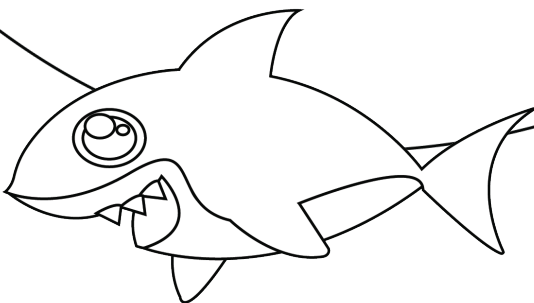


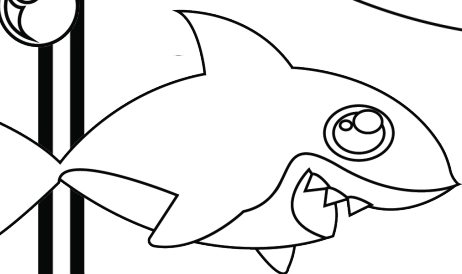
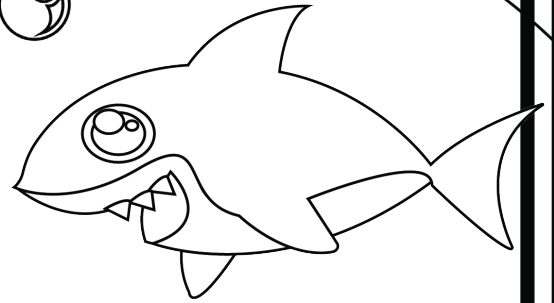
# MINDSET EXERCISE WORKBOOK



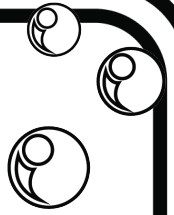
# THANK YOU TO OUR PARTNER



KAISER  
PERMANENTE®



# WHAT'S INSIDE



**EXERCISE 1: IDENTIFYING SUPPORT**

**EXERCISE 2: BOX BREATHING**

**EXERCISE 3: CONTROLLABLES VS. UNCONTROLLABLES**

**EXERCISE 4: REFRAMING THOUGHTS**

**EXERCISE 5: BUILDING CONFIDENCE**

**EXERCISE 6: POWER OF WORDS**

**EXERCISE 7: LEVELS OF LISTENING**

**EXERCISE 8: GOAL SETTING**



VISIT [SJSHARKS.COM/ANTIBULLYING](https://www.sjsharks.com/antibullying) FOR  
INSTRUCTIONAL VIDEOS ON EACH EXERCISE!

# EXERCISE 1: IDENTIFYING SUPPORT

IT'S IMPORTANT TO KNOW WHO WE CAN TURN TO WHEN WE ARE EXPERIENCING DIFFERENT TYPES OF EMOTIONS. CHALLENGE YOURSELF TO THINK OF 2-3 DIFFERENT PEOPLE IN YOUR LIFE WHO YOU CAN TALK TO WHEN THINGS ARE GOOD AND BAD. FOR EXAMPLE, A MOTHER, FATHER, GRANDPARENT, SIBLING, CLOSE FRIEND, TEACHER, GUIDANCE COUNSELOR, ETC.

YOU CAN LIST AS MANY PEOPLE AS YOU WANT IN EACH BOX!

WHEN I AM HAPPY, I SHARE MY FEELINGS WITH...

WHEN I AM SAD, I SHARE MY FEELINGS WITH...

WHEN I AM MAD, I SHARE MY FEELINGS WITH...

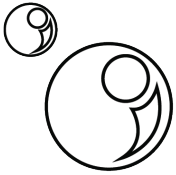
WHEN I ACCOMPLISH A GOAL, I SHARE MY FEELINGS WITH...

WHEN I FAIL, I SHARE MY FEELINGS WITH...

WHEN I AM SCARED, I SHARE MY FEELINGS WITH...

WHEN I AM FRUSTRATED, I SHARE MY FEELINGS WITH...

WHEN I AM EXCITED, I SHARE MY FEELINGS WITH...



# EXERCISE 2: BOX BREATHING

**1...2...3...4...**

**INHALE (BREATHE IN)**

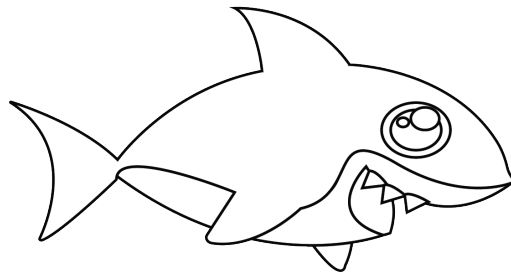
**1...**

**2...**

**3...**

**4...**

**H  
O  
L  
D**



**1...**

**2...**

**3...**

**4...**

**H  
O  
L  
D**

**EXHALE (BREATHE OUT)**

**1...2...3...4...**

# EXERCISE 3: CONTROLLABLES VS UNCONTROLLABLES

THINK OF A SITUATION FROM THE PAST, PRESENT, OR FUTURE AND WRITE WHAT ABOUT THAT SITUATION YOU CAN AND CANNOT CONTROL. THEN, LOOK AT YOUR "I CAN CONTROL..." LIST AND IDENTIFY 3 THINGS YOU CAN DO TO MAKE THE SITUATION BETTER.

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(SITUATION)

"I CAN CONTROL..."

"I CANNOT CONTROL..."

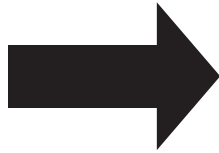
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# EXERCISE 4: REFRAMING THOUGHTS

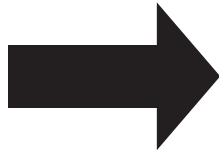
## NEGATIVE THOUGHT

## POSITIVE THOUGHT

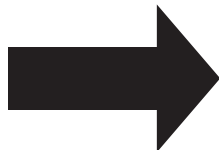
NOBODY LIKES ME.



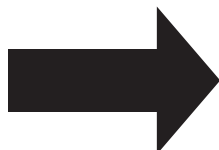
I'M NOT GOOD AT THIS. IT'S STUPID AND I WANT TO QUIT.



THEY CALLED ME UGLY, SO IT MUST BE TRUE.



THIS IS EMBARRASSING. I'M NOT DOING IT.



# EXERCISE 5: BUILDING CONFIDENCE

BUILDING CONFIDENCE TAKES TIME AND PRACTICE. THE BIG CHALLENGE IS KEEPING OUR CONFIDENCE WHEN WE FEEL THAT WE ARE NOT GOOD ENOUGH.

**WORDS OF AFFIRMATION** ARE POWERFUL TOOLS TO HELP US KEEP OUR CONFIDENCE EVEN IF WE ARE NOT FEELING OUR BEST. TRY REPEATING SOME OF THE PHRASES BELOW OUT LOUD, IN FRONT OF A MIRROR, 5-10 TIMES A DAY.

"I GROW THROUGH WHAT I GO THROUGH."

"I AM STRONG, SMART, AND CAPABLE."

"I CAN APPROACH SUCCESS OR AVOID FAILURE."

"I LOVE MY MIND AND MY BODY."

"I AM PROUD OF MYSELF."

"I AM BEAUTIFUL/HANDSOME."

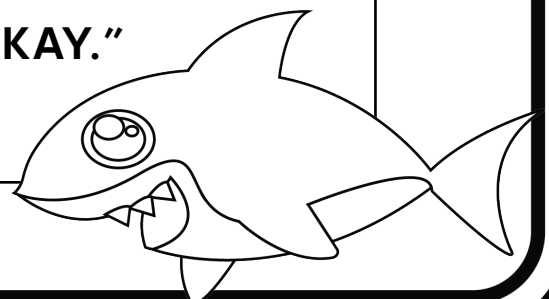
"TODAY, I AM GOING TO TRY MY BEST."

"I CHOOSE TO BE HAPPY TODAY."

"I ACCEPT MYSELF FOR WHO I AM."

"I BELIEVE IN MYSELF."

"EVERYTHING WILL BE OKAY."





# EXERCISE 6: POWER OF WORDS

WORDS OR PHRASES THAT I HAVE BEEN CALLED THAT MADE ME FEEL BAD ABOUT MYSELF.

WORDS OR PHRASES THAT I HAVE HEARD OTHERS SAY THAT MADE SOMEONE ELSE FEEL BAD.

**STOP! TURN TO THE BACK OF THE PAGE**

WHAT COMMENT ON YOUR PAPER DID YOU LIKE THE MOST? WHY?

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HOW DO YOU FEEL ABOUT YOURSELF AFTER READING THE COMMENTS BY YOUR PEERS?

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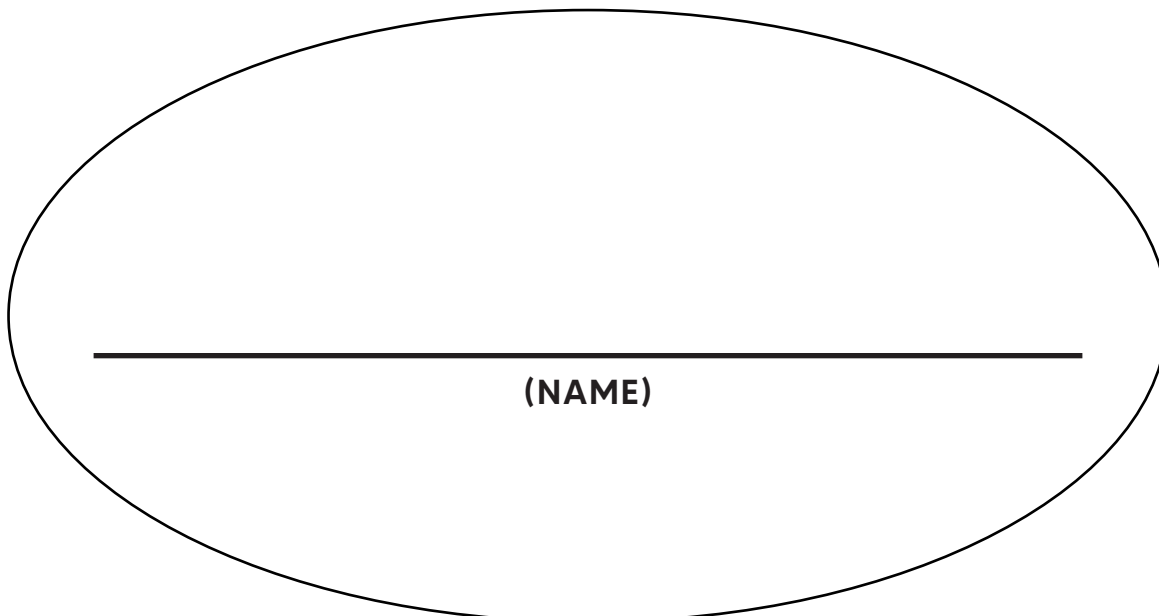
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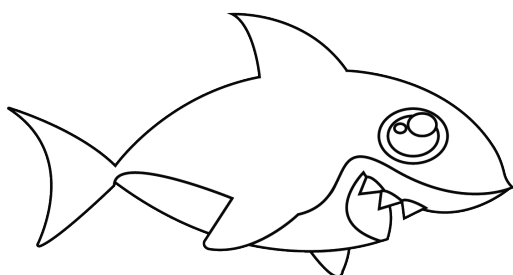
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WRITE YOUR NAME ON THE LINE BELOW. NEXT, PASS YOUR WORKBOOK TO THE PERSON ON YOUR LEFT. WHEN YOU RECEIVE SOMEONE ELSE'S WORKBOOK, LOOK AT THE NAME OF THE PERSON AND WRITE A POSITIVE COMMENT ABOUT THEM ON THE PAGE.

KEEP PASSING WORKBOOKS TO THE LEFT UNTIL YOU GET YOUR WORKBOOK BACK. AFTER READING THE COMMENTS ON YOUR WORKBOOK, TURN BACK TO THE FRONT PAGE AND COMPLETE THE QUESTIONS AT THE BOTTOM.



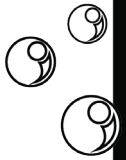
(NAME)



# EXERCISE 7: LEVELS OF LISTENING

## NOT LISTENING

NOT LISTENING IS IGNORING OR BEING DISTRACTED WHEN ANOTHER PERSON IS SPEAKING. THIS CAN BE ON PURPOSE OR NOT ON PURPOSE. FOR SOME PEOPLE, IT CAN BE HARD TO STAY FOCUSED AND THIS IS NOT ON PURPOSE. WHEN SOMEONE IS MAKING THE CHOICE TO IGNORE OR ALLOW DISTRACTIONS TO TAKE THEIR FOCUS, THIS IS ON PURPOSE.



## LISTENING TO SPEAK

WHEN YOU LISTEN TO SPEAK, YOU ARE NOT FULLY LISTENING TO WHAT THE PERSON IS SAYING. YOU ARE FOCUSED ON WHAT YOU ARE GOING TO SAY OR MAYBE INTERRUPTING THE SPEAKER. LISTENING TO SPEAK CAN BE WITH GOOD INTENTIONS OR BAD INTENTIONS. SOMETIMES WE FOCUS ON WHAT WE ARE GOING TO SAY TO MAKE SURE WE CONTRIBUTE TO A CONVERSATION OR FEEL INCLUDED. OTHER TIMES WE CAN BE MAD AT SOMEONE AND JUST WANT TO ARGUE OUR OPINION. EITHER WAY, LISTENING TO SPEAK IS NOT FULLY HEARING WHAT THE SPEAKER IS SAYING.



## JUDGEMENTAL LISTENING

WHEN SOMEONE IS SPEAKING YOU MAY THINK, "DO I AGREE?" OR YOU ARE THINKING ABOUT WHAT IS WRONG WITH WHAT THE PERSON IS SAYING. THIS TYPE OF LISTENING IS JUDGMENTAL LISTENING. WHEN YOU LISTEN TO JUDGE A PERSON, YOU ARE HEARING WHAT THE PERSON IS SAYING BUT YOU ARE ONLY FOCUSED ON IF IT IS SOMETHING YOU LIKE TO HEAR OR IF YOU AGREE WITH IT.



## LISTENING TO UNDERSTAND

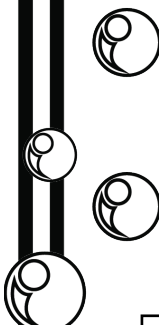
WHEN YOU LISTEN TO UNDERSTAND, YOU ASK QUESTIONS ABOUT WHAT THE PERSON IS TALKING ABOUT TO BETTER UNDERSTAND THE SUBJECT OR EVEN THE PERSON'S THOUGHTS OR FEELINGS. YOU ARE NOT ONLY UNDERSTANDING WHAT IS BEING SAID, BUT WHAT IS NOT SAID. FOR EXAMPLE, HAVE YOU EVER SAID, "I'M FINE" WHEN YOU WERE UPSET? A PERSON WHO LISTENS TO UNDERSTAND MAY ASK QUESTIONS TO SEE IF YOU ARE OKAY OR KNOW THAT YOU NEED MORE SUPPORT.



## DEEP LISTENING

DEEP LISTENERS CAN UNDERSTAND WHAT A PERSON IS SAYING WITHOUT MANY QUESTIONS. WHEN YOU ARE DEEPLY LISTENING, YOU ARE MAKING EYE CONTACT WITH THE SPEAKER AND SHOWING THAT YOU FULLY UNDERSTAND WHAT THEY ARE SAYING AND HOW THEY FEEL ABOUT IT. SOMETIMES WE NEED A DEEP LISTENER TO SHARE OUR FEELINGS WITH AND WANT TO FEEL SAFE WITHOUT BEING JUDGED. THINK ABOUT THE DEEP LISTENERS IN YOUR LIFE AND IF YOU ARE A DEEP LISTENER FOR SOMEONE ELSE.





**PARTNER UP WITH A CLASSMATE TO HAVE A ONE-ON-ONE CONVERSATION. TAKING TURNS, EACH PERSON WILL TALK ABOUT THEMSELVES FOR 2 MINUTES. THE LISTENER WILL BE CHALLENGED TO ONLY FOCUS ON THE SPEAKER AND LEARN ABOUT THEIR CLASSMATE. THE LISTENER IS ALLOWED TO ASK QUESTIONS ABOUT THE SPEAKER BUT IS NOT ALLOWED TO INTERRUPT THE SPEAKER, CHANGE THE TOPIC, OR TURN THE CONVERSATION ONTO THEMSELVES.**


**SPEAKER TIP:**

**TWO MINUTES CAN BE LONGER THAN YOU THINK!  
SOME TOPICS YOU COULD TALK ABOUT INCLUDE:**



- WHERE WERE YOU BORN?
- DO YOU HAVE ANY SIBLINGS?
- DO YOU HAVE ANY PETS?
- DO YOU HAVE A FAVORITE SUBJECT?
- DO YOU PLAY ANY SPORTS OR INSTRUMENTS?
- WHAT MUSIC DO YOU LIKE TO LISTEN TO?

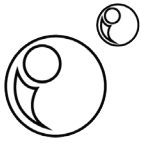
**LISTENER TIP:**

**YOU MAY NOTICE THAT YOU HAVE SIMILARITIES WITH WHAT YOUR SPEAKER SAYS OR MAYBE NO SIMILARITIES AT ALL. IT IS IMPORTANT THAT YOU FOCUS ON THE SPEAKER'S LIKES AND NOT HOW IT AFFECTS YOU.**



**EXAMPLE: THE SPEAKER SAYS, "I LOVE THE SAN JOSE SHARKS!" YOU MAY WANT TO SAY, "OH, I JUST WENT ICE SKATING!". THIS IS NOT LISTENING TO UNDERSTAND OR DEEP LISTENING. INSTEAD, FOCUS BACK ONTO THE SPEAKER BY ASKING A QUESTION LIKE, "HAVE YOU EVER GONE ICE SKATING?".**





# EXERCISE 8: GOAL SETTING

MY GOAL IS TO (WHAT)...

---

---

BECAUSE I (WHY)...

---

---

I WILL COMPLETE MY GOAL BY (WHEN)...

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**MILESTONE GOAL**



**DRIVING GOAL**



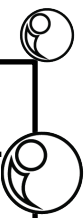
I WILL ACHIEVE MY GOAL BY (ACTION STEPS)...

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# SPREADING KINDNESS

**BULLYING** IS UNWANTED, TARGETED, AND HURTFUL WORDS AND ACTIONS REPEATED OVER TIME. TYPICALLY, BULLYING IS COMING FROM A PERSON WHO IS EXPERIENCING NEGATIVE EMOTIONS (ANGER, SADNESS, JEALOUSY, GUILT, ETC.) AND IS PUSHING THOSE EMOTIONS ON TO OTHER PEOPLE. YOU HAVE THE POWER TO HELP STOP BULLYING BY SPREADING KINDNESS, EVEN TO THOSE WHO ARE NOT BEING KIND.

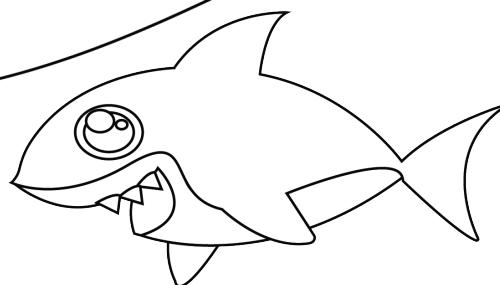
WHEN WE SEE BULLYING HAPPENING, WE ARE A **BYSTANDER**. A BYSTANDER CAN DO 3 THINGS WHEN THEY SEE BULLYING HAPPENING:

1. DO NOTHING AND LET THE BULLYING CONTINUE.
2. BE AN **INSTIGATOR** BY DOING OR SAYING SOMETHING TO MAKE THE CONFLICT WORSE.
3. BE AN **UPSTANDER** BY DOING OR SAYING SOMETHING TO MAKE THE CONFLICT BETTER.

WE SHOULD ALL WORK TO BE UPSTANDERS IN OUR SCHOOL AND IN THE COMMUNITY. YOU CAN DO THIS BY THINKING ABOUT THE TYPES OF BULLYING YOU'RE SEEING (VERBAL, PHYSICAL, SOCIAL, OR CYBER) AND HOW YOU CAN MAKE A POSITIVE IMPACT TO HELP SPREAD KINDNESS.

## **STRATEGIES TO STOP BULLYING INCLUDE:**

- **PRETENDING TO AGREE** WITH WHAT THE BULLY IS SAYING EVEN IF IT ISN'T TRUE. THIS WILL HELP TO MAKE THE BULLY FEEL LESS POWERFUL.
- **CHANGE THE SUBJECT** TO SOMETHING MORE POSITIVE. YOU CAN SHOW AN INTEREST IN GETTING TO KNOW THE BULLY MORE TO SHOW THAT YOU ARE BEING THE BIGGER PERSON AND NOT ALLOWING NEGATIVITY TO AFFECT YOU.
- **LAUGH OR JOKE** ABOUT WHAT THE BULLY IS SAYING. IF YOU LAUGH AT YOURSELF, YOU ARE SHOWING THE BULLY THAT THEIR LAUGHTER HOLDS NO POWER OVER YOU.



# **CONGRATULATIONS!**

**YOU HAVE OFFICIALLY COMPLETED THE SHARKS ANTI-BULLYING PROGRAM PRESENTED BY KAISER PERMANENTE MINDSET EXERCISE WORKBOOK.**

**THE SKILLS YOU HAVE LEARNED CAN BE USED IN THE CLASSROOM, ON THE PLAYING FIELD, AND IN EVERYDAY LIFE.**

**WE ALL HAVE THE POWER AND RESPONSIBILITY TO MAKE THE WORLD A HAPPIER PLACE. SOME DAYS YOU WILL BE AMAZING, SOME DAYS WILL BE TOUGH. ALWAYS REMEMBER THAT YOU ARE CAPABLE OF SO MANY GREAT THINGS.**

**GO SHARKS!**

