

Reset your day. Protect your energy.

A brief reset and workload planner for a demanding school day. You do not have to solve everything at once.

01 Notice the moment

Pause and name the demand: “I have several priorities competing for my attention.” Notice your feet on the floor or one object around you.

02 Choose what matters next

List your tasks. Choose one that needs action today, one that can wait, and one for which you can ask for support.

03 Set a realistic boundary

Choose a stopping time or a limit for one task. Try: “I can complete X today; I need support or more time for Y.”

YOUR PLAN

My priority for today:

One task that can wait:

Support I can request, and from whom:

My stopping point or boundary:

Afterward: what helped, and what could change?

“I can care deeply and still have limits.”

Workload, staffing, resources, and school expectations matter. Personal strategies do not replace organizational support.

Educational practice, not therapy or emergency support. Keep your completed worksheet private.

Find your focus. Take one step.

A simple study planner for when schoolwork feels overwhelming. Use it on paper; there is no need to share your answers online.

01 Choose one task

Name a specific task, such as “practice three equations” or “outline one paragraph”. Make the first step small.

02 Create a short focus period

Choose a manageable period, such as 10 minutes. Put distractions aside when possible and keep the materials you need nearby.

03 Try, review, and ask

Attempt the task. Mark what you understand and what is unclear. Take a brief break or ask a teacher or trusted adult for help.

YOUR PLAN

The task I will work on:

My first small step:

My focus period and planned break:

One question I need help with:

What I learned or tried today:

“A difficult task does not define my ability or my worth.”

If someone is hurting or threatening you, move toward a safe place and tell a trusted adult. This worksheet is not a way to report an emergency.

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Prepare with purpose. Reset with confidence.

A mental preparation routine for practice or competition. Adapt it to your sport and the guidance of your coach.

01 Choose a process goal

Pick an action you can control: your preparation, communication, attention, or effort within safe limits. Avoid making winning your only goal.

02 Build a simple routine

Review your goal, imagine yourself carrying out one familiar skill, and choose a short cue such as “next play” or “steady and ready”.

03 Reset after a mistake

Acknowledge what happened without insulting yourself. Use your cue and choose the next useful action. Reflect after the session, not during every play.

YOUR PLAN

My process goal:

My preparation routine:

My short focus cue:

How I will reset after a mistake:

One lesson to carry into next time:

“My performance is part of my life, not the measure of my worth.”

Do not play through injury or hide symptoms. Follow qualified medical guidance for injury care and return to sport.

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Work through pressure. Choose your next move.

A practical worksheet for sorting demands and taking a manageable next step at work.

01 Separate facts from predictions

Write down what is happening and what you are predicting. Try “The deadline is tomorrow” rather than “Everything will go wrong”.

02 Sort control and support

Identify what you can act on, what you can influence, and what needs someone else’s help. Choose one useful action.

03 Communicate the trade-off

Clarify priorities or ask for support. Try: “I can finish A by today. To include B, which priority should shift?”

YOUR PLAN

The facts of the situation:

The prediction I want to examine:

One action within my control:

A clarification or support request:

When I will check progress and take a break:

“I can take a useful step without solving everything right now.”

Persistent excessive demands or unsafe conditions need appropriate organizational support. A mindset exercise does not resolve them alone.

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Connect first. Encourage the next step.

A conversation guide for supporting a student or athlete after a difficult day. Listen before trying to fix the problem.

01 Invite, do not interrogate

Try: “Would you like me to listen, help make a plan, or give you some space?” Respect a pause and return to the conversation later.

02 Recognize effort and feelings

Reflect what you heard without judgment: “That sounds disappointing.” Ask about a useful effort or lesson, not just grades or scores.

03 Agree on one next step

Ask: “What would make tomorrow a little more manageable?” Offer practical support and avoid adding pressure or comparing them with others.

YOUR PLAN

An opening phrase I can use:

What I heard, without assumptions:

One effort or strength to recognize:

The next step we agree on:

When I will check in again:

“You matter to me beyond your grades, scores, or results.”

For bullying, abuse, threats, or safety concerns, seek appropriate help. Do not promise secrecy or pressure a child to confront someone unsafe.

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