

PEEAAR



PRACTICAL PSYCHOLOGY FOR WELL-BEING

PERSONAL REFLECTION



PEEAAR



Cofinanciado por
la Unión Europea



PEEAAR

PEEAAR

PRACTICAL PSYCHOLOGY FOR WELL-BEING
PERSONAL REFLECTION

AUTHORS:

RUBÉN E. TABARÉS LENGÓ

JUDIT CASTAÑEDA ARIAS (MODULE 3)

FERNANDO PANIAGUA BLANC (MODULE 7)

PEEAAR Team - PRACTICAL PSYCHOLOGY FOR WELL-BEING [2025]



PEERAR



MODULE 1 UNDERSTANDING EMOTIONS AND EMOTIONAL INTELLIGENCE (THE HEART)

☐ Exercise 1: Identifying My Emotional Cycle.

Think of a recent time when you experienced an intense emotion (such as anger, joy, sadness or fear). What was the stimulus or trigger for that emotion?

What was your initial perception of the event?

Analyse the stages using the following questions to break down the emotional cycle you experienced:

What physical changes did you notice in your body (heart rate, breathing, etc.)?

What thoughts came to your mind?

How did you express the emotion (e.g. did you talk to someone, did you cry, did you stay quiet)?

Final reflection:

Did the emotion diminish over time?



Was there a moment when you re-evaluated the situation or modulated your initial reaction? How did this influence the outcome?

What did you learn about yourself through this process?

☐ Exercise 2: Exploring My Emotional Pathway.

Choose an everyday event:

Think of a typical situation in which you tend to react automatically (e.g. feeling frustrated in traffic, arguing with someone close to you, or receiving criticism).

Describe the two routes:

Fast route (amygdala): What automatic reaction do you tend to have?

What thoughts or actions accompany this immediate reaction?

Slow route (prefrontal cortex): If you were to take a moment to think before reacting, what more conscious assessment could you make of the situation?

What do you think would change if you used this slower route?

**Action plan:**

Write down a strategy to stop and evaluate before reacting in future similar situations.

For example: "When I feel anger, I will take 3 deep breaths before responding."

☐ **Exercise 3: Emotional Management in 4 Steps.**

Choose a recent emotion:

Reflect on a situation in the past few days that has generated a significant emotion (e.g., frustration, joy, anger, or anxiety). Describe it briefly:

Step 1. Identifying the emotion:

What name do you give to this emotion? Refer to the emotion book (appendix 2) if needed.

What physical signs or thoughts did you notice when experiencing this emotion (e.g. increased heart rate, rapid breathing, repetitive thinking)?

Step 2. Regulating emotional intensity:

If the emotion was intense, what strategies did you use or could you have used to calm yourself?

Example: Deep breathing, momentary distraction, talking to someone you trust, writing down your thoughts?

How did these strategies impact your emotional state?



Step 3. Analysis of the information:

What message was this emotion sending you?

What values, needs or situations were at stake?

Was the emotion proportional to the situation or could it have been influenced by previous factors?

Step 4. Make decisions and take action:

How did you choose to act in the face of this emotion?

If you could go back to the situation, would you change anything in the way you reacted or acted?
What would you do differently and why?

Final reflection.

Write a brief conclusion about what you learned from breaking down this emotional experience into 4 steps. How could you apply this practice in other areas of your life to manage emotions more effectively?



MODULE 2 UNDERSTANDING THOUGHT AND BELIEFS (THE MIND)

☐ Exercise 1: Identifying and transforming cognitive distortions.

Identify a moment of recent discomfort. Think of a situation in which you have experienced intense negative emotions (e.g. frustration, anxiety, sadness).

What exactly happened?

Record your automatic thought - what thought came up at that moment?

Detect the cognitive distortion.

Use this checklist in Appendix 3 to identify what distortion may be present:

Question the thought. Answer these questions:

Is this thought completely true?

What evidence do I have to support it?

What other possible explanations are there?



How would my perception change if I thought differently?

Restructure the thought.

Write a more realistic and balanced thought based on the above analysis.

☐ **Exercise 2: Transforming limiting beliefs into empowering ones.**

Reflect on a personal goal. Think of a goal that you want to achieve, but feel that something is holding you back.

Identify the limiting belief.

What thoughts do I have when trying to achieve this goal?

Is there a recurring phrase that is holding me back?



PEERAR

Question the belief.

Is this belief always true?

What experiences prove otherwise?

What would happen if I believed something different?

Replace the limiting belief. Reframe the belief into something more empowering.

Reinforce the new belief.

Write down your new empowering belief in a visible place and repeat it daily. Look for examples that demonstrate its truthfulness.



MODULE 3 SELF-CARE AND PERSONAL WELL-BEING (THE BODY)

☐ Exercise 1. Self-reflection.

Imagine that your body is a car that will accompany you for the rest of your life. Answer the following questions in a short piece of writing or in a conversation with a partner:

How would you describe the current state of your "vehicle" (your body) - is it well cared for, does it need maintenance, is it running at its limit?

What kind of "fuel" are you giving it (nutrition, rest, physical activity, emotional self-care)?

If you could "maintain" it today, what small changes would you implement to improve its performance and longevity?

☐ Exercise 2. My relationship with exercise.

Answer the following questions.

How has your relationship with exercise been so far? Have you seen it more as an obligation or as a pleasurable activity?

Have you ever noticed an improvement in your mood after moving? Describe an experience where you have felt better after exercising.

What obstacles often prevent you from doing regular physical activity (lack of time, lack of motivation, not finding an activity you enjoy, etc.)?



What changes could you make to see exercise as an ally to your well-being rather than a burden?

☐ Exercise 3: My personalised movement plan.

Based on what you have learned, **design** an action plan that fits your life and preferences. Answer these questions to define your strategy:

What type of activity do I enjoy or think I could enjoy the most (Example: walking, dancing, yoga, swimming, etc.)?

How much time can I realistically devote to it (e.g. 10 minutes a day, 30 minutes three times a week, etc.)?

What strategies can I use to stay motivated (Example: listen to music while I move, do it with a friend, use a tracking app, etc.)?

How can I include more movement in my daily activities without taking extra time (e.g., climbing stairs, walking while talking on the phone, stretching while watching TV, etc.)?

How will I know that I am making progress and feeling better (e.g. increased energy, better mood, better rest, etc.)?



☐ **Exercise 4: My relationship with food.**

Take a few minutes and answer these questions mentally (or in writing if you prefer):

How would you describe your current eating in a few words (e.g. balanced, chaotic, fast, emotional, conscious, etc.)?

What foods do you eat most often (e.g. homemade, ultra-processed, fruit and vegetables, fast food, etc.)?

When you eat, do you eat slowly or in a hurry? Do you enjoy what you eat?

How often do you eat out of real hunger and how often do you eat out of stress, boredom or habit?

After eating, how do you normally feel (e.g. energised, tired, satisfied, craving, heavy, etc.)?

If you could make one small change in your eating today, what would it be?

Make a decision right now: Think of a simple action you could take starting today to improve your eating without it being a sacrifice. Something as simple as "I'm going to drink more water today" or "I'm going to eat more slowly" is already a big step.



☐ **Exercise 5: My Relationship with Sleep.**

Take a few minutes and answer the following questions mentally (or in writing, if you prefer):
What time do you usually go to bed during the week? And on weekends?

How many hours do you sleep on average each night? Do you think it is enough?

How do you feel when you wake up in the morning? Rested or tired?

What activities do you usually do before going to bed (phone use, tasks, worries, etc.)?

Do you have a bedtime routine? Do you think it helps you rest better?

Have you noticed whether sleeping too little or poorly affects your mood or performance?

What do you do when you cannot fall asleep easily?

Do you have a comfortable and quiet place to sleep? Is there anything you would improve?

How does screen use influence your sleep?

What changes could you make to sleep better and feel more energetic the next day?



□ Exercise 6: "5 minute pause for the present".

This short practice invites you to consciously pause and reconnect with the present moment. You don't need any previous experience, just the willingness to give yourself five minutes to come back to you.

The exercise is designed to help you calm your mind, relax your body and observe more clearly how you feel, without judgement or demands. Here are the steps to follow:

1. **Find a quiet place.** If possible, sit or lie down in a space where you can be comfortable and undisturbed for 5 minutes.
2. **Close your eyes.** This helps reduce visual distractions and allows your attention to focus inward.
3. **Take a deep breath.** Inhale slowly through your nose for 4 seconds, hold your breath for 4 seconds and then exhale gently through your mouth for 4 seconds. Repeat this 3 times.
4. **Focus on the present moment.** Pay attention to what you are feeling now, without judgement. Notice any tension in your body and allow it to release as you exhale. Feel how the air moves in and out of your body, and how your body relaxes with each exhalation.
5. **Observe your thoughts.** Without holding on to them, simply notice the thoughts that come into your mind. Acknowledge them and let them pass, returning your attention to your breathing and the sensations in your body.
6. **Open your eyes.** After the 5 minutes, slowly open your eyes and take a moment to notice how you feel. Is there something different in your body or mind?

Do you feel more relaxed?

Does it feel easier to connect with the present now that you have practiced this little exercise?

Try incorporating these types of breaks into your day to create more moments of calm and presence. This exercise will allow you to briefly disconnect from daily stress and reconnect with your body and mind, improving your emotional well-being simply and quickly.



MODULE 4 SELF-AWARENESS (ME AND MY TOOLS)

□ Exercise 1: Exploring my Self-Concept.

Write down 2 or 3 of the most important statements about yourself in each of the following areas:
Physical. For example: "I like my smile", "I think I should exercise more".

Emotional. For example: "I am a sensitive person", "I sometimes find it difficult to manage stress".

Intellectual. For example: "I am a quick learner", "I find it hard to concentrate for a long time".

Social. For example: "I enjoy being with friends", "I find it difficult to speak in public".

Work or academic. For example: "I am responsible in my work", "I sometimes doubt my abilities".

Write 6 general statements about your self-concept. These can be broader reflections on how you perceive yourself in general.

For example: "I am a person who strives to improve", "I sometimes demand too much of myself", "I am someone who tries to see the positive in things".

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Do you think that any of the statements in exercise 1 or 2 belong to any of the forms of maladaptive self-concept we have seen? If so, which one?



☐ Exercise 2: Identifying and replacing limiting ideas.

Think of a challenging situation for you and try to extract the beliefs that limit you by answering the following questions.

Situation:

What belief arises when I face that challenging situation?

How does this belief influence my decisions and actions?

How was this belief formed in this situation? Was it influenced by a past failure, criticism from someone close to me, or comparison with other people?

Is this a verifiable fact or just an assumption?

Is there evidence against this belief?

Would I say the same thing to a friend in my situation?

Reframe that belief and try to replace it with a more realistic and healthy statement reflecting a more balanced perspective.



☐ Exercise 3: Training triangular emotional management.

Think of a situation that has upset you recently. It can be something small, such as an awkward conversation, or something bigger, such as stress at work.

Identify your thoughts - what are you thinking at that moment?

Identify your emotions - what are you feeling? Perhaps sadness, anxiety or frustration.

Identify your behaviour - how do you act on those thoughts and emotions?

Intervene on one of the three points (thoughts, emotions or behaviour).

Reflect afterwards: How have your emotions, thoughts or behaviour changed after doing this exercise?



MODULE 5

SOCIAL SKILLS FOR HEALTHY RELATIONSHIPS

☐ Exercise 1: Building Assertive Messages.

Recall a recent situation in which you felt uncomfortable or had difficulty expressing what you thought or felt. It could be a disagreement with a friend, a misunderstanding at work, or a time when you didn't feel heard.

Briefly **describe** the situation objectively, avoiding personal judgements or interpretations.

Reflect on your emotions:
How did you feel at that moment?

How did you express (or not express) those feelings?

Do you think you could have communicated them in a more assertive way?

Write the assertive message for the above situation following the structure taught in the lesson:

Call to attention (if necessary).

Objective description of the situation.

Expression of your feelings.



Explanation of the consequence.

Concrete proposal or request.

Positive closure.

Reflect on the impact:

How do you think the situation would have changed if you had used this assertive message in the moment?

How would you feel about applying it in a future situation?

What challenges do you think you might face in trying to communicate in this way?

☐ **Exercise 2: Identifying Toxic Relationships and their Impact on Emotional Wellbeing.**

Reflect on your current relationships. Think about bonds you have in different areas of your life: family, friends, partner or work.

Answer the following questions:

Have you ever felt that a relationship generates more discomfort than well-being?

Have you experienced any of the patterns mentioned in the lesson (lack of respect, control, manipulation, dependence, etc.)?



How do you feel emotionally after interacting with that person?

Analyse the impact of this relationship on your life:

Have you noticed changes in your mood, self-esteem or anxiety level due to this relationship?

How does it influence your emotional and physical well-being?

Do you feel that you can be yourself in this relationship without fear of criticism or retaliation?

Think about possible actions to improve the situation:

Do you think you could set clearer boundaries with this person? How would you do this?

If the relationship is too harmful, have you considered distancing yourself? What steps could you take to protect your well-being?

What self-care strategies could you implement to strengthen your emotional well-being?

Write a final reflection on what you have learned in this exercise and make a commitment to yourself to prioritise your emotional health in your relationships.



MODULE 6 MANAGING EVERYDAY PROBLEMS

□ Exercise 1: Problem solving in everyday life.

The aim of this exercise is for you to put into practice the problem-solving model we have just learned in this module. Reflect on a recent problem or one you are currently facing and follow the 6 steps.

1. Define the problem:

Reflect on a challenge or difficulty you are currently facing. Take a moment to write it down clearly. Remember that a well-defined problem is the first step to finding a solution.

Challenge:

Ask yourself:

What exactly is bothering me or what is not working?

How does it affect my daily life?

Is this a real problem or is it more my interpretation of the situation?

2. Analyse the situation:

Why has this problem arisen?

Is it up to me, or are there external factors that are causing it?

What are the short and long term consequences if I don't solve it?



3. Generate possible solutions:

At this stage, think of several possible solutions. Do not discard any idea, no matter how small or unconventional it may seem to you. The more alternatives you consider, the more likely you are to find an effective solution. Write down as many possible solutions as you can think of, without judging them yet.

4. Evaluate and choose the best option:

Now that you have several solutions in mind, evaluate the advantages and disadvantages of each. Reflect on the following questions:

Which of these solutions seems more realistic and achievable?

What are the short- and long-term consequences of each option?

What resources (time, money, energy, etc.) would you need to implement it?

Choose the solution you think is the most appropriate for your situation.

5. Implement your chosen solution:

It is time to put your solution into practice. Break it down into small, manageable steps if necessary. Define what you are going to do and when you are going to do it. Be specific and make sure you take action. Write down the steps you will take to implement the solution and set a deadline for each one.



6. Evaluate the outcome:

After you have implemented the solution, take a moment to reflect on how it worked. Ask yourself the following questions:

Did the solution work as expected?

Is there anything I can improve in the process?

If the solution was not effective, what adjustments can I make? What other alternative could I try?

Final reflection:

As you complete this exercise, reflect on the following:

How did it feel to follow a structured model to solve a problem?

What did you learn from this process in terms of how to handle future problems?

How do you think this approach can help you reduce stress and increase your resilience to difficulties?

☐ Exercise 2: Making decisions based on your values.

Identify a pending or recent decision that has been difficult for you. It can be something big or small, personal, work or family. Choose a specific situation that you want to analyse in more depth.



Step 1: Reflect on your values and goals. Write down your reflections briefly. Try to be honest with yourself, without judging yourself.

What are the most important values for you in this situation (e.g. justice, growth, peace of mind, loyalty, independence, etc.)?

What short, medium or long term goal would you like to achieve with this decision?

Does this decision move you closer to or further away from your personal goals?

Step 2: Do a pros and cons analysis of the options you are considering.

Option A

- Pros:
- Cons:

Option B

- Pros:
- Cons:

(You can add more options if you have them. Try to include both practical consequences and consistency with your values).

Step 3: Explore the emotional component and uncertainty.

What emotions come up when you think about each option (e.g. fear, relief, sadness, excitement, doubt...)?



Are you letting any one emotion weigh too heavily on your decision? Which one and why?

What level of uncertainty are you willing to accept at this point?

Can you break this decision into smaller steps to reduce the emotional burden or confusion?

Conclusion: Choose with awareness.

In light of the above, which option aligns most with your values and goals?

What do you need to implement it (time, support, information, space, etc.)?

When will you take the first step?

Final reflection:

What have you discovered about yourself by doing this exercise?

How does this technique help you to make decisions with greater clarity and confidence?

Do you think this approach can help you reduce the discomfort or confusion you often feel when you have to make important decisions?



☐ Exercise 3: How are you managing your time?

Make an analysis of your day-to-day life.

For one or two days, keep a record of how you spend your time. You can do this in blocks of 30 or 60 minutes. It doesn't need to be perfect, just write down the activities you do during the day.

What do you spend the most time on?

How much time are you spending on really important activities?

How much is going on tasks that could be delegated, eliminated or done faster?

Identify your time thieves.

Think about the most frequent distractions that interrupt your workflow or break times.

What are your main daily distractions (e.g. social media, notifications, multitasking, external interruptions...)?

What emotions tend to accompany these distractions: boredom, anxiety, need for escape?

What could you do to reduce or better manage these interruptions?

Assess your priorities with the Eisenhower Matrix.

Choose a typical day or an upcoming day and classify the tasks you have pending in the following quadrants:

Urgent and important (do immediately):

Important but not urgent (plan):

Urgent but not important (delegate if possible):

Neither urgent nor important (eliminate or reduce):



What do you discover by organising your tasks in this way - are you spending too much time on the urgent and too little on the really important?

Try a time management technique.

Write down how you feel when you implement it and what effects you notice on your productivity or stress level.

- Pomodoro technique (working in blocks of 25 minutes + breaks).

- Two-minute rule (do immediately what takes less than 2 min).

- Establish uninterrupted blocks of time for key tasks.

Final reflection:

What have you learned about your time management?

What adjustments would you like to make from now on?

How do you think better time management can influence your well-being and your ability to cope with daily challenges?



MODULE 7

SKILLS OF HUMAN CONNECTION AND EXPRESSION

-FEELING AND EXPRESSING THROUGH ART AND NATURE-

☐ **Exercise 1: Nature and emotion. The effect of nature on our emotional state and behaviour.**

Objective: From a conscious approach, recognise and feel how nature affects in a positive way the emotional state and favours a more balanced behaviour.

Take a physical approach to a natural environment (forest, park, beach, path, etc.). In silence, focus attention on one of the senses every five to ten minutes: observe colours, shapes, lights and shadows; listen to the sounds of the environment; smell the earth, flowers or air; touch the texture of the bark of a tree or the water if it is nearby.

Record, during the final phase of the exercise and individually, sit quietly for a few minutes and individually observe and analyse, record sensations, emotions, thoughts. If necessary, they can be written down or drawn.

See if there has been a change in your emotional state and, if so, try to observe what that change has consisted of.

Ask yourself what has changed and how your emotional state has improved:
Do I feel better?

Has my stress and anxiety level been reduced?

Have I been able to increase my relationship with the present moment?

What were my specific thoughts during the approach?



☐ **Exercise 2: Art and emotion.** The potential of art as a tool to manage, channel and improve our emotional state and behaviour.

Art and emotion; "Draw your emotion".

Objective: this exercise serves to become aware of our emotions and, in this way, to be able to transform them into something tangible and to reflect on how to manage them. The practice of the visual arts has been shown to reduce anxiety and improve emotional well-being.

Select an emotion that you feel particularly connected to (sadness, anger, joy, fear, etc.). Once you have done this and without the need for figurative representation, **draw** freely using only the colours and shapes that you feel represent that emotion.

Detect if the act of drawing this emotion has served to reduce your way of observing it and has contributed to make it tangible and concrete and, therefore, more easily observable and approachable.

Question:

What colours were chosen?

What shapes appeared?

Did the emotion change throughout the creation process?

Music and emotion: "Listen and reflect".

Aim: This exercise is useful for recognising and managing complex emotions, offering a safe space to explore and process deep feelings. It can also be used to release tension and reduce anxiety.

Select a piece of music (preferably instrumental) and listen to it with a high level of attention and concentration, without distractions. After listening, **write or draw** what the music has made you feel. Finally, even if you are alone, express out loud your emotional interpretation of the piece of music.



See if the exercise has helped you to recognise, approach and manage personal emotions that you were unaware of or that you had serious difficulties in dealing with. Together with this, try to observe and analyse if through the music you have really been able to approach new emotional aspects that you were unaware of or that, at least, you did not work on consciously before.

Question yourself:

What piece of music did you choose and why?

What prevailing emotion did the piece of music generate in you?

Did the emotion change throughout the listening process?

Was there a previous predisposition towards that emotion or, on the contrary, did an unexpected emotional state arise during the listening?

What was the degree of depth of emotional state and reflection on the prevailing emotion that was reached through the music?

Literature and emotion: "Narrative conflict, personal conflict".

Objective: To achieve through a therapeutic writing process an effective emotional exploration, which allows to organise thoughts and make sense of past experiences, as well as to encourage self-reflection and individual self-understanding.

Select a moment in your life when you have experienced a particularly intense and significant emotion (sadness, joy, fear, love, disgust, surprise, etc.) and, trying to think as little as possible, let yourself go and write a short text about that moment, without censorship or stylistic concerns. As much as possible, use metaphors, sensory images or particular characters that come to mind to express the emotion in a symbolic way.

Detect the emotional tone and subject matter addressed during the exercise, trying to observe and recognise whether the text includes and/or addresses personal emotions in the narrative development or in the symbolic representations of the text. From the above, try to analyse and isolate the emotional processes, concerns and traumas that are reflected in the plot of the text and that, in some way, relate to your daily life. Finally, try to observe what is the denouement of the narrative development of the written text and if, in it, any possible solution to the emotional problems or conflicts presented is included.

Question:

What is the emotional tone of my literary text and why have I chosen that one and not another?



What links me to the protagonist of my text, does he/she have something that reflects my personality or emotional behaviour?

Which narrative conflict is most relevant in my text and how do I interpret it?

Does it relate in any way to my personal life?

Is the narrative conflict presented in my text resolved during the denouement of the text?

If so, how is it resolved?

Can this resolution or some kind of adaptation of it be transferred to your real life?

Performing arts and emotion exercise: "The emotional character".

Objective: To allow, through theatre, self-exploration and self-understanding of our emotions and emotional states from an external perspective, enabling and facilitating their approach, acceptance and conscious management.

Select an emotion that you feel connected to (e.g. frustration, fear, happiness, love, etc.) and create a character that expresses and represents that emotion in a clear and prioritised way. Through improvisation, you should act out and represent the emotion of your character. During the performance, explore how the character moves, speaks, feels and reacts to different situations and conflicts you bring up.

Detect and reflect on the emotion you selected and the character you use to represent it, trying to see if there is a link and/or personal explanation for your choices. Look closely and analytically at how your character reacts to the conflicts you pose to him/her during the performance and how he/she relates to them. Pay special attention to his or her ability to deal with these conflicts from the selected emotion and evaluate the relevance of his or her strategies. Carry out a final reflection process that observes the relationship between the created character and yourself, trying to analyse both the negative and positive aspects of the character in order to, ultimately, highlight aspects and emotional strategies that can be used and discarded in your real life.

Question:

What emotion have you used to approach the construction of my character and why that one and not another?



Who and how is the character you have selected?

What have you learnt about emotion through the character?

What emotional conflicts have I chosen to confront my character with?

Do they relate in any way to my personal conflicts?

Was the character able to resolve them?

Were there changes in the way you felt at the end of the performance? Were they for the better or for the worse?

If so, do these changes relate to the affirmative or negative resolution of the character's central conflict and how did this happen?



MODULE 8 INTEGRATION AND HABIT

☐ Exercise 1: What do I want to change in my life today?

Take a **few minutes** to write honestly about an aspect of your life that you would like to transform. It could be a habit, an attitude, a way of relating or something that influences your well-being.

What aspect of my life do I feel needs to change?

Why do I want to make this change?

How does staying as I am affect me?

What stage of the change cycle am I currently in?

Put an X next to the option that best reflects your current situation:

- Awareness raising
- Reflection and learning
- Initial action
- Repetition and adjustment
- Maintenance
- Relapse



What are the signs that I am at this stage?

What personal resources, tools or supports do I have to keep moving forward?

What obstacle or difficulty might appear on this path?

What might be my next concrete step?

What would I like to remind myself if I find it difficult to sustain this change later (e.g. a phrase, a motivation, a learning)?



☐ Exercise 2: Planning to sustain my change process.

Think about your change process and answer these questions to create a personalised plan to help you sustain it.

What are the main tools (such as periodic review, compassionate self-assessment or symbolic rituals) that I want to incorporate to accompany my process? Describe how and when you will use them.

What habits or routines can I create for regular reviews of my progress?

Propose a simple plan for these reviews (e.g. every week, every month, at what time of day, with what questions or criteria).

How can I practice self-compassion when I feel frustrated or relapse?

Think of phrases or attitudes that help you to maintain a kind attitude towards yourself.

What personal or symbolic ritual would I like to establish to bring closure and open up new opportunities?

Describe the activity and how it will help you in your personal growth.

Who can I turn to when I need support or motivation?

Identify people, groups or spaces that can accompany you in this process.

What concrete steps can I take in the next week to start implementing this plan?



☐ Exercise 3: Build your Personal Anchor Kit.

Reflect on times when you have felt good about yourself and answer these questions to identify your personal anchors.

What meaningful phrase, word or message do I want to always keep in mind to motivate me?

What object, image or symbol can I choose to represent that message or emotion? It can be something you already have or something you can create.

What simple practice (breathing, writing, meditation, etc.) can I use to quickly reconnect with my well-being in difficult times?

What song or type of music helps me feel positive or energised?

Where and how will I organise these anchors so that they are always accessible?

What commitments do I make to myself to regularly use this kit in my daily life?



☐ Exercise 4: My habits, my identity under construction.

1. Becoming aware of my current habits.

Think of a typical day for you. List at least three habits that you repeat frequently without thinking too much about it.

(For example: checking your mobile phone when you wake up, eating in front of a screen, avoiding awkward conversations, etc.).

- 1.
- 2.
- 3.

How do you think these habits influence your emotional and mental well-being?

(For example: "I feel anxious about starting the day watching the news", "Eating in a hurry disconnects me from the present moment", etc.).

2. Choosing a habit to transform.

Choose one of the above habits that you would like to change or improve. Write it down here:

Now reflect: what do you think is the signal, routine and reward that make up this habit?

(If you need to, think of a specific example where you have repeated this habit).

Signal (what triggers it?):

Routine(what do you do?):

Reward(what do you get?):

3. Redesigning your habit.

Come up with a new, healthier routine that you can implement when that signal appears, and that offers you a similar reward:



New routine:

What do you need to facilitate this new behaviour?

(e.g. reminders, support from someone, setting up the environment...)

4. Connecting with your identity.

Now **think** about the person you want to be and complete this sentence:

I want to be a person who...

How would the new habit help you get closer to that version of yourself?

5. Concrete first step.

What would be a small, specific and realistic first step you could take this week to start integrating this new habit?

(For example: set up my journal by my bed, mute notifications in the evening, go for a walk after lunch, etc.).

When will you do it, what day and at what approximate time?



☐ Exercise 5: Quick plan for a new habit.

What habit do you want to incorporate? Make it small and concrete (Example: three conscious breaths after sitting down to work).

Small version of your habit:

What daily routine will you associate it with?

(Example: after brushing your teeth, when you finish eating...)

What reminder will you use?

(Post-it, alarm, picture...)

What change will you make in your environment to make it easier?

(e.g. leave your book in sight, put your mobile phone away...)

How will you record your progress in a friendly way?

(Example: write down how you felt, mark it in a calendar...)

Commitment phrase. Write your own:

(I am taking care of myself by building this habit, step by step).



PEERAR



PEERAR



ideas al servicio de la naturaleza

WWW.NATURGEIS.COM

AUTHORS:

RUBÉN E. TABARÉS LENGÓ
JUDIT CASTAÑEDA ARIAS (MODULE 3)
FERNANDO PANIAGUA BLANC (MODULE 7)
PEEAAR Team - PRACTICAL PSYCHOLOGY FOR
WELL-BEING [2025]

NATURGEIS:

DAVID SANTOS GONZÁLEZ
CEO y Cofundador NATURGEIS SL
Telf. 658 521 203
www.naturgeis.com