*Get*

4. **How will we know we have achieved it?**

Get students to consider how they are going to measure success. Urge them to consider all the different ways this may occur; it won’t be just grades . For instance, teacher feedback, doing a piece of homework and feeling confident we have understood it, not feeling stressed, answering questions in class etc

5**. How are we going to achieve it?**

This translates as systems/procedures part on original chart; could include things like homework schedule/ staying organised/ asking for help when needed/ supporting each other etc. Encourage them to think of small things, manageable things

6**. What kind of things could we get to help us?**

This is the ‘consumables’ bit so could include things like pens / file dividers / diary / homework planner / correct equipment / study guides / pin board to put up reminders.

Encourage them to think about things that have helped them in the past e.g. it might be a clear pencil case so they can find things easily!

**MOMENT OF TRUTH: BEGINNING YOUR NCEA**

7. **Training and progression**

This section is where students can think about what their form tutor / subjects teachers / year 13 students / school generally could do to help them. We could also use this bit to talk to them about the kind of things they can expect in year 11 e.g. careers / tutor time for planning / open evenings....all things that will help them through the next three years.

(I also thought this could be a nice way in to year 13 - give them an overview of what they are ultimately working towards)

3. **What do we want to achieve?**

Students to begin to consider what they want to achieve this year by various times. This can be reviewed on an ongoing basis. At this stage, if some of them want to say get E’s, fine, let them. However, encourage them to think in real terms e.g. in one month have an understanding of what subjects entail / by half term, feel I have made progress in maths for example, by end of term, feel more confident in subjects. If students can’t answer all now, just leave it for later date.

**2. What if we wanted to get it really wrong?**

Students to really consider the worst case scenario... and then share ideas, in order to realise that even if the ‘worst’ does happen i.e. forget to do homework, it’s manageable.

1. **What tends to happen?**

Students to reflect on what usually happens/ what has happened in the past in stressful situations e.g. lots of homework to do on one night / extra-curricular clashes with academic / feeling ill / lots of revision / exam pressure/ finding subjects difficult...

How do they typically respond?? And what is usually the outcome – consider both positive and negative.