

# My Learning Journal

and Personal Target Book

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Hello and welcome to what I hope you will find to be a very useful and fun book to help your learning. It is divided into three sections:

**Section 1: Journal Pages:** a double page for each school week. The idea of these journal pages is for you to jot down some of the things you did and learnt during the week together with few notes of some of your successes and feelings. Your teacher can help you.

Logging things in this way helps us to remember things better and also to feel positive about ourselves and our achievements.

On the note pages... be creative! Write just a few key notes, diagrams or drawings to remind yourself of some of your learning. You will find these really useful for revising for tests and exams.

**Section 2: Tips and Templates**-these ideas and templates have proved very useful in helping students to order and remember information and understandings. They are also helpful for you in developing important writing and reading skills. Try to follow the templates regularly to practise these important learning and memory skills.

**Further copies** of the Templates are available on our website:

[www.hannans.org.uk/teachinautisticchildren](http://www.hannans.org.uk/teachinautisticchildren). You might like to print off copies and use them in your notebooks.

**Section 3: Smart Targets**- these forms are for your teacher and you to set targets to improve important aspects of your learning. They allow you to track your progress and, very importantly, to get feedback on how you are doing.

**Section 4: Activity Logs**- a big key to successful learning is **variety**. These logs help you to keep a check of all the different and important ways you can develop your learning skills. You might use them to set your own targets of what you would like to do more of or improve upon.

**Section 5: Free Writing**- these pages are for you to write in. Here you could write about your feelings and your ideas. You might like to try 'stream of consciousness' - just start writing and see what comes to mind.

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[www.hannans.org.uk](http://www.hannans.org.uk)

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# About Me

My name: \_\_\_\_\_

My age: \_\_\_\_\_

My year: \_\_\_\_\_

Things that make me happy:

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Things I like doing:

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Things I am good at:

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**Important people in my life:**

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**The ways I learn best:**

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**Some other things about me:**

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*Be creative: use the blank pages in this book to write or draw.*

<b>My Learning Log</b>	Term: Week No:	<b>Can Do</b>	Some key things to remember: how, who, what, when, where, and why	<b>Notes</b>
<b>Monday</b> _____				
<b>Tuesday</b> _____				
<b>Wednesday</b> _____				
<b>Thursday</b> _____				
<b>Friday</b> _____				

**How your Journal works...**

# My Learning Log

Term:

Week No:

**Monday**\_\_\_\_\_ (Write the date in)

Morning

Afternoon

Write a short record of things you did and things you learnt. Maybe refer to pages in your notebooks.

**Tuesday**\_\_\_\_\_

Morning

Afternoon

You might like to record some of your feelings as well. For a list of feelings and a feelings journal sheet look in the 'Tips and Templates' section.

**Wednesday**\_\_\_\_\_

Morning

Afternoon

**Thursday**\_\_\_\_\_

Morning

Afternoon

**Friday**\_\_\_\_\_

Morning

Afternoon

## Can Do

Write about your skills and understandings:  
I can...

Record your merits/marks/stick stickers  
List your successes  
List the things you are getting better at  
List the new things you try

Record working well with others/answering questions in class/doing difficult things

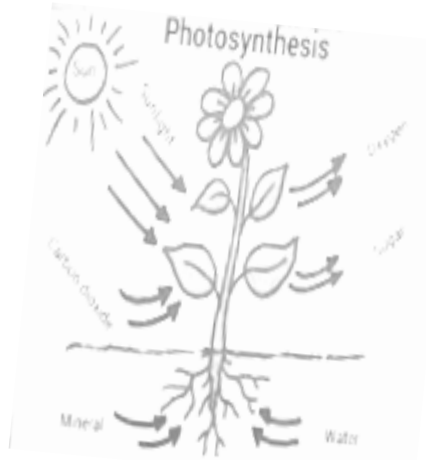


Some key things to remember: how, who what, when, where, and why?

# Notes



You could doodle ideas from your learning in order to help you to remember them...



You could make drawings in order to help you to recall your understandings...

You could make up some puzzles with



words

or you might create some



with important words to help you to remember and spell them correctly.

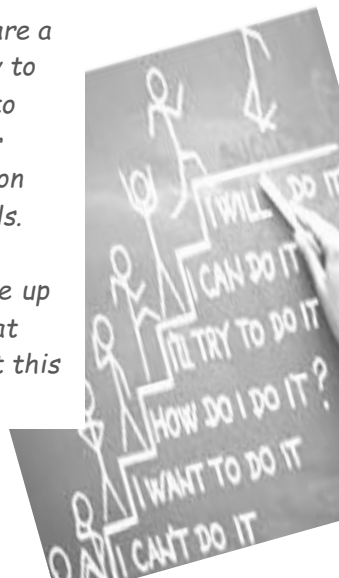
You could write bullet points of key facts...

- ✓ 1
- ✓ 2
- ✓ 3
- ✓ 4
- ✓ 5



You might write down steps for doing things....

Quizzes are a great way to help you to remember information and details. You could make some up about what you learnt this week.



You might draw some charts..



You could 'Go for 5' and use D-R-S (See the 'Tips and Templates' section).



You could reflect on ideas-ask yourself 'Why?'

....The good things> the bad things> the unknown things

.....You might make some links between new things

you learn and previous learning-

X is like.....



*Be creative: use the blank pages in this book to write, draw, doodle...*

# **M Y L E A R N I N G J O U R N A L**

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Term:

Week No:

## Can Do

**Monday**\_\_\_\_\_

Morning

Afternoon

**Tuesday**\_\_\_\_\_

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Some key things to remember: how, who  
what, when, where, and why

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# T I P S & T E M P L A T E S

# Tips

## ‘Go for 5!’

Our brains hold and recall information best in odd rather than even groups. To remember things in enough detail -but not too much so as to get your brain overloaded- ‘Go for 5!’...

- Note down **5** pieces of key information
- Note down **5** steps for doing something
- **5** points to a plan
- **5** reasons why
- **5** questions to ask yourself to remember something
- To reflect and understand: think of **5** good things and **5** bad things about the effects of something

There may not be 5 but ‘Go for 5’ and you are thinking more deeply about things and you are likely to find more thoughts (and understandings!) than your first one or two ideas.

## Use Descriptive-Reflective-Speculative (DRS)

This is a great way to organise your thinking, your writing, your planning and your recall of skills, facts and understandings.

Firstly, **think descriptively**. This is *how to do something* or who, what, where and when something was done or will be done.

Next, **think reflectively**. Think about the reasons why something happened and the good and bad effects of it happening. Think about your reasons for doing something, the good, bad or unknown things about doing it. Being *reflective* is a hugely important skill for learning and remembering.

Now, **think speculatively**. Think ‘If’. Evaluate. Make links between new learning and things you already know: think to yourself ‘what is this like?’ Be creative with your thoughts and ideas!

## **Articulate your Learning**

Explaining things to other people helps us think more deeply and express our thoughts and ideas better. Find time to do it, frequently.

Use these sequences:

### **Think-Communicate-Write**

Regularly think about and plan what you are going right before you write it. Then tell someone else about it, ask their views and take the suggestions you like to improve it.

### **Read-Think-Communicate**

When you read something, find time to reflect upon it. What was it about? What did you enjoy about it? What did you learn from it? Now explain it to someone else and it will help you to remember all about it.

## **The Templates**

**Now take a look at these ‘templates’ and use them in your thinking, writing and planning to practise these skills...**

I call them ‘Thinking Frames.’ You don’t write too much on them; just notes. They are designed to lead your thinking and to help you to recall information and ideas.

Copies can be found on our website: [hannans.org.uk/mindgym](http://hannans.org.uk/mindgym). You might to print them off and use them in your notebooks.

# Go for Five to Plan Things

## Go for 5

The ability to plan is an important life skill and an important learning skill. Think '**one step at a time**' and use these prompts to help you to follow a good planning process.

	What	How	When	Why
Step 1				
Step 2				
Step 3				
Step 4				
Step 5				

	Possible Problems:	Overcome by:
1		
2		
3		

	How will I evaluate it? How will I know if it works?
1	
2	
3	



Now 'bounce' your ideas off someone-else. Be open to their ideas and suggestions and add them into your plan if you like them. '**Collaboration**' is a big success skill.



# Go for 5

*Go for Five* to chunk information and remember it better

If you want to remember facts and details then chunk them into groups of five.

Then **read-think-quiz**: 1 Read them out loud. 2 Turn the page over and try to recall them. 3. Check you have remembered them correctly.

What?

When?

Where?

Who?

How?

Why?

- 1
- 2
- 3
- 4
- 5



**Quiz** yourself frequently to remember your learning.

**Explaining and teaching things to others as you learn helps you to learn and remember better.** You could also devise quizzes with your friends for revision.

# Go for Five to Review Things

## Go for 5

*When you look back over something try to break it down into a sequence of five steps or parts. Use connective words to talk and write about it.*

### What happened?

Firstly,

Secondly,

Thirdly,

Next,

Finally,

What have you learnt from it?

1

2

3

4

5



**Explain it to someone-else** and you will remember it better.

# Use D-R-S to categorise your thinking

**D- r- s**

**SUBJECT**

**TOPIC**

**Descriptive-How-What-When-Who-Where**

1

2

3

4

5

5

**Reflective-Why-Analysis**

1

2

3

4

5

**SPECULATIVE –evaluate, draw conclusions, extract the most important parts to remember- draw a picture, diagram, flow chart.**

Now teach it to someone.

# Use D-R-S to aid visual memory

## Drs Visual

### **Descriptive** notes:

Who What When  
Where  
How  
Steps

Stick picture/ Draw picture

### **Reflective**

notes:  
Why?

### **Speculative**

Notes:  
some guesses  
and additional  
ideas...

Using pictures is a great way to remember things. Stick them in the centre of the page and chunk information around them... using **D-R-S**.



*Explaining and teaching to others as you learn helps you to learn and remember better.*

# DRS in depth

## Template for Very Deep Reflection!

**Descriptive** This is designed to help you to solve a problem...

**What?** Try to find five things you could do. You might not be able to find 5 but 'Go-for-5' helps you think deeply and to explore possibilities.

- 1
- 2
- 3
- 4
- 5

### Reflective

Take each of the ideas above in turn and think about the good things about it and the bad things about it -

**Idea 1** The possible good things about this idea:

- 1
- 2
- 3

The possible bad things about this idea:

- 1
- 2
- 3

**Idea 2** The possible good things about this idea:

- 1
- 2
- 3

The possible bad things about this idea:

- 1
- 2
- 3

**Idea 3** The possible good things about this idea:

- 1
- 2
- 3

The possible bad things about this idea:

- 1
- 2
- 3

**Idea 4** The possible good things about this idea:

- 1
- 2
- 3

The possible bad things about this idea:

- 1
- 2
- 3

**Idea 5** The possible good things about this idea:

- 1
- 2
- 3

The possible bad things about this idea:

- 1
- 2
- 3

### Speculative IF?

**My decision:**

**What can I do to stop or overcome any problems?**

**What will things look like when I am successful?**

## *Think-Communicate-Write* For Creative Writing

Follow this sequence: Think (plan and note it).... Communicate (Tell someone about it and ask for contributions)..... Write it.

1. My story starts like this:

Describe the scene:

Describe the characters:

Describe their feelings:

2. Then this happens:

3. Then this:

4. Then this:

5. My story ends like this:

Describe the characters now:

Describe their feelings now:

Describe the scene now:



*Remember: 'bounce' your ideas*

## My Feelings Log

<b>Monday</b> <div>Feeling</div> <div>Why?</div> Morning Afternoon
<b>Tuesday</b> <div>Feeling</div> <div>Why?</div> Morning Afternoon
<b>Wednesday</b> <div>Feeling</div> <div>Why?</div> Morning Afternoon
<b>Thursday</b> <div>Feeling</div> <div>Why?</div> Morning Afternoon
<b>Friday</b> <div>Feeling</div> <div>Why?</div> Morning Afternoon
<b>Saturday</b> <div>Feeling</div> <div>Why?</div> Morning Afternoon
<b>Sunday</b> <div>Feeling</div> <div>Why?</div> Morning Afternoon

### Happy

OK

Excited

Brave

Bold

Daring

Hopeful

(about)

Eager (to)

Keen (to)

Optimistic

Joyful

Confident

In control

### Enthusiastic

Curious

Affectionate

Considerate

Sensitive

Loved

Inspired (by)

Determined

(to)

### Sad

Tearful

Bored

Challenged

Rebellious

Upset (about)

Angry

Lousy

Disappointed

Hurt (by)

Concerned

Insecure

## Feelings

### Peaceful

Quiet

Secure

Peaceful

At ease

Comfortable

Clever

Surprised

Reassured

### Unsure

Confused

Ashamed

Guilty

In despair

Enraged (by)

Hateful (to)

Insecure

### Nervous

Anxious

Worried

Irritated

Hurt (by)

Concerned

Enraged (by)

Hateful (to)

Despairing

To know your feelings is to know yourself.  
We all need the 'vocabulary of feelings.'

## ***Especially for Revision....***

You could use a file card or note sheet like this-

Use D-R-S to make clear and simple revision notes in the boxes.

Keep separate file cards for different topics. When you have finished, on the back of the card write yourself a couple of questions about the topic to quiz yourself later and remind yourself of your ideas.

# **Revision**

Subject/ Topic	
Descriptive information to remember: What How When Who  1  2  3	Reflective information to remember: Why? The Positives/The Negatives The Good/The Bad/The Unknown  1  2  3
Speculative ideas to remember: IF Draw conclusions Make connections: it's like/ it's unlike It's important because	



Learn and use **Connectives** for your thinking and your writing!

## Skills

And....also...so...because...

EXPLAINING

(Go for 5!)

Firstly

Secondly

Thirdly

Next

Finally

I believe that

Also

CAUSE AND EFFECT

When

So

And thus

As a result

Thanks to this

This causes

REINFORCING

Also

After all

Besides

Anyway

This is important because

Furthermore

Moreover

IN OPPOSING

However

Nevertheless

On the other hand

But

Although

In contrast

Instead

Against this is

Whereas

TIME

At first

Before

Until then

Up to this time

Just then

In due course

### *The Connectives Challenge*

**Write about yourself starting each sentence with the word on the left! Use 'streams of consciousness' just let your writing be prompted by the words.**

Hello, I'm \_\_\_\_\_

Firstly,

Secondly,

Thirdly,

Next,

Finally,

I believe that

Also

When

So

And thus

As a result

Thanks to this

This causes

Also

After all

Besides

Anyway

This is important because

Furthermore

Moreover

However

Nevertheless

On the other hand

But

Although

In contrast

Instead

Against this is

Whereas

At first

Before

Until then

Up to this time

Just then

In due course

A really useful way to remember writing skills is to use them writing about yourself!

# Reading

## *Reading Comprehension*

- 1 Skim first then read** slowly and carefully, word by word, using the punctuation to guide you.
- 2 Guess**, as you start to read: what is this about?
- 3 Pause** whilst you read and ask yourself, **'What do I already know about the subject?'**

**After** you have finished reading something think back over it and prompt yourself with the 5Ws:

What was it about? What happened? Who was it about? Where did it happen/ How did it happen?

**Why?**

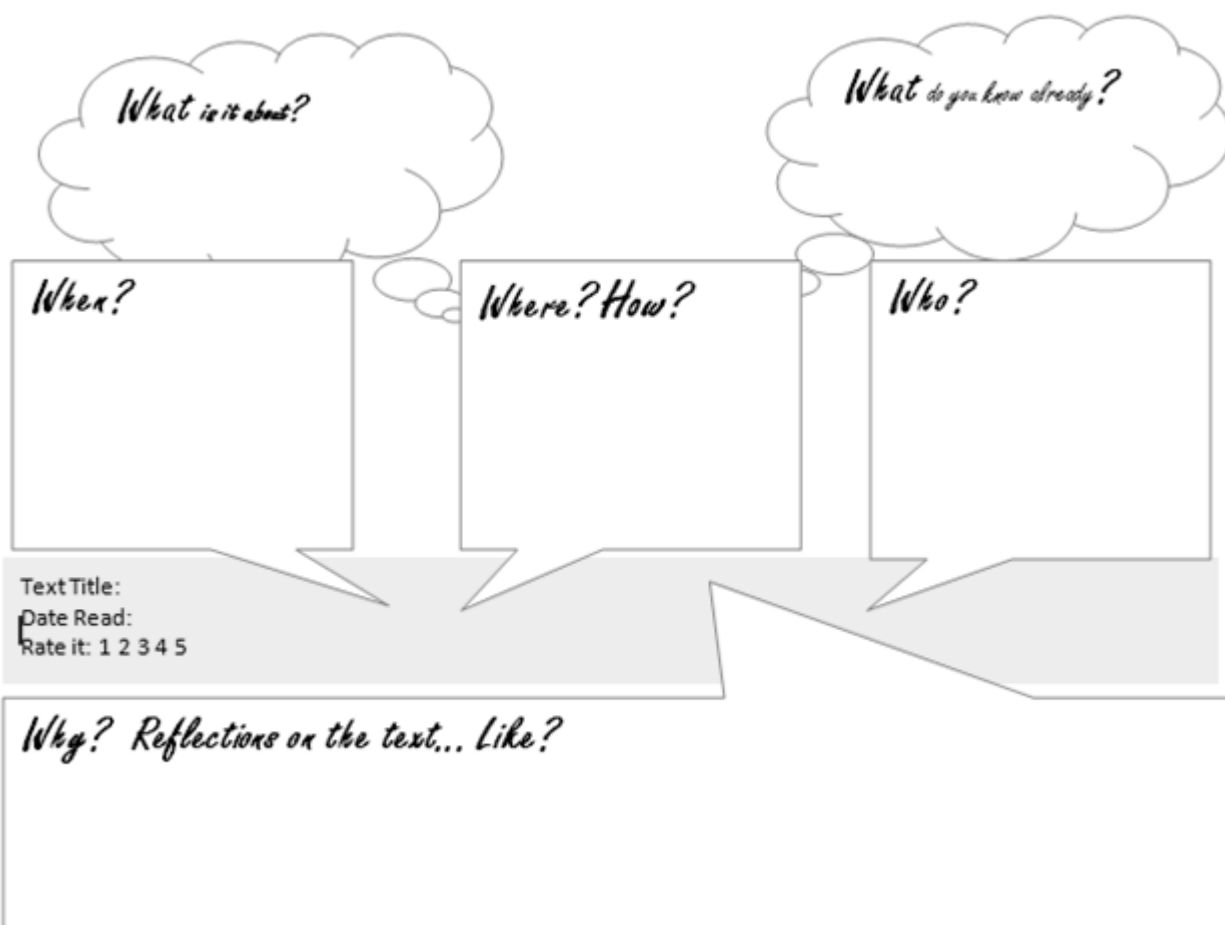
**To remember** something you read then communicate it: tell someone about it or make a few notes to remind yourself about

- 1
- 2
- 3
- 4
- 5

**You might like to use this scribble pad to help you...**



'My Reading Comprehension Scribble Book' is available in PDF to print out free at [www.hannans.org.uk](http://www.hannans.org.uk). Or quickly draw your own version before reading.



*What is it about?*

*What do you know already?*

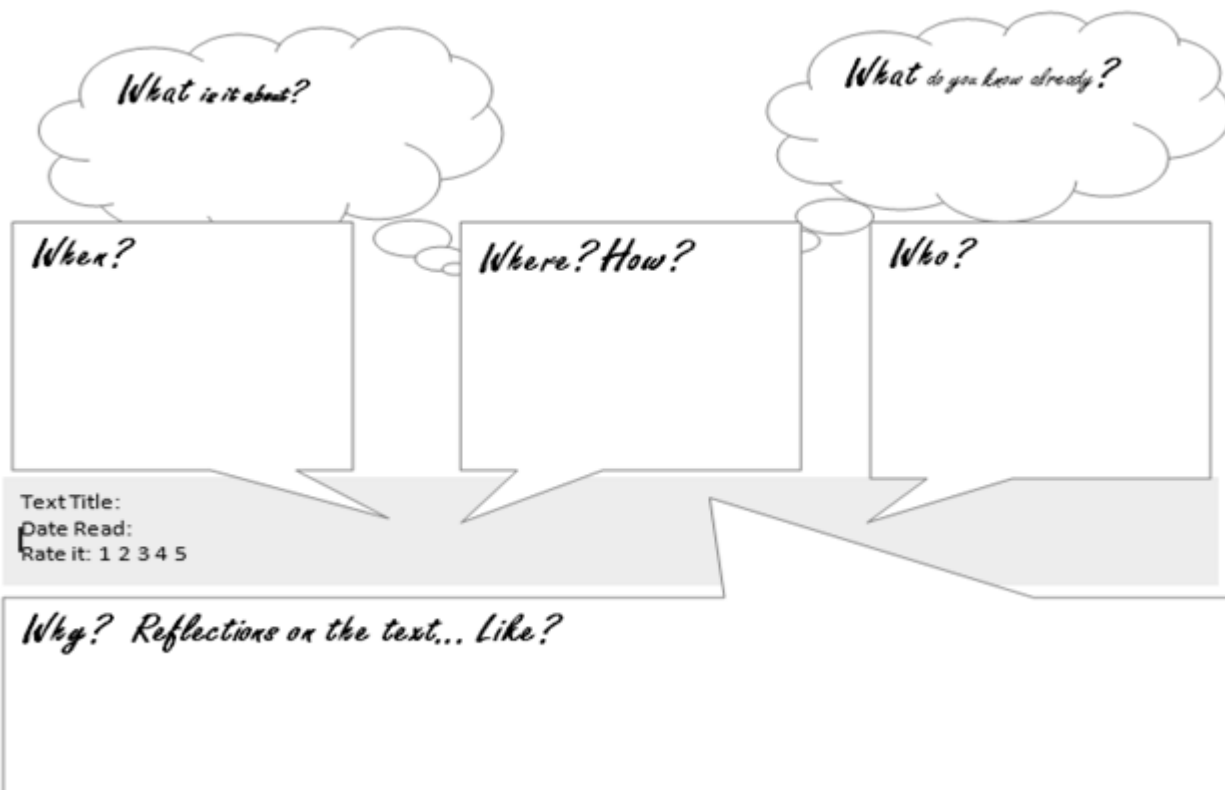
*When?*

*Where? How?*

*Who?*

Text Title:  
 Date Read:  
 Rate it: 1 2 3 4 5

*Why? Reflections on the text... Like?*



*What is it about?*

*What do you know already?*

*When?*

*Where? How?*

*Who?*

Text Title:  
 Date Read:  
 Rate it: 1 2 3 4 5

*Why? Reflections on the text... Like?*

# Prompt Yourself

# Reading and writing skills

This is something I developed to help GCSE students. You might like to start using it!

Approach the analysis, understanding and appreciation of something in *the same way* each time. Use the same categories... prompt words.... as starting points for your thinking and writing and then use these same prompt words when writing in an exam. Here are some prompts for analysing a piece of literature.

<p>Section 1 DEFINE THE <b>THEME</b> OF THE WRITING</p> <p><b>TITLE:</b> It tells the story of The narrative is about Its theme is</p>
<p>Section 2 EXPLAIN THE <b>STRUCTURE</b> <b>What is used? Why is it used?</b></p> <p>It is written in rhyme The rhythm is It has used stanzas that are It has symmetry Punctuation is Paragraphing is</p>
<p>S3 EXPLAIN THE <b>LANGUAGE AND IMAGERY</b> <b>What? (Point)      Example: (Quote)      Why? (Explanation)</b></p> <p>It creates an atmosphere of It's in the voice of The language used is formal The language used is colloquial It is written in dialect The tone of the language is Images are used to Similes are used to Metaphors are used to Personification Alliteration has the effect of Assonance has the effect of Onomatopoeia is used to Questions are used to Commands are used to</p>
<p>S4 EXPLAIN THE WRITER'S <b>INTENTIONS</b>, FEELINGS, IDEAS, THOUGHTS, BELIEFS ETC. <b>What?      Why?</b></p>
<p>S5 MY RESPONSES: EXPLAIN WHAT YOU LIKE ABOUT THIS PIECE OF WRITING <b>What?      Why?</b></p>





# M Y T A R G E T S

A SMART target is:

**S**pecific  
**M**easurable  
**A**ttainable  
**R**elevant  
**T**imed



Target# \_\_\_\_\_ Date set \_\_/\_\_/\_\_\_\_

What: \_\_\_\_\_

Why? \_\_\_\_\_

When to be achieved by: \_\_\_\_\_

**STEPS How:**

---

---

---

---

---

**SUCCESS CRITERIA**

**How I will know when I have achieved my target:**

---

---

---

---

---



# My Target

## Week Learning Log

1		
2		
3		
4		
5		

# Feedback

<b>Week 1</b>	<b>Teacher</b>
	Mine
	Parent/Carer
<b>Week 2</b>	<b>Teacher</b>
	Mine
	Parent/Carer

<b>Week 3</b>	<b>Teacher</b>
	Mine
	Parent/Carer
<b>Week 4</b>	<b>Teacher</b>
	Mine
	Parent/Carer

<b>Week 5</b>	<b>Teacher</b>
	Mine
	Parent/Carer

# I am Especially Proud of

1  2  3  4  5		



# Target Achieved!

Signature:

Date:

Comments:

## Teacher's Review

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---

---

## My Review

---

---

---

---

---

## Parent/Carer's Review

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---

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Target#\_\_\_\_ Date set \_\_/\_\_/\_\_\_\_

What: \_\_\_\_\_

Why? \_\_\_\_\_

When to be achieved by: \_\_\_\_\_

**STEPS How:**

---

---

---

---

---

**SUCCESS CRITERIA**

**How I will know when I have achieved my target:**

---

---

---

---

---

# My Target

## Week Learning Log

1		
2		
3		
4		
5		



# Feedback

<b>Week 1</b>	<b>Teacher</b>
	Mine
	Parent/Carer
<b>Week 2</b>	<b>Teacher</b>
	Mine
	Parent/Carer

<b>Week 3</b>	<b>Teacher</b>
	Mine
	Parent/Carer
<b>Week 4</b>	<b>Teacher</b>
	Mine
	Parent/Carer

<b>Week 5</b>	<b>Teacher</b>
	Mine
	Parent/Carer

# I am Especially Proud of

1  2  3  4  5		



# Target Achieved!

Signature:

Date:

Comments:

## Teacher's Review

---

---

---

---

## My Review

---

---

---

---

## Parent/Carer's Review

---

---

---

---

Target# \_\_\_\_\_ Date set \_\_/\_\_/\_\_\_\_

What: \_\_\_\_\_

Why? \_\_\_\_\_

When to be achieved by: \_\_\_\_\_

**STEPS How:**

---

---

---

---

---

**SUCCESS CRITERIA**

**How I will know when I have achieved my target:**

---

---

---

---

---

# My Target

## Week Learning Log

1		
2		
3		
4		
5		

# Feedback

<b>Week 1</b>	<b>Teacher</b>
	Mine
	Parent/Carer
<b>Week 2</b>	<b>Teacher</b>
	Mine
	Parent/Carer



<b>Week 3</b>	<b>Teacher</b>
	Mine
	Parent/Carer
<b>Week 4</b>	<b>Teacher</b>
	Mine
	Parent/Carer

<b>Week 5</b>	<b>Teacher</b>
	Mine
	Parent/Carer

# I am Especially Proud of

1  2  3  4  5		



# Target Achieved!

Signature:

Date:

Comments:

## Teacher's Review

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## My Review

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## Parent/Carer's Review

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Target#\_\_\_\_ Date set \_\_/\_\_/\_\_\_\_

What: \_\_\_\_\_

Why? \_\_\_\_\_

When to be achieved by: \_\_\_\_\_

**STEPS How:**

---

---

---

---

---

**SUCCESS CRITERIA**

**How I will know when I have achieved my target:**

---

---

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---

---

# My Target

## Week Learning Log

1		
2		
3		
4		
5		

# Feedback

<b>Week 1</b>	<b>Teacher</b>
	Mine
	Parent/Carer
<b>Week 2</b>	<b>Teacher</b>
	Mine
	Parent/Carer

<b>Week 3</b>	<b>Teacher</b>
	Mine
	Parent/Carer
<b>Week 4</b>	<b>Teacher</b>
	Mine
	Parent/Carer



<b>Week 5</b>	<b>Teacher</b>
	Mine
	Parent/Carer

# I am Especially Proud of

1  2  3  4  5		



# Target Achieved!

Signature:

Date:

Comments:

## Teacher's Review

---

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## My Review

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## Parent/Carer's Review

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---

Target#\_\_\_\_ Date set \_\_/\_\_/\_\_\_\_

What: \_\_\_\_\_

Why? \_\_\_\_\_

When to be achieved by: \_\_\_\_\_

**STEPS How:**

---

---

---

---

---

**SUCCESS CRITERIA**

**How I will know when I have achieved my target:**

---

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---

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# My Target

## Week Learning Log

1		
2		
3		
4		
5		

# Feedback

<b>Week 1</b>	<b>Teacher</b>
	Mine
	Parent/Carer
<b>Week 2</b>	<b>Teacher</b>
	Mine
	Parent/Carer

<b>Week 3</b>	<b>Teacher</b>
	Mine
	Parent/Carer
<b>Week 4</b>	<b>Teacher</b>
	Mine
	Parent/Carer

<b>Week 5</b>	<b>Teacher</b>
	Mine
	Parent/Carer



# I am Especially Proud of

1  2  3  4  5		



# Target Achieved!

Signature:

Date:

Comments:

## Teacher's Review

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## My Review

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## Parent/Carer's Review

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G  
S

These are some new things I am going to try and some positive risks I will take:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.[illegible]

**Remember:** always avoid the things that might damage you or cause you harm in anyway. **Be your own person-** do what **you** want to and need to do and don't be led by others into bad risk-taking.



## Reading

## Purpose

For fun

For finding out/checking information

For learning how to do something

## For understanding the world

## For understanding people

For advice

## Out of curiosity

## Ways

To myself silently

To myself out loud

### Paired reading taking turns

Skimming: looking for specific information

Scanning: looking for key words

## Chorus reading in the classroom

**To**

Parent/relative/sibling/carer

Teacher/ Teaching Assistant/Tutor

Pet (seriously- good way to practise reading)

## What

## Fiction

## Non Fiction

## Websites

Magazines/ Newspaper/Instruction manuals

Other

### Tick When Used

[illegible]

## Target Setting

Do more of/improve:

What? \_\_\_\_\_

When? \_\_\_\_\_

Where? \_\_\_\_\_

How? \_\_\_\_\_

Any help needed? \_\_\_\_\_

What will success look like/feel like? \_\_\_\_\_

Start date:\_\_\_\_\_ Achieved on date or dates:\_\_\_\_\_

Or on-going? \_\_\_\_\_



**My Reading Record**

Date	Title	Author	Rating 1 2 3 4 5
Notes about It			

Date	Title	Author	Rating 1 2 3 4 5
Notes about It			

Date	Title	Author	Rating 1 2 3 4 5
Notes about It			

Date	Title	Author	Rating 1 2 3 4 5
Notes about It			

Date	Title	Author	Rating 1 2 3 4 5
Notes about It			

Date	Title	Author	Rating 1 2 3 4 5
Notes about It			

Date	Title	Author	Rating 1 2 3 4 5
Notes about It			

**I want to read**

Titles	Authors
--------	---------

## Writing

## How

On my own

With a partner

in a group

Following teacher's modelling

## What

Creative writing: story making etc.

## Narrative writing

## Descriptive writing

## Persuasive writing

## Expository writing

## Notes

## Diagrams

## Stream of Consciousness writing

Journals, dairies etc.

Other:

### Tick When Used

[illegible]

## Target Setting

Do more of/improve:

## What?

When? \_\_\_\_\_

Where?

How? \_\_\_\_\_

Any help needed? \_\_\_\_\_

What will success look like/feel like?

Start date: \_\_\_\_\_ Achieved on date or dates: \_\_\_\_\_

Or on-going? \_\_\_\_\_



**Partner Work**  
**Small Group Work**  
**Whole Class Activity**

- Pair then share
- Think then share
- Research then share
- Assigned roles then share
- Brain storming
- Making together
- Drawing together
- Planning together
- Listening then discussing together
- Playing together
- Role playing
- Writing together
- Reading together
- Maths together

- Describing together
- Reflecting together
- Speculating together
- Creating together

Tick When  
Used

[illegible]

Do more of/improve:

## What?

## When?

Where?

## How?

Any help needed?

What will success look like/feel like?

Start date:                      Achieved on date or dates:

Or on-going?

Wellbeing Questionnaire

- I feel safe at school
- I feel safe at home
- I trust myself
- I am confident to do things on my own
- I worry a lot about my health
- I suffer from worries
- I feel successful a lot of the time
- I can control myself when I feel angry
- I can control myself when I feel strongly
- I stand up for myself
- I ask for help when I need it
- Lots of great things happen to me
- I give myself praise for the things I do
- I give myself praise for helping others
- I make other people happy
- Other people like me
- I have people who care for me
- I have people who love me

Tick the box: 1 is low and 7 high

	1	2	3	4	5	6	7	Action To Take?
I feel safe at school								
I feel safe at home								
I trust myself								
I am confident to do things on my own								
I worry a lot about my health								
I suffer from worries								
I feel successful a lot of the time								
I can control myself when I feel angry								
I can control myself when I feel strongly								
I stand up for myself								
I ask for help when I need it								
Lots of great things happen to me								
I give myself praise for the things I do								
I give myself praise for helping others								
I make other people happy								
Other people like me								
I have people who care for me								
I have people who love me								

Keep yourself safe

Ask for help if you need it



# FREE WRITING

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal grey lines across the entire width of the page, typical of notebook or legal stationery. The background is a solid off-white color. There are no margins, text, or other markings present.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



[illegible]

[illegible]

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal grey lines across the entire width of the page, typical of notebook or composition paper. There are no margins, text, or other markings present.

[illegible]

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This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal grey lines across its entire width, typical of notebook or school paper. The background is white, and there are no margins, text, or other markings present.



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