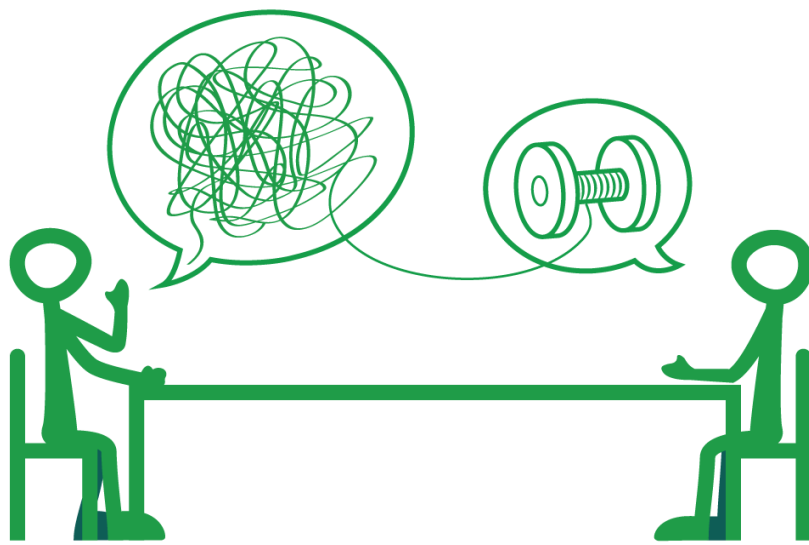


# STUDENT COACHING HANDBOOK



STUDENT NAME:

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# WHO DO YOU WANT TO BE?

## (YOUR VISION)

As you grow up, you are changing and becoming more **adult**. The good news is that **you can make decisions about your future** and decide who you want to be. If you want to do it well, you need **a clear idea**. This is your own **vision of yourself**.

Below there is a set of question. Discuss these questions with a peer, a teacher or a member of school staff.

1. When I **dream** of myself, what do I see...?  
What do I do, what am I involved in...?
2. Assuming that **I am succeeding**....  
What could I be doing with my life?
3. If time and money didn't matter,  
What would I **naturally** do?
4. Which of my **future professional activities** will be most useful to the world?
5. Which of my **private activities** will be most useful to the world?

professional activities = what you do in your job  
private activities = what you do outside of your job or school

# WHAT DO YOU BELIEVE?

## (YOUR BELIEFS)

We all **believe** something about ourselves, for example we might think we are good at Maths or bad at English. It does not stop there. All of our **beliefs** make up the person that we are. **Some of the beliefs are helpful and positive and some of them are unhelpful and negative.** It is important to understand our beliefs so that they are based on reality. Below you will find a number of statements.

On a scale of 1 - 10 **mark** how likely these statements are true for you.

1 - not like me at all

10 - very much like me

BELIEFS	RATING
I can <b>achieve</b> a lot through my hard work.	
I know how to <b>organise</b> myself.	
<b>Learning</b> is important to me.	
I can <b>change</b> if I want to.	
My <b>hard work</b> is more <b>important</b> than my grades.	
I can <b>forgive</b> myself when I make mistakes.	
I am <b>an important person</b> , just like everyone else.	
I can <b>plan</b> what to work on and stick to my plan.	
When things go wrong, I can <b>ask for help</b> .	
I can <b>take my time</b> to complete my work.	
I can <b>keep going</b> , even if it is difficult.	
I can <b>ask for extra work</b> to have deeper understanding of a subject.	
I can effectively <b>apply teacher feedback</b> to improve my work.	

**Are there any beliefs you would like to change?**

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# HOW DO YOU SET GOALS?

## (GOAL SETTING)

Some of us make plans and **set goals** and some of us are very good at completing what we plan. Some people do not have clear goals or the way they set them is incorrect. One way of setting good and achievable goals is to **WOOP** them. This is how it works.

**WISH** - first, say or write down what it is that you **wish**. Make it very **clear** and say it in a positive way. For example: "I would like to **complete an assessment by Thursday 9PM.**"

**OUTCOME** - **imagine** your best result that you would like to get. Make it **really clear** in your mind, **see** the colours, **hear** the sounds. Think about the **best possible and realistic result** that you can imagine.

**OBSTACLE** - now, the difficult bit. You need to **take responsibility**. What is it **IN YOU** that can stop you from achieving the goal? For example, **do you watch Netflix and do your homework at the last minute and run out of time?** Make sure you look at yourself and admit the difficulties that **YOU CREATE YOURSELF**.

**PLAN** - you know how you can make it not work out! Now you need to plan for the difficulty. You can use the following way of thinking:

If (obstacle) ..... then I will .....

For example:

If I feel like watching Netflix until 10PM, then I will remind myself that I want to complete the assessment by Thursday 9PM. I know that if I choose to watch Netflix, I will not achieve my goal. I will plan to tell my friend about it and ask them to phone me to check up on me.

# WHAT ARE YOU GOOD AT?

## (YOUR STRENGTHS)

All of us are good at some things and not as good at others. Each person has a number of **abilities that make them naturally talented** in some areas. These are your **character strengths**. Some people are good speakers and others are good listeners. Some are good leaders and some are good team players.

In order to assess your strengths **open a free account** on this website

<https://www.viacharacter.org/survey/account/register>

Take the survey.

**Write** your **top five strengths** in the boxes below.

# WHAT DO WE HAVE TO DO?

## (YOUR RESPONSIBILITIES)

We all have to face **difficulties** of in our daily life: for adults it is their job requirements and for students it is their school work. When we are **clear about what is expected** of us we can plan effectively and **reach our goals**. Some of us want to escape some of our responsibilities, but there is no easy way: **you have to do what you have to do**. Luckily, you are not alone and **your teachers are here to help**.

Complete the table below by listing the challenges of your school work, your responsibilities and asking your teacher about their responsibilities.

CHALLENGES	MY RESPONSIBILITY	TEACHER'S RESPONSIBILITY

# HOW DO YOU LEARN BEST?

## (LEARNING STYLES)

We are all different and we learn in a many diverse ways. It is important to understand your **learning style**. This way you can figure out what works best for you. We mainly gather information through our senses: **vision, touch, and hearing**. Consider the following:

When you wake up in the morning, what is **the first thing you notice**?

Do you **see, feel** through your body or **hear** something around you?




Do you **dream** through seeing, body sensations or hearing?

How do you realise that you are **alive** when you wake up?

Write your answers in the box below. 





### TACTILE (KINESTHETIC) LEARNER TIPS

- Take frequent study breaks & work standing! 
- Listen to music when you study & Bring some type of "grip toy" 
- Skim read the text to get a rough idea → Then sit down to read in detail. 





#### Learning Styles



### VISUAL LEARNER TIPS

- **Highlight** important points in text.
- Use books with pictures. 
- Make **colourful notes** and diagrams.
- Use text glossaries & **chapter summaries**.
- Preview texts. 

### AUDITORY LEARNER TIPS

- Discuss your ideas. 
- Work in study groups. 
- Say **things out loud** to remember.
- Review notes before listening. 
- Repeat back instructions. 



# HOW DO YOU TACKLE STRESS?

## (DE-STRESSING)

School can be **stressful**. You have to deal with time pressure, lots of homework and exams. Stress is a part of life and we cannot change it. **We can change our reaction to stress** by understanding ourselves and using some strategies that help us **to be more present**. Here are some techniques. Have a go, maybe some of them are helpful.

### CHOOSING A HEALTHY LIFESTYLE

Exercise	Regular sleep	Good organisation	Talking to friends	Relaxation
Rest	School counsellor	Avoiding coffee	Saying NO	Taking control

Which one of these do you do well? Which one of these do you need to develop?

### BREATHING

**Sit down** in a chair with you back straight.

Take a **deep breath** and breathe out as slowly as you can.

**Feel** the **rhythm** of your breath.

**Slow down** and just be.

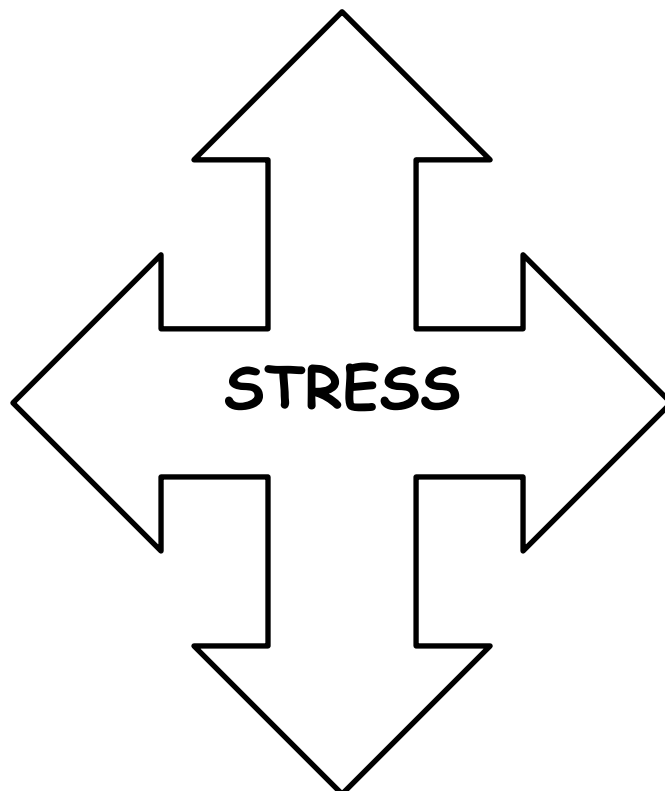
**It's O.K. to feel stressed** when you face challenges.

Breathe slowly for up to **20 - 30 times**.

If you get stressed or bored - it's O.K.

**Allow** yourself to be in **the here and now**.

**Repeat** the exercise if you wish.



### GRATITUDE

Take a **blank piece of paper**.

**Write down** all the **good things** that you have in your life. Friends, relatives, experiences, whatever made you happy.

Think about the **past**. What **good things** happened to you? **Write** them on the piece of paper.

What people were nice and kind to you? **List** them too.

Look at the list. Feel the **goodness** you received.

When you feel **stressed**, **remember** this **goodness**.

### LOGIC

What is **the biggest problem** you are facing? → Name it. → How much of the situation can you **control**? → **If you can't control it - YOU HAVE TO ACCEPT IT...** this will take time. → What can you control in the situation? What can you do to **solve** the **problem**? → **Take action**. → Who can **help** you in this situation? → What **strengths or talents** do you have to **tackle** the problem? → What do you **need** to find the **solution**?

# HOW DO YOU SOLVE PROBLEMS?

## (PROBLEM SOLVING STRATEGIES)

1. Take a moment to **think**. Use **mindfulness**.

2. What is the **problem**? (**Break it down** into smaller problems)

3. Step back and view problem **without emotion**.

Imagine it is happening to someone else. What would you **advise** them?

4. **Brainstorm** a list of possible **solutions**, good and bad, real and unreal)

5. **Cross out** any **silly or impossible options**. **Choose** the one that is left.

6. Put it into **action**! What **steps** will you take?

