

# AIR THERAPY

Adolescent Workbook





Project Air Strategy acknowledges the major support of the NSW Ministry of Health. The Project works with mental health clinicians, consumers, and carers to deliver effective treatments, implements clinical strategies supported by scientific research and offers high quality training and education.

Contact us at [info-projectair@uow.edu.au](mailto:info-projectair@uow.edu.au) or visit <https://www.projectairstrategy.org>

### **AIR Therapy – Adolescent Workbook**

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<https://www.projectairstrategy.org>

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# MODULE ONE

## Introduction to AIR THERAPY

Adolescent Workbook



This workbook is to help you practice the skills and think about the things you have learnt.

Give the activities a go and discuss them with your AIR therapist.

If you find something challenging, make a note of it and discuss with your therapist!

## GOALS FOR AIR THERAPY

AIR Therapy has been designed to help young people aged between 14 and 19 years old experiencing distress due to overwhelming feelings, difficulty controlling emotions and problems with relationships or sense of self.

You will be provided with information and develop skills to help you cope with these challenges and improve your wellbeing.

*Over the six modules you will:*

1. Learn about your support network and how to ask for help
2. Develop mindfulness and distress tolerance skills
3. Learn about yourself, your values, and your goals
4. Learn how to recognise, respond, and regulate distressing or uncomfortable emotions
5. Learn about healthy relationships and develop skills to communicate effectively
6. Practice self-care and learn about making choices and helpful behaviour

*What are you most interested to learn more about?*

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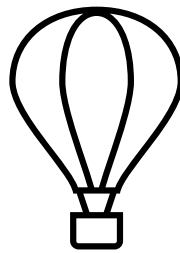
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## GOALS FOR MODULE ONE

*In module one you will:*

1. Be introduced to mental health difficulties young people may experience.
2. Consider the people in your life you can go to for help.
3. Think about your goals and why you decided to try AIR Therapy.



## MENTAL HEALTH DIFFICULTIES IN YOUNG PEOPLE

Feeling stressed, sad, anxious, or angry are normal emotions that all young people experience. Sometimes, however, these emotions can stick around for long periods of time become overwhelming or cause use to experience a lot of distress. When this happens, it may be difficult to control our emotions and they can impact on our thoughts, feelings, and behaviour.

This can impact on daily life, making it more difficult to engage in everyday activities like going to school or work. We may have problems in our relationships or find it difficult to build relationships with other people.

*What does AIR stand for?*

The 'AIR' in AIR THERAPY, represents the three areas that you may have difficulties with. It stands for:

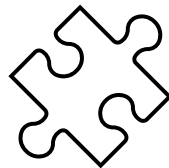
## A = Affect.

Affect is another word for 'emotion'. You may notice you are highly sensitive, feel distressed easily, uncomfortable emotions stay around for long period of time or are intense and overwhelming. You might feel irritable, angry, or impulsive.



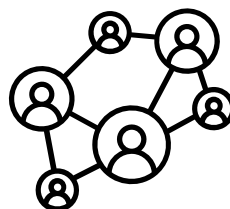
## I = Identity

Young people sometimes find it challenging to have a strong sense of identity or understand who they are as a person. You may notice that your sense of self shifts easily, you find it difficult to identify and achieve goals, you notice feelings of emptiness or are critical or judgemental of yourself, your thoughts, and your behaviour.



## R = Relationships

Young people with mental health difficulties may find it hard to build and maintain positive relationships. You might notice that your relationships with others are troubled by a lot of arguments, you find it difficult to communicate how you are feeling, or you have many worries or fears about relationships.



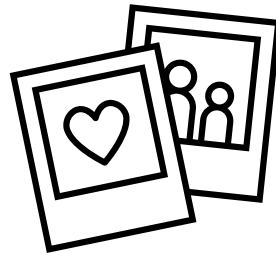
If you are experiencing some of these difficulties, you are not alone. It is estimated in Australia that *one in seven young people (14% or 560 000 people!)* experience a mental health condition.

## OUR RELATIONSHIPS

Relationships in life can be challenging, and they are also important to help us overcome difficulties and understand ourselves.

We will think about different types of relationships in our lives including:

- Relationship to self
- Relationship with clinicians or professional support people
- Relationships with family
- Relationships with peers
- Relationships with school, work and/or community

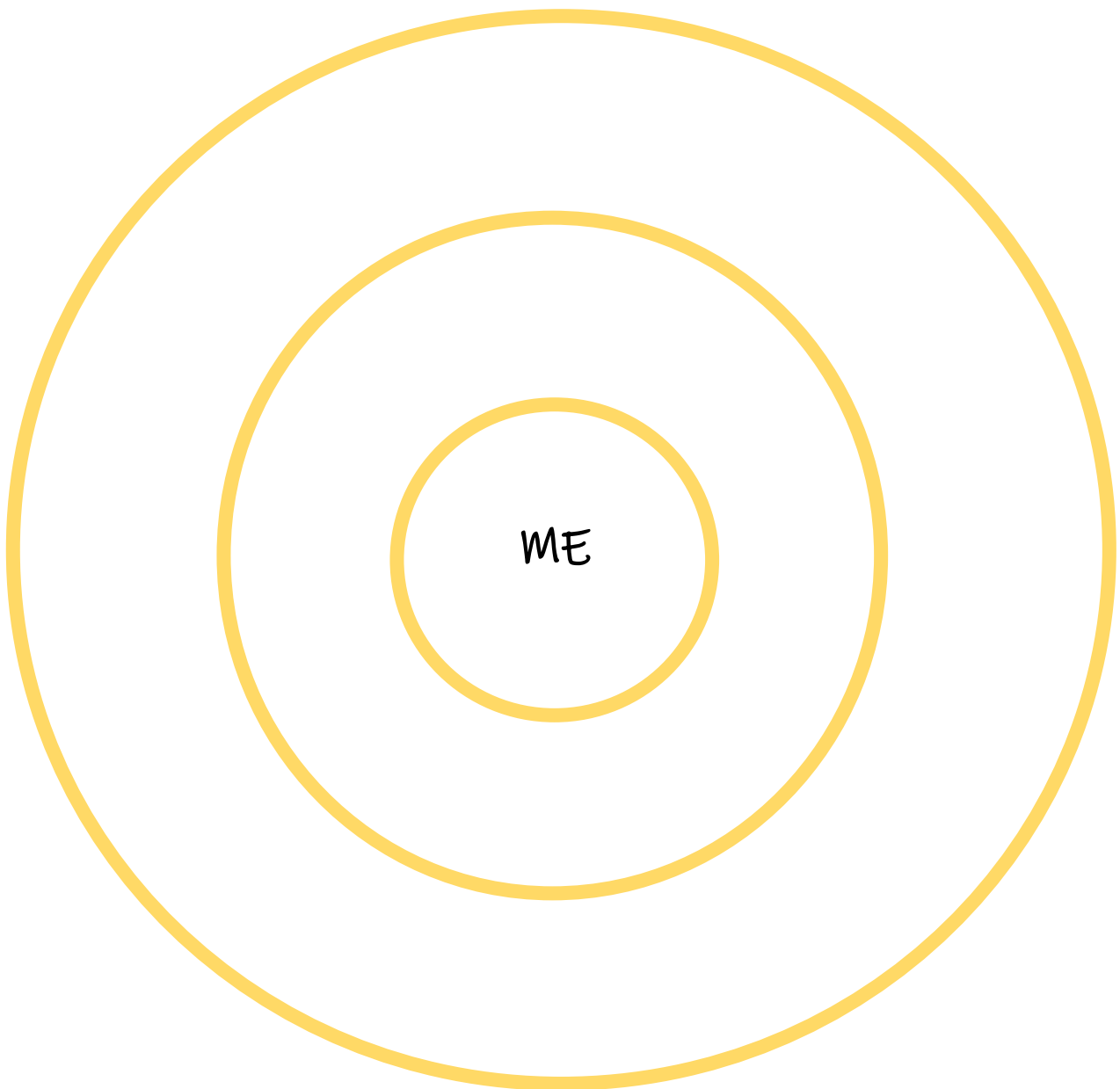




## CIRCLE OF CLOSENESS

Thinking about the important relationships in our lives can help us recognise the people who are there for us when we need some extra support.

1. You are the centre of the circle.
2. Write the people you are closest to in the second circle.
3. Write the names of people who are important (but not the closest) in the third circle.
4. Write the names of other people in your life outside the circle.



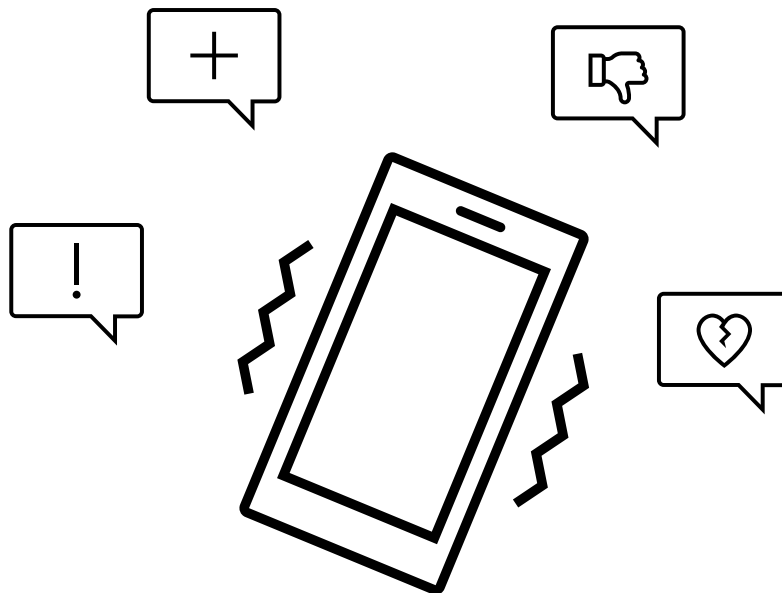
## GETTING SUPPORT

Everyone goes through difficult times, and no one is expected to manage everything on their own. Nobody can! Sometimes we need to ask for help, and it can be difficult.

Are there people you trust who you can ask for help if you need?

Here are some simple steps you can take when asking for help. We will learn more about this in module five.

1. Think about what you need help with
2. Decide who the best person to talk to is
3. Pick a time and place. Choose somewhere you feel comfortable and give yourself time to talk without feeling rushed.
4. Try communicating what you are feeling.
5. Think about what you would like from the other person. Try communicating that to them.



## MY SUPPORT PEOPLE

When I need support, I can contact:

WHO	REALTIONSHIP	CONTACT DETAILS/ HOW TO ASK
Ms Smith	My school counsellor	Office (room G20) I have a weekly appointment on Wednesday in second period and I can talk to her about things I am finding challenging or ask for support. If I am having a bad say at school, I can go to the office and ask to speak to Ms Smith when she has some time.

## HELP IN A CRISIS

Sometimes, the people close to us, or our support system may not be available. Or we might be in crisis, our emotions are overwhelming, and we need immediate support or help. AIR THERAPY is not an emergency or crisis support service.

Below is a list of services you can contact if you need more immediate help and support.

<i>24/7 telephone counselling and crisis support</i>	
<b>Emergency services</b>	000
<b>Lifeline</b> 24 hour personal crisis support and suicide prevention service	13 11 14  Text message service: 0477 13 11 14  Online crisis support chat: <a href="https://lifeline.org.au">https://lifeline.org.au</a>
<b>Suicide call back service</b> 24/7 telephone and online counselling to people affected by suicide	1300 659 467  Online or video chat: <a href="http://www.suicidecallbackservice.org.au">http://www.suicidecallbackservice.org.au</a>
<b>Kids Helpline</b> Free, confidential, and private phone and online counselling for young people aged 5 to 15 years old	1800 551 800  Online or email chat: <a href="http://kidshelpline.com.au">http://kidshelpline.com.au</a>
<b>National Sexual Assault, Domestic Family Violence Counselling Service</b> Confidential 24/7 service for people experiencing or at risk of experiencing sexual assault, domestic violence or family violence and their family and friends	1800 737 732
<b>Beyond Blue</b> Call, online chat, email and online forums to access confidential help	1300 224 636  Online, email or forum support: <a href="http://www.beyondblue.org.au">http://www.beyondblue.org.au</a>

## Mental health information and referral hotlines

<b>Australia-wide</b>	
SANE Support for people living with mental health issues and the people who care about them	1800 187 263 Online forum: <a href="https://saneforums.org/">https://saneforums.org/</a>
eHeadspace Telephone and online support for people aged 12 to 25 years	1800 650 890 Online support: <a href="https://www.eheadspace.org.au">https://www.eheadspace.org.au</a>
QLife Telephone and online counselling and referral service for people who identify with being LGBTQIA+	1800 184 527 Online support: <a href="https://qlife.org.au">https://qlife.org.au</a>
<b>New South Wales</b>	
Mental health line	1800 011 511
Alcohol and other drugs information service	(02) 9361 8000
<b>Victoria</b>	
Suicide help line	1300 651 251
Mental health services general enquiries	1300 767 299
<b>Queensland</b>	
13 HEALTH	1343 2584
<b>South Australia</b>	
Mental health assessment and crisis intervention service	13 14 65
<b>Western Australia</b>	
Mental health emergency response line	1800 676 822
<b>Northern Territory</b>	
Top End Mental Health Service	(08) 8999 4988
<b>Australian Capital Territory</b>	
Mental health triage service	1800 629 354
<b>Tasmania</b>	
Mental health service helpline	1800 332 388

## MY AIR THERAPY GOALS

It can be helpful to consider your goals or what you are hoping to achieve by participating in this program. Goals can be a helpful way to stay on track and keep motivated.

Throughout the week, have a think about what goals you may have and discuss them with your therapist. Your therapist can help you think about your goals if you find this task challenging.

An example might be:

I would like to learn some ways I can communicate how I am feeling when I am angry or frustrated.

My goals for AIR THERAPY are:


## RESOURCES AND FACTSHEETS

### *Mental health in young people*

**Depression:** A factsheet with information on depression, what it is and getting help for young people. [https://oyh.org.au/sites/oyh.org.au/files/factsheets/OYH\\_Depression\\_youngpeople.pdf](https://oyh.org.au/sites/oyh.org.au/files/factsheets/OYH_Depression_youngpeople.pdf)

**Anxiety:** A factsheet with information on anxiety disorders, panic attacks and getting help for young people. [https://oyh.org.au/sites/oyh.org.au/files/factsheets/OYH\\_Anxiety\\_youngpeople.pdf](https://oyh.org.au/sites/oyh.org.au/files/factsheets/OYH_Anxiety_youngpeople.pdf)

**Borderline personality disorder:** A factsheet with information on Borderline Personality and difficulties with unstable emotions, problems with identity, self-image and thinking and relationship problems. [https://oyh.org.au/sites/oyh.org.au/files/factsheets/OYH\\_borderline\\_personality\\_disorder\\_youngpeople.pdf](https://oyh.org.au/sites/oyh.org.au/files/factsheets/OYH_borderline_personality_disorder_youngpeople.pdf)

**What are mental health difficulties and when to seek help.** Information on understanding mental health difficulties, looking after yourself, and how to get help. <https://headspace.org.au/young-people/what-is-mental-health>

### *Asking for help*

**6 ways to get help for mental health:** Information and tips on how you can ask for help. <https://au.reachout.com/articles/6-ways-to-get-help-for-mental-health>

**How to ask for help:** Information and tips on how to ask for help when you are finding things hard. <https://kidshelpline.com.au/teens/issues/how-ask-help>





# MODULE TWO

# Mindfulness & Managing Distress

Adolescent Workbook



This workbook is to help you practice the skills and think about the things you have learnt.

Give the activities a go and discuss them with your AIR therapist.

If you find something challenging, make a note of it and discuss with your therapist!

## HOMEWORK & SESSION REVIEW

Last session we discussed:

Something I learnt was:

My homework task was to:

## GOALS FOR MODULE TWO

*In module two you will:*



1. Learn to recognise what you are feeling when you are distressed & what you can do about it
2. Learn about mindfulness and develop strategies to help you practice
3. Learn about art therapy and how it can be helpful when you are distressed

## MANAGING DISTRESS

Feeling distressed or in crisis is difficult. Although most people will experience difficulties or feelings of distress during their life, it's easy to feel confused and overwhelmed when you are going through it.

Feelings of distress are common, but they can look different for everyone. Noticing when we are feeling distressed or overwhelmed by painful emotions can help bring us back to the moment.

*You may notice.... (tick the things you've experienced):*

- Feeling sad or having low mood
- Feeling angry irritated or annoyed
- Feeling tired or lacking energy
- Feeling overwhelmed
- Physical feelings in your body, such as increased heart rate difficulty breathing or feeling sick in the stomach
- A feeling of tension or anxiety
- Feeling distracted or having difficulty concentrating or focussing on the moment

- Feeling like you are not in control
- Having trouble sleeping
- Feelings so sad that nothing can cheer you up
- Feeling so anxious or irritated that nothing can calm you down
- Feeling outside or excluded from groups

### Thing you can do when you notice these feelings:

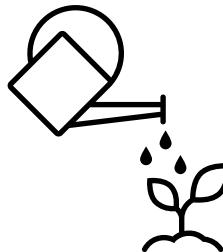
1. **Seek support:** talking to someone you trust about how you're feeling can help you feel supported and listened to. A close friend, family member, therapist, someone at school?

Who can you talk to? \_\_\_\_\_

2. **Find ways to distance yourself from difficult thoughts and feelings.** In moments of distress, it can be useful to distance yourself from situation that are making things worse. Sometimes we need a little distraction. Some things you can try:

- a) **Activities:** engage in an activity you like (e.g., watch a movie, do some exercise, read a book, make your favourite meal...)

What is an activity you enjoy? \_\_\_\_\_



- b) **Contributing:** Focus on doing something for someone else. Maybe this includes visiting a grandparent, volunteering at your school, or coaching a sporting team.

How do you help others? \_\_\_\_\_

- c) **Leave the situation or take time out:** Try a mindfulness or relaxation activity.

How do you relax? \_\_\_\_\_

- d) Find ways to look after yourself:** Be kind to yourself in moments of distress. Practice your self-care strategies:

What are your self-care activities? \_\_\_\_\_

## SELF CARE BINGO

What do you do already?

Sleep, rest, relaxing activities, slow breathing!	Moving your body, exercise	Nutrition
Coping skills	Your environment	Socialising
Mood boosters	Setting goals, mastery	Purpose

## MINDFULNESS

When we are feeling overwhelmed by strong emotions, we can use mindfulness as a tool to focus our attention and work through difficult feelings.

To be mindful means to focus on what is happening in the moment. It is about paying attention to the situation in an open and non-judgemental way.

Sometimes focussing on our thoughts and feelings or starting to relax can be confronting and makes us notice uncomfortable emotions we haven't before. We might feel like giving up if we don't feel calm and peaceful straight away. But remember, these skills get easier the more you practice them.

Myths about mindfulness

There are some common myths people think about mindfulness that may make it more difficult or contribute to feelings of frustration or confusion.

**1. Practicing mindfulness means to “stop thinking”**

Thinking is automatic and something we do all the time. Mindfulness is not about stopping our thoughts – trying to do this could lead to a lot of frustration. Rather, it is about noticing our thoughts and trying to focus on what is happening around us.

**2. Practicing mindfulness means I will immediately feel “calm and peaceful”**

Some people think that as soon as we start practicing mindfulness, we will feel calm and peaceful immediately. While it is true that mindfulness can help calm strong and overwhelming emotions, ‘practicing’ mindfulness means just that – practice.

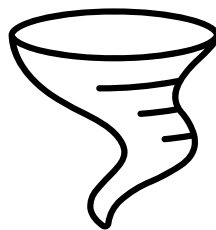
Mindfulness might be a skill you have never tried before or only have a little bit of experience with, and it takes time to learn a new skill.

**3. There is only one way to be mindful**

How mindfulness looks and what works best is different for everyone. Part of practicing mindfulness as a skill is working out the ways in which you can focus on the moment in a way that feels comfortable for you. If you have tried mindfulness before and didn’t find it helpful, let’s try some new ways of practicing mindfulness.

**4. Mindfulness will fix everything**

Being mindful and practicing mindfulness is a tool we can use when we are struggling or are in distress. This is only one of the tools. Mindfulness will not fix everything but it one way to help work through some of the difficult emotions we might be experiencing.

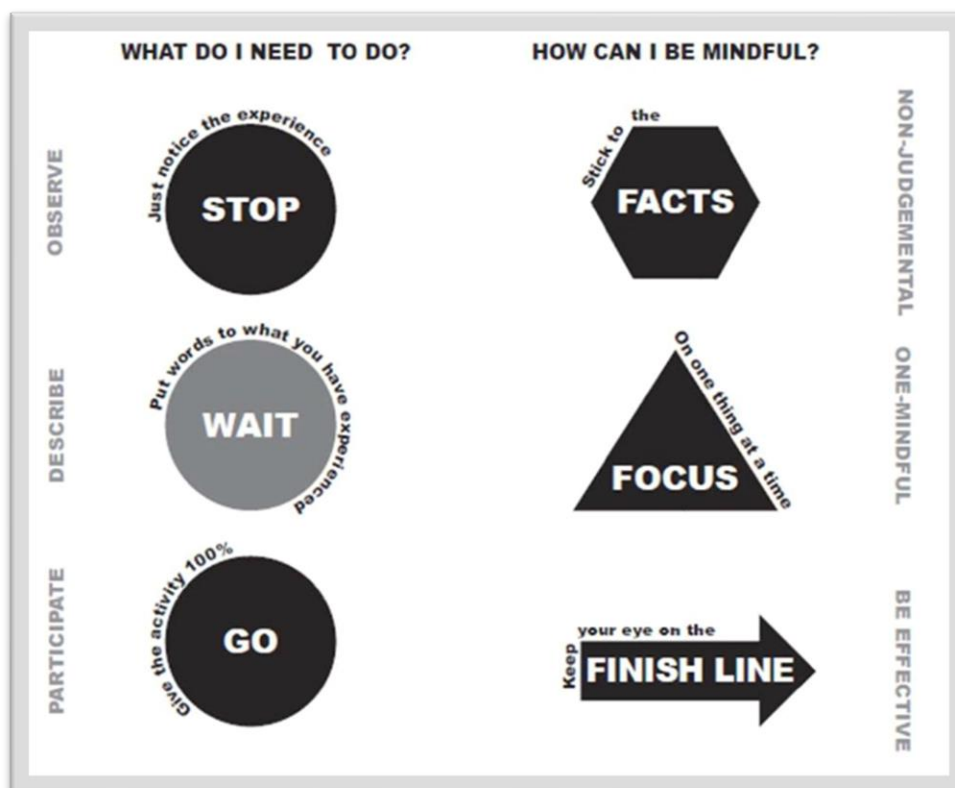




## PRACTICING MINDFULNESS

These are a few steps you can use to practice mindfulness:

- 1. Observe and notice the experience.** You can use your five sense to experience what is happening around you. Also try noticing your thoughts and feelings. While doing this, try not to fight or push your thoughts or feelings away. You might like to think about your thoughts or feelings like clouds in the sky – they come and go, and you can watch and observe them.
- 2. Describe what experiences you notice.** Try putting words to your experience and emotions. Use words that say what is happening for you, and how you feel within yourself. E.g., “my heart is racing”, “my stomach is cramping”, “my face is hot”.
- 3. Participate in the moment.** Put energy and effort into the current moment and activity. Try and focus on what you are doing, whether this be a breathing exercise, doing some art or something else. Try to focus and participate in the activity.





## POSITIVE ACTIVITIES

Here is a list of positive activities you can use when feeling distressed or to practice mindfully being in the moment.

*Circle activities you like OR would like to try!*

- |   |   |   |
|---|---|---|
| Taking a bath   | Origami   | Do a face mask  |
| Playing a team sport  | Going bowling   |  |
| Cooking   | Whistling   | Organise your wardrobe  |
| Talking to friends  | Give someone a hug  | Bike riding   |
| Going for a run   | Collecting things   | Lighting a candle/incense   |
|  | Baking  | Washing a car   |
| Deep breathing  | Lying in the sun  | Gardening   |
| Writing a poem  | Drawing   | Laughing  |
| Singing   | Going to the beach  | Play golf   |
| Listening to music  | Writing a song  | Learn a new language  |
| Make yourself a cup of tea  | Playing an instrument   | Swimming  |
| Cleaning  | Yoga  | Stretching  |
| Painting  | Reading   | Jump on a trampoline  |
| Going to the gym  | Go for a bush walk  | Call a friend   |
| Go for a swim   | Cloud gazing  | Walk barefoot on soft grass   |
| Card games  | Walk the dog  | Make a play list  |
| Board games   | Write someone a letter  | Sewing  |
| Dancing   | Have a picnic   | Go op-shopping  |
| Volunteer in the community  |  | Eating fresh fruit  |
| Donate blood  | Go to a sports game   | Star gazing   |
| Play with pets  | Have a shower   | Boxing a punching bag   |
| Go to the movies  | Watch TV  | Making a gift for someone   |
| Camping   | Clean your bedroom  | Send time in nature   |
| Scrap booking   | Learn a magic trick   | Smelling a flower   |
| Solve riddles   | Mow the lawn  | Doing a puzzle  |

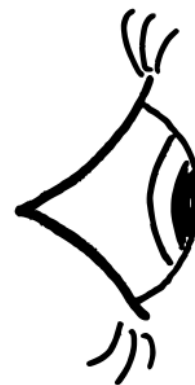
## MAKING AND USING A SENSORY BOX

Our SIX senses (sight, sound, smells, taste, touch, and movement) play a role in helping us understand, communicate, and react to our environment. When experiencing strong emotions or during times of crisis, we may become overwhelmed. Focussing on our five senses can help us to relax and may help us to stay present in the moment. Some people also use them when they need a distraction. Sometimes when a situation is overwhelming, we might need to distract ourselves and that is okay too.

Sensory boxes can be used when you experience overwhelming emotions or difficult thoughts so preparing a box in advance may be helpful.

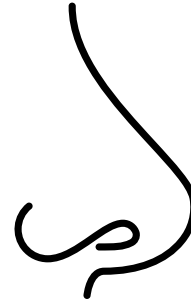
### SIGHT

**Examples:** Photos of friends/family/pets, images of places you have visited or would like to travel to, crystals, interesting rocks, coloured paper, campfires, waves



## SMELL

**Examples:** Perfumes, essential oils, candles, herbs, your favourite food, the bush, the beach, rain, your pet, coffee, tea



## SOUND

**Examples:** Music player and headphones, waves on the beach, birds in the bush, rain on a roof, loved one's voices, a fire crackling





## TOUCH

**Examples:** Soft toys, stress ball, slime, bubble wrap, kinetic sand, play dough, shells, stones, sand between your toes, a hug, weighted blanket/toy

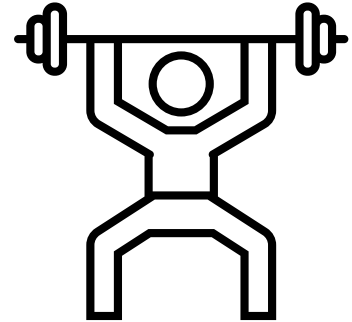
## TASTE

**Examples:** Your favourite food, lemon (sour), chocolate (sweet), salty (chips), bitter (black coffee), spicy (red pepper)



## MOVEMENT

**Examples:** Running, jumping, swinging, spinning, rolling



## HOW TO:

1. Get a shoe box and start collecting some of the things you have listed above.
2. When using your sensory box, enjoy the experience and become absorbed in it.
3. Mindfully use each of the items in your sensory box and try to describe what you see, hear, smell, taste or feel.
4. Some people find taking time for themselves hard and avoid it. If you try this activity and notice harsh judgemental thoughts or difficult emotions, this is okay. Acknowledge they are there and then return to trying to stay mindfully in the moment.
5. Remember, it is normal for your attention to wander and when you notice this happening, gently turn your attention back to what you are doing.

## ART THERAPY

### Continuous line drawing

Continuous line drawing can help you focus and challenges your brain. Each time you do it, you will produce something unique and different. There is no one perfect way to do it.

### How to:

1. Start with one colour (use a pen/pencil/texter)
2. Focus on a positive image (e.g., a flower, an animal, the beach, the sun)
3. Try drawing the image without lifting your pen from the page
4. Once you lift off, start again.
5. **PRACTICE HERE:**

## Repetitive shape/line drawing

Repetitive shape/line drawing can be used when you are feeling distressed to help you distance yourself from your emotions. You can do it anywhere.

### How to:

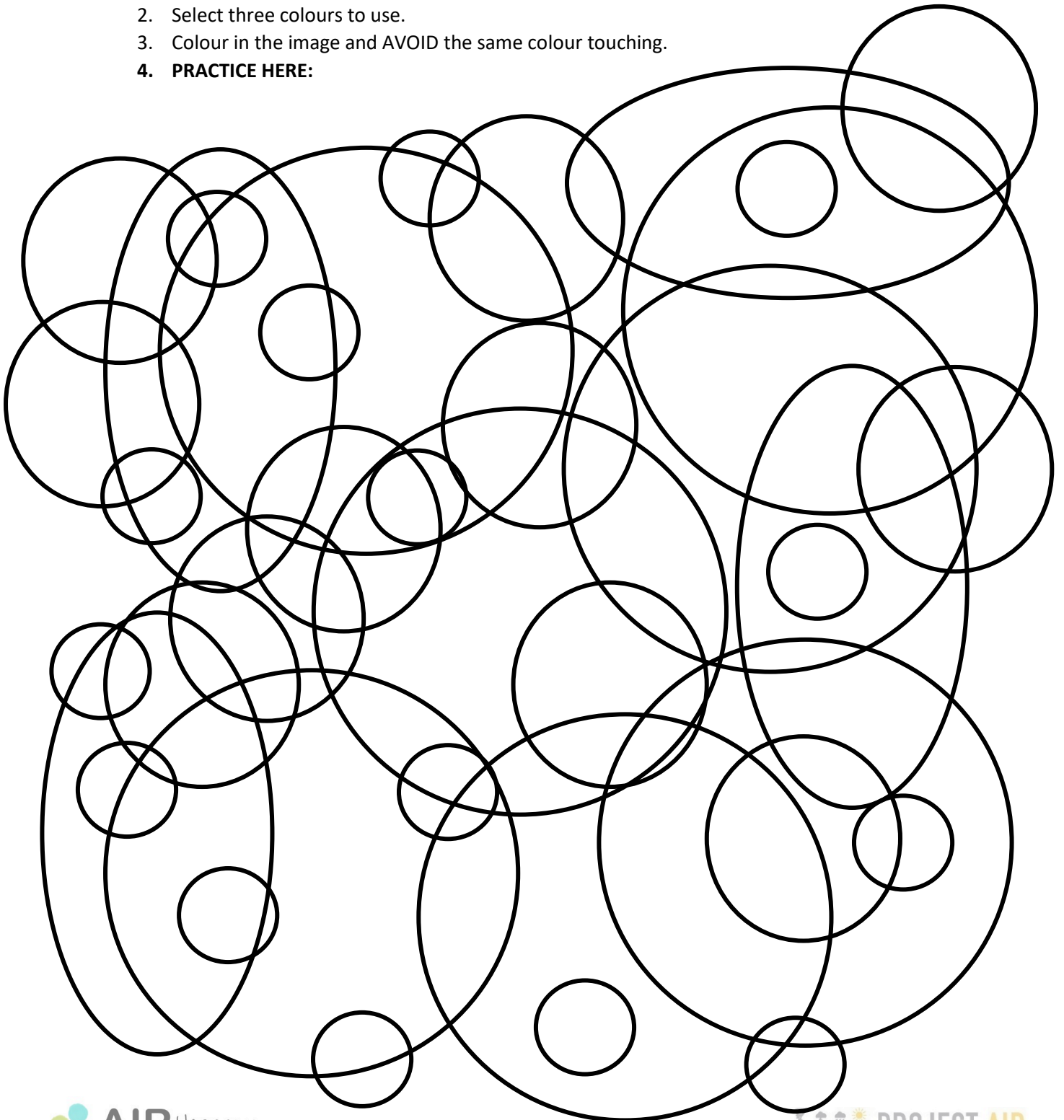
1. Choose a shape to start from and draw it on the page (e.g., a circle, square, star, teardrop)
2. Build around the original image drawing the same or similar shapes/lines.
3. Fill the entire page with the shape.
4. **PRACTICE HERE:**

## Colour challenge

Colour challenges tests your brain to think positively and sit in the moment. You can create something to keep or gift it to others.

### How to:

1. Find a positive image or message you can use to colour in. There are lots of images online OR try an adult colouring in book.
2. Select three colours to use.
3. Colour in the image and **AVOID** the same colour touching.
4. **PRACTICE HERE:**





Colouring In



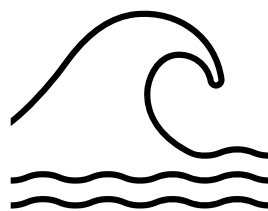


## RELAXATION & MINDFULNESS PLANNER

Schedule some time to relax or practice mindfulness during your week. You might like to write down any reflections or thoughts about your experience doing this. Sometimes scheduling time for us can feel overwhelming or difficult. But give it a go – you never know what might be helpful!

DAY	ACTIVITY	THOUGHTS
MONDAY	Bake a cake after school	I really wanted to make the cake, but it was hard to be mindful because I was thinking about school and my friends. I tried to focus on the recipe and the more I was able to refocus, the easier it got. My family really enjoyed the cake too!
TUESDAY		
WEDNESDAY		

THURSDAY		
FRIDAY		
SATURDAY		
SUNDAY		



## MINDFULNESS AND RELAXATION RESOURCES

### *Resources and factsheets*

**Chilling out:** Information and resources on different ways you can relax and chill out. <http://au.reachout.com/mental-fitness/chilling-out>

**What is mindfulness:** A factsheet with information about what mindfulness is, how to practice mindfulness and tips if you are finding it hard. <http://au.reachout.com/articles/mindfulness-is-it-for-you>

### *Mindfulness, meditation, and relaxation apps*

**Smiling mind website and app:** with short daily activities and simple steps to help you practice mindfulness and relaxation skills. <https://www.smilingmind.com.au/>

**headspace:** basic meditations and daily reminders, download the app to your phone! There are lots of topics including sleep, mood, relationships, and grief. <https://www.headspace.com/meditation?origin=navigation>

**Breathe2relax:** an app to help with relaxation through simple breathing exercises. Download the app from the app store. <https://au.reachout.com/tools-and-apps/breathe2relax>

### *Project Air mindfulness activities*

**Dropping anchor:** <https://projectairstrategy.org/content/groups/public/@web/@projectair/documents/doc/uow255693.pdf>

**Five Things:** <https://documents.uow.edu.au/content/groups/public/@web/@project-air/documents/doc/uow246478.pdf>

**Blowing Bubbles:** <https://documents.uow.edu.au/content/groups/public/@web/@project-air/documents/doc/uow247498.pdf>

**Sushi Train:** <https://documents.uow.edu.au/content/groups/public/@web/@project-air/documents/doc/uow247527.pdf>

**Leaves on a Stream:** <https://documents.uow.edu.au/content/groups/public/@web/@project-air/documents/doc/uow247535.pdf>

**Rhythms and sounds:** <https://documents.uow.edu.au/content/groups/public/@web/@project-air/documents/doc/uow247533.pdf>

## YouTube Clips

**Mini meditation:** <http://www.youtube.com/watch?v=c1Ndym-lsQg>

**Grounding exercise for racing minds:** [https://www.youtube.com/watch?v=LgRd1Mzhh\\_Q](https://www.youtube.com/watch?v=LgRd1Mzhh_Q)

**Grounding exercise for anxiety and overwhelm:** <https://www.youtube.com/watch?v=PCwZ968NyzU>

**2 minute quick focus reset meditation:** [https://www.youtube.com/watch?v=QtE00VP\\_4W3Y](https://www.youtube.com/watch?v=QtE00VP_4W3Y)

**Breathing through exams:** <https://www.youtube.com/watch?v=LbBqK2Hlvvl>



# NOTES

*My thoughts/reflections/feelings/questions....*

You can answer these questions, or write anything else you like about this module:

1. What did I like most about this module?
2. What did I dislike?
3. What did I struggle with?
4. What was easy for me?
5. What would I like to do more of?

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# MODULE THREE

## Emotions

Adolescent Workbook





This workbook is to help you practice the skills and think about the things you have learnt.

Give the activities a go and discuss them with your AIR therapist.

If you find something challenging, make a note of it and discuss with your therapist!

## HOMework & SESSION REVIEW

Last session we discussed:

Something I learnt was:

My homework task was to:

## GOALS FOR MODULE THREE

*In module three you will:*

1. Develop an understanding of what emotions are, why they are important, and myths about emotions
2. Develop skills to identify and interpret emotions
3. Develop skills to manage and express emotions

## WHAT ARE EMOTIONS ANYWAY?

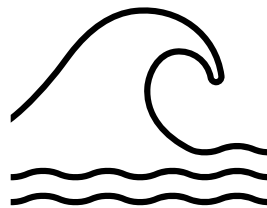
Everyone experiences emotions. Emotions are information to help us understand ourselves and the world around us.

Most young people experience intense anger, sadness, anxiety, or fear at some point.

It may be helpful to think of your emotions like a wave. Emotions come and go like the tide coming in and out. How strong the emotions are and how long the emotions last for are different for everyone.

Maybe you have noticed that your emotions appear to be stronger, or last longer than others around you.

It can hard to manage these distressing emotions.



## Caught up in an emotional storm

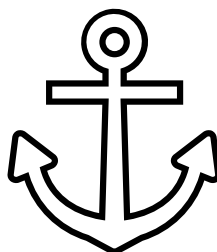


Sometimes during distressing or crisis situations we may feel like we are caught up in an emotional 'storm' – tossed around by the waves and the wind (i.e., our distressing thoughts and emotions) and unable to see and think clearly.

When we feel overwhelmed by our emotions, we may lose track of our surroundings. Distress tolerance and mindfulness skills, like the ones learnt in module two can help bring us back to the present moment and pause and check-in on ourselves.

Practicing these skills can help bring ourselves back to the present moment and we will be better able to understand and communicate our emotions

## DROPPING ANCHOR



You can think of this activity as like a boat dropping an anchor during a storm. Although dropping the anchor won't necessarily make the storm pass, it does provide safety for the boat until conditions

are calmer. Practicing this skill over time can help us feel more stable and improve our ability to handle stressful situations.

*Steps to 'drop an anchor' when you notice yourself getting overwhelmed by your emotions and thoughts:*

1. *Pause* for a moment to bring yourself back to the moment and notice your surroundings.
2. Take slow *deep breaths*, noticing how your chest rises and falls with each breath
3. Firmly *plant your feet* into the ground, feeling the muscles in your legs tense up
4. *Stand or sit up straight*, feeling the muscles in your back
5. Then look around you and describe *three things that you can see*
6. Listen to the sounds around you and describe *three things that you can hear*
7. *Repeat* the exercise until you feel less overwhelmed or back in the present moment

## THE PURPOSE OF EMOTIONS

### Emotions:

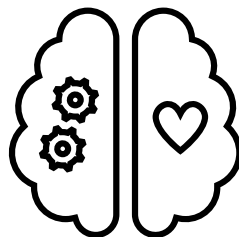
- Can help us understand a situation
- Help us communicate
- Can motivate us to act on something important
- Act as a warning
- Help remind us that our experiences are important

Knowing the purpose and importance of emotions, even the painful ones, can sometimes help us in accepting them.

Think about the last time you felt a strong emotion (it could be happy, sad, angry, etc). What do you think this emotion was trying to tell you?

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## MYTHS ABOUT EMOTIONS

Sometimes it can be helpful to try and challenge the thoughts we have about our emotions and consider alternatives or why they might not be true. You may find this activity challenging – often our thoughts are automatic, and it is difficult to know. This activity is not about getting the right or wrong answer – it is about recognising the thoughts we might have about emotions and trying to challenge some of our judgements

<i>Common thought/statement</i>	<i>True/False</i>
There is a right way to feel in every situation	
Letting others know that I am feeling bad is a weakness	
Emotions have a purpose. They don't happen for no reason	
Negative feelings are bad and destructive	
All emotions are okay. They are not stupid	
I am the best judge of how I feel	
Other people are the best judge of how I should feel	
Painful emotions are not important and should be ignored	

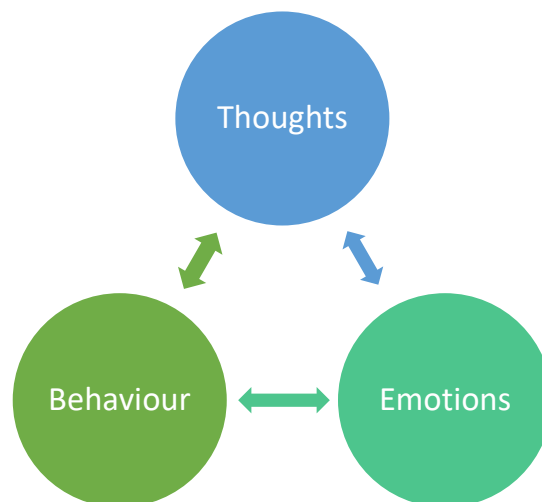
## MYTHS ABOUT EMOTIONS

Common thought/statement	Information
There is a right way to feel in every situation	Everyone experiences situations differently. There is no right way to feel in a situation and something may bring up emotions and feelings for you that it doesn't in other people. That is okay. What is important is recognising these emotions and trying to understand their purpose or why you might feel that way. Noticing these feelings and trying not to be critical of yourself can be helpful to managing your emotions.
Letting others know that I am feeling bad is a weakness	Communicating your feelings calmly and appropriately is important and is a sign of strength. Communicating how you are feeling can help you understand your emotions, as well as the people around you and work out the next steps. Everyone experiences challenging emotions, and it is okay to let others know or ask for help managing them when we need it.
Emotions have a purpose. They don't happen for no reason	This is true! All emotions have a purpose and are trying to communicate something to us. Sometimes it is difficult to recognise their purpose but understanding they occur for a reason can help us stay in the moment and live manage our emotions.
Negative feelings are bad and destructive	All emotions, including negative emotions, have a purpose. Although negative emotions can be difficult and feel overwhelming at times, they are important, and everyone experiences them.
All emotions are okay. They are not stupid.	Everyone experiences different emotions and sometimes we can experience emotions that we don't understand or that cause us pain. This does not mean they are stupid. If you can, try thinking about what the emotions mean and why you may be experiencing it.
I am the best judge of how I feel	We are the best judges of how we feel. Even though it can be hard to understand or think about our feelings, there are some skills we can learn to notice our emotions and how they feel for us.
Other people are the best judge of how I should feel	You are the only one who is experiencing exactly what you are feeling. This is why learning to communicate our emotions is important.
Painful emotions are not important and should be ignored	Painful emotions are normal and can tell us important things about the events in our life, a situation we are in, or the thoughts we are having.

## EMOTIONS – THOUGHTS – BEHAVIOUR

Our emotions are linked to our thoughts and behaviours. This means that:

- Our thoughts can impact on the emotions we feel
- Our emotions can impact on the thoughts we have
- Our thoughts and emotions impact on the behaviour we have and how we interact with others
- Our behaviour, and the choices we make, can impact on how we feel and the thoughts we have.



### Managing emotions

Practicing skills to manage emotions can have positive effects on our wellbeing, relationships, and life. Using the emotions/ thoughts/ behaviour cycle, we can break down managing emotions into three steps:

1. Identifying and naming emotions (= emotions)
2. Interpreting or understanding our emotional experience (= thoughts)
3. Regulating and communicating our emotions (= behaviour)



## IDENTIFYING AND NAMING EMOTIONS

Identifying and naming emotions can help you think about what you are feeling and recognise and understand different emotions. Some common emotions you may experience are:

- Fear
- Anger
- Shame
- Sadness
- Love
- Happiness

Below are a series of faces with different emotions, Name the emotion you see:



## REFLECTING ON OUR EMOTIONAL EXPERIENCES

It can be helpful to think about reason you feel a certain way. To help reflect on the emotion and understand why you feel the way you do, you can:

1. Name the event or situation when you started feeling the emotion
2. Notice how you interpreted the situation
3. Notice some of the physical sensations you are experiencing
4. Notice how you behave in response to how you are feeling
5. Notice how others respond to you and the after-effects of your emotions

## MY EMOTIONAL EXPERIENCES

It can be hard to try thinking about emotions and sometimes writing it down can help. The more you practice this, the easier it gets.

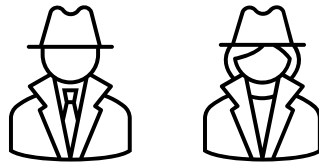
There are two worksheets here you can use to fill out. After using these sheets, you might like to print out some more copies or keep some notes in a journal or a safe place on your phone to keep practicing. Try to be like a detective!

### EXAMPLE

#### The emotion I experienced:

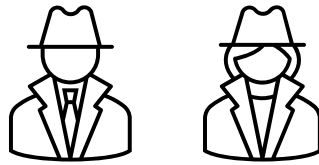
I felt angry

<b>What was the triggering event?</b> <b>What happened to cause the emotion?</b>	<b>How did I interpret the situation?</b> <b>What thoughts did I have?</b>
I was speaking to my friend, and they looked at me	I thought my friend was mad at me and judging me for what I was saying... the way they looked at me made me think they didn't like what I was saying
<b>How did I experience the emotion?</b> <b>Did I have any physical sensations?</b>	<b>How did I behave in response to how I was feeling?</b> <b>How did I express or act on my emotion?</b>
My heart started to beat faster, and the palms of my hands became sweaty. My shoulders became tense.	I got angry at my friends and spoke to them rudely. I was defence and stopped the conversation.
<b>How did others respond to me and my behaviour?</b>	<b>What were to consequences of my emotion?</b> <b>What happened afterwards?</b>
My friend spoke angrily to me. And told me they didn't do anything wrong.	An argument between my friend and I started. Later, I felt sad.



**The emotion I experienced:**

<p><b>What was the triggering event? What happened to cause the emotion?</b></p>	<p><b>How did I interpret the situation? What thoughts did I have?</b></p>
<p><b>How did I experience the emotion? Did I have any physical sensations?</b></p>	<p><b>How did I behave in response to how I was feeling? How did I express or act on my emotion?</b></p>
<p><b>How did others respond to me and my behaviour?</b></p>	<p><b>What were to consequences of my emotion? What happened afterwards?</b></p>



**The emotion I experienced:**

<p><b>What was the triggering event? What happened to cause the emotion?</b></p>	<p><b>How did I interpret the situation? What thoughts did I have?</b></p>
<p><b>How did I experience the emotion? Did I have any physical sensations?</b></p>	<p><b>How did I behave in response to how I was feeling? How did I express or act on my emotion?</b></p>
<p><b>How did others respond to me and my behaviour?</b></p>	<p><b>What were to consequences of my emotion? What happened afterwards?</b></p>

## REFLECTING ON OUR EMOTIONAL EXPERIENCES

There are many ways emotions can be expressed and communicated, some are helpful, and others are less helpful.

Before we can work on effectively communicating our emotions, it is important to work on regulating our emotions. This is even more important when our emotions are strong or overwhelming. Sometimes this can be difficult, but there are some strategies you can use.

It is important to remember that emotion regulation is not about blocking our emotions. It doesn't mean our emotions will go away or become less strong. Instead, emotion regulation strategies can help us cope and manage the emotions that come up.

### Tips for regulating emotions

#### 1. Look after yourself.

Looking after yourself can reduce the impact of strong emotions – eat well, get some sleep, do exercise and avoid alcohol and drugs.

#### 2. Accept your emotions.

Rather than being hard on yourself about how you're feeling, try accepting that your emotions are part of who you are. Try to avoid judging your feelings.

#### 3. Take some time out.

When you are experiencing difficult or overwhelming emotions, it can be helpful to take some time for yourself. Try using some of the mindfulness or distress tolerance strategies that work for you.

#### 4. Self-talk.

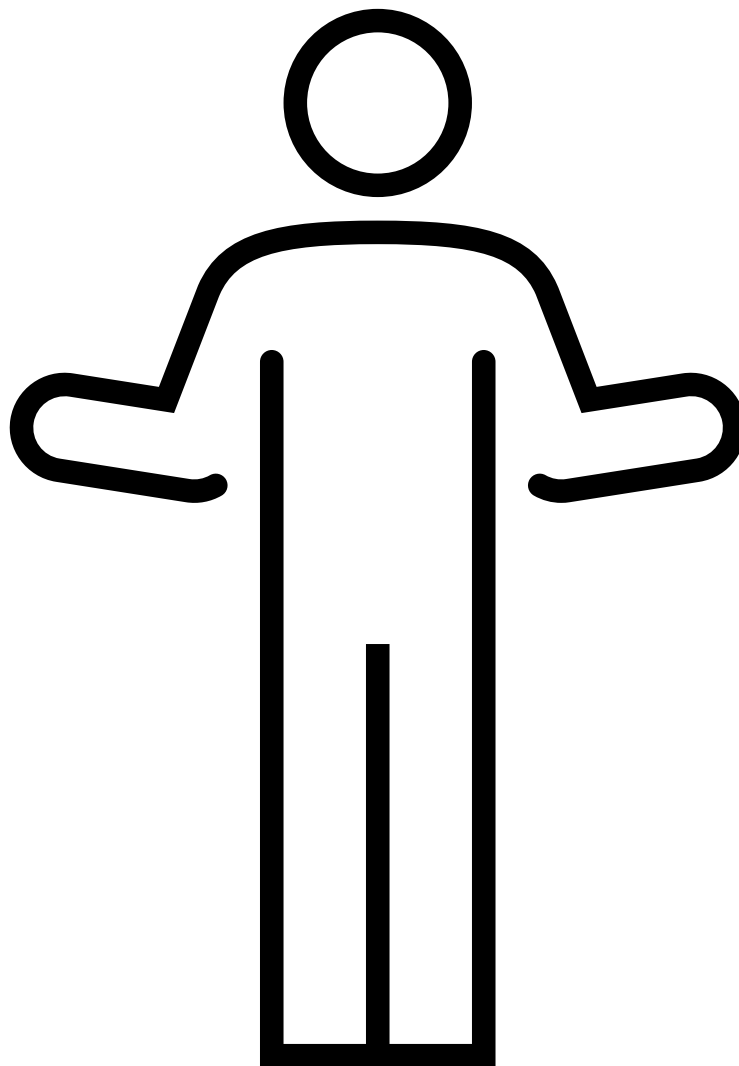
You may be overwhelmed and down about the situation. The things we tell ourselves can impact how we feel.

#### 5. Talk to someone.

It can help to speak to someone you trust.

## CHECKING IN ON MY EMOTIONS

Now we have learnt about recognising and interpreting emotions, think about where you FEEL different emotions (e.g., when I get angry my face gets really hot). Think about some ways you can manage that (e.g., splash cold water on my face).



## RESOURCES AND FACTSHEETS

### *Project Air Factsheets*

**Managing anger:** A factsheet with some easy steps to help manage and communicate feelings of anger. <https://projectairstrategy.org/content/groups/public/@web/@projectair/documents/doc/uow247507.pdf>

**Managing distress:** A factsheet with some simple tips for moments of distress or crisis. <https://projectairstrategy.org/content/groups/public/@web/@projectair/documents/doc/uow260855.pdf>

**Managing emotions:** A factsheet with some simple tips to manage emotions. <https://projectairstrategy.org/content/groups/public/@web/@projectair/documents/doc/uow247511.pdf>

**Self-harm: What is it?** Information on self-harm and other strategies to deal with emotional pain. <https://projectairstrategy.org/content/groups/public/@web/@projectair/documents/doc/uow247505.pdf>

### *Project Air mindfulness activities*

**Dropping anchor:** <https://projectairstrategy.org/content/groups/public/@web/@projectair/documents/doc/uow255693.pdf>

**Five Things:** <https://documents.uow.edu.au/content/groups/public/@web/@project-air/documents/doc/uow246478.pdf>

**Blowing Bubbles:** <https://documents.uow.edu.au/content/groups/public/@web/@project-air/documents/doc/uow247498.pdf>

**Sushi Train:** <https://documents.uow.edu.au/content/groups/public/@web/@project-air/documents/doc/uow247527.pdf>

**Leaves on a Stream:** <https://documents.uow.edu.au/content/groups/public/@web/@project-air/documents/doc/uow247535.pdf>

## Other resources and factsheets

**8 ways to deal with anger:** Information on experiencing anger and how to manage this emotion.

<https://au.reachout.com/articles/8-ways-to-deal-with-anger>

**What is anger and the effects on mental health:** Information about anger and ways to manage

anger. <https://headspace.org.au/young-people/what-is-anger-and-its-effects-on-mental-health>

**Understanding emotions:** An interactive presentation you can work through on understanding

emotions. <https://headspace.org.au/decks/understanding-emotions/>

**Coping with emotions:** Information on some healthy ways to cope with painful emotions.

<https://kidshelpline.com.au/teens/issues/coping-emotions>

**Self-harm:** Information on self-harm, reasons for self-harm, dealing with your own self-harm and

how to help someone you know. <https://www.lifeline.org.au/get-help/topics/self-harm>

**What you need to know about self-harm:** Information on self-harm, how to help someone you

know or what to do if you are self-harming. [https://headspace.org.au/young-people/understanding-](https://headspace.org.au/young-people/understanding-self-harm-for-young-people/)

[self-harm-for-young-people/](https://headspace.org.au/young-people/understanding-self-harm-for-young-people/)





# MODULE FOUR

## Self & Identity

Adolescent Workbook



This workbook is to help you practice the skills and think about the things you have learnt.

Give the activities a go and discuss them with your AIR therapist.

If you find something challenging, make a note of it and discuss with your therapist!

## HOMEWORK & SESSION REVIEW

Last session we discussed:

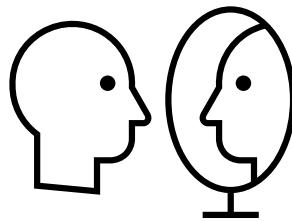
Something I learnt was:

My homework task was to:

## GOALS FOR MODULE FOUR

*In module four you will:*

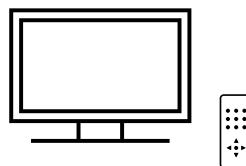
1. Learn about self-identity and what it means to have an identity
2. Recognise your beliefs and values and how they shape your identity and who you are
3. Learn about developing goals and how they can help you live a personally meaningful life



## IDENTITY

When we talk about identity, we are talking about who we are as a person. Everyone has an identity that is shaped by our experiences in life. Some of the things that shape our identity are:

- Our family backgrounds
- Our culture
- Our friends
- The media



*Identity in young people*

- During adolescence and young adulthood, our sense of identity develops and becomes stronger. However, some young people struggle with knowing who they are as a person and where they want to go in life.

- Working out who you are or trying to make sense of your identity may cause painful feelings. It may impact on your confidence, and you may experience difficult feelings such as anxiety or guilt.
- Identity is both who we are as people and how we relate to other people.
- There are several factors that contribute to our sense of identity. This includes our sexuality, gender identity, our likes and dislikes, and our motivations.
- As a young person you are discovering who you are and developing a sense of self.
- We are all different. Our family history, culture, language, sexual orientation, and gender identity all shape who we are. Sometimes these things can contribute to us feeling different to others or impact on our wellbeing and mental health.

In the additional resources of this workbook, you will find some resources for culture, sexual orientation, and gender diversity that may be helpful and important for you if you are looking for some extra information or support. You can also discuss any concerns you have with your AIR therapist or someone you trust. Discussing these things can help you feel less alone and help you understand and develop your sense of self.

## STRENGTHS

Thinking about our strengths can be hard at times. Sometimes when we are feeling distressed or overwhelmed it might be difficult to remember our strengths. Often our mind can turn to what we can't do. It can be difficult to think or talk about ourselves positively. Practicing encouraging yourself or talking to yourself like you might talk to a friend in crisis can help.

Learning to recognise your strengths and celebrate them can help.

Learning to think and talk about our strengths can help build a positive sense of identity and give us more confidence.



## MY STRENGTHS

Sometimes it can be helpful to try and challenge the thoughts we have about our emotions and consider alternatives or why they might not be true. You may find this activity challenging – often our thoughts are automatic, and it is difficult to know. This activity is not about getting the right or wrong answer – it is about recognising the thoughts we might have about emotions and trying to challenge some of our judgements

**There is extra space for you to add any others you think of!**

Adventure	Security	Decisiveness
Truthfulness	Faith	Privacy
Respect	Loyalty	Leadership
Giving	Courage	Intimacy
Enjoyment	Fun	Challenge
Freedom	Enthusiasm	Determination
Dedication	Patience	Creativity
Ambition	Curious	Energetic
Friendship	Kindness	Love
Care	Motivation	Outgoing
Open-minded	Peace	Problem solving
Thoughtfulness	Wise	Intelligence
Warmth	Health	Teamwork
Independence	Happiness	Understanding
Sport	Music	Consistency



## BELIEFS AND VALUES

### *What are beliefs and why are they important?*

- During our life we develop certain beliefs about ourselves and the world around us. These beliefs impact on our identity and who we are as a person.
- Beliefs can guide our behaviour and decisions. This is why it is so important to think about what our beliefs are. This helps us develop and understand our identity.

### *What are values and why might they be important?*

- Values are similar to beliefs but also a little different. Our beliefs are things we accept to be true. Values, on the other hand, are ideas about what we consider to be meaningful and important in life. Values help us to navigate through life being the person we want to be.
- Everyone has a different set of values. It is very common for people to find it hard to know what their values are.
- Thinking about our values can help with planning goals and understand our identity.





## MY VALUES

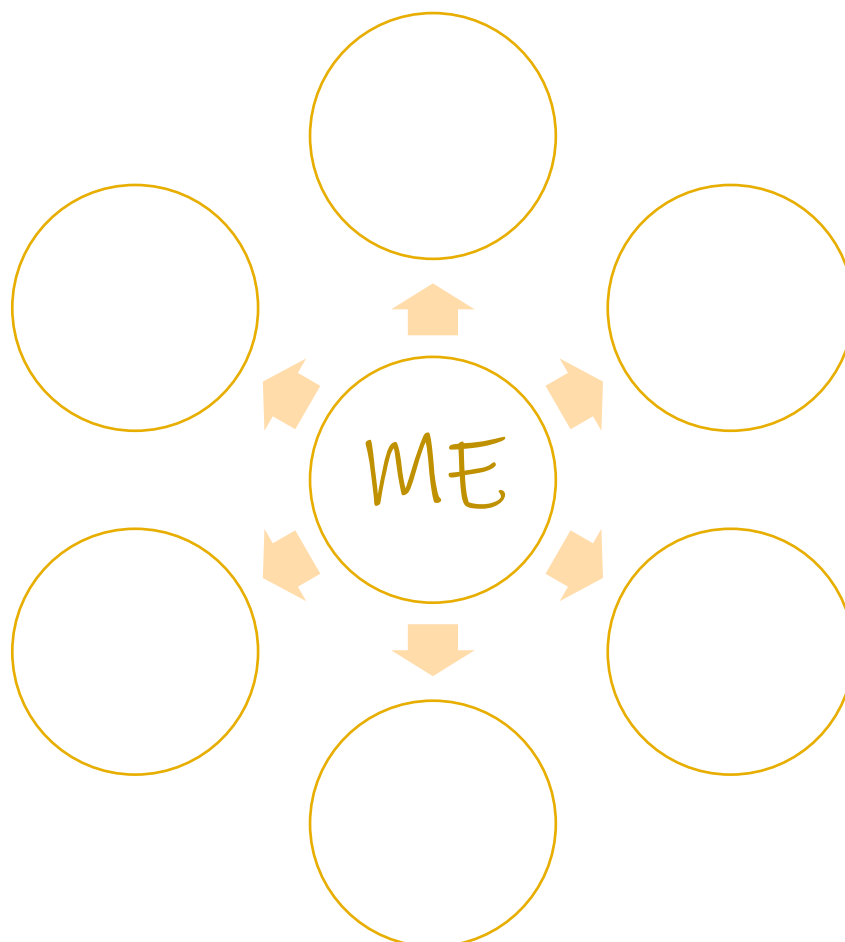
*Look back at the strengths words. Think about your values.*

Are there any that are important to you or that you think represent your values? Do you have other values that aren't there?

1. Who do you look up to? What kinds of values/qualities do they show? Are there any you would like to develop?
2. How does this person use their values? How do you see their values in action?
3. How do you hope/how would you like people to describe you?

*Write some ideas in the bubbles below.*

Remember, our values can change over time as we learn new things and have new experiences!



## LIVING A PERSONALLY MEANINGFUL LIFE

Living a meaningful life means something different for everyone. It is about living a life according to your *values* and that you enjoy what you are doing in your life.

Everyone faces different challenges and living a meaningful life will look different depending on your own experiences and what is important to you.

Thinking about your strengths and values are there any strategies you can implement or steps you can take towards living a meaningful life? For example, you can set goals directed towards doing more of what you are good at (your strengths) and getting better at things you want to improve (your values).

What is one goal you can set?

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## FANTASY ISLAND

A helpful way to encourage us to think about our self-identity, our values and what it means to live a personally meaningful life is through the 'fantasy island' activity.

You may like to use the template on the next page or get your own blank sheet of paper. Try to draw or use pictures, images, or words to put on paper what a fantasy island would look like for you.

The following passage will help you to think about what you would like to include. Your fantasy island is just for you. Using art or images and words is a safe way to express and understand some of your thoughts, values, beliefs, and issues. There is no judgement and however you choose to create your fantasy island is up to you.

Try to picture what you perceive to be the ideal island and how it takes shape.

Consider the environment... are there beaches, grassed areas or dense woods? Is there fresh water, a waterfall, an ocean, or a stream? What is the weather like? Is it hot, sunny, raining, cold, snowing?

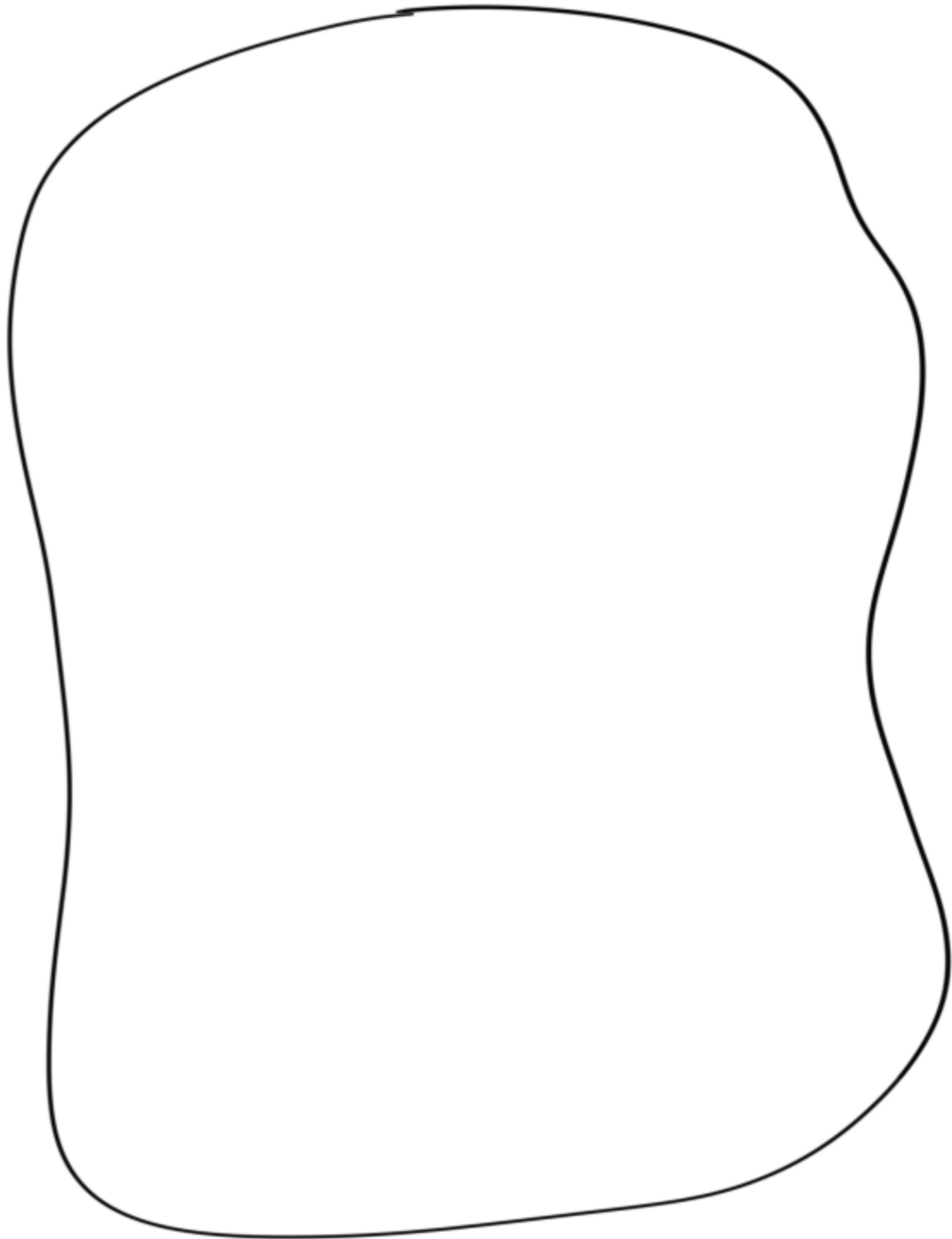
What is the atmosphere like on your island?... How do you feel? What can you see? What can you smell?

What would you add to your island to live a more comfortable and happy life?... Consider housing, the types of buildings, roads, other facilities. Are there shops, a gym, cinemas, pools?

Would you like to be alone on your island or are there other people there? What about animals? Do people come to visit? Who would be there and why?

Would there be any rules and regulations? How would these be communicated?







## GOALS THAT ARE SMART

Goals are important because they can help us stay motivated and are helpful reminders of our achievements and the progress we are making. Sometimes thinking about our goals can be overwhelming as it can be difficult to know how to achieve them or we may not feel in the right place to work on our goals. One way we can work through goals is to break them down into smaller, parts. To do this, we can use the SMART acronym:

<b>S</b>	<b>Specific</b>	Be specific about your goal. Ask yourself: <ul style="list-style-type: none"> <li>• <i>What do I want to achieve?</i></li> <li>• <i>Why do I want to achieve this?</i></li> <li>• <i>What do I need in order to achieve this?</i></li> </ul>
<b>M</b>	<b>Measurable</b>	Consider what you will be able to see or measure to know you are getting closer to achieving your goal. Ask yourself: <ul style="list-style-type: none"> <li>• <i>How will I know I am progressing towards this goal?</i></li> <li>• <i>How will I know when I have achieved this goal?</i></li> </ul>
<b>A</b>	<b>Achievable</b>	Break down your goal into individual steps to make it easier to achieve. Ask yourself: <ul style="list-style-type: none"> <li>• <i>What are the steps I need to take in order to achieve this goal?</i></li> </ul>
<b>R</b>	<b>Realistic</b>	Consider if your goal is relevant and realistic to your life at the moment and will help you live a meaningful life. Ask yourself: <ul style="list-style-type: none"> <li>• <i>Is this goal important to my life at the moment?</i></li> <li>• <i>Is this the right time to be working on this goal?</i></li> <li>• <i>Does this goal align with my values?</i></li> </ul>
<b>T</b>	<b>Time</b>	Give yourself a reasonable timeframe in which to achieve your goal. Ask yourself: <ul style="list-style-type: none"> <li>• <i>How long will it realistically take to achieve this goal?</i></li> <li>• <i>What date will I give myself to achieve this goal?</i></li> <li>• <i>When will I allocate time to work on this goal?</i></li> </ul>

# MY SMART GOALS

Use the following activity to help outline your SMART Goals. We have provided an example to get you started.

What goal am I currently working on?		
I want to become less angry in social settings when things don't go my way		
<b>S</b>	<b>Specific</b>	<b>My SMART goal</b> I want to work on developing skills that can help me manage my feelings of anger when I am around my friends. I also want to develop my communication skills so I can express my thoughts and feelings without getting really angry. This will help me to be more relaxed and spend enjoyable times with my friends. I will need to develop some skills and practice these skills with my friends.
<b>M</b>	<b>Measurable</b>	I will keep track of my feelings of anger when I am in social settings by keeping a journal about how I felt and rate my feelings of anger out of 10 after each time. I will write down any skills I used to manage and communicate my anger. I will know I am progressing with this goal by counting my levels of anger and recording the skills I was able to use
<b>A</b>	<b>Achievable</b>	To achieve this goal I need to: <ol style="list-style-type: none"> <li>1. Talk to my AIR therapist about my anger in social settings</li> <li>2. Continue to work through AIR therapy to learn skills to manage my anger and communicate my feelings</li> <li>3. Practice these skills with my mum in a safe setting</li> <li>4. Contact my friends to spend time with them</li> <li>5. Spend time with my friends and use the skills I have learnt</li> </ol>
<b>R</b>	<b>Relevant</b>	This goal will be worthwhile because I will be able to manage difficult feelings of anger better and will be better able to communicate how I am feeling when I am angry. I will spend more enjoyable times with my friends
<b>T</b>	<b>Timely</b>	I will speak to my AIR therapist this week about my anger and skills I can use. I will learn the skills in the coming 3 modules and practice these skills with my mum during this time I will contact my friends to spend time with them after practicing the skills with my mum
		<b>Who can help me accomplish this goal?</b> AIR therapy and my AIR therapist can teach me skills I can use. I can practice these skills with my mum who I trust. I can ask my friends to spend time with me so I can use these skills

What goal am I currently working on?		
S	Specific	My SMART goal
M	Measurable	Who can help me accomplish this goal?
A	Achievable	
R	Relevant	
T	Timely	



What goal am I currently working on?		
	My SMART goal	Who can help me accomplish this goal?
<b>S</b>	<b>Specific</b>	
<b>M</b>	<b>Measurable</b>	
<b>A</b>	<b>Achievable</b>	
<b>R</b>	<b>Relevant</b>	
<b>T</b>	<b>Timely</b>	

## ADDITIONAL RESOURCES

### *Setting goals and living a meaningful life*

**Setting goals:** Information and resources about setting goals, different goals that might be important to you, and strategies you can use to set goals and stay on track. <https://au.reachout.com/mental-fitness/setting-goals>

**Setting goals:** An interactive presentation on setting goals and why they are important. <https://headspace.org.au/young-people/interactive-tools/>

**Getting into life:** An interactive presentation on how getting into life can boost your mood and motivation. <https://headspace.org.au/young-people/interactive-tools/>

### *Sexuality and gender identity.*

**Gender:** Information and resources on gender and identity. <https://au.reachout.com/identity-and-gender/gender>

**Sexuality:** Information and resources on sexuality and identity. <https://au.reachout.com/identity-and-gender/sexuality>

**‘Coming out and inviting in: a Headspace group chat’:** A podcast discussing the experience of ‘coming out’ for people in the LGBTQIA+ community and the role it plays in identity. [https://www.youtube.com/watch?time\\_continue=15&v=yj82N4UZDfQ&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=15&v=yj82N4UZDfQ&feature=emb_logo)

**Understanding sexuality and sexual identity:** Information and resources on sexuality and gender identity. <https://headspace.org.au/young-people/overview-of-sexual-orientations/>

**QLife – Qlives:** YouTube videos about individuals’ experiences of being part of the LGBTQIA+ community. <https://www.youtube.com/channel/UCnoU0FgX8TZNUpxbNSXEgNw>

**QLife – Get Help:** Contact line and webchat for people wishing to talk about and looking for support in their sexuality or gender identity. <https://www qlife.org.au/get-help>

**What is gender identity?** Information and resources on gender identity. <https://headspace.org.au/young-people/gender-identity-and-mental-health/>

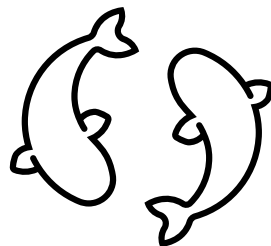
## Culture, spirituality, and identity

**Cultural Identity:** Information and resources on cultural identity and family history and how this can impact on our sense of self. <https://au.reachout.com/identity-and-gender/cultural-identity>

**Spirituality:** Information on spirituality and what it can mean for your sense of self and identity. <https://au.reachout.com/identity-and-gender/spirituality>

**Yarn Safe:** A campaign with resources, information, and stories for young Australian First Nations people. <https://headspace.org.au/yarn-safe/>

**Connecting to your culture and identity:** A blog with information on how connecting to culture and identity is important for Australian First Nations people. <https://headspace.org.au/blog/connecting-to-your-culture-and-identity>



# NOTES

*My thoughts/reflections/feelings/questions....*

You can answer these questions, or write anything else you like about this module:

- 1. What did I like most about this module?
- 2. What did I dislike?
- 3. What did I struggle with?
- 4. What was easy for me?
- 5. What would I like to do more of?

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# MODULE FIVE

# Relationships and Interpersonal Skills

Adolescent Workbook



This workbook is to help you practice the skills and think about the things you have learnt.

Give the activities a go and discuss them with your AIR therapist.

If you find something challenging, make a note of it and discuss with your therapist!

## HOMEWORK & SESSION REVIEW

Last session we discussed:

Something I learnt was:

My homework task was to:

## GOALS FOR MODULE FIVE

*In module five you will:*

1. Learn about healthy relationships
2. Develop skills to recognise and work through conflicts and arguments
3. Learn about interpersonal effectiveness skills and develop these skills to help manage relationships in your life



## WHAT IS A HEALTHY RELATIONSHIP?

Everyone is involved in relationships. We have different relationships in our life. Some of the common relationships we may have include:

1. Relationships with family members
2. Relationships with friends
3. Relationships with romantic partners
4. Relationships with people we work with
5. Relationships with teachers and bosses
6. Relationships with our therapist, doctor, or health professional

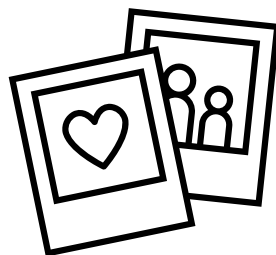
Relationships can be challenging. You may find it difficult to manage relationships with other people. Some young people find they have intense relationships that come and go quickly, are worried they will be left behind, or are very concerned about the needs of others.

These difficulties in relationships mean that some young people avoid social gatherings because they worry people will make fun of them or they feel ashamed. Some young people also describe not being interested in relationships or find it difficult to understand others around them. You may have noticed some of these things in yourself and all these things can make it difficult to develop and maintain healthy relationships.

While they can be challenging, relationships are important to work on and are important for our wellbeing. We want to work towards having healthy relationships.

### *Some characteristics of healthy relationships*

1. Trust and acceptance of each other
2. Thinking about and working towards having both your needs and the needs of the other person met
3. Using open and effective communication
4. Having boundaries, communicating these boundaries to the other person, and understanding and respecting their boundaries
5. Spending quality time together
6. Thinking about the other person's point of view and having your own point of view heard
7. Having both time and space for yourself and spending time together
8. Having responsibility for you own thoughts, behaviours, and emotions
9. Physical safety





## BUILDING AND MAINTAINING HEALTHY RELATIONSHIPS

It can be challenging to build supportive and meaningful relationships.

### *Balancing your needs and the needs of others*

In healthy relationships, the needs of each person need to be balanced. This can mean:

- Connections between each other
- Sharing experiences
- Working towards shared goals

Needs depend on the situation. When we are not balancing our needs, it may be that we are giving a lot more of our time to the other person to what they are giving to us, or the other person is giving a lot when we are not willing to do the same. This can lead to conflicts and relationship difficulties.



## RELATIONSHIP DIFFICULTIES, ARGUMENTS AND CONFLICTS

Disagreements are part of every relationship, but ongoing conflicts can negatively impact on relationships.

Thinking about the cause of the argument can be the first step to working through it with the other person and understanding a point of view that is different from your own.

### Some common causes of arguments are:

1. **Pressures or demands placed on you by others.** Sometimes the demands placed on you by others may create a feeling of pressure. These demands may be from work, school, or study, managing money or maintaining relationships.
2. **Expectations.** Sometimes people may expect you to be or act a way that is different from how you feel. This could be due to religious, cultural, or personal differences and may cause tension.
3. **Different opinions.** It is common for people to have different opinions, values, and beliefs, however sometimes it can be a cause of conflict in relationships. It can lead to you feeling unsupported or that people are against you.
4. **Misunderstandings.** It can be easy to accidentally jump to wrong conclusions with others. This is especially easy when using text messaging or social media, where meaning and emotion can be lost.
5. **Changes in life.** Major life changes sometimes cause tensions. These might be family separations, moving houses, starting a new job, etc.

Are there things you find often cause tension or issues in your relationships?

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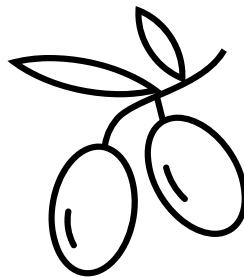
### What can help?

1. **Take some time out.** If you are feeling overwhelmed by emotions in the heat of the moment, it can be good to take some time out. The distress tolerance and emotion regulation skills you have learnt can be helpful for managing this.
2. **Acknowledge your feelings.** Recognising the different emotions, you are feeling using the skills you learnt in module 3 and examining why you feel this way is an important step. Maybe there are other factors in your life that are contributing to your feelings. For example, you are feeling unwell, tired, or upset by unrelated matters
3. **Get some support.** Talk to someone you trust outside your family and friendship circle to get a different perspective. This can help you understand the situation and work out a solution.

4. **Talk it through with the person you had the argument with.** This may feel overwhelming or impossible. Sometimes making the effort to sort something out can make the situation better. Try these tips or some of the interpersonal effectiveness skills you learnt in this module:

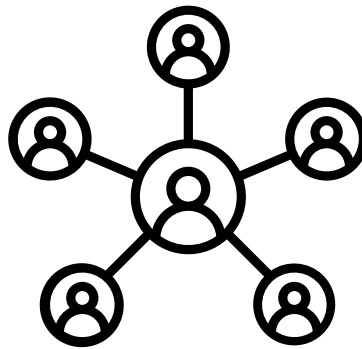
### Tips for talking through an argument:

1. Approach the topic when you are feeling calmer
2. Be honest
3. Avoid using sarcasm
4. Listen to what the other person has to say and try to understand their point of view
5. Try to work towards a solution you are both happy with, and then try to follow through with this solution
6. If you have said something in the heat of the moment which you later regret, apologise to show the person you care



## THINKING ABOUT MY RELATIONSHIPS

Now that you have learnt some things about relationships, consider the following questions. It is important to think about the relationships in your life, any challenges you are facing, and consider ways you could work through those challenges.



### *My relationships...*

1. Some challenges I face in my relationships, or the issues I find really hard to deal with are:

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2. Some helpful ways to deal with these relationship challenges or issues are:

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3. This week I am going to do the following to help me in my relationships with others:

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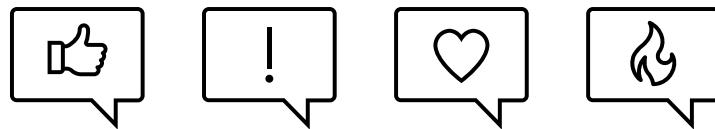
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## EFFECTIVE COMMUNICATION

Communicating well can be challenging and takes practice. It's not always easy. How many times have you said 'It doesn't matter' when it really does? How many times have you said 'I'm fine' when you weren't?

To communicate, we need to recognise and understand our thoughts, feelings and wants. The previous modules have provided information and strategies to help us do this. If we are feeling strong or overwhelming emotions such as anger or sadness, it is okay to take some time out to recognise and manage our emotions before we communicate these to other people. We can then communicate our thoughts, feelings and wants in an open, direct, and honest way. This helps us manage our own emotions and behaviour and keeps good relationships with others.



### Assertive communication

One way we can improve our communication is to use assertive communication. Assertive communication means standing up for your personal needs and expressing your thoughts, feelings and needs in a direct, honest, and appropriate way that also respects other people. Some of the positive consequences of communicating assertively include:

1. Improve communication
2. Reduce unpleasant feelings such as anxiety or anger
3. Improve self-confidence and a positive sense of self
4. Increase chances of getting what you want or need

When you communicate assertively you can demonstrate you value your own point of view and rights while also respecting what others might want, need or be thinking and feeling.

Being assertive can be challenging or even frightening. Decide what you want to communicate and keep it simple.

A basic formula you could use to communicate assertively is:

I feel...

When...

Because...

I want/need...

It may be helpful to write this down before communicating it or practice communicating in situations when your emotions are not too overwhelming or distressing. Remember communicating in an effective and assertive manner is challenging and takes practice. We won't get it right all the time and it can be easy to sometimes feel like it is too hard. But the more we work on it, the easier it gets.

### Helpful communication tips

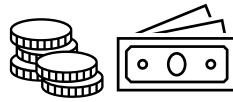
1. Try to be **mindful** of what you are saying and how someone else might understand or interpret this.
2. Start with something **positive**. People can sometimes get defensive or stop listening if you start with something negative or critical.
3. Describe **behaviour** without using strong negative descriptive words.
4. When expressing your **feelings**, use "I" statements and make it simple.
5. Try to be **clear** about the changes you want and avoid being negative or critical.
6. When expressing **consequences**, be positive where possible.

## ASSERTIVENESS STATEMENTS

Below are three hypothetical scenarios. Have a go at placing yourself in the situation and coming up with statements that would help you communicate effectively.

### Scenario #1:

Your friend approaches you and asks to borrow some money off you to buy some shoes because they left their wallet at home.



They promise to pay you back, but you have lent them money in the past and they have not paid you back. How could you communicate your concerns to your friend using effective communication?

I feel...

When...

Because....

I want/ need...

### Scenario #2:

You and your friend are planning on seeing a movie. Your friend suggests a movie to see but you have already seen it. When you say you want to see another movie, your friend gets frustrated and says you never want to do anything they want to do. How could you respond in an assertive manner?



I feel...

When...

Because....

I want/ need...



### Scenario #3:

You are speaking to your friend about your day at school. You notice they don't appear to be listening and are distracted using their phone. You start to feel angry and like you are being ignored. How could you communicate assertively how you are feeling and what you want in this situation?



I feel...

When...

Because....

I want/ need...

## INTERPERSONAL EFFECTIVENESS SKILLS

Interpersonal effectiveness skills are strategies to build and keep healthy relationships and to communicate effectively.

### GIVE

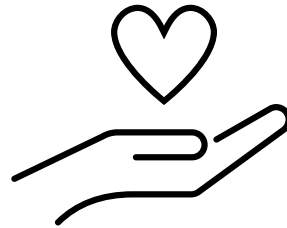
A simple acronym you can use to help keep good relationships and practice interpersonal skills is GIVE. Try to keep this in mind when you are speaking with others:

Be **G**entle

Be **I**nterested

**V**alidate

Use an **E**asy manner



*The G and E: Be gentle and use an easy manner –*

To build and keep healthy relationships, we need to think about how we might come across to others.

- **Think about the tone and volume of your voice** – Are you speaking very loudly or quietly? Do you sound angry or frustrated?
- **Think about the body language you use** - Communication is not just about the things we say, our body language can also communicate our feelings and thoughts to others. For example, think about if your body language is welcoming and gentle? Do you smile, use eye contact, or show the other person you are listening through nodding your head or other body language? Or does your body language indicate you may be angry or not interested? Are your arms crossed or your hands on your hips? Do you avoid eye contact or use your phone while someone is speaking to you?
- **Think about the language you use.** Our choice of words can have an impact on our relationships. Try to use words that are respectful and non-judgemental.

## The I and V: Be interested and validating:

- **Validate the other persons experience** – You might not agree with the person, however validating that their experience and feelings are valid is important to ensure effective communication. Try to think about things from their perspective and consider if you can see why they might feel the way they do.
- **Being interested** – Think about how you appear to them, eye contact and summarising what they have said is a good way to demonstrate you are paying attention and are curious about their experiences too.

## DEAR MAN -----

This skill helps us to communicate what we need and maintain relationships. Check out this clip to find out more about communicating effectively with the DEAR MAN skill:

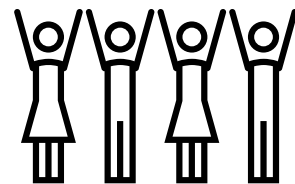
[https://www.youtube.com/watch?time\\_continue=48&v=el\\_O72aTZzE&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=48&v=el_O72aTZzE&feature=emb_logo)

*Describe* the current situation

*Express* your feelings and opinions

*Assert* your feelings and opinions

*Reinforce* the person ahead of time



Be *Mindful* of objectives without distraction

*Appear* confident

*Negotiate* alternative solutions

## PRACTICING INTERPERSONAL AND COMMUNICATION SKILLS

It is important to practice the skills you have learnt in this module. Sometimes this can feel overwhelming or make you feel anxious so start off with scenarios with someone you trust or that are less anxiety provoking. With time these skills get easier, and you can work towards scenarios that are more difficult and start applying these skills in your everyday life.

Below is a list of scenarios you could try using these skills.

You might like to also discuss with your therapist what specific personal scenarios you could try practicing these skills in.



### *Scenarios to practice my skills:*

1. Going into a shop and asking for change from a \$5 note
2. Requesting a different seat at a restaurant
3. Speaking to a friend you haven't seen in a while over zoom or facetime
4. Asking a friend you haven't seen in a while to come over to your place
5. Saying no to a friend if you feel uncomfortable

In what situations in my life can I try using my interpersonal and effective communication skills:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## ADDITIONAL RESOURCES AND INFORMATION

### Resources on relationships

**Relationship difficulties, arguments, and conflicts:** A factsheet from Project Air on the difficult times in relationships and how to work through them. <https://www.projectairstrategy.org/content/groups/public/@web/@project-air/documents/doc/uow247500.pdf>

**Why are relationships important?** Information on why positive relationships are important and some tips to build strong relationships. <https://headspace.org.au/blog/why-are-relationships-important/>

**Dating:** Information on dating and forming healthy relationships. <https://kidshelpline.com.au/teens/issues/dating>

**Making friends:** Information and tips on making new friends. <https://kidshelpline.com.au/teens/issues/making-friends>

**All about respect:** Information on how to be respectful in relationships and what to do if someone is not being respectful to you. <https://kidshelpline.com.au/teens/issues/all-about-respect>

**Relationships:** Information and resources on building positive relationships in your life, some of the challenges that may come up in relationships and how to work through these. There is information on the different types of relationships in life, including families, friendships, romantic relationships, and sex. <https://au.reachout.com/relationships>

### Resources for effective communication

**Effective communication:** A Project Air factsheet on different types of communication, and some tips for effective communication. <https://www.projectairstrategy.org/content/groups/public/@web/@project-air/documents/doc/uow247506.pdf>

**How communication can help your relationship:** Information on the importance of communication and tips for effective communication. <https://headspace.org.au/blog/how-communication-can-help-your-relationship/>

**Five ways to effectively communicate your feelings:** Information on how to effectively communicate with five key tips. <https://headspace.org.au/blog/5-ways-to-effectively-communicate-your-feelings/>

**Six steps to help you tackle difficult conversations:** Information on having difficult conversations and some helpful strategies you can use. <https://au.reachout.com/articles/6-steps-to-help-you-tackle-difficult-conversations>

**Expressing your feelings:** Tips on how to express your feelings, and the benefits of expressing feelings. <https://kidshelpline.com.au/teens/issues/expressing-your-feelings>

**Being assertive and setting boundaries:** Information about being assertive, effective communication and setting boundaries. <https://kidshelpline.com.au/teens/issues/being-assertive-and-setting-boundaries>

**The Dime Game:** An interactive decision making tool that can help you know when to ask for something, or when to say no to something. <https://dfdx.us/dbt-dime-game/>





# MODULE SIX

## Self-Care

Adolescent Workbook



This workbook is to help you practice the skills and think about the things you have learnt.

Give the activities a go and discuss them with your AIR therapist.

If you find something challenging, make a note of it and discuss with your therapist!

## HOMEWORK & SESSION REVIEW

Last session we discussed:

Something I learnt was:

My homework task was to:

## GOALS FOR MODULE SIX

*In module six you will:*

1. Understand the meaning of self-compassion and why it is important
2. Learn about self-care and some tips to practice self-care
3. Learn about making choices



## SELF-COMPASSION

Everyone goes through difficult times. Self-compassion means being kind to ourselves. When things are difficult, we can be kind to ourselves and have an attitude of self-compassion by experiencing painful feelings without judging ourselves.

It is easy to judge ourselves when we are feeling difficult emotions or have made a mistake. The judgemental thoughts we tell ourselves about this are called self-criticism.

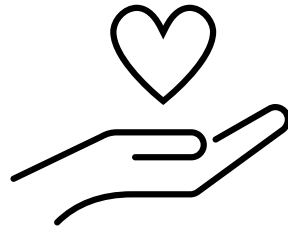
Instead, we can try to stay open to the painful feelings and do our best to comfort and look after ourselves. Learning to identify when we are self-critical and the ways we are self-critical is important. We can observe this mindfully and try to be compassionate and look after ourselves instead.

The way in which we show ourselves compassion is called **self-care**.

*Why is self-compassion important?*

It is important to look after your body and your mind as this will give you the best chance of managing difficult situations or strong emotions and help you live a personally meaningful life.

Looking after ourselves builds our resilience, or our ability to cope with challenges and stressful situations.



## WHAT IS SELF-CARE?

Self-care are the things we can do to be more compassionate to ourselves. Self-care isn't selfish – focussing on our wellbeing and doing things to improve our wellbeing can help us manage relationships and support others.

Self-care looks different to everyone. For example, some people might find playing a team sport helps them feel energised and positive where other people might find taking some time alone to sit and read a book is helpful for them. Practicing self-care is about working out what is helpful for you and taking time in your day to do those things.

Doing these things can help in the short- and long-term benefits. In the short-term they may help us calm down when we are feeling distressed or have a crisis, and in the long-term they can help us get better at showing ourselves self-compassion which can improve our overall wellbeing.

### *Why is self-care important?*

Self-care can be really challenging and sometimes it can be hard to be kind to ourselves or take time out to look after ourselves. However, self-care is important and can help build our resilience when we are in challenging situations.

You could think about this like hiking up a mountain. If we decide to climb a mountain, there are likely things we would need to prepare. We would need some supportive shoes to protect our feet, and a hat and sunscreen to protect ourselves from getting burnt. We would also likely bring a backpack filled with things we need in case of any challenges, such as a first aid kit, a water bottle and food, a map, and a torch. To help us get up the mountain we might also prepare by doing some easier hikes first or training to improve our fitness. All these things can help us if we were to come across any challenges during the hike and would make it easier for us to get to the top of the mountain.



Self-care is a bit like this because we are better preparing ourselves for any challenges we might face in our daily lives. For example, getting enough sleep can give us more mental energy to overcome and manage difficult emotions, and spending time with family and friends can give you confidence and motivation when a stressful situation arises.

**Choosing to be kind to ourselves is like filling up a 'self-care backpack' that we can take on our 'hike' through life and use when we are faced with challenges.**



## HELPFUL SELF-CARE TIPS

Below are a list of tips and extra resources to help you practice self-care. Not all of these might not be relevant to you, or maybe you already practice one or two of these things well. Read through and see what might be helpful for you and consider what you could add to your 'self-care backpack'

### Healthy eating

Eating healthy can help reduce stress and increase your capacity to cope and use the coping skills you have learnt. Get to know your body and what personally affects you. For example, foods high in caffeine (e.g., tea, coffee, chocolate), cigarettes and alcohol can add stress to your body.

Apps to help with healthy eating:

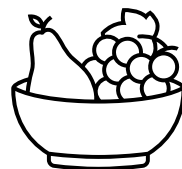
**Plant Nanny:** An app to remind you to drink water regularly: <https://apps.apple.com/au/app/plant-nanny/id590216134>

Resources and factsheets for healthy eating:

**Headspace – Eating for a healthy headspace:** Resources for eating healthy including information, factsheets, videos, interactive slide show presentation and information from experts:

<https://headspace.org.au/young-people/eating-for-a-healthy-headspace/>

**Australian guide to healthy eating:** <https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating>



## Sleep

Getting the right amount of sleep is essential for coping with challenges in your life and managing stress. Research suggests you (as a young person) should try to get around 8-10 hours of sleep each night. Some people find it difficult to fall asleep or notice they wake up a lot during the night.

*Here are some helpful tips to improve your sleep:*

- Get into a routine: Go to bed and wake up around the same time each day.
- Cut down on caffeine (caffeine can be found in coffee, chocolate, tea, and coca cola) and avoid smoking or using alcohol before bedtime.
- Avoid bright lights, overly hot baths, or heavy exercise at night-time. These can stimulate your body and make it difficult to wind down before sleep.
- Avoid doing activities in bed. Have a separate place to work, use your laptop, check your phone, or read. Keep your bed for sleeping.
- Do not lie awake in bed longer than 20 minutes. If you have not fallen asleep after 20 minutes, get up and do something relaxing (e.g., have a cup of warm milk, do a relaxation exercise) and then go back to bed.
- If you find it difficult to stop worrying in bed, get up and write a list or note of what you need to do or are worrying about, then go back to bed.
- Engage in regular exercise throughout the day as this will help you sleep well.



*Resources and factsheets for sleep*

**Headspace – Sleeping well for a healthy headspace:** Information on sleep including factsheet on sleep and mood, video presentations, interactive slide show presentation, and tips from an expert.

<https://headspace.org.au/young-people/sleeping-well-for-a-healthy-headspace/>

**ReachOut – Sleep:** Information on sleep – how much sleep you need, how to get a good night's sleep and sleep problems. <https://au.reachout.com/everyday-issues/sleep>

**Orygen – Sleep + young people:** A factsheet with information and how sleep impacts mental health, what is normal for sleep in young people, and what improves sleep.

[https://oyh.org.au/sites/oyh.org.au/files/factsheets/OYH\\_sleep\\_youngpeople.pdf](https://oyh.org.au/sites/oyh.org.au/files/factsheets/OYH_sleep_youngpeople.pdf)

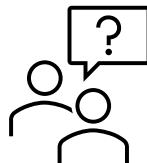
### *Spend time with family or friends*

Spend time with people who make you feel good and do something that you both enjoy. This might mean joining a team sport or a club and doing things with people who have similar interests to you.



### *Ask for help if you need it*

Everyone goes through difficult times, and no one is expected to cope with everything by themselves. Sometimes taking care of yourself may mean asking someone you trust for help when you need it



### *Make time for yourself*

Take some time to focus on yourself. Read a book, go for a walk, take a bath, etc.





## Activity

Activity can help you feel better and provide you with something to focus on. Doing things, even a little at a time can help you feel like you are moving forward or working towards your goals, taking control of your life, and achieving something worthwhile.

Activity and exercise can:

- Release tension and encourage release of chemicals in your body that give you energy
- Help you sleep better
- Increase your confidence
- Strengthen your body's immune system
- Help you think more clearly and consider difficulties from a different perspective

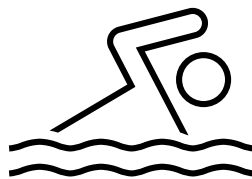
*Resources and factsheets for activity*

**Headspace – Moving your way to a healthy headspace:** Information on physical activity factsheet on 'your mood when you move', video presentations, interactive slide show presentation, benefits to physical activity, and tips from an expert. <https://headspace.org.au/young-people/moving-your-way-to-a-healthy-headspace/>

**ReachOut – Exercising and eating well:** Factsheets on exercising when you don't feel motivated, the benefits of sport, over-exercise, and options for exercising you may not have considered.

<https://au.reachout.com/everyday-issues/exercise-and-eating-well>

**Orygen – Getting active + young people.** A Factsheet with information on the benefits of being active and tips to get active. [https://oyh.org.au/sites/oyh.org.au/files/factsheets/OYH\\_GettingActive\\_youngpeople.pdf](https://oyh.org.au/sites/oyh.org.au/files/factsheets/OYH_GettingActive_youngpeople.pdf)



## Practice mindfulness and relaxation techniques everyday

Mindfulness and relaxation skills can help you feel calm, manage difficult emotions, and improve your wellbeing. Practicing a little bit everyday can help increase motivation and contribute to living a personally meaningful life. Remember, there are lots of mindfulness activities in your Module Two Workbook.



## Cut back on alcohol and other drugs

Some people use alcohol and other drugs because they find in the short-term it can make them feel better. However, often they make us feel worse in the long term. Cutting back on these things can give us more energy and focus during the day and improve our overall mood. If this is something you are concerned about or struggling with, or you are concerned about a friend or family member, it might be helpful to talk to someone you trust, such as your AIR therapist or a doctor.

*Resources and factsheets for alcohol and other drugs*

**Your room – Drugs and the developing brain:** Information and short animated clips on the effects of alcohol and drugs on young people and how to access help if you need.

<https://yourroom.health.nsw.gov.au/getting-help/Pages/Respect-Your-Brain.aspx>

**Headspace – Alcohol and other drugs can have a big impact on your health:** Interactive presentation with information and skills to help make decisions about alcohol and drug-use.

<https://headspace.org.au/decks/aod-deck/>

**ReachOut – Alcohol and drugs:** Information on the effects of alcohol and drugs and minimising risks.

<https://au.reachout.com/everyday-issues/alcohol-and-drugs>

**Project Air – Problems with alcohol and drug use:** A factsheet with some information on drug and alcohol problems. [https://projectairstrategy.org/content/groups/public/@web/@project-](https://projectairstrategy.org/content/groups/public/@web/@project-air/documents/doc/uow247512.pdf)

[air/documents/doc/uow247512.pdf](https://projectairstrategy.org/content/groups/public/@web/@project-air/documents/doc/uow247512.pdf)



## MAKING ROOM FOR SELF-CARE

Now that you have learnt about self-care and have some tips on practicing self-care, try giving the following questions a go. You can use words or images.

1. I can fit self-care into my life by...

2. Some barriers (or things that stop me from practicing self-care) are...

3. The people who can help me practice self-care...

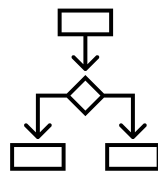
## MAKING CHOICES

Part of practicing self-compassion and working towards living a meaningful life is making choices that are healthy and in-line with our values and long-term goals.

Making these choices is not always easy.

- Sometimes it may be difficult to know which option is the best for you
- The best option may not be the easiest
- Other people may have different opinions about what you should do
- You may feel pressure to make a certain decision

Sometimes there won't be an easy decision and that is okay. By reflecting on our goals and values, as we have worked through in the previous modules, and practicing self-compassion we can work towards making healthy choices and living a meaningful life.



### Healthy Choices

Every day we need to make choices. It is important to consider what makes a healthy choice and what choice may not be so healthy or helpful. Research shows that some choices that are healthy include:

- Doing **physical activity**. What physical activity will be good for you depends on your interests and skills. Maybe it is joining a sports team or gym, walking the dog, going for a run, a swim, or riding a bike.
- Trying **hobbies** that interest you. Such as art, music, writing.
- **Eating healthy**. Eat a range of foods including vegetables, fruit, and cereals, protein and dairy products.
- Spending **time** with people who you trust and make you feel good.
- Getting enough **sleep** and practicing good sleep habits.

Some choices that are not healthy and helpful:

- Smoking cigarettes or e-cigarettes (vapes)
- Using drugs or alcohol
- Self-harm

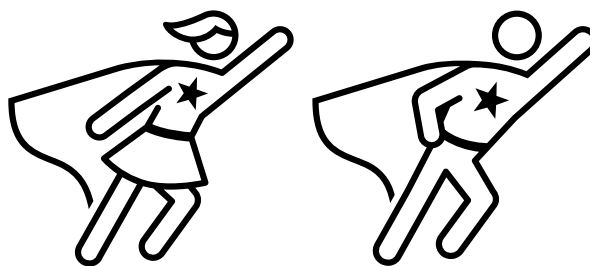


*If you are concerned about self-harm for yourself or a friend or family member, there are some additional resources at the end of this workbook to give you some more information. It may also be helpful to talk to someone you trust such as your AIR therapist or a doctor. They can offer additional information and support.*

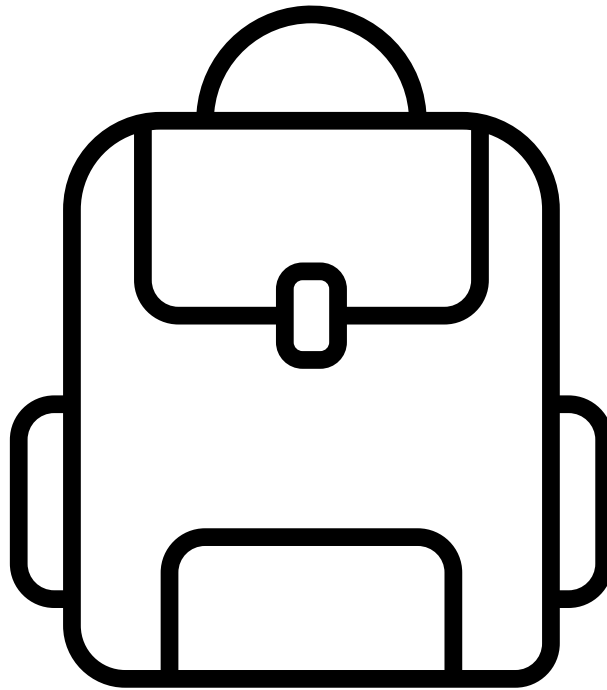
## MY SELF-CARE BACKPACK

Our self-care strategies and the choices we make to live a personally meaningful life will be different for everyone.

Take some time to think about what self-care looks like for you. What do you do now? What things would you like to start doing? Are there things you would like to get better at?



Write words, draw picture, paste images to show what self-care and healthy choices look like for you. Fill up your self-care backpack!



## ADDITIONAL RESOURCES AND INFORMATION

### Self-care and wellbeing apps

**Niggle.** An app that helps you track your wellbeing, provides information, videos, podcasts, quizzes, and tips for difficulties you are having and has stories from other young people and what helped for them. You can download from the app store or google play store onto your phone. More information on what it is and how to use the app here. <https://kidshelpline.com.au/niggle>

**Recharge.** An app that takes you through a six week program to improve wellbeing by focussing on sleep behaviours. <https://au.reachout.com/tools-and-apps/recharge>

**Fabulous.** An app that helps motivation and make healthy choices for personal self-care goals. <https://kidshelpline.com.au/tools/apps/fabulous>

### Information and resources on self-care

**Self-care.** Information on why self-care is important and some self-care tips to try.

<https://kidshelpline.com.au/teens/issues/self-care>

**Tips to keep good mental health.** Simple tips and information for self-care and wellbeing.

<https://headspace.org.au/young-people/tips-for-a-healthy-headspace/>

### Information and resources on self-harm

**Self-harm: What is it?:** Information on self-harm and other strategies to deal with emotional pain.

<https://projectairstrategy.org/content/groups/public/@web/@project-air/documents/doc/uow247505.pdf>

**Self-harm:** Information on self-harm, reasons for self-harm, dealing with your own self-harm and how to help someone you know. <https://www.lifeline.org.au/get-help/topics/self-harm>

**What you need to know about self-harm:** Information on self-harm, how to help someone you know, or what to do if you are self-harming. <https://headspace.org.au/young-people/understanding-self-harm-for-young-people/>

**Self-harm + young people:** A factsheet with information and facts about self-harm and what young people can do if they are engaging in self-harm. [https://oyh.org.au/sites/oyh.org.au/files/factsheets/OYH\\_Self\\_harm\\_youngpeople.pdf](https://oyh.org.au/sites/oyh.org.au/files/factsheets/OYH_Self_harm_youngpeople.pdf)

## WHAT NOW?

Well done on making the decision to take part in this program and all the work you have done to improve your wellbeing and work through some of the challenges you have been facing. This program is a stepping-stone to helping you live a personally meaningful life and take care of your wellbeing. Maybe some of the information you learnt was really helpful and important to you and maybe some of it was not so relevant for you right now. Maybe there are skills you learnt and developed that you can use every day and some you have found you don't need to use at the moment.

### *Using the skills you have learnt*

The great thing is, you can keep the workbook and come back to them any time you want or need to. You can continue to use and work on the skills you have learnt. Below you will find a list of the skills covered in this program and which module you can find them in if you want to use them in the future.

### *Asking for help*

Everyone faces challenges in life, this is normal. Sometimes we will find things difficult, and we might need to ask for help. If you feel like you would like some more support or help now or find you would like some more support in the future, there is some information below on where you can go to access that help. You can also look back at module one and the people you put as your support people.

If you ever feel in crisis or distress or feel as though you need some emergency help, you can also go back to the crisis support helplines you were provided in Module One.



## THINKING ABOUT MY GOALS

Below is some space where you can think about the goals you came up with in Module One and Three during the AIR therapy program.

Think about the steps you have taken to achieving this goal and steps you would still like to do or continue doing.

Maybe for some of the goals you came up with, you notice that you have made a lot of progress, and others you have just started or have not started working towards them yet. Wherever you are at in working towards your goals is okay. Even though the program has come to an end you can continue working on your goals. Thinking about these goals and the things you have already done to achieving them can help you stay motivated and remind you of the progress you have made.

### Example

**My goal:**

Learn some ways I can communicate effectively how I am feeling when I am angry or frustrated

**Things I have already done to work towards my goal:**

1. I completed module 5 of the AIR therapy program about relationships and communication skills
2. I spoke to my AIR therapist about ways I can use communication skills when I am feeling angry or frustrated
3. I wrote down my assertiveness statements. When my friend did not reply to my message, and it made me feel angry.

**How have these things helped me in working towards my goal?**

I now feel more confident in communicating effectively and know some skills I can use to communicate when I am feeling calm and in an assertive way.

**What things can I do now to work on my goal?**

1. I can practice my assertiveness statements and communication skills with my mum when I am feeling calm.
2. Once I feel comfortable with my mum, I can try using these statements with my friends in situations when I am feeling calm.
3. Once I feel confident using the statements, I can try communicating to others using the statements when I feel angry or frustrated.

My goal:

Things I have already done to work towards my goal:

How have these things helped me in working towards my goal?

What things can I do now to work on my goal?

My goal:

Things I have already done to work towards my goal:

How have these things helped me in working towards my goal?

What things can I do now to work on my goal?

My goal:

Things I have already done to work towards my goal:

How have these things helped me in working towards my goal?

What things can I do now to work on my goal?

## ACCESSING HELP

Below are some places and people you can go to if you need extra help or support now or in the future. There is a space for you to write in any details or information that is helpful. There are also some blank spaces where you can write down the personal support people in your life.

Support person/place	Information
<b>Doctor or GP</b>	My doctor is:  Contact number:  Address:
<b>School counsellor</b>	My school counsellor is:  Location:  How to contact:
<b>Headspace</b> Headspace has centres for young people who need help with mental health, physical health, alcohol and other drugs, or work and study support. To find your closest centre, use this link: <a href="https://headspace.org.au/headspace-centres/">https://headspace.org.au/headspace-centres/</a>	My local/closest headspace centre is:  Contact details:  I can call my closest headspace and arrange an appointment.
<b>Psychologist</b>	My psychologist is:  Contact number:  Address:

<p><b>Psychiatrist</b></p>	<p>My psychiatrist is:</p> <p>Contact number:</p> <p>Address:</p>

Remember that if you need immediate help or are in a crisis, you can use the helplines and resources provided to you in Module One.

**If there is an emergency: call 000, or lifeline on 13 11 14**

## LOOK HOW FAR YOU'VE COME



### AIR therapy goals

#### Over the six modules, you:

1. Learnt about your support network and how to ask for help when needed
2. Developed mindfulness skills and skills to manage distress
3. Learnt about yourself and identity, your values, and your goals
4. Learnt how to recognise and regulate distressing, painful, or uncomfortable emotions
5. Learnt about healthy relationships and developed skills to communicate effectively
6. Learnt about how you can practice self-care and make healthy choices

### The skills you have learnt and can continue to use:

Asking for help	Developing SMART goals
Noticing feelings of distress	Building and maintaining health relationships
Managing feelings of distress	Talking through relationship arguments
Practicing mindfulness and relaxation	Thinking about your relationships
Art therapy to manage distress	Using assertive communication
Identifying and naming emotions	Using GIVE in relationships
Thinking about emotions and what they mean	Using DEAR MAN
Regulation and communicating emotions	Practicing self-care
Thinking about your strengths	Making health choices
Thinking about your values	Self-compassion

# NOTES

*My thoughts/reflections/feelings/questions....*

You can answer these questions, or write anything else you like about this module:

1. What did I like most about this module?
2. What did I dislike?
3. What did I struggle with?
4. What was easy for me?
5. What would I like to do more of?

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