



Unit 1 Activity 3, “Practice It”: Effective Effort

- Tell the class: Sometimes we think we tried hard to learn something, but still didn’t learn it. We give up too soon because we do not know how to apply effective effort to learn or practice—how to work hard AND work smart.
- Pass out Effective Effort Rubric Option A or B. This rubric is a tool for thinking about *how well you tried to learn something*. When people say “try harder,” we know it doesn’t work to just stare at something harder. We need to do something differently! Look at the column on the left. These are the things we can do to learn:
 - Take on challenges (don’t run away when things get tougher)
 - Learn from mistakes (and do things differently next time)
 - Accept feedback (don’t get upset)
 - Practice and use appropriate strategies (give it time)
 - Persevere and have focus (don’t try to do two or more things at once)
 - Ask questions (ask for help)
 - Take risks – do something!
- This rubric is a way for you to think about learning something new (like research essays, Pre-Algebra, Spanish, Tennis, or music). Think about something you tried to learn recently that you didn’t already know how to do. How much effective effort did you use? Use this rubric to circle or highlight the boxes that explain pretty well how you performed.
- Turn your rubric over. On the back, write a short paragraph to me, explaining how much effective effort you put into learning this new thing. Use language from the rubric in your explanation.
 - For example: Perseverance - “When I had my coach there next to me giving me tips, I kept trying to learn to pitch. But when he paid more attention to the other pitcher, I gave up and asked to play outfield. I think I was mixed in that category because I took his feedback well, but gave up.”

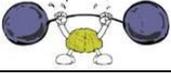
Common Core Connections: While the lesson does not specifically provide instruction in any of the Common Core Literacy or Math Standards, there is meta-cognitive support in this lesson for students to reflect on their process as learners. When they are learning to write a research paper, to solve an equation, or to closely read a complex text, what is their process? Do they have an effective way to apply effort? This lesson helps students connect effective efforts to successful learning experiences.

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Brainology® Unit 1 Activity 3, “Practice It”: Effective Effort, Option A

Effective Effort Rubric

In each row, circle the one statement that describes you the best. Then pick one or two areas where you will work on moving into a growth mindset.

	<p>Fixed</p>	<p>Mixed</p>	<p>Growth</p>
<p>Taking on Challenges</p>	<p>You don't really take on challenges on your own. You feel that challenges are to be avoided. You prefer easy work.</p>	<p>You might take on challenges when you have some previous experience with success in that area.</p>	<p>You look forward to the next challenge and have long range plans for new challenges. If things are easy, you find them boring.</p>
<p>Learning from Mistakes</p>	<p>You see mistakes as failures, as proof that the task is beyond your reach. You may hide mistakes or lie about them.</p>	<p>You can accept mistakes as temporary setbacks, but you want to forget about them as much as possible. You don't use your mistakes to learn and improve the next time.</p>	<p>You see mistakes as temporary setbacks—something to be overcome. You think about what you learned from your mistakes and use it to do better at the task.</p>
<p>Accepting Feedback and Criticism</p>	<p>You feel threatened by feedback and may avoid it all together. Criticism and constructive feedback make you feel like giving up.</p>	<p>You may be motivated by feedback if it is not too critical or threatening. It depends on who is giving the feedback and how difficult the task is.</p>	<p>You look for feedback and criticism on your performance so that you can improve. You apply new strategies as a result of feedback.</p>
<p>Practice and Applying Strategies</p>	<p>You do not like to practice and avoid it when you can. You do not have many strategies for accomplishing the learning goals or tasks, or the strategies you're using are not working.</p>	<p>You practice, but a big setback can make you want to quit. You are more willing to practice things you are already considered "good at." You are open to being given a strategy to meet a challenge, but you rarely apply your own strategies unless it is something you are already "good at."</p>	<p>You enjoy practicing and see it as part of the process of getting good at something. You may create your own practice or study plans. You use many strategies, think of some of your own strategies, and ask others about their strategies.</p>
<p>Perseverance (focus on task)</p>	<p>You have little persistence on learning goals and tasks. You tend to give up at the first sign of difficulty.</p>	<p>You may stick to it and persist if you get support from others. Unless others give you strategies for overcoming obstacles, you usually stop or give up.</p>	<p>You "stick to it" and keep working hard until the task is complete, even when it's difficult.</p>
<p>Asking Questions</p>	<p>You do not ask questions or do not know which questions to ask, but you can usually say you don't "get it" if asked.</p>	<p>You might ask questions about a portion of the task that you feel you can do. If you perceive it to be outside of your ability and skills, you probably won't ask questions.</p>	<p>You ask lots of specific questions of yourself and others. You don't just take things as they appear—you challenge yourself, the material, the task, and the teacher to make sure that you understand.</p>
<p>Taking Risks</p>	<p>You do not take risks, and if something is too hard you turn in blank work or copied work, if anything at all. You would rather not learn something than risk failing at it.</p>	<p>You will take risks if the task is already familiar to you. If not, you will resort to copying or turning in partially completed work. You may be willing to make a mistake to learn, but not if you are doing it in front of others.</p>	<p>You begin tasks confidently and you are willing risk making errors. You'd rather try and fail than never try.</p>

Brainology® Unit 1 Activity 3, “Practice It”: Effective Effort, Option B

Effective Effort Rubric

In each row, circle the one statement that describes you the best. Then pick one or two areas where you will work on moving into a growth mindset.

	Fixed	Mixed	Growth
Taking on Challenges	You don't try hard things. You only do easy work or take shortcuts.	You might try something difficult if someone makes you, but you would not choose it on your own.	You will choose something hard rather than easy if you have a choice. If things are easy, you find them boring.
Learning from Mistakes	You want to forget about mistakes as much as possible. You may hide mistakes and find excuses for them.	You try to avoid making a mistake a second time. You don't like to think about them.	You see mistakes as a chance to learn. You think about what you can do differently next time.
Accepting Feedback and Criticism	You are so upset by feedback and criticism that you feel like giving up.	Feedback and criticism make you a little embarrassed and/or bummed out. You may want to stop trying.	You feel OK about feedback and criticism because you know that you can do better next time.
Practice	You do not like to practice or work hard. You do not have many strategies for learning.	You only work as hard as you have to. You will practice things you are already “good at.”	You enjoy practicing and you work hard at new things. You may create your own study plans.
Persistence	You give up as soon as something is hard.	You may stick to it and keep trying if you get help from others. If something is too hard, you might not try very much.	You “stick to it” and keep working hard. If something is very difficult, you try harder.
Asking Questions	You do not ask questions or ask for help if something is hard.	You might ask questions about something that you think you can do. If it's too hard though, you might give up.	You ask lots of questions of yourself and others. You do whatever it takes to make sure that you understand.
Taking Risks	If something is too hard you turn in blank work or copied work, if anything at all. You would rather not learn something than fail at it.	You may be willing to try something hard, but not if you are doing it in front of others.	You are willing to risk making mistakes. You'd rather try and fail than never try.