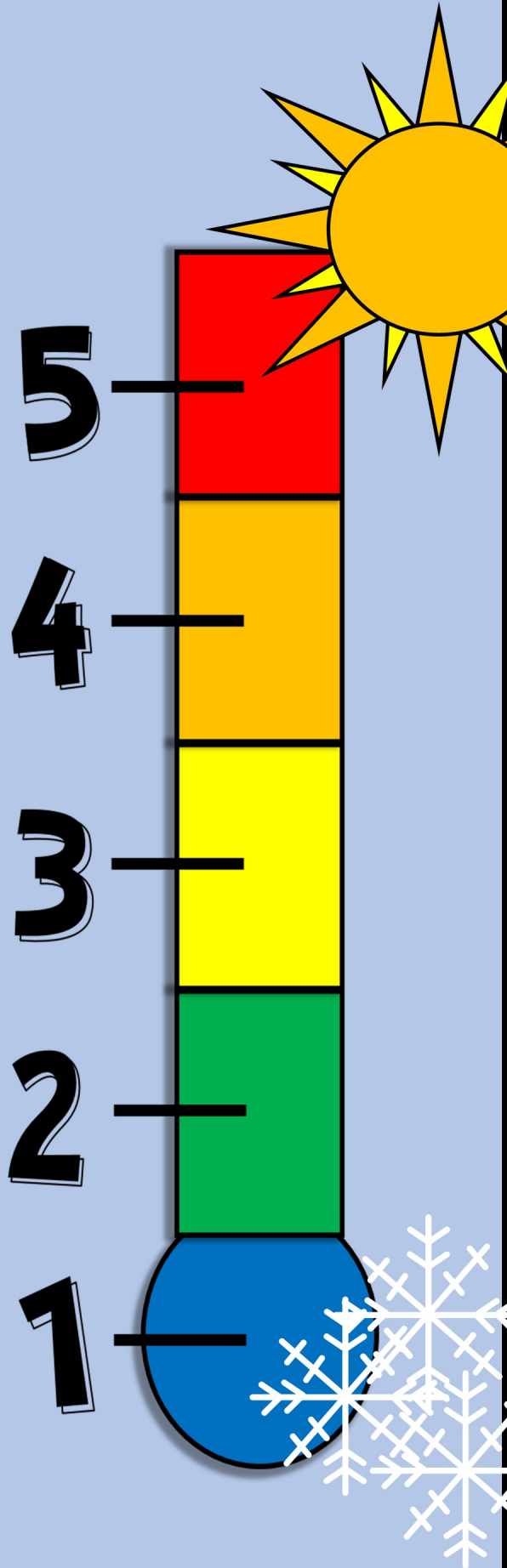


Best Effort

Lesson Plan

POWERPOINT +
CHARACTER
STORIES



GIVING BEST EFFORT

Objective(s): Students will identify what different levels of effort looks like in behavior and outcome. Students will self-assess their own level(s) of academic effort.

ASCA Mindsets /Behaviors:

Use time-management, organizational and study skills; Apply self-motivation and self-direction to learning; Set high standards of quality






Outline:

- **Opener/Teaching:**
 - Option A: Co-create anchor chart about best effort. Students turn and talk to discuss what it looks like, then they share out and you (or they) add to the chart. Repeat with what it sounds like and feels like. Do for both independent work and teacher is teaching time.
 - Option B: Go through PPT to explain the different levels of effort.
 - Or if time allows and students need repetition, do both!
- **Apply:**
 - Use student volunteers to “act out” the stories of Low Effort Lisa and High Effort Henry (give actors signs and scripts).
 - After projecting each writing sample (document camera with hard copy or PPT), give small groups of students the rubric to score it.
 - Optional: Explain that most kids want to give their best effort and/or improve their effort but that they have excuses for not doing so. Place students in small groups. Give each group an excuse sheet and ask them to come up with three thoughts that would “defeat” the excuse they have. Share out whole group.
- **Debrief:** What did you notice about Henry and Lisa’s behaviors? (what did they look like, sound like, and imagine they felt like for the characters)
- **Reflect:** Students self-score their effort overall or on specific assignment.

Materials: Best Effort PPT, character signs, character story scripts + writing samples (optional), composition books (optional), effort rubric

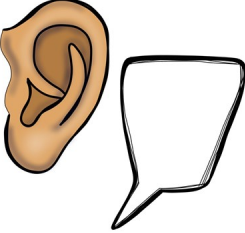
CASEL Domains: Self-Management, Self-Awareness

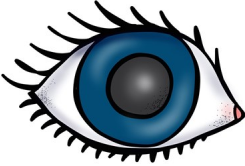
Anchor Chart Pieces

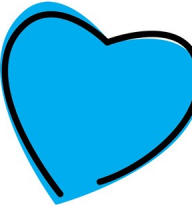
BEST EFFORT		 Independent Work	 Teacher is Teaching
 LOOKS Like	<ul style="list-style-type: none"> - Eyes on work - Pencil is moving - Staying focused / ignore distractions - Follow directions - Constant working - Ved to work 	<ul style="list-style-type: none"> - Eyes on speaker - Raising hands - Thinking about what the teacher is saying - Body facing speaker 	
 SOUNDS Like	<ul style="list-style-type: none"> - Quiet / no voices - Encourage yourself - Breathing - Pencils writing - Flipping pages 	<ul style="list-style-type: none"> - Answering questions - Only 1 voice is talking - Asking questions 	
 FEELS Like	<ul style="list-style-type: none"> Calm, focused, nervous then brave, confident, interested 	<ul style="list-style-type: none"> peaceful exciting brain is growing CURIOUS 	

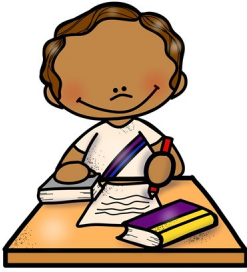
BEST EFFORT


Teacher is Teaching


SOUNDS Like


LOOKS Like


FEELS Like

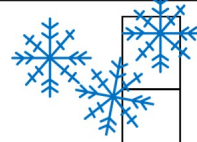

Independent Work

What does

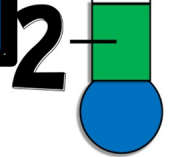
The **higher** your effort, the **hotter** your grade!



- Started assignment but did not finish
- Spent lots of time off task
- Sloppy work (messy, rushed)

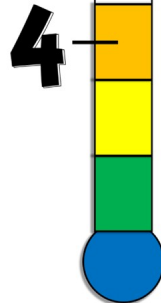


- Sloppy work (messy, rushed)



- Finished the assignment
- Followed all directions
- Worked most of the time
- Made a few mistakes

- Finished the assignment
- Followed all the directions
- Worked the whole time
- Didn't check work **OR** Didn't try as hard as possible



- Finished the assignment
- Followed all directions
- Worked the whole time
- Worked as hard as you could

- **Complete sentences**
- **Correct punctuation**
- **Correct capitalization**
- **Used details**
- **Showed/explained work**



No effort, didn't try at all.



What does best effort look like?

- Listen to and read the directions.
- Get right to work!
- Follow all directions.
- Complete sentences, correct capitalization and punctuation.
- Show your work.
- Use your time wisely.
- Work the **WHOLE** time.
- Not too fast.
- Not too slow.

- Ask questions if you need help.
- Check your answers.

(Editable) PowerPoint with animations for explaining what different amounts of effort look like (in behavior and outcome) using an Effort Meter

STORY

Once upon a time in a faraway place was an elementary school a lot like ours. Ms. McGillicuttye was a 3rd grade teacher. In her classroom were lots of different students. Two of them were VERY different from each other. Low Effort Lisa and High Effort Henry.

Lisa was...well...a little bit lazy sometimes. Lisa only liked to do things that were fun or easy. When she thought things were boring or hard, she didn't do them.

Henry was the opposite - he was hard working and always put in his best effort. He had goals he wanted to achieve, including getting all A's and B's. No matter how boring or tricky something was, he tried his hardest.

One day, Ms. McGillicuttye gave her class a writing assignment. They had 25 minutes to complete it. She asked them to write a strong paragraph about what they are afraid of. Let's see how Low Effort Lisa and High Effort Henry each did.

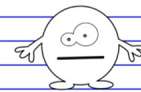
Lisa thought writing was hard, so as soon as her teacher started giving the directions, Lisa started thinking "Ugh, I hate writing." Then, instead of getting started when Ms. McGillicuttye told them to, she asked to go to the bathroom. When she was done, she went back to her desk and started talking to someone at her table group. Lisa realized she needed to get to work so she put her name on her journal page and started thinking about what to write. Then her brain started to daydream and she began to think about what to dress up as for Halloween. Ms. McGillicuttye told the class they had 15 minutes left, so Lisa got back to work and started writing as fast as she could. She worked for 10 minutes, got bored, decided she was done, and then started playing with things in her desk.

This is what Lisa's writing looked like.



Lisa

Im afraid of spiders. And
monsters. They scary. Being
afraide is bad.



How much effort did
Lisa give?

Henry also thought writing was hard, but he wanted a stronger brain and good grades, so he decided to try his best on the assignment anyways. Besides, he knew that the more he wrote, the easier and more fun writing would be. He listened closely while Ms. McGillicuttye finished giving the directions, and then got right to work. First, he thought about the instructions to make sure he knew what he was supposed to do. Second, he made a plan for what to write. Then, he wrote his name and began his paragraph. He took his time to make sure it was his best work. He didn't work too fast or too slow. After he had written for about 10 minutes, he got stuck and was tempted to stop working. But then he told himself "I can do this, I need to keep going" and he got back to work. Just as he was finished with his paragraph, his teacher told the class they had 3 minutes left. Henry took this time to re-read his work and edit any mistakes he had made.

This is what Henry's writing looked like.



Henry Harris

I am not afraid of many
things, but the things I am
afraid of are very searey
scary to me. One thing I am
afraid of is movies with
ghosts. Sometimes these give
me nightmares. The sek
second thing I am afraid of is
floods. When I was little, our
neighborhood had a big flood
and some people lost their
houses. That is why they are
scary to me. I am glad there
are only two things I am
afraid of!

How much effort did
Henry give?



Story in PPT slide format

story

Once upon a time in a faraway place was an elementary school a lot like ours. Ms. McGillicuttie was a 3rd grade teacher. In her classroom were lots different students. Two of them were VERY different from each other: Low Effort Lisa and High Effort Henry.

Lisa was...well...a little bit lazy sometimes. Lisa only liked to do things that were fun or easy. When she thought things were boring or hard, she didn't do them.

Henry was the opposite - he was hard working and always put in his best effort. He had goals he wanted to achieve, including getting all A's and B's. No matter how boring or tricky something was, he tried his hardest.

One day, Ms. McGillicuttie gave her class a writing assignment. They had 20 minutes to complete it. She asked them to write a strong paragraph about what they are afraid of. Let's see how Low Effort Lisa and High Effort Henry each did.

Lisa thought writing was hard, so as soon as her teacher started giving the directions, Lisa started thinking "Ugh, I hate writing". Then, instead of getting started when Ms. McGillicuttie told them to, she asked to go to the bathroom. When she was done, she went back to her desk and started talking to someone at her table group. Lisa realized she needed to get to work so she put her name on her journal page and started thinking about what to write. Then her brain started to daydream and she began to think about what to dress up as for Halloween. Ms. McGillicuttie told the class they had 15 minutes left, so Lisa got back to work and started writing as fast as she could. She worked for 10 minutes, got bored, decided she was done, and then started playing with things in her desk.

This is what Lisa's writing looked like:

(show "Lisa's" writing)

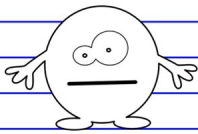
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This is what Henry's writing looked like:

(show "Henry's" writing)

Lisa

Im afrade of spiders. And
monsters. They scary. Being
afrade is bad.



**LAZY
LISA**



Henry Harris

I am not afrade of many
things, but the things I am
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floods. When I was little, our

**HIGH
EFFORT
HENRY**



Story in teacher script format with character signs for student 'actors'

Name: _____

*My effort now is usually a: _____

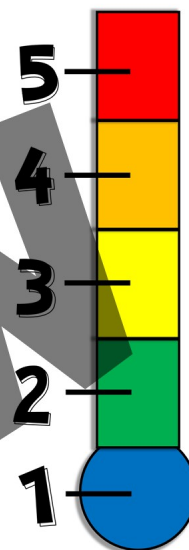
*I would like my effort to be a: _____

I can improve my effort by:

1. _____

2. _____

3. _____



Name: _____

*My effort now is usually a: _____

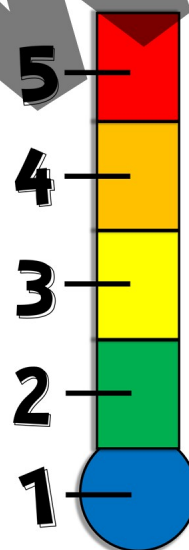
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I can improve my effort by:

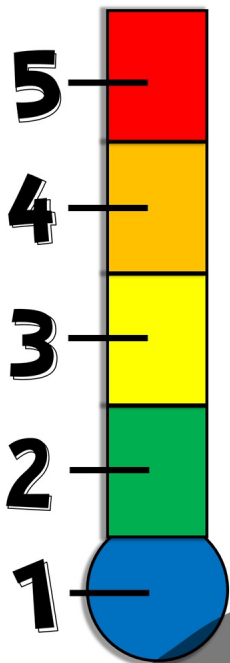
1. _____

2. _____

3. _____



Name: _____



Finished the assignment yes no

4 Followed all of the directions yes no

3 Worked the whole time yes no

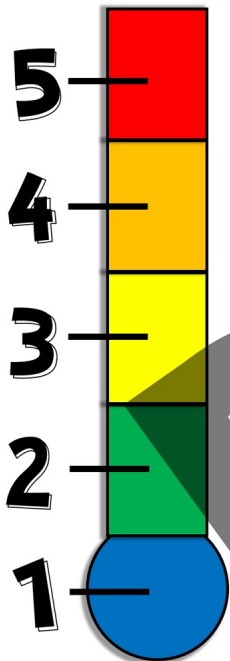
2 Checked my work yes no

1 Tried my hardest yes no

How much effort did I give?

1 2 3 4 5

Name: _____



Finished the assignment yes no

4 Followed all of the directions yes no

3 Worked the whole time yes no

2 Checked my work yes no

1 Tried my hardest yes no

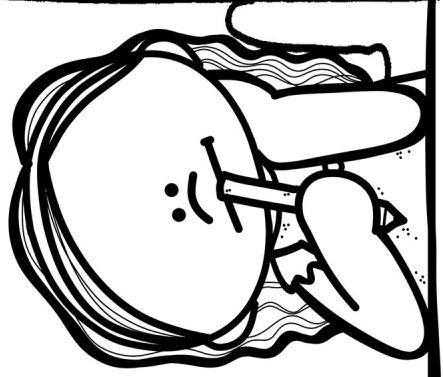
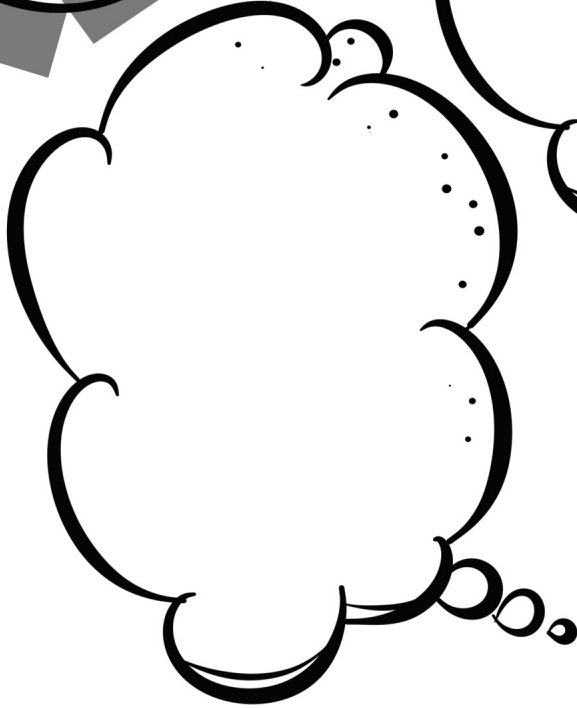
How much effort did I give?

1 2 3 4 5

BEST EFFORT: NO EXCUSES

Sometimes kids give excuses for why they didn't give their best effort. What are 3 *more helpful* thoughts someone could have?

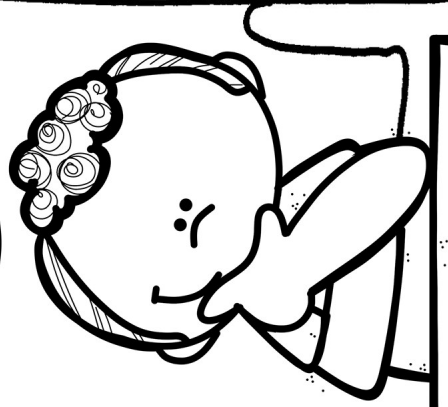
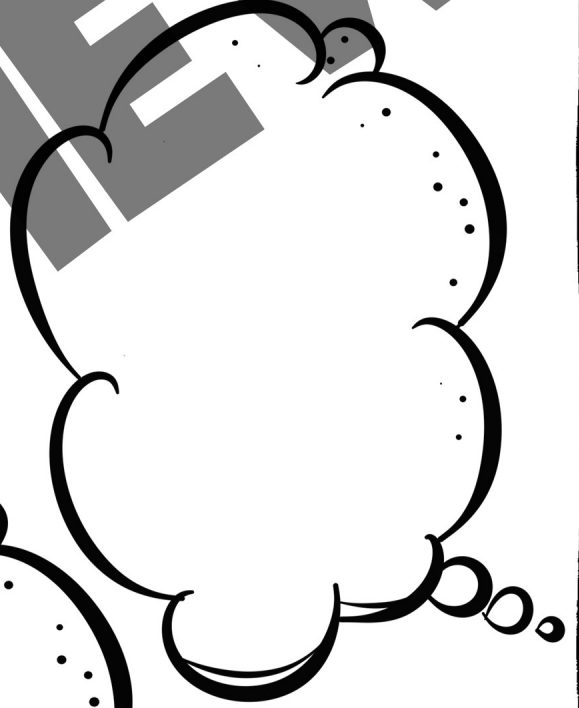
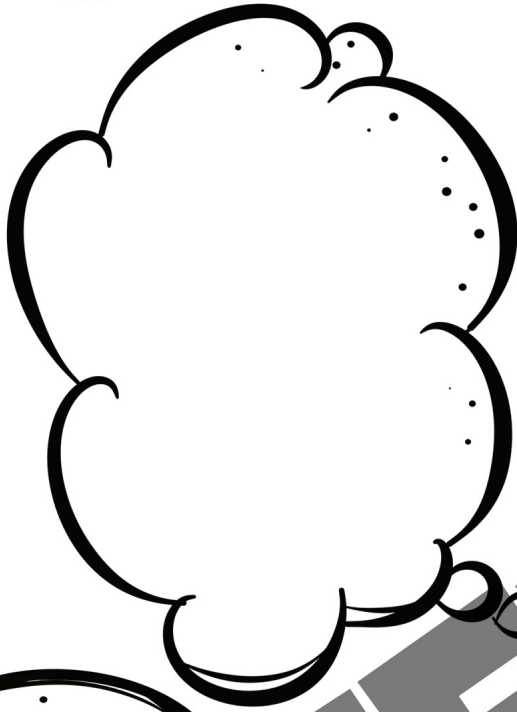
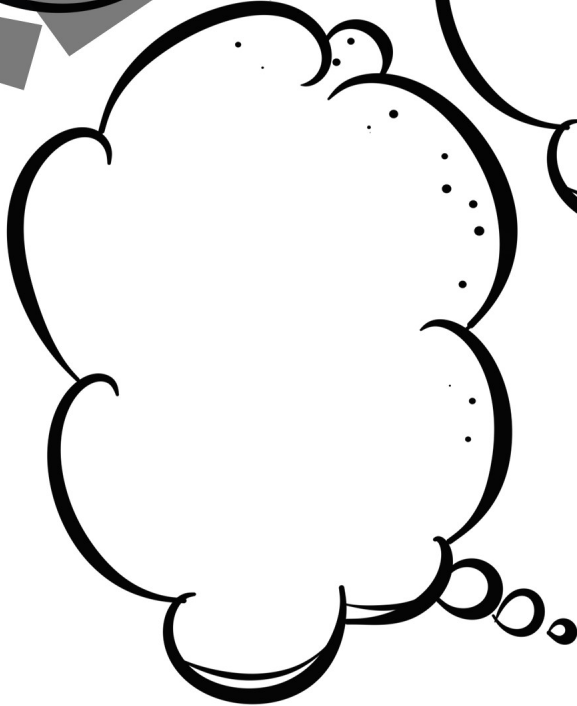
I have to rush through this to get to my video games.



BEST EFFORT: NO EXCUSES

Sometimes kids give excuses for why they didn't give their best effort. What are 3 *more helpful* thoughts someone could have?

This is good enough.



Effort Meter

Best effort!

5

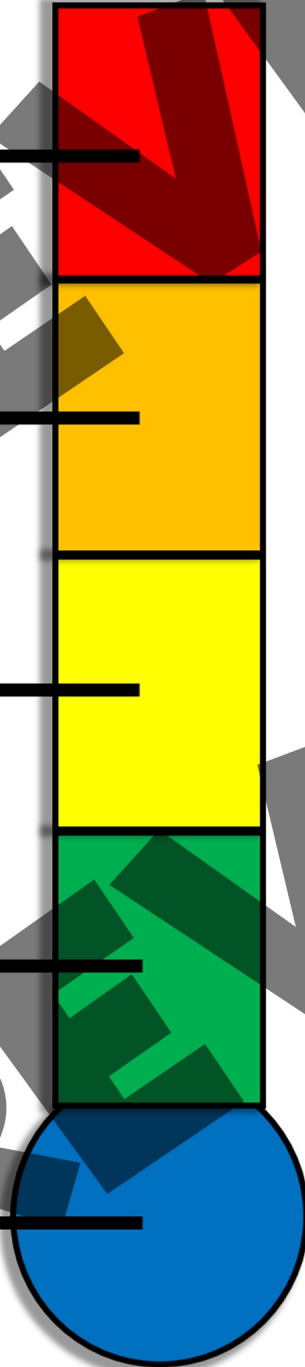
4

3

2

1

No effort, didn't try.



- Finished the assignment
- Followed all directions
- Worked the whole time
- Checked work
- Tried as hard as you could

- Finished the assignment
- Followed all the directions
- Worked the whole time
- Didn't check work/Didn't try as hard as possible

- Finished the assignment
- Followed all the directions
- Worked most of the time
- Made a few silly mistakes

- Did most of the assignment
- Didn't follow all of the directions
- Spent a lot of time off task
- Sloppy work (messy, rushed)

- Started assignment but did not finish
- Spent lots of time off task
- Sloppy work (messy, rushed)

Effort Meter

Best effort!

5

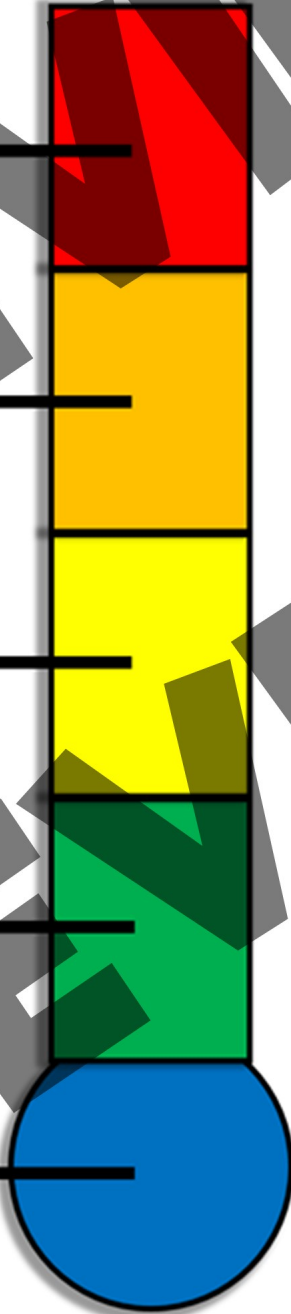
4

3

2

1

No effort, didn't try.



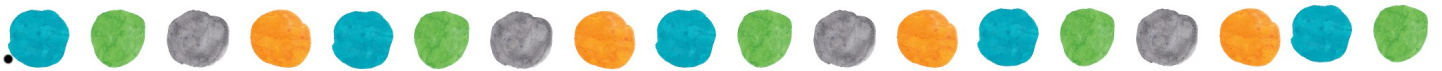
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 - Not too fast.
 - Not too slow.
- Ask questions if you need help.
- Check your answers.

the RESPONSIVE counselor



Hey y'all! I'm Sara. I create resources for elementary students, counselors, and teachers that improve social emotional learning and classroom culture. My focus is making things that are *effective and engaging* for WIGGLY + CHATTY learners and that utilize wording and scenarios accessible to underserved and ELL populations.



Education

B.A. from Michigan State University
Psychology and Anthropology

M.S. from Vanderbilt University
Community, Research, and Action

M.Ed. From Vanderbilt University
Human Development Counseling:
School Counseling and
Clinical Mental Health

Experience

I started my post-grad career as a school-based therapist before becoming an elementary school counselor. Social and emotional learning in youth is my passion, whether through large group prevention, individual intervention, or parent and teacher education! I have been an elementary school counselor since 2012, providing a comprehensive school counseling program to a diverse population.

Let's
Connect:

