ACT Values Worksheet

Part 1. What matters to me

Values are the qualities I want to bring to what I do, such as being caring, honest or curious. For each area of life, I write how I want to act there and give it two ratings from 0 to 10. I can skip an area that does not fit my life right now.

Item	Entry
Name	
Counselor or therapist	
Date	

My values in each area of life

Include: how I want to act in each area, in my own words, and two ratings from 0 to 10.

Area of life	How I want to act here	Importance *0 not at all* *10 extremely*	Lived it this week *0 not at all* *10 completely*
Partner or close relationship The kind of partner I want to be			
Family How I want to be with parents, siblings and relatives			
Parenting or caring for others The kind of parent or carer I want to be			
Friends and social life The kind of friend I want to be			
Work and career How I want to work and treat the people I work with			

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My values in each area of life, continued

Area of life	How I want to act here	Importance *0 not at all* *10 extremely*	Lived it this week *0 not at all* *10 completely*
Learning and growth What I want to learn and how I want to grow			
Fun and rest How I want to play, relax and enjoy myself			
Spirituality or meaning What gives my life meaning, such as faith or nature			
Community and the wider world How I want to contribute to my community and the planet			
Health and body How I want to care for my body, such as sleep, food and movement			

What stands out when I compare my two ratings

Include: the areas that matter most to me and the areas where my week and my values are furthest apart.

The areas I want to start with

Include: one to three areas to work on first.

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Part 2. One committed action for each area

A committed action is a small, specific step that puts one of my values into practice. For each area I want to work on, I write one step for this week: what I will do, when and where. At the end of the week, I write what happened.

Area of life	One step I will take this week	What happened
Partner or close relationship		
Family		
Parenting or caring for others		
Friends and social life		
Work and career		
Learning and growth		
Fun and rest		
Spirituality or meaning		
Community and the wider world		
Health and body		

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Part 3. My focus this week

The area I will focus on first

My value in this area

Include: the quality I want to bring, in my own words.

My step

Include: exactly what I will do, when, where and with whom.

How realistic is this step?

If my rating is below 7, I make the step smaller or easier and rate it again.

0	1	2	3	4	5	6	7	8	9	10
Not at all realistic										*Completely realistic*

What might show up

Include: the thoughts, feelings, urges and memories that might show up and pull me away from my step.

What I will do when they show up

Include: how I will notice them, make room for them and keep going with my step.

Looking back: what I did and what I noticed

Include: what I did, what showed up, and anything I learned about my value.

How fully I lived this value this week

0	1	2	3	4	5	6	7	8	9	10
Not at all										*Completely*

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Clinician guide: using the ACT values worksheet

- **When it fits.** Use the worksheet when a client is looking for direction, when motivation for action is low, or when you want values to guide goal setting and action plans (Harris, 2019). Some ACT protocols explore values from the start, and others come to them after defusion and acceptance work (Harris, 2019).
- **Help the client describe qualities of action.** When clients first fill in a values worksheet such as the bull's-eye, they often write a mix of values, desires, needs and goals (Harris, 2019). Ask how they want to act and what they want to stand for. Values describe ongoing qualities of action, such as being loving or reliable, that the client can act on in any moment (Harris, 2019). Goals, such as getting married, can be completed, and values guide which goals to set (Hayes et al., 2012; LeJeune & Luoma, 2023).
- **Use the ratings to choose where to start.** A large gap between how important an area is and how fully the client lived it points to a place to start. LeJeune and Luoma (2023) describe low ratings of how consistently a client lives a value as a way to identify treatment targets.
- **Make each step small, specific and realistic.** Write what the client will do, when and where. Ask how realistic the step is from 0 to 10, and make any step rated below 7 smaller or easier (Harris, 2019). When a client sets a goal to stop doing something, ask what they will do instead (Harris, 2019).
- **Make room for what shows up.** Values work often triggers fusion and avoidance, and strong emotions can come up in the session (Harris, 2019). Make room for them and return to the value when the client is ready. Ask about thoughts of suicide as part of your usual assessment, and follow your work setting's crisis protocol whenever a situation involves risk.

Adapted from the descriptions of the values assessment in Hayes et al. (2012), the Valued Living Questionnaire (Wilson et al., 2010) and the Bull's-Eye Values Survey (Lundgren et al., 2012) as described by LeJeune and Luoma (2023), and the bull's-eye and goal setting in Harris (2019). The layout and wording are original.

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Completed example: Aisha (a fictional client)

Aisha, 52, is a middle school teacher in outpatient acceptance and commitment therapy (ACT) for low mood and burnout. Over the past year she has stopped seeing friends and playing the piano, and she spends most evenings grading. She filled in the worksheet with her therapist, M.T., at her fourth session, on November 12, 2026. Aisha, her therapist and every detail of the case are invented.

Part 1. What matters to me

Item	Entry
Name	Aisha
Counselor or therapist	M.T., therapist
Date	November 12, 2026

My values in each area of life

Area of life	How I want to act here	Importance *0 not at all* *10 extremely*	Lived it this week *0 not at all* *10 completely*
Partner or close relationship	Affectionate with Ravi, and honest with him about how I feel.	9	4
Family	Close to my sister, and in touch with my mother every week.	7	5
Parenting or caring for others	Patient and playful with Sami.	10	5
Friends and social life	A friend who shows up and keeps in touch.	8	2
Work and career	Teaching with care and fairness, and backing up my colleagues.	8	7
Learning and growth	Curious, and willing to try new things.	6	3
Fun and rest	Playful and creative, and caring toward myself.	8	1
Spirituality or meaning	Time in nature, noticing what I am grateful for.	6	3
Community and the wider world	Not a focus right now.		
Health and body	Looking after my body with sleep and movement.	8	2

What stands out when I compare my two ratings

Fun and rest, friends and health matter a lot to me, and I have barely lived them this week. Work gets most of my time and energy.

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The areas I want to start with

Fun and rest, friends, and health.

Part 2. One committed action for each area

Area of life	One step I will take this week	What happened
Partner or close relationship	Cook dinner with Ravi on Thursday and tell him how my week has really been.	We cooked on Thursday, and I told him about my week.
Family	Call my mother on Sunday at 5.	We talked for 20 minutes.
Parenting or caring for others	Play a board game with Sami on Saturday afternoon.	Done. He picked the game.
Friends and social life	Text Lena tonight and set a coffee date for next week.	Coffee is booked for Wednesday.
Work and career	Leave school by 5 on Monday, Wednesday and Friday.	Monday and Friday.
Learning and growth	Borrow a book on gardening from the library.	Started it on Sunday.
Fun and rest	Play the piano for 10 minutes on Sunday morning.	15 minutes on Sunday and 10 on Wednesday.
Spirituality or meaning	Walk in the park on Saturday morning without my phone.	Done, with Sami.
Community and the wider world		
Health and body	Go to bed by 10:30 on weeknights.	Three nights out of five.

Part 3. My focus this week

The area I will focus on first

Fun and rest.

My value in this area

Playful and creative.

My step

Play the piano for 10 minutes on Sunday morning, before everyone wakes up.

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How realistic is this step?

If my rating is below 7, I make the step smaller or easier and rate it again.

0	1	2	3	4	5	6	7	**8**	9	10
Not at all realistic										*Completely realistic*

What might show up

The thought "I'm too rusty to enjoy it," tiredness, and guilt about the grading.

What I will do when they show up

Notice the thought as a thought, let the tiredness and the guilt come along, and play for 10 minutes.

Looking back: what I did and what I noticed

I played for 15 minutes on Sunday and 10 on Wednesday. I felt clumsy at first and then happy, and Sami asked me to teach him a song.

How fully I lived this value this week

0	1	2	3	4	5	**6**	7	8	9	10
Not at all										*Completely*

M.T. asked Aisha what sort of friend, parent and musician she wanted to be, and her first answers, such as "feel less tired," became qualities she could act on, such as caring for herself and being playful. They chose the three areas with the largest gaps. Aisha first rated an hour of piano every day 4 out of 10 for realism, so they made the step 10 minutes on Sunday, which she rated 8. At the next session they read her week together and planned the next steps for friends and health.

References and further reading

Books for clinicians

Harris, R. (2019). *ACT made simple: An easy-to-read primer on acceptance and commitment therapy* (2nd ed.). New Harbinger Publications. ISBN 978-1-68403-301-0.

Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2012). *Acceptance and commitment therapy: The process and practice of mindful change* (2nd ed.). Guilford Press. ISBN 978-1-4625-2894-3.

LeJeune, J., & Luoma, J. (2023). Values in acceptance and commitment therapy. In M. P. Twohig, M. E. Levin, & J. M. Petersen (Eds.), *The Oxford handbook of acceptance and commitment therapy* (pp. 271–294). Oxford University Press. ISBN 978-0-19-755007-6.

Research

Lundgren, T., Luoma, J. B., Dahl, J., Strosahl, K., & Melin, L. (2012). The Bull's-Eye Values Survey: A psychometric evaluation. *Cognitive and Behavioral Practice, 19*(4), 518–526.

Wilson, K. G., Sandoz, E. K., Kitchens, J., & Roberts, M. (2010). The Valued Living Questionnaire: Defining and measuring valued action within a behavioral framework. *The Psychological Record, 60*(2), 249–272.

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