



NEWS FROM MICHAEL BERNARD June 2024

Hello

How often do your students procrastinate on academic tasks such as studying for exams, completing homework, or writing essays? If you can count more than a few, you're not alone. Today, more students than ever are dodging or delaying beginning and completing schoolwork. One of the many culprits is prioritising phone use over schoolwork, spending excessive time messaging friends and using social media.

The trend of academic procrastination has serious consequences for these students, leading to poor grades, low self-esteem, anxiety, and underachievement.

To support your ongoing efforts to break the habit of academic procrastination, this newsletter and future ones will be a valuable resource. I'll delve into specific causes and solutions for academic procrastination and educational underachievement, discussing the latest best-practice strategies that work.

I will share ways to support academically able and gifted students who procrastinate and underachieve due to fear of failure, perfectionism, and low self-belief. These strategies can improve academic results and boost their self-esteem and overall wellbeing. Additionally, there are strategies that work to help less academically able students who struggle with frustration and give up too quickly on challenging or tedious schoolwork.

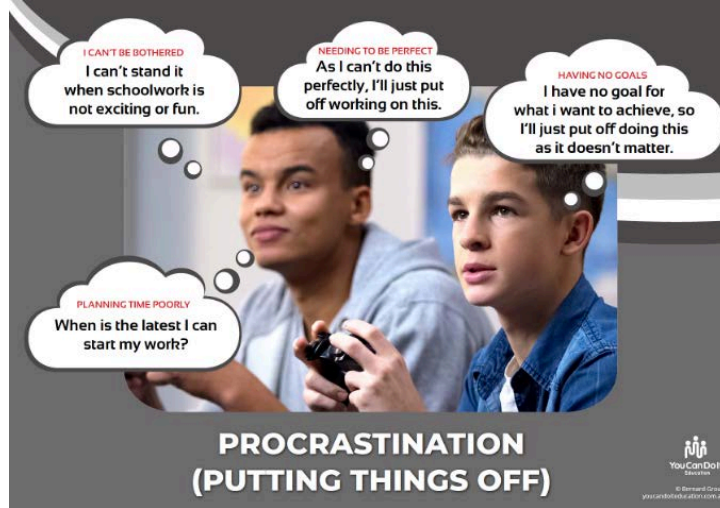
Don't miss your free sample lesson from our social-emotional learning curriculum, Program Achieve, below.

ONWARDS!



Michael E. Bernard, PhD
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Emeritus Professor, California State University
Former Professor, University of Melbourne
Doctorate, Education Psychology

Academic Procrastination and Low Frustration Tolerance



Academic procrastination is a significant obstacle to student success at school and really prevents young people from achieving their personal best.

Academic procrastination leads to a decline in students' wellbeing. It is associated with poor academic performance, emotional distress (stress, anxiety, and depression) and physical health deterioration.

While social media is often blamed for students spending less time studying and procrastinating, the reality is that procrastination is a complex and poorly understood behaviour. It involves a failure of self-regulation, avoiding unpleasant tasks due to fear of failure or success, poor behaviour control, and is consistently linked with low self-confidence.

READ THE ARTICLE

FREE PROFESSIONAL DEVELOPMENT WEBINAR



ACADEMIC PROCRASTINATION HOW TO MOTIVATE UNDERACHIEVING STUDENTS

Presented by Dr Michael E. Bernard Founder of You Can Do It! Education

This webinar will assist attendees in becoming more aware of the detrimental effects of the pandemic on low frustration tolerance (LFT) on the procrastination, achievement and wellbeing of young people today.

WEBINAR DETAILS




Thursday, 15 August 2024



4.00 - 5.30pm (AEST)

[VIEW FURTHER DETAILS AND REGISTER](#)



Program Achieve Primary (5th Edition)

A Social-Emotional Learning Curriculum (years 1-6)

LESSON 31: YOU CAN NOT AFFORD TO BE LAZY

YEAR 3, PART 4, SOCIAL-EMOTIONAL BLOCKERS
PERSONAL AND SOCIAL CAPABILITY

Self-assessment

Personal Awareness

- Explain influences on personal qualities and how these contribute to personal growth.

Reflective Practice

- Build on personal abilities and achievements using feedback and self-assessment.

Self-management

Goal Setting

- Plan for learning by setting improvement goals.

Emotional Regulation

- Manage and moderate emotions in familiar contexts, using provided strategies.

Persistence and Adaptability

- Demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failures.

Learning Intentions

- Students will know about the blocker of Procrastination.
- Students will understand that making excuses can cause them to put off doing things they need to do.
- Students will understand that self-talk and motivational techniques can help them to stop procrastinating.


Success Criteria

- Students write what procrastination means.
- Students identify and eliminate excuses that cause them to procrastinate.
- Students write down self-talk and motivational techniques they can use to overcome procrastination.

Materials

- Teacher Guide: Work + Time Procrastinating + More Work to Do
- Student Worksheet: Self-Talk for Stopping Procrastination
- Student Worksheet: Techniques for Stopping Procrastination
- Sticky notes (one per student)
- Slips of paper (one per student)

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www.youcandoit.com.au

One unique and original aspect of our social-emotional learning curriculum, Program Achieve, are dedicated lessons that focus on developing students' self-awareness of procrastination as a critical barrier to school success and wellbeing.

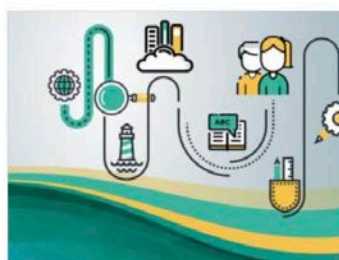
These activities have been carefully designed and tested to strengthen students' self-regulation skills, such as emotional and thinking regulation, goal setting, time management, confidence, persistence, and a healthy dose of 'hard yakka' endurance training for students of all ages!

[DOWNLOAD A FREE LESSON FROM PROGRAM ACHIEVE](#)

Program Achieve. Social-Emotional Learning Curricula for Foundation Year, Primary and Secondary Students



01. Program Achieve Early Childhood (ages 3 - 6+) with PD course



02. Program Achieve Primary (years 1 - 6)



03. Program Achieve Secondary (years 7 - 10)

Program Achieve Early Childhood is a fabulous set of 32 lessons introducing younger children to five classmates (puppets, songs, posters) demonstrating each of the five SELs: Connie Confidence, Pete Persistence, Oscar Organisation, Gabby Get Along and Ricky Resilience.

Program Achieve Primary contains 32 lessons for each of the six year levels organised into four themes: Achievement, Relationships, Wellbeing (Resilience+Happiness) and Social-Emotional Blockers (worry, feeling down, anger, procrastination, not paying attention).

Program Achieve Secondary contains 32 weekly activities for year levels 7/8 and a further 32 activities for year levels 9/10. This curriculum is deliberately designed to contain short, targeted activities delivered in 15 – 20 minute periods during the busy, timetabled secondary school day.

Now in its 5th edition, Program Achieve (Early Childhood, Primary and Secondary) incorporates brain-based, social-emotional learning activities. For further information on brain-based social-emotional learning activities, see Tammy-Anne Caldwell's review, **The Brain Works Better when the Mind is Right.**

That's a wrap

Feel free to communicate with me (michaelebernard@gmail.com) about what's happening at your school with YCDI! including photos and success stories - and difficulties too!

Onwards! Michael

Thank you for being part of the YCDI! community. If you know someone who will also enjoy this newsletter please share an invitation to [subscribe here.](#)

Have MICHAEL BERNARD present your next school's professional learning session. For more information, please contact:
1800 155 603 or enquiries@youcandoiteducation.com.au

Have questions? Get in touch

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