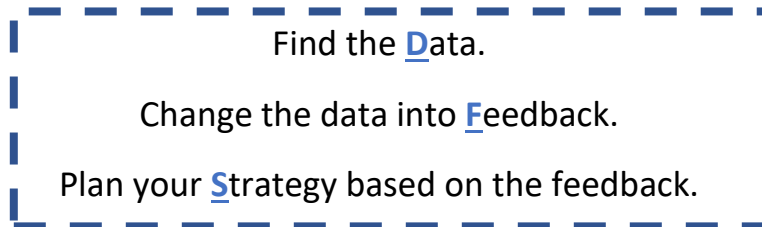


## Data/Feedback/Strategy Method (D/F/S)

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 should be used any time we experience a failure or difficulty, but it should also be used when we succeed 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
Learning Skills, Growth Mindset	Self-Control, Stress Management, Focus, Problem Solving, Goal Setting	Relationships, Conflict Resolution	Social Contributions, Actions & Consequences	Self-Efficacy, Self-Advocacy, Healthy Boundaries

## D/F/S Lesson Guide & Related Resources

Objectives:

- Analyze mock and personal data using the D/F/S method.
- Create personal feedback.
- 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>- Begin by reminding students that FADAF is a mindset that helps us not give up in the face of failure or difficulty. Then share that while it's good to have determination to not give up, we have to engage in scholarly behaviors to actually DO something to improve when we face failures and difficulties. To the whole group, ask the questions on page 40 of the Efficacy workbook.</li> <li>- Have students partner up for a game "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 even if you won 5/5 rounds, you can still improve at rock, paper, scissors to ensure that kind of success in the future. Ask students to open to page 41 to learn about the method we can use to help us improve at ANYTHING. Read this page as a whole group to quickly introduce the D/F/S method.</li> </ul>	<ul style="list-style-type: none"> <li>- Efficacy workbook, pages 40-41</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 seconds to quickly review what happened during their game using yesterday's worksheet.</li> <li>- Using yesterday's game as an example, dive deeper into D/F/S by reading through pages 42-46 of the Efficacy workbook as a class. After each step of the method, have students complete a quick turn and talk to discuss the data, feedback (what went well AND what could be improved) or strategy to improve in the future from yesterday's game followed by a quick share-out. NOTE: An optional reflection sheet is attached if you think it will help guide your students in their discussions.</li> <li>-If time allows, give students an opportunity to try their new strategies to improve at rock, paper, scissors.</li> </ul>	<ul style="list-style-type: none"> <li>- Rock, paper, Scissors worksheet</li> <li>- Rock, paper, scissors reflection (optional)</li> <li>- Efficacy workbook, pages 42-46</li> </ul>
3	<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.</li> <li>- Watch video clip 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>- While students are watching the video clip, they should complete the attached worksheet to <a href="#">identify data, feedback and strategies</a>. <a href="#">Following the video, conduct a group discussion to identify the examples of each step from the clip.</a></li> </ul>	<ul style="list-style-type: none"> <li>- Projector, screen, and internet</li> <li>- Man on Fire worksheet</li> </ul>

4	<ul style="list-style-type: none"> <li>- Share that D/F/S can be particularly helpful to improve in school, in every subject. Ask, "when can you use D/F/S in school to improve?"</li> <li>- Open to page 48 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>- Ask students to bring a piece of graded work with them to class tomorrow, anything from a homework assignment to a brief exit ticket to a culminating project/ test, to complete D/F/S on their own work.</li> </ul>	<ul style="list-style-type: none"> <li>- Efficacy workbook, pages 48-49</li> </ul>
5	<ul style="list-style-type: none"> <li>- Ask students to take out the piece of graded work you asked them to bring to today's session. <i>Consider having a mock graded assignment that you can provide to students who forgot to bring work with them. Alternately, students who forgot to bring work could partner with someone who brought graded work.</i></li> <li>- Independently have students complete pages 50-51 with their graded work.</li> <li>- In the final minutes, ask students to reflect on how they will use D/F/S in their other classes to help them improve.</li> </ul>	<ul style="list-style-type: none"> <li>- Previously graded assignment</li> <li>- Efficacy workbook, pages 50-51</li> </ul>

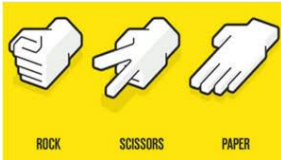
Name \_\_\_\_\_ Period \_\_\_\_ Date \_\_\_\_\_

## Rock, Paper, Scissors Scorecard

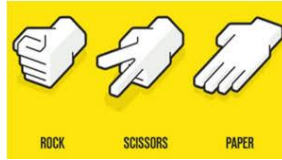
Directions: Use this sheet to track your game of Rock, Paper, Scissors by circling what each person threw and record who won each round.

### Round 1:

What I Threw



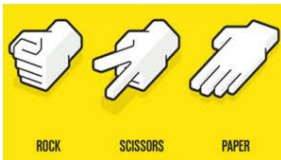
What My Partner Threw



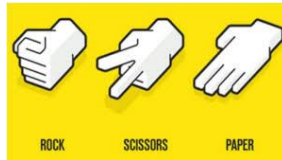
Who Won

### Round 2:

What I Threw



What My Partner Threw



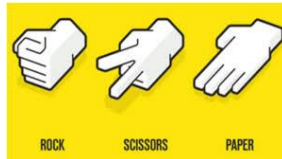
Who Won

### Round 3:

What I Threw



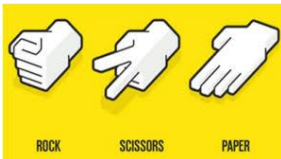
What My Partner Threw



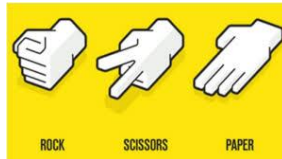
Who Won

### Round 4:

What I Threw



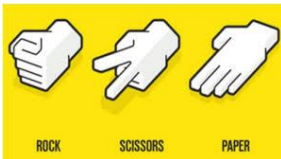
What My Partner Threw



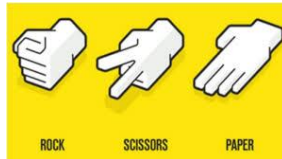
Who Won

### 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 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?

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

**DATA:**

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

**+**

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

**-**

**STRATEGY:**



## D/F/S Extension Activities

After you complete the D/F/S mini-lessons, the following resources are provided to extend learning to move students deeper into a place of application. Recommended Sequence

- Day 1: Choose 1 video to review the Secret.
  - o Note that a number of videos are provided to address different aspects of the Secret. Based on your students' needs, choose the video that would address the aspect of the Secret that they could use some additional instruction and application practice.
- Days 2-4: Choose 1-2 application activities to continue the conversation and move students into personal application.
- Day 5: Close with 1-2 circle prompts.
  - o Note that there are many circle prompts to choose from. Consider choosing the prompt(s) that is most closely connected to review and application activity you have completed as a class.

### **Review Videos**

- 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>
- 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 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?