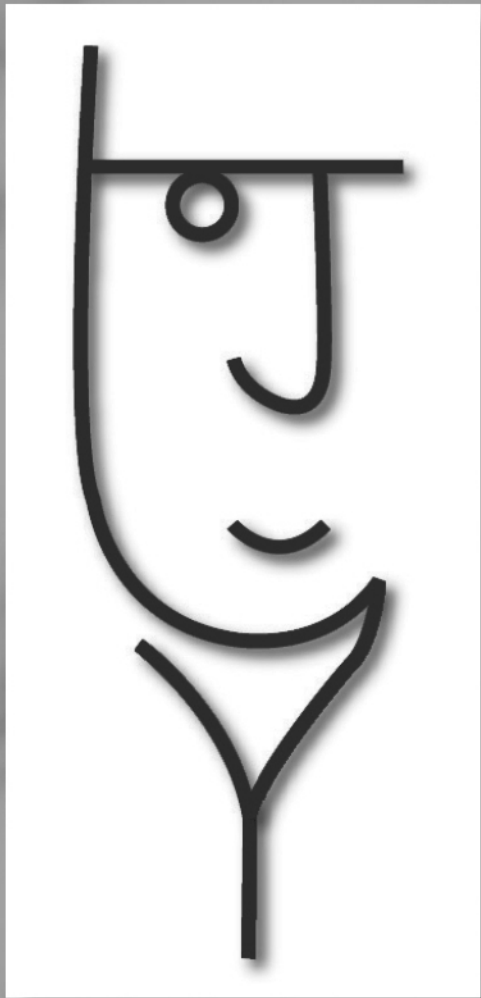


REJOINING

JOY



Volume VII

Workbook

Gerald Young, PhD

REJOINING JOY

Volume VII Workbook

Exercises on
Chapters 1–30
of Volumes III–V

ALSO BY DR. GERALD YOUNG

Books

Young, G. (2019). *Causality and Development: Neo-Eriksonian Perspectives*. Cham, Switzerland: Springer International Publishing.

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Young, G. (2011). *Development and Causality: Neo-Piagetian Perspectives*. New York: Springer.

Young, G., Kane, A. W., & Nicholson, K. (2007). *Causality in Psychological Injury: Presenting Evidence in Court*. New York: Springer.

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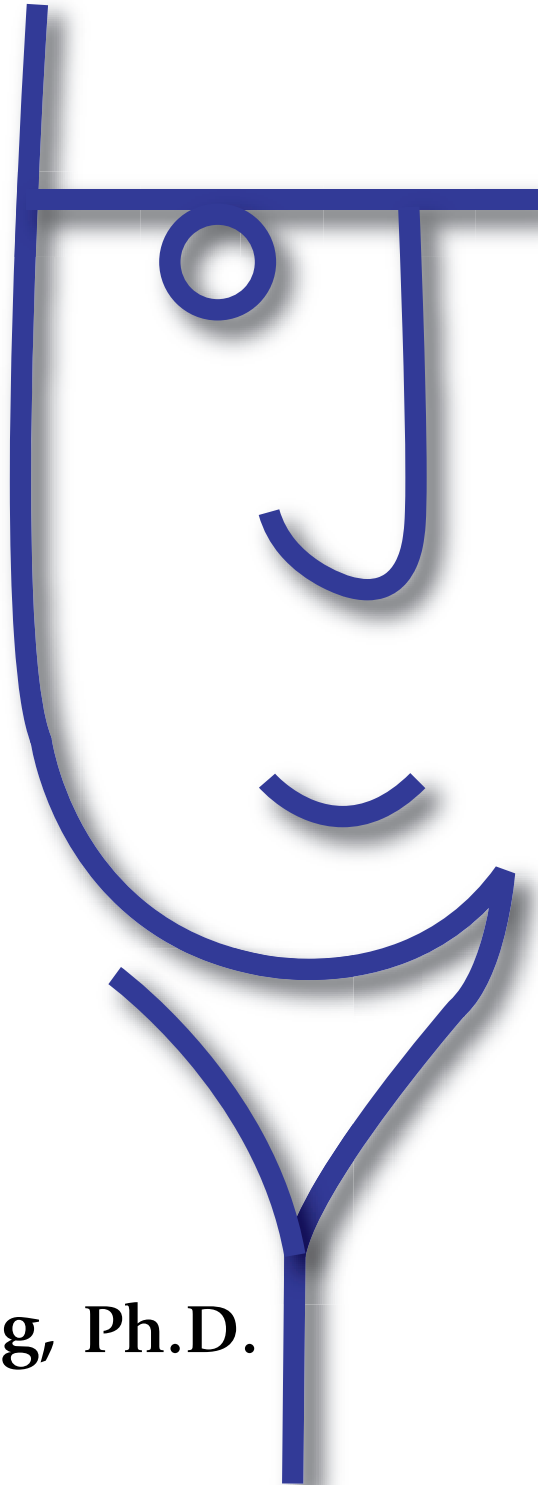
Young, G., Segalowitz, S., Corter, C., & Trehub, S. (Eds.) (1983). *Manual Specialization and the Developing Brain*. New York: Academic Press.

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Young, G. (Founding Editor and Editor-in-Chief) (2008–) *Psychological Injury and Law*. New York: Springer.

The 2014, 2007, and 2006 books are books on psychological effects of traumatic events, and the like, in relation to personal injury law. The 2018 book is on ethics. The 2019, 2016, 2011, and 1997 books are on casualty and life span development. You may also consult the journal for which I am editor-in-chief, entitled, *Psychological Injury and Law*. To see my work in the area of psychological injury and law, consult the websites www.asapil.net and springer.com. To see my work in the area of self-help consult www.rejoiningjoy.com.

Rejoining Joy



Gerald Young, Ph.D.

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Aside from minor updating, the first 10 figures in Chapter 17 were replaced. Also Chapter 30 was moved into the first volume to replace a section that was used in an academic publication. To replace Chapter 30, I just took sample workbook exercises from Volume VII. Finally I reduced the number of essays in Volume I. Note that there is a recent Volume IX on blogs, and a tenth book in the series for children. Please check the website: www.rejoiningjoy.com

To my Family and my Clients



REJOINING JOY

Workbook Volume VII

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ABOUT THE AUTHOR

DR. GERALD YOUNG is a Full Associate Professor Psychology at Glendon College, York University, Toronto, Ontario, Canada. He is also a practicing psychologist dealing with rehabilitation and with counseling. He undertakes research on two major topics. The first is on psychological injury and law [five books]. The second is on child development. His most recent books are entitled: *Causality and Development: Neo-Eriksonian Perspectives*, and *Revising the APA Ethics Code: New Principles and Sub-principles* (both published by Springer International Publishing, Cham, Switzerland). In 2016, he received an outstanding trauma research award (lifetime) from the Canadian Psychological Association. He has received a research leader award from his university. He also received an award from the American Psychological Association for media contributions, which attest to the value of the self-help book series. He is the editor of the leading journal in the area of psychological injury and law (*Psychological Injury and Law*, PIL, springer.com), and was the president of its housing association (ASAPIL, see www.asapil.net).

Dr. Gerald Young has gained the trust of his clients and of his professional colleagues in his professional practice in clinical psychology. He has helped numerous clients over the years; and his reports have been presented to court, including for the Supreme Court of Canada. As a Full Associate professor at York University, he teaches students the courses of Rehabilitation



Psychology, and Abnormal Child, Adolescent, Adult, and Advanced Development. For further description of Dr. Young's research leadership, see (<https://www.glendon.yorku.ca/research/two-glendon-researchers-recognised-for-the-2017-york-university-research-leaders/>)

"There is unity in my university teaching, my research, my practice, and the self-help book series. With much passion, I have dedicated my professional life to the area, and the self-help books reflect that passion and the skills that I have learned and developed and want to communicate to the reader."

FOREWORD

R*ejoining Joy* is a self-help book series on stress, emotions, pain, managing stress, and dealing with a range of daily issues, such as raising children and functioning well at work (see rejoiningjoy.com). The series is not a self-help one in the traditional sense, for it is more about improving our ways of living. It does not simply ask us to be more positive, happy, or better. Rather, it shows the reader how to accomplish these and related goals in a realistic manner. It does not simply give the reader positive statements about the self to learn. Rather, it helps facilitate the reader in *learning new ways of living* by dealing better with the negatives and increasing the positives.

The series is based on figures and accompanying text created by psychologist Dr. Gerald Young in sessions with his clients. The text for each figure is described in one to several paragraphs and, usually, includes a positive message. In his clinical work, Dr. Young encourages people to tell better stories about themselves, to find inner qualities and strengths, to learn destressing skills in order to add to them, and to use appropriately these qualities and strengths in solving problems.

There are eight volumes in the book series.

The first volume presents essays, without accompanying figures for the most part, including an essay on an

introduction to psychology, and another on therapy. The next volume, the first with figures and accompanying text, is on stress and destressing. The next two volumes are also in this figure-text format. Specifically, the third volume in the series is on emotions, such as worrying but, also, it includes positive feelings, such as love. The fourth volume deals with diverse topics relating to children, work, change, and so on. The fifth volume has neither essays nor figures and accompanying text, but presents artwork meant to be relaxing. In a sixth book, the reader is provided a self-contained workbook of psychological exercises. In addition, the series includes a seventh book based on excerpts from the best material from books in the series. The eighth book is on sayings for living, loving, and learning. The reader should find them inspirational. They emphasize the major theme of the book series—that when life is difficult, we can still do our best and do it well, and that we choose to find techniques, strategies, and ways of living to help us in this great and empowering task. Another way of describing the major themes of the book is that they involve: Reducing Negatives, Increasing Positives, and Improving Relations and Love. I created over 20 sayings for over 20 themes.

Together, the books are aimed at having the reader not only regain joy but, also, keep it.

Introduction to the Book Series

Dr. Young has written a series of eight self-help books. In these self-help books, he shares with you the clinical advice he gives to his clients, most of whom have been in traumatic accidents. A large part of the material in the books consists of graphics and accompanying text. They cover the multiple areas of stress, negative emotions, and life disruptions that follow trauma. There is also an introductory book of essays, a book on art and nature, and a workbook. The series concludes with an excerpted book of the best of the other books. It ends with a book of the sayings, some excerpted from the other books and some newly written for it. The workbook is about *Empowering the Core* and the collection of sayings is about *Living, Learning, and Loving Together*. Together, the books constitute a series called, *Rejoining Joy*. The title reflects the belief that we can learn to be in charge of our lives and maintain joy even when we might experience traumatic events such as accidents. We can learn to live our life to the fullest, and have a sense that we are in charge no matter what may happen to us, and no matter what our situation or age.

The contents of the books are scientifically-based, yet tailored to each client. The goal in these books is to help people who want to grow, learn from their experiences, and have a more positive and peaceful psychology. The work is based especially on car accident survivors, who come into the office with a whole host of life issues. Therefore, the books covers how to handle stress, how to deal with

negative emotions, how to handle injuries and pain, how to cope with death of a loved one, how to handle the many difficulties that emerge in daily life, how to promote positive emotions, and how to improve communication and relationships, deal with children, families, and work, and how to change for the better.

The approach taken is cognitive-behavioral, narrative, interpersonal, and developmental. The books emphasize that ultimately we are responsible for ourselves, but we create that sense of responsibility by active participation in our social relations and daily life, and by actively finding solutions to the problems that may arise in our roles. Even when the worst tragedies happen to us, we can still be in control, learn from the experience and grow, stay ourselves, and be helpful to others. No matter how bad things seem, there is always something that we can direct, adapt to, and live through with inner positivity and peace. Even in the most extreme stress and negative emotions, we can turn to those parts of us that are more positive and peaceful, make them expand, and regain joy. We can learn to emphasize our positives and work with our negatives, to make us better people and to make our future better.

The Book Series Has Taken a Unique Approach

1. The most important point about the book series is that it will be helpful to readers because it presents a wide range of useful strategies, techniques, and ideas for use in daily

life. The book series is not just for people who are undergoing stress, whether through great tragedies such as serious accidents or in the hassles of daily life. The counseling given in the book series also is useful to prevent stresses from growing out of hand, to head off bad habits, and to promote good habits. We all can develop control in our lives and prosper psychologically in our daily activities. There are eight books in the series and it is comprehensive in the topics discussed and the education and instructions given.

2. In addition, the book series reflects an integration of my practice, teaching, and research, yet stays at the level of my clients and the general reader. In an article written in 2008 for the journal *Psychological Injury and Law*, I describe the psychotherapeutic encounter, and argue that it should deal with the whole person, through 10 critical areas, as well as through family counseling and related interventions, if necessary. This model is an integrative one that has guided the present book series, leading me to organize many common psychotherapeutic techniques into a holistic model. It allows me to keep the client in focus in therapy, and facilitate their self-growth, inner peace, and relations with others in their daily lives.
3. The majority of the books use visual graphics with accompanying text. In the heart of the book series, there are 30 such chapters spread over three books. The books are unique in the amount of graphics and in their use as central organizers, with text written solely to explain them. That is, for each visual, usually there is a paragraph or page-long description. For any one chapter, together the graphics cover the major themes important for it. For the excerpted book, the author took material from each of these 30 chapters, in particular, as well as some introductory essays and some art on nature, as described below. In addition, he put in select sayings written for the margins, as described below.
4. The book of introductory essays includes essays that explain psychology and explain psychotherapy. The author wrote these essays instead of using cumbersome footnotes or endnotes. Almost all key words in the visual graphics and their accompanying text are explained in the essays. Other essays are more motivational and inspirational. Finally, there are those that explain development very well, and they are based on my professional publications. This book concludes with a few poems.
5. The art and nature book is a “green” one, for it encourages readers to respect and love the planet and its animals. The art consists of simple line drawings, illustrating that any one can undertake art, and at any age. Also, the themes are peaceful, motivational, and inspirational, such as ones on families, flowers, dancing figures, and art based on a visit to the holy land.

6. The workbook consists solely of workbook exercises, each having a brief introductory text. Most exercises and their introductions fit on one page. Each exercise consists of two questions, asking for up to five possible answers, or at least things to think about. Other workbooks use more text for each exercise, so there are fewer exercises in other books than in the present workbook. Each of the exercises is aimed at creating a sense that one can succeed in taking charge of life's difficulties. The workbook was written so that it can stand alone, and be read without reading any other book in the series.

7. The book of sayings is a collection of sayings used as margin material, but it turned out important in its own right. For the most part, other collections of sayings involve those not written by the authors, but by famous writers and public figures. Because the sayings are tied to the book series, all of them are psychological in nature, which is unlike the case for other books of sayings. The reader will find the sayings are consistent with the major themes of the book, and therefore reasoned, motivating, inspiring, and promoting positives while helping to control negatives.

Who Needs to Read the Book Series?

1. Anyone who has confronted any kind of stress, not just those coming from accidents, should read the book series.
2. Anyone who wants to learn how to handle effectively stress, negative emotions, and bad habits will profit from the book series.
3. Anyone who needs advice on communication, relationships, love, children, teenagers, families, work, and taking responsibility of any kind will keep coming back to the series.

In short, the book series will be useful for almost anyone. Moreover, its attractive visual and workbook format makes for easy reading and good learning.

People of all ages will find the book series interesting and informative, from teenagers to the elderly. Some of the graphics and workbook exercises might seem more appropriate for young people and others for adults. However, readers of all ages, whether they are young or young at heart, will find the book to their liking.

In addition, because the graphics have been made in session and because the workbook is oriented to clients, both treating mental health professionals and their patients should find the book series valuable.

AUDIENCE

Market

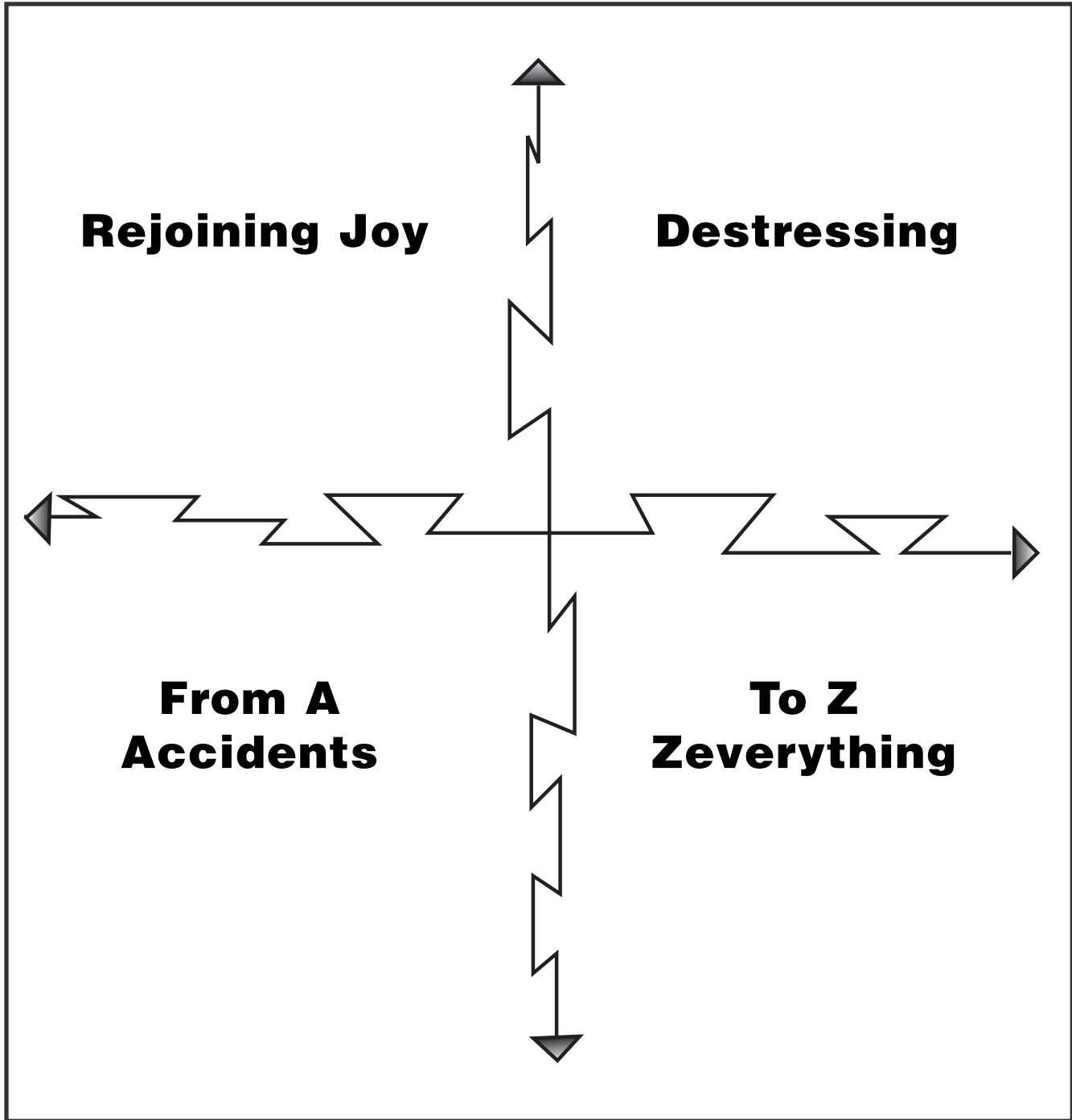
The book series was written starting with *clients* right in their sessions. I would make for them the therapeutic visualizations that I have described in order to illustrate what I wanted them to learn and to apply in their distressing and regaining joy. However, the book series is not just aimed at clines in need of mental health services. It aims, as well, for the self-help and self-healing *market, in general*. Many people need and seek simple techniques to use in their attempts to distress and regain joy, and they also seek books that further their sense of meaning and fulfillment, inspire them to change, and facilitate their growth. Therefore, the book series can be of great help to the general reader, given its motivational, inspirational, and reflective contents.

Because of its contents and the way it is written, *psychologists* and other mental health professionals will also find that the book series can be helpful in their practice. The contents of the books can be used effectively with their clients, just like I have used them with mine. For example, psychologists can use the therapeutic visual figures and their associated text to make crucial points in session. The sayings and art can be used to motivate and inspire. The essays can help flesh out therapeutic work, both in terms of facilitating reflection and for giving clients at-home reading assignments.

The advantage of my approach lies in its inclusive nature. I cover so many themes, with one chapter usually per theme. Within each chapter from the three books in the book series that have figures and matching text, there are at least 10 figures. Some are meant to present the same or similar information in different ways. However, most are quite distinct from the others. Because there are about 500 figures in the book series, and they cover a full range of topics, the mental health professional can select from much choice in the material covered by the books for the particular needs presented by clients in sessions. The therapist using my book series can design individually tailored groups of readings and figures for clients to consult.

REJOINING JOY: DESTRESSING

Stress infiltrates every aspect of our life. So can destressing and joy.



BOOK SERIES CONTENTS

Volume Descriptions

The first volume in the book series presents in a straightforward manner essays introducing psychology and how to live life more happily and effectively. The essays are meant to cover the basic topics presented in the remaining books, and they include pertinent definitions and explanations of concepts, although the reader does not have to read these essays before reading the other books. The topics in the first set of essays range from what are the fundamentals in psychology, to how to deal with stress, to how cognitive behavioral therapy works. The second set of essays is more literary in the first part and more scholarly in the second. The essays range from short ones that are more inspirational and motivational, to ones on change and on stages in development and their implications. Key themes relate to growth and responsibility.

The second volume is on destressing. This volume marks the beginning of the major use of therapeutic figures. In this volume, I explain basic concepts about stress and I explain behavioral techniques on how to distress. I emphasize various cognitive techniques, such as keeping our hope, optimism, and positive attitude. We learn that when confronted with stress, we have options in our behavior and we can be in control. I go on to explain that having some stress can be growth promoting and that we can learn to live effectively

with it. This first book in the series concludes with a chapter on recovering—stress is a start and dealing with it is our goal.

The third volume of the book series deals with negative emotions, such as worry and sadness, and specific emotional problems, such as drinking or dealing with pain. The volume moves from these negative and most basic emotions to positive ones, for it concludes with chapters on love and motivation, in particular. The main theme of this volume is that we can use emotions to our advantage, that emotions color all our activities, and that we can control them when they are negative. This third book in the book series concludes with a chapter on rewriting the stories that we tell about ourselves so that they are more positive.

The fourth volume in the book series is about improving the quality of our daily living. It deals with more complex topics, such as the self, communication, handling children and adolescents, coping with change, and managing work and family life. It includes a chapter on inspiration. It terminates with a description of major points of view in psychology, including the biopsychosocial perspective. This reflects the integrative effort that I have taken in writing the book series. To better understand our psychology, we need to look both inside and around us, both at our bodies and our mind, both at our thoughts and our emotions,

and both our bad habits and good ones. We all have core positives waiting to grow.

The fifth volume presents two-dimensional artistic line drawings intended to relax and inspire. Many of the drawings are about nature and animals. Many are about people and family. I do these drawings quickly, illustrating that, with a single line or a series of lines, we can both express ourselves and relax in doing so. The accompanying text for this book emphasizes the role that we all have to play in helping nature survive. I added text related to nature and our need to protect and preserve it. By acting to save the planet, its habitats, its animals, and its plants, we engage in the best forms of destressing.

Book six of the book series represents its crowning achievement. It consists of excerpts of the best material, especially from books III, IV, and V of the first five books in the series. I selected those figures and accompanying text that provide the clearest description of the book series' major messages and its best therapeutic self-help skills. The excerpted book offers a concise presentation of the book series contents, allowing the reader to consult the complete series for more in-depth reading.

Book seven presents workbook exercises that have the reader review and reflect on the contents of Books III, IV, and V of the book series. The exercises emphasize empowering our inner positive psychological core and good habits, or strengths and advantages, while helping readers toward altering negatives, bad habits, and so forth. Each of the exercises begins with an introduc-

tory paragraph, so that the reader can read the book by itself, without reference to other books.

The last volume of the book series presents inspirational sayings for living, loving, and learning. The sayings were written based on Dr. Young's work with his clients. They offer a basis for rejoining joy and gaining in life. The third through fifth book of the series concern stress, emotions, and daily living, and there are 10 chapters in each book. For each chapter, there are about 50–100 sayings and bolded sentences that are like sayings. They cover topics such as increasing positives, ensuring success, and improving relationships. There are over 20 topics related to destressing, emotions, and daily living, including at work and with family. There are over 20 sayings per topic. They will motivate, inspire, and help to promote good habits while helping to inhibit negative ones.

What the Book Series is NOT.

To better differentiate how this book series is different from other books similar to them the market, we need to know what the book series is not.

1. The book series is not on one particular topic, such as how to handle stress, depression, or pain, because it covers all these matters. Dr. Young, in his sessions with clients, deals with the full range of issues that come up after accidents and in life.
2. The book series does not give simplistic answers on how to cure or how to deal with all critical problems

that people face because there aren't any such simplistic answers, despite what some people or authors might preach. Books that simplify by giving catchy titles and cute phrases may inspire for the moment, but they do not create long-lasting helpful effects. The approach in the present book series is to not only inspire and teach, but also to have readers learn and apply the strategies in the series, and therefore improve their ways of living.

3. The book series is not a complex scientific explanation of psychology and its therapies. There are not a lot of theoretical explanation, references to the literature, and footnotes. Dr. Young has written scientific books and articles on therapy, but the goal of the present book series is practical and it is aimed at the mass market. The book series speaks to the reader at the level of the reader and gives a bibliography that the reader can consult for further information. Therefore, the book is balanced by being not too simple yet not too complex.
4. The book series is not simply text, because it includes many visuals. For each visual, there is usually an associated paragraph or page, and the visual and the text should be examined together.
5. The book series is not dry and humorless. To the contrary, it includes humor when necessary, it includes some
6. The book series is not another self-help book project that will not help people. We are coming to understand that self-help books have temporary effects and even some harmful ones. For example, by painting everything rosy or minimizing the difficulties in dealing with problems, other self-help books may overlook the serious problems people have in dealing with stress. Or, they may give very simple solutions that can only work in some situations, but lead to difficulties in others; so in the end, they limit the person and have opposite effects to those intended. The present book series is more realistic, never promising too much. However, it always offers good ideas and strategies, it motivates, and it always gives hope. **Life is a Lesson and we are both its teacher and student.**
7. The book series is not just for accident survivors. Indeed, it will be helpful for most people who want to learn how to handle stress of any kind, and regain joy. Also, it will be helpful to any one wishing to grow and transform for the better. Often, psychology is considered as a discipline that deals with helping people with their problems. The approach of the present book series goes beyond this, because psychology can help all of us all, no matter what our age, to learn to improve our psychological wellness, positivity, quality of life, ways of living, and joy in living.

PREFACE

The title of this book series includes the phrase, "Rejoining Joy." When we experience stress, we do the best that we can to get through it. We try to regain joy, and we use various destressing techniques, perhaps some like the techniques in this series. Rejoining joy is the goal so that we can get on with our lives and live it in enriching, productive ways. "A healthy way of living" is an important means to attain joy.

However, destressing is not a list of techniques mechanically applied. It is essential to want to destress and go beyond our repertoire of learned destressing techniques. People can learn to minimize or take away their present stress. It is just as important to learn that destressing is an ongoing process. When we go beyond the techniques used and see the whole picture, it becomes easier to deal with future stress.

The book series *Rejoining Joy* is divided into eight volumes. They cover a diversity of topics related to destressing, *a)* the nature of stress and how to best deal with it, *b)* the topic of emotions, such as worry, anger, motivation, and love, and *c)* topics relevant to daily life, such as communication, children, and work. The series does not try to cover every area relevant to destressing, nor does it attempt to be exhaustive. In order for readers to complete their knowledge and appreciation of the available destressing techniques in the field, they should consult other relevant self-help

books, their family physicians, and, if necessary, mental health professionals, such as psychologists.

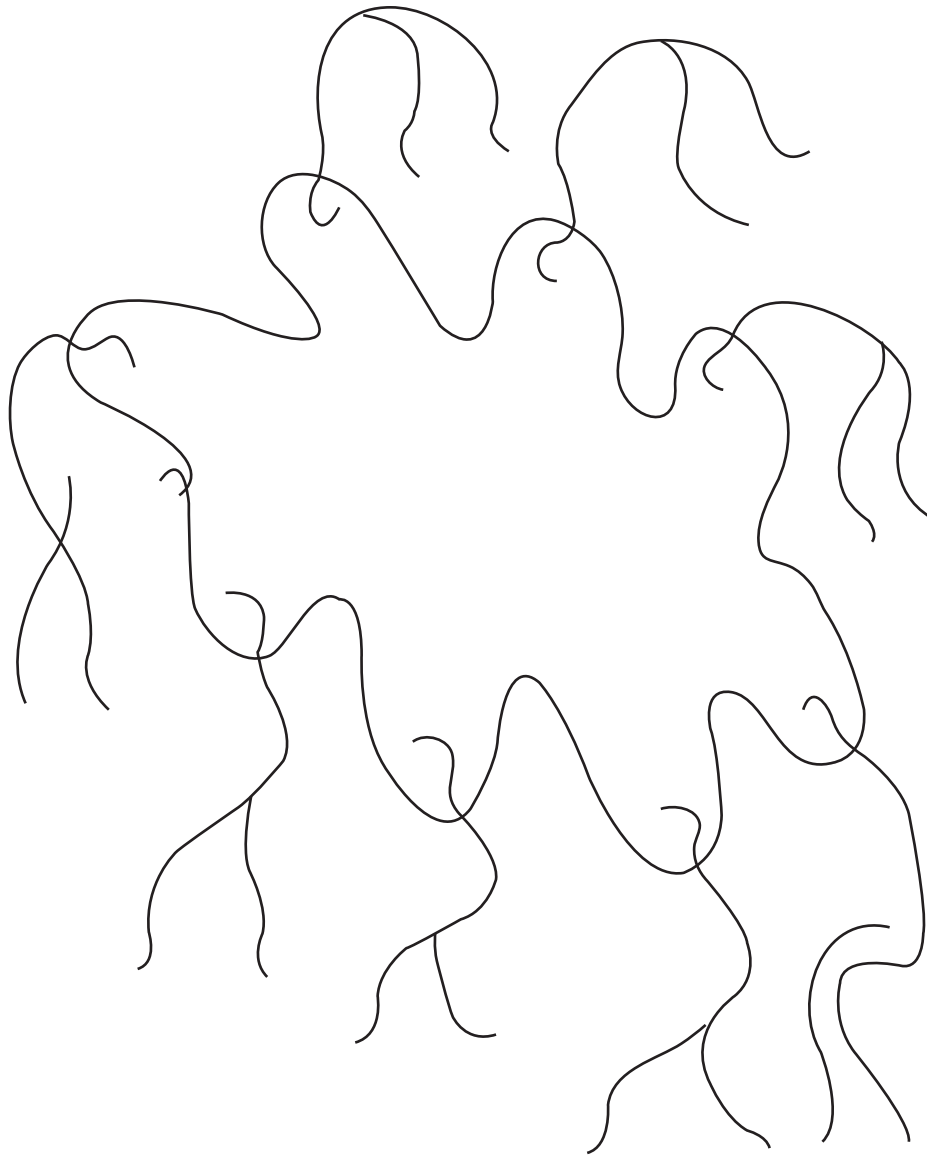
The *Rejoining Joy* book series is unique because it makes extensive use of visualizations, illustrations, drawings, figures, diagrams, graphs, charts, tables, and so on. In the book series, for the most part, I refer to them as "figures." The advantage of using the visual modality is that it captures simply the message that is being communicated. Moreover, visualizations are like verbal metaphors. They suggest, inspire, make people think, and so on, and often avoid direct instruction. Thus, they can function as powerful therapeutic tools. Within each chapter, the figures are loosely organized. It is not necessary that they be read in sequence from first to last. Each figure is meant to be a self-contained unit. Although there is accompanying text, each figure can be understood without reference to it. Similarly, the text can be read and understood without reference to any associated figure. Therefore, the reader can read the text on its own without reference to the figures, or can flip through the figures without reference to the text, or go back and forth between them.

One result of this format is that, at times, there are repetitions. For example, the idea of having a positive attitude is a common theme in the book series; instead of seeing this repetition as a drawback, we can see it as positive because it allows for the accentuation of important themes. The reader should note

that, although the focus of the book series is on figures, graphs, and so on, such visualizations have their time and place. For example, if using the book series, the therapist should not simply rely on visualizations. It is important to see each client as an individual with particular problems in particular stressful situations and, only when it is appropriate, should visualizations be used.

In our streams of consciousness, we find not only words and ideas but, also,

visual images, both of what happened in the past and what can happen in the future. Therapists can use more effectively the human penchant to visualize. Often, the visual modality is neglected in our thinking process regarding more positive stories that we can tell to ourselves and to others. The current book series aims to rectify this oversight through its many therapeutic visualizations. Narratives need not be verbal alone.



Dream Dance

The joy of music, rhythm, and dance invigorates life and provides the best source of destressing. We are connected in the smooth flow of coordinated, undulating bodies and the powerful chant of multitudes singing. Music and dance empower both individual and group. We sing in unison in choirs, or dance together to the trance of drumbeats. Or, we simply absorb the enchanting melodies that we hear at symphonies, at concerts, on the radio, or from our electronic devises. We listen to music as we fall asleep and it carries into the reverie of our dreams. **Music is to life, as life is to life.**

ACKNOWLEDGMENTS

The book series on Rejoining Joy owes much to my teachers, some of the best of whom have been my clients. It is their stories that have inspired me. Often, it is their ideas and solutions that I put into written and visual form. Often, they are like psychologists, and I simply facilitate the dialogue that they are having in their own minds about which course of action to follow, which advice to accept, and so on.

Another special set of teachers has involved my family, including my mother (Rosalind) and my late father (Samuel), my wife (Lelia) and our children (Carina, Joy, Victoria). They have been great teachers about children and parenting, as has been our first grandchildren, David and Osher. In turning to rehabilitation psychology, I owe much to Stephen Swallow, who was an excellent supervisor and mentor. Other important teachers whom I have had in my student and professional life have included: Jim Alcock, John Crozier, Thérèse Gouin Décarie, Neville Doxey, Michael Lewis, Edward Meade, Ronald Melzack, Gert Morgenstern, Marvin Simner, and Peter H. Wolff. To all these people, I say a hardy THANK YOU.

I would like to thank the following people who have helped put together the book series. Orden Braham of e-promotions completed the computer graphics following the hand written figures that I gave him, and he turned them into

the professional quality so clearly evident. Beth Crane of WeMakeBooks.ca worked diligently setting up the pages in their attractive format and provided timely advice, as well. Moreover, she greatly improved on the organization of the contents of the figures. Kim Monteforte set up the pages for the sayings book. Also Cindy Cake expertly put together the child alphabet book, which has been placed on the website for the book series (rejoiningjoy.com). Finally, Heidi Lawrance contributed to the last phases of preparing the book series for the website. The website itself is an excellent one, thanks to her work and that of Nathan Lawrance and Donna Lam, who worked so creatively on it.

Carina Young Rock had worked arduously on the first draft of some of the graphics, and Arthur Demerjian has helped her in this regard. More important, Carina Young Rock has provided photographs for the book series, the excellent quality of which is noticeable. These are, first, from the holy land and its nature preserves. Also, she took pictures in New York State. Brian Rock has added wonderful pictures of Switzerland. Joy Young provided the pictures of Toronto. Not to be left out, I added pictures from my visits to the San Francisco area and the Phoenix area (where conferences took place). Carina Young Rock and Joy Young have contributed some artwork to the series (Carina: the introductory art to Volume IV; Joy:

Figures 29.11 and the loon in Northern Bird in Volume V). They collaborated in writing the essay entitled, "Harmony."

Polly's parents have given kind permission for me to reproduce her epitaph (text for Figure 29.11) and the Foreword to the sayings book.

Editors and proofreaders must have patience, and, and I give Joy Young, Carina Young, Victoria Young, Catherine Leek, and Shayna Buhler many thanks. Jessica Chan and Darcy Winkler provided pertinent advice. Don Bastian provided incisive feedback from an editor's perspective that led to improvements in the final draft. Finally, a colleague, Andrew Kane, provided feedback on the essay, "On Psychology," demonstrating his effective writing skills.

Joy Young and Candice Rubinstein undertook the noble effort of struggling through my handwriting to type the manuscript. They had help from Regina Altarkovsky, Jessie Amaral, Melissa Canastraro, Kaitlyn Chambers, Jessica Chan, Joyce Chan, Aline Demerjian, Bonnie Donaldson, Hilary Downes, Paula Druzga, Ilana Gorodezky, Michelle Greisman, Urszula Jasiowka, Natalie Kardasopoulos, Ko Khaira, Vanessa Kissoon-Singh, Simone McMillan, Kathy Raufi, and Darcy Winkler.

I wish to thank Plenum Publishing Company (now called Springer Science & Business Media) for their kind permission to use full or adapted versions of material from my 1997 book, entitled *Adult Development, Therapy, and Culture: A Postmodern Synthesis*. The material forms the basis of the following figures in this series: E2-2, E2-3, E2-4, 7.5, 18.4, 26.5, 28.10, and 29.9. The poem entitled "A Healing Poem" is repro-

duced from that book, as is the essay "Reflections for Adults in Transition or Crisis." The art piece introducing Volume IV is taken from the cover of the Plenum book. Springer gave kind permission to take excerpts from chapters in my 2006 and 2007 books for the appendix in the book of essays. The first appendix is constituted by an excerpted, condensed version of a chapter by Young and Yehuda (2006). The second appendix is mostly constituted by excerpts from a chapter by Young, Kane, and Nicholson (2007), and by excerpts from an undergraduate BA research thesis by Janice Dias, written under my supervision, and published with permission by the authors. Parts of the essay entitled "Rehabilitation Psychology" are based on an article that I published in 2008 in the Springer journal that I edit, *Psychological Injury and Law*. Springer also gave permission to use material from my book in press for a section of the introductory essay on psychology and for two figures.

Many thanks to Mark Biernacki, LLB, of the law firm Smart and Biggar, for securing copyright and intellectual property rights for the book series and the website.

If you would like to order material related to *Rejoining Joy*, such as the artwork or the photographs, kindly visit www.regainjoy.com.

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February, 2011

SUGGESTED PROFESSIONAL READINGS

There are many books available for the interested reader. Robert Sapolsky (2004) has written an excellent trade book on the topic of stress. Boenisch and Haney (2004) present a fine book with ways of dealing with stress. In terms of dealing with the psychological trauma after an accident, the reader should consult Hickling and Blanchard (2006). A more academic description of stress can be found in Lehrer, Woolfolk, and Sime (2007). Pain management techniques are described very well in Turk and Winter (2006) and in Thorn (2004). The psychology textbooks that I use to teach my courses at the university have provided me with an excellent fund of knowledge (Arnett; DeHart and colleagues; Wicks-Nelson and Israel). For my own work, the reader is referred to Young (1997), Young (2007), and Young and colleagues (2006, 2007). For those interested in original academic journal articles on stress and distressing, you may consult: *Anxiety, Stress, and Coping; International Journal of Stress Management; Journal of Psychological Trauma; Journal of Traumatic Stress; Work and Stress, Traumatology, Journal of Child & Adolescent Trauma, and Psychological Traumas: Theory, Research, Practice, and Policy.*

Arnett, J. J. (2007). *Adolescence and Emerging Adulthood: A Cultural Approach* (3rd ed.). Upper Saddle River, NJ: Pearson.

Boenisch, E., & Haney, C. M. (2004). *The Stress Owner's Manual: Meaning, Balance, & Health in Your Life* (2nd Ed.). Atascadero, CA: Impact.

DeHart, G. B., Sroufe, L. A., & Cooper, R. G. (2004). *Child Development: Its Nature and Course* (6th ed.). Boston: McGraw Hill.

Lehrer, P. M., Woolfolk, R. L., & Sime, W. E. (2007). *Principles and Practice of Stress Management* (3rd ed.). New York: Guilford Press.

Hickling, E. J., & Blanchard, E. B. (2006). *Overcoming the Trauma of Your Motor Vehicle Accident: A Cognitive-Behavioral Treatment Program Workbook*. New York: Oxford University Press.

Sapolsky, R. M. (2004). *Why Zebras Don't Get Ulcers: Guide to Stress, Stress-Related Disease, and Coping* (3rd ed.). New York: Freeman.

Thorn, B. E. (2004). *Cognitive Therapy for Chronic Pain: A Step-by-Step Guide*. New York: Guilford.

Turk, D. C., & Winter, F. (2006). *The Pain Survival Guide: How to Reclaim Your Life*. Washington, DC: American Psychological Association.

Wicks-Nelson, R., & Israel, A. C. (2009). *Behavior Disorders of Childhood*. (7th ed.). Upper Saddle River, NJ: Pearson.

SUGGESTED SELF-HELP READINGS

In a certain sense, there is no competition for this book series because it is unique in the ways described. In another sense, the other self-help books that are presented below do very well and promise to continue to do well. Given that the present book series is unique compared to them, it is complementary to the others, and reader will find it an excellent addition to their self-help book library. Or, for young people, it could be a great way to start in self-help, learn psychology, or otherwise be inspired, learn, and grow. In the following, we review some recent books on the topic that are somewhat related to the present book series. By comparing them to the present book series, we illustrate not that the present book series is better, but that the field is ripe for another self-help book in psychology having the series positive characteristics, as described in the above.

A. The first group of competitors in the field that I examine consists of workbooks.

1. The first one is by Martha Davis, Elizabeth R. Eshelman, and Matthew Mckay called, *The relaxation & stress reduction workbook*. It follows the traditional model of workbooks, with a lot of text and exercises given throughout the chapters. The workbook in the present book series differs from it by having most of the exercises being one page in length, so that there are hundreds of them in the book. Each of mine has a brief introductory text that can stand alone, is interesting to read, and relates to a major theme in the other book in the series. Then, each introductory text is followed by two questions. Both questions are aimed at having the reader learn how to handle the issue presented in the exercise and feel confident in doing so.
2. The book by Glenn R. Schiraldi, *The post traumatic stress disorder sourcebook*, follows the same model. It covers many common therapeutic techniques to help clients deal with their traumas. It also covers the effects of trauma on many aspects of daily life. The present book series covers the material in Schiraldi, but in a more concise way, allowing coverage of many other topics.
3. The next book is *Mind over mood*, by Dennis Greenberger and Christine A. Padesky. It is a workbook that deals with cognitive-behavioral therapy, for example, for depression. Many of the workbook exercises deal with standard cognitive-behavioral techniques. In comparison, in my book series, although it is based on a cognitive-behavioral approach, it is not strictly on that approach. It is more expansive in how it deals with problems, yet nevertheless it is grounded in the cognitive-behavioral approach.

4. The next book is by Margaret A. Caudill and it is called, *Managing pain before it manages you*. The title shows a similarity with the present approach because a lot of what is done in the present book series is aimed at helping people manage their problems. The Caudill workbook is written in the standard workbook format, with a lot of text and exercises. It includes chapters on communication and problem solving. The comments for this book are similar to those of the others—it is well done but it deals with a limited range of difficulties that people confront after trauma and in their daily lives.
5. The same can be said for the workbook by Martin M. Anthony and Richard P. Swinson, called, *The shyness and social anxiety workbook*. Comparative analysis reveals that most likely at the scientific level, this workbook is the best one. It emphasizes that we are the experts and it intends that we generalize from what we learn so that we can deal with future difficult social situations. Once more, it is noted that the present book series covers a broader range of material, and is complementary to this one.
6. *Mindstorms* is a book written by John W. Cassidy, and it is a guide for families living with traumatic brain injury. It gives suggestions to families and patients, but it is not a workbook, *per se*. The present book series does not focus on traumatic brain injury, but it can

help patients and families dealing with the stress, emotional upset, and effects on daily living that accompany traumatic brain injury.

To conclude, all these workbooks that I have reviewed are complementary to my own, but, given its advantages, mine will gain a fair share of the market and prosper in sales.

B. The second set of competitor books that are examined are not workbooks, but are more general ones, mostly with text, rather than exercises.

1. The first one is by Barbara L. Fredrickson, called, *Positivity*. Positive psychology is a recent, fast-developing field, and Dr. Fredrickson builds on her concept of “broaden and build” to construct a helpful book. In her book, she ends up with suggestions for increasing positivity and flourishing, and offers a helpful toolkit of ideas. She does not have workbook exercises and does not use visuals. Given this contrast, the present book series is different and unique. At the same time, although it is not called a book directly on positive psychology, it is steeped in this approach.
2. The second book is by Stephanie McClellan and Beth Hamilton, who have written a book called, *So stressed*. It explains very well from a scientific basis the negative effects of stress on our body and on our psychology. It develops a stress detox program and indi-

cates how we can build resilience and regain peace of mind. There are a lot of similarities in the present approach in dealing with these matters, although the present book series is medical than them and deal with many more issues than just handling stress. There are also the other differences described in the above that make the present book series special.

3. James Hollis wrote a book on, *What matters most*. In a certain sense, my own book deals with similar issues. He considers love and living fully, wisdom and spirituality, adopting new ways of living, finding meaning, and creating our own paths and journeys. The present book series deals with these topics, as well, as it is not simply just about handling stress and emotions on a momentary level. It is also about living a full life, and it reflects my basic philosophy that life is about responsibility or taking on responsibilities that make sense to us and about continually re-dedicating ourselves to these responsibilities. Our responsibilities might include raising children with love, living with our partners in love, and studying and working with dedication and application.
4. Another book about daily living and change has been written by David Posen, called, *Always change a losing game*. It deals with making the right choices, avoiding traps, strengthening beliefs, and so on. As with these other books reviewed in this section, it consists mostly

text. Not only does the present book series deal with the themes in this book, it also deals with them in the unique ways indicated.

5. Ronald D. Siegel has written a book on the very influential approach of mindfulness, called, *The mindfulness solution*. Mindfulness is a kind of meditation that is simple to use and apply. As explained by Siegel, mindfulness can help deal with anxiety, depression, pain, and stress. Also, the book discusses areas of daily living, such as romance and parenting. Mindfulness can help us break bad habits, change, and grow.

The reader will notice that the present book series deals with all of these, although it does not refer to techniques as mindfulness, *per se*. Rather than teach one technique, the book series offers an array of choices to the reader and they can combine them in ways that are effective for them, while adding to them other coping resources. The approach of the author to psychotherapy and counseling is not about technique. Nor is it about theory. Rather, the present book series is about learning about oneself and growing, on the one hand, and about genuinely meeting the person in context at the individual level, on the other hand.

6. Finally, there are self-help books with catchy titles and contents, such as written by Leil Lowndes, on *How to instantly connect with anyone*. The reader will appreciate that the book series includes

hundreds of sayings in the margins of the text pages, and has gathered them into a book fully dedicated to presenting them. In addition, the present book series has put in bold font hundreds of sentences in the text that are catchy and that are worthy of emphasis. However, the approach of the author in writing these sayings and sentences has been to be educational and instructional,

and not only wise, humorous, inspiring, and realistic. Dr. Young wants the reader to remember and act on the sayings. However, more important, he would especially like the reader to remember specific behavioral and cognitive techniques and other strategies that have proven through psychological and scientific bases to lead to constructive change in the ways of living.

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CONCLUSION

Readers should note that the book series may not apply fully to them. Some parts might strike home, while others may be too advanced or may not address personal situations. On the other hand, readers may find that some parts have raised points that they have avoided. A good response would be to say to oneself, "I didn't realize that this book series could help me with this situation. I will keep going in my reading to help me with it."

Throughout the book series, I use some humour, irony, and other means of inducing smiles or laughter. When clients first enter my office, the use of humour is not appropriate. However, humour can help as sessions proceed, as long as it is used sensitively for helping clients move forward.

Note that in this series, I have protected the confidentiality of my clients. In this regard, at the few points when I do refer to particular clients or case studies, their background characteristics, situations, and issues have been altered in order to protect their anonymity.

In summary, I have written a self-help book series with unique features. There are eight books in the series, and the total pages across the books that are available to the reader number almost 2,000 pages. The book series should be appealing to the general reader, as well as mental health professionals and their patients. It will have a long shelf life, so readers should keep it on their reading list for years to come, and consult the full series, available at

www.rejoiningjoy.com. We look forward to your feedback.

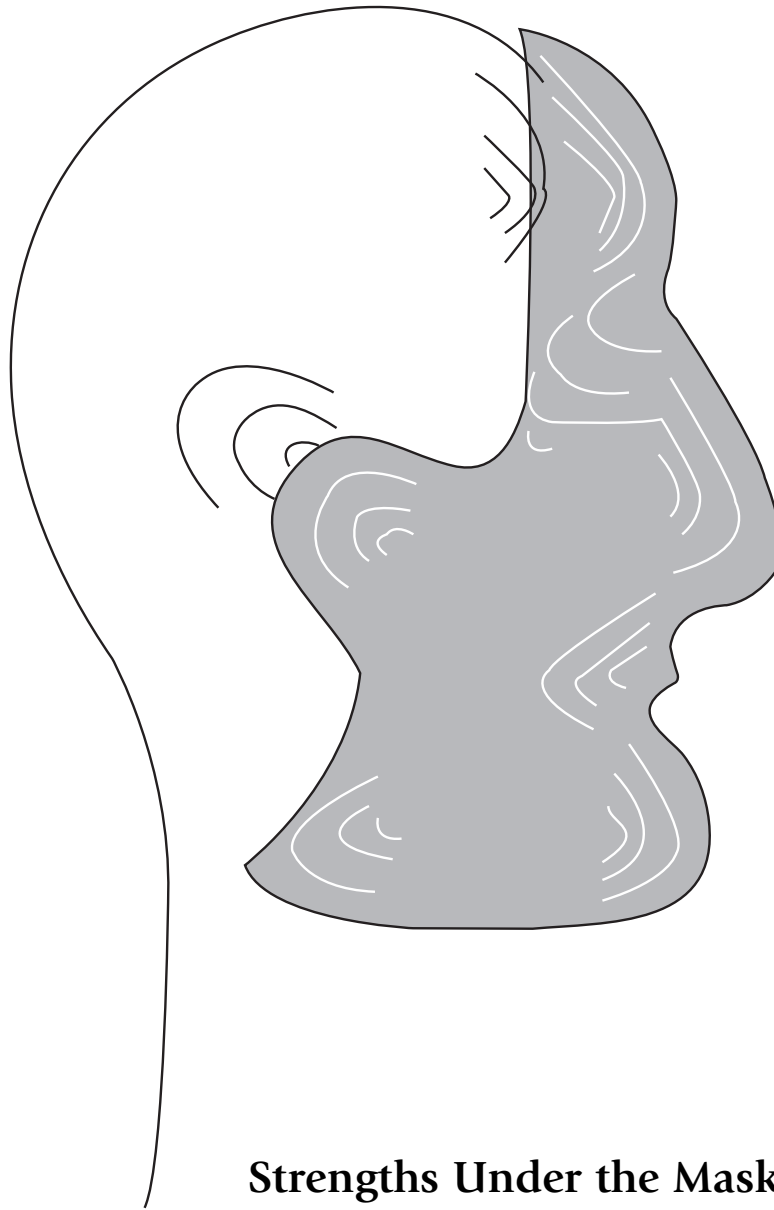
From Science to Practice and from Practice to Science

[Summary of an article published in the *Trauma Division Newsletter* of the American Psychological Association, 2009]

Evidence-based practice concerns application of sound scientific empirical investigation of psychological interventions to the treatment of patients. Moreover, it includes the capacity to engage in critical thinking, using scientific principles, in analyzing the quality of the research and in applying it to the patient being treated. Evidence-based practice adjusts to the wide individual variations in the population and the limits of the research.

Ideally, psychotherapy is a dynamic encounter of the therapist and patient, as they strive together to establish pathways to empowerment and improvement in the patient. Psychologists are trained in according to schools of thought, but often prefer eclectic and individualized approaches. We treat people for their symptoms rather than treating them for how they fit into schools of thought and learned techniques.

For a scientifically informed approach to psychotherapy published in the journal, see: Young, G. (2008). Psychotherapy for psychological injury: A biopsychosocial and forensic perspective. *Psychological Injury and Law*, 1 (4), 287-310. (www.asapil.org)



Strengths Under the Mask

Each of us has a unique set of core strengths that make us special. Each of us has weaknesses that can be improved by self-exploration, social support, and good advice. What others see in us is not a measure of what we know to be true of ourselves. At the same time, we may be confused about who we are, what are our strengths and virtues, and where we want to go and grow. **When times are difficult, we need to know that we have positive psychological anchors that can help us stabilize, preparing constructive change.** These can be found by being vigilant to our depths. By seeking inside, we will find constructive paths to the outside. By taking constructive paths on the outside, our inside anchors will grow.

VOLUME VII — INTRODUCTION FOR WORKBOOK

This book is comprised of exercises for the reader to complete. For each of 30 chapters, I have constructed six exercises. Each exercise asks the reader to list up to five items that respond to the exercise. To complete any one exercise, the reader might find that listing one to a few items of the five that are possible to list is sufficient. Some of the exercises request lists of positive core attributes, others request the listing of stresses or negative psychological characteristics that we might have, and yet others ask for ways of resolving or dealing with them. Many of the exercises ask readers to relate or remind themselves of specific techniques, procedures, or ideas learned in the particular chapter that corresponds to the exercises.

One way of learning and applying the meanings and messages of the book series is by reading attentively its contents and using them in responding to the exercises. Another way is to reflect on the particular wording of the exercises as one prepares to fill in the brief lists related to them. In general, in one way or another, each of the exercises emphasizes our core positive psychological characteristics, attributes, or strengths and how we can build them. By thinking about and putting in writing lists of our core positive psychological characteristics, attributes, or strengths and how we can improve them, it is more likely that we will begin the process of accomplishing this objective. The goal of the exercises in the workbook is to help the reader

put into practice and function toward achieving the book series's suggested positive paths and goals. **When life becomes knowing, life becomes growing.**

Each exercise in the workbook includes ample space to list the up to five items requested in each exercise. However, the reader should consider leaving blank the spaces provided for responses to the exercises. By keeping a notebook of responses to the exercises in the workbook and avoiding to write directly in the spaces provided, the reader will always have a clean copy of the exercises for future consideration. In this manner, the reader will be able to chart any changes in time in the responses given to the exercises. Indeed, by using a notebook, one will be able to fill in the responses to the exercises every few years so that a chart of one's self-help progress can be made.

Readers may find the exercise workbook most informative and inspiring, and want to share the book with friends and family. Therefore, by creating a separate notebook for oneself, the workbook remains available for others to use. It may be interesting for two people to share their responses, such as two partners in a couple, or two good friends. Those who share their notebook responses with other people may find the responses filled in both informative and valuable.

Both the book series and the workbook exercises from which they are derived have been formulated in simple language, and introductory material is provided for each exercise in the work-

book. Therefore, after reading and absorbing the introductions to the exercises, or after consulting the full book series on *Rejoining Joy*, the reader may not even want to fill in by writing the responses to the exercises. Contemplation of the exercises may be sufficient to accomplish their goals of facilitating psychological self-help in readers.

Note that some of the workbook exercises seem to overlap in the items requested. However, sometimes the exercises are similar because one set of items in an exercise ask the reader to deal with a particular area in their psychology in a more general way and another set may require more specific responses. Or, one exercise may deal with one aspect of an area and another may deal with another. Or, sometimes my strategy in writing similar exercises was to have the reader contemplate the same or similar issues in different ways. Finally, some overlap helps reinforce the themes behind the exercises.


These workbook exercises constitute the seventh book in the psychological self-help book series on *Rejoining Joy*. The exercises are meant to both summarize the major themes in the book series and have readers integrate into their psychology these major themes through the responses that they offer in response to the exercises.

Each reader will answer these workbook exercises in her or his unique way. There is no correct answer for any one exercise. Each reader will respond differently and each answer will be valued for what it is, that is, as a statement of where one stands in the present

and how one expects to change for the positive psychologically in the future.

In terms of my approach to writing the workbook as the final book in the self-help book series, I hoped that it would lead to a dialogue with the reader. Through its dialogue, the workbook is meant to inspire in readers growth pathways and constructive psychological change.

Before proceeding to the exercises that were written for each of the 30 chapters in Books II–IV of the self-help book series on *Rejoining Joy*, the reader should fill in the following introductory exercises. They have been written to illustrate the major themes of the book series, providing an introduction to the exercises that follow.



Validations

**Giving validation to
what we are improving
validates what we are.**

Workbook

This workbook presents exercises that correspond to the chapters in the book series.

Workbook

Exercises

Introductory Exercises

Defining the Core

Each one of us has inner core psychological positives, strengths, skills, qualities, and characteristics that help define the best of who we are. No matter how bad seems the situation around us or no matter how bad we feel about ourselves, nothing is ever so negative that the power of our positive inner psychological core cannot grow and be used to advantage. Moreover, no matter what happens on the outside or how we feel on the inside, our inner positive psychological core remains at the center of our being. It remains potentially in control of anything negative that is around us or is part of us.

In this exercise, you will become more aware of your inner psychological strengths, skills, qualities, and characteristics that define your positive core.

List up to five major psychological strengths, skills, qualities, and characteristics that you see about yourself. List items about your inner psychological core, such as: being dependable, being a good friend.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five other psychological strengths, skills, qualities, and characteristics that you have but that are hidden or not necessarily seen by others. These could be inner core psychological strengths, skills, qualities, and characteristics (a) that were once present but no longer are evident, (b) that are still present but only minimally, (c) that are emerging but are not quite evident, or (d) that can develop from the start.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Helping the Core

We are not alone. We are not separate islands. We are social from birth. We deal with people from an early age, displaying interactive social skills. We learn how to talk to each other, wait our turn, enjoy activities with people, listen to instruction, and so on. We know how to work with society structures, such as schools, hospitals, and business and other institutions. We deal with professionals who help us.

In this exercise, you will appreciate better that you have resources around you that complement your inner psychological strengths, skills, qualities, and characteristics.

List up to five major social or helping resources that you use when you need to deal with a difficult situation, stress, or problem. These could concern people around you, such as family and friends, or these could concern institutional supports, such as teachers or professionals.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List other ways that you use to help yourself deal with a difficult situation, stress, or problem. This can include relying on learned ways, reading, taking a break, and so on.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

The Core

We actively engage in self-improvement at least some moments in our lives. At other times, we may be engaging in it without realizing it. Self-improvement may take place in the short term and in the long term. In the short term, we take simpler steps meant to improve ourselves. In the long term, we establish more complex resolutions meant to improve ourselves.

In this exercise, you will understand better how you are improving yourself. We all try to improve ourselves or hope to do it.

List five major ways that you are trying to improve yourself in the short term. This could include things such as doing more physical exercise, taking courses, learning a new skill, or socializing more.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List other ways that you hope to improve yourself in the long term. This could refer to dealing with a complex family or work matter, studying for a degree or diploma, etc.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Growing the Core

Our positive inner psychological core is ever present and waiting both to grow and to be used. It is like an ever-present cinder, a potentially endless flame waiting for the right spark. Also, part of our developmental growth program that makes us human is that our inner positive psychological core should mature as we pass through the life stages.

In this exercise, you will acknowledge that you are growing your inner positive psychological core, and that we have a developmental program that leads all of us to grow.

List up to five major ways that you are more psychologically mature than you were five years ago, even if it just giving yourself a goal that still needs work.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five major ways that you would like to be more psychologically mature five years from now. These can concern easier short-term goals or harder to achieve, long-term goals.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Shaping up the Core

Our inner positive psychological core always remains in charge, no matter what is the negative situation in which we find ourselves or the negative part of us that is expressing itself. Our inner positive psychological core may be overwhelmed temporarily, but it can recover. For example, a bad habit is merely a good starting point for constructive, positive psychological change.

In this exercise, you will realize that you can assert control over your behavior by way of your inner positive psychological core, putting bad habits under its influence. A bad habit refers to an action, thought, or feeling that negatively affects you or other people. A good habit refers to an action, thought, or feeling that positively affects you or other people. A good habit either can replace a bad habit, or be derived from it through transformation.

List up to five major ways that you have controlled a bad habit even if it was just a little bit and only for a short while.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five major ways that you can use to control even better a bad habit.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Your Good Habits

Part of the way that we improve ourselves is by developing new and better habits or good habits. For example, we may start exercising physically, reading more, or eating healthier foods. Or, we may vow to speak more calmly to our families, our friends, or our co-workers.

In this exercise, you will outline the best of your good habits and indicate how you can make them move integrated in your inner positive psychological core.

List up to five major good habits that you have expressed even if just a bit and only for a while.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five good habits that you would like to develop, moving them into your inner positive psychological core.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Exercises
for
Chapter 1

Know Stress

Everybody has stress or strain that is considered taxing or overwhelming. Stress is a matter of perception. Therefore, it is experienced differently by different people. The same stressor may affect people in different ways, with some people having more of a stress reaction. Moreover, people may have the same degree of stress reaction, even if each one has a different stressor impacting them.

In this exercise, you will learn to recognize what is stressful for you and how you react to stress. What are the stressors in your life and what are the ways that you express the stress reactions that they create?

List up to five major psychological stressors that are impacting your life at the present moment or that are still bothersome in the present but derive from the past.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five signs or bodily reactions that you experience when you start feeling the effects of stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Know Destressing

All of us have various coping skills and destressing techniques. Some of us are better at using coping skills and destressing techniques, and some of the coping mechanisms and destressing techniques that we use are better than others. We try to implement good solutions for our stresses, difficulties, and problems, but others are less successful.

In this exercise, you will evaluate what coping skills and destressing techniques work well for you and which others need improvement.

List up to five major ways that you have tried to deal with your stresses, difficulties, and problems that have worked best for you to some extent.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five major ways that you have tried to deal with your stresses, difficulties, and problems that have not worked as well as you had wanted.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Know Psychology and Self-Help

Psychology is the study of behavior and, in terms of your personal psychology, you are both the best student and instructor. We all seek to improve ourselves psychologically for the better, for example, related to our inner positive psychological core and how we deal with others. In this regard, an important goal for all of us relates to dealing with stresses, difficulties, or problems that we have had in the past and avoiding similar problems in the future.

In this exercise, you will realize how psychology might be able to help your quest to reduce your stress and increase your joy. Let's get "A" in your life course.

List up to five hopes that you have in learning more about psychology, for example, related to yourself and how you deal with others.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five hopes that you have in learning more from a self-help book on psychology, for example, related to dealing with difficulties that you had in the past and avoiding similar problems in the future.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Being Well

Let's consider that the title of the book series, *Rejoining Joy and Destressing*, represents a good formula for acquiring and keeping a balanced sense of well-being. To feel well, we have to both know how to get happy and how to remove the unhappy (without hurting others, of course). To rejoin joy, we should think of the simplest activities, and build from there. Similarly, to learn how to destress better, we should start using the simplest ways, and build from there.

In this exercise, you will learn the simplest ways both to rejoin joy and to destress.

List up to five ways that you can use to rejoin joy, and that you think would be easy to increase, such as listening to music and talking to friends.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can destress that would be easy to increase. Try to think of different ways than those given in the first part of the exercise

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Know How to Improve the Day and Night

Psychology is often about common sense, learning the simplest of things and applying them consistently. If we work at the simple level of improving just even to a small degree our days, and our nights, as well, we can begin to better rejoin joy and to distress. We should ask ourselves what are some simple things that would help the day go smoother, and what are some simple things that would help sleep go smoother.

In this exercise, you will learn that doing simple positive things might help avoid complex negative things.

List up to five simple things that you can add to your day to make it go smoother.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five simple things that you can do to help yourself sleep better.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Knowing Goals and Values

Psychology can help us not only improve the day and night in the present by doing some simple things, it can also help us improve our future. By doing the small things that can help us in the day and in the night, already we are acting to improve our future. However, to really try to improve our future, we need to look at the big picture of our lives. We can try to improve our future both in terms of improving our inner positive psychological core and improving the big picture of our situation (whether it be socially, with family, educationally, vocationally, or in the larger society).

In this exercise, you will consider how we can create a better view of the inner self and our place in the world.

List up to five major ways of improving the big picture of your positive psychological inner core.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five major ways of improving the big picture of your place in the world.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Exercises
for
Chapter 2

Controlling Ongoing Stress

Stress can be controlled. We may not be able to eliminate the stressor, but either we can try to manage the stressful situation, and even remove it, or we can try to control our negative reactions to it.

In this exercise, you will describe how you should deal with an ongoing stressful situation that cannot be entirely managed or removed.

List up to five major ways that you can learn to live with an ongoing stressor.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can reduce the negative effects that an ongoing stressor has on you.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Growing from Ongoing Stress

Stress can be a growth experience. It can transform us for the better. It does not have to be negative.

In this exercise, you will realize that stress may be a challenge rather than a chore.

List up to five ways that stress can help us grow or otherwise be positive psychologically.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can try to transform a stress that has been negative into a growing experience or something positive psychologically.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Being Positive

A good way of dealing with stress is by scheduling positive activities. This applies to both preventing stress by keeping on a positive keel before it starts and getting back on a positive keel after it affects us.

In this exercise, you will learn that you can schedule positive events as a matter of course in your daily life, and use them to good effect after you experience a stress.

List up to five positive things that you can schedule into your daily life. They could be simple, quiet things, as well as more exciting or more social things.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five positive things that you can do after something negative takes place so that the negative effects do not last long.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Stress is a Waste of Time

Too often, we spend too much time thinking of stress. We ruminate, procrastinate, and don't leave the gate.

In this exercise, you will learn that thinking of stress should be short term so that we can then move on to deal with it for the long term.

List up to five ways that you can use to control thinking too much about stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways why moving toward solutions in dealing with stress is better than only thinking about it and procrastinating.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Butterflies Grow Through Stages

We are all growth machines. Think of how a larva is so different from the adult form of a butterfly. The same applies to humans, even if our growth is not as clear cut and it does not happen as quickly.

In this exercise, you will learn to appreciate ways that you have grown and will continue to grow.

List up to five ways that you are a better person in the present compared to an earlier phase of your life.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you hope to be a better person in the future compared to the present phase of your life.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Stress is a Solution

Stress is unavoidable. It is part of our daily lives in many ways. Often, we think that we are stress machines instead of realizing that we are dealing well with stress at least in small ways, and sometimes in very effective ways.

In this exercise, you will realize that you are dealing effectively with many daily stresses at least to some extent.

List up to five minor stressors ongoing in your life that you deal with effectively for the most part. This list could include the simplest things such as getting to school or work on time, or paying attention to a co-worker, family member, or teacher.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five stressors in your life that are somewhat demanding but that you deal with adequately to some degree for the most part. Examples include completing a good-size project that is not time-consuming or doing well with some favorite but demanding hobby or recreational activity.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Exercises
for
Chapter 3

Imagining in Destressing

Sometimes, the only effective way of dealing with an ongoing stress is to give it less importance, or to reduce the amount of time that we give it importance. By using our imagination, we can accomplish good stress control. We can do this in any of our senses, but the easiest ones include the visual and the auditory.

In this exercise, you will learn that the imagination can be used positively to control stress. For example, to deal with stress, we can visualize in our imagination things like pleasant beach scenes or we can imagine listening to music.

List up to five scenes of nature that you could use in visualizations aimed at dealing with stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five favorite songs that you can listen to, think of, hum, play, sing, dance to, or otherwise use to deal with stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Relaxation in Muscle Destressing

Increased muscle tension is one sign that we are under stress. When we feel overwhelmed by stress, often, we feel it in a bodily reaction. We view headaches as a classic stress reaction, but often they take place because of muscle tension due to stress, for example, on the scalp. When muscles tense up due to stress, we can do simple things to relax them.

In this exercise, you will identify basic ways of bringing calm to muscle tension.

List up to five ways that you can use to relax tense muscles that accompany stress. There are basic muscle relaxation exercises, but each person uses their individual ways, as well.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that muscle relaxation can help you in dealing with your stresses.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Breathing in Destressing

Breathing in a relaxed way helps reduce stress reactions. The first thing that I teach to my clients is the value of breathing exercises. They are simple, but effective techniques in dealing with stress. For example, one might try concentrating on breathing in regularly and breathing out regularly, and adopting a smooth transition from breathing in to breathing out.

In this exercise, you will consider ways that breathing correctly can help deal with stress.

List up to five ways that you could use to create a relaxed breathing rhythm when you are placed under stress. Remember, there is no one correct way to do breathing exercises.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that breathing exercises can help you in dealing with your stresses.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

The Mind in Destressing

Stress can cause us to think the worst and be pessimistic. However, when we are under stress, we can cause stress to take a back seat by putting forward positive thoughts to control our negative ones. For example, when we are under stress, we might say to ourselves simple things such as, "I can handle at least part of the stress, if not more." "I had my negative reaction; now it is time for positive action."

In this exercise, you will learn that by using positive thoughts, you can deal better with stress.

List up to five positive thoughts that you can say to yourself when you are experiencing stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five negative thoughts that you have come to mind when you are experiencing stress and that you could act to control or replace.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Reducing the Stress of Fear

When we are anxious about a particular stressor, situation, or stimulus, such as a snake or spider, we can learn to control it. The technique that we use is a progressive one, as we create a sequence of increasingly fearful stressors, situations, or stimuli to imagine, which is called a fear hierarchy, and then we work through the levels from the least to the most fearful. We use relaxing techniques at each step of the fear hierarchy that we create, trying to neutralize the stress reaction that it might evoke in us (for example, we start with relaxed breathing while looking a picture of a spider, and then gradually move up to dealing with real but small harmless spiders from afar, and so forth).

In this exercise, you will be asked to list some of your fearful stressors, situations, or stimuli. It will be easier to deal with your fears because you are beginning to learn what is needed.

List up to five stressors, situations, or stimuli for which you can use the technique just described, indicating ones that are only slightly bothersome to you (a minor fearful stressor, situation, or stimulus).

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Create a fear hierarchy for one of the stressors, situations, or stimuli that you listed in part one of the exercise. The hierarchy should consist of up to five steps.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Reducing the Fear of Pain

One stressor, situation, or stimulus that is very hard to deal with is experiencing pain. However, pain does not have to last at an intense level, and it can be controlled by psychological exercises. Pain is not just about tissue damage and injury. It is also about using the mind to help in its control and reducing the stress that it brings, by use of psychological techniques.

In this exercise, you will begin to get a sense that you can control pain at least to some extent some of the time. For example, a good way of getting some control of pain experience is by not thinking the worst.

List up to five ways that you used when you had pain in the past in order to control it to some extent some of the time.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five statements that you can say to yourself the next time that you have a pain experience so that you do not think the worst, but think instead that you can get some control over it at least some of the time.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Exercises
for
Chapter 4

In the Middle of Stress

The classic way of describing stress is in terms of fight or flight (that is, facing it or fleeing from it). However, there are other ways that we might react to stress, such as withdrawing. In addition, we may gather together to deal with stress and to help out each other. Or, we may not be able to leave or solve it and, therefore, all that we might be able to do is give ourselves a good pep talk. This may include talking it out, giving oneself a good talking to, and so forth.

In this exercise, you will analyze different ways that you can use to improve how you react to being in the middle of stress.

List up to five ways that you can use to alter the old ways how you reacted when you have been caught in the middle of stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five new ways that you could use when you are caught in the middle of stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Stress is an Individual Experience

Stress is not one monolithic large block that always appears insurmountable. Rather, it arrives in different ways and in different intensities. It varies in situations, in how people react in their bodies, and how they perceive it in their minds. This makes each stress experience individual.

In this exercise, you will come to better understand that there are individual differences in stress.

List up to five ways that you react individually to stress in your body and mind.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can improve your individual reaction to stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Coping with Stress is Individual

Each person has her or his unique ways of dealing with or coping with stress. What works for one person might not work for the next in trying to deal with or cope with stress. There are hundreds of things that we can do to try to handle stress, but keeping positive in attitude, planning solutions, and proceeding to problem solving are very helpful. However, there are also things such as distraction that we can use when the stress cannot be stopped.

In this exercise, you will indicate the individual ways that you try to deal with or cope with a stress.

List up to five major ways that that you can use to stop stress by effective problem solving.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five major ways that you use to cope with stress that is ongoing and cannot stop.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Perceiving Stress

The perception of stress can change for the better. Stress does not have only an objective status. In fact, its subjective component is the most important for us. No matter what is its objective reality, stress does not have to be perceived subjectively as overtaxing or overwhelming. Also, our ability to cope with stress can improve, so that a stress might be considered difficult for us at one point in time but not at a later point in time, even with everything else being equal.

In this exercise, you will learn how stress can be something that you perceive differently at the subjective level even if it does not change objectively.

List up to five ways that you can use to perceive stress differently at the subjective level, even though it might not change objectively.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that learning how to perceive stress differently at the subjective level, even though it might not change objectively, can help you begin to use new ways not used before to help cope with stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Stress Types

There are many different types of stress, from daily hassles to crucial life ones, and from minor to major. One's perception is a factor in this regard; for example, do we focus on little daily hassles or the major life stresses? Perhaps the daily hassles are not so little, and together they form a lot of stress. Perhaps we are so consumed by the daily hassles that we do not have time to think about life's major stresses, or there is no space to even think about them. In contrast, daily hassles might be easy for us to handle but we feel totally overwhelmed by the major life stresses. For example, we could be in the middle of our last year of studies, or we could be facing losing our job because of an economic downturn.

In this exercise, you will learn that you can handle stress that is at the level of either daily hassles or major life stress.

List up to five different ways that you can use to handle well daily hassles.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five different ways that you can use to start to handle well major life stresses.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

The Zone

Being in the zone. Having flow. Flying high. Riding the waves. We all achieve these heights. Given their importance, it is best that we analyze and understand how do we get there easier and stay there longer.

In this exercise, you will figure out when it is easier to get in these states related to being in the zone, where everything seems easier.

List up to five ways that you have used to get into the zone.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five things that are easier when you are in the zone.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Exercises
for
Chapter 5

Give Stress Options

The best way of dealing with stress is to have no best way. We need to be flexible and quick on our feet. We need to develop options in each stressful situation and choose the best one for follow through.

In this exercise, you will learn to recognize that we have alternatives when faced with stress.

List up to five ways that you can use to help find choices in dealing with stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that knowing that there are choices available to you in dealing with stress can be helpful.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Old vs. New Ways

When we create new flexible ways that are better for us in behaving, dealing with stress, and being with people, we gain advantages compared to what old inflexible ways had offered.

In this exercise, you will understand that by aiming to continually adapt and adjust, we become more capable in dealing with stress.

List up to five new ways that you have developed to handle stress better.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five old ways that you use less often or no longer use, thereby helping to handle stress better.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Optimism Helps in Dealing with Stress

By having a hopeful, motivated attitude when dealing with stress, it is both easier to handle it well and easier to keep away interfering, pessimistic attitudes.

In this exercise, it is hoped that you will learn that you learn the value of optimism in dealing with stress, and I am confident that you will.

List up to five ways that optimism helps in dealing with stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can help yourself become more optimistic the next time that you have to deal with stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Choices in Stress

Choosing is a very hard thing to do well. For example, sometimes, automatically we go for the simplest or short-term solutions. However, we need to learn to evaluate all the choices available and to choose the ones with the best advantages compared to the disadvantages. This exercise will help lead you to appreciate this choice.

List up to five advantages of going for longer term, keep-at-it options in dealing with stress compared to short-term, quick-fix options.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five disadvantages in deciding things quickly without considering all the choices that are available, including their advantages and disadvantages.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Steps in Handling Stress

Stress scrambles when we act to descramble it. Stress beats a hasty retreat when we put the heat on it. To deal effectively with stress, we need to develop plans and then to follow through on them in a step-by-step fashion. One of the best ways of breaking up stress is to break it down into its components and then deal with each part. This can be done in a procedure of dealing with each part one after the other or it can be done where we deal with all the parts simultaneously, in a multitasking approach.

In this exercise, you will learn that we can become better at handling stress no matter what its size, especially when we cut it down to size.

List up to five ways that you can use to break down stress into smaller parts.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can help to use a step-by-step approach in dealing with stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Patience with Stress

Patience pays dividends. Sometimes we want to get over with stress as soon as possible and, in doing so, we may even make it worse. Sometimes we realize that the stress at hand needs a slow, patient, yet persistent attitude in order to deal with it well. The more that we can learn to live with a stress temporarily, even if we would rather not, when this is the best approach of dealing with it permanently, the better we will succeed at dealing with the stress overall.

In this exercise, you will learn that having patience with both stress and with ourselves helps resolve stress.

List up to five ways that you can increase having patience as you deal with stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can improve your capacity to handle stress by having more patience.

- 1) _____
 - 2) _____
 - 3) _____
 - 4) _____
 - 5) _____
-

Exercises
for
Chapter 6

Vicious Circles in Stress

Often, stress does not begin as something full-blown and overwhelming. Rather, it might start out as manageable and then, for one reason or another, get worse. Moreover, often, when stress gets worse, it happened because of how it was poorly handled at the outset. With its onset, we might do things to make stress worse, or someone around us does not know how to handle it and that person might do something to make it worse. When stress gets worse through a vicious circle that could have been controlled, we need to learn from what happened.

In this exercise, you will learn that, as soon as it begins, it helps to try to deal with stress in a controlled, organized fashion. In this way, stress can be contained within workable bounds rather than growing in leaps and bounds.

List up to five ways that an initial stress can be contained or controlled by an appropriate approach by yourself, so that it may even end up for the best.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that an initial stress can be contained or controlled by an appropriate approach by people around you, so that it may even end up for the best.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Thinking Through Stress

Stress is an invitation to use our brain to beat the strain. Often, stress elicits reflexive, **S**ineffective actions instead of reflective thoughts that prepare effective, planned actions.

In this exercise, you will learn that by thinking through stress, it will be easier to be through with stress. Stress does not think, so we have to think for it.

List up to five disadvantages in not thinking before we act in dealing with stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can think through stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Planning

One good way of dealing with stress in an effective manner is to ask what if we choose planning, thinking through it, and weighing the advantages and disadvantages of each available option.

In this exercise, you will learn that delaying an immediate response to stress in order to deal with it better may have lasting positive repercussions.

List up to five good things that can happen when you use planning in reaction to stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five good things that can happen when you think through stress, weighing the advantages and disadvantages of each available option.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Prepare and Practice

Stress can be unending until we decide that we can change course and try to deal with it. Although some stresses seem that they are endless or are too intense, there are always things that we can do to make it end or become less intense and easier to handle. Being prepared to handle any stress is one way of reducing a feeling that it will never end. Prevention of feeling overwhelmed by stress begins by learning how to handle it. Being good at handling stress means practicing the techniques that you learn to handle it. You can stop taking it, take it on, and act to end it.

In this exercise, you will learn that, for your stress, it is possible to change it from being endless to nearing an end.

List up to five ways that you can use to prepare to handle better any stress that may come later on.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can practice handling any stress that may come later on.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Being Calm

Stresses elevate when we aggravate. An important way of handling stress better is to remain calm when facing it. Anger raises not only our blood pressure but also our psychological pressure. Being calm deep inside allows us to resist letting stress get inside.

In this exercise, you will learn that being calm allows you to be more patient, in control, and thoughtful as you deal with stress, helping to resolve it better.

List up to five ways that you can remain calm in facing stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you try to keep stress on the outside of yourself when facing it.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Improving the Future

Stress is a question of time, such as knowing it will leave in due time when we do everything correctly to handle it. We should live in the present not only to make it happy and healthy for ourselves and for our families, but also to be able to handle stress better. We should look back on the past not only in terms of what might have gone wrong, but also in terms of what we could have done better. Finally, by having a future focus, we do not lose focus. In all these ways, we can live a lifestyle where stress becomes less in style.

In this exercise, you will learn that by looking at stress from all the angles that time presents, you can make it easier to handle.

List up to five ways that looking back carefully at your past stresses can help you in the present.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that by looking carefully at your possible future stresses, you will be able to handle them better.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Exercises
for
Chapter 7

The Complexity of Stress

Stress never arrives in simple packages that we can unwrap easily. Sometimes, stress arrives in huge boxes, or immense cartons, and there is no way that it can be shipped out of our lives. Moreover, stress provides no simple solutions. In fact, stress does not even provide one solution. That is our job. Rather, stress provides puzzles that appear unsolvable and tunnels that lead to nowhere. However, by breaking down a complex stress into the parts that can change and the parts that cannot, we start a process of beginning to deal with it.

In this exercise, you will learn that by seeing all of the complex factors that are involved in stress, it is easier to assemble all of the complex factors that help in finding solutions.

List up to five ways that you can break down a complex stress into its parts, allowing you to think of solutions.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can handle better the parts of a complex stress that cannot change, for example, by working around them toward a solution or by accepting them.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Negative Emotions and Stress

Stress is a drag; it can drag us under and down. Often, stress is accompanied by, elicits, or worsens negative emotions, such as sadness, helplessness, worry, frustration, fear, and anger. The best remedy for dealing with stress is to resolve the underlying problem. Also, it is important to control the negative emotions that can go with it.

In this exercise, you will learn that a good way of turning around a negative emotion caused by stress is to cause it to leave by restoring calm and a positive attitude.

List up to five positive ideas or feelings that you can use to reinforce a positive attitude when you have to deal with stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five negative ideas and feelings that you can help to control by adopting a positive attitude in dealing with stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Building Destressing

We cannot block stress in one fell swoop. Most of the time, we need to use a combination of approaches, techniques, and much effort. By taking one step at a time in a controlled manner, we can limit stress and its negative effects. In building our capacity to handle stress, we need to take a two-track approach. We need to learn what helps us resolve the stress, such as having good effort, and we need to learn how to handle the effects of the stress on us, through the use of good destressing techniques.

In this exercise, you will learn how to increase your destressing skills and effort in dealing with stress.

List up to five ways that you use to build up your destressing skills and increase you capacity to handle stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can increase your effort in your attempts to deal with stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Broadening the Core Self

Our sense of self is an important factor in dealing effectively with stress. The more that we have a good sense of our identity and self-confidence, the easier it is to handle stress. However, there are parts of our sense of self and self-confidence that remain hidden, or only are evident rarely. This might happen because either we are overwhelmed or we do not know how to build them up to make them more effective in helping us handle stress. A sense of confidence and some assertiveness and energy are essential in our efforts to handle stress. Perhaps all that we need to know is how to find these positives in our inner core psychological self in order to build them up.

In this exercise, you will learn that you are capable of bringing out better your hidden sense of self-confidence in dealing with stress.

We all have hidden good parts waiting to come out, including ones that can help deal with stress. List up to five hidden parts of yourself that you can call upon to help you deal better with stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can increase your assertiveness in dealing with stress. Note that assertiveness does not refer to an aggressive or overbearing attitude. Rather, it refers to expressing what you believe is correct in a somewhat energetic, yet non-forceful way.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Stress Disconnected

Stress forms interminable tangles in our lives. It is a web of troubles, problems, difficulties, and sticking points. However, we are also interconnected in our parts, and this can be used to good advantage in dealing with stress. When one part of our social or thinking skills do not help resolve the underlying issues behind a stress, we can turn to others. When one person cannot help us in our efforts to deal with stress, we can try someone else. When we keep connected both to our inner strengths and to each other, it is harder for stress to have a negative effect on us.

In this exercise, you will be able to list your connections, both on the inside and on the outside, that help you deal with stress.

List up to five inner connections that you have in your inner core of psychological positives that can help you deal with stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five connections with the world around you that you have that can help you deal with stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Owning Stress

We need to take ownership of ourselves, our attitudes, our actions, and how we deal with others. We need to take ownership of our responsibilities, our mistakes, and how we deal with these mistakes. Also, we need to take ownership of our stresses, analyze them, develop plans to handle them, and act to put into action those plans. At first, it is best to try to deal with stress with our own resources. We should ask people for help only after attempting to see the whole problem, difficulty, or situation, and only when we need to. In this manner, we do not end up foisting our stresses on other people in an automatic way all the time without having at least having started to try to do something about them.

In this exercise, you will learn that you are capable of taking ownership of stress.

List up to five ways that you take ownership of stress by trying, at first, to deal with it on your own.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can take ownership of stress even when you require help from other people.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Exercises
for
Chapter 8

Errors in Thought

Part of the stress that we experience is due to errors in our thoughts, which are called cognitive “distortions.” For example, if we are in an angry mood, we might interpret even the most innocuous or neutral statement made by someone as having a hostile or aggressive intent. Or, if we have a test or a project due, we might say to ourselves before we even begin to tackle it that we know that we will fail, no matter what we try to do to deal with it.

In this exercise, you will be able to recognize some of your errors in thought so that you can better deal with them.

List up to five specific statements that you have told yourself that, looking back, appear to have been errors in thought.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

For each of the negative statements listed in the first part of the exercise, think of a more positive statement that you could use to replace it.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Corrections in Thought

Errors in thought can be corrected by careful analysis of how they are wrong and of the disadvantages that accompany them. For example, having a self-defeating attitude, or a belief that one always fails, sets up conditions, such as a lack of effort, that together lead to failure, in a self-fulfilling prophecy. However, we can hold in check negative thoughts that we might have about ourselves or that others might have about ourselves. For example, we can learn to replace negative thoughts that we have about ourselves with more positive ones, or we can show people around us that their negative opinions about us are not valid. A good way of starting to turn around negative opinions about ourselves held by ourselves or by others is to dispute or contest them, or to think more positively about ourselves just after the negative thought.

In this exercise, you will learn techniques that can turn around negative opinions that you or others hold about yourself, by tagging on after them positive ones.

List up to five examples of how you can tag on a positive statement about yourself after a negative one that you keep thinking about yourself (e.g., "I always expect to fail, but this time I will work at it and do better.")

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five examples of negative thoughts, such as criticisms that others have made about you, where you can tag on a positive statement about yourself.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Thinking the Worst

Catastrophizing, or expecting the worst, is one of the worst errors in thought that people make. When we think the worst, it takes away hope, optimism, calm, and the desire to use positive actions to resolve the underlying stress. Moreover, most of the time when we think the worst, the worst does not happen. We become pretty poor predictors of the future when our mindset is only that the future will be bad. Finally, thinking the worst might lead us to either act in rash ways or not to do anything because we give up. In either case, it increases the chances of the worst that we are thinking to actually take place, in a self-fulfilling prophecy.

In this exercise, you will learn that thinking the worst can be controlled.

List up to five ways that you can use to control thinking the worst.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five times that you had thought the worst but the worst did not come to pass.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Thinking the Best

The best way to control thinking the worst is to think the best. The more that we have hope, optimism, and confidence that most things will work out, the more likely they will. Thinking optimistically increases chances that things will work out because, when we are optimistic, we approach situations with calm and a clearer mind, and deal better with the situations. When we think the best about a situation that could be stressful for us, we get the best of our thinking to apply in the situation.

In this exercise, you will appreciate that when we think the best, we deal with stress better.

List up to five ways that you can increase thinking the best.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five times that you had thought the best and it helped.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Self-Talk and Stress

Thinking positively does not mean being positive about everything, and overlooking negatives. Rather, it means that one has a good attitude how things will work out, no matter how stressful or negative is the situation, stress, difficulty, or problem. Whatever the circumstance, we can give ourselves constructive advice and instructions on how to proceed in solving any problems that are involved.

Also, thinking positively means talking positively about the self and others. We talk to ourselves all the time, but we can learn to do it positively and constructively, for example, by giving ourselves positive messages about the major characteristics of ourselves and about others.

In this exercise, you will learn that self-talk is not simply empty words.

List up to five statements that you can say to yourself to help you stay positive as you prepare to deal with stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five positive statements about your core psychological characteristics that you can tell about yourself in order that you stay positive.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

What if Doubt was Out?

Too often, we let others feel that they are in control of us or that we do not have the capacity to gain and keep control. We are masters of feeling down and out about ourselves when the evidence indicates that we should have an attitude that we can do it, and stay in control at least to some extent, because that had been the case in the past. For example, we might ask what if this (bad) thing happens, because we know that we will not be able to handle it, even though we had handled similar situations in the past. Independent of anything else, our attitude that we adopt as we face a stress determines, at least to some extent, both the degree of control that we have and the outcome of the stress.

In this exercise, you will boost the positive side of your thinking as you face stress.

List up to five times that you thought that others were in control of your life, but it turned out that, at least to some extent, you managed to control the situation yourself.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five times you had doubted yourself or that something would turn out positive for you, but it turned out, at least to some extent, that you did alright or that things turned out alright.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

*Exercises
for
Chapter 9*

Multiple Stresses

Stress rarely is a simple, short, one-dimensional happening. Rather, usually it is complex, having many parts. Moreover, often stress comes in bunches, and together they appear overwhelming. By being able to have a plan that is as complex as the stress confronting us, it becomes easier to handle it. If the stress is multi-track, our plan to deal with it has to be multi-track, as well. If the stress is multiple, we need to have a strategy to handle its complexity, such as prioritizing the order of importance of the multiple components involved.

In this exercise, you will learn that there are multiple plans that you can develop in order to deal with stress, instead of waiting for it to get out of hand.

List up to five parts of a general plan that one could construct to deal with a complex, multiple stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can analyze the multiple stresses that you are experiencing and prioritize which ones need to be dealt with first.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Positive Actions in Stress

Planning to deal with stress requires inclusion of positive actions. Often, when we are under stress, we react quickly, but the actions are not positive. Rather, we panic or overreact in a negative way. Sometimes, the best thing that we can do when a stress arrives is to do nothing, at first, except for planning positive actions. This will make possible good application of the positive actions, which will help in dealing with the stress.

In this exercise, you will learn some techniques that can help you delay negative reactions to stress, giving you time to develop positive actions.

List up to five ways that you can control negative reactions once stress begins.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five positive actions that you can apply once stress begins.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Balancing in Stress

There are so many demands in our life, involving important tasks and roles; therefore, we have to find ways to balance them. Also, in dealing with stress, we need to keep our balance. The first type of balance concerns our relationship to all the demands around us. The second type of balance concerns an internal one that we maintain as we deal with our multiple tasks and roles.

In this exercise, you will amaze yourself at everything that you are trying to do and how you are trying both to balance them and to keep your balance.

List up to five major tasks or roles that you are balancing or juggling (multitasking, organizing, etc.) in your life.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you try to keep your balance as you balance or juggle these major tasks or roles.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Reorganization in Stress

Stress is one part of the whole complex that makes up our life system. We have many parts to ourselves, and the environment around us has many parts. Parts relate to each other to form wholes that are greater than the sum of the parts. The wholes that are comprised of parts are called “systems.” In general, whether human, animal, plant, or the relationship of living things to the environment, systems seek equilibrium (homeostasis, balance, all the parts fit together, a new pattern that includes all the parts). The equilibrium may come from either adjusting to a new part of the system, thereby keeping the whole pattern in place, or by changing the whole pattern to better fit all the parts considered together, now that a new one is part of the equation. People do not like to stay in disequilibrium, and so we try to find ways to keep us on an even keel. We may either have a new part adjust to our system or change the system to accommodate to the part. These two options are the ones available to us when a new part of our life system involves a new stress.

In this exercise, you will learn that one way that you can deal with a new stress is by trying to fit the new reality into our lives and not by trying to reorganize everything in our lives to accommodate to it. Another way that you can deal with a new stress is to reorganize our lives to fit the new reality. Depending on the context, both options can work out well.

List up to five ways that you can deal with a new stress by trying to fit the new reality into what is already happening in your life and not by trying to reorganize everything in your life to accommodate to it.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Workbook Exercise 9.4 continued

List up to five ways that you can deal with a new stress by trying to reorganize everything in your life to accommodate to it and not trying to fit the new reality into what is already happening in your life.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Crisis in Stress

Despite our best efforts and plans, unforeseen events happen, or new stressors develop. Sometimes, they are totally overwhelming to us. Crises pop up with regularity in our lives. Many of us handle them quite well. Other people do not do so well in major crises, even if they can handle routine ones. Yet other people regard even the most routine of situations as major crises. One way of reducing the impact of a new stress that arrives in our lives is to not think that each one is a crisis, even if it is extreme; there are always things that we can do to help ourselves. Another way is to prepare for any future stress no matter how major, by having a good approach to handling any stress.

In this exercise, you will prepare for your next extreme stress by listing what you can do so that it is not felt as an overwhelming crisis but, rather, it is felt as something that you can deal with, at least to some extent.

List up to five ways that you can help deal with an extreme stress so that it is not felt as an overwhelming crisis but, rather, it is felt as something that you can deal with, at least to some extent.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can prepare for the worst by having a good approach to handling any stress, no matter how big or small, thereby trying to prevent any new stress from having an extreme impact.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

When Stress Can't Leave

Some stresses are short-term, can be resolved, or otherwise do not last long. Other stresses are long running or even permanent. Their continual presence might make them appear worse than they are in actuality. These types of stresses are the ones that are more likely to have people give up. With interminable stress, people proceed to being overtaxed due to the strain and they become exhausted. They develop “burn-out” and their health is jeopardized. However, when people abandon the process of trying to handle an ongoing stress, the relief may be only temporary. It is better to learn how to adjust and accommodate rather than to retreat. This can be a great victory in its own right in our battle with stress. When stress can't leave, there is no reason to say that we can't do it, that we have to leave, and so on. There have been many times when each of us has continued on and dealt with a difficult stress. The secret is to know how to reinforce those successes so that they continue.

In this exercise, you will learn how you deal with long-term stress.

List up to five factors (e.g., ideas, actions, feelings, characteristics, social support) that have helped you deal with a long-term stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can make sure that you use them for each long-term stress that you have, or any new ones that might come along.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Exercises
for
Chapter 10

Recovering in Stress

This workbook is about rejoining joy and destressing, which means that recovering is an important part of what it emphasizes. There are so many stresses that we experience in our lives and we have to learn how to recover from their negative effects. Moreover, many of us experience injury or illness that can be accompanied by tissue damage and pain. The recovery process is especially important in such cases. The capacity to recover well from pain, stress, negative emotions, or other negative psychological factors is critical in rejoining joy. The use of good destressing techniques is critical in assuring good recovery, whether from stress or from the pain of injury and illness [because pain induces stress]. However, rejoining joy, destressing, and recovering rarely go smoothly, as there are many ups and downs. We make some progress in our recovery, stop at a plateau for a while or even regress, then make more progress for a while, before the down starts again.

In this exercise, you will learn what you can do to keep the downs in recovery under at least some control and, then, have the ups in recovery proceed in a positive direction.

List up to five ways that you can use to handle the downs in recovering from stress, pain, or other negatives.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can use to maintain the ups in recovering from stress, pain, or other negatives.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Goals and Values in Stress or Recovery

An important way of handling recovery is not to lose focus on the goals and values that we have and give us strength as we struggle through the recovery. Each one of us has dreams, desires, pursuits, and visions that define and drive us. No matter from what we are recovering, by keeping them as part of us, the recovery is easier to handle.

In this exercise, you will specify the goals and values that help you and lead you in your life and that can help in any recovery.

List up to five goals in your life that guide you even when you have stress or are in recovery (e.g., to be a good parent, son, worker, student).

1) _____

2) _____

3) _____

4) _____

5) _____

List up to five values in your life that guide you even when you have stress or are in recovery (e.g., to be moral, helpful, sincere, a friend, responsible).

1) _____

2) _____

3) _____

4) _____

5) _____

Resilience and Coping

Stress does not always have the worst impact on us that we fear could happen, because either we are good at taking it (resilience, resisting) or good at dealing with it (coping, adjusting). For example, a new stress might feel like a major disaster, but it may be an opening to discover some core strengths that we have as we try to deal with it and a good way of learning some good ways of coping as we try to deal with it.

In this exercise, you will figure out when you are most resilient and when you cope best. What factors make you resist the negative impact of stress (e.g., good sleep, good friends)? What factors help you cope well with stress (this question is not about how you cope but about what improves your coping, e.g., clear thinking, being in physical shape)?

List up to five factors that increase your resilience when you are faced with stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five factors that increase your capacity to cope when you are faced with stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Acceptance

Sometimes, despite our most valiant efforts and excellent plans, we cannot resolve a major difficulty, problem, stress, or situation. For example, this may concern suffering a physical injury, which results in being unable to return to work (or parenting or studies), and having to accept a disability. Adjusting to permanent physical and psychological effects that happen to us requires much of our physical and psychological resources. Many people placed in this most difficult situation require professional help. Others accept their new physical status and are not greatly affected in their psychology. That is, there are individual differences even to the greatest stresses. Moreover, there are ways to help adjust to them.

In this exercise, you will learn how people can better adjust to serious difficulties such as those described.

List up to five ways that can help someone to better adjust to and accept a serious physical injury.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that can help someone to better adjust to and accept serious psychological disturbance.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Desire and Motivation

Stress, pain, injury, a negative mood, or any negative impact on our lives requires more than positive wishful thinking in order to get through it effectively. That is, in order to tackle any negative impact on us, we need to *want* to get over it. Desire, motivation, and will play critical roles in dealing with negative impacts in our lives, especially when they are serious.

In this exercise, you will examine desire and motivation as essential ingredients in your efforts to get started and to continue dealing with any negative.

List up to five ways that you can use to have desire and motivation as you begin to deal with a serious stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can use to continue having desire and motivation as you deal with a serious stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Effort and Application

Once we find the will to deal with a stress, injury, pain, negative mood, or any negative impact, we need to persist, give effort, show energy, or keep trying hard. Also, we need to apply ourselves with quality as we work at dealing effectively with these negatives.

In doing this exercise, you will learn what helps you to give maximum effort in dealing with stress and what helps you apply yourself effectively in dealing with stress.

List up to five ways that helps you give maximum effort or energy when you deal with a stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that helps you apply yourself effectively or with quality when you deal with a stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Exercises
for
Chapter 11

Helpful Worry

Worry is as natural to us as Rejoining Joy. Worry is an emotion that can be very helpful when it does not last too long. It alerts us to what is bothering us and it can help us arrive at solutions. Some people worry a lot, and this becomes a problem only when it leads to disorders in thought, feeling, and behavior.

In this exercise, you will learn that some worry is not only good for us but also it is essential.

List up to five ways that you control your worry when some of it is essential.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to ways that some worry helped you by having you focus on a problem so that you could find a solution.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Hurtful Worry

People who worry either too much or too little may not be finding the right balance. Some worry is important to have in order to alert us to problems or stress. Worrying is not helpful when it does not lead to dealing with the difficulty that brings it out. Worrying is especially not helpful when it goes on endlessly and dominates our lives. It can be like a blinder on a horse, so that all that we see are problems and stresses everywhere that we cannot control.

In this exercise, you will learn that too much worry can lead to stress, a reduced quality of life, and other negatives. Of course, equally negative for our health is worrying when it is not necessary.

List up to five ways that you control your worry when it is not called for at all.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you control your worry when a lot of it is essential.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Harmful Worry

When worry is continual, excessive, and impairs daily functioning, it is part of anxiety, and may be a personal problem to the point that it becomes a psychological disorder. For example, when excessive worry is accompanied by panic reactions, it can be especially distressing. We can have a rapid heartbeat, rapid breathing, sweating, and other bodily reactions that may even give the impression that we are having a heart attack. When worry is this extreme and becomes anxiety, it is all-consuming, and includes reactions in our mind and body. However, these effects on the body and mind from excessive worry and anxiety give clues to how to control it. When anxiety begins to live in our body and our mind, we can learn to make it leave our body and our mind.

In this exercise, you will consider that excessive worry can be psychologically maladaptive and harmful for both our body and our mind. In the next exercise, you will learn that there are ways of helping ourselves in dealing with excessive worry and anxiety.

List up to five ways that your body reacts when you worry excessively or when it is harming you.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that your mind reacts when you worry excessively or when it is harming you.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Controlling Excess Worry

Without worry, we would not do much. We would just sit and tell ourselves that there is nothing that we have to do, think about, or feel. Some worry is beneficial, but too much can be interfering and even harmful to us. Fortunately, we can use techniques to get at least some control of worry when it begins to dominate our lives. We can use behavioral techniques, such as doing something that we like. We can work on our negative thoughts, trying to understand the source of the worry and using self-talk to control it. We can work on being calmer, for example, by using breathing exercises and visualizations of positive scenes of nature.

In this exercise, you will learn which techniques of controlling excessive worry or anxiety help you deal with the bodily reactions and mental reactions that result when you experience this mood.

List up to five ways that you control your bodily reactions that accompany excessive worry or anxiety.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you control your mental reactions that accompany excessive worry or anxiety.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

The Meaning of Worry

What is the underlying reason why we worry? Is it only for negative reasons or, to the contrary, has the emotion become part of our human nature because it helps us, even if it seems negative? All emotions have messages. Worry is important to us because it is sending us a message about a difficult situation, stress, or problem. At the same time, worry is motivating, because once we understand the message behind what is worrying us, we can begin to deal with the difficult situation, stress, or problem that is at the source.

In this exercise, you will learn about the meanings, messages, and motivations underlying worry.

List up to five positive meanings that worry can have for us. For example, you might answer, "I have to be calm (calm down) even though it is stressful, because that will help"; "I have to study (work) harder, or else I won't do well"; "I have to change my attitude or approach to the problem (or, her/ his attitude or approach to the problem, etc.), or else my problem (her/ his problem) will continue"; "I have to forget about that (let it go), or else I won't get on in my path"; "I can't let that bother me anymore so that I can do what I want (have to do)".

1) _____

2) _____

3) _____

4) _____

5) _____

Workbook Exercise 11.5 continued

List up to five positive motivations that worry can inspire us to have. For example, you might answer, “I decided to be calm and keep focus by doing breathing exercises”; “I decided to study (work) harder at the project so that I do as best I can”; I decided to adopt a better attitude (show her/ him a better approach) to help end the problem”; “I decided to forget about that (let it go) and be myself”; “I decided to do what has to be done (and not let it bother me)”.

1) _____

2) _____

3) _____

4) _____

5) _____

Mastering Worry

Worry has the nasty habit of being our Boss. However, we can be the Boss of our worry. We can learn what are its messages, how to keep it at a moderate level, how not to let it dominate our body and mind, and how to take steps and use techniques that not only counter it but also transform it, for example, into positive motivation. However, we can even do more than this with our worry.

In this exercise, you will learn that you can be the master of worry. You can end up bossing it around when it bothers you too much. You can learn to use it to your advantage, for example, using it to get motivated positively in your self-improvement and in your social relationships.

List up to five ways that you have demonstrated that you are the Boss of worry, mastering it so that it was even of help you.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that being the Boss or master of worry had positive effects on you and on others around you.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Exercises
for
Chapter 12

Helpful Sadness

Sadness happens in our life when we get emotional about a loss, a difficult situation, a problem, or a stress. Sadness is an emotion that can be very helpful when it does not last too long. It alerts us to what is bothering us and it can help us arrive at solutions. Some people become sad a lot, and this becomes a problem only when it leads to disorders in thought, feeling, and behavior.

In this exercise, you will learn that some sadness is not only good for us but also it is essential.

List up to five ways that you control your sadness when some of it is essential.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to ways that some sadness helped you by having you focus on a problem so that you could find a solution.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Hurtful Sadness

For most people, it is normal to feel some sadness some of the time. People who are sad either too much or too little may not be finding the right balance. Some sadness is important to have in order to alert us to problems or stress. Getting sad is not helpful when it does not lead to dealing with the difficulty that brings it out. Sadness is especially not helpful when it goes on endlessly and dominates our lives. It can be like a blinder on a horse, so that all that we see are problems and stresses everywhere that we cannot control.

In this exercise, you will learn that too much sadness can lead to stress, a reduced quality of life, and other negatives. Of course, equally negative for our health is getting sad when it is not necessary.

List up to five ways that you control your sadness when it is not called for at all.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you control your sadness when a lot of it is essential.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Harmful Sadness

When sadness is continual excessive, and impairs daily functioning, it is part of Major Depression or a related condition, and may be a personal problem to the point that it becomes a psychological disorder. When excessive sadness is accompanied by a lack of appetite, poor sleep, a loss of pleasure and interest, feeling down, and crying, it can be especially distressing. It may even be accompanied by social withdrawal and isolation, suicidal thoughts, suicidal intentions, and suicidal actions. At these points, it is important to consult with a professional. When sadness is this extreme and becomes depression, it is all-consuming, and includes reactions in our mind and body. However, these effects on the body and mind from excessive sadness and depression give clues to how to control it. When depression begin to live in our body and our mind, we can learn to make it leave our body and our mind.

In this exercise, you will consider that excessive sadness and depression can be psychologically maladaptive and harmful for both our body and our mind. In the next exercise, you will learn that there are ways of helping ourselves in dealing with excessive sadness and depression.

List up to five ways that your body reacts when you are depressed excessively or when it is harming you.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that your mind reacts when you are depressed excessively or when it is harming you.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Controlling Excess Sadness

Without some sadness, we would never be able to appreciate what we have and who are important to us, because we would never develop a sense of loss. Fortunately, we can use techniques to get at least some control of sadness when it begins to dominate our lives. We can use behavioral techniques, such as doing something that we like. We can work on our negative thoughts, trying to understand the source of the sadness and using self-talk to control it. We can work on being calmer, for example, by using breathing exercises and visualizations of positive scenes of nature.

In this exercise, you will learn which techniques of controlling excessive sadness or depression help you deal with the bodily reactions and mental reactions that result when you experience this mood.

List up to five ways that you control your bodily reactions that accompany excessive sadness or depression.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you control your mental reactions that accompany excessive sadness or depression.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

The Meaning of Sadness

What is the underlying reason why we get sad? Is it only for negative reasons or, to the contrary, has the emotion become part of our human nature because it helps us, even if it seems negative? All emotions have messages. Sadness is important to us because it is sending us a message about what we value and do not want to lose or what we have lost. At the same time, sadness is motivating, because once we understand the message behind what is the sadness, we can begin to deal with the difficult situation, stress, or problem that is at the source.

In this exercise, you will learn about the meanings, messages, and motivations underlying sadness.

List up to five positive meanings that sadness can have for us. For example, you might answer, "I have to be calm (calm down) even though it is stressful, because that will help"; "I have to study (work) harder, or else I won't do well"; "I have to change my attitude or approach to the problem (or, her/ his attitude or approach to the problem, etc.), or else my problem (her/ his problem) will continue"; "I have to forget about that (let it go), or else I won't get on in my path"; "I can't let that bother me anymore so that I can do what I want (have to do)".

1) _____

2) _____

3) _____

4) _____

5) _____

Workbook Exercise 12.5 continued

List up to five positive motivations that sadness can inspire us to have. For example, you might answer, "I decided to be calm and keep focus by doing breathing exercises"; "I decided to study (work) harder at the project so that I do as best I can"; "I decided to adopt a better attitude (show her/ him a better approach) to help end the problem"; "I decided to forget about that (let it go) and be myself; I decided to do what has to be done (and not let it bother me)".

1) _____

2) _____

3) _____

4) _____

5) _____

Mastering Sadness

Sadness has the nasty habit of being our Boss. However, we can be the Boss of our sadness. We can learn what are its messages, how to keep it at a moderate level, how not to let it dominate our body and mind, and how to take steps and use techniques that not only counter it but also transform it, for example, into positive motivation. However, we can even do more than this with our sadness.

In this exercise, you will learn that you can be the master of sadness. You can end up bossing it around when it bothers you too much. You can learn to use it to your advantage, for example, using it to get motivated positively in your self-improvement and in your social relationships.

List up to five ways that you have demonstrated that you are the Boss of sadness, mastering it so that it was even of help you.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that being the Boss or master of sadness had positive effects on you and on others around you.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Exercises
for
Chapter 13

Pain is Body and Mind

Although pain originates with tissue damage or injury leading to nerve signals that are conducted to the brain, it is not experienced simply as a one-to-one relationship with the degree of intensity of the tissue damage or injury. Pain is not simply a question of the greater the physical impact leading to the greater the pain experience. This is because pain is a product of the interaction of bodily and mental factors. It integrates mind-body influences, and is neither one nor the other uniquely. Therefore, mental influences can either magnify the damage-injury signals to make the pain experience worse or they can be used to reduce and control the pain experience.

In this exercise, you will explore how you can help pain by using the powers of your thinking and mind.

List up to five ways that you can use your mind to avoid worsening your pain.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can use your mind to control or even lessen your pain.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Pain is Stress and Coping

Pain causes stress and stress worsens pain. This illustrates how the mind and body interact in pain. When it is difficult for us to control stress, pain can magnify. Often, pain and stress are processed or are dealt with in the same parts of the brain; and when we have both, it is harder to deal with each of them.

In this exercise, you will learn which coping techniques work best for you when you have stress due to pain. Coping techniques for pain may include the use of medicines, but I am asking you to list psychological, behavioral, mental, emotional, or social techniques that you can use to help with the stress due to pain.

List up to five ways that you can use to help with the stresses due to pain.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that these stress coping techniques can help you directly with your pain.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Pain is Catastrophizing

Pain gets worse when we fear the worst, tighten up expecting it to get worse, and lose hope. The more that we can feel in control of our pain, and deal with it well as it increases and decreases in intensity, the more that we can stay optimistic about it. Reciprocally, the more that we can be optimistic about our ability to handle our pain and that it will improve with time, the easier it is to use techniques to control it.

In this exercise, you will learn that thinking positively when you are in pain is the best choice.

List up to five disadvantages of catastrophizing, thinking the worst, or being pessimistic when you are in pain.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five advantages of thinking positively or being optimistic when you are in pain.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Pain is Vicious Circles

Pain gets worse partly because we get into vicious circles when we have it. Our normal life is disrupted, and it affects our sleep, our work or other major life roles, our personal life, and our ability to cope. We get depressed, worried, and angry. The pain goes from being acute to becoming chronic or long term. We keep trying to find the magic cure, but to no avail.

In this exercise, you will learn that there are steps that you can take to stop the vicious circles that develop once you have pain.

List up to five ways that you can act to prevent vicious circles in the early stages when pain is acute.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways you can act to get out of a vicious circle due to pain once it starts.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Pain is Not All in the Head

Sometimes pain lasts longer or is more intense than is expected on the basis of the objective evidence in the hands of the specialists. These specialists may react by saying that the pain is all in the head of the person experiencing the pain. It could be that the person is indeed consciously lying about the pain, either to get financial compensation for an accident or to get other forms of gain, such as increased attention. Or, it could be that the person is doing this unconsciously, somehow keeping the pain going for these reasons. Also, it could be that the specialist means that the personality of the person in pain is the factor keeping the pain present (e.g., dependency, narcissism, hysteria, hypochondriasis, instability). However, more than likely, a host of psychological factors may be acting to increase the pain, such as being overwhelmed and stressed by it. Therefore, it makes no sense to blame the person experiencing the pain. Social factors, such as losing a job or friends because of the pain, or having a worse relationship due to the pain, could be involved, as well.

In this exercise, you will learn which factors that are psychological or social in nature can contribute to pain, without it being the fault of the person experiencing the pain.

List up to five ways that psychological factors can contribute to pain.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five social factors that can contribute to pain.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Pain is Controlled in the Head

When pain hits, we can do things right on the spot to control it. For example, there are not just medicines; we can use breathing exercises, think positively, and control negative thinking. How we react to pain depends not only on such simple techniques but also on the big picture that we envision. With respect to the big picture, things that we can tell ourselves when we are in pain include how the pain will improve in the future and that we will be able to do many things again when we learn to get better control of the pain.

In this exercise, you will learn that using simple techniques and seeing the big picture are both helpful in dealing with pain.

List up to five simple techniques that you can use with the onset of pain.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five things that you can tell yourself about how the pain will improve in the future and what you will be able to do again when you learn to get better control of your pain.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Exercises
for
Chapter 14

Action and Distraction

When we cannot stop living our pain, we stop living our life. We need to keep busy either in our body or in our mind in order to stop living the life that pain tells us to live. We can retake charge of our life by putting pain second and ourselves first. The pain may not go away, but at least we won't go away either.

In this exercise, you will learn of physical actions and mental distractions that you can use to put pain aside and put yourself front and center.

List up to five ways that you can be more physically active, even if it is only in a simple and short way, when you are in pain.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can mentally distract yourself from your pain, [and the longer the distraction the better].

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Hurt not Harm

Being physically active might lead to an increase in pain experience. However, treating professionals, such as physiotherapists, tell patients that the exercises that they are shown will not harm them in the long-term even if they hurt in the short-term. These physical exercises are designed to help and are given in combinations that are tailored to each patient's needs.

In this exercise, you will practice statements that you can say to yourself to help you persist in the physical exercises recommended for your pain.

List up to five advantages of doing the recommended physical exercises for your pain.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five statements that you can tell yourself to help you deal with the increase in pain brought on by recommended physical exercises so that you keep doing them for your benefit.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Pace and Persist

Even though pain may continue, we need to stay physically active and psychologically alert. Pain increases and decreases. We need to learn to live with its ups and downs so that we do not stop what is good for us. By taking rests and still carrying on with our daily tasks, we may go slower than before the pain began, but that does not mean that we cannot get things done. Each task undertaken well when we are in pain, no matter how simple, is a step in the right direction. The same principle applies to keeping focus mentally when we are in pain, despite its ups and downs. We may have to interrupt our mental effort when we are in pain (pace), but by getting back to it (persist), we can accomplish what we want.

In this exercise, you will learn that when we pace and persist, pain cannot resist.

List up to five ways that you can pace and persist in your physical activities when you are in pain.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can pace and persist in your mental activities when you are in pain.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Illness Behavior and Being Told You are Sick

Pain is felt inside our body, but it affects deeply the people around us when it is more than momentary. They may tell us not to worry, adapt a “stiff-upper-lip” attitude, get on with it, and so forth. Or, at the other extreme, they may tell us to do nothing, they will do everything, doing things will make it worse, and so on. The person in pain may have experienced either of these two extremes the prior times that they had been in pain.

In this exercise, you will learn how to deal with these extreme attitudes by others around you when you are in pain so that you are in charge of your pain.

List up to five statements that you can tell people around you so that they learn that a good way to deal with pain is not to try to deny it or its effects, to ignore it, and so on, but to acknowledge the pain and deal with it.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five statements that you can tell people around you so that they learn that a good way to deal with pain is not to let it make you feel disabled or sick and that you should try to do as much as possible.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Pain and Suffering

Despite our best efforts, pain can end up disabling us from our major life roles and from participating in our personal, social, and community life. We may have many professionals trying to help us, and have had a good attitude. Nevertheless, the time may come when we have to accept our new life, even though it is limited compared to before the onset of the pain, and put behind us what happened. By accepting pain for what it is, we can adjust better to it. We can even start new activities, have more time for socializing, and so on. With a good attitude and realistic assessment of where we stand with respect to our pain, continued pain does not have to be continued suffering.

In this exercise, you will learn that we still can feel productive and satisfying even if pain disables us.

List up to five ways that you can still be productive in life even if you have become disabled by pain.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can use to boost your sense of satisfaction in your life even if you have become disabled by pain.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Return to Work and Life

If we recover enough from an injury or illness that has disabled us temporarily, we will feel great, especially if we can go back to work or undertake our other major life roles and activities of daily living (home care, partnering, parenting, care giving, studying, etc.). However, we may have to undertake our return to work and other functional activities in a gradual and modified way. Also, we may encounter difficulties in our efforts to return to the life that we had before.

In this exercise, you will determine how to deal with the difficulties in returning to your lifestyle once your pain is sufficiently under control or gone.

List up to five ways to help you return to work or other major daily role (e.g., parenting) after your pain improves.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways to help you return to your activities of daily living such as your personal, family, marriage, social, leisure, and community life after your pain improves.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Exercises
for
Chapter 15

Helpful Fear

Fear is an emotion that indicates an aversion or stress reaction to a particular situation or stimulus that is considered intolerable. Fear is an emotion that can be very helpful when it does not last too long. It alerts us to what is bothering us and it can help us arrive at solutions. Some people have a lot of fear, and this becomes a problem only when it leads to disorders in thought, feeling, and behavior.

In this exercise, you will learn that some fear is not only good for us but also it is essential.

List up to five ways that you control your fear when some of it is essential.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to ways that some fear helped you by having you focus on a problem so that you could find a solution.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Hurtful Fear

Fear evolved in animals and early humans to protect us, for example, from predators. People who have too much fear or too little fear may not be finding the right balance. Some fear is important to have in order to alert us to problems or stress. Being fearful is not helpful when it does not lead to dealing with the difficulty that brings it out. Being fearful is especially not helpful when it goes on endlessly and dominates our lives. It can be like a blinder on a horse, so that all that we see are problems and stresses everywhere that we cannot control.

In this exercise, you will learn that too much fear can lead to stress, a reduced quality of life, and other negatives. Of course, equally negative for our health is being fearful when it is not necessary.

List up to five ways that you control your fear when it is not called for at all.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you control your fear when a lot of it is essential.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Harmful Fear

When fear is continual, excessive, and impairs daily functioning, it could be part of a specific Phobia or a related anxiety condition, and may be a personal problem to the point that it becomes a psychological disorder. It may be accompanied by panic attacks, or avoiding situations or stimuli to the point of being quite distressing. We can have a rapid heartbeat, rapid breathing, sweating, and other bodily reactions that may even give the impression that we are having a heart attack. When fear is this extreme and becomes a phobia or a related anxiety, it is all-consuming, and includes reactions in our mind and body. However, these effects on the body and mind from excessive fear and phobia give clues to how to control it. When phobia begins to live in our body and our mind, we can learn to make it leave our body and our mind.

In this exercise, you will consider that excessive fear can be psychologically maladaptive and harmful for both our body and our mind. In the next exercise, you will learn that there are ways of helping ourselves in dealing with excessive fear and phobia.

List up to five ways that your body reacts when you get afraid excessively or when it is harming you.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that your mind reacts when you get afraid excessively or when it is harming you.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Controlling Excess Fear

When fear is called for because a situation or stimulus is dangerous, it is important for our survival that we express fear or otherwise react to the danger. Some fear is beneficial, but too much can be interfering and even harmful to us. Fortunately, we can use techniques to get at least some control of fear when it begins to dominate our lives. We can use behavioral techniques, such as doing something that we like. We can work on our negative thoughts, trying to understand the source of the fear and using self-talk to control it. We can work on being calmer, for example, by using breathing exercises and visualizations of positive scenes of nature.

In this exercise, you will learn which techniques of controlling excessive fear or phobia help you deal with the bodily reactions and mental reactions that result when you experience this mood.

List up to five ways that you control your bodily reactions that accompany excessive fear or phobia.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you control your mental reactions that accompany excessive fear or phobia.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

The Meaning of Fear

What is the underlying reason why we express fear? Is it only for negative reasons or, to the contrary, has the emotion become part of our human nature because it helps us, even if it seems negative? All emotions have messages. Fear is important to us because it is sending us a message about what appears dangerous or even life threatening. At the same time, fear is motivating, because once we understand the message behind what is fearful to us, we can begin to deal with the difficult situation, stress, or problem that is at the source.

In this exercise, you will learn about the meanings, messages, and motivations underlying fear.

List up to five positive meanings that fear can have for us. For example, you might answer, "I have to be calm (calm down) even though it is stressful, because that will help"; "I have to study (work) harder, or else I won't do well"; "I have to change my attitude or approach to the problem (or, her/ his attitude or approach to the problem, etc.), or else my problem (her/ his problem) will continue"; "I have to forget about that (let it go), or else I won't get on in my path"; "I can't let that bother me anymore so that I can do what I want (have to do)".

1) _____

2) _____

3) _____

4) _____

5) _____

Workbook Exercise 15.5 continued

List up to five positive motivations that fear can inspire us to have. For example, you might answer, “I decided to be calm and keep focus by doing breathing exercises”; “I decided to study (work) harder at the project so that I do as best I can”; “I decided to adopt a better attitude (show her/ him a better approach) to help end the problem”; “I decided to forget about that (let it go) and be myself”; “I decided to do what has to be done (and not let it bother me)”.

1) _____

2) _____

3) _____

4) _____

5) _____

Mastering Fear

Fear has the nasty habit of being our Boss. However, we can be the Boss of our fear. We can learn what are its messages, how to keep it at a moderate level, how not to let it dominate our body and mind, and how to take steps and use techniques that not only counter it but also transform it, for example, into positive motivation. However, we can even do more than this with our fear.

In this exercise, you will learn that you can be the master of fear. You can end up bossing it around when it bothers you too much. You can learn to use it to your advantage, for example, using it to get motivated positively in your self-improvement and in your social relationships.

List up to five ways that you have demonstrated that you are the Boss of fear, mastering it so that it was even of help you.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that being the Boss or master of fear had positive effects on you and on others around you.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Exercises
for
Chapter 16

Helpful Anger

Anger is a common emotional reaction that indicates a frustration. Typically, we think of anger as negative. However, when it is controlled and turned into determination, it is a positive emotion for us. Anger is an emotion that can be very helpful when it does not last too long and is converted to determination. It alerts us to what is bothering us and it can help us arrive at solutions. Some people get angry a lot, and this becomes a problem only when it does not lead to conversion to determination and to disorders in thought, feeling, and behavior.

In this exercise, you will learn that some anger that is converted to determination is not only good for us but also it is essential.

List up to five ways that you control your anger when some of it is essential.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to ways that some anger converted to determination helped you by having you focus on a problem so that you could find a solution.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Hurtful Anger

Anger can happen quickly but by transforming to determination it can be brought under control quickly and be used quickly to direct us positively. People who get angry either too much or too little may not be finding the right balance. Some anger that transforms to determination is important to have in order to alert us to problems or stress. Anger is not helpful when it does not lead to dealing with the difficulty that brings it out. Anger is especially not helpful when it goes on endlessly and dominates our lives. It can be like a blinder on a horse, so that all that we see are problems and stresses everywhere that we cannot control.

In this exercise, you will learn that too much anger that does not transform to determination can lead to stress, a reduced quality of life, and other negatives. Of course, equally negative for our health is being angry when it is not necessary.

List up to five ways that you control your anger when it is not called for at all.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you control your anger when a lot of it is essential for conversion to determination.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Harmful Anger

When anger is continual, excessive, and impairs daily functioning, it is part of a conduct oppositional, or antisocial condition, and may be a personal problem to the point that it becomes a psychological disorder. For example, when it is excessive, anger is indicated by a seething reaction, and even throwing, hitting, and violence. This extreme calls for anger management. When anger is this extreme and becomes a conduct, oppositional, or antisocial condition, it is all-consuming, and includes reactions in our mind and body. However, these effects on the body and mind from excessive anger give clues to how to control it. When anger begins to live in our body and our mind, we can learn to make it leave our body and our mind.

In this exercise, you will consider that excessive anger can be psychologically maladaptive and harmful for both our body and our mind. In the next exercise, you will learn that there are ways of helping ourselves in dealing with excessive anger.

List up to five ways that your body reacts when you are angry excessively or when anger is harming you.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that your mind reacts when you are angry excessively or when anger is harming you.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Controlling Excess Anger

Without anger, we would never react to frustrations, and would let everything go, even when it is vital to defend ourselves. Fortunately, we can use techniques to get at least some control of anger when it begins to dominate our lives. We can use behavioral techniques, such as doing something that we like. We can work on our negative thoughts, trying to understand the source of the anger and using self-talk to control it. We can work on being calmer, for example, by using breathing exercises and visualizations of positive scenes of nature.

In this exercise, you will learn which techniques of controlling excessive anger help you deal with the bodily reactions and mental reactions that result when you experience this mood.

List up to five ways that you control your bodily reactions that accompany excessive anger.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you control your mental reactions that accompany excessive anger.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

The Meaning of Anger

What is the underlying reason why we get angry? Is it only for negative reasons or, to the contrary, has the emotion become part of our human nature because it helps us, even if it seems negative? All emotions have messages. Anger is important to us because it is sending us a message about a frustration, a block, or even an attack on our well-being. At the same time, anger is motivating, especially when we convert it to determination, because once we understand the message behind what is making us angry, we can begin to deal with the difficult situation, stress, or problem that is at the source.

In this exercise, you will learn about the meanings, messages, and motivations underlying anger.

List up to five positive meanings that anger can have for us. For example, you might answer, "I have to be calm (calm down) even though it is stressful, because that will help"; "I have to study (work) harder, or else I won't do well"; "I have to change my attitude or approach to the problem (or, her/ his attitude or approach to the problem, etc.), or else my problem (her/ his problem) will continue"; "I have to forget about that (let it go), or else I won't get on in my path"; "I can't let that bother me anymore so that I can do what I want (have to do)".

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____

Workbook Exercise 16.5 continued

List up to five positive motivations that anger can inspire us to have. For example, you might answer, “I decided to be calm and keep focus by doing breathing exercises”; “I decided to study (work) harder at the project so that I do as best I can”; “I decided to adopt a better attitude (show her/ him a better approach) to help end the problem”; “I decided to forget about that (let it go) and be myself”; “I decided to do what has to be done (and not let it bother me)”.

1) _____

2) _____

3) _____

4) _____

5) _____

Mastering Anger

Anger has the nasty habit of being our Boss. However, we can be the Boss of our Anger. We can learn what are its messages, how to keep it at a moderate level, how not to let it dominate our body and mind, and how to take steps and use techniques that not only counter it but also transform it, for example, into positive motivation. However, we can even do more than this with our anger.

In this exercise, you will learn that you can be the master of anger. You can end up bossing it around when it bothers you too much. You can learn to use it to your advantage, for example, using it to get motivated positively in your self-improvement and in your social relationships.

List up to five ways that you have demonstrated that you are the Boss of anger, mastering it so that it was even of help you.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that being the Boss or master of anger had positive effects on you and on others around you.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Exercises
for
Chapter 17

Alcoholism is Psychological and Controllable

Psychological or psychiatric disorders are conceived of as resulting from the product of (a) an underlying risk or vulnerability and (b) a difficult situation, stress, or problem that brings it out. This risk or vulnerability may be genetic or biological in one way or another. Or, it could refer to a history of stress, trauma, and psychological issues. Of course, the risk or vulnerability could be minimal or absent, and the disorder that develops could be entirely due to an overwhelming, ongoing difficult situation, stress, or problem.

In its strictest form, the medical model of psychiatric disorders conceives the disorders as especially biological in nature. For the medical model, psychiatric disorders constitute diseases, as with any physical illness, and they require medical treatment. Consequently, psychiatrists prescribe medications that they consider appropriate for the particular psychiatric disorder that they had diagnosed.

When alcoholism is viewed from the perspective of this medical model, it is understood as a disease. This contrasts with the psychological approach that emphasizes that factors such as an ongoing difficult situation, stress, or problem may be quite responsible for the onset and maintenance of the alcoholism. The psychological approach allows for the possibility that the person who is alcoholic had reacted to a triggering factor and that there may be a history of such factors, rather than a disease.

In the psychological model, psychological treatments are considered effective therapeutic activities for the person presenting with alcoholism. Therefore, in the psychological model, individuals with alcoholism are empowered to either help themselves or to seek professional help.

In this exercise, you will learn about what risks/ vulnerabilities and difficult situations/ stresses/ problems are part of your life and that that you should monitor for their possible effects on your mental health, such as the pain that leads to alcoholism.

Workbook Exercise 17.1 continued

List up to five risks and vulnerabilities that you should monitor for their possible effects on your mental health (e.g., past stresses, difficult childhood, teenage issues, family or cultural factors, relationship problems in the past, past psychopathology or psychological difficulties/disorders, medical/ biological/ genetic/disease/ illness/ injury factors).

1) _____

2) _____

3) _____

4) _____

5) _____

List up to five ongoing difficult situations, stresses, or problems that you should monitor for their possible effects on your mental health.

1) _____

2) _____

3) _____

4) _____

5) _____

We Have Strengths That Help

People with alcoholism should not be considered alcoholics. They are whole people with a part of them having a bad habit that has developed due to a risk/vulnerability and a trigger. Many of their other parts in their psychology are positive and healthy. They can use their strengths to work around and get control of any of their bad habits, and these latter habits are never totally in control.

In this exercise, you will learn to use and build up your strengths in dealing with bad habits. There are many possible addictions, but many people with one addiction resist most of the others. This is one example of having strengths despite addictions. Another would be that, despite having alcoholism or other addictions, many people have ways of getting on with their lives. These strengths can be used to help out with the any addictions.

List up to five types of addictions that you do not have.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five strengths that have helped you resist them and carry on with your life.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Alcoholism Involves Everyone

We are social beings who live in complex relationships and environments. We are embedded in family, personal (partner, friend), and role (work, school) relationships. The person with alcoholism needs to look at the whole system in which he or she lives in order to figure out the full range of influences that affect the habit. Systems are composed of many parts and, often, by changing one factor the pattern in the whole system can change. Think of water rapidly changing to ice when the ambient temperature dips from slightly above zero to slightly below on the Celsius temperature scale. Think of a family not doing well, being stuck on a particular problem that is affecting everyone, and finally getting the right advice on how to fix that one problem. In this regard, a person with alcoholism or another addiction can do better than anticipated in dealing with it if the difficult situation, stress, or problem that is involved is found and dealt with appropriately. On the other side of the coin, a person may be doing well with respect to controlling the drinking of alcohol, but a seemingly minor trigger might bring it out strongly.

In this exercise, you will learn what are the critical parts of the whole system that surrounds you that increase your chances of falling into or continuing an addiction, such as alcoholism, and how you can start attempting to contain their influence.

List up to five influences in your present context that increase your chances of falling into or continuing an addiction, such as alcoholism.

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____

Workbook Exercise 17.3 continued

List up to five ways that you can use to start containing, controlling, resisting, or otherwise dealing with these influences.

1) _____

2) _____

3) _____

4) _____

5) _____

Alcoholism Grows on You

Addictions may start with bad habits that do not seem dangerous or liable to lead to the addictions becoming full-blown. There could be a minor bad habit that one has that eventually leads to further steps toward the addiction. For example, one may begin to use cigarettes, some alcohol, or other drug in small amounts in early adolescence just to fit in with some friends who have started on this path. The bad habit may begin to grow. It may start with smoking cigarettes so that one feels “cool,” and then it may continue on to the use of alcohol or other drugs so that one does not lose our new friends. In this step-model, the early use of addictive products is considered a gateway to increased later use.

In this exercise, you will learn what early teenage psychological issues and bad habits that you may have had placed you at risk for later addictions. Moreover, you will learn what you could have told yourself about the peer pressures involved.

List up to five factors in your early teen years that may have placed you at risk for later addictions, such as alcoholism (e.g., peer pressure, family issues, poor choices).

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five statements that you could have told yourself then and can still tell yourself now to help you deal better with those factors.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Co-Independence

The people with whom we share our daily life may have powerful influences on us, both in terms of promoting good habits and promoting bad ones. However, they cannot decide for us whether we behave with good habits or bad ones. The decision how to behave always lies in our hands. When we are addicted to alcohol or another substance, it is hard to develop self-control and avoid the bad habit. Sometimes, we lay blame on the people around us more for convenience or not facing up to our own difficult situations, problems, or stresses. Granted, sometimes the influence of others are too powerful for us to contend with, and sometimes the whole personal system in which we find ourselves, such as our family, has to change in order for us to choose good habits over bad ones. This being said, the choice always remains ours when we are faced with an addiction. Instead of playing the blame game, we should begin to play the gain game, and decide to behave in favour of our health and that of the other people around us.

In this exercise, you will learn that, no matter what the influences around you that pull you toward addictions, you can remain independent and choose the best way for you.

List up to five statements that you can tell the people around you who have a negative influence on you in relation to your addictions or related bad habits that can help you maintain the degree of independence needed to move to the next step in controlling the behaviors involved.

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____

Workbook Exercise 17.5 continued

List up to five ways that you can reinforce your will, or sense of personal control and responsibility, to decide on the correct choices to make about your addictions or related bad habits in face of the influence by others on you that may be contributing to the behaviors involved.

1) _____

2) _____

3) _____

4) _____

5) _____

Readying Recovery

You are all familiar with the expression that you can lead a horse to water but that does not mean it will drink. In the context of improving the decisions and behavior that lead to addictions and related bad habits, we may know the steps to take but not yet have the will to do anything more than think about them. The road toward recovery from an addiction such as alcoholism is a rocky one, filled with personal and social barriers that pull us back to it. However, once a will is established to begin recovery, once we become ready to embark on the journey, we can persist in our efforts and we can learn the needed new habits to recover well. Also, personal will can help us get through the tough times when relapse is imminent or actually takes place.

In this exercise, you will learn that being ready to change for the better is half the battle, including for recovering from alcoholism. The readiness prepares the next part of applying oneself to get control of the decisions, behaviors, and bad habits needed to recover well and to prevent or deal well with relapse.

List up to five ways that you can encourage a readiness in yourself to change the decisions, behaviors, and bad habits involved in addictions such as alcoholism.

1) _____

2) _____

3) _____

4) _____

5) _____

Workbook Exercise 17.6 continued

List up to five ways that you can encourage an attitude of keep moving in the right direction once you start on the road to recovery from addictions such as alcoholism.

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____

Exercises
for
Chapter 18

Love is Partnering

Love is a hot topic. Being in love heats us up. We are fired up and we burn with desire. However, love is not built on flame alone. It requires much more to thrive. Love is also brainy. We have to know how to talk, communicate, relate socially, and be a good friend who listens and offers good advice. Love is both heart and head. It is about finding what is called a “soul mate,” but also love is about having each partner help the other continue to grow the soul, forming a common one.

In this exercise, you will indicate how you and your partner are more than just fire and flame or can become more than just fire and flame. If you do not yet have a partner, provide answers to the exercise by imagining your life with your future partner.

List up to five ways that you are a full partner in your couple in the senses described. Is there room for improvement?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that your partner is a full participant in your couple in the senses described. Is there room for improvement?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Love is Teamwork

The tasks of life are very demanding and complex and they require much effort for us to succeed at them. By having a loving partner who cooperates with us in dealing with the difficulties that life presents, the chances of succeeding in the journey increase and the happiness shared along the way is much appreciated. Love is about sharing and caring as friends and teammates in major life tasks and responsibilities as much as it is about intimacy and having fun.

In this exercise, you will indicate how you and your partner are good at sharing and caring in teamwork or can become this way. If you do not yet have a partner, provide answers to the exercise by imagining your life with your future partner.

List up to five ways that you share and care in teamwork in your couple. Is there room for improvement?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that your partner shares and cares in teamwork in your couple. Is there room for improvement?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Love is Growth

Love helps us grow beyond ourselves in directions that we could not have imagined. Each encounter, each dialogue in life, is an opportunity for growth in ways unknown before it begins, through the dynamics and details of what takes place in them and the promises that they bring of further contact. This potential for growth in our daily encounters is magnified a hundred fold in the interactions that we have with our partners. Love passes from the steps of attraction and commitment to having a sense of security that potentially allows for great growth in each partner.

In this exercise, you will ponder how you can grow through living with your partner and how you can help your partner to grow through living with you. If you do not yet have a partner, provide answers to the exercise by imagining your life with your future partner.

List up to five ways that you can grow through living with your partner. Is there room for improvement?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can help your partner grow through living with you. Is there room for improvement?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Love is Earth

Men are Martians. Women are Venusians. That is the myth. First, men and women have many more commonalities than differences. Second, the differences do not make us aliens, the differences are understandable, and we can deal with them effectively. Third, it is not so much that we have to learn to live on our partner's psychological planet; we have to live on the one that we share together with them, Earth. This being said, men and women are different in many ways. What is important is to know exactly how you and your partner differ from each other so that both of you can make these differences strengths in the couple rather than points of disagreement and conflict.

In this exercise, you will learn to recognize how you and your partner differ and how you can make the difference work for you. If you do not yet have a partner, answer in terms of what you think your future partner will be like.

List up to five ways that you are different from your partner. How can they help your couple?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that your partner is different from you. How can they help your couple?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Love is Principles

For it to last, love requires a lot of work by both partners. In particular, each partner has to feel that they can trust the other person. There needs to be a fundamental honesty, giving of respect, and openness to communication by both partners in a couple in order to make it last.

In this exercise, you will learn how you and your partner can establish trust, honesty, respect, and openness in your couple. If you do not yet have a partner, imagine how you and your future partner could respond to the questions.

List up to five ways that you can establish trust, honesty, respect, and openness in your couple. Is there room for improvement?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that your partner can establish trust, honesty, respect, and openness in your couple. Is there room for improvement?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Couple Difficulties

Despite our best intentions, we may fall out of love or not know how to keep it going. We may start arguing a lot, lose passion, become disinterested, look to other people, become unfaithful, or separate. We may put all the blame on our partner, and our partner might do the same. However, when partners in a couple decide to work together to improve the difficulties that they are experiencing in the couple, they begin a process of rejoining their joy.

In this exercise, you will learn what are your most pressing difficulties in your couple, and how each of you can help. If the situation required it, you may decide to consult a professional to begin couple therapy and deal with the difficulties. If you do not yet have a partner, imagine how you and your future partner could respond to the situation described.

List up to five ways that you are contributing to the difficulties in your couple. Is there room for improvement?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that your partner is contributing to the difficulties in your couple. Is there room for improvement?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Exercises
for
Chapter 19

Will Try

Motivation is what keeps us going through difficult times. Every task that we do requires motivation, and every difficulty that we encounter requires even more of it. Half of motivation is will; the other half is effort. By both wanting and trying, we get things done. However, will and effort do not come automatically. They need boosts.

In this exercise, you will learn how you can keep your motivation going and how you can boost it even more.

List up to five ways that you use to keep motivated.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can boost your motivation even more.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Goals and Plans

Motivation goes only as far as the quality of our goals and the quality of the plans that we develop to arrive at them.

In this exercise, you will think of creating new positive goals and plans and how you can implement them.

List up to five new positive goals that you would like to have.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

For each, sketch a plan that can help you arrive at them.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Give Yourself a Booster Shot

When difficult situations, stresses, or problems are viewed as challenges that we can deal with instead of obstacles that we cannot deal with, it is easier to have motivation and goals, get will, try hard, and create workable plans that will succeed. When difficulties, stresses, or problems are perceived as challenges rather than obstacles, attempting to deal with them becomes rewarding in its own right, independent of the outcome of our effort. In fact, when we seek out difficulties on purpose because we like challenges, life in general becomes more rewarding. The more that we like being motivated, the more we will like life.

In the exercise, you will consider how to boost seeing difficulties as challenges and how doing this can improve your life.

List up to five ways that you can boost seeing difficulties as challenges.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that seeing difficulties as challenges can boost the quality of your life.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Difficulties in Motivation

Sometimes motivation is a problem for us. Perhaps we cannot get motivated even if we must. Perhaps we procrastinate. Perhaps we have the motivation but do not know how to translate it into action. Perhaps we start out being very motivated in our actions, but the motivation slackens. Perhaps we just go through the motions in our actions. Perhaps, we undercut our motivation once it starts, because we have been conditioned to fear success. Perhaps we lack self-confidence. Perhaps we have problems with others around us who undermine our motivation, either indirectly or even directly. Perhaps we complete a project that we have to finish, but do not bother to review and improve it. Perhaps, we have good motivation for one project but not the next. However, no matter which way we have motivational problems such as the ones described, there are solutions.

List up to five ways that you have motivational difficulties of the types described, or others.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

For each difficulty listed, think of ways to deal with them so that your motivation can get on track and stay on track.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Free Will

No matter what our difficulties, we can choose to consider options and solutions. There are schools of thought that say that we do not have any free will because we are either too conditioned by our context or others around us or too chained to our genes, heredity, and biology. However, in each of us, there is an active, assertive part that seeks its own will, voice, identity, and freedom to choose. The options that we have may be given to us by others, or by the situations in which we find ourselves. The difficulty lies in creating our own options, and then genuinely considering all the choices and choosing the best one.

In this exercise, you will learn that you have free will and can improve it.

List up to five ways that you have shown that you have free will.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can act to improve your free will.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

The Unconscious

We behave both for conscious and unconscious reasons. Sometimes we know exactly why we do things, but other times they come out of the blue. Sometimes, our underlying psychological conflicts are too difficult for us to face, and they are buried in our unconscious. However, they cannot remain there, and they give us clues about their presence by leaking out in unexpected ways. Sometimes, these leakages can be embarrassing to us or even shameful. When we try to understand the full scope of our motivations, we need to consider the unconscious ones, as well.

In this exercise, you will try to list the psychological conflicts that you may have and how you can begin to deal with them.

List up to five possible psychological conflicts that you may have.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can make them more accessible to your conscious so that you can begin to work on dealing with them. Doing this exercise is a start in this direction. Part of the ways of dealing with them, if they are serious, might be to eventually seek professional help.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Exercises
for
Chapter 20

Writing Your Story

We love to hear stories, read stories, and tell stories. When we describe ourselves to other people, we tell it in stories. When people describe either ourselves or others, it is in the form of stories. As we live the story of our lives, we can have others be the authors of how it unfolds, or we can be our own authors. No matter who has written the plots and scripts of our stories to date, we can begin to take charge of the writing. We can become the directors of our lives, the producers of the films about us, and the copyright owners of our stories.

In this exercise, you will learn how to begin taking control of the authorship of the stories that you tell about yourself and that others tell about you.

List up to five ways that you can begin to write the story of your life instead of having others do it for you.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can let other people know politely that you are writing your own story about yourself from now on.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Writing Your Stresses

One valuable exercise that we can do is to write down what bothers us. It would be a good idea to also write down how to deal with what bothers us. For example, when our mind is racing at night and we cannot sleep, it might help to write down what bothers us. Or, writing a letter to someone about what bothers us may help, even if we do not give it to them or mail it. Depending on preferences, it may be easier to technologically record a story as it is said out loud instead of writing it.

In this exercise, you will learn that writing down your stresses and how to deal with them can help you in your inner positive psychological core and in your relationship with others.

List up to five ways that writing down or recording your stresses can help you in your inner positive psychological core.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that writing down or recording your stresses can help you in your relationship with others.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Secret Stories

Sometimes the stories about ourselves that we tell ourselves include secrets that we do not want other people to know. Perhaps the secrets concern a bad habit that we have or something that we did that we prefer that no one knows about. Perhaps it concerns feelings that we have about someone else, either positive or negative. For example, the secrets could concern a crush that we have for someone, or a resentment that we feel for someone. There may be good reasons why our secrets should not be shared with anyone else. However, perhaps it is time to share them. Or, if we cannot share our secrets, and they are bothering us, perhaps it is time to deal with them so that the bother does not continue.

In this exercise, you will learn that dealing with the secret stories that you might have can help you in your inner positive psychological core and in your relationship with others.

List up to five ways that dealing with your secret stories can help you in your inner positive psychological core.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that dealing with your secret stories can help you in your relationship with others.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Positive Stories

Stories are powerful vehicles that influence people. When stories reflect what happened in reality, they can elicit all sorts of reactions. When they reflect imaginary scenarios, they can serve to create realities. In the stories that we would like to author about ourselves, the direction that the story take is ours to determine. There are many possibilities, goals, hopes, dreams, and visions that we can author about ourselves and about others around us.

In this exercise, you will learn about the positive stories that you can tell about yourself and about others around you.

List up to five positive stories that you can begin to author for yourself.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five positive stories that you can begin to author about others around you.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Negative Stories

Too often, the contents of the stories that we have authored about ourselves are negative in tone. The same can be found when others write stories about ourselves. Indeed, often it is the influence of these negative stories about us written by others that are behind the negative tone in the stories about ourselves that we author.

In this exercise, you will learn that the negative stories that we have incorporated as our own and have led us to live our lives in a way that is directed by others can be understood for what they are. Moreover, you will learn that they can be countered or reversed in the effects that they have on us.

List up to five ways that you can begin to understand better the negative stories that others have authored about you.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can begin to counter or reverse the effects that negative stories about you authored by others have had on you.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Re-Authoring Stories

We can't change the past, but we can change the stories that we tell about it. For example, you may have failed in a task because you did not try and you became very down about yourself. However, you could re-author this story to have a happier ending, such as that you have learned from what happened and will take steps so that it does not repeat. Or, a person in your life may have told you repeatedly that you always fail no matter what you do, and you fear the next project coming up. However, you could re-author this story to have a happier ending, for example, that you finally decided to take charge of such fears, apply yourself, and do as best you can, accepting whatever is the outcome of the project as a learning experience to help keep improving yourself.

In this exercise, you will learn that you are capable of re-authoring stories that you have told about yourself and that others have told about you that were negative or less positive than they could be.

List up to five ways that you can begin to re-author negative stories about yourself that you have told yourself.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can begin to re-author negative stories about yourself that others have told about you.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Exercises
for
Chapter 21

Self or Selves

The self appears to us to be a single identity or element in our psychology. However, often, it consists of many selves, roles, faces, characteristics, attributes, personalities, parts, or identities. Some major dimensions along which the self differs include inward—outgoing, sad—happy, confidence—lack of confidence, assertiveness—lack of assertiveness, responsibility—lack of responsibility, and stability—instability.

In this exercise, you will become aware of the many facets that potentially are part of your core sense of self.

List up to five aspects of the self that help define who you are.

1) _____

2) _____

3) _____

4) _____

5) _____

List up to five aspects of the self that you would like to develop further.

1) _____

2) _____

3) _____

4) _____

5) _____

Self and Other

The self does not exist independent of the other. We define ourselves as much by our social relationships as by our personal strivings, identities, and personality characteristics. The self emerges in the social and institutional relationships (e.g., family/friends and teachers/supervisors, respectively) in which we participate throughout the lifespan from infancy to adulthood.

In this exercise, you will examine important influences on the growth of your self both socially and with people you know through institutions.

List up to five social relationships that have been important in forming your sense of self.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five relationships in various institutions, such as school and work, that have been important to the development of your sense of self.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Self Change

The self is in a state of constant self-appraisal or self-evaluation. We look at ourselves in the psychological mirror, deciding what we appreciate and want to keep or accentuate compared to what we think should change or improve. The self is not static, or inflexible, but it is a dynamic part of us that we have constructed from both our inborn tendencies and our experiences. Therefore, the self can keep changing for the better, for example, according to the directions that we map for it in our will or motivation.

In this exercise, you will describe ways that your self has changed and can continue to change for the better.

List up to five ways that you have changed your self for the better by adding or improving upon positive aspects.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you have changed your self for the better by controlling better or taking away negative aspects.

- .
- 1) _____
 - 2) _____
 - 3) _____
 - 4) _____
 - 5) _____

Self Confidence

Typically, when we think of the self, we think of the concept of self-confidence, or assertiveness. For example, we think someone has a good sense of self when they can stand up for their rights. However, the self can be expressed by a quiet confidence. Also, we can stand up for our rights simply in the form of undertaking well our responsibilities and showing that we deserve for this an acknowledgement and respect.

In this exercise, you will learn the ways that you show a sense of confidence and a strong sense of self that may not be visible to others.

List up to five ways that you present a sense of self-confidence that others can see.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you present a sense of self-confidence that others might not see.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Self Construction

We construct our sense of self both for ourselves and for presentation to others. Also, others influence the sense of self that we construct. The more that there is harmony in these various aspects of the self, the more that the self ends up experiencing a sense of wholeness. Although the self has many parts, they do not have to be experienced as disjointed. Rather, they could reflect an underlying coherence. The parts of the self have more coherence when the various influences on it are on the same page.

In this exercise, and the next, you will understand better the various presentations in your sense of self and who influences their construction. Do you influence the development of your own self, or do others? Does this vary in terms of whether we are talking about the inner core self that you have or the self that you present to people?

List up to five ways that you rather than others have defined your sense of self that is core to yourself.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that others rather than you have defined your sense of self that is core to yourself.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Is My Self Mine or Yours

We like to think that we define ourselves, and that we do it especially for ourselves. However, we also construct a self that we present to the world. Moreover, others may define who we are more than ourselves, and this may be especially true of the self that we present to the world. However, there is no one size fits all formula in self-construction. Each of us is individual, and each of us can become increasingly an individual defined by ourselves, whether in terms of the internal core or in terms of what we present to the world.

In this exercise, you will learn the extent to which your self is social, is responsive to others, and is constructed for presentation to others.

List up to five ways that others rather than yourself have defined your sense of self that you present to others.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you rather than others have defined your sense of self that you present to others.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Exercises
for
Chapter 22

Listening and Talking

Communication begins with good skills in listening and in talking. Good listening means paying attention, understanding what is being said, and readying a response that fits or helps. Good talking means presenting a point of view without being forceful, asking questions that allow others to answer, and getting the other person involved.

In this exercise, you will learn what is involved in good communication for you in terms of listening and talking and how you can improve it.

List up to five ways that you can be a good listener. Do you use them all already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can be a good talker? Do you use them all already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Validating and Valuing

Good communication involves validation of what one hears upon listening and valuing the person giving the information or opinions expressed. We might not agree with the contents of what we hear, but even when we disagree, if we value the other person in the communication, the basis is present for the exchange to continue cordially and constructively toward new grounds.

In this exercise, you will learn what is involved in good communication for you in terms of validating and valuing and how you can improve it.

List up to five ways that you can validate well in communication. Do you use them all already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can be someone who values the other person involved in the communication, even if you disagree with the content. Do you use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Monologue and Dialogue

Good communication requires that both participants are equally involved, even if one does more of the talking. Communication works best when it is a shared, two-way dialogue instead of being an imposed, one-way monologue.

In this exercise, you will learn what is involved in good communication for you when the communication becomes a dialogue, and how you can make it even better that way.

List up to five ways that you encourage dialogue more than a monologue. Do you use them all already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can prevent your communications from becoming a monologue. Do you use them all already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Respect and Sensitivity

Good communication is more than an exchange of words and ideas. It is an exchange of the humanness of each participant in the conversation. Words and ideas come from a thought process immersed in the social and emotional history of the person. Each of us has a personality, identity, beliefs, and morals developed in a cultural context. Words and ideas reflect underlying goals and plans aimed at the receiver deriving from the whole personhood of the speaker. This notion needs to be grasped well for communication to proceed well.

In this exercise, you will learn how having respect for and sensitivity to the other in a conversation helps the communication go well and how you could improve in these regards.

List up to five ways that you can show respect and sensitivity with whom you speak to most at home or in your personal life. Do you use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that the person with whom you speak to most at home or in your personal life can show you respect and sensitivity. Does that person use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Negotiation and Compromise

Good communication involves accepting that our original positions are open to change. When there are differences in opinion, when possible, the two sides should weigh the advantages and disadvantages of all positions, consider the needs of all parties, and negotiate and compromise toward better positions that are mutually satisfying.

In this exercise, you will learn how negotiation and compromise helps the communication come to a conclusion more acceptable to all parties involved, and how you can improve in using these strategies.

List up to five ways that you can encourage yourself to use negotiation and compromise with whom you speak to most at home and in your personal life. Do you use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that the person with whom you speak to most at home or in your personal life can use more negotiation and compromised in your conversations. Does that person use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Suggest and Facilitate

Good communication is not about imposition but is about taking a reasoned position. Moreover, in presenting our views, it may be best to use the format of suggestions. Maybe using such an open-ended strategy will allow the other person to reflect in a reasoned way on them. The goal of communication should be to facilitate the other person either accepting your point of view or coming up with a better one. By using suggestions instead of imposing directives or commands, the other person is in a better position to be a genuine partner in the conversation.

In this exercise, you will learn how making use of suggestions and facilitating the other to reflect on them can help you in your communication, and how you can improve in communicating this way.

List up to five ways that you can increase your use of suggestions and facilitating the other person with whom you speak to most at home or in your personal life to engage in more reflection. Do you use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that the person with whom you speak to most at home or in your personal life can use more suggestions and facilitation of your reflection on them. Does that person use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Exercises
for
Chapter 23

Control and Warmth

Good communication stems from the right balance in attitude. The interpersonal context of a conversation varies along two major dimensions. Conversations reflect an underlying dimension of control and an underlying dimension of warmth. Each party in the conversation needs to express the correct amount of each for the conversation to work. Some situations require more control, or more warmth, depending on the circumstance, while others require less. Ideally, in a couple, for each partner, there is a good balance of both poles of each of the two dimensions underlying the conversation.

In this exercise, you will learn how finding the right balance in control and in warmth can help you in your communication, and how you can improve on these points in your communication.

List up to five ways that you can find balance in your control and warmth in your conversations with the person with whom you speak most at home or in your personal life. Do you use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that the person with whom you speak to most at home or in your personal life can find balance in control and warmth in your conversations. Does that person use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Overcontrol—Undercontrol

Often, control in a conversation is not at the optimal level that allows the communication to continue. Usually, one person or the other is either too overcontrolling or they demonstrate no or little control. People may want to make sure nothing goes wrong from their point of view, so they overcontrol. Often, the other person cedes control in response, in undercontrol. Or, the person may have the habit of not wanting to get involved much, and is undercontrolling, in general, in conversations.

In this exercise, you will learn that finding the right balance in overcontrol and undercontrol in a conversation can help the communication move forward well, and how you can improve in finding such balance.

List up to five ways that you can find balance in your overcontrol and undercontrol in your conversations with the person with whom you speak to most at home or in your personal life. Do you use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that the person with whom you speak to the most at home or in your personal life can find balance in overcontrol and undercontrol in conversations with you. Does that person use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Overwarmth and Underwarmth

Good communication requires an optimal level of warmth expressed by all parties for it to proceed well. Of course, the right level of warmth for each person in a conversation depends on so many factors, such as where the conversation is taking place and the nature of the relationship of the people communicating (think of two family members compared to two co-workers). Warmth in conversations is expressed through nonverbal channels, by the tone accompanying the words, by the rapport created, and by the affection involved (if this fits the relationship). When warmth in communication is inappropriately high or low, the quality of the communication may be affected negatively.

In this exercise, you will learn that having the right balance in being too warm or not being warm enough in a conversation makes it work better, and that you can improve in finding balance this way.

List up to five ways that you can find balance in being too warm or not warm enough when communicating with the person to whom you speak to most at home or in your personal life. Do you use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that the person with whom you speak to the most at home or in your personal life can find balance in being too warm or not warm enough in conversations with you. Does that person use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Offense—Defense

There are many ways to block good communication from taking place. Being overly critical is a common one. Putting the other person down is another. Being too sure of yourself is a third. When conversations are not proceeding well, especially if one party is attacking the other, those who are losing out may put up psychological barriers to protect themselves. When one party in a conversation goes on the offense, the other party most likely will become defensive.

In this exercise, you will learn how avoiding being offensive in a conversation helps the other person avoid becoming defensive, and how each partner can improve in these regards.

List up to five ways that you can become less offensive in a conversation with the person to whom you speak to the most at home or in your personal life. Do you use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that the person to whom you speak to the most at home or in your personal life can become less offensive in your conversations. Does that person use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Dispute Management

When communication degenerates into major disagreement or dispute accompanied by heightened negative emotions, the persons involved may not know how to repair the conversation, in order to bring it back on track. When the conversation escalates to the point that both parties are entrenched and emotional, the persons may seek advice from a third person. Whether they resolve the issues by themselves or with the help of others, the major ingredients in the process are the same. To summarize them simply, first, make sure both parties understand the views of the other. Second, have them consider all the options on both sides for their advantages and disadvantages. Third, if possible, have them seek novel options not yet considered. Throughout the process, each of the parties needs to maintain a calm as much as is possible and allow the other person to express his or her views.

In this exercise, you will learn how you try to resolve disputes and can attempt to improve how you do it, and how the person to whom you communicate the most at home or in your personal life can improve this way, as well.

List up to five ways that you can use to resolve disputes with the person to whom you communicate most at home or in your personal life. Do you use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that the person to whom you communicate most at home or in your personal life can resolve disputes with you. Does that person use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Communication Styles

Some people are more talkative. Others are great listeners. Some people are great storytellers, and people enjoy listening to them. Other people are known to listen long and well, and then give perfect advice upon considering the discussion. Many factors are involved in determining who is more talkative and who talks less in conversations, including the nature of the context, the personality of the people involved, and sex, age, role, and cultural differences. What matters is not who speaks more but how the communication begins, continues, and ends in the conversation despite any individual differences in talkativeness. Moreover, people vary from one conversation to the next in how much they are talkative and how well they do it, and how much they listen and how well they do it.

In this exercise, you will learn about which factors make you a better communicator in conversations.

List up to five ways that you can use to encourage good listening in conversations with the person to whom you speak to most at home or in your personal life. Do you use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can encourage good talking in the person to whom you speak to most at home or in your personal life. Do you use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Exercises
for
Chapter 24

Affection and Limit Setting

Children need both affection and appropriate limits that are put in place. The affection gives them the sense of security and joy that they need. It also gives them motivation to comply with the limits that are set. Limit setting is more than establishing a collection of rules and consequences if they are violated. They concern age-appropriate ways of obtaining and directing control of children's behavior so that it moves towards constructive goals. They concern gradually giving control to children in governing their own behavior so that they develop a sense of independence and the capacity to function well once they are launched into their own lives apart from their parents.

In this exercise, you will learn how children respond to the right affection and to the right limit setting.

List up to five ways that children respond to the right affection. Do you use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that children respond to the right limit setting. Do you use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Label the Behavior, Not the Child

Children are not “bad,” but their behavior can reflect a bad habit. Parents should not “hate” their children when they make a mistake, call them “idiots,” and so forth. Rather, they should say, “That behavior is inappropriate.” Moreover, they can label the behavior at issue in order to better deal with it (e.g., “That bad habit”; “Mr. Trouble”). It is better to give a label to a bad habit so that the child feels that the bad habit is not part of its core of good habits and the child feels that he or she can get control of the bad habit. When we give the whole child a negative label, we take away the child’s sense that he or she has a positive core.

In this exercise, you will learn good ways to tell a child that a behavior is inappropriate.

List up to five ways that you can tell a child that a behavior is inappropriate without criticizing the whole child. Do you use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you should not tell a child that about a behavior that you do not want repeated or do not like. Do you avoid them?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Praise and Discipline

Essentially, there are two main ways to increasing the good habits that we want children to have and to decreasing the bad ones that we want them not to have. First, we can use positive reinforcements to increase a desired behavior. For example, praise is a common technique that works very well. Second, we can withdraw a reward or favourite activity to decrease a behavior that is not desired. For example, the child could be deprived of play time or get time-out. Punishment is an extreme way of disciplining a child, trying to alter a child's behavior.

In this exercise, you will learn to consider the advantages of praise and the disadvantages of harsh discipline, in particular.

What are the advantages of praise in trying to increase good habits in children? Do you use praise enough?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

What are the disadvantages of extreme discipline techniques in trying to decrease bad habits in children? Do you avoid them enough?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Attachment and Intergenerational Patterns

Children develop a sense of security when their care giving is sensitive. They develop cognitive schemes or representations that are the equivalent of saying, "The world loves me"; "I am loveable". They carry forward these schemes as they develop, and if circumstances do not change them, the ones developed early in life influence the person's behavior, including in their friendships and romantic relationships. When care giving is less sensitive or insensitive, the cognitive schemes that develop and influence behavior are the equivalent of saying, "The world does not love me"; "I am not loveable." More likely than not, parents will transmit to their children a similar degree of sensitivity in care giving that they had received themselves, creating patterns over generations. However, parents who get the right partner, the right help, or have the will and capacity to change, do not necessarily repeat learned parenting patterns that are negative or less than optimal.

In this exercise, you will learn how you give sensitive care and control insensitive care early in the life of children and how you can improve these ways.

List up to five ways that you can give sensitive care early in the life of children. Do you use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can control giving insensitive care early in the life of children. Do you use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Biology and Environment

The classic distinction in understanding how behavior develops in the child is that of nature vs nurture. That is, children are influenced in their growth by either biological factors, such as genes, or environmental factors, such as learning. There have been at least three changes to this classic model of development. First, it is now argued that development is not simply a question of biology or environment influencing development, but both factors are involved, in an interaction. Second, each component of the model has become more complex. For example, genetically, researchers now consider that genes may be present but they can be dormant; we now find activation of different genetic options in the right environment. Environmentally, it is now understood that learning is not just about parental and school reinforcement/punishment and instruction. There is also learning that takes place through parent modeling and child imitation of the observed behavior. Third, it is now understood that biology and environment are not sufficient in explaining the development of behavior. That is, the child has a role to play in its own development, for example, through an active curiosity for learning.

In this exercise, you will learn what role the child plays in his or her own development compared to biology and environment.

List up to five ways that a child's natural curiosity and will to learn helps in his or her development.

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____

Workbook Exercise 24.5 continued

List up to five ways that we can promote a child to use and have even more of his or her natural curiosity and will to learn.

1) _____

2) _____

3) _____

4) _____

5) _____

Super Parents

Too often we try to be a hero at home, at work, in the eyes of our children, in the eyes of our partner, and in the eyes of everybody. We ignore that we need continuing strength to carry on in our life roles. In order to function well in our multiple roles, we should not attempt to do everything by ourselves. It is best to get the support that we need from those around us, or to delegate, or even to hire help, use a babysitter/daycare, etc., if we can afford it. To keep the flame of our energy burning, assuming that we have a partner, the more that we can create a situation of sharing about raising our children, doing chores, cooking, and so on, the more the children and couple become stronger. When one partner has to do too much in a family, it is time to say it is too much.

In this exercise, you will learn the advantages of sharing in the raising of children and in home tasks. Also, the positive role modeling that children see with such an attitude at home in the family can help them in their own development.

List up to five advantages for a couple when they share to the degree possible child rearing and home tasks.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five advantages for children when they see their parents or caregivers cooperating in raising them and in completing tasks at home.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Exercises
for
Chapter 25

Storm and Stress

It is a myth that all teenagers go through storm and stress. The storm and stress theory is that teenagers must go against their parents and society in order to grow into themselves and be independent. In fact, the argument is that if an adolescent does not go through a period of storm and stress, his or her development will be abnormal. However, this theory has not been supported. Research shows that most adolescents have relatively minor problems and do not reject their parents and society. Nevertheless, most adolescents do get more moody and have conflicts about things such as curfew. They may also engage in risky behavior. This being said, statistically, only about 25% of adolescents have more serious psychological difficulties.

In this exercise, you will learn how to help adolescents avoid a period of storm and stress.

List up to five ways that you can help an adolescent avoid a period of storm and stress. Do you use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can help adolescents get through difficulties with their mood, with complying with things like curfew, and with avoiding risky behavior. Do you use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

School and Studies

Children might begin to skip school in their adolescence. They might lag in their homework and even drop out of school. There are many peer pressures that they face, and many temptations. Somehow, teenagers need to discover the joy in learning and their natural curiosity and desire to learn. Their life experience and current context may have led to school difficulties. They may have lost their confidence in their capacity to succeed at school, or may have never developed study skills. The responsibility for their plight lies with all of us. Many teens can turn things around with the right advice, environment, and help.

In this exercise, you will learn how you can help adolescents with their schooling and studying.

List up to five ways that you can encourage an adolescent to stay in school, attend consistently, try hard, and so forth. Do you use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can have an adolescent rekindle a joy in curiosity, discovery, studying, and learning. Do you use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Peer Pressure and Parental Advice

In general, peers influence teenagers in their style more than parents. In consequence, parents may react negatively to their teenager's dress and music. However, when it comes to values and morals, many teenagers listen to and accept the advice of their parents more than their peers. This being said, everything is not so black and white. A good proportion of teenagers reject their parents' values and morals, especially in choosing friends and engaging in risky behavior.

In this exercise, you will learn how to deal with adolescents who are overly influenced by peer pressure compared to parental advice.

List up to five ways that you can help an adolescent keep the influence of peers within acceptable bounds. Do you use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that we can help an adolescent listen to and accept parental advice, especially for critical things like values, morals, sex, drugs, and risky behavior. Do you use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Establishing Identity

Teenagers seem to be searching in many ways for their personal identity. They are trying to find their voice, define themselves, set boundaries, create independent space, choose what they want and like, and so forth. However, many adolescents find this task difficult, do not even start, delay it, or create a negative identity rather than a positive one. Moreover, the search for identity does not stop once one thinks it is found, for the task is a lifelong process. Also, we do not have one identity, but there are many parts to it, and they are not necessarily at the same level.

In this exercise, you will learn how to support an adolescent seeking an identity.

List up to five ways that you can help an adolescent in her or his quest of an identity. Do you use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can help an adolescent when her or quest of an identity is not proceeding well. Do you use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Delinquency and Crime

Adolescents can get into a vicious circle where they gravitate to gangs or groups of peers who are idle, destructive, and engage in risky behavior. The vicious circle may have started earlier in life when their parents did not know how to discipline them effectively and they started bullying on the playground as they grew older. However, adolescents who associate with poorly behaving peer groups or gangs do not have to continue descending into a lifestyle of defiance, conduct problems, and crime.

In this exercise, you will learn how you can help adolescents when they are close to or are actually engaging in delinquent behavior.

List up to five ways that you can keep adolescents away from poorly behaving groups of peers and gangs. Do you use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can help adolescents who are already in a group of poorly behaving peers or gangs. Do you use them already?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Lifelong Learning and Development

Adolescence is a transition period between children and young adulthood. It is considered a crucial period that prepares for the next. In fact, each stage of life is a crucial transition to the next and deserves our attention so that it unfolds well. Learning does not stop with the end of adolescence. By that age, many of us are in college and university. We are realizing now that learning does not stop at the end of our college and university studies. Once we start a family and enter the work force, many of us keep taking courses, getting degrees, and upgrading our education. This illustrates that learning is lifelong and that development is lifelong, too. Adults keep growing through many phases. They do not necessarily enter a midlife crisis, just as teenagers do not necessarily go through storm and stress.

In this exercise, you will learn that learning and development are lifelong and that we can act to promote them.

List up to five ways that we learn and grow in adulthood.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that we can promote learning and growth in adulthood.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Exercises
for
Chapter 26

Play with Fear

Children have many fears and this is normal in development. Humans evolved in dangerous environments (niches), and it was important for our survival to have fears early in life. However, when children are exposed to trauma, their fears can become disordered. Aside from talking to children about it, a good way of dealing with children's fears is to use humour, play, and nonverbal means.

In this exercise, you will consider different ways of dealing with children's fears, both in the verbal and nonverbal modalities.

List up to five statements that you can tell children to help them deal better with their fears.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five nonverbal ways that you can help children deal better with their fears.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Ms. Fear and Ms. Brave

Children catch on very quickly when we ask them in what ways they are like Ms. Brave and that they can tell Ms. Fear that she should go away. Parents can learn to use this language very quickly, as well. One could ask children how were they capable of telling Ms. Fear to go away and how they were capable of being like Ms. Brave.

In this exercise, you will learn how to use the language of Ms. Fear and Ms. Brave in helping children with their fears.

List up to five ways that you can encourage a child to tell Ms. Fear to go away and to stay away.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can encourage a child to be like Ms. Brave as they deal with a fear.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Children's Anxieties

Children can develop anxieties that are disruptive of their lives, beyond those related to fears. They can develop social anxieties, school anxieties, performance anxieties, talking anxieties, place anxieties, and so forth. However, we can teach children good techniques to help them with their anxieties. Even with young children, we can teach them behavioral techniques, such as breathing exercises, that can help them with their anxieties. Also, we can teach them cognitive or thinking strategies.

In this exercise, you are asked to look back at some of the behavioral and cognitive techniques for adults and see how they can be used to help children with their anxieties.

List up to five behavioral strategies (e.g., breathing exercises, visualizations) that can help children with their anxieties.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five cognitive statements that children can say to themselves that can help them with their anxieties.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Story Making

Children love stories and they talk in stories. One way of helping children with their fears and anxieties is to make up stories involving their favourite superheroes as they deal successfully with what is bothering them. For example, Superman can be brave as he faces a surgery, Super girl can tell a ghost or monster to stop bothering her because she is no longer afraid.

In this exercise, you will learn how stories can help children deal with their fears and anxieties.

List up to five story themes that you can use to have a child act brave.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five story themes that you can use to have a child control a fear or anxiety.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Drawing Conclusions

We can learn about children's development through their drawings and other forms of play. Often, therapists use techniques such as this. For example, when they are given toy cars after they've been in a motor vehicle accident, do the children enact crashes? When given paper and markers, how do they draw a family if there are difficulties at home that they are experiencing? In addition, children may express their difficulties in indirect ways, such as by acting out.

In this exercise, you will learn what we can tell children after we learn of their fears and anxieties through their play, drawings, and other nonverbal means.

List up to five statements that a therapist can tell children when they discover a difficulty that they are experiencing through analyzing their play, drawings, and other nonverbal means.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five statements a parent or teacher can say to a child when they act out at home or in class because of a difficulty that they are experiencing.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Giving Support to Children

Many children are exposed to the worst stresses. They may be involved in a serious traumatic incident, or a series of them. They may be abused seriously, be seriously neglected, raped, and so on. There are children who are caught in wars, who are tortured, or who locked in basements for decades. They may become orphans due to tragic circumstances. Psychologists can help children who have suffered these extreme traumas and stresses. Psychologists would not only try to help the child, they would also try to educate the parents or other adults involved and have them learn how to help the child. The best resource for a child who has suffered an extreme trauma or stress consists of caring adults, whether at home or in the school or community. This being said, children have their own capacities for resilience, and these have to be brought out.

In this exercise, you will learn what are the ways that we can boost a child’s resilience and get them help when they have suffered extreme trauma or stress.

List up to five resources that we can find to help children who have experienced extreme trauma or stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that we can try to boost children’s resilience when they have experienced extreme trauma or stress.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Exercises
for
Chapter 27

Home and Work

We are great jugglers. Many of us balance multiple responsibilities both within the home and at work or school. Effective multitasking requires effective organization and a sense of responsibility. When things appear overwhelming to us, we can lapse into bad habits with respect to our responsibilities, such as letting them go, falling behind, not caring, starting addictions, and taking things out on other people.

In this exercise, you will learn how to juggle your tasks and responsibilities at home, and at work or school, and how you can continue to do it.

List up to five ways that you use to balance tasks and responsibilities in the home and outside at work or school.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you avoid the stresses that come with our daily multitasking in our multiple roles at home and at work or school.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Work at Home

Work can be exhausting in its demands. We may have a physical job, and feel muscle fatigue. We may have a desk job and feel the fatigue of mental effort. We may have a job that requires much social interaction, and is taxing for this reason. We may be in a management or executive position and be overwhelmed by fatigue at the end of the day. We may be a student required to attend classes and study all day, which can be fatiguing, too. We may be full-time parents or caregivers, and have very little energy left in the evening for the family. The fatigue of work or other daily work roles may interfere greatly with our personal life in the evening. Conflicts may arise with family who expect more from us.

In this exercise, you will learn how to handle the fatiguing tasks of the day and the effects on your fatigue in the evening.

List up to five ways that you can use to manage the tasks of the day so that they are less fatiguing.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can use to manage the fatigue in the evening so that you have more energy for quality time in your personal life.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Home at Work

Home life is harder work than work life when it is done with full participation toward the best of goals. For example, we may think of ourselves as a super parent, capable of being both a great parent and worker. Think of everything that a super parent tries to do, day in and day out. Mornings are difficult with children, in the effort to give them attention and get them ready for the day. Afternoons are difficult with children, as we try helping them with homework, give good advice, and so on. Evenings are difficult with children, as well, as we try to put them to bed, and then do the dishes and cleaning, etc. Late evenings are difficult for parents, as we are fatigued by the effort of the day and have little left for our partner. Somehow, we have to get a restful sleep when we have children. The dangers of working so hard at home, and also at work (or school), is that we can burn out, despite our noble intentions.

In this exercise, you will learn how to moderate your family stresses and work (or school) stresses, avoiding burnout. For example, one good way in each aspect is to get help from others, share the load, delegate, and so forth.

List up to five ways that you can make life easier at home with family so that you can do your work or study well.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can make life easier at work (or school) so that you can undertake well your family roles.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Managing It All

Part of the difficulty in dealing with the multiple tasks and responsibilities at home and at work (or school) is that we do not know the best way of getting help and cooperation from other people around us. For example, we may be so stressed with family responsibilities that we scream at our partner for not understanding. We are so stressed that we believe that he or she should automatically know that he or she is needed without even being told. Or, at work, we may be so stressed that we give orders to colleagues about what they should do, which causes them stress and they do not do the work well, causing us even more stress. Instead of explaining things to people and creating a positive atmosphere where they can function well, we lapse into stress-generated bad habits where we end up with the opposite of what we want.

In this exercise, you will learn how to manage better relationships with family and co-workers in order to have them help you with your tasks and responsibilities. For example, we could create an atmosphere of teamwork where everyone wants to help, we can delegate without giving orders, and so on.

List up to five ways that you can encourage more cooperation at home.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can encourage more cooperation at work (or school).

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

You Can't Beat the Systems

Systems automatically tend to seek balance or equilibrium. They rebound like elastic bands when they are stretched too far from balance or are in disequilibrium. They resist change even when they are stretched to the edge of their equilibrium. Many factors can stretch a system. Some act directly on the system, or are proximal. Other factors act more indirectly, or are distal. Factors that seem far removed from our daily or personal life may have profound influences on us. Think of the economic problems that arise in our society from time to time, overseas wars, and so forth. Think of a work supervisor, teacher, or family member not living with us affecting our home life through their actions. Our personal system is embedded not only in an immediate social (family, friend) system, but also in less immediate systems, such as vocational, school, economic, cultural, and political ones.

In this exercise, you will learn all the influences on your personal system, and how you can deal better with them.

List up to five ways that you can deal better with immediate influences on your personal system.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can deal better with distal influences on your personal system.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Stress Management

We all know the saying the last straw on the camel's back. We are so busy in our lives that, often, we feel that we are on the edge with no room for anything else. Of course, life always arranges that something else happens when we feel that we are already on the edge. Part of the difficulty is that, in reality, we may be capable of undertaking more tasks and responsibilities but that our perception is that there is no more room for them. We may be so uptight dealing with everything on our plate that each task or responsibility appears overwhelming when, in fact, each one is not. With better skills related to calming down, seeing things for what they are, organizing ourselves better, and organizing what is needed to deal better with the new task or responsibility involved, we can avoid feeling overwhelmed with each new thing that comes along in our lives.

In this exercise, you will learn what helps to organize better your tasks and responsibilities and how to better calm down as you try to deal with them.

List up to five ways that you can use to organize better your tasks and responsibilities, including when a new one comes along.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can use to calm down when you deal with your tasks and responsibilities, including new ones that come along.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Exercises
for
Chapter 28

Fixed or Free

Is change possible in our psychology? Are we so conditioned by our environment and straightjacketed by our biology that there is little room for improvement? Are we passive receptacles of what the environment, biology, or both impose on us? Or, conversely, do we have a say in the status of our psychology, our personality, our intelligence, our thinking, our emotional stability, our capacity to cope with stress, and our social skills? One model is that we are not free in the environmental and biological impacts on us, that we cannot change in the directions that we choose, and indeed, that we do not really have any choice in these directions. In the model of psychological change being described, we are determined in our psychology by factors beyond our free will, being fixed by biological and environmental blueprints laid out for or us without any say allowed from us. Another model of psychological change is not so fixed, because it allows that we have an active voice in our psychology, a role to play in the direction of our psychology beyond any environmental or biological influence on us. We have free will and, to some extent, we can freely choose the direction of our psychology.

In this exercise, you will learn that you can take control of the direction of your own psychology and your life course.

List up to five ways that you can take charge of your own psychology, developing what you want in terms of your personality, thinking, emotions, coping, and social skills.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can take charge of your life course, deciding directions for yourself and where you want to develop.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

True Change

Too often, change for change's sake is a type of change that takes place. In contrast to this change in a lateral direction, which is not really any change worthy of note, there is genuine change that can take place, which is more upward toward new areas. Genuine psychological change for the better can take place either as a natural growth process for reasons out of awareness, or because of conscious effort to change bad habits or alter difficult circumstances that promote them. In order to accomplish the latter efforts, there needs to be a readiness to undertake the needed changes, and a good plan for genuinely working through the difficulties involved in order to accomplish them. Half-hearted effort to arrive at genuine change may even make it worse. Or, effort simply to re-arrange things on the surface, without tackling underlying difficulties, may just get us temporary relief or even muddle the picture, making things worse.

In this exercise, you will learn that embarking on genuine psychological change for the better requires genuine effort and genuine working through. Social, institutional, or professional support may be required. Once this type of positive self-improvement journey begins, the desired changes should be more evident.

List up to five ways that you can help make your desire for genuine positive psychological change to take place by genuine effort.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can help make your desire for genuine positive psychological change to take place by genuine working through.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Change the Past and Future

The past is not written in stone. In a psychological sense, we can revisit it in order to understand it better and appreciate how any negative effects that it may have had on us can be accommodated, thereby empowering positive psychological changes in the present.

The future is written in stone. First, we can come to the realization that no matter what the future holds, if we have started on a process of trying to genuinely change for the better psychologically, that change will continue. In this process, the path will not change no matter which blocks and barriers are placed along its way. Second, no matter what the future holds, when we speak from our positive, empowered core, the future can be constructed at least somewhat in a way that is positive for us. The path of our future may be altered by circumstance, but we will always be its builder.

In this exercise, you will learn that we can control not only the present but also the past and the future.

List up to five ways that you can look back on the past and see it in a better way, empowering your positive inner psychological core.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can look at the future and see it in a better way, empowering your positive inner psychological core.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Inhibition—Activation

The best way of facilitating self improvement and positive psychological change is to control or inhibit bad habits and to create or activate good habits. When we change positively in our inner psychological core by our own efforts, it is more likely that the changes are burned in and resistant to pressures, either internal or external. The best way to control or inhibit bad habits is to do it ourselves. When we control or inhibit them because we are told to, they can re-appear in our psychology. Therefore, we need to take charge of changing our bad habits. This way, we can own and use well the good habits that result. The best way of getting good habits is to incorporate them into our positive inner psychological core. By dint of our will and effort, we can absorb the lessons that life has to offer and the lessons of people around us, in order to learn good habits.

In this exercise, you will learn how you can inhibit bad habits and activate good ones.

List up to five ways that you can empower your inner positive psychological core to control or inhibit bad habits.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can empower your inner positive psychological core to create or activate good habits.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

The ABCs

Change takes place better when we act to facilitate it. We need to examine the ABCs of the reasons for our bad habits in order to increase the 123s of the number of our good habits. By analyzing the context in which our bad habits are more readily activated, we can begin to take charge of their control and inhibition. For example, we can look at the antecedent situation (A), the thought or belief that accompanies it (B), and our consequent reaction (C). This process of following the steps of working through the ABCs of our bad habits is especially important for things like jumping to conclusions about the situation, having thoughts that lead to bad habits, and being unable to inhibit the bad habits. This model is a simplified presentation of the cognitive behavioral model in psychology. We also need to look at the emotions that we feel throughout the process.

In this exercise, you will learn how you can improve your analysis of the situations or triggers to your bad habits, and how you can improve your inappropriate thoughts in these situations or to the triggers.

List up to five ways that you can analyze better the antecedent situations or triggers that lead to your bad habits.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can deal better with the inappropriate thoughts that are elicited by the situations or triggers that are antecedent to your bad habits.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

The Surface and the Deep

Psychology, as the science of the study of behavior, is dedicated to understanding better bad habits, how they emerge, how they can be controlled, and how they can be replaced by good habits. Some schools of psychology focus on the surface situations and behaviors, without referencing our thoughts. Other schools of psychology have an opposite approach—they seek the deeper reasons for our actions, even calling them unconscious or difficult to access. All major schools of thought in psychology, despite their differences, contribute to understanding behavior and how to change it. However, the distinctions among them in terms of whether we should focus our efforts to change for the better psychologically on the surface or at deeper levels is a major way of distinguishing them.

In this exercise, you will learn how you can work at the surface and at deeper levels to initiate the changes that you want in your psychology.

List up to five ways that you can work at the surface level (your context, your actual behaviors, including bad habits) in changing for the better psychologically.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can work at deeper levels (your unconscious; thoughts or feelings, that you try to hide or dismiss) in changing for the better psychologically.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Exercises
for
Chapter 29

Spirituality and Religion

Spirituality is a deep sense of communion that we have in relation to our perception of the origins of the universe and other mysteries. It helps us bind to each other, to our communities, and to the wider environment, including at the planetary level. People create and congregate in religions partly as a reflection of our deep-felt spirituality, but being a member of a religion does not guarantee that we will improve our spirituality, as we may just go through the motions. The advantages provided by religion are clear to many people. However, there are dangers in religion that become clear just by keeping up with the news. We need to learn to put our spirituality first, not religious practice for the sake of practicing blindly. And we need to help others increase their level of spirituality, given all the benefits that it brings when it is genuine.

In this exercise, you will learn how to boost your spirituality.

List up to five ways that you can use to increase your genuine spirituality.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can participate in religious practices (from any faith) to increase your spirituality (or that you can advise others to undertake, if you do not practice a religion).

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

“Soulfull”

One can never be certain there is a soul. However, it is a common concept in folk psychology and it inspires many of us to do good deeds.

In this exercise you will consider ways of making your “soul,” or its psychological equivalent, better for yourself and others.

List up to five ways that you can improve the quality of your “soul,” or its psychological equivalent, in relation to your inner positive psychological core.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can improve the quality of your “soul,” or its psychological equivalent, in relation to how you deal with others.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Morality

The more that we behave, think, and feel in ethical and moral ways, the more that we create internal and external peace. This may be hard to do, but the benefits to us and to others are endless. However, there are barriers in acting, thinking, and feeling ethically and morally, both from our internal psychology and our external environment. Moreover, we may not know how to translate our good intentions into the right behaviors, thoughts, and feelings, which is another kind of barrier.

In this exercise, you will learn how you can remove barriers to acting, thinking, and feeling morally and ethically.

List up to five barriers internal to your psychology that you can begin to deal with in order to increase acting, thinking, and feeling morally and ethically.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five barriers deriving from others and your surroundings that you can begin to deal with in order to increase acting, thinking, and feeling morally and ethically.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Being

By being fully present in life, and participating in it with the best of our selves, our sense of being can prosper and grow, bringing joy or having us rejoin joy. When we take the power of our inner positive psychological core and let it characterize our psychology as we deal with others and with life, in general, we optimize our sense of being in the world, and having a psychologically content sense of being. This allows us to live better in the world, participating in depth in daily living.

In this exercise, you will learn how you can create a better sense of being fully present and participating in life, increasing a positive perception about your sense of being.

List up to five ways that you can be more fully present or can better participate in life on the outside, increasing your sense of being on the inside.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can increase your sense of being on the inside, leading you to be more fully present or to participate better in life on the outside.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Peace

A sense of inner peace can be nourished by both focusing on creating an inner calm and by acting to create more peaceful relations with others. Conversely, by creating more peaceful relations with others, we augment our sense of inner peace.

In this exercise, you will learn how to increase your sense of inner peace and outer peace.

List up to five ways that you can use to promote a better sense of inner peace and calm.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can use to create more calm and peaceful relationships with others.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Sabotage

Sometimes, more than other people might do, we undercut ourselves. We place barriers in our efforts to succeed or to improve ourselves psychologically. Sometimes, this reflects learning from our past, where family or other people have trained us by how they have dealt with us to think negatively about ourselves, and about our capacity to change for the better. Therefore, self-sabotage of what is good for us psychologically takes place. Moreover, this can happen because of personal reasons, for example, we have a too deep sense of inadequacy or a feeling that we can't change for the better psychologically. Self-sabotage might also occur for social reasons, for example, others actually have interfered with our developing a sense of adequacy or a feeling that we can change for the better psychologically.

In this exercise, you will learn how you can avoid sabotaging yourself and how to inhibit others from sabotaging you.

List up to five ways that you can use to help control yourself from sabotaging what is good for you psychologically.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you can use to help control the influence of others toward having you sabotage what is good for you psychologically.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Exercises for Essays

(These help understand the causes of behavior, there are no exercises for Chapter 30 because it consists of exercises from this workbook).

Biology

Biology has a powerful influence on our body, from genes to brain to sex. However, we are learning that biology also has a powerful influence on our psychology, from personality to intelligence to sexual attraction.

In this exercise, you will learn how biology is a powerful influence on your psychology.

List up to five ways that biology influences your body.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that biology influences your psychology.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Environment

The environment has a powerful influence on our psychology, from parenting, to schooling, to the work environment.

In this exercise, you will learn how the environment influences on your psychology.

List up to five ways that the environment influences your body.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that the environment influences your psychology?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Person

Biology and environment are not the only influences on our psychology. We have our own say in it, as well.

In this exercise, you will learn your own role in your psychology.

List up to five ways you influence your body.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that you influence your psychology.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Action

Psychology concerns action or behavior. In this exercise, you will learn what are your core, positive characteristics in your action or behavior and how that makes you special and unique, or worthy and empowered.

List up to five core positive characteristics in your action or behavior.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that your core positive characteristics in your action or behavior make you special or unique, or worthy or empowered.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Thinking

Psychology concerns thinking or cognition. In this exercise, you will learn what are your core, positive characteristics in your thinking or cognition and how that makes you special and unique, or worthy and empowered.

List up to five core positive characteristics in your thinking or cognition.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that your core positive characteristics in your thinking or cognition make you special or unique, or worthy or empowered.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Feeling or Emotion

Psychology concerns feeling, or emotion. In this exercise, you will learn what are your core, positive characteristics in your feelings, or emotions, and how that makes you special and unique, or worthy and empowered.

List up to five core positive characteristics in your feelings, or emotions.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

List up to five ways that your core positive characteristics in your feelings, or emotions, make you special or unique, or worthy or empowered.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Epilogue
Exercises

Reducing Negatives

To empower our core, we should learn to control better those parts of ourselves that are more negative. We express negatives in thoughts, feelings, and actions, but also we try to control them.

In this exercise, you will learn ways to reduce negatives in your psychology.

By having worked through this book, list up to five ways that you have learned to reduce negatives.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Based on what you learned in this book, list up to five ways that you could add to the ways in which you reduce negatives.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Increasing Positives

To empower our core, we should strive to boost those parts of ourselves that are more positive. We express positive thoughts, feelings, and actions, but also we try to add new ones.

In this exercise, you will learn ways to increase positives in your psychology.

By having worked through this book, list up to five ways that you have learned to increase positives.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Based on what you learned in this book, list up to five ways that you could add to the ways in which you increase positives.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Relationships

Relationships work best when we work at them. They are happiest when the goal is more than happiness. Good relationships are never about a part of us opening up but about all of us opening up. They are about a touch that calms, a tone that soothes, and a sharing that maps the present and future.

In this exercise, you will learn ways to improve your relationships.

By having worked through this book, list up to five ways that you have learned to relate better to others.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Based on what you learned in this book, list up to five ways that you could add to the ways in which you relate to others.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Love

Love is life's glue. It binds us to partner, child, each other, and nature. It beats in our heart, and animates our mind. It quickens our rhythms, yet brings them great peace. It opens up new worlds, and spreads out our horizons. It is our sun.

In this exercise, you will learn ways to improve love in your life.

By having worked through this book, list up to five ways that you have learned that can improve love in your life.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Based on what you learned in this book, list up to five ways that you could add to the ways in which you can improve love in your life.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Ways of Living

The best ways of living involve simple formulas, such as — aim to be the best you can be; help others realize that goal. The best ways of living are created in social ways, that is, in relations fueled by positive emotions, and guided by the noblest of thoughts.

In this exercise, you will learn ways to improve daily living.

By having worked through this book, list up to five ways that you have learned to improve in your daily living.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Based on what you have learned in this book, list up to five ways that you could add to improve your daily living.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Natural Life

Nature is a birthing place, and we are its children. Nature is a guest, and we are its host. Nature is fragile, and we are its rock. We are fragile, and nature is our home. In this exercise, you will learn a deeper respect for nature and an awe about nature.

By having worked through this book, list up to five ways that you have learned the value of nature.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Based on what you have learned in this book, list up to five ways that you could add to the value that you give to nature.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

