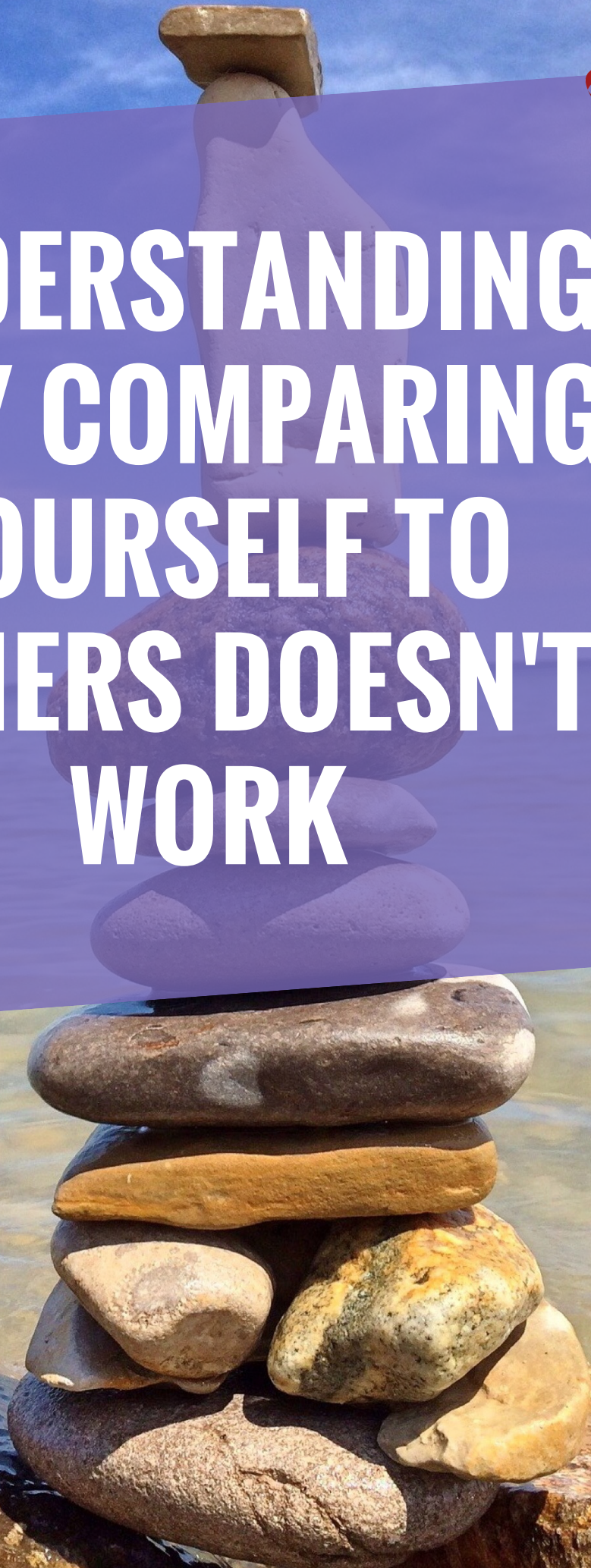




UNDERSTANDING WHY COMPARING YOURSELF TO OTHERS DOESN'T WORK



PERFORMANCE LEARNING TEACHING RESOURCE

We are all human and no one person is perfect. Falling short is always a reality, especially when we compare ourselves to others. Our pupils will regularly do this as they grow and develop their place in the world.

Here are some useful tips and printable resources that you can share with your pupils to help them plan and prepare for the academic challenges that they will face as they progress through their learning.

“

**SUCCESS IS THE SUM
OF SMALL EFFORTS,
REPEATED DAY IN
AND DAY OUT.**

”

/ ROBERT COLLIER /



TIP 1. UNDERSTANDING WHY THEY DO IT

1.

It is always the case that someone else will have done better in an exam. Pupils can begin to disproportionately compare their results to others and use others' success to highlight their own failures.

2.

They can begin to look for reasons that might help them rationalise why they didn't do as well. This leads them to the conclusion that they're not as smart, as talented, motivated, connected or educated.

3.

Talk to your pupils about the potential pitfalls of comparing themselves to others and empower them to identify their fears and set a plan in place to address them and improve their chances of progress and achievement.

TIP 2. HELP THEM HOLD ON TO THEIR SELF-BELIEF

1.

After a while the rationalisations discussed in Tip 1 can turn into beliefs they hold to be true about themselves. If these beliefs remain unchecked they begin to manifest themselves into self-fulfilling prophecies.

2.

Pupils will begin trying less and they might not even want to try at all anymore because they believe they are not going to do well anyway and so what is the point.

3.

If pupils continue to believe that they are not good enough, then they never will be. Self-belief is a crucial factor in achieving their own success.

4.

Use the Performance Learning Exam Planner learning resource to help them take control and boost their self-belief.

TIP 3. TEACH THE VALUE OF SHARING SUCCESS

1.

Talk to your pupils about the advantages of sharing in other people's success. If other people succeed, be happy for them, reach out to them, wish them well and acknowledge with your pupils that their time will come too, one day.

2.

It is important for pupils to understand that if they want others to be happy for them when they succeed, so they too have to be willing to do the same for others when they succeed.

3.

By celebrating each other's achievements, the success feels even greater for both.



TIP 4. HELP THEM TO STOP GETTING STUCK IN THE MOMENT

1.

One of the biggest problems with your pupils comparing themselves with others is that they are only taking that single moment or result as a reference point for comparison.

2.

From this single instance, the pupil may then make a generalisation that they are failing and that their effort has been futile.

3.

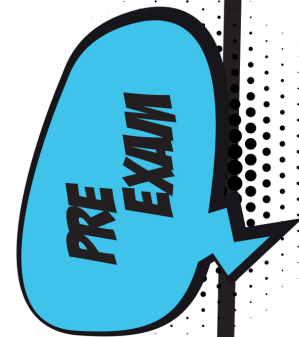
Let your pupils know that a lower mark for a piece of work or test should not make them disregard the moments of sacrifice and hard work that has led up to that single point. It certainly does not mean that they cannot do better next time.

PERFORMANCE LEARNING EXAM PLANNER

Having a set routine during your exams will help you with the following:

- 1.** Staying calm and relaxed.
- 2.** Not making silly mistakes.
- 3.** Finishing with enough time to check your work.
- 4.** Not getting distracted.

Performance Learning[®] Exam Planner



NAME:

SCHOOL:

01 Pick a subject you would like to do really well in and write it down.

02 Why would you like to do well in this subject?

03 What specific areas in your subject do you need to improve upon to do well in your exams?

04 When would you like to notice yourself improving in this area by? Give your answers in the following format:

Days:

Weeks:

Months:

05 How long do you have from today to make that improvement?

06 How would you like to feel at the time?

07 What do you need to do differently in school to ensure you give yourself the best chance to improve in your subject in the time frame you have given yourself?

08 What do you need to do differently at home to ensure you give yourself the best chance to improve in your subject in the time frame you have given yourself?

09 What could stop you from reaching your goal?

THE NIGHT BEFORE

01 What do I want to feel during all of my exams?

02 Why do I want to feel this way?

03 What am I going to do to feel this way?

DURING THE TEST

01

Does my answer make sense?

02

Have I read the question properly?

03

Can I add anything else?

04

Is my spelling, punctuation and grammar correct?

POST REFLECTION ROUTINE

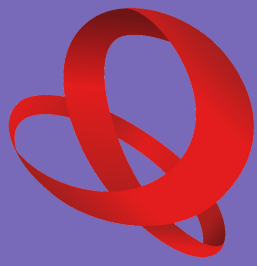
It is really important for you to reflect after an exam as immediately after is when you can learn the most.

01 What am I happy about from this test? For example, 'I completed on time, I stayed calm and relaxed.'

02 What do I feel did not go my way? For example, 'I find some of the questions difficult.'

03 What can I improve on or do better in next time? For example, 'Revise more so I don't find the questions that difficult.'

PRINT & KEEP



Performance[®]
Learning

“

I feel happier. I'm not in a mood any more. I feel more awake in my lessons.

- Kyle, Year 6, Topcliffe Primary School, Birmingham

”

“

I went from a 4 to an 8 in my physics thanks to Performance Learning. Need I say any more?

- Monica, Year 11, Northumberland Park Community School

”