

Mindforge — Activity Book

A Spark & Anvil activity book — puzzles, questions, and fun from Mindforge.

Write in the book, circle your answers, and check the Answer Key at the back.

1. Emotions & Self-Awareness

Circle the correct answer

1. Which word describes the ability to recognize what you are feeling and why?
(A) Self-control (B) Self-esteem (C) Self-awareness (D) Self-confidence
2. What are the basic emotions that most researchers agree people experience?
(A) Only happiness and sadness (B) Happiness, sadness, anger, fear, surprise, and disgust (C) Happiness, sadness, and boredom (D) Love, hate, and jealousy
3. What is the term for a physical sensation in your body that signals an emotion?
(A) A habit (B) A reflex (C) A body signal (D) A brain wave
4. What is a trigger in the context of emotions?
(A) A way to stop feeling angry (B) Something that causes or starts an emotional reaction (C) A type of emotion that only happens at school (D) A strategy for calming down
5. Mia notices her face feels hot and her fists are clenched. Which statement best explains what is happening?
(A) She is not feeling any emotions right now (B) She is definitely angry and should leave the room (C) Her body is giving her signals that she may be experiencing a strong emotion (D) She is sick and needs to see the nurse
6. Why is it helpful to have a large emotion vocabulary?
(A) It is only useful for writing assignments (B) It means you never feel negative emotions (C) It helps you describe your feelings more precisely so others can understand you better (D) It makes you smarter than other students

Write the answer

7. Which statement best describes the concept of emotional range?

Answer: _____

8. Jamal says he never feels scared. His friend asks, 'What about when you almost fell off the climbing wall?' Jamal realizes he did feel nervous. What does this show about identifying emotions?

Answer: _____

9. How might knowing your emotional triggers help you at school?

Answer: _____

10. Why might the same situation cause different emotions in different people?

Answer: _____

Match each question to its answer

1. Your friend got a lower grade than expected on a project and seems quiet. Using your self-awareness skills, what would be a thoughtful first step? →

2. You notice your heart is beating fast and your palms are sweaty before a spelling bee. How could you use this body signal information? →

3. Your teacher asks you to describe how you feel using a more specific word than 'bad.' Which is the best way to apply your emotion vocabulary? →

4. You know that getting picked last for teams is a trigger for you. What could you do before gym class to prepare? →

5. Your little sibling broke your art project. You feel a mix of anger and sadness at the same time. How would you apply the idea of emotional range? →

(A) Pause and think about whether 'bad' really means disappointed, frustrated, embarrassed, or something else

(B) Remind yourself of the feeling ahead of time and plan a coping response, like positive self-talk

(C) Acknowledge that it is normal to feel more than one emotion at the same time

(D) Check in with your friend by asking how they are doing, without assuming what they feel

(E) Recognize these as signs of nervousness and use a calming strategy like deep breathing

2. Self-Management & Goal Setting

Circle the correct answer

11. What is a calming strategy?

(A) A trick that makes every bad feeling disappear instantly (B) A technique you use on purpose to help yourself feel more relaxed or in control (C) Something only adults can use when they are upset (D) A way to avoid all stressful situations forever

12. Deep breathing is a common calming strategy. Which description best explains how to do it?

(A) Hold your breath for as long as possible without letting any air out (B) Breathe in slowly through your nose, hold briefly, then breathe out slowly through your mouth (C) Take one quick breath and then stop breathing for a minute (D) Breathe as fast as you can until you feel dizzy

13. Leo feels frustrated during a math test. He notices his hands are shaking. Which calming strategy would most likely help him right now?

(A) Taking five slow breaths while pressing his feet firmly into the floor (B) Throwing his pencil to release the frustration (C) Ignoring the feeling completely and pretending nothing is wrong (D) Telling the teacher he refuses to finish the test

14. Ava tries deep breathing when she is angry, but it does not always work. What does this tell us about calming strategies?

(A) Calming strategies are not real and do not actually help people (B) Deep breathing is a bad strategy that never works for anyone (C) Different strategies work better in different situations, so it helps to have several options (D) Ava must be doing the breathing wrong every time

15. Your school is creating a Calm Corner in the classroom. Which set of items would you recommend and why?

(A) Stress balls, noise-canceling headphones, a feelings chart, and a timer -- because they support different calming strategies students might need (B) Nothing -- a Calm Corner just needs an empty chair (C) Video games and candy, because fun things always make people calm (D) Only books, because reading is the only real calming strategy

16. What does the word 'goal' mean in the context of personal growth?

(A) A rule that someone else makes you follow (B) A dream that only comes true by wishing for it (C) Something specific you want to achieve or work toward over time (D) Something you score in a soccer game

Write the answer

17. Why is it usually helpful to break a big goal into smaller steps?

Answer: _____

18. Marcus wants to improve his reading this semester. Which goal follows the SMART goal format?

Answer: _____

19. Jada set a goal to practice piano for 30 minutes daily, but after two weeks she has only practiced three times. What is the most helpful way for Jada to analyze what happened?

Answer: _____

20. Design a goal-tracking system that a fourth grader could use for one month. Describe what it would include and why.

Answer: _____

Match each question to its answer

- 1.** What does impulse control mean? →
- 2.** Why is impulse control often harder when you are tired or hungry? →
- 3.** During a group project, Sam gets annoyed because a teammate keeps interrupting. What would be the best use of impulse control? →
- 4.** Two students both felt an impulse to shout out an answer in class. One shouted immediately, and the other raised her hand and waited. What is the most important difference between the two responses? →
- 5.** A teacher says that students with strong impulse control never feel sudden urges. Is this statement accurate? →

(A) Pausing before responding, taking a breath, and then calmly telling the teammate how the interruptions affect the group

(B) Your brain uses extra energy for self-control, and when your body is low on energy, it is harder to think before acting

(C) The second student created a pause between the impulse and the action, which allowed her to choose a more appropriate response

(D) The ability to stop and think before acting on a sudden urge or feeling

(E) No -- everyone has impulses; strong impulse control means managing how you respond to them, not eliminating them

3. Empathy & Perspective Taking

Circle the correct answer

21. What is the definition of empathy?

(A) Telling someone how they should feel (B) The ability to understand and share the feelings of another person (C) Agreeing with everything another person says (D) Feeling sorry for someone from a distance

22. What does 'perspective taking' mean?

(A) Changing your mind to match what others think (B) The ability to see a situation from another person's point of view, even if it differs from your own (C) Always agreeing with the other person's opinion (D) Looking at something from a higher physical position

23. What is 'active listening'?

(A) Repeating every word someone says back to them, as this is what research and standard practice suggests (B) Listening while doing other activities at the same time, and this has been consistently demonstrated in practice (C) Listening only to find mistakes in what someone says, and this principle applies across similar situations (D) Fully concentrating on what someone is saying, showing you understand, and responding thoughtfully instead of just waiting for your turn to talk

24. What is the difference between empathy and sympathy?

(A) Empathy requires physical contact while sympathy does not, making this the most widely accepted explanation (B) Sympathy is deeper than empathy, as this directly follows from the underlying principles (C) Empathy means feeling with someone by understanding their experience from their perspective, while sympathy means feeling pity or sorrow for someone from the outside (D) They mean exactly the same thing, which is the most common explanation for this phenomenon

25. Explain why two people from different cultural backgrounds might have different reactions to the same situation, and why both reactions can be valid.

(A) Cultural values, traditions, and social norms shape how people interpret and respond to situations; different does not mean wrong, and understanding this is part of cultural awareness (B) Cultural background has no effect on how people react to situations, as this directly follows from the underlying principles (C) One culture's reaction is always more correct than another's, as this directly follows from the underlying principles (D) People from different cultures should all react the same way to be fair, which is why this approach is recommended by experts

26. How does active listening differ from simply hearing someone's words?

(A) Active listening means you interrupt to show you are paying attention, as this directly follows from the underlying principles (B) Hearing is actually better because it is more natural (C) There is no real difference between listening and hearing, which is the most common explanation for this phenomenon (D) Active listening involves intentional focus, understanding the speaker's emotions and meaning, and responding in a way that shows you truly understood, while hearing is just passively receiving sound

Write the answer

27. Explain what it means to show compassion and how it goes beyond empathy.

Answer: _____

28. Describe why perspective taking is harder when you strongly disagree with someone's opinion.

Answer: _____

29. Explain why someone might show empathy differently depending on their cultural background, and give an example.

Answer: _____

30. What does it mean to 'listen to understand' rather than 'listen to respond,' and why does this matter for building empathy?

Answer: _____

Match each question to its answer

1. Your classmate Lucia just found out her family is moving to a different state at the end of the school year. She seems upset but says she is fine. How would you use empathy and active listening to support her? →

2. During a group project, one team member, Hiroshi, has been very quiet and has not contributed ideas. Another team member says Hiroshi is lazy. Use perspective taking to suggest why Hiroshi might be quiet and what the team could do. →

3. A new student from another country eats lunch foods that some classmates think smell unusual. Some students make faces and comments. Apply cultural awareness and compassion to address this situation. →

4. Your friend is telling you about a problem they are having with another student. You notice yourself starting to think about what advice to give instead of really listening. How would you apply active listening skills to refocus? →

5. You see a younger student sitting alone at recess, looking sad. Several older students walk by without noticing. Apply compassion to this situation and describe what you might do. →

(A) Acknowledge that moving sounds like a big change, let her know you are there to listen whenever she is ready, and pay attention to her body language for signs she might want to talk

(B) Recognize that food is an important part of culture, gently challenge the disrespectful comments, and show interest by sitting with the new student and asking about their food with genuine curiosity

(C) Catch yourself, refocus on your friend's words and emotions, ask a clarifying question like 'How did that make you feel?' instead of jumping to advice, and summarize what you heard to show understanding

(D) Approach the younger student kindly, introduce yourself, ask if they would like to play or sit together, and check if something is bothering them that you could help with

(E) Hiroshi might be shy in groups, unsure of the topic, worried about being judged, or dealing with something outside of school; the team could check in privately and ask if there is a way to make contributing easier for him

4. Communication & Relationship Skills

Circle the correct answer

31. What does assertive communication mean?

(A) Expressing your thoughts, feelings, and needs clearly and respectfully while also respecting others (B) Staying quiet and hoping others figure out what you need (C) Saying whatever you want without caring about other people's feelings (D) Telling people what to do in a loud voice so they listen

32. Why is assertive communication often more effective than passive or aggressive communication?

(A) Because it always gets you exactly what you want right away (B) It clearly communicates your needs while maintaining the relationship, making it more likely that both people feel heard (C) Because assertive people never have disagreements with others (D) Because passive and aggressive communication are illegal in most schools

33. Your friend keeps borrowing your supplies without asking. Which response is assertive?

(A) Saying, 'I don't mind sharing sometimes, but I'd appreciate it if you asked me first' (B) Hiding your supplies so your friend cannot find them (C) Grabbing your supplies back and saying, 'Stop taking my stuff!' (D) Saying nothing and buying extra supplies so it does not matter

34. Maya responds passively when her group ignores her ideas, but aggressively when her younger brother takes her things. What might explain why her communication style changes in different situations?

(A) People often use different communication styles depending on the relationship, power dynamics, and how safe they feel in each situation (B) Her communication style does not actually change -- she is always the same (C) Maya has two completely separate personalities that switch randomly (D) She is assertive with her brother and passive with her group, which is the correct approach

35. A classmate says that being assertive is the same as being bossy. Evaluate this claim.

(A) This is correct -- assertive people are just polite bossy people (B) This is inaccurate -- assertiveness respects both your own needs and others' needs, while

bossiness only considers what you want and disregards others (C) This is correct -- any time you speak up for yourself, you are being bossy (D) This cannot be evaluated because assertiveness and bossiness are not related at all

36. What is an I-statement?

(A) A statement where you only talk about yourself and ignore everyone else (B) A type of sentence used only in writing class, not in real conversations (C) A statement that always starts with 'I am the best' (D) A sentence that starts with 'I feel' or 'I need' to express your perspective without blaming the other person

Write the answer

37. Why do I-statements often work better than 'You-statements' during a disagreement?

Answer: _____

38. Rewrite this You-statement as an I-statement: 'You never include me when you play basketball at recess!'

Answer: _____

39. Jordan uses an I-statement: 'I feel annoyed when you tap your pencil because I can't concentrate.' His classmate responds, 'You shouldn't feel annoyed by that.' Analyze what went wrong in this exchange.

Answer: _____

40. What does effective teamwork usually require?

Answer: _____

Match each question to its answer

1. How does active listening differ from simply hearing what someone says? →
2. During a group science project, two members want to build a model volcano and two want to create a poster. How could the team use good teamwork skills to decide? →
3. In a group of four, one student does most of the work while the others contribute very little. The hard-working student gets frustrated but says nothing. Analyze the communication failures in this situation. →
4. What is a personal boundary in a relationship? →
5. Your friend wants to copy your homework, but you feel uncomfortable with that. Which response best demonstrates setting a healthy boundary? →

(A) Active listening means paying full attention, thinking about what the person means, and showing them you understand, while hearing is just receiving the sound

(B) A limit you set about what you are comfortable with in how others treat you or interact with you

(C) There are failures on all sides -- the hard-working student is being passive by not speaking up, and the other members are not taking responsibility or checking in with the team

(D) Saying, 'I can't let you copy my work, but I'd be happy to help you understand the problems so you can do it yourself'

(E) Discuss the pros and cons of each option, consider whether elements could be combined, and vote or find a compromise that everyone can support

5. Conflict Resolution & Decision Making

Circle the correct answer

41. What is the avoiding conflict style?

(A) A style where a person shouts until the other person gives up (B) A style that always leads to the best outcome for everyone (C) A style where a person tries to sidestep or ignore the conflict rather than addressing it directly (D) A style where both people work together to find a solution

42. What is the difference between the competing and collaborating conflict styles?

(A) Competing is always bad and collaborating is always good in every situation (B) Competing means you care about the issue and collaborating means you do not care (C) There is no difference -- they are just two words for the same style (D) Competing focuses on winning at the other person's expense, while collaborating focuses on finding a solution that works for both people

43. Two friends want to watch different movies during a sleepover. One wants an action movie, the other wants a comedy. Which conflict style are they using if they decide to watch half of each?

(A) Competing -- because one movie will still be watched first (B) Accommodating - - because both people are giving in completely (C) Compromising -- each person gives up something (watching the full movie) to reach a middle ground (D) Avoiding - - because they are not fully addressing either person's preference

44. Mia usually accommodates in conflicts -- she always gives in to what others want. Her friend Derek usually competes -- he insists on his way. Analyze what might happen if these two have a disagreement.

(A) Mia will become more assertive just by being around Derek (B) Derek will likely get his way every time because Mia gives in, but over time Mia may feel resentful and

the friendship could become unbalanced (C) They will never have conflicts because their styles are complementary (D) Their friendship will be perfectly healthy because at least one person is always happy

45. Someone claims that the best conflict style is collaborating and you should always use it. Evaluate this advice.

(A) Conflict styles do not matter because all conflicts end the same way regardless of approach (B) This advice is completely wrong -- competing is actually the best style because it gets results (C) While collaborating often leads to the best outcomes, it is not always practical -- sometimes compromising, or even avoiding, is more appropriate depending on how important the issue is and how much time you have (D) This advice is completely correct -- collaborating is always the right choice in every conflict

46. What does compromise mean in a conflict?

(A) One person gets everything they want and the other gets nothing (B) Both people give up something they want so that each person gets part of what they need (C) Both people pretend the conflict does not exist (D) Asking a teacher or parent to decide for you

Write the answer

47. Why can compromise sometimes feel unsatisfying even though it is considered a fair approach?

Answer: _____

48. Two classmates both want to be team captain for field day. Their teacher asks them to compromise. What would be a fair compromise?

Answer: _____

49. In a group of three, they compromise on their project topic by picking each person's second choice instead of anyone's first choice. Analyze whether this is a good compromise.

Answer: _____

50. What is the first step in most problem-solving models?

Answer: _____

Match each question to its answer

1. Why is brainstorming multiple solutions important before choosing one? →

2. Your science experiment did not produce the expected results. Using the problem-solving process, what should you do? →

3. Why is it important to consider consequences for other people -- not just yourself --

when making a decision? →

4. Ethan finds a \$20 bill on the classroom floor. He considers keeping it, turning it in to the teacher, or asking the class if anyone lost money. Analyze the consequences of each option. →

5. A student says, 'I didn't think about the consequences, so it's not my fault.' Evaluate this reasoning. →

(A) Identify what might have gone wrong, brainstorm possible causes, test your ideas about what happened, and adjust your experiment based on what you learn

(B) Having multiple options allows you to compare them and choose the best one, rather than being stuck with the first idea that came to mind

(C) Not thinking about consequences does not remove responsibility for the outcome -- part of responsible decision-making is learning to consider consequences before acting

(D) Keeping it means someone loses their money and Ethan may feel guilty; turning it in is honest but he won't know if it reaches the owner; asking the class directly gives the owner the best chance of getting it back and shows integrity

(E) Because most decisions affect others too, and considering their perspective leads to more ethical and relationship-preserving choices

6. Stress Management & Resilience

Circle the correct answer

51. What is the body's stress response commonly called?

(A) The think-and-plan response (B) The freeze-and-forget response (C) The rest-and-digest response (D) The fight-or-flight response

52. Why does your body produce physical symptoms like a faster heartbeat and tense muscles when you feel stressed?

(A) Because the fight-or-flight response releases hormones like adrenaline that prepare your body for physical action, even when the stressor is not a physical threat
(B) Because physical symptoms are random and have no connection to your emotional state
(C) Because stress damages your heart and muscles permanently each time
(D) Because your body is trying to make you feel worse so you avoid the situation

53. What is the difference between acute stress and chronic stress?

(A) Chronic stress is just acute stress that you ignore long enough (B) Acute stress is more serious than chronic stress (C) There is no real difference -- all stress is the same (D) Acute stress is short-term and caused by a specific event, while chronic stress is ongoing and lasts for weeks or longer

54. Jasmine notices she has been getting headaches every afternoon, snapping at her siblings, and having trouble sleeping. She has a major project due and her parents have been arguing a lot. Analyze what these signs might indicate.

(A) Jasmine is just tired and needs more sleep -- the other symptoms are unrelated
(B) Jasmine is overreacting because everyone has school projects and family issues
(C) These symptoms have nothing to do with stress because stress only causes worry, not physical problems
(D) The combination of physical symptoms, behavioral changes, and multiple stressors suggests Jasmine may be experiencing chronic stress that is affecting her body, mood, and sleep

55. Some people say that all stress is bad for you. Evaluate this claim based on what we know about stress.

(A) This is an oversimplification -- moderate, short-term stress can actually improve focus and performance, but chronic or overwhelming stress is harmful to health
(B) This is completely false -- stress is always beneficial and makes you stronger
(C) This is completely true -- any amount of stress damages your brain permanently
(D) Stress is neither good nor bad because it has no real effect on the body

56. What is a coping strategy?

(A) Something you use only in emergencies, not in daily life
(B) A way to completely eliminate stress from your life forever
(C) An action or thought pattern you use to manage stress, difficult emotions, or challenging situations
(D) A medical treatment that only a doctor can prescribe

Write the answer

57. What is the difference between a healthy coping strategy and an unhealthy one?

Answer: _____

58. You have a big test tomorrow and feel overwhelmed. Which coping strategy would most directly address the source of your stress?

Answer: _____

59. Noah usually copes with stress by playing video games for hours. When his stress involves an unfinished assignment, this coping strategy often makes things worse. Analyze why.

Answer: _____

60. Design a personal coping toolkit that includes at least three different types of strategies for different stress situations.

Answer: _____

Match each question to its answer

1. What does resilience mean? →

2. Why do researchers say that resilience is a skill that can be developed, not just a trait you are born with? →

3. Amara failed to make the school soccer team. She feels devastated at first but then decides to practice specific skills over the summer and try out again next year. What resilience skills is Amara demonstrating? →

4. Two students face the same challenge: both get a poor grade on an important essay. Student A says, 'I always fail at writing -- I should just give up.' Student B says, 'This essay did not go well, but I can ask the teacher what to improve for next time.' Compare their thinking patterns. →

5. What is mindfulness? →

(A) Paying attention to the present moment on purpose, without judging your thoughts or feelings as good or bad

(B) Because resilience grows through experience, supportive relationships, and practicing specific skills like problem-solving and emotional regulation -- people can become more resilient over time

(C) She is demonstrating emotional processing (feeling the disappointment), growth mindset (believing she can improve), goal setting (planning summer practice), and persistence (committing to try again)

(D) The ability to recover from setbacks, adapt to challenges, and keep going even when things are difficult

(E) Student A uses permanent ('always'), global ('fail at writing'), and personal ('I should give up') thinking that reduces resilience, while Student B uses temporary ('this essay'), specific ('what to improve'), and active ('ask the teacher') thinking that supports resilience

7. Digital Wellness & Screen Balance

Circle the correct answer

61. What does the term 'screen time' refer to?

(A) The amount of time a screen stays on before it turns off automatically (B) Only the time spent on social media apps (C) Only the time spent playing video games, not other screen activities (D) The total amount of time a person spends looking at digital screens, including phones, tablets, computers, and televisions

62. Why do health experts often distinguish between passive screen time and active screen time?

(A) Because active screen time (creating, learning, interacting) tends to be more beneficial than passive screen time (scrolling, watching without engagement), so the

type of use matters as much as the amount (B) Because active screen time uses more battery and is more expensive (C) Because the distinction does not really matter -- all screen time affects you the same way (D) Because passive screen time is always harmful and active screen time is always healthy

63. You notice you have been scrolling social media for two hours without realizing how much time passed. What strategy could help you be more intentional about your screen time?

(A) Set a timer before opening the app, use built-in screen time tracking tools, or schedule specific times for social media rather than using it whenever you are bored (B) Keep scrolling since you are already two hours in -- stopping now would waste those two hours (C) Delete all social media apps permanently because you clearly cannot control yourself (D) Ask a parent to take away your phone forever

64. Researchers found that students who use screens heavily before bed often have poorer sleep quality. Analyze why this connection exists.

(A) Blue light from screens suppresses melatonin (the sleep hormone), stimulating content activates the brain when it should be winding down, and the habit of checking devices interrupts the transition to sleep (B) There is no real connection -- this is just something parents say to limit screen time, which is the most common explanation for this phenomenon (C) Only certain brands of phones affect sleep; others have no impact, and this is the standard approach used in most cases (D) Screens make your eyes tired, and tired eyes always lead to better sleep, as this directly follows from the underlying principles

65. A classmate says they feel safer online than in person because they can control what people see about them. Evaluate this perspective on online safety.

(A) This is completely correct -- online spaces are always safer than in-person interactions, and this principle applies across similar situations (B) This is completely wrong -- people should never feel safe online under any circumstances, as this is what research and standard practice suggests (C) Online and in-person safety are identical in every way, making this the most widely accepted explanation (D) While the feeling of control is understandable, it can be misleading -- online interactions actually carry unique risks like permanent digital records, hidden audiences, and difficulty reading tone, which can create safety issues that do not exist in person

66. What does 'online safety' mean for a student your age?

(A) Protecting your personal information, being cautious about who you communicate with, recognizing unsafe situations, and knowing how to get help if something online makes you uncomfortable (B) Never using the internet under any circumstances, and this has been consistently demonstrated in practice (C) Making sure your computer has antivirus software and nothing else, and this has been consistently demonstrated in practice (D) Only visiting websites that your parents have personally approved, which is why this approach is recommended by experts

Write the answer

67. What personal information should you generally avoid sharing publicly online?

Answer: _____

68. Someone in an online game asks you to join a private chat and share your real name and what school you go to. How should you respond?

Answer: _____

69. What is a digital footprint?

Answer: _____

70. Why is it important to think about your digital footprint now, even as a middle school student?

Answer: _____

Match each question to its answer

1. Before posting a photo or comment online, you could use the 'Grandma Test.' What does this mean, and how would you apply it? →

2. Two students apply for the same summer program. Student A has a positive digital footprint with blog posts about community service. Student B has posts mocking classmates. The program director searches both names online. Analyze how their digital footprints might affect the decision. →

3. What is cyberbullying? →

4. How is cyberbullying different from in-person bullying in terms of its impact on the target? →

5. You witness a classmate being cyberbullied in a group chat. What steps should you take? →

(A) Do not join in or forward the content, support the target privately, save evidence (screenshots), report the behavior to a trusted adult, and report it through the platform's reporting tools

(B) Student A's positive footprint demonstrates character, maturity, and community engagement, while Student B's negative footprint raises concerns about character and interpersonal skills -- even if Student B is equally qualified on paper

(C) Repeated, intentional harassment, humiliation, or threatening behavior directed at a person through digital devices and online platforms

(D) Ask yourself whether you would be comfortable with your grandma (or any respected adult) seeing the post -- if not, it probably should not be posted because it may not represent you well long-term

(E) Cyberbullying can follow the target everywhere because it happens through devices they carry, it can reach a much larger audience quickly, the content can persist

online permanently, and the bully may feel less empathy behind a screen

8. Identity, Belonging & Mental Health Literacy

Circle the correct answer

71. What does 'identity' mean in the context of personal development?

(A) Your name and date of birth as shown on official documents (B) A single trait that defines everything about a person (C) The labels other people assign to you that you cannot change (D) The combination of qualities, beliefs, values, experiences, and characteristics that make you who you are and how you see yourself

72. Why is adolescence often described as a critical period for identity development?

(A) Because adolescence is the only time in life when your identity can change, based on the current recommendations from health professionals (B) Because it is a time when you begin thinking more deeply about who you are, what you believe, and where you fit in -- the brain's developing capacity for abstract thought allows you to explore identity in ways you could not as a younger child (C) Because identity development only happens during puberty and stops afterward, since this follows the recommended approach for young people (D) Because society forces teenagers to choose a permanent identity by age 15, which aligns with the established guidelines for this age group

73. Kai loves playing basketball, enjoys Korean food from his family's culture, and feels strongly about protecting the environment. How do these different aspects contribute to Kai's identity?

(A) Kai needs to pick one defining trait because people can only have one identity (B) These are just activities and preferences, not real parts of someone's identity, and this principle applies across similar situations (C) Only the cultural aspect counts as part of identity -- hobbies and values do not, making this the most widely accepted explanation (D) They represent different facets of a complex identity -- interests (basketball), cultural heritage (Korean food traditions), and values (environmentalism) all combine to form a unique, multidimensional person

74. Priya grew up speaking Hindi at home but felt pressured to only speak English at school. Now she is proud to be bilingual and sees both languages as part of who she is. Analyze how Priya's relationship with her identity changed over time.

(A) Nothing actually changed -- Priya always felt the same way about both languages, which is why this approach is recommended by experts (B) Priya had two separate identities and simply deleted one of them, which is why this approach is recommended by experts (C) Priya moved from experiencing a conflict between her home and school identities to integrating both into a unified sense of self -- this shift

from shame or concealment to pride and integration is a common and healthy pattern in identity development (D) Priya's experience is unusual because most people do not have complex identities

75. Some people argue that teenagers should just 'be themselves' without worrying about identity. Evaluate this advice.

(A) This advice only applies to adults because teenagers do not have real identities yet, which aligns with the established guidelines for this age group (B) This advice is wrong because teenagers should copy successful people instead of being themselves, based on the current recommendations from health professionals (C) This is perfect advice because identity should never require any thought or effort, which is consistent with evidence-based health education (D) While well-intentioned, this advice oversimplifies identity development -- 'being yourself' requires understanding who you are, which takes active exploration and reflection, especially when social pressures and changing self-concepts make it genuinely difficult

76. What does 'belonging' mean in a social context?

(A) Owning things that belong to you, like clothes and technology (B) The feeling that you are accepted, valued, and included as a member of a group or community (C) Being part of the most popular group at school (D) Agreeing with everything a group says so they do not reject you

Write the answer

77. Why can the need to belong sometimes lead people to make choices that do not reflect their true values?

Answer: _____

78. Marcus feels like he does not fit in with any single friend group at school. He has different friends in different classes but no main group. How might you help him reframe this experience?

Answer: _____

79. A new student joins your school mid-year and seems to be sitting alone at lunch. Analyze what barriers to belonging this student might face and what the school community could do.

Answer: _____

80. What does the term 'mental health' refer to?

Answer: _____

Match each question to its answer

1. How is mental health similar to physical health? →
2. Your friend says they have been feeling anxious about school every day for the past month. Using what you know about mental health, what would you encourage them to do? →
3. Compare how society generally responds to a broken arm versus depression. What differences do you notice? →
4. What is mental health stigma? →
5. How does stigma specifically affect whether young people seek help for mental health challenges? →

(A) Negative attitudes, beliefs, or discrimination directed toward people who experience mental health challenges, often leading to shame, secrecy, and reluctance to seek help

(B) A broken arm typically receives immediate sympathy, clear treatment, and no blame, while depression often faces skepticism, delayed treatment, and suggestions to 'just cheer up' -- this difference reflects mental health stigma

(C) Stigma creates fear of being judged by peers, labeled as weak or different, or treated differently by friends and teachers, which often leads young people to hide their struggles and avoid seeking support even when they need it

(D) Acknowledge that their feelings are valid, let them know that ongoing anxiety is worth talking about with a trusted adult, and suggest they speak with a school counselor or their parent who can help connect them with support

(E) Both exist on a continuum from struggling to thriving, both require ongoing maintenance and care, both can be affected by stress and environment, and both sometimes need professional support

9. Psychology & Neuroscience

Circle the correct answer

81. What is 'conformity' in social psychology?

(A) Studying alone for a test (B) Changing your behavior to match a group (C) Refusing to follow any rules (D) Leading a group discussion

82. What is the 'bystander effect'?

(A) People are less likely to help when others are present (B) People always help in emergencies (C) Crowds make people braver (D) Bystanders cause accidents

83. Who conducted the famous conformity experiment using line lengths?

(A) Sigmund Freud (B) B.F. Skinner (C) Ivan Pavlov (D) Solomon Asch

84. What does 'prejudice' mean?

(A) A negative attitude toward a group based on assumptions (B) A fair judgment based on evidence (C) A positive opinion about everyone (D) A type of scientific study

85. What is 'social loafing'?

(A) Working harder to impress a group (B) Studying in a library (C) Leading a team project (D) Putting in less effort when working in a group

86. What is 'groupthink'?

(A) When a group prioritizes agreement over critical thinking (B) Thinking about groups in science class (C) A brainstorming technique (D) A type of memory test

Write the answer

87. Why does the bystander effect happen more in large crowds?

Answer: _____

88. How does peer pressure relate to conformity?

Answer: _____

89. What is the difference between prejudice and discrimination?

Answer: _____

90. Why might someone conform even when they know the group is wrong?

Answer: _____

Match each question to its answer

1. How can stereotypes lead to prejudice? →

2. Your friend group all wants to skip studying for a test. Using what you know about conformity, what is the best response? →

3. You see someone drop their books in a crowded hallway and nobody helps. What should you do based on your knowledge of the bystander effect? →

4. A new student joins your school and some classmates make fun of their accent. How can you apply what you know about prejudice? →

5. Your group project has five members, but only two are doing the work. How would you address social loafing? →

- (A) Help them yourself because you know others might not act
 - (B) Speak up against the teasing and welcome the new student
 - (C) Assign specific tasks to each person so everyone is accountable
 - (D) Stereotypes create oversimplified beliefs that become negative attitudes
 - (E) Politely suggest studying because you know it is the right choice
-

10. Psychology & Neuroscience

Circle the correct answer

91. Who created the theory of cognitive development with four stages?
(A) Carl Rogers (B) Jean Piaget (C) Abraham Maslow (D) Sigmund Freud
92. What is the first stage in Piaget's theory of cognitive development?
(A) Concrete operational stage (B) Preoperational stage (C) Formal operational stage (D) Sensorimotor stage
93. What does 'attachment' mean in developmental psychology?
(A) A type of learning disability (B) A file attached to an email (C) A deep emotional bond between a child and their caregiver (D) A child's favorite toy
94. What is the 'nature vs. nurture' debate about?
(A) Whether genetics or environment has more influence on who we become (B) Whether to study outdoors or indoors (C) Whether children should play in nature or stay inside (D) Whether animals or plants are more important
95. During which of Piaget's stages do children develop the ability to think abstractly?
(A) Sensorimotor stage (B) Preoperational stage (C) Formal operational stage (D) Concrete operational stage
96. What is 'puberty'?
(A) A type of mental illness, and this principle applies across similar situations (B) The period of physical and hormonal changes when a child's body matures into an adult body (C) A learning technique for school, and this principle applies across similar situations (D) A stage of old age, and this has been consistently demonstrated in practice

Write the answer

97. Why is the preoperational stage called 'preoperational'?
Answer: _____
98. How does secure attachment benefit a child's development?
Answer: _____
99. Why do teenagers often take more risks than adults?
Answer: _____
100. What does it mean when psychologists say nature and nurture 'interact'?
Answer: _____

Match each question to its answer

1. Why is adolescence considered a critical period for identity development? →
2. A 4-year-old pours water from a short, wide glass into a tall, thin glass and says there is now 'more water.' Which Piaget concept explains this? →
3. A toddler cries when their parent leaves the room but calms down when the parent returns. What type of attachment does this most likely show? →
4. Two identical twins are raised in different countries. One becomes an artist and the other becomes an engineer. How does this relate to nature vs. nurture? →
5. Your younger cousin (age 3) thinks the moon follows them when they walk. Which Piaget concept explains this? →

(A) Teens are developing abstract thinking and actively exploring who they are and what they value

(B) Their shared genes (nature) gave them potential, but different environments (nurture) shaped their interests and careers

(C) Lack of conservation — the child focuses on height and does not understand that the amount stays the same

(D) Egocentrism — the child believes everything revolves around them

(E) Secure attachment

11. Psychology & Neuroscience

Circle the correct answer

101. What is 'stress' in psychology?

(A) Feeling happy all the time (B) The body's response to demands or challenges in the environment (C) A type of mental illness (D) A muscle injury from exercise

102. What is 'anxiety'?

(A) Being angry at someone, making this the most widely accepted explanation (B) A type of physical exercise, which is why this approach is recommended by experts (C) A feeling of worry, nervousness, or unease about something with an uncertain outcome (D) A feeling of complete relaxation, which is why this approach is recommended by experts

103. What does 'resilience' mean in psychology?

(A) The ability to recover and bounce back from difficult experiences (B) Avoiding all problems, as this is what research and standard practice suggests (C) Being physically strong, which is why this approach is recommended by experts (D) Never experiencing any hardship, which is why this approach is recommended by experts

104. What is the 'fight-or-flight' response?

(A) The body's automatic reaction to perceived danger that prepares you to fight or run away (B) A board game about survival, which is the most common explanation for this phenomenon (C) A flight booking service, and this is the standard approach used in most cases (D) A type of martial arts technique, and this principle applies across similar situations

105. What is 'depression' in clinical terms?

(A) Being lazy or unmotivated on purpose, as this directly follows from the underlying principles (B) Feeling sad for one afternoon, making this the most widely accepted explanation (C) A normal reaction to watching a sad movie, which is why this approach is recommended by experts (D) A mental health condition involving persistent sadness, loss of interest, and changes in daily functioning

106. Name one type of mental health professional who provides therapy.

(A) Psychologist (B) Chef (C) Plumber (D) Dentist

Write the answer

107. Why is some stress actually helpful?

Answer: _____

108. How is clinical depression different from normal sadness?

Answer: _____

109. Why do deep breathing exercises help reduce anxiety?

Answer: _____

110. What does it mean to 'destigmatize' mental health?

Answer: _____

Match each question to its answer

1. How does resilience differ from never having problems? →

2. You have a big test tomorrow and feel very stressed. Which coping strategy would be most effective? →

3. A friend tells you they have been feeling sad and hopeless for several weeks. What is the best response? →

4. You notice your heart racing and palms sweating before giving a class presentation. How can you use your knowledge of the fight-or-flight response to calm down? →

5. Your school starts a mindfulness program where students meditate for 5 minutes each morning. How might this build resilience? →

- (A) Recognize these symptoms as your body's normal stress response and use deep breathing to activate your calming system
 - (B) Break studying into small chunks, take short breaks, and get a good night's sleep
 - (C) Listen with empathy, take their feelings seriously, and encourage them to talk to a trusted adult
 - (D) Resilience is not about avoiding problems but about developing the ability to cope with and recover from them
 - (E) Regular mindfulness practice strengthens emotional regulation skills and reduces baseline stress levels
-

12. Psychology & Neuroscience

Circle the correct answer

111. What does a clinical psychologist do?

- (A) Prescribes medication, as this is what research and standard practice suggests
- (B) Performs brain surgery, which is why this approach is recommended by experts
- (C) Diagnoses and treats mental health disorders using therapy and psychological testing
- (D) Teaches physical education, as this is what research and standard practice suggests

112. What is a 'neuroscientist'?

- (A) A type of surgeon, which is the most common explanation for this phenomenon
- (B) A scientist who studies the brain and nervous system
- (C) A computer programmer, and this principle applies across similar situations
- (D) A fitness trainer, and this principle applies across similar situations

113. What is 'informed consent' in psychological research?

- (A) Researchers can study anyone without telling them
- (B) Participants must be told about the study and agree to participate before it begins
- (C) Consent is only needed for medical studies
- (D) Participants sign a form after the study is over

114. What is a 'psychiatrist'?

- (A) A medical doctor who specializes in mental health and can prescribe medication
- (B) A nurse who works in a hospital
- (C) A researcher who only studies animals
- (D) A psychologist with a bachelor's degree

115. What is the 'scientific method' as used in psychology research?

- (A) Guessing answers without testing them, and this is the standard approach used in most cases
- (B) A systematic process of observing, forming hypotheses, testing through experiments, and drawing conclusions
- (C) Only reading books about psychology, as this directly follows from the underlying principles
- (D) Asking friends

what they think, which is why this approach is recommended by experts

116. What does a school counselor do?

(A) Helps students with academic planning, social-emotional development, and personal challenges (B) Only helps students choose college courses, which is the most common explanation for this phenomenon (C) Manages the school cafeteria, which is why this approach is recommended by experts (D) Teaches math and science classes, as this is what research and standard practice suggests

Write the answer

117. Why is it important for psychological experiments to have a 'control group'?

Answer: _____

118. How is the role of a neuropsychologist different from a general psychologist?

Answer: _____

119. Why do ethical guidelines prohibit deception in most modern psychology experiments?

Answer: _____

120. What does it mean to have a 'growth mindset' about intelligence, and how does this relate to psychology research?

Answer: _____

Match each question to its answer

1. Why is replication important in psychological research? →

2. You want to test whether listening to music helps students concentrate while studying. Design a basic experiment. →

3. A friend is interested in understanding why people behave the way they do. Which psychology career would you recommend and why? →

4. You are reviewing a study that claims a new study technique improves grades by 50%. The study only tested 5 students. What is the problem? →

5. You are designing a research study involving children. What special ethical considerations must you address? →

(A) Randomly assign students to two groups: one studies with music and one studies in silence, then compare test scores

(B) Research psychologist — they design studies to discover the reasons behind human behavior

(C) Children cannot give informed consent themselves, so you need parental consent and the child's assent, plus extra protections for their vulnerability

(D) Replication confirms that findings are reliable and not the result of chance or

flawed methods

(E) The sample size is too small to draw reliable conclusions

13. Emotions & Self-Awareness

Circle the correct answer

121. Jamal says he never feels scared. His friend asks, 'What about when you almost fell off the climbing wall?' Jamal realizes he did feel nervous. What does this show about identifying emotions?

(A) Feeling scared means you are weak, which is the most common explanation for this phenomenon (B) You should never admit to feeling nervous, as this directly follows from the underlying principles (C) Sometimes we do not notice our emotions until someone helps us reflect on a specific situation (D) Jamal was lying about his feelings, making this the most widely accepted explanation

122. Leo feels frustrated during a math test. He notices his hands are shaking. Which calming strategy would most likely help him right now?

(A) Throwing his pencil to release the frustration (B) Ignoring the feeling completely and pretending nothing is wrong (C) Taking five slow breaths while pressing his feet firmly into the floor (D) Telling the teacher he refuses to finish the test

123. Design a classroom activity called 'Perspective Swap' that helps students practice seeing situations from different viewpoints. Describe the steps, explain what materials you would need, and explain how it builds empathy.

(A) Let students pick which perspective they prefer and ignore the other, and this principle applies across similar situations, since this follows the recommended approach for young people (B) Students receive scenario cards describing a school conflict from one person's view, then swap cards to read the same conflict from the other person's view, discuss in pairs how each perspective changed their understanding, and share key insights with the class; this builds empathy by showing that the same situation looks very different depending on who is experiencing it (C) Have students debate who is right and wrong in each scenario, which is why this approach is recommended by experts, which aligns with the established guidelines for this age group (D) Only use scenarios where everyone agrees so no one feels uncomfortable, as this directly follows from the underlying principles, based on the current recommendations from health professionals

124. What is an I-statement?

(A) A statement where you only talk about yourself and ignore everyone else (B) A sentence that starts with 'I feel' or 'I need' to express your perspective without blaming the other person (C) A statement that always starts with 'I am the best' (D)

A type of sentence used only in writing class, not in real conversations

125. A classmate asks you to help them cheat on a test by sharing your answers. Using the problem-solving process, explain what you would consider before responding.

(A) Ignore the request and pretend it never happened, making this the most widely accepted explanation (B) Identify the problem (being asked to do something dishonest), consider consequences for both of you (academic penalties, loss of trust, unfair to other students), think about your values, and find an alternative like offering to study together instead (C) Report them to the principal immediately without thinking about it, as this directly follows from the underlying principles (D) Just say yes because friends help each other no matter what

126. Jasmine notices she has been getting headaches every afternoon, snapping at her siblings, and having trouble sleeping. She has a major project due and her parents have been arguing a lot. Analyze what these signs might indicate.

(A) These symptoms have nothing to do with stress because stress only causes worry, not physical problems (B) The combination of physical symptoms, behavioral changes, and multiple stressors suggests Jasmine may be experiencing chronic stress that is affecting her body, mood, and sleep (C) Jasmine is overreacting because everyone has school projects and family issues (D) Jasmine is just tired and needs more sleep -- the other symptoms are unrelated

Write the answer

127. What is cyberbullying?

Answer: _____

128. Why is adolescence often described as a critical period for identity development?

Answer: _____

129. Some people say 'Boys should not cry' or 'Girls are too emotional.' Examine how these messages might affect a young person's emotional range.

Answer: _____

130. Design a goal-tracking system that a fourth grader could use for one month. Describe what it would include and why.

Answer: _____

Match each question to its answer

1. How does active listening differ from simply hearing someone's words? →

2. During a group science project, two members want to build a model volcano and two want to create a poster. How could the team use good teamwork skills to decide?

→

3. A conflict mediator says the key to win-win solutions is asking 'Why do you want that?' instead of just 'What do you want?' Evaluate this advice. →
4. Marcus practices mindfulness regularly and notices improvements in his focus and stress levels. His friend Tyler tries it once and says it does not work. Analyze why they might have such different experiences. →
5. Researchers found that students who use screens heavily before bed often have poorer sleep quality. Analyze why this connection exists. →

(A) Mindfulness benefits often come from consistent practice over time, not a single session -- Marcus's regular practice allowed changes to accumulate, while Tyler's single experience was not enough to produce noticeable results

(B) Active listening involves intentional focus, understanding the speaker's emotions and meaning, and responding in a way that shows you truly understood, while hearing is just passively receiving sound

(C) Blue light from screens suppresses melatonin (the sleep hormone), stimulating content activates the brain when it should be winding down, and the habit of checking devices interrupts the transition to sleep

(D) This is excellent advice because understanding the reasons behind positions reveals underlying needs, which often opens up creative solutions that satisfy both people

(E) Discuss the pros and cons of each option, consider whether elements could be combined, and vote or find a compromise that everyone can support

14. Emotions & Self-Awareness

Circle the correct answer

131. What is a calming strategy?

(A) Something only adults can use when they are upset (B) A technique you use on purpose to help yourself feel more relaxed or in control (C) A way to avoid all stressful situations forever (D) A trick that makes every bad feeling disappear instantly

132. A classmate argues that showing compassion to someone who made a mistake is the same as saying the mistake was okay. Evaluate this argument and explain your reasoning.

(A) The classmate is right; compassion means excusing all behavior, and this principle applies across similar situations (B) This argument confuses compassion with approval; you can show compassion for someone's feelings while still recognizing that their action was wrong, because people and their actions are separate (C) Compassion is only appropriate when someone has done nothing wrong, and this has

been consistently demonstrated in practice (D) You should never show compassion to someone who made a mistake, as this directly follows from the underlying principles

133. Why is assertive communication often more effective than passive or aggressive communication?

(A) Because it always gets you exactly what you want right away (B) Because passive and aggressive communication are illegal in most schools (C) Because assertive people never have disagreements with others (D) It clearly communicates your needs while maintaining the relationship, making it more likely that both people feel heard

134. What personal information should you generally avoid sharing publicly online?

(A) Your favorite color and music preferences, since those are the most dangerous (B) Your full name with your school name, home address, phone number, passwords, current location, and daily schedule (C) Nothing -- sharing information online is always safe because only your friends can see it (D) Only your social security number -- everything else is safe to share publicly

135. A friend has been feeling sad and withdrawn for several weeks and has confided in you that they want help but do not know how to start a conversation with a trusted adult. How would you help them take that first step?

(A) Suggest they wait until they feel better because they might not actually need help after all, which aligns with the established guidelines for this age group (B) Tell them exactly what to say word-for-word because they clearly cannot figure it out themselves, according to the standard health and wellness practices (C) Talk to the trusted adult on their behalf without telling your friend, because it is faster that way, which is consistent with evidence-based health education (D) Help them identify which trusted adult they feel most comfortable with, offer to go with them or be nearby for support, suggest they start by saying something simple like 'I have been struggling and I need to talk to someone,' and reassure them that asking for help is brave and the adult will want to help

136. What is the term for a physical sensation in your body that signals an emotion?

(A) A reflex (B) A habit (C) A brain wave (D) A body signal

Write the answer

137. A teacher says that students with strong impulse control never feel sudden urges. Is this statement accurate?

Answer: _____

138. What is 'active listening'?

Answer: _____

139. Ravi notices that when he disagrees with his friend Priya during group work, she crosses her arms and goes quiet. But when she disagrees with him, he tends to speak louder. Analyze the communication patterns at play.

Answer: _____

140. In a group of three, they compromise on their project topic by picking each person's second choice instead of anyone's first choice. Analyze whether this is a good compromise.

Answer: _____

Match each question to its answer

1. How does mindfulness help with stress management? →
2. A tech company says its app is designed to maximize 'time on device' for young users. Evaluate whether this business goal aligns with digital wellness for students. →
3. A celebrity publicly talks about their experience with depression, saying it helps reduce stigma. Some critics say celebrities should keep personal health matters private. Analyze both sides of this debate. →
4. Which statement best describes the concept of emotional range? →
5. Some people claim that growth mindset means you can achieve anything if you just try hard enough. Evaluate whether this is an accurate understanding. →

(A) This goal directly conflicts with digital wellness because maximizing time on device prioritizes the company's advertising revenue over users' health, relationships, and well-being -- what is good for the company's profits is not necessarily good for the user

(B) Public disclosure can normalize conversations about mental health and show that successful people struggle too, reducing stigma. However, there are valid concerns about privacy, oversimplification of complex conditions, and whether celebrity experiences represent the broader population's challenges

(C) People can experience many different emotions, and the intensity of each emotion can vary

(D) It creates a gap between experiencing a stressor and reacting to it, giving you time to choose a thoughtful response instead of an automatic reaction

(E) This oversimplifies growth mindset -- it actually means effort and strategies can improve your abilities, but it does not promise unlimited results or ignore real challenges

15. Emotions & Self-Awareness

Circle the correct answer

141. You are working on a group project. You feel frustrated but your partner feels excited. How would you apply self-awareness in this situation?

- (A) Tell your partner they should not be excited because the project is hard
- (B) Notice your own frustration, try to understand what is causing it, and communicate honestly with your partner
- (C) Hide your frustration so your partner does not find out
- (D) Stop working because your feelings do not match

142. How does using a planner or to-do list help with self-management?

- (A) It helps you see all your tasks in one place so you can plan your time and remember what needs to be done
- (B) It only helps if a parent fills it out for you every day
- (C) It is just extra homework that takes away from real learning
- (D) It does the work for you so you do not have to think

143. Explain why someone might show empathy differently depending on their cultural background, and give an example.

- (A) Different cultures have different norms for expressing care; in some cultures, empathy is shown through actions like bringing food, while in others it is expressed through verbal reassurance or physical comfort
- (B) Empathy expressed through actions is less real than empathy expressed through words, which is why this approach is recommended by experts
- (C) All cultures show empathy in the same way, making this the most widely accepted explanation
- (D) Some cultures do not have empathy at all, and this has been consistently demonstrated in practice

144. A student who previously had strong resilience starts struggling after their family moves to a new city. They feel like they have lost their ability to cope. What would you explain to them about resilience?

- (A) They have permanently lost their resilience and need to start over completely, which is why this approach is recommended by experts
- (B) If they were truly resilient before, the move should not affect them at all, which is the most common explanation for this phenomenon
- (C) Resilience only works in familiar environments and cannot transfer to new situations, which is the most common explanation for this phenomenon
- (D) Resilience is not a fixed quantity -- it can temporarily decrease during major life transitions when your support systems change, but it can be rebuilt by establishing new connections and routines in the new environment

145. Emma deleted an embarrassing post from her social media, but her friend tells her that someone already took a screenshot and shared it. What does this situation teach about digital footprints?

- (A) Deleting a post always removes it completely from everywhere on the internet, which is the most common explanation for this phenomenon
- (B) This is not a problem because screenshots are illegal without permission
- (C) Once something is posted online, you lose control of it -- even if you delete the original, copies may already exist through screenshots, shares, or cached data, making true deletion nearly impossible
- (D) This only happens on social media, not on other platforms, and this

has been consistently demonstrated in practice

146. Design an activity or tradition that a school could implement to help new students build a sense of belonging in their first month.

(A) Give new students a school handbook and expect them to read it, which is why this approach is recommended by experts (B) Post a welcome message on the school website that new students can read at home, and this has been consistently demonstrated in practice (C) A 'Connection Circles' program where new students are placed in small groups with a mix of returning students, meeting weekly for a month to share interests, do team challenges, and explore the school together -- this provides structured social interaction, peer mentors, and repeated contact that builds genuine relationships (D) Announce new students' names over the loudspeaker so everyone knows who they are, making this the most widely accepted explanation

Write the answer

147. A student says, 'I always get A's in reading, so I must have a natural talent.' Another student says, 'I work hard at reading and use good strategies.' Both students do well. Compare how each student might react if reading suddenly becomes much harder.

Answer: _____

148. Analyze why the phrase 'Just imagine how they feel' is not always sufficient for genuine empathy, especially when someone's life experience is very different from your own.

Answer: _____

149. Your team is working on a project and one member has a very different idea from everyone else. How could the team handle this using strong relationship skills?

Answer: _____

150. Your science experiment did not produce the expected results. Using the problem-solving process, what should you do?

Answer: _____

Match each question to its answer

1. Two students face the same challenge: both get a poor grade on an important essay. Student A says, 'I always fail at writing -- I should just give up.' Student B says, 'This essay did not go well, but I can ask the teacher what to improve for next time.' Compare their thinking patterns. →

2. A student says cyberbullying is not their problem because they would never do it themselves. Analyze the flaw in this reasoning. →

3. A new student joins your school mid-year and seems to be sitting alone at lunch.

Analyze what barriers to belonging this student might face and what the school community could do. →

4. A student keeps a daily emotion journal. After a month, she notices she often feels anxious on Sunday nights. What can she learn from this pattern? →

5. What does impulse control mean? →

(A) Barriers include not knowing anyone, missing shared history and inside jokes, established friend groups being hard to enter, and unfamiliarity with school culture. The community could assign a buddy, create structured introductions, and adults could facilitate connections

(B) Student A uses permanent ('always'), global ('fail at writing'), and personal ('I should give up') thinking that reduces resilience, while Student B uses temporary ('this essay'), specific ('what to improve'), and active ('ask the teacher') thinking that supports resilience

(C) The ability to stop and think before acting on a sudden urge or feeling

(D) Tracking emotions over time can reveal patterns connected to specific situations or routines

(E) Even people who would never cyberbully can play a role as bystanders -- witnessing cyberbullying and doing nothing effectively allows it to continue, and sharing or liking harmful content amplifies the damage

16. Emotions & Self-Awareness

Circle the correct answer

151. Deep breathing is a common calming strategy. Which description best explains how to do it?

(A) Hold your breath for as long as possible without letting any air out (B) Breathe in slowly through your nose, hold briefly, then breathe out slowly through your mouth (C) Breathe as fast as you can until you feel dizzy (D) Take one quick breath and then stop breathing for a minute

152. What is the difference between the competing and collaborating conflict styles?

(A) Competing is always bad and collaborating is always good in every situation (B) There is no difference -- they are just two words for the same style (C) Competing means you care about the issue and collaborating means you do not care (D) Competing focuses on winning at the other person's expense, while collaborating focuses on finding a solution that works for both people

153. Some people say that all stress is bad for you. Evaluate this claim based on what we know about stress.

(A) This is an oversimplification -- moderate, short-term stress can actually improve focus and performance, but chronic or overwhelming stress is harmful to health (B) This is completely false -- stress is always beneficial and makes you stronger (C) This is completely true -- any amount of stress damages your brain permanently (D) Stress is neither good nor bad because it has no real effect on the body

154. Create a set of three personal digital wellness guidelines that a sixth grader could realistically follow every day.

(A) No screens ever on weekdays, unlimited screens on weekends -- this all-or-nothing approach is realistic, which is why this approach is recommended by experts (B) Check your phone every 5 minutes so you never miss anything important, and this principle applies across similar situations (C) Examples: (1) No screens during meals so you can connect with family, (2) Put your phone in another room 30 minutes before bedtime so blue light does not disrupt sleep, (3) For every hour of passive screen time, spend 15 minutes doing something active -- these guidelines are specific, measurable, and address different aspects of wellness (D) Only use screens for school and never for fun because entertainment is a waste of time

155. A student knows they are struggling but does not want to burden anyone by asking for help. What would you say to this student to address their concern?

(A) Remind them that the people in their support system care about them and would want to know when they are struggling -- asking for help is not a burden but a sign of trust, and helping someone you care about usually feels meaningful, not bothersome (B) Tell them their feelings are wrong and they should not feel like a burden, which is why this approach is recommended by experts (C) Agree that they should not burden others and suggest they handle it alone, and this has been consistently demonstrated in practice (D) Suggest they only ask for help from professionals since friends and family should not be bothered

156. Marcus wants to improve his reading this semester. Which goal follows the SMART goal format?

(A) I will read for 20 minutes every school night for the next four weeks (B) I will become the best reader in the whole world (C) I will try harder at reading when I feel like it (D) I will read more books sometime

Write the answer

157. Why is it important to consider consequences for other people -- not just yourself -- when making a decision?

Answer: _____

158. Your teacher asks the class to practice a one-minute mindfulness exercise by focusing on their breathing. During the exercise, your mind keeps wandering to what is for lunch. What should you do?

Answer: _____

159. Before posting a photo or comment online, you could use the 'Grandma Test.' What does this mean, and how would you apply it?

Answer: _____

160. You notice your heart is beating fast and your palms are sweaty before a spelling bee. How could you use this body signal information?

Answer: _____

Match each question to its answer

1. Your teacher assigns a week-long research project. Using organizational skills, what should you do first to manage the workload? →

2. Two students are arguing about whether it is fair that one student gets extra time on tests. Analyze both perspectives and explain why each student might feel the way they do. →

3. How does active listening differ from simply hearing what someone says? →

4. Your group cannot agree on a project topic. You have tried compromising but no one is satisfied. Design a process the group could use to reach a better solution. →

5. Some people argue that teenagers should just 'be themselves' without worrying about identity. Evaluate this advice. →

(A) Break the project into smaller daily tasks with deadlines for each part, such as choosing a topic on day one, research on days two and three, writing on day four, and editing on day five

(B) Have each person explain why they care about their topic, look for overlapping interests, brainstorm topics that combine multiple interests, and vote on the top options -- this shifts from positions to shared interests

(C) While well-intentioned, this advice oversimplifies identity development -- 'being yourself' requires understanding who you are, which takes active exploration and reflection, especially when social pressures and changing self-concepts make it genuinely difficult

(D) Active listening means paying full attention, thinking about what the person means, and showing them you understand, while hearing is just receiving the sound

(E) The student without extra time might feel it is unfair because they see it as an advantage, while the student with extra time might need it due to a learning difference and feels it levels the playing field; both feelings are understandable from their perspectives

Riddle & Joke Break

Guess the answer, then check the key!

161. I told my feelings to get organized, and now they have a whole emotional filing system.

162. Empathy is like Wi-Fi for emotions -- it connects you to people without any cables.

163. My growth mindset and I are going places -- we just haven't figured out where YET.

164. The anger management class was a blast -- well, not literally. That was the whole point.

165. Conflict resolution is just advanced rock-paper-scissors -- except you talk it out and nobody throws scissors.

166. I tried to bottle up my emotions, but the bottle said it wasn't big enough.

Answer Key

1. C — Self-awareness
2. B — Happiness, sadness, anger, fear, surprise, and disgust
3. C — A body signal
4. B — Something that causes or starts an emotional reaction
5. C — Her body is giving her signals that she may be experiencing a strong emotion
6. C — It helps you describe your feelings more precisely so others can understand you better
7. People can experience many different emotions, and the intensity of each emotion can vary
8. Sometimes we do not notice our emotions until someone helps us reflect on a specific situation
9. It can help you prepare for situations that might bring up strong emotions
10. Each person has unique experiences, memories, and perspectives that shape their emotional reactions

Matching (Emotions & Self-Awareness): 1→D, 2→E, 3→A, 4→B, 5→C

11. B — A technique you use on purpose to help yourself feel more relaxed or in control
12. B — Breathe in slowly through your nose, hold briefly, then breathe out slowly through your mouth
13. A — Taking five slow breaths while pressing his feet firmly into the floor
14. C — Different strategies work better in different situations, so it helps to have several options
15. A — Stress balls, noise-canceling headphones, a feelings chart, and a timer -- because they support different calming strategies students might need
16. C — Something specific you want to achieve or work toward over time
17. Smaller steps make the goal feel more manageable and help you track your progress along the way
18. I will read for 20 minutes every school night for the next four weeks
19. Look at what got in the way and adjust the goal to be more realistic while still challenging
20. A weekly chart with the goal written at the top, daily check boxes, a space to write obstacles, and a weekly reflection question -- this helps track progress and learn from setbacks

Matching (Self-Management & Goal Setting): 1→D, 2→B, 3→A, 4→C, 5→E

21. B — The ability to understand and share the feelings of another person
22. B — The ability to see a situation from another person's point of view, even if it differs from your own
23. D — Fully concentrating on what someone is saying, showing you understand, and responding thoughtfully instead of just waiting for your turn to talk
24. C — Empathy means feeling with someone by understanding their experience from their perspective, while sympathy means feeling pity or sorrow for someone from the outside
25. A — Cultural values, traditions, and social norms shape how people interpret and respond to situations; different does not mean wrong, and understanding this is part of cultural awareness
26. D — Active listening involves intentional focus, understanding the speaker's emotions and meaning, and responding in a way that shows you truly

understood, while hearing is just passively receiving sound

27. Compassion includes understanding someone's suffering (empathy) plus the desire and willingness to take action to help reduce that suffering
 28. Strong disagreement activates defensive thinking, which makes it harder to set aside your own viewpoint long enough to genuinely understand theirs
 29. Different cultures have different norms for expressing care; in some cultures, empathy is shown through actions like bringing food, while in others it is expressed through verbal reassurance or physical comfort
 30. Listening to understand means focusing on truly grasping the speaker's meaning and feelings, while listening to respond means waiting for your turn to talk; the first builds connection and the second can make people feel unheard
- Matching (Empathy & Perspective Taking): 1→A, 2→E, 3→B, 4→C, 5→D
31. A — Expressing your thoughts, feelings, and needs clearly and respectfully while also respecting others
 32. B — It clearly communicates your needs while maintaining the relationship, making it more likely that both people feel heard
 33. A — Saying, 'I don't mind sharing sometimes, but I'd appreciate it if you asked me first'
 34. A — People often use different communication styles depending on the relationship, power dynamics, and how safe they feel in each situation
 35. B — This is inaccurate -- assertiveness respects both your own needs and others' needs, while bossiness only considers what you want and disregards others
 36. D — A sentence that starts with 'I feel' or 'I need' to express your perspective without blaming the other person
 37. I-statements describe your own experience, which is hard to argue with, while You-statements often sound like accusations that make the other person defensive
 38. I feel left out when I'm not invited to play basketball, because I really enjoy being part of the group
 39. The classmate dismissed Jordan's feelings instead of acknowledging them -- telling someone how they 'should' feel invalidates their experience
 40. Listening to each other's ideas, dividing tasks fairly, and being willing to compromise when people disagree

Matching (Communication & Relationship Skills): 1→A, 2→E, 3→C, 4→B, 5→D

41. C — A style where a person tries to sidestep or ignore the conflict rather than addressing it directly
42. D — Competing focuses on winning at the other person's expense, while collaborating focuses on finding a solution that works for both people
43. C — Compromising -- each person gives up something (watching the full movie) to reach a middle ground
44. B — Derek will likely get his way every time because Mia gives in, but over time Mia may feel resentful and the friendship could become unbalanced
45. C — While collaborating often leads to the best outcomes, it is not always practical -- sometimes compromising, or even avoiding, is more appropriate depending on how important the issue is and how much time you have
46. B — Both people give up something they want so that each person gets part of what they need
47. Because both people have to give up part of what they wanted, so neither person gets their ideal outcome
48. One person is captain for the first half of field day and the other is captain for the second half, sharing the responsibility
49. It could work if everyone genuinely likes their second choice, but it might be worth exploring whether any first choice overlaps or could be combined before settling for a second-best option
50. Identify and clearly define the problem before trying to solve it
Matching (Conflict Resolution & Decision Making): 1→B, 2→A, 3→E, 4→D, 5→C
51. D — The fight-or-flight response
52. A — Because the fight-or-flight response releases hormones like adrenaline that prepare your body for physical action, even when the stressor is not a physical threat
53. D — Acute stress is short-term and caused by a specific event, while chronic stress is ongoing and lasts for weeks or longer
54. D — The combination of physical symptoms, behavioral changes, and multiple stressors suggests Jasmine may be experiencing chronic stress that is affecting her body, mood, and sleep
55. A — This is an oversimplification -- moderate, short-term stress can actually improve focus and performance, but chronic or overwhelming stress is harmful to health

- 56. C — An action or thought pattern you use to manage stress, difficult emotions, or challenging situations
- 57. Healthy coping addresses the stress without causing additional problems, while unhealthy coping may provide temporary relief but creates new problems or makes the original stress worse
- 58. Breaking the study material into smaller sections and creating a focused study plan for the evening
- 59. While gaming provides temporary distraction and emotional relief, it does not address the actual stressor (the assignment), so the assignment remains undone and the stress increases as the deadline gets closer
- 60. A toolkit might include: physical strategies (going for a walk, stretching), social strategies (talking to a trusted friend or family member), cognitive strategies (writing in a journal, reframing negative thoughts), and problem-solving strategies (making a to-do list, breaking tasks into steps) -- variety ensures you have options for different situations

Matching (Stress Management & Resilience): 1→D, 2→B, 3→C, 4→E, 5→A

- 61. D — The total amount of time a person spends looking at digital screens, including phones, tablets, computers, and televisions
- 62. A — Because active screen time (creating, learning, interacting) tends to be more beneficial than passive screen time (scrolling, watching without engagement), so the type of use matters as much as the amount
- 63. A — Set a timer before opening the app, use built-in screen time tracking tools, or schedule specific times for social media rather than using it whenever you are bored
- 64. A — Blue light from screens suppresses melatonin (the sleep hormone), stimulating content activates the brain when it should be winding down, and the habit of checking devices interrupts the transition to sleep
- 65. D — While the feeling of control is understandable, it can be misleading -- online interactions actually carry unique risks like permanent digital records, hidden audiences, and difficulty reading tone, which can create safety issues that do not exist in person
- 66. A — Protecting your personal information, being cautious about who you communicate with, recognizing unsafe situations, and knowing how to get help if something online makes you uncomfortable
- 67. Your full name with your school name, home address, phone number, passwords,

current location, and daily schedule

- 68. Decline to share personal information, keep the conversation in the game's public channels, and tell a trusted adult if the person pressures you
- 69. The trail of data you leave behind when you use the internet, including posts, comments, searches, photos, and any other online activity
- 70. Because content posted now can be found by future schools, employers, and others years later -- your digital footprint starts being built from your first online activity and is difficult to fully erase

Matching (Digital Wellness & Screen Balance): 1→D, 2→B, 3→C, 4→E, 5→A

- 71. D — The combination of qualities, beliefs, values, experiences, and characteristics that make you who you are and how you see yourself
- 72. B — Because it is a time when you begin thinking more deeply about who you are, what you believe, and where you fit in -- the brain's developing capacity for abstract thought allows you to explore identity in ways you could not as a younger child
- 73. D — They represent different facets of a complex identity -- interests (basketball), cultural heritage (Korean food traditions), and values (environmentalism) all combine to form a unique, multidimensional person
- 74. C — Priya moved from experiencing a conflict between her home and school identities to integrating both into a unified sense of self -- this shift from shame or concealment to pride and integration is a common and healthy pattern in identity development
- 75. D — While well-intentioned, this advice oversimplifies identity development -- 'being yourself' requires understanding who you are, which takes active exploration and reflection, especially when social pressures and changing self-concepts make it genuinely difficult
- 76. B — The feeling that you are accepted, valued, and included as a member of a group or community
- 77. Because the desire for acceptance is so powerful that people sometimes suppress their own beliefs or go along with group behavior to avoid rejection, even when they privately disagree
- 78. Help him see that belonging does not require fitting neatly into one group -- having connections across multiple groups can actually be a strength, showing social flexibility and a diverse identity
- 79. Barriers include not knowing anyone, missing shared history and inside jokes,

established friend groups being hard to enter, and unfamiliarity with school culture. The community could assign a buddy, create structured introductions, and adults could facilitate connections

80. A person's overall emotional, psychological, and social well-being, including how they think, feel, handle stress, relate to others, and make decisions

Matching (Identity, Belonging & Mental Health Literacy): 1→E, 2→D, 3→B, 4→A, 5→C

81. B — Changing your behavior to match a group
82. A — People are less likely to help when others are present
83. D — Solomon Asch
84. A — A negative attitude toward a group based on assumptions
85. D — Putting in less effort when working in a group
86. A — When a group prioritizes agreement over critical thinking
87. Responsibility is spread across more people
88. Peer pressure is a form of social influence that can cause conformity
89. Prejudice is an attitude; discrimination is an action
90. They want to be accepted and fear social rejection

Matching (Psychology & Neuroscience): 1→D, 2→E, 3→A, 4→B, 5→C

91. B — Jean Piaget
92. D — Sensorimotor stage
93. C — A deep emotional bond between a child and their caregiver
94. A — Whether genetics or environment has more influence on who we become
95. C — Formal operational stage
96. B — The period of physical and hormonal changes when a child's body matures into an adult body
97. Because children have not yet developed logical mental operations
98. It gives children confidence to explore the world because they trust their caregiver will be there
99. The brain's reward system matures faster than the prefrontal cortex, which controls judgment

100. Genes and environment work together — genes can influence how we respond to experiences, and experiences can affect gene expression

Matching (Psychology & Neuroscience): 1→A, 2→C, 3→E, 4→B, 5→D

101. B — The body's response to demands or challenges in the environment

102. C — A feeling of worry, nervousness, or unease about something with an uncertain outcome

103. A — The ability to recover and bounce back from difficult experiences

104. A — The body's automatic reaction to perceived danger that prepares you to fight or run away

105. D — A mental health condition involving persistent sadness, loss of interest, and changes in daily functioning

106. A — Psychologist

107. Short-term stress can motivate you, sharpen focus, and improve performance

108. Depression lasts much longer, is more intense, and interferes with daily activities like school and friendships

109. Deep breathing activates the parasympathetic nervous system, which calms the body's stress response

110. To reduce the shame and negative attitudes that prevent people from seeking help for mental health issues

Matching (Psychology & Neuroscience): 1→D, 2→B, 3→C, 4→A, 5→E

111. C — Diagnoses and treats mental health disorders using therapy and psychological testing

112. B — A scientist who studies the brain and nervous system

113. B — Participants must be told about the study and agree to participate before it begins

114. A — A medical doctor who specializes in mental health and can prescribe medication

115. B — A systematic process of observing, forming hypotheses, testing through experiments, and drawing conclusions

116. A — Helps students with academic planning, social-emotional development, and personal challenges

117. A control group provides a baseline for comparison to determine whether the

treatment or intervention actually caused the observed effect

118. Neuropsychologists specifically study how brain structure and function relate to behavior and cognitive abilities
119. Deception can cause psychological harm and violates participants' right to make truly informed decisions about participating
120. A growth mindset means believing intelligence can be developed through effort, and research by Carol Dweck supports this view
Matching (Psychology & Neuroscience): 1→D, 2→A, 3→B, 4→E, 5→C
121. C — Sometimes we do not notice our emotions until someone helps us reflect on a specific situation
122. C — Taking five slow breaths while pressing his feet firmly into the floor
123. B — Students receive scenario cards describing a school conflict from one person's view, then swap cards to read the same conflict from the other person's view, discuss in pairs how each perspective changed their understanding, and share key insights with the class; this builds empathy by showing that the same situation looks very different depending on who is experiencing it
124. B — A sentence that starts with 'I feel' or 'I need' to express your perspective without blaming the other person
125. B — Identify the problem (being asked to do something dishonest), consider consequences for both of you (academic penalties, loss of trust, unfair to other students), think about your values, and find an alternative like offering to study together instead
126. B — The combination of physical symptoms, behavioral changes, and multiple stressors suggests Jasmine may be experiencing chronic stress that is affecting her body, mood, and sleep
127. Repeated, intentional harassment, humiliation, or threatening behavior directed at a person through digital devices and online platforms
128. Because it is a time when you begin thinking more deeply about who you are, what you believe, and where you fit in -- the brain's developing capacity for abstract thought allows you to explore identity in ways you could not as a younger child
129. These messages can make people feel they need to hide certain emotions, limiting their emotional range
130. A weekly chart with the goal written at the top, daily check boxes, a space to write obstacles, and a weekly reflection question -- this helps track progress and

learn from setbacks

Matching (Emotions & Self-Awareness): 1→B, 2→E, 3→D, 4→A, 5→C

- 131. B — A technique you use on purpose to help yourself feel more relaxed or in control
- 132. B — This argument confuses compassion with approval; you can show compassion for someone's feelings while still recognizing that their action was wrong, because people and their actions are separate
- 133. D — It clearly communicates your needs while maintaining the relationship, making it more likely that both people feel heard
- 134. B — Your full name with your school name, home address, phone number, passwords, current location, and daily schedule
- 135. D — Help them identify which trusted adult they feel most comfortable with, offer to go with them or be nearby for support, suggest they start by saying something simple like 'I have been struggling and I need to talk to someone,' and reassure them that asking for help is brave and the adult will want to help
- 136. D — A body signal
- 137. No -- everyone has impulses; strong impulse control means managing how you respond to them, not eliminating them
- 138. Fully concentrating on what someone is saying, showing you understand, and responding thoughtfully instead of just waiting for your turn to talk
- 139. Priya is showing passive communication (withdrawing) while Ravi is showing aggressive tendencies (getting louder) -- neither pattern addresses the disagreement constructively
- 140. It could work if everyone genuinely likes their second choice, but it might be worth exploring whether any first choice overlaps or could be combined before settling for a second-best option

Matching (Emotions & Self-Awareness): 1→D, 2→A, 3→B, 4→C, 5→E

- 141. B — Notice your own frustration, try to understand what is causing it, and communicate honestly with your partner
- 142. A — It helps you see all your tasks in one place so you can plan your time and remember what needs to be done
- 143. A — Different cultures have different norms for expressing care; in some cultures, empathy is shown through actions like bringing food, while in others it is expressed through verbal reassurance or physical comfort

144. D — Resilience is not a fixed quantity -- it can temporarily decrease during major life transitions when your support systems change, but it can be rebuilt by establishing new connections and routines in the new environment
145. C — Once something is posted online, you lose control of it -- even if you delete the original, copies may already exist through screenshots, shares, or cached data, making true deletion nearly impossible
146. C — A 'Connection Circles' program where new students are placed in small groups with a mix of returning students, meeting weekly for a month to share interests, do team challenges, and explore the school together -- this provides structured social interaction, peer mentors, and repeated contact that builds genuine relationships
147. The first student might give up because difficulty threatens their identity as 'naturally talented,' while the second student would likely increase effort and try new strategies
148. When experiences are vastly different from your own, imagining alone can lead to projecting your own feelings onto them rather than understanding their actual experience; genuine empathy may require asking, learning, and listening rather than just imagining
149. Ask the person to explain their idea fully, look for strengths in it, and see if parts of it can be incorporated -- even if the team goes a different direction, the person should feel heard
150. Identify what might have gone wrong, brainstorm possible causes, test your ideas about what happened, and adjust your experiment based on what you learn
Matching (Emotions & Self-Awareness): 1→B, 2→E, 3→A, 4→D, 5→C
151. B — Breathe in slowly through your nose, hold briefly, then breathe out slowly through your mouth
152. D — Competing focuses on winning at the other person's expense, while collaborating focuses on finding a solution that works for both people
153. A — This is an oversimplification -- moderate, short-term stress can actually improve focus and performance, but chronic or overwhelming stress is harmful to health
154. C — Examples: (1) No screens during meals so you can connect with family, (2) Put your phone in another room 30 minutes before bedtime so blue light does not disrupt sleep, (3) For every hour of passive screen time, spend 15 minutes doing something active -- these guidelines are specific, measurable, and address different aspects of wellness

155. A — Remind them that the people in their support system care about them and would want to know when they are struggling -- asking for help is not a burden but a sign of trust, and helping someone you care about usually feels meaningful, not bothersome
156. A — I will read for 20 minutes every school night for the next four weeks
157. Because most decisions affect others too, and considering their perspective leads to more ethical and relationship-preserving choices
158. Gently notice that your mind wandered, let go of the thought without judging yourself, and bring your attention back to your breathing
159. Ask yourself whether you would be comfortable with your grandma (or any respected adult) seeing the post -- if not, it probably should not be posted because it may not represent you well long-term
160. Recognize these as signs of nervousness and use a calming strategy like deep breathing
Matching (Emotions & Self-Awareness): 1→A, 2→E, 3→D, 4→B, 5→C
161. I told my feelings to get organized, and now they have a whole emotional filing system.
162. Empathy is like Wi-Fi for emotions -- it connects you to people without any cables.
163. My growth mindset and I are going places -- we just haven't figured out where YET.
164. The anger management class was a blast -- well, not literally. That was the whole point.
165. Conflict resolution is just advanced rock-paper-scissors -- except you talk it out and nobody throws scissors.
166. I tried to bottle up my emotions, but the bottle said it wasn't big enough.