

## **Virtual Mentoring Therapeutic Activities**

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## Managing Stress/ Managing Time/ Mindfulness & Self Care

## My Stress Self-care Plan

*When we're feeling stressed, it's important for us to attend to our well-being as a whole, not just the parts. This includes our physical, emotional, and mental well-being! When it comes to finding things to reduce our stress, it may look differently for everyone. To some people, reading a book may help them relax. To others, riding a bike. Figuring out what helps you reduce stress in a healthy way is up to you and writing out a plan can give you ideas on what you can do when you feel stressed.*

**Age Group:** 15+ years

**Area of Focus:** Managing stress

**Materials Needed:**

- Paper
- Pen/Markers/Pencil Crayons

**Time completion:** 20 Minutes

**Instructions**

1. On your paper, draw three separate circles big enough to fill the page.
2. Label your three circles with separate labels being "Physical", "Mental", and "Emotional".
3. For each circle, list some things that you can do to help reduce your stress that apply to that aspect of well-being. For example, taking a bath can be something you can do to help you reduce your stress.
4. Fill out all of the circles with all of the ideas you can think of and hang it up in a place where you can see it as a reminder to you for when you feel stressed!



## Voice of Truth Activity

*There are many different reasons why someone can feel stressed. Maybe they're overwhelmed with the environment they're in, the workload that they have at school, the feelings that they're experiencing, etc. However, we can be proactive when we feel stressed by going right to the source (our brains). It's important for us to be able to recognize the reason why we are feeling stressed and try to find the voice of truth on the matter. When we are thinking through something in our heads, oftentimes what we think may not actually be what is true in real life. This activity will facilitate the thought process of firstly recognizing what we are feeling stressed about and then finding the voice of truth in that situation! The voice of truth is what is actually true in a situation. For example:*

*What am I stressed about? (negative thought): My test next Tuesday*

*Voice of Truth: I can work hard with my studying and do my best but I don't know the outcome so I can focus on the process.*

**Age Group:** 15+ years old

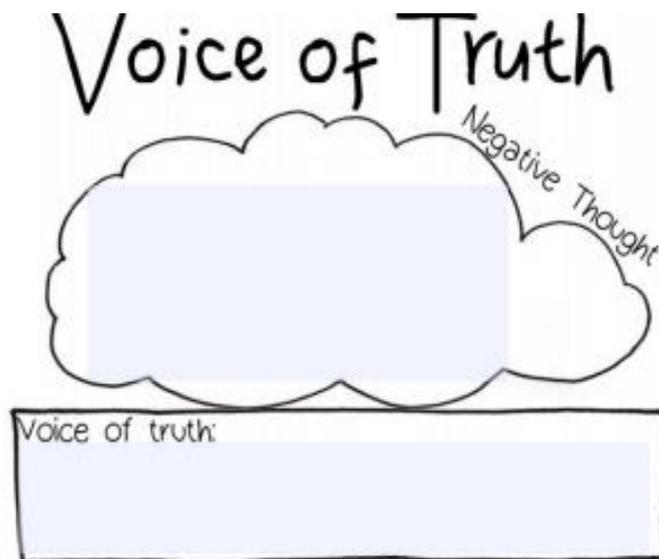
**Area of Focus:** Managing Stress

**Materials Needed:** N/A

**Time completion:** 20 Minutes

### **Instructions:**

1. Think about some of the things you have been feeling about. It could be one thing or several things. Start with the one that you feel most strongly stressed or worried about in life.
2. Find the voice of truth in this situation and say it out loud. You can write down your stressors and the voice of truth to each situation on a piece of paper but it's not necessary for this activity.



## 5 Senses Nature Walk

*Spending time in nature is a great way for us to learn more about ourselves and the world around us. What can we hear, see, smell, taste, and touch? These five senses are experienced differently by everyone and what better way to experience them than in nature! Spending time in nature can help us quiet the stresses we are feeling in our lives and focus on being in the present moment with our senses!*

**Age Group:** 12-14 years

**Area of Focus:** Managing Stress

**Materials Needed:** N/A

***Instructions:***

1. Schedule a time during your week to go for a nature walk. This walk can happen once a week, once a day, or whenever you're feeling overwhelmed or stressed.
2. Go for the walk!
3. The chart below is to help remind you of the all 5 senses that are available to you. Sometimes it's easy to forget that we have our five senses because they just come naturally! You can complete this chart as you walk or bring it with you to think about.
4. Once you've completed your walk, talk about it with your big brother/sister.

	What is it?
Something you can smell	
Something you can taste	
Something you can hear	
Something you can see	
Something you can touch	

## What Can I Control?

*When we feel stressed and overwhelmed, it is normal to feel like we don't have control. Some things in our lives we can have control over and some things we cannot. When something is out of our control, it is out of our hands. Things that are outside of our control are the things that happen around us such as parents separating, moving houses, moving schools, someone treating us badly. When something is within our control, it is in our hands. Some things within our control are things like our own behaviors, thoughts, actions, the words we choose to say. These things are all within our control because we get to choose them. It can be easy to feel stressed over the things in our lives that happen around us but it's important for us to recognize the things we can't control so that we learn to focus on what we can control!*

**Age Group:** 9-11 years

**Area of Focus:** Managing stress

**Time Completion:** 20 minutes

**Materials Needed:**

- Paper
- Pencil Crayons/Markers

**Instructions:**

1. Begin by tracing your hand on a piece of paper.
2. On the Inside of the hand, write "In my control". On the outside of the hand, write, "out of my control".
3. Now, begin writing things that are within your control on the inside of the hand.
4. Once you are finished, begin writing on the outside of the hand about the things that are "out of my control".



## Yoga Stress Stances

*Sometimes when we are feeling a lot of feelings, we don't know what to do with them all! Stretching our bodies can help us when we are feeling really sad, happy, angry, and other feelings too. Stretching our bodies helps us to focus on the moment too!*

**Age Group:** 5-8 years

**Area of Focus:** Managing Stress

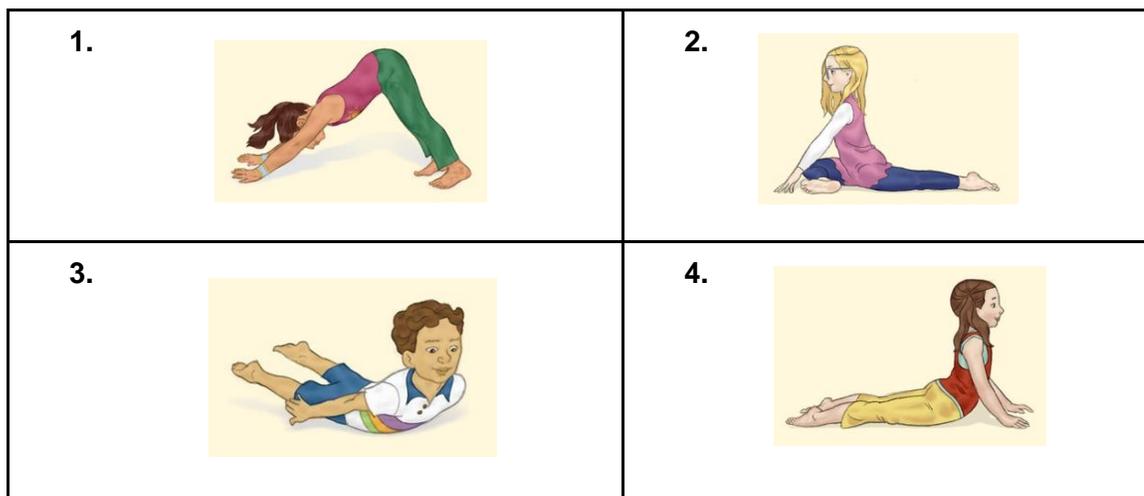
**Materials Needed:** None

**Links for more poses:** [11 Arctic Animals Yoga Poses for Kids \(+Printable Poster\) - Kids Yoga Stories | Yoga resources for kids](#)

**Time Completion:** 20 Minutes

### ***Instructions:***

1. Look at each picture below and begin this activity starting with pose #1
2. When you start your pose, begin breathing in slowly, and exhaling slowly, counting to 20 for each pose.
3. Take time to think about your breathing. Can you hear your heart beating? Can you feel your muscles stretching? What are you feeling right now?
4. After completing the pose, move onto the next one.



5.



6.



## Take Five

*Children are often experiencing overwhelming feelings which can result in them presenting with problem behaviors such as acting out against adults. By using this five finger breathing technique children will be able to calm down when they start to feel overwhelmed which will prevent outbursts and make them feel calm rather than on edge or stressed.*

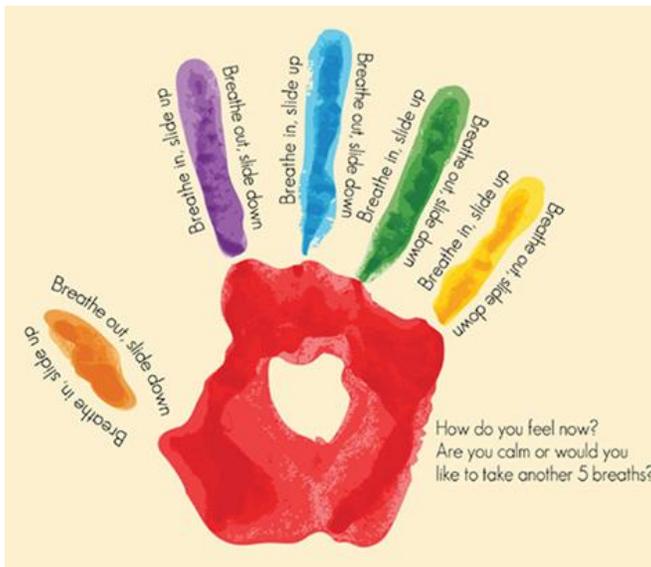
**Age Group:** 5-8

**Area of Focus:** Managing Stress

**Materials Needed:** no materials needed

### **Instructions**

1. Stretch out your fingers on one of your hands like a star and hold it out in front of yourself
2. Next using your other hands pointer/index finger start sliding it up one side of your fingers then down the other slowly
3. Next start breathing in and out slowly and controlled
4. Then combine tracing you fingers with the calm breathing by inhaling when going up a finger and exhaling when going down on the finger
5. Repeat step 4 until you have finished tracing your hand
6. You may repeat this exercise as many times as needed for you to feel calm



## Feeling Confirmation

*Young children may not feel as though they are being heard when they are going through different stressors in their lives. This activity has the child draw out their stressor and gives them the opportunity to show us what is on their mind visually if they struggle to verbally express their emotions.*

**Age Group:** 5- 8 years old

**Area of Focus:** Managing Stress

**Materials Needed:**

- Paper
- Markers or crayons

**Time:** 35-45 minutes

***Instructions***

1. To begin the activity the facilitator will have the youth get a piece of paper and their writing utensil.
2. The facilitator will explain to the youth that they are to draw a picture of something that caused them to stress this week.
3. The facilitator will play calming music in the background while the youth is drawing their picture.
4. The youth should be given 30 minutes to complete their drawing
5. With the time left over in the activity the facilitator will have the youth explain what their drawing was of and how it made them feel.
6. Following the youth's explanation, the facilitator and participant will talk about coping mechanisms to help ease the stress the youth felt if the issue arises again.

## Pirate Scavenger Hunt

*A scavenger hunt keeps youth physically active as well as mentally engaged. Going on a scavenger hunt to find everyday items in the yard also has the youth taking the time to enjoy nature and get fresh air to take a break from being in the house all day.*

**Age Group:** 9 – 11 years old

**Area of Focus:** Managing Stress

**Materials Needed:**

- Plastic bag or paper bag
- Scavenger List
- Pencil

**Time:** 45 minutes – 1 hour

**Links:** <https://www.pinterest.ca/pin/62698619789314488/>

**Instructions:**

1. The facilitator will first explain to the participants that they are to grab a bag or something that they can hold their scavenger hunt items in. If there are none available, they can just create a little pile of all the items they found.
2. The facilitator will go through the list with the participant and explain that not everything needs to be found just that they are to do their best with what they have available.
3. The objective is to have the participant moving around and focusing on something else besides the stress they are feeling.
4. After the participants have gone into their yards or safe place to find the items, they will go through everything together to see what they found.
5. The facilitator will ask the participants open and closed questions to evaluate the head space the participant is in. Questions may include:
  - Did you have fun?
  - Which item is your favorite that you found ?
  - Do you feel less stressed? Why?
  - Would you do this item again?
  - Is there something that you wish was on the list that we can add for next time?

## The 5-4-3-2-1 Coping Technique

*Sometimes when we become stressed, we can get wrapped up in our own heads. One way we can pull ourselves out of it is by focusing on what is happening around us in the current moment. This short and easy exercise is great for teaching young ones how to start using stress management strategies.*

**Age Group:** 5 – 8 years old

**Area of Focus:** Managing Stress, Coping with Anxiety

**Materials Needed:** No materials required

**Exercise Duration:** 5 minutes

### ***Instructions***

Provide the following directions to your mentee:

- 5- LOOK: Look around for 5 things that you can see and say them out loud. For example, you could say, I see the computer, I see the cup, I see the picture frame.
- 4 - FEEL: Pay attention to your body and think of 4 things that you can feel and say them out loud. For example, you could say, I feel my feet warm in my socks, I feel the hair on the back of my neck, or I feel the pillow I am sitting on.
- 3 - LISTEN: Listen for 3 sounds. It could be the sound of traffic outside, the sound of typing or the sound of your tummy rumbling. Say the three things out loud.
- 2 - SMELL: Say two things you can smell. It's okay to move to another spot and sniff something. If you can't smell anything at the moment or you can't move, then name your 2 favorite smells.
- 1 - TASTE: Say one thing you can taste. It may be the toothpaste from brushing your teeth, or a mint from after lunch. If you can't taste anything, then say your favorite thing to taste.
- Take another deep belly breath to end.

**The 5-4-3-2-1 Coping Technique**  
Ease your state of mind in stressful moments.



The 5-4-3-2-1 Coping Technique is a mindfulness exercise designed to help individuals manage stress and anxiety. It involves focusing on five senses in a specific order: 5 things you can see, 4 things you can touch, 3 things you can hear, 2 things you can smell, and 1 thing you can taste. The icons in the image represent these senses: an eye for seeing, a hand for touching, an ear for hearing, a nose for smelling, and a tongue for tasting.

## Deep Breathing Exercise (Belly Breathing)

*A breathing exercise is something that I have found to be very useful when someone is stressed but has little to no materials in the immediate vicinity to help them through it. Below is an exercise you and your mentee can do together!*

Age Group: 9 – 11 years old

Area of Focus: Managing Stress

Materials Needed: No materials required

Exercise Duration: 5 minutes

### ***Instructions***

Provide the following directions to your mentee:

- Stand straight up with feet shoulder-width apart
- Arms and hands are relaxed downward
- Body is relaxed
- Eyes closed
- Focus on lower abdomen (belly) and imagine a small balloon in that space
- Breathe in slowly and deeply through nostrils, imagining the balloon inflating (getting bigger/larger/growing) slowly, hold a few seconds
- Slowly exhale through the mouth, imagining the balloon gently deflating (getting smaller, shrinking); blow out of the mouth as if blowing out a candle
- Tip: Place a hand over the lower abdomen to feel it go up and down, and make sure you are not breathing with the chest
- Repeat at least 10 times

Ask your mentee how different their body feels after the exercise. (Are they more relaxed/calm? Do they feel lighter? Great? Tired?)

### Visual Imagery

*When life hands us stressful  
want to get away and relax.  
up a space in our minds can  
technique!*



*situations, sometimes we just  
Using our imagination to conjure  
actually be used as a relaxation*

Age Group: 12 - 14

Area of Focus: Managing Stress

Materials Needed: No materials required

Exercise Duration: 10 - 20 minutes

### **Instructions**

- Have the mentee sit comfortably for this activity
- Use a calm, low, slow voice, and give sufficient time between each visual suggestion for the mentee to “ease” into the vision and “see” each step
- Read the following visual scenario:

Close your eyes. “See” in your mind’s eye a beautiful beach. The sun is shining warmly, the breeze coming from the ocean is soft and warm, palm trees are overhead and a few seagulls circle about. Imagine walking barefoot in the warm sand, feel your feet sink in the sand with each step. Walk toward the water’s edge and let the water roll over your feet. Jump in the water; it is warm, gentle and very refreshing. Come out of the water and walk to your big beach towel, lay down and relax. Rest for a while in all the peace and beauty surrounding you. Imagine how it looks, how it sounds, how it smells. Breathe in deeply the warm ocean air, stay as long as you like.

When you are ready to leave, go to the edge of the water and throw in anything that has been bothering you, anything you wish to be rid of in your life, anything you are feeling sad or angry about, anything you worry about (e.g. problems at home, violence in your neighborhood, bullies, death of a loved one, issues with friends). Picture it as a big rock, a chain, a heavy bag over your shoulders, or any

image that helps you see it as undesirable. Throw it in the ocean as far as you can. Watch it sink and get taken by the waves. When the “visit” is done, be thankful for the release of the burden, the problem, the worry; then walk peacefully back through the warm sand and take a rest on your beach towel.



## Positive Replacement Thoughts Worksheet

*In life there are always going to be times when our minds are constantly filled with negative thoughts. Sometimes we need some help remembering the positives. Below is a link to a worksheet that can come in useful when trying to organize those thoughts!*

<https://positivepsychology.com/wp-content/uploads/Positive-Replacement-Thoughts-Worksheet.pdf>

Age Group: 15+ years old

Area of Focus: Managing Stress, Coping with Anxiety, Suicide, Coping with Bullying, Depression

Materials Needed: A printer, a pencil or pen

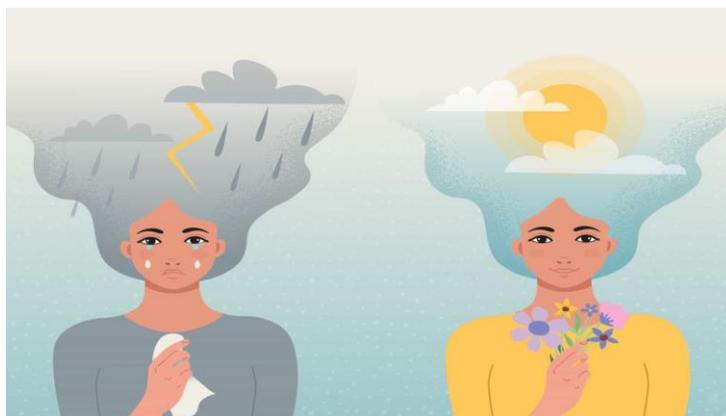
Exercise Duration: No limit time (approximately 10-15 minutes)

### **Instructions**

Ensure both you and your mentee have a copy of the worksheet provided.

Provide the following directions to your mentee:

- Write any Automatic Negative Thoughts that you can think of in the left column.
- Next, consider each in turn and see if you can challenge it with a Positive Replacement Thought in the right-hand column.
- This exercise has no time limit. To get better at finding the positive in situations and people, you may want to set aside some quiet time each day or week to turn some ANTS into Positive Replacement Thoughts.



## My Life CD

*Music is often by our side in life. It is used to express ourselves in good and bad times. Below is an exercise you can use with your mentee to help bring some self-awareness through music!*

Age Group: 15+ years old

Area of Focus: Managing Stress, Coping with Anxiety, Suicide, Coping with Bullying, Depression

Materials Needed: A computer, an empty/rewritable CD, an empty jewel case, stickers, glitter, markers, paper, or other decorative objects.

Exercise Duration: 30 minutes

### ***Instructions***

The activity involves creating a music CD consisting of teen's favorite songs and storing the disc in a jewel case.

Provide the following directions to your mentee:

- Choose songs to add to a playlist of your favourite songs based on a theme. An example of a theme could be "childhood".
- Once the songs are chosen, use a computer to burn (write) the songs on the disc.
- Using the empty jewel case, beautify it by sticking glitter, stickers, drawing or writing words.
- Let the design of the jewel case match the theme of the music on the CD. For example, if the theme of the music is "childhood", then the jewel case could showcase colours that reflect that.
- Once the jewel case is ready, you can store the CD in it.

If your mentee is willing, listen to the songs on the playlist with them and discuss the motivation behind each song selection.



## The Mindbus Technique: A Visualization for Defusing Negative Thoughts

*When you are stressed, it can be easy to forget how those emotions affect our bodies. I have found that learning how to do deep muscle relaxation can help with stress reduction. Below are instructions on how to do one with your mentee!*

Age Group: 15+ years old

Area of Focus: Managing Stress, Coping with Anxiety

Materials Needed: A pencil or pen, a piece of paper

Exercise Duration: 10-15 minutes

### **Instructions**

Provide the following directions to your mentee:

- Identify a current situation in your life where you've been experiencing a lot of negative thinking.
- Write down 5 negative thoughts you have frequently about that situation.
- Now close your eyes and take 3 deep breaths.
- Imagine you are the driver of this "mindbus". Visualize how your bus looks and yourself as the driver.
- Take each one of your negative thoughts and imagine them as passengers – assign them each a different voice and personality.
- Visualize yourself taking control over your mindbus. For example, you may find yourself saying things like, "Thank you for the feedback guys, but this is my bus."
- Then visualize yourself stopping the mindbus and letting the negative passengers get off at their stops, one at a time.
- Keep doing the exercise until all the negative passengers have left.

- Take 3 deep breaths and open your eyes.



## Progressive Relaxation (Deep Muscle Relaxation)

*When you are stressed, it can be easy to forget how those emotions affect our bodies. I have found that learning how to do deep muscle relaxation can help with stress reduction. Below are instructions on how to do one with your mentee!*

Age Group: 15+ years old

Area of Focus: Managing Stress

Materials Needed: No materials required

Exercise Duration: 5 minutes

### **Instructions**

Mentor introduces the concept that relaxation is a good way to reduce stress. Tell mentee that they are going to do an activity that will help them relax by tightening and releasing different muscle groups in their bodies. The mentee may sit or lay down on their backs (depending on space).

- Raise your eyebrows and wrinkle your forehead. Try to touch your hairline with your eyebrows. Hold for 5 seconds...and relax
- Make a frown. Hold for 5 seconds... and relax.
- Close your eyes as tightly as you can. Draw the corners of your mouth back with your lips closed. Hold for 5 seconds... and relax.
- Open your eyes and your mouth as wide as you can. Hold for 5 seconds... and relax.
- Bend your elbows and make a muscle in your upper arm. Hold for 5 seconds... and relax.
- Lift your shoulders. Try to make your shoulders touch your ears. Hold for 5 seconds... and relax.
- Arch your back away from the back of your chair (or off the floor). Hold for 5 seconds... and relax
- Round your back. Try to push it against the back of your chair (or against the floor). Hold for 5 seconds... and relax. Feel the tension leave your back.

- Tighten your stomach muscles. Hold for 5 seconds... and relax.
- Tighten your hip and buttocks muscles. Hold for 5 seconds... and relax.
- Tighten your thigh muscles by pressing your legs together as close as you can. Hold for 5 seconds... and relax.
- Bend your ankles toward your body as far as you can. Hold for 5 seconds... and relax.
- Curl your toes under as far as you can. Hold for 5 seconds... and relax. Feel the tension leave your legs.
- Tighten all the muscles in your whole body. Hold for 10 seconds... and relax. Let your body be heavy and calm. Sit quietly (or lie quietly) and enjoy this feeling of relaxation for a couple minutes.

## The Worry Tree

*The Worry Tree allows children to write down anything that they feel is causing them stress, anxiety or their worries. It encourages them to talk about their feelings and to talk about it with their mentors and/or parents or another trusted adult in their life.*

**Age Group:** 9-11

**Area of Focus:** Managing Stress

**Materials Needed:**

- Printable Worksheet and Apples
- Writing Utensils
- Crayons/Pencil Crayons
- Glue

**Time:** 30 Minutes

***Instructions:***

1. Cut out the tree and apples.
2. Talk about worries and write them down on the apples (1 worry per apple).
3. Decorate and colour the tree and apples as desired.
4. Glue the apples to the tree.
5. Now that the worries have been transferred to the tree's branches, you can talk more in depth about the worries and solve them.

## Thought Hunting

*Oftentimes we leave our thoughts unchecked which results in us being unaware of our feelings, our needs and may cause us to act harshly without conscious thought. This activity aims to help you to train yourself to be able to be aware of your thoughts no matter how small which will aid you in being able to manage your stress before it gets too intense or out of control.*

**Age Group:** 12-14

**Area of Focus:** Managing Stress

**Materials Needed:** no materials needed

**Instructions:**

1. ***Find a comfortable position to sit or lay down and close your eyes***
2. ***Then start slowly counting from 1 to 10***
3. ***If at any point when you are counting a thought comes into your head start over at 1***
4. ***Try to pay attention to all thoughts and be honest with yourself when you do have a thought***
5. ***Even a thought as small as “I’m almost at 10” you will have to go back to 1***
6. ***This is a difficult exercise to do so aim to do this activity for 2-5 minutes***



## Mindful Meditation

*Participating in mindful meditation is a method that allows youth to focus on only themselves and nothing around them while they are in their own safe headspace. Teaching youth how to be mindful and techniques of breathing that they can do on their own will allow them to carry on knowing that they can handle any situation on their own.*

**Age Group:** 12- 14 years old

**Area of Focus:** Managing Stress

**Materials Needed:** N/A

**Time:** 30 Minutes

### ***Instructions:***

1. To begin the activity the participants will start with a warmup.
2. For the warm up the participants can sit on a floor, chair or couch. Once they are settled in a quite comfortable place the facilitator will ask them to let them know if they are ready.
3. The facilitator will ask the participants to close their eyes if they are comfortable or they can leave them open. They will then take a deep breath that comes from their stomach.
4. After doing this a couple times the participants will do a couple small stretches while still being seated.
5. Stretches will consist of slow head rolls side to side, looking up and down and then side to side and followed by shaking out their arms gently to loosen up.
6. Once the warmup is done the facilitator will play gentle music in the background for the mediation.
7. The meditation will consist of having the participants sitting up straight and taking a deep breath in. The participant will be told to hold their breath in for 2-3 seconds and then release. This will be done 3 times.
8. After the first deep breaths are done the facilitator will give gentle prompts to the participants. These will include things like “think of a safe space and how you feel when you are there” allow the participants a couple minutes to stay in that head space and then have them open their eyes.
9. The break will give the participants a second to refocus and the facilitator will ask the participant to give either a thumbs up or down if the activity is helping.
10. Step 7 will be repeated for the remaining 20 minutes with check ins from the facilitator.

11. The facilitator may ask other closed ended questions that don't take the participants out of their calm and mellow state.
12. At the end of the activity the participants will talk about if they feel more relaxed and what they liked and didn't like about the activity.

## Let your Mind Wander

*This activity provides youth with a worksheet that will allow them to reflect on positive attributes and recognize the good within them. It focuses on the strengths and allows youth to build on their existing skills through recognizing their strengths as well as areas for improvement.*

**Age Group:** 15+

**Area of Focus:** Managing Stress

**Materials Needed:**

- Worksheet (provided)
- Writing Utensils

**Time:** 10 Minutes

***Instructions:***

1. Print the worksheet provided.
2. Take some time to fill out the worksheet.
3. Reflect on your worksheet with your Mentor.

# 10 MINUTES TO LET YOUR MIND WANDER (WHO KNOWS WHERE IT MIGHT LEAD?)

\_\_\_\_\_ Date:

Two things you've  
never done, but  
would love to try:


One thing that might  
scare others, but  
doesn't scare you:

Three things about  
this time of year:


Two things in your life or the world around you that  
are changing:

1 \_\_\_\_\_

2 \_\_\_\_\_

Three little things  
that mean a lot:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

One thing you're thinking about, but not quite ready to  
talk about yet:

## Life Purpose

*This activity encourages youth to think more in depth about themselves and create a worksheet that allows them to see their positive traits and what makes them unique and different. It encourages them to explore who they are as a person and allows them to get to know themselves on a deeper level.*

**Age Group:** 15+

**Area of Focus:** Managing Stress

**Materials Needed:**

- Worksheet
- Writing Utensils

**Time:** 30 Minutes

***Instructions:***

1. Print the worksheet provided.
2. Fill out all areas to the best of your ability.
3. Work with your Mentor to revisit your findings and add to the worksheet if necessary.

## Calming Jars

*Calming jars are a fun and crafty tool which can be created by clients to help them focus and recenter themselves when they are feeling high levels of stress.*

**Age Group:** 15+

**Area of Focus:** Managing Stress

**Materials Needed:** glass/plastic clear jar, glitter, clear glue, water (optional: beads, food coloring, etc.)

### ***Instructions***

- 1. Grab your jar and fill it ¼ of the way with water***
- 2. Then add your glitter and other optional items such as beads to your jar as you desire***
- 3. Fill the rest of the jar up with clear glue and put on the lid***
- 4. Then shake up the jar until the water and glue are mixed***
- 5. Set the jar down and focus on the glitter as it falls to the bottom***
- 6. Take deep breaths and focus all your energy into making the glitter fall to the bottom of your jar***
- 7. It may help to imagine the glitter as your worries settling or falling away***
- 8. Repeat steps 4-7 until you feel relaxed***



## Exploring Your Stress

*Many people find it difficult to find the source of their stress which makes it hard to mediate feelings of stress. This worksheet will aid clients in discovering stressors as well as their protective factors which guard against stress.*

**Age Group:** 15+

**Area of Focus:** Managing Stress

**Materials Needed:** pen/pencil, paper

Print off the two sheets attached to this link [Stress Exploration \(therapistaid.com\)](https://therapistaid.com)

Or

Answer the questions asked on the sheets by typing your answers or writing them on blank paper if there is not a printer available.

***Instructions (assuming client has printer)***

- 1. First open up the link provided and print off the two attached sheets***
- 2. Then grab a writing utensil and your printed sheets of paper***
- 3. Go through the questions and prompts and be as honest as you can be this will benefit you most as a participant***
- 4. Once you have completed the worksheets look them over***

5. **Next, reflect on your experience making comments about things such as “Did you notice anything interesting?” or “how do you think this worksheet is helpful?”**

### Stress Exploration

#### Factors that Contribute to Stress

Describe your biggest stressors in each of the following categories and rate them on a scale of 1-10, where 1 is “a little stressful” and 10 is “extremely stressful.”

#### Daily Hassles

Common annoyances or strains of daily life.

Examples: traffic, chores, work problems, lack of sleep, homework, limited free time, argument with partner

1		rating
2		
3		
4		

#### Major Life Changes

Important events, both positive and negative, that require significant adjustment.

Examples: birth of a child, separation or divorce, new job, death of a loved one, moving, major illness / injury

1		rating
2		
3		
4		

#### Life Circumstances

Permanent or long-term circumstances that make life more difficult.

Examples: poverty or financial problems, disability, chronic illness, conflictual relationships, values that conflict with culture, discrimination, job dissatisfaction, living somewhere unsafe

1		rating
2		

Preview  
page 1 of 2

## The Nature Effect

*Taking a walk outside is not only beneficial for the body but also the mind. Taking time as an emerging adult to reflect on our days and what happened are things that are not a regular occurrence. The purpose of this activity is to take in nature and regroup yourself to everything around you not just the stressors of work, school and home life. Being outside allows a person to talk in the peacefulness of things around us which is why this activity is called the nature effect.*

**Age Group:** 15+

**Area of Focus:** Managing Stress

**Materials Needed:** N/A

**Time:** Time will vary for each participant

### ***Instructions***

1. The facilitator of the activity will explain to each participant that at some point during the week they will be required to take a walk outside.
2. The participants will take a walk whenever they feel stressed and for however long they feel they need to calm down and regroup before coming back to the task at hand.
3. During the session together the facilitator will have a conversation with the participant about their walk.
4. The questions that the facilitator may ask can be questions such as;
  - How long did you go on a walk for
  - Where did you end up walking to?
  - Did you feel better while you were talking on a walk?
  - How did you feel when you got back to your starting destination?
  - Do you think you would do this again when you feel stressed?
5. After the facilitator and participant have talked over their experience the facilitator can give the participant information about doing self-reflection on their next walk and how to do so to see if the experience changes.
6. The self-reflection is a simple two step process. The first step would be how do I feel halfway through their walk. The second step would be what did I focus on most of the time while I was walking (i.e., Nature around me, what is causing me stress, or is this stressor something that I should worry too much about)

## Coloring Sheets

*Coloring sheets for teens and adults is something that is becoming more of a regular activity. A colouring sheet helps you get out of your head and focus on something else. The great thing about colouring sheets is that you can pick whatever image you want that resonates with you.*

**Age Group:** 15+

**Area of Focus:** Managing Stress

**Materials Needed:**

- Crayons, markers, or pencil
- Worksheet

**Links:** <https://www.justcolor.net>

**Time:** 45 minutes- 1 hour

**Instructions:**

1. Participants will grab their writing utensils that are found around their house. A pencil was given as an option because the participants will still be able to do different shading in the image if they do not have access to coloured writing utensils.
2. The facilitator will have the participants pick out the pictures they like either in advance to be dropped off at the participants house or if they have a printer at home they can use.
3. The participants will be given up to one hour to complete their coloring sheet.
4. At the end of the hour the participants will be asked to share their drawing/picture. They will then be asked to either answer yes or no and give an explanation if they feel better that they had the time to focus on something else.

## Self Regulation: Anxiety Management

## Breathing Mindfulness

*When we stop and listen to our breathing, we become more mindful of it! Breathing is something that we do without thinking about it. This activity is going to help us think about our breathing patterns and how important they are. Sometimes when we are feeling different emotions or doing different things, our breathing changes. It's important for us to be mindful and aware of our breathing because we can also control different parts of our bodies through our breathing such as our heart rates and muscle tension. If we feel anxious, our hearts are naturally going to beat faster. We can use breathing mindfulness as a tool to calming our hearts down to a normal rate when we feel overwhelmed, panicked, or anxious.*

**Age Group:** 9-11 years

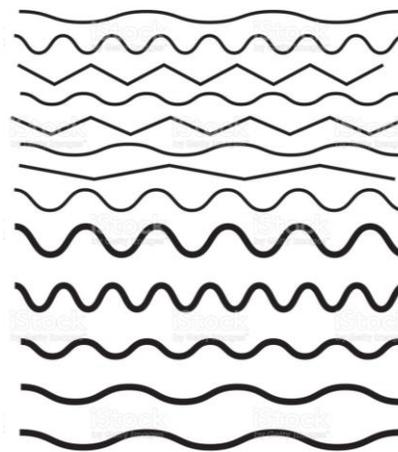
**Area of Focus:** Self-Regulation/ Managing Anxiety/Mindfulness

**Materials Needed:** Paper, Pencils/markers/writing utensils

**Timeline for completing activity:** 10-15 Minutes

### Instructions

1. Place your paper and writing utensil in front of you.
2. Pause where you are and focus on your current breathing
3. Visualize the patterns of your breath as a line on your paper. What does it look like? Begin to draw the line patterns of your breath on a sheet of paper.
4. Try altering your breath from slow to fast and draw it out on your sheet.
5. Now try drawing lines and changing your breathing to match the lines.
6. Get a new sheet of paper and practice deep, slow breathing and drawing the lines to match.
7. Talk with your partner about their experience with this art activity and being mindful of their breathing. What did they think of it? Do they think they need to practice their breathing mindfulness?



## Mindfulness STOP Skill

*When life gets really busy or we feel overwhelmed with all that is happening around us and in our lives, we forget to be present in the moment. We forget to take time to pause and think about what is happening and how we are feeling both emotionally and physically. This exercise is a good tool to learn to use throughout your day to help you to take time to pause and focus on yourself.*

**Age Group:** 15+

**Area of Focus:** Self-Regulation/ Managing Anxiety/Mindfulness

**Materials Needed:** None

**Timeline for completing activity:** 5-10 minutes

**Link:** <https://cogbtherapy.com/mindfulness-meditation-blog/mindfulness-stop-skill>

### **Instructions:**

1. **S - STOP** what you are doing and pause for this activity.
2. **T - Take a breath.** Close your eyes and spend a moment reconnecting with your breath.
3. **O - Observe** what is happening around you. What is happening inside you and outside of you? Where has your mind gone? How are you feeling right now?
4. **P - Proceed** with what you were doing. Use the information that you learnt during this activity and apply it. If you are feeling sad, what do you need to do? If you are feeling hungry, make sure you eat and feed your body!



## Self-Regulation Dice Game

*When we are feeling anxious, overwhelmed, or emotional, it can be difficult sometimes for us to calm ourselves down and try to manage how we are feeling. This activity can help you to become more mindful and aware of your feelings and the ways in which these feelings can be dealt with in healthy ways.*

**Age Group:** 12-14 years

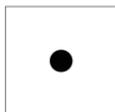
**Area of Focus:** Self-Regulation/ Managing Anxiety/Mindfulness

**Materials Needed:** 1 Dice

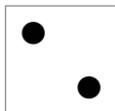
**Timeline for completing activity:** 20 Minutes

### ***Instructions:***

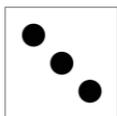
1. First person rolls the dice once
2. Read the prompt next to the number you rolled
3. Answer the prompt or question



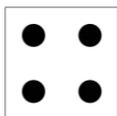
Give a reason why it's important to stay calm when you are feeling upset or anxious.



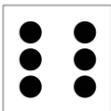
Name someone you can talk to when you feel overwhelmed



Describe a warning sign that you might notice when you're feeling anxious



Name a calm-down strategy you can use when you feel anxious



Name one thing that makes you feel anxious or overwhelmed



What is something you can say to yourself when you are feeling anxious

## Calm Down Practice

*It's important for us to find ways that we can calm ourselves down when we're having lots of feelings that can sometimes feel like too much for us to handle. Feeling sad, angry, frustrated. What we feel inside can sometimes make us want to scream and yell but that won't help us calm down. Instead, we need to find ways that we can calm ourselves down when we're feeling these feelings. This is an activity that you can learn to do when you think you need to calm down so let's practice!*

**Age Group:** 5-8 years

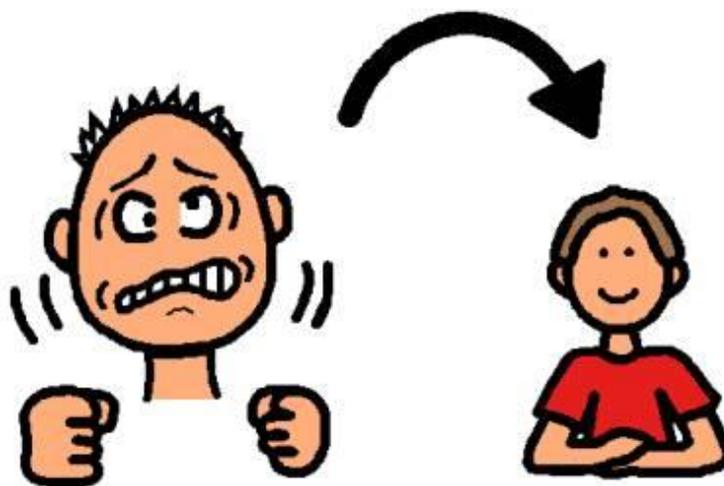
**Area of Focus:** Self-Regulation/ Managing Anxiety/Mindfulness

**Materials Needed:** None

**Timeline for completing activity:** 5 Minutes

**Instructions (Bold italic)**

1. ***Sit on a chair***
2. ***Feet on the floor***
3. ***Fold your hands***
4. ***Take 3 deep, slow breaths***
5. ***Count to 10***
6. ***Good Work!***



## Anxiety Journal Prompts

*When we're feelings stressed or anxious, it can feel overwhelming. When we're feeling these feelings, focusing your attention on one thing can be a great way to calm down and relax your mind. This activity requires you to pick a topic and write about it in a journal. This is going to help express some of the feelings you're feeling and put them into words.*

**Age Group:** 15+ years

**Area of Focus:** Self-Regulation/ Managing Anxiety/Mindfulness

**Materials Needed:** Paper/Journal + Writing Utensils

**Timeline for completing activity:** 20 minutes

### Instructions

1. Take out your paper or journal and writing utensils
2. Choose a journal prompt/topic provided below
3. Spend time thinking about this prompt and begin writing. If you feel comfortable, share what you've written.

### Prompts

1. What are you grateful for?
2. What are your fears? Do your fears stop you from living your life on a daily basis?
3. Are you feeling anxious right now? What are you feeling anxious about?
4. Are there things you do that help you when you feel anxious? What are they and why do they help you?
5. What have you overcome in the past?
6. How do you cope with your stress?
7. What do you think are some things that you can do when you feel stressed or anxious?
8. What could you do right now that would make you happy?



## Mindfulness Self-Talk Journal

**Age Group:** 12-14 years

**Area of Focus:** Self-Regulation/ Managing Anxiety/Mindfulness

**Materials Needed:** Writing utensils + worksheet print-off

**Timeline for completing activity:** 15 - 20 minutes

Link Reference: <http://www.momentsaday.com/positive-self-talk-journal/>

### ***Instructions***

1. Print off worksheet (see link attached or next page of document)
2. Spend time completing the worksheet
3. If comfortable, share your answers! This sheet can be printed off several times to be completed each day as a reminder!

## Mindfulness Self-Talk Journal

I felt good when...	I am proud of myself because....	Something that went well today was...
I had fun when...	This makes me unique...	I learned from this mistake...
I feel strong when...	The best part of today was...	A good quality I am learning is...
This was interesting today...	Something I am grateful for is...	A way I was kind today was...
An accomplishment I made this week was...	I like this about myself...	Something I love about my life is...

## Colour Me Stress

*Colour me stress is an activity that focuses on the child/youth being able to express what their anxiety is without causing any further stress. Enduring anxiety at such a young age is difficult for youth because they don't know how to fully express all of their emotions and what they are going through so being able to draw their feelings is another outlet for them to take advantage of*

**Age Group:** 5-8

**Area of Focus:** Self-Regulation/ Managing Anxiety/Mindfulness

**Materials Needed:**

- Paper
- Markers/Crayons

**Timeline for completing activity:** 30- 45 minutes

**Instructions:**

1. To begin the activity, the facilitator will talk the participants through what they will be doing in today's activity.
2. All participants are to grab their paper and writing utensils and sit in a safe space
3. Once all participants are where they feel comfortable the facilitator will play light music in the background.
4. The facilitator will explain that they are to draw something that is bothering them or on their mind right now and mostly to have fun with the colouring.
5. When the time hits the 30-35-minute mark depending on how many participants there are the facilitator will give less or more time to finish up the drawing.
6. Once the participants are done drawing the facilitator will ask the participants to share if they feel comfortable.
7. If participants feel comfortable, they will be given time to explain what they drew.
8. If participants are not comfortable sharing the facilitator will begin asking questions to the participants to see where their head space is.

**Examples:**

1. How do you feel?
2. Did you enjoy the activity?

3. Will you do this next time you feel stressed?
4. Are you going to show your picture to someone who you trust?

## My Cup-O-Feelings

*Using this printable worksheet, kids can colour and fill their cup using the colour of crayons that correspond with their current emotions. This worksheet can be replaced using any colour sheet but using the same concept that the colours represent their emotions.*

**Age Group:** 5-8

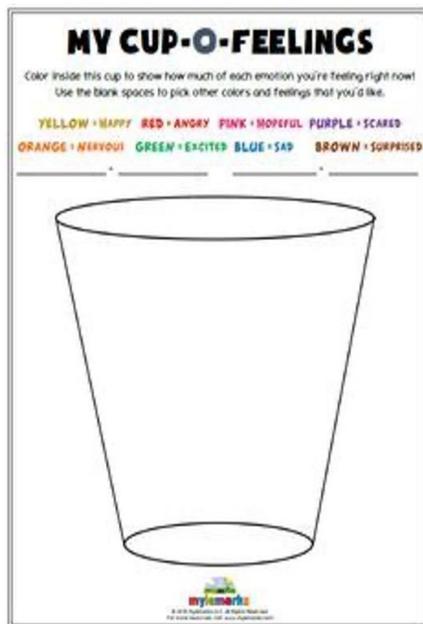
**Area of Focus:** Self-Regulation

**Materials Needed:**

- Printable Colour Sheet
- Crayons

**Instructions:**

1. Print the desired colour sheet.
2. Colour inside the cup to show how much of each emotion you're feeling right now.
3. Use the blank spaces to pick other colours and feelings that you'd like.
4. Discuss your feelings with your Big Brother/Sister.



## Fizzy Blocks

*This activity allows the child to create a physical block using ingredients from their kitchen. They can then watch it foam, fizz, and dissolve when they add vinegar to their creation.*

**Age Group:** 9-11

**Area of Focus:** Managing Anxiety

### Materials Needed:

- 1 Cup Baking Soda
- 1 tsp Clear Gelatin
- ¼ Cup Water
- Food Colouring
- Ice Cube Tray
- Vinegar

### Instructions:

1. Mix together the baking soda and gelatin.
2. Add a few drops of food colouring to the water and pour into the baking soda mixture. Mix well.
3. Separate the mixture evenly into the ice cube trays (do not overfill).
4. Freeze overnight.
5. Remove the cubes from the tray and pour the vinegar over top. Watch it fizz.
6. After the cubes have melted away, reflect on any thoughts or feelings the child may have had during this activity. (Add reflective questions etc. if necessary).



## First Then

*The name first then is the prompts that the children/youth will learn how to do with this activity. Some youth struggle to take themselves out of certain situations causing them to have a breakdown and not handle the situation appropriately. This game will teach children to do one thing that they may not enjoy that leads them into something they prefer.*

**Age Group:** 9-11

**Area of Focus:** Self-Regulation/ Managing Anxiety/Mindfulness

**Materials Needed:**

- Paper
- Pen

**Timeline for completing activity:** 30 minutes

**Instructions:**

1. The participants will be instructed to grab their pen and paper.
2. The participants will draw a line down the middle of the paper
3. At the top of the page the participants will write the word "FIRST" on the top left and the word "THEN" on the right side.
4. On the left side the participants will write things that they aren't interested in doing or things that stress them.
5. On the right side the participants will write down things that make them happy or that they prefer to do.
6. The objective of the activity is to show the participants that even though there are things that they don't want to do there is always a positive that can follow after. This teaches children/youth that they can self-regulate and learn new calming methods.

## In or Out of my Control

*“What can I control” is a visual activity for children/youth that aids in exploring the things they can and cannot control in their everyday lives. It is a great tool to use to get the child/youth to talk about it.*

**Age Group:** 12-14

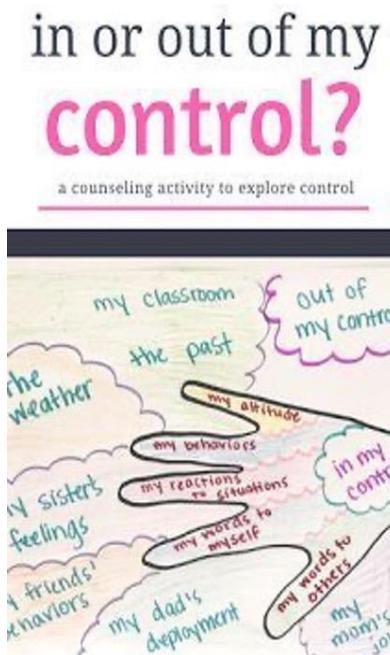
**Area of Focus:** Managing Anxiety

**Materials Needed:**

- Blank Paper
- Markers for Tracing/Writing
- Pencil Crayons/Crayons

**Instructions:**

1. Trace your hand onto the paper using a black marker.
2. Using makers, write the things you can control yourself inside the hand.
3. Write the things you cannot control outside of the hand on the blank space.
4. Colour and decorate the drawing as desired.
5. Talk to your Big Brother/Sister about your worksheet and anything that may be bothering you.



## Mindful Jar

*A mindful jar is something to teach youth that they can think positively, being aware of their feelings and how to feel things in the moment. The purpose of the jar is to have youth write positive things and have them be able to look back on the notes when they need them.*

**Age Group:** 12-14

**Area of Focus:** Self-Regulation/ Managing Anxiety/Mindfulness

**Materials Needed:**

- Jar/cup
- Paper
- Pen/Pencil
- Scissors

**Timeline for completing activity:** 40 minutes

***Instructions:***

1. To begin the activity the facilitator will have all of the participants grab the materials they need for the activity.
2. The participants will be instructed to take 10 minutes to think about all of the things they do to feel calm.
3. After the 10 minutes is up the participants will write on a piece of paper all of the techniques they use and more they think would be beneficial to them.
4. The facilitator may provide participants with other methods such as
  - Deep breathing
  - Stepping away from all forms of media
  - Sit in a quiet space and slow your thinking
  - Meditation
  - Journaling
5. The participants will be given 25 minutes to write down their ideas. Once the time is up, they will be instructed to cut up each of their points and put it in the jar.
6. Before closing the jar, each participant will share one of their mindfulness techniques.

## Get Going

*Get going is a self-driven activity. Get going has all the participants going outside and doing something fun to get their heart rates up and bodies building strong. It has been statistically proven that not enough people are outside playing anymore and engaging in physical activity, so this is the perfect encouragement tool to get youth learning to like being outside more.*

**Age Group:** 12-14

**Area of Focus:** Self-Regulation/ Managing Anxiety/Mindfulness

**Materials Needed:** N/A

**Timeline for completing activity:** 30-45 minutes

***Instructions:***

1. The facilitator will explain to the youth that they have the option to do any activity that they choose when they go outside.
2. The participants will do this activity 2 to 3 times a week.
3. Being outside allows the children to reduce the stress from being inside, makes them feel good, manages moods, and builds a strong body.
4. Once the participants are done doing their activity they will come back and explain what they chose to do. Not everyone's activities are going to be the same and they will also talk about how they feel and if it's going to be the same activity for the next time they go outside.

## Coping Fortune Teller

Youth not only get to personalize their own fortune tellers, they also get to utilize it in moments where they are feeling stressed, anxious, or any other emotions that they may encounter in their day-to-day life. They can use this fortune teller to help them decide which coping mechanism to use when they are feeling stressed or overwhelmed.

**Age Group:** 12-14

**Area of Focus:** Self-Regulation

### Materials Needed:

- Printable Worksheet
- Colouring Utensils
- Black Marker
- Scissors

### Instructions:

1. Using a list of coping mechanisms, the child/youth will choose 5 to use in their fortune teller.
2. Write the coping mechanisms in the spaces provided on the printed worksheet.
3. Colour and decorate the fortune teller.
4. Cut it out and fold the fortune teller to create a pop out.
5. Use the fortune teller and practice these coping strategies as needed.



## Your Grounded

*Your grounded is a fun spin on taking the term being grounded literally. Instead of it being a punishment the activity is to have the child/youth ground themselves by talking through 5 different steps.*

**Age Group:** 15+

**Area of Focus:** Self-Regulation/ Managing Anxiety/Mindfulness

**Materials Needed:** N/A

**Timeline for completing activity:** 20-30 minutes

***Instructions:***

1. The first step when feeling anxiety is to name five things that can be touched
2. This will then go to the second step where the participant will name four things they can see
3. Followed by three things they can smell
4. The participants will name two things they can hear
5. The last step is to name one thing that makes them happy
6. The point of this activity is based on the 54321 game where it take the participant out of their head and makes them focus on the things around them
7. While they are naming things off for each step to reground themselves.

## Gratitude Journal

*Gratitude journals are a way to get older youth to express their feelings and journal what is going on in their lives. As youth get older, they may find it more challenging to talk about their day and emotions than writing it in a private journal would be a better outlet that allows them to have a personal outlet.*

**Age Group:** 15+

**Area of Focus:** Self-Regulation/ Managing Anxiety/Mindfulness

### **Materials Needed:**

- Notebook
- Pen/Pencil
- Crayon or marker (optional)
- Paperclip/stapler/ clip

### **Instructions**

1. Begin this activity by writing the date on the corner of the page.
2. On the front page the participant will decorate the book to represent them as a person
3. The first week the youth will be introduced to a topic about self-care and list down different things that they do for themselves
4. Following that for the week the youth will fill in the pages of their journal with things that they did and what has been going on in their days
5. Every week the facilitator will touch on different topics regarding self-care (see below).
6. At the end of the activity, the facilitator will ask some of the youth to share things that they did for themselves and open up the opportunity for youth to talk to each other about new and different methods they might not have known about before.

### **Topics;**

- Trust
- Relationships
- Friends
- Family
- Religion
- Self-care (meditation, music relief, art)

## Body Scan

*This mindful activity will allow for clients to become more in tuned with their own body and the feelings that it may hold that they have not noticed.*

**Age Group:** 15+

**Area of Focus:** Mindfulness

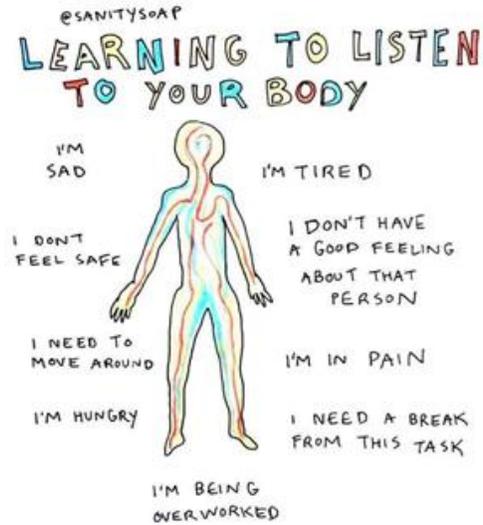
**Materials Needed:** no materials needed

**Timeline for completing activity:** 10-20 min

### ***Instructions***

- 1. Get your client to lay down in a comfortable position***
- 2. Next get them to close their eyes and focus to your voice and their breathing***
- 3. Once the client is relaxed (about 2 min into breathing) get them to start focusing Get them to note any strange feelings or sensations that they have in each body part***
- 4. Get your client to move onto the next body part once you feel they are ready***
- 5. You can also give them prompts to get more in tuned with their body for example by asking how their clothes feel or what emotion would you say that the focused body part is feeling etc.***
- 6. Once you have made it through the whole body get the client to go back into their controlled breathing for 2-3 min***
- 7. Next ask the client to sit back up***

8. *With the remaining time you have you can then ask the client about anything involving the activity such as asking what surprised them, did they like the exercise etc.*



## Jenga

*This classic family game can also be a great tool in teaching our clients the ways of self control while still having an element of fun and competition. This game will allow clients to understand that they have to think before acting or they may lose the game which can be transferred to real-life scenarios.*

**Age Group:** 15+

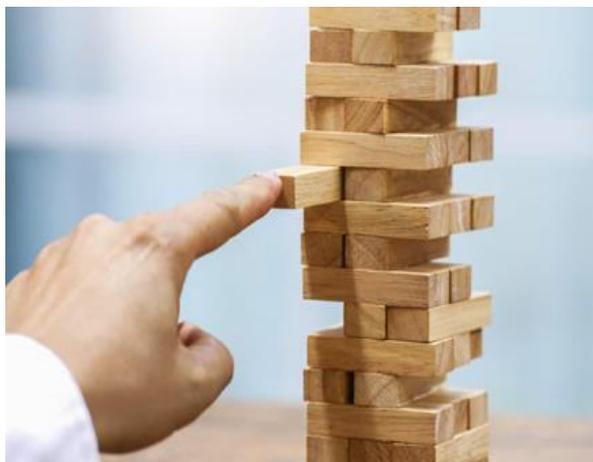
**Area of Focus:** Self Regulation

**Materials Needed:** Jenga game

**Timeline for completing activity:** 5-15 min

### **Instructions**

- 1. Ask your client to set up a game of Jenga at home. This activity can be completed with other family members if the client wishes**
- 2. Then ask your client to try to make the tower as tall as possible while following the rules of Jenga and not knocking the tower down.**
- 3. This can last a while to be patient and talk to your client about self regulation while they are playing**
- 4. Once the tower falls or the facilitator feels that the client is losing interest, talk to the client about why they think you got them to do this activity.**
- 5. Express to them that the game is a metaphor for life and how each block they chose is a representation of the actions they make in real life. If they make the wrong move and the tower falls the game is over.**
- 6. Make a connection back to how actions have consequences and thought the use of self regulation and planning life is more stable.**



## You are in Control

*This activity will show our clients that they are InControl of their own life and responsible for their own actions. this will teach them the importance of being in control and regulating themselves in their day-to-day life*

**Age Group:** 12-14

**Area of Focus:** Self Regulation

**Materials Needed:** written materials (pens, markers etc.) white paper, printer

*If the client does not have a printer, they can attempt to draw the controller outline*

**Timeline for completing activity:** 8-20 min

### **Instructions**

1. **Print off the outline of a game console controller**
2. **Then talk to the client about how in video games each button or trigger controls something different and that the control now represents them and the controls represent their actions**
3. **Next get them to start writing what they can do to stay in control and regulate themselves with labels pointing to the different buttons**
4. **The facilitator can do this activity as well and compare and start a conversation with the client after to talk about what they have chosen to write down and why.**



## What's your level?

*A large part of managing anxiety is understanding your emotions and being able to stay in control of them. This worksheet will help clients to find tools that they can use on their own to regulate their anxiety when it starts to get out of hand or if they just need to calm down*

**Age Group:** 9-11

**Area of Focus:** Coping with Anxiety

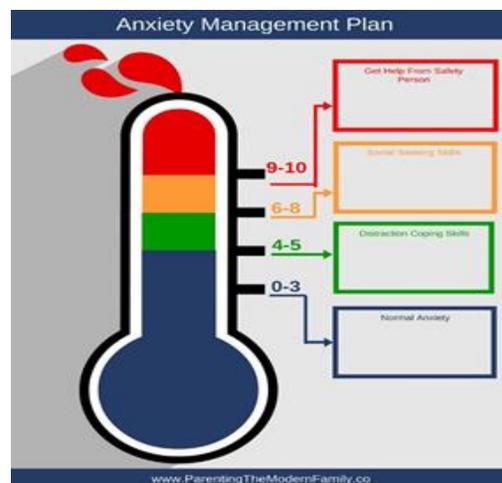
**Materials Needed:** writing materials and sheet printed off

**Timeline for completing activity:** 10 min plus 5 min for conversation

[Anxiety Thermometer Image - Modern Parenting Solutions \(parentingthemodernfamily.com\)](http://parentingthemodernfamily.com)

### Instructions

1. First print off the worksheet that goes along with this activity or get client to draw thermometer
2. Next ask your client what they do when they feel like their anxiety is getting worse to help it
3. Get them to write down on the paper the steps they follow
4. If the client doesn't think they do anything to help themselves to cope with their anxiety then you can come up with a plan that allows for them to start doing so
5. For example, removing themselves from high conflict situations when possible or going on a walk.
6. Once the work sheet is filled out ask the client which they feel is going to be most helpful and other similar questions
7. Allow for the client to ask questions before, during and after the activity as it opens up communication with the client.



## I'm in The Zone

*This activity will take into consideration the zones of regulation into consideration and teach children how to identify their own emotions and what the level is that they are.*

*This is an extremely important skill to have as it will heighten the client's emotional intelligence as well as give them more control.*

**Age Group:**5-8

**Area of Focus:** Self Regulation

**Materials Needed:** no materials needed

**Timeline for completing activity:** 10-20 min

**Follow this link for more information on the zones of regulation**

**[FREE Downloadable Handouts - THE ZONES OF REGULATION: A CONCEPT TO FOSTER SELF-REGULATION & EMOTIONAL CONTROL](#)**

### **Instructions**

- 1. Start off by asking the client if they know what the zones of regulation are. If they do not know explain it to them**
- 2. Once they have an understanding of the zones of regulation, they have an understanding of the zones of regulation you can then begin the activity**
- 3. Have a list of emotions or short sentences that r short sentences that you will read to the client.**
- 4. As you read them ask the client which zone, they think that emotion or phrase belongs under**
- 5. Give praise when correct and make corrections and give encouragements when they are wrong**

6. *Once the client is accurately answering and understands the zones of regulation you can wrap up the activity and talk about how they can use this in their day-to-day life*

**The ZONES of Regulation®**

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Building/ Solving Friendship Problems/Coping with  
Bullying/ Assertiveness

## Love Languages Quiz

*Did you know that everyone has their own way that they like to give love and receive love? It's important for us to recognize how we like to receive love from others, as well as how we express that love. It can sometimes feel as though we aren't loved by others because they aren't loving us the way we want to be. This quiz is going to help you learn more about yourself in the ways in which you like to receive love from others. The five love languages are; words of affirmation, quality time, acts of service, physical touch, and gifts. When we discover how we best like to receive love, it helps us to build stronger relationships with those around us because we know our needs and can communicate them. We can also send this quiz to people that are in our lives so that we too know how to love those around us the way that they like to be loved.*

**Age Group:** 15+ years

**Area of Focus:** Relationship Building

**Materials Needed:** Computer/Internet

**Link:**

<https://www.5lovelanguages.com/quizzes/>

**Timeline for completing activity:** 10-20  
Minutes



**Instructions:**

1. Click the link provided and open up the webpage.
2. Since you are doing this quiz by yourself, click the option "Singles Quiz" on the webpage.
3. Discuss your results together

## Relationship Building Card Game

*This activity involves using a deck of cards as a fun way to build relationships and get to know one another!*

**Age Group:** 12-14 years

**Area of Focus:** Relationship Building

**Materials Needed:** Deck of Cards

**Timeline for completing activity:** 20 Minutes



### **Instructions:**

1. Begin the game with a shuffled deck of cards. This activity only requires one deck of cards as one player can be the drawer of the cards or both parties can have a deck and alternate picking up.
2. Have the starting player pick up a card from the deck and answer the prompt below according to the card that has been drawn. Once answered, the other player will draw a card.
3. Set a time limit of playing the game or decide how many cards will be your limit to draw.

### **Activity Prompts;**

- Draw an odd number, name a favorite memory from your life.
- Draw an even number, name an activity that you like to do with others or have done in the past.
- Draw a face card (Jack, Queen, King, Joker), name a goal or something that you would love to do in your future.
- Draw an ace card "ace give me space" and share an activity that you love to do by yourself.

Positive Self-Talk/ Optimistic Thinking/ Developing  
Resiliency/ Discovering your Strength

## Purpose Reflection Activity

*Sometimes as people, we don't know our strengths and the things in which we are good at. Writing things down and reflecting can help us to see the things that we do well with. This activity requires reflection and in the end, hopefully you will have learnt something about yourself!*

**Age Group:** 15+

**Area of Focus:** Discovering your strengths

**Materials Needed:**

- Journal or Paper
- Writing utensil - Pen or pencil

**Timeline for completing activity:** 15-20 minutes

### **Instructions:**

1. *Read the questions below and choose one that you feel ready to write and reflect about.*
2. *Begin writing in a journal or on a piece of paper. Try to set a goal of reflecting, thinking, and expanding on this question for at least 10 minutes on your piece of paper.*
3. *Once you are finished writing your reflection, share it if you feel comfortable. If you don't feel comfortable sharing, instead talk about how the question that you answered made you feel.*



### **Purpose Reflection Questions:**

1. When are you most alive?
2. What does being successful mean to you?
3. What do you think is something you are good at and how can you use your gift to help others?
4. What can you do to make a difference in your life?
5. What is your sentence (meaning, if you summarized your purpose in one 140 character sentence, what would it be)?
6. If you met a younger version of yourself, what advice would you give them in their current struggles?

## Counteracting Unhelpful Thinking

*It's important for us as people to take control of our minds when we are stressing and feeling anxious over situations that are in the past or the future. Counteracting unhelpful thinking is something that is done in the present time and we can learn to do this in those moments. This activity teaches us how to think realistically over our thoughts and take control!*

**Age Group:** 15+

**Area of Focus:** Positive Self-Talk/Optimistic Thinking/Developing Resiliency

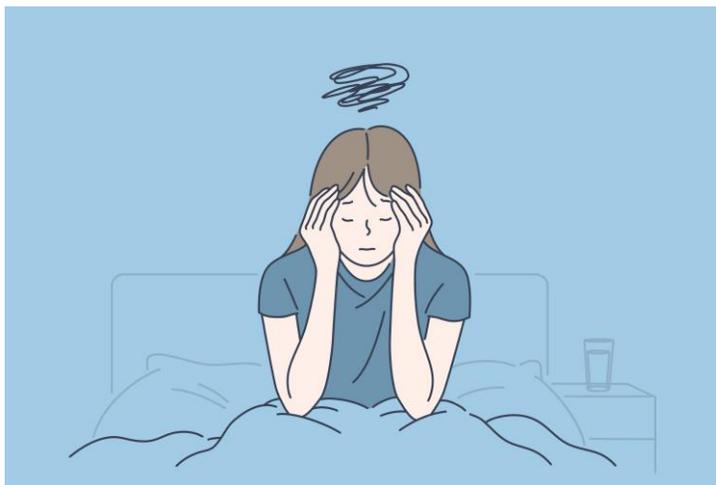
**Materials Needed:**

- Journal or Paper
- Writing utensil - Pen or pencil

**Timeline for completing activity:** 10-20 minutes

**Instructions:**

1. Write down what you think about when something is stressing you out or write about something that you stress about often.
2. Write your thoughts down on your piece of paper/journal. Once you've done that, answer following questions and write it down your answers;
  - What's the worst that could happen?
  - What's the best that could happen?
  - Can I survive it?
3. Lastly, write 3 things that you can do to help yourself when you are thinking about something that is stressing you out.



## Optimistic thinking

*Thinking positively can be difficult but it can help us persevere and hope. When we allow ourselves to always think about the negatives, it can change our attitude and our approach to the things that life can throw at us. This activity is going to help teach us to turn our “can’ts” into “cans” and “cants” into “cans”. “We become what we think about” - Earl Nightingale*

**Age Group:** 12-14 years

**Area of Focus:** Optimistic thinking

**Materials Needed:**

- Paper
- Writing utensils (markers, crayons, pencil crayons)

**Timeline for completing activity:** 20 minutes

**Instructions:**

1. *Begin this activity with your piece of paper and your writing utensils.*
2. *Start by taking one or two minutes to draw a picture of yourself near the bottom of your page.*
3. *Once you're finished drawing a picture of yourself, fill the rest of your page with speech bubbles. Draw at least 10.*
4. *The next step is to think about some things in your life that you feel negative feelings about. This could be things that make you sad, or disappointed in yourself, or things that you feel like you'll never accomplish.*
5. *Once you've thought about some things, begin writing in your speech bubbles those thoughts but turn them into positive things. This means your “I am not... (negative thought)” will change to, “I am... (positive thought)”, and “I can't...” into, “I can...”. For example, “I am not smart” will turn into, “I AM smart”.*
6. *You can write as many speech bubbles that will fit on your sheet of paper. Remember that this is about working to turn your negative thoughts into positive thoughts and in time, this pattern will teach your brain to think more positively!*
7. *Share your thoughts if you feel comfortable.*



## My Goals this year

*Resiliency is about setting goals and planning to achieve and overcome. This activity involves processing your own goals and writing them down to remember for the year!*

**Age Group:** 9-11 years

**Area of Focus:** Developing Resilience

**Materials Needed:**

- Construction paper/any paper
- Glue
- Writing utensils
- Scissors

**Timeline for completing activity:** 15-20 minutes

**Link for reference:** <https://www.understood.org/en/friends-feelings/empowering-your-child/building-on-strengths/strengths-chain-for-kids>

**Instructions:**

1. Begin by cutting your piece of paper into 6-10 strips. (see video for reference)
2. Once your strips are cut, lay them out on the table.
3. Begin to think about some of your goals that you would like to accomplish this year. What's something you've been wanting to accomplish yourself? Maybe something like, learning to play soccer or baking a cake, or getting good grades at school. These are all great goals!
4. Write 1 goal for this year on each strip of paper that you have.
5. Now, bend your strip and have both ends touching, creating a loop.
6. Glue the ends together.
7. When you glue the second loop, put the strip through the loop and then glue.
8. Keep gluing until you create a chain of goals that you can remember for this year!



## Things that make me happy

*This activity involves drawing a picture of the things that make you happy! When we are feeling sad, we can go to these things to help us feel better.*

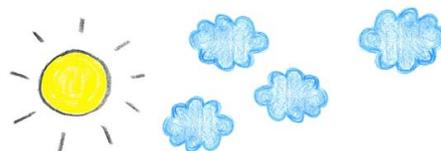
**Age Group:** 5-8 years

**Area of Focus:** Developing Resilience

**Materials Needed:**

- Writing Utensils
- Paper

**Timeline for completing activity:** 15 minutes



**Instructions:**

1. Spend some time thinking and talking about the things that make you happy.
2. When you are ready to start, begin by drawing a picture of yourself.
3. Once you are done drawing a picture of yourself, start to draw the things around you



on the page that make you happy! Maybe it is a sibling, a pet, a fun thing to do outside, a sport, or a food. Think about what makes you happy and begin drawing it. These drawings are good reminders to us that we can go to the things that make us happy when we are feeling sad.

## Feelings Art

*Tape art is a fun way to get youth tapping into their creativity as well as acknowledging something positive that they think about themselves.*

**Age Group:** 5-8

**Area of Focus:** Positive Self-talk/ Optimistic Thinking / Developing Resiliency/  
Discovering your strengths

**Materials Needed:**

- White paper
- Paint Brushes or markers
- Variety of paint colors (only if had at home)
- Painters tape (or any tape available)
- Cups of water (to clean brushes if paint is used).

**Timeline for completing activity:** 45 minutes

***Instructions***

1. The facilitator will ask the participant to grab one piece of paper and a paint brush or markers if paint is not available
2. Each person will then place a piece of tape on the paper where they don't want to paint to be. In this part the participant will try to write a word that they think is positive about them. Examples may be happy, loving, kind ext.
3. The participants will choose whatever paint colors or markers they want and begin painting or coloring on the paper
4. After the participants are done, they will remove the tape from the page to view the final product.

## Try Cards

*The try cards are reflection cards to be used when the child or youth is going through different emotions that they are struggling to find a positive thought to counter the first feeling they were struggling with.*

**Age Group:** 9-11

**Area of Focus:** Positive Self-talk/ Optimistic Thinking / Developing Resiliency/  
Discovering your strengths

**Materials Needed:**

- Paper
- Pen
- Scissors
- Markers or crayons

**Timeline for completing activity:** 30 minutes

**Instructions:**

1. To begin the facilitator will have the participants cut the page into 6 rectangular sections
2. When the participants are done cutting out every section, they will draw a line down the middle of every section.
3. At the top of the page the participants will write instead of saying and then on the bottom they will write I will try thinking
4. The facilitator will give the option of following the examples or coming up with their own.
5. Once the participants are done writing down them instead of and I will statement they will have

## Love Map

*A love map is a way to get children/youth to bring light to qualities and interests that they feel the most confidence in. It shows them that they all have unique strengths and different qualities that make them special.*

**Age Group:** 12-14 years

**Area of Focus:** Positive Self-talk/ Optimistic Thinking / Developing Resiliency/  
Discovering your strengths

**Materials Needed:**

- A blank paper
- Markers
- Pencils
- Crayons

**Timeline for completing activity:** 20-35 minutes

**Instructions**

1. The facilitator will have each participant get a blank piece of paper
2. At the top of the page each participant will write their name with the words Love Map ex. Bob's Love Map
3. With a marker each participant will draw out a large heart to cover most of the page.
4. After the heart is drawn the participants will then divide the heart into sections of whatever size and amount, they choose.
5. Participants will then use the markers, pencils or crayons to fill in all of the spaces with things that they enjoy. This may be people, objects, places, animals, or activities.
6. When they are done, they will label each section with the words of what the picture is.

## Morning Affirmations

*Morning affirmations is a way to get youth to learn how to begin journaling and writing down about their days. The journal will help them reflect on the ups and downs and work on acknowledging their strengths and positivity.*

**Age Group:** 15+

**Area of Focus:** Positive Self-talk/ Optimistic Thinking / Developing Resiliency/  
Discovering your strengths

**Materials Needed:**

- Pen or Pencil
- Blank pages or a notebook

**Timeline for completing activity:** 10 minutes daily

**Instructions**

1. Participants will first begin by either getting a notebook or blank pages of paper.
2. At the top of the page the participants will write the days of the upcoming week
3. Following the date at the top the participants will write “GOALS FOR THE DAY” under this area the participants will write down one good thing they hope to happen of the day
4. Following that the participants will write about how their day went and if there were any ups and downs
5. At the end of the page the participants will write “POSITIVITY” in this area the participant will write down something great that happened to them at the end of the day
6. The objective of this activity is that the participants will be able to reflect on their day and have goals to make it go by better than the day before.

## 21 Questions

*This activity is created to have the participants take a deeper look into themselves and find the good with leading questions because sometimes it's a struggle to realize the good in yourself.*

**Age Group:** 15+ years

**Area of Focus:** Positive Self-talk/ Optimistic Thinking / Developing Resiliency/  
Discovering your strengths

**Materials Needed:**

- Paper
- Pen

**Timeline for completing activity:** 45 minutes

**Instructions:**

1. To begin the activity the participants will get the necessary material
2. After the participants have the material, they will copy down the following questions to fill out (see below)
3. Once the participants have filled out their answers, they will share one answer when they are done.

- I have always wanted to...
- I'm secretly afraid of...
- This week I would enjoy doing...
- I often look forward to...
- I feel something that the future holds for me is...
- I get my strength from...
- One person couldn't live without it...
- I would never...
- It made me feel great when...
- I find it hard to...
- My dream is to one day...
- I sometimes fear that...
- This week is going to be...
- Something I deeply desire is...
- I flourish when...
- This week I hope to...
- Something I do secretly...
- I find it hard to admit...

## The House Guest Poem

*By having clients engage in this activity they will learn how to embrace all their emotions and understand that even the undesired emotions hold value. This exercise aims to show that all emotions are fleeting and that pushing away or suppressing emotions can make them more intense and have been known to be negative for psychological and physiological health. The overall goal is to help the client to develop emotional resilience.*

**Age Group:** 15+

**Area of Focus:** Developing Resilience

**Materials Needed:** facilitator needs house guest poem

**Timeline for completing activity:** 25min

### ***Instructions***

1. ***Start by introducing the idea that emotions are not permanent but rather fleeting***
2. ***Next explain how by welcoming all emotions as a visitor. In the poem humans are depicted as a guest house and emotions are then personified to take on the appearance of temporary guests of the house.***
3. ***You can also add that the temporary emotions they feel are not permanent residents and that they are only visitors who they can welcome before they leave again.***
4. ***Now you can read *The House Guest* poem by Jelaluddin Rumi***
5. ***After reading the poem you can then ask your client to reflect on the poem. You can ask them to talk about their interpretations and other basic prompts. For example:***
  - i. ***How might it affect you if you welcomed all your emotions rather than denying them? Or What benefits could there be in welcoming unpleasant emotions? Or Can you relate to the feeling described in the line “violently sweeps your house empty of its furniture”? Have you ever felt this way?***



## Building strengths

*By engaging in this activity clients will gain a better understanding of their strengths which will both improve their resiliency and emotional wellbeing. With this activity clients will take a survey to discover their strengths then they will develop their own plan to work with their selected strength*

**Age Group:** 15+

**Area of Focus:** Discovering strengths

**Materials Needed:** paper, writing material, access to strength survey

**Timeline for completing activity:** 50min

<https://www.viacharacter.org/survey/account/register#youth>

### Instructions

1. **First get your client to take the survey to determine their strengths**
2. **Next ask you client to write down some answers to the following questions**
  - a. **How do you use this strength currently?**
  - b. **What areas do you use this strength most often?**
  - c. **What areas could you use this strength more?**
  - d. **What is your plan to solidify this strength? How do you plan to do this?**
  - e. **Etc.**
3. **Once your client has finished writing you can ask them to share their plan with you. This will create accountability for the client**
4. **Then you can ask them to show you their progress in a week or the next time you contact your client.**

Language ▼

[MY ACCOUNT](#)
[SIGN OUT](#)



[CHARACTER STRENGTHS](#)
[REPORTS](#)
[TOPICS](#)
[COURSES](#)
[RESOURCES](#)

[PROFESSIONALS](#)
[RESEARCHERS](#)

### Child Registration

You entered a date of birth that indicates you are over 17. The VIA Youth Survey is designed for individuals aged 10-17. The VIA Survey (adult) is designed for individuals 18 and older. Select one of the options below.

[Take Adult Survey Instead](#)  
 - OR -  
[Take Youth Survey for myself](#)  
 - OR -  
 Have a child take the Youth Survey on my account. Enter child information below.

First Name:

Last Name:

## Sense of Positivity

*This activity will help clients to identify with their five sense elements of experiences which bring them joy, comfort, happiness etc. By completing this activity clients will build up a bank of things which they know bring them positivity. This will provide them with a tool or resource to build their resiliency on when they are facing difficult emotions or situations.*

**Age Group:** 12-14

**Area of Focus:** Developing Resilience

**Materials Needed:** Paper, writing material

**Timeline for completing activity:** 20 min

### ***Instructions***

- 1. To start this activity, ask clients to start thinking about experiences they have had that have brought joy, comfort, etc.***
- 2. Next ask them to make 5 circles/squares/columns on their paper that are big enough to write in***
- 3. Now ask them to label each section they have created with each sense. (sight, smell, touch, taste, sound)***
- 4. Ask them to organize their experiences under each category. For example, if the smell of fresh cut grass brings them comfort the you write fresh cut grass under smell***
- 5. Allow for them to do this for about 10 min***
- 6. Once the 10 min is up ask your client to reflect on what they have written down by asking them some reflection questions***
  - a. For example: were your lists long or short and why do you think this is? Or how do you think you could increase the number of positive***

*experiences you gave? Or what experiences, if any, do you experience everyday?*



## Self Compassion

*This activity will allow for clients to create a self-compassionate attitude towards themselves. By clients creating this environment of self-compassion they are more likely to treat themselves with kindness and concern when met with negative experiences. Also, by practicing self-compassion clients are more likely to find it easy to access and connect to positive emotions and experiences.*

**Age Group:** 12-14

**Area of Focus:** Positive Self-talk

**Materials Needed:** no materials needed

**Timeline for completing activity:** 5min

### ***Instructions***

- 1. Start by asking your client to get comfortable and focus on their breathing.***
- 2. Now get them to focus on the emotions that they are feeling***
- 3. Ask them if this emotion is positive or negative***
- 4. Now ask them to place their hand on their body while at the same time reminding themselves that any difficult moments are temporary.***
- 5. You can talk to them about how negative moments are apart of life and while it may be difficult in the moment, they will grow from their experience***
- 6. You can also prompt clients to come up with soothing positive phrases such as “I accept myself as I am” or “I will forgive myself like I forgive others”***
- 7. These positive affirmation statements can then be used by the client whenever they are feeling overwhelmed or overtly negative.***



## Positivity Flower Power

*This activity will aid clients in becoming more positive in regards to themselves as well as provide phrases that the client can repeat when they are feeling negative.*

**Age Group:** 9-11

**Area of Focus:** Positive Self-talk

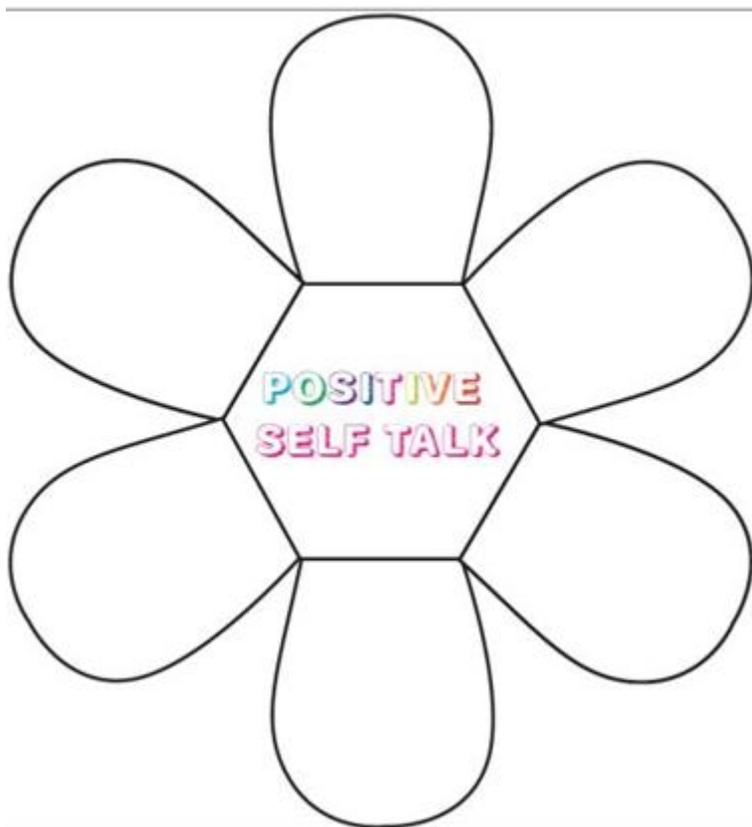
**Materials Needed:** paper, writing material, scissors

**Timeline for completing activity:** 25 min

### ***Instructions***

- 1. Start by getting your client to either draw a six-petal flower or print off the image attached***
- 2. Then ask them to write “positively myself” in the center***
- 3. Then you can ask your client to write down 6 phrases or positive words to themselves. One on each petal***
- 4. For example: “I am enough” or “I am worthy of love”***

5. *Once they have finished writing you can ask them to cut out their flower for that the petals can be folded into the center*



## Self Talk flowers

*This activity aims to teach children the difference between positive and negative phrases and statements. This will help to improve awareness of their actions as well as awareness of how their actions and words can affect the emotions of themselves and others*

**Age Group:** 5-8

**Area of Focus:** Positive Self-talk

**Materials Needed:** printable sheet and colouring material

**Timeline for completing activity:** 20min

### ***Instructions***

- 1. Ask clients to have the worksheet in front of them with some colouring materials***
- 2. Then explain the activity to the client. Explain that their task will be to read each flower and decide if that is a positive or negative. If it is positive, they are to colour in the flower and if it is negative then may cross it off or leave in blank***
- 3. If clients have difficulty reading you can go through each flower individually***
- 4. Once the client has completed the activity take time to go over their responses making any corrections as you go as well as providing praise when they are correct.***

5. Answer any questions and clarify any uncertainty about the activity before wrapping up.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# POSITIVE SELF TALK FLOWERS

Directions: Sometimes negative thoughts we have can make us feel even worse! Cross off the negative thoughts that would make people feel more upset or frustrated and color the positive thoughts.



## Self-Isolation/Making Connections/Engaging During Challenging Times

## Morning Pages

*During the pandemic many people have found it difficult to stay motivated. With this activity clients will learn how to produce some of their own positivity and by having to write in the journal daily it will also improve writing skills and provide motivation for waking up.*

**Age Group:** 15+

**Area of Focus:** Social Isolation

**Materials Needed:** Journal and writing material

**Timeline for completing activity:** 15 min initial explanation and first time writing. 10-20 min each day

### ***Instructions***

- 1. Start off by talking to your client about mindfulness***
- 2. Once you have had a short conversation about this you can introduce the activity***
- 3. Ask them to open their journal and write anything that comes to mind. This could be words of affirmation, dreams, goals or just something that they have made up.***
- 4. As they are writing be sure to tell them that they do not have to share if they do not want to***
- 5. You can then ask them to share some of their writing if they would like***
- 6. Once they have written for about 7 min you can task them with writing in their journal everyday for about 10-20 min.***



## Vision Board

*This activity will promote positive and forward thinking for clients. This activity will achieve this by making them think about things they want to do or have in the future and making a physical representation of those things. This is beneficial as it can motivate clients to get things done and meet their goals so that one day, they can be able to obtain their vision board goals.*

**Age Group:** 15+

**Area of Focus:** Social isolation

**Materials Needed:** cardboard \*optional, paper, glue/tape, writing materials, newspaper/books/magazines/photos and any other creative materials they wish to use

**Timeline for completing activity:** 30min – 1 hour

### **Instructions**

- 1. Start off by asking your client to brainstorm and talk about some of the goals they have for the future. This can be anything from wanting a dog to wanting to be the first person on Jupiter.**
- 2. Then ask them to get paper and all the other materials and go through newspaper/books/magazines/photos and cut out things they would like on their vision board. You can use cardboard if you want your vision board to be sturdier.**
- 3. You can give them some ideas if they appear to be stuck by asking questions such as what kind of house would you want? Where would you like to live? Etc.**
- 4. They can then stick what they have cut out onto the paper or cardboard and make it anyway they wish**
- 5. After they have completed this you can ask them to share with you if they are comfortable.**

6. *You can also decide to do this activity as a homework type of activity and have your client share their experience with you the next time that they see you.*



## Bead Positive

*Friends and family often provide positive comments and support during socialization. With that being limited clients may be feeling under the weather or negative. By creating these mantra beads clients will have a reminder of what makes them special. Clients could also make these for others they care about and give them as a gift.*

**Age Group:** 12-14

**Area of Focus:** social isolation

**Materials Needed:** paper, scissors, string, tape/glue and writing materials

**Timeline for completing activity:** 30 min

### ***Instructions***

- 1. Start off by getting your client to start thinking about positive things about themselves, things they like about themselves, positive quotes etc.***
- 2. Next, ask your client to cut the paper into long strips. They will become your beads.***
- 3. Then ask that for each strip they cut they write something positive about themselves or words of affirmation.***
- 4. Once they are done writing, ask them to tightly roll each paper individually on a pencil or other similarly shaped object.***
- 5. Then put tape or glue on the paper to hold it closed***
- 6. Once the paper is together you can slide it off the pencil.***
- 7. Now cut some string to put your beads on, the length will depend but if it's a necklace be sure it can fit around the head.***
- 8. Now add your beads and you are done***

9. *You now have something that you can keep with you to keep you positive and remind you of why you are important.*



## My COVID-19 Must Do's

*By completing this activity with your client, you will provide them with many ideas on how to keep themselves occupied and engaged during lockdown and COVID-19 as a whole. This activity will allow for your client to have some activities that they can do when bored or they are looking for a change of pace.*

**Age Group:** 12-14

**Area of Focus:** Engagement during Challenging Times

**Materials Needed:** paper and writing material

**Timeline for completing activity:** 10-15min

### ***Instructions***

- 1. Start off by talking to your client about what they do at home for fun***
- 2. Once you have an idea of some of their interests you can come up with activities or games that they can do to occupy themselves during this isolating time.***
- 3. Get your client to start making a list of some things that they would like to do within their house before covid-19 ends.***

4. *Alternatively their list could also be based off of a goal they have such as anger management or improving emotional intelligence.*
5. *For example, they could write that they want to have a family movie night or they want to paint a unicorn.*
6. *Be sure that you give them a variety of activities that are activities used for individuals or with others, and indoor and outdoor.*
7. *You can also help to make your client more reliable for keeping up with what they have put on their list by asking them to share about one thing that they have done off their bucket list each time you meet or once a week.*

## QUARANTINE BUCKET LIST

- Make Oobleck
- Paint + Hide Kindness rocks
- Bake cookies
- Play Charades
- Build a Rocketship!
- Have a tea party
- Draw a family portrait
- BUILD a FORT!
- Learn sign language
- Bob Ross Paint party
- CUDDLE PUDDLES
- "Potion" Bath (shaving cream)
- Hop scotch with sidewalk chalk
- "MAGIC" wax resist painting
- Picnic in the living room
- Have a concert
- Donate old toys
- Play School
- Make crayon texture rubbings on a walk
- Make a treasure map + have a treasure hunt!
- Make a racetrack out of tape on the floor
- Gather natural materials and make Andy Goldsworthy art.
- Paint rocks with alphabet
- Yoga/workout
- Go Noodle
- Play dough
- Build a DIY "mouse trap" game
- Make "Dream play ground" out of legos
- Build Elsa's Castle out of magazines

## Hidden Hearts

*This activity can help clients to feel that they are making a difference in someone's day and it allows for them to get out of their house and spread positivity in a safe way. This activity uses paper hearts and positive messages to provide a smile to a stranger's day and our clients a creative way to socialize.*

**Age Group:** 9-11

**Area of Focus:** Making Connections

**Materials Needed:** paper, markers/etc., scissors

**Timeline for completing activity:** 10-20 min to make then to put them up depends on location and amount

### **Instructions**

- 1. Start off by talking with your client about positivity and ways that you can brighten people's day.**
- 2. Then introduce the activity and explain that they will be making paper hearts and writing positive messages on them then putting them up either around their house or around their neighbourhood.**
- 3. Take a piece of paper and fold it in half then along the side with a crease draw half a heart and cut it out so that when you open the paper you have a full heart**
- 4. Make about 5**
- 5. Then write one positive message per heart you have made**
- 6. They can also decorate the hearts with anything else that they would like**
- 7. Next you can ask the client to either put them around their house for the family to see or put them in public for others to see.**



## Dance it out

*With this activity clients will be able to find a fun and fresh way to stay engaged and active during a time where being engaged and active can be quite difficult. This activity aims to provide physical activity as well as an insight to a way clients can be engaged and social.*

**Age Group:** 5-8

**Area of Focus:** Engagement during Challenging Times

**Materials Needed:** no materials needed

**Timeline for completing activity:** 10-20 min

### ***Instructions***

- 1. Introduce the activity and let the client know that they will be participating in a physical activity. You can also include other willing family members***
- 2. For this activity you will want a webcam for best results***
- 3. Ask your client if they have a favorite song***
- 4. Ask them to play that song and have a dance party with them.***
- 5. This will release stress and dancing is a good way to stay engaged***
- 6. You can add more to this activity by making a freeze dance game and randomly pausing the music***
- 7. If you play the freeze game explain that to your client***
- 8. Once you have finished this activity ask your client about their experience and encourage them to do similar activities to stay active with their family.***

9. You may also want to give them a suggestion that they try to do a similar activity online with friends to maintain social connection if possible



**Routine Creation**

*Routine is so important, especially in the times where life can be unpredictable and messy. Our bodies naturally have biological clocks so when we are following a routine everyday, it helps our bodies to adjust and function more effectively! Routine is also an amazing tool for our mental health and it can help us feel more grounded in life. This activity is all about creating a routine!*

**Age Group:** 15+ years

**Area of Focus:** Self-isolation

**Link:** <https://nourishingtweens.com/2020/03/19/printable-daily-planner-for-teens-tweens/>

**Materials Needed:** None

**Timeline for completing activity:** 20-30 minutes

**Instructions:**

1. Print off this worksheet here or fill out these prompts on a piece of paper. This activity is about thinking of ideas and setting goals to fill our days throughout the week!



<b>Top Three things to get done:</b>	<b>Every day things to do:</b>	<b>Things to do for fun:</b>
1. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	

3. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>
<b>Three things to care for myself:</b> 1. _____ _____ 2. _____ _____ 3. _____ _____	<b>Three things to do for someone else.</b> 1. _____ _____ 2. _____ _____ 3. _____ _____	<b>Three things to clean up:</b> 1. _____ _____ 2. _____ _____ 3. _____ _____

## Surviving Self-Isolation

*When we are in self-isolation, it is normal for us to feel alone. However, there are things that we can do to help us be proactive in fighting self-isolation and loneliness. Reaching out to others and setting goals can help us feel less alone! This activity will help you to make a plan for yourself to combat self-isolation!*

**Age Group:** 15+ years

**Area of Focus:** Self-isolation/Making Connections/Engagement During Challenging Times

**Materials Needed:** Paper, writing utensils

**Timeline for completing activity:** 10-15 minutes

**Link (for worksheet print off or see photo below on next page)**

<https://i.pinimg.com/originals/ca/68/76/ca6876f6269b65695c4ad52b6c02ae2e.png>

### **Instructions:**

1. Print off the worksheet provided (see next page) or write the topic titles down on your sheet by hand.

2. Fill out the prompts that you will follow for the week. This can be addressed weekly and modified to suit your goals. However, maintaining routine is important!





## 20 Questions

*This activity is a great way to make connections and engage with others in a safe and fun way. It involves quick thinking and can open doors to conversation in the end. This activity can be played anywhere and is an awesome back pocket game.*

**Age Group:** 12-14 years

**Area of Focus:** Making Connections/Engagement During Challenging Times

**Materials Needed:** N/A

**Timeline for completing activity:** 20-30 Minutes

### **Instructions:**

- 1. One person thinks of a person, place, or thing that is special to them and keeps their chosen word a secret. Tell the other person what category it falls into (person, place, or thing).**
- 2. The other player will start by asking yes or no questions to try and guess the other persons' word. The person asking yes or no questions has 20 questions (opportunities) to ask before the game is over.**
- 3. After the game is over, share why you chose that word and what it means to you.**



## One Word at a Time

*This activity is about creating a story, one word at a time. This activity helps you to make connections with words and creativity, as well as engage with the other player. This activity can be played anywhere at any time and is a fun way to build relationships and hear funny stories!*

**Age Group:** 12-14 years

**Area of Focus:** Self-isolation/Making Connections/Engagement During Challenging Times

**Materials Needed:** None

**Timeline for completing activity:** 10 Minutes

**Link (for further reference):** <https://dramaresource.com/one-word-at-a-time/>

### **Instructions:**

1. The first person says a word to start the story. For example: "The...."
2. The next player will pick up where the other person left off in the story. For example, "dog". Therefore, the story so far is, "The dog...".
3. The players continue on back and forth continuing the story by saying a word.
4. One person can write down the words as they are said so that in the end, someone can read the whole story!



## 10 Nice Things To Do This Week Challenge

*Being nice to others helps us build connections with them. It feels good when people do nice things for us and it helps us to build strong connections with them. This activity helps us to think about those around us and build relationships with them!*

**Age Group:** 9-11 years

**Area of Focus:** Making Connections/Engaging with others during challenging times

**Materials Needed:** Paper, writing utensils

**Timeline for completing activity:** 10 Minutes

### **Instructions**

1. Take out a writing utensil and a piece of paper
2. Number the page from 1 to 10
3. At the top of your page, write, "10 Nice things to do this week".
4. Start by thinking about the people around you at home. Maybe it's a sibling, a parent, a grandma or grandpa, or someone else special to you.
5. Next, start thinking about those people and the things that you can do for them this week to be nice. Maybe it's sweeping the floor or doing the dishes. Write down your ideas from 1-10 with the name of the person that you are going to be nice to beside it. You can also fill your page out like this graph below!



#	Name	Nice Thing to do
1	Grandma	Make her toast in the morning
2	Brother	Play soccer with him outside

## Show and Tell

*“Show and Tell” is a great opportunity to make connections with others and engage during challenging times. It lets us share stories and things in our lives that are special to us! We can take this activity wherever we go. Whether we are with our families, at school, or with our friends!*

**Age Group:** 5-8 years

**Area of Focus:** Making connections/Engaging with others during challenging times

**Materials Needed:** N/A

**Timeline for completing activity:** 10-15 Minutes



### **Instructions:**

1. Think of an object that is special to you or has a story with it. It can be a picture, an object, or even a favorite memory or story!
2. When you are ready, share that object to your partner.

### **Show and Tell Question Starters:**

- *What is it?*
- *Why is it special to you?*
- *Where did you get it?*
- *What do you do with your object?*
- *Who got it for you?*

## Sadness and Depression

## What's on Your List?

*This activity will provide clients with positive lists that they are able to read back to themselves to feel better. The lists aim to show clients all of the good in their life and the happiness and goodness that exists in them.*

**Age Group:** 12-14

**Area of Focus:** Depression and Sadness

**Materials Needed:** something to write on (paper, sticky note, etc.) something to write with

**Timeline for completing activity:** 5-10min

### ***Instructions***

- 1. Introduce the activity being sure to start off by expressing the importance of the clients being truthful on their lists as it will provide them with a more honest sense of goodness in themselves when they re-read them.***
- 2. Next select a topic or a few topics and how clients write positive or good things under the categories.***
  - a. Example: list 5 things that make you laugh, list 10 things that bring you happiness, list 5 ways you have helped others.***
- 3. Once the lists are complete you can offer up the opportunity for your client to share but this should not be mandatory***
- 4. You can also encourage your client to put the lists somewhere that they will see it often such as on a mirror***



## Boost Your Calendar

*This activity will allow for clients to keep track of at least one positive element from their day everyday. This will then provide them in turn with a confidence and happiness boost by doing the things that they enjoy.*

**Age Group:** 12-14

**Area of Focus:** Depression and Sadness

**Materials Needed:** calendar (can be electronic or physical)

**Timeline for completing activity:** 2min per day

### **Instructions**

1. ***Start off by explaining that this will be an ongoing activity to provide them ongoing selfcare***
2. ***Then ask them to think of one positive thing that happened to them or around them yesterday.***
3. ***This can be anything from something that makes you laugh to an act of kindness you did for a stranger***
4. ***Then ask them to write this under the day it had happened on the calendar***
5. ***Lastly ask that each day the client write one or more thing on the calendar***



## Emotional coping

*This activity will provide clients with a tool that they can use to help mediate overwhelming emotions such as anger, sadness and depression. By coming up with a plan on how to react when the client begins to feel certain potentially overwhelming emotions, we mediate the risk of negative outcomes for said client.*

**Age Group:** 9-11

**Area of Focus:** Depression and Sadness

**Materials Needed:** Coping steps worksheet/questions

**Timeline for completing activity:** 10min

### ***Instructions***

- 1. Start off by introducing the activity.***

2. *If you have given the client this sheet then explain that you will be focusing on other emotions rather than anger*
3. *Next you can ask your client the questions stated on the sheet or some variation of them*
4. *Lastly have the client either verbally respond to the questions or write their answers if they are uncomfortable with saying their responses out loud*



## Coping Steps



What steps can you take to help you cope with your anger the best way possible the next time you start to feel upset? Write them down below!

IF I START TO FEEL ANGRY, THE FIRST STEP I WILL TAKE IS...



1

---



---



---

THEN MY NEXT STEP WILL BE TO...



2

---



---



---

MY FINAL STEP WILL BE TO...



3

---



---



---




## Knowing Your Coping Skills

*This activity will provide clients with examples of both positive and negative coping mechanisms. This activity will also give clients insight into their own coping skills and potentially how they could improve their coping.*

**Age Group:** 9-11

**Area of Focus:** Depression and Sadness

**Materials Needed:** coping skills assessment worksheet and writing material

**Timeline for completing activity:** 15min

<https://www.mylemarks.com/store/c6/anger-worksheets.html>

If you want more coping skill assessments you can access them via the link provided.

### **Instructions**

- 1. Ask your client if they know what coping skills are**
- 2. If they do then proceed if not than explain the concept to them**
- 3. Next ask the client to bring out their worksheet and start to fill it out**
- 4. Once they have completed the sheet then you can go over the sheet and ask the client questions.**
  - a. For example: are there any coping mechanisms that you think you should start doing? Or is there anything you want to work on or change, etc.**

### COPING SKILLS ASSESSMENT

Color in how often you use each of these positive or negative coping skills to cope with your feelings!

	ALWAYS	SOMETIMES	NEVER
 USE MY WORDS TO HURT OTHER PEOPLE'S FEELINGS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TAKE A "TIME-OUT" FROM THE SITUATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
USE MY BODY TO HURT OTHERS (HIT, BITE, KICK, PUSH)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
YELL AND SCREAM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 DO DEEP BREATHING OR COUNT TO TEN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MAKE THREATS OR LOOK THREATENING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TALK TO A FRIEND OR SIBLING ABOUT MY FEELINGS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TALK TO AN ADULT ABOUT MY FEELINGS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NAME-CALL OR INSULT OTHERS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HURT MYSELF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EXPRESS MY FEELINGS IN A POSITIVE WAY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 FIND SOMETHING TO DISTRACT ME	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
THROW OBJECTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CRY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
USE BAD WORDS OR SWEAR/CUSS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Physically Feeling

*This activity will provide clients with a higher knowledge of the physical sensations associated with certain emotions. By understanding how physical feelings are associated with emotions it will aid clients to better cope and identify when they are feeling certain feelings.*

**Age Group:** 5-8

**Area of Focus:** Depression and Sadness

**Materials Needed:** outline of a body and soothing to write with

**Timeline for completing activity:** 7min

### ***Instructions***

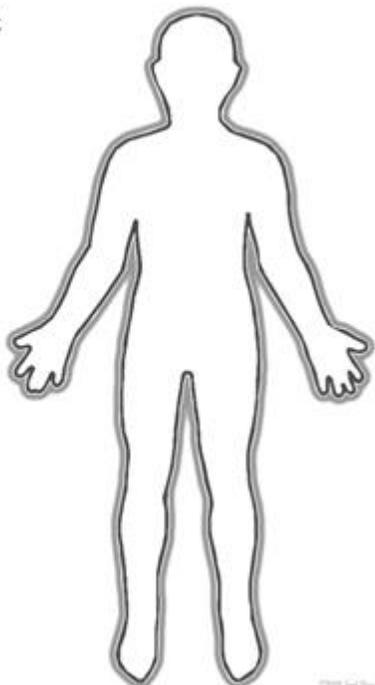
- 1. Start by explaining that when we feel certain emotions it creates physical sensations which can be used to help us identify our feelings. This in turn allows us to more quickly cope with potential unwanted or overwhelming emotions.***
- 2. Next ask the client to either draw or print off a basic human outline.***
- 3. Now ask the client to remember a time they felt sad or depressed***
- 4. Now ask them to mark on the body where they felt bad or abnormally.***

5. **To take a step further you can ask them to describe the feelings that they felt during this time. This will allow them to further reflect on the connection between their emotions and physical body. (+5 min)**

Name: \_\_\_\_\_

5. People can get upset in their bodies.

Put an X on the places that felt bad or different when you were upset.



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