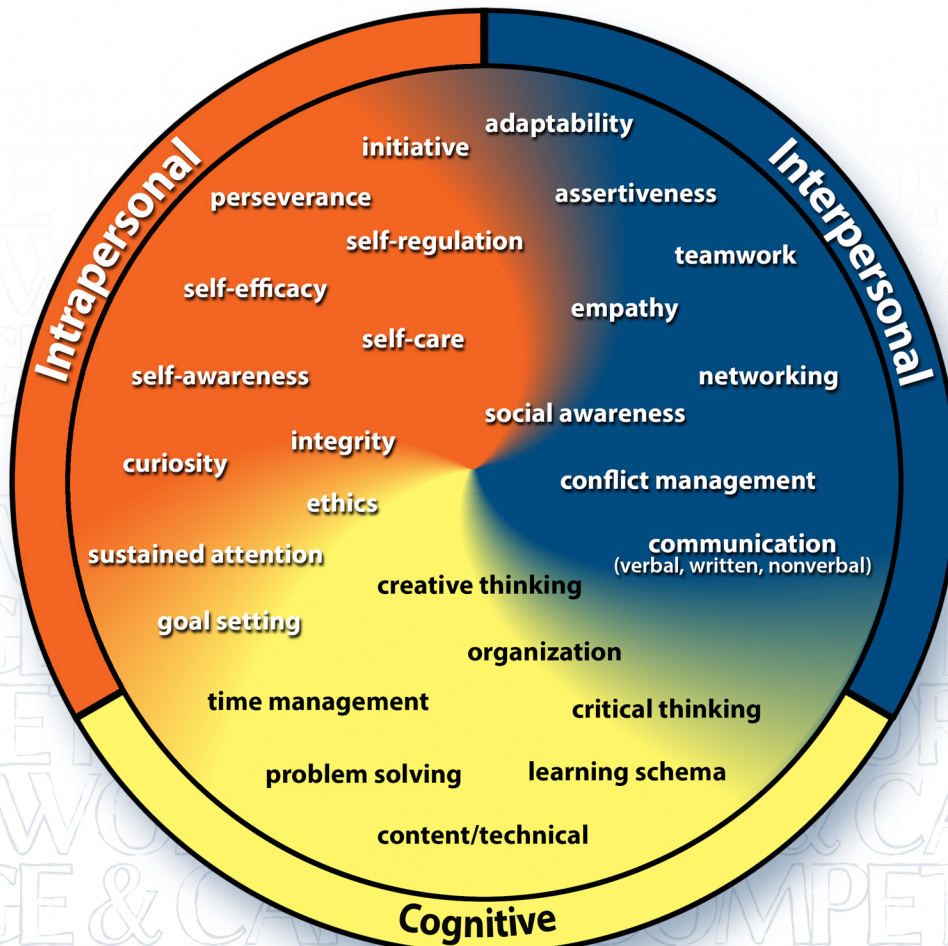


SELF-EFFICACY

LESSONS

INTERMEDIATE



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Introduction

The *Self-Efficacy Lessons [Intermediate]* contain nine units that build students' understanding and practice of self-efficacy concepts. Each unit is designed to be taught across time and contains a series of instructional activities with specific student learning targets. The lessons were developed for students in Grades 3–6 but can be used with older or younger students. The *Self-Efficacy Lessons [Primary]* and *Self-Efficacy Lessons [Secondary]* provide aligned instructional activities that can be adapted for all ages.

Instructional Activities

Instructional activities range in length from 20 to 30 minutes and should be taught sequentially. Scenarios, guiding questions, and writing/drawing prompts are included in the activities to build students' understanding of key concepts. Students learn and practice ten Self-Efficacy Strategies, which help them persist through challenging tasks and improve confidence in their ability to do something. The strategies can be generalized across school and home settings. The ten Self-Efficacy Strategies are:

1. **Focus on My Effort:** Making a connection between putting forth effort and making progress helps students know how to address challenges while learning new things.
2. **Try Again:** Understanding that learning new things requires multiple attempts makes students less likely to become discouraged when they need continued efforts to get something right.
3. **Calm Myself:** Learning techniques for minimizing emotional reactions they experience during challenges allows students to stay focused on learning and continue to make progress.
4. **Say, "I Haven't Learned _____ Yet":** Understanding their potential to learn new things instead of focusing on their inability to do something increases students' confidence in new learning.
5. **Exercise My Brain:** Knowing that the brain is like a muscle that can be strengthened through practice helps students accept challenging tasks.
6. **Learn From My Mistakes:** Understanding that mistakes are a normal part of the learning process helps students view mistakes as opportunities to learn.
7. **Remember Hard Things I've Done:** Reflecting on difficult things they have learned to do in the past and ways they learned those things supports students in using that knowledge to learn challenging things in the present.
8. **Give and Accept Praise:** Understanding how to give specific, effort-based praise and accepting similar praise helps students feel confident they can complete difficult tasks.
9. **Accept Feedback:** Acknowledging feedback and understanding that it is a tool for improving builds student efficacy to overcome challenges in their learning.
10. **Watch and Learn From Others:** Observing others' successes and mistakes helps students stay motivated and determine how to improve their own learning.

Teaching Resources

Many of the instructional activities within the units include a prompt for students to demonstrate their knowledge of self-efficacy concepts by writing or drawing their responses. A complementary workbook, [My Self-Efficacy Workbook](#), can help educators document students' growth in self-efficacy concepts, refine their self-efficacy instruction, and provide individualized feedback to students. A [Spanish](#)

[translation](#) is available. The activities can also be effectively taught without the workbook by asking students to respond to the prompts verbally or in writing.

You will refer to the [Self-Efficacy Definition](#) and [Strategies Posters](#) throughout self-efficacy instruction. These should be displayed in the classroom for students to reference as they are learning and practicing self-efficacy.

Assessments

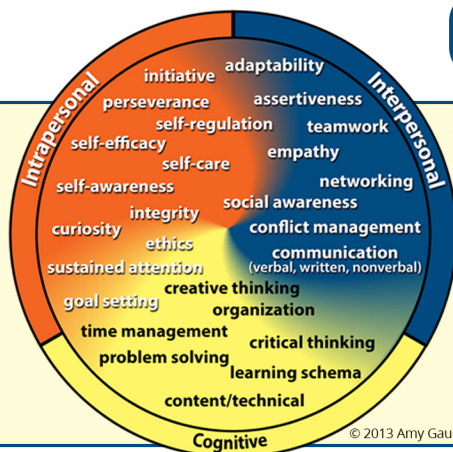
Students' growth in learning and practicing self-efficacy should be measured. It is important to collect baseline data related to your students' current ability to be self-efficacious. There are two assessment tools to measure your students' understanding and application of self-efficacy concepts: the *Self-Efficacy Knowledge Test 3–6* and the *Self-Efficacy Performance-Based Observation*. Both are described below and are available for immediate use at www.cccstudent.org.

The *Self-Efficacy Knowledge Test 3–6* (Heger, Noonan, Gaumer Erickson, & Haught, 2023) is a curriculum-based measure that assesses students' knowledge of self-efficacy concepts. The test includes multiple-choice, true/false, situational judgement, and short-answer items. The knowledge test is directly aligned to the lessons and should be used as a pre/post measure prior to and after teaching the self-efficacy lessons. A self-reflection is also included, where students rate behaviors on a 5-point Likert-type scale from *Not Very Like Me* to *Very Like Me*. The results will help students measure their knowledge of self-efficacy concepts and gauge their ability to apply that knowledge. For additional information on this assessment, see pages 1–2 of the [Technical Guide](#).

The *Self-Efficacy Performance-Based Observation* (Noonan & Gaumer Erickson, 2018) assesses how well students demonstrate self-efficacious behaviors. It is appropriate for students of any age and can show growth when combined with explicit instruction and practice. This observation tool can be used at purposeful intervals to monitor the development of each student. Based on observations across time or in specific situations, the educator rates each student's self-efficacious behaviors on a scale. For additional information on this assessment, see page 3 of the [Technical Guide](#).

To use the assessments, create an account on www.cccstudent.org, a free assessment website (students do not need accounts). Once students have taken the *Self-Efficacy Knowledge Test 3–6* or you have observed their self-efficacious behaviors using the *Self-Efficacy Performance-Based Observation*, you can view and analyze classroom and individual student results on this website. The assessment results can be used to help refine instruction, and students and educators can use the results to determine growth. Additional details for launching an assessment and reviewing the results are provided on the website.

SELF-EFFICACY



The **College and Career Competency Framework**, developed by Drs. Gaumer Erickson and Noonan at the University of Kansas, supports educators and families in developing resilient learners who collaborate to expand skills, express their wants and needs respectfully, and apply strategies to self-regulate and persevere. Visit www.CCCFramework.org to learn more about College and Career Competencies.

STUDENT IMPACTS

Teachers providing **self-efficacy** instruction and classroom practice observe student growth, including:

- Increased self-reflection and self-awareness
- Increased belief that ability grows with effort
- Improved confidence in their own abilities
- Improved quality and timeliness of work
- More openness to constructive feedback

Research in **elementary** and **secondary** education identifies proven student impacts from teaching **self-efficacy**.

- Students with stronger **self-efficacy** will engage more, work harder, and persist longer when they encounter difficulties (Zimmerman, 2000).
- Of many factors, **self-efficacy** has “the strongest positive and significant association” with life satisfaction (Moksnes et al., 2019, p. 226). It also helps to counteract many stressors, including peer pressure, school/leisure conflict, and school performance.
- The most successful interventions emphasize that intelligence grows with effort (Dweck et al., 2014). These interventions include encouraging students’ growth mindset by praising effort and growth rather than ability.
- By receiving explicit instruction in **self-efficacy**, students increase their interest in pursuing challenging careers (Falco & Summers, 2019).

DEFINITION

Self-efficacy is an individual's perceptions about their capabilities to perform at an

expected level, achieve goals, and complete moderately challenging tasks (Noonan & Gaumer Erickson, 2018).

Students use **self-efficacy** strategies to persist in learning.



RESOURCES

- **Instructional Activities** for teaching **self-efficacy** strategies K-12
- **Teacher Testimonial Videos** for implementing **self-efficacy**
- **Family Guidance** for building **self-efficacy** in the home
- Measure student growth in **self-efficacy** at www.CCCStudent.org



Table of Contents

Assessing Your Self-Efficacy Knowledge (Pretest).....	5
Administer the <i>Self-Efficacy Knowledge Test 3–6</i>	5
Use the <i>Self-Efficacy Performance-Based Observation</i> to observe students	8
Unit 1: Introducing Self-Efficacy	10
1. I can define self-efficacy.....	10
2. I can focus on my effort to help improve my belief in myself.....	12
3. I can try again to increase my confidence	13
4. I can identify ways to calm myself	14
5. I can explain why self-efficacy is important to me	15
Unit 2: Understanding Your Current Level of Self-Efficacy	17
6. We can identify our strengths and challenges as a class	17
7. I can describe my self-efficacy strengths and challenges at school	18
8. I can describe Self-Efficacy Strategies that are my strengths	19
Unit 3: Approaching Challenges With a Growth Mindset	21
9. I can explain the difference between fixed mindset and growth mindset.....	21
10. I can focus on my effort by identifying fixed mindset actions, phrases, and thoughts.....	22
11. I can exercise my brain and explain how the brain changes when I am learning.....	23
Unit 4: Viewing Mistakes and Setbacks as Opportunities to Learn	25
12. I can explain how mistakes help me learn	25
13. We can build growth mindset attitudes in the classroom by learning from our mistakes	26
14. I can analyze how mistakes helped others learn.....	26
15. I can describe examples of using mistakes as opportunities to learn	28
Unit 5: Reflecting on Past Accomplishments to Build Your Confidence	29
16. I can remember hard things I’ve done	29
17. I can share hard things I’ve done	31
18. I can plan for future mastery	31
Unit 6: Giving and Accepting Feedback and Praise	32
19. I can describe meaningful praise	32
20. I can accept feedback to improve my skills	34
21. I can give praise to build others’ self-efficacy.....	35
Unit 7: Understanding How Your Emotions Impact Your Self-Efficacy	37
22. I can identify feelings I’ve had when I am learning something hard.....	37
23. I can use mindfulness to calm myself	39
Unit 8: Building Your Self-Efficacy by Observing Others’ Success.....	41
24. I can analyze how others overcame challenges	41
25. I can watch and learn from others to increase my own self-efficacy.....	42
Unit 9: Self-Efficacy—Putting It All Together	44
26. I can identify Self-Efficacy Strategies.....	44
27. I can share strategies that help me believe I can do hard things	45
Assessing Your Self-Efficacy Knowledge (Posttest)	46
Re-administer the <i>Self-Efficacy Knowledge Test 3–6</i>	46
Reflect on pre- and posttest results	46

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Assessing Your Self-Efficacy Knowledge (Pretest)

Materials (available at www.cccframework.org/se-lessons-int/#pre):

- *Self-Efficacy Knowledge Test 3–6* (online version; see pages 6–7 for the items)
- *Self-Efficacy Performance-Based Observation* (online version; see page 9 for the items)

Preparation: To record and access assessment results, you or your school will need an account on www.cccstudent.org, a free assessment website. Follow the directions on the website to launch the *Self-Efficacy Knowledge Test 3–6*. Each assessment that you set up will have a specific code. Note the code for your test and provide that code and the link below to the students.

Assessment Link: www.cccstudent.org

Code: _____

Administer the *Self-Efficacy Knowledge Test 3–6*

We recommend that students complete the *Self-Efficacy Knowledge Test 3–6* online. For the students to complete the assessment online, you or your school will need an account on www.cccstudent.org, a free assessment website. Follow the directions on the website to launch the assessment, and title the pretest so that it is easy for you to identify (e.g., “2023 Self-Efficacy Pretest Grade 3”). On the website, the students will receive personalized reports that you can also access.

Using the copy of the assessment on the following pages as a reference, explain to the students that for Items 1–20, they will use a 5-point scale to rate how each of the statements applies to them. Each rating should be based on how they feel. For example, if students believe they can learn any new skill by working hard and practicing, they will choose *Very Like Me*. In the visual on the next page, “N” denotes items that are reversed or negatively worded. Lower scores on these items denote more self-efficacious behavior. Assure the students that there are no correct or incorrect answers and that everyone’s responses may be different because we all have our own thoughts and feelings. Tell the students to pause and think about how they feel about a statement before marking it. Then the students will complete the second part of the assessment, which measures knowledge about self-efficacy. Tell the students that they may not know the correct answers now, which is expected as they might not have learned about self-efficacy yet. The students will repeat the *Self-Efficacy Knowledge Test 3–6* after all instruction is delivered.

Self-Efficacy Knowledge Test 3–6

Student ID _____

Date _____

	Not very like me	1	2	3	4	5	Very like me
1. I can learn any skill if I work hard and practice.	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Once I've decided to do something, I keep trying, even if it is harder than I thought.	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. I believe that I can make my brain stronger.	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. I can always get better, even if I am really good at something.	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. I think people should realize when they aren't good at something and quit. (N)	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. I see making mistakes as a normal part of learning.	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. When I am told that I didn't do well on something, I try even harder to learn it.	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. I want to quit when I'm told I made a mistake. (N)	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. When something is hard, I focus on the progress that I have made.	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. When a task sounds hard, I tell myself that I can do hard things.	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. It helps me to learn from other people's stories of success.	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. When starting something hard, I think about my past successes.	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Sometimes I give up when I'm afraid I can't do something. (N)	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. When I am having trouble learning a new skill, I get advice from people I know.	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. When I hear about how others overcame difficulties, I feel like I can succeed too.	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. I can calm myself down when I'm anxious about something.	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. I use feedback from others to get better.	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. When given a choice, I usually take the easiest option. (N)	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19. I like to challenge myself to learn new things.	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20. When I am frustrated, I take deep breaths to help me calm down.	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

True or False

21. ___ Making mistakes (and putting in the effort to learn from them) makes your brain stronger (strengthening neuropathways).
22. ___ If you get good grades in school, you automatically have strong self-efficacy.
23. ___ Self-efficacy is something you're born with. Either you have it, or you don't.
24. ___ You can use strategies to increase your self-efficacy.
25. ___ Self-efficacy is important for academics but isn't important for things like sports or music.

Multiple-Choice

26. When talking to a friend, which of the following statements would support them in building their self-efficacy?
- You are good at this.
 - You are smart.
 - Practice makes perfect.
 - Practice makes progress.
27. Which of these helps build self-efficacy?
- Competing with others
 - Learning from others
 - Focusing on your natural talents
 - Focusing on your failures
28. **Scenario:** Three weeks into a class, Jody fails the first test. She's worried that she won't be able to improve her grade. She feels frustrated, stupid, and unsure what to do. Using what you've learned about self-efficacy, choose the best option.
- Several friends warned Jody that this class would be hard and suggested that she just give up.
 - Jody decides that she can succeed with effort. She starts studying at home, finishing all homework, and asking questions when she doesn't understand something.
 - Jody decides to ask around to see if she can find someone who has taken the class. They could tell her whether the class gets easier or not.
 - Jody decides that the reason she did so poorly on the test is that she got too anxious. She is going to take five deep breaths before the next test. She would ask for help, but she does not want anyone else to know that she is struggling.

Do these behaviors show a growth mindset or a fixed mindset?

29. Skills are something you're born with or you're not.	Fixed Mindset	Growth Mindset
30. Trying to do hard things is how we learn.	Fixed Mindset	Growth Mindset
31. "I'm good at reading, but I just can't do math."	Fixed Mindset	Growth Mindset
32. "My friend is so smart. I'll never be that smart."	Fixed Mindset	Growth Mindset
33. Honest feedback helps you find where you need to improve.	Fixed Mindset	Growth Mindset
34. Be open to new challenges but admit when you just aren't good at something and move on.	Fixed Mindset	Growth Mindset
35. "I can do hard things."	Fixed Mindset	Growth Mindset
36. Mistakes are valuable because we can learn from them.	Fixed Mindset	Growth Mindset
37. Smart people don't have to work hard.	Fixed Mindset	Growth Mindset
38. "I can get better at anything."	Fixed Mindset	Growth Mindset
39. "I don't need to practice because I'm already good at that."	Fixed Mindset	Growth Mindset

Open-Ended

40. Imagine that you are facing a challenge and you are not sure you can be successful. Name three things you could do to raise your belief in yourself.

After the students have completed the online assessment, a Results page will be displayed. Remind them that there are no incorrect responses to the first 20 items and that they will have different answers because they each have their own unique feelings about things. Have the students look over Items 1–20 and identify items they rated high, indicated by checkmarks shaded in green. Ask the students to describe three of these items in the table under the column *My strengths in self-efficacy*.

Then, have the students identify items they rated low, indicated by checkmarks shaded in pink or red. Ask the students to describe three of these items in the table under the column *My areas for growth in self-efficacy*.

My strengths in self-efficacy (checkmarks shaded in green)	My areas for growth in self-efficacy (checkmarks shaded in pink or red)
1.	1.
2.	2.
3.	3.

Next, have the students write down their score on the knowledge test:

Multiple-choice score: ____/19 ____%

Explain to the students that they will likely improve on the knowledge test portion as they learn concepts related to self-efficacy. They will retake this assessment later in the year, and it will show their growth.

To access both individual and aggregated student results yourself, log back in to your account on www.cccstudent.org, click on **My Portal**, scroll to the list of **My Assessments**, locate your assessment, and click on the **Results** button to open the teacher view for that assessment. To view the individualized reports for each student, in **My Portal** click on your assessment's title.

The students will repeat the *Self-Efficacy Knowledge Test 3–6* after all instruction is delivered.

Use the *Self-Efficacy Performance-Based Observation* to observe students

The *Self-Efficacy Performance-Based Observation* (see page 9) measures students' self-efficacious behaviors. You will rate each student's self-efficacious behaviors on a 4-point scale. We recommend that you observe and record your students' self-efficacious behaviors three times per year (at the beginning, midway through, and after instruction) to see student growth and challenges.

Reflect on the past three weeks and each student's demonstration of the behaviors listed in the observation. Use the scale to rate each student's proficiency. If you haven't had an opportunity to observe a behavior, select *Not Observed*. For behaviors that you haven't observed, consider providing classroom activities that allow students to demonstrate those behaviors. For example, asking the students to learn a new, challenging concept would provide an opportunity to observe how well each student is addressing the second indicator, "Continues to work on a challenging task by trying different ways to solve a problem."

To complete the *Self-Efficacy Performance-Based Observation*, you or your school will need an account on www.cccstudent.org, a free assessment website. Follow the directions on the website to launch the *Self-Efficacy Performance-Based Observation*. Title the observation so that it is easy for you to identify (e.g., "2023 Self-Efficacy Observations Grade 3"). The website will automatically graph three observations for each student and provide both individualized reports and a class-wide summary.

Self-Efficacy Performance-Based Observation

Student ID _____

Date _____

Based on observations across time or in specific situations, evaluate each student's performance. This assessment can be used at purposeful intervals to monitor the development of each student.

Beginning: Not yet able to demonstrate without scaffolding.

Emerging: Minimal or superficial demonstration; prompting likely required.

Proficient: Sufficient demonstration, including self-appraisal and detailed, personalized application.

Advanced: Independent and consistent demonstration; teaches/prompts others.

Not Observed is documented if there has not been the opportunity to observe the behavior performed by an individual student.

Self-Efficacy Sequence Indicators	Beginning	Emerging	Proficient	Advanced	Not Observed
1. Demonstrates an understanding that making mistakes is normal (Strategy 6, <i>learn from my mistakes</i>).					
2. Continues to work on a challenging task by trying different ways to solve a problem (Strategy 2, <i>try again</i>).					
3. Demonstrates approaching a challenging task with recognition that ability grows with effort (Strategy 1, <i>focus on my effort</i>).					
4. Demonstrates verbal persuasion and growth mindset self-talk (Strategy 4, <i>say, "I haven't learned _____ yet"</i> ; Strategy 8, <i>give and accept praise</i>).					
5. Uses feedback to improve (Strategy 9, <i>accept feedback</i>).					
6. Utilizes mindful practices to self-calm and focus (Strategy 3, <i>calm myself</i>).					

Unit 1: Introducing Self-Efficacy

Learning Targets:

1. I can define self-efficacy
2. I can **focus on my effort** to help improve my belief in myself
3. I can **try again** to increase my confidence
4. I can identify ways to **calm myself**
5. I can explain why self-efficacy is important to me

Materials (available at www.cccframework.org/se-lessons-int/#u1):

- Self-Efficacy Definition Poster
- Video *Coleman Students Describe Self-Efficacy*
- Video *What Is Self-Efficacy?*
- Self-Efficacy Strategies Poster
- Video **Focus on My Effort**
- Video *John Legend: Success Through Effort*
- Video **Try Again**
- Video *Try, Try Again*
- Video *Choosing a Tool to Stay Calm at School*

Instructional Activities:

1. I can define self-efficacy

Explain to the students that they will be learning about self-efficacy, which is believing that you can do something even when it is hard. When you have self-efficacy, you believe that you can accomplish something difficult, and when something is difficult, there are things you can do and say to yourself to help you keep trying to learn and take on the challenge. Facilitate a group discussion using these prompts:

1. Think of a time when you wanted to do or learn something but decided it was too hard, and quit trying.
 - What was the situation?
 - How did you feel?
 - What kinds of thoughts did you have?
2. Now, think of a time when you had to do something hard but you stuck with it and succeeded. Maybe it was taking a test in school, singing a solo in a choir, completing the PACER test in PE, or any other situation that was challenging.
 - What was the situation?
 - How did you feel when you finally learned to do something you had been working on learning for a long time?

Prompt the students to share their examples. As individuals share, ask if other students have experienced the same struggles. During the discussion, ask the students:

- How did you feel about your ability to complete [challenging task]?
- What were you thinking and feeling as you were working toward completing [challenging task]?
- What positive or negative things did you think or say to yourself while working on [challenging task]?

Divide the students into small groups and ask each group to discuss one of the following quotes. Tell the students to jot down their responses to these questions:

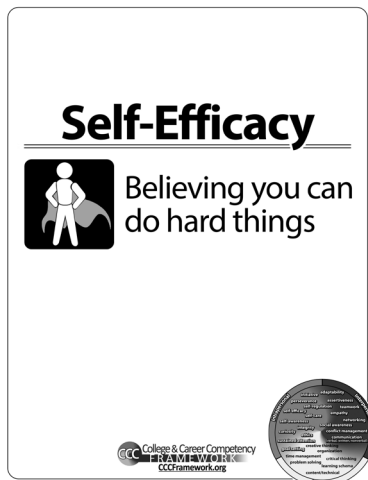
- What does the quote mean?

- How does the quote relate to being able to do something that is hard?

Self-Efficacy Quotes:

1. Gold medals are made from your sweat, blood and tears, and effort in the gym every day, sacrificing a lot.
—Gabby Douglas
2. The one thing that matters is the effort.
—Antoine de Saint-Exupéry
3. I'm a great believer in luck, and I find the harder I work the more I have of it.
—Thomas Jefferson
4. It's not that I'm so smart, it's just that I stay with problems longer.
—Albert Einstein
5. No matter how many mistakes you make or how slow your progress, you're still way ahead of everyone who isn't trying.
—Tony Robbins
6. I've missed more than 9000 shots in my career. I've lost almost 300 games. 26 times, I've been trusted to take the game-winning shot and missed. I've failed over and over and over again in my life ... and that is why I succeed.
—Michael Jordan
7. If you can't fly then run. If you can't run then walk. If you can't walk then crawl. But whatever you do, you have to keep moving forward.
—Martin Luther King Jr.

Ask each group to report a summary of their discussion. Then show the students the [Self-Efficacy Definition Poster](#).



Explain that self-efficacy is believing you can do hard things. When you have self-efficacy, you believe that you can accomplish something difficult, and when something is difficult, there are things you can do and say to yourself to help you keep trying to learn and take on the challenge. Tell the students that their beliefs about themselves and what they can accomplish actually impact their ability to do something. Emphasize to the students that believing in yourself and your ability will improve your self-efficacy. When you believe you can accomplish or learn something difficult, you have strong self-efficacy. When you

don't have confidence in your ability to accomplish something, you have low self-efficacy. Each person has both low and high self-efficacy in different things, as our level of self-efficacy varies depending on the type of challenge we are facing (e.g., academics, music, sports). Explain to the students that as they learn more about self-efficacy, they will learn ten strategies to increase their confidence when they experience low confidence in their abilities.

Tell the students we will watch a video of students defining self-efficacy in their own words. Show the video [Coleman Students Describe Self-Efficacy](#).

Then show the video [What Is Self-Efficacy?](#) After the videos, ask the students to think about the quotes they just discussed and the definitions the students provided in the video. Ask the students to work with a partner and answer the prompt below:

How I would explain self-efficacy to a friend:

2. I can *focus on my effort* to help improve my belief in myself

In this activity, the students explore the first strategy to build self-efficacy, *focus on my effort*. Students need to understand the importance of *focusing on their effort* and progress instead of their results or outcomes. Emphasize that the students can control how much effort they are putting forth even if they can't control the results or the outcomes. If they maintain their effort, it will likely lead to progress and an end result that is favorable to them. Students must be able to self-evaluate and determine their level of effort as they work through challenging tasks.

Show the students the [Self-Efficacy Strategies Poster](#).



Remind the students that improving self-efficacy, or *believing you can do hard things*, requires that you practice different strategies related to how you think and feel when you experience a challenge. Tell the students they will be learning and practicing ten strategies that will help them improve their self-efficacy. Today they will start by discussing the first strategy, *focus on my effort*.

Show the video [Focus on My Effort](#). Divide the students into two groups. If you have a larger class, consider dividing the class into four groups and having two groups discuss focus while two other groups discuss effort. Each group will discuss a portion of the strategy *focus on my effort* and then summarize their discussion for the whole group. During their small-group discussions, the students should discuss each of the questions listed:

Group 1:

- What does focus mean?
- How do you know when you are focused?
- What does it look and feel like when you are not focused?

Group 2:

- What does effort mean?
- How do you know when you are putting forth effort?
- What does it look and feel like when you are not putting forth effort?

Allow the students a few minutes to discuss the questions in their groups. Then ask each group to summarize their discussion for the whole class. Show the students the [Self-Efficacy Strategies Poster](#) and review what they have learned about the strategy **focus on my effort**. Remind them that **focusing on effort** is more important than focusing on the outcome. When we put forth effort, it is more likely that we will experience the outcome we want.

Tell the students they will watch a video about the connection between effort and progress. Show the video [John Legend: Success Through Effort](#).

After the video, ask the students to reflect on what they have learned in this activity. They have discussed what **focusing on effort** means and watched a video that explains the connection between effort and success. Tell the students to jot down their thoughts on the prompts below:

- What does effort mean to you?
- What happens when you are putting forth a lot of effort?
- Write about a time when you used effort. Include the actions and thoughts that helped you continue to put forth the effort.

3. I can **try again** to increase my confidence

In this activity, the students explore another strategy to help improve their belief that they can do hard things. The students begin to understand that learning is hard work and that it may take several attempts before they successfully learn something or complete a task. When students can accept their failed attempts, learn from them, and **try again**, they increase their belief that they can do hard things. Show the video [Try Again](#) and facilitate a group discussion using these prompts:

- What are some key points from the video?
[Possible responses: some things we won't learn on the first try, but we keep trying and improve each time; challenging learning takes multiple tries.]
- When you encounter something really hard, why is it difficult to **try again**?
- Why do we need to **try again** when something is really hard?

Emphasize to the students that when we **try again** using different ways to learn, it builds our confidence in ourselves, or our self-efficacy. Ask:

- What is something you feel very confident about doing?
- How did you practice it before you felt confident? How often and for how long?

Tell the students that learning is hard work and that it will take many attempts before we are successful at something. Each time we make another attempt toward accomplishing something, we are increasing our self-efficacy and learning to **focus on our effort** and **try again**. Inform the students that they are going to watch a video with a poem, [Try, Try Again](#).

Explain to the students that when we accept the fact that learning is hard work and it will take many attempts before we are successful, we are increasing our self-efficacy and our belief that we can complete difficult tasks. It is important to **try again** instead of giving up. Ask the students to reflect on a time when they gave up instead of **trying again**. Ask them to write about how **trying again** could have changed the outcome of what they were attempting to do. Use the framework below to help them structure their reflections:

- Write about a time when you gave up and quit learning instead of **trying again**.
- It was difficult for me to **try again** because _____.
- If I had kept trying instead of giving up, I would have _____.

4. I can identify ways to **calm myself**

In this activity, the students learn about the Self-Efficacy Strategy **calm myself**. Students often become frustrated and upset when it takes multiple attempts for them to learn something. The strategy **calm myself** will help students be more prepared to manage their emotions and persist through learning challenges.

Explain that learning is a process that requires hard work, making mistakes, learning from those mistakes, and then **trying again**, but negative emotions can get in our way. Acknowledge that we have all become frustrated or overwhelmed when we were trying to learn something new. Show the students the [Self-Efficacy Strategies Poster](#) and emphasize the strategy **calm myself**. Tell the students they are going to learn about six different options for **calming themselves** by watching a video. As they watch, have them write down the six options for **calming themselves**. Show [Choosing a Tool to Stay Calm at School](#).

After the video, ask the students to identify each of the options they have written down for **calming themselves**. Discuss each option and when it would be appropriate to use it as a calming technique. The calming tools are:

1. Take a deep breath.
2. Think about something funny or a happy memory.
3. Use a tool from the calming corner (for more information on creating a calming corner, see www.thewatsoninstitute.org/watson-life-resources/situation/classroom-calming-corner).
4. Take a stretch.
5. Get a drink of water.
6. Ask to take a break.

Inform the students that they are going to create posters that can be hung in the classroom as a reminder of the different tools they can use within the strategy **calm myself**. Divide the students into six different groups and give each group a piece of chart paper with a calming tool listed at the top. Ask the students to follow these three steps when working in their groups:

- Listen as each group member shares a time when they could have used their calming tool.
- Discuss how the group wants to illustrate the calming tool on the poster.
- Collaboratively illustrate the poster.

After each group has completed their poster, ask them to share it with the whole class. After every group has presented, ask the students to think about an upcoming task or challenging concept that will likely cause them to feel frustrated, overwhelmed, or stressed, and complete the prompt below:

I may get frustrated when I _____. If I start to feel frustrated, I will _____ [*students list one to three tools they will use to **calm themselves***].

Tell the students they should remember to use the calming tools they have identified as they begin their challenging task. After completing the task, they should reflect on how well the tools worked to help them ***calm themselves***.

5. I can explain why self-efficacy is important to me

When students understand and believe that learning self-efficacy will help them, they are more likely to engage in learning and generalizing self-efficacy concepts. One way to support students in identifying why self-efficacy is important to them is to provide a personal example of how self-efficacy helped you. You could also provide an example of how your lack of self-efficacy kept you from accomplishing something. In this activity, the students analyze your personal example of why self-efficacy is important to you and use that analysis to determine how self-efficacy can help them.

Review the definition of self-efficacy as well as each of the Self-Efficacy Strategies the students have learned about: ***focus on my effort***, ***try again***, and ***calm myself***. Remind the students that in order for them to increase their self-efficacy, they need to practice using these strategies when they experience a challenge.

Explain that self-efficacy is important for everyone. People who are successful and self-efficacious in certain areas may still struggle with self-efficacy in other areas. For instance, a student who gets good grades and has strong self-efficacy or confidence in their math abilities might still struggle with low self-efficacy in their singing ability. We each must understand (and often remind ourselves and others) that if we choose to focus on putting in the effort, we can improve our abilities in anything.

Provide the students with a personal example of how having self-efficacy helped you accomplish something you wanted to do but found challenging. Include details about how you ***focused on your effort*** and other specific strategies you used to increase your confidence in your abilities. Use the example below with your students or create your own example.

Personal Example:

To get my teaching degree, I had to take and pass a state test that other teachers thought was really hard. When I first found out I had to take this test, my self-efficacy, or my thoughts about my ability to do well, was very low. However, I decided to use self-efficacy to help me build up my confidence in taking this test. I started by reminding myself that I had taken and passed other difficult tests. I knew I could be a good test taker. It wasn't always easy, but I reached out to my teachers and asked them for feedback on my tests so that I could improve. I told myself if I worked hard, studied, and did my best, I could improve and pass this test like so many teachers did before me. I knew that I might feel nervous before taking the test, so I planned to take a few deep breaths and think positive thoughts before I began. By the time I had to take the test, I felt confident in my knowledge and ability to pass the test. So, when I went to take the test, guess what happened. I was confident, I worked hard, and I knew I could do it, so I did it! I passed the test.

Explain that our thoughts about finishing a task affect our ability to do it. Being aware of our thoughts is therefore important. We might think we can't do something, or we might not feel like doing it. When we have negative thoughts, it can keep us from reaching our goal. If we can change our negative thoughts to positive ones, it will help us be more successful.

Review the definition of self-efficacy again. Ask the students:

- In my personal example, what were some things I did to improve my self-efficacy?
[Possible responses: remembered the difficult tests you had taken and passed, asked for feedback

from others, studied, put in a lot of effort, remembered to take deep breaths and have positive thoughts.]

- Can you think of a time you have used positive self-talk, reminded yourself that you had done difficult things before, or taken a deep breath to help you do something? Describe the situation.
- Why is improving your self-efficacy important?

After the discussion, ask the students to complete the reflection below:

Improving my self-efficacy is important to me because _____.

Unit 2: Understanding Your Current Level of Self-Efficacy

Learning Targets:

6. We can identify our strengths and challenges as a class
7. I can describe my self-efficacy strengths and challenges at school
8. I can describe Self-Efficacy Strategies that are my strengths

Materials (available at www.cccframework.org/se-lessons-int/#u2):

- Video *Strengths & Weaknesses for Students*
- Self-Efficacy Strategies Poster
- Video *Say, "I Haven't Learned It Yet"*

Preparation: Gather materials for the students to use when they create their posters in Activity 6.

Instructional Activities:

6. We can identify our strengths and challenges as a class

In this activity, the students are introduced to the idea that each of us has areas of strengths and challenges when it comes to self-efficacy. There are things we can do well, things we find very challenging, and things we are still learning.

Remind the students that learning self-efficacy is a process and that using strategies like ***focus on my effort*** and ***calm myself*** will help them persist through challenges. Explain that each of us has different strengths and challenges. We all have different things that we can do and that we have learned to do by putting forth effort and things we are still learning that are challenging for us. For example, you may have a friend who is very good at playing the violin, but you have just started taking violin lessons and feel that it is difficult to play. You find playing basketball very easy, but your friend may be struggling to make any of his shots. We are all learning at different rates and in different ways, but if we practice using the Self-Efficacy Strategies ***focus on my effort***, ***try again***, and ***calm myself***, we can improve.

Tell the students that they are going to watch a video about two people with different strengths and challenges. Ask the students to listen to each character's strengths and challenges. Show [Strengths & Weaknesses for Students](#).

After the video, ask the students:

- What are Annie's strengths? What are Rocco's strengths?
[Possible responses: Annie's strengths are exercising, healthy eating, and writing songs. Rocco's strengths are doing math, drawing, and painting.]
- What are Annie's challenges? What are Rocco's challenges?
[Possible response: They don't know yet the differences between adjectives and adverbs.]

Tell the students to think about some things that they can do well. Ask:

- What are some things that you can do well?
- Was it always easy for you to do these things, or did you have to practice?
- What is something that is very difficult for you to do?
- Do you notice improvement on your difficult thing each time you practice it? Are you making progress?

Tell the students they are going to make a poster that will remind them, as a class, that we all have different strengths and challenges. Each student's poster should include drawings showing their individual strengths and challenges. Have the students start this project by responding to these prompts:

- Write three things you can do well.

- Write one thing you find challenging.

Give the students time to work on their posters.

When they have finished their posters, divide the students into small groups and have them follow these steps:

1. Listen as each person shares their strengths.
2. Listen as each person shares their challenges.
3. Discuss each of the following questions:
 - Why do we all have different strengths and challenges?
 - How can knowing our strengths and challenges help us with self-efficacy?

Afterward, ask each group to summarize their discussion for the whole class. Conclude by emphasizing that each of us has identified different things that we can do and consider to be strengths. We have also discussed things that we find challenging and are still learning. Knowing the areas we find challenging, where we have low self-efficacy, reminds us to use Self-Efficacy Strategies to persist through challenges. Knowing our areas of strength reminds us that, when we use Self-Efficacy Strategies, things that start off as challenges can become strengths.

7. I can describe my self-efficacy strengths and challenges at school

In this activity, the students reflect on something they are currently learning in school. They determine an area of strength and an area that they still find challenging related to the concept they are currently learning. This activity also gives students the opportunity to determine which Self-Efficacy Strategies they will use to make progress in learning or getting better at something. The students begin by reflecting on how much progress they have made in learning something. Then they reflect on what they still need to learn and the strategies they can use to increase their confidence in learning it.

Tell the students to think about a concept they have been working on in class. The concept needs to be something that has some elements to it that the students do well and have learned, and it also needs to have elements that are still challenging for the students. For example, a student who has been working on writing an opinion piece might determine that a general area of strength is that they can introduce the topic and state their opinion well but that they find supporting their opinion with facts from a text to be challenging. Ask the students:

- What is something challenging you have been working on in school (or this class)?
- What can you already do related to [challenging concept]?
- What part of [challenging concept] is still pretty hard for you?

Tell the students to remember that learning new things takes self-efficacy, belief that you can do something even when it's hard. Ask:

- What does effort mean?
[Possible response: trying really hard and not giving up.]
- What are some things we can do to help ourselves **focus on our effort**?
*[Possible responses: saying positive things to ourselves, **watching and learning from others**, **trying again**, taking a deep breath.]*

Explain to the students that they are going to think about how much they have learned about a challenging concept and what they still need to learn. Provide the students with an example of something you are learning and what strategies you use to persist. The following is an example for you.

Personal Example:

I am working on becoming more active, and my goal is to run a half-marathon. When I first started running, I didn't know how to pace myself, and sometimes I would exhaust myself after a few blocks because I was running too fast. I also didn't know how important it was to eat healthy foods. Now I am much better at pacing myself, and I can run further without stopping to walk. I have also learned to eat foods that give me energy, like bananas and yogurt. I still need to get better at being consistent by running several times a week. I am going to do that by remembering to **focus on my effort** and progress and remembering how much better I am running. I will also say positive things to myself to help me stay confident.

Explain to the students that they should think about something they are learning and identify some things they have improved and some things they still need to work on. Tell the students to complete the chart below. Each student should start by listing in the first column something challenging they are currently working on. Then ask the students:

- What have you learned about your challenging concept? What parts can you do now that you couldn't before?

After the students have had time to record their responses in the column *Strengths*, ask them:

- What is something about your challenging concepts that is still difficult for you to do?
- What can you do to build your self-efficacy and keep learning?

Challenging concept	Strengths	Opportunities for growth
	What have we learned about [challenging concept]? What can we do now that we couldn't before?	What is something that is hard for us? What can we do to build our self-efficacy and keep learning?
Writing an opinion piece	I learned how to write a good topic sentence.	We can get better at using evidence to support our opinions. When writing gets hard, we can use strategies such as calm myself and try again to help us keep trying.

After the students have had time to record their responses, ask them to work with a partner and share their strengths and opportunities for growth. Ask each set of partners to summarize their discussion for the class. Conclude the activity by explaining that when they use different strategies to increase their belief that they can complete a challenging task, they are practicing self-efficacy. They can use the strategies we have talked about when they are learning things in school or in extracurricular activities. Emphasize that we all have varying levels of self-efficacy across specific tasks, and while it can be good to play to our strengths, we also need to know that we can learn and improve in any skill if we put in effort and take steps to build our confidence in our abilities.

8. I can describe Self-Efficacy Strategies that are my strengths

Show the students the [Self-Efficacy Strategies Poster](#) and ask volunteers to explain each of the Self-Efficacy Strategies they have learned so far: **focus on my effort**, **try again**, and **calm myself**.

In small groups, ask each student to share strategies they consider strengths or find easy to do. Use these prompts to expand the discussion:

1. Name a Self-Efficacy Strategy that is easy for you.

2. Explain how to do each strategy.
3. How could you help someone who found this strategy difficult? What would you say to them?

Next, ask them to choose their best Self-Efficacy Strategy and write about a time when they demonstrated the strategy. For example, a student who considers the strategy **calm myself** a strength might write about themselves taking deep breaths before they had to take a test.

Afterward, ask them to share their story with the class. Point out that each member of the class has different strategies they considered strengths. Remind the students that practicing the Self-Efficacy Strategies when they learn new things will help them improve their ability to do each strategy.

Using the [Self-Efficacy Strategies Poster](#), introduce the strategy **say, "I haven't learned _____ yet."** Talk to the students about the importance of reframing their outlook on their progress. Explain that if they don't understand something, instead of thinking, "I can't do this," they should change that statement to something like "I don't understand this yet."

Show the video [Say, "I Haven't Learned It Yet"](#) Afterward, have the students answer these questions individually and then together as a class:

- What are some of the benefits of **saying, "I haven't learned it yet"**?
[Possible responses: we have confidence that we will learn something in the future; it helps us remember to put forth effort; we keep trying.]



From the video [Say, "I Haven't Learned It Yet"](#)

- What is something you haven't learned yet?
- Why should you **say, "I haven't learned it yet,"** rather than "I can't"?
[Possible responses: so you don't give up, to keep **focusing on my effort**, to finish what I started learning.]
- What have you recently learned to do? Give examples.
- What is something hard that you're learning now? Give examples.

Tell the students that using the strategy **say, "I haven't learned _____ yet"** will help them remember that they are getting better at learning something and making progress but that they just haven't learned it yet.

Extended Activity: Support the students in practicing self-efficacy by asking them to share what they have written in this activity with their parents or guardians and tell them to describe the Self-Efficacy Strategies they consider to be their strengths. Refer families to the family guidance resources at www.cccframework.org/family-guidance to help build self-efficacy in the home.

Unit 3: Approaching Challenges With a Growth Mindset

Learning Targets:

9. I can explain the difference between fixed and growth mindset
10. I can **focus on my effort** by identifying fixed mindset actions, phrases, and thoughts
11. I can **exercise my brain** and explain how the brain changes when I am learning

Materials (available at www.cccframework.org/se-lessons-int/#u3):

- Self-Efficacy Strategies Poster
- Video *The Mindset of a Champion*
- Video *The Force: A Growth Mindset*
- A piece of thread, a piece of yarn, and a piece of rope
- Video **Exercise My Brain**
- Video *The Truth About Your Brain*

Instructional Activities:

9. I can explain the difference between fixed mindset and growth mindset

In this activity, you will introduce the students to fixed and growth mindsets and support them in understanding that they can change their mindset. When students understand that they should approach challenges with a growth mindset and believe that they can learn and get better with effort, they are building their self-efficacy.

Briefly review the [Self-Efficacy Strategies Poster](#), summarizing what you have taught them so far (**focus on my effort; try again; calm myself**; and **say, “I haven’t learned _____ yet”**). Remind the students that they need to practice using these strategies anytime they experience a challenge.

Tell the students they are going to learn about two different ways of thinking about learning: a fixed and a growth mindset. Explain to the students that “mindset” refers to our set of beliefs or attitudes that determine how we will understand ourselves and what’s happening around us. Our mindset impacts how much we learn and how much effort we put into learning. Show the video [The Mindset of a Champion](#).

After the video, ask the students:

- What are some things a fixed mindset person might say?
[Possible responses: *I can’t do this; this is too hard; I will never learn this.*]
- What are some things a growth mindset person might say?
[Possible responses: ***I haven’t learned this yet; I will put forth the effort and try again.***]

Refer back to [Mindset of a Champion](#) when the boy was talking about having a fixed mindset about learning to read. Ask the students:

- What was the boy doing that showed he had a fixed mindset about learning to read?
[Possible responses: *getting upset; saying, “You can’t do anything,” to himself.*]
- What did the boy do to help himself have a growth mindset about learning to read?
[Possible response: ***started saying, “I haven’t learned this yet.”***]

Tell the students that believing we can learn or get better at something by using the word “yet” means that we have a growth mindset. Display the following [table](#), which illustrates the characteristics of fixed versus growth mindset. Ask the students to read through each of the statements, noting if it is a fixed or a growth mindset statement.

	Fixed mindset	Growth mindset
Difficulties	<ul style="list-style-type: none"> are things I avoid might reveal how unskilled I am make me want to quit 	<ul style="list-style-type: none"> are things I welcome will help me learn and improve make me want to try even harder
Effort	<ul style="list-style-type: none"> is necessary only for those who don't have talent 	<ul style="list-style-type: none"> is necessary for improving no matter my level
Failure	<ul style="list-style-type: none"> is someone else's fault, not mine discourages me means I'll never know this 	<ul style="list-style-type: none"> helps me learn how to improve makes me ready for next time means I haven't learned this yet
Feedback	<ul style="list-style-type: none"> means that other people think I'm incapable makes me defend my choices 	<ul style="list-style-type: none"> means that other people are trying to help me get better reveals areas where I can improve
Skills	<ul style="list-style-type: none"> are abilities you're born with or not are fixed 	<ul style="list-style-type: none"> come with effort and time can always be improved

Adapted from "The 4 Makers & Breakers of Mindset—Pt. 1," by T. Ragan, January 16, 2015, *Train Ugly*.

Ask the students to write about the difference between a fixed and growth mindset using the prompts below:

- What does having a fixed mindset mean?
- What does having a growth mindset mean?
- Write about a time when you had a fixed mindset but were able to change your mindset to a growth mindset.

After the students have written their responses, ask them to work with a partner and discuss their responses. Summarize the activity by asking the students who is more successful in life—an individual with a fixed mindset or an individual with a growth mindset. Discuss why individuals with a growth mindset are more successful. Remind the students that when they use the strategy **say, "I haven't learned _____ yet,"** they are practicing a growth mindset and are more likely to accept challenges without quitting and see them as opportunities to learn and get better.

10. I can *focus on my effort* by identifying fixed mindset actions, phrases, and thoughts

At this point in your self-efficacy instruction, the students should understand the difference between a fixed and a growth mindset. In this activity, they will see the connection between a growth mindset and effort. When we have a growth mindset about learning something challenging, we are more willing to take on challenges and put forth more effort. It is important for students to understand that having a fixed mindset about a challenging task decreases the amount of effort they use and increases the likelihood that they will give up. A fixed mindset can include what we say to ourselves and others as well as our actions.

Tell the students to think about a time when they had a fixed mindset, didn't put forth effort, and eventually gave up. Once they have identified a time when they had a fixed mindset, they should turn to a partner and share their experience. They should describe their actions and thoughts as well as the end results.

Emphasize to the students that it is important to recognize and reverse our fixed mindset. It will take practice, but eventually they will be able to recognize their fixed mindset and change their actions, words, and thoughts to be more like a growth mindset.

Ask the students to reflect on a fixed mindset:

- What types of things do students with fixed mindsets say to themselves when they are struggling with learning something challenging?
[Possible responses: “This is boring,” “I don’t know why I have to learn this,” “My friends are already better at this than me.”]

Explain to the students that they are going to watch a video of Luke Skywalker, from Star Wars, learning a challenging task. As they watch the video, they should record Luke’s actions, phrases, and thoughts that represent a fixed mindset. Show [The Force: A Growth Mindset](#).

After the video, ask the students to share examples of fixed mindset actions, phrases, and thoughts they observed in the video. As the students share their examples, ask:

- How could that action, phrase, or thought be changed to a growth mindset action, phrase, or thought?
*[Possible responses: Luke could **try again**; instead of saying, “We’ll never get it out now,” Luke could say, “I made progress”; Luke could think, “I just haven’t learned to move the ship yet”.]*

Summarize the activity by reminding the students that having a fixed mindset about something can include our actions, phrases, and thoughts. Learning to recognize when we have a fixed mindset takes practice, and as we are learning self-efficacy, we will practice recognizing and reframing our fixed mindset actions, phrases, and thoughts into growth mindset actions, phrases, and thoughts.

11. I can **exercise my brain** and explain how the brain changes when I am learning

In this activity, students are introduced to the idea that the brain is like a muscle and that when we practice something and analyze our mistakes to determine how to improve, we are strengthening the pathways in our brain. The scientific term is “neuroplasticity.” Students should understand that neuroplasticity means practicing a concept, making a mistake, and using those mistakes to improve. Their brain is giving feedback on how to improve. When we understand neuroplasticity, it helps us have a growth mindset about learning.

Using the [Self-Efficacy Strategies Poster](#), review each of the strategies the students have learned: **focus on my effort**; **try again**; **calm myself**; and **say, “I haven’t learned _____ yet.”** Tell the students that we are going to learn a new strategy that will help improve our belief that we can do hard things, but first we must learn a little more about the brain.

Show the students a piece of thread and explain that when we start to learn something new, the pathways in our brain are like thread, very thin. As we practice and apply feedback from the mistakes we made while learning, the pathways get thicker and become like yarn. If we keep practicing and thinking about how we can get better, our pathways become stronger like a rope. When you learn something new or practice something you need to improve, you are increasing your brain density and making the pathway in your brain stronger. This is called neuroplasticity, and it helps us have a growth mindset about learning.

Show the video [Exercise My Brain](#). After the video, facilitate a group discussion using these prompts:

- What are the key points in the video?
[Possible responses: the brain is like a muscle; practicing and making mistakes help you improve; struggling to learn strengthens your brain.]
- How does understanding what happens to your brain when you are learning help you?

Ask the students to think about something they became good at doing or challenging content that they mastered. It can be related to school or extracurricular activities. Then ask:

- What did it feel like when you were first learning the challenging task or skill?
[Possible responses: it was hard; I didn't think I could do it; it took a long time.]
- What does it feel like now when you do something you are good at?
[Possible responses: it's easy; I don't even think about it; I can do it in my sleep.]

Emphasize that with practice and reflection on how you could get better, all students have learned to do something that was once very difficult. They have all experienced neuroplasticity. Show the students the video [The Truth About Your Brain](#).

After the video, ask the students:

- How would you explain neuroplasticity to a friend?
[Possible response: strengthening your brain by practicing something.]
- How can understanding that practice makes stronger pathways in our brain help us when we experience challenges?
[Possible responses: we must practice something several times before it gets easier; practice and effort help us learn to do things.]

Emphasize the strategy **exercise my brain** and describe how learning anything new or improving at anything takes practice. When we practice, we are building stronger pathways in our brain (turning the thread to yarn and the yarn to rope). Thinking about your brain as a muscle is another way to increase your belief that you can complete a challenging task. Reiterate that the brain becomes smarter and is strengthened with learning, practice, and mastery. These connections are built over time with deliberate practice, effort, and mistakes.

Ask the students to write about something they want to learn by **exercising their brain**, and then ask them to write about or draw a diagram of how their brain will change as they are learning something new.

- I will learn to _____ by **exercising my brain**.
- Draw a visualization of what happens to the brain when you practice something or learn something new.

Unit 4: Viewing Mistakes and Setbacks as Opportunities to Learn

Learning Targets:

12. I can explain how mistakes help me learn
13. We can build growth mindset attitudes in the classroom by *learning from our mistakes*
14. I can analyze how mistakes helped others learn
15. I can describe examples of using mistakes as opportunities to learn

Materials (available at www.cccframework.org/se-lessons-int/#u4):

- Video *Fear of Failure? Why Making Mistakes Is Good for Your Brain!*
- Self-Efficacy Strategies Poster
- Video *Learn From My Mistakes*
- Large chart paper
- Website Math Mistakes

Preparation: Write each phrase from Activity 13 on large chart paper. Display the student mistake picture from Activity 14. Review the list of famous people in Activity 15.

Instructional Activities:

12. I can explain how mistakes help me learn

This activity supports students in understanding that mistakes are opportunities to learn. When we view our mistakes as opportunities to learn, we have a growth mindset about learning. Students need to understand that it is completely normal to make mistakes—we all do it! In fact, mistakes are an important part of learning; making mistakes and learning from them actually strengthens our brains.

Provide an example of a mistake you made and what you learned from it. Tell the students they are going to watch a video of students sharing some mistakes they have made. Explain to the students that we can make mistakes in the things we do, like our behaviors and the choices we make. We can also make mistakes in our learning, such as incorrectly adding or misunderstanding fractions. We can learn from any type of mistake, but it is important to think about what led to our mistakes to determine what we can learn from them. Show [Fear of Failure? Why Making Mistakes Is Good for Your Brain!](#)

After the video, ask the students:

- What were some of the misconceptions about making mistakes mentioned in the video?
[Possible response: mistakes make you seem incompetent and not good enough.]
- What happens to your brain when you make a mistake?
[Possible responses: synapses fire and create stronger connections; when you are challenged, your brain experiences the most growth.]
- What was one of benefits to being part of a classroom that accepts mistakes?
[Possible responses: students put in more effort; they were more successful.]
- Have you ever learned from making a mistake?

Tell the students that we often make mistakes as part of learning. Refer to the [Self-Efficacy Strategies Poster](#) and emphasize the strategy *learn from my mistakes*. Remind the students that when they experience a challenge and make mistakes, it is important for them to take time to think about those mistakes and ways that mistakes can help them get better.

Ask the students to think about a recent mistake they made. Their mistake could be related to something they are learning, like a math or writing concept, or it could be related to a behavior or choice they made, such as yelling at another person or not being kind. Once they have determined their mistake, ask

the students to write or draw a picture about their mistake and what they learned from it, using the prompt below:

Write or draw a picture about a time when you made a mistake and explain what you learned from it.

13. We can build growth mindset attitudes in the classroom by *learning from our mistakes*

In this activity, the students make connections between accepting their mistakes as opportunities to learn and having a growth mindset. When they can view their mistakes as opportunities to learn, they have a growth mindset.

Show the video [Learn From My Mistakes](#). Facilitate a group discussion using the following prompt:

- What are the key points of the video?
[Possible responses: we all make mistakes; mistakes are normal; mistakes help strengthen the brain; we should try to learn from our mistakes and not be upset.]

Remind the students that when learning gets hard, they should use the strategy ***learn from my mistakes*** to remember that it is okay to make mistakes and that they can learn from them.

Remind the students that when they view mistakes as valuable learning opportunities, they will put forth more effort and be more successful. Explain to the students that they are going to work on building a classroom environment that supports and reinforces growth mindset attitudes, including viewing mistakes as opportunities to learn. Success isn't about being perfect on the first try—it's improving from where you started because you kept trying.

Write the following phrases on large chart paper and divide the students into three different groups.

In this class ...

1. Our mistakes are valuable because we learn from them.
2. Learning new things is hard work.
3. We will keep trying even when things become difficult.

Each group should discuss the three phrases and reflect on how each relates to having a growth mindset by writing their reflections for each phrase on a sticky note and posting it under the corresponding phrase. Use the prompts below to help generate discussion among the students:

- How does this phrase help us accept mistakes?
- How does this phrase relate to having a growth mindset about learning?

After each group has had time to complete their discussions, ask them to share their ideas about how each phrase relates to accepting mistakes and having a growth mindset. Support the students in identifying how each phrase is connected to having a growth mindset. Encourage the students to reflect on the phrases when learning becomes challenging for them.

14. I can analyze how mistakes helped others learn

In this activity, you are going to provide the students with a math problem that is completed incorrectly. This activity will support students in learning to analyze their mistakes to determine what they know and how they can use their mistakes to improve their learning. There are a variety of math mistakes at [Math Mistakes](#) that can be used to supplement this activity as well as provide more grade-level specific math problems. You could also intentionally make a mistake related to a concept you are learning in your classroom and use your mistake with this activity.

Provide the students with an example of a math problem that has portions of it completed correctly and portions of it that are completed incorrectly. Examples might include two-digit by one-digit multiplication problems where the student has multiplied the first column correctly but not the second column, or a story problem where the student performed the wrong operation. You can find additional examples of math mistakes at [Math Mistakes](#), or you can also use the example below.

Write the problem on the board or provide the students with an individual copy of the problem. Allow the students a couple of minutes to review the problem. Then ask:

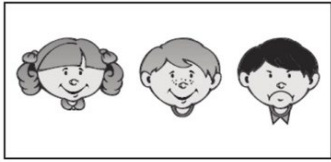
- Did the student make a mistake?

[Response: yes.]

- What have we been learning about mistakes?

[Possible responses: we can learn from them; when we accept mistakes, it means we have a growth mindset.]

16 Look at the group of children.



a. Write a fraction that shows the part of the group that is smiling.

$$\frac{3}{2}$$

b. How did you get the top number in your fraction?

because there are three children

c. How did you get the bottom number in your fraction?

because only 2 of the children are smiling

From Math Mistakes (mathmistakes.org)

Let's take a closer look at this problem and see if we can help this student. It appears that there are some things the student knows. Let's start with those. Ask:

- What has the student done correctly?

[Possible response: they understand that the top and bottom numbers are fractions and represent different things.]

- What has the student done incorrectly

[Response: they have mixed up what the top number should represent and what the bottom number should represent.]

- What do you think the student could **learn from this mistake**?

[Possible response: it's important to list the total number of parts in a fraction on the bottom.]

Explain that the student in the example has just started learning about fractions. They understand that the top and bottom numbers of a fraction represent different parts of a whole. When we analyze a mistake to determine what things we understand and what areas we still find challenging, we find value in our mistakes because they help us build on what we already know. It is important when we make mistakes to look at them and think about them. We need to determine what we learned, or can learn,

from each mistake. When we stop and think about our mistakes, it is giving our brain feedback about what to do better the next time.

15. I can describe examples of using mistakes as opportunities to learn

In this activity, the students analyze the mistakes of famous people and determine what each person learned from their mistakes. The students also convey how they are like the famous person and how they thought about their mistakes and learned from them.

Remind the students that they have been working on building their self-efficacy by learning and practicing strategies that help them improve their beliefs about their ability to complete a challenging task. Using the [Self-Efficacy Strategies Poster](#), review each of the strategies the students have learned: ***focus on my effort; try again; calm myself; say, “I haven’t learned _____ yet”; exercise my brain; and learn from my mistakes.***

Review what happens to the brain when we make mistakes and what happens when we embrace mistakes. Explain to the students that they are going to research a famous person who has also made mistakes. Each of the people below has publicly acknowledged their mistakes and discussed how they used their mistakes to help them become more successful.

Divide the students into small groups. Assign each group a famous person from the list below to research. Tell the students they should research what one or two mistakes the famous person made and what they ***learned from the mistakes***. Ask the groups to share with the rest of the class their answers to these questions:

- What were one or two challenges the person faced?
- What did the person learn from their challenges or the mistakes they made?
- How are you similar to this person with the challenges you face or the mistakes you have made?

Famous People:

Abraham Lincoln

Thomas Edison

Maya Angelou

Walt Disney

Albert Einstein

The Wright Brothers

Michael Jordan

Bill Gates

Simone Biles

J. K. Rowling

Unit 5: Reflecting on Past Accomplishments to Build Your Confidence

Learning Targets:

16. I can **remember hard things I've done**
17. I can share hard things I've done
18. I can plan for future mastery

Materials (available at www.cccframework.org/se-lessons-int/#u5):

- Self-Efficacy Strategies Poster
- Video **Remember Hard Things I've Done**

Instructional Activities:

16. I can **remember hard things I've done**

When students remember that they have learned to do something difficult in the past, they can use that knowledge and confidence to continue putting forth the effort to learn difficult concepts in the present. In this activity, students use a Mastery Log to track their past successes to help them improve their self-efficacy for completing challenging tasks in the present.

Using the [Self-Efficacy Strategies Poster](#), review each of the strategies the students have learned (**focus on my effort; try again; calm myself; say, "I haven't learned _____ yet"; exercise my brain; and learn from my mistakes**) and remind the students that when learning gets hard, they should use these strategies to help themselves. Tell the students that they are going to learn and practice another strategy that will help them build their belief that they can complete challenging tasks.

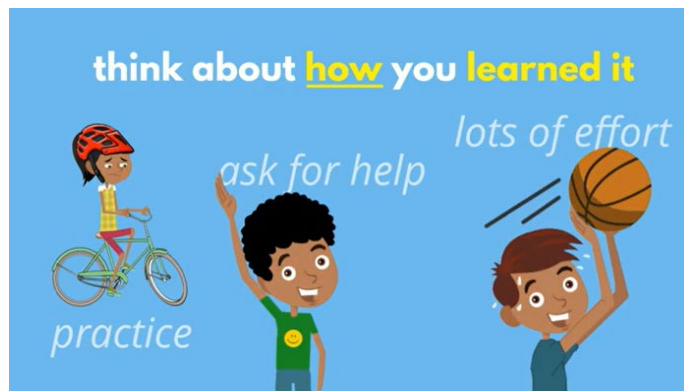
Ask the students to review their answers from [Unit 4, Activity 15](#), and reflect on these questions related to the person they researched.

- What did your famous person learn to do?
- How did they overcome challenges to become successful at something?

Allow a few students to share their reflection on the famous person they researched. Emphasize that each person they researched learned to do something very challenging by **focusing on their effort**, having a growth mindset, and practicing. What was once very difficult for them became much easier. Explain to the students that one way to increase our belief that we can accomplish a challenging task is to think about something challenging that we have already learned to do.

Show the video [Remember Hard Things I've Done](#) and facilitate a group discussion using these prompts:

- What are some key points in the video?
[Possible responses: when you're starting something challenging, **remember hard things you've done**; think about how you accomplished hard things.]
- Why is it good to **remember hard things you've done**?



From the video [Remember Hard Things I've Done](#)

- What is an example of something hard that you've learned to do?

Provide the students with a few examples of concepts they have learned to do this year related to your content area. Ask the students:

- What is something you learned to do that was challenging but now seems easy?
- How did you learn to do it?

[Encourage students to name Self-Efficacy Strategies.]

Emphasize the strategy **remember hard things I've done** on the [Self-Efficacy Strategies Poster](#) and explain to the students that when they are having difficulty learning new things, they should remember some of the specific challenging things they have learned previously to help them build their self-efficacy. Have them identify specific things that they did to overcome learning challenges.

Explain to the students that they are going to use the Mastery Log to identify some of the difficult things they have learned to do. As they master new skills, they can add them to the Mastery Log. Explain that it is called a Mastery Log because each item they add to the log is something they have learned to do. They have mastered it.

Ask the students to identify and record two or three things they have already learned to do. The accomplishments they record do not need to be long-term larger goals. They can be smaller accomplishments, like learning to write a good paragraph or learning a new math concept.

Mastery Log

What I have learned	How I learned it (include a summary of the Self-Efficacy Strategies you used to accomplish the goal)

Extended Activity: Encourage the students to continually **remember hard thing they've done** by using the Mastery Log to consistently frame their past successes as a history of achievement. Discuss ways to incorporate using a Mastery Log into daily routines.

Consider posting in the classroom an anchor chart, like the one on the next page, to track the class's progress in mastery of a new concept.

5th Grade Math Benchmark BOY 2022-2023

STANDARDS	0-50%	51-75%	76-100%
3.8 Recognize and apply the commutative, associative and distributive properties of multiplication.	10	10	10
3.1a Compare and contrast shapes of data and justify the selection of the type of graph.	10	10	10
1.1 Describe rules that produce patterns found in nature, apply and model, and use operations to find areas of geometric figures.	10	10	10
4.1a Compare and contrast the structure of various systems, and explain the function of each system.	10	10	10
5.1 Use the fundamental counting principle to count the number of possible outcomes of a situation.	10	10	10

17. I can share hard things I've done

Divide the students into small groups and give them the option to either act out or create a video featuring one student's accomplishment from the prior activity. The skit should contain a summary of how effort and progress over time led to successfully mastering a task or understanding a concept. The skit should also show barriers that were encountered and ways they were overcome.

Then, as each group shares the story of one accomplishment, the whole group reflects on the questions below:

- What do you think were the two most important things the person did that allowed them to accomplish the task?
- What is one thing that they could have done to increase their self-efficacy along the way?

18. I can plan for future mastery

Ask each student to think of something they are learning now that they find challenging. Prompt the students to answer the questions below individually:

- How will you know when you've mastered it?
- How will you see your own growth along the way?
- How will you feel when you have mastered it?
- What Self-Efficacy Strategies can help you keep progressing until you reach mastery?

Review the students' answers to determine common challenges. Prompt the use of Self-Efficacy Strategies when students are working to master these concepts.

Unit 6: Giving and Accepting Feedback and Praise

Learning Targets:

19. I can describe meaningful praise
20. I can **accept feedback** to improve my skills
21. I can **give praise** to build others' self-efficacy

Materials (available at www.cccframework.org/se-lessons-int/#u6):

- Self-Efficacy Strategies Poster
- Video **Give and Accept Praise**
- Video *Engaging Students in Mathematics Using Feedback*
- Video **Accept Feedback**
- Large chart paper

Preparation: Determine whether you will use the example figures provided in Activity 20 or a figure or drawing related to your content area.

Instructional Activities:

19. I can describe meaningful praise

Using the [Self-Efficacy Strategies Poster](#), review each of the strategies the students have learned: **focus on my effort**; **try again**; **calm myself**; say, “I haven’t learned _____ yet”; **exercise my brain**; **learn from my mistakes**; and **remember hard things I’ve done**. Remind the students that each of these is a strategy they can use to help them put forth more effort and keep learning—even when it is difficult.

Review the strategy **remember hard things I’ve done**. Emphasize that thinking about the difficult things they have learned in the past can help them to believe they can do things even when they’re hard and to continue to learn the difficult things they are working on in the present. Tell the students that another strategy that we can use to improve our self-efficacy is **give and accept praise**. When we encourage others by saying positive things, such as “You can do it” or “**Exercise your brain**,” that is one way to help build self-efficacy.

Giving and receiving specific feedback also helps us build our self-efficacy. Explain that feedback is suggestions, corrections, or ideas for getting better at something they are learning. When we apply the feedback that teachers, friends, or parents give us, it helps us improve and build our self-efficacy. Emphasize the strategies **give and accept praise** and **accept feedback** on the [Self-Efficacy Strategies Poster](#).

Show the video [Give and Accept Praise](#). Facilitate a group discussion using the following questions:

- What are some key points in the video?
[Possible responses: encourage your friends; praise their effort and be specific; don’t compare yourself to others; **accept praise** when someone gives it to you.]
- What praise do you like to get? Why do we like hearing praise? How does it feel?
- What praise have you given others? Let’s hear some examples.



From the video [Give and Accept Praise](#)

Tell the students that they are going to watch a video of students providing praise and feedback to each other in a math class. As they watch, ask the students to jot down the techniques for giving feedback they hear in the video. Show [Engaging Students in Mathematics Using Feedback](#).

Stop the video after the feedback about using a number line and ask the students:

- What techniques for giving feedback did you hear mentioned in the video?
[Responses: don't be negative; be specific; don't use phrases like "You're so awesome"; ask questions; explain what they did well and what they could do better.]

Finish showing the video and emphasize that to **give and accept praise and feedback** is an important part of learning. When we **accept feedback**, we have a growth mindset, and that increases our belief that we can accomplish a challenging task. As a whole class, create a class chart that helps them remember how to give feedback to their peers. We have created an example chart below. The students should recall the techniques for **giving praise and feedback** from the video. Then ask the students to provide an example of each Do and Don't.

When providing praise and feedback ...	
DO	DON'T
Say what you like or understand about their work <i>For example, "I like the way you described ..." or "Using a T-chart in this example makes your work very clear."</i>	Use negative or hurtful feedback <i>For example, "I don't like the way you did this" or "This is very sloppy work."</i>
Ask clarifying questions <i>For example, "Why did you decide to use this word to describe ...?" or "How does this relate to your topic sentence?"</i>	Use general or broad praise about the person <i>For example, "You're awesome" or "You're so smart."</i>
Be specific about what they did well and where they can improve <i>For example, "You did a great job using descriptive language. If you work on your grammar, it will make your writing stronger."</i>	Limit praise to "Good job" or "Nice work" <i>For example, "You did a good job" or "You had the best writing in the whole class!"</i>

20. I can **accept feedback** to improve my skills

In this activity, the students play a game to practice giving each other specific and meaningful praise and feedback. Students need to understand that by accepting specific feedback, they can improve their learning and their belief that they can do hard things.

Show the video [Accept Feedback](#). After the video, facilitate a group discussion using the following prompts:

- What are some key points in the video?
[Possible responses: giving ideas about how to get better is feedback; feedback can help you improve; it can be hard to hear feedback, but we can improve faster if we listen.]
- Why is **accepting feedback** sometimes difficult?
- How can **accepting feedback** help you?

Then review the class chart you created with the students in Activity 19. Remind the students that good feedback is specific and informs the other person about what they did well and what they could do to improve.

Tell the students they are going to play a game that will give them the opportunity to practice providing feedback to another person. Assign each student a partner and ask each pair of students to determine who will be Student A and who will be Student B. Give Student A a paper copy of a figure, but don't let Student B see it. Student B will draw the figure without seeing it while using feedback from Student A to make their drawing look more like the original figure after each round.

We have provided examples of simple figures to use with each round of the game, but consider using a figure that is related to your content or meaningful to the students, such as a school mascot. They will have four attempts to draw the figure. Each time, they should improve their drawing due to more specific feedback provided by Student A.

Begin the game by having Student A describe the drawing to Student B. For example, Student A might say, "You are going to draw four interlocking circles." After Student B draws the figure, Student A should review the figure and consider how to give feedback using the guidelines established in the chart from Activity 19. Use these guiding questions to help Student A construct better feedback:

- What did your partner do well?
- Do you wonder why your partner drew the figure a certain way? Ask a clarifying question.
- What is an area they could improve to make their drawing more accurate?

Repeat the steps three more times. Then, ask the students to compare their drawings to the figure you provided. In Round 2, Student B will provide feedback, and Student A will draw a different figure.

Example figures:

Figure for Round 1



Figure for Round 2



After the game, ask the students:

- How did it feel to **accept feedback** on your drawing?
- What type of feedback was most helpful for you in improving your drawing?
[Possible responses: what I did well, specific suggestions, what I could do to make my drawing better.]

Tell the students that it is important to provide feedback that is specific and helps the other person know what they did well and what they can improve. Emphasize the strategies **give and accept praise** and **accept feedback** on the [Self-Efficacy Strategies Poster](#) and remind the students to practice applying feedback they are given and to practice giving others feedback that is specific and follows the guidelines they have outlined on the chart from Activity 19.

21. I can **give praise** to build others' self-efficacy

Teach the students how to **give praise** to each other. Praise refers to specific, positive feedback about accomplishments or growth from past efforts. The strategy also includes providing positive persuasion, which refers to motivational, supportive phrases intended to communicate confidence in the person and the benefits that will result from the person's continued efforts. Avoid negative persuasions, or threats, as they often reduce self-efficacy.

Read through the example in the chart below. Then tell the students to provide a praise statement and a positive persuasion statement for Julie and Emily. Ask the students:

- How can we praise Julie and Emily?
- How can we persuade Julie and Emily to keep working toward their goals?

Scenario	Praise statement (specific feedback on what the person is doing well or improving)	Positive persuasion statement (motivational, supportive phrases communicating confidence in the person and benefits from continued efforts)
Example: José really wants to improve his free throw percentage. Right now, he is making about 30 percent of his free throws, but he would like to increase his percentage to 40 percent. He has been practicing every day with his older brother and applying his brother's feedback related to "arching his shot" more correctly.	Your free throw percentage is getting better every week, and I have noticed you arching your shot more.	You've been working every day with your older brother, and it's paying off. It took time and hard work, but you did it. You can improve your percentage even more if you keep putting in effort. Don't get discouraged—you've got this!

Julie really wants to learn how to play the flute so she can join band in fifth grade. She has been taking lessons from her neighbor. Her neighbor told her to sit up straight so she could control her breath when playing notes.		
Emily wants to memorize a poem for the school talent show. Each day she is memorizing a new line, and she has already memorized half of the poem.		

Ask the students to create positive persuasion statements for each other. Assign each student a partner and tell them to create a positive persuasion statement for their partner related to a challenging concept they are learning right now. For example, “If you keep working on improving your reading fluency, you will become better at reading out loud, and you will be able to read your poem at the assembly.”

Some examples of teachers providing positive persuasions include:

- Working hard on learning this will help you learn the content and succeed in the class.
- If you practice writing complete sentences, it will be much easier for you to complete an essay at the end of the year.
- Learning this skill will help you not only in ____ grade but also in other grades as you advance through school.

Avoid negative persuasions, or threats, which defeat and weaken self-beliefs. They are generally ineffective at motivating students.

Some examples of negative persuasions to **avoid** include:

- If you don’t do the assignment, you can’t go to recess.
- If you don’t do your homework, you won’t do well on the test.
- If you aren’t going to try, you might as well go home.

Unit 7: Understanding How Your Emotions Impact Your Self-Efficacy

Learning Targets:

- 22. I can identify feelings I've had when I am learning something hard
- 23. I can use mindfulness to **calm myself**

Materials (available at www.cccframework.org/se-lessons-int/#u7):

- Self-Efficacy Strategies Poster
- Video **Calm Myself**
- Video *Know Your Emotions*
- Feeling Words Wheel
- Video *Box Breathing Relaxation Technique: How to Calm Feelings of Stress or Anxiety*

Preparation: Prepare a few content-specific examples for the chart in Activity 22.

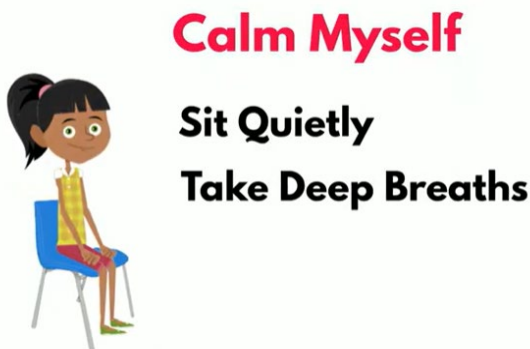
Instructional Activities:

22. I can identify feelings I've had when I am learning something hard

Refer back to the [Self-Efficacy Strategies Poster](#) and explain to the students that they going to learn more about the strategy **calm myself**. In order to **calm ourselves**, we must be aware of and understand our body's reactions to different experiences. We may experience an increased heart rate, sweaty palms, or dry mouth when we are feeling stressed or nervous. These are our body's ways of telling us we are experiencing big emotions. Students need to recognize these signals and take steps to reduce them so that these signals don't inhibit their learning. When students learn to manage their emotional reactions, it gives them confidence and ultimately builds their self-efficacy.

Review each of the strategies on the [Self-Efficacy Strategies Poster](#) that the students have learned about and practiced. Show the video [Calm Myself](#). After the video, facilitate a group discussion using the following prompts:

- What are some of the key points in the video?
[Possible responses: *our body sends us messages when it's nervous; you can breathe deeply to relax; rainbows will help us not give up.*]
- Have you ever felt stressed or frustrated when you were learning something hard?
- How did your body feel?
[Possible responses: *tense, shaky.*]
- What did you do?
[Possible responses: *started to cry, became angry.*]



From the video [Calm Myself](#)

Tell the students that we all have times when we start to feel stressed or frustrated, and during those times, it is important to be aware of what we are feeling and practice **calming ourselves** so that our emotions don't keep us from learning. Explain that the first step in learning to manage our emotions is to become aware of them. We must understand why we are feeling a certain way before we can begin to manage our emotions. The better we become at recognizing our emotions, the easier it will be to use techniques like breathing or taking a walk to help manage our emotions.

Tell the students they are going to watch a video that will help them learn more about their emotions. As they are watching the video, ask them to listen for three key concepts about emotions. Show [Know Your Emotions](#).

After the video, ask the students:

- What are three key concepts we need to understand about our emotions?
[Responses: emotions come and go; there are varying degrees of emotions; emotions are not good or bad, but we can react to them inappropriately.]

Explain to the students that they are going to practice becoming aware of their emotions by thinking about how they might feel in certain situations. When we learn to recognize our emotions or predict how we might feel in an upcoming situation, it helps us learn to manage them and decreases the likelihood that our emotions will get in the way of us learning or completing a task. We increase our self-efficacy because we know that our emotions won't get in the way of our learning. Our emotions are complex and go beyond feeling sad, happy, or angry. We have to ask ourselves:

- How is my body responding to this experience?
- Why am I feeling this way? What caused my emotions?
- What can I do to manage these emotions?

It is important to be able to describe how you feel and why you feel that way about upcoming challenging tasks. Show the students the [Feeling Words Wheel](#), on the next page. Ask them to identify two feelings they would be experiencing when starting or thinking about starting each of the tasks listed in the table that follows. Add two challenging tasks that are relevant to your students. Encourage the students to choose feelings from the two outer circles (with more complex emotions); encourage them to choose feelings in multiple domains as well.

A circular diagram illustrating 48 human emotions, organized into four quadrants based on primary feelings: Anger (red), Fear (grey), Sad (blue), and Happy (orange). Each quadrant contains 12 related emotions, with some overlapping between adjacent quadrants.

- Anger (Red Quadrant):**
 - EMBARRASSED, DEVALUATED, INSECURE, JEALOUS, VIOLATED, FURIOUS, ENRAGED, PROVOKED, HOSTILE, INFURIATED, SUSPICIOUS, SARCASTIC
- Fear (Grey Quadrant):**
 - DISRESPECTED, ALENTENED, INADEQUATE, WORTHLESS, INFERIOR, INADEQUATE, WORRIED, OVERWHELMED, FRIGHTENED, TERRIFIED, SCARED, ANXIOUS, INSECURE, REJECTED, HUMILIATED, THREATENED, HURT
- Sad (Blue Quadrant):**
 - DISAPPROVAL, DISAPPOINTED, AWFUL, AVOIDANCE, GUILTY, REMORSEFUL, ABANDONED, ASHAMED, DESPAIR, IGNORED, DEPRESS, VICTIMIZED, LONELY, POWERLESS, VULNERABLE, INFERIOR, EMPTY, ABANDONED, APATHETIC, INDIFFERENT, INSPIRED, OPEN, PLAYFUL, SENSITIVE, HOPEFUL, LOVING, PROVOCATIVE, COURAGEOUS, FULFILLED, RESPECTED, CONFIDENT, IMPORTANT, AMUSED, ECSTATIC, LIBERATED, ENERGETIC, AWE, ASTONISHED, PERPLEXED, DISILLUSIONED, DISMAYED, SHOCKED
- Happy (Orange Quadrant):**
 - DISAPPROVAL, DISAPPOINTED, AWFUL, AVOIDANCE, GUILTY, REMORSEFUL, ABANDONED, ASHAMED, DESPAIR, IGNORED, DEPRESS, VICTIMIZED, LONELY, POWERLESS, VULNERABLE, INFERIOR, EMPTY, ABANDONED, APATHETIC, INDIFFERENT, INSPIRED, OPEN, PLAYFUL, SENSITIVE, HOPEFUL, LOVING, PROVOCATIVE, COURAGEOUS, FULFILLED, RESPECTED, CONFIDENT, IMPORTANT, AMUSED, ECSTATIC, LIBERATED, ENERGETIC, AWE, ASTONISHED, PERPLEXED, DISILLUSIONED, DISMAYED, SHOCKED, STARTLED, CONFUSED, AMAZED, EXCITED, JOYFUL, INTERESTED, PROUD, ACCEPTED, POWERFUL, PEACEFUL, OPTIMISTIC, BORED, SAD, HAPPY, SURPRISE

Challenging task	Two feelings when approaching this task
1. Writing a research paper	
2. Missing a winning shot in a basketball game	
3. Singing a solo	
4. [Content-specific example]	
5. [Content-specific example]	

Explain to the students that mindfulness is a relaxation technique that can help reduce negative or destructive feelings. Regularly practicing mindfulness has been shown to help students reduce stress and anxiety, improve concentration, stay calm in tense situations, and increase empathy. Research has even found that practicing mindfulness can contribute to improved grades and test scores. Mindfulness can be practiced in a short amount of time, and there are numerous videos of guided mindfulness exercises. (For a review of research with citations, download the Self-Efficacy Research Guide at www.cccframework.org/resources).

Tell the students they are going to learn a mindfulness technique that will help them manage their emotions. This technique can be done anywhere and at any time they may be experiencing emotions. It is called Box Breathing. Show the students the video [Box Breathing Relaxation Technique: How to Calm Feelings of Stress or Anxiety](#).

After the video, ask the students to think about how using a breathing technique like Box Breathing might help them. Tell the students to identify a time, using the prompts below, when they will practice Box Breathing to manage their emotions.

Think about an upcoming challenge that you will experience.

- What complex emotions are you likely to feel?
- How do you think Box Breathing will help you ***calm yourself***?

Emphasize the strategy ***calm myself*** on the [Self-Efficacy Strategies Poster](#) and remind the students that having responses and emotions is normal. When we manage our responses and emotions, it builds our belief that we can accomplish a challenging task because our emotions won't get in the way of our learning.

Unit 8: Building Your Self-Efficacy by Observing Others' Success

Learning Targets:

- 24. I can analyze how others overcame challenges
- 25. I can **watch and learn from others** to increase my own self-efficacy

Materials (available at www.cccframework.org/se-lessons-int/#u8):

- Video **Watch and Learn From Others**
- Self-Efficacy Strategies Poster

Instructional Activities:

24. I can analyze how others overcame challenges

When students can think about and analyze how others have succeeded, they can use that knowledge to help themselves succeed and build their self-efficacy. When students **watch and learn from others**, they are learning from another person's successes as well as their mistakes. They should consider the challenges a person encountered, ways they overcame the challenges, and what led to their success.

Explain to the students that learning about how others overcame challenges can also help them increase their self-efficacy. Refer back to the personal example you provided to the students in [Unit 1, Activity 5](#), in which you explained how self-efficacy helped you overcome a challenge. Ask the students:

- What were the challenges I faced in learning to [do challenging task]?
- What did I say to myself to continue learning to [do challenging task]?
- What emotions did I experience when learning [challenging task], and how did I manage those emotions?

Tell the students that learning about how others have overcome a challenge is another way to improve our own ability to believe we can accomplish a challenging task. We call this strategy **watch and learn from others**. When we think about how others overcame a challenge and relate that information to our own challenge, it helps us to believe we can be like that person and overcome our own challenges.

Show the video [Watch and Learn from Others](#). Facilitate a group discussion using the following prompts:

- What are some key points in the video?
[Possible response: we can watch people do hard things, and this will help us believe we can do hard things.]
- Have you seen friends or siblings do something challenging? Brainstorm examples.
- How did they overcome challenges to learn hard things? Brainstorm examples.
- What similarities do you have to your friends or siblings? Have you had the same feelings? Have you done the same things to overcome a challenge?

Provide the students with a personal example of someone you know that has experienced a challenge and what you learned from them. Include details about the actions and thoughts they used to overcome their challenge and how you can relate to it. We have provided an example below that you can provide to your students or use as a guide for developing your own example.

Personal Example:

My older brother loved playing soccer. He would watch soccer on TV and go to all of the games. He also practiced in our backyard after school every day and talked about what he would do when he made the soccer team. When he was finally old enough to try out, he got really nervous and didn't do well. He made the team but only as an alternate, which meant that he probably wouldn't get to play in most of the games and he would still need to go to all of the practices. At first, he was really

upset and didn't even want to be an alternate, but after he calmed down, he started to think about his options. He said, "I can quit, but it won't help me get better at soccer, and I love soccer, so I don't really want to quit." He also explained to me that although he didn't want to sit on the bench for the whole game, it would give him the opportunity to watch the other players and learn from them. Since he would be sitting on the bench most of the time, he would still have the energy to go home and practice their plays from the game so he would be familiar with them if he ever got to play in a game. My brother served as alternate for the season and only got to play in one game toward the end of the season, but the next year during tryouts he was a much better player and more confident. When I didn't make the basketball team a few years later, I remembered what my brother said and did when he had a similar experience. He stayed positive and focused on improving his skills. He didn't give up, even though being alternate was not what he wanted. I decided to do the same thing when I didn't make the basketball team. I still practiced every day, got feedback on what I could do better from the coaches and my friends, and eventually made the team.

Ask the students to think about someone they know who has experienced a challenge. This person can be an actual person or a fictional one, such as a literary character. Then ask the students to think about how they could apply the actions that person used the next time they experience a challenge. Tell the students to write a brief reflective paragraph about how the person overcame a challenge and what they can learn from the person, using the guidelines below:

- Write a sentence or two describing the challenge your person overcame.
- Write a sentence or two about how they overcame the challenge. Be specific about which Self-Efficacy Strategies they used.
- How will you use what you know about your person overcoming a challenge the next time you experience a challenge?

After the students have had time to construct their paragraphs, ask them to share their examples with a partner. As they do so, their partner should identify the thoughts, words, and actions the person used to overcome the challenge.

Once each group of partners has shared their experiences, explain that when we think about how others have overcome a challenge, it is important we think about people or characters who are like us. For example, you may be able to relate to a character in a book because they grew up in a town like yours or they had a family like yours. You can also use other students, teachers, neighbors, or coaches as examples of people you can watch and learn from as you are building your self-efficacy. Although we often hear and know about celebrities or athletes who overcame challenges, watching and learning from realistic characters and people will be more effective in building your self-efficacy. Emphasize the strategy **watch and learn from others** on the [Self-Efficacy Strategies Poster](#).

25. I can *watch and learn from others* to increase my own self-efficacy

In this activity, the students reflect on how people they know, such as teachers, siblings, friends, or parents, have overcome challenges. They use that analysis to reflect on how they will overcome various challenges they will likely face in the future.

Using the [Self-Efficacy Strategies Poster](#), review each of the strategies the students have learned. Remind the students that we have been focusing on the strategy **watch and learn from others**. Explain that when they use this strategy, they should not compare themselves to another person but should instead reflect on how the person overcame a challenge and how they can use that knowledge to overcome their own challenges.

Tell the students that they are going to interview someone they know to learn about how that person overcame a challenge. They may choose someone at school or outside of school to interview. The students should interview a relatable person, such as an older sibling, parent, grandparent, coach, or neighbor. After asking that person about how they overcame a challenge, each student will write a brief summary of how that person overcame a challenge, and will present their information to the class.

Provide the students with the framework below for conducting their interview and allow them a few days to complete their interviews and summaries.

Steps for conducting a Self-Efficacy Interview:

1. Introduce yourself to the person you are interviewing and remember to make eye contact. Explain that you have been learning about self-efficacy and why it is important. Tell the person you are interviewing that this interview will help you learn about how they overcame a challenge and that you will use that knowledge when you experience challenges.
2. Tell the person you are interviewing about the strategy ***watch and learn from others***.
3. Ask your person to share a story of how they overcame a challenge. The challenge can be related to their work, family life, school, or childhood.
4. Ask the person to provide details about how they felt when they experienced the challenge. For example, what emotions did they have to manage? Did they feel frustrated, stressed, or disappointed? How did they manage those emotions?
5. Ask the person to provide details about what they did to overcome the challenge. For example, did they say positive things to themselves? Did they ***focus on their effort***? Did they ***learn from their mistakes***?
6. After you have interviewed your person about a challenge they overcame, thank the person for sharing. Then write a summary of what they shared with you. Include details about what strategies they used to overcome the challenge.

After each student has completed the interview, ask them to read their summaries to the class or small group, and encourage them to remind themselves the next time they experience a challenge to think about someone they know who overcame a challenge. Emphasize the strategy ***watch and learn from others*** on the [Self-Efficacy Strategies Poster](#).

The students need to be able to describe how they will use what they have learned from others to overcome a challenge. It is important that they relate the other person's challenge as well as the actions they used to overcome the challenge to their own. Ask the students to review their interview summaries. Tell them to begin thinking about how they are *like* the person they interviewed. Ask:

- In what ways are you like the person you interviewed? For example, did you grow up in a similar family? Did you live in a town like theirs, or have you experienced a challenge like theirs?
- What challenges are you currently experiencing or think you will encounter in the future? How can you use what you learned from your interview to help you overcome your current or future challenges?

Tell the students to record their reflections using the framework below:

When I experience a challenge, I can be like _____ [*person they interviewed*] and _____ [*two different strategies the person used to overcome a challenge*] to help me overcome _____ [*a challenge they are currently experiencing*].

Summarize the activity by reminding the students to use the strategy ***watch and learn from others*** anytime they are experiencing a challenge. As they experience challenges in different areas of their lives, they will meet new people who they can watch and learn from in order to build their belief that they can accomplish a challenging task.

Unit 9: Self-Efficacy—Putting It All Together

Learning Targets:

26. I can identify Self-Efficacy Strategies
27. I can share strategies that help me believe I can do hard things

Materials (available at www.cccframework.org/se-lessons-int/#u9):

- Self-Efficacy Strategies Matching Game
- Self-Efficacy Definition Poster
- Self-Efficacy Strategies Poster
- [Self-Efficacy Performance-Based Observation](#)

Use Activity 27 to observe and rate your students' self-efficacious behaviors as they are working on their projects. To record the [Self-Efficacy Performance-Based Observation](#) results, you or your school will need an account on www.ccstudent.org, a free assessment website.

Instructional Activities:

26. I can identify Self-Efficacy Strategies

Remind the students that they have been learning self-efficacy and ways to do something even when it is hard. Tell the students they have learned all ten Self-Efficacy Strategies. To improve their ability to be self-efficacious, they will need to remember and practice each of them when they have the opportunity.

Give the students a few minutes to individually complete the [Self-Efficacy Strategies Matching Game](#).

Answer Key

1. **Focus on my effort:** j
2. **Try again:** i
3. **Calm myself:** h
4. **Say, "I haven't learned _____ yet":** a
5. **Exercise my brain:** b
6. **Learn from my mistakes:** f
7. **Remember hard things I've done:** d
8. **Give and accept praise:** e
9. **Accept feedback:** c
10. **Watch and learn from others:** g

Self-Efficacy Strategies Matching Game

Directions: Draw a line from the Self-Efficacy Strategy on the left to its matching description on the right.

1. Focus on my effort	a. Just because I don't know it now doesn't mean I can't learn it in the future.
2. Try again	b. My brain is like a muscle, and I can build neuropathways by completing challenging tasks.
3. Calm myself	c. Advice from adults and my friends will help me improve faster.
4. Say, "I haven't learned _____ yet"	d. I've done hard things in the past, and that knowledge can help me learn hard things now.
5. Exercise my brain	e. I will say, "Thank you," when someone notices that I'm working hard.
6. Learn from my mistakes	f. Mistakes are a normal part of my learning.
7. Remember hard things I've done	g. Others' successes and mistakes help me learn.
8. Give and accept praise	h. I can take deep breaths and count to eight when I am experiencing big emotions.
9. Accept feedback	i. It will take multiple attempts to learn something new.
10. Watch and learn from others	j. I need to try hard and not give up when something is difficult.

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Ask the students to compare their answers with a partner and then reflect on each Self-Efficacy Strategy and answer these questions:

- Which Self-Efficacy Strategy do you use most often? Provide an example of when you used it.
- Which Self-Efficacy Strategies were difficult for you to match to their descriptions?
- Which Self-Efficacy Strategies do you want to practice more? When could you practice these strategies?

After the students have answered the questions, ask them to share out a strategy they want to practice more. Emphasize that learning self-efficacy takes effort and practice. When they remember to use the Self-Efficacy Strategies and practice them whenever they are learning something new, experiencing big emotions, or receiving feedback, they will become better at using self-efficacy.

27. I can share strategies that help me believe I can do hard things

In this activity, each student will complete a project where they share details about what they have learned about self-efficacy. Emphasize that the project will take several days to complete and should include many things they know about self-efficacy, or believing you can do something even when it's hard. The students should define self-efficacy in their own words, explain why it is important to them, and discuss the different strategies that can be used to increase confidence and build self-efficacy.

Refer to the [Self-Efficacy Definition Poster](#) and the [Self-Efficacy Strategies Poster](#). Review the definition of self-efficacy and the ten strategies that can be used to increase self-efficacy. Explain to the students that they will choose a format for their project and present it to other students. Have them select one of the options below (or provide additional options that address the same intent).

1. Create a video to share with younger students. In your video, describe challenges that the younger students will likely encounter by the time they are your age. Explain at least three specific strategies that they can use to increase their self-efficacy.
2. Make a personal Self-Efficacy Poster that explains self-efficacy and at least three of the strategies.
3. Write and act out a skit in which a character needs to overcome a challenge and uses Self-Efficacy Strategies to overcome the challenge.

Tell the students that their project must include some very important information. Ask the students to complete a checklist that will help them create their project. They should check to make sure each item below is included in their project.

Does my project include:

- **A definition of self-efficacy in my own words**
- **An explanation of why self-efficacy is important**
- **An explanation of at least three specific strategies you can use to increase your self-efficacy**

As the students are completing their projects, observe their application of the Self-Efficacy Strategies and provide them with feedback. Use the [Self-Efficacy Performance-Based Observation](#) to observe each student's application of Self-Efficacy Strategies. Students that need scaffolding and support to complete their project will likely score in the *Beginning* or *Emerging* categories. Students that can develop personalized applications of the strategies, don't require prompting, and can support others in addressing the strategies should be scored in the *Proficient* or *Advanced* categories. Summarize the Self-Efficacy Strategies you observed, including feedback about the strengths and opportunities for growth as a class.

After the students have had time to complete their projects, ask them to reflect on their use of the strategies.

Assessing Your Self-Efficacy Knowledge (Posttest)

Materials: A computer or tablet for each student

Preparation: To record and access assessment results, you or your school will need an account on www.cccstudent.org, a free assessment website. Follow the directions on the website to launch the *Self-Efficacy Knowledge Test 3–6* again as a posttest. Note the code for your test and provide that code and the link below to the students. The items on the posttest are the same as those on the pretest.

Assessment Link: www.cccstudent.org

Code: _____

Re-administer the *Self-Efficacy Knowledge Test 3–6*

Explain to the students that they will each be taking the *Self-Efficacy Knowledge Test 3–6* a second time. The multiple-choice items will measure their knowledge of self-efficacy concepts. Comparing the results of the second section to their pretest results will demonstrate how much their understanding has increased.

For Items 1–20, encourage the students to pause for a moment after reading each item to think about their ability over the last couple months to improve on or accomplish difficult tasks.

Tell the students that Items 21–40 test their knowledge of self-efficacy concepts and potential ways to effectively build self-efficacy.

Give the students time to complete the assessment (approximately 15 minutes).

Reflect on pre- and posttest results

Review each student's *Self-Efficacy Knowledge Test 3–6* with the *Self-Efficacy Performance-Based Observations* you have completed, noting areas in which they have grown and areas where they are still learning. Meet with each student to review and discuss the results. The goal is to help the students determine their areas of strength and opportunities for growth related to self-efficacy. Ask the students to answer the questions below to begin your discussion. Help the students identify their next steps in improving their self-efficacy.











- What did you learn about yourself related to self-efficacy?
- Which strategies do you find easy and practice consistently?
- Which strategies do you find challenging and need to continue practicing?

After the students have reflected, ask them to summarize the concepts that are their strengths and the concepts that are their areas for growth.

Strengths in self-efficacy	Areas for growth in self-efficacy
1.	1.
2.	2.
3.	3.

Self-Efficacy Activity Crosswalk

This table shows the location of each Self-Efficacy Strategy within the three grade bands of the *Self-Efficacy Lessons* [Primary, Intermediate, and Secondary]. Regular font indicates that the strategy is addressed but is not the primary purpose of the activity. Bold font indicates that the strategy is a primary focus of the activity.

Strategy	Primary Activities	Intermediate Activities	Secondary Activities
 FOCUS ON MY EFFORT	2, 4, 6, 7, 10, 11 , 17, 28	2, 5, 6, 7, 8, 10 , 16, 25, 26	2, 5, 7, 10 , 14, 26
 TRY AGAIN	3 , 4, 6, 7, 8, 10, 11, 25, 28	3 , 4, 6, 7, 9, 10, 26	3 , 4, 7, 26
 CALM MYSELF	3 , 4, 6, 7, 18, 22 , 23 , 24, 28	4 , 6, 7, 22 , 23 , 26	4 , 22 , 23 , 26
 SAY, "I HAVEN'T LEARNED _____ YET"	6, 7, 10, 11, 18, 25, 28	8 , 9, 26	8 , 10, 26
 EXERCISE MY BRAIN	6, 7, 12 , 14, 25, 28	11 , 26	11 , 15, 26
 LEARN FROM MY MISTAKES	13 , 14 , 15 , 16 , 28	12 , 13 , 14 , 15 , 26	12 , 13 , 20, 26
 REMEMBER HARD THINGS I'VE DONE	17 , 18, 28	16 , 17 , 26	15 , 16 , 26
 GIVE AND ACCEPT PRAISE	19 , 21 , 28	19 , 20, 21 , 26	18 , 19, 20 , 26
 ACCEPT FEEDBACK	20 , 25, 28	19, 20 , 26	19 , 26
 WATCH AND LEARN FROM OTHERS	25 , 26 , 27 , 28	24 , 25 , 26	24 , 25 , 26

Noonan, P. M., Gaumer Erickson, A. S., & Heger, E. (2023). *Self-efficacy lessons* [Teacher lessons and student workbook]. College & Career Competency Framework. www.cccframework.org/competency-lessons-and-student-workbooks