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GOOD THINGS COME TO THOSE WHO WAIT

Or how delayed gratification can help you become your best self



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Table Of Contents

01 **Module 1: Time Management**

- Task Prioritization
- Deadline Planning and Avoiding Procrastination
- Time Traps and How to Avoid Them

02 **Module 2: Problem-Solving**

- Reactions to Stress and Pressure
- Techniques for Breaking Problems Into Steps
- Clear Thinking in Difficult Moments

03 **Module 3: Social Influence on Behavior**

- Peer Pressure Awareness
- Assertive Communication
- Goal-Aligned Choices

04 **Module 4: Emotional Awareness and Regulation**

- Recognizing Emotions and Their Triggers
- Emotional Reactions and Choices
- Techniques for Managing Emotions

05 **Module 5: Focus and Concentration**

- Focus Zones and Building Concentration
- Defending Against Distractions
- Training Focus and Self-Discipline

Introduction

Dear Friends,

We are excited to share this content with you – a practical guide designed to help you build the skills that matter most in today's fast-moving world: focus, patience, emotional awareness, and smart decision-making under pressure.

This set of materials will not teach you to be perfect, nor will keep you with trends. But it will help you learn how to pause, reflect, and take control of your time, energy, and choices. Through five carefully designed modules, you'll explore how to manage deadlines without last-minute panic, stay calm in stressful situations, recognise and handle emotions, deal with peer pressure, and train your focus in a world full of distractions.

Inside, you'll find easy exercises that help you:
– stay organised and focused even when things feel overwhelming,
– break big problems into manageable steps,
– understand how social media and peer influence affect your choices,
– manage strong emotions instead of being controlled by them,
– and strengthen your ability to wait for long-term goals instead of giving in to quick fixes.

These are a life tools that will support you in your studies, relationships, future career, and everyday well-being.

We encourage you to move through the materials at your own pace. Use them honestly, creatively, and in a way that feels real for you. Whether you're working alone, in a group, or with a mentor, everything here is designed to help you grow by making thoughtful, powerful choices one step at a time.

How to Use?

This booklet is made for you. It's here to help you learn more about how you think, make decisions, deal with pressure, and manage things like time, focus, or emotions — especially in a world full of distractions and instant choices.

The content is split into five modules, each focusing on a different part of everyday life where delaying gratification (waiting a little, thinking first, making better choices) really matters. You can go through them in order — or pick the ones that feel most useful for you right now.

Each module includes:

- A short intro that explains what the topic is about and why we should pay attention to it.
- Activities where you reflect, draw, write, map things out, or just think about your own experience.
- Questions (reflections) that help you notice your own habits, thoughts, and reactions — there are no right or wrong answers.
- Tools and ideas you can try out in your real life, at school, at home, or with friends or just to think about.

How to use it:

- You can do it alone, in your own time, at your own pace.
- You can use it with others — in a group, workshop, or with someone you trust (like a youth worker, teacher, or friend).
- You don't need to finish everything — just start where it makes sense for you and take breaks when you need to.
- Keep something nearby to write or draw — a notebook, a phone, or a sheet of paper. This helps you get the most out of the experience.

Module 1
Time-management

Introduction

Between school, hobbies, and social life, your time can slip away fast - sometimes leaving you stressed and overwhelmed. But what if you could take control? This module is your secret weapon to smarter time management.

You can learn how to focus on what is truly important, stay on top of deadlines without last-minute panic, and dodge the sneaky distractions that steal your productivity.

Get ready to discover easy-to-follow strategies that successful people use every day. You will learn to identify what really matters, stay focused under pressure, and beat procrastination for good. These are life skills that will help you succeed long after graduation.

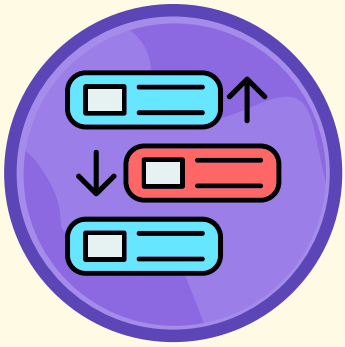


Back

Understanding Time-managment

Time management is the ability to plan and organize how you use your time so you can reach your goals without burning out. It is based on three simple ideas:

prioritizing (deciding what is most important or urgent)



planning (breaking big tasks into smaller steps and placing them in your day or week)



monitoring (noticing how you actually spend your time and making small adjustments).



Back

Prioritization Basics

Unit 1

As a teen, you are **juggling homework, social life, hobbies**, and maybe even a job - all while distractions (hey, TikTok!) fight for your attention. But here is the secret: productivity doesn't mean doing more; it means **doing what actually matters first.**

Urgency tricks us into **stressing over small things.** This exercise reveals how your brain reacts under pressure so you can stay calm and prioritise wisely.



Back

Prioritization Basics

Unit 1

Activity 1

Start by listing 5 tasks you need to **do this week** (like "study for math test," "clean your room," or "reply to a friend's message").

Now notice how a last-minute deadline or an urgent text can completely take over your to-do list. This activity will show you how "fake urgency" tricks your brain into scrambling after immediate demands while pushing aside what truly matters - like your goals or well-being.

Let's test this with 3 scenarios:

Scenario 1: "Your teacher just moved the math test to tomorrow!" Which task becomes urgent?





Scenario 2: "Your friend is upset and needs to talk NOW." What gets prioritised?

Scenario 3: "You have a free hour with no deadlines." What important but non-urgent task could you tackle?



Back

Prioritization Basics

Activity 1

Unit 2

Let’s think about it now!



Did any important tasks (like some important personal goals) keep getting ignored?

How did "fake urgency" change your priorities?

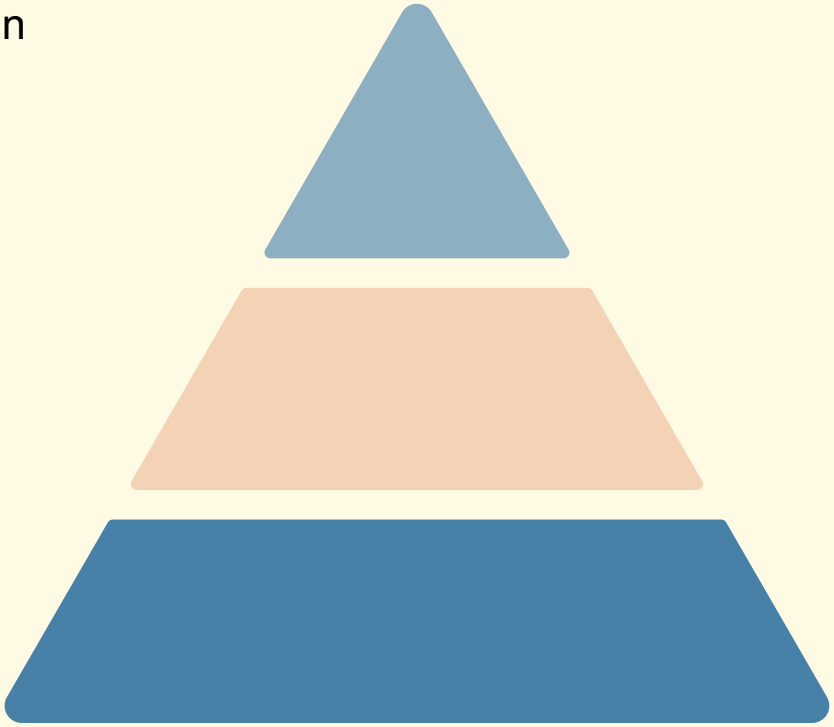
Back

Prioritization Basics

Activity 2

Unit 2

Wrtite on the 3-layer pyramid in the worksheet:



Top (1 task): Most important (like "Finish my college application").

Middle (3 tasks): Important but flexible (like "Exercise 3 times this week").

Bottom (5+ tasks): Low priority (like "Reorganize my playlist").

For each task, ask yourselves:
"Will this matter in a month?"
"Is this someone else's priority or mine?

At Home Activity

Think you're in control of your time? Let's find out. For one day, track every time you get sidetracked from what you planned to do.

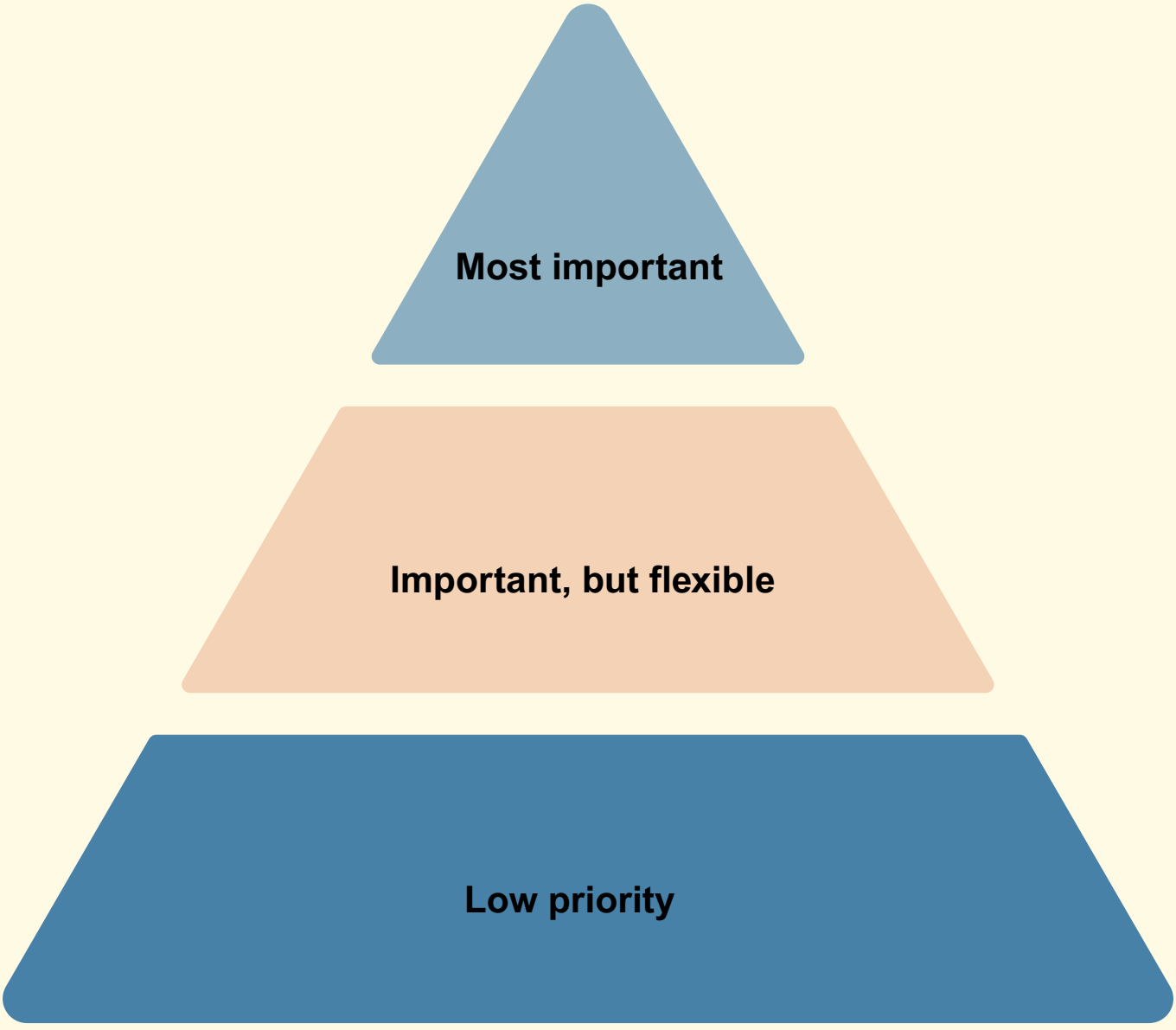
Track interruptions for one day.
Example: "3:30 PM - Stopped homework to watch TikTok for 20 mins."
Label each interruption:
U = Urgent (such as "Mom called")
NU = Not Urgent (such as "lost in YouTube for a long time")
Calculate: What percentage or how many of the interruptions were truly urgent?

Back

WORKSHEET

THE PYRAMID OF PRIORITIZATION

Wrtite on the 3-layer pyramid your weekly tasks:



For each task, ask yourselves:

"Will this matter in a month?"

"Is this someone else's priority or mine?

Back

Planning for Deadlines

Effective **deadline planning** is crucial for managing schoolwork and responsibilities without unnecessary stress. This unit provides practical strategies to help you **stay organised and in control of your time.** By understanding how to approach deadlines systematically, you can reduce last-minute pressure and improve your productivity.

Activity 1

Deadlines creeping up? Before you continue, let's dissect your upcoming assignments to spot trouble before it starts. This 5-minute prep will save you hours of stress!

List three assignments or projects with upcoming due dates. For example:

- English essay (due Friday)
- Science lab report (next Tuesday)
- Math problem set (due Wednesday)







For each item, consider:

- Which part seems easiest? (You may start with this)
- What might take more time than expected?
- What distractions typically interfere with this type of work?

Take a minute to think about: Which task are you most likely to procrastinate on, and why?

Back

Planning for Deadlines

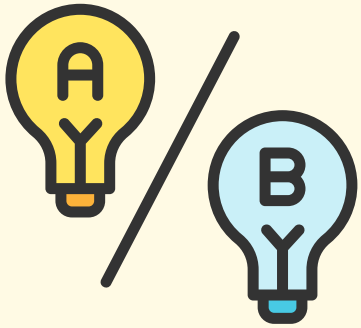
Activity 2

Experiment with different scheduling approaches to discover what works best for you.

Try both methods for one typical day:

Method A: Block Scheduling

- Divide your day into one-hour segments
- Assign specific tasks to each time block
- Include breaks and personal time



Method B: Priority Stacking

- List all tasks in order of importance
- Work through them sequentially
- Allow flexibility in timing

Comparison questions:

- Which method helped you accomplish more?
- Which approach felt less stressful?
- Did one method work better for certain types of tasks?

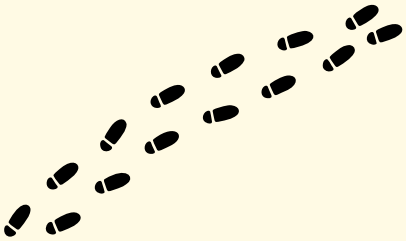


Back

Planning for Deadlines At Home

Unit 3

This technique helps overcome procrastination by breaking tasks into **small, manageable steps.**



Select one task you've been avoiding.
For example:

- Starting a history research paper
- Organising study notes
- Beginning a challenging math assignment

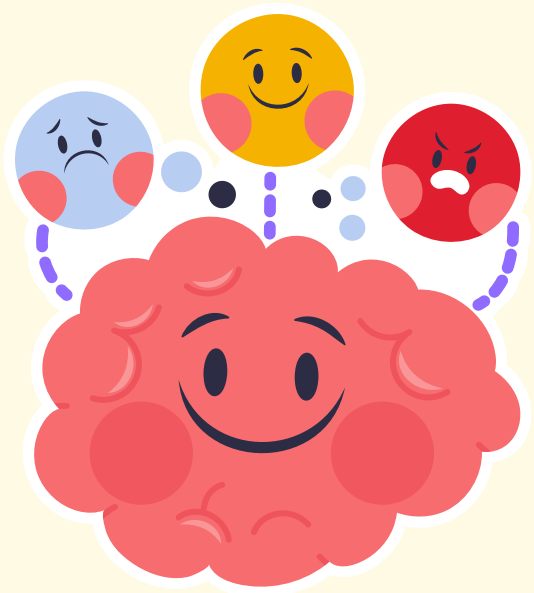
Set a timer for five minutes and:

- Complete just the first small step (find one source, write the first sentence, solve the first problem)

When the timer ends:

- You may continue if you're motivated
- Or stop without guilt, having made progress

Consider: How did this approach change your perception of starting the task?



Back

Avoiding Time Traps

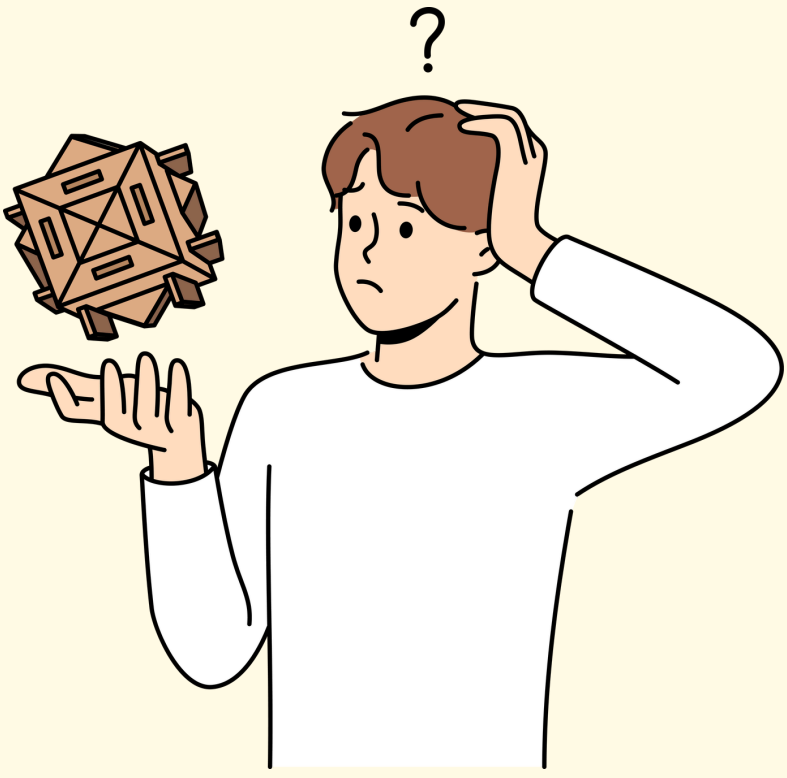
Ever feel like you've been working all day but barely made a dent in your to-do list? **Time traps** - those sneaky distractions and poor planning habits - are probably stealing your productivity without you even realizing it.

Activity 1

Get into small groups (3-4 people).
Your group will silently act out a common time-waster (like scrolling on your phone or watching too much TV).

The class will guess what you're acting out.

After guessing, let's talk:
Why do these activities distract us?
What's one way we could avoid or limit this time-waster?

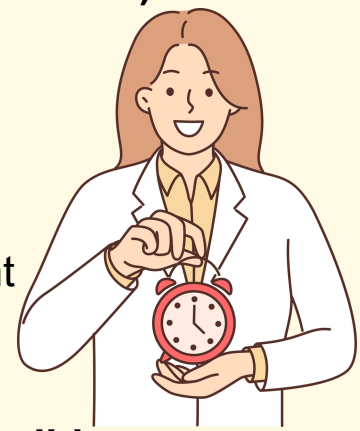


Back

Avoiding Time Traps

Activity 2

Sort 10 task cards into four categories based on urgency and importance. (like "Study for a test" or "Watch YouTube").



Sort them into four piles:

1. Do Now: Urgent and important
2. Schedule Later: Not urgent but important
3. Delegate or Do Quickly: Urgent but not important
4. Skip or Limit: Not urgent and not important"

Consider why you categorized tasks the way you did. Compare your choices with others- did you agree or disagree? (optional)

Activity 3

Ever notice how some study sessions feel productive while others drag on forever? This quick experiment will show you exactly how much your environment affects your focus.

Here's the challenge: You'll complete the same task twice- first with normal distractions, then with focused conditions.

Round 1: Work on a short task (like 5 math problems) with normal distractions (phone nearby, talking allowed).

VS

Round 2: Same task, but this time:
Silence your phone
No talking
Set a timer for focus

After both rounds, let's think: Which round helped you work faster/better? What distractions almost got you?

Back

WORKSHEET

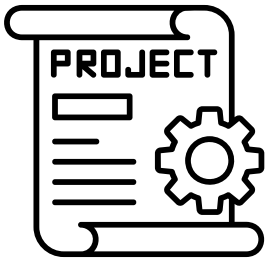
TASK CARDS

Study for



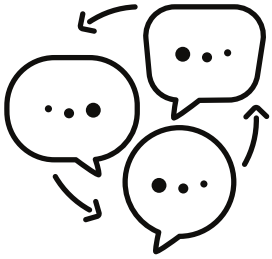
tomorrow's math test

Finish a group science



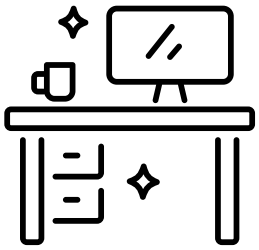
project due next week

Reply to a friend's message



about weekend plans

Organize your



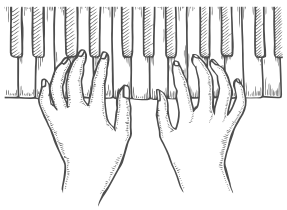
messy desk

Watch a YouTube video



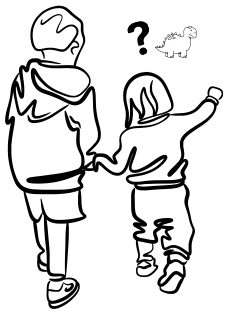
about gaming highlights

Practice piano



for recital next month

Help your sibling



find their lost toy

Scroll social media

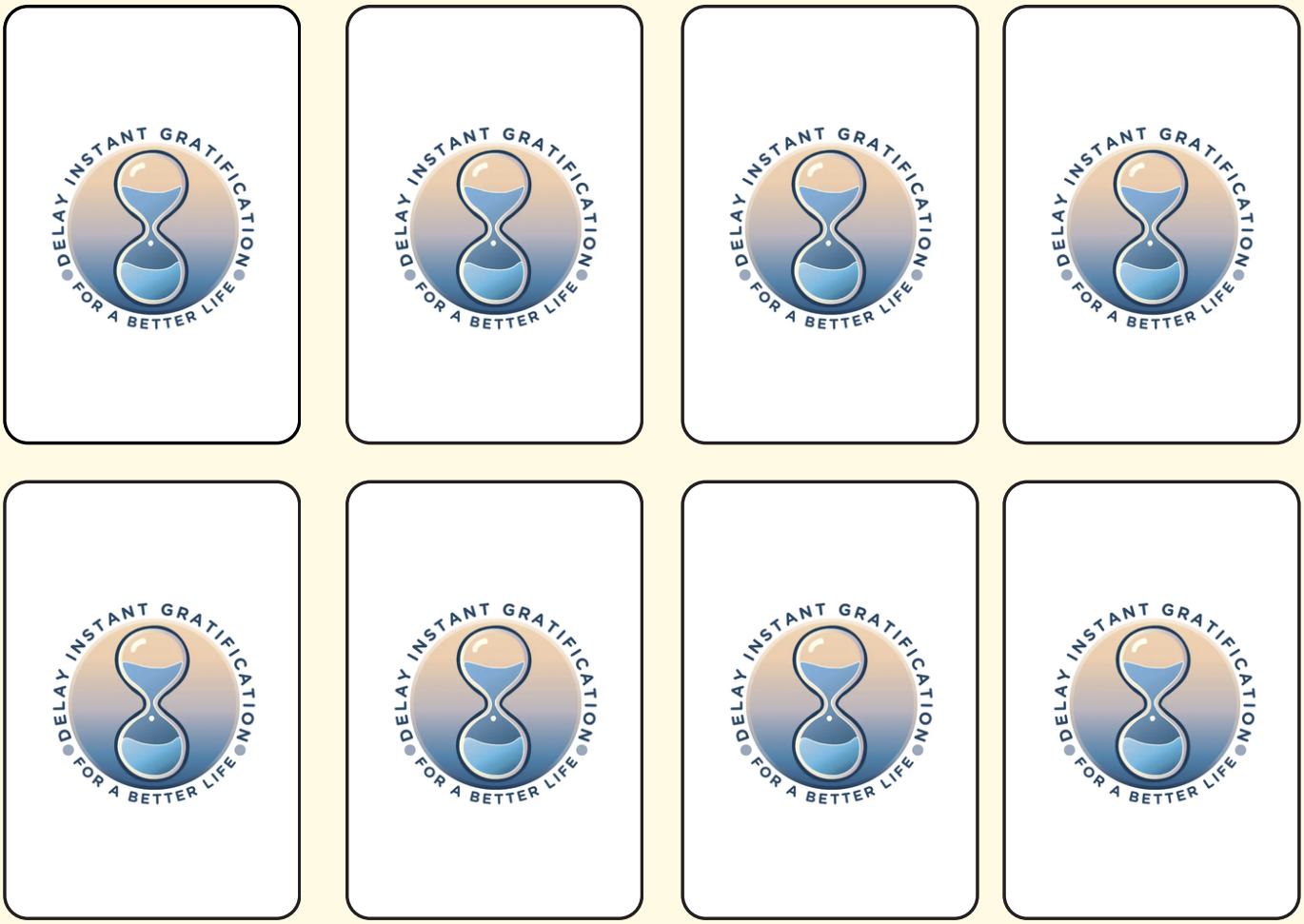


for 30 minutes

Back

WORKSHEET

TASK CARDS



Back

WORKSHEET

TASK CARDS



for your book report
(in two weeks)

Take out the trash



Back

WORKSHEET

TASK CARDS





Back

Module 1
Time-management

Conclusion

You've journeyed through the art of time mastery - discovering how to focus on what moves you forward, plan with purpose, and dodge the traps that steal your productivity. Each lesson has armed you with working strategies to take charge of your schedule, not the other way around. Remember, great time management is about doing what matters. As you move forward, keep refining your approach, stay flexible, and watch how small, consistent changes lead to big results. You are able to design a life with space for success, growth, and joy. The clock's yours now - make every tick count!



Back

Self-Reflection

What surprised you the most about how you manage your time?

Which tool or activity from this module was the most useful to you, and why?

How would your daily routine change if you started using some of the strategies regularly?

What time-wasting habit or distraction do you want to cut out starting now?

SELF OBSERVATION

Use the scale: Never (1) • Rarely (2) • Sometimes (3) • Often (4) • Always

Statement	Score
I know which of my tasks are most important for my future, not just which ones are due tomorrow.	
At least once a week, I plan when I will do my main school, home, and personal tasks.	
When I get a big assignment, I split it into smaller steps with mini-deadlines.	
I usually finish important tasks before the very last moment.	
When I feel like postponing something important, I have tricks that help me get started (e.g. 5-minute start).	
I notice when I'm wasting time (scrolling, random videos, gaming) and can stop or limit it.	
I can say "not now" or set boundaries when something interrupts important work.	
When I plan my day, I leave space for breaks and unexpected things.	
I look back at how I actually spent my time and adjust my habits.	
TOTAL	

INTERPRETATION

Total Score: ____ / 50	
Score Range	**Result Summary**
41–50 points	Time strategist – You manage your time with intention and balance. Keep using your planning and anti-procrastination tools, and consider sharing your strategies with friends who struggle.
31–40 points	Solid planner – You already use good time-management habits, but there's room to become more consistent (for example with weekly planning or reviewing your time). Choose 1–2 areas to strengthen.
21–30 points	Developing planner – You're aware of time management but don't always apply it. Pick a few small routines (like a weekly plan and breaking big tasks into steps) and practise them regularly.
11–20 points	Getting started – Time often "just happens" to you. Start with very small changes: one short daily planning moment or one trick against procrastination. Tiny steps can change a lot over time.
0–10 points	Time reset needed – Your time habits may be causing stress and last-minute panic. Consider re-reading this module, asking someone you trust for ideas, and trying one new habit for at least two weeks.

Module 2
Problem-Solving Under Pressure

Introduction

We all face pressure. Maybe it's a tight deadline, a conflict with someone you care about, or a big decision that makes your stomach twist. In those moments, it's easy to feel stuck, panicked, or overwhelmed — and hard to think clearly.

Problem-solving under pressure is a skill, and like any skill, it gets easier with practice. This module provides you with tools to stay calm when your brain feels overwhelmed, break down problems into manageable steps when they seem too big, and find effective solutions even when time is tight or emotions are high.

You'll learn how pressure affects your body and thinking, discover ways to shift out of "panic mode," and build a simple problem-solving routine you can use anytime. You don't need to be perfect — you need to be aware, curious, and willing to take one small step forward.



Back

Understanding Pressure & Response

Unit 1

Everyone feels pressure sometimes—before a test, during a fight with a friend, or when too many things pile up at once.



When this happens, your brain can go into "survival mode," making it harder to think clearly or act calmly. Some people freeze, others get angry or want to escape the situation.

Exploring how pressure manifests in your thoughts, emotions, and body, and how recognising these signs is the first step toward managing them.





You can't avoid pressure, but you can learn to respond to it in a way that helps instead of hurts.

Back

Understanding Pressure & Response

Unit 1

Activity 1: Pressure Check-In

How does **Your body feel** under **Preassure?**

- Task: Tick symptoms you feel under pressure (racing heart, mind blanks, frustration, etc.). Or add yours.

Racing Heart ☐

Mind Blanks ☐

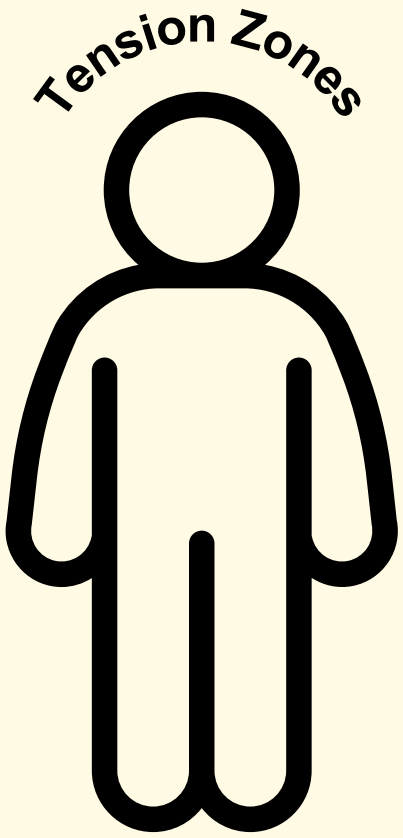
Tens Muscles ☐

Buterflies in Stomach ☐

Wanting to Escape . . . ☐

. . . ☐





Draw where you feel **Tension** in your Body

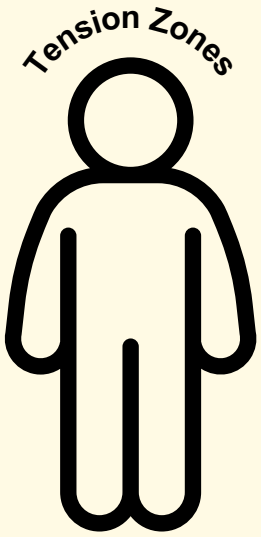


When do you usually feel those preasure signs?

Back

WORKSHEET

PRESSURE CHECK-IN



Draw where you feel
Tension in your Body

Racing Heart ☐

Mind Blanks ☐

Tens Muscles ☐

Buterflies in Stomach ☐

Wanting to Escape . . . ☐

. . . ☐

Understanding Pressure & Response

Unit 1

Activity 2: Freeze / Flight / Fight

- Task: Read the mini-scenarios. Sort them into three categories.







- A classmate teases you in front of others.
- You get called on in class and forget what to say.
- You pretend to be sick to avoid a difficult presentation.
- You walk into a room, and everyone turns to look at you.
- Your sibling takes your stuff without asking.
- You see a wasp flying toward you.
- Someone pushes past you in the hallway on purpose.
- You're asked to perform in front of others with no warning.
- A classmate you argued with walks into the room.

Think for a minute: "Which one is your go-to?" "What might be a calmer alternative?"





Back

Understanding Pressure & Response

Activity 3: Personal Pressure Radar

Stress doesn't come from one place, it can show up at school, at home, in friendships, or even from yourself.

Step 1: Fill in the Radar
Draw or label a large circle split into 4 sections:

- 🏫 School
- 🤝 Friends
- 🏠 Home
- 💭 Self



In each section, write or draw:

- What causes you pressure there?
- A recent example that made you feel tense.

📌 (Tip: Use colours, emojis, or symbols to show which ones feel bigger or heavier.)

Step 2: Take a time to think about

- Which area is currently creating the most pressure? Why?
- What's one thing you can do to reduce that pressure or get support?



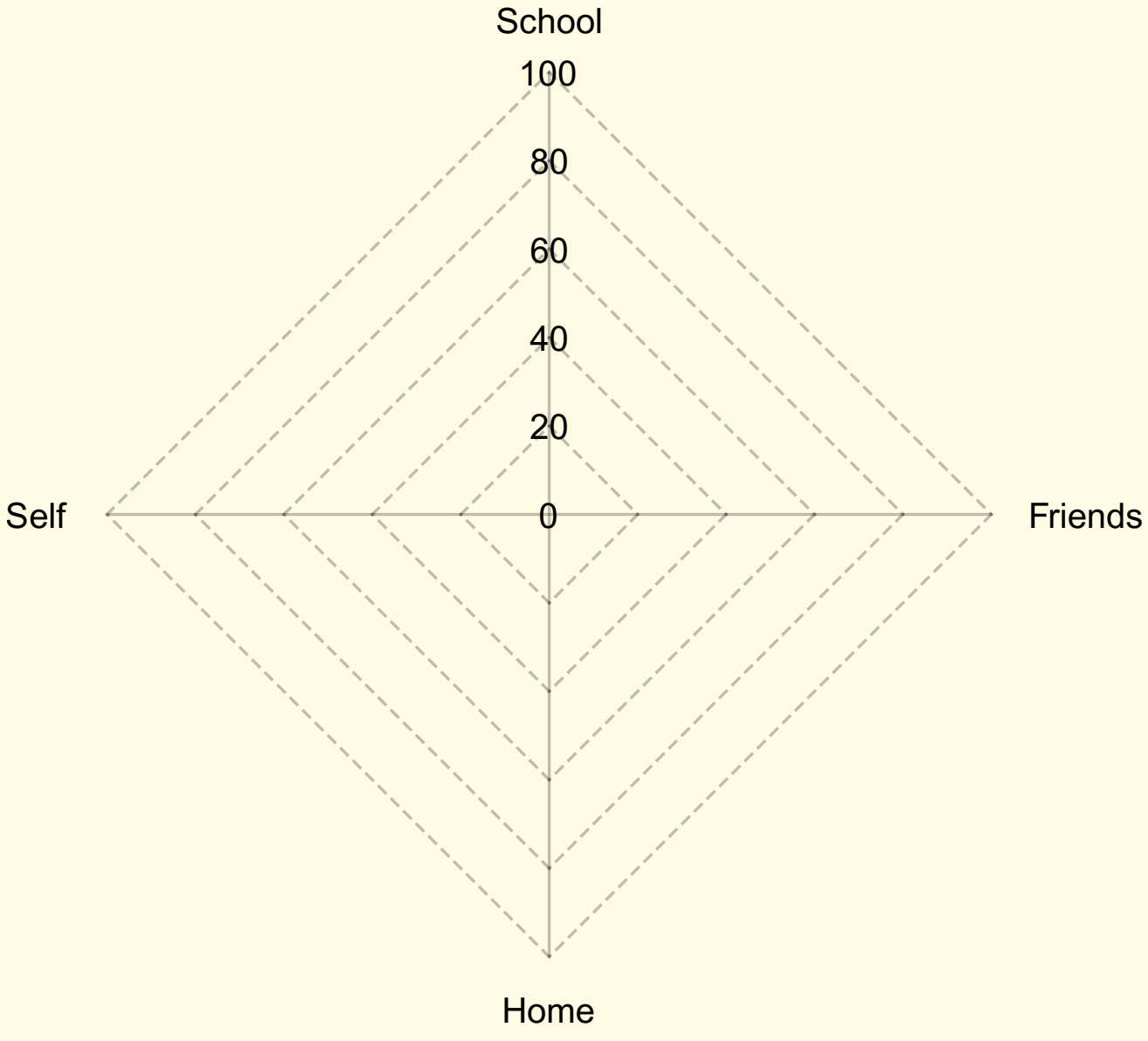
Back

WORKSHEET

STRESS RADAR

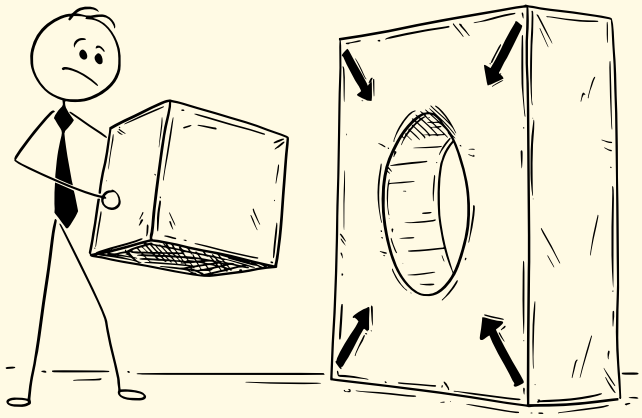
Mark using the radar chart with dot the level of stress that you perceive with the categories. Then connect a dots will fillament in between them.
Then reflect:

- Which area is currently creating the most pressure? Why?
- What's one thing you can do to reduce that pressure or get support?



Breaking the Problem Down

When you're under pressure, even minor problems can feel huge. Taking a second look will help you break a big problem into several small solutions.





That's because your brain is trying to protect you by zooming in on the stress instead of seeing the big picture. But here's the good news: problem-solving is a skill you can learn and practice.

You don't need to have all the answers, you need to learn how to make your next move with clarity and confidence. This will help you conquer problems and stress with a new perspective.



Remember:
"You don't have to figure it all out at once — just take the next right step."

Back

Breaking the Problem Down

Unit 2

When we feel overwhelmed, our minds can spin stories that make everything feel worse — even problems that seem small at first can suddenly feel massive. But here's the thing: our brains like clarity. Writing things down helps us slow down, step back, and regain control over how we think and feel.

Activity 1: The 4-Question Journal

Turn confusion into clarity – one question at a time.

Journal Task

1. What's going on?

- Write about a situation that's been bothering you lately.
- Let it out - you don't need to fix it yet.

2. What's the worst that could happen?

- Be honest - what's the fear or worry behind the stress?
- What story is your brain telling you?

3. How likely is that really?

- Take a breath and think: Is that outcome realistic?
- What are the chances it will actually happen?

4. What could you do about it?

- List anything - even small steps you could try.
- Who could help? What's in your control?



Think about:

- What did you learn about how you handle pressure?
- What's one thing you want to remember next time you feel overwhelmed?

Back

Breaking the Problem Down

Unit 2

Activity 2 - Decision Tree Time

What paths could you take — and where might they lead?

When pressure hits, we often feel like there's only one way to act. But that's rarely true. A decision tree helps you step back, see your options, and think through where each path might go.

Visualising your choices gives you clarity and helps you make better decisions, rather than rushed ones.

Step 1: What's your current challenge?

Write it here:

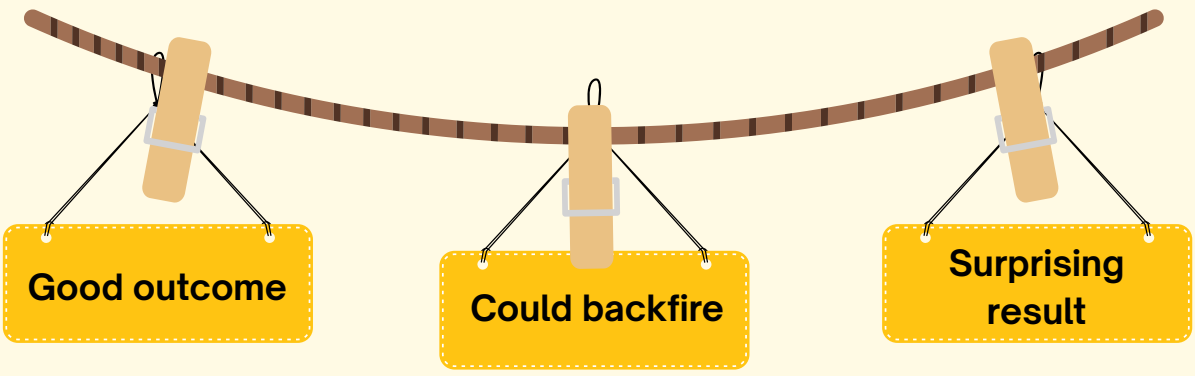
_____

_____

Step 2: Map it out.

- Use the tree template to draw at least 2–3 possible choices you could make.
- Then, for each choice, draw 1–2 possible outcomes — good, bad, or surprising.

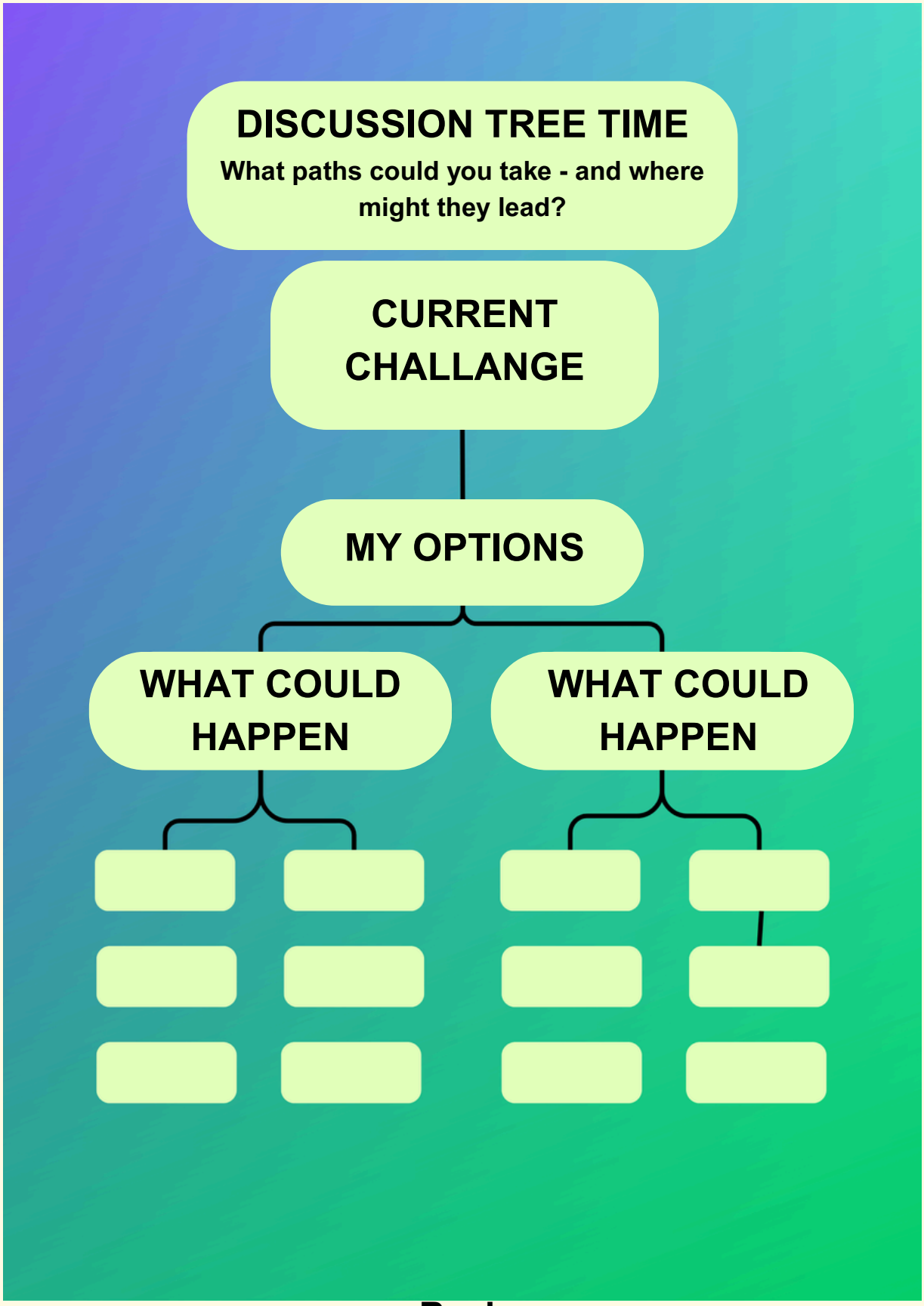
- **You can label them:**



Back

Breaking the Problem Down

Activity 2 - Decision Tree Time / Worksheet



Back

Breaking the Problem Down

Activity 3 - Control Map

“What's in your hands - and what's not?”

The Circle Sort

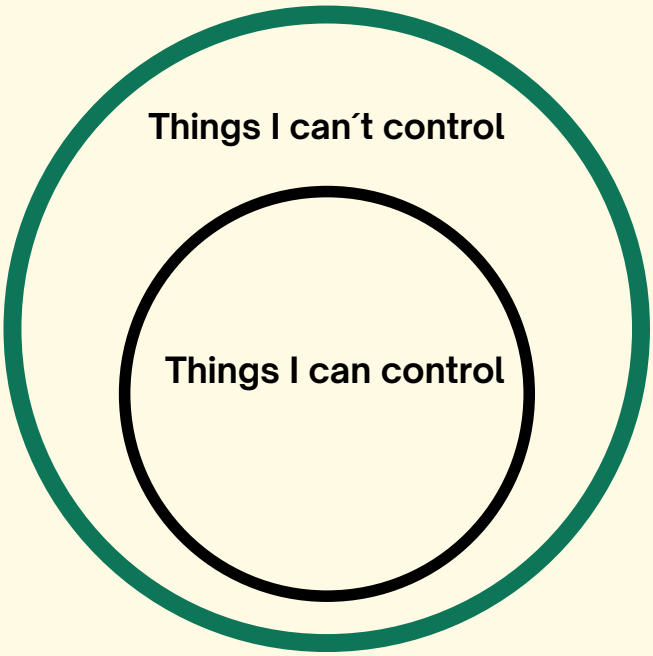
Step 1: Draw or use the two circles:
Inner Circle: Things I can control.
Outer Circle: Things I can’t control.

Step 2:
Use words, icons, or short examples to fill in both.

Some prompts:

- Can you control what someone else says?
- Can you control how you respond to it?
- Can you control when a test is?
- Can you control how you prepare for it?

Example:



What’s one thing from the inner circle you can act on today?

How does it feel to let go of something from the outer circle?

Thinking Clearly Under Pressure



Stressful situations can arise quickly - a sudden argument, a surprise test, or a difficult message. In those moments, your brain might panic, but if you've prepared a calm plan, you'll know exactly what to do.

A **Calm plan** is a collection of simple things that help you stay grounded - no overthinking, just action. Everyone's plan looks different, but having one ready means you're one step ahead when things get tough.

Activity 1: Build Your Calm Plan

Check or write your favourite calm-down strategies below:

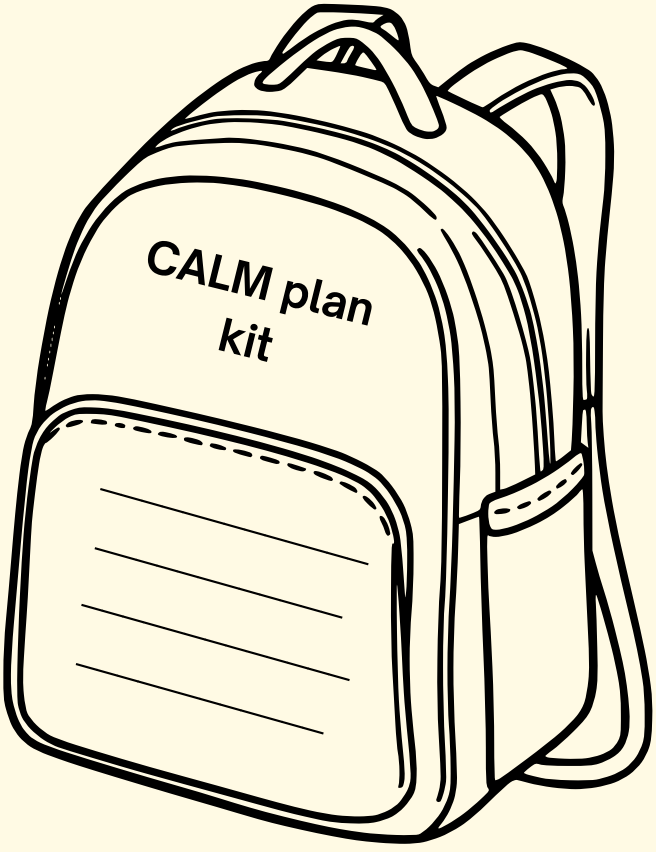
- ☐ Take 5 deep breaths
- ☐ Go outside for fresh air
- ☐ Listen to a calming song
- ☐ Talk to someone you trust
- ☐ Write it out in a notebook
- ☐ Drink water slowly
- ☐ Do 10 jumping jacks
- ☐ Look at something beautiful
- ☐ _____
- ☐ _____

Take a time to think

- When would you use this calm plan in real life?
- Which strategy do you think will help you the most time?

Step 1: Brainstorm

Draw or write your top 3 - 5 strategies into your "Calm Plan Kit."



Back

Thinking Clearly Under Pressure

Activity 2: Track a Real Moment of Pressure
Learn from real moments - and build better ones.

Distractions love to show up when we're under pressure, and they usually pull us away from what matters. But every time you notice one, you've got a chance to learn. This activity helps you reflect on one real moment of distraction and how you might handle it better next time.

Step 1: Look Back
Please take a look at a recent instance when you were supposed to focus but got distracted.

Write about it:

- What were you trying to do?
- What distracted you?
- How did you feel after it happened?



Step 2: Rethink It

Now imagine that moment again - but with one small change.

- What could you have done differently?
- What strategy from your Calm Plan could have helped?

Bonus Task (Optional)
Could you draw the distraction as a creature or character?
💬 What does it say to tempt you?
💪 What power can you use to block it?



Reflection Questions:

- What's one way you can protect your focus better next time?
- How did it feel to look at the moment without judgment?

Module 2
Problem-Solving Under Pressure

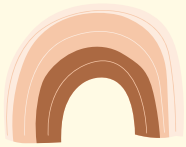
You've just worked through one of the most powerful life skills there is: solving problems under pressure. Along the way, you've learned how your brain and body react to stress, how to break down overwhelming situations into manageable steps, and how to stay calm and think clearly even when things feel intense.

Remember, pressure is part of life - but panic doesn't have to be. You now have tools like the 3-Question Method, decision trees, calming strategies, and reflection exercises to help you pause, plan, and move forward with confidence.

You don't need to have all the answers. You just need to know how to take the next step - and trust yourself to keep going.
Keep using what you've learned here. The more you practice, the easier it will be to stay grounded, make smart choices, and handle whatever comes your way.



Back



Self-Reflection



How do you better understand your reactions to pressure now?

Which tool (e.g., decision tree, stress radar, control map) felt the most helpful or eye-opening for you?

Do you feel more confident handling tough moments after this module? What's changed?

What will you do differently the next time you feel stressed or overwhelmed?

SELF OBSERVATION

Use the scale: Never (1) • Rarely (2) • Sometimes (3) • Often (4) • Always

Statement	Score
I can tell when I am under pressure by the way my body or thoughts feel (e.g. tense, racing, sweaty).	
In stressful situations, I can name what I'm feeling (e.g. worried, angry, overwhelmed), not just "bad".	
When things get intense, I can pause (breathe, count, take a moment) instead of reacting instantly.	
I break big problems into smaller steps instead of seeing them as one huge impossible thing.	
I can separate what I can control from what I can't, and focus my energy on the part I can influence.	
When I face a problem, I can make a simple plan (step 1, step 2, step 3) to deal with it.	
When I'm stuck, I know who I can ask for support and I actually reach out.	
I use at least one strategy (breathing, movement, music, talking) to calm myself when stressed.	
After a stressful event, I think about what happened and what I could do differently next time.	
When something goes wrong, I can stay reasonably calm and look for solutions instead of giving up.	
TOTAL	

INTERPRETATION

Total Score: ____ / 50	
Score	**Interpretation & Guidance**
41–50 points	Resilient problem-solver – You're good at noticing stress, calming yourself, and finding steps forward. Keep practising these skills and use them in new situations (exams, conflicts, decisions).
31–40 points	Confident under pressure – You have useful tools, but they may not always show up in the most difficult moments. Choose one or two strategies (pausing, planning, asking for help) to make automatic.
21–30 points	Growing problem-solver – You understand some ideas about dealing with pressure but still struggle when things get intense. Practise one calm-down tool and one planning tool regularly.
11–20 points	Finding your footing – Stress may often feel overwhelming. Start very small: learn to notice body signals, then add one short pause technique (like slow breathing) when you feel pressure.
0–10 points	Support strongly recommended – Pressure may shut you down or make you react without thinking. It can help to talk to a trusted adult or friend, revisit this module, and practise simple tools together.

Module 3
Social Influence on Behaviour

Introduction

From viral trends to influencers, social media algorithms to subtle peer pressure — young people today are surrounded by constant messages about how to act, look, and think. It's easy to go along without noticing how much of your behavior is being shaped from the outside.

This module is your space to pause and take back control. You'll explore how social influence works, how to recognise pressure, and how to respond in ways that reflect your true values. Whether it's learning to say "no", thinking twice before following a trend, or questioning what's real online, each step will help you build stronger awareness and self-confidence.

Let's look at what influences you — and how to choose your own path forward.



Back

Peer Pressure Awareness

Unit 1

- People often copy others - it helps us feel safe and accepted, especially in groups.
- Social proof is when something feels “right” just because many people are doing it.
- This influence shows up online and offline — in trends, likes, ratings, and everyday choices — often without us noticing.

Think about today or yesterday.



Write ONE short example for each:

A moment when you felt pressure to fit in

A moment when you followed something because others were doing it

A moment when you paused before choosing

You don’t need to analyse these moments yet.
Just noticing them is the first step.

Back

WORKSHEET

THE POWER OF SOCIAL PROOF

Activity 1
This activity helps you look more closely at how social influence affects your choices.

Step 1: Rate your choices
For each item below, rate from 1–5:
1 = I chose it totally by myself
5 = I chose it mostly because others did

	1	2	3	4	5
The clothes you wear	☐	☐	☐	☐	☐
A song you recently added to a playlist	☐	☐	☐	☐	☐
A challenge or trend you tried	☐	☐	☐	☐	☐
A brand/product you like	☐	☐	☐	☐	☐
A place you wanted to visit	☐	☐	☐	☐	☐



Back



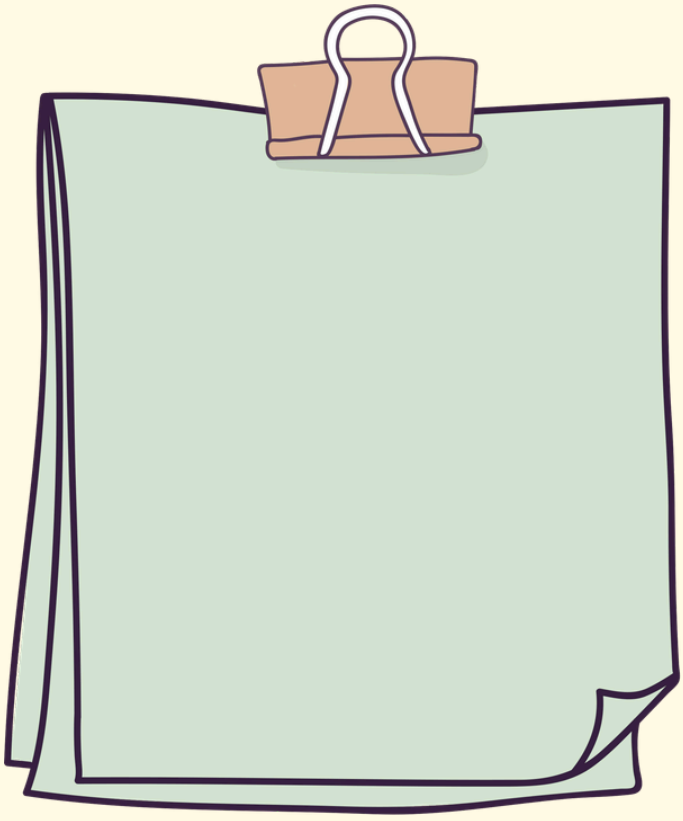
WORKSHEET

THE POWER OF SOCIAL PROOF

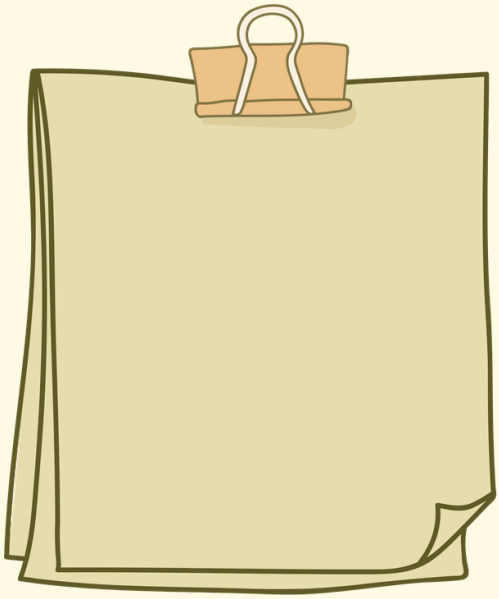
Step 2

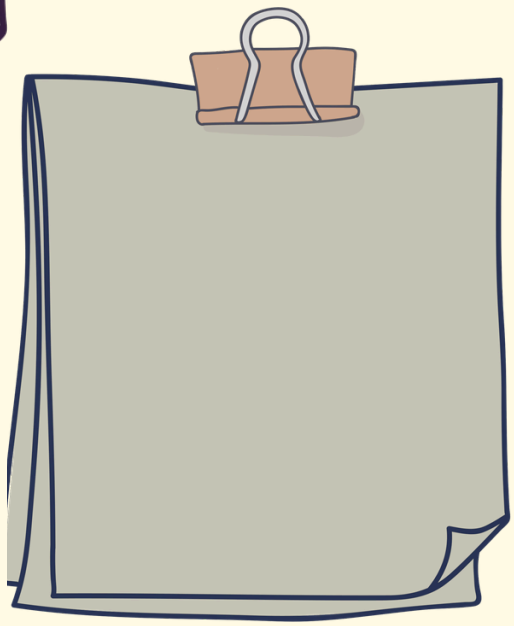
Choose **ONE** item you rated 4 or 5 and answer:

Why did it seem cool or popular?



Where did you first see it? (e.g., TikTok, friend, ad)





Would you still like it if nobody else did? Why or why not?

Back

Peer Pressure Awareness

Unit 1

- **Peer pressure doesn’t always come as a command. Peer pressure isn’t always loud or direct.**
- **Often, it works quietly — by shaping the options we think we have and making some choices feel easier than others.**
- **Noticing that moment is the first step to making your own choice.**

Activity 2

This activity helps you pause and notice where that pressure appears, before you decide what to do.

Step 1: Read this situation:

You’re invited to a party. A friend says, “Just come - don’t be boring.”

You know there might be drinking, and you’re not comfortable with that. You’re torn: go to fit in, or skip it and stay true to your feelings.

What is really influencing this choice right now?



Back

WORKSHEET

FORK IN THE ROAD

Step 2: Draw Your Own Fork in the Road

You're going to draw a forked path — like two roads splitting.

Under each path, draw or write:

What would happen short term?

What would you feel?

What could the long-term result be?

You can color in the path you would choose.

There are no right or wrong answers — focus on being honest.

Path A
Go to the party to fit in

Path B
Say no and do something else



Back

Assertive Communication

Unit 1

Assertive communication means expressing your thoughts, needs, and feelings in a clear and respectful way — even when others expect something different.

It It's not about being rude or aggressive — it's about being honest and respectful.

Being assertive helps you make choices that match who you are — not just what others want..

Activity 1

This activity helps you practise how to respond assertively when you feel pressure, even if it feels uncomfortable.

Step 1: Read each situation below.
Rate how much pressure you'd feel using this scale:
0 = No pressure
1 = A little pressure
2 = A lot of pressure



Situation	Pressure (0-2)
Your friends skip class to hang out and want you to come too.	☐
Everyone in your group is teasing someone and you feel uncomfortable.	☐
Your best friend wants you to lie to cover for them.	☐
Your teammates want to skip practice but ask you to tell the coach you were all sick.	☐

Back

WORKSHEET

RESPONDING UNDER PRESSURE

Step 2

Choose ONE situation from the activity and work through the steps below.

Step 3

Different ways I could respond

Response type	What I might say
To fit in	
To avoid conflict	
Assertively (clear & respectful)	

Step 4

Reflect

How did the assertive response feel compared to the others?

What made it easier or harder to express yourself clearly?

Back

Assertive Communication

Unit 2

Not all responses are the same.
How you speak can change how a situation ends — and how you feel about it later.

Being assertive means respecting yourself and others at the same time.



There are three common ways people respond under pressure.

Passive

- Avoids conflict
- Puts others first
- Often ignores own needs

"It's fine… whatever you want."

Agressive

- Forces opinion
- Can hurt others
- Often creates conflict

"I don't care what you think — stop!"

Assertive

- Clear and respectful
- Honest about feelings
- Protects boundaries

"I'm not comfortable with that, so I'm choosing something else."



Back

WORKSHEET

FINDING YOUR ASSERTIVE VOICE

Activity 2 - What Would You Say?

This activity helps you practise clear and respectful responses.

Step 1 - Choose ONE situation

Tick one situation below (or write your own):

A friend pressures you to do something you're not comfortable with	
Someone makes a joke that doesn't feel OK to you	
Friends expect you to agree, even when you don't	
Someone keeps pushing after you already said "maybe"	
Other: _____	

Step 2 - Complete the sentence

Finish the sentence in your own words:

"I feel _____ when _____, so I'm going to _____."

Back

WORKSHEET

WHAT WOULD YOU SAY?

Step 3 - Make it respectful

Look at what you wrote and check

☐	**Does it clearly say how I feel?**
☐	**Does it explain my choice?**
☐	**Does it avoid blaming or attacking others?**



If needed, rewrite your sentence below:

Step 4 - Reflect

How confident do you feel saying this out loud?

- ☐ Not very confident
- ☐ A bit confident
- ☐ Confident
- ☐ Very confident

Being assertive takes practice — confidence grows over time.

What could help you say it more confidently next time?

Back

Goal-Aligned Choices

Unit 3

- **Social media can influence what we want — even when we don't notice it.**
- **What you see repeatedly can shape your priorities, habits, and goals over time.**
- **Goal-aligned choices help you decide what to follow, watch, and engage with — based on who you want to become, not just what is popular.**



Is what I usually see online helping me become who I want to be?

Direction Check

Take a moment to think about your online habits. Without analysing details, answer the questions below.

Right now, my online content mostly makes me feel like...

Write one word, draw a symbol, or circle an emoji.









Back

WORKSHEET

WHAT INFLUENCES ME?

Activity 1- Influencers & Algorithms

This activity helps you recognise how algorithms and influencers shape what you see — and how that can affect your goals and choices.

Step 1 – My Feed Facebook/Instagram/Snapshot

List up to 3 influencers or creators you see most often:

1. _____

2. _____

3. _____



Step 2 – What Are They Promoting?

Influencer	Topics or trends	Products / lifestyles	How it makes me feel

Back

WORKSHEET

WHAT INFLUENCES ME?

Step 3 – Awareness Check
List up to 3 influencers or creators you see most often:

- ☐ **Do I know if they are paid or sponsored?**
- ☐ **Does this content reflect real life?**
- ☐ **Does it support who I want to be?**

Step 4 – Influencer Filter (Visual)
Draw or describe your “influencer filter”:
What does it block? What does it allow?



Back

Goal-Aligned Choices

Unit 3

- **Awareness is only the first step. Knowing what influences you gives you the power to choose differently.**
- **Small choices matter. What you follow, like, and engage with today shapes your tomorrow.**
- **Goal-aligned choices help you protect what supports your growth — and limit what pulls you away from it.**

If you paused your feed right now…

Finish ONE of these sentences

"Right now, my feed mostly pulls me towards _____."

"I wish my feed helped me more with _____."

"One thing online that often distracts me from my goals is _____."

What you see affects how you think — and how you feel.







Back

WORKSHEET

GOAL-ALIGNED FEED CHECK

Activity 3 – Choosing What to Keep, Change, or Block
This activity helps you turn awareness into action by deciding how your online choices can better support who you want to become.

Step 1 – What I Want More Of
Think about your goals, values, or the kind of person you want to grow into.

I want to see more content that helps me:
(You can tick more than one)

- ☐ Feel inspired
- ☐ Learn something useful
- ☐ Feel confident
- ☐ Be creative
- ☐ Take care of my mental health
- ☐ Stay focused on my goals



Step 2 – What I Want Less Of
Now think about content that drains your energy or pulls you away from your goals

I want to see less content that makes me feel:



- ☐ Pressured
- ☐ Insecure
- ☐ Distracted
- ☐ Like I'm "not enough"
- ☐ Stressed or negative
- ☐ Like I'm wasting time

Back

WORKSHEET

GOAL-ALIGNED FEED CHECK



Step 3 – Alignment Check
Look at what you see most online and what you said you want more or less of.
Tick the statements that feel true for you:

- ☐ **A lot of the content I see matches who I want to become**
- ☐ **Some content supports my goals, but some pulls me away**
- ☐ **I often consume content without thinking about its impact**
- ☐ **My feed influences my mood more than I realise**

Step 4 – My Goal-Aligned Choice
Now imagine you are choosing on purpose.
Draw or write:
ONE change you want to try this week

You don't control everything you see — but you do control what you choose to engage with.

Back

Module 3
Social Influence on Behavior

Conclusion

You've taken a dive into the hidden forces that shape your everyday decisions — from peer pressure and group behaviour to influencers and digital algorithms. Most importantly, you've learned how to pause, reflect, and ask yourself: "Is this really me?"

Throughout this module, you've strengthened your ability to think critically and define your own voice. You've explored how to handle pressure with confidence, make choices that align with your values, and stay aware of the messages shaping both your feed and your identity.

The more you practise these skills, the easier it becomes to make conscious, empowered choices — online, offline, and everywhere in between. Keep thinking for yourself. Keep showing up as the real you.



Back

Self-Reflection

When did you notice that you were making a decision more for others than for yourself?

What kind of social media content influences you the most – and do you want to change that?

After this module, what does “being yourself” mean to you when there’s peer pressure?

How can you make choices that match your values – even when others think differently?

SELF OBSERVATION

Use the scale: Never (1) • Rarely (2) • Sometimes (3) • Often (4) • Always

Statement	Score
I can notice when I'm doing something mainly to fit in with others, not because I actually want to.	
I can say "no" or suggest another idea when friends push me to do something I don't feel OK about.	
Before I follow a trend, I stop and ask myself if it really fits my values, goals, or style.	
I double-check information from social media or messages before fully believing or sharing it.	
I know that algorithms influence what I see online, and I sometimes think about why I see certain posts.	
I notice when influencers are advertising or when their life looks unrealistically perfect.	
I have a sense of my own values (e.g. honesty, respect, health, loyalty) and can name a few of them.	
I try to make decisions that match my values, even if they are not the most popular choice.	
I unfollow, mute, or limit accounts that make me feel bad or push me into unhealthy choices.	
I support friends when they choose not to follow the group in something they're uncomfortable with.	
TOTAL	

INTERPRETATION

Total Score: ____ / 50	
Score	**Interpretation & Guidance**
41–50 points	Independent thinker – You are aware of how friends, trends, and algorithms influence you, and you still make your own choices. Keep protecting your values and helping others do the same.
31–40 points	Critical but connected – You think for yourself most of the time but may still get pulled along in some situations. Focus on one area to strengthen (e.g. saying “no” or curating your feed).
21–30 points	In the middle of the pull – You sometimes follow the group without thinking, but you’re starting to question things. Choose one habit (like checking info or naming your values) to practise more often.
11–20 points	Easily influenced –Often influenced – It may be hard for you to say no or act differently from the group. Try practising small “no’s” in low-risk situations and talk with someone you trust about your values.
0–10 points	Time to pause and reflect – Social and online pressure might be driving many of your choices. Revisit this module, look closely at your social media and friend groups, and consider adjusting what you follow and who you listen to.

Module 4
Emotional Awareness and Regulation

Introduction

In today's fast-paced world, emotions can be overwhelming and unpredictable. Learning to **understand and manage your feelings** helps you stay in control, when you're faced with the urge for instant rewards or quick fixes. In this module, you'll learn to recognize your emotions, see how they affect your choices, and practice simple ways to calm yourself when feelings run high. **Building emotional awareness and regulation** helps you pause, think, and choose what's best for your long-term goals instead of acting on impulse. These skills support you through difficult moments, but also in friendships, school, hobbies, and your future.

Throughout this module, you'll explore three key areas: recognising your emotions, understanding how they influence your decisions, and learning practical techniques to manage them. Get ready to take charge of your feelings, build your emotional strength, and develop the patience that helps you succeed - one step, one breath, one choice at a time.



Emotional Awareness and Regulation

Emotional awareness is about noticing what you're feeling and naming it, like checking in with yourself to see what's going on inside. Emotional regulation is what you do with those feelings, so they don't take control of your actions.

Emotions show up all the time, even when we don't notice them. Sometimes they appear as thoughts, sometimes as body sensations, and sometimes as strong reactions. Learning to recognise emotions early helps you understand what's really going on, instead of feeling confused or overwhelmed.





When you can name an emotion, like stress, anger, excitement, or disappointment, it becomes easier to deal with. Naming emotions gives you more control and helps you respond instead of reacting automatically.

The activities in this module help you recognise emotions as they show up, understand what triggers them, and build your own "Emotion Toolkit." With practice, you'll learn how to pause, calm yourself, and choose how you want to respond, even in challenging moments.

Back

Emotional Awareness and Regulation



Emotional Triggers

Triggers are situations, people, or thoughts that set off certain emotions. They can be small, like a comment, or big, like pressure or expectations. Everyone has different triggers, and that's normal.

By noticing what triggers your emotions, you start to see patterns. This helps you prepare for challenging moments and choose how you want to respond, instead of being caught off guard.

Emotional Responses

Reaction  **Choice**

A reaction happens automatically.
It's what you do when an emotion takes over before you've had time to think, like snapping back or shutting down.

A choice happens after a pause.
It's when you notice how you feel, take a moment, and decide how you want to respond.

Knowing the difference between reacting and choosing gives you **control**. You can't always control your emotions, but you can control what you do next.

Back

Unit 1

WORKSHEET

RECOGNISING EMOTIONS

What Are Emotions?

- **Brain signals (feelings, thoughts, body changes)**
- **Help you make better choices and release tension**
- **Releases chemicals that cause physical reactions (heart race, muscle tense)**

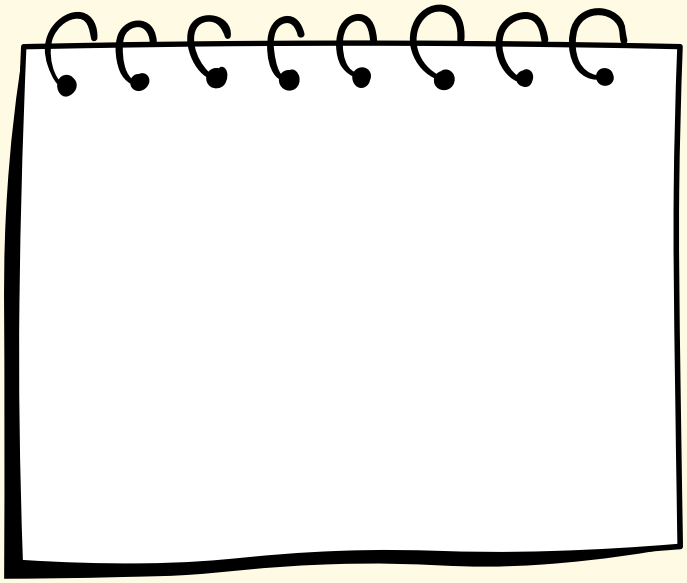


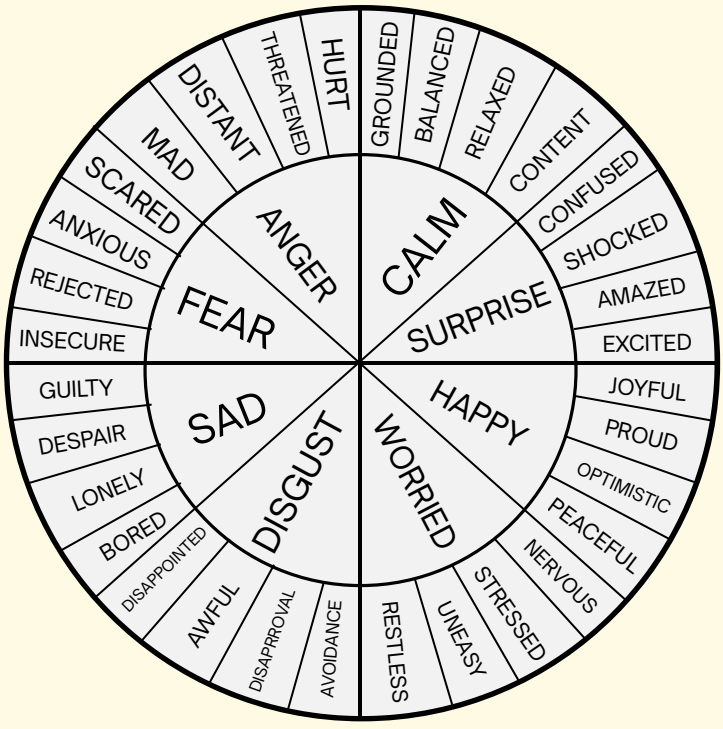
Activity 1

Below you see an emotion wheel with basic feelings in the center and related emotions around it. Identify and color emotions you've felt recently.

Activity 2

Write or draw about a moment when you felt one of these emotions in the space below.





Back

WORKSHEET

Unit 1

RECOGNISING EMOTIONS



A trigger is something that makes you feel strong emotions, like a touch in your brain making you feel a certain way. It can be a person, a place or a situation that triggers something in your mind and make you feel a certain way.

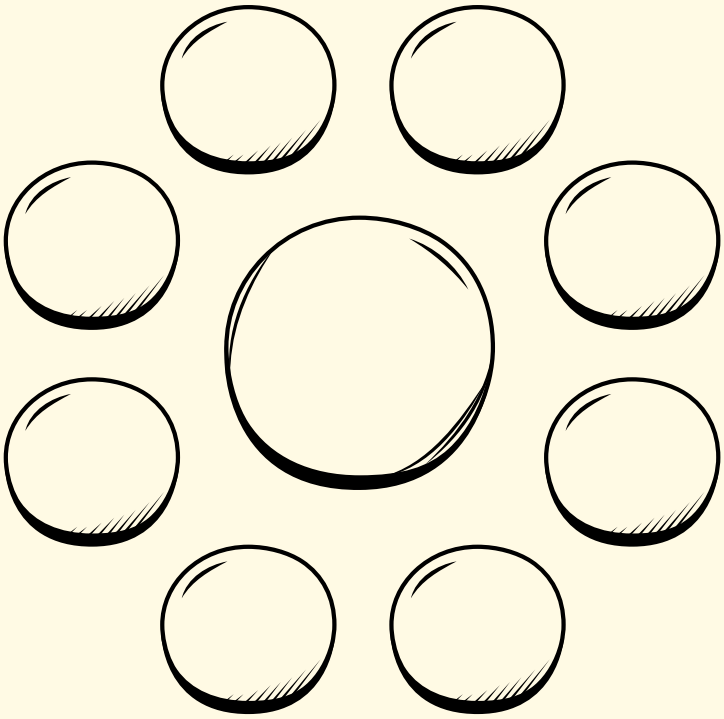
What Makes Me Feel This Way?

Activity 3

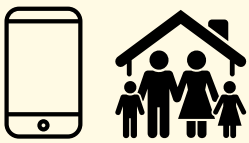
In the circles connected to “Me” below draw symbols that represent things or situations that trigger your emotions.

Take a minute to think about:

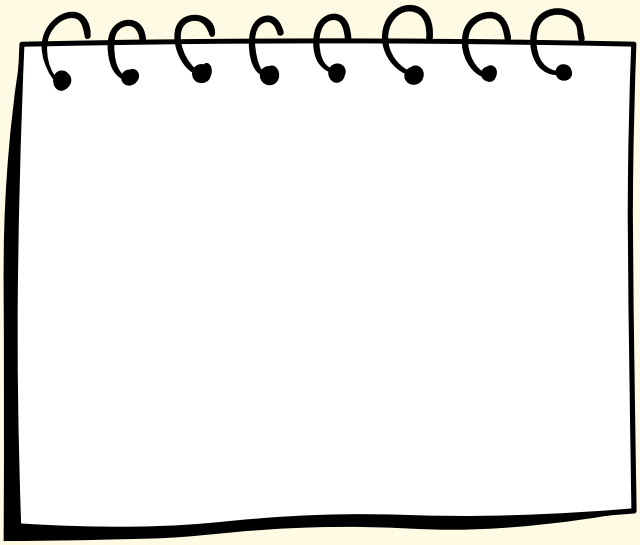
How these triggers make you feel and what you usually do when they happen?



Example icons you can draw but feel free to draw your own



.....



Back

WORKSHEET

UNDERSTANDING EMOTIONAL RESPONSES

Activity 1

Read the following story and pick what you would do in this situation. After choosing,

- Write on the cloud emotions you feel when reading this story.
- Write down 2 alternative ways you could respond to the situation besides your first choice.

Jamie is scrolling through social media and sees that a popular influencer just posted about a new gadget everyone is talking about. Jamie feels a strong urge to buy it immediately to fit in and feel cool. But Jamie's phone is old and still works fine, and money you have is not much at the moment.

Choices:

A) Buy the gadget right away to keep up with friends.

B) Wait and save money for something more important later.

C) .....

D).....

Back

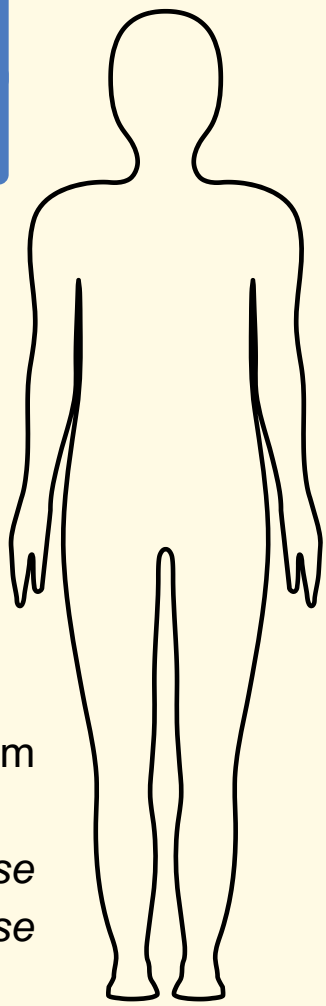
Activity 2

Think of a moment where you had a similar dilemma like the story above. Try to reflect: “What happened?”, “How did you feel?”, “What did you do?”, “What could you do next time?”

Unit 2

WORKSHEET

UNDERSTANDING EMOTIONAL RESPONSES



Activity 3

Look at the body outline on the page and mark the spots where you feel changes when you're

- angry,
- nervous,
- and excited.

Activity 4 & Reflection

Underline 3 physical signs that are common for you from the list below.

- Reflect on: *When do you most commonly feel these signs? & What can you do the next time you feel these physical signs?*

Heart beating faster
Muscle tension (e.g., neck, shoulders)
Butterflies or 'fluttering' in the stomach
Sweaty palms
Shallow or rapid breathing
Clenched jaw or grinding teeth
Flushed face or feeling hot
Dry mouth
Feeling dizzy or lightheaded
Trembling or shaking hands

Back

Unit 3

WORKSHEET

STRATEGIES TO REGULATE EMOTION

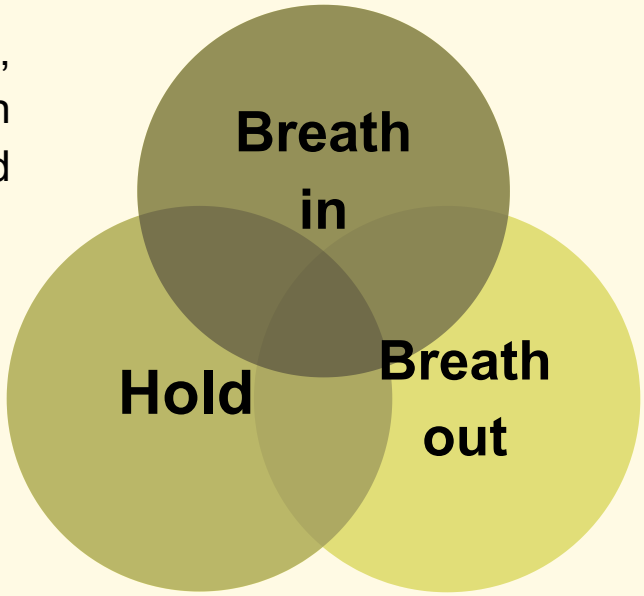
Activity 1

Create an emotion playlist with songs that reflect different emotions you feel.

♫ ..... ♫ ..... ♫ .....

Activity 2: Guided Breathing Exercise

Sit in a comfortable position, close your eyes, and focus on your breathing. Breathe in slowly for 4 counts, hold for 4 counts, and exhale for 4 counts.



What did you feel before you start?

What do you feel after?

When you could use breathing exercises in your daily life?

Back

Unit 3

WORKSHEET

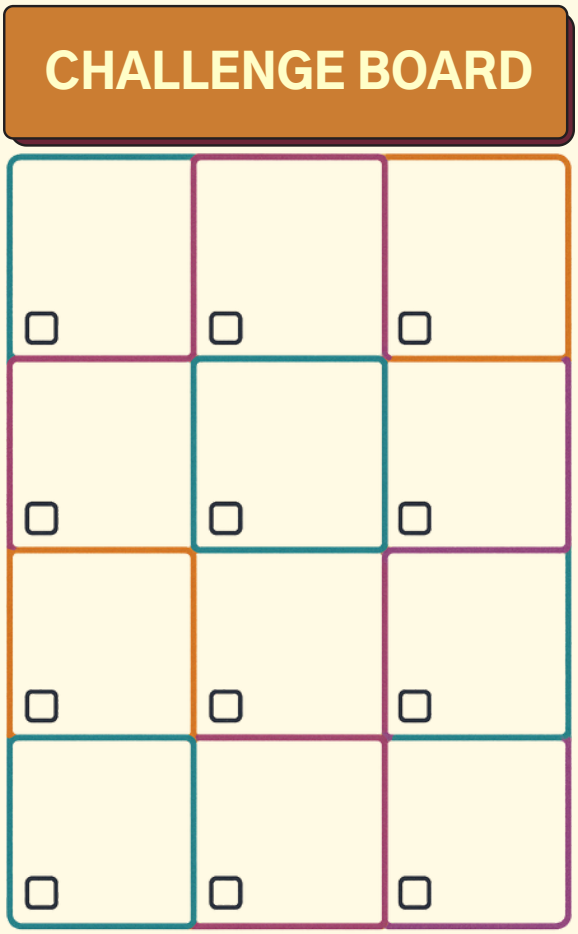
STRATEGIES TO REGULATE EMOTION

Activity 3: Challenge Yourself!

Try short and fun challenges like ‘Take 5 deep breaths,’ ‘Write down 3 positive thoughts,’ or ‘Dance to your favorite song for 2 minutes.’

Fill the board with ideas you would be up doing and check off each activity as you complete it to relieve stress and boost your mood.

Bonus:
Work as a team to check off every activity, then celebrate your collective success together!



Activity 4: Body Scan Relaxation

Find a comfortable spot and take a deep breath. Close your eyes and focus on each part of your body, starting from your toes and moving up to your head. Notice any tension and gently release it.

Rate your relaxation level:

Before the activity ☆ ☆ ☆ ☆ ☆

After the activity ☆ ☆ ☆ ☆ ☆

Back

WORKSHEET

Unit 3

STRATEGIES TO REGULATE EMOTION

Reflection: Write a Letter to Your Younger Self

Imagine you're an adult who's great at handling emotions. Write a letter to your younger self about:

- How you stay calm during stress or frustration.
- Tips for making smarter choices.

Back

Module 4
Emotional Awareness & Regulation

Conlusion

You've learned powerful techniques to manage your emotions, like breathing exercises and mindfulness. Each unit has helped you build awareness of your feelings and how they show up in your body.

By practicing these tools, you've taken important steps toward better emotional control and decision-making. Remember, emotional regulation means recognising your feelings, pausing, and choosing how to respond.

Keep using what you've learned, and soon it will become easier to stay calm and focused, no matter what life throws your way. This is just the start of your journey to emotional strength and balance!



Back

Self-Reflection

What emotions most often shape your decisions – and are you more aware of them now?

Which calming strategies (like breathing, body scan, playlists) felt the most useful to you?

How has your view of “difficult” emotions like anger, fear, or sadness changed?

In what situation would you like to test what you’ve learned from this module?

SELF OBSERVATION

Use the scale: Never (1) • Rarely (2) • Sometimes (3) • Often (4) • Always

Statement	Score
I can describe my feelings with specific words (e.g. disappointed, nervous, excited) instead of just “fine” or “bad”.	
I notice what happens in my body when I feel strong emotions (e.g. tight chest, shaky hands, heavy stomach).	
I can recognise situations, people, or topics that often trigger strong emotions in me.	
I see how my emotions affect my decisions (e.g. buying, texting, posting, reacting).	
I have at least one healthy way to deal with difficult feelings (e.g. music, journaling, walking, talking).	
I know and use at least one technique to calm down (breathing, grounding, stretching, etc.).	
I can talk about my emotions with at least one person I trust.	
I allow myself to feel emotions like sadness, anger, or fear instead of pretending they don’t exist.	
After a strong emotional moment, I think about what happened and what I might do differently next time.	
When I’m struggling, I can talk to myself in a kinder way (like I would talk to a friend).	
TOTAL	

INTERPRETATION

Total Score: ____ / 50	
Score	**Interpretation & Guidance**
41–50 points	Emotionally aware and skilled – You can notice, name, and manage your emotions in healthy ways. Keep using these skills and don't be afraid to ask for support when you need it – that's part of emotional strength.
31–40 points	Emotionally conscious – You understand your feelings fairly well but may not always regulate them how you'd like. Focus on making one or two calming or coping strategies your regular go-to tools.
21–30 points	Learning the language of feelings – You're starting to notice and name emotions, but it's still new or uncomfortable. Practise naming emotions and using one healthy strategy when you feel overwhelmed.
11–20 points	Still figuring it out – Emotions might feel confusing or too strong, and you may not know what to do with them. Try small steps: learn a few emotion words, test one calming technique, and talk with someone you trust.
0–10 points	Extra care needed – You may often feel stuck, numb, or out of control with your emotions. Consider reaching out to a counsellor, teacher, or another adult you trust, and use this module as a guide for building basic tools.

Module 5
Focus

Introduction

In a world full of vibrating phones, endless notifications, and tempting distractions, staying focused can feel almost impossible. But **focus is a skill** - something you can build, master, and take control of. In this module, you will learn how to recognise when your attention is drifting, how to block out distractions, and how to train your mind to stay in the zone longer. Through simple, practical activities, you will become better at choosing long-term goals over short-term temptations.

These focus - building skills will help you not just when you are studying - they can support you in sports, hobbies, relationships, and future goals.

Get ready to sharpen your attention, practice your self-discipline, and take charge of your focus - one moment at a time!



Focus

Unit 1

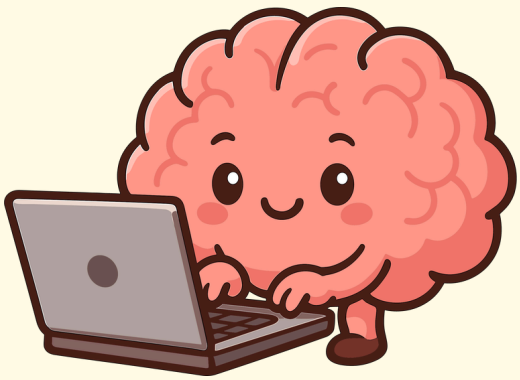
Focus is your ability to direct your attention toward one thing at a time - like shining a flashlight on what matters most.



Being able to stay focused makes studying easier, helps you finish tasks faster, and reduces stress. It also boosts confidence, because you feel more in control of your time and your choices. Strong focus isn't only useful at school - it helps in sports, hobbies, friendships, and any long-term goals you want to achieve.

When you can manage distractions and choose what matters most, you can make better decisions and enjoy what you're doing more.





The activities in this module teach you to notice your focus levels, understand what affects them, and build your own "Focus Toolkit. With practice, you'll learn how to stay in the zone longer and **take control of your focus**, one moment at a time.

Back

Attention Zones

Unit 1

We all have different levels of focus throughout the day — like “zones.” Sometimes we are in the zone, totally locked in. Other times, our brains feel foggy or all over the place. The first step to building better focus is **learning to recognise which zone you are in** right now.

“Green Zone” - full focus

“Yellow Zone” - distracted

“Red Zone” - very unfocused





Activity 1

Draw 3 circles: “Green Zone”, “Yellow Zone”, “Red Zone”. Fill in: What time of the day were you in each zone today? What were you doing?

Activity 2

Write a list of 12 activities like "watching YouTube," "doing homework," "chatting with a friend". Sort them into the zones and think “Do any need to be moved?”

WORKSHEET

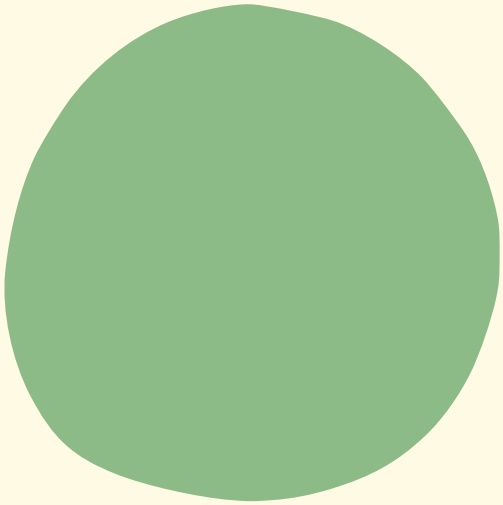
ATTENTION ZONES

Activity 1

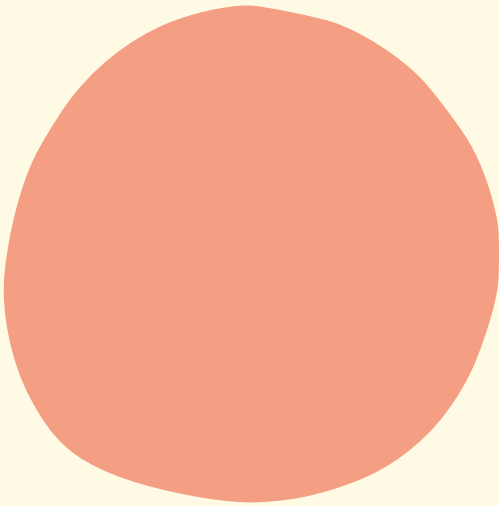
Fill in: What time of the day were you in each zone today? What were you doing?

“Yellow Zone” - distracted

“Green Zone” - full focus



“Red Zone” - very unfocused



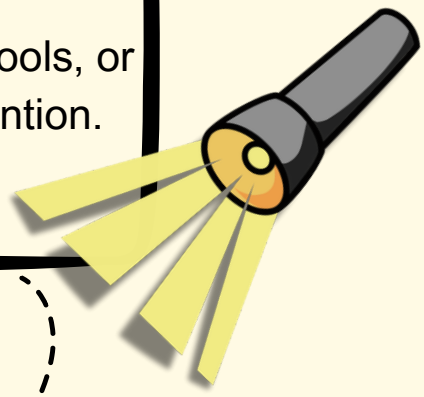
Activity 2

Write a list of 12 activities, Sort them in the zones,

Attention Zones

Unit 1

Remember, focus is something **you can build.** Think of focus like a flashlight: it works best when the batteries like your energy and environment are charged. **“Focus boosters”** are small habits, tools, or setups that help you stay in control of your attention.





Clear your head before starting.
Try deep breathing.



Water, movement, and sleep can help you stay focused.



Set up your space - tidy desk, no notifications, good lighting.

Activity 3

You can design your own personal Focus Toolkit - a list of strategies that help you focus when you are feeling distracted, tired, or overwhelmed. Write at least 3 things you want to try this week - putting your phone away, playing low-focus music, using a tidy space or something else you want to try. After testing them write down:

Which boosters worked best?
Was there one that surprised you?
What would you try next time?



Back

Distraction Defense

Unit 2

Apps are designed to grab your attention. You can take back control by setting boundaries.



Activity 1

List 3 apps that distract you the most. Mark when and why you usually open them.



Your brain **switches tasks** every time you check your phone. Each switch makes it harder to concentrate.

Activity 2

Draw a line and match the best defense for each digital distraction.

1. Using Snapchat
2. Texting friends
3. Checking Instagram
4. Scrolling TikTok
5. Notification pops

- Use app limits
- Put your phone away
- Turn on Focus Mode
- Take a stretch break
- Mute your chats

WORKSHEET

DISTRACTION DEFENSE

Activity 1

List 3 apps that distract you the most. Mark when and why you usually open them.





App Name	When I Use It	Why I Use It	Real benefit or just a habit?

Distraction Defense

Unit 2

Activity 3

Draw or map out your ideal focus space. Think about:

- Where would you place your phone?
- What items help you concentrate?
- What needs to be removed or turned off?







Activity 4

What was your biggest source of distraction today?
How could you block it next time?
How does it feel when you succeed at staying focused - even just for a while?



Back

Build concentration over time

Unit 3

Concentration means focusing your **attention on one thing at a time.** It is like shining a flashlight in a dark room - when the light is steady, you see clearly. But if it shakes or jumps around, it is hard to focus.

Activity 1

Draw and describe the biggest thing that breaks your focus.
It could be your phone, TikTok, friends, noise — or even your own thoughts.
Imagine it is a creature that keep bothering you. Draw it here:

What does this distraction “say” to you?
Example: “Just check one more video!”

Back

Build concentration over time

Unit 3

Your brain can only focus for a short time - especially if it is not used to doing it. But just like running or lifting weights, **the more you practice, the longer you can go.**



Good concentration helps with learning, working, sports, hobbies - even relationships. But **like muscles, it needs training.**

Activity 2

Choose a task like reading a text or writing something.
Set a timer for **3 minutes.** Focus on the task without stopping.
When time is up, rate how focused you were (1–10).
Add 1 minute. Then one more. Do it until you reach 10 minutes of uninterrupted concentration on your task**.**

Activity 3

Close your eyes for one minute and imagine your thoughts as scenes from a movie. Notice what shows up - memories, worries, to-dos, songs, random stuff.
Now choose one scene to stay with. Like pressing "**pause**" on the others.
Open your eyes and draw that scene - the one you chose to focus on.



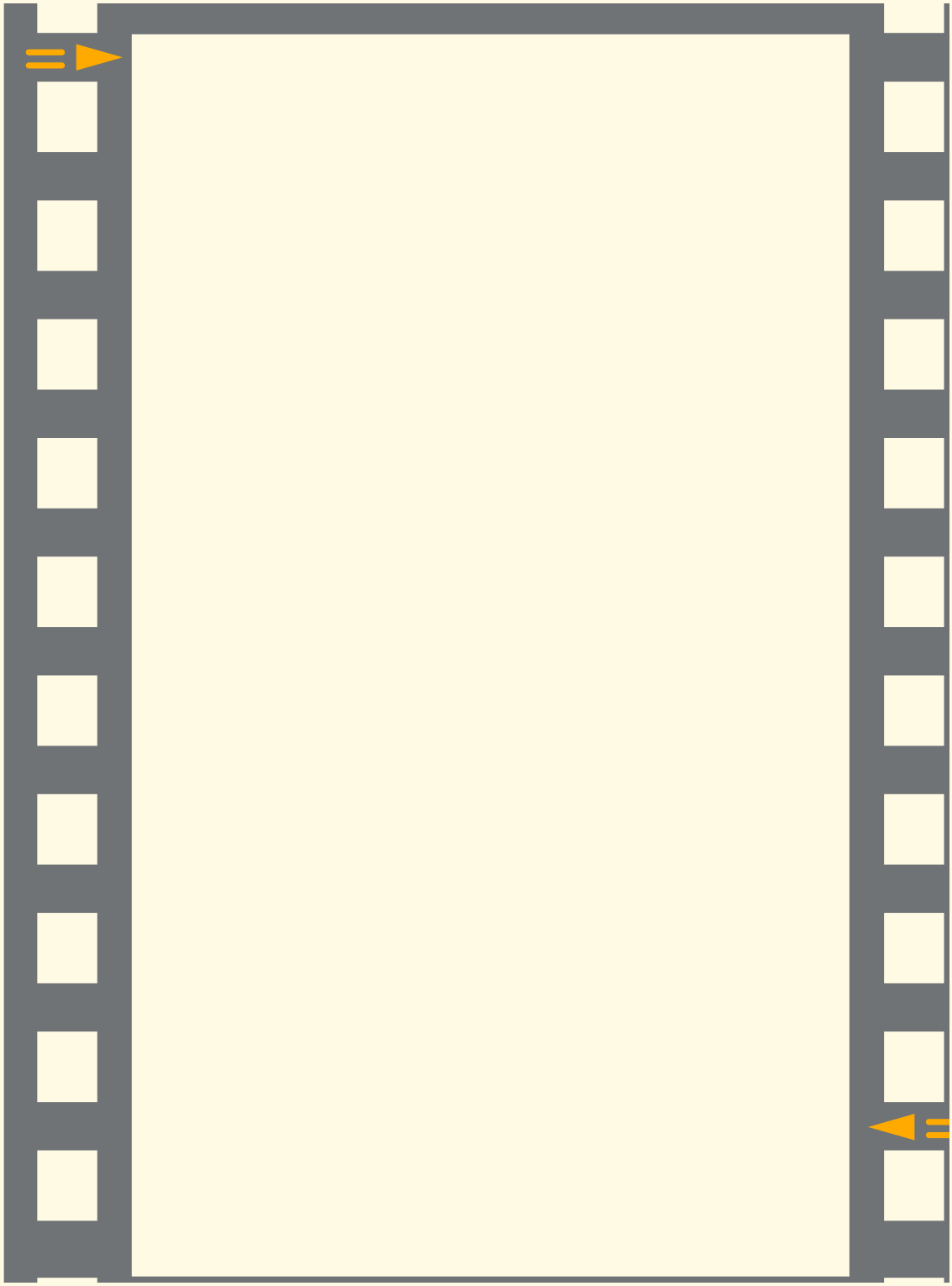
Back

WORKSHEET

BUILD CONCENTRATION OVER TIME

Activity 3

Draw the scene.



Module 5
Focus

Conlusion

You have explored how your attention works, learned how to block out distractions, and practiced building deeper concentration with the help of each unit.

With every activity you have taken small but powerful steps in your mission of becoming more focused and self-disciplined. Remember, focus means to be aware, to make choices, and show up for what really matters.

Keep using what you learned, and you will find it easier to stay on track, even when life gets noisy. This is just the beginning of a stronger, sharper you!



Back

Self-Reflection

What has made it hard for you to stay focused in the past – and how do you see it now?

What changes can you make in your habits or environment to improve your focus starting today?

After this module, what does it mean to truly pay attention to one thing?

What would you like to keep practicing to make your “focus muscle” stronger?

SELF OBSERVATION

Use the scale: Never (1) • Rarely (2) • Sometimes (3) • Often (4) • Always

Statement	Score
I have a sense of what times of day I focus best (morning, afternoon, evening).	
I try to do harder tasks when my focus is stronger and easier tasks when I'm tired.	
When I decide to focus, I put away or silence things that distract me (like my phone or other tabs).	
I have clear rules or limits for my phone and apps while I'm studying or working.	
I have a place or setup (desk, corner, library, etc.) that helps me concentrate better.	
I sometimes use timers or focus blocks (e.g. 15–25 minutes of work, then a short break).	
When I get distracted, I can notice it and bring my attention back to the task.	
I have tried to slowly increase how long I can focus on one task without checking my phone.	
When I feel bored during a task, I still try to continue instead of instantly escaping to distractions.	
I take short, intentional breaks that actually help me reset (stretching, water, fresh air) instead of only scrolling.	
TOTAL	

INTERPRETATION

Total Score: ____ / 50	
Score	**Interpretation & Guidance**
41–50 points	Focus champion – You manage your attention with skill. Keep protecting your focus times, limiting distractions, and balancing effort with smart breaks. These skills are powerful for study, work, and hobbies.
31–40 points	Strong focuser – You usually concentrate well, but certain situations or apps still pull you away. Choose one change (like stricter phone rules or better breaks) and test it for a couple of weeks.
21–30 points	Developing focus – You want to focus better but find it hard in practice. Start with one simple rule (e.g. phone in another room during 20-minute study blocks) and build from there.
11–20 points	Easily distracted – Distractions may be controlling your study and free time. Try creating a small "focus ritual" (same place, same short routine) and ask someone to support you in keeping it.
0–10 points	Attention reboot needed – It might feel almost impossible to focus. Revisit this module, experiment with very short focus blocks (5–10 minutes), and consider getting help from a teacher, mentor, or friend to stay accountable.

Conclusion

You’ve now reached the end of the training — but this isn’t really “the end.”

What you’ve explored in these modules is just the beginning of something much more personal: the way you think, the way you respond to challenges, the way you choose what matters to you over what just feels good in the moment.

Delaying instant gratification means noticing what drives your decisions, understanding your emotions, and choosing with more intention - even when it’s not easy.

If you’ve paused to think about, tried something new, or just looked at a situation differently — that’s already growth. And that’s what this training is for.

There’s no need to master everything at once. Come back to the parts that spoke to you. Use the tools when you need them. Share them if they helped. You now have new ways of thinking — and that’s something that stays with you, long after this training is over.

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