



Self Confidence: Becoming the Hero You Need You 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.

The hero's call: why you, why now

Choose a need, value and supported action while keeping the hero metaphor optional.

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

Use the hero image as an optional metaphor for choosing a direction. You do not have to save anyone, overcome everything alone, or become a different person to deserve care. Start with an ordinary need you can name today. Choose a response that fits your circumstances and resources. If the hero language feels uncomfortable, use learner, neighbor, or simply your own name. The aim is agency with support.

Go deeper

Agency means having a meaningful choice within real conditions. It does not mean controlling every outcome or carrying every responsibility. Begin by distinguishing a need from a demand to become exceptional. A supported ordinary action can express a value more clearly than a dramatic promise that ignores time, access or other commitments.

Everyday example

Imani wants a steadier morning. Her call is preparing a bag the evening before, not reinventing her whole life overnight.

Try the practice

Name one need, a value behind it, one manageable action, and support you can use. Choose your own name for this journey.

Guided practice

1. Choose an ordinary need, such as reliable time to study.
2. Name the value behind it and what part you can influence.
3. Plan one supported action: agree on a short quiet period, use a community resource, or ask for an adjustment. Record what would make the action feasible rather than writing a heroic promise.

Implementation tips

Use your own name for the journey. Make room for support in the first plan, not only after difficulty. Choose a contribution that fits your capacity today.

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 chosen name for the journey support you, or would another name fit better?

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 one need, a value behind it, one manageable action, and support you can use.

My worksheet: The hero's call: why you, why now

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

The change that is calling me now

A desire I can explore without committing to it

A small first step, real risks and support

Review date / chosen support: _____

What heroes actually look like

Describe ordinary courage through actions rather than comparison or performance.

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

Everyday courage may be quiet, shared, and unfinished. Asking for access, changing an unrealistic plan, or admitting uncertainty can be useful acts. Avoid ranking people by how much adversity they endured. A person does not have to perform strength for an audience. Notice the practical behavior you admire and the conditions that made it possible. You can learn from someone without expecting your life to match theirs.

Go deeper

An admired action has a context. Someone who speaks confidently may have preparation, experience and support you cannot see. Learning from the behavior is more useful than comparing entire lives. Ask what the person did, what made it possible and what a smaller version would look like in your circumstances.

Everyday example

Alex admires a neighbor who asks for help carrying groceries. Alex practices a clear request instead of assuming independence means doing everything alone.

Try the practice

List three ordinary acts you respect. For each, identify the behavior, support, and one version you could practice in your circumstances.

Guided practice

1. Choose a fictional or ordinary example of courage, such as asking for clarification.
2. Describe the behavior without calling the person superior or fearless.
3. Identify preparation and support, then design your own small version. Compare the actions rather than the amount of hardship each person endured.

Implementation tips

Use a person whose boundaries and conduct you respect. Do not copy a risk merely because someone else accepted it. Shared achievements are valid examples.

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 behavior do you admire, and what resources made it possible?

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

List three ordinary acts you respect.

My worksheet: What heroes actually look like

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

An everyday hero and qualities I admire

Where I already practice one of those qualities

A realistic heroic action that includes rest or help

Review date / chosen support: _____

Your origin story

Identify influences you want to keep or reconsider without disclosing private history.

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 origin story can explain what shaped your choices without defining everything you will become. Include people, opportunities, cultures, skills, and ordinary experiences, not only hardship. You decide what stays private. There is no requirement to describe trauma or find a benefit in harm. Select one experience that taught a useful skill and one inherited expectation you want to examine. Your story may remain incomplete.

Go deeper

Influence and destiny are different. A family expectation may shape your choices without determining the only acceptable future. Your map can include opportunities, languages, interests and skills as well as difficult experiences. Select only what is useful for today's decision. You can leave a section blank without explaining why to a group.

Everyday example

Nico remembers learning patience while fixing bicycles with an uncle. Nico chooses that ordinary memory rather than discussing a painful event with the group.

Try the practice

Draw or write three influences: what I learned, what I still use, and what I may change. A fictional character or blank page is a valid alternative.

Guided practice

1. Draw three boxes: an influence, something learned, and a choice today.
2. Use an ordinary experience or a fictional character. Connect the boxes without sharing private details.
3. Mark one influence you want to retain and one expectation you might question. Describe a small action that tests your present preference.

Implementation tips

Keep the map private unless you choose otherwise. A facilitator can invite discussion of the method instead of the personal story. Do not require a positive lesson from harm.

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 may stay private, and which learned expectation would you like to examine?

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

Draw or write three influences: what I learned, what I still use, and what I may change.

My worksheet: Your origin story

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

Optional timeline: ordinary, proud or challenging moments

What helped me get through a chosen moment

What I want to keep private and what support I need

Review date / chosen support: _____

Shame, fear, and the critic

Distinguish a feeling, a critical message, observed facts and a next need.

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

The villain metaphor refers to unhelpful messages, not a bad part of you. Name a feeling without turning it into your identity. A mistake may need repair; it does not prove that you are worthless. Fear may point to a genuine risk, so check the circumstances before pushing forward. Respond with a specific need or action. You can set down the metaphor entirely if it increases self-judgment.

Go deeper

Feelings provide information but do not settle the whole account. Shame may lead to a global judgment, while a specific error calls for a specific repair. Fear may reflect a real threat or uncertainty needing more information. Separating feeling, message and evidence prevents the metaphor from turning parts of yourself into enemies.

Everyday example

Priya feels ashamed after arriving late. She acknowledges the delay, apologizes, and reviews her travel plan rather than labeling herself a failure.

Try the practice

Make a message map: feeling, critical claim, observed facts, need, and next action. Use a low-stakes or fictional event.

Guided practice

1. Use a fictional missed appointment and name a possible feeling.
2. Compare 'I am a failure' with the observed event. Identify any impact and what needs repair.
3. Write a response that addresses the impact and one support. If the event involves danger, prioritize appropriate support rather than a self-talk exercise.

Implementation tips

Replace enemy language if it increases self-judgment. Keep the exercise low stakes. A useful response can be asking a question or making a repair, not feeling instantly better.

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 the fear point to a real risk? What action or support fits that risk?

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 message map: feeling, critical claim, observed facts, need, and next action.

My worksheet: Shame, fear, and the critic

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

A shame, fear or critic message I want to examine

A response that acknowledges the feeling and checks the facts

A next step or protective pause I can choose

Review date / chosen support: _____

Strengths, values, and support

Match three needs with respectful supports, requests and backups.

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 ally can be a person, a practical resource, or a skill you already use. Strengths are behaviors you can describe, such as listening, organizing, asking questions, or adapting. A value gives direction, while support makes action more possible. Do not assume every relative or professional is a suitable ally; look for respect, reliability, boundaries, and consent. You may choose different supports for different needs.

Go deeper

Support is most useful when the request is specific. 'Help me with everything' gives little direction; 'can you check this one paragraph?' names a task and limit. Match the ally to the need and respect their choice. A backup reduces dependence on one person and makes space for different kinds of support.

Everyday example

Omar lists a study buddy for practice, a library for internet access, and a counselor for issues outside the group's scope.

Try the practice

Build an ally map with three needs. For each, list a skill, a resource, how to ask, and a backup. Keep names and contacts private.

Guided practice

1. Choose a task, such as preparing a short application.
2. Separate what you can do, what needs information and what needs another person's help.
3. Write a bounded request and a backup if the person declines. Check that the resource is appropriate before sharing private documents or personal information.

Implementation tips

Ask permission before sending material for review. Specify the task and timing. Thank an ally without treating their agreement as a permanent obligation.

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 makes an ally appropriate for this need, and how will you check consent?

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

Build an ally map with three needs.

My worksheet: Strengths, values, and support

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

Internal strengths and external allies

How each ally helps and how I can connect

A consent-based request for help

Review date / chosen support: _____

A values-based code

Translate three values into flexible behaviors with realistic 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 personal code translates values into repeatable actions. Honesty might mean correcting an error; care might mean listening with a time limit. Values can conflict, so a code needs flexibility rather than rigid rules. Consider who is affected, what you can control, and what obligations apply. Your code should leave room for rest and support. Revising a rule after learning more can express integrity.

Go deeper

Values guide decisions, while rigid rules may hide competing needs. Honesty and privacy can both matter; a truthful answer need not include every detail. A personal code becomes usable when it includes a behavior, a limit and a reason to review. Updating it after new information can be an expression of the value itself.

Everyday example

Rin values reliability and rest. Rin agrees to one weekly volunteer shift instead of promising availability every day.

Try the practice

Choose three values. Write one behavior for each, a realistic limit, and a review date. Discuss an imaginary situation where two values compete.

Guided practice

1. Choose two values that may compete in a fictional situation.
2. Write two possible actions and consider who is affected.
3. Choose a response that respects necessary obligations and your limits. For example, decline a request truthfully without sharing another person's private circumstances. Record what would justify revisiting the choice.

Implementation tips

Use observable behaviors in the code. Avoid rules such as 'always help' that erase limits. Review the code when your responsibilities or information change.

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 two values compete, what choice respects the people and obligations involved?

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

Choose three values.

My worksheet: A values-based code

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

My five values and what each means to me

One small action for each value this week

A hard choice and the values I want to balance

Review date / chosen support: _____

Tools for the journey

Compare a fast reply with a proportionate pause-and-choice response.

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

This chapter offers everyday pause-and-choice practice, not DBT treatment or a credential in clinical skills. Before reacting, pause if suitable, describe the facts, consider your need, and choose a proportionate action. Some situations require immediate professional or emergency help instead of a workbook exercise. A tool is useful only if it fits the person and setting. You can observe someone else's fictional example rather than practice personally.

Go deeper

A pause changes the sequence between receiving a message and replying; it does not guarantee a calm or correct answer. Identify what is known, what is requested and what timing actually applies. Compare options before choosing. Some messages need immediate action or referral, so pausing must fit the circumstances rather than become another rigid rule.

Everyday example

An upsetting email arrives. Jo waits until a suitable break, checks the request, and drafts a factual reply before sending it.

Try the practice

Use a fictional message: what happened, what I need, options, possible consequences, and chosen response. Compare a fast reply with a considered reply.

Guided practice

1. Use a fictional message requesting an extra task by tomorrow.
2. Draft an immediate reply, then a reply after checking your workload and the actual deadline.
3. Compare clarity, boundaries and possible consequences. Choose a proportionate response, such as offering a smaller task or asking for priority, without claiming to perform clinical treatment.

Implementation tips

Keep a short draft before sending a difficult reply. Check urgency rather than assuming every message can wait. The pause-and-choice exercise is educational, not a DBT credential.

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 response addresses the need without adding avoidable harm or claiming a clinical skill?

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 a fictional message: what happened, what I need, options, possible consequences, and chosen response.

My worksheet: Tools for the journey

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

A situation where pausing could help

STOP practice: stop, step back, observe, proceed mindfully

Which skill area fits, and when to seek professional help

Review date / chosen support: _____

Body, pace, and resilience

Plan a pace adjustment, optional pause and condition for stopping.

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

The body is a source of information, not an obstacle you must conquer. Notice comfort, energy, and practical needs without interpreting sensations as a diagnosis. You may choose external grounding, a break, movement, or no exercise. Resilience can include using resources and changing conditions, not merely tolerating distress. A reasonable plan respects limits. If a difficulty is persistent or concerning, seek appropriate support rather than relying on a metaphor.

Go deeper

Pacing is planning how a task fits available capacity. It can involve time, access, rest or support rather than a demand to endure. An early stopping condition makes the plan clearer: you can pause before completing every step. Describe practical observations and adjustments without diagnosing what bodily sensations mean.

Everyday example

Before presenting, Mei asks for a chair and keeps water nearby. These practical adjustments support participation without requiring Mei to hide discomfort.

Try the practice

Create a pace plan: early signs I want to notice, an optional pause, an access adjustment, a support, and a condition for stopping.

Guided practice

1. Choose an ordinary task and list its time, setting and access demands.
2. Divide it into manageable parts with an optional break or adjustment.
3. Write a condition for stopping and a support you could contact. Afterward, compare the planned pace with what was useful, including the option not to continue.

Implementation tips

Offer seated, standing, written and observed participation when feasible. Avoid turning endurance into a measure of worth. Seek appropriate help for persistent or concerning difficulty.

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 tell you to stop, adjust the setting or seek appropriate 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 pace plan: early signs I want to notice, an optional pause, an access adjustment, a support, and a condition for stopping.

My worksheet: Body, pace, and resilience

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

My signs of feeling connected, activated or shut down

An optional grounding activity and how I respond

My plan to adapt, stop or seek support

Review date / chosen support: _____

Relationships and community

Practice asking permission for advice and making a bounded support request.

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

Connection works better when expectations are understandable. Ask before offering advice and check what kind of support is wanted. A boundary can protect both people's time and privacy. Community does not require sharing personal history or accepting disrespect. Where a relationship is unsafe, seek suitable support rather than practicing confrontation alone. Reciprocity does not mean identical contributions; people have different resources and responsibilities.

Go deeper

A support conversation needs agreement about what is being offered. Listening, advice and practical help are different. Asking which is wanted prevents a helpful intention from becoming an unwanted intervention. Time and privacy limits protect both people. A respectful exchange can end without either person solving the whole problem.

Everyday example

Eli asks a friend: Would you like me to listen or help think through options? Eli also says there are fifteen minutes available today.

Try the practice

Write a support request and a time/privacy boundary. In pairs, practice asking permission before advice; observers may use fictional characters.

Guided practice

1. In a fictional exchange, ask whether the person wants listening, ideas or practical help.
2. Agree on a time limit and avoid promising privacy beyond applicable policy.
3. Practice closing with a chosen next step or no action. Swap roles only by choice and discuss whether each person's boundary was respected.

Implementation tips

Ask before giving advice. Do not ask a partner to disclose personal history for the exercise. If a relationship is unsafe, use appropriate support instead of rehearsing confrontation alone.

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 privacy or time boundary would make this exchange more workable?

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 a support request and a time/privacy boundary.

My worksheet: Relationships and community

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

Relationships I want to nurture and what they need

A boundary and a possible bridge toward connection

A community option that respects my choices

Review date / chosen support: _____

Setbacks and returning

Create a return plan that includes impact, repair, support and an option to pause.

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 hero story can hide the ordinary work of recovery from a setback. Slow the story down: identify the event, its effects, and a next choice. Responsibility and compassion can coexist. Repair what you reasonably can and name conditions outside your control. A different route may be wiser than repeating the same one. Returning can mean a smaller attempt, a pause, or choosing a new goal with support.

Go deeper

Returning involves a decision, not simply restarting. Examine the impact and what made the previous route difficult. A changed route may include another resource, a smaller commitment or a repair. Separate a delay from a permanent failure. You can keep a value while choosing a different goal that better fits your circumstances.

Everyday example

Zara's application is declined. Zara asks for available feedback, considers another training route, and avoids treating one decision as a measure of personal worth.

Try the practice

Write a return plan: what happened, impact, repair, support, next route, and review date. Include an option to pause.

Guided practice

1. Use a fictional unfinished community task and describe its impact.
2. Name one repair if needed, one outside condition and one support.
3. Compare continuing unchanged, reducing the task and choosing a different route. Write a review date and an option to pause rather than promising never to struggle again.

Implementation tips

Check whether the old plan still fits. Keep repair specific and achievable. Return at a scale that leaves room for your other responsibilities.

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 change before another attempt, and who could support that 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 a return plan: what happened, impact, repair, support, next route, and review date.

My worksheet: Setbacks and returning

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

A setback: what happened and what was outside my control

What I learned and what I would tell a friend

My pause, revised action and support for returning

Review date / chosen support: _____

What you want to leave behind

Choose a limited contribution and check consent and usefulness.

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

Legacy can mean the effect of an ordinary action today. It need not involve fame, sacrifice, or a permanent achievement. Ask which value you want another person to experience through your behavior. Choose a contribution within your limits, and get consent when it involves someone else. Service should not require abandoning your needs. You may also contribute by reducing harm, correcting information, or sharing a useful resource.

Go deeper

A contribution is useful when it is wanted and appropriate, not simply when it requires effort. Sharing a resource may help only if the person can use it. Ask about the need before offering. Set a limit so service does not become a demand for self-sacrifice. Evaluate usefulness through feedback rather than assuming that good intentions guarantee impact.

Everyday example

Ben wants to encourage learning. Ben shares a library timetable after checking it is current, rather than promising unlimited tutoring.

Try the practice

Choose a value, a small contribution, consent needed, time limit, and how to check its usefulness. Record what you learn without claiming a guaranteed impact.

Guided practice

1. Choose a small fictional contribution, such as sharing a study resource.
2. Ask whether it is wanted and check language, format or access needs.
3. Set a time limit and a way to ask whether it helped. If the answer is no, adjust or stop rather than offering more of the same without consent.

Implementation tips

Ask before volunteering another person's time. Verify a resource before forwarding it. A modest useful contribution is enough; do not promise to change someone's life.

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

How will you check whether the contribution is wanted without promising an outcome?

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

Choose a value, a small contribution, consent needed, time limit, and how to check its usefulness.

My worksheet: What you want to leave behind

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

How I want to contribute in relationships, work or community

An everyday action that expresses this intention

A letter about the legacy I am choosing

Review date / chosen support: _____

Coming home to yourself

Review what you practiced and choose what to keep, change or stop.

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 change through details: a request you can now make, a limit you can describe, or a plan you can adjust. You may also discover what does not work for you. Keep those findings. Returning to yourself does not require a triumphant ending or disclosure to a group. Choose what you want to carry forward and what you will stop practicing. Growth can remain unfinished while your next choice becomes clearer.

Go deeper

Reviewing a journey means selecting what to keep, not producing a dramatic ending. A tool may help in one setting and fail in another. That is a reason to refine its use. Include choices to stop as well as choices to continue. Your private review can be specific without becoming a public account of personal change.

Everyday example

Ada notices that written requests work better than spontaneous calls. Ada keeps that approach and stops comparing it with someone else's style.

Try the practice

Complete four lines: I noticed __; I practiced __; I will keep __; I will change __. Optional: write a private letter to your future self.

Guided practice

1. Select one action you tried and describe the setting and result.
2. Choose one thing to keep, one to change and one to stop; blank answers are acceptable.
3. Write a note for a future ordinary situation explaining which tool you would use and what adjustment it might need. Keep the note private unless you choose to share.

Implementation tips

Use concrete examples rather than ratings of your worth. Review again after a change in circumstances. A quiet or unfinished ending can still contain useful learning.

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 finding matters even if there was no triumphant ending?

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 four lines: I noticed __; I practiced __; I will keep __; I will change __.

My worksheet: Coming home to yourself

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

What I noticed before and after this workbook

What I want to carry forward or leave behind

My next chapter: action, support and review date

Review date / chosen support: _____

Resources and the next journey

Connect a two-week next step to verified local and urgent support options.

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 continuing plan connects practice with real support. Distinguish friends and community resources from qualified professional and urgent services. Check current contact details, hours, language, cost, and access. Keep personal records private and share only what is needed with a chosen person. This educational workbook does not provide treatment or emergency response. The next journey can be one ordinary action followed by a date to review it.

Go deeper

The next journey should connect an action with real support and a review point. Separate a community contact from a professional or urgent service. Resources may change their hours, eligibility or language provision. A name on a list is not proof of current availability. Verify details and keep personal records in a private place.

Everyday example

Drew plans to practice one request weekly and verifies a community service's hours. Drew keeps urgent support details on a separate private card.

Try the practice

Create a two-week practice plan and local resource card. In the US, call or text 988 for crisis support; outside the US verify the appropriate local service. If there is immediate danger, contact local emergency services.

Guided practice

1. Choose one action from an earlier chapter and a suitable opportunity in the next two weeks.
2. Name a support, a backup and a date to review usefulness.
3. Verify one resource through its official information. Mark missing details unverified and identify appropriate urgent services separately from ordinary support.

Implementation tips

Check cost, language and access before depending on a service. Do not wait for a workbook review during an urgent situation. Share only the information needed with a chosen support.

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 support is suitable for this need, and when was its contact information checked?

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 two-week practice plan and local resource card.

My worksheet: Resources and the next journey

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

Local resources: service, contact, hours and language

A next step and how I will ask for support

A letter to the everyday hero I am becoming

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.