

THE  
**13**  
LIFE HACKS



**Hack 7**  
**I.C.B.B:**  
**Teacher Notes**

A project of



## Government Criteria Alignment Chart

Framework	Criterion / Theme	Covered in Hack 7
<b>PSHE (Health &amp; Wellbeing)</b>	H2: Understand the impact of emotions on behaviour	Shows how C.B.B. (Can't Be Bothered) thoughts lead to procrastination, failure, and long-term unhappiness
	H4: Importance of persistence and resilience	Teaches how effort and perseverance lead to achievement, confidence, and emotional fulfilment
	H6: Strategies for maintaining mental wellbeing	Introduces a 7-step motivational plan that helps overcome avoidance and builds mental strength
	H11: Building confidence and self-belief	Encourages students to reframe self-talk, start small, recall effort-based wins, and set realistic goals
	Recognising unhelpful thinking patterns	Students identify common C.B.B. thoughts and replace them with empowering I.C.B.B. responses
<b>RSHE (Mental Wellbeing)</b>	Positive mindset and reframing strategies	Provides internal dialogue tools that normalise struggle and turn discomfort into motivation
	Developing motivation and self-agency	Promotes action through planning, visualisation, rewards, and positive reinforcement
	Taking responsibility for one's role in group/home life	Highlights how lack of effort affects others (e.g. David's wife), promoting maturity and responsibility
<b>Safeguarding / KCSIE</b>	Recognising signs of motivational distress	Describes avoidance patterns, boredom, and emotional flatness as signs to watch for in struggling students
	Knowing when to get help	Encourages asking for support if avoidance becomes chronic or leads to academic or relational problems
<b>British Values</b>	Individual Liberty – choosing responsibility	Empowers students to push past inner resistance and choose effort-based living over comfort or passivity
<b>SMSC – Spiritual</b>	Personal growth through effort	Promotes the spiritual value of pushing through challenge and embracing discomfort as part of life's growth
<b>SMSC – Moral</b>	Ownership of one's actions	Encourages students to take moral responsibility for their choices and not excuse laziness or avoidance
<b>SMSC – Social</b>	Impact of avoidance on others	Explores how lack of effort affects families, relationships, and teamwork (e.g. David's marriage)
<b>SMSC – Cultural</b>	Challenging the glamorisation of ease	Questions societal messages that celebrate "ease" and promotes a work ethic rooted in fulfilment and purpose

## Learning Focus

This chapter tackles the common teen mindset of “C.B.B.” – *Can’t Be Bothered* – and shows how it holds people back from growth, success, and happiness. Through engaging stories, thought-challenging tools, and a step-by-step action plan, students are taught how to rewire their motivation and build perseverance. The chapter emphasises that effort, not talent, is what creates long-term fulfilment, and empowers students to adopt a “Can Be Bothered” (I.C.B.B.) mindset even in the face of discomfort, boredom, or challenge. This helps boost academic achievement, emotional wellbeing, and personal responsibility.

## Key Themes

- The myth of effortless success
- Dangers of the C.B.B. mindset (avoidance, failure, frustration)
- The power of perseverance and hard work
- Learning from mistakes and not giving up
- Replacing “C.B.B.” thoughts with “I.C.B.B.” self-talk
- Building motivation through planning, visualisation, and rewards
- Choosing short-term discomfort for long-term growth
- Taking responsibility at home, school, and in relationships
- Personal fulfilment through challenge, not comfort
- Avoiding the cycle of regret caused by giving up

## Discussion Prompts

### Understanding C.B.B. Thinking

- What does “Can’t Be Bothered” mean, and why is it so common?
- What are some short-term gains and long-term costs of avoiding effort?

### Effort vs. Talent

- Why is effort more important than talent for success?
- Can you think of someone who succeeded mostly through hard work?

### Thoughts and Motivation

- How do your thoughts affect your motivation?
- What’s the difference between a C.B.B. thought and an I.C.B.B. thought?

### Perseverance and Personal Growth

- What does it feel like to push through something hard?
- Why do you think people often give up when things feel boring or tough?

### Avoidance and Responsibility

- How does avoiding effort affect other people, like in David’s story?
- What does it mean to take responsibility at school or at home?

### Planning and Action

- How can breaking a goal into smaller steps help you get started?
- What could help you stay on track when motivation fades?

### Reflection and Progress

- What’s something you’re proud you didn’t give up on?
- What could you do differently next time you feel like giving up?

## Imaginative Group Tasks

### **1. C.B.B. Thought Swap Game (Challenging Unhelpful Thinking)**

#### **How it works:**

Each group is given a set of classic *C.B.B.* thoughts (e.g. “*It’s boring, I’ll do it later*”, “*I can’t be bothered*”).  
{See Appendix A for C.B.B./I.C.B.B thought examples.}

Their challenge is to:

- Act out the C.B.B. version of a scenario (e.g. doing homework, tidying room).  
{See Appendix A for scenario examples.}
- Pause.
- Rewrite the dialogue using I.C.B.B. thoughts and act it out again.

#### **Why it works:**

Makes the thought shift real, relatable, and memorable through humour and performance.

### **2. Mission Possible Planner (Planning + Motivation)**

#### **How it works:**

Groups are each given a “mission” (e.g. revise for an exam, clean their room, write a letter).  
{See Appendix B for mission examples.}

They must:

- Break it into realistic steps.
- Identify likely C.B.B. thoughts and how to challenge them.
- Design a motivating reward for completion.

#### **Why it works:**

Practices the full I.C.B.B. strategy in a fun, practical way with peer collaboration and creative ownership.

### **3. David’s Life Rewritten (Cause and Effect Reflection)**

#### **How it works:**

Groups dramatise two versions of David’s story:

- The original version, where he avoids all hard work.
- A new “alternate reality” version where he starts small and builds effort over time.

#### **Why it works:**

Highlights the real-life consequences of avoiding effort and the power of small changes to rewrite the future.

## Imaginative Group Tasks

### 4. Effort Blocks Challenge (Motivation & Reward Building)

#### How it works:

Each group builds a structure out of physical items (e.g. cups, blocks, paper towers). But here's the twist:

- They must complete one “effort challenge” before earning each new block.
- C.B.B. thoughts are thrown in by the teacher as distractions.
- Teams must shout out an I.C.B.B. thought to cancel the distraction and proceed.

#### Why it works:

Brings motivation, teamwork, and perseverance to life with laughter and pressure. Rewards persistence and effort.

### 5. Obstacle Course of the Mind (Overcoming Inner Resistance)

#### How it works:

Each group is given a *common teen challenge* (e.g. starting revision, tidying their room, making an apology, exercising).

{See Appendix C for teen challenge examples.}

They must create a **comic strip** or **skit** showing:

- The moment they *want to avoid* the task (C.B.B. thought).
- The excuses and internal struggles they face.
- A turning point, using thought-challenging or positive self-talk.
- The moment of action and the feeling afterward.

#### Why it works:

- Encourages insight into how inner resistance works.
- Builds creative thinking and emotional problem-solving.
- Helps students *see themselves* in the character and feel the emotional payoff of pushing through.

## Torah Perspectives

Theme in Hack	Source	Hebrew & English (in same cell)	Use in Lesson
Fulfilment from effort	Berachos 8a	"גדול הנהנה מיגיעו יותר מיראי שמים" – "Greater is one who benefits from his own labor than one who fears Heaven."	Judaism sees effort itself as spiritually fulfilling.
Torah requires toil	Megillah 6b	"אָגַעַת וַיִּצְלַחְתָּ – תִּאֱמִין" – "If he says, 'I labored and succeeded,' believe him."	Success only comes with genuine effort.
Human beings are built for work	Iyov 5:7	"כִּי אָדָם לְעֵמֶל יוֹלֵד" – "Man is born to toil."	Challenge and effort are part of human nature.
Laziness harms the soul	Pirkei Avos 3:5	"וְהַמְכַנֵּה לְבוֹ לְבַטְלָהּ הָרִי זֶה מִתְחַיֵּב בְּנַפְשׁוֹ" – "One who turns his heart to idleness endangers his soul."	Supports idea that avoidance is harmful long-term.
Perseverance through difficulty	Bereishis 26:22	"וַיַּעֲתֵק מָשֶׁם וַיַּחְפֹּר בְּאֵר אַחֶרֶת" – "He moved on and dug another well."	Illustrates persistence despite setbacks.
Better to grasp a little	Yoma 80a	"תַּפְשֻׁת מְרֻבָּה – לֹא תַפְשֻׁת; תַּפְשֻׁת מְרֻבָּה – לֹא תַפְשֻׁת" – "Grasping too much results in nothing; grasping a little gets something."	Reinforces realistic goal setting.
Good thoughts count	Kiddushin 40a	"מַחְשְׁבָה טוֹבָה מִצְרָפָה לְמַעֲשֵׂה" – "A good thought is considered like a good deed."	Supports trial-run visualisation and mindset shifts.
Believe in yourself	Tzidkas HaTzaddik 154	"כָּשֶׁם שֶׁצָּרִיךְ אָדָם לְהֵאֱמִין בֵּה' כִּךְ צָרִיךְ לְהֵאֱמִין בְּעַצְמוֹ" – "As one must believe in G-d, so too must he believe in himself."	Builds confidence in self-talk and motivation.
Don't delay action	Pirkei Avos 1:14	"אִם לֹא עַכְשָׁיו – אֵימָתִי?" – "If not now, when?"	Connects directly to procrastination cycle in C.B.B.
Action generates motivation	Mesillas Yesharim 7	"הַתְנוּעָה הַחַיצוֹנָה מְעוֹרְרֶת הַפְּנִימִית" – "Outer movement awakens inner energy."	Reinforces taking action even without motivation.
Role models matter	Sefer HaChinuch, Mitzvah 257	"כַּדִּי שֶׁיִּלְמְדוּ אַחֵרִים מִמֶּנּוּ" – "Others will be inspired by his example."	Encourages peer role modelling of effort.
Effort earns reward	Pirkei Avos 5:26	"לְפִיּוֹם צִעֲרָא אֲגִרָא" – "According to the effort is the reward."	Shows that challenge makes reward greater.
Hard work is more satisfying	Bava Metzia 38a	"טוֹב לוֹ לְאָדָם קַב מִשְׁלוֹ מִתְשֻׁעָה קִבִּין שְׁלִי" – "A person prefers one measure of his own more than nine from another."	Demonstrates satisfaction of personal effort.
Hashem helps those who try	Makkos 10b	"בְּדֶרֶךְ שֶׁאָדָם רוֹצֵה לֵיכּוֹ – מוֹלִיכִין אוֹתוֹ" – "In the way a person wants to go, he is led."	Builds faith that effort brings Heavenly help.
Review and repetition build habits	Sanhedrin 99a	"הַלּוֹמֵד וְאִינוֹ חוֹזֵר – כְּזוֹרֵעַ וְאִינוֹ קוֹצֵר" – "One who learns but doesn't review is like one who plants but doesn't harvest."	Supports repeating the I.C.B.B. process to make it stick.

## Suggested 3 lesson plan

### Lesson 1: Understanding C.B.B. Thinking

#### **Learning Focus:**

- Spot the “Can’t Be Bothered” mindset and its effects
- Learn how avoidance brings short-term comfort but long-term regret

#### **Key Themes Covered:**

- The myth of effortless success
- Dangers of the C.B.B. mindset (avoidance, failure, frustration)
- Short-term gain vs long-term cost

#### **Discussion Prompts:**

- What does “Can’t Be Bothered” mean, and why is it so common?
- What are some short-term gains and long-term costs of avoiding effort?
- Why do you think people often give up when things feel boring or tough?

#### **Group Activity:**

- **C.B.B. Thought Swap Game** – act out excuses, then flip into I.C.B.B. motivation.

#### **Workbook Pages:**

pp. 49–52

### Lesson 2: Effort, Perseverance, and Growth

#### **Learning Focus:**

- Explore why effort is more powerful than talent
- See how persistence and self-talk overcome obstacles

#### **Key Themes Covered:**

- Effort vs. talent — why perseverance matters
- Learning from mistakes and not giving up
- Replacing C.B.B. thoughts with I.C.B.B. self-talk

#### **Discussion Prompts:**

- Why is effort more important than talent for success?
- Can you think of someone who succeeded mostly through hard work?
- How do your thoughts affect your motivation?
- What’s the difference between a C.B.B. thought and an I.C.B.B. thought?

#### **Group Activity:**

- **David’s Life Rewritten** – dramatise his life with avoidance vs persistence.
- Or run **Obstacle Course of the Mind** if you want more creativity.

#### **Workbook Pages:**

pp. 53–56

## Suggested 3 lesson plan

### Lesson 3: Motivation, Responsibility, and Action

#### **Learning Focus:**

- Apply I.C.B.B. strategies to real-life goals
- Build motivation through planning, visualisation, and rewards

#### **Key Themes Covered:**

- Choosing short-term discomfort for long-term growth
- Taking responsibility at home, school, and in relationships
- Personal fulfilment comes from challenge, not comfort
- Avoiding the cycle of regret caused by giving up

#### **Discussion Prompts:**

- How does avoiding effort affect other people, like in David's story?
- What does it mean to take responsibility at school or at home?
- How can breaking a goal into smaller steps help you get started?
- What's something you're proud you didn't give up on?

#### **Group Activity:**

- **Mission Possible Planner** – break a task into steps, identify C.B.B. thoughts, add rewards.
- **OR Effort Blocks Challenge** – earn building blocks through persistence + I.C.B.B. counter-thoughts.

#### **Workbook Pages:**

pp. 57–60

#### **End-of-Hack Extras:**

- Multiple-Choice Quiz
- Wordsearch
- Creative Task: Design a “Motivation Poster” with your best phrase for beating C.B.B.

## Appendix A

### Thought Cards

#### Classic C.B.B. Thoughts

- *“I’ll do it later, it’s not urgent.”*
- *“It’s boring, I can’t be bothered.”*
- *“It’s too hard, I’ll never get it anyway.”*
- *“I work better under pressure, so I’ll leave it for now.”*
- *“Tidying my room doesn’t matter, no one will notice.”*
- *“I’m too tired, I’ll start tomorrow.”*
- *“I can’t be bothered to revise; I’ll probably fail anyway.”*
- *“Everyone else is probably doing nothing too.”*
- *“I deserve a break, I’ll do it after my snack/scroll/game.”*
- *“Why bother? It won’t make a difference.”*

#### I.C.B.B. Reframes

- *“If I start now, I’ll be free later.”*
- *“It might not be fun, but I’ll feel proud when it’s done.”*
- *“I can do it step by step, I don’t need to be perfect.”*
- *“Getting it done early takes the pressure off.”*
- *“A tidy space helps me feel calmer and think better.”*
- *“I’ll just begin for 5 minutes, starting is the hardest part.”*
- *“Revising now gives me a real chance to succeed.”*
- *“Even if others aren’t, I want to build good habits.”*
- *“Breaks feel better after I’ve achieved something.”*
- *“Small efforts add up and really do make a difference.”*

## Mini-Scenarios

### Scenario 1: Homework

- **C.B.B. version:** *“It’s boring, I’ll do it later.”* → Slumps on the sofa, scrolling on their phone.
- **I.C.B.B. version:** *“If I start now, I’ll be free later.”* → Opens the book, starts with the easiest question first.

### Scenario 2: Tidying Room

- **C.B.B. version:** *“No one will notice if I don’t do it.”* → Kicks clothes under the bed.
- **I.C.B.B. version:** *“A tidy space helps me feel calmer.”* → Picks up a few clothes and puts them away.

### Scenario 3: Revision

- **C.B.B. version:** *“I’ll probably fail anyway, why bother?”* → Stares blankly at the desk, then leaves.
- **I.C.B.B. version:** *“Revising now gives me a real chance to succeed.”* → Writes out a 10-minute study plan.

### Scenario 4: Exercise

- **C.B.B. version:** *“I’m too tired, I’ll start tomorrow.”* → Collapses on the sofa with crisps.
- **I.C.B.B. version:** *“I’ll just start for 5 minutes — it’ll give me energy.”* → Puts on trainers and starts jogging on the spot.

### Scenario 5: Helping at Home

- **C.B.B. version:** *“Why bother, someone else will do it.”* → Walks past the overflowing bin.
- **I.C.B.B. version:** *“Doing my bit makes home nicer for everyone.”* → Ties up the rubbish bag and takes it out.

## Appendix B

### Mission Examples

#### **School & Study Missions**

- Revise for a science test.
- Write an English essay draft.
- Complete 20 minutes of maths homework.
- Organise school bag and timetable for the week.

#### **Home & Chores Missions**

- Clean and tidy your bedroom.
- Help make supper for the family.
- Do the laundry and fold clothes.
- Take out the rubbish and recycling.

#### **Personal Growth Missions**

- Go for a 15-minute walk or run.
- Practice a musical instrument for 20 minutes.
- Spend 20 minutes learning
- Write a letter or thank-you card to someone.

#### **Social & Kindness Missions**

- Check in on a friend with a kind message.
- Offer to help a sibling with homework.
- Do a small surprise act of kindness at home.

## Appendix C

### Common Teen Challenges

#### **School & Learning**

- Starting revision for an upcoming test.
- Writing the first paragraph of an essay.
- Finishing a long homework assignment.
- Speaking up in class when you have an answer.

#### **Home & Responsibilities**

- Tidying a messy bedroom.
- Helping with house chores when you'd rather be on your phone.
- Getting out of bed on time in the morning.
- Preparing school bag the night before.

#### **Friendship & Social Life**

- Making an apology to a friend after an argument.
- Joining in a group activity when you feel shy.
- Saying no politely to peer pressure.
- Asking a teacher or parent for help.

#### **Health & Wellbeing**

- Going for a run or workout when you don't feel like it.
- Turning off screens and going to bed on time.
- Choosing a healthier snack instead of junk food.
- Trying something new (club, sport, hobby) despite nerves.