

ADHD WORKSHEETS FOR

KIDS



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True or False?

Objective: To understand the facts and myths about ADHD.

Instructions:

Read the following statements about ADHD and check off True or False for each:

Statements	True	False
1. ADHD only affects boys.		
2. People with ADHD are just lazy.		
3. ADHD can make it hard to sit still and focus.		
4. You can outgrow ADHD and it goes away as you get older.		
5. Having a routine can help manage ADHD symptoms.		
6. Everyone with ADHD is hyperactive.		
7. Kids with ADHD can succeed in school and life.		
8. ADHD is caused by eating too much sugar.		
9. Medication is the only way to treat ADHD.		
10. People with ADHD are less smart than others.		
11. It's helpful to take short breaks while doing homework if you have ADHD.		
12. Everyone has trouble paying attention sometimes, so everyone has ADHD.		

Answers:

1. False: ADHD affects both boys and girls. It can happen to anyone.
2. False: ADHD is a real medical condition that affects how someone's brain works. It's not about being lazy.

3. True: One of the main symptoms of ADHD is having trouble staying still and paying attention.
4. False: While some symptoms may change or improve with age, many people with ADHD continue to experience symptoms into adulthood.
5. True: Routines and schedules can help people with ADHD stay organized and remember what they need to do.
6. False: Some people with ADHD are hyperactive, but others may have more trouble paying attention without being overly active. There are different types of ADHD.
7. True: With the right support and strategies, kids with ADHD can do very well in school and achieve their goals.
8. False: ADHD is not caused by sugar. It's a complex condition influenced by genetics and brain chemistry.
9. False: While medication can help, there are many other strategies like behavioral therapy, counseling, and lifestyle changes that can also be effective.
10. False: ADHD does not affect a person's intelligence. People with ADHD can be very smart and creative.
11. True: Taking short breaks can help you stay focused and avoid getting too tired.
12. False: While everyone can have trouble paying attention sometimes, ADHD is a specific medical condition with particular symptoms that are more intense and long-lasting.

Identify Your Symptoms

Objective: To recognize and understand the symptoms of ADHD.

Instructions:

- The following is a list of common ADHD symptoms in children. Read the list and check off the ones you experience often:

- ☐ **Daydreaming a lot:** You might find yourself lost in your thoughts when you should be paying attention.
- ☐ **Getting easily distracted:** You might start doing something, but then get sidetracked by something else.
- ☐ **Making careless mistakes:** Sometimes, you might miss details or make mistakes because you weren't focused.
- ☐ **Not listening:** Even when someone is talking directly to you, it might seem like you aren't hearing them.
- ☐ **Losing things:** You might often misplace your homework, books, or toys.
- ☐ **Forgetting things:** It might be hard to remember to do your chores or bring your things to school.
- ☐ **Having messy spaces:** Your backpack, desk, or room might be very messy and hard to keep clean.
- ☐ **Not finishing tasks:** You might start projects or homework but have a hard time finishing them.
- ☐ **Avoiding things that need a lot of focus:** You might not like to do activities that require a lot of concentration, like long homework assignments.
- ☐ **Fidgeting a lot:** You might find it hard to sit still and keep moving your hands or feet.

- ☐ **Getting up when you should stay seated:** In class, you might get out of your seat even when you're supposed to stay put.
- ☐ **Interrupting others:** You might speak out of turn or interrupt people when they're talking.
- ☐ **Being impatient:** It can be hard to wait your turn in games or activities.
- ☐ **Doing things without thinking about the consequences:** You might do things quickly without considering if they're safe or if they might get you in trouble.
- ☐ **Having a hard time controlling emotions:** Sometimes, you might get very angry or upset quickly.

- Discuss your symptoms with a trusted adult, such as a parent or counselor, to better understand them.

How do you feel after identifying your symptoms?

The Bright Side of ADHD

Objective: To recognize the positive aspects of having ADHD.

Instructions:

- Below is a list of characteristics often associated with ADHD. Think about how each characteristic can be viewed as a positive trait. Some examples are provided to help you get started. Try to come up with your own examples, and you can ask a grown-up to help if needed.

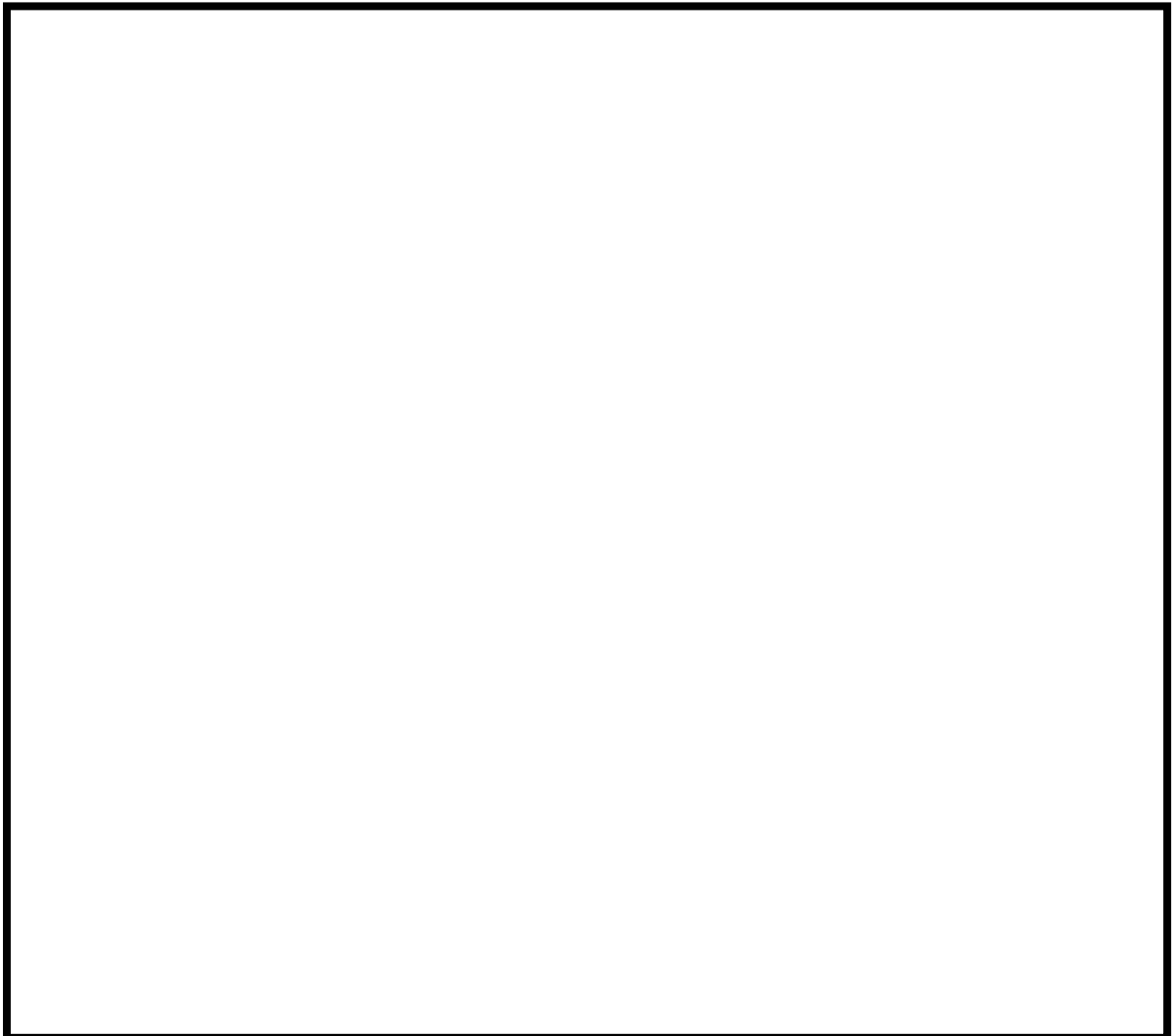
ADHD trait	Superpower
Easily distracted	Super Multitasker
Full of energy	Energizer
Stubborn	Determination Dynamo
Talkative	Communication Champ
Impulsive	
Forgetful	
Often daydreaming	
Easily bored	
Disorganized	

Create a Self-Portrait

Objective: To express self-identity and boost self-esteem.

Instructions:

- Gather art supplies like paper, pencils, markers, or paint.
- Think about how you see yourself and what makes you unique.
- Draw or paint a self-portrait that represents who you are, including your interests, strengths, and personality.
- Decorate your self-portrait with colors, patterns, or symbols that are meaningful to you.



Be Unique

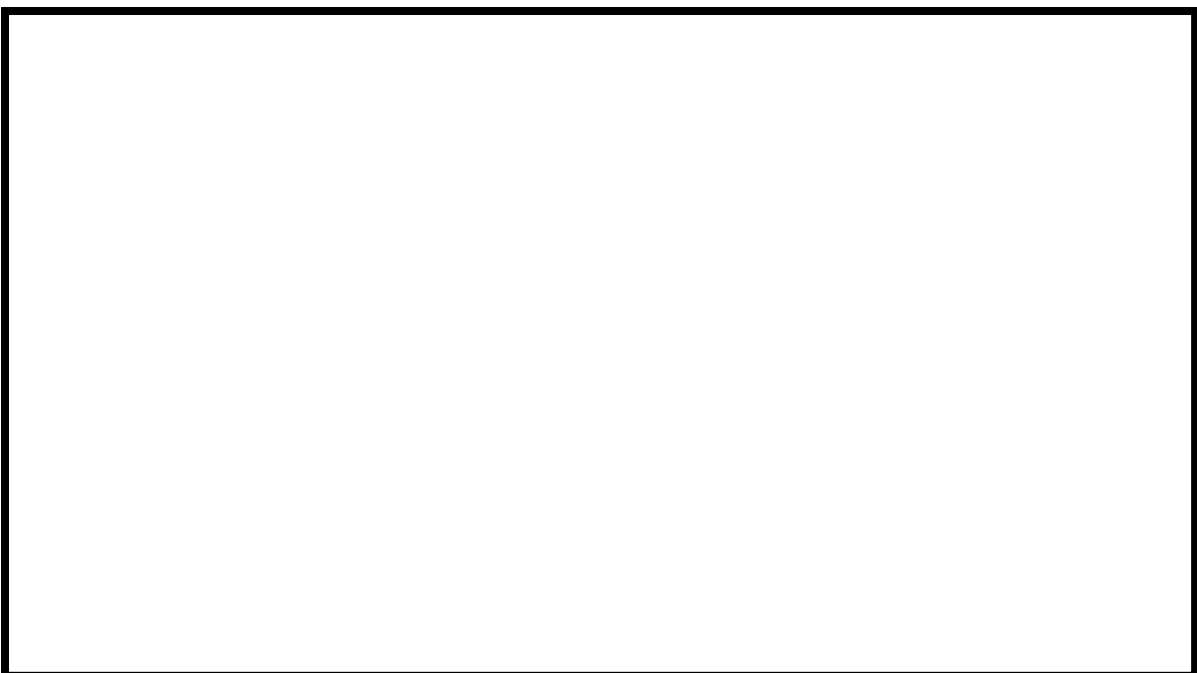
Objective: To embrace individuality.

Instructions:

- Think about what makes you unique, such as your hobbies, talents, or personality traits. Write down a list of these unique qualities and why you are proud of them.

- Share your unique qualities with a friend or family member and discuss what makes them unique too.

- Draw yourself doing something you're passionate about:



Stay Out of Trouble

Objective: To develop self-control and make better decisions.

Instructions:

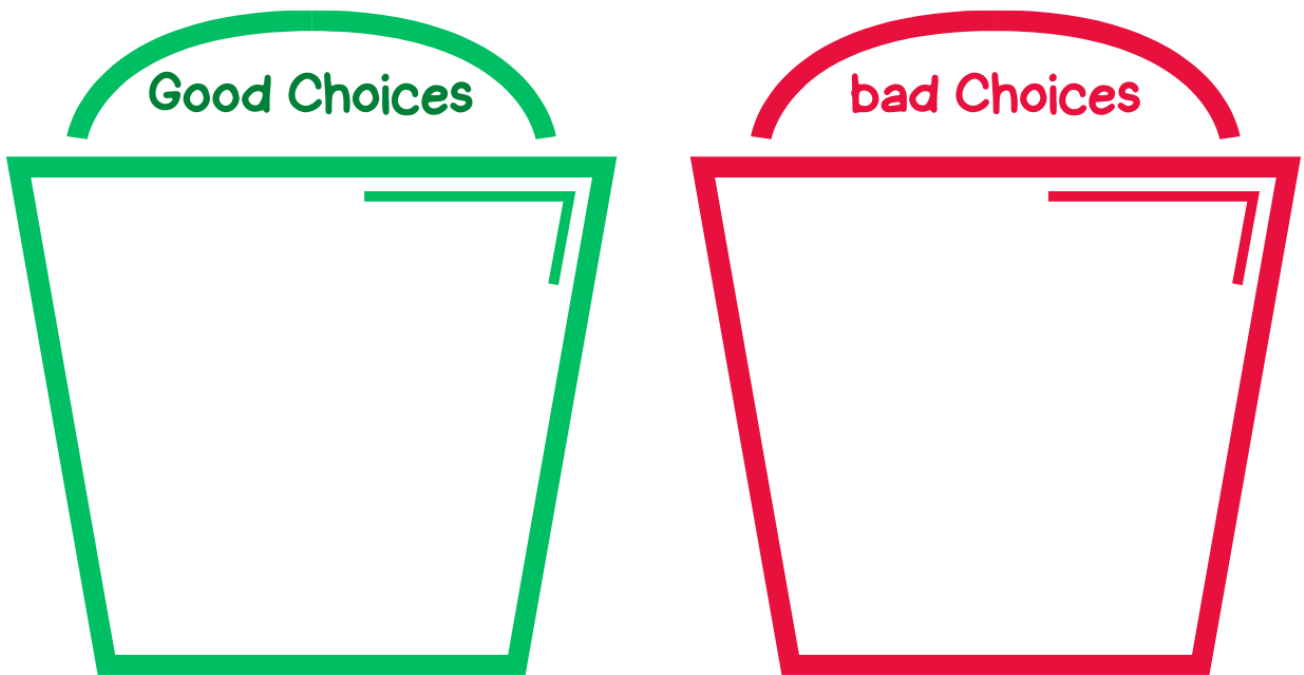
- Think about situations where you might get into trouble, such as during class, at home, or with friends.
- Create a list of positive actions you can take instead. For example, if you feel like interrupting in class, write down "raise my hand and wait."

Things That Got Me into Trouble	Positive Actions I Can Do Instead

- Role-play these situations with a friend or family member to practice making better choices.

GOOD/BAD CHOICES

- Cut out the good behavior choices and put them on the green bucket.
- Cut out the bad behavior choices and put them on the red bucket.



Predict What Others Will Do

Objective: To improve social awareness and empathy.

Instructions:

- Think about a recent situation where you interacted with someone, such as a conversation or a group activity.
- Write down what happened and how the other person reacted.
- Reflect on why the person reacted that way. What clues did you notice about their feelings or intentions?

What Happened	Why The Person Reacted That Way

- Practice predicting what others might do in different situations. Use the examples below or write down your predictions and compare them to what actually happens.

Situation	How The Person May React
<i>Example: You start talking to your friend during class.</i>	<i>A teacher might ask you to be quiet, or your friend might remind you that it's time to listen.</i>
You accidentally break a toy at your friend's house.	
You and your friend are waiting in line, and someone cuts in front of you.	
A classmate gives an incorrect answer to a question.	
You ask for a toy, but your parent says no.	
You interrupt your parents while they're talking at the dinner table.	
You forgot to bring your homework to class.	

Situation	How The Person May React

- Discuss your predictions and observations with a friend or family member to get their perspective.

Keep Trying When Bored

Objective: To develop persistence and resilience.

Instructions:

- Think about activities or tasks that you find boring or difficult. Write down these activities and why you find them challenging.
- Create a list of strategies to keep yourself motivated, such as taking short breaks, setting small goals, or rewarding yourself for completing tasks.

Boring Or Difficult Activities	Things I Can Do To Keep Myself Motivated

- Choose one of the activities and use your strategies to keep trying, even when you feel bored.

Be More Patient

Objective: To develop patience and self-control.

Instructions:

- Think about situations where you struggle to be patient, such as waiting in line, doing homework, or playing a game. Write down these situations and what makes you feel impatient.

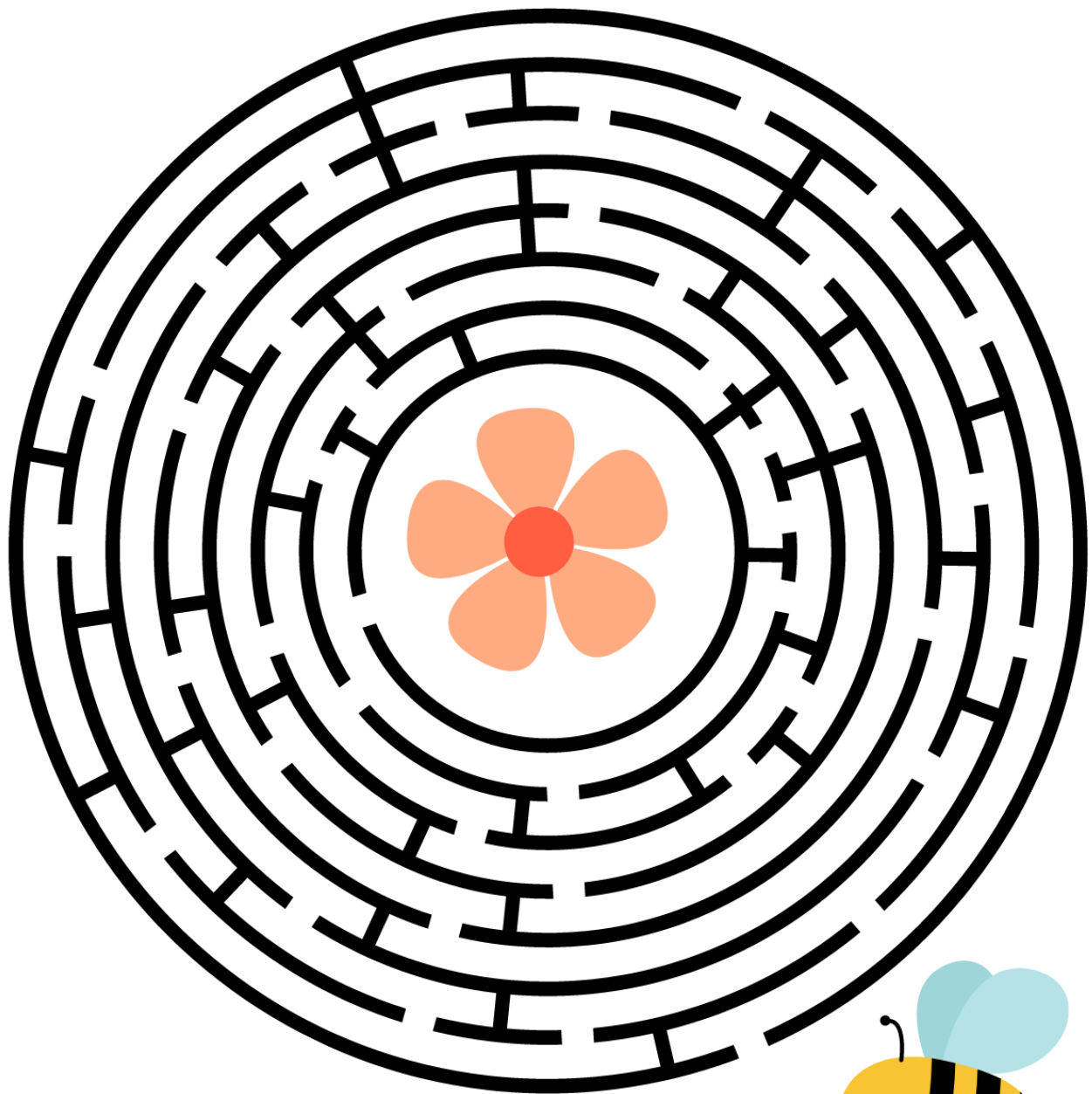
- Create a list of calming techniques, such as deep breathing, counting to ten, or thinking positive thoughts.

- Practice using these techniques in a situation where you need to be patient.

How do you feel after practicing being more patient?

THE PATIENCE MAZE

Help the bee find the way to the flower.



Be a Good Listener

Objective: To improve listening skills and build better relationships.

Instructions:

- Think about a recent conversation where you found it difficult to listen. Write down what happened and why it was challenging to listen.

- Create a list of good listening habits. The following are some examples:

Here are some simple listening rules for children:

- ☐ **Look at the Person Speaking:** Make eye contact with the person who is talking to show you are paying attention.
- ☐ **Stay Quiet:** Avoid talking, whispering, or making noises while someone else is speaking.
- ☐ **Keep Your Hands to Yourself:** Don't fidget, play with objects, or touch others while listening.
- ☐ **Stay Still:** Sit or stand still without moving around too much, so you can focus on the speaker.
- ☐ **Face the Speaker:** Turn your body towards the person who is talking.
- ☐ **Listen with Your Ears and Heart:** Pay attention not only to the words but also to the feelings and emotions behind them.
- ☐ **Wait Your Turn to Speak:** Raise your hand or wait until the person is done talking before you start speaking.
- ☐ **Show Understanding:** Nod your head or give a small smile to show that you understand what is being said.
- ☐ **Ask Questions:** If you don't understand something, wait for the speaker to finish and then ask questions politely.

- ☐ **Remember What Was Said:** Try to remember the main points of what the speaker said. This shows you were really listening.
- ☐ **Follow Instructions:** If the speaker gives instructions, try to follow them as best as you can.
- ☐ **Show Respect:** Treat the person speaking with respect by giving them your full attention.

- Practice these habits in your next conversation with a friend or family member.

How do you feel after practicing being a good listener?

Sit Still

Objective: To help you improve your ability to sit still and focus.

Instructions:

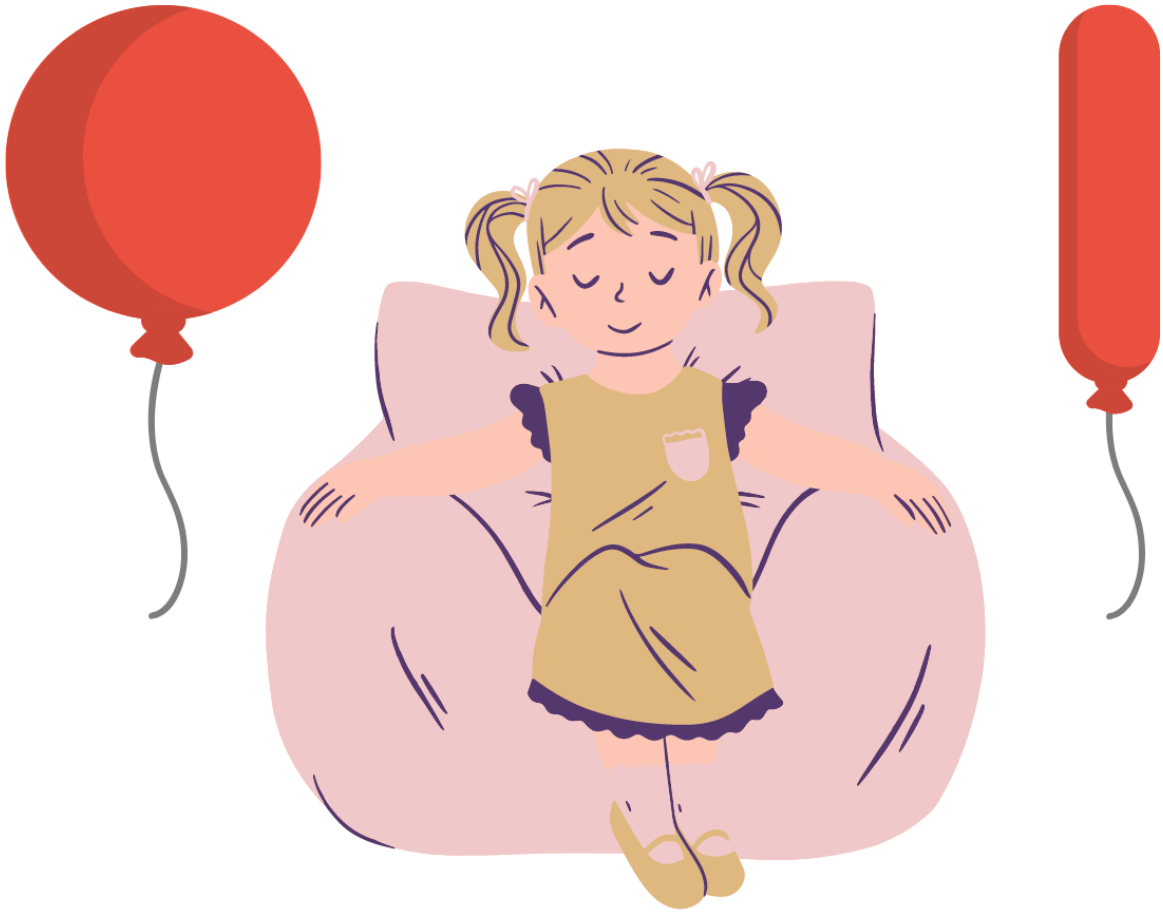
- Find a comfortable chair and sit down with your feet flat on the floor.
- Set a timer for a short period, like 5 minutes. Gradually increase the time as you get better.
- Focus on keeping your body still. Take deep breaths and relax.
- If you feel restless, try squeezing a stress ball or doing some deep breathing exercises.

How do you feel after practicing sitting still?

Additional Tips:

- Practice sitting still during activities like reading or watching a quiet video.
- Reward yourself for successfully sitting still for the set time.

BALLOON BREATHING



Think of your belly as a balloon

INHALE

Place your hands on your belly and breathe in slowly through your nose. Feel your belly, abdomen and chest expanding out like a balloon. Hold your breath for 2 seconds

EXHALE

Open your mouth and slowly blow all the air out of your lungs, as if deflating your imaginary balloon. Repeat this exercise five times or until you are calm

Follow Instructions

Objective: To improve your ability to listen and follow directions accurately.

Instructions:

- Find a simple task to complete, such as drawing a picture or doing a small chore.
- Listen/read carefully to the instructions given for the task. If you're unsure, ask for clarification.
- Write down the steps if it helps you remember.
- Complete the task step by step, checking off each step as you go.
- Reflect on how well you followed the instructions and any challenges you faced.

How do you feel after following instructions?

Solve Problems

Objective: To develop problem-solving skills and think creatively.

Instructions:

- Think about a problem you have faced recently, such as a disagreement with a friend or a difficult homework assignment.
- Write down the problem and brainstorm different ways to solve it.

Problem: _____

Solution 1: _____

Solution 2: _____

Solution 3: _____

Solution 4: _____

Solution 5: _____

- Choose the best solution and create a step-by-step plan to solve the problem.

Best Solution: _____

Plan: _____

Keep Your Room Clean

Objective: To develop organizational skills and maintain a tidy space.

Instructions:

- Start by looking around your room and identifying areas that need cleaning or organizing.
- Write down a checklist of tasks, such as making your bed, picking up toys, and putting away clothes.

- Set a timer for 10-15 minutes and focus on completing one task at a time.
- Use storage bins or boxes to keep things organized and easily accessible.

How do you feel after keeping your room clean?

Discover Your Learning Style

Objective: To understand how you learn best and use that knowledge to improve your studying.

Instructions:

Read through the statements below and check off the ones that describe you. This will help you discover whether you are more of an "hearing," "seeing," or "feeling" learner.

Hearing Learner:

- ☐ I understand things best when someone explains them to me out loud.
- ☐ I am good at remembering what people say to me.
- ☐ I enjoy listening to music or podcasts while I work.
- ☐ I can easily spell words after hearing them.
- ☐ I prefer verbal instructions over written ones.

Seeing Learner:

- ☐ I remember information better when I see it, like in pictures or diagrams.
- ☐ I learn best by watching videos or demonstrations.
- ☐ I often draw or doodle to help me think or remember.
- ☐ I have a strong sense of color, shapes, and design.
- ☐ I prefer reading and looking at images over listening.

Feeling Learner:

- ☐ I learn best by physically doing things and participating in hands-on activities.

- ☐ I find it difficult to sit still for long periods and prefer moving around.
- ☐ I excel in sports, dance, or other physical activities.
- ☐ I like to build, create, or touch things as part of my learning process.
- ☐ I prefer learning through experiments and real-life experiences.

Which type of learner do you think you are? (Check one or more)

- ☐ Hearing Learner:
- ☐ Seeing Learner:
- ☐ Feeling Learner:

Suggestions for Success Based on Your Learning Style:

- **Hearing Learner:** Try reading your notes out loud, use rhymes or songs to remember information, and participate in group discussions.

- **Seeing Learner:** Use colorful notes, diagrams, and charts; watch videos related to your topics; and visualize concepts in your mind.

- **Feeling Learner:** Incorporate movement into your study sessions, use hands-on activities to reinforce learning, and take frequent breaks to move around.

Identify Hard Things in School

Objective: To recognize and address the challenges faced in school.

Instructions:

- Take a few minutes to think about a typical school day.
- Write down the subjects or activities that you find difficult.
- Next to each, write a few words explaining why it's hard. For example, "Math - I don't understand the problems" or "Group work - It's hard to focus."

Subjects/Activities I Find Difficult	Reason Why

The following are some specific problems often kids with ADHD face.
Check off the one you relate to:

- ☐ I have trouble staying focused during class.
- ☐ I find it hard to sit still for long periods.
- ☐ I struggle to follow multi-step instructions.
- ☐ I often forget to write down homework assignments.
- ☐ I lose or misplace my school supplies frequently.
- ☐ I get easily distracted by noises or movements around me.
- ☐ I have difficulty organizing my tasks and assignments.
- ☐ I often interrupt the teacher or classmates during discussions.
- ☐ I find it hard to complete tasks on time.
- ☐ I struggle with transitioning from one activity to another.
- ☐ I often lose track of what the teacher is saying.

- Think about what might help make these hard things easier. Write down possible solutions or strategies for each hard thing. For example, "Math - Ask the teacher for help," "Group work - Sit with a quieter group."

Problems I Face	Possible Solutions or Strategies

Get Ready for School Easily

Objective: To develop a smooth morning routine for school days.

Instructions:

- Write down a morning routine that includes all the tasks you need to do to get ready for school, such as brushing your teeth, getting dressed, and packing your bag.

Tasks I Need To Do To Get Ready For School	Check When Done

- Follow your routine each morning and adjust it as needed to make it work better for you.

Get Ready for Bed

Objective: To develop a smooth night routine for school days.

Instructions:

- Write down a night routine that includes all the tasks you need to do to get ready for bed, such as brushing your teeth, laying out your clothes for the next day, and reading a book.

Tasks I Need To Do To Get Ready For Bed	Check When Done

- Follow your routine each night and adjust it as needed to make it work better for you.

Good Habits and Bad Habits

Objective: To identify and differentiate between good and bad habits.

Instructions:

- Think about your own good and bad habits.
- In the first column, draw or write examples of good habits that you need to have. (example: Cleaning up after playing, brushing my teeth every morning and night.)
- In the second column, draw or write examples of bad habits that you should avoid. (example: Watching TV before finishing homework, eating too much candy.)

Good Habits I Need To Have	Bad Habits I Should Avoid

- Think about your current habits.

Which good habits do you already have?

Which bad habits do you need to work on changing?

- Write down one good habit you want to start and one bad habit you want to stop.

- Good Habit to Start: _____

- Bad Habit to Stop: _____

Be on Time

Objective: To develop punctuality and time management skills.

Instructions:

- Think about the activities or places where you need to be on time, like school, appointments, or events.
- Write down the times you need to be there and how long it takes to get ready and travel.

Activity/Place	Time I Need to Be There	Prep & Travel Time

- Set alarms or reminders to help you stay on schedule.
- Plan to arrive a few minutes early to give yourself extra time.

How do you feel after being on time?

Create a Daily Schedule

Objective: To help you manage your time and activities effectively.

Instructions:

- Find a piece of paper or a planner that you can use to create your daily schedule.
- Gather some colorful markers, stickers, and any other decorations you like.
- Write down the times for each part of your day, such as waking up, eating meals, school time, playtime, and bedtime.
- Add in any special activities or tasks you need to do, like homework or chores.
- Decorate your schedule to make it fun and personal. Use your markers and stickers to add color and creativity.
- Hang your schedule somewhere you can see it easily, like on your bedroom wall or on the fridge.
- Follow your schedule each day and check off tasks as you complete them.

DAILY SCHEDULE

Time	Mon	Tue	Wed	Thu	Fri
8.00-9.00					
9.00-10.00					
10.00-11.00					
11.00-12.00					
12.00-13.00					
13.00-14.00					
14.00-15.00					
15.00-16.00					
16.00-17.00					
17.00-18.00					
18.00-19.00					
19.00-20.00					

Conquer Homework

Objective: To develop effective homework habits and improve academic performance.

Instructions:

- Find a quiet and comfortable place to do your homework.
- Write down a list of your homework assignments and prioritize them by due date or difficulty.

Homework Assignments	Due Date	Difficulty (1-10)

- Think about things you can do to help you get your homework done. The following are some suggestions. Check off the ones you find helpful or add more to the list:

- ☐ Find a quiet place with minimal distractions.
- ☐ Keep all your supplies (pencils, erasers, paper) nearby.
- ☐ Write down all your assignments and check off tasks as you complete them.
- ☐ Do homework at the same time every day.
- ☐ Take short breaks to stay focused.
- ☐ Divide big assignments into smaller, manageable parts. Focus on completing one part at a time.
- ☐ Set a timer for 20-30 minutes to work, then take a 5-minute break.
- ☐ Use folders or binders to organize your papers.
- ☐ Turn off the TV and put away your phone.
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

How do you feel about trying these new strategies?

Ask for Help

Objective: To develop the confidence to seek assistance when needed.

Instructions:

- Think about situations where you might need help, such as with schoolwork, chores, or solving a problem.

- Write down a list of people you can ask for help, like family members, teachers, or friends.

- Practice asking for help in a clear and polite manner. For example, "Can you please help me with my math homework?"

- Remember that asking for help is a sign of strength, not weakness.

How do you feel after asking for help?

Know When to Take a Break

Objective: To recognize the importance of taking breaks to avoid burnout.

Instructions:

- Pay attention to signs that you need a break, such as feeling tired, frustrated, or unable to concentrate.

- Write down a list of activities you can do during a break, like stretching, listening to music, or having a snack.

- Set a timer to remind yourself to take regular breaks during long tasks or study sessions.

- Practice taking short breaks and then returning to your task refreshed.

How do you feel after taking a break?



Handle Bad Days

Objective: To develop coping strategies for dealing with difficult days.

Instructions:

- Think about what makes a day feel bad, such as problems at school, arguments, or feeling unwell.
- Write down a list of strategies to help you handle bad days, like talking to someone you trust, doing a favorite activity, or practicing deep breathing.

Things That Makes A Day Feel Bad	Strategies To Help Me Handle Them

Cheer Yourself On

Objective: To develop self-encouragement and boost self-esteem.

Instructions:

- Write down positive affirmations and encouraging statements about yourself, such as "I can do this," "I am strong," or "I am capable."

- Create a cheerleading chant or song using these affirmations.

- Practice your cheerleading chant or song in front of a mirror or with a friend or family member.

- Use your chant or song whenever you need a boost of confidence or encouragement.

How do you feel after using your cheerleading chant to encourage yourself?

Positive Affirmation Handwriting Practice

I get better and
learn new things
every day.

Practice Time!

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline for letter height guidance. There are four sets of these lines provided for practice.

Playful Teasing vs. Bullying

Objective: To recognize the difference between playful teasing and bullying.

Instructions:

- Discuss with a parent, teacher, or friend the difference between playful teasing and harmful teasing.

- Think about recent situations where you or someone else was teased.

- Write down what happened and how it made you or others feel.

- Create a list of signs that teasing has become a problem, such as feeling hurt, scared, or upset.

- Think of ways you can respond to teasing, such as using humor, walking away, or telling an adult.

Talk About Your Emotions

Objective: To develop communication skills and express your feelings.

Instructions:

- Make a copy of the Emotion Pebble Toss game sheet or draw circles on a piece of paper, each labeled with different emotions (happy, sad, angry, excited, scared, etc.).
- Play with someone you trust, like a parent, a good friend, a sibling, or a relative. Stand about an arm's length away from the game sheet. Take turns tossing a pebble or button, aiming to land it in one of the emotion circles.
- If the pebble lands more than halfway in an emotion circle, share a time when you felt the emotion that your pebble landed on.
- Take turns until all the pebbles have been tossed.

Emotion Pebble Toss game sheet

Angry

Excited

Scared

Proud

Happy

Sad

Guilty

Develop Empathy

Objective: To develop empathy and improve social awareness.

Instructions:

- Think about a recent interaction where you tried to understand how someone else was feeling.
- Write down what happened and how you think the other person felt.
- Pay attention to body language, facial expressions, and tone of voice to help you understand their feelings.

How do you feel after practicing understanding how others feel?

Additional Tips:

- Ask questions like, "How are you feeling?" or "Is there something you want to talk about?" to show you care.

IDENTIFY FEELINGS

Match the emotion words to the correct face.

Happy

Angry

Scared

Sad

Tired

Shocked



How Well Do You Follow Social Rules?

Objective: To assess how well you follow social rules that help you get along with other kids.

Instructions:

- Rate each of the following statements on a scale from 1 to 4, where 1 = never, 2 = rarely, 3 = sometimes, and 4 = most of the time.
- You can also ask a parent or another adult, like a teacher or counselor, to rate you as well.

Statements	My Rating (1-4)	Adult's Rating (1-4)
I wait my turn to speak.		
I listen when others are talking.		
I keep my hands to myself in class.		
I remember to say "please" and "thank you."		
I follow directions from my teacher or parent.		
I use a quiet voice when I'm inside.		
I share my toys or materials with others.		
I apologize when I make a mistake or hurt someone's feelings.		
I stay seated when I'm supposed to.		
I can accept "no" for an answer without getting upset.		
Total	_____/40	_____/40

Look at your ratings. Are there any areas where you rated yourself lower?

Write down one social rule you want to improve. Write down a specific action you can take to improve in that area.

Social Rule I Want to Improve:

My Improvement Plan:

Stand Up for Yourself

Objective: To develop self-confidence and assertiveness.

Assertiveness Rules

Being assertive means expressing yourself in a confident and respectful way. Here are some rules to help you be assertive:

1. Use "I" Statements: Start your sentences with "I" to express your feelings and needs.

Example: "I feel upset when my toys are taken without asking."

2. Stay Calm: Speak in a calm and steady voice. Take deep breaths if you feel upset or nervous.

3. Make Eye Contact: Look at the person you are speaking to. It shows you are serious and paying attention.

4. Stand Tall: Stand up straight to show confidence. Avoid slouching or crossing your arms.

5. Be Clear and Direct: Say exactly what you mean without beating around the bush.

Example: "I need help with my homework."

6. Listen to Others: Pay attention to what the other person is saying. Show that you understand their point of view.

7. Respect Others: Use polite words and a kind tone. Avoid yelling, name-calling, or blaming.

8. Know Your Rights: Understand that your feelings and needs are important.

Example: "I have the right to say no if I don't want to share my snack."

9. Practice Saying No: It's okay to say no when you need to.

Example: "No, I can't play right now because I need to finish my homework."

10. Ask for What You Want: Clearly ask for what you need or want.

Example: "Can I have a turn with the game after you?"

11. Stay Positive: Use positive language and focus on solutions.

Example: "I would like to work together to solve this problem."

Use the following scenarios to practice assertiveness:

Scenario	Your Response
You're trying to join a group of kids playing a game, but one of them says, "You can't play with us. You're not good enough."	"I want to play too. Everyone should have a chance to join in."
A kid in your class says, "Give me your snack, or I'll tell everyone your secret."	
You sit down at a lunch table, and someone says, "You can't sit here. We don't want you here."	
A classmate laughs at your new shoes and says, "Where did you get those shoes? They look weird."	

A friend says, "If you don't give me your homework to copy, I won't be your friend anymore."	
After showing your art project, someone says, "That looks terrible. You should give up drawing."	
Someone keeps touching your belongings without asking.	
A classmate keeps interrupting you when you're trying to speak.	
A friend asks to borrow your favorite book and hasn't returned the last one they borrowed.	
In a group project, one member isn't doing their share of the work.	
Someone calls you a mean name on the playground.	
You're struggling with a homework assignment but are afraid to ask for help.	
During a game, someone cheats to win.	

How do you feel after practicing assertiveness?

Confidence Posture

Objective: To understand how body language can show confidence and assertiveness.

Instructions:

- Look at the two kids below. The girl looks confident and sure of herself. The boy looks unsure and afraid. Make a list of all the differences you see in their body language.



Differences:

Body language signals you can use to show confidence:

- Stand up straight with your shoulders back and your head held high.
 - Look at the person you are talking to
 - A friendly smile can show confidence and openness.
 - Use your hands to emphasize points when you talk, but avoid fidgeting.
 - Keep your chin up and avoid looking down at the ground.
 - Turn your body to face the person you are speaking with to show that you are focused on them.
 - Keep your body relaxed and avoid crossing your arms or legs.
 - Nod slightly to show you are listening and understanding.
- Stand in front of a mirror and practice the confident posture you observed.
- Try using confident body language in a conversation with a friend or family member.
- Ask for feedback from friends or family members about how your body language comes across.

Turn Failures into Successes

Objective: To learn from mistakes and see them as opportunities for growth.

Instructions:

- Think about a recent failure or mistake you made. Write down what happened and how it made you feel.

- Identify what you learned from the experience and how you can use this knowledge to improve in the future.

- Research famous people who experienced failures before achieving success, such as Thomas Edison, J.K. Rowling, or Michael Jordan.

- Create a matching game by writing the names on one set of cards and their failures and successes on another set.

- Mix up the cards and try to match each person with their corresponding failures and successes.

- Reflect on how you feel after learning about famous failures.

Mix up the cards and try to match each person with their corresponding failures and successes.

Name Cards

Failure Cards

Success Cards

**Thomas
Edison**

Made 1,000
unsuccessful
attempts at
inventing the
light bulb.

Successfully
invented the
light bulb and
held over 1,000
patents.

**J.K.
Rowling**

Rejected by 12
publishers.

Became the
author of the
best-selling book
series in history
and a billionaire.

**Michael
Jordan**

Cut from his
high school
basketball
team.

Became one of
the greatest
basketball
players, winning
six NBA
championships.

Walt Disney

Fired from a
newspaper job for
"lacking
imagination and
having no good
ideas"

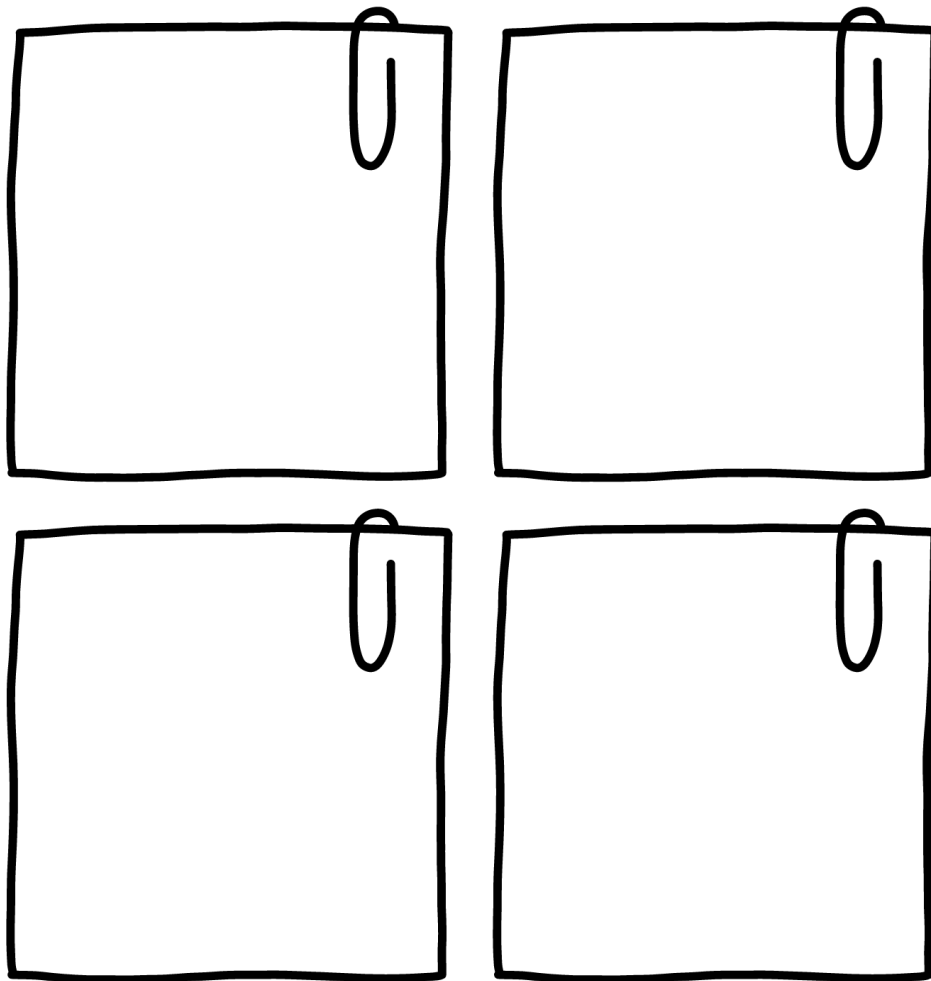
Created Disney
Studios and
Disneyland,
becoming a
world-renowned
creator.

Boost Your Self-Esteem

Objective: To improve self-confidence and recognize your worth.

Instructions:

- Write down a list of things you like about yourself, including your talents, qualities, and accomplishments.
- Ask friends or family members to share positive things they see in you and add these to your list.
- Create a "self-esteem wall" by posting these positive notes and affirmations where you can see them every day.



Identify Your Triggers

Objective: To recognize and understand what causes negative reactions or behaviors.

Instructions:

- Think about times when you felt upset, angry, or frustrated recently.
- Write down a list of situations or things that triggered these feelings. Examples might include specific events, people, places, or even certain times of day.
- Create a plan for how you can handle these triggers in the future. This could include using calming techniques, talking to someone, or removing yourself from the situation.

Trigger	Coping Strategy
<i>Example: My friend didn't want to play my game.</i>	<i>Suggest taking turns choosing games.</i>

Identifying Emotions

Objective: Figure out why you feel a certain emotion, how it feels, and how to catch yourself before it happens.

Instructions:

- Start by thinking about an emotion you often feel, such as "angry," "sad," "bored," or "nervous." Write that emotion in the blank space provided.

When I feel _____, I:

- Below is a list of common reactions people might have when they experience a certain emotion. As you read through the list, think about how you typically react when you feel the emotion you chose.

Check off all that apply:

- ☐ Swing my legs back and forth
- ☐ Jump up and down
- ☐ Frown or make faces
- ☐ Start talking to someone near me about something else
- ☐ Get up and move around
- ☐ Say how I'm feeling out loud (e.g., "I'm angry," "I'm sad")
- ☐ Start poking or playing with something to get attention
- ☐ Cross my arms or huff
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

- List activities or strategies that help you manage the emotion in a positive way.

Things I can do when I feel _____ that are helpful:

- ☐ Take deep breaths
- ☐ Doodle or sketch to express how I feel
- ☐ Write down what's bothering me
- ☐ Stand up and stretch or move quietly
- ☐ Use a stress ball or fidget toy
- ☐ Talk to a trusted friend or adult about how I'm feeling
- ☐ Take a short break to cool down or relax

☐ _____

☐ _____

☐ _____

☐ _____

My Plan:

- Next time I feel _____, I will try to:

Take Breaks

Objective: To understand the importance of taking breaks and how to use them effectively.

Instructions:

- Think about times when you feel tired, frustrated, or unable to concentrate.
- Read through the list of activities below. Highlight or circle the ones that you think would help you the most when you need to refocus during your day.

Do laps around the house	Get a drink of water	Journal your thoughts
Look out the window/ observe what's outside	Give a self-massage	Ride a bike
Talk to a friend or family member	Play with clay	Play with dolls, action figures, or toys
Take a quick shower	Gentle stretching	Do jumping jacks
Color in a coloring book or on paper	Go up and down the stairs	Pet an animal

- Set a timer to remind yourself to take a break every 30-60 minutes. During your break, do one of the activities from your list.

Decide: Helpful or Harmful?

Objective: To develop decision-making skills and recognize the impact of actions.

Instructions:

- Go through the list of activities below.
- For each item, decide whether it is "Helpful" (beneficial to your well-being, focus, or relationships) or "Harmful" (disruptive or negative).
- In the table, place a checkmark (✓) in the "Helpful" or "Harmful" column for each item.

Activity or Habit	Helpful	Harmful
Completing homework right after school		
Playing video games for hours without a break		
Procrastinating on assignments		
Eating a healthy breakfast		
Going to bed on time		
Interrupting others while they're speaking		
Yelling when frustrated		
Cheating on a test		
Taking regular breaks during study time		
Gossiping about others		
Helping with chores at home		
Going for a walk when feeling restless		
Ignoring instructions		
Saying "please" and "thank you"		
Leaving things until the last minute		

Activity or Habit	Helpful	Harmful
Staying up late playing on your phone		
Blaming others for your mistakes		
Organizing your desk or backpack		
Drinking plenty of water throughout the day		
Reading a book or comic		
Skipping class		
Lying to get out of trouble		
Spending time with family		
Complaining instead of finding solutions		
Picking fights with siblings or friends		
Keeping your room clean		
Watching TV or playing on a tablet during meals		
Forgetting to do your homework		
Being kind to others		
Giving up when something is difficult		
Asking for help when you need it		
Teasing others		
Talking back to teachers or parents		
Leaving your clothes on the floor		
Complimenting others		
Throwing tantrums		
Writing down your thoughts in a journal		
Trying your best, even when it's tough		

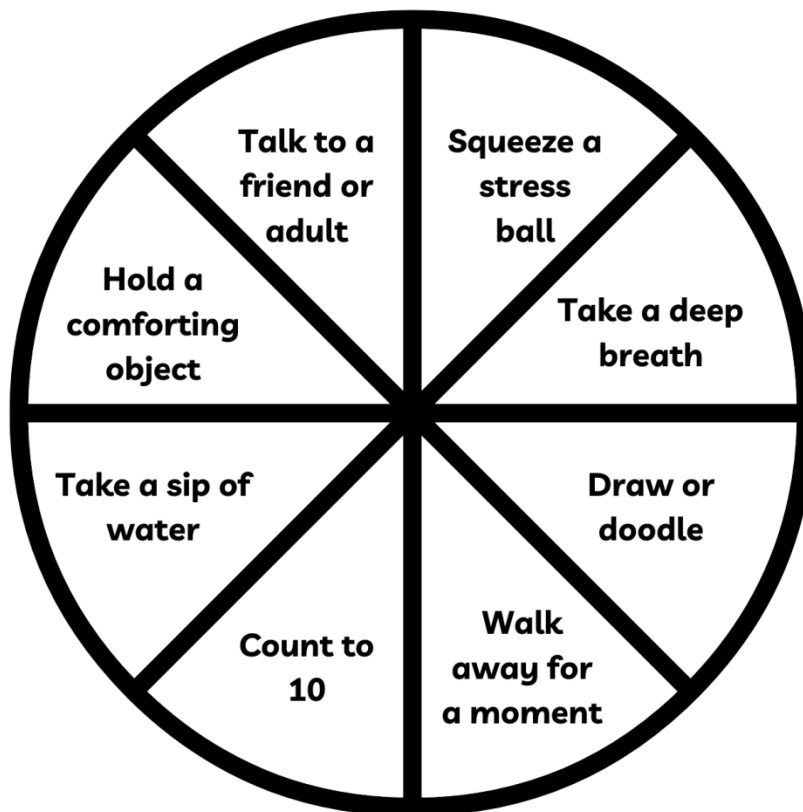
- After completing the table, review your choices. Are there any harmful behaviors or activities that you would like to change or improve?

Healthy Reactions Spinner Game

Objective: Practice healthy ways to react when you're frustrated, angry, or upset, and discover which strategies work best for you.

Instructions:

- Place the pen or pencil in the center of the game board.
- Gently spin the pen or pencil. When it stops spinning, note which reaction or strategy it points to on the game board.



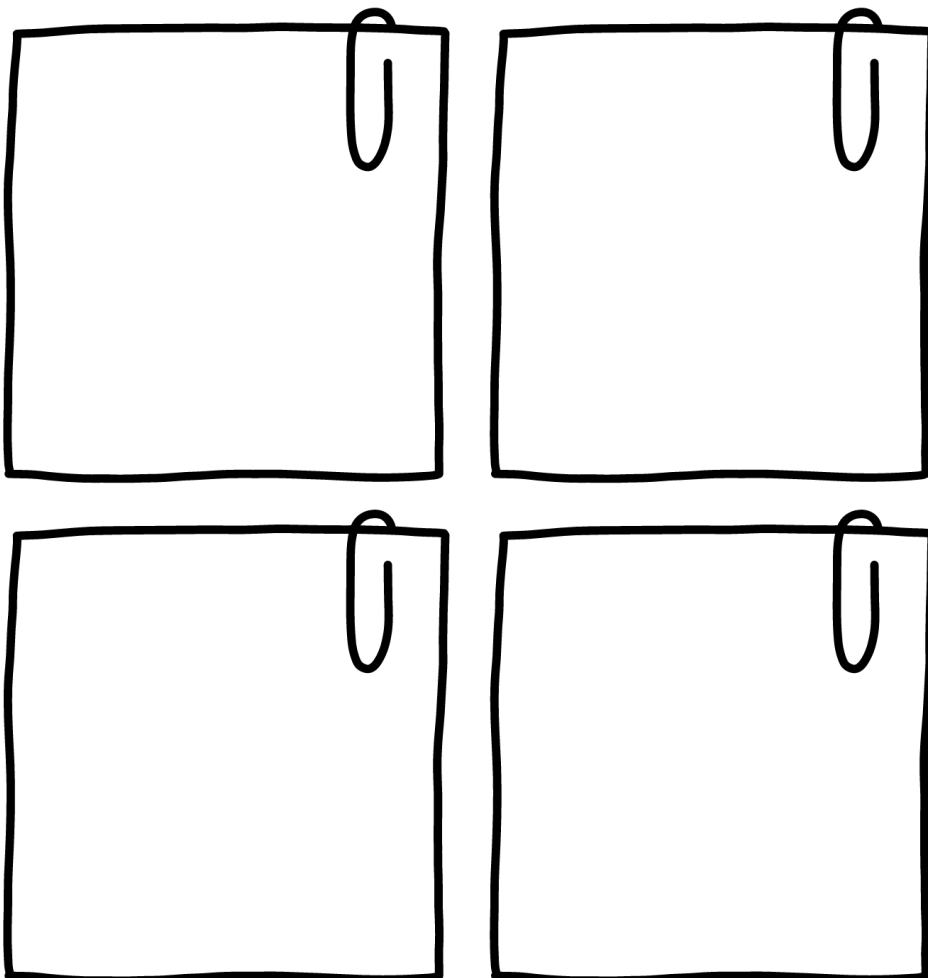
- To practice, think about a situation that frustrates or upsets you. Imagine yourself using the strategy you landed on. For example, if you land on “Take a deep breath,” picture yourself in a situation where you're upset and imagine how taking a deep breath could help calm you down.

Write Notes to Yourself

Objective: To use written reminders to stay organized and focused.

Instructions:

- Think about tasks, goals, or positive messages you want to remember throughout the day.
- Write these down on sticky notes or small pieces of paper.
- Place these notes in places where you will see them, such as your desk, backpack, or mirror.
- Use these notes to remind yourself of important tasks or to encourage yourself.



Write a Letter to Your Future Self

Objective: To set goals and reflect on your progress over time.

Instructions:

- Think about your current goals, dreams, and what you hope to achieve in the next few years.
- Write a letter to your future self, describing where you are now and what you hope to accomplish. Include your hopes, dreams, and any advice you have for your future self.
- Seal the letter in an envelope and write the date you plan to open it on the outside.

[illegible]

Play a Memory Matching Game

Objective: To improve your memory and concentration skills.

Instructions:

- Find a memory matching game set or create your own using index cards and markers.
- Shuffle the cards and lay them face down in a grid pattern.
- Take turns flipping over two cards at a time, trying to find matching pairs.
- If you find a match, keep the pair and take another turn. If not, flip the cards back over and try again.
- Continue playing until all the pairs have been found.

Additional Tips:

- Play the memory matching game with a friend or family member for added fun.
- Try to improve your time with each game you play to challenge your memory skills.

MEMORY CARDS

Cut the cards and play the game.

