

# HEALTHY COMPARISON TOOLKIT<sup>™</sup>

Helping high-ability  
kids shift from  
“I’m behind’ to  
“I’m getting better”





# Why This Toolkit Exists

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## **Problem:**

Your child keeps saying things like:

- "I'll never be as smart as them."
- "What's the point? The toppers always win."
- "Everyone else is ahead of me."

## **They:**

- Compare marks with the "toppers" in class or tuition
- Ignore their own progress
- Feel hopeless or unmotivated, even when they're doing well

## **This toolkit helps you:**

- Explain comparison in a way that makes sense to kids
- Give them concrete exercises to focus on personal bests (PBs)
- Build a language of growth, not ranking

# 💡 The 3 Big Ideas (For Parent + Child)

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Read this page with your child.

## 🏁 Big Idea 1 – Everyone has a different "starting line"

### Some kids:

- had tutoring since Year 2
- have parents who are teachers or academics
- have older siblings who've "been through it"

### Your child might be starting:

- later
- with less practice
- or with different strengths

**Metaphor:** "You don't compare a runner who started training 3 years ago to someone who started last month and say the new runner is 'hopeless'."

*We measure how far you've come, not just who's in front today.*

## life sentence

### One exam:

- shows what happened on that day, in that hour, on that topic
- does not decide your future

*We use marks as feedback, not as a label.*

## ★ Big Idea 3 – The only fair comparison is "You vs You (past)"

### We can't control:

- how much others study
- how early they started
- what their parents can pay for

### We can control:

- whether we're improving compared to our own past self
- our effort, consistency, and attitude towards feedback

*This toolkit is about shifting to You vs You.*

# Exercise 1: "Your Starting Line" Map

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Goal: Help your child see that they're not "behind" – they're just at a different point on the path.

## Step 1 – Look backwards, not just sideways

Have your child fill this in (you can help).

**What was hard for me 1–2 years ago that is easier now?**

- In reading: \_\_\_\_\_
- In maths: \_\_\_\_\_
- In writing: \_\_\_\_\_
- In focus / concentration: \_\_\_\_\_

**What are 3 things I can do now that I couldn't do before?**

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

Person	Started serious practice in	Hours per week now
<b>You:</b>	Year ____ / age ____	____
<b>"Topper" friend (estimate):</b>	Year ____ / age ____	____

**Then ask:**

"If you trained as many hours as them, for as long as they have, where could you be in 6–12 months?"

*The point is not to prove anything – it's to show there is a path, not a wall.*

## Exercise 2: Personal Best (PB) Scorecard

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Goal: Replace "Am I top of the class?" with "Did I beat my own best?"

Create a PB Scorecard for one subject (start with the one that hurts the most).

### 1. Set a baseline

Write the last 3 marks:

Task/Test	Date	Mark	Comment

Ask: "Which of these is your current personal best?" Circle it.

### 2. Define a next PB

A PB does not have to be a giant jump. It can be:

- +3–5% on the next test

"On the next test, I want to get at least \_\_\_\_% OR reduce my careless mistakes by \_\_\_\_."

### 3. PB tracking table (fill as you go)

Date	Topic / Test	My mark	Last mark	PB? (Y/N)	1 thing I did better

When they get a new mark, ask only: "Is this closer to your PB? What did you do differently?"

**Stop asking: "What did everyone else get?"**



# Exercise 3: The "Highlight Reel" Reframe

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Goal: Help your child understand they are comparing their behind-the-scenes to someone else's highlight reel.

## Step 1 – List what you don't see

Write your child's "toppers" in this table:

Name / "Topper"	What I see	What I don't see (guess)
"Topper A"	Always gets 95%+	How many hours they study, how stressed they feel, how early they started, their parents helping.
"Topper B"	Finishes quickly	Whether they read ahead, how much they practice at home, whether they have a tutor.

**Then ask:**

"If someone only saw your best moments – when you answer fast, when you get something right – what would they assume about you?"

## **Exercise 4: Growth Questions After Every Test**

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### **Instead of:**

- "What mark did you get?"
- "What did [other kid] get?"

### **Teach your child this 3-question debrief:**

1. "What worked this time?"
2. "What didn't work?"
3. "What will I do differently for the next one?"

### **You can turn it into a mini worksheet:**

**Subject:** \_\_\_\_\_


**Test:** \_\_\_\_\_

**Mark:** \_\_\_\_\_

**Something that worked:**

\_\_\_\_\_

**Something that didn't work:**



You can keep these in a folder. Over time, they see patterns of improvement, not just numbers.

## Exercise 5: "I Am Still Writing My Story" Script

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Many selective kids become very all-or-nothing:

- "If I'm not top, I'm nothing."
- "If I failed once, I'm a failure."

Use this simple script to practise a healthier inner voice.

Write these out, and ask your child to finish each sentence in their own words.

**1. "Just because I'm not \_\_\_\_ yet, doesn't mean I never will be."**

*Example: top of the class / getting Band 6 / fast at maths*

My answer: \_\_\_\_\_

**2. "One test cannot measure my \_\_\_\_."**

*Example: intelligence / potential / creativity / character*

My answer: \_\_\_\_\_

**3. "I'm allowed to be a beginner at \_\_\_\_."**

*Example: algebra / persuasive writing / time management*

My answer: \_\_\_\_\_

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**You can put the best one on the wall near their desk.**

# 💡 Parent Phrases That Help (And Phrases That Hurt)

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## ✓ Helpful phrases (keep these)

Use these when your child is upset:

- "It makes sense you feel disappointed. Can we look at what this mark is teaching us?"
- "Let's compare you to yourself 6 months ago, not to anyone else."
- "I'm proud of how you handled this, not just of the number."
- "This is information, not a verdict."
- "Which part of this result is in your control

## ⚠️ Phrases to avoid (even if you mean well)

Try not to say:

- "Don't worry, you'll beat them next time."  
*(Still makes the other kid the standard.)*
- "But you're still top 10 / top 5."  
*(Still keeps attention on rank, not growth.)*
- "Why can't you be more like X? They're so disciplined."  
*(This lands as shame, not motivation.)*
- "You're the smartest, you just didn't try."  
*(Teaches them their*



## **Replace comparison language with process language:**

"What's one small thing we can do this week that Future  
You will thank you for?"

# 14-Day "Personal Best Challenge"

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Make this a little game.

## Rules:

For 14 days, your child's only goal is: **"Do something slightly better than yesterday."**

It can be:

- 1 more practice question
- 5 fewer minutes wasted on YouTube
- Starting homework 5 minutes earlier
- Fixing one type of mistake (e.g. re-reading the question carefully)

## Simple tracker:

Day	Subject / Area	Tiny improvement I aimed for	Did I do it? (Y/N)
1			
2			



5			
6			
7			
8			
9			
10			
11			
12			
13			
14			

### **At the end, ask:**

- "Which tiny changes made the biggest difference?"
- "Do you feel more or less stuck than 2 weeks ago?"

*The aim is to let them feel movement, not just think about rankings.*

# **Closing Reframe For Your Child**

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You can read this paragraph to them (or adapt it in your own words):

"There will always be someone ahead of you and someone behind you.

The 'toppers' you see now might have started earlier, worked differently, or just had a great day.

Your job isn't to chase ghosts. Your job is to build your own graph – one that's slowly trending up.

best, the ranks will take care of themselves."