



REACH INTERNATIONAL SCHOOL
PRIMARY SCHOOL DEPARTMENT
S.Y. 2025 - 2026
FOURTH QUARTER
SELF-HELP SKILLS

score

Name: _____

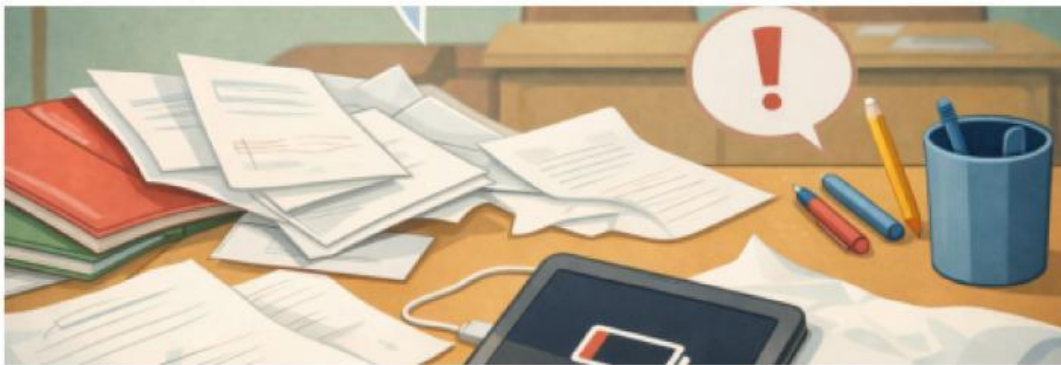
Date: _____

Level: _____

Instructions: These situations test how well you can plan, manage time, and stay organized. There is no single "perfect" answer. You must think, reflect, and explain your reasoning clearly.

PART I: Organization (*The Messy Desk*)

Directions: Read the situation and answer the questions.



Situation: You are about to start class. Your desk looks like this: papers are everywhere, your pencil is missing, and your tablet is not charged. Class starts in exactly 2 minutes.

Prompt:



1. What problem will this cause when the teacher starts talking?

Prompt:



2. What should you do FIRST right now with only 2 minutes left? Why?

Prompt:



3. What should you do AFTER class to prevent this from happening tomorrow?

Prompt:



4. How does having an organized workspace help your brain learn better?

PART II: Time Management (*The Delay Trap*)

Directions: Read the situation and answer the questions.



Situation: You have 20 minutes of homework to do, and 30 minutes of game time. You decide to start playing your game first and say, "I'll do my homework later." Later comes, and you feel tired, rushed, and stressed.

Prompt:



5. What mistake did you make in your planning?

Prompt:



6. What would a **better, responsible schedule** look like?

Prompt:



7. Why is "just starting" the hardest task first so important?

Prompt:



8. How could using a timer help you in this exact situation?

PART III: Task Initiation (The Overwhelming Project)

Directions: Read the situation and answer the questions.



Situation: Your teacher gives you a big project: "Make a poster about animals." You immediately feel confused, overwhelmed, and stuck. Your brain feels "frozen."

Prompt:



9. Why does your brain feel "frozen" when you are given a big project?

Prompt:



10. What is ONE way to break this big project down into smaller pieces (chunking)?

Prompt:



11. What is the very FIRST small step you should take to unfreeze your brain?

Prompt:



12. Why is "chunking" helpful for your executive functioning?

PART V: Competing Priorities (Distractions & Dilemmas)

Directions: Read the situation and answer the questions.



Situation A: You are late for class. You can either (1) rush out the door and forget your materials, or (2) take time to organize your bag but arrive even later.

Prompt:



17. What are the TWO competing problems in this situation?

Prompt:



18. What is the BEST choice to make right now, and w



Situation B:

You are working on your homework. Your tablet is next to you, and a game notification pops up on the screen.

Prompt:



19. What is the **EASY** choice, and what is the **RESPONSIBLE** choice?

◦ Easy Choice:

◦ Responsible Choice:

Prompt:



20. What could you do before starting your homework next time to avoid this distraction entirely?

PART VI: Executive Functioning Rubric (Teacher Use)

(Teacher: Score the student's overall exam responses based on this 5-point rubric)

A. Planning & Prioritizing (0–2 pts):

- ☐ Can identify the most important first step in a chaotic situation.

B. Metacognition (0–2 pts):

- ☐ Can reflect on their own behavior (e.g., rushing, distractions) and identify why it causes problems..

C. Task Initiation (0–1 pts):

- ☐ Understands how to break down overwhelming tasks to get started.

Total Rubric Score: ____/5

(Add to the 20 written questions for a total out of 25)

Job well done