



Self Confidence: Building the You That You Want to Be

An educational workbook to reflect, practice and choose your next step.

13 chapters · English · Edition 0.4

Free access. Donations are optional.

You can write, draw, observe or skip an activity. Your pace matters.

Before you begin

Use one chapter at a time, or choose what you need. Write, draw, observe, or use a fictional example. There are no grades. These materials support educational reflection and everyday skill practice; they do not provide diagnosis, psychotherapy, medical advice, certification, or emergency response. You may skip, modify, stop, and return. Do not disclose private history to participate. Group privacy has limits; facilitators must explain applicable policy before starting.

How to use this workbook

Choose a chapter or follow the sequence. There are no grades or deadlines. You can use fictional examples and keep your answers private. In a group, agree on consent, the right to pass and the limits of confidentiality. Nobody needs to explain why they choose not to participate.

Support and crisis

In the United States: call or text 988 for crisis support. Crisis Text Line: text HOME to 741741. NAMI HelpLine: 1-800-950-6264 for information and referral; it is not a crisis line. Outside the United States, verify local services. For immediate danger, contact emergency services in your area.

This workbook is education, and does not replace therapy, medical care or a complete CBT or DBT skills course. It does not promise outcomes. An exercise may not help every person; you can adapt it, stop or seek professional support.

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Each chapter includes arrival, teaching, an example, guided practice, a group activity, a dialogue and a worksheet.

Welcome: a starting point

Choose a specific starting situation and a manageable first action.

Arrive and ground

Optional arrival: notice three neutral objects around you, choose a comfortable position, or simply pause. Breathing, movement and body attention are optional. Check the real setting; do not assume it is safe.

Learn

Begin with a direction rather than a verdict about yourself. A workbook can help you notice patterns and rehearse choices; it cannot decide your worth. Pick one everyday situation where you want more room to act. Keep the starting point small enough to revisit. You can write, draw, speak privately, observe, or skip. A missed page does not erase an earlier effort.

Go deeper

A starting point is a description, not a test. Separate the situation from the change you want: 'I avoid asking questions' is different from 'I want to ask one question.' Choose something you can observe again. This makes later review possible without deciding whether you are a confident person overall.

Everyday example

Mara wants to speak during meetings. Instead of promising to lead every discussion, she prepares one question and decides when to ask it.

Try the practice

Name your situation, the change you hope for, and one five-minute action. Optional: rate your confidence today from 0 to 10; this is a personal check-in, not a clinical score.

Guided practice

1. Choose one ordinary setting, such as a meeting or appointment.
2. Write what you currently do and a smaller action you could try; Mara might write one question before the meeting.
3. After trying, record the action and what helped. If you did not try, record the barrier and revise the plan rather than assigning yourself a failing grade.

Implementation tips

Attach the practice to an event already on your calendar. Keep the first note short enough to revisit. A successful first attempt can be preparing the question, even if the opportunity to ask it does not arise.

Partner or group practice

In pairs or as observers, compare two possible responses to the example. Identify what is within the person's control, an outside condition, and a useful support. Do not ask anyone to share personal history.

Role play

Partner A describes the fictional situation above. Partner B asks: What is one manageable next step? A names an action from the worksheet. B asks: Would you like listening, practical help, or time to think? A may decline. Swap roles only by choice.

Reflect

What would a useful first week look like, and what would make the plan too large?

Care and choice

Use a fictional situation, draw instead of writing, observe, or skip. Do not push through danger or discomfort to complete a page. Seek appropriate support if needed.

Carry this with you

Name your situation, the change you hope for, and one five-minute action.

My worksheet: Welcome: a starting point

You can use a fictional example, draw or pass. You do not have to share these responses.

My starting situation and confidence check-in

One change I hope to make

My first five-minute action and support

Review date / chosen support: _____

What confidence actually is

Distinguish confidence in a task from certainty, loudness or fearlessness.

Arrive and ground

Optional arrival: notice three neutral objects around you, choose a comfortable position, or simply pause. Breathing, movement and body attention are optional. Check the real setting; do not assume it is safe.

Learn

Confidence can be specific: you may trust yourself to cook and still feel uncertain about an interview. It need not mean being loud, fearless, or certain of success. A useful definition connects preparation with a choice: I can try this step, use help, and learn from the result. Doubt can remain present. Check practical risks before acting; courage does not require ignoring danger or inaccessible conditions.

Go deeper

Confidence and outcome are different measures. You can prepare well and still receive a rejection; you can get a good result through luck without feeling prepared. Review the action you controlled before judging the outcome. This distinction helps you decide whether you need another attempt, a different method, more information or better access.

Everyday example

Luis practices an interview answer twice and brings written notes. He still feels nervous, but now has a workable plan.

Try the practice

Finish: Confidence in this situation could mean __. List one preparation, one support, and one risk you will check before trying.

Guided practice

1. Choose a task and describe the outcome you hope for.
2. List two preparations under your control, such as checking the location and rehearsing an answer. List one outcome you cannot guarantee.
3. Decide how you will judge your preparation. Afterward, review preparation and outcome separately, then choose one adjustment.

Implementation tips

Use a task-specific sentence: 'I am prepared to explain this point.' Avoid demanding confidence in everything. Ask for an accommodation or clarification when the setting creates a barrier.

Partner or group practice

In pairs or as observers, compare two possible responses to the example. Identify what is within the person's control, an outside condition, and a useful support. Do not ask anyone to share personal history.

Role play

Partner A describes the fictional situation above. Partner B asks: What is one manageable next step? A names an action from the worksheet. B asks: Would you like listening, practical help, or time to think? A may decline. Swap roles only by choice.

Reflect

Which part needs preparation, and which uncertainty can remain while you try?

Care and choice

Use a fictional situation, draw instead of writing, observe, or skip. Do not push through danger or discomfort to complete a page. Seek appropriate support if needed.

Carry this with you

Finish: Confidence in this situation could mean __.

My worksheet: What confidence actually is

You can use a fictional example, draw or pass. You do not have to share these responses.

My definition of confidence in this task

A myth I want to replace with a realistic expectation

Preparation I can do before trying

Review date / chosen support: _____

The confidence you already have

Identify three observable actions and the skills or supports behind them.

Arrive and ground

Optional arrival: notice three neutral objects around you, choose a comfortable position, or simply pause. Breathing, movement and body attention are optional. Check the real setting; do not assume it is safe.

Learn

An evidence bank records actions rather than praise. Include asking a question, keeping a small promise, resting before exhaustion, or returning after a mistake. Describe the circumstances and the support you used. This helps you avoid treating success as proof that you never need help. Evidence can also reveal a skill to practice next. Compare your actions with your own starting point, not another person's public image.

Go deeper

Evidence becomes useful when it names a behavior and its conditions. 'I did well' is hard to reuse; 'I asked for clarification before starting' identifies a skill. Include support in the record so you do not mistake independence for competence. A skill may transfer to a new setting with a different amount of preparation.

Everyday example

Asha remembers arranging transport to an appointment. Her evidence is planning and asking for help, even though a friend provided the ride.

Try the practice

Record three actions: what happened, what you did, what helped, and the skill it demonstrates. Choose one skill to reuse this week.

Guided practice

1. Select an ordinary completed action rather than a major achievement.
2. Record the behavior, the setting, and any help you used. For example, checking a shopping list shows preparation rather than a generally perfect memory.
3. Name a new situation where that behavior could help and the changes needed to make it fit.

Implementation tips

Keep three concrete records instead of collecting endless praise. Review the bank before a similar task. Include asking for help, correcting an error and choosing an appropriate rest.

Partner or group practice

In pairs or as observers, compare two possible responses to the example. Identify what is within the person's control, an outside condition, and a useful support. Do not ask anyone to share personal history.

Role play

Partner A describes the fictional situation above. Partner B asks: What is one manageable next step? A names an action from the worksheet. B asks: Would you like listening, practical help, or time to think? A may decline. Swap roles only by choice.

Reflect

Which skill could transfer to another situation, and what support would transfer with it?

Care and choice

Use a fictional situation, draw instead of writing, observe, or skip. Do not push through danger or discomfort to complete a page. Seek appropriate support if needed.

Carry this with you

Record three actions: what happened, what you did, what helped, and the skill it demonstrates.

My worksheet: The confidence you already have

You can use a fictional example, draw or pass. You do not have to share these responses.

Three small moments that count as evidence

What each moment shows about my actions

An overlooked strength or useful support

Review date / chosen support: _____

Understanding self-doubt

Separate observed facts, predictions and missing information.

Arrive and ground

Optional arrival: notice three neutral objects around you, choose a comfortable position, or simply pause. Breathing, movement and body attention are optional. Check the real setting; do not assume it is safe.

Learn

Self-doubt is a thought or prediction, not a complete account of a situation. It may reflect experience, uncertainty, fatigue, or a real barrier. Ask what you know, what you are predicting, and what information is missing. Avoid arguing that every concern is irrational. A practical response might be more preparation, a smaller task, a safer setting, or support. This workbook does not explain or diagnose how your brain works.

Go deeper

A prediction can be plausible without being established. 'They will think my question is foolish' describes a possible reaction; 'I have not asked yet' describes the current evidence. The aim is not to prove every prediction wrong. It is to identify what could be checked and what risk needs a practical response.

Everyday example

Noah thinks a class will be too hard. He asks about prerequisites before deciding whether to enroll or choose an introductory class.

Try the practice

Make three columns: observed facts, my prediction, information I need. Choose one respectful question or small test that could clarify the situation.

Guided practice

1. Write one low-stakes prediction and the observations behind it.
2. Separate a real barrier, such as an unclear deadline, from an assumed reaction.
3. Choose a question or observation that could supply missing information. If the setting may involve retaliation, choose a safer information source rather than testing a confrontation.

Implementation tips

Put a date beside information that may change. Treat 'I do not know yet' as a valid answer. Do not turn the worksheet into an argument against a reasonable concern.

Partner or group practice

In pairs or as observers, compare two possible responses to the example. Identify what is within the person's control, an outside condition, and a useful support. Do not ask anyone to share personal history.

Role play

Partner A describes the fictional situation above. Partner B asks: What is one manageable next step? A names an action from the worksheet. B asks: Would you like listening, practical help, or time to think? A may decline. Swap roles only by choice.

Reflect

What could you verify before deciding, and what concern reflects a real barrier?

Care and choice

Use a fictional situation, draw instead of writing, observe, or skip. Do not push through danger or discomfort to complete a page. Seek appropriate support if needed.

Carry this with you

Make three columns: observed facts, my prediction, information I need.

My worksheet: Understanding self-doubt

You can use a fictional example, draw or pass. You do not have to share these responses.

What my self-doubt says in this situation

Actual risks, uncertainty and practical safeguards

A balanced response and an optional next step

Review date / chosen support: _____

The stories we tell ourselves

Rewrite an absolute self-description as a specific, contextual account.

Arrive and ground

Optional arrival: notice three neutral objects around you, choose a comfortable position, or simply pause. Breathing, movement and body attention are optional. Check the real setting; do not assume it is safe.

Learn

A story such as I always fail compresses many experiences into one sentence. Separate the event from the identity claim. Look for exceptions and context without pretending a painful experience was harmless. A more accurate sentence includes both difficulty and possibility: I struggled with this task and can seek a different approach. You do not need to revisit traumatic memories to practice changing an everyday self-description.

Go deeper

A useful revised story is more precise, not simply more cheerful. Replace a global label with an event, conditions and a choice. 'I missed one deadline while caring for someone; I can renegotiate the next date' leaves room for responsibility and context. Accuracy allows a practical response that an identity label cannot supply.

Everyday example

After missing one deadline, Erin changes I am unreliable to I missed this deadline; I can notify the team and use a reminder.

Try the practice

Write one ordinary self-description. Underline absolute words. Add a specific event, relevant context, and one possible next action.

Guided practice

1. Choose an everyday sentence containing always, never or a fixed identity label.
2. Replace it with the event you can actually describe. Add one condition without using it to erase responsibility.
3. Write a next action. Read the new sentence and check whether it stays believable when you are disappointed.

Implementation tips

Keep the sentence in your own words. An affirmation that feels false is not required. Start with a recent ordinary event rather than a painful personal history.

Partner or group practice

In pairs or as observers, compare two possible responses to the example. Identify what is within the person's control, an outside condition, and a useful support. Do not ask anyone to share personal history.

Role play

Partner A describes the fictional situation above. Partner B asks: What is one manageable next step? A names an action from the worksheet. B asks: Would you like listening, practical help, or time to think? A may decline. Swap roles only by choice.

Reflect

Does your revised sentence acknowledge the difficulty and leave a realistic next choice?

Care and choice

Use a fictional situation, draw instead of writing, observe, or skip. Do not push through danger or discomfort to complete a page. Seek appropriate support if needed.

Carry this with you

Write one ordinary self-description.

My worksheet: The stories we tell ourselves

You can use a fictional example, draw or pass. You do not have to share these responses.

An old story and where it may have come from

Evidence that supports or challenges this story

A kinder, more accurate story I can practice

Review date / chosen support: _____

Catching the critic

Turn a harsh judgment into specific feedback and a proportionate next step.

Arrive and ground

Optional arrival: notice three neutral objects around you, choose a comfortable position, or simply pause. Breathing, movement and body attention are optional. Check the real setting; do not assume it is safe.

Learn

A harsh inner sentence can feel persuasive because it is familiar. Notice its wording before deciding whether to follow it. Useful feedback describes an action that can change; insults offer no workable instruction. Translate the insult into a specific question: what needs practice, repair, or support? Kindness does not mean denying responsibility. It means responding to a mistake with information and a proportionate next step.

Go deeper

Feedback is usable when it points to an action. 'You are useless' has no instruction; 'the form is missing a date' identifies something to check. You may extract useful information without accepting the insult. A coaching response can acknowledge the error, identify the repair and set a limit on unnecessary self-attack.

Everyday example

Jon says I am useless after a form error. He replaces it with I need to check the date field before submitting again.

Try the practice

Record a trigger, the critical sentence, its useful information if any, and a coaching sentence. Use a fictional example if personal writing feels intrusive.

Guided practice

1. Write a fictional mistake, such as submitting a form with one blank box.
2. Compare an insult with specific feedback. Underline the part that names a changeable action.
3. Write a coaching response: acknowledge the gap, choose the repair, and name how you will check it next time.

Implementation tips

Use a two-sentence response rather than a long debate with the critic. If criticism comes from another person, consider whether a boundary or support is also needed.

Partner or group practice

In pairs or as observers, compare two possible responses to the example. Identify what is within the person's control, an outside condition, and a useful support. Do not ask anyone to share personal history.

Role play

Partner A describes the fictional situation above. Partner B asks: What is one manageable next step? A names an action from the worksheet. B asks: Would you like listening, practical help, or time to think? A may decline. Swap roles only by choice.

Reflect

Which words give useful information, and which words only insult?

Care and choice

Use a fictional situation, draw instead of writing, observe, or skip. Do not push through danger or discomfort to complete a page. Seek appropriate support if needed.

Carry this with you

Record a trigger, the critical sentence, its useful information if any, and a coaching sentence.

My worksheet: Catching the critic

You can use a fictional example, draw or pass. You do not have to share these responses.

Trigger, critic words and my first response

What I would say to a friend in the same situation

My coach response and a useful action

Review date / chosen support: _____

Building evidence for a new belief

Plan a safe, observable experiment and record results without forcing success.

Arrive and ground

Optional arrival: notice three neutral objects around you, choose a comfortable position, or simply pause. Breathing, movement and body attention are optional. Check the real setting; do not assume it is safe.

Learn

Treat a new belief as a possibility to investigate, not a demand to think positively. Choose a claim that leaves room for learning: I can ask one clear question. Plan an action that is safe and observable. Record what happened, including mixed results. If the action was too large, change its size or support. An experiment that teaches you what to adjust is useful even when the desired outcome does not occur.

Go deeper

An experiment needs a question that an action can answer. 'Am I good enough?' is too broad. 'Can I prepare and ask one question?' is observable. Mixed results are information: you may prepare successfully but miss the chance to speak. Review each part before changing the belief or making the next attempt larger.

Everyday example

Tia asks a tutor for clarification. The tutor needs time to reply; Tia's evidence is making a clear request, not controlling the response.

Try the practice

Plan a seven-day experiment: new possibility, smallest action, support, date, observed result, and adjustment. Leave space for days when you rest or change plans.

Guided practice

1. Write a small claim and the action that would give you evidence.
2. Plan up to three suitable opportunities within a week, with an option to skip or rest.
3. For each opportunity, record what you attempted, what happened and one adjustment. Count preparation, access and outside events separately from your effort.

Implementation tips

Set a stopping point for the experiment. Do not repeat a harmful situation to obtain evidence. Use the smallest useful result to choose the next action.

Partner or group practice

In pairs or as observers, compare two possible responses to the example. Identify what is within the person's control, an outside condition, and a useful support. Do not ask anyone to share personal history.

Role play

Partner A describes the fictional situation above. Partner B asks: What is one manageable next step? A names an action from the worksheet. B asks: Would you like listening, practical help, or time to think? A may decline. Swap roles only by choice.

Reflect

What did the result teach you about the action, its size or the support you need?

Care and choice

Use a fictional situation, draw instead of writing, observe, or skip. Do not push through danger or discomfort to complete a page. Seek appropriate support if needed.

Carry this with you

Plan a seven-day experiment: new possibility, smallest action, support, date, observed result, and adjustment.

My worksheet: Building evidence for a new belief

You can use a fictional example, draw or pass. You do not have to share these responses.

A new belief and a small, observable experiment

Seven-day evidence log: action, outcome and feeling

What I learned, including mixed results

Review date / chosen support: _____

Body awareness and choice

Choose or decline a pause and describe its effect without interpreting symptoms.

Arrive and ground

Optional arrival: notice three neutral objects around you, choose a comfortable position, or simply pause. Breathing, movement and body attention are optional. Check the real setting; do not assume it is safe.

Learn

Notice how a situation feels without labeling your body as broken or requiring calm before you act. Some people find a short pause helpful; others prefer movement, water, a quieter space, or an external focus. Body attention and breathing can be uncomfortable, so they are optional. Check the actual setting before saying it is safe. Persistent or concerning symptoms deserve appropriate professional support, not a workbook explanation.

Go deeper

An optional pause is a way to gather information, not a requirement to become calm. Compare what the situation requires with your current capacity. A noisy room may call for a quieter setting; thirst may call for water. Describe your observation without assigning a medical explanation. The useful result is a suitable next choice.

Everyday example

Before a call, Dev chooses to look at three objects in the room and read a prepared opening sentence rather than do a breathing exercise.

Try the practice

Try one optional pause: name three neutral objects, move to a suitable space, or take a comfortable breath. Record what helped, what did not, and your next choice.

Guided practice

1. Choose an external focus, such as looking at three neutral objects, or decline the exercise.
2. Notice whether you want to continue, move, take a break or use support. No particular feeling is required.
3. Record the option you chose and whether it helped with the next task. Stop if the exercise becomes uncomfortable.

Implementation tips

Offer more than one option in groups. Do not require closed eyes, controlled breathing or body scanning. A practical access adjustment may help more than a relaxation exercise.

Partner or group practice

In pairs or as observers, compare two possible responses to the example. Identify what is within the person's control, an outside condition, and a useful support. Do not ask anyone to share personal history.

Role play

Partner A describes the fictional situation above. Partner B asks: What is one manageable next step? A names an action from the worksheet. B asks: Would you like listening, practical help, or time to think? A may decline. Swap roles only by choice.

Reflect

What was comfortable or unhelpful, and what other option could you choose?

Care and choice

Use a fictional situation, draw instead of writing, observe, or skip. Do not push through danger or discomfort to complete a page. Seek appropriate support if needed.

Carry this with you

Try one optional pause: name three neutral objects, move to a suitable space, or take a comfortable breath.

My worksheet: Body awareness and choice

You can use a fictional example, draw or pass. You do not have to share these responses.

Signals I notice when settled, activated or disconnected

An optional grounding choice that works for me

What to change or stop if the exercise does not help

Review date / chosen support: _____

Small steps, useful shifts

Convert a broad goal into a timed action with a barrier plan and smaller alternative.

Arrive and ground

Optional arrival: notice three neutral objects around you, choose a comfortable position, or simply pause. Breathing, movement and body attention are optional. Check the real setting; do not assume it is safe.

Learn

A small step lowers the amount you must organize at once. It should still connect to something you value. Turn a broad goal into a visible action with a time, place, and support. Prepare a smaller alternative for a difficult day. Review barriers such as cost, transport, disability access, or caring responsibilities. Adjusting the plan to those conditions is problem-solving, not evidence that you lack motivation.

Go deeper

A useful small step has a finish line. 'Work on my application' is vague; 'find the required documents' is a task you can complete and check. A backup should reduce the task without abandoning its purpose. If a barrier is structural, such as transport or internet access, add a resource rather than demanding more willpower.

Everyday example

Kai wants to study daily. The first step is opening the course and reading one paragraph after breakfast; on busy days Kai saves the paragraph for later.

Try the practice

Write your goal, a five-minute action, when and where, a likely barrier, a support, and a smaller alternative. Review after three attempts.

Guided practice

1. Break an ordinary goal into three actions in order.
2. Choose the first action with a clear finish line and reserve a realistic time or event for it.
3. Plan a smaller alternative and a support for a likely barrier. Review whether the step was too large, badly timed or missing a resource before judging motivation.

Implementation tips

Prepare materials in advance when possible. Use reminders that fit your device and access needs. A plan can include one support request before the main task.

Partner or group practice

In pairs or as observers, compare two possible responses to the example. Identify what is within the person's control, an outside condition, and a useful support. Do not ask anyone to share personal history.

Role play

Partner A describes the fictional situation above. Partner B asks: What is one manageable next step? A names an action from the worksheet. B asks: Would you like listening, practical help, or time to think? A may decline. Swap roles only by choice.

Reflect

Is the plan feasible with your time, access and responsibilities? What should change?

Care and choice

Use a fictional situation, draw instead of writing, observe, or skip. Do not push through danger or discomfort to complete a page. Seek appropriate support if needed.

Carry this with you

Write your goal, a five-minute action, when and where, a likely barrier, a support, and a smaller alternative.

My worksheet: Small steps, useful shifts

You can use a fictional example, draw or pass. You do not have to share these responses.

My goal broken into tiny, small and larger steps

The step I can choose today and when I will try

A barrier, a support and an alternative plan

Review date / chosen support: _____

Boundaries are confidence

State what you can offer, your limit and a safe next action.

Arrive and ground

Optional arrival: notice three neutral objects around you, choose a comfortable position, or simply pause. Breathing, movement and body attention are optional. Check the real setting; do not assume it is safe.

Learn

A boundary describes what you can offer and what you will do; it is not a rule that guarantees another person's behavior. Make it specific enough to understand. You can be respectful without agreeing to every request. Where power differences or possible retaliation exist, direct confrontation may not be the safest option. Seek support and consider alternatives. Declining a role play is also a valid boundary.

Go deeper

A boundary has two parts: a limit and an action under your control. 'You must stop asking' depends on someone else. 'I can help for fifteen minutes; then I need to leave' describes your availability. The wording should fit the actual power relationship and setting. A safe alternative may be seeking support rather than stating a limit alone.

Everyday example

Rae tells a friend: I can talk for ten minutes tonight; I cannot take calls during work. If calls continue, I will silence my phone until my break.

Try the practice

Complete: I can offer __. I cannot offer __. My next action is __. Check whether stating this directly is suitable and identify a support if needed.

Guided practice

1. Use a fictional request for more time than you can offer.
2. Write what you can offer and what you will do when that time ends.
3. Rehearse one respectful sentence with an optional partner. Check whether saying it directly is suitable; if not, identify a supported or indirect route.

Implementation tips

Avoid lengthy justifications if a short explanation is sufficient. Do not promise a consequence you cannot carry out. Practice accepting another person's respectful boundary as well.

Partner or group practice

In pairs or as observers, compare two possible responses to the example. Identify what is within the person's control, an outside condition, and a useful support. Do not ask anyone to share personal history.

Role play

Partner A describes the fictional situation above. Partner B asks: What is one manageable next step? A names an action from the worksheet. B asks: Would you like listening, practical help, or time to think? A may decline. Swap roles only by choice.

Reflect

What is within your control, and what support is needed if there is a power difference?

Care and choice

Use a fictional situation, draw instead of writing, observe, or skip. Do not push through danger or discomfort to complete a page. Seek appropriate support if needed.

Carry this with you

Complete: I can offer __.

My worksheet: Boundaries are confidence

You can use a fictional example, draw or pass. You do not have to share these responses.

A situation where I need a boundary

My brief boundary script and a safe alternative

Support and follow-through within my control

Review date / chosen support: _____

Returning after a setback

Review a setback through event, context, repair and next choice.

Arrive and ground

Optional arrival: notice three neutral objects around you, choose a comfortable position, or simply pause. Breathing, movement and body attention are optional. Check the real setting; do not assume it is safe.

Learn

A setback deserves a specific review, not a verdict about your future. Describe what happened, what was within your control, and what conditions affected it. If someone was harmed, consider a realistic repair. Then choose whether to retry, change the approach, rest, or seek support. Returning does not mean repeating a plan that repeatedly hurts you. You may redefine the goal while keeping the value behind it.

Go deeper

Review helps when it changes the next decision. Separate the event from its meaning: missing one planned walk does not prove a permanent inability to follow plans. Look at the schedule, resources and goal size. Where another person was affected, include repair. The next choice may preserve the goal while changing the route.

Everyday example

Sam misses a study session because of a care responsibility. Sam reschedules a shorter session and asks for the notes rather than abandoning the course.

Try the practice

Use four lines: event, context, repair if needed, next choice. Write one sentence you would offer a friend in the same situation.

Guided practice

1. Describe one setback without always, never or a character label.
2. List what you controlled and two conditions that influenced the result.
3. Choose retry, change, rest or seek support. Write what would be different next time and how you will review that difference.

Implementation tips

Make the review shorter than the original task. Check whether a repair is actually needed rather than apologizing for everything. Leave room to change a goal that no longer fits.

Partner or group practice

In pairs or as observers, compare two possible responses to the example. Identify what is within the person's control, an outside condition, and a useful support. Do not ask anyone to share personal history.

Role play

Partner A describes the fictional situation above. Partner B asks: What is one manageable next step? A names an action from the worksheet. B asks: Would you like listening, practical help, or time to think? A may decline. Swap roles only by choice.

Reflect

Would retrying, resting or changing the route better respect the circumstances?

Care and choice

Use a fictional situation, draw instead of writing, observe, or skip. Do not push through danger or discomfort to complete a page. Seek appropriate support if needed.

Carry this with you

Use four lines: event, context, repair if needed, next choice.

My worksheet: Returning after a setback

You can use a fictional example, draw or pass. You do not have to share these responses.

What happened, described without a verdict about me

A reset: pause, support and a kinder response

A revised next step and a time to review it

Review date / chosen support: _____

Your confidence toolbox

Match a practical tool to a situation and identify its limits.

Arrive and ground

Optional arrival: notice three neutral objects around you, choose a comfortable position, or simply pause. Breathing, movement and body attention are optional. Check the real setting; do not assume it is safe.

Learn

A toolbox works best when it is easy to use. Choose a few strategies that fit different situations: preparing a sentence, checking facts, asking for help, setting a limit, or taking a break. Add the conditions where each strategy is useful and where it is not. Keep contact details in a private place. A tool that helped once may need adjustment later; your plan should remain flexible.

Go deeper

Selecting a tool is a matching task. A fact-checking tool fits missing information, while a time boundary fits an overlong request. Using the same strategy everywhere can create frustration. Name the problem before choosing the tool, then check the result. A tool card is a reminder of options, not a rule you must follow.

Everyday example

Lea keeps a pocket card with a question prompt, a boundary sentence, and a trusted contact. Lea does not include private history on the card.

Try the practice

Create a five-tool card: situation, tool, support, and smaller alternative. Test one tool and revise the card using what you observe.

Guided practice

1. Choose three recurring situations, such as uncertainty, overcommitment and a mistake.
2. Match each with a tool from earlier chapters and one support or backup.
3. Test one match in an ordinary setting. Record whether it addressed the need; change the match if it added work without helping.

Implementation tips

Keep the card accessible without exposing private contacts. Put the easiest tool first. Review the card after a change in work, health, family duties or access.

Partner or group practice

In pairs or as observers, compare two possible responses to the example. Identify what is within the person's control, an outside condition, and a useful support. Do not ask anyone to share personal history.

Role play

Partner A describes the fictional situation above. Partner B asks: What is one manageable next step? A names an action from the worksheet. B asks: Would you like listening, practical help, or time to think? A may decline. Swap roles only by choice.

Reflect

When would this tool help, and when would you choose a different tool or support?

Care and choice

Use a fictional situation, draw instead of writing, observe, or skip. Do not push through danger or discomfort to complete a page. Seek appropriate support if needed.

Carry this with you

Create a five-tool card: situation, tool, support, and smaller alternative.

My worksheet: Your confidence toolbox

You can use a fictional example, draw or pass. You do not have to share these responses.

My five tools and when each helps

Who or what I can turn to for support

My short plan for a difficult day

Review date / chosen support: _____

Resources and next steps

Create a two-week practice plan and distinguish ordinary, specialist and urgent support.

Arrive and ground

Optional arrival: notice three neutral objects around you, choose a comfortable position, or simply pause. Breathing, movement and body attention are optional. Check the real setting; do not assume it is safe.

Learn

Review the workbook by looking for one action you can now describe more clearly. Decide what to continue, what to adapt, and what to leave behind. Identify ordinary support, specialist support if relevant, and urgent support separately. Check hours, eligibility, language, cost, and access before relying on a local service. This workbook and its facilitators are not emergency services and do not provide diagnosis, psychotherapy, or medication advice.

Go deeper

A continuation plan should tell you when to review, not merely what to hope for. A resource card should identify what a service actually offers. A friend may listen but cannot replace an emergency service. Check availability before depending on a contact. Keep private details out of a shared workbook or classroom record.

Everyday example

Pat chooses one weekly practice and checks the hours of a community learning center. Pat records an urgent support option separately.

Try the practice

Make a two-week plan and a private resource card: service, contact, hours, language, eligibility, and date verified. In the US, call or text 988 for crisis support; outside the US verify local services.

Guided practice

1. Choose one earlier tool and one suitable opportunity to use it each week.
2. Select a review date and describe what you will check: action attempted, usefulness and adjustment.
3. Verify one local resource's contact, hours and eligibility. Store the card privately and leave unknown details marked as unverified.

Implementation tips

Use a resource's official information and record the date checked. For an urgent situation, use appropriate urgent services rather than waiting for the workbook review date.

Partner or group practice

In pairs or as observers, compare two possible responses to the example. Identify what is within the person's control, an outside condition, and a useful support. Do not ask anyone to share personal history.

Role play

Partner A describes the fictional situation above. Partner B asks: What is one manageable next step? A names an action from the worksheet. B asks: Would you like listening, practical help, or time to think? A may decline. Swap roles only by choice.

Reflect

Which contact details must you check before relying on a resource?

Care and choice

Use a fictional situation, draw instead of writing, observe, or skip. Do not push through danger or discomfort to complete a page. Seek appropriate support if needed.

Carry this with you

Make a two-week plan and a private resource card: service, contact, hours, language, eligibility, and date verified.

My worksheet: Resources and next steps

You can use a fictional example, draw or pass. You do not have to share these responses.

Local resources: service, contact, hours and language

My next step and the support I want

A letter to myself about what I am building

Review date / chosen support: _____

Continue at your own pace

What you have practiced remains yours. You can return to a page, ask for help or choose rest. One small action can be enough for today.

Reference resources

988 Suicide & Crisis Lifeline — <https://988lifeline.org/>

Crisis Text Line — <https://www.crisistextline.org/>

NAMI HelpLine — <https://www.nami.org/nami-helpline/>

Behavioral Tech: DBT — <https://behavioraltech.org/dialectical-behavior-therapy-dbt/>

SAMHSA: trauma-informed principles — <https://library.samhsa.gov/sites/default/files/sma14-4884.pdf>

Check local resources and confirm hours, language, cost and accessibility. Commercial confidence surveys are not used here as clinical evidence or promises of improvement.