AGES 12–18 PRINTABLE WORKSHEET

The Stress Check-In



WHAT THIS IS

Stress shows up in your body, mind, and mood. A two-minute check-in helps you notice it before it piles up.

HOW TO USE IT

1. Circle a number for each area (1 low, 10 high).
2. List what is adding to your stress.
3. Choose one thing that would help.

EXAMPLE

"Body 7, mind 8, mood 5. Stress: two tests and a fight with my friend. Help: talk to her."

Body: how tense or tired?

1 2 3 4 5 6 7 8 9 10

relaxed — very tense

Mind: how racing or foggy?

1 2 3 4 5 6 7 8 9 10

clear — racing

Mood: how heavy or on edge?

1 2 3 4 5 6 7 8 9 10

light — heavy

Energy: how drained?

1 2 3 4 5 6 7 8 9 10

full — empty

What is adding to my stress?

School · Friends · Family · Sports or activities · Social media · Future · Money · Health · Sleep

One thing that would help a little

If your numbers stay high for a couple of weeks, talk with a parent, school counselor, or trusted adult. You do not have to handle it alone.

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AGES 12–18 PRINTABLE WORKSHEET

Overthinking Worksheet



WHAT THIS IS

Overthinking is your brain looping on a worry. Separating facts from guesses breaks the loop.

HOW TO USE IT

1. Write the looping thought.
2. Sort facts from the story your brain is telling.
3. Choose one small step or let it go.

EXAMPLE

"Thought: 'Everyone thinks I'm weird.' Fact: I got invited to lunch. Story: they're judging me."

The thought that keeps looping

Facts (what I know)

Story (what I'm guessing)

Worst case

Best case

Most likely

In my control

Not in my control

One small step I can take (or let go of)

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AGES 12–18 SELF-REFLECTION

My Self-Esteem Journal



WHAT THIS IS

Your brain remembers mistakes loudly. Journaling helps you notice what you do well and who you are.

HOW TO USE IT

1. Answer the prompts honestly.
2. Add one entry a day for a week.
3. Reread it on tough days.

EXAMPLE

"*Today I stood up for my friend. That took courage.*"

Five things I like about myself

1. _____
2. _____
3. _____
4. _____
5. _____

A time I handled something hard

_____

_____

_____

What a friend would say is great about me

_____

_____

_____

This week

Day	One thing I did well or am proud of
Mon	
Tue	
Wed	
Thu	
Fri	
Sat	
Sun	

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AGES 12–18 EDUCATIONAL GUIDE

Setting Boundaries



WHAT THIS IS

A boundary is a limit that protects your feelings, time, body, and stuff. Good boundaries make relationships healthier.

HOW TO USE IT

1. Check the boundaries that matter to you.
2. Practice a sentence for one.
3. Notice how it feels to hold it.

EXAMPLE

"I'm not comfortable sharing my passwords. I'm happy to hang out another way."

My personal boundaries checklist

- ☐ My body and personal space
- ☐ My phone and passwords
- ☐ My time and energy
- ☐ My feelings (not being teased)
- ☐ My privacy and secrets
- ☐ My belongings
- ☐ Saying no without guilt
- ☐ Taking breaks from people

A boundary sentence

"I'm not okay with _____.
I need _____.
I can _____ instead."

One boundary I will practice

_____

_____

_____

Situation	What I need	How I'll say it

Boundaries are not mean. You can be kind and clear at the same time. If someone repeatedly ignores your boundaries or you feel unsafe, tell a trusted adult.

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AGES 12–18 PRINTABLE WORKSHEET

Managing Peer Pressure



WHAT THIS IS

Peer pressure can be loud or quiet. Knowing your values and having your exit lines ready makes it easier to choose for yourself.

HOW TO USE IT

1. Name a pressure you may face.
2. Check it against your values.
3. Pick a line and an exit plan.

EXAMPLE

"They want me to skip class. My value: doing well. Line: 'Nah, I'm good.' Exit: text my mom."

Pressure I may face

What I value

Ways to say no

"Nah, I'm good." | "That's not my thing." | "I've got to be somewhere." | "I'm not into that." | Change the subject | Use humor | Walk away | Blame a parent

My exit plan

- [ ] Text a trusted person
- [ ] Call for a ride
- [ ] Go to a safe space
- [ ] Leave with a friend

Who has my back?

Before I decide, I ask myself:

- [ ] Is it safe?
- [ ] Is it respectful to me and others?
- [ ] Will I be okay with it tomorrow?
- [ ] Is it my choice?

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AGES 12–18 EDUCATIONAL GUIDE

Social Media & Mental Health



WHAT THIS IS

Social media can connect us and also stress us out. Noticing how you feel before and after helps you take charge.

HOW TO USE IT

1. Track how you feel after 3 apps.
2. Check your digital habits.
3. Pick one change to try.

EXAMPLE

"*After 30 minutes scrolling I felt worse about myself, so I muted a few accounts.*"

App / platform	How I felt before	How I felt after	Better, same, or worse?

Healthy habits

- ☐ Phone-free meals
- ☐ No phone for 30 min before bed
- ☐ Mute or unfollow what drains me
- ☐ Follow people who inspire me
- ☐ Take breaks
- ☐ Remember posts are highlight reels

Warning signs

- ☐ Comparing myself a lot
- ☐ Feeling left out
- ☐ Losing sleep
- ☐ FOMO (fear of missing out)
- ☐ Anxious without my phone
- ☐ Getting into arguments online

One change I'll try this week:

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AGES 12–18 | EDUCATIONAL GUIDE

Anxiety Management Guide



WHAT THIS IS

Anxiety is your body's alarm system. It can be helpful, but sometimes it sounds the alarm when there is no danger.

HOW TO USE IT

1. Spot your body's signals and thoughts.
2. Try one calming tool for 2 minutes.
3. Face the smaller steps of what you avoid.

EXAMPLE

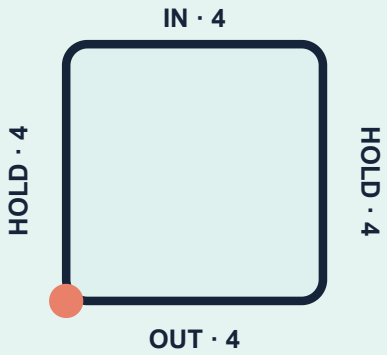
"My chest tightens before presentations. I do box breathing for 2 minutes and feel steadier."

My body signals

- [ ] Racing heart
- [ ] Tight chest
- [ ] Sweaty hands
- [ ] Stomachache
- [ ] Shaky
- [ ] Headache

My thoughts

Box breathing



5-4-3-2-1 grounding

5 things you see · 4 you feel · 3 you hear · 2 you smell · 1 you taste

Reframe the thought

"What if it goes badly?" → "What if it goes okay? What would I do if it didn't?"

My anxiety ladder (small to big)

1.
2.
3.
4.

If anxiety is getting in the way of school, friends, or sleep, talk to a parent, counselor, or doctor. Support helps.

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AGES 12–18 PRINTABLE WORKSHEET

Emotional Regulation Plan



WHAT THIS IS

You cannot always control feelings, but you can choose how to respond. A plan made when you are calm is easier to use when you are not.

HOW TO USE IT

1. Fill in your triggers and usual reactions.
2. Choose a better response for each.
3. Practice the Pause, Name, Choose steps.

EXAMPLE

"Trigger: being interrupted. Usually: snap. Better: take a breath, say, 'Let me finish.'"

1
Pause
Breathe before reacting.

2
Name
What am I feeling? Why?

3
Choose
What response fits my values?

Trigger	What I usually do	A better response

Warning signs I am heating up

_____

_____

My go-to reset tools

- ☐ Walk or move
- ☐ Music
- ☐ Breathing
- ☐ Talk to someone
- ☐ Write it out

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AGES 12–18 EDUCATIONAL GUIDE

Conflict Resolution Guide



WHAT THIS IS

Conflict is normal. How we handle it decides whether it hurts a relationship or strengthens it.

HOW TO USE IT

1. Calm down first.
2. Use an I-statement.
3. Listen, then find a middle ground.

EXAMPLE

"I feel hurt when plans change last minute. Can we agree to text earlier?"

The I-statement

I feel ____ when _____

because _____. I need ____.

1 Cool down

Take a break if you are heated. Come back in 20 minutes.

2 Say your side

Use I-statements. No name-calling.

3 Listen

Repeat back what you heard before replying.

4 Find middle ground

What can both of us live with?

A conflict I want to work on

My I-statement:

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AGES 12–18 SELF-REFLECTION

My Identity & Values

WHAT THIS IS

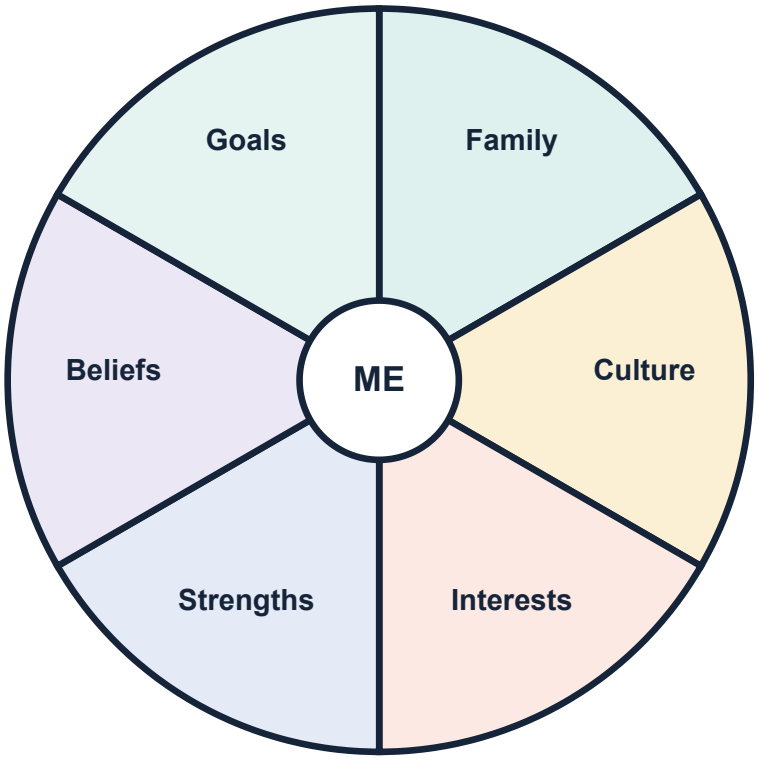
Your identity is made of many parts: where you come from, what you love, and what you believe. Your values guide your choices.

HOW TO USE IT

1. Fill in each slice of the wheel.
2. Circle your top 5 values.
3. Notice where your actions match your values.

EXAMPLE

"Family: Nigerian-American, big on Sunday dinners. Interests: art, soccer. Value: honesty."



Write in the slices.

Circle your top 5 values

Honesty · Family · Kindness · Growth · Freedom · Loyalty · Creativity · Faith · Courage · Fairness · Respect · Adventure · Peace · Success · Health

A time I acted on my values

A time it was hard to

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AGES 12–18 | EDUCATIONAL GUIDE

Healthy vs. Unhealthy Friendships



WHAT THIS IS

Good friends support you and respect your limits. Notice how you feel around people, because your feelings are information.

HOW TO USE IT

1. Read both columns.
2. Think of a friendship and check what fits.
3. Decide one step: strengthen, set a boundary, or step back.

EXAMPLE

"After hanging out with Sam I feel good about myself. With Chris I feel nervous and put down."

HEALTHY

- [ ] They respect my no
- [ ] They celebrate my wins
- [ ] I can be myself
- [ ] We solve problems together
- [ ] Trust goes both ways
- [ ] I feel good after we hang out

UNHEALTHY

- [ ] Teasing that hurts
- [ ] Pressure to do things
- [ ] Jealousy or control
- [ ] Gossip or secrets shared
- [ ] One-sided effort
- [ ] I feel drained or anxious after

What does a healthy friendship look like to me?

Friend (initials only)	How I feel around them	My next step

If a relationship involves threats, hurting you, or making you feel unsafe, tell a trusted adult right away.

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AGES 12–18 ACTIVITY

My Future Vision



WHAT THIS IS

A vision is not a fixed plan. It is a direction. Start with what matters to you and take one small step at a time.

HOW TO USE IT

1. Dream big in the vision box.
2. Name 3 goals across time.
3. Choose the first small step.

EXAMPLE

"In 5 years: studying nursing. Step now: talk to the school counselor about programs."

MY VISION BOARD

Draw, write, or paste pictures of what you want your future to feel and look like.

THIS YEAR	IN 5 YEARS	IN 10 YEARS

Obstacles I might face → how I'll handle them

First small step I will take this week:

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AGES 12–18 ACTIVITY

Who Am I Beyond What People Think of Me?



WHAT THIS IS

What others say about you is not the whole truth. This activity helps you separate their view from your own.

HOW TO USE IT

1. Fill in what others say or assume about you.
2. Write what is actually true for you.
3. Circle the version that feels most like you.

EXAMPLE

"Others say: 'quiet.' I know: I'm thoughtful and I notice a lot."

What people say or assume	What I know is true about me

Words I choose for myself

_____

_____

_____

Who I am becoming

_____

_____

_____

Your worth is not up for vote.

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AGES 12–18 | SELF-REFLECTION

Things I Wish People Understood About Me



WHAT THIS IS

Sometimes it is hard to say what we need. Writing it out can help you share it, or just feel understood by yourself.

HOW TO USE IT

1. Complete each sentence honestly.
2. Choose one you want someone to know.
3. Decide who and how you might share it.

EXAMPLE

"I wish people knew that when I go quiet, I'm not mad. I'm recharging."

I wish people understood that…

When I feel stressed, what I need is…

Something I'm really good at that people may not see…

Something that's hard for me right now…

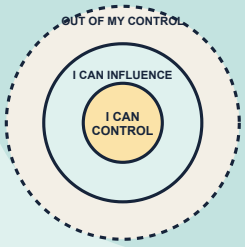
One thing I want to share, and with whom:

This page is private. Share only what and with whom feels safe.

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AGES 12–18 ACTIVITY

My Circle of Influence



WHAT THIS IS

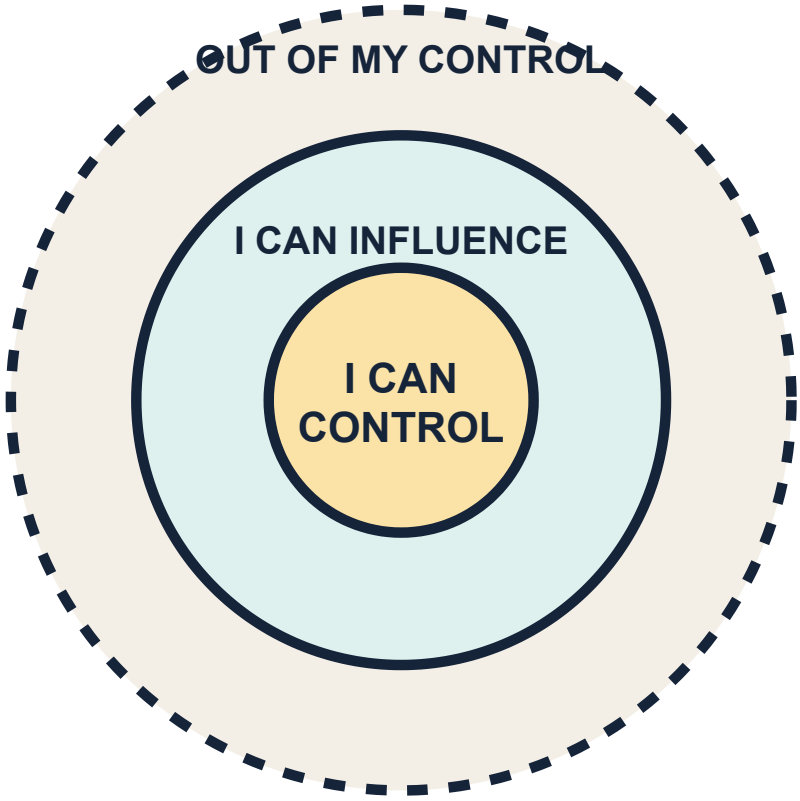
You cannot control everything, but you can influence a lot. Focusing there reduces stress and builds power.

HOW TO USE IT

1. Write what you can control in the center.
2. Add what you can influence in the middle ring.
3. Put what you cannot control outside.

EXAMPLE

"I can't control the test grade, but I can control my studying and asking for help."



I control

I influence

I can't control

A worry I'll shift my energy away from, and what I'll do instead:

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AGES 12–18 SELF-REFLECTION

What Happens When I Compare Myself to Others?



WHAT THIS IS

Comparison can motivate us, but often it just makes us feel less than. Awareness helps you choose what to do with it.

HOW TO USE IT

1. Notice a recent comparison.
2. Write what you feel and think.
3. Flip it into something helpful.

EXAMPLE

"I compared my body to a post. I felt down. Flip: bodies are different; I'll focus on what mine does."

Who / what I compared to	How it made me feel	What I told myself

What I don't see about them

Everyone has struggles you can't see.

Flip it: how I can use it

Inspiration, not a score.

I am more than a comparison. Three things that are uniquely mine:

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AGES 12–18 ACTIVITY

My 30-Day Confidence Challenge



WHAT THIS IS

Confidence is built by doing, not waiting to feel ready. One small action a day adds up.

HOW TO USE IT

1. Do the day's challenge. Adjust it to fit you.
2. Check the box when done.
3. Reflect at day 30.

EXAMPLE

"*Day 6: asked for help. It was awkward, but my teacher was glad I did.*"

☐ **1** Compliment yourself	☐ **2** Say hi to someone new	☐ **3** Share an idea	☐ **4** Do something you avoid	☐ **5** Write 3 strengths
☐ **6** Ask for help	☐ **7** Try something new	☐ **8** Stand up straight	☐ **9** Set a boundary	☐ **10** Praise someone else
☐ **11** Take a break	☐ **12** Say no kindly	☐ **13** Celebrate a win	☐ **14** Speak up once	☐ **15** Wear what you love
☐ **16** Forgive a mistake	☐ **17** Learn something	☐ **18** Thank someone	☐ **19** Be kind to you	☐ **20** Move your body
☐ **21** Try a hard thing	☐ **22** Tell someone a truth	☐ **23** Make art	☐ **24** Help someone	☐ **25** Rest guilt-free
☐ **26** Reread your journal	☐ **27** Set a goal	☐ **28** Say 'I did that'	☐ **29** Look in the mirror and smile	☐ **30** Reflect: what changed?

My favorite challenge

What changed for me

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