



# Your New Playlist

By: Jon Acuff

Your New Playlist is a book about mindset. The author asked his two daughters, McRae (16) and L.E. (around 19) to help him write it so he could get perspectives from younger people. It explains mindset and gives ways to help improve it in a series of 23 sections. I really enjoyed the book and would suggest it to others.

## Step 1

Write down a goal.

## Step 2

Listen to the first thoughts you have

## Things I learnt

• 10,000 people asked if they struggle with overthinking, 94.5% answered Yes.

• Making lists are very important to visually see good.

## 15 "Turn-Down Techniques"

1. Making a list of things you are grateful for.
2. Going for a walk.
3. Taking a few deep breaths.
4. Driving to some of your favourite upbeat music.
5. Playing with your dog or cat.
6. Reading a book to get lost in.
7. Cleaning your room or organizing your closet.
8. Playing your favourite sport.
9. Ranting in your journal or notes.
10. Hanging out with your best friend.
11. Taking a break from social media.
12. Reading positive affirmations or encouraging statements.
13. Eating your favourite snack.
14. Talking to someone older who you trust.
15. Playing a few songs you like on an instrument.

# Quotes

"Sometimes it feels like my thoughts are crashing a party I don't remember inviting any of them to." (page 15)

"Overthinking steals your dreams, cripples your confidence, and tangles you up when you least expect it." (pg. 18)

"The loudest thoughts you have ~ the ones you might have listened to for years ~ never just stay thoughts. They always turn into actions, and those actions turn into results." (pg. 25)

"The longer you listen to a certain thought, the more it becomes part of your personal playlist" (pg. 27)


"The problem with the internal voices we hear is that we want a switch. We think that there's a switch out there and if we can just find it, we can turn off the background noise completely. We only have to do it one time and we'll never hear it again. People want there to be a switch." - David Thomas (pg 53-54)

"I'm capable of more than I think — and so are you." (pg. 103)

"Be brave enough to be bad at something new." (pg. 105)

"Fear gets a voice, not a vote." (pg 112)

"People in the game always get criticized by people in the stands." (pg. 123)

<b>Proficiency Scale</b>				
	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Extending</b>
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

**Marking Rubric**

Criteria	Emerging	Developing	Proficient	Extending
<b>Understanding of Content</b>	Shows minimal understanding of the mental health themes in the book.	Shows basic understanding of the themes but may miss deeper connections.	Demonstrates a solid understanding of the mental health themes and their relevance.	Exhibits exceptional understanding, making insightful connections beyond the book.
<b>Analysis and Critical Thinking</b>	Analysis is basic and surface-level, with few or no original thoughts.	Analysis shows some original thought but lacks depth or detail.	Provides a thorough and detailed analysis with clear original thought.	Offers deep, insightful analysis that demonstrates sophisticated critical thinking.
<b>Clarity and Organization</b>	Work is disorganized and unclear, making it difficult to understand.	Work is somewhat organized, but clarity is inconsistent.	Work is well-organized and clear, with thoughts expressed coherently.	Work is exceptionally well-organized and presented with outstanding clarity.
<b>Use of Evidence</b>	Uses minimal or irrelevant evidence; quotes and references are scarce or improperly used.	Uses some appropriate evidence, but it may not be integrated well or fully relevant.	Uses relevant and effective evidence to support analysis; quotes and references are well-integrated.	Uses a wide range of highly relevant evidence in a sophisticated manner, enhancing the analysis.

**Teacher Comments**

Wow SAME! NEAT RESPONSE TO THE ASSIGNMENT  
 WHERE YOU PROVIDE SUCH ADVICE AND  
 KEY NOTES. CONSIDER ADDING YOUR  
 OWN THOUGHTFUL ANALYSIS OF THE  
 NOTES - WHY YOU CHOSE THEM OR WHY THEY  
 ARE IMPORTANT

16/20