

# Introduction to Do Your Best

**Leader Notes:** Students will discuss and share thoughts about doing their best, creating a classroom definition of Do Your Best.

**Time:** 5-15 minutes

**Grade Level:** K-6

**Getting Ready:** Create a space for students to sit together to discuss respect. Make one copy of the Do Your Best definition worksheet on next page.

## Set up

- Ask the students: If you were about to go on stage in front of 200 people and someone said to you, “just do your best”, what would they mean?
- Ask students if they can remember a time when they did their best.
- Ask students if they can remember a time when they didn’t do their best.

## Action

- Discuss the following questions with students:
  - What does “do your best” mean?
  - What does it mean to do your best
  - What does it look like when you are doing your best at school? At home?
  - How do you know when you are doing your best?
  - How do you know when someone else is doing their best?
  - Is it easy to do your best? When is it easy to do your best?
- On your Do Your Best Definition worksheet, create and write out your classroom definition of do your best
- Post the definition on the outside of the classroom for everyone to see.
- *Example: Do your best is when you are trying your hardest and not giving up.*

## Share:

- In what ways can we do our best in the classroom?

# Do Your Best

What Do Your Best Means to Room\_\_\_\_\_

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# Do Your Best & You

**Leader Notes:** Students will brainstorm and discuss the concept of doing your best, creating 5 actions they will commit to keeping.

**Time:** 5-20 minutes

**Grade Level:** K-6

**Getting Ready:** Copy of one Action Plan worksheet. Using the questions listed below; choose the ones you would like your students to answer.

*Note: This can also be done as a writing exercise.*

*Note: As a sponge activity choose one question a day for discussion or journal.*

## Set up

- Review what was learned/discussed about Do Your Best

## Action

- Discuss any of the following questions with your students:
  1. Name one person you think always tries to do their best and why?
  2. Name one person in your family who always tries to do their best.
  3. Name one person in this classroom who always works on doing their best.
  4. Tell us about a time you knew you were NOT doing your best.
  5. How do you show doing your best in the classroom?
  6. How do you show doing your best on the schoolyard?
  7. How do you show doing your best at home?
  8. How do you show doing your best with your friends/family?
  9. How does it feel to do your best when something is hard?
  10. How does it feel when you are not doing your best?
  11. What are reasons people like to give up without trying their best?
  12. What is one area you can try harder to do your best?
  13. Who taught you about doing your best?

## Share

- How can we be doing our best in our classroom, school, playground, home and cafeteria?
- Get an agreement from everyone that they will work on this everyday.
- Using the Action Plan worksheet, create 5 actions the class can commit to and post outside the classroom for everyone to see.

*Special Note: Are there consequences if the Action Plan is not kept and are they clear to all the students?*

# Do Your Best Action Plan

We in Room \_\_\_\_\_ commit to these 5 Do Your Best actions:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_



## SUCCESSFUL PLACE

**Purpose:** For students to learn how to get into a positive “state”.

**Materials:** Copy of *Successful Place* (see attached), flipchart/board, quiet music if possible.

**Special Note:** Repeat this activity several times, several weeks before testing to cement this process in the students’ bodies.

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### **Enroll:**

- Brainstorm different times when the students were successful in their lives.
- Ask students to share their feelings they had at these times.
- Have them imagine themselves once again being successful and having that same feeling.

### **Action:**

- Go over deep breathing with students
  1. Slowly and quietly in through the nose.
  2. Holding for two or three seconds.
  3. Slowly and quietly back out the nose.
  4. Stop for two or three seconds before starting over.
- Practice the breathing a few more times.
- **Read the Copy of Successful Place to the students, slowly and clearly.**

### **Share:**

- Once the reflection is finished have the students share in pairs or whole class what their place was and how they felt. Remember to have them tell themselves that, “I am a success” and “I can do it!”
- Have students share as a large group.

### **Evaluate:**

- Have students talk in large group about why it’s important to imagine you are successful before you have a challenge.
- Have students come up with ways that they can practice this on their own.

## Successful Place

Close your eyes. Take a soft, slow, deep breath and sit up, with both feet flat on the floor. Take another soft, deep breath and let your body just relax. You become more relaxed as you continue to breath. With each breath you are more and more focused on my voice.

Let this moment of silence help you be relaxed and focused. As you continue to breath and listen to my voice, picture in your mind a time in your life when you were successful – a time when you did something real good. Maybe it was time when you received a high score on a test, maybe it was when you did really well in a game, maybe it has something to do with your family and they were real proud of you, or whatever you consider a success, go ahead and make it up if you need to. Go to that time and place now. Put yourself there. Now. Good job.

How does success look like, sound like or feel like to you? Feel yourself in that moment. Who is there with you? Is there a crowd around you cheering? Are you by yourself enjoying the moment? What is happening? Now, imagine a group of people around you – congratulating you, telling you what a big success you are. Feel it. Now. Feel how proud others are of you. Feel how proud you are of yourself. As you enjoy this wonderful moment, go ahead and place one hand over the other. Any time that you place one hand on top of the other, as you are doing now, you will remember this successful feeling. Good job.

You can easily remember and return to this place at any time. This successful feeling feels so good, you return to it over and over throughout your life as a way to remind you that you can overcome any obstacle and accomplish anything you want. You are a survivor. You are a success. Go ahead and place your hands back to your sides.

With your eyes closed, take another slow, deep breath, hold it for 2 seconds and release. Take another slow, deep breath and release. As you listen to my voice I will give you a set of instructions, continue to keep your eyes closed as I walk you through these directions.

Sit up with both feet planted on the floor. Take a deep breath. Place one hand over the other as you remember your successful place. With your eyes closed, roll your eyes up and then down, to one side and another. I am going to give you directions and you will listen and be ready to succeed. Listen as you open your eyes.

*(Proceed to give directions in a low tone of voice and have them say to themselves, “I am a success,” and “I can do it!!”)*