

# Confidence and Communication Course

Course Handbook



## Welcome to the Course

We are pleased to confirm your place on the Confidence and Communication Group. This is a therapeutic group which uses NICE approved therapeutic interventions to help us understand some of the patterns that may be impacting on how we feel about ourselves and how we communicate. We will learn to develop tools to draw on within ourselves to build our confidence and practice assertiveness.

We appreciate it can seem daunting attending a group for the first time. People do report, after attending a group, they have found it really helpful. They generally report it has been helpful to learn more about how certain patterns in their lives can impact how they feel, and how learning new skills can help to counteract the impact of depression and improve their overall well-being for the future.

We are aware that the experience for online groups and courses will feel different from being present in a group of people. Whilst different arrangements may be required, for the majority we aim to use a shared online format called 'Microsoft Teams'. To use Microsoft Teams you will need to access it via an app, it is a small download.

Click the link to join the group a few minutes before the start time. You will be asked to install the software (which is very quick). You can join from any computer, tablet or smartphone with a good internet connection.

We will be able to see each other and interact as normal.

We will need you to fill in the e-mail questionnaires before the group – a link to these will be sent to your e-mail a day before the group session. Please make sure the questionnaire is completed prior to the session. [Note- the questionnaires email is entitled 'Online Forms'. Please check your junk folder if you have not received this by each session date]. These questionnaires are important as they give us an indication of how you are feeling throughout the course.

Please be aware, the names that you put in will be visible to the other participants; please use first names only (or what you are comfortable with). Please do not put your email address in.

You will join the meeting. Turn on the option to show the video of yourself (top right of the screen). Seeing each other will help it feel as close to the normal group setting as possible, for this reason it is important that all cameras are on.

If you are unable to make your appointment or have any concerns or questions, please let us know. Each week you will need to click on the link just before the start time- this will remain the same unless you are sent another.

This course will meet weekly for 8 sessions, each session lasts 90 minutes. We encourage you to complete the exercises and use the delegate pack to keep notes of your reflections and plans.

## Working Together

One of the most valuable things about courses is the support that you can give to each other. To help everyone feel safe and comfortable, it is helpful for the group to agree some guidelines for the sessions. We will discuss and agree these as a group, but here are some suggestions below:

- Please put mobile phones on silent so they do not interrupt the group
- Try to be on time, but if you are late do come in and join the session
- Respect others people's points of view; they may be different from your own
- Listen when others are talking
- If you are unable to make it to the session, please let Steps to Wellbeing know
- Do not come to the group under the influence of alcohol or drugs
- Please keep any personal information shared within the group sessions confidential



## Steps to Wellbeing Contact Telephone Numbers and Email Addresses

Weymouth & Portland, North Dorset, West Dorset, Purbeck and East Dorset: 0800 484 0500  
dhc.s2w.rural.admin@nhs.net

Poole, Bournemouth and Christchurch: 0800 454 0500 or dhc.s2w.urban.admin@nhs.net

Southampton: 0800 612 7000 or dhc.sstw@nhs.net



[www.steps2wellbeing.co.uk](http://www.steps2wellbeing.co.uk)



### Keeping Safe Between Sessions

Steps to Wellbeing is not a crisis service, and although you are welcome to contact the service between sessions, the course facilitator may not be available to speak to you. If you are feeling very low and need some support between sessions, there are a number of places that you can turn to as outlined below.



## Risk Guidance

Please make a note of your useful telephone numbers, so that you have them to hand when you need them. You may want to write them in the space below, or save them in your phone so they are ready to use. (E.g. Family/ Friend contact details, your GP / CMHT telephone number?)

Due to the format of our courses we are not able to check in with each person individually. If you feel at risk to yourself or others or feel at risk from anyone else please utilise your risk management plan agreed at assessment.

The services below can also be used for support:

- Contact a friend or family member for support
- **Connection** a local 24/7 helpline run by Dorset HealthCare: **0800 652 0190**.
- **Samaritans** (24 hours) Telephone **116 123** or e-mail [jo@samaritans.org](mailto:jo@samaritans.org)
- To start a conversation, text the word **'Shout'** to **85258**
- Self-present at **The Retreat, Hahnemann Road, Bournemouth BH2 5JW or Maiden Castle Road, Dorchester DT1 2ER** (please check their websites for opening hours as these may change)
- Visit The Retreats or Community Front rooms in your local area. Please see Dorset Healthcare – Access Mental Health website for more information  
<https://www.dorsethealthcare.nhs.uk/our-services-and-sites/mental-health-and-learning-disabilities/access-mental-health>
- NHS out of hours support: **111** or **999** (in the case of an emergency)
- Your GP or other healthcare professionals involved in your care e.g. The Community Mental Health Team, social worker, support worker.
- Present at your local hospital Accident and Emergency Department in an emergency

**Helpful resources:**

[www.getselfhelp.co.uk](http://www.getselfhelp.co.uk)  
[www.ntw.nhs.uk](http://www.ntw.nhs.uk)  
[www.thecalmzone.net](http://www.thecalmzone.net) - Tel: 0808 802 5858  
 NHS Apps: [https://apps.beta.nhs.uk/category/mental\\_health/](https://apps.beta.nhs.uk/category/mental_health/)

**Please make a note of your useful telephone numbers, so that you have them to hand when you need them. You may want to write them in the space below, or save them in your phone so they are ready to use. (E.g. Family/ Friend contact details, your GP / CMHT telephone number?)**

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**My Personal Safety Plan**

|   |
|---|
| Signs that my mood is deteriorating       |
|   |
| What steps can I take? Who is my support? |
|   |

## **Session Overview**

**Session 1 – What do we mean by Confidence and Communication?**

**Session 2 – Building our confidence**

**Session 3 – Communicating with clarity**

**Session 4 – The importance of boundaries**

**Session 5 – What influences our confidence and communication?**

**Session 6 – What does assertiveness look like?**

**Session 7 – Understanding self-compassion and the role of our emotions**

**Session 8 - Resilience and moving forward**

## Session 1 – What do we mean by confidence and communication?

This week we're introducing the course and starting to look at what confidence looks like, and what makes up communication.

Purpose of the Group:

1. **You as the Expert** - in your own depression (including knowing your symptoms)
2. **Making Choices** – The impact of your choices on your confidence and communication. Recognise your own ability to take positive action leading to self-empowerment
3. **Committed change** – Noticing the impact of your actions on symptoms of depression. Able to notice when your symptoms improve.
4. **Rewards** – Enjoying the fruits of labour and noticed change.
5. **Relapse Prevention** – Sustaining recovery and noticing warning signs to help maintain wellbeing and increase hopefulness.

Throughout the course we encourage you to **NOTICE** all of the above and to increase your own self-awareness and empowerment.

**Today we will look at becoming your own expert through, noticing, normalising and psycho-education.**

### Confidence

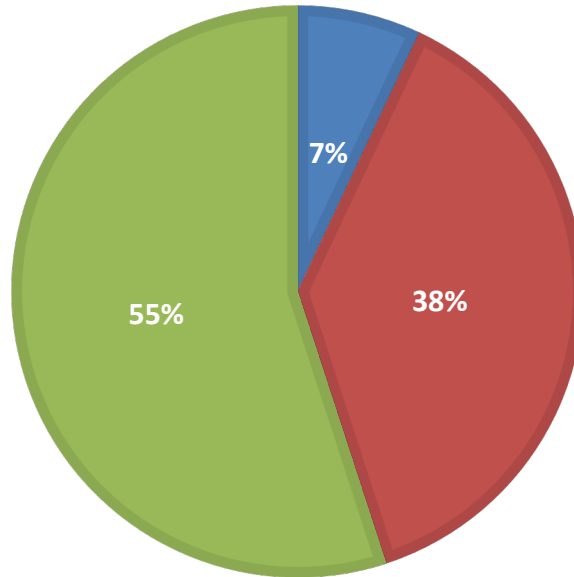
**What does confidence look like to me?**

### Communication

Communication is made up of three different types: words, tone of voice, and body language.

## TYPES OF COMMUNICATION

■ Words ■ Tone of voice ■ Body language



**What are my main forms of communication?**

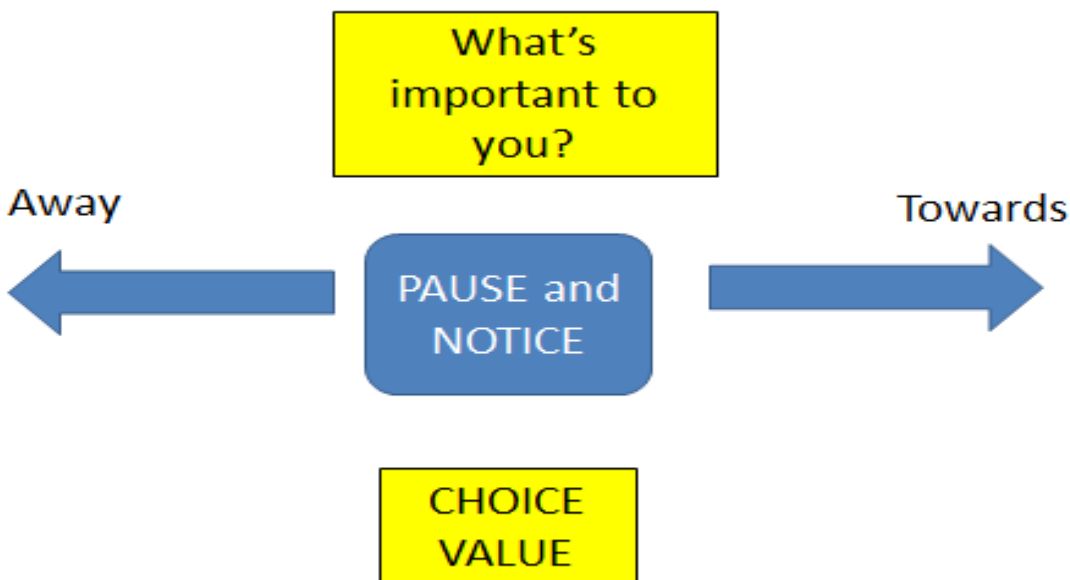
### Small wins of the week

Each week we'll be asking you to think about your small wins, you can use this pack to help keep a record of these. There will be space each week to make a note. Did you see something that made you smile? Did you experience an act of kindness? Did something bring you hope?

What is your small win this week?

### ACT Matrix

The ACT matrix is a tool taken from Acceptance and Commitment Therapy. It can be a helpful point of reflection each week so we can ask ourselves what is taking us away from where we want to be with our confidence and communication, and what will move us towards this?



**What's important to me? What will move me closer to this? Is there anything that is moving me away?**

## Session 2 – Building our confidence

This week we're looking specifically at confidence. We're understanding the barriers to confidence and looking at what tools we would need to overcome them.

### Small win of the week

What is my small win this week?

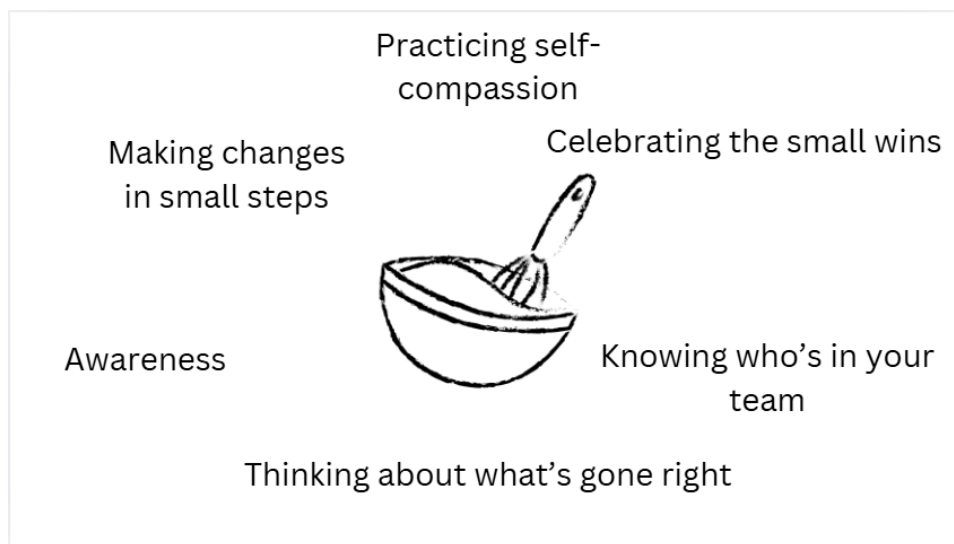
### Barriers to confidence

There are lots of different barriers that might get in the way of confidence. Some examples are:

- Body language
- Negative self-talk
- Fear of failure
- Perfectionism
- Comparison
- Societal pressures – social media
- Past experiences
- Lack of encouragement and support
- Not knowing what we want
- Lack of direction
- Unrealistic expectations
- Judgement
- External criticism
- Boundaries

## What are my barriers to confidence?

## Key ingredients to overcoming barriers



## What is my recipe for confidence?

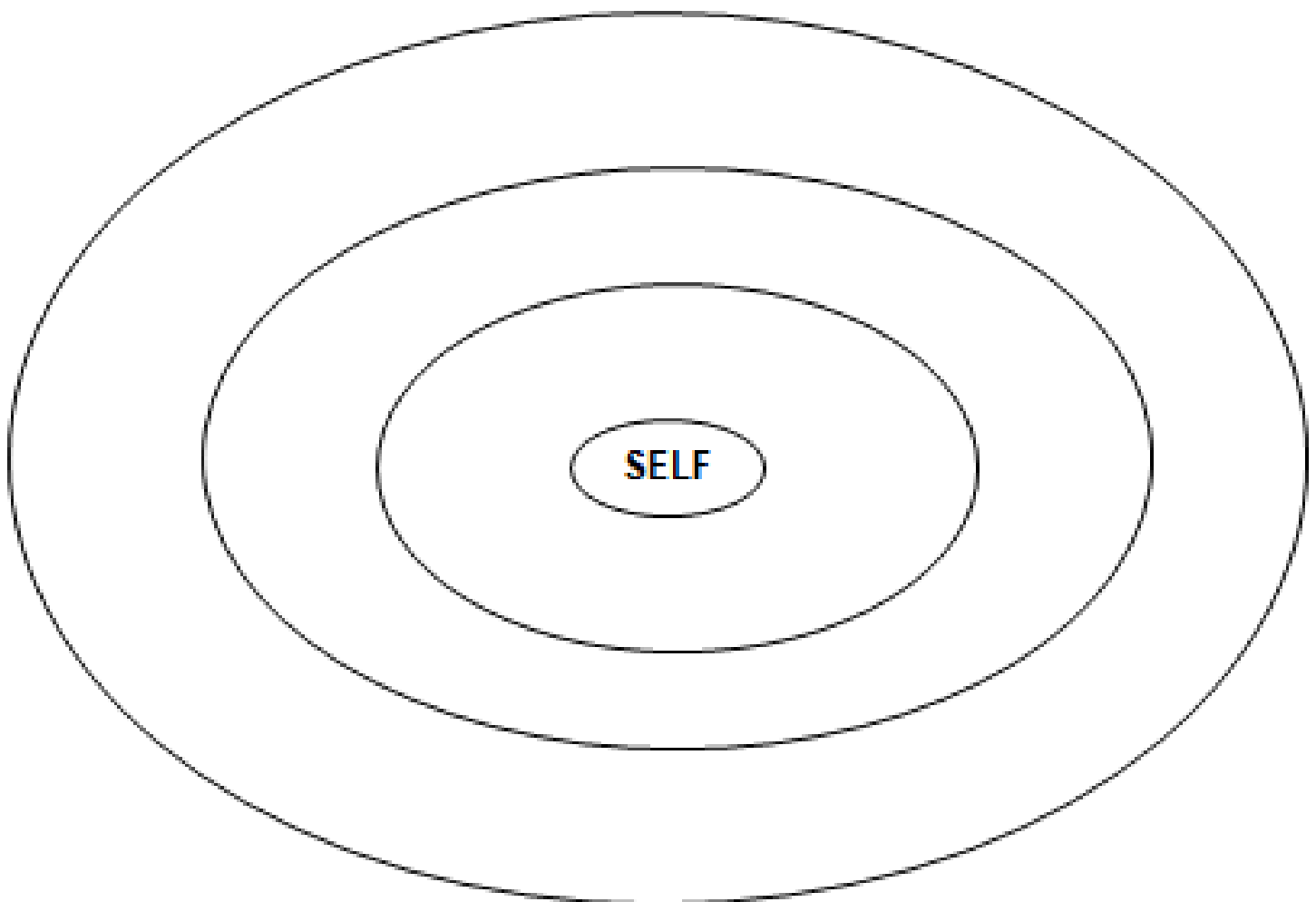
## Closeness circles

We know our mood affects our relationships and our relationships affect our mood. This can have a big impact on how confident we feel, and in turn, how we communicate. We might find both of these differ depending on who we're with. Here we'll look at significant relationships/key figures in our lives. We'll explore the different types of relationships including motivating, draining, and the range of emotionally, practically, financially supportive relationships we have.

In essence we're developing a people map. The following exercise comes from IPT (Interpersonal Psychotherapy)

Write on the template who currently supports you in your life?

Where would you place them on the circles? Those in the inner circle are closer whilst those in the outer circles are more distant. Remember just as our weather changes, so do our relationships, some people can come and go and some remain. The purpose of this exercise is to gain some awareness of how these relationships affect our mood/depression. This also links in with the Away & Toward tool and although can be unsettling as increases awareness, it does also offer opportunity for choice.



## Confidence Toolbox

Confidence is about the feeling. What do you need to feel to be able to carry out the task that you are feeling unconfident about? What tools do you need to get you to where you want to be?

### **What's in my confidence toolbox?**



## ACT Matrix

**What's important to me? What will move me closer to this? Is there anything that is moving me away?**

|  |
|--|
|  |
|--|

## **Session 3 – Communicating with clarity**

This week we're building a picture of effective communication. We'll look at what gets in the way of this, and how we can prepare to communicate with clarity.

### **Small win of the week**

**What is my small win this week?**

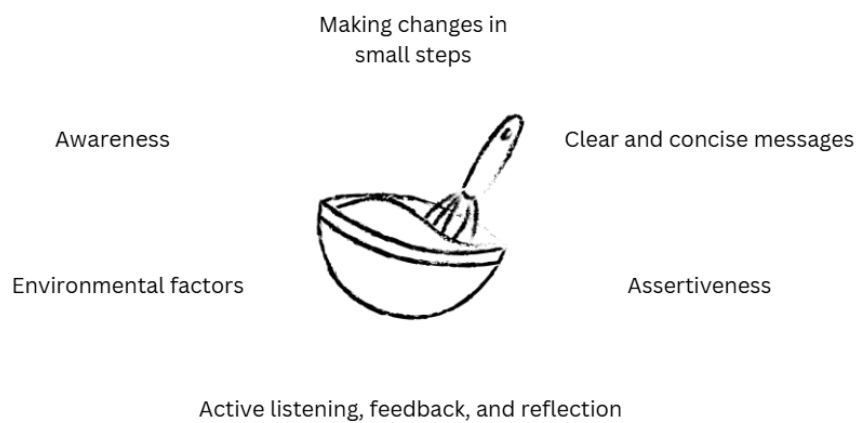
### **Barriers to confidence**

There are lots of different barriers that might get in the way of confidence. Some examples are:

- Environmental factors
- Body language
- Means of communication
- Distance
- Confidence
- Mood and emotional state
- Societal barriers
- Dialects
- Assumptions
- Personal boundaries
- Mood and emotional state
- Interpretation and clarification
- Boundaries

## What are my barriers to confidence?

## Key ingredients to overcoming these barriers



## What is my recipe for effective communication?

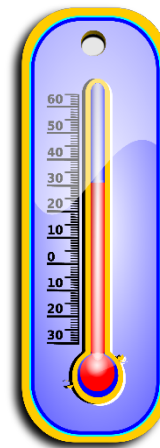
## Daily Temperature Reading

Virginia Satir, an American family therapist, developed the daily Temperature Reading as a communication tool to help couples and families keep each other updated and encourage close and warm relationships.

Since its development it has also been used with groups of people who have regular contact to enhance and encourage communication e.g. training groups, work teams and committees etc.

Headings:

- Appreciations
- New Information
- Puzzles
- Complaints with recommendations for change
- Wishes, hopes and dreams



### **Appreciations**

Much of the time we hear about what is wrong with us – the world tells us and we tell ourselves all the time. We are usually our own worst critics. This is an opportunity to tell another person something you appreciate in them.

Hearing appreciations regularly is an important element in our self-esteem. Self-esteem shouldn't come only from outside ourselves but we do need to feel appreciated, loved and accepted by others. It is also important to know what we are appreciated for and learn to accept appreciations. Many of us have a conditioned response of pushing compliments away e.g. "it was nothing" or "oh this old thing".

This provides an opportunity to experience receiving and giving appreciations.

### **New information**

So much of what goes wrong in relationships is because we are not given the information we need to understand what is going on and there is too much room left for assumptions. When we know what is happening for our partner or colleague it keeps us updated and encourages more

satisfying relationships. For example: “I finally got this new contract”, “I’m worried about the mole on your neck” and “there’s a great article in the Guardian I think you would enjoy”.

### **Puzzles**

This is an opportunity to ask for clarification e.g. “why did you seem so edgy this morning?”

Sometimes by voicing what puzzles us it helps to eradicate the need for complaints.

### **Complaints with recommendations for change**

You can request a fair fight for a change. Avoid blaming or being judgemental. Be specific about what behaviour displeases you and state which behaviour you are recommending instead.

Giving information, asking puzzles and making complaints with recommendations is all part of the problem solving.

### **Wishes, hopes and dreams**

Our hopes and dreams are integral, vital, parts of who we are and what we are. By sharing them as information we enable others to share in share in this aspect of ourselves.

The temperature reading is a nourishing way of keeping each other informed. At first it may feel awkward and clumsy to use and at other times our low self-esteem may leave us feeling less than eager to make time for communication. Time needs to be invested in positive relationships to keep them current and pleasurable. The Daily Temperature Reading can act an insurance policy for this in relationships when we are willing to make the time.

### **ACT Matrix**

**What’s important to me? What will move me closer to this? Is there anything that is moving me away?**

## Session 4 – The importance of boundaries

This week we're looking at boundaries, what they look like, why they are important, and how we can implement and maintain them.

### Small win of the week

What is my small win this week?

### Boundaries

Boundaries are the lines and limits you create between yourself and other people. They allow you to define what is acceptable and healthy for you in your relationships, whether that is physical, emotional, or social.

Types of boundary include:

1. **Physical Boundaries:** Personal space, physical touch, privacy.
2. **Emotional Boundaries:** Protecting emotional well-being, managing emotional energy.
3. **Mental Boundaries:** Protecting thoughts, beliefs, and values.
4. **Time Boundaries:** Managing time and commitments.
5. **Material Boundaries:** Managing possessions, money, and resources.

### Style of boundaries

There are three main styles of boundaries: rigid, porous, and flexible.



**Rigid boundaries** are fixed and strong, like mental fence. These are one's that we don't move on, it can be crossed, it's either accepted or it isn't.

**Porous boundaries** can be influenced, like a sponge we absorb another's perspective. Sometimes this can be helpful, we are able to reach a compromise which is sometimes needed in healthy communication. However, it can also be seen as inconsistent and we can give mixed messages, increasing the likelihood of someone trying to cross our boundaries.

**Flexible boundaries** can stretch when needed, like a rubber band. We can choose if it is helpful for us to be flexible on the boundary if it may otherwise risk a rupture in the relationship.

### **What boundaries are important to me? What do these look like?**

### **Saying No**

No can sometimes be a difficult word to implement, but it can also be an important word. It helps protect our boundaries and create space for ourselves. Below are some examples of ways we can say No:

- "No/No thank you"
- "Thank you for the offer but I'll give it a miss today"
- "I'm sorry I can't do that/join you/see you today...shall we make another time?"
- "This isn't something I'm comfortable with."
- "I'm going to take a step back at this point."
- "I don't think I'm the best person to take this on."
- "I appreciate the opportunity, but it's not the right fit for me."

**What ways could you say No?**

**ACT Matrix**

**What's important to me? What will move me closer to this? Is there anything that is moving me away?**

## Session 5 - What influences our confidence and communication?

This session looks at some of the messages we may pick up in childhood and the coping strategies we develop to manage these.

### Small win of the week

This week we asked you to think about a small win that related directly to **you**. It might be something you've done, something you like about yourself, maybe you made some time for yourself this week, or did something you're proud of.

### **What is my small win this week?**

### Injunctions

One way we made sense of the world as a child is through Permissions and Injunctions. A permission is something we felt safe and able to do, where as an injunction is something we felt unable to do or be.

There are thought to be 12 main injunctions, we don't tend to hold all 12, but may relate to 2/3 of them. Some examples are listed below:

**1. Don't be you**

e.g. you were told couldn't do a hobby you enjoyed "boys do football, not ballet" or weren't able to express yourself "no you can't dye your hair blue"

**2. Don't be close**

e.g. you had a parent that was distant, or if you wanted a hug you were told you were being needy

**3. Don't feel**

e.g. You were discouraged from your emotions "don't be upset, it's not that bad" "don't be angry"

**4. Don't think**

e.g. you were told your opinions didn't matter, or maybe there was someone that always took over or finished your sentences

**5. Don't be (exist)**

e.g. you were told you were a mistake or unwanted

**6. Don't be a child**

e.g. maybe you were the older sibling given a lot of responsibility, or an only child that had to spend a lot of time around adults "don't be so childish"

**7. Don't grow up**

e.g. you were the youngest or you were not allowed to do anything "too old" for you

**8. Don't make it**

e.g. you were discouraged from taking risks or felt your parents didn't want you to succeed

**9. Don't**

e.g. a hard, fast don't

**10. Don't be important**

e.g. there was always someone else that needed more attention, maybe the adults had other stuff going on that meant they couldn't give you their focus "not now"

**11. Don't belong**

e.g. you were discouraged from spending time with a certain friend group

**12. Don't be well (sane)**

e.g. you got care and attention when you were ill or needed something

**What injunctions do I recognise?**

## Drivers

To cope with our injunctions, we develop drivers. These are a set of behaviours that feel helpful as a child to keep us feeling safe, but as an adult there might be times where they are less helpful.

- **Be Perfect** – I must be perfect at all that I do, how I look and act in order to be ok
- **Be Strong** – I must always be strong, not show emotions or vulnerability
- **Try Hard** – I keep trying but I never quite get there, I will try harder
- **Please people** – as long as I keep everyone one around me happy, I will be ok
- **Hurry Up** – I must get through everything as quick as possible, no time to stop and enjoy, just keep going

**What are my default drivers?**

## Driver solution

To overcome our drivers, it can be helpful to reflect on what is keeping it going. This can help us understand what may be needed to reduce its impact. The below table gives some examples of this:

| Driver          | Primary Fear                                 | Reduction of stress in self  |
|-----------------|--|--|
| Be perfect      | Loss of control                              | Accepting values   |
| Be strong       | Rejection                                    | Earning to take as well as give, being willing to express own needs whilst risking rejection |
| Pleasing people | Being blameworthy, being ignored, criticised | Accepting responsibility, allowing self to develop autonomy                                  |
| Try hard        | Failure                                      | Don't use the word try, say instead I will or I wont   |
| Hurry up        | Life   | Learn to realise you don't need to earn love, be on time make, lists create structures       |

### Palace of possibilities

If we live in a palace of possibilities, what writing is on the walls?

**How can you explore other rooms in the palace?**

**ACT Matrix**

**What's important to me? What will move me closer to this? Is there anything that is moving me away?**

## Session 6 – What does assertiveness look like?

This week we're looking at assertiveness. We'll explore the different positions we may come from in communication and how we use assertiveness to express ourselves differently.

### Small win of the week

What is my small win this week?

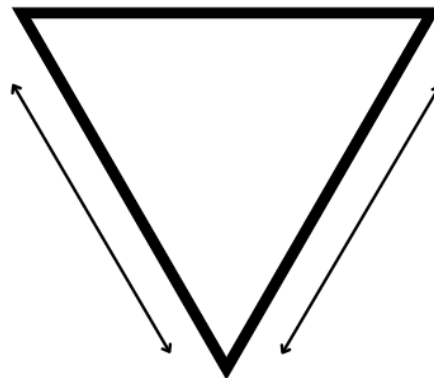
### Drama Triangle

We can come from one of three positions in the drama triangle. Each position acts as an invitation, inviting the other person to come from one of the others. This is where we might find ourselves getting stuck in communication.

"It's all your fault"  
Discounts others' value and integrity



"Let me help you"  
Discounts others' ability to think for themselves



"Poor me"  
Discounts self

Victim

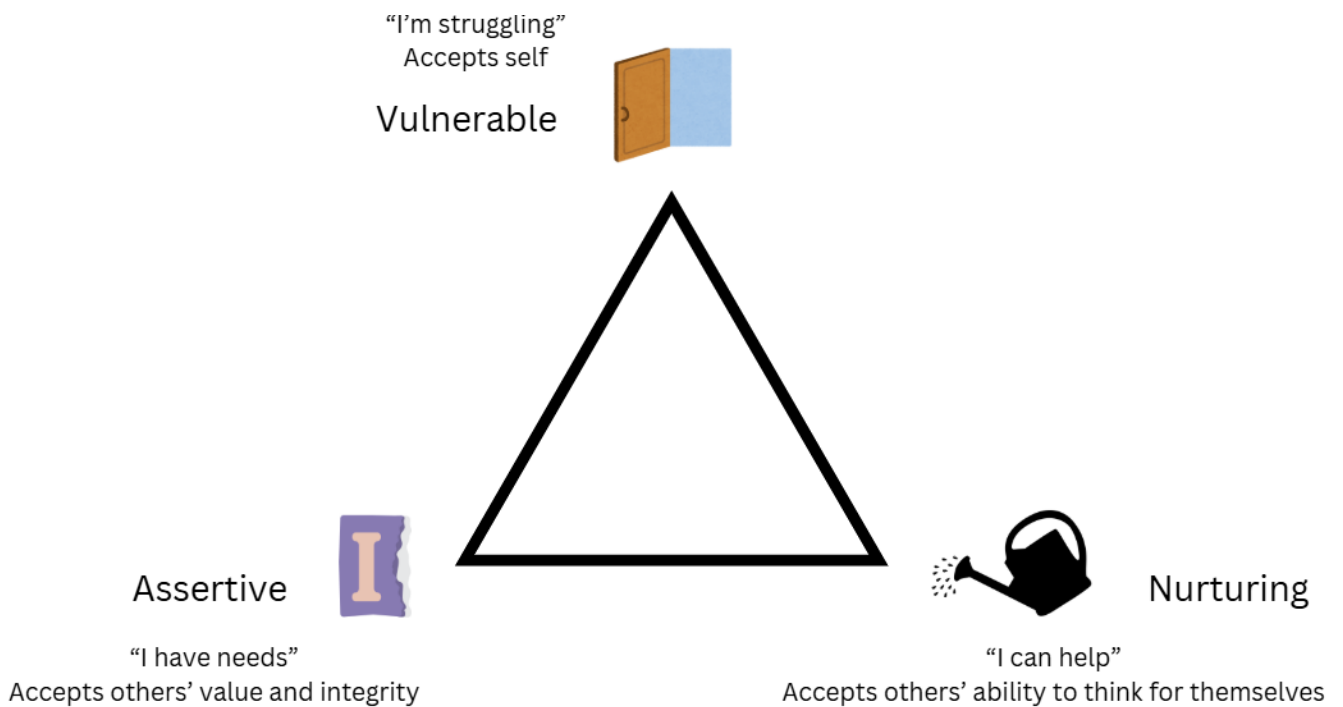
Drama triangle video:

[https://www.youtube.com/watch?v=E\\_XSeUYa0-8](https://www.youtube.com/watch?v=E_XSeUYa0-8)

Is there a default position you identify with on the drama triangle?

### The Winners Triangle

To step out of the Drama Triangle we want to step into the winners triangle, trying to embody the three positions.



## Communication Styles

There are three main communication styles, passive, aggressive, and assertive:

|              | Passive  | Assertive   | Aggressive  |
|--------------|--|---|---|
| General      | "I don't mind...that's fine....yes alright"                              | "That's a good idea, and how about if we did this too..." or "I can see that, but I'd really like..." | "This is what we're doing, if you don't like it, tough"       |
| Beliefs      | You're okay, I'm not   | I'm okay, you're okay   | I'm okay, you're not  |
| Body         | Avoids eye contact, makes self smaller, fidgety                          | Warm, relaxed, open   | Staring, makes body bigger, clenched                          |
| Consequences | Give in easily, don't get what we want or need, self-critical, miserable | Good relationships with others, happy with outcome and to compromise                                  | Make enemies, upset others and self, feel angry and resentful |

**Do you have a default communication style?**

**What tools do I need to communicate assertively?**

**ACT Matrix**

**What's important to me? What will move me closer to this? Is there anything that is moving me away?**

## **Session 7 – Understanding self-compassion and the role of our emotions**

This week we're exploring the importance of our emotions and how they may impact our confidence and in turn, how we communicate. We also look at how we can nurture our self-compassion to help us feel better in ourselves.

### **Small win of the week**

**What is my small win this week?**



## The role of my emotions

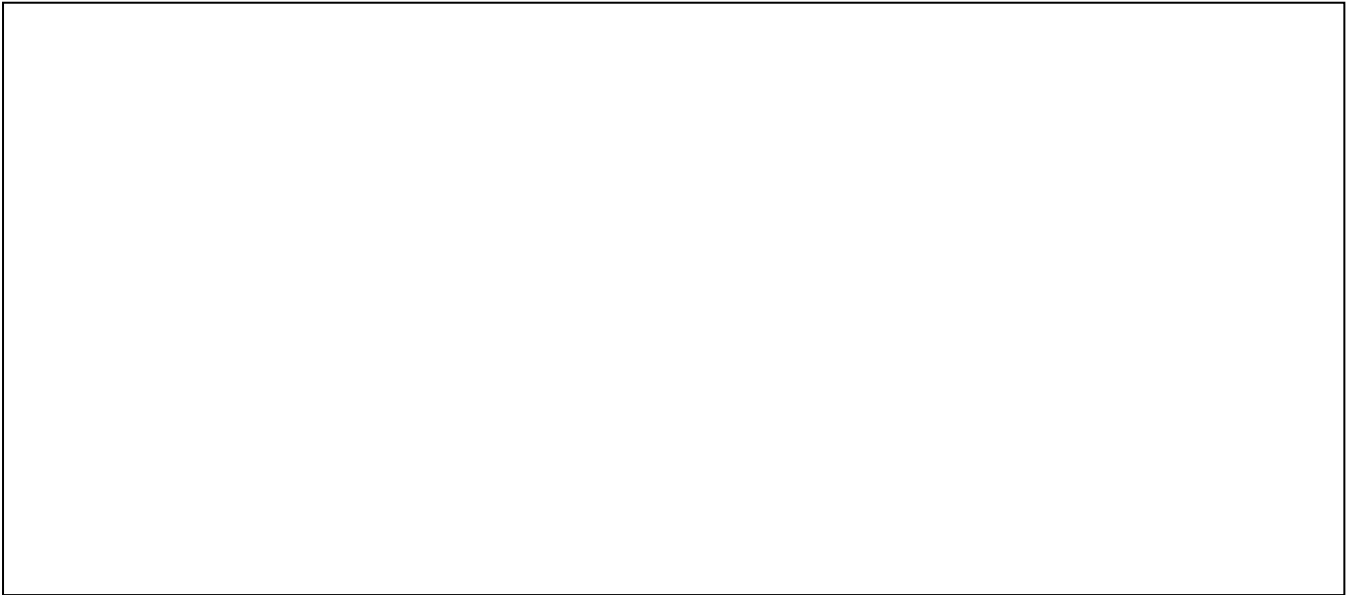
Often, our emotions are serving a function. There is something they are trying to tell us. The below table gives some examples of what functions different emotions may be serving:

| Emotion        | Function  |
|----------------|---|
| <b>Anger</b>   | <ul style="list-style-type: none"> <li>- To help me get over this obstacle</li> <li>- To warn me of danger</li> <li>- To warn me that my boundaries are being threatened</li> <li>- To motivate me to fight for something</li> <li>- To communicate 'Watch out' to others</li> </ul>                    |
| <b>Sadness</b> | <ul style="list-style-type: none"> <li>- To alert me that I may be losing something</li> <li>- To warn me to cling on to an important thing</li> <li>- To remind me to comfort me in my loss</li> <li>- To draw in support from others</li> <li>- To motivate me to help a follower sufferer</li> </ul> |
| <b>Fear</b>    | <ul style="list-style-type: none"> <li>- To prepare me for fight or flight</li> <li>- To motivate me to problem solve</li> <li>- To warn me of danger</li> <li>- To remind me to take care and look out</li> </ul>  |
| <b>Joy</b>     | <ul style="list-style-type: none"> <li>- To alert me to an activity that is good</li> <li>- To remind me to do more of this activity</li> <li>- To communicate 'this is good' to others</li> <li>-</li> </ul>   |

|                 |  |
|-----------------|--|
| <b>Guilt</b>    | <ul style="list-style-type: none"> <li>- To alert me to having broken a rule (mine or another's)</li> <li>- To motivate me to make amends</li> <li>- To remind me about what others expect or demand</li> <li>- To keep me behaving in an acceptable way</li> </ul>      |
| <b>Shame</b>    | <ul style="list-style-type: none"> <li>- To motivate me to hide away from others</li> <li>- To alert me that my actions are frowned upon</li> <li>- To keep me behaving in an acceptable way</li> </ul>  |
| <b>Disgust</b>  | <ul style="list-style-type: none"> <li>- To alert me that something would be bad for me</li> <li>- To turn me away from a substance or situation</li> <li>- To warn others of something noxious or distasteful</li> </ul>  |
| <b>Interest</b> | <ul style="list-style-type: none"> <li>- To draw me to something that may have value for me</li> <li>- To keep me focussed on something</li> <li>- To motivate me to find out more about something</li> <li>- To communicate 'this is worth a look' to others</li> </ul> |

It may be useful to reflect on the role of your emotions and the part they play in how confident you feel and how you communicate. Below are some questions that may help as prompts:

- In a recent interaction, what emotions did I notice? What were they trying to tell me?
- What emotions help me feel confident? Which emotions are present when I feel less confident?
- How do certain emotions impact my communication?



## **Confidence as a spectrum**

Confidence is not fixed, it's movable. It's on a spectrum. There may be times when we feel more confident than others, situations that build our confidence, ones that leave us feeling uneasy.

On the next page is an example of a confidence spectrum. On the right hand side, make a note of some of the qualities (i.e. feel comfortable in your abilities) that you think make up the most confident person in the world. How do they come across? What makes them so confident? Next to this, write down a person you'd class as the most confident person in the world (this might be someone you know, it might be a celebrity or character, they may be dead or alive). Now move to the left hand side of the arrow and do the same for the least confident person in the world. What qualities do they have? Who comes to mind? (don't write your own name here).

Once you have done this, think about each person. Would the title of "least" or "most" confident fit them all the time or might there be times where they're on a different place on the spectrum?

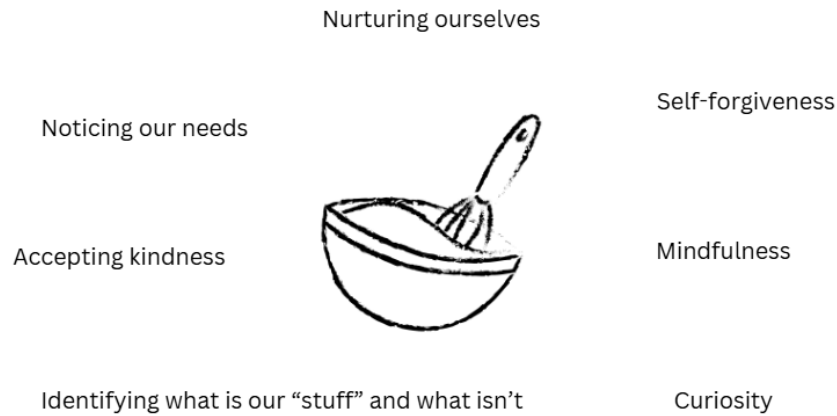
Where would you place yourself?

Least confident

Most confident



## Key ingredients for self-compassion



## What is my recipe for self-compassion?

## Perfect Nurturer

Sitting in a place where you won't be disturbed, first engage your soothing rhythm breathing and adopt a compassionate expression. Then bring to mind your safe place. This may now be the place where you wish to create and meet your perfect nurturing image. You can choose to meet your image in another place, that's ok too. The key is to create the feelings of being safe and soothed before you meet your perfect nurturer.

Imagine your image appearing in your safe place; they may be materialising from the mist, walking through a door etc. Picture them sitting or standing beside you. You may want to touch them or be held by them, and that's ok, but only allow your perfect nurturer to be with you in a way you feel comfortable with and that helps you to feel safe and soothed.

To begin with, simply practise experiencing what it is like to focus on the feeling that another mind really values you and cares about you unconditionally. Now focus on your image, which is looking at you with great warmth. Imagine that they have the following desires for you:

That you be well.

That you be happy.

That you be free of suffering.

Allow yourself to sit with and open up to these experiences of compassion in the knowledge that you can always rely on your perfect nurturer to offer you their commitment, strength, wisdom and acceptance.

You may notice that your mind wanders, perhaps to memories of times when people have not been compassionate towards you. This is perfectly normal. Just gently bring your mind back to focusing attention on experiencing compassion from your nurturer.

Try to do this exercise for about ten minutes and then gently bring yourself back into the here and now and jot down what you felt during this exercise.

### **ACT Matrix**

**What's important to me? What will move me closer to this? Is there anything that is moving me away?**



## Session 8 – Resilience and moving forward

This week we're reflecting back over the past seven sessions and thinking about what tools we will need going forward.

### Small win of the week

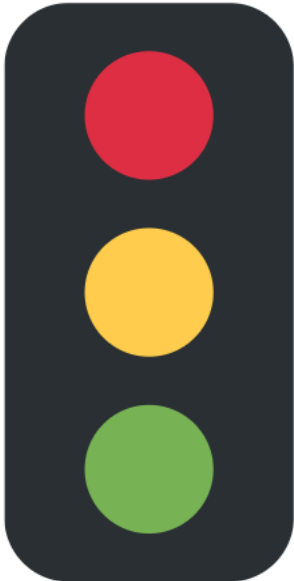
**What is my small win this week?**

**How have you found reflecting on your small wins?**

### Course reflections

- Have you noticed any changes in your confidence now? What is the impact of that?
- Have you noticed any changes in how you are communicating now? What is the impact of that?
- Which sessions have resonated with you the most?
- What are you taking away from the course?

## Early warning signs



RED – Feeling consistently low, lacking in confidence, finding it hard to communicate

AMBER – Early warning signs

GREEN – Good days are more frequent, things feel more manageable, more confidence in yourself, more able to communicate

## What does my traffic light look like?

## **ACT Matrix**

**As the course comes to an end today, what's important to me? What will move me closer to this? Is there anything that is moving me away?**



**Thank you for your contributions to the course. It's been a pleasure to have you with us.**