helping your hope grow

HOPEFUL

WORKBOOK

PREPARED BY THE HOPEFUL RSEARCH TEAM 1DEC 2025 (VERSION 2.0)

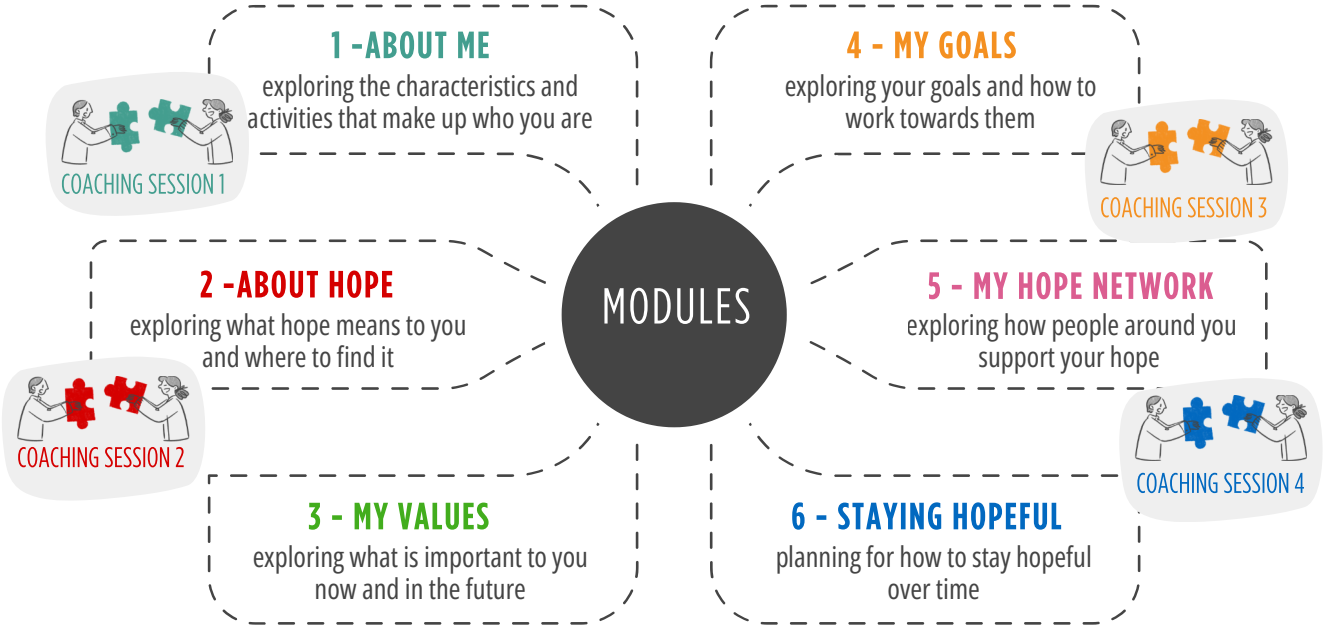
INTRODUCTION TO HOPEFUL

Congratulations on beginning this journey! Just by being here, you have started to build up your hope. Watch the introduction now →

SCAN ME

HOPEFUL is

- based on powerful research-backed tools to help you grow your hope
- created with young people and those who help and care for them
- designed to be completed with support - through four coaching sessions and support from the coach to identify someone you already know to then mentor you over time
- made up of six modules - try to have a go at each module in order if you can (you can skip activities within each module if it feels a bit too much)



Each module has:

- ***Contents*** to tell you the list of activities that make up that module
- ***Introduction video*** to tell you what the module is about
- ***Lived experience story*** to tell you about someone's real-life experience relevant to the module
- ***Conclusions*** page to help you remember the key things you learnt in the module, and tell other people how they can help support you to use your new skills, if you want to

Now turnover to finish the Introduction.

INTRODUCTION TO HOPEFUL

We know that it can be scary to start something new. You may also be feeling quite unmotivated at the moment - and that's okay, lots of other young people will be feeling the same.We encourage you to try your best to just make a start and have a go. Try not to set your expectations too high or put pressure on yourself. It's much better to try to think of spending a small amount of time on HOPEFUL regularly, rather than trying to do too much in one go.

Here's some other tips to help you:

- *put using HOPEFUL into your diary or calendar and set reminders*
  - make sure you put your coaching sessions in your diary or calendar too
- *go to your four coaching sessions,* even if you aren't that sure whether you feel like it
  - talk to your coach about it if you feel unmotivated or anxious, they are there to support and encourage you
- *set a goal of 5 minutes to work on the workbook and set a timer*
  - you can always carry on for longer if you want to once the alarm goes off
- *think of something nice you can do or give yourself* once you've spent some time working on HOPEFUL, for example:
  - listen to a song or watch an episode of a show you like
  - go for a short walk
  - go for a coffee
  - make a snack
- *tell someone else in your life that supports you that you are doing HOPEFUL* and ask them to help, for example:
  - arrange to meet them and do something nice together after you've spent some time working on HOPEFUL or you've had a coaching session
  - ask them to remind you to use HOPEFUL
  - arrange to work on HOPEFUL in the same room whilst they do a task that they want to do

Make a note of the things you can do to help you keep working on HOPEFUL:

Now turnover to start the first module and get ready for Coaching Session 1.

1 ABOUT ME

Try something new, go for a walk, have friends around or family. Stuff going on it makes you feel more hopeful, other people saying how they are getting on. Fun activities, lists of things to do – I've been doing some things off there and that has made me feel more hopeful.

LU (23 YEARS)

ABOUT ME: INTRODUCTION

> 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)

What this module aims to help you with:

- getting started with your coach
- learning about yourself
- identifying meaningful activities and how you can do more of them
- identifying your character strengths and how to use them in your daily life

What do we mean by activity?

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

What do we mean by character strengths?

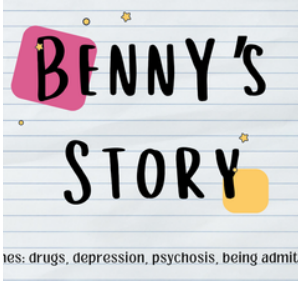
- a more specific way of thinking about positive qualities
- character strengths are traits that people consider to be valuable
- character strengths help you to feel authentic and engaged

> 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)

ABOUT ME: CONTENTS

Start by watching the two module videos and tick them off when you're done.

Then start with Activity 1.1. You can come back and complete the other activities once you've finished your first Coaching Session. Make sure to tick each activity off as you complete it.

Activity	No.	Activity Aims to Help With	Tick if complete
MODULE VIDEOS			
		Module Introduction - Introduces you to meaningful activity and character strengths	
		Benny's Story - Talks about talks about feeling better through doing activities. *Story themes include drugs, depression, psychosis, and being admitted to hospital.*	
MODULE ACTIVITIES			
How can I start to work towards being hopeful?	1.1	Getting ready for Coaching Session 1	
What do I like to do?	1.2	Identifying activities that are meaningful to you	
What are my character strengths?	1.3	Identifying your positive qualities and how you use them in daily life	
How can I motivate myself?	1.4	Learning to use positive self-talk to feel more confident and motivated	

1.1 HOW CAN I START TO WORK TOWARDS BEING HOPEFUL?

COACHING SESSION 1

HOPEFUL starts with getting to know yourself better. Start by watching the Module Introduction video and Benny's Story (see the previous page) to understand a little bit more about what this means.

Coaching Session 1 will help you and your coach get to know each other, and will help your coach to understand a little bit more about you as a person.

There are some activities below that you can do to get ready for Coaching Session 1. Don't worry if you don't feel able to do these activities by yourself before the Coaching Session - your Coach can do them with you if that feels easier. But if you want to have a go, please do!

Get ready for Coaching Session 1 by:

- *Starting to think about activities in your life that might be meaningful to you*
  - complete the checklist in Activity 1.2 (What do I like to do?) over the page
- *Starting to think about your character strengths*
  - complete the first page of Activity 1.3 (What are my character strengths?) - leave the second page to complete with your Coach in Coaching Session 1
- *Make any notes below on anything that might be helpful to share with your coach*
  - this could include any questions you have at this point, anything you feel unsure or nervous about, or any ideas about how to make HOPEFUL and coaching work best for you

Remember, it doesn't matter if you don't feel able to make a start on any activities before you meet your coach for the first session. Make sure to attend the coaching session whether or not you've looked at any of the activities or not - your Coach will be ready to work through the activities with you.

1.2

WHAT DO I LIKE TO DO?

Use this list to identify activities you have tried before - and activities you haven't tried before but could be meaningful to you. For each activity, draw or tick if you have done it in the past (LEFT ARROW) or are doing it currently (DOWN ARROW), and then draw or tick the face that reflects your level of interest and enjoyment (like; dislike/not interested). For activities you have never done, draw or tick the face that represents how much you think you might enjoy that activity if you were to do it.

> Try different activities, it makes you more comfortable with wanting to achieve your goal – easing your way into it, but also will give you a boost of confidence.
>
> TALI (18 YEARS)

PERSONAL AND SOCIAL	←	↓	☺	😐
• Meditation	○	○	○	○
• Prayer	○	○	○	○
• Journal writing	○	○	○	○
• Pet care	○	○	○	○
• Visiting people	○	○	○	○
• Hosting	○	○	○	○
• Supporting others	○	○	○	○
• Activism	○	○	○	○
• Political party	○	○	○	○
• Other_____	○	○	○	○

PHYSICAL	←	↓	☺	😐
• Walking	○	○	○	○
• Running	○	○	○	○
• Dance/ gymnastics	○	○	○	○
• Gym/ exercise class	○	○	○	○
• Martial arts	○	○	○	○
• Team sports	○	○	○	○
• Yoga/ Pilates	○	○	○	○
• Games e.g. darts	○	○	○	○
• Racquet sports	○	○	○	○
• Other_____	○	○	○	○

OUTDOOR	←	↓	☺	😐
• Hiking	○	○	○	○
• Camping	○	○	○	○
• Outdoor games	○	○	○	○
• Bird watching	○	○	○	○
• Trainspotting	○	○	○	○
• Places of beauty	○	○	○	○
• Conservation	○	○	○	○
• Going for drives	○	○	○	○
• Picnics	○	○	○	○
• Other_____	○	○	○	○

LEARNING	←	↓	☺	😐
• Formal education	○	○	○	○
• Language learning	○	○	○	○
• Practical skills	○	○	○	○
• Vocational training	○	○	○	○
• Online learning	○	○	○	○
• Music lessons	○	○	○	○
• Reading non-fiction	○	○	○	○
• Visiting museums	○	○	○	○
• Talks/ workshops	○	○	○	○
• Other_____	○	○	○	○

1.2

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 haven't done/have done in the past that you identified as "like".
- Pick about three activities that you think you could do in the next week and circle them - talk to your coach about how and when you could do them.
- Then add the activities into your diary and put some reminders in your phone. Inviting other people to do the activities with you might make it more fun too!

1.3 WHAT ARE MY CHARACTER STRENGTHS?

Character strengths are the positive qualities you have that make you feel authentic and engaged. You have all 24 character strengths (you heard about these in the Module Introduction) in different amounts, but learning how to understand and apply your particular strengths can help:

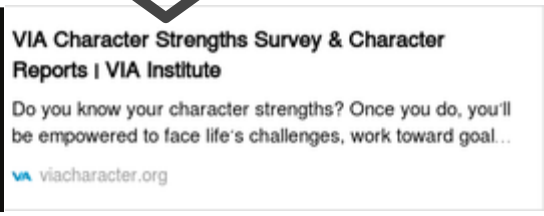
- Boost confidence and happiness
- Strengthen relationships
- Manage problems and reduce stress
- Reach goals
- Build meaning and purpose

> I thought about what my experiences were, what I had learnt, what I genuinely thought I could do quite well...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)

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.

SCAN ME



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

WRITE DOWN UP TO 5 KEY CHARACTER STRENGTHS

STRENGTH E.G., KINDNESS	DESCRIPTION E.G., DOING FAVOURS AND GOOD DEEDS FOR OTHERS; HELPING THEM; TAKING CARE OF THEM.
01	01
02	02
03	03
04	04
05	05

You can pause here until you've completed Coaching Session 1.

1.3 WHAT ARE MY CHARACTER STRENGTHS?

COACHING SESSION 1

Increasing how much your use your strengths can help you to develop them further and feel more satisfied in your life.

For each of the life areas below, talk with your coach about how you currently use one of your key character strengths. Work together to figure out another new way that you could make more use of this strength. You can also 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.

Finally, decide on one or two specific actions you can do in the next week to make more use of the strength in that area of your life. Write these plans into the final column and then add them into your diary and set some reminders in your phone.

Life area	**Key character strength**	**Example of how I already use this strength in this life area**	**A new way I could use this strength in this life area**	**What actions can I take in this week to use this strength in this life area**
In my relationships				
In my hobbies and relaxation time				
In my physical activity, time with animals or nature				
In my work/ study/ home activities (e.g. caring, chores)				

1.4

HOW CAN I MOTIVATE MYSELF?

Talking positively to yourself, especially when you don't really feel like it, can lift your mood and motivate you. Try reading out-loud some of the messages below. Circle the ones that feel good to say - even if you don't completely believe them at this moment in time. Add some of your own if you like. Think about what messages fit with your character strengths.

Pick three messages (example and/or your own) that you like best and write about them at the bottom of the page. Pick a regular time and place to repeat these messages out-loud daily - you might feel silly at first but keep going! Set a reminder on your phone and stick them to the mirror to remind you. Try saying them too any time you feel sad or stressed out.

I keep trying, even when it isn't easy

I am learning and growing

I have ideas and create new things

I bring humour and joy to other people

I am working on growing my hope

I am kind and caring to others

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 am focusing on what's most important to me

- -

- -

I will try to repeat these everyday -

WHEN? *Example: Every morning* - Remember to put a reminder in your phone!

WHERE? *Example: In the mirror, whilst walking to the shop*

ABOUT ME: CONCLUSIONS

Use this worksheet to help you remember the important things you've learned in this module.

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

This module has focused on learning that:

- Rest and relaxation is important, but spending time in meaningful activities is really good for my health and wellbeing
- Thinking about (and using) my character strengths helps me to understand and feel good about who I am, for example

  _____

  _____
- Doing old and new activities that I like is important to lift my mood
- Doing activities that links to my character strengths is important to help my life feel meaningful

This module has focused on increasing in my daily life:

- The amount of time I spend doing meaningful activities and 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 like and 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,_____

  _____

  _____

  _____

2 ABOUT HOPE

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)

ABOUT HOPE: INTRODUCTION

> Hope paves the way for me to get up out of bed and take care of myself. I believe everyone needs something different to make them feel hopeful, something that's diverse – someone from a different background might not find the same thing hopeful than I do.
>
> NIKKY (23 YEARS)

What this module should help with:

- teaching you about the power of hope
- exploring what hope means to you
- figuring out what makes you feel more hopeful

What do we mean by hope?

- we understand hope as a mindset or a 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

> 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)

ABOUT HOPE: CONTENTS

Start with the module videos - watch them and then tick to show you've completed them.

Then have a go at the module activities - ticking each one off as you complete it. Don't worry if the activities feel a little too much - just do what you can and skip any activities you can't do, you can always come back and finish them later if you want to.

Activity	No.	Activity Aims to Help With	Tick if done
MODULE VIDEOS			
		Module Introduction - Introduces you to hope and its benefits	
		Timmy's Story - Talks about hope for the future. *Story themes include mental health problems.*	
MODULE ACTIVITIES			
What does hope mean to me?	2.1	Exploring your personal ideas about hope	
Where does my hope come from?	2.2	Exploring what makes you feel hopeful	
How can I live a more hopeful life?	2.3	Using activity scheduling to help you plan to use sources of hope in daily life	
What role does hope play in my daily life?	2.4	Using activity diarying to understand the role and impact of hope in your daily life	

2.1

WHAT DOES HOPE MEAN TO ME?

Have a think about the following questions to help you think about what hope means to you. Make a record of what you think using the suggestions in the dashed-line box.

Questions:

- 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...."?

> 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)

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*

2.2

WHERE DOES MY HOPE COME FROM?

You could make your hope 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 kit*, 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 location on a map that you are trying to find - what resources 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!

SCAN ME

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 map (on the next page). Stick your map up on a wall or somewhere that you can see it regularly.

2.2

WHERE DOES MY HOPE COME FROM?

2.3 HOW CAN I LIVE A MORE HOPEFUL LIFE?

Think about the actions that you do that make you feel hopeful. This may include actions 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 add to each box one action or activity to do that day to feel more hopeful. Keep it simple, pick things that feel manageable.

Use the space at the bottom of the page to think about what could get in the way - and how you might be able to work around these problems. Think about how your character strengths might help. Add these actions 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!

You could:

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

DAY:

DAY:

DAY:

DAY:

DAY:

DAY:

DAY:

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

2.4 WHAT ROLE DOES HOPE PLAY IN MY 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. Add to each box 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.

You could:

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

DAY:

DAY:

DAY:

DAY:

DAY:

DAY:

DAY:

Can you spot any patterns?

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

ABOUT HOPE: CONCLUSIONS

Use this worksheet to help you remember the important things you've learned in this module.

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

This module has focused on learning:

- Hope can be understood as a way of thinking that helps me work towards my goals
- Hope is not fixed - I can learn to be more hopeful
- What hope means to me, and what makes me feel more hopeful, might be different to what makes other people for more hopeful
- What hope means to me and what I can use to feel hopeful is_____

  _____

  _____

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,_____

  _____

  _____

  _____

You can pause here until you've completed Coaching Session 2.

3 MY 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)

MY VALUES: INTRODUCTION

> When you focus on what you want in the future, even if you can't think of it yourself, to have someone to help you list all things you can do, it opens up things that you didn't think that you could do.
>
> TALI (18 YEARS)

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 activities linked to your values

What do we mean by values?

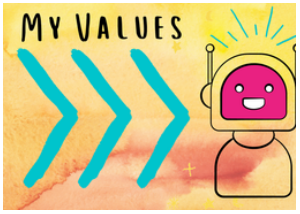
- things that are important and meaningful for you
- guiding directions for your life - what sort of person you want to be and what you want your life to be about

> 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)

MY VALUES: CONTENTS

Start with the module videos - watch them and then tick to show you've completed them.

Then have a go at the module activities - ticking each one off as you complete it. Don't worry if the activities feel a little too much - just do what you can and skip any activities you can't do, you can always come back and finish them later if you want to.

Activity	No.	Activity Aims to Help With	Tick if complete
MODULE VIDEOS			
		Module Introduction - Introduces you to values as guiding directions for your life	
		Devon's Story - talks about managing anxiety and thinking about the future. *Story themes include stopping school, avoidance, anxiety, and job-seeking.*	
MODULE ACTIVITIES			
What are my values?	3.1	Identifying the guiding directions for your life	
How can I put my values into action?	3.2	Working out how to live your life more in line with your values, using your character strengths to help	
How can I make more time to live in line with my values?	3.3	Using activity scheduling to help you plan to do value-based actions in daily life	
What role does value-based activity play in my daily life?	3.4	Using activity diarying to understand the role and impact of value-based actions in daily life	

WHAT ARE MY VALUES?

> There is so much I want, but there are things I can work towards and if I can get half of what I'm hoping for then I've achieved something.
>
> TIMMY (23 YEARS)

Values are about who 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 space for you to add another life area if you want to.

To try and figure out your values, use the guided visualisation below.

In the visualisation, you will be guided to imagine an event 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 will be guided to visualise the sorts of things you would want to hear people saying about you at this event - the things you stand for and the ways you live your life. These things are the things that really matter to you - they are your values.

SCAN ME

3.1

WHAT ARE MY VALUES?

For each life area, pick one of your values that feels relevant. Add it to the table.

Think about what it would be like if this area of your life was completely in line with this value. What would that be like? 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 keep going in as you kept getting closer and closer to living in line with your value. Add a valued direction for each life area to the table.

Then think about how much your life as it is now matches the valued direction in each life area. Circle the number that best matches. Don't worry if it's a low number - the only way is up!

For example:

- *In my social life, my value is honesty and my valued direction is being a trustworthy friend who tells the truth. I'm a 1 for this value now - sometimes I struggle to be honest if I feel worried about telling the truth, but it's important to me and I'm working on it.*

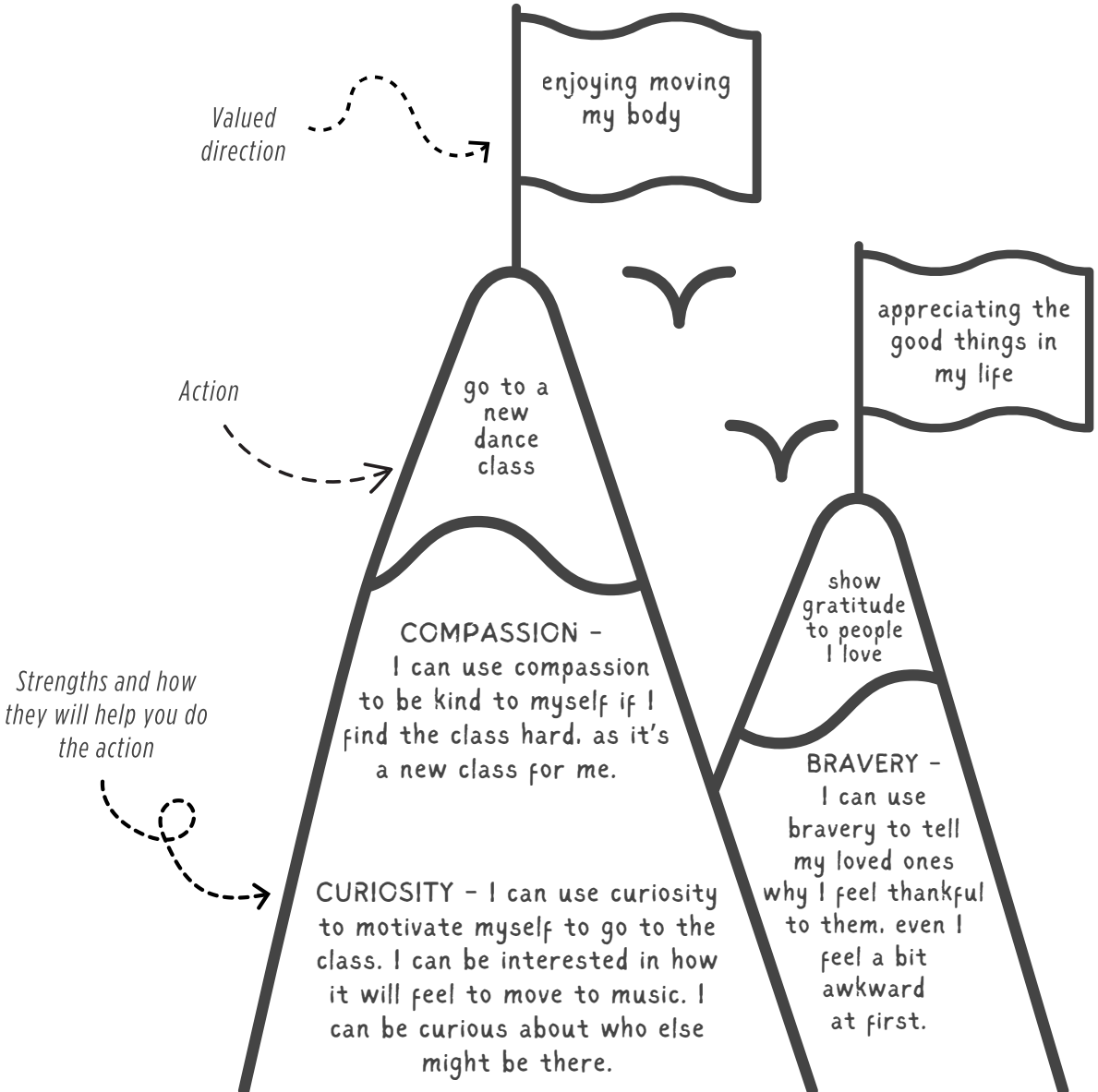
Life area	Value *(What really matters to you, what kind of person you want to be)*	Valued direction *(What it would be like to live completely in line with the value)*	How much living in line with now *(0 not at all → 5 completely)*
Social - friendships, relationships and community			0 1 2 3 4 5
Occupation - work, education, home life, caring and chores			0 1 2 3 4 5
Leisure - physical, creative, and relaxing activities			0 1 2 3 4 5

3.2 HOW CAN I PUT MY VALUES INTO ACTION?

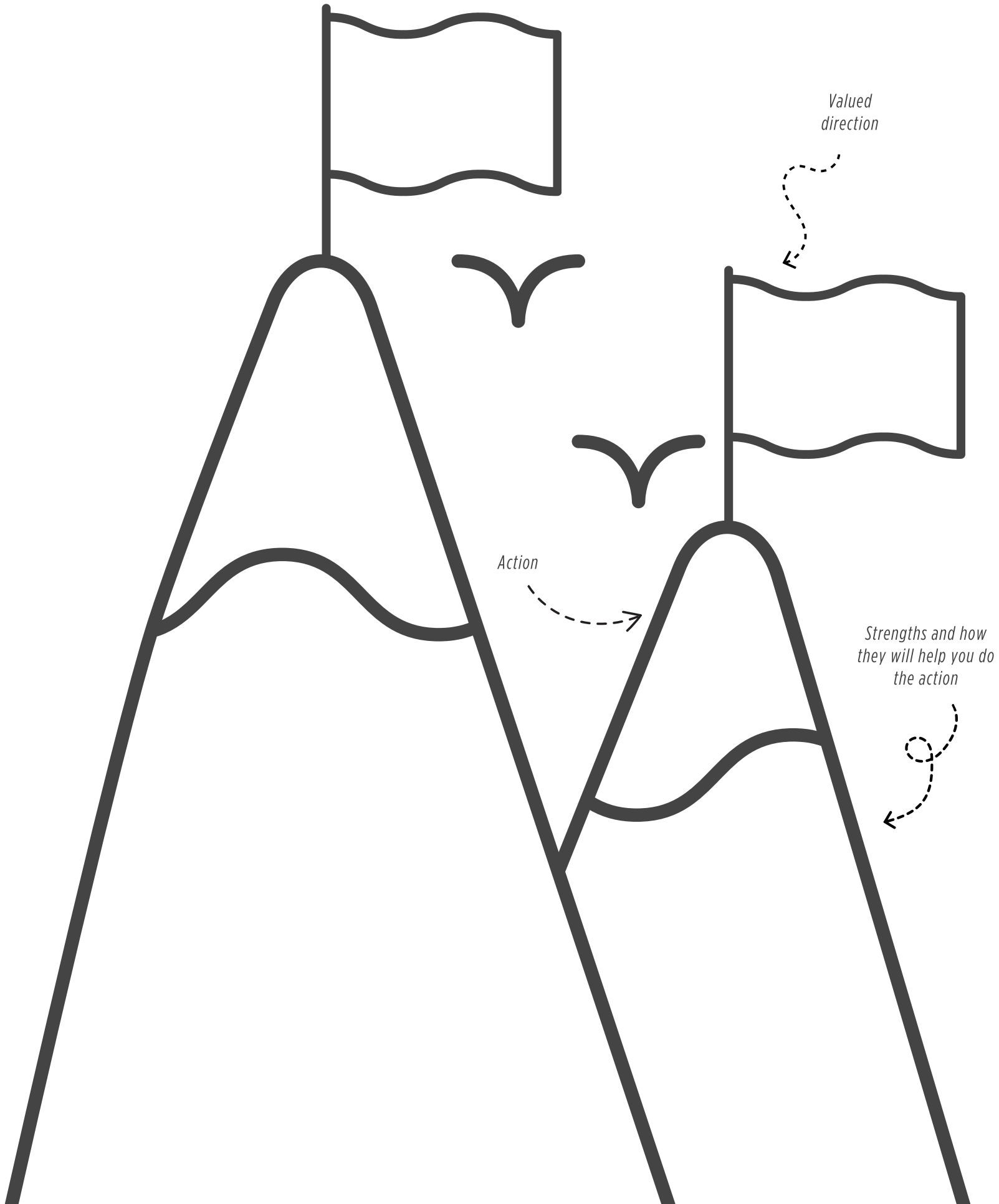
Living more in line with your values will make your life more meaningful and enjoyable.

1. On the next page, add a valued direction from the previous page to one of the flags.
2. Try to work out 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. The action should be something new - not something you're already doing.
3. Think about a character strength that you already have that could help you to do this action - write one or more strengths in the body of the mountain. Write a sentence about how each strength could help you to do the action.

Repeat the process with the other mountain for a different value and action if you can. The example below should help.



3.2 HOW CAN I PUT MY VALUES INTO ACTION?



3.3 HOW CAN I LIVE MORE IN LINE WITH MY VALUES?

Write the day of the week (starting today or tomorrow) in the top of each box. Then add to each box one activity that feels in line with one of your values - use the previous activity or add new activities if you like. 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 problems. Think about how your character strengths might help. Add these activities to your diary or calendar and set reminders on your phone now to help you remember1

You could:

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

DAY:

DAY:

DAY:

DAY:

DAY:

DAY:

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? Remember to add the activities to your diary and set reminders!

3.4

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

Understanding how living in line with your values feels will help you figure out what you want to keep doing. 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 was in line with one of your values. Try to show, where you were, what you were doing, who you were with. Write the value in the box too. 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.

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

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?

MY VALUES: CONCLUSIONS

Use this worksheet to help you remember the important things you've learned in this module.

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

This module has focused on learning about:

- Values are guiding directions for my life - they are about the things that really matter to me
- The values that matter to me include_____
  _____
- Living more in line with my values can help my health and wellbeing - and can make my life feel more meaningful and enjoyable
- I can work out actions and activities that will help me live more in line with my values - and plan ways to make sure I do them

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
- Help me to spend time doing activities that link to my values and/or do them with me, for example,_____
  _____
  _____
  _____
  _____

4 MY GOALS

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

IFFY (21 YEARS)

MY GOALS: INTRODUCTION

It's hard to have the knowledge of the pathways without having the goal and drive, both pathways and the desire work together.

HANY (23 YEARS)

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

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

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

CHARLIE (22 YEARS)

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)

MY GOALS: CONTENTS

Start with the module videos - watch them and then tick to show you've completed them.

Then have a go at the module activities - ticking each one off as you complete it. Don't worry if the activities feel a little too much - just do what you can and skip any activities you can't do, you can always come back and finish them later if you want to.

Activity	No.	Activity Aims to Help With	Tick if complete
MODULE VIDEOS			
		Module Introduction - Introduces you to goals and how to work towards them	
		Charlie's Story - Talks about being supported by others and working towards goals. *Story themes include mental health problems and not being able to go to university.*	
MODULE ACTIVITIES			
What are my goals?	4.1	Exploring your ideas about goals that are meaningful to you	
What are my priority goals ?	4.2	Choosing three especially important goals that you want to focus on for the rest of the package	
How can I work towards my goals?	4.3	Learning to break goals down into small steps	
What does working towards my goals for for me?	4.4	Using activity diarying to understand the role and impact of goal-based actions in daily life	

4.1 WHAT ARE MY GOALS?

Identify some ideas about goals that could be important to you. They don't have to be big or hard goals, but they should be meaningful to you. To help you think about possible goals, you can:

- Look at the examples below
- Use the goal visualisation video
- Look back at your values (Module 3)
- Think about any goals you already have in mind

> 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)

EXAMPLE GOALS

- read a bit of 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
- join a dating app
- 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 ways to reach them. You can use the guided recording to help you practice goal visualisation. Pause it at any point if you need more time.

SCAN ME

Make a note of ideas about goals that could be important to you and turn to the next activity.

4.2

WHAT ARE MY PRIORITY GOALS?

Look at your ideas from the previous activity and pick three goal ideas that you'd like to focus on for the rest of HOPEFUL. They don't have to be the biggest or hardest goals - as long as they feel meaningful to you.

First, in each table, use the SMART method to help you get really clear about what each goal is. If a goal is SMART, you're much more likely to actually reach it. Make sure the goal is positive - 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 1 mile without stopping".*

Then, at the bottom of each table, rate your progress for each of the three goals from 1 to 10. You'll be invited to log your progress for each of these goals again in later modules. 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.

SMART		
	GOAL ONE:	
S	SPECIFIC What exactly do I want to do?	
M	MEASURABLE How will I know when i have reached the goal?	
A	ACHEIVEABLE How can the goal be reached?	
R	RELEVANT Why is this goal meaningful to me? (*Think about your strengths and values*)	
T	TIME When can I reach this goal?	

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

WHAT ARE MY PRIORITY GOALS?

SMART

GOAL TWO:	
SPECIFIC What exactly do I want to do?	
MEASURABLE How will I know when i have reached the goal?	
ACHEIVEABLE How can the goal be reached?	
RELEVANT Why is this goal meaningful to me? (*Think about your strengths and values*)	
TIME When can I reach this goal?	

GOAL NOT AT ALL MET — GOAL HALFWAY MET — GOAL REACHED

1 2 3 4 5 6 7 8 9 10

SMART

GOAL THREE:	
SPECIFIC What exactly do I want to do?	
MEASURABLE How will I know when i have reached the goal?	
ACHEIVEABLE How can the goal be reached?	
RELEVANT Why is this goal meaningful to me? (*Think about your strengths and values*)	
TIME When can I reach this goal?	

GOAL NOT AT ALL MET — GOAL HALFWAY MET — GOAL REACHED

1 2 3 4 5 6 7 8 9 10

HOW CAN I WORK TOWARDS MY GOALS?

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

KAI (19 YEARS)

Goals can feel overwhelming if we think we have to reach them all at once. A really helpful thing to do is to break your goal up into small manageable steps. These steps can be based on time, quantity, or actions:

Example: I want to be able to run 5 kilometres without stopping.

- **Time:** How long to spend practicing or working on something, *e.g., run for 15 minutes every other day.*
- **Quantity:** How much of something you want to do, *e.g., run an extra half-kilometre each time you run.*
- **Actions:** Specific things you want to complete, *e.g., join a running club, download a running app.*

Pick one of your three priority goals (you can repeat this exercise for the other two goals too). Like the example below, write the goal at the top of the mountain (on the next page). Then try to break down that goal into small steps, starting at the bottom of the mountain and working up to the goal. You can use all of the boxes or just some, it's up to you to decide how many steps there are.

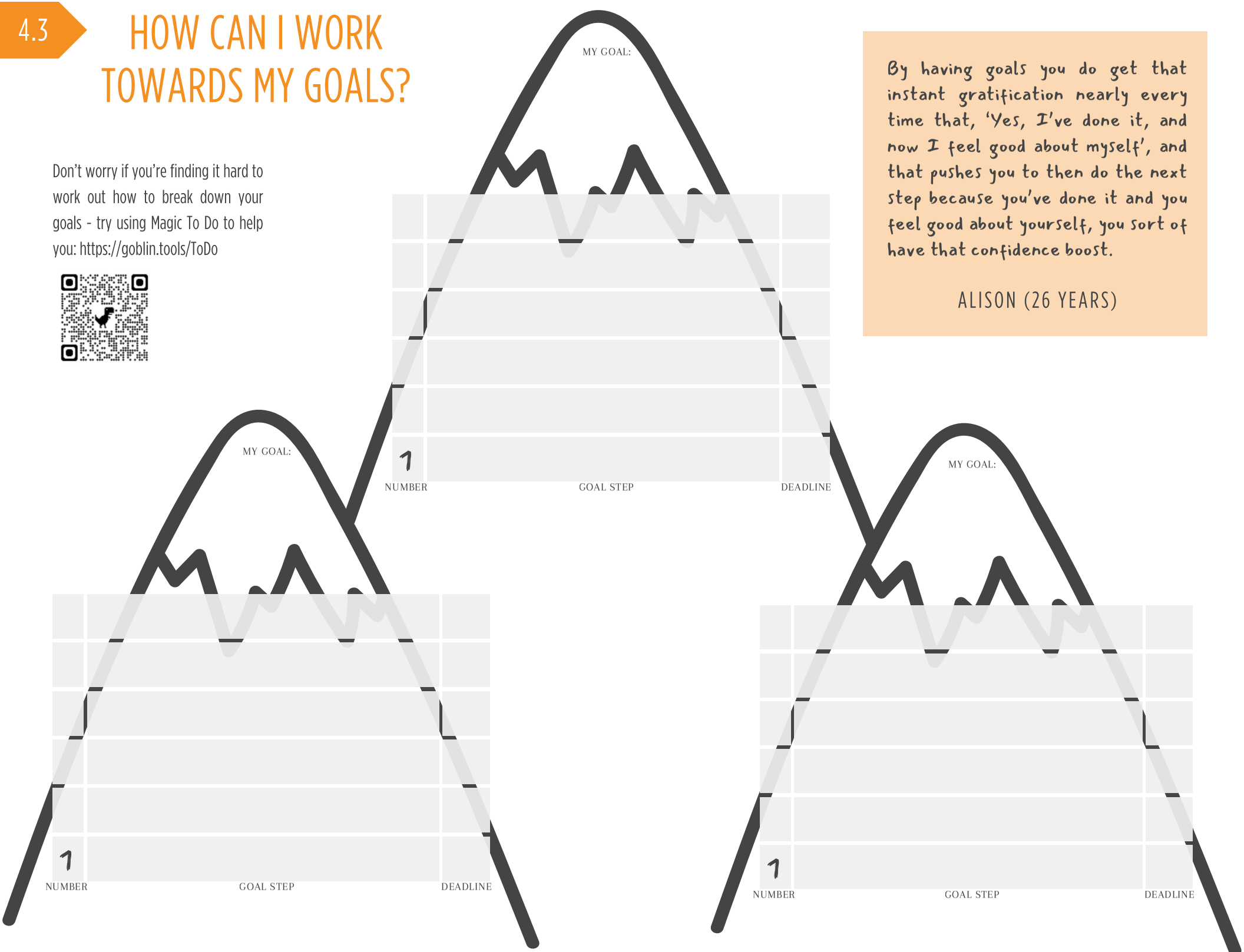
Give yourself a deadline for completing each step like the example below - and then add your deadlines to your diary or as a phone reminder!

NUMBER	GOAL STEP	DEADLINE
6	After studying together, ask Sasha, Mia and Jay if anyone would like to go out for some food or a drink	14 days
5	Ask Sasha to invite Mia and Jay, who she knows from Psychology class, to study all together next week	10 days
4	Invite Sasha to study in the college cafeteria after and then go out for a walk or a drink after	8 days
3	Tell Sasha I'm struggling with some of the theories we have to learn, and would like to study together	8 days
2	Tell Sasha I'm going to grab a coffee in the break and ask her if she'd like to come with me	2 days
1	Talk to Sasha who sits next to me in Psychology class – ask her how she's finding the class this term	2 days

4.3

HOW CAN I WORK TOWARDS MY GOALS?

Don't worry if you're finding it hard to work out how to break down your goals - try using Magic To Do to help you: https://goblin.tools/ToDo



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)

4.4 WHAT DOES WORKING TOWARDS MY GOALS DO FOR ME?

Try to complete this record each day. Identify one action - big or small - you did each day that helped you get closer towards any of your goals.

Complete a box per day - starting today or tomorrow - to show what action you did, for example, where you were, what you were doing, who you were with. Write down the goal it relates to in the top right corner of the box.

Add any character strengths you used that day. Show your mood for each day too.

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 goal-related actions, hope, strengths, and mood relate to each other? Why?

MY GOALS: CONCLUSIONS

Use this worksheet to help you remember the important things you've learned in this module.

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

This module has focused on learning:

- Understanding my goals and why they matter to me will help me to get closer and closer to living the life I want to
- How to set and work towards goals that are meaningful to me, for example_____
- _____
- Breaking my goals down into small steps helps them to feel more realistic - and will help me to achieve them
- Planning to complete goal steps (putting them in my diary and setting reminders) will help me to remember to actually do them

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 worked toward them
- Talk to me about my goals and and help me figure out how I might work towards them
- Do a guided goal visualisation with me
- Do activities linked to my goals with me, for example,_____

  _____

  _____

  _____

5 MY HOPE NETWORK

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)

MY HOPE NETWORK: INTRODUCTION

> It was important for me to have someone to talk to, because it gave me a little bit of a push.
>
> TALI (18 YEARS)

What this module should help with:

- teaching you how relationships affect hope
- learning how people around you can support your hope
- identifying any ways in which you could seek more hope support
- thinking about someone you know who could mentor you to help you stay hopeful over time

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

> Feeling supported is a big part of it and having other people hold the hope for you when you can't hold it yourself. To receive support shows somebody cares and believes in you. To have someone help you and guide you is comforting and really helps to develop hope.
>
> CHARLIE (22 YEARS)

MY HOPE NETWORK: CONTENTS

Start with the module videos - watch them and then tick to show you've completed them.

Then have a go at the module activities - ticking each one off as you complete it. Don't worry if the activities feel a little too much - just do what you can and skip any activities you can't do, you can always come back and finish them later if you want to.

Activity	No.	Activity Aims to Help With	Tick if complete
MODULE VIDEOS			
		Module Introduction - Introduces you to the idea of healthy relationships as a powerful source of hope.	
		Tali's Story - Talks about how support can help with feeling hopeful. *Story themes include mental health problems, leaving education, being supported.*	
MODULE ACTIVITIES			
Who supports my hope and how?	5.1	Exploring how your social relationships support your hope	
How can others support my goals?	5.2	Exploring ways in which others can help to support you to work towards your goals	
Who can mentor me to be hopeful?	5.3	Getting ready for Coaching Session 4 and thinking about who could mentor you to be hopeful over time	
What is my progress towards my priority goals?	5.4	Rating your progress towards your priority goals at this moment in time	

5.1 WHO SUPPORTS MY HOPE AND HOW?

> 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)

Watch Alex's Story to help you start thinking about how the people around us can impact on our hope.

SCAN ME

Start thinking about who around you supports you to feel more hopeful, ask yourself the following questions:

- Who helps you to feel good about yourself? How?
- Who would you tell if you wanted to try something that would be challenging? Why?
- Who helps you to feel motivated? How?
- Who helps you believe in yourself? How?

Make a note of anyone you thought of in the table overleaf and then come back to read the instructions below.

Now think about groups that you belong to that might help you to feel hopeful.

- A group is two or more individuals who have a connection or something in common. A group could be about people you know, e.g., a group of friends.
- But groups can also be people you don't know at all - but where you feel connected to them because you have something in common and this might help you to feel hopeful. Examples of these include groups based on gender, sexuality, ethnicity, religion, beliefs (like politics or ethics) or interests.

Make a note of any groups you thought of in the table overleaf and complete the rest of the activity on the next page.

5.1

WHO SUPPORTS MY HOPE AND HOW?

1. Add the individuals and groups you thought of on the previous page to column 1.
2. Add brief notes of any specific ways they help you to feel hopeful.
3. Rate each individual/group in terms of how hopeful they make you feel, from 0 (not hopeful) to 5 (extremely hopeful).
4. Add the number of days you've spent time with/done anything connected to this individual/group in the past month.

1. Individuals and groups	2. How do they make you feel hopeful?	3. How hopeful this individual/group makes me feel (0 - 5)	4. How many days I've had contact with this individual/group in the past month (0-30)	5. One action I could take this month to spend more time with this individual/group

5. Look at the table you've just created.

- Are there any individuals or groups that help you to feel really hopeful that you haven't spent much time with in the past month?
- How could you connect with them more next month?

Add any specific actions you could take to spend more time with these individuals/groups into column 5.

Then start taking action straight away! For example, send a text to invite someone to hang out with you or go somewhere together, look for a relevant group meet-up in your area.

5.2 HOW CAN OTHERS SUPPORT MY GOALS?

Sharing goals with other people can feel really good and can help you work towards those goals.

1. Write down three priority goals (see Module 4, Activity 4.2) in the first column of the table below.
2. For each one, think about who in your hope network could support you to feel more hopeful and to work towards the goal - add this person/group to the second column.
3. Then go and share the goal with them. Tell them what the goal is and why it matters to you. You could ask them to share any experience they've had with a similar goal, and to share any advice they could offer. Make a plan with them - for example, any help they can give you towards your goal, when you'll speak to them about your goal again. Add this information to the table below.
4. Add this plan to your diary and set reminders in your phone now!

Goal	Person/group goal shared with...	What happened, e.g., what they said....	How I feel about sharing my goal...	What will happen next (our plan)...

5.3 WHO CAN MENTOR ME TO BE HOPEFUL?

COACHING SESSION 3

> 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)

A really good way to support your hope over time is to find a mentor. This is something you and your coach will talk about in Coaching Session 3.

What is a mentor?

- A mentor is someone who uses their own experience to help and inspire you
- A mentor is someone who helps you to work towards your goals and the things that matter to you

Your mentor should be someone you already know and trust. It should not be your study coach, but someone else from your own social network that could mentor you over time. Being mentored by someone from your own social network is a great way of making sure you have help to stay hopeful once your coaching ends.

What activities and support might mentoring include?

- finishing anything you haven't done already in the HOPEFUL workbook
- social support, e.g., listening to you share things that are bothering you
- practical support, e.g., writing your CV or applying for a course
- guidance and advice, e.g., helping you work out what to do if you have a problem
- role modelling, e.g., helping you learn from their own life experiences
- social connection, e.g., helping you to meet and make new friends and acquaintances

Get ready for Coaching Session 3 by:
Watch Olivia's video to hear about what mentoring can do to help a young person.

SCAN ME

Research shows the qualities that mean someone can be a good mentor are that they are hopeful, supportive, respectful and reliable - you and your coach will talk more about these qualities together, but you can start thinking about who you know that might fit with these. You can also think about choosing a mentor from people you identified in any of the activities below that you've already completed:

- 5.1 Who supports my hope and how?
- 5.3 How can others support my goals?
- The Conclusions pages for modules you've completed so far.

You can pause here until you've completed Coaching Session 3.

5.3 WHO CAN MENTOR ME TO BE HOPEFUL?

COACHING SESSION 3

Complete the table below during/after Coaching Session 3.

Person	Relationship with me.	Why they could be a good mentor	How and when I could ask them

If you are able to identify someone to be your mentor and they are able to provide mentoring, make sure to share the information sheet with them. This gives them access to information and resources to help them be a mentor. Give them the mentor information sheet or share the QR code/link below:

tinyurl.com/zvby5s5y

Make sure to also invite your mentor, if you have one, to attend your final Coaching Session 4. Don't worry at all if they can't come. Don't worry either if you haven't quite worked out who you would like to be your mentor before Coaching Session 4 - finding a mentor is a process. Make sure to go to Coaching Session 4 whether or not you have found a mentor, for more help and support from your coach.

WHO CAN MENTOR ME TO BE HOPEFUL?

Our mentoring agreement

- When you find a mentor, complete the mentoring agreement below together to make sure you both feel comfortable with how mentoring will work.
- Look back to the first page of 5.3 to remind you both about what activities and support your mentoring might focus on.
- You can both keep a copy (e.g., your mentor could take a photo).
- You can both sign and date this agreement at the bottom, if you would like to do so.
- Review the agreement regularly and agree any changes together.

	What we will talk about	What we won't talk about
E.g. what is talked about together and how	_____ _____ _____	_____ _____ _____
E.g. if/how information is shared outside of mentoring	What we will share _____ _____ _____	What we won't share _____ _____ _____
E.g. how/ where/ how often to meet, things we might do	How we will work together _____ _____ _____ _____	How we won't work together _____ _____ _____ _____
E.g. how long mentoring might last, how to decide on ending, what happens after	What will happen when mentoring ends _____ _____ _____	What won't happen when mentoring ends _____ _____ _____

MENTEE SIGNATURE & DATE:

MENTOR SIGNATURE & DATE:

5.4

WHAT IS MY PROGRESS TOWARDS MY PRIORITY GOALS?

In Module 4, you were invited to pick three priority goals - find them in 4.2 and write them down below, using the same words. If you didn't do this in Module 4, create them now. Select three goals that feel particularly important to you and write them down below. Pick goals that are positive, i.e., things you want to achieve, rather than things you want to avoid. Use your values (Module 3) to help you get ideas.

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:

MY HOPE NETWORK: CONCLUSIONS

Use this worksheet to help you remember the important things you've learned in this module.

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

This module has focused on learning:

- Relationships with other people and groups are a powerful source of hope
- What makes a relationship hopeful is different for everyone, but often includes that it's with someone who encourages and supports you
- Spending time with people or groups that support my hope will help me to feel more hopeful
- Sharing your goals with people who help me to feel hopeful will help me to feel more motivated to keep working towards my goals

This module has focused on increasing in my daily life:

- The strength of my relationships with people and groups who support my hope, 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
- Talk to me about what relationships help them to feel hopeful and why
- Spend time with me doing things that help me to feel hopeful, for example

  _____

  _____

  _____

  _____

6 STAYING HOPEFUL

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

HANY (23 YEARS)

STAYING HOPEFUL: INTRODUCTION

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)

What this module should help with:

- helping you to reflect on what you've learnt about your hope
- plan to keep building and maintaining your hope over time

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

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)

STAYING HOPEFUL: CONTENTS

Start with the module videos - watch them and then tick to show you've completed them. Then have a go at 6.1. If you have a mentor already, work through the rest of the module activities with them. If you don't have a mentor yet, you can keep working through the module by yourself.

Activity	No.	Activity Aims to Help With	Tick if complete
MODULE VIDEOS			
		Module Introduction - Introduces you to staying hopeful and the idea of challenges as opportunities to put your hope into action	
		Sebrina's Story - Talks about staying hopeful in the face of challenges. *Story themes include mental health problems and hospital admission.*	
MODULE ACTIVITIES			
What have I learnt from HOPEFUL?	6.1	Reflecting on your experiences of using HOPEFUL	
What is progress towards my priority goals?	6.2	Rating progress towards your priority goals at this moment in time	
How can I keep working towards my goals?	6.3	Planning how to keep working towards your goals, even if there are challenges	
How can my relationships help me to stay hopeful?	6.4	Practicing your communication skills to help you keep having healthy relationships that support you to stay hopeful	
How can I keep staying hopeful?	6.5	Write a letter to your future self	

6.1 WHAT HAVE I LEARNT FROM HOPEFUL?

It is important to reflect on the time you have spent working through HOPEFUL, and all the work you've done to grow your hope!

Use the following questions to help you think about everything you've learned since starting HOPEFUL.

- What were you thinking HOPEFUL would be like before you started and how has it matched with that?
- Have your ideas about what hope is changed since you started? (You might like to look back at Activity 2.1 - What does hope mean to me?)
- What have you learned from using HOPEFUL? About yourself? About being and staying hopeful?
- What do you feel proud of about your time spent working through HOPEFUL?
- What do you want to remember from HOPEFUL?
- What do you want to keep doing or using in the future? How can you make sure to remember to do these things?

What I've learned from HOPEFUL:

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

You can pause here until you've completed Coaching Session 4.

6.2

WHAT IS MY PROGRESS TOWARDS MY PRIORITY GOALS?

In Module 4, you were invited to pick three priority goals - find them in 4.2 and write them down below, using the same words. If you didn't do this in Module 4, create them now. Select three goals that feel particularly important to you and write them down below. Pick goals that are positive, i.e., things you want to achieve, rather than things you want to avoid. Use your values (Module 3) to help you get ideas.

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:

6.3 HOW CAN I KEEP WORKING TOWARDS MY GOALS?

Complete this goal plan for your first priority goal. Then turn the page and complete it for your other two priority goals too.

GOAL:

Date I aim to reach goal:

This goal is important to me because (*hint - think about values*):	How will I know I've reached this goal and what will be different when I do?

List three next steps towards goal:	How and when I will complete each step:

List up to three things that could get in the way of me reaching this goal:	Resources I can use to overcome these problems (*hint - e.g., character strengths, hope network*):

HOW CAN I KEEP WORKING TOWARDS MY GOALS?

Complete a goal plan for your other two priority goals.

GOAL:

Date I aim to reach goal:

This goal is important to me because (*hint - think about values*):

How will I know I've reached this goal and what will be different when I do?

List three next steps towards goal:

How and when I will complete each step:

List up to three things that could get in the way of me reaching this goal:

Resources I can use to overcome these problems (*hint - e.g., character strengths, hope network*):

GOAL:

Date I aim to reach goal:

This goal is important to me because (*hint - think about values*):

How will I know I've reached this goal and what will be different when I do?

List three next steps towards goal:

How and when I will complete each step:

List up to three things that could get in the way of me reaching this goal:

Resources I can use to overcome these problems (*hint - e.g., character strengths, hope network*):

HOW CAN MY RELATIONSHIPS HELP ME TO STAY HOPEFUL?

Communication skills can help you to help make sure you have healthy relationships - and healthy relationships are a really good way to stay hopeful over time. Working on your communication skills can help you to stay hopeful in a number of different ways:

- build closeness with other people
- teach you to understand and express your needs
- help you to share your thoughts and feelings and ask for help
- help you to work out which relationships best support you
- help you to respect yourself and stand up for yourself

There are activities for four different communication skills over the next few pages:

- active listening - *really understanding what someone is saying and showing it*
- empathy - *connecting emotionally with people and their experiences*
- peaceful communication - *communicating respectfully and reducing conflic*t
- maintaining boundaries - *setting limits to protect yourself in relationships*

Talk with your mentor to work out which of the four 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.

MAR (18 YEARS)

ACTIVE LISTENING

SCAN ME

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:

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

SCAN ME

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:

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

SCAN ME

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:

Try to 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

SCAN ME

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:

6.5 HOW CAN I KEEP STAYING HOPEFUL?

> 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.

Keep it somewhere you can access it easily, when you need a reminder about how to stay hopeful.

You could:

- *write* the letter
- *draw* a comic strip
- *make a collage*, with photos/ images
- *record a voice-note or video* to yourself
- *make a flowchart* for yourself to follow

STAYING HOPEFUL: CONCLUSIONS

Use this worksheet to help you remember the important things you've learned in this module.

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

This module has focused on learning:

- Staying hopeful doesn't mean feeling hopeful all the time - it is normal and natural for hope to go up and down
- Challenges will get in the way - but I can talk to people around me about these challenges and use their help and support
- Good communication skills can help keep relationships healthy - and healthy relationships can help me to stay hopeful
- I can keep using the skills I've learnt in this package to keep staying hopeful

This module has focused on maintaining in my daily life:

- Using HOPEFUL and other things to keep up my hope and keep 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
- Help me to spot when I'm using my character strengths in my daily life
- Help me to spot when I'm living in line with values that are important to me
- Support me to work around problems that get in the way of my goals
- Spend time with me doing things that make me feel hopeful, for example

  _____

  _____

  _____

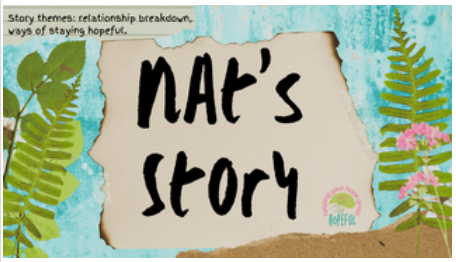
  _____

Congratulations! You have made it to the end of HOPEFUL - well done to you for taking this journey. But don't stop now...keep helping your hope to grow.

THE HOPE LIBRARY

You might like to watch more HOPEFUL lived experience stories as part of your ongoing practice in staying hopeful. Access more lived experience stories using the QR codes below or this link: https://behopeful.co.uk/about-hopeful/hope-library/

Now that you've made it this far, you might also like to create your own - what is your lived experience story of hope? Write your story or create a comic strip or colllage.

You are also invited to share your story with us, so that you become part of HOPEFUL yourself. We can use your story to inspire other young people using this package -, just as we hope others' stories have inspired you. See the weblink above or Instagram @looking_forward_project to find out more.

Video	Link	QR Code
Cal's Story Story themes include bereavement, mental health problems, job-seeking, studying.		
Nat's Story *Story themes include relationship breakdown and ways of staying hopeful.*