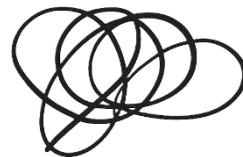




Reboot

**Self-guided tasks to help students
refocus and move toward their
DREAM future after setbacks**





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Core Purpose of Reboot

This workbook is about helping students out of a rut. It meets them where they are — defiant, regretful, angry, hopeless, or shut down — and gives them short, self-guided tasks to move forward.

The scribbles you'll see throughout aren't decoration. They reflect the mess inside a struggling teenager's head — tangled thoughts, heavy emotions, and moments of shutdown. But this workbook doesn't stay there. It acknowledges the chaos, then drives students through it — toward clarity, confidence, and a brighter future.

The aim is simple:

Shift from stuck to moving. Each activity is a small step that breaks the feeling of being stuck.

Reconnect with purpose. Every chapter ties back to the idea of securing their DREAM future — a life they want to build for themselves.

Build momentum. The workbook mirrors the emotional journey after a setback, guiding students from resistance through reflection, repair, hope, identity, context, and finally safety and belonging.

Leave with proof. Each task ends with a challenge to create a tangible artefact (e.g. card, shield, map), that reminds students they are capable of progress.

In short: *It's not about punishment or perfection. It's about helping students move from where they are now to where they want to be — chasing a compelling future they can be excited about.*



How staff can use this workbook

This workbook has 8 chapters. Staff can choose whichever fits a student's needs, but the design mirrors the emotional journey after a setback. Each chapter meets students where they are and helps them refocus on their future.

This workbook is designed so students can work independently, without direct adult support. Use it when a student needs space — e.g. detention, isolation, time-out, a short pause or following a prolonged absence — and let them work through tasks at their own pace.

Each activity:

1. Guides reflection step by step

Introduction → To Consider → Task → Challenge.

2. Leaves a tangible artefact

E.g. card, ladder, flame, map...that proves progress and can be revisited later.

3. Connects back to their DREAM future

Guiding students from their current reality back on track toward building and securing a compelling vision for their future.



The journey after a setback

This workbook is divided into eight sections that mirrors the emotional journey students go through after a setback. The order is intentional: from resistance through repair, ending with safety and belonging. Use the flow to see where a student is starting and guide them to the next step.

Resistance (Section 1, Activities 1–5): Students often start in defiance or apathy. No shame — you just need a foot in the door to begin engagement.

Regret (Section 2, Activities 6–10): You then want to support reflection once emotions settle; helping students process guilt or shame constructively.

Anger (Section 3, Activities 11–15): Following regret we find anger. Students often need space to recognise and redirect strong emotions into calmer, more constructive responses.

Repair (Section 4, Activities 16–20): When the anger dies you can focus on rebuilding relationships with staff, peers, and self through apology, trust, and reconnection.

Hope (Section 5, Activities 21–25): When relationships are restored you can start to rebuild self-worth and future vision, reminding students of their strengths and possibilities.

Identity (Section 6, Activities 26–30): You want to help students understand their behaviour patterns and how to make choices that align with their goals.

Context (Section 7, Activities 31–35): It's useful to acknowledge pressures from outside of school and use support strategies to separate stress from learning.

Safety and Belonging (Section 8, Activities 36–40): Finally, you can work on re-grounding students in belonging and safety before leaving isolation, detention, or the period of reflection they are in.

Activity overview

(Full activity index can be found on p55)

Section		Activities	Audience	One-Line Summary
1	When I Don't Care What I Did	1–5	Defiant, dismissive, emotionally shut off students.	Meets resistance without shame; builds first steps in rules, respect, and effort.
2	When I Messed Up and Feel Awful	6–10	Students feeling guilt, shame, regret.	Helps reflection after mistakes; reframes setbacks into future possibilities.
3	When I'm Fuming and Don't Know Why	11–15	Students who are angry, reactive, overwhelmed.	Gives space to process anger and practise calm, constructive strategies.
4	When I've Fallen Out and Want to Fix It	16–20	Students clashing with staff, peers, support.	Focuses on repair, apology, trust, and moving forward together.
5	When I Feel Worthless and Can't See a Future	21–25	Hopeless, lost and disconnected students.	Rebuilds self-worth and hope through strengths, proud futures, and reasons to keep going.
6	When I Act Out or Shut Down	26–30	Students avoiding work, following the crowd and misunderstood.	Helps notice triggers, crowd-following, and practise reset routines to stay on track.
7	When Life Outside School Is Messy	31–35	Stressed, and emotionally unstable students whose emotions are spilling over.	Acknowledges external pressures; separates home/school and turns chaos into motivation.
8	When I Feel Invisible or Unsafe	36–40	Students who need reminding that they belong and that calm and emotional stability is possible.	Grounds students in belonging and safety before leaving.



Section 1

When I
Don't Care
What I Did

1: Why **Rules** Exist

Introduction

Rules can feel annoying, limiting, or pointless. But they're not just there to control you—they're there to protect you, guide you, and help everyone feel safe. Every DREAM future you chase will have rules. Learning to work with them—not against them—is part of growing up and taking one step closer to the life you want to build.

To Consider

Think about a job you'd love to have when you are older or a business you'd love to run.

What rules would you need to follow to succeed—and why might they exist?

Task

Write down 5 rules that exist in school, and next to each one, write what it's trying to protect or support.

Challenge

Choose 1–2 rules you've broken recently.

Write a sentence that starts with: *"If I'd followed this rule, I might have..."*

Finish it with a possible positive outcome.

Fold the paper and keep it in your pocket as a reminder.

2: Why **Homework** Matters

Introduction

Homework might feel like extra stress. But it's not just about ticking boxes—it's about building habits that prove you can show up for your DREAM future. Every time you practise something, you're training your brain to succeed in the life you want. Effort now is an investment in the future you're aiming for.

To Consider

Think about someone who's achieved something big. What kind of effort do you think they put in behind the scenes?

Task

Write down 3 reasons why homework might help you—even if you don't enjoy it. Explain them clearly so a younger student could understand.

Challenge

Choose one subject you normally avoid homework in.

Write a mini “Homework Hack Guide” for yourself: 3 ideas that could make homework in that subject easier (e.g. breaking it into 10-minute chunks, using a timer, asking one clear question when stuck).

Keep the guide in your planner or pocket. Next time you're back in class, show it to a teacher or TA and ask if they'd add one more tip.

3: Respecting **Staff**

Introduction

You don't have to like every adult in school. Respect isn't about liking—it's about proving you're ready to be taken seriously. That's a skill that opens doors in every part of life. Showing respect now is practice for the respect you'll need to earn in your DREAM future, whether with colleagues, bosses, or clients.

To Consider

Think about a time someone treated you with respect. How did it make you feel—and how did it change your actions?

Task

Write down 4–5 ways you could show respect to staff—even when you're frustrated. Rank them from easiest to hardest.

Challenge

Pick one of those ways. Write a short role-play script of what you'd say or do in a tricky moment using that respectful choice. Practise it silently to yourself.

Then write one sentence in your planner: “*Next time I'll try [chosen action].*”.

4: Respecting **Peers**

Introduction

School isn't just about lessons—it's about people. The way you treat others shapes how safe, proud, and connected your community feels. Respecting peers builds trust and belonging, skills that will carry into your DREAM future.

To Consider

Think about a time someone made you feel small. What could they have done differently—and how would that have changed things?

Task

Write down 6–8 ways you could show respect to others in school—even if you don't get along. Which do you think would have the greatest impact? Explain your answer.

Challenge

Choose one of those actions. Write a short note to yourself: “*Next time I'll show respect by...*” Keep it folded in your pocket. When you leave the room, you are currently in, check if you managed to act on it.

5: Doing Your **Best**

(Even If You Don't Like the Lesson)

Introduction

Not every lesson will be your favourite. But doing your best—even when you’re bored or frustrated—is a skill that sets you apart. Successful people don’t wait for perfect conditions—they show up anyway. Learning to give effort now is training for your DREAM future.

To Consider

Think about a DREAM job you’d love to have. What’s one part of it that might be boring or hard—and how would you push through?

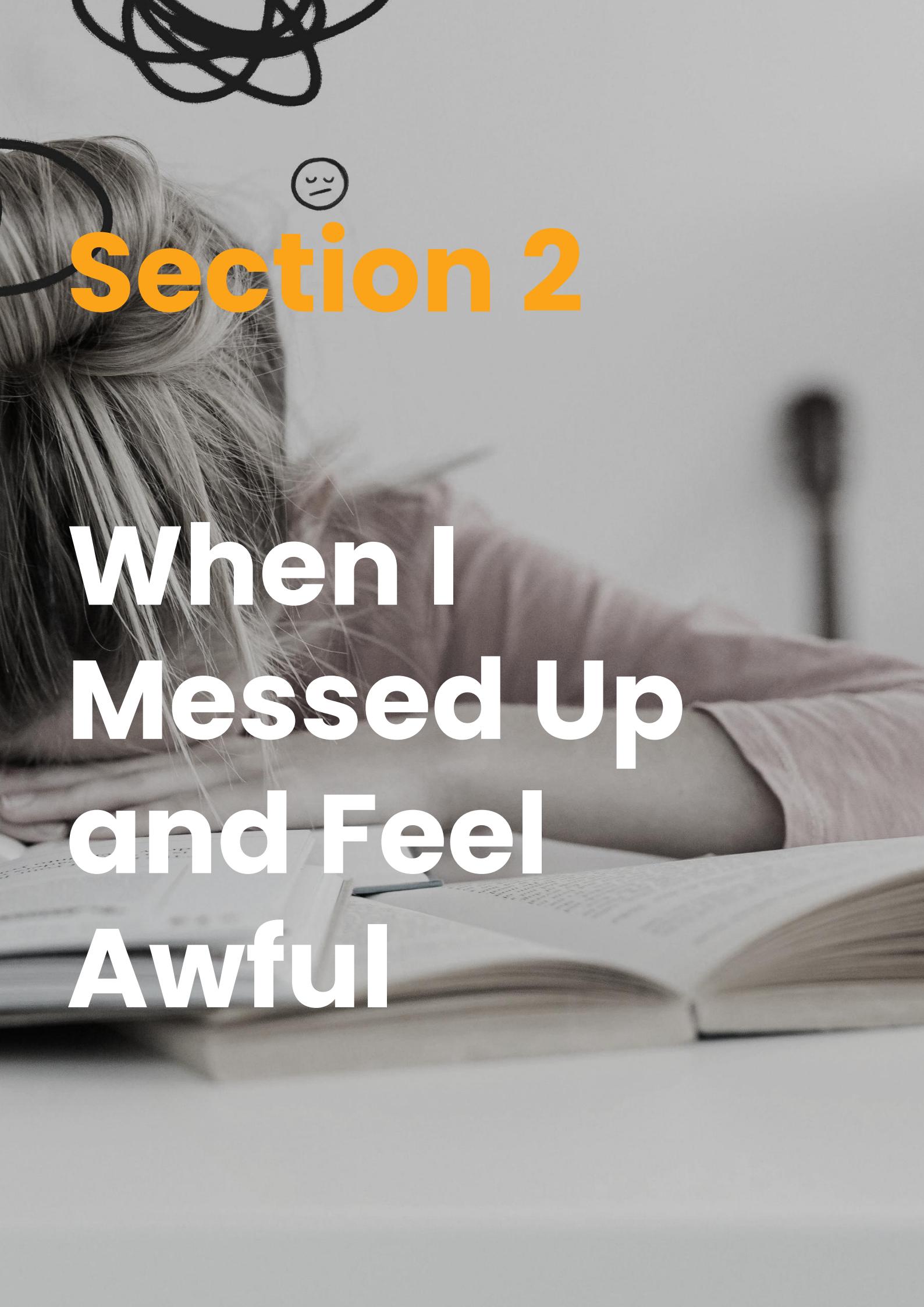
Task

Write down 4–6 reasons why giving effort in a boring lesson might still help you to secure your DREAM future.

Challenge

Choose one lesson you usually switch off in. Write a commitment sentence: “*Next time in [lesson], I’ll try to...*”

Add a small action (e.g. take notes, ask one question, stay focused for 10 minutes). Keep it in your planner as a reminder.



Section 2

When I
Messed Up
and Feel
Awful

6: This **Moment** Doesn't Define Me

Introduction

Everyone makes mistakes. But one bad choice doesn't cancel your DREAM future. What matters is what you do next. Every setback is a chance to learn, grow, and prove you're still moving toward the life you want.

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Still undecided?

Take a look at the index below so you can see in more detail the other issues we help you tackle.

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