The background features several thick, diagonal bars in blue, red, yellow, and purple, each with a series of horizontal lines at one end. Overlaid on these are several light gray geometric shapes, including squares and circles, some of which are partially filled or have internal patterns.

# 6TH GRADE SUCCESS

ACADEMIC SUCCESS  
CAREER EXPLORATION  
CREATING A BETTER YOU

# HEY 6TH GRADERS,

Being in the sixth grade means that you are older, bigger, and smarter. It also means that your schoolwork is getting harder. For you to have a great sixth grade year there are a few things you need to do.

First, make learning and grades your top priority. When you work hard in school and get good grades, your family and teachers are proud of you, school is more fun, and most importantly, you feel proud of yourself.

Second, you want to think of things that you can do this year to make you stronger, healthier, and happier. Success doesn't just mean getting good grades—it also means taking care of yourself and being your best you.

And finally, it's not too early to start thinking about what kind of career you might like to have, and about how you'll prepare for it.

This book is going to help you with all of the above. So, complete the activities in this book, and then use what you learn to help you have an awesome sixth grade year!

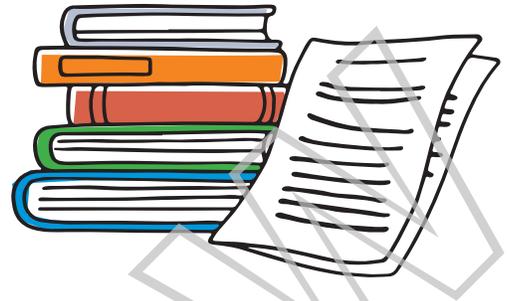
# TABLE OF CONTENTS

<b>Academic Success</b> .....	2
Your School .....	3
Organization.....	4
Time Management .....	5
Class Success .....	6
Study Smart .....	7
Test Taking .....	8
Ask for Help .....	9
<b>Career Exploration</b> .....	10
Your Interests .....	11
Your Abilities .....	12
Careers and Educational Choices .....	13
<b>Creating a Better You</b> .....	16
Setting Goals.....	17
Building a Growth Mindset .....	18
Social-Emotional Learning .....	20
Building Character .....	22
<b>Wrapping Up</b> .....	24

# ACADEMIC SUCCESS

To be a good student, you need to be organized. You also need to manage your time well, study smart, be a good test taker, and more.

This section will give you some tips on how you can get good grades, and be the best student you can be!



## How are your grades?

Put a check mark by the statement that best describes how you feel about your grades.

- I am happy with the grades I get.
- I'd like to improve my grades a little.
- I'd like to improve my grades a lot.

If you're happy with your grades, congratulations. The tips in this section may help you get even better grades. If you'd like to improve your grades, this booklet can definitely help you do that!

## 6th Grade Skills Assessment

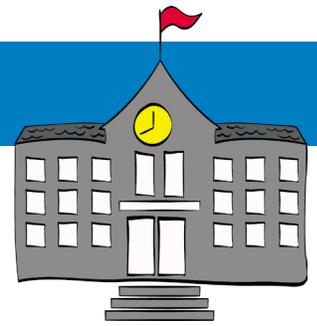
Put a check mark in the column that best describes how you think you're doing in each area.

	Very Good	Good	Needs Improvement
Organization	_____	_____	_____
Time management	_____	_____	_____
Attendance	_____	_____	_____
Homework	_____	_____	_____
Class participation	_____	_____	_____
Taking notes	_____	_____	_____
Reading to learn	_____	_____	_____
Preparing for tests	_____	_____	_____
Taking tests	_____	_____	_____

Which two of these areas do you need to improve the most?

1. \_\_\_\_\_ 2. \_\_\_\_\_

# YOUR SCHOOL



To get the most out of this year, you need to be in school every day and be an active member of your school community.

## Know your school.

What's your school mascot? \_\_\_\_\_

What are your school colors? \_\_\_\_\_

Do you know what to do if you're absent or late?  yes  no

Do you know your school's cell phone policy and dress code?  yes  no

Have you been to your school's website?  yes  no

What do you like most about your school?

\_\_\_\_\_

What question(s) do you have about your school or your school's rules?

\_\_\_\_\_

\_\_\_\_\_

## How's your attendance?

Being part of your school community also means having good attendance and making the most of the time you're there. When you miss school, you not only miss out on important instruction and homework explanations, you also miss out on building relationships with your teachers and classmates—and these relationships can go a long way in helping you succeed in school.

About how many days of school do you usually miss a year?

0-5  6-10  11-20  More than 20

Has poor attendance negatively affected your grades?

Yes  Maybe  No

Unless you have an extended illness or a health problem, you shouldn't miss more than a few days of school a year. If you miss too much school, what can you do to improve your attendance?

\_\_\_\_\_

# ORGANIZATION

Being organized makes your life run smoother, saves you time, and makes you feel like you're "on top of things."



Put a check in the boxes that **best** describe you.

	Almost Always	Sometimes	Hardly Ever
1. I have what I need when I go to class (book, pencils, paper).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have a system for organizing my papers (handouts, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I use a planner/agenda to keep track of my assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I create a study plan when I have a lot of homework to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I get everything ready for the next day before I go to bed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have contact information for someone in each class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I make To Do lists when I have a lot to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I keep my backpack and locker neat and organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Survey Results** - Give yourself 2 points for each **Almost Always**, 1 point for each **Sometimes**, and 0 for each **Hardly Ever**. **Your Score** \_\_\_\_\_

If your score is 14- 16, you're probably pretty organized. Keep it up! If you have less than 14 points, consider the items you marked **Sometimes** or **Hardly Ever** and work on improving those organization strategies.

## Organize your stuff.

When your stuff is organized, you know what you have and things are a lot easier to find. How neat and organized is your stuff?

	Very Organized	Okay	A Total Mess
Your backpack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your folders/binders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your locker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your stuff at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your study area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which of these areas needs the most organizational help? What can you do to improve it?

---

# TIME MANAGEMENT

Effective time management means making smart choices about how you spend your time—especially your free time.

## How do you spend your time?

Think about the things you like to do in your free time, and list four of your favorite activities.

	1	2	3
1.			
2.			
3.			
4.			

After you've listed your favorite activities, do the following for each:

**In column 1** – write an **A** if it's an activity that you primarily do alone.  
Write an **F** if it's an activity mostly done with friends or others.

**In column 2** – write an **M** if it's an activity that involves movement or action.  
Write an **S** if it's a sedentary activity requiring little movement.

**In column 3** – write an **I** if it's an activity that's generally done inside.  
Write an **O** if it's an activity mostly done outside.

What does the above activity show about how you spend your free time?

---

Should you make any changes to how you spend your time?

---

## Control time wasters.

Social media, TV, and video games can all be huge time wasters. Try to schedule small chunks of time for these activities, and stick to your schedule.

What are the time wasters in your life? What can you do to control them?

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# CLASS SUCCESS

Success starts in the classroom! When you get the most out of the time you spend in class, you have a lot less to learn on your own.



## Class success tips

Use these words to complete the following class success tips.

homework   participate   related   help   refocus   answer   respectful

1. Ask and \_\_\_\_\_ questions in class.
2. Always have all of your \_\_\_\_\_ done.
3. Ask for \_\_\_\_\_ when you need it.
4. \_\_\_\_\_ in class discussions.
5. When you catch your mind wandering, notice it, and \_\_\_\_\_ on the class.
6. Be \_\_\_\_\_ to your teachers and classmates.
7. Put away anything that isn't \_\_\_\_\_ to the class you're in.

Answers are at the bottom of the page.

## Be aware of your body language.

Our body language (gestures, posture, and facial expressions) often communicates what we're thinking and feeling even better than words. Students who are slouching in their seat or looking out the window are sending a message that they don't care about the material that's being presented or discussed. *Messages like this don't win you any points with your teachers!*

## What messages are you sending?

Think about your classroom body language and pretend that you're looking at yourself through your teachers' eyes. Circle any words you think your teachers might use to describe you.

Daydreamer	Bored	Disrespectful	Unhappy	Friendly
Hard worker	Engaged	Attentive	Organized	Lonely
Disorganized	Confident	Tired	Angry	Happy

How can you improve your body language in class?

---

---

1. answer   2. homework   3. help   4. participate   5. refocus   6. respectful   7. related

# STUDY SMART

The key to success is not studying a lot. It's studying smart.

## Be smart about how you do homework.

When you study smart, your homework takes less time and your homework grades are higher.

Put a check mark by the things you can do to improve how you do your homework.

- Spend more time on my homework.
- Get help from a parent, classmate, or teacher.
- Find a better place to do my homework.
- Turn off the TV or music.
- Be more focused while I'm doing my homework.
- Start working on my homework earlier.
- Know the assignment and have the materials I need.
- Limit the interruptions (phone, text messages, etc.).
- Other \_\_\_\_\_



## Make large assignments easier to do.

Breaking large assignments down into smaller parts makes them much more manageable. Spreading them out also helps ensure that you get large assignments and projects done on time.

### You try it.

Suppose you have to write a two-page paper for your social studies class. Today is Monday and the paper is due Friday. Think about how might you break this assignment down and spread the work out over the week. Write down the tasks you might do each day.

Day	
Mon.	
Tues.	
Wed.	
Thurs.	
Fri.	Social studies paper due

# TEST TAKING

To do well on any test, you must study and be prepared. You can further improve your test performance by being a good test taker.

Put a check in the boxes that best describe you.

Almost Always    Some-times    Hardly Ever

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 1. I use all the time I'm given when taking a test.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I study enough to feel prepared.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I mark questions I want to come back to.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I get a good night's sleep the night before a test.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. On multiple choice questions, I try to come up with the answer in my head first. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I organize my ideas before answering an essay question.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. If I have time, I check all my answers.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I am happy with my test grades.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Survey Results** - Give yourself 2 points for each **Almost Always**, 1 point for each **Sometimes**, and 0 for each **Hardly Ever**. **Your Score** \_\_\_\_\_

If your score is 14-16, you're probably a pretty good test taker. If you have less than 14 points, consider the items you marked **Sometimes** or **Hardly Ever** and work on improving those test-taking strategies.



## Test-taking Tips



- ▶ Before you start, stay calm and think positive thoughts. If you're nervous or anxious, take several deep breaths.
- ▶ As soon as you get your test, write anything you want to remember at the top of the test.
- ▶ Don't get stuck on difficult questions. Mark them, move on, and come back to them later.

How can you improve your test-taking skills, and improve your test grades?

---

---

# ASK FOR HELP

Your school has a number of people there to help you get the best education possible. Know who these people are and how they can help you.

Think about the people in your school and fill in the blanks.

1. Your counselor's name \_\_\_\_\_  
Where is your counselor's office? \_\_\_\_\_  
How do you go about seeing your counselor? \_\_\_\_\_  
\_\_\_\_\_

2. Your principal's name \_\_\_\_\_

3. The office secretary's name \_\_\_\_\_

4. List the names and titles of four other people in your school who are available to help you (e.g., Miss Jones – librarian / Mr. Smith – coach).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

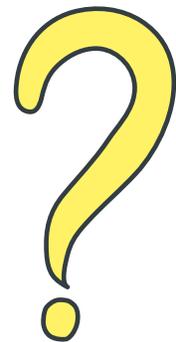
5. Who can best help you resolve the following problems?

Locker problem \_\_\_\_\_

Difficulty with a class \_\_\_\_\_

Difficulty with a teacher \_\_\_\_\_

Being bullied or harassed \_\_\_\_\_

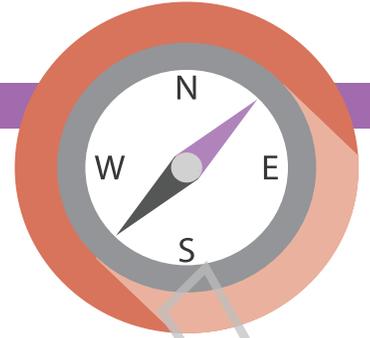


6. When was the last time you needed help with something? Who helped you?

\_\_\_\_\_  
\_\_\_\_\_

*Remember to always thank the people who help you!*

# CAREER EXPLORATION



You wouldn't go on a trip without knowing where you are going, or without a map or GPS providing directions. If you did, who knows where you would end up?

It's the same in the journey of life. To prepare for your future, you need to think about where you're going and how you're going to get there.

## Your Career Journey

Career exploration is a personal journey that's always evolving. *Here are some things you can do to get your career journey off to a good start. These are also things we'll discuss in this section.*

**Think about your interests.** Your interests are simply the things you like to do. At this point in your career exploration journey, when you're just starting to think about what you'd like to do with your life, considering what you enjoy doing is a good place to start.

**Think about your abilities.** Your abilities are what you're "good at" or have a talent for. Of course, your skills and talents will change and develop as you grow, but considering your abilities now will help you identify which career areas to explore first.

**Learn about your career options.** It's important to learn about the types of career fields that are available, so you know what your options are. There might be careers you've never heard of that could be the perfect fit for you!

**Learn about your education options.** Almost all career fields require some kind of education or training after high school, and it's important to learn how different education options can help you prepare for a career.

**Check the box that best describes where you are on your career journey.**

- I have a specific career I want to pursue. It is \_\_\_\_\_.
- I have a career area / subject I'm interested in. It is \_\_\_\_\_.
- I don't have any idea of what career area or subject I'm interested in pursuing.

# YOUR INTERESTS

When you're thinking about a career, it's important to consider your interests. You want a career that has the kinds of tasks and activities you enjoy.

## Think about your interests.

1. What are your favorite school subjects? \_\_\_\_\_

2. Name one activity you become so involved in that you lose track of time.  
\_\_\_\_\_

3. Imagine that you've just gotten a job on a large cruise ship.

Go through the jobs listed below, and put a ✓ by the three jobs you would most like to have. Put an X by any job you wouldn't want to have.

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> captain         | <input type="checkbox"/> accountant            | <input type="checkbox"/> security officer    |
| <input type="checkbox"/> cook / chef     | <input type="checkbox"/> musician              | <input type="checkbox"/> child care director |
| <input type="checkbox"/> photographer    | <input type="checkbox"/> nurse / doctor        | <input type="checkbox"/> gift shop manager   |
| <input type="checkbox"/> social director | <input type="checkbox"/> electrician / plumber | <input type="checkbox"/> tour guide          |
| <input type="checkbox"/> engineer        | <input type="checkbox"/> captain's assistant   | <input type="checkbox"/> computer technician |

4. In the middle of the ocean, your ship sprang a leak. Everyone on board jumped into the lifeboats and headed for a nearby island.

Go through the tasks listed below and put a ✓ in front of the three tasks you'd most like to do. Put an X by any task you wouldn't want to do.

- |   |  |
|---|--|
| <input type="checkbox"/> build a hut                | <input type="checkbox"/> organize supplies               |
| <input type="checkbox"/> take care of the injured   | <input type="checkbox"/> repair the lifeboats            |
| <input type="checkbox"/> hunt and fish              | <input type="checkbox"/> lead a rescue strategy meeting  |
| <input type="checkbox"/> plan a social activity     | <input type="checkbox"/> make tools or pottery           |
| <input type="checkbox"/> use parts to build a radio | <input type="checkbox"/> reassure those who are scared   |
| <input type="checkbox"/> teach groups of children   | <input type="checkbox"/> keep a journal or log of events |
| <input type="checkbox"/> design a lookout tower     | <input type="checkbox"/> develop a work schedule         |
| <input type="checkbox"/> settle arguments           | <input type="checkbox"/> study island plants and animals |
| <input type="checkbox"/> prepare meals              | <input type="checkbox"/> figure out why the boat sank    |

Do you see any kind of pattern in your responses? \_\_\_\_\_

# YOUR ABILITIES

Considering your abilities, skills, and talents is very important when determining which careers will be a good match for you. You are likely to be much happier and more successful in a career that focuses on your strengths!

## What abilities do you have?

When thinking about your abilities and how they relate to a career, a good place to start is to think about what school subjects you do well in. What are your two best school subjects?

\_\_\_\_\_

## Your aptitudes, talents, and skills

Aptitudes and talents are things you're naturally good at. For example some students seem to find it easy to learn a foreign language. They have an aptitude for languages. Students who can draw really well have artistic talent.



***Of course, aptitudes and talents don't do you much good unless you work to develop your skills!*** For example, a basketball player may have a lot of natural athletic ability, but to be good, he/she has to work hard on shooting, dribbling, and more. And students who have artistic talent will only become good artists if they take classes and work to develop their artistic skills.

What is a skill or talent you want to work on developing this year? \_\_\_\_\_

What will you do to help develop it? \_\_\_\_\_

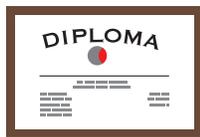
\_\_\_\_\_

**Remember...** What you're good at doing now can and will change and develop as you grow, but considering your abilities now can help you identify what career areas you may want to explore first.

# CAREERS AND EDUCATIONAL CHOICES

Careers and education go hand in hand. It is, therefore, important to learn about the various ways you can prepare for a career—in addition to learning about your career choices.

You don't have to make any decisions about your future now, but this is a good time to learn about the connection between your career choices and your education options. The next few pages will explore the different educational choices available, along with the types of careers each choice can prepare you for.



## Two-Year Community College

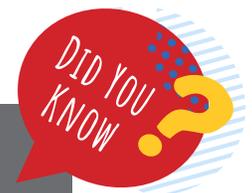
*Two-year community colleges provide affordable, career-oriented one- and two-year programs.*

- ▶ All high school graduates are welcome.
- ▶ Going to a two-year community college can be an excellent choice for students who have specific career goals.
- ▶ Attending a two-year community college for a year generally costs less than half of what it costs to attend a four-year college for a year.
- ▶ To save money, students who want a four-year college degree often start at a two-year college and then transfer to a four-year college after a year or two.

The following are some popular career fields you can prepare for at a two-year college. Circle any that interest you.

Accounting	Early childhood education	Interior design	Paramedic
Automotive technology	Fashion design	Law enforcement	Physical therapy assistant
Business management	Fire science technology	Nursing	Veterinary technology
Dental hygiene	Information systems	Paralegal	Web design

**The two most popular college majors are business and nursing.**





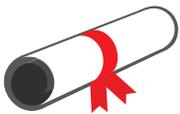
## Four-Year College

A four-year college education (bachelor's degree) can prepare you for a wide variety of careers.

- ▶ Four-year colleges vary greatly in their admission requirements, size, costs, and in the majors they offer.
- ▶ Four-year college students take about half their courses in their major (the subject they have chosen to study in depth).
- ▶ All four-year college students are required to take a number of general education courses (e.g., English, math, science).
- ▶ Students who want to attend a four-year college should take college-prep courses in high school and work hard to get good grades.

The following are some popular career fields you can prepare for at a four-year college.  
*Circle any that interest you.*

Biology	Computer science	Fine Arts	Pre-med
Business	Economics	Nursing	Psychology
Chemistry	Engineering	Physics	Social work
Communications	English	Pre-law	Zoology



## Career / Trade School

Career and trade schools offer short-term training in a variety of career fields.

- ▶ All high school graduates are accepted.
- ▶ Some programs take one or two years to complete; others can be completed in a matter of weeks.
- ▶ Career and trade schools are in business to make a profit, and they can be expensive.
- ▶ Thoroughly check out any career/trade school you're considering. Some of them are not reputable.

The following are some popular careers you can prepare for at a career/trade school.  
*Circle any that interest you.*

Auto mechanic	Cosmetologist	Medical assistant	Photographer
Barber/hair stylist	Dental assistant	Medical receptionist	Truck driver
Child care worker	Graphic artist	Nurse's aide	Veterinary assistant
Construction manager	Massage therapist	Pharmacy technician	Welder



## Apprenticeship

Apprentices learn a skilled trade through class instruction and on-the-job training.

- ▶ Apprentices start by doing simple tasks under the supervision of a journey worker.
- ▶ While apprenticeship programs are available in many career fields, the majority of programs are in construction and manufacturing.
- ▶ Apprentices start off earning about half of what experienced workers earn.

The following are some popular careers you can prepare for with an apprenticeship.  
 Circle any that interest you.

Auto mechanic	Cook	Machinist	Solar panel installer
Carpenter	Firefighter	Pipe fitter	Tool and die maker
Cement mason	Landscaper	Plumber	Welder



## The Military

The U.S. military offers enlistees free job training in over 2,000 job specialties.

- ▶ The military is the nation's largest employer.
- ▶ After 8-12 weeks of basic training, enlistees typically go to Advance Individual Training where they receive training for a specific job.
- ▶ The career, training, and educational opportunities are different for each branch of the military, so it's important to talk to recruiters representing two or more branches of the military.

The following are some popular careers you can prepare for in the military.  
 Circle any that interest you.

Accountant	Computer repairer	Machinist	Security officer
Aircraft mechanic	Cyber security specialist	Office manager	Welder
Computer programmer	Firefighter	Radar operator	X-ray technician

## What do you think?

Which education option seems like it might be a good fit for you?

- Two-Year Community College  
  Four-Year College  
  Career/Trade School  
 Apprenticeship  
  The Military

# CREATING A BETTER YOU



**Are you a positive person, or do you have a hard time looking on the bright side of things? Do you keep going when things get hard, or do you often get discouraged and quit?**

Everyone has things they'd like to improve about themselves. Part of being a successful student (and person) means always learning, growing, and working on those parts of you that will make you happier, healthier, and more resilient. After all, success doesn't just mean getting good grades and the career of your dreams. It also means taking care of yourself and being your best you!

## Work to become your best you.

Check the boxes that best describe you.

- | Yes                      | No                       |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Do you generally have a positive approach to learning new things? |
| <input type="checkbox"/> | <input type="checkbox"/> | Do you regularly set academic and personal goals?                 |
| <input type="checkbox"/> | <input type="checkbox"/> | Do you try to limit the amount of time you spend online?          |
| <input type="checkbox"/> | <input type="checkbox"/> | Are you usually able to control your emotions and behaviors?      |
| <input type="checkbox"/> | <input type="checkbox"/> | Do you have healthy ways to deal with stress?                     |

Give yourself 2 points for every **Yes** answer. **Your Total** \_\_\_\_\_

The higher your score, the closer you are to being your best you. Regardless of your score, this section is sure to give you some ideas on how you can create a better you.

To create a better you, what's one thing you should work on improving? \_\_\_\_\_

\_\_\_\_\_

What can you do this year to improve this one thing? \_\_\_\_\_

\_\_\_\_\_

# SETTING GOALS



Setting goals is important for people of all ages.

Goals help you determine where you want to go and what you want to accomplish. They give you focus, direction, and purpose. Having a goal also helps you determine a plan of action. For example, if your goal is to go to college, there are specific things you must do in order to achieve your goal.

While goals can be short-term (get a B on your history test) or long-term (graduate with a 3.0 GPA), every goal should be **SMART**: Specific, Measurable, Achievable, Relevant, and Time-bound.

## SMART Goals

**Specific.** Specific goals are well-defined and clear-cut. Instead of "I want to do better in school," a more specific goal would be "I want to earn a 3.0 GPA."

**Measurable.** Measurable goals make it easier to know how successful you are. Instead of "I will get in shape," a better goal would be, "I will be able to walk a mile in 15 minutes."

**Achievable.** Achievable goals set you up for success because they are goals you can realistically accomplish. Improving your math grade one letter is achievable. Raising a grade from a D to an A probably isn't.

**Relevant.** Setting relevant goals ensures that you're working toward goals that are worthwhile. For example, learning a new computer program is a more worthwhile goal than beating a video game score.

**Time-bound.** Time-bound goals have a date they are to be accomplished. "Complete my science project by Friday" is more motivating than "Complete my science project."

Write an academic and a personal goal on the lines below. For each goal check the boxes to show that it's Smart, Measurable, Achievable, Relevant, and Time-bound.

1. Set an academic goal.     S     M     A     R     T

---

2. Set a personal goal.     S     M     A     R     T

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# BUILDING A GROWTH MINDSET

Sometimes your successes, failures, talents, and shortcomings are defined by how you look at them—and by the mindset you have. If you think you're capable of succeeding, you have a better chance of doing just that!

## Fixed vs. Growth Mindset

### Fixed Mindset thinking

When you have a fixed mindset, you believe that either you are or you aren't good at something. A fixed mindset tells you there are limits to what you can accomplish—and that who you are right now is who you will always be.

Examples of Fixed Mindset thinking

- ▶ If you aren't good at something right away, you probably just don't have a "knack" for it.
- ▶ It's best to stick with things you know.
- ▶ It's good to avoid things you might fail at.



Having a fixed mindset can cause you to miss out on a lot of great opportunities. It can make you lack confidence in your ability to succeed, be hesitant to try new things, and afraid to step out of your comfort zone.

### Growth Mindset thinking

If you have a growth mindset, you believe that with effort, you can improve your skills and abilities—and that there are no limits to what you can accomplish.

Examples of Growth Mindset thinking

- ▶ Anyone can be good at something as long as they practice and work hard at it.
- ▶ Trying new things helps you learn, grow, and build confidence.
- ▶ Failure can help you figure out what you should do differently next time.



With a growth mindset, you can turn the things you feel you can't change into opportunities for growth and discovery!

**Think about it!** Where in your own life do you have a fixed mindset?

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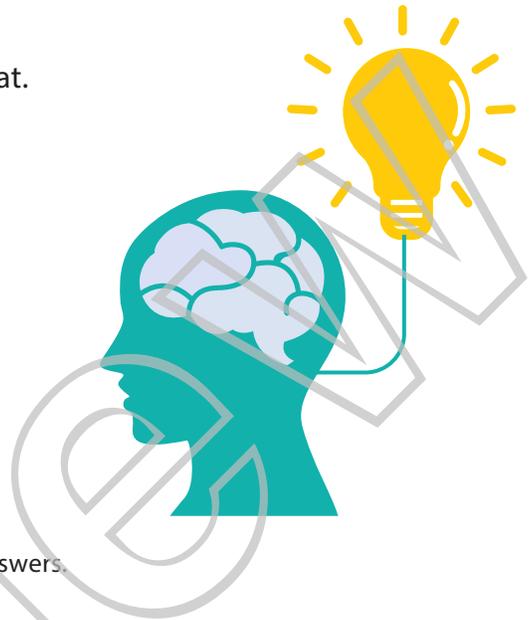
## What do you think?

Read through the following statements and mark whether you think each is an example of a fixed or growth mindset.

**Fixed**   **Growth**

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. No one in my family is good at that.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. I'm going to figure this out.          |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. This is too hard for me.               |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. I'd really like to get better at this. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. I'll never be able to do it.           |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. My brain doesn't work that way.        |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. I want to learn how to do that.        |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. I'm not very good at this yet.         |

See below for answers.



## Understand the Power of YET.

Take a moment to look at these two sentences.

- ▶ I don't understand it.      ▶ I don't understand it yet.

So, what's the difference?

The first sentence is hopeless. It's done. You just don't understand it. But when you add the word "yet," the sentence becomes positive and hopeful. It says that while you don't understand it right now, eventually you **WILL**.

**Try It!** Complete the following three sentences.

I'm not very good at \_\_\_\_\_.

I don't have the skills to \_\_\_\_\_.

I'm not able to \_\_\_\_\_.

Now, go back and add the word "yet" to the end of each sentence.

See how adding the word "yet" makes all the difference!

1. Fixed 2. Growth 3. Fixed 4. Growth 5. Fixed 6. Fixed 7. Growth 8. Growth

# SOCIAL-EMOTIONAL LEARNING

**Social-Emotional Learning (SEL) is the process of developing social-emotional skills, like coping with feelings, getting along with others, decision making, and more.**



## Why is SEL important?

Social-Emotional Learning is important because it enhances your ability to succeed in school, in a career, and in life. Developing SEL skills will help you be happier and healthier, do better in school, and have a brighter future.

SEL covers a lot of areas, but here we'll focus on an SEL skill that will help you succeed in 6th grade, and beyond: self-awareness.

## Self-Awareness

Self-awareness means understanding your emotions, values, strengths, and thoughts, as well as how these things can affect your behavior. *Here are some things you can work on to help improve your self-awareness, along with some examples.*

- ▶ Understand and label your emotions.  
*"My best friend moved away, and I miss her a lot. I'm really sad."*
- ▶ Recognize how your emotions affect others.  
*"When I'm mean or grumpy at dinner, it kind of ruins dinner for my mom and brother too."*
- ▶ Understand what triggers emotions for you.  
*"It makes me so angry when my younger sister messes with my stuff."*
- ▶ Be able to identify your own values and biases.  
*"I try not to judge, but I think my friend spends way too much time playing video games."*
- ▶ Identify your strengths and areas to grow.  
*"I'm really good at language arts, but I need to get some help with math."*

Choose one of the above skills and write about a time that you exhibited that skill.

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## How self-aware are you?

Being self-aware means being able to recognize and label your feelings and emotions. Fill in the spaces below with your thoughts and feelings.

Things that make me happy

Things that make me angry or sad

Things I get excited about

Things I worry about

Being self-aware also means that you recognize and are proud of the things you are good at—and that you recognize the things you need to work on.

What do you want to work to improve this year?

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## Self-awareness and success

When you are aware of your strengths and weaknesses, and in touch with your feelings, thoughts, and needs, you are more likely to be successful in school, in your career, and in life. Do what you can this year to work on being self-aware, and use what you learn to help you become a better you.

# BUILDING CHARACTER

A person with good character sets a good example for others and always tries to do the right thing.

## What is good character?

Good character can be hard to define, but having good character basically means that you try to be a good person, even when it's hard.



Look at the words below and circle the **five** words that describe a person with good character.

tall honest athletic funny beautiful muscular loyal happy kind  
healthy responsible lazy loud lucky rich popular respectful

Answers are at the bottom of the page.

## Taking responsibility

One way that students show good character is to take responsibility for their grades, and to always do their own work. Of course, some students look for shortcuts and choose to cheat. Some students think that it's not a big deal to cheat, *but cheating is a big deal and it's wrong*. If you cheat, you can't be proud of your grades, and you can get into a lot of trouble. Cheating also won't help you learn—and it certainly won't help you prepare for college.

Read each of the following and decide whether or not it's cheating.

### Is this cheating?

1. Copying someone else's homework
2. Having someone help you with your homework
3. Copying information word for word from the Internet
4. Not telling your teacher about a grading mistake
5. A friend tells you what's on a test you need to make up

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

**What are your totals?** Yes (Cheating) \_\_\_\_\_ No (Not Cheating) \_\_\_\_\_

While everyone would agree it's cheating to copy off someone's test paper, some things aren't quite so clear. But students generally know when they are doing something that's wrong.

*Students with good character do their own work. They don't cheat.*

Answers: honest, loyal, kind, responsible, respectful

## Making good choices

Do you realize how many choices you make every day? You choose what snacks to eat, what clothes to wear, and what to do in your free time. These are easy choices. Of course, some choices are more difficult. *It's the difficult choices that really show your character.*



## What choices would you make?

Read through the following scenarios and choose what you would most likely do in that situation. Circle A, B, or C for each.

1. You are walking down the hall at school with several classmates. One of them starts making fun of a friend of yours. What are you likely to do?
  - A Laugh and be happy they aren't making fun of you.
  - B Keep quiet and just keep walking.
  - C Stand up for your friend.
2. You accidentally broke your mother's vase while your friend was over. Your mother asks what happened. What are you likely to do?
  - A Blame your friend.
  - B Pretend you don't know how it happened.
  - C Tell the truth and apologize.
3. You're at a store with a friend and he takes a candy bar. What are you likely to do?
  - A No one is looking, so you take one too.
  - B Act like you didn't see him take it.
  - C Tell him to put it back.

**Did you answer C to these? If you did, good for you. Doing the right thing isn't always easy.**

Think about who you are and who you want to be. This will make it easier for you to make good choices and decisions!

**Good character is doing what's right when no one is looking.  
It's doing good, even when no one will know or find out.**



# WRAPPING UP

We've covered a lot in this activity book, and you've done a lot of work to complete it. Great job! Here we'll reflect a little on what you've learned—and look ahead to the future!

Which section was the most helpful for you?

- Academic Success
- Career Exploration
- Creating a Better You



How was this section helpful?

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Which of these three topics would you like to learn more about?

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Write down three things you learned from completing this activity book.

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Your teachers and counselor are here to help you succeed. Do you need help with anything now?

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**“Successful and unsuccessful people do not vary greatly in their abilities. They vary in their desires to reach their potential.” John Maxwell**

# ALL ABOUT YOU

Your favorite place to be

Things you enjoy doing with your family

Something you enjoy doing with your friends

Something you like to do by yourself

Things you are thankful for

Something that makes you sad or angry

Things that makes you happy

Three words you'd use to describe yourself

The best things about 6th grade

An abstract graphic design featuring several thick, overlapping bars in blue, red, yellow, green, and purple. Each bar has a series of small, parallel lines at its ends, resembling a barcode or a stylized pencil. The bars are arranged in a dynamic, non-orthogonal composition. The text '6TH GRADE SUCCESS' is positioned in the upper right quadrant, with '6TH GRADE' in purple and 'SUCCESS' in black. A large, faint watermark 'PRE' is visible across the lower half of the page.

# 6TH GRADE SUCCESS

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