



SCHOOL SUCCESS SKILLS

HOW TO HAVE THE BEST 4 YEARS EVER!

5 WAYS TO SET YOURSELF UP FOR SUCCESS

1 - GOAL SETTING

2 - CREATING A
CARING,
SUPPORTIVE, AND
ENCOURAGING
CLASSROOM

3 - COGNITIVE/
MEMORY SKILLS

4 - PERFORMING
UNDER PRESSURE:
MANAGING ANXIETY

5 - DEVELOPING A
GROWTH MINDSET

GOAL SETTING

S

SPECIFIC

M

MEASURABLE

A

ATTAINABLE

R

RELEVANT

T

TIMELY



UNCLEAR GOALS VS SMART GOALS

UNCLEAR GOALS

SHORT TERM:

I'M GOING TO TURN IN ALL OF MY ASSIGNMENTS THIS WEEK.

LONG TERM:

I WANT TO BE KIND AND POSITIVE TO EVERYONE I MEET THIS YEAR

SMART GOALS

SHORT TERM:

I'M GOING TO DO HOMEWORK EVERY DAY THIS WEEK BETWEEN 3:30-4:30 PM, AND USE MY PLANNER TO MAKE SURE I'M TURNING IN THE ASSIGNMENTS WHEN THEY ARE DUE.

LONG TERM:

I AM GOING TO BE KIND AND POSITIVE TO THE PEOPLE I MEET THIS YEAR BY SITTING WITH A NEW PERSON AT LUNCH AT LEAST ONCE A WEEK AND COMPLIMENTING AT LEAST ONE PERSON I PASS IN THE HALLWAY DURING EVERY CLASS CHANGE.

A CARING, ENCOURAGING, AND SUPPORTIVE CLASSROOM...

LOOKS LIKE

SOUNDS LIKE

FEELS LIKE

A large, empty rectangular box with a light beige background and a white border, intended for students to describe what a caring, encouraging, and supportive classroom looks like.A large, empty rectangular box with a light beige background and a white border, intended for students to describe what a caring, encouraging, and supportive classroom sounds like.A large, empty rectangular box with a light beige background and a white border, intended for students to describe what a caring, encouraging, and supportive classroom feels like.

A CARING, ENCOURAGING, AND SUPPORTIVE CLASSROOM...

LOOKS LIKE

- **EVERYONE PAYING ATTENTION WHEN SOMEONE IS SPEAKING**
- **NOT BEING ON YOUR PHONE**
- **OFFERING HELP TO OTHER CLASSMATES WHEN NEEDED**

SOUNDS LIKE

FEELS LIKE

A CARING, ENCOURAGING, AND SUPPORTIVE CLASSROOM...

LOOKS LIKE

- EVERYONE PAYING ATTENTION WHEN SOMEONE IS SPEAKING
- NOT BEING ON YOUR PHONE
- OFFERING HELP TO OTHER CLASSMATES WHEN NEEDED

SOUNDS LIKE

- NOT SPEAKING WHEN SOMEONE ELSE IS SPEAKING
- CLAPPING/SNAPPING AFTER OTHER STUDENTS' PRESENTATIONS
- USING KIND WORDS

FEELS LIKE

A CARING, ENCOURAGING, AND SUPPORTIVE CLASSROOM...

LOOKS LIKE

- EVERYONE PAYING ATTENTION WHEN SOMEONE IS SPEAKING
- NOT BEING ON YOUR PHONE
- OFFERING HELP TO OTHER CLASSMATES WHEN NEEDED

SOUNDS LIKE

- NOT SPEAKING WHEN SOMEONE ELSE IS SPEAKING
- CLAPPING/SNAPPING AFTER OTHER STUDENTS' PRESENTATIONS
- USING KIND WORDS

FEELS LIKE

- SAFE TO SHARE
- COMFORTABLE ASKING QUESTIONS
- SUPPORTED BY CLASSMATES AND TEACHER
- ALWAYS BEING PUSHED TO DO YOUR BEST

COGNITIVE/MEMORY SKILLS

SUMMARIZING

- TAKE A STEP BACK & LOOK AT IT FROM A WIDER LENSE
- WHAT THE "BIG IDEA"?
- DO ALL OF YOUR NOTES POINT TO ONE SPECIFIC THING?

- LISTEN TO YOUR FAVORITE MUSIC WHILE STUDYING
- CHEW GUM
- USE THE SAME COLOR INDEX CARDS AS YOUR PEN COLORS FOR YOUR NOTES

TIE IT TO SOMETHING

INDEX CARDS

- DEFINITIONS
- MOST IMPORTANT IDEAS
- HAVE SOMEONE QUIZ YOU

COLOR CODING

- HIGHLIGHTERS
- DIFFERENT COLORED PENS

- ACRONYMS, SONGS, PICTURES, ETC.
- TAKE BREAKS
- REWARD YOURSELF

OTHER STRATEGIES

MANAGING ANXIETY

GROUNDING

GROUNDING TECHNIQUES FOR THE SENSES

- 5 THINGS YOU CAN SEE 
- 4 THINGS YOU CAN TOUCH 
- 3 THINGS YOU CAN HEAR 
- 2 THINGS YOU CAN SMELL 
- 1 THINGS YOU CAN TASTE 

LOW SALT KITCHEN 4-7-8 BREATH SLOW YOUR BREATHING

<p>SIT OR LIE DOWN Put your tongue on the roof of your mouth behind your two front teeth</p> 	<p>BREATHE IN THROUGH YOUR NOSE for 4 counts</p> 
<p>BREATHE OUT THROUGH YOUR MOUTH for 8 counts</p> 	<p>HOLD YOUR BREATH for 7 counts</p> 

REPEAT 4 BREATHS/TIMES 2X A DAY

BREATHING

SLEEP

THE MANY BENEFITS OF A GOOD NIGHT'S SLEEP
No, you're not dreaming.

BETTER MOOD	IMPROVED PHYSICAL HEALTH
IMPROVED MEMORY	RESTORED ENERGY



#DeStressMonday DeStressMonday.org **DE STRESS MONDAY**



WIDEN THE LENSE

WHAT CAN I CONTROL?

WHICH IS YOUR LOCUS OF CONTROL?

<p>Internal locus of control You <u>make</u> things happen.</p> <p><i>"I make things happen."</i> <i>"look what I can do!"</i> <i>"I can determine my future."</i></p>	<p>External locus of control Things happen <u>to</u> you.</p> <p><i>"There is nothing I can do about my future."</i> <i>"why bother?"</i> <i>"why does everything happen to me?"</i></p>
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Fixed Mindset vs Growth Mindset



