

Advanced Mindset



Planning for success at Worthing College, 2023-24

Welcome to Worthing College.

To be successful at Worthing College, your approach to study is as important as the study itself to ensure you maximise your success. By completing this booklet before you start your studies, you will be able to reflect on the way you studied at GCSE and think about what you need to do differently at college.

Please complete all sections of this booklet to the best of your ability. Be honest and thoughtful – the process will benefit only you and help you transition from a GCSE student to a college student.

Section 1 - Why have I chosen my courses?

What is your dream job?

What jobs will you need to do to gain the experience and expertise to enable you to do your dream job?

What sorts of jobs are available to you while you study?

Is this dream job realistic as your first job after college?

Set yourself a goal to help you achieve your dream job.

Now you know what your dream job is, what qualifications do you need to get there?

Section 2 - Introduction to the **ADVANCED Mindset**

Over the last 15-20 years, much research into the psychology of success has been conducted and the findings are very interesting. Achieving the best grades possible in your courses is more than just learning the subject content. A particular set of skills and an advanced mindset is necessary. In other words, your attitude, self-beliefs about abilities and self-awareness of your own goals are essential to being an effective and successful student.

This is good news for you! Your mindset and skill set can be developed and enhanced throughout your studies and life in general. Students who achieve higher than their minimum expected grades have developed these required skills and mindset to support their success. Your abilities can be developed!

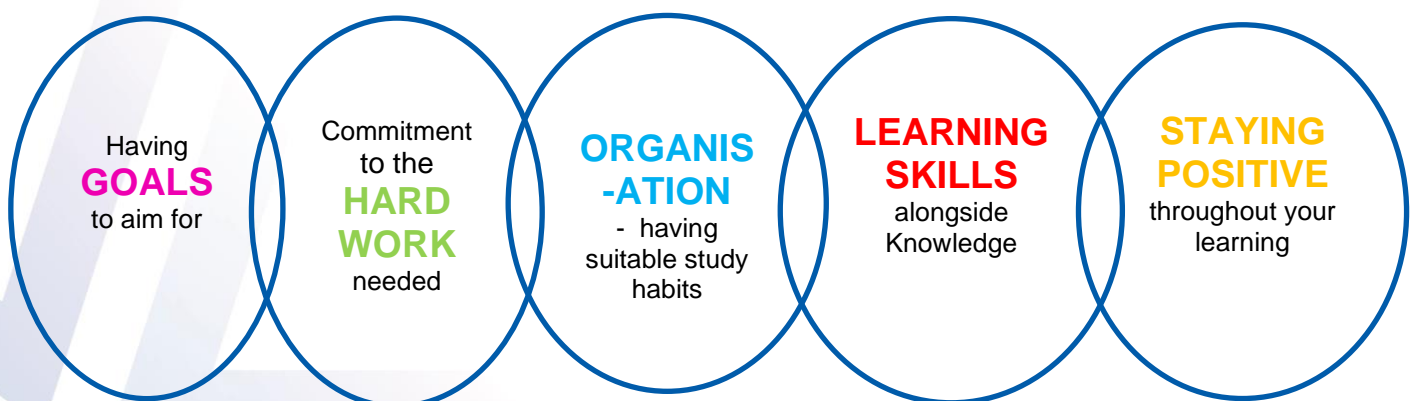
What is a Mindset?

“A mental attitude that determines a person’s responses to situations”

(Oxford dictionary)

Unfortunately, it is quite common for people to have a **fixed mindset** which is one that believes we are born with our levels of intelligence/personality/creativity. This is not true. A **growth mindset** recognises that we are all constantly learning. This is the accurate way to view our minds and how our brains work. We are changing, growing as people all time and so is our capacity to learn and improve ourselves.

This research into the mindset concept has identified the following key elements:



These 5 elements = success! But the key is that it is all 5 elements! You need to have all 5 elements to achieve your true success. All of us can enhance each of these elements to provide us with an effective mindset.

The ADVANCED Mindset: The five elements of success

GOALS



Do you know what you want to achieve?
Why are you studying your courses?
What grades do you want to achieve in your courses?
What career are you interested in?

HARD WORK



How many hours of independent study do you do?
How do you compare to the most committed students in your year group?

ORGANISATION



How do you organise your learning and your time?
Do you have any study methods or techniques to draw on?
How do you manage your time?

LEARNING SKILLS



How do you practise to develop your exam skills?
How do you practise to improve your study skills?
How do you practise to improve your time management?

STAYING POSITIVE



How do you respond to setbacks?
How do you respond to constructive criticism?
How do you overcome setbacks or adapt your plans?

Having all 5 elements as part of your mindset will lead to success. Missing one will greatly reduce or impair your chances of success (great grades).

Where are you now?

RATE EACH STATEMENT IN LINE WITH YOUR OWN ATTITUDE/BELIEFS:

1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree

1) Your intelligence is something about you that you can change easily?

1 2 3 4 5

2) I'm committed to finishing college regardless of obstacles

1 2 3 4 5

3) I do my best in class

1 2 3 4 5

4) I know that attending university is the best choice for me

1 2 3 4 5

5) I try to do my best at any task

1 2 3 4 5

6) If a problem is very large, I divide it into small parts

1 2 3 4 5

7) I bounce back after disappointment or failure

1 2 3 4 5

8) I take good notes in class

1 2 3 4 5

***Question 9 only: 1 = Never, 2 = Rarely, 3 = Occasionally, 4 = Frequently, 5 = Very Frequently**

9) I can write exam answers under timed conditions*

1 2 3 4 5

10) I have a clear idea about the career I want to pursue

1 2 3 4 5

11) My work is very organised (answers/notes)?

1 2 3 4 5

12) I compare model answers against my own work

1 2 3 4 5

13) Others consider myself a hard working student

1 2 3 4 5

14) If I don't understand class work, I talk to my teacher

1 2 3 4 5

15) I have a positive view of myself

1 2 3 4 5

The mark scheme:

Goal = Questions 2, 4 & 10

Hard Work = Questions 3, 5 & 13

Organisation = Questions 6, 8 & 11

Learning Skills = Questions 9, 12 & 14

Staying Positive = Questions 1, 7 & 15

Add up your ratings each element:

My Goal Score:

My Hard Work Score:

My Organisation Score:

My Learning Skills Score:

My Staying Positive Score:

Which element has a high score?

A high score out of 15 = strong element.

Which element has a low score?

A low score out of 15 = area to develop.

You will need to focus on developing your lower scores.

Becoming a Successful Student

Before you start your studies, consider what you think what challenges you may face in becoming a successful student. Think about challenges involving people, tasks and resources. At this stage, what solutions / way forward can you see? Which is the most appropriate solution for you personally. Explain why you think that is the most appropriate solution for you.

Challenges	Solutions	Most appropriate solution for you	Why do you consider this the most appropriate solution?
People:	1		
	2		
	3		
Tasks:	1		
	2		
	3		
Resources:	1		
	2		
	3		

Section 3

GOALS



It is very difficult to answer the question 'what is your long-term goal in life?' However, it is a vital element to succeeding in life. To make this more meaningful you need to break it down into short term goals that will keep you on track and give you a sense of achievement.

Have you considered what sort of person you want to be when you're 21...or when you're 30? What experiences, training or qualifications will enable you to become this person? Here are some tips to help you realise your own goal:

Place a picture of the job you want on the inside of one of your folders, so you see it every time you open that folder. This will remind you of your goal and give you a focus every day!

Have positive /inspirational quotes posted in key locations that will catch your eye and give you a motivation boost to stay on track with your homework, etc.

Put a photo of your chosen career or a person you admire and would like to emulate in your own life where it will be a frequent reminder of your goals.

Can you think of other ways you can create visual reminders and prompts that would work for you? Examples might be a "mood board" or your choice of music to play at the start of the day or after a hard day at college?

Dreams vs. Goals

Do you have dreams that you've talked about, but never followed up with action? Dreams that deep down you would really like to turn into goals? Are your goals push or pull? The following pages have specific activities that will support you in identifying and/or clarifying your academic or personal goals and how to achieve them.

Goals Activity 1: Twenty Questions

Please write your own answers under each question:

- 1) If you could only take one subject – what would it be and why?
- 2) What lessons or elements of study do you find easy?
- 3) What do you do with your spare time?
- 4) Describe an interesting lesson you had recently. Why was it interesting?
- 5) What jobs do you avoid doing – and why?
- 6) When does time fly? What are you doing?
- 7) When does time seem to drag or stop? What are you doing?
- 8) What job would you do for free?
- 9) Who do you look up to?
- 10) What would you try if you knew you couldn't fail?
- 11) What puts a smile on your face?

- 12) If you had the afternoon off to work at home, which piece of work would you choose to do?
- 13) When you have a lot of homework which subject do you do first?
- 14) Describe a homework task you have recently left until the last minute – or not done at all. Why?
- 15) What do you get obsessed about?
- 16) When you are with your friends, what do you want to talk about?
- 17) What stresses you out?
- 18) If you had an hour off college work and a laptop, what would you type into a search engine?
- 19) If you were given a small amount of money to start a company, what would it be?
- 20) List five words you associate with 'happiness'.

Goals Activity 2: Making Dreams a Reality

Here, list the things you would one day like to be or do ... but that you may have never ever talked about.

List your hopes for the future, and put them into column one or two:

1. Pure fantasy	2. Maybe	3. ?

Pure fantasy – it's ok to daydream up to a point but accept that that is all these dreams will be. An example might be "I wish I was taller". This might be a nice thought, but it isn't really achievable. Don't stress yourself out with things that are really not under your control.

Maybe – These dreams are things that in theory you could achieve. They are not actually impossible but may be difficult.

Have another look at your maybe list. In the third column, headed with the question mark, put in whether you know how to achieve this goal at the present time or not. It is likely that the things you know how to achieve are your short-term goals. If you are less sure it may be that this is a long-term goal which seems quite a long way off and the road to it is hazy. These goals can cause you a lot of unnecessary stress and this is where the Advanced Mindset process can help. A little stress keeps us on our toes; a lot can lead to panic. In the Learning Tools section of this handbook, you will find some techniques about how to divide your longer-term goals into achievable steps which will make them much less of a daydream!

Distance travelled

In the box, list one goal you have achieved to date and one goal which you gave up on. Why were you successful, and why did you give up?

I achieved this goal

because...

I abandoned this goal

because...

Work in progress

Here, list the thing you would like to achieve that you have also started to take some positive steps towards. Try and think of at least three. Coming to college and starting your courses might be one example.

1.

2.

3.

Goals Activity 3: Fix Your Dashboard

Imagine people that you admire and respect; someone you look up to. List 5 or 10 people you admire. What qualities make them special, and do they have any in common?

Person	What qualities do they have that you admire?	What do they have in common with each other?

1) Do you possess these qualities already?

2) How can you enhance these further?

3) How could you gain these qualities?



Goals: Reflection

- Why is it important to have a positive goal to work towards?
- How often do you set goals (not daydreams) for yourself and give up?
- Are your goals generally realistic or are you setting yourself up to fail?
- Do you acknowledge your successes, or do you focus more on the times you gave up?
- How do you reward yourself or give yourself credit for achieving a goal?

Use the space below to record anything you would like to work on as a result of working through this section of the Advanced Mindset on goals.



Section 4

WORKING HARD

“Nothing worth having was ever achieved without effort”.
Theodore Roosevelt

What is your level of commitment to your studies? How much work are you willing to do?

The amount of work you do is so crucial to your success, that we measure the level of effort you are making throughout your studies. At Worthing College, we have 4 Formal Progress Points (FPP) each year and at each FPP we measure your Attendance, Effort and Achievement. Your teachers will score you 1 to 4 on the following areas to assess the amount of effort you are putting into your studies. You will then have the opportunity to rank yourself and then work on any differences.

Category	Learning Effort Elements
Attendance	<ul style="list-style-type: none"> • I attend all my lessons • I arrive on time • I am settled by the time the lesson starts • I am alert and ready to learn • I attend course related trips/visits (where applicable)
Prepared to Learn	<ul style="list-style-type: none"> • I bring all the correct equipment to lessons • I have my notes neatly organised • I use timetable/planner to plan independent study and revision
Positive Attitude in Class	<ul style="list-style-type: none"> • I am engaged in lessons • I am focused on learning • I ask questions • I answer questions asked of me • I make detailed notes • I am willing to work with others (community) • I am willing to self/peer assess work
Independent Learning	<ul style="list-style-type: none"> • I complete required independent learning each week • I complete flipped learning on time • I hand in work for submission on time • The work I submit is always all my own work • The work I submit shows effort and time spent • I do more than the minimum expected
Response to Feedback	<ul style="list-style-type: none"> • I engage positively with feedback • I reflect on feedback • I use my feedback to improve • I complete follow-up tasks on time • I complete all targets set on time

As a college student, you will be completing as much work outside the classroom as you do inside the classroom.

The Key!



For each 'single' course you study (e.g. an A Level or BTEC/CAMTech)

- **10.5 hours of study per week**
- **4.5 of which are with the teacher in the classroom**
- **6 of which are INDEPENDENT STUDY outside of class**

What is Independent Study?

FLIPPED LEARNING – BEFORE THE LESSON

- Learning basic facts before the lesson e.g. key terms
- Reading ahead in your textbook
- Completing Workbooks
- Reading case studies/supporting material that will be developed in the lesson
- Research on the Internet

CONSOLIDATING LEARNING – FOLLOWING THE LESSON

- Re-writing notes/adding more detail
- Exam Questions/Testing Learning
- Developing portfolios

REVISION for your Formal Progress Points

First start by thinking “how hard do your friends work?” It is common that friends tend to work as hard (or as little) as each other.

Increasing the amount of work you do is a little like building a habit. Start focusing on creating new study habits, and be prepared to stick with them for at least 30 days. Then they will become the norm and stop feeling like a problem. Research suggests that it takes 30 days to create a new habit, this means you do need to persist. Having a realistic timetable of when you can study each subject for 6 hours across the week is the first step to enhancing your effort. Recent UK research shows that high achieving students commit to 20-30 hours of independent study every week.

Now, you are thinking “how would I do that number of hours?” The starting point is to commit to a small increase first and keep committing week on week.

Think “3 Rs”:

Reminder: What is the trigger that will get you studying? Is this clearing your study space? Or making a drink/getting a snack, or setting an alarm to remind you to start to study?

Routine: This is the action of doing the studying, settling yourself down, putting your phone and devices away, turning off the music or TV or any other distraction and just getting on with it! You will waste productive time by putting off studying rather than accepting this is what you need to do in order to succeed. You have a unique opportunity - don't rob yourself of valuable time.

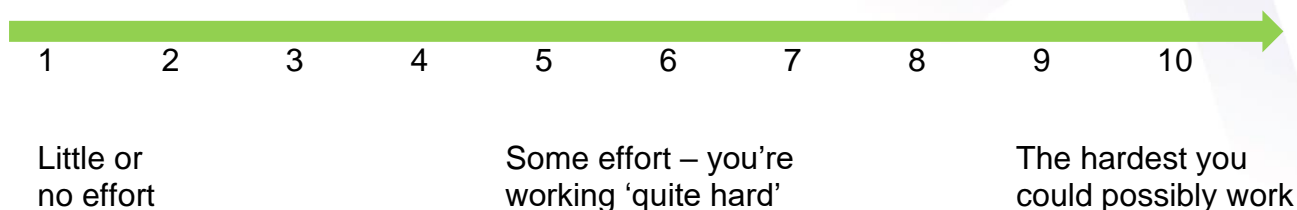
Reward! You should feel proud of yourself if you have completed an independent study task, consolidated key learning from a lesson, made a useful revision resource, etc. Do not forget to give yourself credit for all your achievements; it's not vain if you earned it.

HARD WORK activity 1: Focus your thoughts

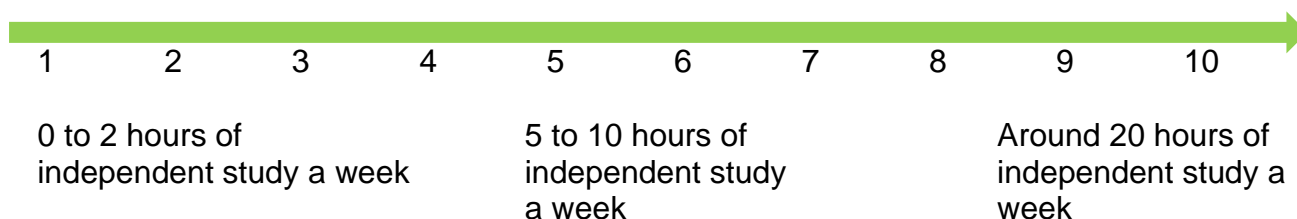
- 1) Do others consider you a hard-working student?
- 2) Do you try your best at any task equally or are you selective about what is worth your effort?
- 3) When something is hard, does it make you want to work more on it, or less?
- 4) Do you believe that the harder you work at something, the better you will be at it?
- 5) Do you believe you are performing to the best of your academic ability? If not, why not?

HARD WORK activity 2: The 1 to 10 scale

1. On a scale of 1 to 10, look back at the work you did for your GCSEs and think about the amount of work that you have put into your studies:



2. Now, on a scale of 1 to 10, look back at the independent study you did for your GCSEs and think about how much time you have put into your studies:



If you answered high on question 1 but you are only putting in a little time for independent study on question 2, are you honestly trying your best?

At college, aim for at least the middle of the scale if you are not there: around 10 UNDISTURBED hours of independent study a week, and make this your habit for a month. Then step it up a little each week until you get to around 20.

We recommend that you use the College day as a working day – Monday to Friday 9am-4pm. Be in College and when you are not in lesson, be in the Library or Learning Zone studying. This way you will get all your independent study completed during the day and then have all weekend and evenings for socialising, employment and hobbies.

If you find yourself facing continual long evenings of catch-up, consider whether you are wasting time during the day.

HARD WORK activity 3: Recognise your blockers

We all have some in-built resistance to doing things that we find difficult – these are blockers, and they will stop you making the effort you need to make. You need to acknowledge what your own blockers are. Put the following in order of priority for you, with 1 being the highest blocker (the one you use most often) and 15 the least:

Don't enjoy the task	
Not convinced I need to do this	
Can't concentrate	
Don't know where to start	
Don't feel I have the skills for this task	
My friends haven't done this task either	
I have trouble saying no to social activities	
The instructions weren't clear	
I need a break	
Other people keep distracting me	
My phone keeps pinging	
I don't want a career in this	
Nobody told me I had to do this	
I can do more work next week to catch up	
I don't have to face an exam until next year	

These break down into categories:

- Initial lack of motivation: Unwillingness to complete a piece of work etc.
- Bypassing conscience: Re-think the situation until we feel better.
- Creating an opportunity for "blocking".
- Getting away with it: "Nobody said anything, it must be ok, I'll do it again".

Think about your routine: Are you deliberately creating blockers for yourself?

Can you list some other "blockers" in your life that you create when things get difficult?

Look at the list again. This time put in what you can actually do about this blocker to stop it affecting you. It may be a practical step or just reminding yourself of why you are studying and your long term goal. If you are really stuck, bring this conversation to a tutor or someone else you can talk to.

Don't enjoy the task	
Not convinced I need to do this	
Can't concentrate	
Don't know where to start	
Don't feel I have the skills for this task	
My friends haven't done this task either	
I have trouble saying no to social activities	
The instructions weren't clear	
I need a break	
Other people are distracting me	
My phone keeps pinging	
I don't want a career in this	
Nobody told me I had to do this	
I can do more work next week to catch up	
I don't have to face an exam until next year	



HARD WORK: Reflection

Use the space below to record anything you would like to work on as a result of working through this section on hard work.



Section 5

ORGANISATION

Here, we are looking at Organisation which includes how you organise your learning and your time. In other words, what have you in place to support your learning?

- When you study, where do you put your mobile phone/tablet, etc.? Is it beside you while you work, or do you place it somewhere out of view?
- Do you put it in night or plane mode so that you don't hear alerts?
- Do you listen to music while studying?
- Where do you study?
- When are you most effective at learning; morning –afternoon or evening?

Many students believe that their organisational skills are fixed, that these are linked to personality. However, like every element of mindset, these can be learned, developed & enhanced.

Learning tools refer to having the right resources. This means: A4 notepads, pens in a range of colours, highlighters, big folders and several sets of dividers, all necessary textbooks.

Use technology to add apps that will provide learning opportunities for you, for example, there are numerous apps that enable you to create cue cards that you can then use anywhere, anytime because these are on your phone!

Learning Tools are also about your organisational skills:

How do you perform now?

- 1) Do you complete all independent study on time?
- 2) When confronted with a problem, do you weigh the pros and cons of various situations?
- 3) If a problem is very large, do you divide it into small parts?
- 4) Do you brainstorm possible solutions to solve problems?
- 5) When confronted with a problem, do you analyse the situation?
- 6) Do you allow yourself the luxury of sorting your notes regularly?

ORGANISATION activity 1: The energy line

An energy line helps you to organise yourself, it just gives you more flexibility than a “to-do” list. This task will help you to put things in order according to how much effort you need to give them.

Put things on the left-hand side ‘HIGH’ if you need to work like mad on them. Put them on the right side if you can leave it a bit. Attach dates for submission. Put the jobs on post-it notes and move them around, taking them off altogether when they are done. If you have a post-it in the HIGH category for longer than 3 days – why?

Consider the things you need to do before you start your courses and try this technique with them.

EXTREME	HIGH	MEDIUM	LOW	IDLE

ORGANISATION Activity 2: Snack, Don't Binge!

Little and often beats last-minute cramming...

- 1) Set aside an hour a week where you will be completely undisturbed
- 2) Split the hour up evenly into 15-minute segments
- 3) For 15 minutes at a time- review the week's work in each course:
 - a. Check your notes are clear, legible and in order.
 - b. Summarise your learning in a quick diagram/mind-map or a few lines of notes
 - c. Highlight/circle stuff you've found hard – things to work on during your independent study time
 - d. Go through the jobs you've been given, and the deadlines, and make a prioritised list for the week ahead

If you do this every week you will not get to the stage where your notes are in a muddle and you can't find what you need quickly. The more disorganised your learning is, the harder it is to start any study task. Keeping everything neat will avoid a "blocker" from taking hold!

Make a note here of how you are going to use your undisturbed hour every week:

ORGANISATION Activity 3: The 2-4-8 Rule

This is another activity you can use to complete given projects / tasks. You may not currently have a project you can apply to this but keep it in mind for when you do.

The short-term project: you have 2 weeks

What is this project?	
Your target for 2 days after the start	
Your target for 4 days	
Your target for one week (half way)	
Your target for 12 days	
Your target for 14 days	Today is your deadline, it needs to be complete.

Now try the method again over a longer time period.

The long-term project: you have 8 months

What is this project?	
Your target for 1 month months	
Your target for 2 months	
Your target for 4 months (half way)	
Your target for 6 months	
Your target for 8 months	Today is your deadline, it needs to be complete.

ORGANISATION: Reflection

Use the space below to record anything you would like to work on as a result of working through this section of the Advanced Mindset on organisation.

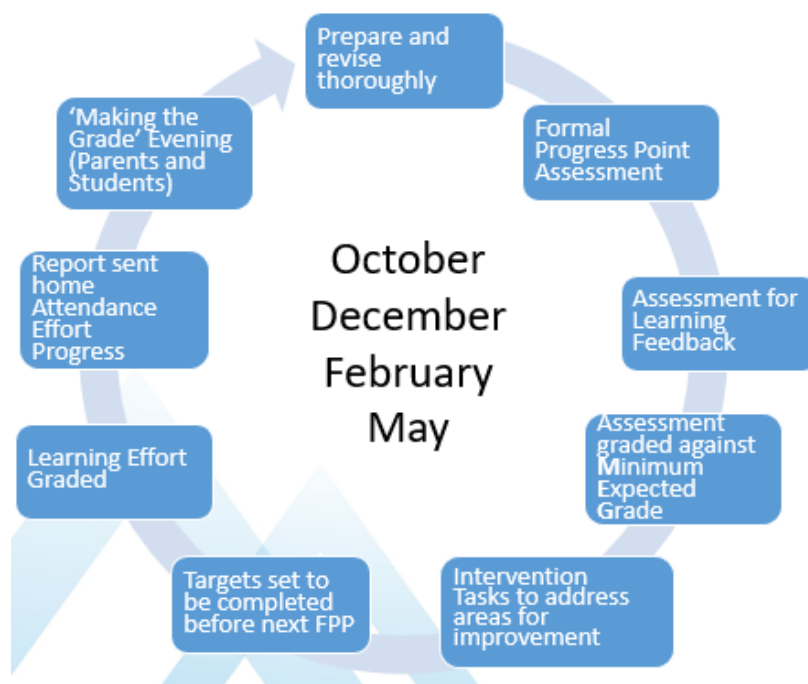


SECTION 6

LEARNING SKILLS

Skill Development relates to PRACTISING exam skills and techniques to help you consolidate the learning from lessons.

You start to develop exam skills in your very first lesson and then develop them over the 2 years. Four times a year, you will have Formal Progress Points which are much chunkier assessments to enable you to gauge what you need to do to improve.



The rest of this chapter will focus on Skills Development: things you can do to identify things you are good at and then techniques to develop the skills you need to.

- Do you know what the exam questions look like for each of your courses?
- Do you know what skills are being tested?
- And do you know which skills you're good at, and which you still need to develop?

You can improve your outcomes by using these practice techniques:

- Writing exam answers under timed conditions and getting these marked
- Using mark schemes and examiners reports
- Comparing model answers against your own work
- Creating your own exam questions
- Making a revision schedule or planner

LEARNING SKILLS activity 1: The revision questionnaire

What sort of revision activities you did for GCSE do? Tick either always, sometimes or never next to each statement.

	Sometimes	Always	Never
Reading through class notes (c)			
Using resources on online (c)			
Using course textbooks (c)			
Using mind maps diagrams (c)			
Making / re-making class notes (c)			
Highlighting or colour coding (c)			
Flash cards (c)			
Using a revision wall to display learning (c)			
Writing exam answers under timed conditions (s)			
Reading model answers (s)			
Using past exam questions to plan out answers (s)			
Marking your own work to a mark scheme (s)			
Studying mark schemes or examiner's reports (f)			
Working with other students in groups/pairs (f)			
Comparing model answers against your own work (f)			
Creating your own exam questions (f)			
Handing in extra exam work for marking (f)			
One to one discussion with teachers / tutors (f)			

Did you notice the categories next to each item?

C = content

S = skills

f = feedback

Now score your answers:

Put in your scores for each category here:

Sometimes = 2

Always = 3

Never = 1

c =

s =

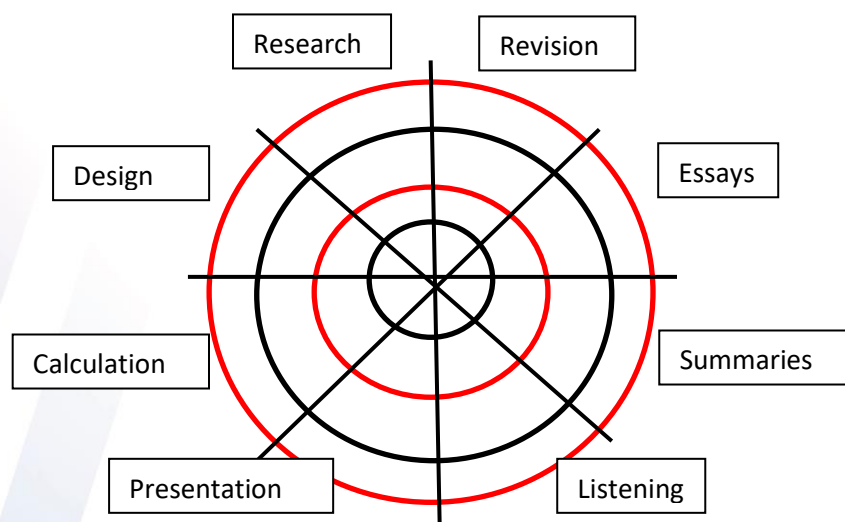
f =

Your revision should include all three techniques.

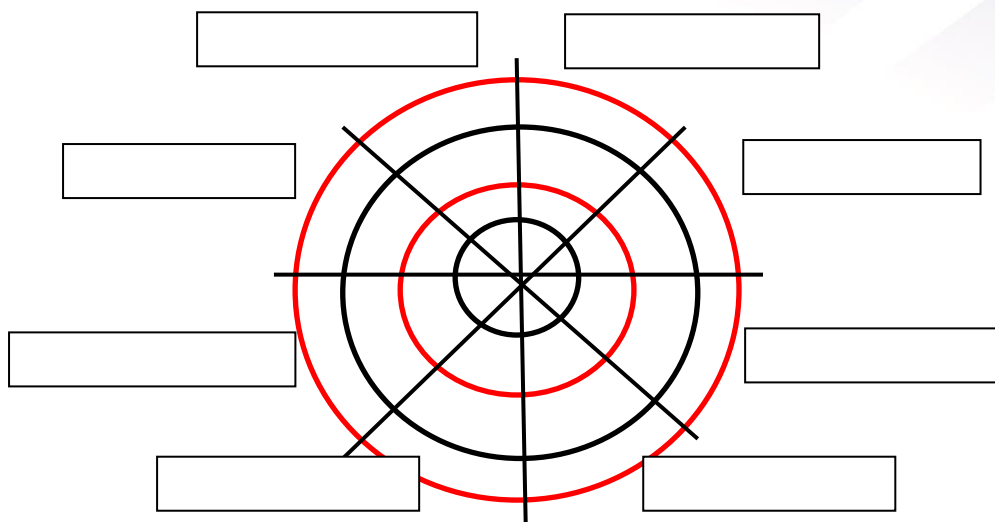
1. Did you see a trend in your answers towards one category?
2. What could you do to ensure you complete a balanced mixture of activities to help your revision when you are studying?
3. List any other activities that you carry out and assign them a category: c, s or f.
4. What do you do if you can't understand something (try again, read textbooks, see tutors/other students ...)

LEARNING SKILLS Activity 2: Know the Skills

Colour each segment of this diagram based on how confident you feel with this skill (colour in the inner section if you are not very confident – moving to the whole segment if you are very confident).



Now repeat the exercise but include other skills that you need to develop. Colour each segment based on how confident you feel with this skill (colour in the inner section if you are not very confident – moving to the whole segment if you are very confident).



Where you are confident:

- How have you become good at this?
- What techniques have you used or practiced?

Where you are not confident:

- How could you improve on this skill?

LEARNING SKILLS activity 3: The ten-minute rule

Try to commit to a lot of short “bite sized” skill development sessions of no more than 10 minutes. This technique will help you overcome barriers to revising or practising your study skills – you can always find 10 minutes in your day for practice.

1. Tell yourself you are going to do 10 minutes of skill development; that’s all!
2. Decide what the ten minutes is going to be spent on. It could be a short piece of revision, a problem that you have struggled with or anything related to your course.
3. Clear a space and sit down with the right materials to hand
4. Start skill developing! Set a timer or your phone alarm for 10 minutes.



LEARNING SKILLS: Reflection

Use the space below to record anything you would like to work on as a result of working through this section of the Advanced Mindset on Skill Development. What did you do for GCSE and how can you become more effective?

SECTION 7

STAYING POSITIVE



Do you have a positive approach to learning? What is your personal attitude towards learning and your ability to learn? Do you believe that your ability to learn is fixed by your intelligence? Or do you believe that you are constantly learning about yourself through experiences? Do you bounce back after facing disappointment or failure?

Are you NAF or NACh?

Which of these people are you?

Thrive on a challenge
Determined
Willing to take risks
Enjoy being assessed
“the desire to be successful outweighs the fear of failure”



Need to Achieve = NACh

Avoid challenges
Work slowly
Avoid taking responsibility
“want to be successful, but the fear of failure outweighs the desire to succeed”



Need to Avoid Failure = NAF

Think about yourself; think about your friends – which type are you; which type are they?

How would you feel if someone you cared about put themselves down - wouldn't you tell them to stop and point out their positive qualities? You are worth just as much.

STAYING POSITIVE activity 1: Stopping negative thoughts

Do you ever feel overwhelmed by what you are trying to achieve? It is not uncommon to feel this way sometimes, but allow the negative thoughts to take hold and they will damage your chances of success.

Put a line through any of the statements below if you have been affected by this thought, and add in the blank space any other negative thought that has affected you:

I'm too disorganised

Life is not fair

I'm too far behind now

I can't focus

I don't really believe in myself

I'm not bright enough

Everyone else in my class gets this but I don't

I don't want to disappoint my parents if I fail

I'm not sure where this course will get me

No one explains things properly, I don't stand a chance

I think I am on the wrong course

[Blank thought bubble]

Now think again about your negative statements and answer these questions honestly:

1. Are you blaming yourself for something that isn't under your control?
2. Are you secretly willing yourself to fail so you don't have to try so hard?
3. Are you making excuses not to work your hardest?
4. Are you over generalising the situation (one course may be difficult but others are going really well)?

Take your negative thoughts and re-frame them into a positive statement, e.g.:

I'm not going to get the grades to get into university. Then I'll end up without a job and have a miserable life

=

I'm going to have to work very hard to get good grades. I need to look at a few different options so I have more than one possible route to university

REWRITE THESE STATEMENTS TO MAKE THEM POSITIVE:

- a) I've never been good at exams.
- b) Stuff like this always happens to me.
- c) If my report is bad, my mum and dad are going to hate me.
- d) I'm only going to fail, so what's the point in trying.
- e) I've been rubbish at this subject since primary school. I should have never picked it at College.
- f) If I fail this Formal Progress Point, it'll mean the whole term's been a disaster.

WHAT CAN I SAY TO MYSELF?

Instead of...	TRY THINKING...
I'm not good at this	What am I missing?
I give up!	I'll use some of the strategies I've learned
This is too hard	This may take some time and effort
I can't make this any better	I can always improve, I'll keep going
I can't do maths	I'm going to train my brain in maths
I made a mistake	Mistakes help me improve
I'll never be as smart as her/him	I'm going to figure out what s/he does and try it
It's good enough	Is this really my best work?

“If you always do what you’ve always done, you’ll always get what you’ve always got”

Change what you can in your life – YOUR MINDSET!

STAYING POSITIVE ACTIVITY 2: THERE AND BACK AGAIN

This is a balancing exercise that frees up the mind and allows you to make sense of a number of competing thoughts and worries. It works by improving good blood flow to the brain.

1. Block out an hour of your time; alone and undisturbed.
2. Choose a destination, about 20 mins walk away
3. On the way there, think only positive thoughts 'things I am good at/thankful for'.
Record your thoughts, or list them
4. On the way back, address the problems you think you have but only with a solution: "things I can do to solve my problem(s)".
5. Take a few minutes on your own, make a note of your thoughts and ideas
6. Repeat this exercise on a regular basis. It may seem silly at first but it will become easier, and eventually reinforcing your positive thoughts will become a habit. Try twice a month for a while and see how it goes.



STAYING POSITIVE: Reflection

Use the space below to record anything you would like to work on as a result of working through this section of the Advanced Mindset on Positive Approach

SECTION 8: CONCLUSIONS

What are your overall impressions of the Advanced Mindset process?

Reflecting on the Advanced Mindset, what are the key skills and qualities you think are needed to be a successful learner and beyond in your career?

Quality/Skill	Example of where you have demonstrated it

Explain 3 things you will do to develop these skills?
 Try to be SMART – specific, measurable, achievable, realistic and timebound. (E.g. To help me develop my note taking skills, I will create a mindmap to summarise each of the first 6 chapters of my psychology textbook, by October half term)

Quality / Skill	What you will do to develop	By when
1		
SMART Target:		
2		
SMART Target:		
3		
SMART Target:		