



HOPEFUL

WORKBOOK



WELCOME TO HOPEFUL

Congratulations on beginning this journey! Just by being here and reading this, you have already begun to start building up your hope.

This workbook contains HOPEFUL - a package designed to help you become more hopeful and to experience the benefits of hope in your daily life. HOPEFUL is based on a powerful set of research-backed tools. These tools are designed to help you to learn about yourself, to grow and maintain your hope, and to move closer towards live the sort of life that feels meaningful to you. HOPEFUL has been created by working with young people and the people that support them.

You can work through HOPEFUL at your own pace. You can also make choices throughout about how you use the package. Remember too that HOPEFUL is designed to be completed with a mentor - this means someone to help and guide you through the process of becoming more hopeful.

Please now continue on with your mentor to the introduction to
HOPEFUL.

INTRODUCTION TO HOPEFUL



This introduction section aims to:

- introduce HOPEFUL and how it works
- help you and your mentor to decide how to work together
- help you to think about your preferences and expectations for working through HOPEFUL

INTRODUCTION TO HOPEFUL



HOPEFUL is designed to be completed within about 16 weeks (although we recommend continuing to use this workbook for as long as you find it useful to do so!). Over this 16 weeks, we recommend you see your mentor for about an hour, every week or two, and face-to-face if you can. This is just a guide though - you can adapt this to make it work better for you. You will be invited to talk through these kind of decisions with your mentor over the next few pages, before you start the HOPEFUL modules.

HOPEFUL has six modules - you'll see a list of those in the next few pages. We recommend working through the modules in the order they are provided. We recommend that you aim to try and work through at least one session (e.g., one meeting with your mentor) from each of the six modules. Again, this is just a guide.

In each of the six modules in this workbook, you will find:

- **Module introduction** and **introductory video** to say what the module is about
- **Module contents page** to tell you the list of activities that make up that module:
 - *Module activities* - designed to be done with your mentor
 - *Takeaway activities* - designed to be done alone
 - There are different options for completing the activities - you can choose the options you like best with the help of these icons



WRITING



VIDEO



TECHNOLOGY



TAKEAWAY



CREATIVE



OUTDOOR



DISCUSSION



MEDITATION

- **Module lived experience story** to tell you about someone else's experiences that are relevant to the module (you'll also see quotes from young people included throughout the modules too)
- **Module share sheet** to help you tell other people in your life about what you have been working on in the module - and tell them about what they could do to help!

OLIVIA'S STORY

Watch Olivia's lived experience story, which focuses on experiences of mentoring. Story themes include stopping school, health problems, and mentoring.

It's helped to have someone like my mentor, who has gotten to know you, to have someone believe in your potential for change.

OLIVIA (20 YEARS)

SCAN ME



Discuss your reflections on the video with your mentor - what can you learn from Olivia about being involved with a mentor?

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THE HOPEFUL MENTORING RELATIONSHIP

What is mentoring?

- Mentoring is like having a guide
- Mentoring is not therapy
- Mentoring can involve someone you already know becoming a mentor - this may be a different type of relationship compared to how you have met and interacted in the past

What does HOPEFUL mentoring involve?

- The mentoring relationship should reflect what is possible and preferred for both people
- We suggest that you meet regularly with your mentor and work through the modules together
- We suggest that you look at the workbook together, and where there are options, select the activities that you will do together
- We suggest that you discuss the activities before and after
- However, this may be different to how you would most prefer to work together - so please discuss and agree the ways in which you will (and won't) work together now, using the next page
- The final section focuses on what happens when the package ends - you can complete this now and/or come back to it later if you prefer

We suggest you look regularly at this mentoring agreement during using HOPEFUL (perhaps each meeting or every other meeting) and again at the end of working through the package.

Make sure to update the mentoring agreement during using HOPEFUL if you both agree to make changes.

When I did stuff with a mentor, we went to places and did things, like getting out and experiencing things. Initially we went for a walk on the beach. I found that quite helpful, putting someone in like a neutral zone. Also if you do feel stressed, you can go and look at something, you can take a second to go like look at the pretty flowers and that kind of thing.

ALI (17 YEARS)

OUR MENTORING AGREEMENT

Discuss each area and agree on what feels possible and preferred for you both. Complete the agreement together and both keep a copy (your mentor could take a photo or photocopy it) - review this together regularly, you can discuss and make changes together as you go along. You can both sign and date this agreement at the bottom, if you would like to do so.

<i>E.g. what is talked about together and how</i>	What we will talk about _____ _____ _____	What we won't talk about _____ _____ _____
<i>E.g. what information is shared outside of mentoring</i>	What we will share _____ _____ _____	What we won't share _____ _____ _____
<i>E.g. roles, activities, how/ where to meet, how to use package</i>	How we will work together _____ _____ _____ _____	How we won't work together _____ _____ _____ _____
<i>E.g. ongoing contact, handover, notes</i>	What will happen after HOPEFUL ends _____ _____ _____	What won't happen after HOPEFUL ends _____ _____ _____

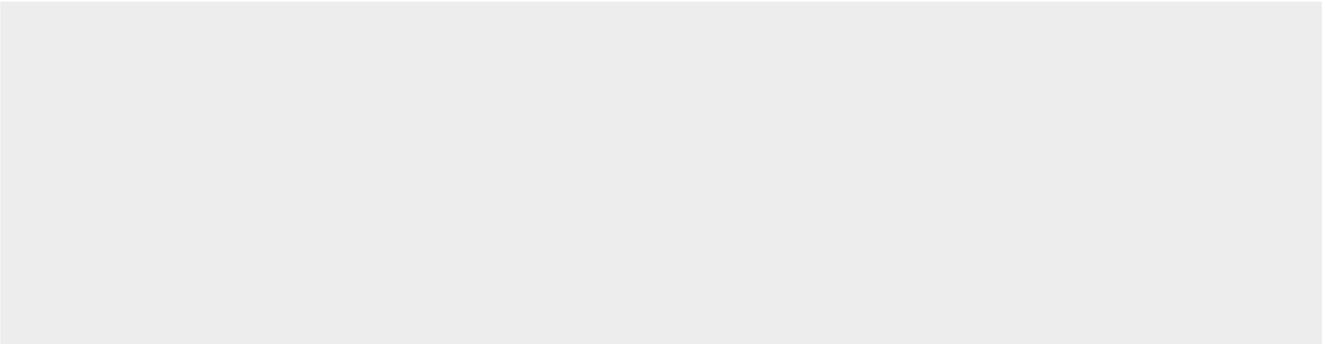
MENTEE SIGNATURE & DATE:

MENTOR SIGNATURE & DATE:

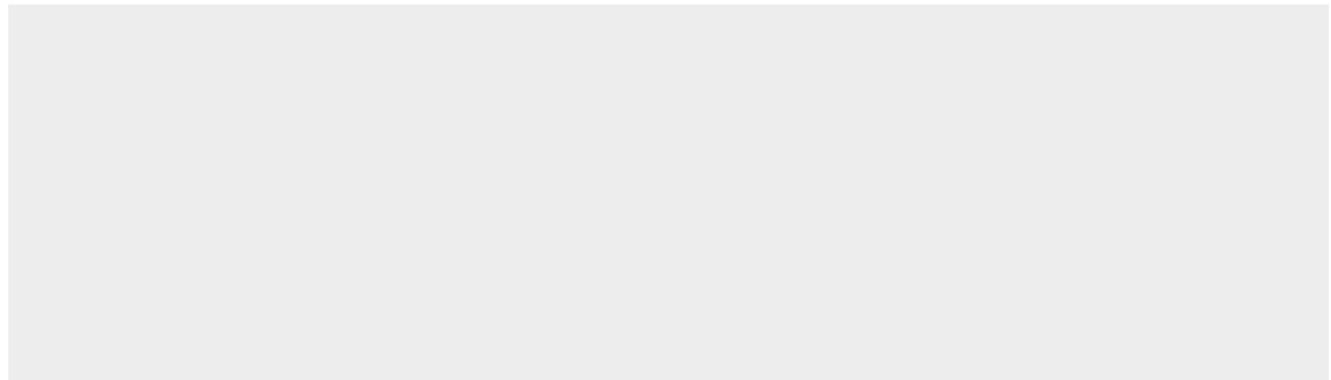
EXPECTATIONS FOR HOPEFUL

You might like to take a few minutes to discuss with your mentor any expectations you have before you start working through the HOPEFUL modules. You can use the questions below to help you. You might like to make a few notes here.

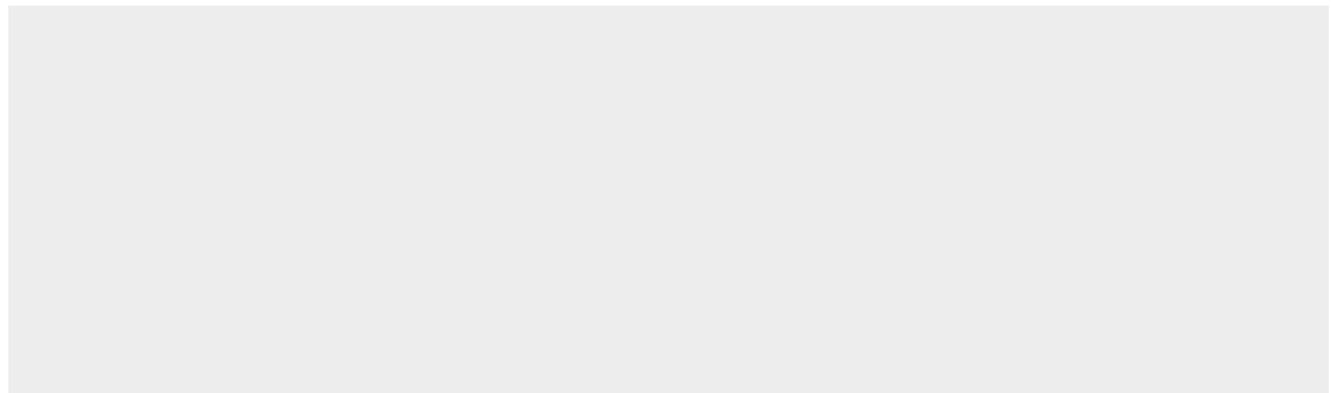
Do you have any ideas of what you are expecting it to be like when you start working through HOPEFUL? What do you think you might find challenging? What do you think you might enjoy?



In what ways do you think you might like to complete the activities in HOPEFUL? For example, do you think you might like to write, draw, record voice-notes, or make collages? How would you feel about trying to take some of your meetings outside, e.g., into indoor or outdoor spaces in your local community?



What would you like to gain from using HOPEFUL? For example, anything you might hope to learn, or something that you would like to change.

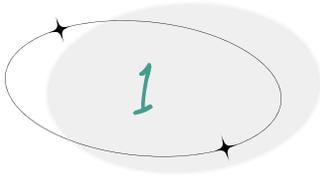


HOPEFUL MEETINGS

HOPEFUL has been designed to be used over a period of up to 16 weeks. We suggest you meet your mentor for about an hour, every week or two if you can. We recommend a minimum of 4 meetings in total, but you might like to have more than this. We also recommend that you meet face-to-face if you can. This all really is just a guide though - you can meet for a shorter or for longer time, more or fewer times, and you could meet online or over the phone - whatever works best for you. You can write down your planned meetings in this calendar if you would find that helpful.

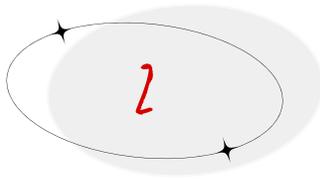
Focus	When we will meet	Where we will meet
Module 1: About Me		
Module 2: About Hope		
Module 3: My values		
Module 4: My Goals		
Module 5: My Hope Network		
Module 6: Staying Hopeful		

HOPEFUL MODULES



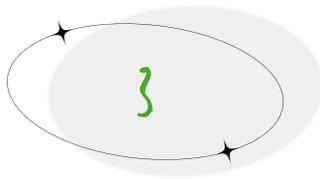
ABOUT ME

exploring the characteristics and activities that reflect who you are as a person



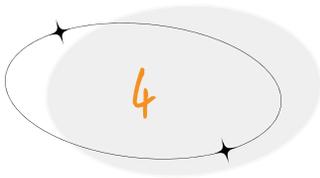
ABOUT HOPE

exploring what hope means to you and where to find it



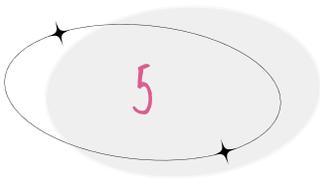
MY VALUES

exploring what is important to you now and in the future



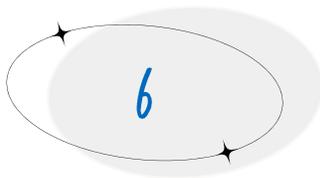
MY GOALS

exploring your goals and how to work towards them



MY HOPE NETWORK

exploring how people around you support your hope



STAYING HOPEFUL

reflecting on what you have learnt about your hope and planning for what comes next

We recommend working through the modules in the order they are provided. We recommend that you aim to try and work through at least one session (e.g., one meeting with your mentor or one session on your own if you prefer) from each of the six modules.

1

ABOUT ME



What this module aims to help you with:

- Learning about yourself
- Teaching you about activity and why it's important for health and wellbeing
- Identifying meaningful activities and how you can do more of them
- Identifying your positive qualities and how to use them in your daily life

It all came down to me having control over how I felt and what I did, and about choosing the things to do to keep myself feeling good.

STEPH (24 YEARS)

ABOUT ME: INTRODUCTION

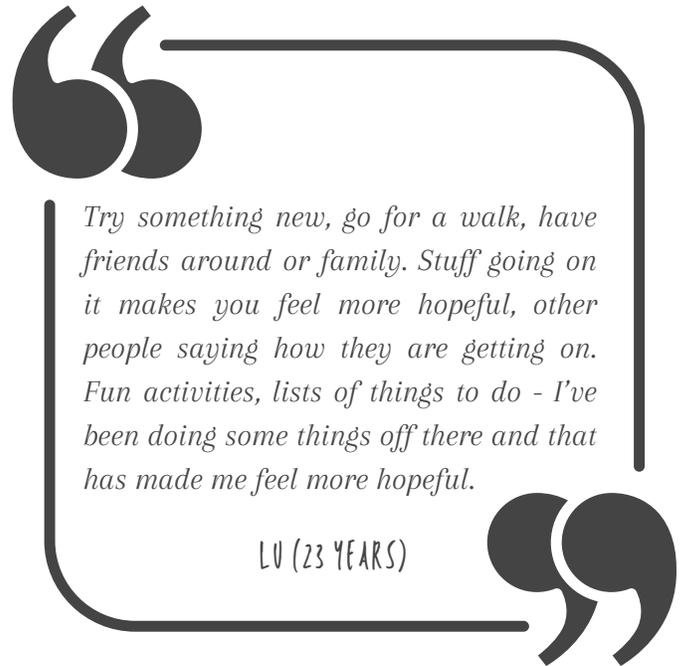
Read the points below with your mentor and then watch the video together.

What do we mean by activity?

- an action or experience
- can be done alone or with other people
- for example, anything from washing up to reading to going for a walk with a friend

What do we mean by character strengths?

- a more specific way of thinking about positive qualities
- character strengths are traits that people consider to be valuable
- character strengths help you to feel authentic and engaged



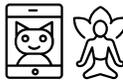
Discuss with your mentor and make brief notes below - what did you learn about activity and character strengths that you could apply in your own life?

Blank area for notes.

ABOUT ME: MODULE ACTIVITIES

Circle the activities you want to do, and then put a cross through them once you have completed them. The title, number, and icons listed below are also shown at the top of each activity worksheet.

We show in bold the activities that we think are “core” activities - this means we think they cover the most important parts of the module. Aim to do the core activities and then as many of the other module activities as you can. Whichever activities you choose to do, we suggest that you try and complete them in the order they are listed. Talk to your mentor now about which activities you want to complete in this module. You might like to look briefly at the worksheets together to help you decide.

Activity	No.	Activity Aims to Help With	How To Complete
MODULE ACTIVITIES - we suggest you do these with your mentor, but you could definitely do them alone if you prefer			
What do I like to do?	1.1	Identifying activities that are meaningful to you	
What are my character strengths?	1.2	Identifying your positive qualities	
How can I apply my strengths?	1.3	Reflecting on your current use of your key strengths and how you can use them more	
How can I make time to do things that are important to me?	1.4	Learning to use activity scheduling to increase your time spent in meaningful activities	
TAKEAWAY ACTIVITIES - these have been developed for you to do alone, but you can definitely do them with your mentor if you prefer			
How can I motivate myself?	1.5	Learning to use positive self-talk to feel more confident and motivated	
What does activity do for me?	1.6	Using an activity diary to learn more about which activities benefit you and how	



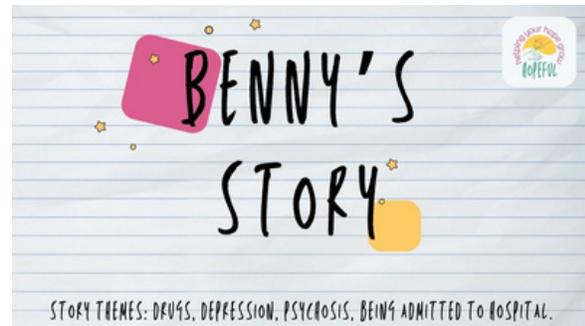
Remember to make activities active where you can! this might involve taking the activity outside and/or combining it with a walk. There will be some suggestions about how to do this within the activities themselves, but you can use your own ideas too!

BENNY'S STORY

Watch Benny's story, which talks about feeling better through doing activities. Story themes include drugs, depression, psychosis, and being admitted to hospital.

I'm trying to stick to a routine. The idea is that you do activities and that will raise your mood. Like if you go to the gym, and if you don't want to go but you still go, you'll feel better for going.

BENNY (22 YEARS)



Discuss your reflections on the video with your mentor - what can you learn from Benny about character strengths and/or activity?

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WHAT DO I LIKE TO DO?



WORK



- Employability skills
- Volunteering
- Learning about jobs
- Starting a business
- Careers advice
- Careers mentoring
- Applying for jobs
- Interview skills
- Freelance work
- Other _____

HOBBIES



- Collage/scrapbooking
- Puzzles
- Creative writing
- Television/ films
- Podcasts
- Internet-browsing
- Reading fiction
- Using media
- Making media
- Other _____

CREATIVITY



- Cooking/ baking
- DIY/ interior design
- Drawing/ painting
- Pottery/ models
- Fashion
- Hairstyling/ beauty
- Knitting/ crochet
- Gardening/ floristry
- Woodwork
- Other _____

GOING OUT



- Shopping/ markets
- Spa/ massage
- Theatre/ live music
- Acting/ singing
- Heritage sites
- Fan activities
- Pub/ club
- Bingo/ quizzes
- Cinema
- Other _____

Now highlight (or underline or colour in) all the activities that you have never done, or have done in the past, that you have identified as something you could be interested in or like (or love!). How and when could you try to do these activities?

WHAT ARE MY CHARACTER STRENGTHS?



Character strengths are the positive qualities you have that make you feel authentic and engaged. You possess all 24 character strengths in different degrees, but learning how to understand and apply your particular strengths can help:

- Boost confidence and happiness
- Strengthen relationships
- Manage problems and reduce stress
- Accomplish goals
- Build meaning and purpose



MAKE IT ACTIVE!

Go for a walk with your mentor. find a nice place to sit, and then do the survey on a phone and/or watch the visualisation.

To find out your strengths, you can either take the VIA Survey of Character Strengths or listen to the guided visualisation.

The survey involves creating a website log-in and then answering a series of multiple choice questions (10 minutes) - the survey will then identify what seem to be your key strengths.

The visualisation involves being guided to remember what key character strengths you have shown in your past. Research shows that visualising your strengths can actually make you feel more positive about yourself too!

SCAN ME



VIA Character Strengths Survey & Character Reports | VIA Institute
Do you know your character strengths? Once you do, you'll be empowered to face life's challenges,...

viacharacter.org

SCAN ME




STRENGTHS VISUALISATION

WRITE DOWN YOUR KEY CHARACTER STRENGTHS

STRENGTH
E.G., KINDNESS

DESCRIPTION
E.G., DOING FAVOURS AND GOOD DEEDS FOR OTHERS; HELPING THEM; TAKING CARE OF THEM.

O1 _____

O2 _____

O3 _____

O4 _____

O5 _____

O1 _____

O2 _____

O3 _____

O4 _____

O5 _____

Discuss with your mentor - how does it feel to think about your key character strengths? Note down your response.



Increasing how much you use your strengths can help you to develop them further and feel more satisfied and fulfilled in your life. For each of the life areas below, choose a key character strength and talk with your mentor about how you currently use it. Work together to figure out any ways you could do to make more use of this strength. You can add a new life area at the bottom too if you like. Try to think about a different character strength for each life area if you can.



I stopped feeling like I needed to pretend to be someone I wasn't, I thought about what my experiences were, what I had learnt, what I genuinely thought I could do quite well. I thought about this stuff, instead of obsessing over the things I couldn't do or didn't think I was very good at, and it worked.

CAL (26 YEARS)



Life area	Strength	Examples of how I am using this strength	New ways I could use this strength
In my relationships			
In my hobbies and relaxation time			
In my physical activity, exercise, encounters with animals or nature			
In my work/ study/ home activities (e.g. work, study, caring, chores)			

HOW CAN I MAKE MORE TIME TO DO THE THINGS THAT ARE IMPORTANT TO ME?



You could:

- *write* down the activities
- *draw* the activities
- *make a collage*, by sticking on photos (your own or from magazines) of objects that represent the activities

We can all struggle to do things that are important to us, e.g., if we get busy or feel down or disinterested. Planning ahead can be really helpful in doing these activities, even if you feel a bit unmotivated. Write the day and date for each day of the next week (starting today or tomorrow) in each box. Then add to each box one or more activity that you could do that day. Pick activities that are important to you. "Important" means whatever you want it to mean - it could be activities that are fun, helpful, interesting, meaningful, or even helpful to other people. Add these activities to your diary or calendar and/or set up reminders on your phone straight away to help you remember when you've planned to do them!

DAY:

DAY:

DAY:

DAY:

DAY:

DAY:

DAY:

What could help you to do these activities even if you don't feel like it or something gets in the way? How might your character strengths help?

HOW CAN I MOTIVATE MYSELF?



Talking positively to yourself, especially when you don't really feel like it, can be a really good way of motivating yourself and improving your mood. Try reading out the messages below. Choose about three messages that feel particularly good to say. Make a note below about why you like them. Think about how saying them makes you feel. You can add your own messages too on the dotted lines if you want to. Try basing them on your character strengths. Identify a regular time and place to repeat these messages out-loud on a daily basis - you might feel silly at first but keep going! Set a reminder on your phone or stick them to the mirror to help you remember. It can also be really helpful to also repeat these messages anytime you feel sad, unconfident, or have come across a problem or challenge and you aren't sure what to do.

I keep trying, even when it isn't easy

I am learning and growing

Great moments in my life are still to come

I matter to other people around me

I am figuring out who I am and what matters to me

I exist, I am here

I am trying to make the world a better place

I am kind and caring to other people

I am connected to animals, plants, and the world around me

I have survived before, even when I thought I wouldn't

I have overcome struggles and I can do that again

I am learning to believe in myself

I deserve to make space for myself

I can live a life that is important to me

I like these messages because they make me feel:

I will try to repeat these everyday -

WHEN? _____

Example: Every morning

WHERE? _____

Example: In the mirror, whilst walking to the shop

WHAT DOES ACTIVITY DO FOR ME?



You could:

- *write down* the activities and strengths
- *draw or use collage* (e.g. sticking on photos or pictures from magazines) to show the activities and strengths
- *write, draw, or colour* the box in to show your mood

It can be hard to figure out what effects different activities have on us - we might not think too much about this in daily life, or be too busy, or forget. This worksheet is designed to help you reflect on your activities and how they make you feel. Complete this worksheet over the next week. Add the day (starting today or tomorrow) to each box. Show in each box the activities you spent time doing that day. Try to also show any character strengths that you think you were using when doing these activities. Show how you felt on each day too - think about showing the main mood you experienced that day.

DAY:

DAY:

DAY:

DAY:

DAY:

DAY:

DAY:

Can you spot any patterns?

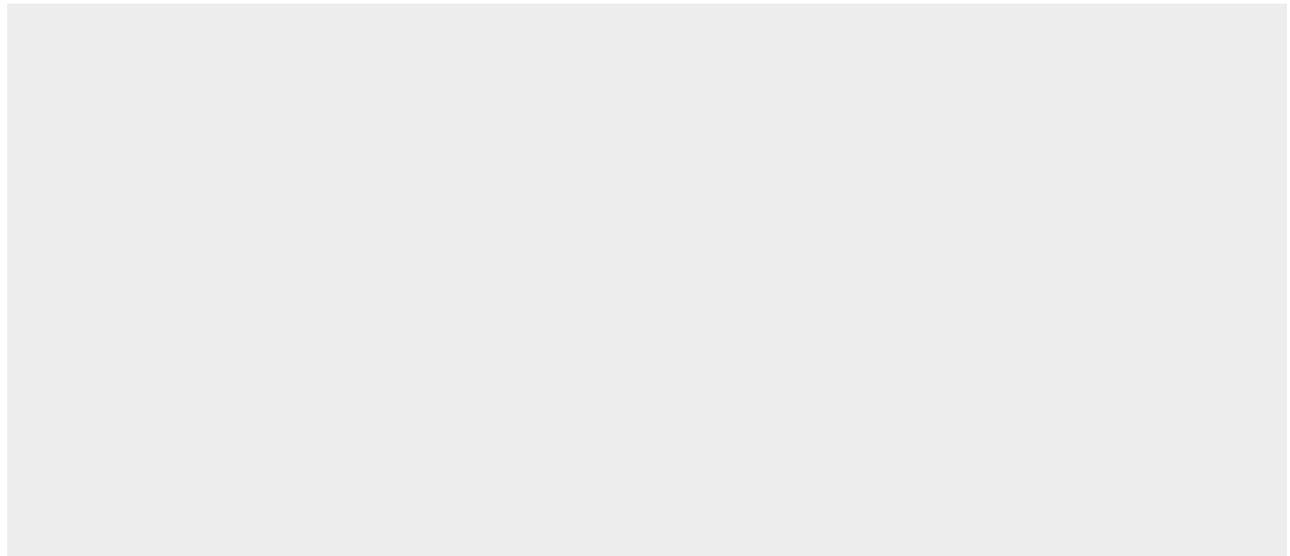
How did your activities, (strengths if you added these too), and mood relate to each other?

ABOUT ME: CONCLUSIONS

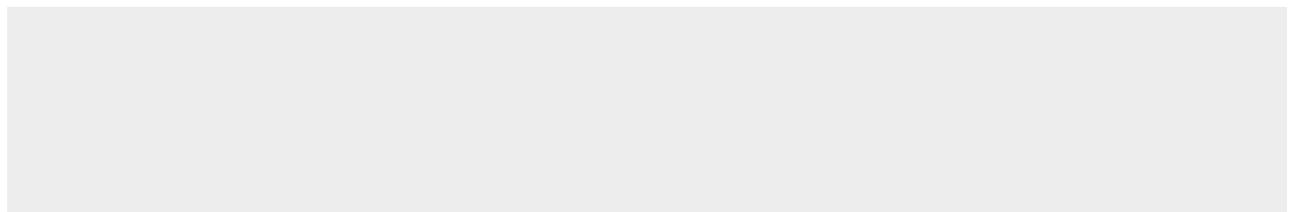
Discuss these takeaway messages about this module with your mentor:

- Whilst it is really important to spend time resting and relaxing, spending more time in activities that are meaningful to you is a really good for your health and wellbeing
- Continuing to think about how you feel before and after you do different activities can help you to keep working out what is meaningful to you, what makes you feel good and what brings something positive to your life
- Continuing to spend time doing activities that are meaningful to you can help you to keep feeling positive and hopeful
- Continuing to try and notice when you are doing activities which allow you to use your positive qualities (your strengths) can help you to keep feeling good about yourself and who you are

Make a note of anything else you have learned from this module:



Write any takeaway activities you plan to do here:



ABOUT ME: SHARE SHEET

You can use this sheet to explain to someone else what you have been working on - for example, a parent or carer.

This module has focused on learning about:

- Who I am, what activities I find meaningful, and what my key character strengths are, for example _____

This module has focused on increasing in my daily life:

- The amount of time I spend doing things that are meaningful to me and the time I spend using my character strengths, for example _____

Things that other people could do to help me keep using the knowledge and skills from this module:

- Talk to me about what activities they find meaningful
- Help me to spot my key character strengths and when I use them
- Help me to spend time doing meaningful activities and/or do them with me, for example, _____

- _____
- _____
- _____
- _____

Delete or cross out any that don't apply and/or add your own ideas!

2

ABOUT HOPE



What this module should help with:

- Teaching you about the power of hope
- Exploring what hope means to you
- Identifying what makes you feel more hopeful

I have a lot of hope in life around several different areas and this is made up of me knowing that I have the motivation to achieve things and the means (pathways) to achieve these things. If I don't have any goals to pursue then I become less hopeful.

ASHLEY (16 YEARS)

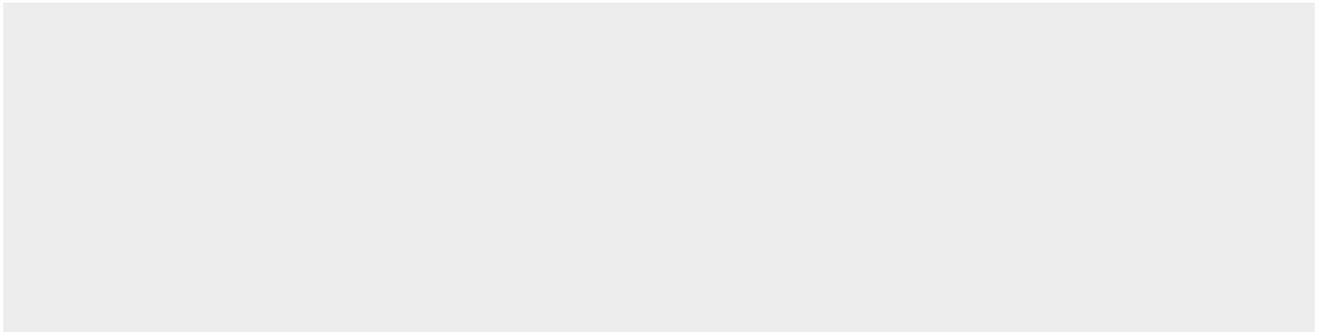
The idea of hope being more personal is helpful. I think this module is helpful in figuring out what hope is for you as a whole, like figuring out things that give you hope, things that make you look forward to the future.

ALI (17 YEARS)

PREVIOUS MODULE TAKEAWAYS

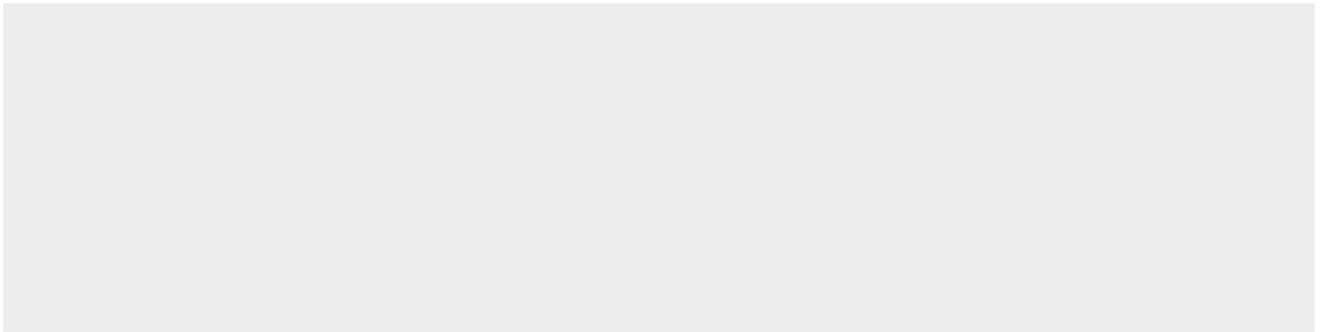
Before you start this module, discuss with your mentor your “takeaways” from the last module you worked on.

What general reflections do you have about the last module?

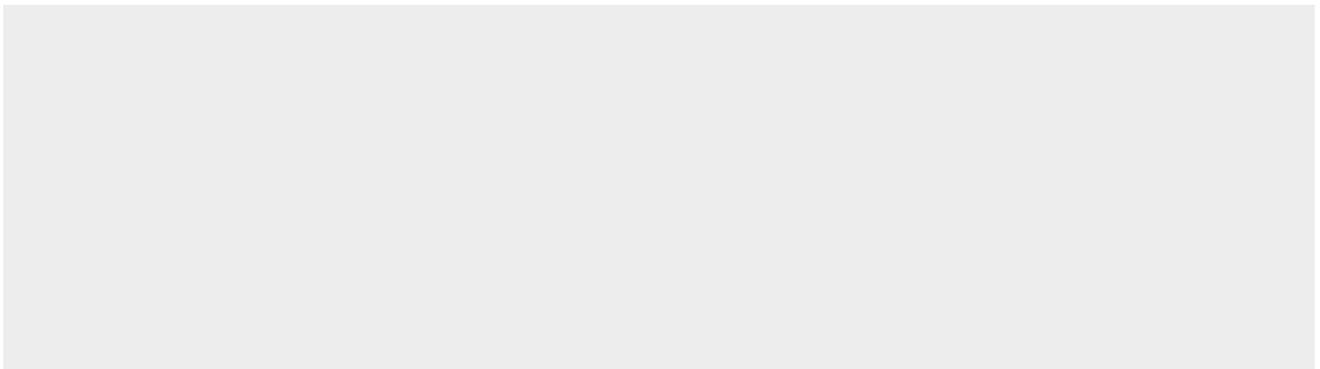


Now discuss any takeaway activities from the last module that you have done since the last session with your mentor.

What takeaway activities did you do and how did you find doing them?



What did you learn and what do you want to remember and keep using?

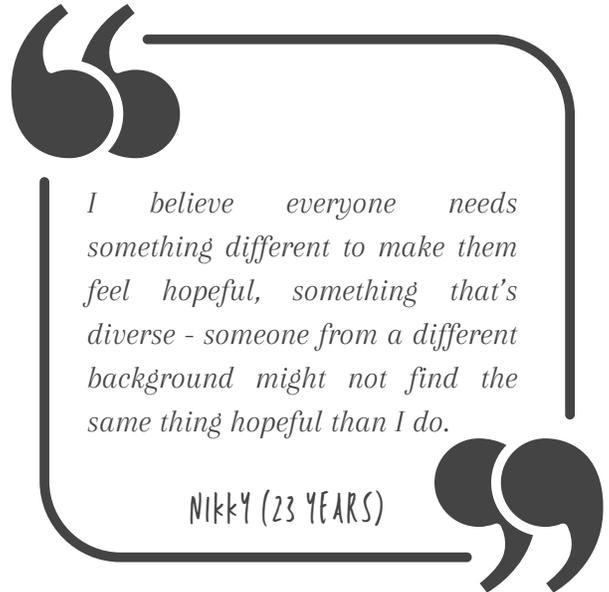


ABOUT HOPE: INTRODUCTION

Read the points below with your mentor and then watch the video together.

What do we mean by hope?

- we understand hope as a particular way of thinking
- hope is focused on a goal and is made up of self-agency (belief in yourself) and pathways (knowing how to work towards the goal)
- this may be similar or different to what hope means to you



Discuss with your mentor and make brief notes below - what did you learn about hope that you could apply in your own life?

A large, empty grey rectangular area provided for taking notes.

ABOUT HOPE: MODULE ACTIVITIES

Circle the activities you want to do, and then put a cross through them once you have completed them. The title, number, and icons listed below are also shown at the top of each activity worksheet.

We show in bold the activities that we think are “core” activities - this means we think they cover the most important parts of the module. Aim to do the core activities and then as many of the other module activities as you can. Whichever activities you choose to do, we suggest that you try and complete them in the order they are listed. Talk to your mentor now about which activities you want to complete in this module. You might like to look briefly at the worksheets together to help you decide.

Activity	No.	Activity Aims to Help With	How To Complete
MODULE ACTIVITIES - we suggest you do these with your mentor, but you could definitely do them alone if you prefer			
What does hope mean to me?	2.1	Exploring your personal understanding of hope	
When have I felt most hopeful?	2.2	Understanding the relationship between hope and different events in your life	
What do I feel hopeful about?	2.3	Understanding your level of hope in relation to different areas of your life	
Where does my hope come from?	2.4	Exploring and mapping what makes you feel hopeful	
How can I make more time in my life for hope?	2.5	Using activity scheduling to help you plan to access sources of hope in daily life	
TAKEAWAY ACTIVITIES - these have been developed for you to do alone, but you can definitely do them with your mentor if you prefer			
What role does hope play in my daily life?	2.6	Using activity diarying to understand the role and impact of hope in your daily life	



Remember to make activities active where you can! this might involve taking the activity outside and/or combining it with a walk. There will be some suggestions about how to do this within the activities themselves, but you can use your own ideas too!

TIMMY'S STORY

Watch Timmy's story, which talks about hope for the future. Story themes include mental health problems.

Hope I see as light at the end of the tunnel, the light at the end of the tunnel, giving you something to work for.

TIMMY (23 YEARS)



Discuss your reflections on the video with your mentor - what can you learn from Timmy about hope?

A large, empty light gray rectangular area provided for writing reflections.

WHAT DOES HOPE MEAN TO ME?



Discuss these questions with your mentor to explore what hope means to you.

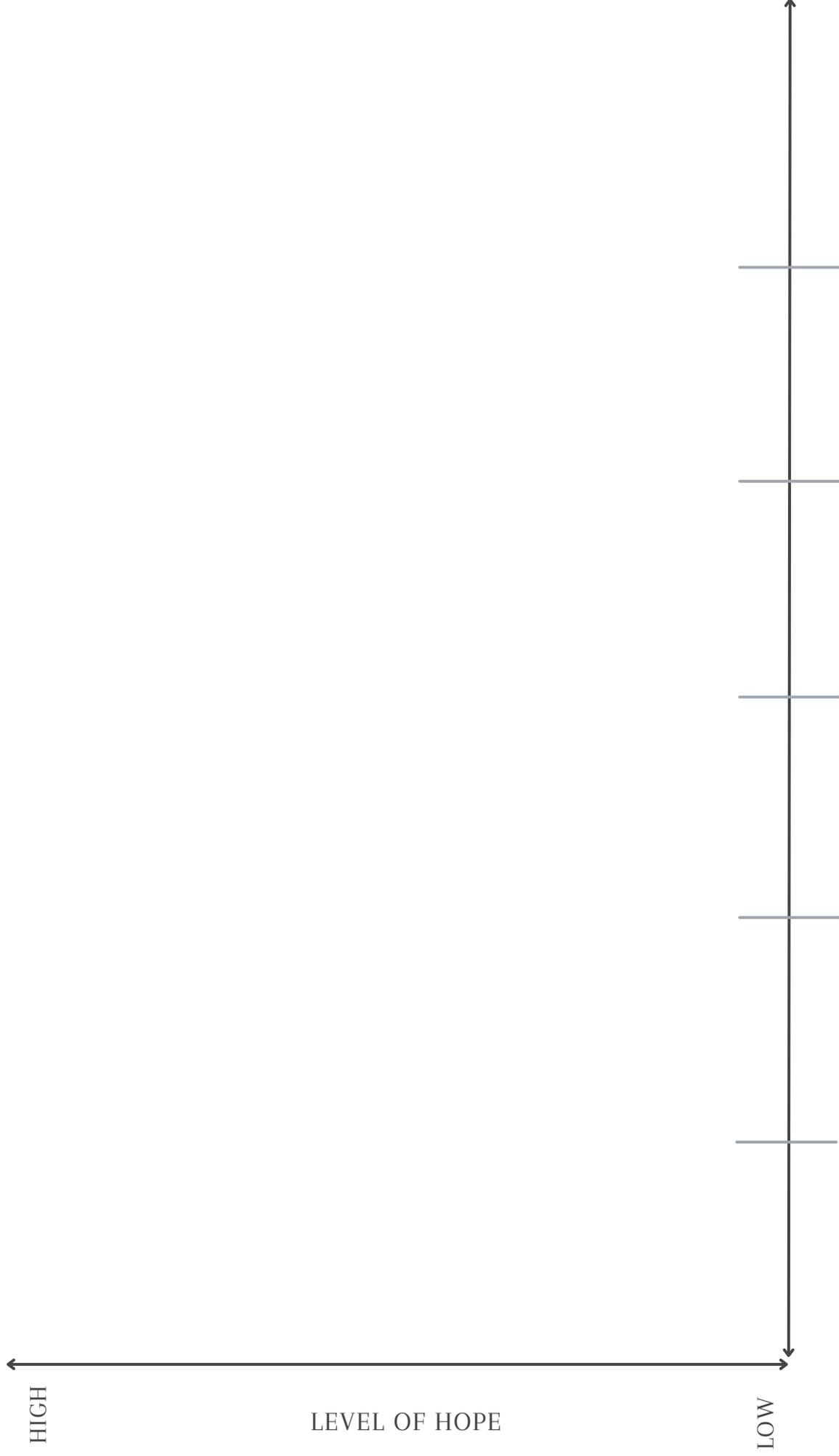
- What would it be (and why), if hope was a:
 - Colour
 - Shape
 - Sound
 - Smell
 - Taste
 - Animal
- How can you tell if you are hopeful?
- How can you tell if someone else is hopeful?
- What thoughts, feelings, and body sensations are linked with hope?
- Do you have a definition of hope? How would you complete the sentence, "Hope is...."?

You could

- *write down* your answers below
- *make a voice-note or video* of your mentor using the questions to interview you
- *draw or make a collage* below (or use a big sheet of paper if you prefer)
- *find (or create!) a poem or a song*



Discuss with your mentor significant events in your life that have impacted on your hope, either positively or negatively, and when they happened. Label the points (short lines) on the long bottom axis with important ages or time periods. Then for each one, add a few words into the blank middle section to describe an event or situation that impacted on your hope (positively or negatively). Place each event/situation at the bottom, middle, or top of the page depending on how hopeful it made you feel (the short axis).



“

Hope is positive thoughts and not the negative doubting ones - like the 'I can do it' rather than 'No I can't'.

NIKKY (23 YEARS)

”

“

There's two types of hope. It's like, you hope for something and there is hope that's just a feeling. I have hope with my friendship groups, I hope to get a job, I have hope in different areas, I have hope with my family. There's always hope, hoping for something, trying to get something.

MAR (18 YEARS)

”

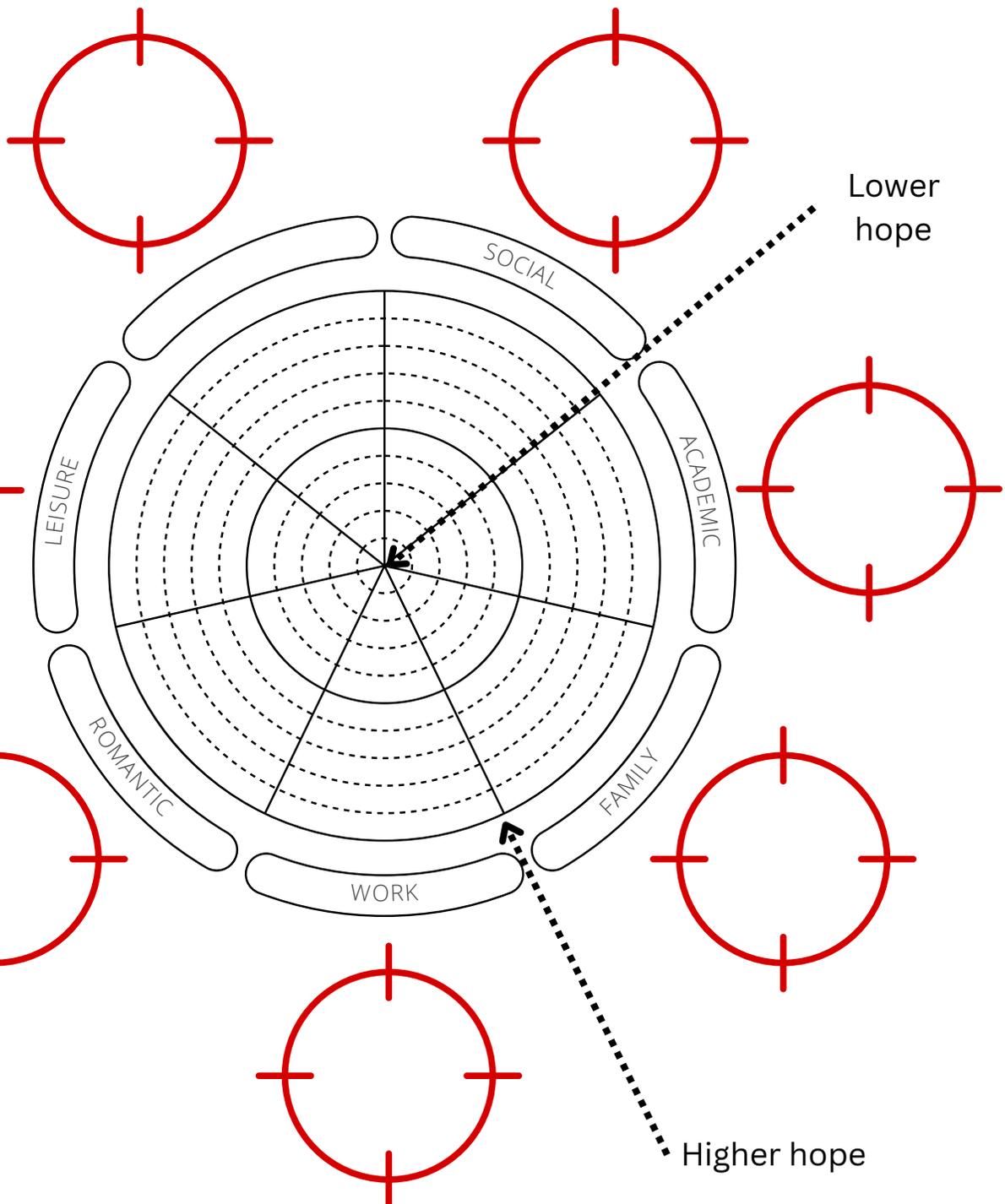
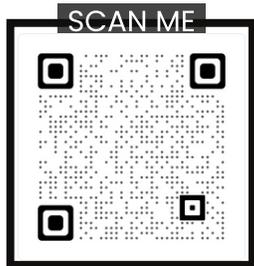


WHAT DO I FEEL HOPEFUL ABOUT?

Complete the hopeful pie below to show in what life areas you have more or less hope. Starting from the centre of the pie, colour in dotted line sections to show how hopeful you are in each life area - the more hopeful you are, the more segments you should colour in. If you aren't sure how hopeful you are in each life area, your mentor can help you to use the domain-specific hope survey first to find out. Use the QR code or link: https://booksite.elsevier.com/9780123745170/Chapter%203/Chapter_3_Worksheet_3.6.pdf Add up the score you get in each life area - a higher score equals higher hope. There's also a blank piece of the pie for you to add another life area too if you would like to.

You could:

- colour, shade or paint the pie pieces any colours/ patterns you like
- draw or write in the targets



Then in each target, show something that your hope in that life area has helped you to do or to work towards. *For example, I colour the whole pie piece to show I have high social hope and draw smiley faces in the target to show that my social hope has led me to find close friendships with people I really care about.*



WHERE DOES MY HOPE COME FROM?

You could make your hope treasure map by:

- *writing or drawing* on the map
- *sticking on photos, drawings* you make, have or find
- *record a voice-note or a video* of you talking about or acting out the journey
- *create a hope treasure box*, by finding a box or another container you like and filling it with things you find or sentimental items

Imagine that your sense of hope is a treasure that you are trying to find - what would you need to place on your map in order to find your hope?

You can think about the list of things below as potential sources of hope:

- other people and animals (relationships, shared experiences), arts and creativity (music, books, films, poetry),
- personal things (memories, faith or spirituality, imagination, gratitude, humour),
- places you go (natural spaces, meaningful places),
- things you do (self-care, meditation, hobbies, helping others).

You can also use this hope visualisation to help you to identify things that, if they are in place in your life, help you to experience hope. It involves thinking about a hopeful memory. Research shows that visualising a hopeful memory itself actually makes you feel more hopeful too!

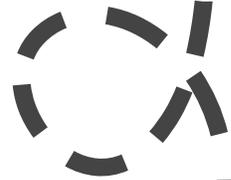


List anything that you identified as helping you to experience hope during the remembered moment

Use these ideas about where your hope comes from to complete the hope treasure map (on the next page). Stick your map up on a wall or somewhere that you can see it regularly.



WHERE DOES MY HOPE COME FROM?



HOW CAN I MAKE MORE TIME IN MY LIFE FOR HOPE?



You could:

- *write* the activities
- *draw* the activities
- *collage* by sticking on photos (your own or from magazines)

Think about your sources of hope - remember what activities make you feel hopeful. This could include things like going to the gym or the park, spending time with a specific person or animal, or doing things on your own, for example, meditation or playing guitar. It's up to you! It could include activities you already do regularly, or things you do very rarely. Write the day of the week (starting today or tomorrow) and date in the top of each box. Then complete the box with one or more activity that you plan to do that day that will make you feel more hopeful. Use the space at the bottom to think about what could get in the way, and how you might be able to overcome these obstacles. Think about how your character strengths might help. Add these activities to your diary or calendar and/or set up reminders on your phone straight away to help you remember when you've planned to do them!

DAY:

DAY:

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DAY:

What could help you to do these activities even if you don't feel like it or something gets in the way? How might your character strengths help?

“

Hope paves the way for me to get up out of bed and take care of myself. Hope in the everyday can improve your quality of life at that moment.

NIKKY (23 YEARS)

”

“

Hope is a belief, hope is where you keep up your spirits and you really want to see something happen. If you were looking forward to something, some sort of future, it's not just physical, it's also thinking.

SAM (22 YEARS)

”

WHAT ROLE DOES HOPE PLAY IN MY DAILY LIFE?



You could:

- *write or draw* the activities
- *collage* by sticking on photos (your own or from magazines) or other images
- *write, draw, or colour* in the boxes to show your mood

This worksheet is designed to help you learn about the role and impact of hope in your daily life. Try to complete this record each day, focusing on the time each day when you felt most hopeful. Write the day and date at the top of each box, starting today or tomorrow. Complete each box with what was happening when you felt most hopeful on each day - for example, where you were, what you were doing, who you were with. Write a number from 0 (not hopeful) to 9 (as hopeful as it's possible to feel) in the upper right corner of each box. Show how you felt on each day too - think about showing the main mood you experienced that day.

DAY:

DAY:

DAY:

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DAY:

DAY:

DAY:

Can you spot any patterns?

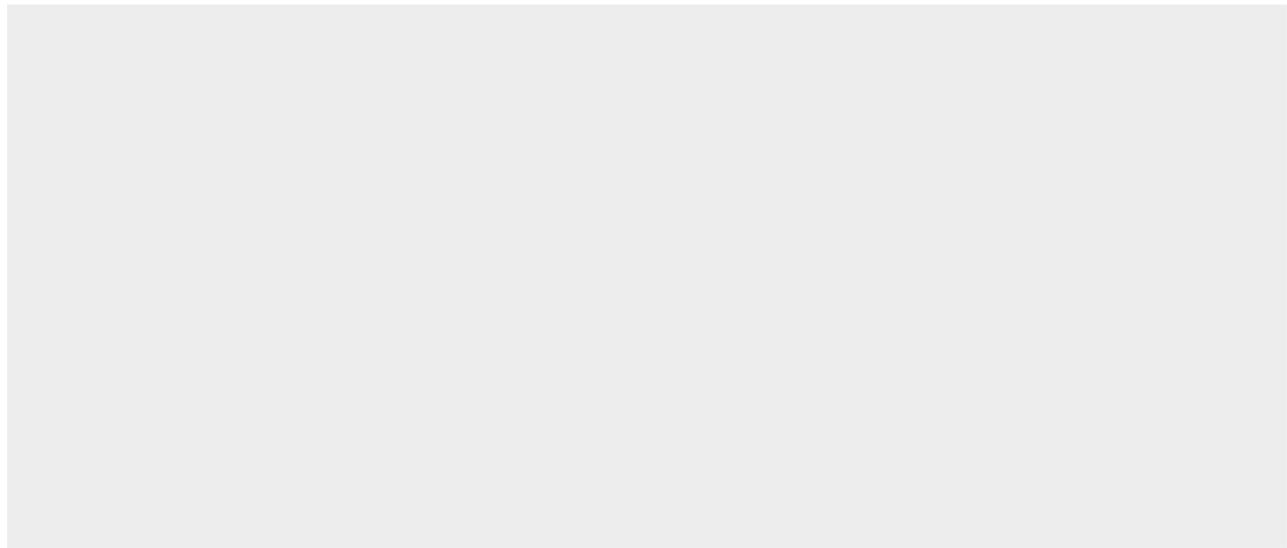
How did your activities, hope, and mood relate to each other? Why?

ABOUT HOPE: CONCLUSIONS

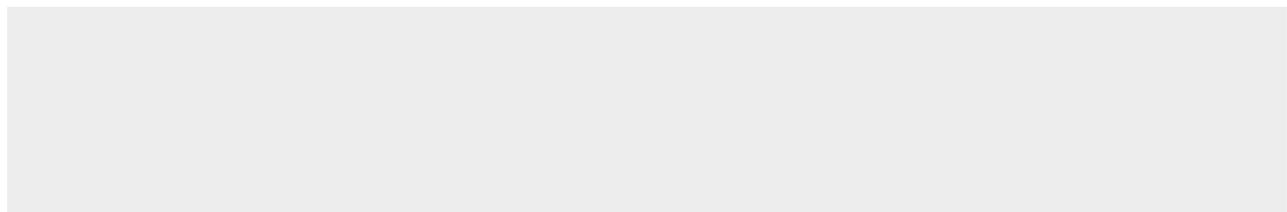
Discuss with your mentor the following takeaway messages from this module:

- Hope can be understood as a way of thinking that helps you work towards your goals
- Hope is not fixed; this means it can and does change, and that you can learn to be more hopeful
- You will have your own ideas about what hope is and what it means to you in your life
- You might have identified some things that help you to feel hopeful, including relationships, objects, music, animals, activities and other things - sources of hope are unique to you
- If it felt like a struggle to identify anything that makes you feel hopeful, this does not mean that you won't feel hopeful in the future
- You can learn to make your hope grow using some quite simple techniques
- We believe you will uncover more and more sources of hope as you continue to work through this package

Discuss with your mentor other things you want to remember and keep using from this module. Make some notes below.



Write any takeaway activities you plan to do here:



ABOUT HOPE: SHARE SHEET

You can use this sheet to explain to someone else what you have been working on - for example, a parent or carer.

This module has focused on learning about:

- What hope means to me and what I can use to feel hopeful, for example _____

This module has focused on increasing in my daily life:

- The amount of time I spend doing things that help me to feel hopeful, for example _____

Things that other people could do to help me keep using the knowledge and skills from this module:

- Talk to me about what hope means to them and what impact it has had on their life
- Share examples of what makes them feel hopeful
- Help me to spend time doing my hopeful activities and/or do them with me, for example, _____

- _____

- _____

- _____

Delete or cross out any that don't apply and/or add your own ideas!

3

MY VALUES



What this module should help with:

- Thinking about what you want your life to be like
- Helping to identify your values
- Helping you to identify goals and activities linked to your values

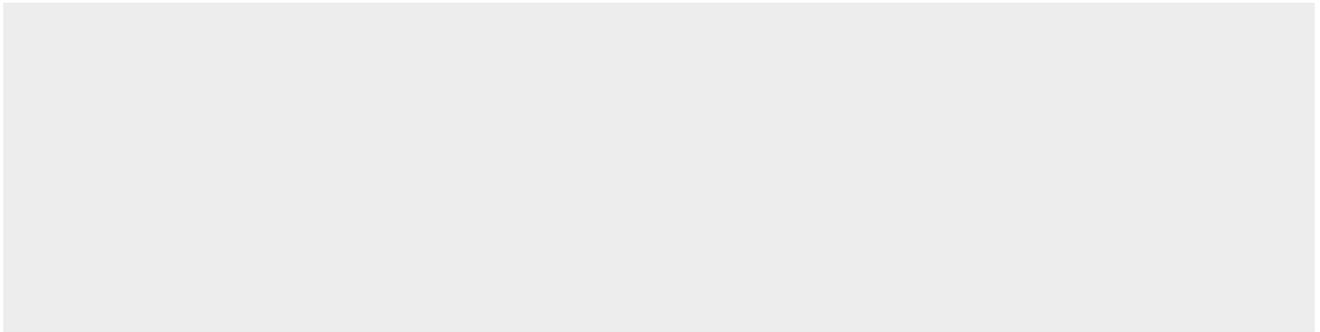
Taking things one step at a time, because I know life and the future and jobs and things like that can seem very overwhelming so just kind of doing things in little steps can seem a lot more manageable.

CHARLIE (22 YEARS)

PREVIOUS MODULE TAKEAWAYS

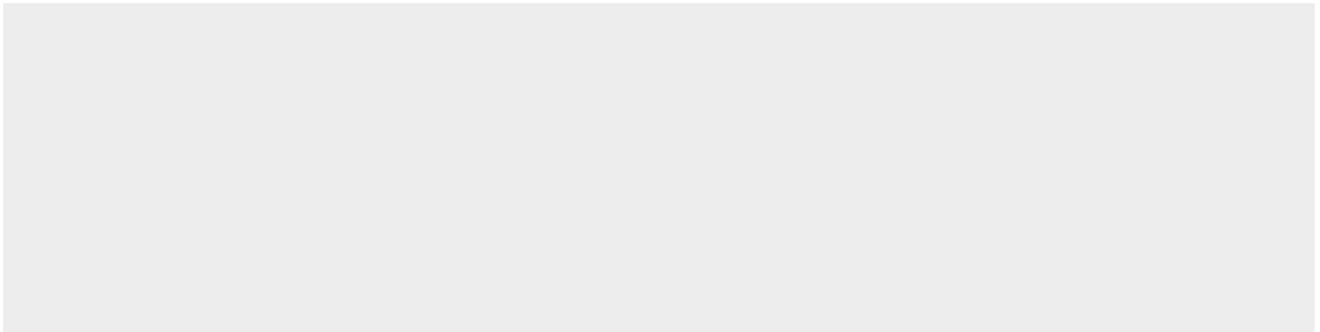
Before you start this module, discuss with your mentor your “takeaways” from the last module you worked on.

What general reflections do you have about the last module?

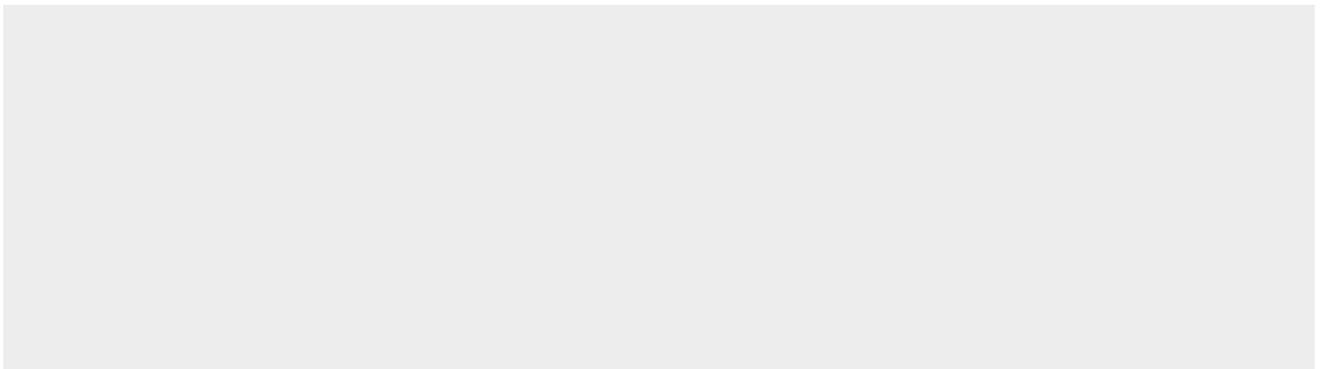


Now discuss any takeaway activities from the last module that you have done since the last session with your mentor.

What takeaway activities did you do and how did you find doing them?



What did you learn and what do you want to remember and keep using?

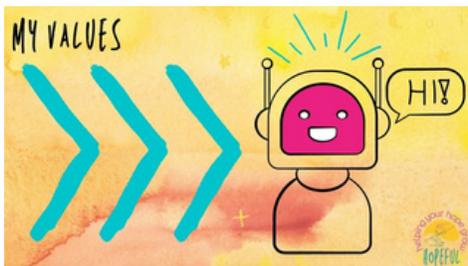
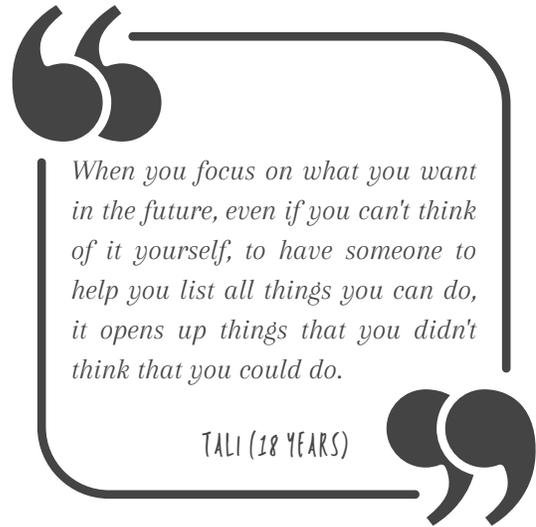


MY VALUES: INTRODUCTION

Read the points below with your mentor and then watch the video together.

What do we mean by values?

- things that are important and meaningful for you
- guiding directions for your life



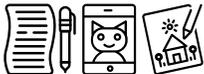
Discuss with your mentor and make brief notes below - what did you learn about values that you could apply in your own life?

Blank area for notes.

MY VALUES: MODULE ACTIVITIES

Circle the activities you want to do, and then put a cross through them once you have completed them. The title, number, and icons listed below are also shown at the top of each activity worksheet.

We show in bold the activities that we think are “core” activities - this means we think they cover the most important parts of the module. Aim to do the core activities and then as many of the other module activities as you can. Whichever activities you choose to do, we suggest that you try and complete them in the order they are listed. Talk to your mentor now about which activities you want to complete in this module. You might like to look briefly at the worksheets together to help you decide.

Activity	No.	Activity Aims to Help With	How To Complete
MODULE ACTIVITIES - we suggest you do these with your mentor, but you could definitely do them alone if you prefer			
What are my values?	3.1	Identifying the guiding directions for your life	
Who might I like to be in the future?	3.2	Exploring your ideas about your hoped for future self	
How can I put my values into action?	3.3	Identifying actions that are in line with values, and how your strengths can help	
How can I make more time to live in line with my values?	3.4	Using activity scheduling to help you plan to do value-based actions in daily life	
TAKEAWAY ACTIVITIES - these have been developed for you to do alone, but you can definitely do them with your mentor if you prefer			
What role does value-based activity play in my daily life?	3.5	Using activity diarying to understand the role and impact of value-based actions in daily life	
How can I use my values to motivate me?	3.6	Recalling memories of living in line with a value	



Remember to make activities active where you can! this might involve taking the activity outside and/or combining it with a walk. There will be some suggestions about how to do this within the activities themselves, but you can use your own ideas too!

DEVON'S STORY

Watch Devon's story, which talks about managing anxiety and thinking about the future. Story themes include stopping school, avoidance, anxiety, and job-seeking.

I know life and the future and jobs and things like that can seem very overwhelming, so just doing things in little steps can seem a lot more manageable.

DEVON (19 YEARS)



Discuss your reflections on the video with your mentor - what can you learn from Devon about how to think about your own future?

A large, empty grey rectangular area intended for writing reflections.

WHAT ARE MY VALUES?



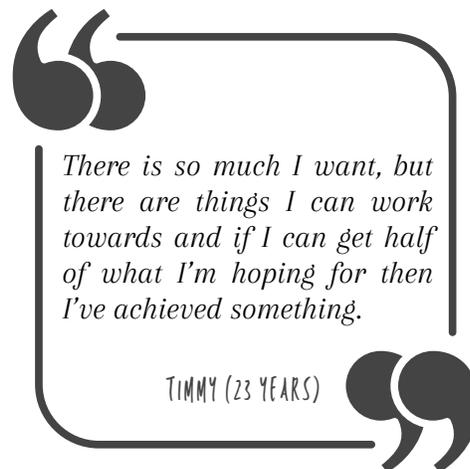
The values pie helps you to work out what your values are and how closely you are already living in line with them. Values are about you want to be and what you want your life to be about. On the next page, we suggest different life areas in which people often have values. We have also left a blank piece of pie for you to add another life area if you want to. You might like to do the values visualisation first to help you work out what your values are.

Visualisation has been shown to be a helpful way to figure out your values. In the visualisation, you would be guided to imagine an event being held in your honour - this could your birthday, a graduation or retirement party, or even your funeral; whatever feels comfortable for you to think about! You would be guided to visualise the sorts of things you would want to hear people saying about you at this event. These are your values.



To complete the values pie:

1. Taking each life area in turn, think about a value that feels important to you. Think about what it would actually involve to live closely in line with this value - what would your life look like if you lived in line with this value? How would you know that you were living your life in line with this value? We call this a valued direction - because it's the direction your life would need to go in for you to be living in line with your value.
2. Taking each life area in turn, write a valued direction inside the coloured targets.
3. Shade in segments for each life area to show how much you feel that you are living in line with this valued direction already. Shade from the centre of the pie (which shows "Not living in line with my values") moving to the outside (which reflects "Living in line with my values").

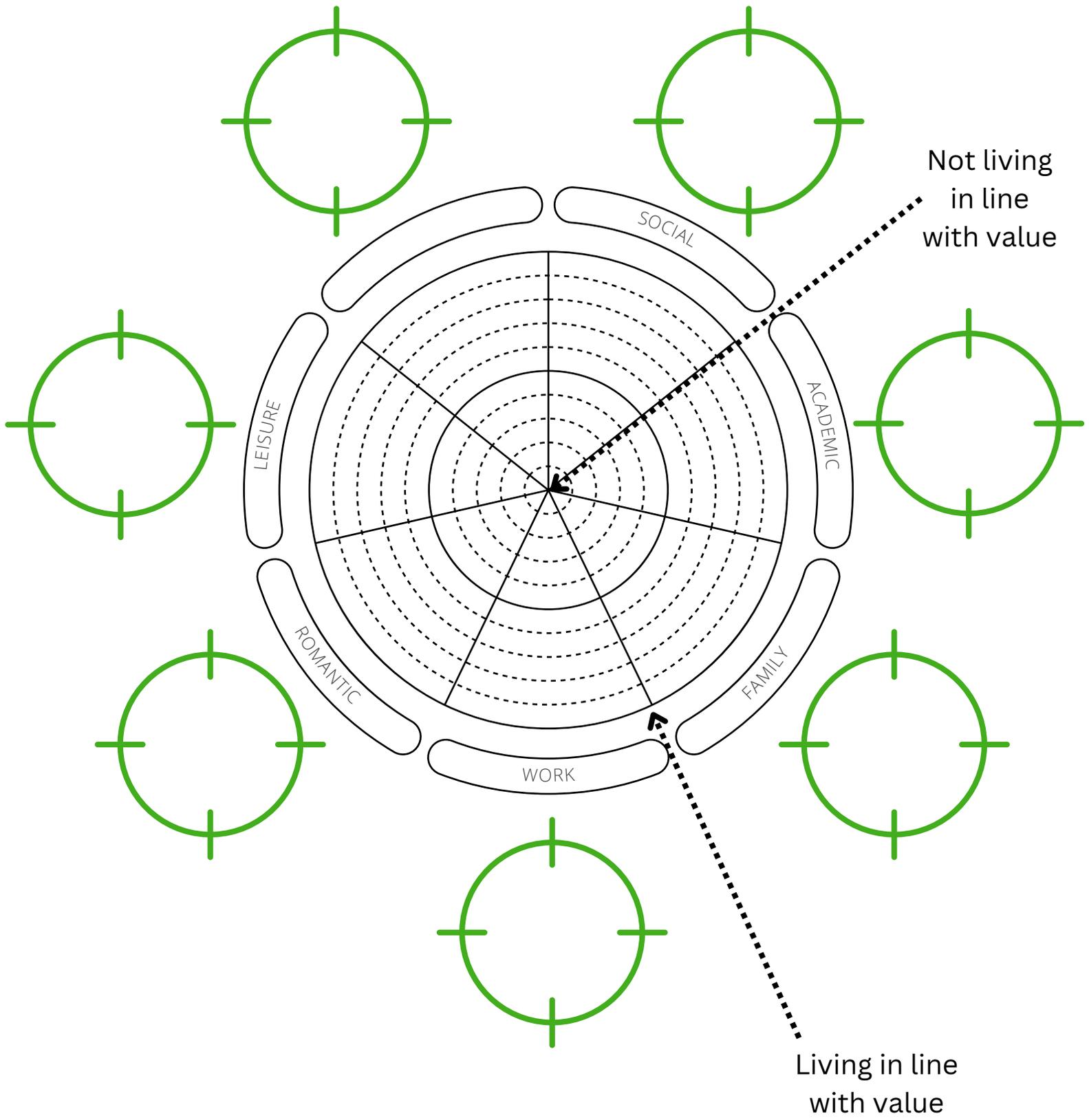


For example:

- *In my social life, my value is honesty and my valued direction is being a trustworthy friend who tells the truth and is sincere.*
- *In my romantic life, my value is intimacy and my valued direction is being part of a close and connected relationship with a loving partner.*



WHAT ARE MY VALUES?



Not living in line with value

Living in line with value



WHO MIGHT I LIKE TO BE IN THE FUTURE?

You could:

- *write an imaginary diary entry for one day in the future*
- *draw or make a collage, using photos and images that you draw or get from magazines -*
- *record a voice-note or video of your mentor interviewing your future self with the questions below*

It can be scary and overwhelming to think about the future, but thinking about the future can also inspire you to take action now to help you move towards the kind of life that is going to be meaningful to you. Exploring your ideas about the future can be a good way to help you think about what your life could be like, what you would like it to be like, and what experiences you hope to have.

One way of exploring your possible future is to think about your "future self":

- Pick a future date - perhaps one year or, if you prefer, five years? Imagine that everything has gone well for you between now and then. Imagine a day in your future life. Try to visualise yourself as vividly as possible, for example, your family, career, studies, work, relationships, hobbies, and health.
- Think about things like:
 - What is the first thing you do when you wake up?
 - Where are you and what kind of house do you live in?
 - What are you spending your time doing? What are you doing for fun?
 - Who is with you?

Show your future self image on the next page - see the tips in the top-right of this page for some ideas about how you might like to create this.

Try to stick up your future self image somewhere where you will see it, or listen back to it from time to time.

Your future self-image does not have to be fixed - you might change your mind about what you would like your life to look like, and that's totally okay. This is all part of figuring out what matters to you and what you would like your life to be. You could update or re-create your future self-image at any point if you wanted to do so.



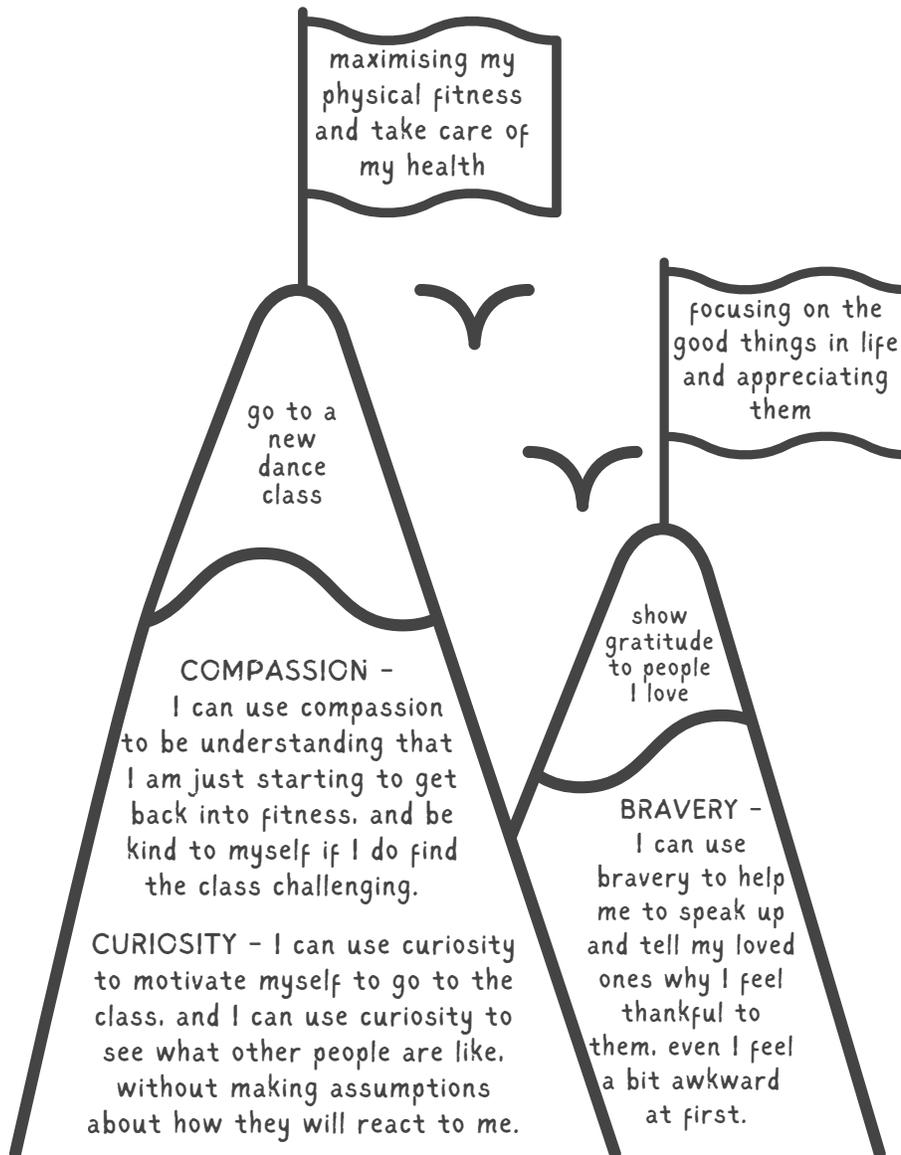
HOW CAN I PUT MY VALUES INTO ACTION?



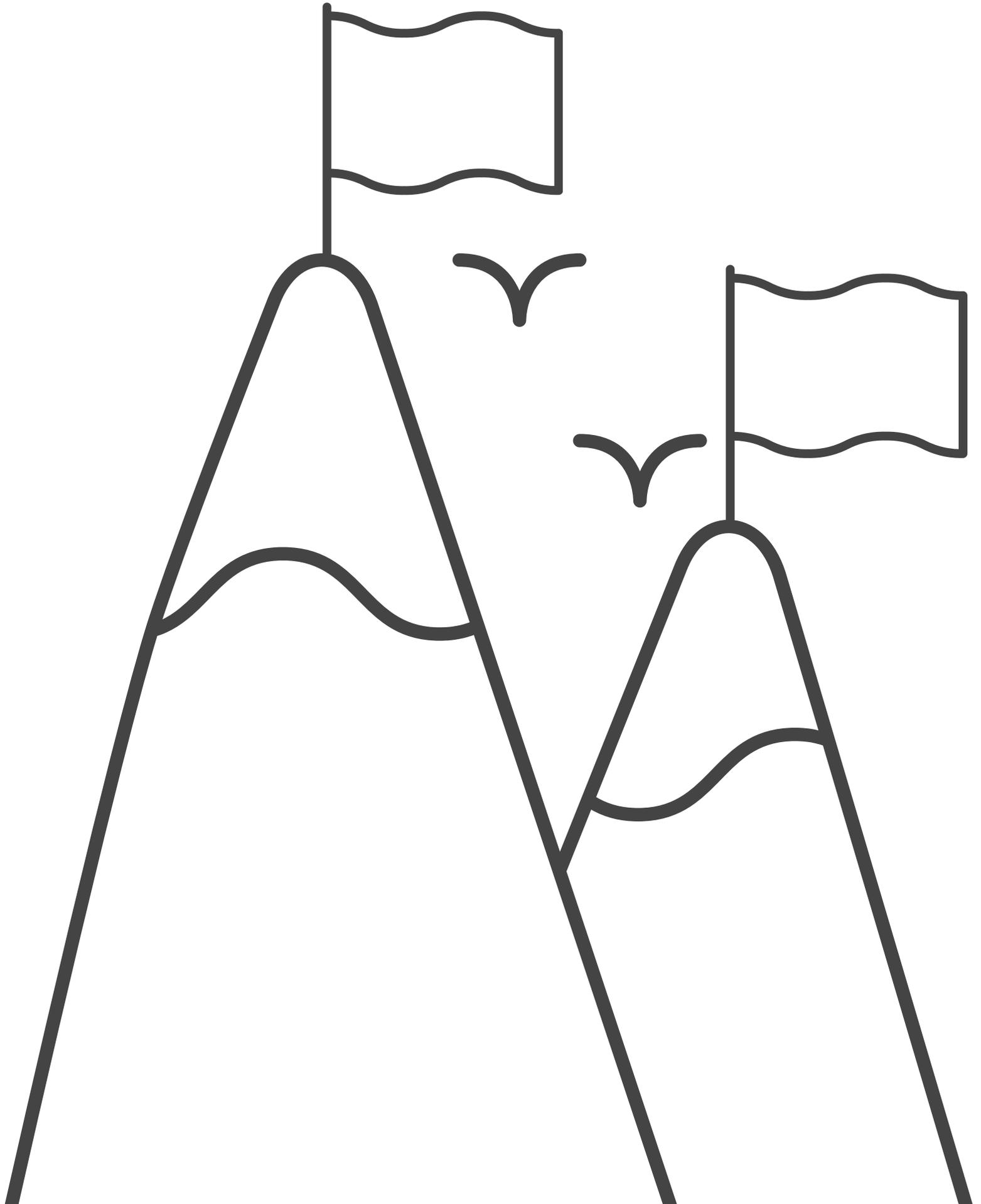
1. Add a valued direction to one of the flags (next page) - remember a valued direction means working out what living your life in line with that value would look like.
2. Try to identify a specific action that you would do if you were living in line with that value. Write this in the snow cap at the top of the mountain. This action should be something you aren't already doing.
3. Try to identify key character strengths that would help you to do this valued action. Write one or more strength into the mountain underneath the snow cap. State how this strength could help you to do the action.
4. Repeat this process with the other mountain - you could use the same value with different actions and strengths, or a different value for each mountain.

The example below will help you to think about how to identify values-based activities and strengths that can help.

I really value fitness. I've been wanting to improve my physical health for a while now, but I've been worried that trying to exercise is going to make me feel anxious about how unfit I am. I'm worried that I might be judged by other people if they see me doing exercise. I've been thinking a lot about my personal approach to my life and relationships lately too - I tend to focus more on the things I don't have or find difficult. I'd like to appreciate more all of the things I do have and the things people I love do for me.



HOW CAN I PUT MY VALUES INTO ACTION?



HOW CAN I LIVE MORE IN LINE WITH MY VALUES?



You could:

- *write or draw* the activities
- *make a collage*, by sticking on photos/images (your own or from magazines)

Identify activities that will help you to live in line with one or more of your values. Write the day of the week (starting today or tomorrow) in the top of each box. Then complete the box with one or more activity that you plan to do that day that helps you to live more in line with your values. Write the value in the box too. Use the space at the bottom to think about what could get in the way, and how you might be able to overcome these obstacles. Think about how your character strengths might help. Add these activities to your diary or calendar and/or set up reminders on your phone straight away to help you remember when you've planned to do them!

DAY:

DAY:

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DAY:

What could help you to live in line with your values even if you don't feel like it or something gets in the way? How might your character strengths help?

WHAT ROLE DOES LIVING IN LINE WITH MY VALUES PLAY IN MY DAILY LIFE?



You could:

- *write or draw* the activities and values
- *collage* by sticking on photos or other images
- *write, draw, or colour* in the boxes to show your mood

This worksheet is designed to help you learn about the role and impact of values in your daily life. Try to complete this record each day for the next week. Write the day at the top of each box. Complete each box with an activity you did that day that you felt moved you closer to living in line with one of your values. Try to show, where you were, what you were doing, who you were with. Write the value at the bottom of the box. Write a number from 0 (not hopeful) to 9 (as hopeful as it's possible to feel) in the upper right corner of each box. Show how you felt on each day too - think about showing the main mood you experienced that day.

DAY:

DAY:

DAY:

DAY:

DAY:

DAY:

DAY:

Can you spot any patterns?

How did your values, activities, hope, and mood relate to each other? Why?

HOW CAN I USE MY VALUES TO MOTIVATE ME?

Research shows that telling a story about your values is really motivational - give it a go!

Pick a value. Tell the story of why this value matters to you and your memories of times when you have lived your life in line with this value. Be as specific and detailed as you can. Try to spend two or three minutes telling this story if you can. Repeat with other values too if you like.

You could:

- *write the story* in the box below
- *record a voice-note or video* of you speaking

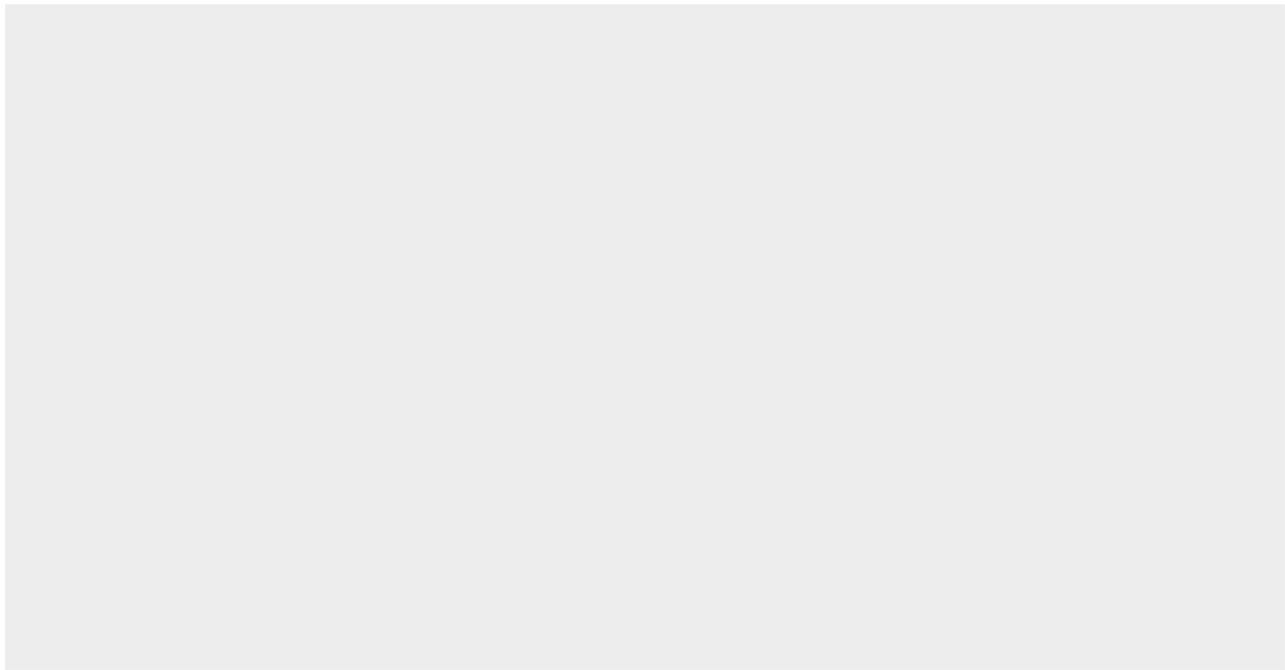
Write a few words to describe how you feel about writing/talking about your value:

MY VALUES: CONCLUSIONS

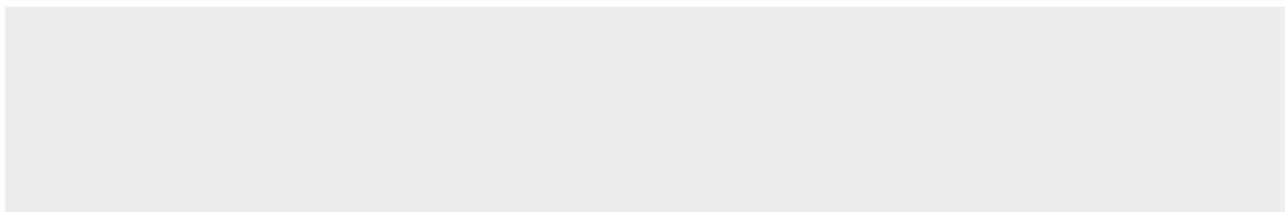
Discuss the following takeaway messages with your mentor:

- Spending time on identifying and understanding your values, and why they are meaningful can help to work out what really matters to you in your life - and will help you move closer and closer to living the life you most want to
- Understanding your values can help you to feel more certain about the kind of future you want - and it can help you to feel more able to identify goals that matter to you
- Spending time working out how you can live more in tune with your values can be really good for your health and wellbeing - and can make your life feel more meaningful and enjoyable
- Understanding your values can help you to connect with other people who share things in common with you

Discuss with your mentor other things you want to remember and keep using from this module. Make some notes below.



Write any takeaway activities you plan to do here:



MY VALUES: SHARE SHEET

You can use this sheet to explain to someone else what you have been working on - for example, a parent or carer.

This module has focused on learning about:

- The valued directions for my life and my thoughts about what I want my future to be like, for example _____

This module has focused on increasing in my daily life:

- The amount of time I spend doing things that are in line with my values, for example _____

Things that other people could do to help me keep using the knowledge and skills from this module:

- Talk to me about their values and how they live in line with them
- Talk to me about my values and how I might live more in line with them
- Talk to me about my ideas about what my future might be like
- Help me to spend time doing activities that link to my values and/or do them with me, for example, _____

- _____
- _____
- _____

Delete or cross out any that don't apply and/or add your own ideas!

4

MY GOALS



What this module should help with:

- Helping you visualise your goals
- Teaching you about how to break down goals into smaller steps
- Helping you to plan how to work towards your goals

Smaller goals are good because they are easier to get to. I do hit the small goals. It is fantastic to know that I have reached that point - I know I've reached this one, so I know I can reach that one.

TIMMY (23 YEARS)

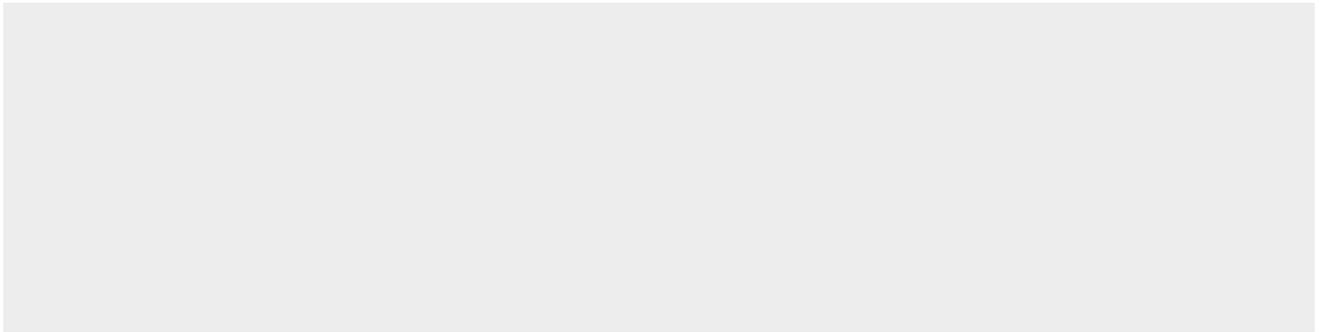
Hope begins with having a goal and seeing a way for it to happen out of no way.

IFFY (21 YEARS)

PREVIOUS MODULE TAKEAWAYS

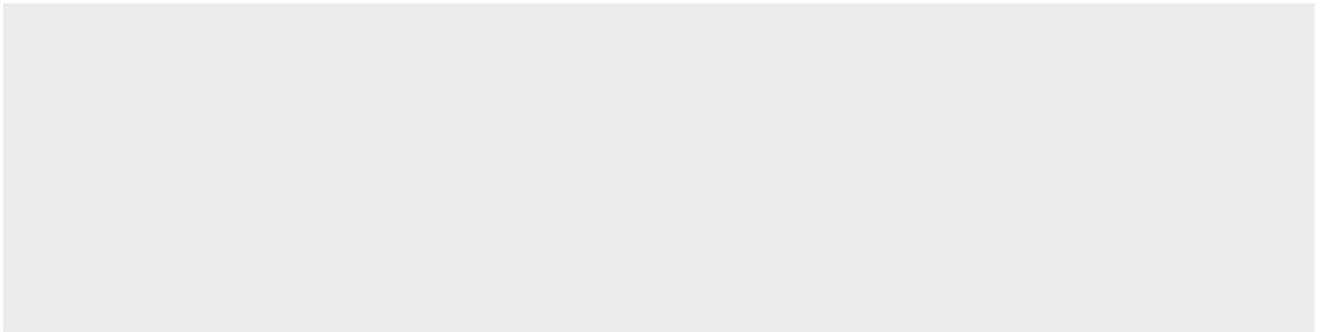
Before you start this module, discuss with your mentor your “takeaways” from the last module you worked on.

What general reflections do you have about the last module?

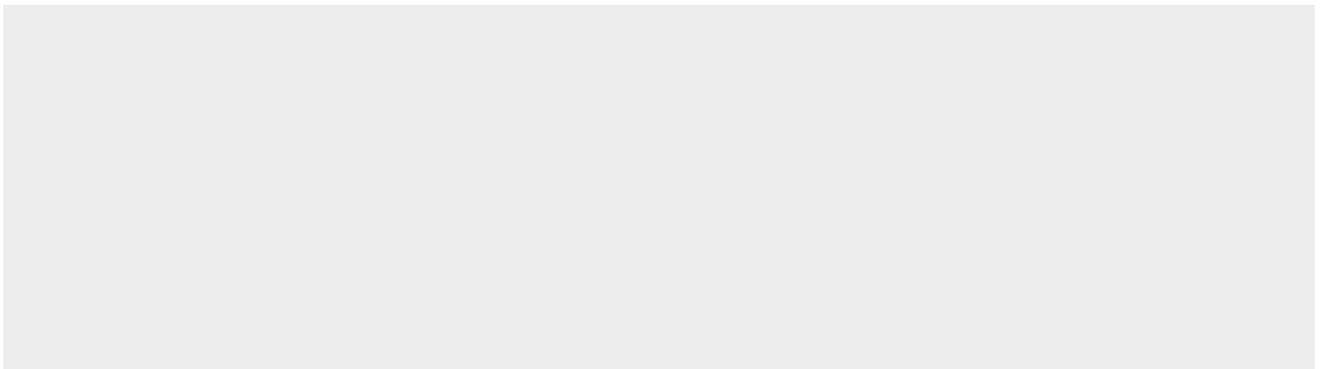


Now discuss any takeaway activities from the last module that you have done since the last session with your mentor.

What takeaway activities did you do and how did you find doing them?



What did you learn and what do you want to remember and keep using?



MY GOALS: INTRODUCTION

Read the points below with your mentor and then watch the video together.

What do we mean by goals?

- specific things that you want to do, create, find or achieve
- things that matter to you personally and are linked to your values



Break the problems down and look at what you need to achieve to get there.

KAI (19 YEARS)



Discuss with your mentor and make brief notes below - what did you learn about goals that you could apply in your own life?

A large, empty light gray rectangular area provided for taking notes.

MY GOALS: MODULE ACTIVITIES

Circle the activities you want to do, and then put a cross through them once you have completed them. The title, number, and icons listed below are also shown at the top of each activity worksheet.

We show in bold the activities that we think are “core” activities - this means we think they cover the most important parts of the module. Aim to do the core activities and then as many of the other module activities as you can. Whichever activities you choose to do, we suggest that you try and complete them in the order they are listed. Talk to your mentor now about which activities you want to complete in this module. You might like to look briefly at the worksheets together to help you decide.

Activity	No.	Activity Aims to Help With	How To Complete
MODULE ACTIVITIES - we suggest you do these with your mentor, but you could definitely do them alone if you prefer			
What are my goals?	4.1	Exploring your ideas about goals that are meaningful to you	
How can I set my goals?	4.2	Learning how to format goals in a SMART way that helps you to work towards them	
What are my priority goals and what is my progress towards them?	4.3	Choosing three especially important goals that you want to focus on for the rest of the package	
How can I work towards my goals?	4.4	Learning how to break goals down into manageable chunks	
How can I make more time to work towards my goals?	4.5	Using activity scheduling to help you do goal-based activities in daily life	
TAKEAWAY ACTIVITIES - these have been developed for you to do alone, but you can definitely do them with your mentor if you prefer			
Why are my goals meaningful?	4.6	Exploring links between goals and values	
What does working towards my goals do for me?	4.7	Using activity diarying to understand the role and impact of goal-based actions in daily life	



Remember to make activities active where you can! this might involve taking the activity outside and/or combining it with a walk. There will be some suggestions about how to do this within the activities themselves, but you can use your own ideas too!

CHARLIE'S STORY

Watch Charlie's story, which talks about being supported by others and working towards goals. Story themes include mental health problems and not being able to go to university.



Discuss your reflections on the video with your mentor - what can you learn from Charlie about the benefits of working out your goals?

A large, empty light gray rectangular area intended for writing a response to the discussion question.

WHAT ARE MY GOALS?



Sort goals into three categories based on their importance to you. It can be a little tricky to figure out your goals, but don't worry! We have some suggestions to help. First, we have given you some example goals below that you can sort into the three categories. Second, you can also use the goal visualisation below to help you identify goals that matter to you. Finally, thinking about your values can help you to work out goals that are meaningful to you. *For example, I value compassion, which is about being kind to people who are suffering. I want to help people who are struggling. My goal is to apply for voluntary work in a foodbank.*



MAKE IT ACTIVE!

Go for a walk with your mentor and find a nice spot to sit. Listen to the goal visualisation and/or cut out and sort your goals.

EXAMPLE GOALS

- read a book
- go to an exercise class
- invite a friend out for coffee
- go for a walk
- write my CV
- watch a movie with my family
- talk to my GP about my mental health
- do a free online course
- eat breakfast
- do my own shopping
- ask someone out on a date
- go to a job interview
- apply for a college course
- cook a meal for my family
- clean my room
- join a new social group
- apply to do some voluntary work
- use public transport
- talk to a neighbour
- learn to drive

Visualising your goals has been shown to help you to work out what your goals are, and then to identify plans and actions that can help you to reach your goals. You can use the guided recording to help you practice goal visualisation. Use it as often as you like. Pause it at any point if you need more time.



DEFINITELY
IMPORTANT TO ME

COULD BE
IMPORTANT TO ME

NOT IMPORTANT
TO ME

HOW CAN I SET MY GOALS?



Setting goals can feel very difficult at first, but it really does get easier with practice. One technique that helps is creating SMART goals - this means giving your goals the characteristics below. Start by thinking about a meaningful goal. Write it down where it says GOAL ONE. Make sure the goal is positively framed - something you want to approach and not something you want to avoid. *For example, "I want to feel less tired" becomes "I want to have enough energy to run 3 kilometres without stopping".* Work through each of the letter rows to make this goal SMART. Repeat this for two other goals that feel meaningful to you. If you can, stick this sheet up somewhere you can see it every day to remind you about these goals.

		GOAL ONE:	GOAL TWO:	GOAL THREE:
S	<u>SPECIFIC</u> What exactly do I want to do?			
M	<u>MEASURABLE</u> How will I know when i have reached the goal?			
A	<u>ACHIEVABLE</u> How can the goal be reached?			
R	<u>RELEVANT</u> Why is this goal meaningful to me? <i>(You might think about your strengths or values)</i>			
T	<u>TIME BOUND</u> When can I reach this goal?			



WHAT ARE MY PRIORITY GOALS AND WHAT IS MY PROGRESS TOWARDS THEM?

Log your progress towards three goals that feel particularly meaningful to you at this moment in time. You may have already identified these goals in the SMART goal activity, or you could replace some of the three goals with other ones if you want to. It doesn't matter what other people would think, pick the goals that matter to you as a person. You'll be invited to log your progress for these three same goals again in the following modules.

Write each of those goals into the boxes below. Then for each goal, circle the number that best reflects your current progress towards this goal. It doesn't matter at all if you are starting at 0 - the only way is up! Everyone was right at the beginning of the journey towards their goal at some point.

GOAL ONE:										
GOAL NOT AT ALL MET					GOAL HALFWAY MET					GOAL REACHED
1	2	3	4	5	6	7	8	9	10	

GOAL TWO:										
GOAL NOT AT ALL MET					GOAL HALFWAY MET					GOAL REACHED
1	2	3	4	5	6	7	8	9	10	

GOAL THREE:										
GOAL NOT AT ALL MET					GOAL HALFWAY MET					GOAL REACHED
1	2	3	4	5	6	7	8	9	10	

Discuss with your mentor how you feel about your progress. Make some notes about how you feel:

HOW CAN I WORK TOWARDS MY GOALS?



MY GOAL:

1

NUMBER

GOAL STEP

DEADLINE

MY GOAL:

1

NUMBER

GOAL STEP

DEADLINE

MY GOAL:

1

NUMBER

GOAL STEP

DEADLINE

HOW CAN I MAKE MORE TIME TO WORK TOWARD MY GOALS?



You could:

- *write or draw* the activities
- *make a collage*, by sticking on photos/ images (your own or from magazines)

Identify activities you can take to work towards your goals. If you completed the goal mountain, you can use the steps you identified there as goal-based activities. If not, please note that goal-based activities can be of any size or type, they don't have to be big or really time-consuming - every activity helps. You can pick activities that help you move closer to your goals based on time, quantity, or actionable steps. Write the day in the next week (starting today or tomorrow) in the top of each box. Then complete the box with one or more activity that you plan to do that day that is linked to one or more goal. Use the space at the bottom to think about what could get in the way, and how you might be able to overcome these obstacles. Think about how your character strengths might help. Add these goal-based activities to your diary or calendar and/or set up reminders on your phone straight away to help you remember when you've planned to do them!

DAY:

DAY:

DAY:

DAY:

DAY:

DAY:

DAY:

What could help you to do these goal-based activities if you don't feel like it or something gets in the way? How might your character strengths help?

“

By having goals you do get that instant gratification nearly every time that, 'Yes, I've done it, and now I feel good about myself', and that pushes you to then do the next step because you've done it and you feel good about yourself, you sort of have that confidence boost.

ALISON (26 YEARS)

”

“

It could be helpful to see how different goals can join together, like me going to college is a step towards achieving having my own cottage with loads of cats, the idea of a goal that you need to achieve as the first step in achieving something that you want.

ALI (17 YEARS)

”



WHY ARE MY GOALS MEANINGFUL?



The goals you select as your priority goals on which to focus should be personally meaningful. Personally meaningful goals are usually linked to your values, because your values are the guiding directions for what you want your life to be about. Personally meaningful goals will usually link to your character strengths too, because these can be thought of as “values-in-action”. Goals often link to each other as well. Pick one of your three priority goals and complete the steps below in the left column of shaded boxes. Complete the steps for your two other priority goals in the next columns.

GOAL ONE:	GOAL TWO:	GOAL THREE:
↓		
If I reach this goal, What will this give me?		
↓		
And what will this give me?		
↓		
And what will this give me?		
↓		
So, why is this goal important?		
↓		
How does this goal link to my values, my strengths, and my other goals?		
↓		
↓		
↓		

WHAT DOES WORKING TOWARDS MY GOALS DO FOR ME?

This worksheet is designed to help you learn about the role and impact of working towards your goals in your daily life. Try to complete this record each day. Identify what activities - big or small - you did each day that helped you get closer towards any of your goals. Complete the boxes to show these activities and the goals to which they relate - for example, where you were, what you were doing, who you were with. Add any character strengths you used that day. Show your mood for each day.

You could:

- *write or draw* the activities
- *collage* by sticking on photos or other images
- *write, draw, or colour* in the boxes to show your mood

WEEK OF: _____

DAY:

DAY:

DAY:

DAY:

DAY:

DAY:

DAY:

Can you spot any patterns?

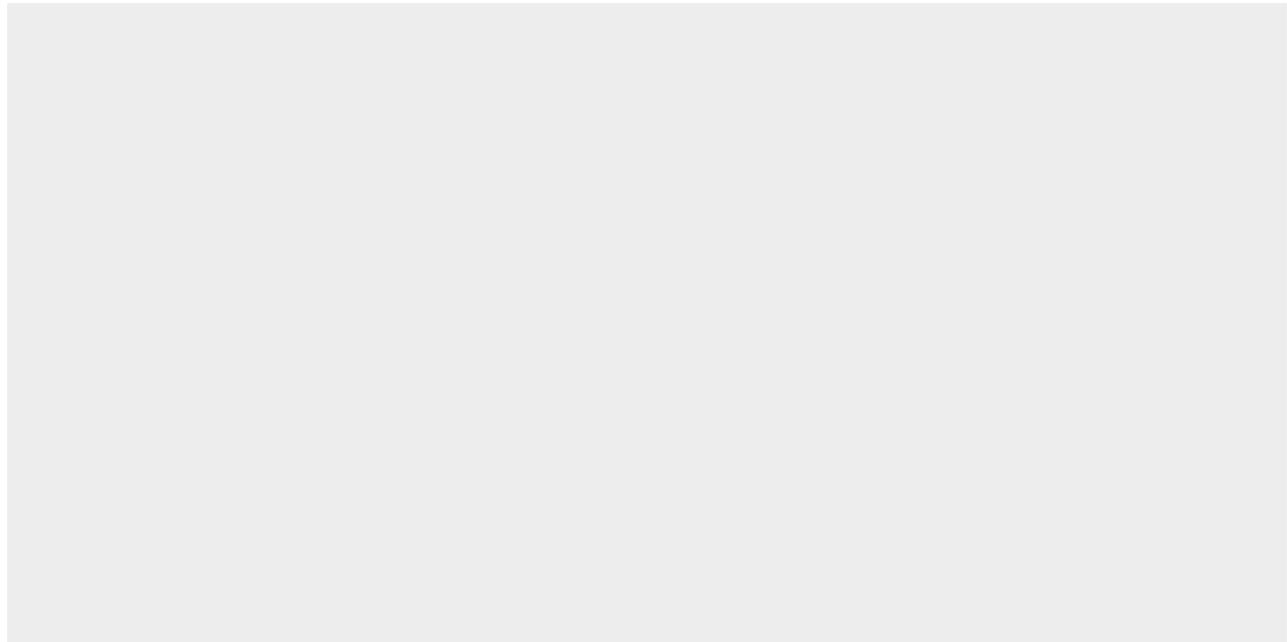
How did your activities, strengths, and mood relate to each other? Why?

MY GOALS: CONCLUSIONS

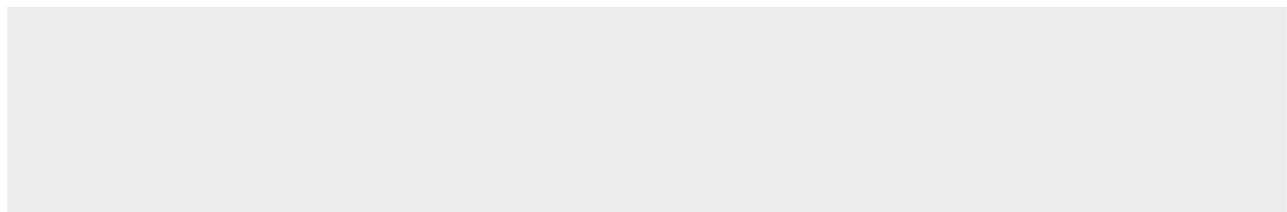
Discuss the following takeaway messages with your mentor:

- Spending time on identifying and understanding your goals, and why they are meaningful can help to work out what really matters to you in your life - and will increase the chances that you will be able to live the life you most want to
- Spending time trying to work out the steps you can take towards your goal can help the goal to feel more realistic - and will help you actually work towards your goal
- Reflecting regularly on your goals, why they still matter to you, and what you can do to work towards them can keep you motivated to keep working towards them
- Taking small steps towards is just as important as taking bigger steps - small things like thinking about your goal or telling someone else about your goal can be really helpful

Discuss with your mentor other things you want to remember and keep using from this module. Make some notes below.



Write any takeaway activities you plan to do here



MY GOALS: SHARE SHEET

You can use this sheet to explain to someone else what you have been working on - for example, a parent or carer.

This module has focused on learning about:

- How to set and work towards goals that are meaningful to me, for example _____

This module has focused on increasing in my daily life:

- The amount of time I spend doing activities that are linked to my goals, for example _____

Things that other people could do to help me keep using the knowledge and skills from this module:

- Talk to me about their goals and how they have pursued them
- Talk to me about my goals and help me figure out how I might work towards them
- Do a guided goal visualisation with me
- Help me to spend time doing activities that link to my goals and/or do them with me, for example, _____

- _____

- _____

- _____

Delete or cross out any that don't apply and/or add your own ideas!

5

MY HOPE NETWORK



What this module should help with:

- Teaching you how social relationships affect hope
- Helping you to identify how people around you can support your hope
- Practice communication skills for healthy relationships
- Identifying any ways in which you could seek more hope support

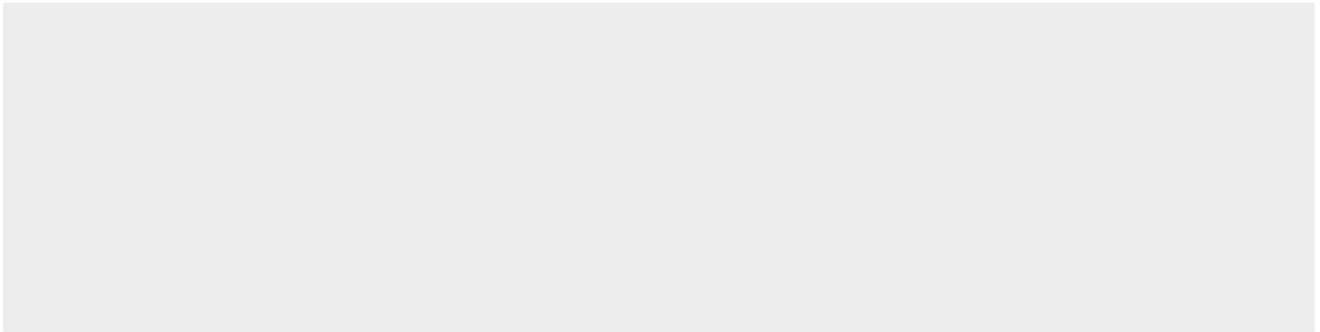
I think hope improves if you've got someone who wants to understand and wants to listen and help you find ways to improve then it will make you have more of a hopeful outlook. Just by talking to someone, you did get a little bit more hope.

TALI (18 YEARS)

PREVIOUS MODULE TAKEAWAYS

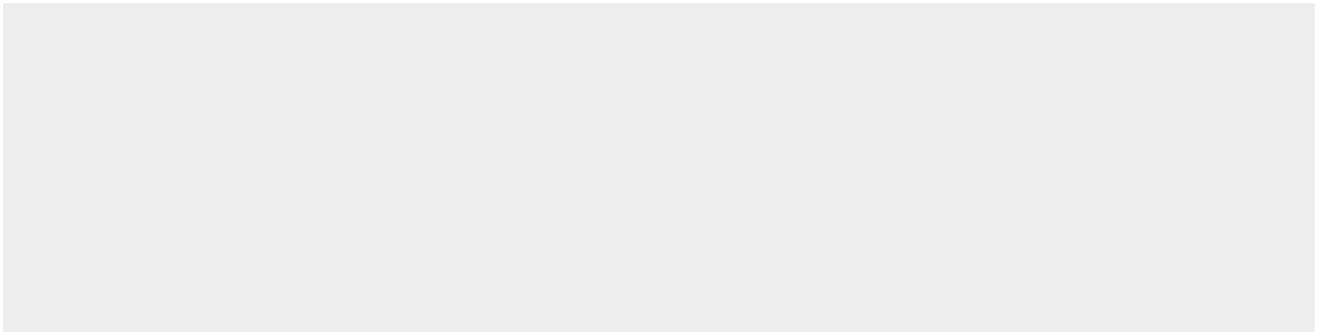
Before you start this module, discuss with your mentor your “takeaways” from the last module you worked on.

What general reflections do you have about the last module?

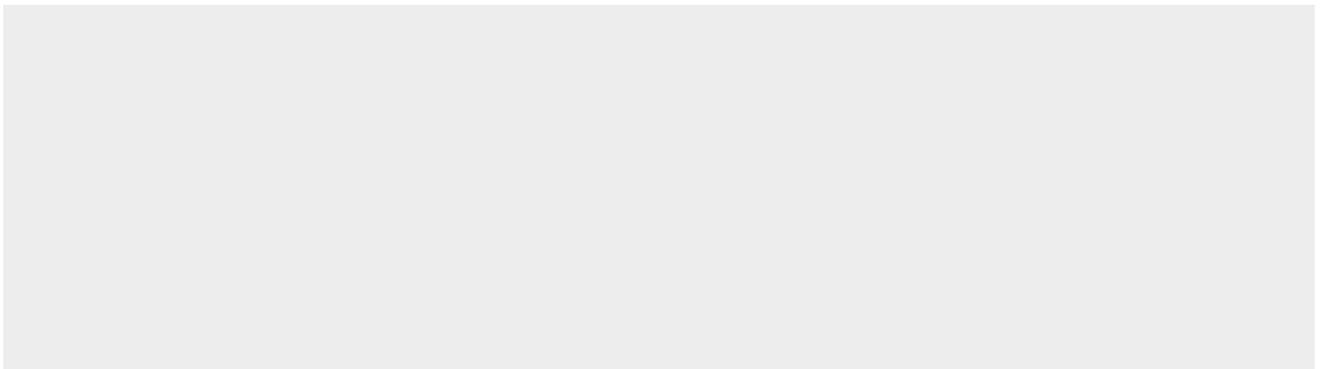


Now discuss any takeaway activities from the last module that you have done since the last session with your mentor.

What takeaway activities did you do and how did you find doing them?



What did you learn and what do you want to remember and keep using?

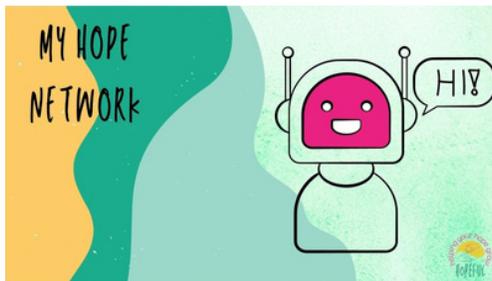
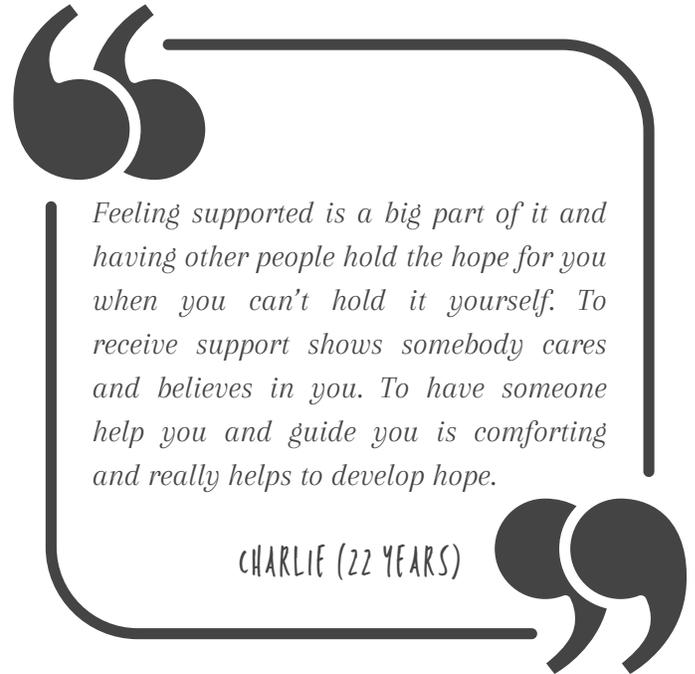


MY HOPE NETWORK: INTRODUCTION

Read the points below with your mentor and then watch the video together.

What do we mean by a hope network?

- your social network is made up of the people and groups around you
- the relationships you have with people and groups impact on your hope



Discuss with your mentor and make brief notes below - what did you learn about hope networks that you could apply in your own life?

A large, empty grey rectangular area provided for taking notes.

MY HOPE NETWORK: MODULE ACTIVITIES

Circle the activities you want to do, and then put a cross through them once you have completed them. The title, number, and icons listed below are also shown at the top of each activity worksheet.

We show in bold the activities that we think are “core” activities - this means we think they cover the most important parts of the module. Aim to do the core activities and then as many of the other module activities as you can. Whichever activities you choose to do, we suggest that you try and complete them in the order they are listed. Talk to your mentor now about which activities you want to complete in this module. You might like to look briefly at the worksheets together to help you decide.

Activity	No.	Activity Aims to Help With	How To Complete
MODULE ACTIVITIES - we suggest you do these with your mentor, but you could definitely do them alone if you prefer			
What makes a hope supporter?	5.1	Exploring how relationships can enhance hope	
Who are my hope supporters?	5.2	Exploring your social relationships and how they support your hope	
How can I strengthen my relationships with my hope supporters?	5.3	Learning and practicing communication skills	
What is my progress towards my priority goals?	5.4	Rating progress towards your three key goals at this moment in time	
TAKEAWAY ACTIVITIES - these have been developed for you to do alone, but you can definitely do them with your mentor if you prefer			
How do I access hope support in daily life?	5.5	Using activity diarying to understand your hope support in daily life	
How can I increase my hope support?	5.6	Exploring ways in which others receive hope support and can help to support you to work towards your goals	



Remember to make activities active where you can! this might involve taking the activity outside and/or combining it with a walk. There will be some suggestions about how to do this within the activities themselves, but you can use your own ideas too!

TALI'S STORY

Watch Tali's story, which talks about how different types of support can help enhance hope. Story themes include mental health problems, leaving education, being supported.

It was important for me to have someone to talk to, because it gave me a little bit of a push.

TALI (18 YEARS)



Discuss your reflections on the video with your mentor - what can you learn from Tali about having a hope network around you?

A large, empty light gray rectangular area intended for writing reflections.

WHAT MAKES A HOPE SUPPORTER?

MAKE IT ACTIVE!
Go for a walk with your mentor and listen to a podcast or lived experience story together and then discuss it.

Think about your own life. Think about films, TV shows, books, comics, and podcasts you like. What examples have you found of someone being a good hope-supporter? We have given you some suggestions of examples we have found of someone being a good hope-supporter.

Discuss your own examples and/or our suggestions with your mentor. Talk with each other about how the hope supporter helped to increase hope? what did they do and say? what were the effects? how did it help? Make any notes you would like to make on the following page. You might like to actually watch/listen to the media examples with your mentor before discussing them.

OLIVIA'S STORY	HOPEFUL lived experience story	3 minutes	<p>In the introductory story to the HOPEFUL package, Olivia described getting back into education with the support of a mentor.</p>  
ALEX'S STORY	HOPEFUL lived experience story	2 minutes	<p>In this new story, Alex talks about the impact of friendships on hope.</p>  
HOW TO FAIL: S8, EP7 SIENA CASTELLON	Podcast	58 minutes	<p>Siena Castellon offers advice for other neurodiverse young women, includes discussions of bullying and challenges at school.</p>
HOW TO FAIL: S14, BONUS EPISODE JANE GOODALL	Podcast	66 minutes	<p>Jane Goodall shares her experiences of the resilience of hope, whether animals have a sense of failure, and her belief in young people.</p>
MULAN	Full length film	88 minutes	<p>Characters help mentor a young woman to help her family.</p>
GOOD WILL HUNTING	Full length film	126 minutes	<p>A psychologist supports a young man to process past traumatic life experiences and to work towards a positive future.</p>

WHO ARE MY HOPE SUPPORTERS?



This activity is about creating your hope network map. First, list the individuals and groups you have a relationship with in the table below. Use names or nicknames or whatever you feel comfortable with. An individual can be anyone you feel you have a relationship with. A group is two or more individuals who have a connection or something in common. A group could be about people you know and/or people you don't necessarily know personally, but identify with in general, for example, because of your gender, sexuality, ethnicity, religion, beliefs or interests.

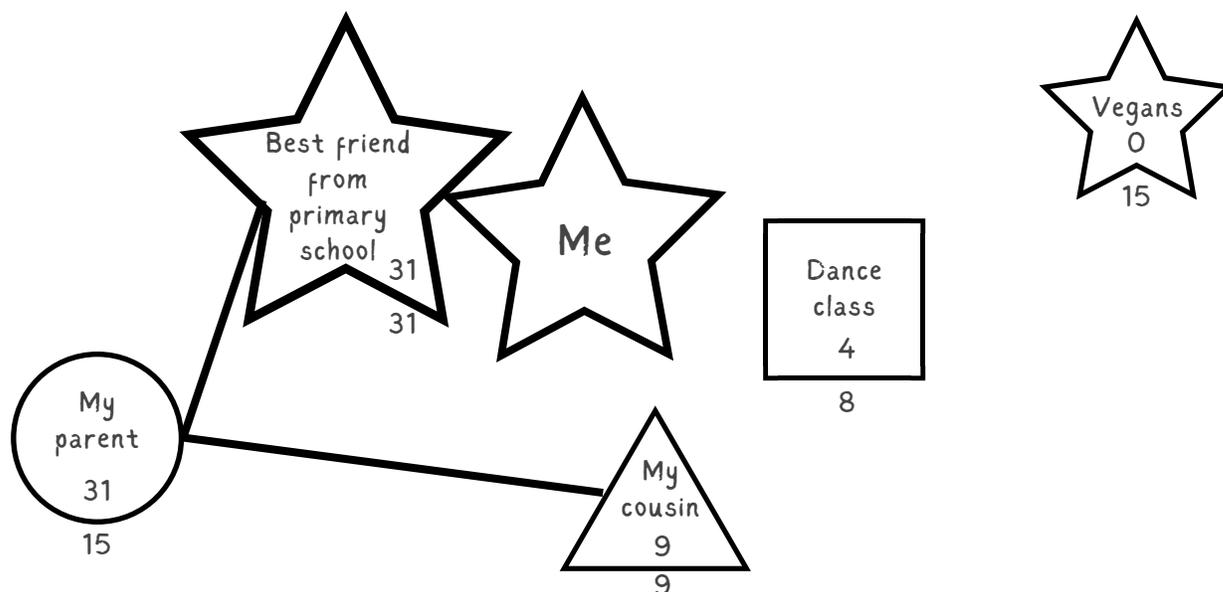
EXAMPLE	MY HOPE SUPPORTERS
My parent	
Best friend from primary school	
Dance class	
My cousin	
Vegans	

“
Hope is planting the seed and watching it grow. You say one thing to somebody and it makes them think different and lifts them and gives them hope.
 ”

SOPHIE (26 YEARS)

On the next page, now create your hope supporter map - see the example below for help:

- Add yourself to the middle** - write "Me" and draw a star around it.
- Add the individuals and groups you have identified in the table above.** Write each individual/group on to the map one-by-one - put those with who you feel a greater sense of connection closer to you, and put those who feel a little bit more distant to you a little bit further away.
- Draw one of the following shapes around each individual/group** to show how much you feel they support you to be hopeful: star = very much support my hope; square = support my hope; triangle = no impact on my hope; circle = make it harder for me to be hopeful.
- Draw a line between any individuals/groups that know each other or are connected** in some way.
- For each individual/group, add two numbers:**
 - First, inside of each shape write the number of days that you had some contact with this individual/group in the past month (0 - 31 days).
 - Second, underneath the shape, write how many days you would like to spend with this individual/group in an ideal month (0 - 31 days).
- Complete the exercise by writing** in the spaces provided (over the next few pages) about your reflections on your hope network map - and any ways to potentially help it to grow or improve.



WHO ARE MY HOPE SUPPORTERS?



How did it feel to map your hope network? Did anything surprise you?

Who are the individuals/groups that most support your hope? How closely connected do you feel to them? How much time do you spend with them compared to how much you would like to spend?

How could you increase your connection to and the time you spend in contact with your most hope-supporting relationships? How might your character strengths help?

What issues, if any, did you identify with individuals or groups that you felt made it harder for you to be hopeful? Are there any ways that you could improve this? For example, sharing how you feel and asking these individuals/groups for more encouragement and support, or changing the contact you have with them or the types of things you talk about or do together. How might your strengths help? How might others in your network (e.g., other people that are connected to both of you) help?



HOW CAN I STRENGTHEN RELATIONSHIPS WITH MY HOPE SUPPORTERS?

There are four key communication skills that help support you to have healthy and hope-enhancing relationships: active listening; empathy; peaceful communication; maintaining boundaries. These communication skills can help you to have hope-supporting relationships in a number of different ways:

- increase your ability to understand and support other people
- strengthen the connections you have
- build closeness and intimacy
- increase your confidence
- teach you to identify and express your needs
- help you to share your thoughts and feelings and ask for help
- help you to identify which relationships best support you

Improving your communication skills benefits you as much (if not more) as it benefits the people you have relationships with.

The next four activities are designed to help you learn about and practice the four core communication skills. You could complete all four activities, or just complete the ones that you would be most interested to work on.

Discuss with your mentor to work out which activities you might like to complete.

I used to have different friends they weren't so good for me. I got new friends. Makes me feel quite good, actually makes me feel like I can actually have friends. I can actually talk to people now. Whereas before, I didn't want to go to college, I'd be worried about the people there. I've got over that and now I'm going there in September. I feel more hopeful about going to college because I really want to do it and get through it, I want to get to do it. I feel more hopeful there. My teachers will help me, if there's any people in the class, I know they'll help me.

MAR (18 YEARS)



ACTIVE LISTENING



Active listening includes:

- focusing attention on the person - focus on understanding what they are saying and what they think and feel, not on what you think or what you want to say in response
- showing you're listening, e.g., through looking and nodding or encouraging sounds
- using open questions (e.g., "How..", "Why..." rather than questions answered by Yes or No) to help explore what the person is saying
- repeating what they say in your own words, asking questions to check you understand

Practice active listening:

First, practice not listening actively with the scenarios below; break all of the rules you have just learnt! Act the scenarios out with your mentor - you could take turns being the listener. Discuss how it felt to be the speaker in these scenarios. Next, practice active listening for each scenario - act them out with your mentor. Write down the key points of what you said and/or did below, and/or record as voice-notes/videos. Discuss how it felt to be the speaker in these scenarios.

- Someone tells you about a stressful experience they had giving a presentation at work or at college.

- Someone tells you about not being able to pick up a prescription they really needed.

- Someone tells you about going to a party where they didn't know anyone.



EMPATHY



MAKE IT ACTIVE!

Go for a walk with your mentor and find a nice place to sit, watch the video together and then complete the task together.

Empathic responding includes:

- understanding that everyone experiences things differently
- validating other people's their emotions, even if you would feel differently, for example:-
 - *"I get you, I understand"*
 - *"That must have been really hard to hear"*
 - *"That sounds really difficult"*

Practice empathic responding:

First, practice responding as un-empathically as you can to the scenarios below; break all of the rules above and from the video! Act these scenarios out with your mentor if you can. Next, consider how to respond empathically for each scenario - act them out with your mentor. Write down your responses below, and/or record as voice-notes/videos and/or act these scenarios out again with your mentor.

- Someone tells you that they have split up with their boyfriend and feel really upset.

- Someone tells you they have been really anxious lately, and worried about the future.

- Someone tells you that they have been really struggling with their university course. They say they are finding the work really difficult and that they are feeling really lonely.



PEACEFUL COMMUNICATION



MAKE IT ACTIVE!

Go for a walk with your mentor and find a nice place to sit, watch the video together and then complete the task together.

Peaceful communication includes:

- understanding we connect with each other better if we can reduce defensiveness and aggression - and instead, listen empathically and respond honestly
- learning to distinguish between what we observe, the judgments we make about what we observe, and our feelings
- learning to identify our own needs, and the needs of others
- learning to make clear requests that will help others to meet our needs
 - E.g.: "When I [see you / hear you say] _____, I feel _____, because my need for _____ [is / is not] met. Would you be willing to _____?"

Practice peaceful communication:

First, practice responding as defensively and/or aggressively to the scenarios below - this means breaking all the rules you have just learnt. Act these scenarios out with your mentor.

Next, respond using peaceful communication - act out each scenario with your mentor. Write down your responses below, and/or record as voice-notes/videos.

- A family member called you "selfish" because you said you felt too anxious to go into town to pick up some shopping for them.

- A friend of yours is often an hour or more late to meet you. You invited them out on your birthday and they did not come. They sent a message hours later to say they forgot.



MAINTAINING BOUNDARIES



MAKE IT ACTIVE!

Go for a walk with your mentor and find a nice place to sit, watch the video together and then complete the task together.

Maintaining boundaries includes:

- understanding that boundaries help us connect with each other better
- boundaries are how we all teach each other how we want to be treated
- it is important that we respect other people's boundaries with empathy
- we can use peaceful communication to request that other people respect our boundaries

Practice maintaining boundaries:

There are four main types of boundaries. Pick as many types as you would like to practice. For each one chosen, act out telling your mentor about a boundary that feels relevant to you. Write down your responses below, and/or record as voice-notes/videos.

- Practical, such as how you want to use your time and money:

- Physical, such as where you go and how you want to be touched:

- Interpersonal, such as what you feel comfortable talking about and how:

- Psychological, such as what you need to feel safe, secure, and well:

WHAT IS MY PROGRESS TOWARDS MY PRIORITY GOALS?



REMEMBER THE GOALS YOU SELECTED AS YOUR THREE PRIORITY GOALS.

Please write each of those goals into the boxes below, using the same wording as in Module 4. If you didn't create priority goals in Module 4, create them now. Select three goals that feel particularly important to you and write them down.

Then for each goal, circle the number that best reflects your current progress. It doesn't matter if you are starting at 0 - the only way is up! Everyone was right at the beginning of the journey towards their goal at some point.

GOAL ONE:

GOAL NOT AT ALL MET

GOAL HALFWAY MET

GOAL REACHED

1 2 3 4 5 6 7 8 9 10

GOAL TWO:

GOAL NOT AT ALL MET

GOAL HALFWAY MET

GOAL REACHED

1 2 3 4 5 6 7 8 9 10

GOAL THREE:

GOAL NOT AT ALL MET

GOAL HALFWAY MET

GOAL REACHED

1 2 3 4 5 6 7 8 9 10

Describe your reactions to completing this goal progress log:

HOW DO I ACCESS HOPE SUPPORT IN DAILY LIFE?



You could:

- *write or draw* the activities
- *collage* by sticking on photos or other images
- *write, draw, or colour* in the boxes to show your mood

This worksheet is designed to help you to reflect on how you are accessing hope support in your daily life now. Try to complete this record each day. Write the day of the week at the top and then complete each box to show who you spent time with. Also show in each box what mood you mainly experienced. In the top right of each box, add a number to record how hopeful you felt from 0 (not hopeful) to 9 (as hopeful as it's possible to feel).

DAY:

DAY:

DAY:

DAY:

DAY:

DAY:

DAY:

Can you spot any patterns?

How did who you spent time with, your hope, and your mood relate to each other?

HOW CAN I INCREASE MY HOPE SUPPORT?



Sharing goals with other people can feel really good and can help you work towards those goals. Think about your three priority goals.

Write down a brief explanation of each goal in the left-hand column. Consider who supports you to feel more hopeful and to work towards your goals. Share one or more goal with one or more hope supporter. Tell them what the goal is and why it matters to you. You could ask them to share any experience they have had with a similar goal. You could ask them to share any advice or help they could offer to you.

Make notes in the table. Be as specific as you can.

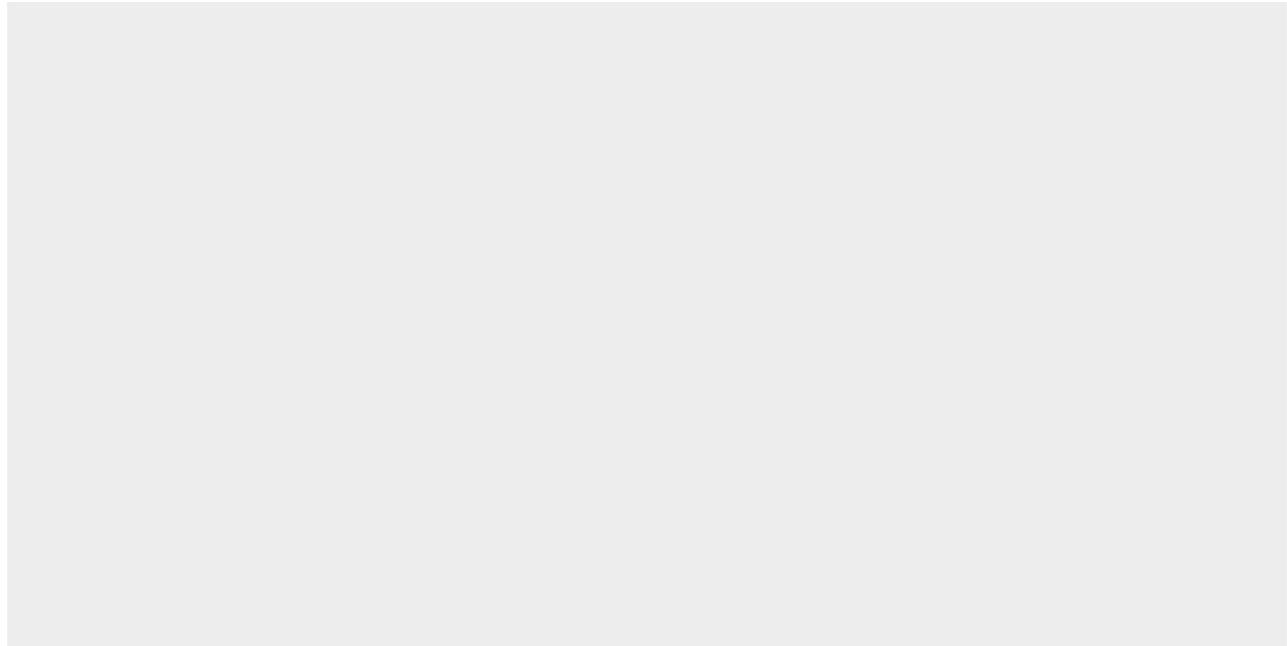
Goal	Who did I share goal with?	What did they say about my goal? Did they offer encouragement, advice or help?	How did it feel to talk about my goal?

MY HOPE NETWORK: CONCLUSIONS

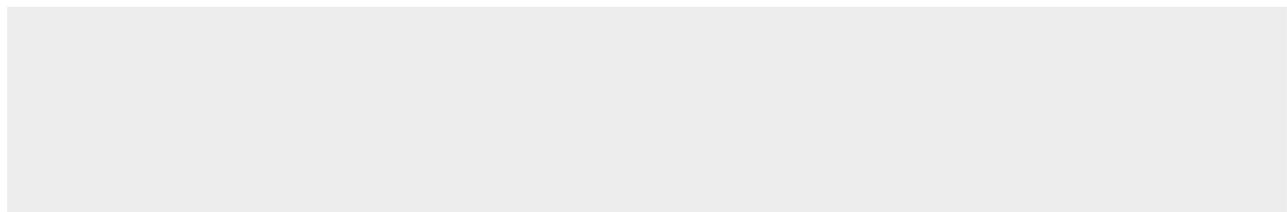
Discuss the following takeaway messages with your mentor:

- Relationships with other people can be a really important and powerful source of hope
- What makes a relationship hope-building will vary person-to-person, but often includes that the relationship feels positive and supportive, and that you feel that the other person cares about what is important to you, believes in you and encourages you
- Talking to people who make you feel hopeful about your goals and your future can be really helpful in making you feel more hopeful and more motivated to keep working towards your goals
- It can also feel really good to think about how you can help others around you to feel more hopeful - and this can make you feel more hopeful too
- Spending time thinking about and reflecting on how you can spend more time with, or feel closer to, people around you that make you feel hopeful can be really good for your health and wellbeing

Discuss with your mentor other things you want to remember and keep using from this module. Make some notes below.



Write any takeaway activities you plan to do here



MY HOPE NETWORK: SHARE SHEET

You can use this sheet to explain to someone else what you have been working on - for example, a parent or carer.

This module has focused on learning about:

- How relationships can be a source of hope, for example _____

This module has focused on increasing in my daily life:

- The amount of time I spend with people who help me to feel hopeful, and using communication skills to help keep relationships healthy, for example _____

Things that other people could do to help me keep using the knowledge and skills from this module:

- Believe in me and my potential to live a meaningful life
- Help me practice my communication skills
- Talk to me about what relationships help them to feel hopeful and why
- Spend time with me doing hope-enhancing things, for example

• _____

• _____

• _____

Delete or cross out any that don't apply and/or add your own ideas!

6

STAYING HOPEFUL



What this module should help with:

- Helping you to reflect on what you've learnt about your hope
- Identify potential challenges to staying hopeful
- Plan to keep building and maintaining your hope over time

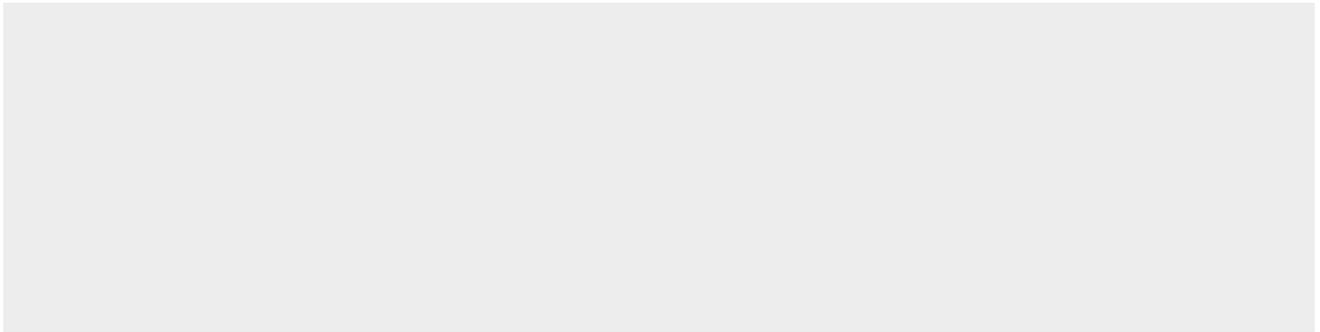
Hope is important to give you room to wander around. It's easy to be trapped in own mind fixed in problems or mood. It's not a way out, but provides the mind a little room to wander around. A refuge, in that sense.

HANY (23 YEARS)

PREVIOUS MODULE TAKEAWAYS

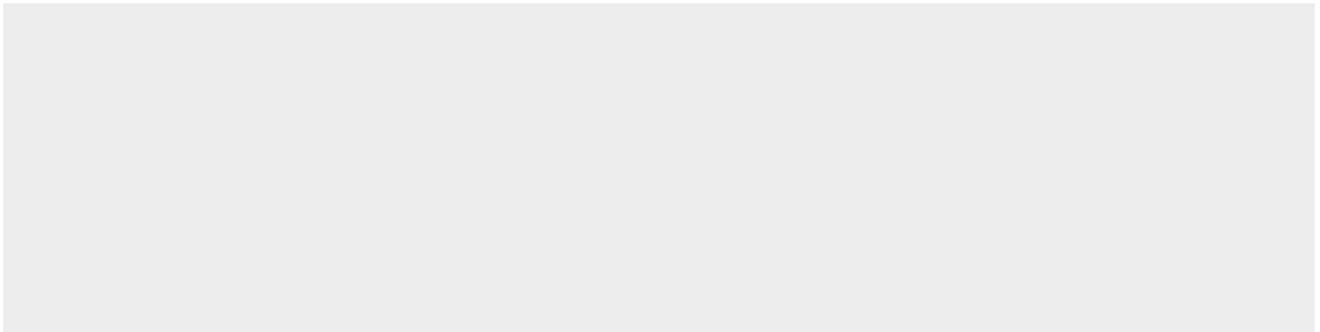
Before you start this module, discuss with your mentor your “takeaways” from the last module you worked on.

What general reflections do you have about the last module?

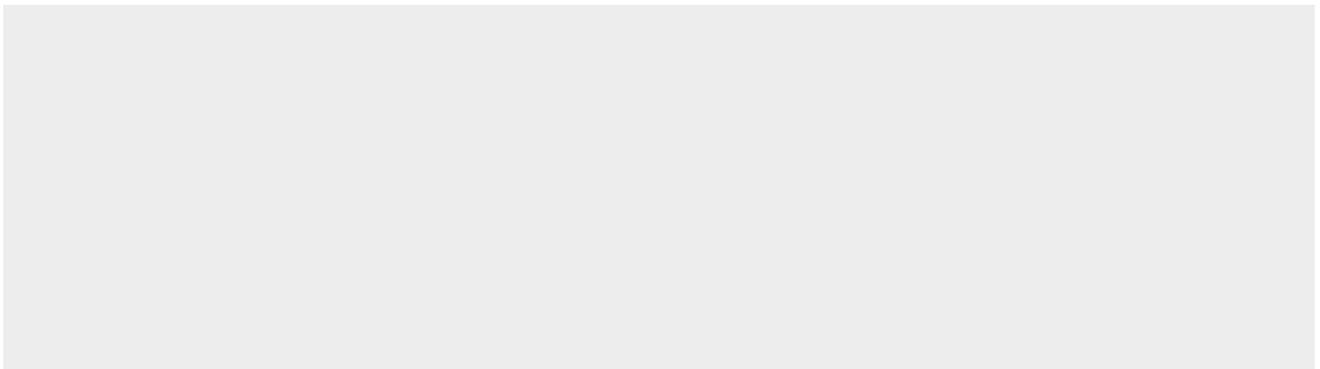


Now discuss any takeaway activities from the last module that you have done since the last session with your mentor.

What takeaway activities did you do and how did you find doing them?



What did you learn and what do you want to remember and keep using?

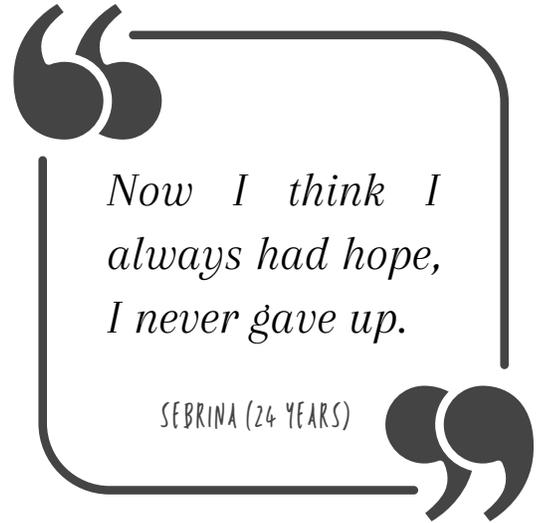


STAYING HOPEFUL: INTRODUCTION

Discuss the following points with your mentor and then watch the video together.

What do we mean by staying hopeful?

- it is normal and natural for hope to go up and down over time
- obstacles that get in your way are also a normal part of life
- there are always things you can do to stay hopeful
- you have lots of hopeful resources available to you



Discuss with your mentor and make brief notes below - what did you learn about staying hopeful that you could apply in your own life?

A large, empty light gray rectangular area provided for taking notes.

STAYING HOPEFUL: MODULE ACTIVITIES

Circle the activities you want to do, and then put a cross through them once you have completed them. The title, number, and icons listed below are also shown at the top of each activity worksheet.

We show in bold the activities that we think are “core” activities - this means we think they cover the most important parts of the module. Aim to do the core activities and then as many of the other module activities as you can. Whichever activities you choose to do, we suggest that you try and complete them in the order they are listed. Talk to your mentor now about which activities you want to complete in this module. You might like to look briefly at the worksheets together to help you decide.

Activity	No.	Activity Aims to Help With	How To Complete
MODULE ACTIVITIES - we suggest you do these with your mentor, but you could definitely do them alone if you prefer			
What have I learnt about being hopeful?	6.1	Reflecting on your experiences of using this package	
What happens to my mentoring relationship now?	6.2	Revisiting your mentor agreement and planning for after the package ends	
What is my progress towards my priority goals?	6.3	Rating progress towards your three key goals at this moment in time	
How can I keep using HOPEFUL in my daily life?	6.4	Activity scheduling to keep using this package in daily life	
How can I keep working towards my goals?	6.5	Planning how to keep pursuing your goals and getting round obstacles	
TAKEAWAY ACTIVITIES - these have been developed for you to do alone, but you can definitely do them with your mentor if you prefer			
How can I keep staying hopeful?	6.6	Creating a letter to your self about staying hopeful	



Remember to make activities active where you can! this might involve taking the activity outside and/or combining it with a walk. There will be some suggestions about how to do this within the activities themselves, but you can use your own ideas too!

SEBRINA'S STORY

Watch Sebrina's story, which talks about staying hopeful in the face of challenges. Story themes include mental health problems and hospital admission.

This gradual exposure thing I'm doing, that gives me hope. One step at a time.

SEBRINA (24 YEARS)



Discuss your reflections on the video with your mentor - what can you learn from Sebrina about staying hopeful?

A large, empty light gray rectangular area provided for writing reflections.

WHAT HAVE I LEARNT ABOUT STAYING HOPEFUL?

You could:

- *write or draw a comic strip*
- *make a collage, by sticking on photos/ images (your own or from magazines)*



It is important to reflect on the time you have spent working through HOPEFUL, and all the efforts you have made to work towards living a life that is meaningful to you.

Think about any expectations you had before starting HOPEFUL of what it might be like, how does your experience now compare to these expectations? (You may have written some down in the introductory session)

What did learn from doing HOPEFUL? What do you feel proud of about your time spent working through HOPEFUL?

What do you want to remember from doing HOPEFUL? What do you want to keep doing or using in the future?

WHAT HAPPENS TO MY MENTORING RELATIONSHIP NOW?



Review the mentoring agreement you completed in the introduction to HOPEFUL. Talk with your mentor about your experiences of mentoring - what worked well? what was a little more challenging? what did you learn?

At the beginning of HOPEFUL, you and your mentor talked about what might happen once you had completed the package. You did this as part of your mentoring agreement. Review those ideas now.

Discuss how you feel about the ideas you had for contact after the HOPEFUL package has come to an end. Make any updates to the mentoring agreement.

WHAT IS MY PROGRESS TOWARDS MY PRIORITY GOALS?



REMEMBER THE GOALS YOU SELECTED AS YOUR THREE PRIORITY GOALS.

Please write each of those goals into the boxes below, using the same wording as in Module 4 or 5. If you didn't create priority goals in Module 4 or 5, create them now. Select three goals that feel particularly important to you and write them down.

Then for each goal, circle the number that best reflects your current progress. It doesn't matter if you are starting at 0 - the only way is up! Everyone was right at the beginning of the journey towards their goal at some point.

GOAL ONE:

GOAL NOT AT ALL MET

GOAL HALFWAY MET

GOAL REACHED

1

2

3

4

5

6

7

8

9

10

GOAL TWO:

GOAL NOT AT ALL MET

GOAL HALFWAY MET

GOAL REACHED

1

2

3

4

5

6

7

8

9

10

GOAL THREE:

GOAL NOT AT ALL MET

GOAL HALFWAY MET

GOAL REACHED

1

2

3

4

5

6

7

8

9

10

Describe your reactions to completing this goal progress log:

HOW CAN I KEEP USING HOPEFUL IN MY DAILY LIFE?



You could:

- *write or draw*
- *make a collage, by sticking on photos/ images (your own or from magazines)*

You have come to the end of HOPEFUL, but it will be helpful for you to return to this package so that you remember everything you've learned. You might like to read through the worksheets, you might like to do activities that you did not complete to begin with and/or repeat activities that you particularly liked. Talk with your mentor about what you might like to do and when. Show one way in each box that you aim to keep using HOPEFUL. Then write at the top of each box when you plan to do this. We suggest you pick a regular time each day or regular day each week, for example, saying motivational statements into the mirror each morning or using one of your sources of hope every Sunday afternoon. Use the space at the bottom to think about what could get in the way, and how you might be able to overcome these obstacles. Think about how your character strengths might help. Add these plans to your diary or calendar and/or set up reminders on your phone now to help you remember to do them!

What could help you to use the HOPEFUL package even if you don't feel like it or something gets in the way? How might your character strengths help?
How might other people help?

“

As much as I'm a dreamer, I'm also a realist. I know I want a house, a car, this that and the other. I might get this but I might get it a different way. But I know at the end of the day I'll be somewhere where I want to be. I might not own the house, I might be renting from the council, but it's a house and that's kind of the way I look at it. If I don't get the big goal, I've hit the little steps underneath it.

TIMMY (23 YEARS)

”

“

Hope helps me deal with negative emotions better, because if I just get through this then there might be change in the future and I might be able to do all the things that I want to do.

OLIVIA (20 YEARS)

”

HOW CAN I KEEP WORKING TOWARDS MY GOALS?



Complete the goal plan for each of your three priority goals.

GOAL:	Date I aim to reach goal:		How will I know I've reached this goal and what will be different when I do?	Resources I can use to overcome obstacles (hint - e.g., strengths, hope network):				How and when I will complete each step:			
GOAL:	Date I aim to reach goal:		How will I know I've reached this goal and what will be different when I do?	Resources I can use to overcome obstacles (hint - e.g., strengths, hope network):				How and when I will complete each step:			
GOAL:	Date I aim to reach goal:		How will I know I've reached this goal and what will be different when I do?	Resources I can use to overcome obstacles (hint - e.g., strengths, hope network):				How and when I will complete each step:			



A momentary moment of hope could lead to someone implementing massive change.

ASHLEY (16 YEARS)



Create yourself a letter about about all the things you can do to stay hopeful. Make it as detailed and descriptive as you can.

You can write it in words, you could create a comic strip, a collage or a flowchart, or you could record it as a voice-note if you prefer. Keep it somewhere you can access it easily, when you need a reminder about how to stay hopeful.



STAYING HOPEFUL: SHARE SHEET

You can use this sheet to explain to someone else what you have been working on - for example, a parent or carer.

This module has focused on learning about:

- Staying hopeful even if things get difficult, for example _____

This module has focused on sustaining in my daily life:

- The amount of time I spend doing things that make me feel hopeful and working towards my goals, for example _____

Things that other people could do to help me keep using the knowledge and skills from this module:

- Talk to me about how they stay hopeful, even if things get tough
- Support me to work around obstacles that get in the way of me pursuing my goals
- Spend time with me doing hope-enhancing things, for example

•

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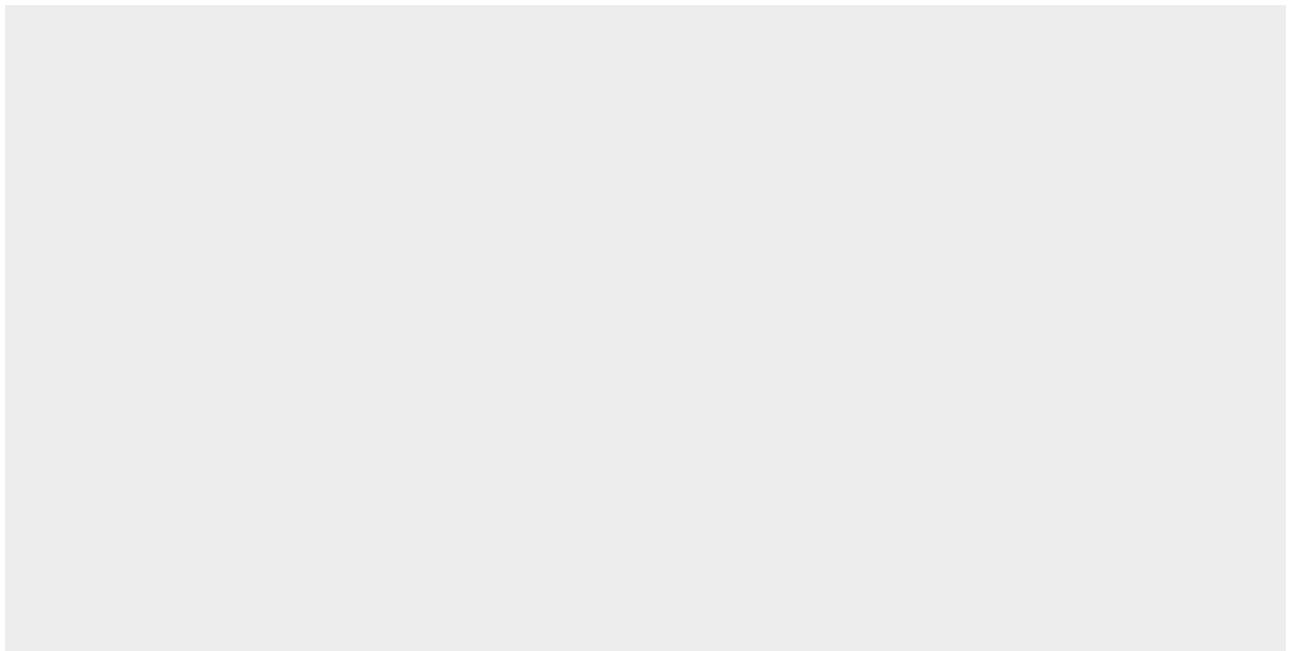
Delete or cross out any that don't apply and/or add your own ideas!

STAYING HOPEFUL: CONCLUSIONS

Discuss the following takeaway messages with your mentor

- Staying hopeful does not mean feeling hopeful all the time - it is normal and natural for hope to go up and down and it definitely doesn't mean your efforts are not working overall
- Obstacles too are a normal part of life, but you can choose to try and accept them as helpful opportunities to put your hope into action
- This doesn't mean that you have to ignore how challenging or upsetting obstacles might be, it's really important to talk to people you trust about these challenges and to use any help and support they can offer - this will also really help you to stay hopeful too
- Hope is something that we can change and increase - using all the skills learnt during this package will help your hope to grow
- This means that if you keep practicing everything you have learnt , you can stay hopeful over time
- It will help you to regularly re-connect with your sources of hope and spend time with people who support your hope
- It will help you to repeat parts of this package (or complete activities you haven't done yet) on a regular basis - try to pick a specific time per day or per week

Discuss with your mentor other things you want to remember and keep using from this module. Make some notes below.

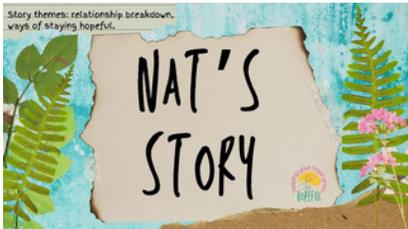


WELL DONE! WE ARE SO PROUD OF YOU FOR COMING THIS FAR IN YOUR JOURNEY OF HOPE. KEEP WORKING ON YOUR HOPE - YOU CAN DO IT!

MORE LIVED EXPERIENCE STORIES

You might like to watch more lived experience stories as part of your ongoing practice in staying hopeful. Access more lived experience stories using the links below.

You might also like to create your own story - what is your lived experience story of hope? Write it or create a comic strip or use free online software to create your own video!

Video	Link	QR Code
<p>Alex's Story <i>Story themes include friendship difficulties, rejection, isolation.</i></p>		
<p>Cal's Story <i>Story themes include bereavement, mental health problems, job-seeking, studying.</i></p>		
<p>Nat's Story <i>Story themes include relationship breakdown and ways of staying hopeful.</i></p>		



GOOD LUCK!
WE BELIEVE IN YOU

