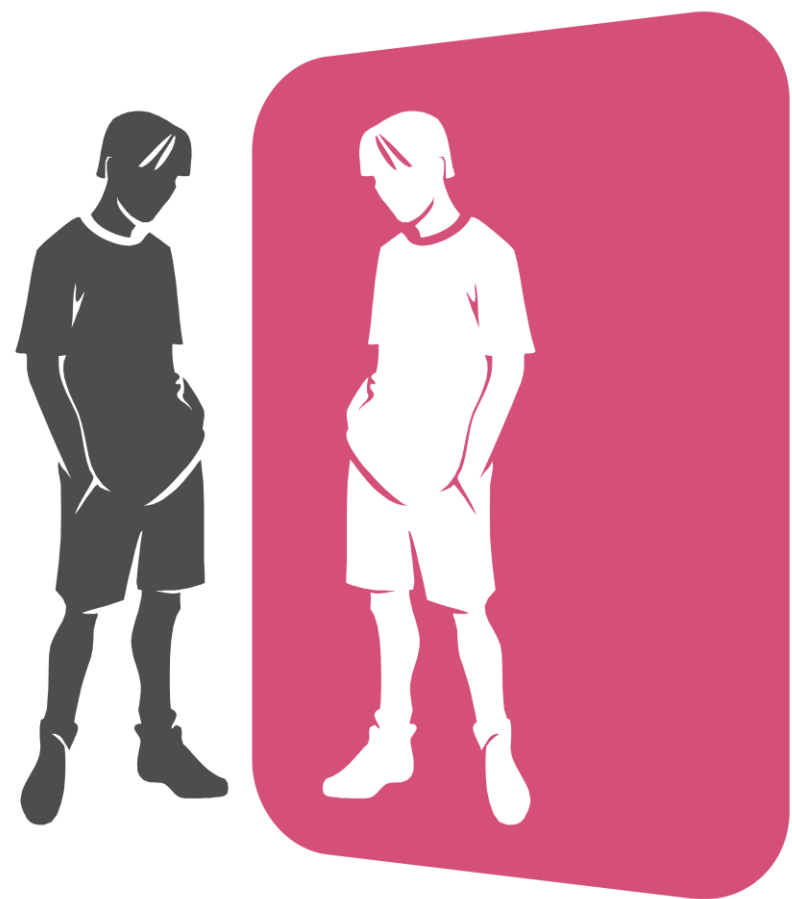
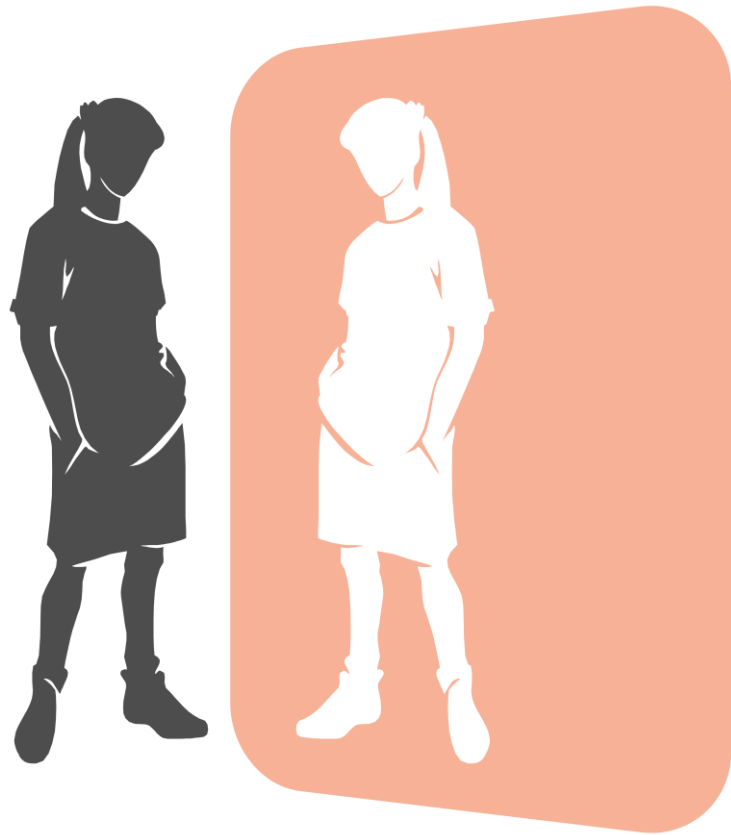
# 2.1 We all experience life differently. We are all different.



How we present ourselves in the world, and to others, is **shaped by the people in our lives and our life experiences.**

**We are all different** and accepting that everyone is unique will help us present ourselves better and understand others better.

## 2.2 The BEST Me is about building self-awareness.

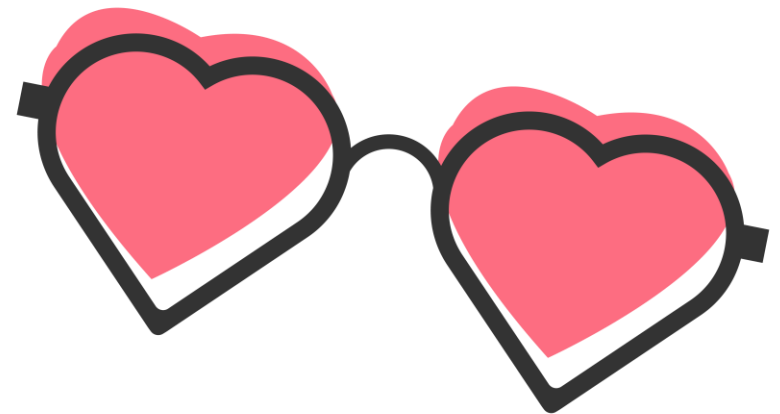


How am I impacting others?

How am I presenting myself?

What mood am I in?

## 2.3 We all see the same thing but through a different filter.



It's easy to think that what we see is the TRUTH.

But it's not.

### The 'Poor Me' Filter

A **"poor me" filter** is when someone always sees themselves as a victim, feeling sorry for themselves and thinking that everything bad happens to them. It's like wearing glasses that make everything look worse than it really is.

### The 'Open-minded' Filter

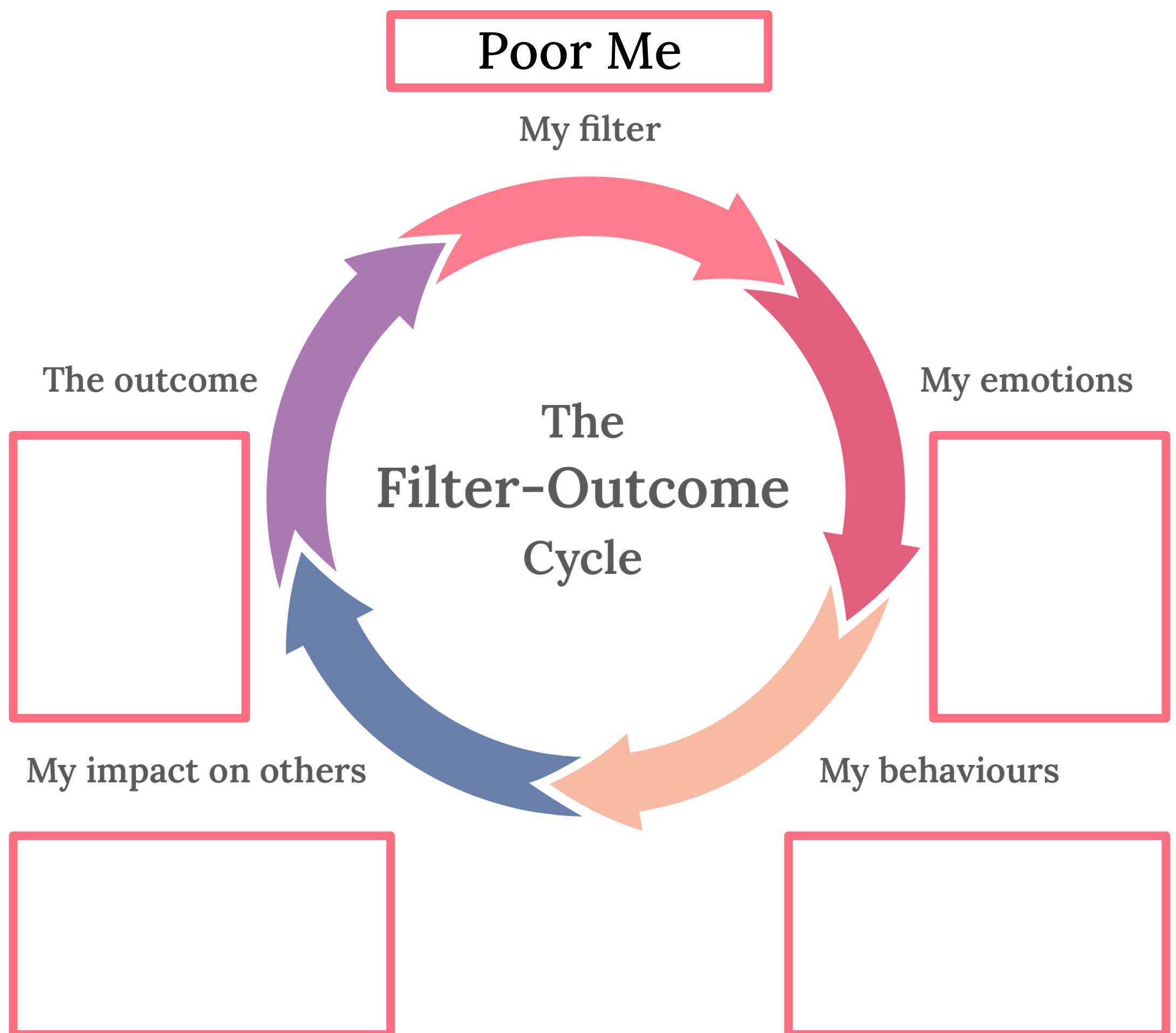
An **'open-minded' filter** means looking at things with a willingness to consider new ideas and different perspectives. It's like having a pair of glasses that help you see the good in new experiences and understand other people's viewpoints.

## 2.4 Our filter impacts the outcome to every situation.

**Scenario:** One of my favourite Teachers has left and I've now got a new Teacher who doesn't know me.

**Activity:** Follow the cycle below and respond to the situation from a 'Poor Me' filter.

**Poor Me Filter** is when someone always sees themselves as the victim, feeling sorry for themselves and thinking that everything bad happens to them. It's like wearing a pair of glasses that make everything look worse than it is.



## 2.4 Our filter impacts the outcome to every situation.

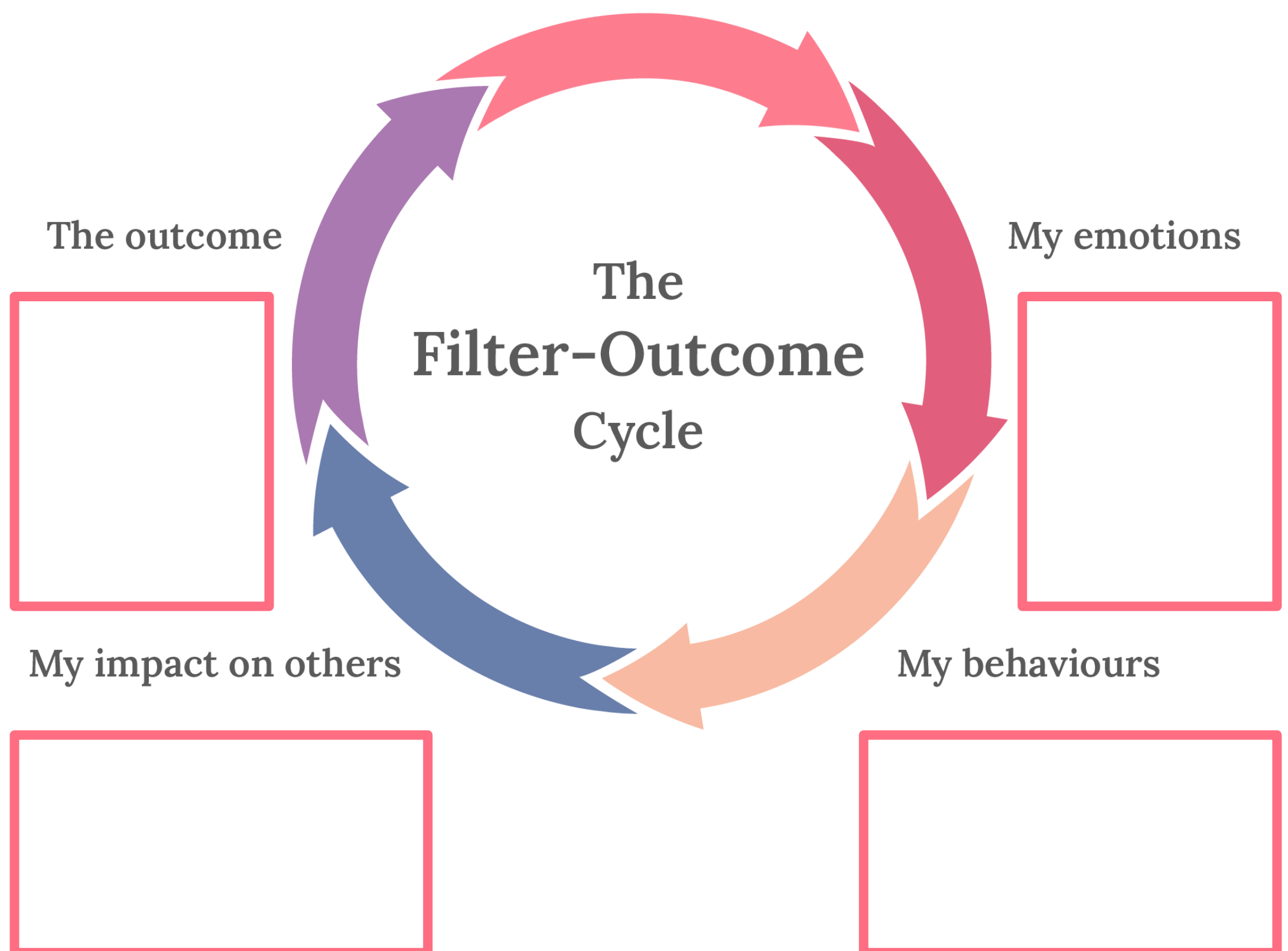
**Scenario:** One of my favourite Teachers has left and I've now got a new Teacher who doesn't know me.

**Activity:** Follow the cycle below and respond to the situation from an 'Open-minded' filter.

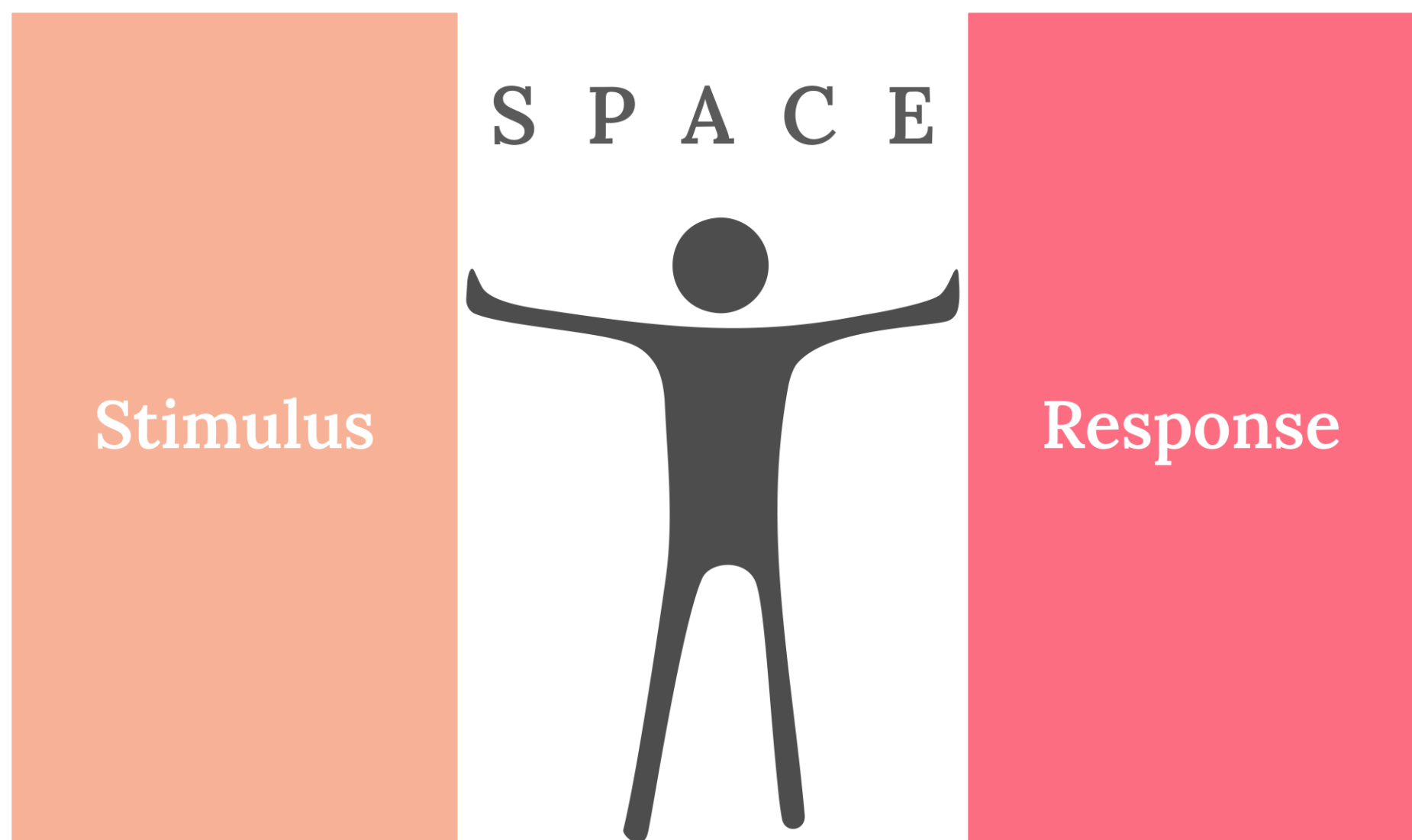
**Open-minded Filter** is looking at things with a willingness to consider new ideas and different perspectives. It's like having a pair of glasses that help you see the good in new experiences and understand other people's viewpoints.

**Open-minded**

My filter



## 2.5 There is a SPACE between what we experience and how we respond.



**Most of us respond to things without thinking** and this can lead to us responding in a way that doesn't bring out the best in us, or others.

To help us to respond to things in a more thoughtful way, we can use **The Space**. This is a space in your mind, not a physical space. If we can increase **The Space** between what we experience and how we respond we are more likely to make better decisions and manage our emotions and actions better. Creating **The Space** takes time and effort, but it is worth it!

## 2.6 We can choose our filter in The SPACE and change the outcome.

Step 1.  
Now

Step 2.  
How

Step 3.  
Choose

What filter  
am I  
looking  
through  
now?

How is it  
impacting  
me and  
the  
situation?

I can  
choose  
another  
filter if I  
need to

The Space is really useful for when we are building our awareness around the filters that we see things through.

We can use **The Space** to help us decide if the filter we are using is impacting the situation positively or negatively.

It then allows us space to choose another filter if we decide that we need one.

Think of **The Space** as a pause. You can do this without anyone knowing you are doing it. It's a pause in the mind.

## 2.7 Activity

# Changing your filter and using The SPACE.

Think of a **situation where your filter got in the way** – e.g a disagreement/a situation at school. What filter were you looking through?

Follow the filter-outcome-cycle – **what happened when you were using that filter?**

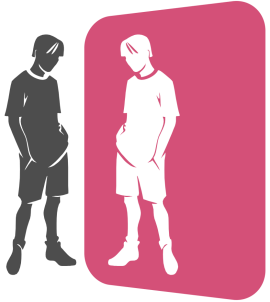
If you went back, **what filter would you choose instead?** What difference might that have made to the outcome?

Think of situations at school where you would **benefit from changing your filter.**

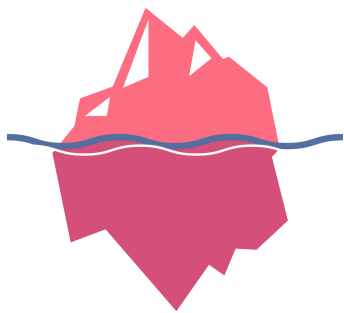
Think of situations at school where **you could use The SPACE more?**

## 2.8 Let's summarise Module 2

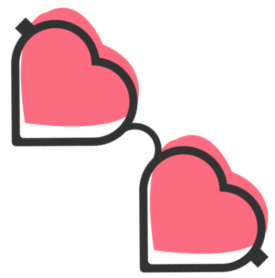
# How we see things



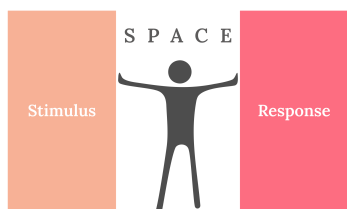
To be The BEST Me requires us to **build our self-awareness**, to understand how we present ourselves and to manage ourselves.



**Everyone is different**, we are shaped by different experiences, therefore how we see the world is different too. **We see things through our own filter.**



Our filter impacts the outcome to every situation, and we are **responsible for our filter**. We can change it when it isn't working for us, and this will change the outcomes to situations and our emotions.

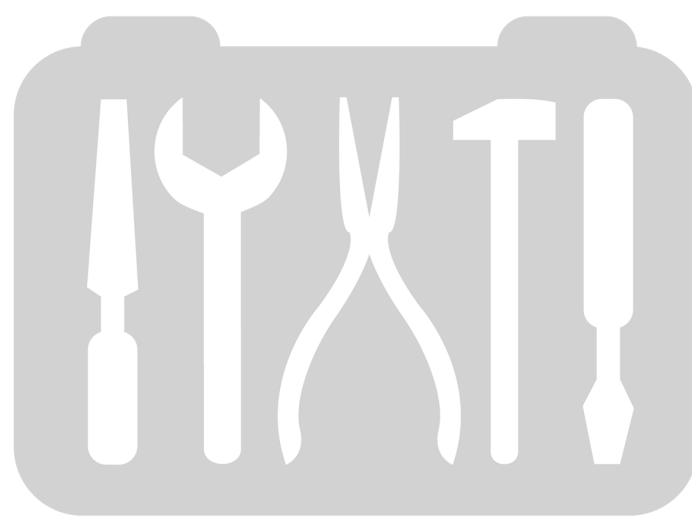


All of us are experiencing things all of the time. How we respond to situations is often reactive, without thinking. **The Space gives us time to think about how we respond**, and an opportunity to choose a response that helps us, and others.

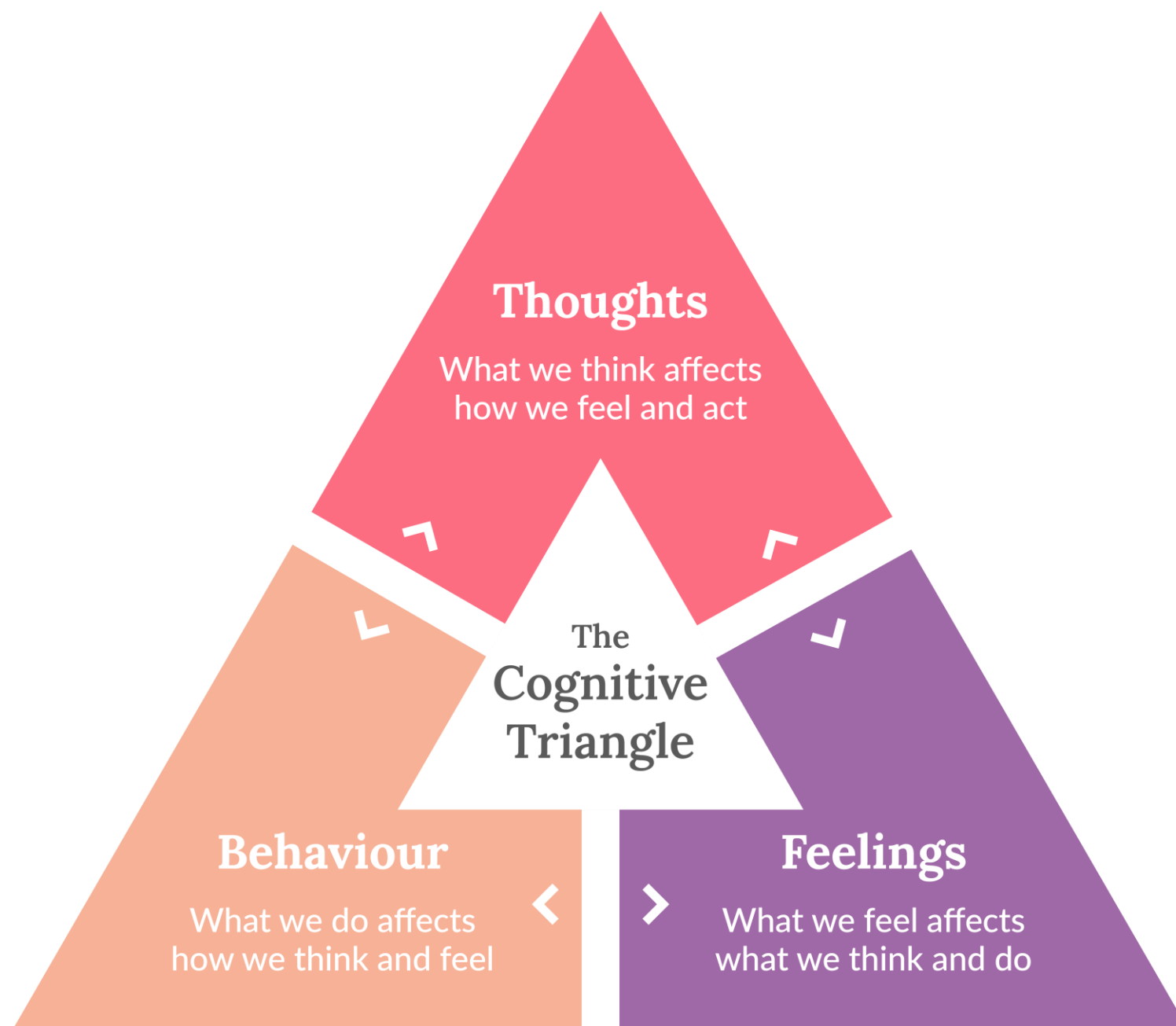


# Module 3

## Managing our thoughts



# 3.1 Our thoughts have a big impact on how we feel and how we behave.



We know that **we have thousands of thoughts every day**, and these thoughts have the ability to impact how we feel and how we behave.

To avoid being overwhelmed and letting our thoughts control us, **we need tools to manage them.**

The triangle shows how they all affect each other, so changing any one of them will impact the other two.



## 3.2 We are not our thoughts.

It's important to remember that **we are not our thoughts**. Thoughts are like clouds. Imagine a sky full of clouds, behind the clouds there is always the clear sky.

Some of the clouds may be light and fluffy, some may be dark and threatening, Like our thoughts, the clouds pass and expose the clear sky behind.

**Learning to manage our thoughts, by watching them pass or challenging them, will help us to create more calm in our lives.**

## Some of these thoughts are called Thinking Traps.

# 3.3 Thinking Traps get in the way of The BEST Me.

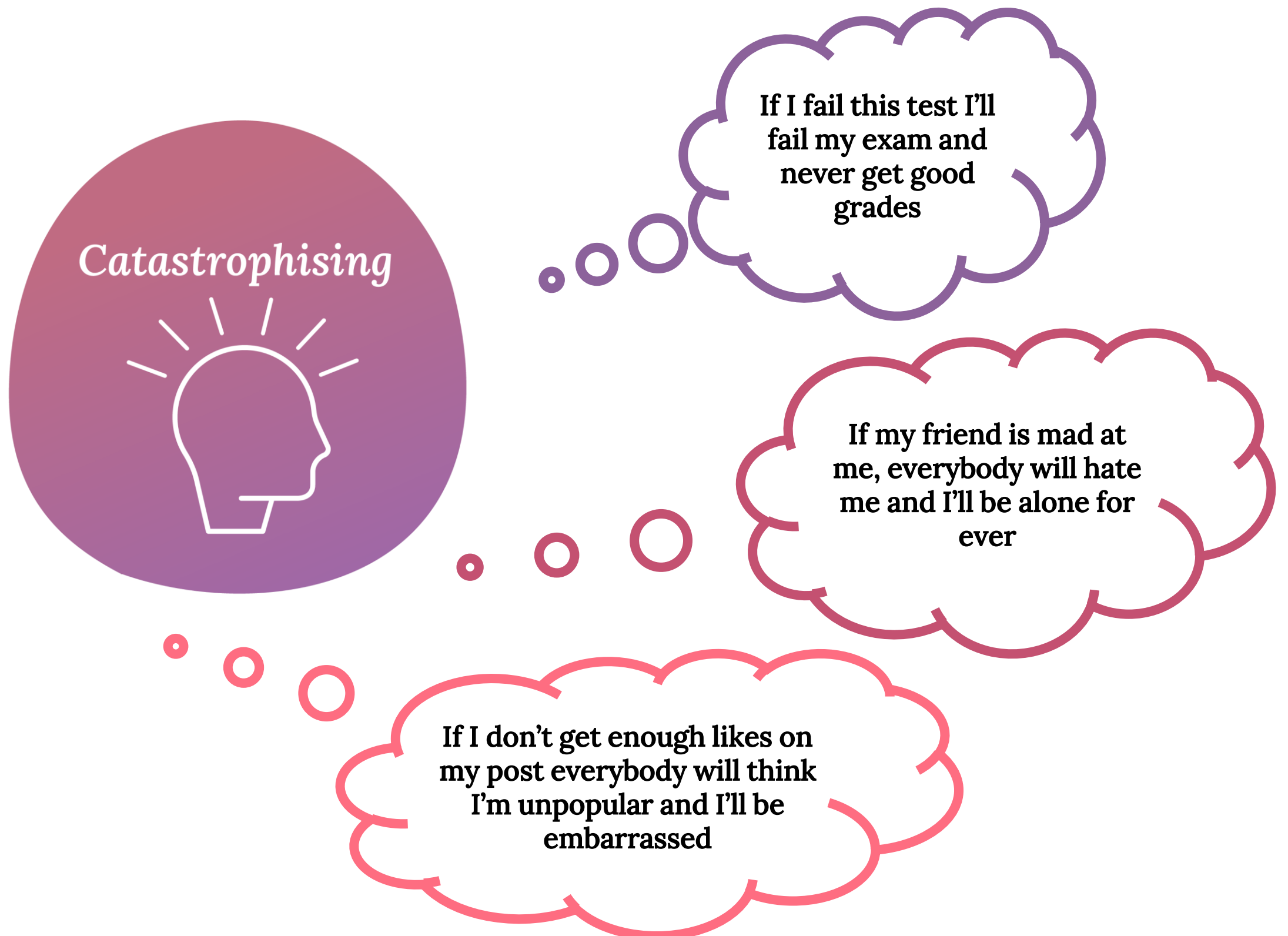


The thoughts that we need to manage are the ones that we cling on to and that can create chaos, not calm. They are called **Thinking Traps** and we all fall into them from time to time!

There are lots of Thinking Traps, and 3 of the most common are **Catastrophising, Jumping to Conclusions and Labelling.**

By understanding them and having ways to challenge them we are better equipped to stop them from getting in the way of The BEST Me.

## 3.4 Catastrophising makes us expect the worst possible outcome.



Catastrophising can make us feel overwhelmed and stop us from thinking clearly.

It can also stop us from trying new things because we are worried about what might go wrong.

Stopping catastrophising thoughts can be really helpful in making us feel more in control of our emotions.

# 3.5 The 4-step approach to challenging Catastrophising thoughts.



**Step 1. Notice it.** 'I'm catastrophising'

**Step 2. Challenge it.** What's the evidence for thinking the worst?

**Step 3. Reframe it.** Think of a more positive or neutral thought

**Step 4. Be realistic.** Think again and focus on the most likely outcome.

# 3.6 Activity

## Challenging your Catastrophising thoughts.

Think of a situation where you recently Catastrophised. What was the situation? What was the Catastrophising thought?

Using the '4-Steps' below to challenge the Catastrophising thought.

**Step 1: Did you Notice it?**

**Step 2: Challenge it**

**Step 3: Reframe it**

**Step 4: Be realistic**

Are there certain situations at school where you tend to Catastrophise?

What will you do going forward to avoid Catastrophising?

# 3.5 Jumping to Conclusions is making assumptions without enough evidence.

**Situation:** You see two friends talking and laughing, and you think...



**Reality:** They could be talking about anything, there's no evidence that they are talking about you

Jumping to Conclusions is assuming we know the end of the story after reading just the first page.

It often involves mind reading, assuming you know what someone else is thinking.

This trap can lead to unnecessary worry and misunderstandings. It can make us feel bad about ourselves and cause problems in our relationships.

## 3.6 The 4-step approach to challenge Jumping to Conclusions.



**Step 1. Notice it.**

'I'm jumping to conclusions'

**Step 2. Check your assumptions.**

What assumptions am I making?

**Step 3. Think again.**

What else could it be?

**Step 4. Change it.**

Choose an alternative thought.

## 3.7 Labelling is attaching a negative label to you or others based on an event or a behaviour.

**Situation:** I struggle to keep up in maths lessons



**Challenge:** I can get better with practice and help

Labelling is like putting a permanent sticker on ourselves or someone else because of something we do or a mistake we make.

This trap can affect all aspects of our lives. At school common labels are 'I'm stupid' or 'I'm a failure'. Socially, labels like 'I'm unpopular' can impact us negatively. We can attach behavioural labels to ourselves and others too, like 'I'm/they're lazy' as well as attaching physical labels.

Labels can affect our confidence, our relationships and our emotional well-being if we don't challenge them.

## 3.8 The 4-step approach to challenging Labelling.



### Step 1. Notice it.

I am labelling myself/others'

### Step 2. Look at all the facts.

See the bigger picture and look for examples to challenge the label.

### Step 3. Change the label.

Choose a label that is more realistic, based on facts.

### Step 4. Be kind.

To yourself, and to others – we are all more than a label.

# 3.9 Activity

## Challenging your Thinking Traps.

Think of a situation where you either Jumped to Conclusions or Labelled. What was the situation? Which Trap was it?

Using the '4-Steps' for that Thinking Trap to challenge it.

**Step 1:**

**Step 2:**

**Step 3:**

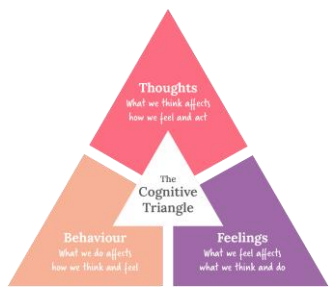
**Step 1:**

Are there certain situations at school where you tend to Jump to Conclusions and Label yourself or others?

What will you do going forward to avoid these Thinking Traps?

# 3.10 Let's summarise Module 3

## Managing our thoughts



We are thinking all of the time, we have so many thoughts and they impact our feelings and our behaviours.



**We are not our thoughts.** To be The BEST Me we need to manage our thoughts in a way that helps us to feel and behave in the best way possible.



Thinking Traps are our brains way of shortcutting. They can be powerful and negatively impact us if we don't have tools to challenge them.

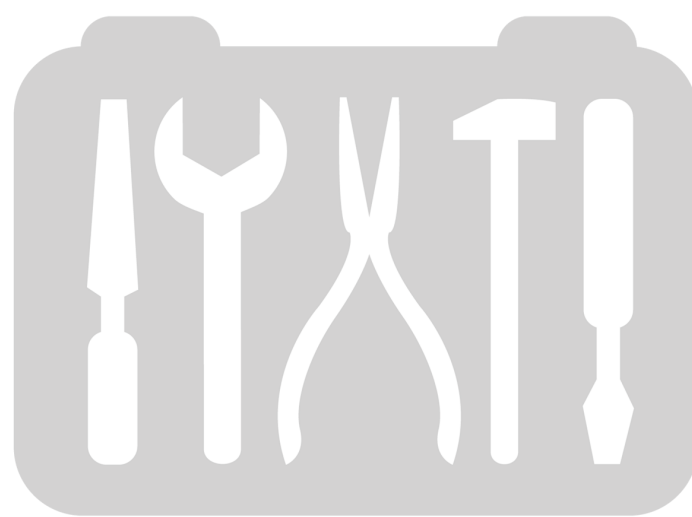


Three common Thinking Traps are **Catastrophising, Jumping to Conclusions and Labelling.** It takes time and effort to challenge them, but by doing so we can train ourselves to avoid them and the potential damage they can cause.

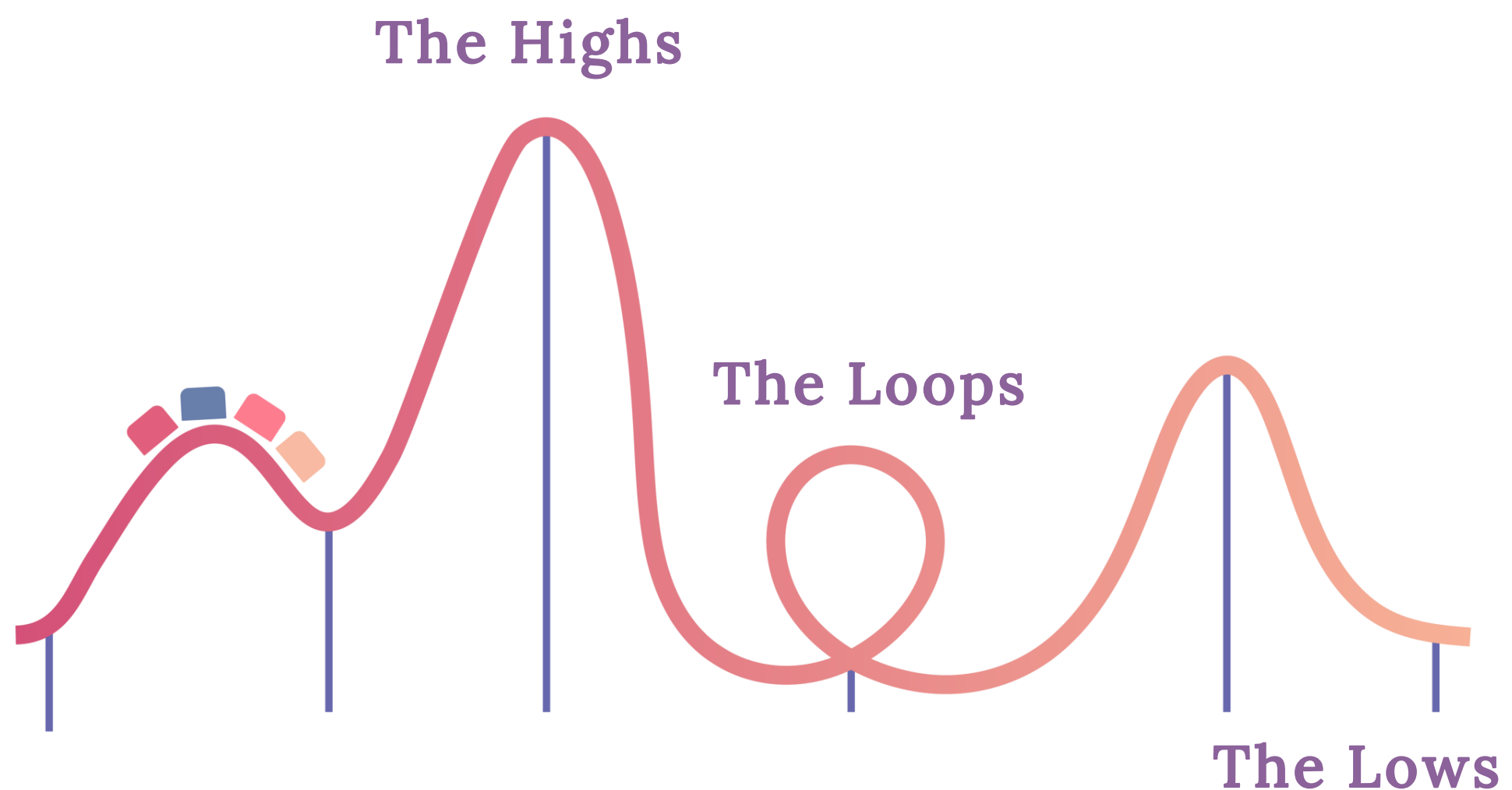


# Module 4

## Taking control of what we can



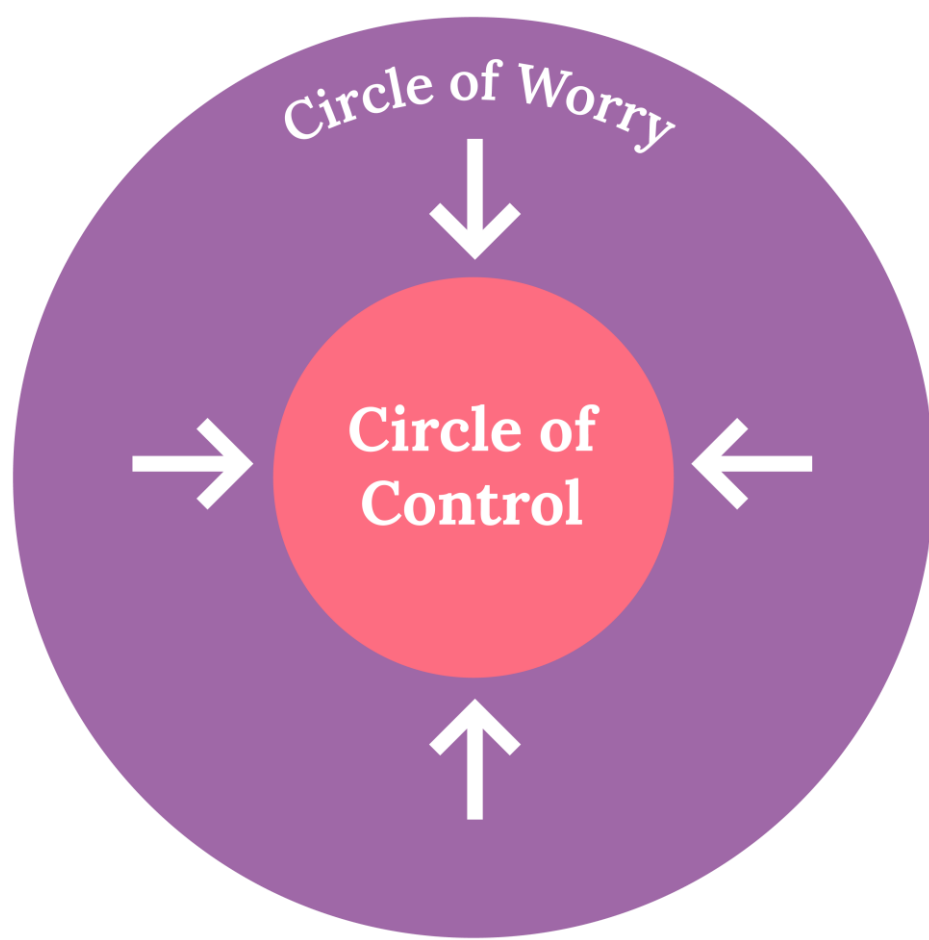
# 4.1 Controlling what we can on the rollercoaster of life.



When you are on a rollercoaster, what can't you control?

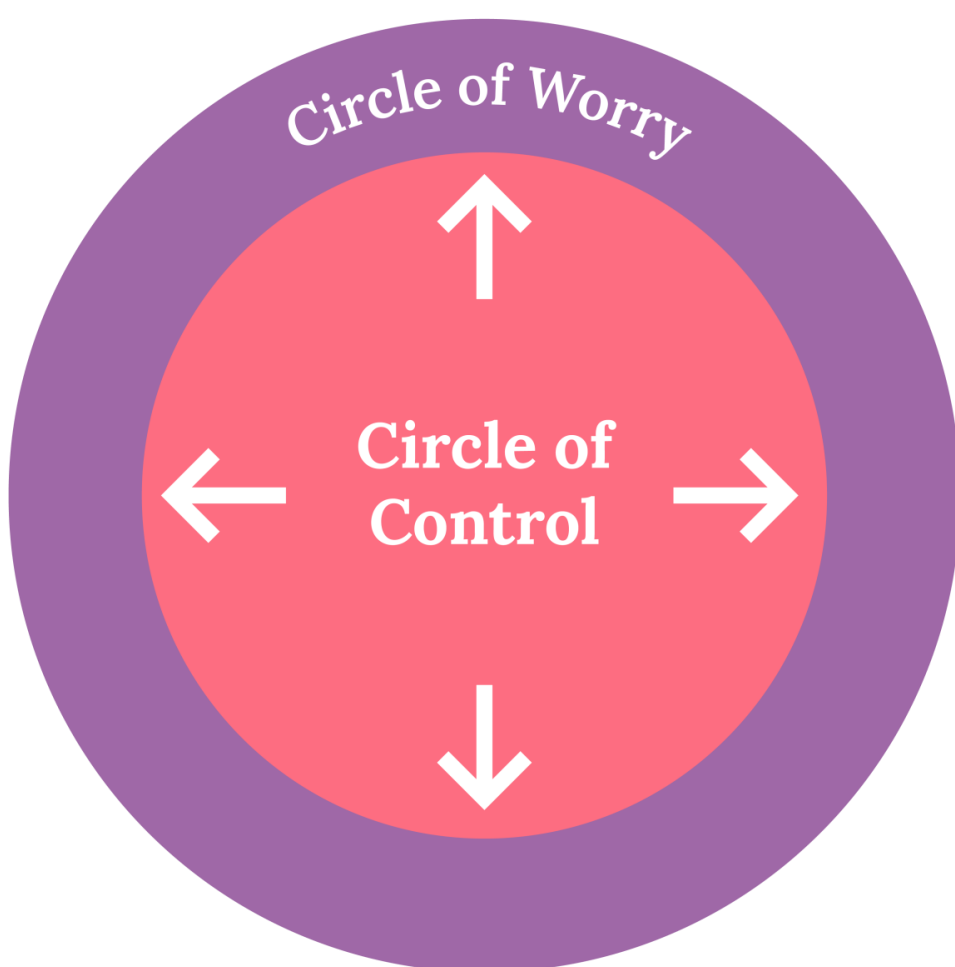
What can you control?

## 4.2 The more we focus on what we can control, the less we worry.



Our worries can take up most of the space in our heads and we can feel like things are out of our control.

If this happens, we think, talk and worry about the same things over and over again. Nothing changes.

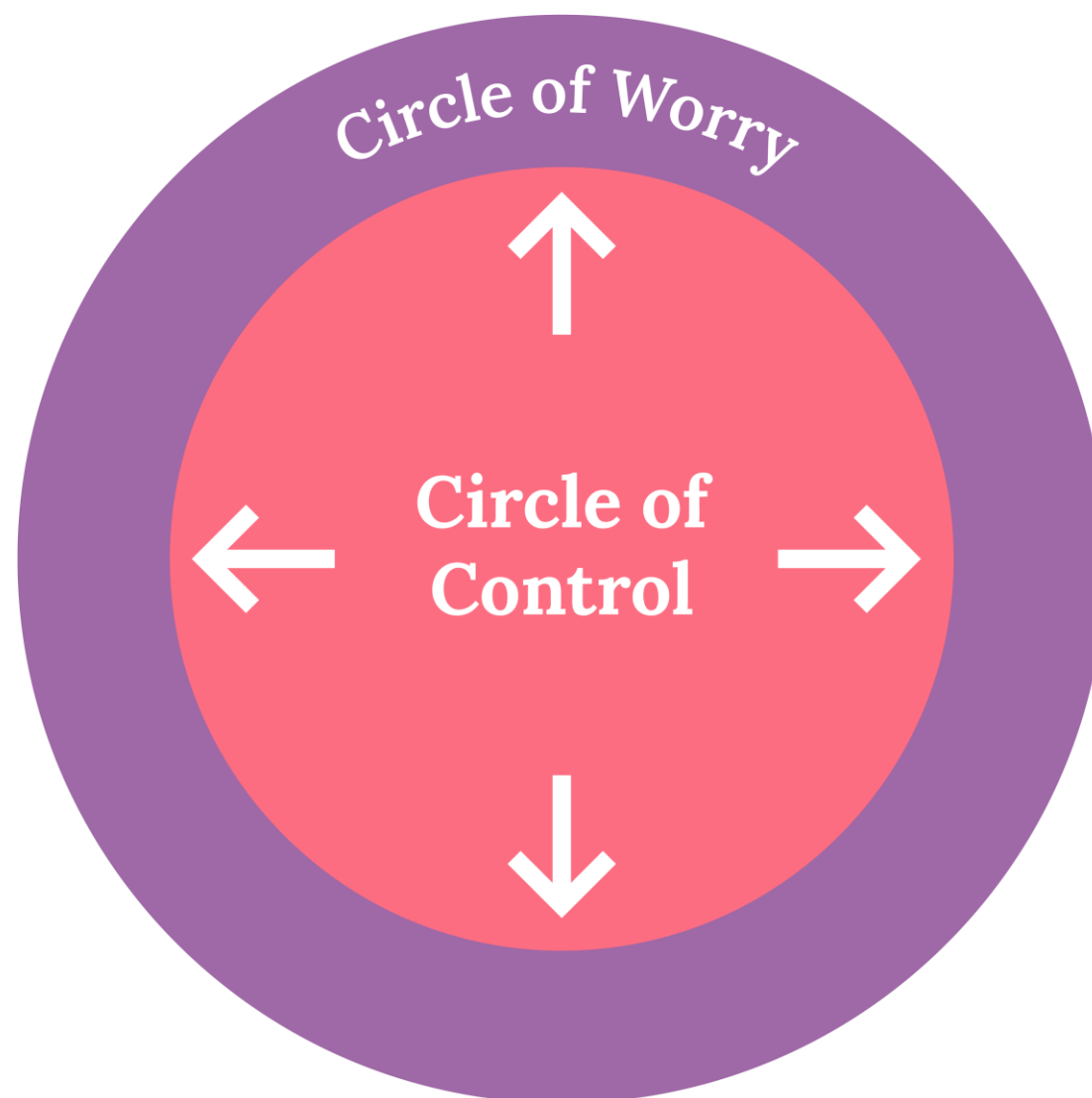


By focusing on what we can control we reduce the space that our worries take up in our heads.

If we focus on what we can influence and change and stop worrying about things that are out of our control.

## 4.3 Activity

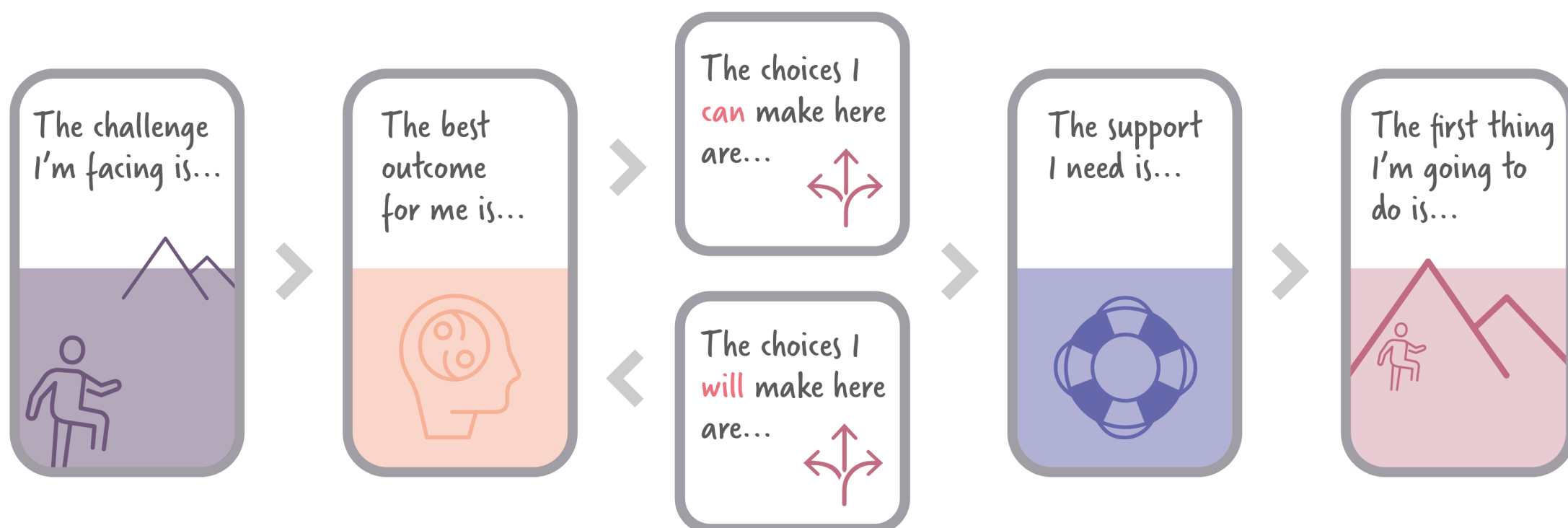
# Expanding your Circle of Control.



Think of one thing that you are worried about at school right now.

List all the things that are in your control, or that you can influence to expand your **Circle of Control**.

# 4.4 Challenges are inevitable. We can take control of how we work through our challenges.



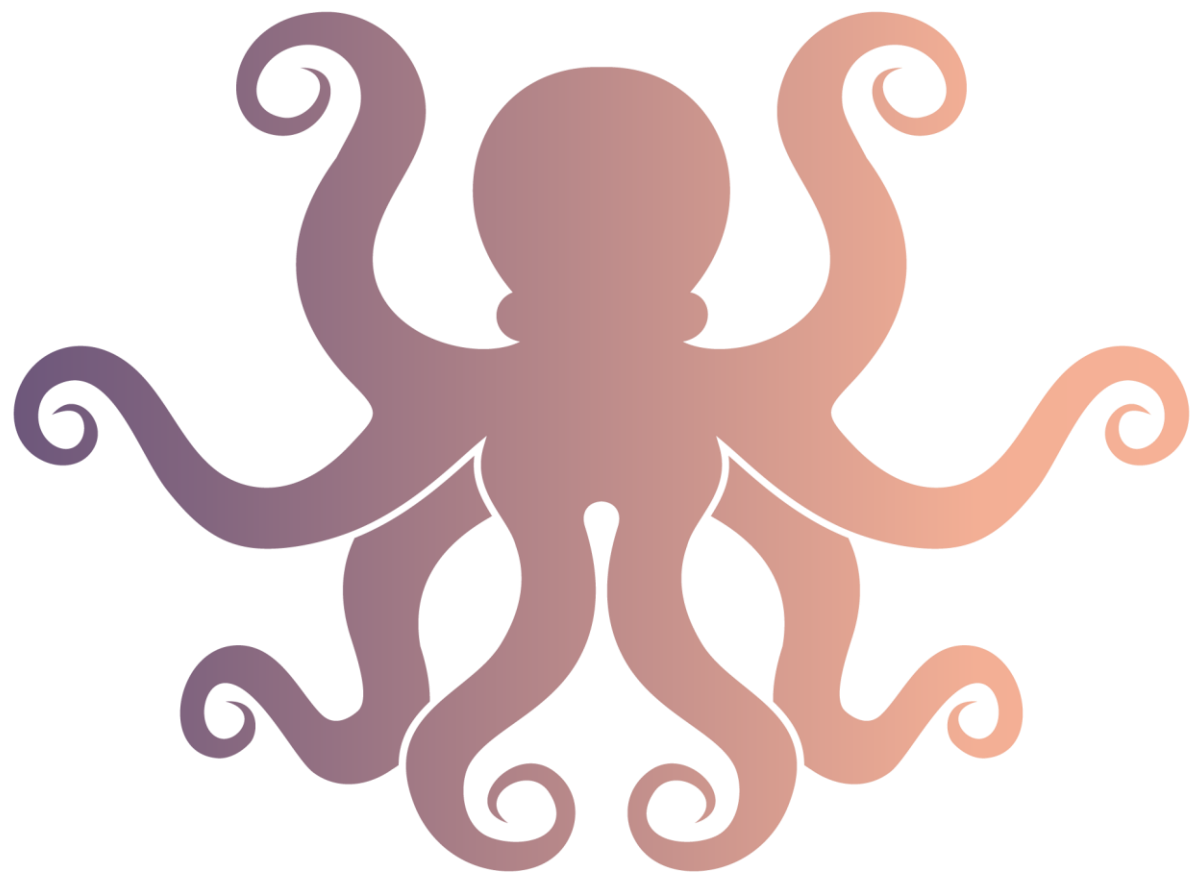
## The Proactive Path

David is struggling to keep up with his homework. Work through The Proactive Path and the Octopus of Options to agree a first step.

Challenge	Outcome	Choices	Support	First step

# 4.5 The BEST Me thinks things through and explores options.

We avoid kneejerk responses.



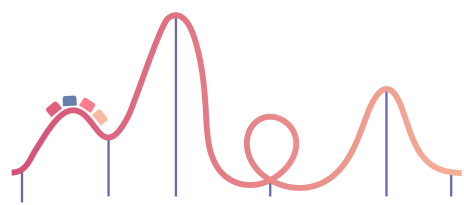
The Octopus of Options

Often, we can respond to challenges and situations with a kneejerk reaction, without considering the options available.

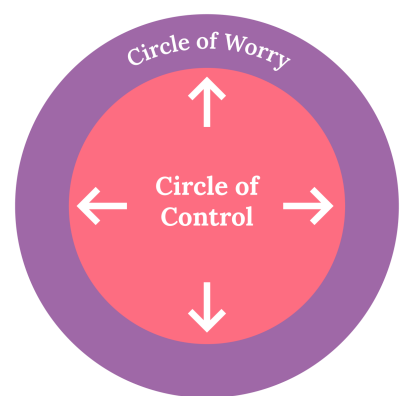
The **Octopus of Options** is a tool to help us think beyond our first idea or response. It helps us to think of alternatives that may create a better outcome.

**Exploring options builds our resilience and a positive attitude towards challenges.** It can help us develop better problem-solving skills, help us be more adaptable and build confidence in our decision making.

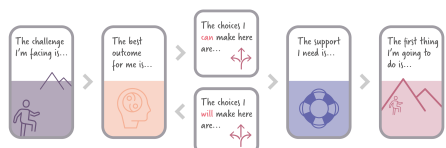
# 4.6 Let's summarise Module 4 Taking control of what we can



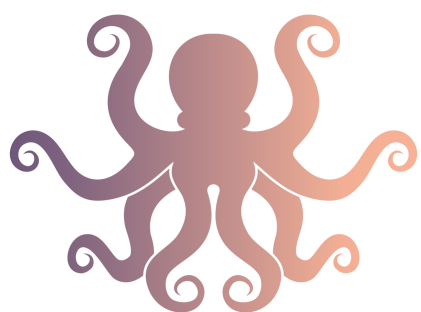
On the rollercoaster of life it can feel as if we are out of control, and it can be overwhelming. There are tools we can use to take control of what we can control and worry less about what we can't control.



The **Circles of Worry & Control** help us to identify our worries then focus on things that expand our Circle of Control. This helps us feel empowered and also stops us focusing on what we can't control.



The **Proactive Path** is a great tool to work through challenges in a structured way. It stops us from kneejerk decisions and gives us a clear picture of what we are aiming for and how we want to get there.

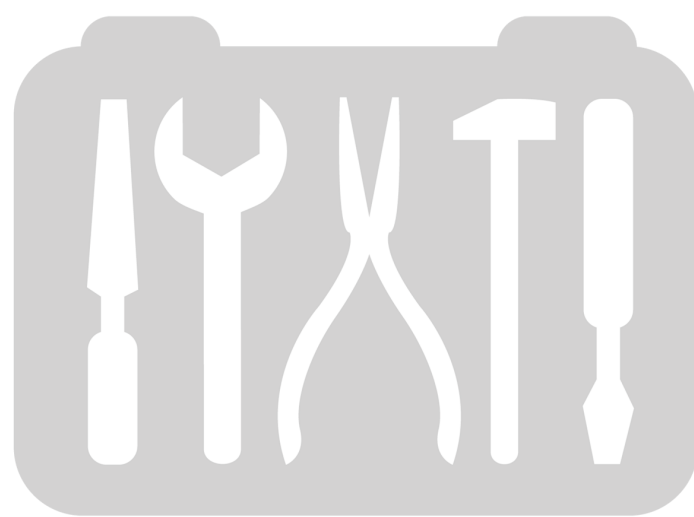


The **Octopus of Options** encourages us to think through and explore more options when addressing our concerns and challenges.



# The BEST Me

## *Glossary of Emotions*



# Glossary of Happy Emotions

## Happy Emotion

## Definition

Joyful	Feeling happy and excited
Content	Feeling satisfied and at peace
Amused	Finding something funny or entertaining
Proud	Feeling good about something you have done
Elated	Feeling extremely happy and excited
Grateful	Feeling thankful and appreciative
Relieved	Feeling happy because something unpleasant has ended. Or didn't happen
Affectionate	Feeling fondness or love towards someone

# Glossary of Sad Emotions

## Sad Emotion

## Definition

<b>Grief</b>	<b>Deep sadness, often due to losing someone or something important</b>
<b>Disappointment</b>	<b>Feeling let down because something didn't go as expected</b>
<b>Lonely</b>	<b>Feeling sad because you are alone or feel isolated</b>
<b>Gloomy</b>	<b>A general feeling of sadness and lack of hope</b>
<b>Despair</b>	<b>Feeling a complete loss of hope</b>
<b>Heartache</b>	<b>Deep emotional pain, often due to loss or disappointment</b>
<b>Melancholy</b>	<b>A gentle, reflective sadness</b>
<b>Regretful</b>	<b>Feeling sad about something you wish you had or hadn't done</b>

# Glossary of Angry Emotions

## Angry Emotion

## Definition

<b>Frustrated</b>	Feeling annoyed because you can't do something you want to
<b>Raging</b>	Intense anger that can be hard to control
<b>Irritated</b>	Mild anger or annoyance
<b>Resentful</b>	Feeling bitter because you think something is unfair
<b>Outraged</b>	Intense anger, often in response to something you see as very wrong
<b>Exasperated</b>	Feeling intensely irritated or annoyed
<b>Vengeful</b>	Desire to get back at someone who has wronged you
<b>Hostile</b>	Unfriendly or aggressive feelings towards someone

# Glossary of Fearful Emotions

## Fear Emotions

## Definition

<b>Anxious</b>	<b>Worrying about something that might happen</b>
<b>Terror</b>	<b>Extreme fear, often in response to a threat</b>
<b>Nervous</b>	<b>Feeling uneasy or worried about something</b>
<b>Panicky</b>	<b>Sudden, overwhelming fear</b>
<b>Dread</b>	<b>Intense fear about something that might happen</b>
<b>Apprehensive</b>	<b>Worrying about something in the future</b>
<b>Stressed</b>	<b>Feeling tense or anxious about situation or things you are experiencing</b>
<b>Trepidation</b>	<b>Feeling nervous or fearful about something that is about to happen</b>

# Glossary of Disgust Emotions

## Disgust Emotion

## Definition

Revulsion	Strong feeling of dislike or disgust
Contempt	Feeling that something or someone is worthless or beneath you
Aversion	Strong dislike or unwillingness to do something
Distaste	Mild dislike or disapproval
Loathing	Intense disgust or hatred
Abhorrence	Strong feeling of repulsion or disgust
Repugnant	Intense disgust or aversion
Nausea	Feeling physically sick due to disgust

# Glossary of Surprise Emotions

Surprise Emotion	Definition
Shocked	A sudden and intense feeling of surprise
Astonished	Great surprise or amazement
Wonder	Feeling amazed and curious about something unexpected
Bewildered	Feeling confused and surprised at the same time
Amazed	Great surprise and wonder
Stupefaction	Being so surprised that you are temporarily unable to think or react
Incredulous	Inability to believe something because it is so surprising
In awe	A mix of surprise and admiration, often in response to something grand or powerful

# Glossary of Contempt Emotions

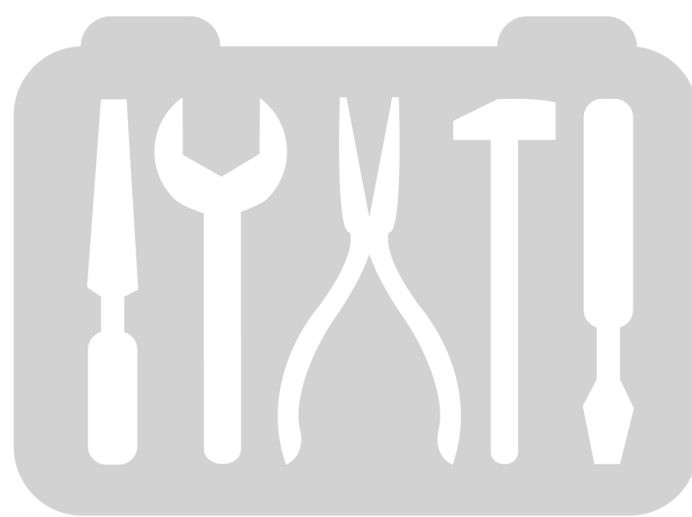
## Contempt Emotion

## Definition

Disrespect	Lack of respect for someone or something
Sneering	Smiling or speaking in a way that shows you think someone or something is silly or not worthy of respect
Mockery	Making fun of someone in a cruel way
Disparagement	Belittling or speaking about someone in a way that shows you think they are unimportant
Derogation	Speaking about someone in a way that shows you have a low opinion of them (derogatory)
Disdain	Strong dislike or disapproval
Scorn	Feeling that someone or something is not worthy of respect
Derision	Mocking or making fun of someone in a mean way



# The BEST Me *Glossary of Terms*



# Glossary of Terms

Term	Definition
Trigger	A situation or thing that makes you feel a 'negative' emotion
Booster	A situation or thing that makes you feel a 'positive' emotion
Daily Glimmer	The small things in any day that make us feel good
Gratitude Diary	Taking note of what we appreciate every day
3 Good Things	Naming 3 good things in your day every day
The Space	When things happen to us The Space is the time before we respond to situations
Filter	A filter is how we see things at any point in time. Our filter changes is not fixed, we can change it
Cognitive	Refers to the processes of the mind involved in thinking, understanding, learning and remembering

## Notes