

# Micro-Step Planning Sheet

## Task You're Working On

Write the specific task here (not the whole project).

Examples: "Open the financial aid email," "Draft the first paragraph," "Review two colleges."

## Why This Task Feels Big

A short reflection to name the emotional load behind the task.

Examples:

- "I don't want to choose wrong."
- "I'm not sure where to start."
- "It feels like too many decisions at once."

Naming the weight reduces the weight.

## Break the Task Into Micro-Steps

Each step should take **2–10 minutes**.

Each step should be **clear, concrete, and small enough to finish in one sitting**.

- Step 1 —
- Step 2 —
- Step 3 —
- Step 4 —
- Step 5 —
- Step 6 —

(You rarely need more than six. If you do, the task is too big—break it again.)

## Choose Your First Step

Circle or highlight the easiest, lowest-resistance step.

This is the step that helps the student feel: *"Okay, I can do that."*

**First step I will do:** \_\_\_\_\_

## Set a Short Time Window

A micro-step should fit inside a small, focused block.

- 5 minutes
- 10 minutes
- 15 minutes

Choose one.

Short windows reduce pressure and increase follow-through.

### **After the First Step**

Check in with yourself:

- Do I feel calmer?
- Do I feel clearer?
- Do I want to do the next step?
- Do I need a break?

There is no wrong answer.

The goal is **agency**, not speed.

### **If You're Ready, Choose the Next Step**

If the student feels steady, choose one more micro-step.

If not, pause. The win is completing the first step.

### **What Support Would Help Right Now?**

This section helps the student name what they need from the adult.

- Someone sitting nearby
- Quiet company
- A short break
- Talking through the next step
- A glass of water or snack
- A reset walk
- Silence and space

This turns support into partnership, not pressure.

### **What I Want to Remember About This Task**

A grounding reminder that reduces fear and perfectionism.

Examples:

- “I don’t have to finish everything today.”
- “One step at a time is enough.”
- “I’m allowed to be unsure.”
- “Doing this slowly is still doing it.”

### **Completion Reflection**

A short moment to reinforce confidence.

- What did I finish?
- What felt easier than I expected?
- What helped me stay grounded?
- What’s the next small step for another day?

This builds the student’s internal belief: *“I can do this.”*

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From Village to Vanguard