

School Success Behaviors

Materials

- Chart paper, markers, and tape
- Unsuccessful → Successful Behaviors Handouts (one for each student)
- Students should bring a pen or a pencil

Preparation

- Write “LOOK”, “FEEL”, and “SOUND” at the top of three individual chart papers with a line down the middle of the paper. Post each of these three sheets around the room.

Part 1

- Divide students into three groups. Instruct students that they will write down their answers to the following questions only on the RIGHT side of the sheet. Encourage students to discuss their ideas with each other throughout the activity. Rotate groups to the next sheet after 1 minute.
 - As the groups are working and rotating. Walk around and write the opposite of what they wrote in RED on the LEFT side (i.e. Students are writing successful behaviors/good things on the RIGHT; You’re writing unsuccessful behaviors on the LEFT).
- *What does it LOOK like to be a successful student?*
 - *What do they DO? What behaviors do they engage in? What actions do they take?*
 - e.g. be on time, be prepared for class, turn homework in, plan ahead, focus/pay attention in class, get plenty of rest, practice organization/planning, manage their time/set a schedule for studying, productive study sessions (NOT CRAMMING)
- *What does it FEEL like to be a successful student?*
 - *Feelings words*
 - e.g. happy, proud, accomplished (NOT STRESSED, WORRIED, OVERWHELMED)
- *What does it SOUND like to be a successful student?*
 - *What does the student say? What do teachers/school counselors say to them? What do peers say?*
 - e.g. student speaks up and asks/answers questions in class, student talks positively (NO EXCUSES), student talks about the future (NOT THE PAST), teachers praise student, parents praise student (DOESN’T GET LECTURED/ YELLED AT), peers may ask student for help, others may say student is smart or a good student

Part 2: Post-Activity Discussion

- Have students go back to their seats for discussion. Draw an arrow from LEFT to RIGHT on each sheet.
- Process what students identified as successful behaviors and why they chose those words.
 - *Students may write some negative things on the right side like stressed, overwhelmed, or worried because they think this is what it feels like to get good grades and be held to a high standard at all times. Remind them that if they practice successful behaviors long enough to develop a habit, and if they stick to their plan, maintaining those good grades won’t be too hard. It will still require work, but it shouldn’t be overwhelming.
- *As you probably noticed, you were writing positive/successful behaviors while I wrote down some of the opposite things that prevent students from being successful. Does anyone see something on the LEFT side of these sheets that you have a history of doing? How do you think*

you can change those unsuccessful behaviors on the LEFT that you might be doing now to behaviors on the RIGHT that will help you be successful? Let's set a goal to change one of your current unsuccessful behaviors to a successful one starting now!

- Distribute Unsuccessful → Successful Behaviors Handouts and have them fill out the sheet.

Write down one unsuccessful behavior that you are going to work on changing to a successful behavior over the next week. Keep this sheet in a safe place where you won't lose it and you will see it everyday to remind you of your goal.



UNSUCCESSFUL BEHAVIOR

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