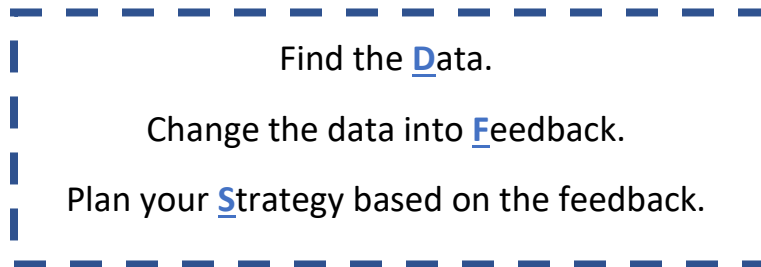


## Data/Feedback/Strategy Method (D/F/S)

Students are exposed to data and feedback all the time from others (teachers, parents, coach, etc.). But students can also make their own feedback from the data that they receive. Data and feedback help us to improve because it refines the strategies we're using to get better through a process called the Data/Feedback/Strategy Method (D/F/S). D/F/S, also referred to as the 3 Step Method, should be used any time we experience a failure or difficulty, but it should also be used when we were successful to maintain and improve upon that success.



### Key Points

- FADAF is the mindset that reminds us to keep going and improving. D/F/S tells us what to **do** to improve.
- Data is information about how you did. It is not useful unless it is turned into feedback.
- Feedback points to what you did well and what you need to work to improve. Feedback is gained through the careful analysis of data, either by you or by others.
- Strategy is the action plan you build to improve using the data and feedback.

D/F/S is a data protocol that students can use to help them persevere through failures and difficulties in any area of their lives. By learning connected Social Emotional Learning (SEL) skills, students are exposed to new strategies to help them improve and succeed. Below are a few recommendations of SEL skills that can be taught via the ReThink Ed platform located in Clever.

Connection to ReThink Ed SEL Topics				
Awareness of Self and Others	Self-Management	Social Skills	Social Awareness	Self-Care
Emotions, Learning Skills, Growth Mindset	Problem Solving, Goal Setting, Resilience, Self-Control	Conflict Resolution	Actions & Consequences	Self-Efficacy, Self-Compassion, Self-Advocacy, Healthy Boundaries

## D/F/S Lesson Guide

### Objectives:

- Analyze mock and personal data using the D/F/S method.
- Create feedback for self and others through the careful analysis of data.
- Apply the D/F/S method to examine the actions of self and others.

[Click here](#) for an electronic copy of the workbook pages noted below.

Focus	D/F/S	
Day	15 Minute Activity Guide	Materials needed
1	<ul style="list-style-type: none"> <li>- Quickly summarize pages 27-29 to introduce what the next Secret is about to your students. <i>Note: we will dive deeper into data, feedback and strategy tomorrow.</i></li> <li>- Have students partner up for a game of “rock, paper, scissors” (<i>if there’s an uneven number of students, the teacher can participate 😊</i>). While playing, students should fill out the Rock, Paper, Scissors worksheet (attached) to be able to use this experience to complete D/F/S later.</li> <li>- Explain that tomorrow we’re going to look at data, feedback and strategies to reflect on how well we did today at rock, paper, scissors and use that information to do better next time. Even if you won 5/5 rounds, you can still improve at rock, paper, scissors to ensure that kind of success in the future.</li> </ul>	<ul style="list-style-type: none"> <li>- Efficacy workbook, pages 27-29</li> <li>- Rock, paper, Scissors worksheet</li> </ul>
2	<ul style="list-style-type: none"> <li>- Ask students to sit with yesterday’s rock, paper, scissors partner. Give students 30 students to quickly review what happened during their game using yesterday’s worksheet. Share that today we’re going to learn more about data and feedback as part of a 3 step method to help us do better not only at silly things like rock, paper, scissors but at really important things, too!</li> <li>- Using yesterday’s game as an example, dive deeper into data by reading through page 31 of the Efficacy workbook as a class. After the first step of the method, have students complete a quick turn and talk to discuss the data and record it on their reflection sheet.</li> <li>- Read pages 32-33 as a class, emphasizing that making your own feedback is a way to take responsibility over your learning. Have students complete the section “feedback from yourself” on the reflection sheet.</li> <li>- Read page 34 as a class, emphasizing that it is also responsible to get feedback from others because they might see or know something that you don’t. Have students complete a quick turn and talk with their partners to give each other feedback about what they did well (strengths) and what they need to work on (weaknesses) and record it on their reflection sheet.</li> <li>- Conclude by reading page 35 to your students and sharing that we’ll work on strategies tomorrow.</li> </ul>	<ul style="list-style-type: none"> <li>- Rock, paper, scissors worksheet</li> <li>- Rock, paper, scissors reflection worksheet</li> <li>- Efficacy workbook, pages 31-35</li> </ul>
3	<ul style="list-style-type: none"> <li>- Begin class with a quick circle answering the prompts: what was one of your strengths during the rock, paper, scissors game? What was one of your weaknesses during the rock, paper, scissors game? End the circle by stating that strategies help us take responsibility for our improvement by creating a plan of action for getting better at our weaknesses.</li> <li>- Introduce the Efficacy Strategy Guide to the class using page 36 and the example on page 37. To practice, tell students that when you play rock, paper, scissors you always throw a little bit before “shoot” is said so your opponent has a quick second to see what</li> </ul>	<ul style="list-style-type: none"> <li>- Efficacy workbook, pages 36-37</li> <li>- Rock, paper, scissors reflection worksheet</li> </ul>

	<p>you're throwing to make sure they throw whatever can beat you. Talk through your strategy for improving together using the Efficacy Strategy Guide.</p> <ul style="list-style-type: none"> <li>- Have students go back to yesterday's reflection sheet to use the Efficacy Strategy Guide to come up with a strategy for improvement in rock, paper, scissors.</li> </ul>	
4	<ul style="list-style-type: none"> <li>- Begin class by having students reflect on the steps of D/F/S via a quick write, partner share, etc. Ask a few students to share out their summary. Close by asking students to brainstorm a list of things they could use D/F/S to improve at.</li> <li>- Watch video clips (all 4 videos in linked folder) from "Man on Fire" to see an example of D/F/S being used in real life to improve  <a href="https://youtu.be/NL0fMYU5Vfk?list=PL3kZjzOk9vnSqSMS61nDPPSMYYP_NN_k1">https://youtu.be/NL0fMYU5Vfk?list=PL3kZjzOk9vnSqSMS61nDPPSMYYP_NN_k1</a> (**a sports start gun is used in this video and could be triggering to some viewers, consider sharing this with students before playing the video).</li> <li>- <u><a href="#">Following the video, debrief the video as a group by completing questions 1-3. Have students complete questions 4&amp;5 on their own then share out.</a></u></li> </ul>	<ul style="list-style-type: none"> <li>- Projector, screen, and internet</li> <li>- Man on Fire worksheet</li> </ul>
5	<ul style="list-style-type: none"> <li>- Share that D/F/S can be particularly helpful to improve in school, in every subject. Ask, "how can you use D/F/S in school to take responsibility for your improvement?"</li> <li>- Open to page 38 in the Efficacy workbook to look at a sample quiz and complete D/F/S on it to improve. Go through each step one at a time allowing students to work independently or in pairs then review as a whole group before moving to the next step.</li> <li>- Share that tomorrow we're going to do the exact same thing with our own work. <i>Note: Choose a piece of graded student work to pass out and complete D/F/S on tomorrow. It is recommended that for their first practice that they are giving a relatively small piece of work (ie. Exit ticket, homework assignment, classwork assignment, etc.)</i></li> </ul>	<ul style="list-style-type: none"> <li>- Efficacy workbook, pages 38-39</li> </ul>
6	<ul style="list-style-type: none"> <li>- Quickly review the 3 steps of D/F/S. Pass out the graded student work piece of your choice to each student.</li> <li>- Independently have students complete pages 40-41 with their graded work.</li> <li>- In the final minutes of class, ask students to reflect on how they will use D/F/S in their other classes to take responsibility for their improvement.</li> </ul>	<ul style="list-style-type: none"> <li>- Previously graded assignment</li> <li>- Efficacy workbook, pages 40-41</li> </ul>

Name \_\_\_\_\_ Period \_\_\_\_ Date \_\_\_\_\_

## Rock, Paper, Scissors Scorecard

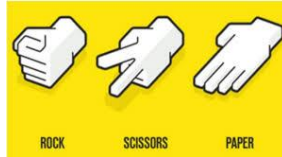
Directions: Use this sheet to track your game of Rock, Paper, Scissors by circling what each person through and who won each round.

### Round 1:

What I Threw



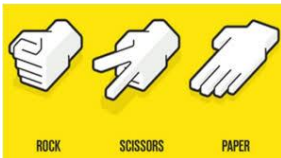
What My Partner Threw



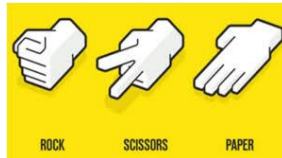
Who Won

### Round 2:

What I Threw



What My Partner Threw



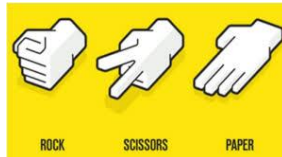
Who Won

### Round 3:

What I Threw



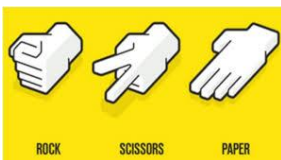
What My Partner Threw



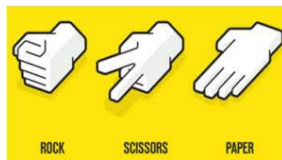
Who Won

### Round 4:

What I Threw



What My Partner Threw



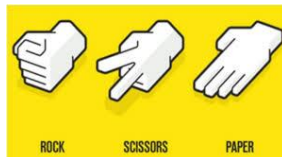
Who Won

### Round 5:

What I Threw



What My Partner Threw



Who Won

**FINAL SCORE:**

Name \_\_\_\_\_ Period \_\_\_\_ Date \_\_\_\_\_

## Rock, Paper, Scissors Reflection

Directions: Use yesterday's game of rock, paper, scissors to help you reflect and use D/F/S to help you improve in the future!

**DATA**—*information about how well you did.*

What was your data?

**FEEDBACK**- *information that tells you what you did well and what you need to work on.*

- Feedback from YOURSELF  
What did you do well?

What do you need to work on?

- Feedback from your PARTNER  
What did you do well?

What do you need to work on?

**STRATEGY**- *the plan of action you use to improve*

1. What will you do differently to improve?
2. Do it again the improved way.
3. Who will you explain the improved way to?
4. How will you get more practice?

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

### **D/F/S in Man On Fire**

Directions: As you watch the video clip from Man on Fire, take notes on how each step of D/F/S is reflected on to help Peeta improve.

1. What **data** (basic information, a grade or score that tells you how you did) did Peeta have?

- 
- 
- 

2. What **feedback** (tells you what you did well and it helps you understand what you don't know yet and what you need to work on to improve) did she and Creasy make?

- 
- 

3. What **strategies** (specific plan to get better) did they use?

- 
- 
- 

4. What did you like about their strategies? What else do you think they could have done?

5. What motivated her to keep going?

Name \_\_\_\_\_ Period \_\_\_\_ Date \_\_\_\_\_

### **D/F/S Reflection**

Directions: Use the space below to complete D/F/S to take responsibility for your improvement!!

**DATA**—*information about how well you did.*

What was your data?

**FEEDBACK**- *information that tells you what you did well and what you need to work on.*

- Feedback from YOURSELF

What did you do well?

What do you need to work on?

- Feedback from OTHERS

What did you do well?

What do you need to work on?

**STRATEGY**- *the plan of action you use to improve*

1. What will you do differently to improve?
2. Do it again the improved way.
3. Who will you explain the improved way to?
4. How will you get more practice?

Name: \_\_\_\_\_

Project: \_\_\_\_\_

**DATA:**

**FEEDBACK: What did I do well?**

**+**

**FEEDBACK: What do I need to work on?**

**-**

**STRATEGY:**



## D/F/S Extension Activities

### Review Videos

- Watch Class Dojo video to learn what happens to your brain when you FADAF it:  
<https://www.youtube.com/watch?v=EoWLgWCcpWo>
- Watch Class Dojo 3 part series on getting better via failure and reflection (self-feedback):  
<https://ideas.classdojo.com/i/perseverance-the-dip-1>, <https://ideas.classdojo.com/i/perseverance-the-dip-2>,  
<https://ideas.classdojo.com/f/perseverance-the-dip-3>
- A video about the importance of practicing *effectively*:  
<https://www.youtube.com/watch?v=f2O6mQkFiiw&list=PLqwJIH1XRxHXBIQk3J-eGwAGPXrm26gz&index=17>
- Building confidence by understanding “The Power of Yet”: <https://www.youtube.com/watch?v=NcaoWeVOKIs>
- Sesame Street Explanation and Motivational song about “The Power of Yet”:  
<https://www.youtube.com/watch?v=46UhAtPyXw4>  
<https://www.youtube.com/watch?v=XLeUvZvuvAs&list=PLcNcLZrc7bZkKeh7bbbfYdquPVUHiAli>
- Watch this excerpt from October Sky that shows how adjustments to your strategy lead you closer to success over time:  
[https://www.youtube.com/watch?v=cP\\_OM5VVcSo&list=PL0F5yUG781vjoaoAo\\_2IBKwkX4930TkTA&index=27](https://www.youtube.com/watch?v=cP_OM5VVcSo&list=PL0F5yUG781vjoaoAo_2IBKwkX4930TkTA&index=27)
- Michael Jordan explains the importance of practice: <https://www.youtube.com/watch?v=hXdj8scRdFE>
- An explanation of perfect practice: <https://www.youtube.com/watch?v=S2DnMGnAGNs>
- Will Smith on hard work over talent: <https://www.youtube.com/watch?v=OTyN0upf8Ws&t=54s>

### Short Activities

- Use pages 42-43 to complete D/F/S with a partner.
- Use pages 40-41 to complete D/F/S with a student in a conference.
- Use D/F/S to reflect on a classroom or school-wide issue (full and abridged copy attached).
- Build in time each time work is returned to students for them to engage in D/F/S (full and abridged copy attached).
- Use D/F/S to group reflect on a new, challenging task taught to students.
- Following group work time, ask the group to engage in D/F/S to reflect on their effectiveness as a group.
- Brainstorm improvements strategies as a class when the class is struggling on a particular topic.
- As students are working on classwork/projects, provide opportunities for receiving peer feedback.
- At the interim of a 9 weeks, provide students with their grade report to engage in D/F/S.

### Circle Prompts

- What do you do whenever you receive work back from your teacher?
- Why is it important to not just rely on feedback from other people?
- What is one piece of data that you gathered from this assignment?
- Why did you get this grade/score?
- What is one piece of feedback your teacher gave you?
- What is one piece of feedback you received from a peer?
- What is one piece of feedback you created for yourself?
- How will you improve?
- What is one new strategy you’re going to try?
- Share why you think the data, the feedback or the strategy is most important to your growth.
- Why is it important to start with “what went well” when you’re making feedback?
- Share an example of when you used D/F/S to improve at something.

- Where is one place in your life that you're going to commit to using D/F/S?
- Share an example of a time that you wish you would have used D/F/S to improve.
- After analyzing your data and receiving feedback from your peers, what is one strategy you're going to use to improve?
- What is some data we've observed about our behavior in the classroom?
- Feedback tells us why something occurred the way it did. What is some feedback we can share about why (insert behavior) is occurring in the classroom?
- What is one strategy you think we should use to fix our behavior in the classroom?
- How does using D/F/S help you meet your school's PBIS expectations?