WORKSHEET 106 · FOR THE PSYCHOLOGIST

My PERMA profile

Taking stock of the five pillars of well-being

AIM

Help the person assess, simply, the five dimensions of the PERMA model (positive emotions, engagement, relationships, meaning, accomplishment) and choose one pillar to nurture.

WHO IT IS FOR

A feeling of emptiness or routine, recovery after a difficult period, wanting to work on well-being and not only on symptoms.

DURATION

15-20 min in session; repeat every 1-2 months

HOW TO RUN IT

1. Introduce the five pillars with a concrete example of each.
2. Ask them to rate each pillar from 0 to 10 and note what already feeds it.
3. Look for a pillar that is low but important to the person (not necessarily the lowest).
4. Choose a small action and a related worksheet together (107 to 115).

POINTS TO WATCH

> This self-assessment is not the PERMA-Profiler (the validated questionnaire by Butler and Kern): it is a support for conversation. Positive psychology complements support, it doesn't replace it. With marked depression, these exercises can increase the sense of failure if offered too early or as an obligation to "be fine": adapt the pace and first validate the difficult emotions.

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Seligman, M. E. P. (2011). Flourish: A Visionary New Understanding of Happiness and Well-being. Free Press.

Butler, J. & Kern, M. L. (2016). The PERMA-Profiler: A brief multidimensional measure of flourishing. International Journal of Wellbeing, 6(3), 1-48.

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WORKSHEET 106 · WORKSHEET TO HAND OUT

My PERMA profile

The psychologist Martin Seligman describes five pillars of well-being: positive emotions, engagement, relationships, meaning and accomplishment (PERMA). Being well isn't only about no longer suffering: it is also about nurturing these five pillars.

1. Read the five pillars in the table.
2. Rate each one from 0 (not present in my life at all) to 10 (very present).
3. Write what already feeds it, however little.
4. Choose one pillar to nurture this month and a small action.

Pillar	My rating /10	What already feeds it	A small action

The pillar I choose to nurture, and why:

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WORKSHEET 107 · FOR THE PSYCHOLOGIST

Three good things

Training your attention on what is going well

AIM

Train attention to notice the positive events of daily life and their causes, as a counterweight to the negativity bias.

WHO IT IS FOR

Mild or moderate low mood, rumination, a tendency to see only what goes wrong, end of therapy (prevention).

DURATION

5 min every evening for 1 or 2 weeks

HOW TO RUN IT

1. Explain the negativity bias: the brain retains what goes wrong more easily.
2. Every evening, the person writes down three things that went well, however small.
3. For each one, they note why it happened (their part, other people's, chance).
4. In session, reread them together and look for what repeats.

POINTS TO WATCH

> Positive psychology complements support, it doesn't replace it. With marked depression, these exercises can increase the sense of failure if offered too early or as an obligation to "be fine": adapt the pace and first validate the difficult emotions.

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Seligman, M. E. P., Steen, T. A., Park, N. & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. American Psychologist, 60(5), 410-421.

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Dickens, L. R. (2017). Using gratitude to promote positive change: A series of meta-analyses investigating the effectiveness of gratitude interventions. Basic and Applied Social Psychology, 39(4), 193-208.

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WORKSHEET 107 · WORKSHEET TO HAND OUT

Three good things

Our brain remembers what goes wrong more easily than what goes well: that was useful for survival, but it tints the day grey. This exercise trains your attention to see the rest too.

1. Every evening, think back over your day.
2. Write down three things that went well, even very small ones.
3. For each one, write why it happened.
4. Reread your notes at the end of the week.

Day	The good thing	Why it happened

What do I notice when I reread the week?

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WORKSHEET 108 · FOR THE PSYCHOLOGIST

The gratitude letter

Thanking someone who has mattered

AIM

Express concrete gratitude towards a person who has mattered, which strengthens the bond and positive emotions.

WHO IT IS FOR

Isolation, distant relationships, grief (unsent letter), mild low mood.

DURATION

20-30 min to write it; giving it is optional

HOW TO RUN IT

1. Help the person choose someone who has mattered and whom they have never really thanked.
2. Write what that person did, specifically, and what it changed for them.
3. Choose to give it, read it aloud, send it or keep it.
4. Go back over the emotion felt in session, including if the person has died or can't be found.

POINTS TO WATCH

> If the relationship is ambivalent or painful, it is better to choose someone else. With a person who has died, an unsent letter can be part of grief work. Positive psychology complements support, it doesn't replace it. With marked depression, these exercises can increase the sense of failure if offered too early or as an obligation to "be fine": adapt the pace and first validate the difficult emotions.

REFERENCES

Seligman, M. E. P., Steen, T. A., Park, N. & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. American Psychologist, 60(5), 410-421.

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WORKSHEET 108 · WORKSHEET TO HAND OUT

The gratitude letter

Think of someone who helped you, supported you or taught you something important, and whom you have never really thanked. Writing in detail about what they did strengthens the bond and does you both good.

1. The person I am writing to: _____
2. What they did, specifically (a precise memory).
3. What it changed for me, what it allows me to do today.
4. I choose: to give it to them, read it to them, send it or keep it.

What they did	What it changed for me

What I felt writing it (and giving it, if I did):

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WORKSHEET 109 · FOR THE PSYCHOLOGIST

My strengths in action

Recognising my strengths and using them differently

AIM

Identify the person's most characteristic strengths and encourage them to use them in a new way each day.

WHO IT IS FOR

Fragile self-esteem, loss of confidence after a failure or burnout, career change, life abroad.

DURATION

20 min in session; then a week of practice

HOW TO RUN IT

1. Introduce the idea of character strengths (curiosity, kindness, perseverance, humour…), without ranking them.
2. Help the person recognise 3 to 5 strengths that represent them, with a lived example of each.
3. Suggest using one, in a new way, every day for a week.
4. Go back over the experience and the obstacles.

POINTS TO WATCH

> The VIA questionnaire (online, free) can complement the worksheet, but it isn't essential. Watch out for overuse of a strength (perseverance turned into stubbornness, for example). Positive psychology complements support, it doesn't replace it. With marked depression, these exercises can increase the sense of failure if offered too early or as an obligation to "be fine": adapt the pace and first validate the difficult emotions.

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Peterson, C. & Seligman, M. E. P. (2004). Character Strengths and Virtues: A Handbook and Classification. American Psychological Association / Oxford University Press.

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WORKSHEET 109 · WORKSHEET TO HAND OUT

My strengths in action

We all have character strengths: curiosity, kindness, humour, courage, perseverance, honesty… Recognising them and using them in new ways helps you feel more yourself and more capable.

1. Choose 3 to 5 strengths that represent you (use the word ideas if it helps).
2. For each one, write a moment when you used it.
3. This week, use one of your strengths in a new way every day.
4. Note what you did and what you felt.

My strength	A moment when I used it	A new way of using it

What I discovered by using my strengths differently:

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WORKSHEET 110 · FOR THE PSYCHOLOGIST

Savouring

Making good moments last

AIM

Learn to prolong and intensify the positive emotions of a pleasant moment (before, during, after), instead of letting it pass without paying attention.

WHO IT IS FOR

Difficulty enjoying things, mild anhedonia, stress, people “always thinking about what comes next”.

DURATION

A few minutes a day for a week

HOW TO RUN IT

1. Introduce the three stages of savouring: anticipating, living the moment, remembering.
2. Help the person choose a small pleasant moment each day.
3. During the moment: slowing down, noticing the sensations, sharing it if possible.
4. Afterwards: remembering it, telling someone about it, keeping something (a photo, a word).

POINTS TO WATCH

> Positive psychology complements support, it doesn’t replace it. With marked depression, these exercises can increase the sense of failure if offered too early or as an obligation to “be fine”: adapt the pace and first validate the difficult emotions.

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Bryant, F. B. & Veroff, J. (2007). Savoring: A New Model of Positive Experience. Lawrence Erlbaum.

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WORKSHEET 110 · WORKSHEET TO HAND OUT

Savouring

We often live good moments already thinking about the next thing. Savouring is making a pleasant experience last: looking forward to it, living it fully and then remembering it.

1. Before: choose a small pleasant moment and think about it with pleasure.
2. During: slow down, notice what you see, hear, smell, taste.
3. Share it if you can, or tell yourself inwardly what you like about it.
4. Afterwards: think back on it, tell someone about it, keep something (a photo, a word).

Day	The moment	What I noticed	Pleasure /10

What helps me most to savour?

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WORKSHEET 111 · FOR THE PSYCHOLOGIST

My moments of flow

Getting back to the activities that absorb me

AIM

Identify the activities in which the person is fully absorbed (flow, engagement) and give them back some space.

WHO IT IS FOR

Boredom, lack of motivation, recovery from burnout, retirement, life abroad.

DURATION

15 min in session; observation over a week

HOW TO RUN IT

1. Explain flow: being so absorbed that you lose track of time, with a challenge matched to your abilities.
2. Look for past and present moments of flow.
3. Analyse what they have in common (challenge, skill, clear goal, immediate feedback).
4. Plan an activity of that kind during the week.

POINTS TO WATCH

> Some absorbing activities can become invasive (screens, games): the aim is to get back to chosen, nourishing activities. Positive psychology complements support, it doesn't replace it. With marked depression, these exercises can increase the sense of failure if offered too early or as an obligation to "be fine": adapt the pace and first validate the difficult emotions.

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Csikszentmihalyi, M. (1990). Flow: The Psychology of Optimal Experience. Harper & Row.

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WORKSHEET 111 · WORKSHEET TO HAND OUT

My moments of flow

"Flow" is when you are so caught up in what you are doing that you forget the time: cooking, playing music, DIY, sport, writing… These moments feed engagement, one of the pillars of well-being.

1. Think of moments when you lost track of time, in the past or now.
2. Write what you were doing and what made that moment absorbing.
3. Look for what they have in common: a challenge, a skill, a clear goal.
4. Plan a moment like that this week.

Activity	When (past / now)	What made it absorbing	Planned for

What my moments of flow have in common:

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WORKSHEET 112 · FOR THE PSYCHOLOGIST

My best possible self

Imagining a future in which things have gone well

AIM

Write about a realistic future in which important goals have been achieved, to strengthen optimism, clarify goals and connect them with values.

WHO IT IS FOR

Lack of prospects, indecision, transition (career change, life abroad, end of therapy).

DURATION

15-20 min of writing, perhaps on several days in a row

HOW TO RUN IT

1. Invite the person to imagine their life in a few years' time, if things had gone well thanks to their efforts.
2. Write freely, area by area (relationships, work, health, leisure).
3. Connect what was written with their values and with a first step.
4. Go back over the obstacles and emotions (some people feel a painful gap).

POINTS TO WATCH

> For a very depressed person, the gap between the imagined future and the present can hurt: offer a short, realistic version focused on one area. Positive psychology complements support, it doesn't replace it. With marked depression, these exercises can increase the sense of failure if offered too early or as an obligation to "be fine": adapt the pace and first validate the difficult emotions.

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King, L. A. (2001). The health benefits of writing about life goals. Personality and Social Psychology Bulletin, 27(7), 798-807.

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WORKSHEET 112 · WORKSHEET TO HAND OUT

My best possible self

Imagine your life in a few years' time, if things have gone well thanks to what you have done. It isn't about dreaming the impossible, but about imagining a realistic, desirable future and seeing which first step brings you closer.

1. Imagine yourself in ___ years' time, when things have gone well.
2. Write, area by area, what your life is like.
3. Reread it: what values lie behind it?
4. A first step, this week: _____

Area	My best possible self	The value behind it

What I felt while writing, and what it teaches me:

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WORKSHEET 113 · FOR THE PSYCHOLOGIST

My acts of kindness

Doing good for others, and for me

AIM

Plan acts of kindness towards other people and observe their effect on mood and the sense of connection.

WHO IT IS FOR

Isolation, mild low mood, loss of meaning, people very focused on their difficulties.

DURATION

One week; a few minutes to plan and note things down

HOW TO RUN IT

1. Introduce the idea: doing good for others also increases the well-being of the person doing it.
2. The person chooses one day of the week and plans several small gestures for that day.
3. They note the gestures, the reaction and what they felt.
4. Go back over it in session: effect on mood, on relationships, limits.

POINTS TO WATCH

> For people who forget about themselves (who find it hard to say no, exhaustion), this exercise is not a priority: work on limits first (worksheets 86-87, 101). Positive psychology complements support, it doesn't replace it. With marked depression, these exercises can increase the sense of failure if offered too early or as an obligation to "be fine": adapt the pace and first validate the difficult emotions.

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Lyubomirsky, S., Sheldon, K. M. & Schkade, D. (2005). Pursuing happiness: The architecture of sustainable change. Review of General Psychology, 9(2), 111-131.

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WORKSHEET 113 · WORKSHEET TO HAND OUT

My acts of kindness

Doing good for others also does you good: it brings you closer and gives meaning. It isn't about sacrificing yourself, but about small gestures, chosen and done with pleasure.

1. Choose one day of the week.
2. Plan three to five small gestures for that day (helping, thanking, giving a little time).
3. Do them, without expecting anything in return.
4. Note what you did and what you felt.

The gesture	For whom	What I felt

What these gestures have changed for me:

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WORKSHEET 114 · FOR THE PSYCHOLOGIST

Responding to good news

Strengthening relationships by sharing joy

AIM

Learn the “active constructive” response to the good news of people close to you, which strengthens the quality of relationships.

WHO IT IS FOR

Couples, family, friendships; people who tend to respond distractedly or by playing things down.

DURATION

10 min of explanation; observation over a week

HOW TO RUN IT

1. Introduce the four ways of responding to good news (active or passive, constructive or destructive), with examples.
2. Help the person recognise their usual way of responding.
3. Suggest practising the active constructive response: interest, questions, shared joy.
4. Note the situations and the effect on the relationship.

POINTS TO WATCH

> Positive psychology complements support, it doesn’t replace it. With marked depression, these exercises can increase the sense of failure if offered too early or as an obligation to “be fine”: adapt the pace and first validate the difficult emotions.

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WORKSHEET 114 · WORKSHEET TO HAND OUT

Responding to good news

When someone close shares good news, our response matters a lot. An enthusiastic, interested response ("Brilliant! Tell me how it went") strengthens the relationship more than support in bad times alone.

1. Notice how you usually respond: enthusiastically, distractedly, looking for the problem or talking about something else.
2. Next time, show your interest: look at the person, smile.
3. Ask questions: "How did you find out? How did you feel?".
4. Note the situation and the other person's reaction.

The good news	Who	What I replied	Their reaction

What I notice about the way I respond, and about our relationships:

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WORKSHEET 115 · FOR THE PSYCHOLOGIST

What gives meaning, what I have achieved

Feeding meaning and the pride of moving forward

AIM

Work on the last two pillars of the PERMA model: connecting activities with something bigger than the person (meaning) and recognising achievements, including modest ones.

WHO IT IS FOR

Loss of meaning, burnout, retirement, transition, self-criticism, feeling of achieving nothing.

DURATION

20 min in session; one addition a week

HOW TO RUN IT

1. Explore what is bigger than the person: people, causes, passing things on, faith or nature, according to them.
2. Ask for a list of achievements, past and recent, without comparing them with other people's.
3. Connect the achievements with what is meaningful to them.
4. Choose a small, realistic goal linked to that meaning.

POINTS TO WATCH

> Meaning is personal: don't suggest a model (spiritual, professional, family). Positive psychology complements support, it doesn't replace it. With marked depression, these exercises can increase the sense of failure if offered too early or as an obligation to "be fine": adapt the pace and first validate the difficult emotions.

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Seligman, M. E. P. (2011). Flourish: A Visionary New Understanding of Happiness and Well-being. Free Press.

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WORKSHEET 115 · WORKSHEET TO HAND OUT

What gives meaning, what I have achieved

Meaning is feeling that you belong to something bigger than yourself (people, a cause, passing something on). Accomplishment is the pride of moving towards your goals. Both feed well-being, even in small steps.

1. What is bigger than me and matters to me (people, a cause, passing things on, nature, faith…).
2. Things I have achieved, big or small, in the past and recently.
3. What connects my achievements with what is meaningful to me.
4. A small, realistic goal for this month: _____

What I have achieved	When	What it says about me, or the meaning it has

What gives meaning to my life right now:

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