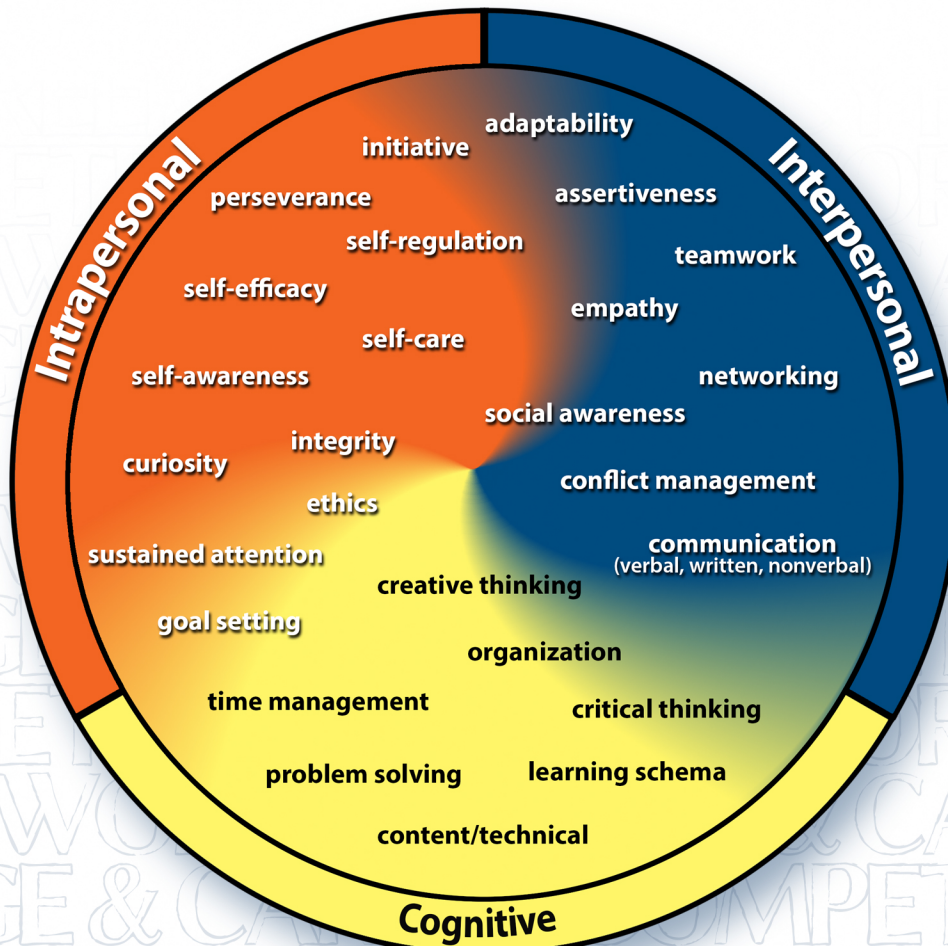


# SELF-EFFICACY

## LESSONS

### SECONDARY



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## Introduction

The *Self-Efficacy Lessons [Secondary]* 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 7–12, but the primary and intermediate lessons can be used with students who require additional learning support. The scenarios within the *Self-Efficacy Lessons [Secondary]* can be adapted for adults or students in higher education.

## Instructional Activities

Instructional activities range in length from 20 to 30 minutes and should be taught sequentially. Scenarios, guiding questions, and writing 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. 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 7–12* and the *Self-Efficacy Performance-Based Observation*. Both are described below and are available for immediate use at [www.cccstudent.org](http://www.cccstudent.org).

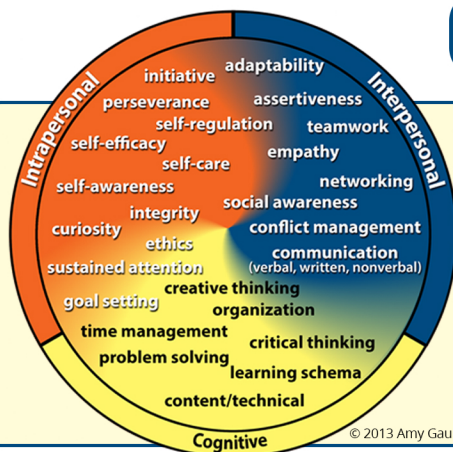
The *Self-Efficacy Knowledge Test 7–12* (Noonan, Gaumer Erickson, & Heger, 2023) is a curriculum-based measure that assesses students' knowledge of self-efficacy concepts. The test includes multiple-choice, true/false, situational judgement, and short-answer items. The knowledge test is directly aligned 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 specific self-efficacy concepts and gauge their ability to apply that knowledge. For additional information on this assessment, see pages 1–3 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](http://www.cccstudent.org), a free assessment website (students do not need accounts). Once students have taken the *Self-Efficacy Knowledge Test 7–12* 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](http://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](http://www.CCCStudent.org)



## Table of Contents

Assessing Your Self-Efficacy Knowledge (Pretest).....	5
Administer the <i>Self-Efficacy Knowledge Test 7–12</i> .....	5
Use the <i>Self-Efficacy Performance-Based Observation</i> to observe students .....	9
Unit 1: Introducing Self-Efficacy .....	11
1. I can define self-efficacy.....	11
2. I can <b>focus on my effort</b> to help improve my belief in myself.....	12
3. I can <b>try again</b> to increase my confidence .....	13
4. I can identify ways to <b>calm myself</b> .....	14
5. I can explain why self-efficacy is important to me .....	14
Unit 2: Understanding Your Current Level of Self-Efficacy .....	16
6. We can identify our strengths and challenges as a class .....	16
7. I can describe my self-efficacy strengths and challenges at school .....	16
8. I can describe Self-Efficacy Strategies that are my strengths and those that I need to improve .....	17
Unit 3: Approaching Challenges With a Growth Mindset .....	19
9. I can explain the difference between fixed mindset and growth mindset.....	19
10. I can <b>focus on my effort</b> by identifying fixed and growth mindset actions, phrases, and thoughts .....	20
11. I can <b>exercise my brain</b> and explain how the brain changes when I am learning.....	20
Unit 4: Viewing Mistakes and Setbacks as Opportunities to Learn .....	22
12. I can explain how mistakes help me learn .....	22
13. We can build growth mindset attitudes in the classroom by <b>learning from our mistakes</b> .....	23
14. I can revise fixed mindset phrases to emphasize mistakes as opportunities to learn .....	25
Unit 5: Reflecting on Past Accomplishments to Build Your Confidence .....	26
15. I can <b>remember hard things I’ve done</b> .....	26
16. I can share hard things I’ve done .....	27
17. I can plan for future mastery .....	27
Unit 6: Giving and Accepting Feedback and Praise .....	28
18. I can describe meaningful praise .....	28
19. I can <b>accept feedback</b> to improve my skills .....	29
20. I can <b>give praise</b> to build others’ self-efficacy.....	30
Unit 7: Understanding How Your Emotions Impact Your Self-Efficacy .....	34
21. I can identify feelings I’ve had when I am learning something hard.....	34
22. I can use mindfulness to <b>calm myself</b> .....	35
23. I can determine how I will <b>calm myself</b> when I’m frustrated.....	36
Unit 8: Building Your Self-Efficacy by Observing Others’ Success.....	37
24. I can analyze how others overcame challenges .....	37
25. I can <b>watch and learn from others</b> to help myself overcome a challenge .....	38
Unit 9: Self-Efficacy—Putting It All Together .....	39
26. I can identify Self-Efficacy Strategies.....	39
27. I can share strategies that help me believe I can do hard things .....	40
Assessing Your Self-Efficacy Knowledge (Posttest) .....	42
Re-administer the <i>Self-Efficacy Knowledge Test 7–12</i> .....	42
Reflect on posttest results.....	42

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## Assessing Your Self-Efficacy Knowledge (Pretest)

**Materials** (available at [www.cccframework.org/se-lessons-sec/#pre](http://www.cccframework.org/se-lessons-sec/#pre)):

- *Self-Efficacy Knowledge Test 7–12* (online version; see pages 6–8 for the items)
- *Self-Efficacy Performance-Based Observation* (online version; see page 10 for the items)

**Preparation:** To record and access assessment results, you or your school will need an account on [www.cccstudent.org](http://www.cccstudent.org), a free assessment website. Follow the directions on the website to launch the *Self-Efficacy Knowledge Test 7–12*. 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](http://www.cccstudent.org)

**Code:** \_\_\_\_\_

### Administer the *Self-Efficacy Knowledge Test 7–12*

We recommend that students complete the *Self-Efficacy Knowledge Test 7–12* online. For the students to complete the assessment online, you or your school will need an account on [www.cccstudent.org](http://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 7”). On the website, the students will receive personalized reports that you can also access.

Explain to the students that for Items 1–24, 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 if they work at it, 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 7–12* after all instruction is delivered.

# Self-Efficacy Knowledge Test 7–12

Student ID \_\_\_\_\_

Date \_\_\_\_\_

	Not very like me	1	2	3	4	5	Very like me
1. If I worked at it, I could learn just about any skill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. I feel discouraged when I'm told I did something incorrectly. (N)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Once I've decided to accomplish 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"/>	<input type="checkbox"/>	
4. I believe that the brain can be developed like a muscle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. 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"/>	<input type="checkbox"/>	
6. 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"/>	<input type="checkbox"/>	
7. I'm willing to work on something challenging, even if I know it will take a lot of effort and I may not succeed at first.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. 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"/>	<input type="checkbox"/>	
9. When I receive feedback 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"/>	<input type="checkbox"/>	
10. I want to quit when I'm told I did something incorrectly. (N)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. When I'm struggling to accomplish something difficult, I focus on my progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. When a task sounds very 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"/>	<input type="checkbox"/>	
13. I have negative thoughts about myself when I make mistakes. (N)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. 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"/>	<input type="checkbox"/>	
15. When facing a new challenge, I think about goals that I've accomplished successfully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. 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"/>	<input type="checkbox"/>	
17. 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"/>	<input type="checkbox"/>	
18. When facing a new challenge, I think about what I did to succeed in other difficult situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19. 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"/>	<input type="checkbox"/>	
20. 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"/>	<input type="checkbox"/>	
21. When I'm told I did something incorrectly, I try even harder to get it right.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22. I use feedback to get better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
23. 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"/>	<input type="checkbox"/>	
24. I like to challenge myself to learn new things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



### True or False

25. \_\_\_ Making mistakes (and putting in effort to learn from them) strengthens neuropathways in your brain.
26. \_\_\_ If you get straight A's in school, you automatically have strong self-efficacy.
27. \_\_\_ Self-efficacy is something you're born with. Either you have it, or you don't.
28. \_\_\_ You can use strategies to increase your self-efficacy when approaching a challenging task.
29. \_\_\_ Self-efficacy is important for academics but isn't relevant to things like sports or music.

### Multiple-Choice

30. Choose the best definition of self-efficacy.
- a. Believing that you can easily accomplish anything you attempt, because you're a quick learner and you often succeed in classes or other pursuits
  - b. Self-esteem, which is confidence in yourself and an overall satisfaction with your abilities
  - c. Believing in your ability to accomplish specific, challenging tasks—including understanding that your ability can grow with effort
  - d. Believing in your ability to accomplish your goals in areas/subjects where you have a natural aptitude
31. When talking to a friend, which of the following statements would support them in building their self-efficacy?
- a. Ability grows with effort.
  - b. Practice makes perfect.
  - c. Accept that you aren't good at this and find something you are better at.
  - d. You are naturally talented at this.
32. Which of these helps build self-efficacy?
- a. Focusing on your failures
  - b. Focusing on your natural talents
  - c. Learning from others
  - d. Competition
33. You know that succeeding at a challenging task helps increase your self-efficacy. Select the choice that best describes why this is the case.
- a. After succeeding at a challenging task, you are confident, and you have developed high self-efficacy in all challenging tasks.
  - b. You have demonstrated your self-worth by succeeding at the challenging task.
  - c. Succeeding at a challenging task helps you stand out from others, resulting in improved self-esteem.
  - d. Succeeding at a challenging task shows that your effort helped you become more skilled, which reinforces your growth mindset.
34. Which of these things is NOT likely to be a result of improving your self-efficacy?
- a. Increased ability to view mistakes and constructive criticism as opportunities to learn
  - b. Increased ability to succeed at new tasks on the first try
  - c. Increased willingness to take on (and persist in) challenging tasks
  - d. Increased confidence in your own abilities

35. Which best describes how self-efficacy can make someone a better learner?
- When you make mistakes, you learn to focus on things that you learn easily.
  - Students with higher levels of self-efficacy understand that they have to put in effort in order to learn, so they will work harder.
  - Students with higher levels of self-efficacy get more encouragement from teachers, creating a continual loop of increased teacher expectation leading to increased learning.
  - Students with higher levels of self-efficacy are more skilled than other students and therefore more motivated to achieve.
36. Which of these behaviors helps build self-efficacy?
- Comparing the success of others to my struggles and using the resulting feelings of failure as a motivation technique
  - Recognizing when I'm using negative self-talk and then switching to a different task or activity
  - Trusting myself and disregarding suggestions/feedback from my friends or teachers
  - Before approaching new challenging tasks, thinking about similar tasks that I've successfully completed
37. **Scenario:** Florence decided to take Astronomy to meet a science requirement her freshman year of college. She knew it would be challenging, but she wasn't prepared for the majority of the coursework to focus on complex math. Three weeks into the class, she gets an F on the first test. She's worried that she won't be able to pass the class. She feels frustrated and stupid, and she's not sure what to do. Using what you've learned about self-efficacy, choose the best option for how Florence should proceed.
- Florence 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 go to study sessions, but she does not want anyone else to know that she is struggling.
  - Florence 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 if she should drop the class.
  - Florence decides that she can succeed with effort. She starts going to the weekly study sessions the teacher offers, doing more practice problems, and asking questions when she doesn't understand something.
  - Several friends warned Florence that Astronomy would be difficult, and suggested meeting the science requirement with something easier. Florence decides to drop Astronomy and take Geography instead.

**Identify whether each of these behaviors/attitudes is characteristic of a growth mindset or a fixed mindset.**

38. Skills/abilities are something you're born with or you're not.	Fixed Mindset	Growth Mindset
39. Attempting challenging tasks is how we learn.	Fixed Mindset	Growth Mindset
40. "I'm good at reading, but I just can't do math."	Fixed Mindset	Growth Mindset
41. "My friend is so smart. I'll never be that smart."	Fixed Mindset	Growth Mindset
42. Honest, constructive feedback helps you identify areas where you need to improve.	Fixed Mindset	Growth Mindset
43. Be open to new challenges but admit when you just aren't good at something and move on to a new challenge.	Fixed Mindset	Growth Mindset
44. Mistakes are valuable because we can learn from them.	Fixed Mindset	Growth Mindset

### Open-Ended

45. 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 24 items and that they will have different answers because they each have their own unique feelings about things. Have the students look over Items 1–24 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 write three of these items in the table under the column *My areas for growth in self-efficacy*.

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

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

Multiple-choice score: \_\_\_\_/20      \_\_\_\_%

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](http://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 7–12* after all instruction is delivered.

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

The *Self-Efficacy Performance-Based Observation* (see page 10) 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](http://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 7"). 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, <b><i>learn from my mistakes</i></b> ).					
2. Continues to work on a challenging task by trying different ways to solve a problem (Strategy 2, <b><i>try again</i></b> ).					
3. Demonstrates approaching a challenging task with recognition that ability grows with effort (Strategy 1, <b><i>focus on my effort</i></b> ).					
4. Demonstrates verbal persuasion and growth mindset self-talk (Strategy 4, <b><i>say, "I haven't learned _____ yet"</i></b> ; Strategy 8, <b><i>give and accept praise</i></b> ).					
5. Uses feedback to improve (Strategy 9, <b><i>accept feedback</i></b> ).					
6. Utilizes mindful practices to self-calm and focus (Strategy 3, <b><i>calm myself</i></b> ).					

## 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-sec/#u1](http://www.cccframework.org/se-lessons-sec/#u1)):

- Self-Efficacy Definition Poster
- College & Career Competency Wheel
- Self-Efficacy Strategies Poster
- Video *What Is Self-Efficacy?*
- Video **Focus on My Effort**
- Video **Try Again**
- Video *Failure Is a Wonderful Teacher*
- Video *Why Do People Get So Anxious About Math?*

### Instructional Activities:

#### 1. I can define self-efficacy

Ask the students to think about a time when they encountered something difficult they wanted to accomplish. What strategies did they use? What helped them? What did they do when they met obstacles along the way?

Tell the students that they're going to learn strategies that will help them accomplish difficult tasks. These strategies build self-efficacy. Show the [Self-Efficacy Definition Poster](#).

Define self-efficacy as “perceptions an individual has about their capabilities to perform at an expected level, achieve goals, and complete moderately challenging tasks” (Noonan & Gaumer Erickson, 2018, p. 23).

Refer to the [College & Career Competency Wheel](#). Identify self-efficacy as an intrapersonal competency (that is, an ability within yourself). Explain the importance of intrapersonal skills: They increase your ability to get more things done on time and stay on track to reach your goals. This ability leads to improved learning, better grades, success in school and at work, improved athletic ability, and better health.

Show the [Self-Efficacy Strategies Poster](#), explaining that the students will learn ten Self-Efficacy Strategies throughout the year. Tell the students that they've likely used some of these strategies before, perhaps without being aware they were doing so. Emphasize that these strategies are learnable with practice and that we use them when our confidence is lacking.

Have the students form small groups. To each, assign one of the following quotes. Have the groups discuss their quote, its meaning, and its relationship to self-efficacy. Then, as a class, read the quotes and have each group share their thoughts.

1. Whether you think you can, or think you can't ... you're right.  
—Henry Ford



2. If I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning.  
—Mahatma Gandhi
3. Gold medals are made from your sweat, blood and tears, and effort in the gym every day, sacrificing a lot.  
—Gabby Douglas
4. Continuous effort—not strength or intelligence—is the key to unlocking our potential.  
—Winston Churchill
5. I am always doing what I cannot do yet, in order to learn how to do it.  
—Vincent Van Gogh
6. Do not judge me by my success, judge me by how many times I fell down and got back up again.  
—Nelson Mandela
7. It's not that I'm so smart, it's just that I stay with problems longer.  
—Albert Einstein
8. 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
9. 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
10. 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.

Show the video [What Is Self-Efficacy?](#) Afterward, ask the student to think about the quotes above, the definition of self-efficacy you've provided, and the definition from the video. Ask the students to respond to the following prompt:

How I would explain self-efficacy to a friend:

Encourage the students to jot down their favorite quote. It can encourage them when they face obstacles later.

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

Show the students the [Self-Efficacy Strategies Poster](#). Introduce the first strategy, *focus on my effort*. Ask the students:

- What does effort look like?
- How do you know when you're not making an effort?
- How does making an effort while exercising differ from making an effort while learning to play the guitar? During each activity, how would you know if you were making an effort?

Explain that we can make progress toward our goal by putting in our best effort when learning or doing something new, even if it initially seems difficult. Emphasize that *focusing on our effort* doesn't mean

we will immediately reach our goal; it means shifting our focus to the amount of our effort and our growth rather than focusing only on the overall outcome (or comparing ourselves to our peers).

We gain the ability to identify the connection between the effort we put into a task and the learning that we get out of it. Changing our focus helps us celebrate our growth. We gain confidence to continue working and making progress rather than getting discouraged because we didn't immediately master a complex pursuit or do as well as our peers.

Tell the students that they will watch a video about the connection between effort and progress. Show the video [Focus on My Effort](#). Afterward, have the students answer these questions:

- Why is it important to **focus on your effort**?
- Write about a time when you used effort to learn or do something new. What actions or thoughts helped you keep making an effort?
- What steps could you take to **focus on your effort** more?

After class, review the students' answers to determine their initial grasp of the Self-Efficacy Strategy **focus on your effort**.

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

Show the students the [Self-Efficacy Strategies Poster](#) and review the first strategy, **focus on my effort**. Remind the students that **focusing on effort** is more important than focusing only on the outcome. We can control our effort.

Ask the students how they have **focused on their effort** recently. They could also report on the effort they've seen others make.

Introduce the second strategy, **try again**. Explain that we can increase our confidence to complete difficult tasks by understanding that being successful requires many attempts. It is important to **try again** instead of giving up.

Show the video [Try Again](#). Afterward, ask the students to use the following prompts to reflect on a time when they gave up:

- Why was it hard to **try again**?
- If you had **tried again**, what would have happened? What would you have learned?
- If you had this experience again, how would you **try again**?

Show the video [Failure Is a Wonderful Teacher](#). Ask the students to use the following prompts to reflect on a time when they **tried again**:

- How did you get yourself to **try again**?
- If you hadn't **tried again**, what would have been different?
- How can you apply that experience to future difficult tasks?

**Note:** A good way to modify this activity is to have the students look in course content for examples of people who **tried again**. For example, in a physics course, the students might research physicists whose theories were initially dismissed but later became the standard theory. In an English course, the students might research writers whose works were initially rejected for publication but later became classics. Discuss with the students what the results might have been if these people had given up.

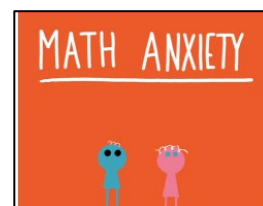
#### 4. I can identify ways to *calm myself*

Using the [Self-Efficacy Strategies Poster](#), introduce the strategy ***calm myself***. Explain that self-efficacy is important not only for accomplishing difficult tasks but also for regulating emotions. Regulating emotions does not mean suppressing them, avoiding them, or pretending that we feel different from how we actually feel. Instead, we can manage our reactions to emotions so that they don't prevent us from reaching our goals. For example, when we get frustrated, we might be tempted to give up. However, if we can anticipate what might frustrate us, we can lessen the emotion's impact so that we can ***try again***. Remind the students that, while we cannot control our emotions, we can control how we respond to them.

Show the video [Why Do People Get So Anxious About Math?](#) Ask the students to write down the main points while watching the video. If your content area isn't math, connect this information to your content area.

Ask the students to reflect in pairs or small groups on the following questions:

- What were the main points of the video?
- The video shares these techniques for managing anxiety: 1) practicing relaxation techniques, 2) writing down your worries, 3) engaging in physical activity, and 4) using self-talk with a growth mindset. Have you ever tried any of these techniques when experiencing anxiety? What were the results?



Have the students share ideas and experiences for each technique. Prompt the students to consider which techniques they think they'll try in the future.

Have the students individually respond to the following prompts:

- Identify times when you feel anxious.
- What techniques for managing anxiety have worked for you?

**Extended Activity:** Prior to a difficult task or test, take a few minutes to have the class practice one or more of the four techniques from the video on math anxiety to help alleviate anxiety: 1) practicing relaxation/mindfulness techniques, 2) writing down their worries, 3) engaging in physical activity, and 4) using self-talk with a growth mindset.

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

Explain that self-efficacy is important for everyone. Even people who are successful and self-efficacious in certain areas may still struggle with self-efficacy in other areas. For instance, someone who has strong self-efficacy in math might still struggle with self-efficacy when singing in a choir. We each have to understand (and often remind ourselves and others) that we can improve our abilities in anything if we put in effort.

Ask the students to make a list of three areas where they think their self-efficacy is pretty high and three areas where they'd like it to be higher. Examples include specific subjects, types of assignments, sports, extracurricular activities, and tasks in their personal lives.

Ask the students to consider why they'd like to have higher self-efficacy in these three areas. If they were more self-efficacious in each, what might be different? Have the students share with a partner.

Emphasize that there are specific things (e.g., behaviors, tasks, thoughts) that the students can use to improve their self-efficacy. If they work on these, they can learn more, be more successful, stick with challenging tasks, and understand how achieving these tasks prepares them to take on even bigger challenges. Explain that we will be learning about ways to improve our self-efficacy in future activities.

Summarize that people need to have self-efficacy to be successful not only in school but also in many other areas, such as sports, extracurricular activities, jobs, and personal lives. Asks the students to respond to the following prompt:

Improving my self-efficacy is important because \_\_\_\_\_.

**Student Personal Reflection:** Ask the students to remember a time in the last few months when they were frustrated because they were unsuccessful at something that was very challenging. It could have been academic, athletic, personal, etc. Have the students write a summary that includes a description of the situation and answers these questions:

- How confident were you initially in your ability to complete the task?
- Did you continue working on the task even when it was difficult, or did you give up?
- What emotions did you experience, and how did you manage those emotions?
- Even if you didn't fully succeed at the task, did you improve as a result of your efforts?
- How did your level of self-efficacy (confidence that you could make progress if you gave your best effort) affect the result?

Share a personal example of a time when your self-efficacy was low. 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.

Assure the students that we all struggle with self-efficacy in some areas. Our confidence can vary depending on the situation and the skill that we are attempting to master. By working on our self-efficacy, we learn to approach challenging tasks with the mindset that we can improve and accomplish hard things.

## 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 and those that I need to improve

### Materials (available at [www.cccframework.org/se-lessons-sec/#u2](http://www.cccframework.org/se-lessons-sec/#u2)):

- Self-Efficacy Strategies Poster
- Video *Say, "I Haven't Learned It Yet"*

**Preparation:** Review Activity 7 to select which option to use.

### Instructional Activities:

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

Using the [Self-Efficacy Strategies Poster](#), review the strategies the students have learned so far: ***focus on my effort, try again, and calm myself***. Ask the students for examples they have seen since the previous class, either from their own lives or the lives of others.

Divide the class into four small groups and assign each group one of the statements below. Have the groups read and discuss their statement and summarize their thoughts about its meaning to share with the class.

1. As individuals, we have different beliefs about our abilities in different areas. In some goals or challenging tasks, we feel confident and know what is needed to succeed. But in others, we don't feel as confident in our abilities, and this feeling can cause issues.
2. Our self-efficacy changes over time based on our experiences. In other words, if we can complete a challenging task, our self-efficacy increases. The opposite is also true: Failures can lead to lower self-efficacy if we give up.
3. Self-efficacy has nothing to do with how smart you are. You can be very smart and still have low self-efficacy in some areas.
4. Just because we have confidence that our talent can increase in some areas, such as basketball or singing, doesn't mean we are automatically confident in everything. We can all become more self-efficacious in different areas.

Explain that we all have strengths and areas for improvement when it comes to self-efficacy. Have the students refer to the information they wrote down after completing the pretest, reviewing items they noted as strengths and areas for growth. Ask the students to share one strength and one area for growth with a partner and be prepared to share with the class. Then facilitate a class discussion with the student examples. Celebrate the strengths that the students share, and draw some conclusions for the class as a whole (e.g., "It sounds like we understand that ability can grow with effort but that many of us give up when something is harder than we thought"). As needed, refer back to the results available in **My Portal** in your account on [www.cccstudent.org](http://www.cccstudent.org).


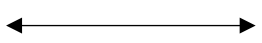

#### 7. I can describe my self-efficacy strengths and challenges at school

Have the students reflect on their current strengths and challenges in self-efficacy at school by filling in the following table.



**Option 1:** If you're providing this activity in a content-area course, list key objectives, concepts, or assignments. Have the students reflect on their current use of the first two strategies, *focus on my effort* and *try again*, and potential ways to improve.

**Option 2:** If you're providing this activity during advisory or as student support not related to specific content, ask the students to list each of their courses in the table. For each, have the students reflect on their current use of the first two strategies, *focus on my effort* and *try again*, and potential ways to improve.

Course, concept, or assignment	<i>Focusing on my effort</i> Am I currently doing this? How? How could I improve?	<i>Trying again</i> Am I currently doing this? How? How could I improve?	Rating my current self-efficacy in this area
<b>Example:</b> essay writing	I have been putting more effort into improving my grammar on essays. I have learned about subject-verb agreement errors and improved in the grammar section of the grading rubric. However, I'd also like to improve my skills in proper punctuation.	When I don't do as well as I want, I ask my teacher for help to review parts of my essay that I can rewrite. I could improve by setting aside 15 minutes every day after school to rewrite these parts.	Low  High
			Low  High
			Low  High

Ask the students to raise their hands if they have high self-efficacy in some areas but low self-efficacy in other areas. Emphasize that we all have varying levels of self-efficacy across specific tasks. 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 focus on strategies to build our confidence in our abilities. In future activities, we will learn and practice more strategies that we can use to increase our self-efficacy.

Collect the students' completed tables (these can be used again in [Unit 3, Activity 10](#)). After class, review the results to determine specific courses, concepts, and assignments where the students have low self-efficacy, so that you can support the students individually and as a class moving forward. You could also bring these areas up as examples in future activities.

## 8. I can describe Self-Efficacy Strategies that are my strengths and those that I need to improve

Show the [Self-Efficacy Strategies Poster](#) and ask the students to reflect on the Self-Efficacy Strategies they have learned so far (*focus on my effort*, *try again*, and *calm myself*) by responding to the following prompts:

- Provide examples of how you have applied the strategies.
- Which strategies do you want to work on to use more effectively?

- List three actions you can do to be more self-efficacious.

In small groups, ask the students to discuss their responses. Emphasize that we all have different strengths related to self-efficacy. Have the students brainstorm more actions they can do to be more self-efficacious.

Examples might include:

- Focus on the amount of effort I'm putting into reaching my goal rather than only on the goal itself
- Think about my own progress rather than comparing myself to others
- Look for new ways to approach a difficult problem
- Plan what I'll do when I feel frustrated while learning

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

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 with a partner and then together as a class:

- What are some of the benefits of **saying, "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"?
- 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.

## Unit 3: Approaching Challenges With a Growth Mindset

### Learning Targets:

9. I can explain the difference between fixed mindset and growth mindset
10. I can **focus on my effort** by identifying fixed and growth 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-sec/#u3](http://www.cccframework.org/se-lessons-sec/#u3)):

- Self-Efficacy Strategies Poster
- Video *Growth Mindset vs. Fixed Mindset*
- Video *Fixed Mindset vs. Growth Mindset*
- Students' completed worksheets from [Unit 2, Activity 7](#)
- Fixed Versus Growth Mindset table
- Video **Exercise My Brain**
- Video *Your Brain Is Plastic*
- Video *Neuroplasticity*
- A piece of thread, a piece of yarn, and a piece of rope

**Preparation:** Preview the video options in Activities 9 and 11 to determine which to show, or find other videos. For Activity 10, be ready to hand back students' completed worksheets from [Unit 2, Activity 7](#).

### Instructional Activities:

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

Using the [Self-Efficacy Strategies Poster](#), review the strategies that the students have learned so far: **focus on my effort**; **try again**; **calm myself**; and **say, "I haven't learned \_\_\_\_\_ yet."**

Tell the students that they will learn about fixed and growth mindsets. Having a growth mindset will help them continue developing and strengthening their self-efficacy. Note that they will also learn some basic facts about neuroscience (the study of the brain)—namely, that putting in effort actually changes the physical structure of the brain.

Show a video that explains fixed and growth mindsets (either the ones listed below or ones that you find):

- [Growth Mindset vs. Fixed Mindset](#)
- [Fixed Mindset vs. Growth Mindset](#)

Display the [table](#) on the next page, which illustrates the characteristics of fixed versus growth mindset. Ask for two volunteers, one to read the fixed mindset statements, the other to read the growth mindset statements.

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

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

As a large group, discuss how growth mindset attributes could help in school but also in adult life (e.g., careers, higher education, personal goals). Emphasize that one goal in learning about self-efficacy is to replace our fixed mindset with a growth mindset and, in that way, have confidence in our ability to improve at a variety of skills and tasks when we put in effort.

Have the students write a brief reflection about a time they initially approached learning a skill or accomplishing a task with a fixed mindset but were ultimately able to approach it with a growth mindset instead. Ask if anyone is comfortable sharing with the class, but don't require them to share.

**Extended Activity:** Have the students record short videos addressing what a growth mindset looks like and why it's important. Explain that these videos will be used to teach other students. If the students need inspiration, share the fixed and growth mindset videos provided earlier or other examples that you find.

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

Have the students use their completed table from [Unit 2, Activity 7](#), to review their answers from the column **Focusing on my effort**. Ask them to reflect on whether their answers represent a growth mindset, fixed mindset, or a combination of both and to write a summary of their reflection.

Remind the students of the strategy *say, "I haven't learned \_\_\_\_\_ yet"* and ask them to individually describe how that phrase promotes a growth mindset. Then ask for volunteers to share and discuss as a class.

Review each student's summary to determine their understanding of the concepts.

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

Introduce the strategy **exercise my brain**. Show the video [Exercise My Brain](#). Afterward, ask the students:

- What does it feel like when you're learning something for the first time?
- What does it feel like when you're doing something you're good at?

**Brain Basics:** Show one or both of the following videos (or others that you find). Afterward, have a brief discussion to ensure that the students understand the key points (included below the titles).

### Your Brain Is Plastic:

- “Neuroplasticity” refers to the fact that our brains continuously adapt.
- Your neurons experience new growth as you learn new information.
- When you store information in your short-term memory, the structure of your synapses changes, with more and stronger dendrites growing to reinforce them. For information that you store for only a short time, your brain doesn’t need to grow new connections, just strengthen existing ones. For information that you store for longer periods of time, your neurons actually forge entirely new synapses over time.

### Neuroplasticity:

- The brain is adaptable, like plastic (hence the term “neuroplasticity”).
- The process of rewiring your brain by forming new connections and weakening old ones is neuroplasticity in action.
- We all have the ability to learn and change by rewiring our brains. If you’ve ever changed a bad habit or thought about something differently, you have experienced neuroplasticity firsthand as you created that new pathway in your brain.

We can think of neuron connections using the analogy of a thread, a piece of yarn, and a rope. Neuron connections are built over time with deliberate practice and effort. The first time you learn a task, there are weak connections between neurons (thread), but as you continue to put in effort and engage with the task, the connections strengthen (yarn). Eventually, through extended practice and effort, including mistakes and setbacks, you reach mastery, and the connections are solidified (rope). Again, these connections are built over time with deliberate practice, effort, and mistakes. The brain is malleable, or soft-wired.

Ask the students to reflect on the videos with a partner by answering the following questions:

- How is neuroplasticity related to a growth mindset?
- What is one example from your life where you developed new neuropathways in your brain (practiced something until it became easy)?
- How could this information change the way you approach learning something new?

After the students have had time to reflect in pairs, facilitate a class discussion about what they learned about neuroplasticity. If necessary, identify examples such as mastering a video game or learning to ride a bicycle (difficult at first, but as neuropathways were strengthened, these activities became easy and almost automatic). Reiterate that neuron connections are created and strengthened with learning, practice, mistakes, and setbacks. Research shows that parts of the brain can actually get larger through learning.

**Extended Activity:** Consider a reading activity, using written explanations of recent brain science (an example is available at [web.archive.org/web/20200929141232/https://www.cmich.edu/ess/oss/Documents/Prepare%20for%20Success%20d4.pdf](https://web.archive.org/web/20200929141232/https://www.cmich.edu/ess/oss/Documents/Prepare%20for%20Success%20d4.pdf)).



## 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 revise fixed mindset phrases to emphasize mistakes as opportunities to learn

### Materials (available at [www.cccframework.org/se-lessons-sec/#u4](http://www.cccframework.org/se-lessons-sec/#u4)):

- Self-Efficacy Strategies Poster
- Video *Learn From My Mistakes*
- Video *Study Skills—Learning From Mistakes (Jo Boaler)*
- Video *Making Mistakes Helps You Learn*
- Video *Meet the Robinsons—You Failed!*
- Video *Fail Forward—Denzel Washington*
- Video *Growth Mindset: Mistakes Help You Grow*
- Video *It's OK to Make Mistakes!*
- Video *Fear of Failure? Here's Why Making Mistakes Is Good for Your Brain!*
- Video *The Secret to Victory*

**Preparation:** For Activity 12, preview the videos and choose which to use. For Activity 13, display the classroom norms (revise if desired).

### Instructional Activities:

#### 12. I can explain how mistakes help me learn

Remind the students that self-efficacy is essential for succeeding in their pursuits in all areas of life. The strategies they've learned—*focus on my effort; try again; say, "I haven't learned \_\_\_\_\_ yet"; and exercise my brain*—are about understanding that they won't immediately be perfect at a new or difficult task. However, if they put in their best effort, they will be able to see the progress they have made. In other words, these strategies help students understand and develop a growth mindset—the idea that we can improve in anything if we put in the necessary effort.

This idea is extremely important: A person with a fixed mindset views their abilities as fixed and unchanging. On the other hand, a person with a growth mindset understands that abilities come from hard work and can grow and improve. These are very different approaches to challenges. People with a fixed mindset avoid challenges or give up quickly when they make a mistake. People with a growth mindset embrace challenges and learn from mistakes.

Using the [Self-Efficacy Strategies Poster](#), introduce the strategy *learn from my mistakes*. Tell the students that it's completely normal to make mistakes—we all do! In fact, mistakes are an important part of learning. Making mistakes and learning from them actually helps strengthen neuron connections in the brain. People who learn and grow from their mistakes are more successful than people who give up after a failure.

Show the video [Learn From My Mistakes](#). Afterward, ask the students:

- What might happen if you're too afraid to make a mistake?
- What could you do to help yourself be more willing to risk making mistakes?

To emphasize that mistakes help us learn and that everyone makes mistakes, show some or all of the following short videos. Consider having small groups watch different videos and then discuss the information that they learned.

- [Study Skills—Learning From Mistakes \(Jo Boaler\)](#), 1:41
- [Making Mistakes Helps You Learn](#), 1:55
- [Meet the Robinsons—You Failed!](#), 1:02
- [Fail Forward—Denzel Washington](#), 1:36
- [Growth Mindset: Mistakes Help You Grow](#), 1:52
- [It's OK to Make Mistakes!](#), 2:09
- [Fear of Failure? Here's Why Making Mistakes Is Good for Your Brain!](#), 3:20
- [The Secret to Victory](#), 1:07

**Reflection Ticket:** Have the students consider the quote below and write brief reflections on the questions that follow. If necessary, complete the first question together.

I have not failed. I've just found 10,000 ways that won't work.  
—Thomas Edison

- Who was Thomas Edison, and what did he mean when he said that?
- How does this quote demonstrate a growth mindset?
- How does the quote apply to you?

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

Foster a classroom environment that supports and reinforces a growth mindset. For instance, make it a point to consistently emphasize that our effort is what fuels our learning and progress and that success isn't being perfect on the first try—it's improving from where you started because you kept trying.

For instance, post the following classroom norms (from [www.growthmindsetmaths.com](http://www.growthmindsetmaths.com)) in your classroom (or create your own):

In this class ...

1. We all have different starting points.
2. We can all learn from one another.
3. We can all make progress.
4. We will value our mistakes because we can learn from them.
5. We will choose tasks that challenge us, because this is how we develop our skills and understanding.
6. We will keep trying even when we are finding a task difficult, because this is how we make progress.

Divide the students into six small groups to discuss. Each group takes one sentence, discusses what it means to them, and shares their sentence and their description with the class.

Emphasize again that we all make mistakes, experience frustration, and encounter unexpected difficulties (especially when learning new things). However, we shouldn't let mistakes or obstacles discourage us or stop us from **trying again**. Have the students read the following scenario and reflect on how Jackson could learn from the setback he experiences:

Jackson begins the year very excited about his Ancient Civilizations class. He remains engaged in class through the first three weeks, and he really feels as though he is learning a lot. He even says to people in class, "I didn't know high school would be this easy." He completes his study guide the night before the first test and is confident when he arrives the next day. As he begins the test, though, he quickly realizes he doesn't know most of the answers. He gets frustrated, finishes quickly,

and turns it in. Jackson isn't surprised when he receives a failing grade. He feels worse when he finds out two of his friends did well on the test.

Jackson and his teacher, Mr. Cook, meet before school the next day, and Jackson explains that he felt prepared before the test but then didn't recognize any of the information on it. Mr. Cook asks if Jackson studied, and Jackson says, "I finished the study guide and completed most of the readings from the text." He concludes by saying, "I have never been good at tests. I'm just not very smart."

"I don't think that's true," Mr. Cook replies. "You've been very engaged in class discussions, and you seem genuinely interested in the topics." Mr. Cook notes that Jackson has also often been a leader in classroom discussions. He asks Jackson to come back the next day with his study guide and the test. As they compare Jackson's completed study guide to the information on the test, Mr. Cook asks Jackson if he's noticing anything. "I didn't have very many correct answers on the study guide," Jackson replies.

When Mr. Cook prompts him to consider why that might be, Jackson explains, "I have a hard time finding the right information in the book and notes. I get really overwhelmed, and I can't seem to figure out where to look for the answers."

"When did you start the study guide, and how much time did you spend working on it?" Mr. Cook asks.

"I started it the night before the test, and I spent over an hour working on it. I guess maybe I should have started on it earlier, but I don't think it would matter, because I still can't find the right answers."

Mr. Cook realizes that Jackson needs to feel some success if he is going to put forth the effort necessary to be successful. Mr. Cook shows Jackson a few quick ways to find information in the text and his notes, then offers him the opportunity to retake the test the next week. On the retake, Jackson's grade improves considerably.

In small groups and then as a class, discuss what Jackson could learn from this setback. If necessary, guide the discussion so that the students identify not only specific mistakes and ways to fix them (e.g., starting the study guide earlier) but also bigger-picture ideas (e.g., learning strategies for finding information in the textbook). The primary takeaway from the scenario should be that if you have a growth mindset, you can make progress. Jackson initially struggled and considered giving up because he thought he just wasn't good at tests. But when he kept working at it, he realized that he was capable of learning the information, improving his test score, and finding better ways to study. In other words, Jackson made mistakes and experienced a big setback, but he didn't let it stop him—he used it to learn and grow instead.

Prompt the students to consider how, even though Jackson sometimes made fixed mindset statements in the scenario, he also demonstrated some growth mindset behaviors, which helped him make progress. For instance, Jackson initially had a fixed mindset reaction to his grade—he got discouraged and then made himself feel worse by comparing his grade to his classmates' grades. But he didn't give up. Instead, he took a growth mindset approach by talking to Mr. Cook about how to learn from this and improve. When he talked with Mr. Cook, he used some fixed mindset statements (such as "I have never been good at tests. I'm just not very smart" and "I don't think it would matter, because I still can't find the right answers"). However, he still ended up taking a growth mindset approach by not only deciding to retake the test but also applying some study tips from Mr. Cook. Even after his initial failure, Jackson decided to continue putting in effort.

Conclude by noting that we will all make mistakes and experience setbacks and that it's natural to initially feel discouraged, as Jackson does. But it's also important to follow the rest of his example and use the experience to help us learn and improve in the future.

**Extended Activity:** Keep the norms posted in the classroom and refer to them when you're introducing challenging content and when the students experience mistakes or limited progress.

#### 14. I can revise fixed mindset phrases to emphasize mistakes as opportunities to learn

As a class, brainstorm fixed mindset phrases that students often hear, say, or think. Make a chart on the board (like the example here) and blank out the right column. Work together to change the phrases in the left column from fixed to growth mindset. Explain to the students that we have to work to change our own self-talk (thoughts we have) and what we say to others.

#### What Can I Say to Myself?

Instead of ...	Try thinking ...
I'm not good at this.	What am I missing?
I'm awesome at this.	I'm on the right track.
I give up.	I'll use some of the strategies we've learned.
This is too hard.	This may take some time and effort.
I Can't make this any better.	I Can always improve, so I'll keep trying.
I just Can't do math.	I'm going to train my brain in math.
I made a mistake.	Mistakes help me learn better.
She's so smart. I will never be that smart.	I'm going to figure out how she does it so I can try it!
It's good enough.	Is it really my best work?
Plan A didn't work.	Good thing the alphabet has 25 more letters!

**Reflection Ticket:** Have the students fill in the prompt below for a phrase that they often say or think:

Instead of saying [fixed mindset phrase], I'll say [growth mindset phrase].

Reiterate that learning and progress are direct results of effort. Challenge the students to spend the next week **focusing on their effort** and finding ways to improve their learning. Remind them that making mistakes (and expending effort to fix them) strengthens neuropathways. Throughout the week, provide prompts, cues, and feedback to the students. At the end of the week, have the students reflect on the experience, including the specific changes they made (to their actions, thoughts, etc.) and the effects of their efforts.

**Extended Activity:** Keep the growth mindset phrases posted in the room or write one on the board each day to help the students remember and practice growth mindset self-talk and encouragement to others. Prompt the students to say growth mindset statements aloud prior to approaching difficult tasks. When you hear a student state a fixed mindset statement, pause instruction and ask volunteers to provide alternative growth mindset statements. Then prompt the student who said the fixed mindset statement to share aloud one growth mindset statement that they will try to use the next time they feel frustrated.

## Unit 5: Reflecting on Past Accomplishments to Build Your Confidence

### Learning Targets:

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

### Materials (available at [www.cccframework.org/se-lessons-sec/#u5](http://www.cccframework.org/se-lessons-sec/#u5)):

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

### Instructional Activities:

#### 15. I can **remember hard things I've done**

Using the [Self-Efficacy Strategies Poster](#), review the strategies the students have learned so far: **focus on my effort; try again; calm myself; say, "I haven't learned \_\_\_\_\_ yet"; exercise my brain; and learn from my mistakes**. These strategies address neuroplasticity (the brain's ability to grow and change when we expend effort to learn); growth mindset; and the importance of approaching mistakes, setbacks, and failures as opportunities to learn and grow. In short, by using these strategies, we approach learning and trying new things in ways that increase our perseverance.

Now we'll focus on increasing our confidence in our abilities, particularly when our confidence is lacking. Introduce the strategy **remember hard things I've done**. When individuals have ongoing, repeated success at moderately challenging tasks, they are more likely to be self-efficacious when approaching new tasks (for a review of research with citations, download the Self-Efficacy Research Guide at [www.cccframework.org/resources](http://www.cccframework.org/resources)).

Facilitate a class discussion around the question "What is a challenging task or concept?" Ask the students to individually consider these questions:

1. What does it feel like when we are learning something challenging versus something that isn't challenging?
2. Give an example of a challenging task or concept you've learned. Give an example of something you've learned that wasn't challenging for you.
3. How do you know when you're facing a challenging task or concept that you need to learn? What thoughts go through your mind (good and bad) when this happens?

Then have the students share their answers in small groups. Debrief as a large group.

Explain to the students that challenges in completing tasks or learning new concepts happen regularly to everyone, even when you're an adult. These challenges are neither simple nor easy to achieve. These challenges **exercise our brains**. Once we accomplish them, we can use the strategy **remember hard things I've done** to make us more confident when facing new challenges.

Explore how to build our self-efficacy for new tasks by reflecting on our past accomplishments (mastery experience). When we encounter something new or challenging, it's sometimes difficult to believe that we will ever succeed at it. **Remembering hard things we've done** will help us take on new challenges and persist even when things are tough.

Show the video [Remember Hard Things I've Done](#). Afterward, ask the students:

- What are the benefits of **remembering hard things you've done**?
- What is something hard that you've learned to do that can motivate you to learn new hard things?



Refer to the **Mastery Log**, below. Explain that this activity will help the students ***remember hard thing they've done*** and increase their ability to approach challenging tasks with positive self-efficacy.

Prompt the students to reflect on times they've encountered multiple obstacles to completing a challenging task but still ultimately succeeded. Ask them to choose three experiences to include in their Mastery Log. For each experience, the students describe the accomplishment and provide a detailed summary of how their effort and progress over time led to successfully mastering the task. Examples may include working hard on a project and learning the content, practicing and learning new skills to improve performance for a sport or musical instrument, or replacing a part on a car by thinking through the process and following directions.

**Mastery Log**

<b>Accomplishment</b>	<b>Summary of how effort and progress over time led to successfully mastering the task</b>

**Extended Activity:** So that the students can continually ***remember hard things they've done***, encourage them to use 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.

### **16. I can share hard things I've done**

Assign the students to small groups and give them the option to either act out a skit or create a three-minute 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 how 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?

### **17. 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 the students are working to master these concepts.

## Unit 6: Giving and Accepting Feedback and Praise

### Learning Targets:

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

### Materials (available at [www.cccframework.org/se-lessons-sec/#u6](http://www.cccframework.org/se-lessons-sec/#u6)):

- Self-Efficacy Strategies Poster
- Video **Give and Accept Praise**
- Video **Accept Feedback**
- Oral Presentation Rubric

**Preparation:** Review the Oral Presentation Rubric from Activity 20. Determine whether to use this rubric or a rubric of your own scored with a failing grade but specific feedback.

### Instructional Activities:

#### 18. I can describe meaningful praise

Using the [Self-Efficacy Strategies Poster](#), briefly review what the students have learned about self-efficacy. Tell the students that this activity will focus on another way that we can take steps to increase our confidence in our abilities: the strategy **give and accept praise**.

Explain to the students that praise from teachers and peers improves self-efficacy. These comments enable individuals to reflect on their successes and interpret failures as valuable steps toward learning and future success.

Show the video [Give and Accept Praise](#). Afterward, ask the students:

- What makes **giving and accepting praise** hard sometimes? What makes it feel awkward or insincere?
- What praise do you like to get? What makes that praise satisfying?
- What praise have you given others? How did they accept it?

Discuss as a whole group.

Show the students the table **Praise DO and DON'T**, below. Ask them to think about praise they've received from teachers, parents/caregivers, and friends and to consider what made it meaningful. Have them reflect individually first and then discuss in small groups. Ask each group to generate several examples of meaningful praise and then work to come up with corresponding statements that would not be helpful/meaningful.

Praise DO and DON'T	
DO	DON'T
Use phrases like "You worked hard" and "You are learning."	Compare classmates to each other or praise lackluster effort.
Recognize and encourage effort.	Characterize talent or intelligence as innate with statements like "You are smart" or "You are talented."
Give frequent, focused feedback. Be clear and specific about what the person did well.	Limit praise to "Good job" or "Nice work."

## 19. I can *accept feedback* to improve my skills

Have the students start practicing the ability to ***accept feedback***. Point out how easy it can be to dismiss feedback as a personal attack, especially when we haven't succeeded yet. However, with a growth mindset, we can see feedback for what it is: an opportunity for us to get better. Even if someone's feedback is careless or intentionally destructive, we can reframe it so that we still learn from it. Even if someone's feedback sounds like it wouldn't work, we can at least listen and take it into consideration.

Show the video [Accept Feedback](#). Afterward, ask the students:

- Why is ***accepting feedback*** sometimes difficult?
- Why is it important to ***accept feedback***?
- What feedback have you given others? How did they accept it?

In the following table, each piece of feedback is accompanied by a dismissal. In small groups, have the students change the dismissals into acceptances.

Praise/feedback	Dismissal	Acceptance
<b>Example:</b> Steve's math teacher tells him, "You're making progress. You answered more questions right today than you did yesterday."	Steve thinks, "I just got lucky. I bet I do worse tomorrow."	Steve tells the teacher, "Thank you," and thinks, "Great! Now I know that my plan is working."
Cherie gets 68% correct on her biology quiz.	Cherie thinks, "Of course I did so badly. I'm terrible at biology."	
Yuri's grandmother tells her, "Your Mandarin is improving. I can understand more of what you say."	Yuri thinks, "What Grandma's really saying is that she can't understand me most of the time."	
Wendy's mom tells her, "Your cake is a little dry. Have you tried adding less flour?"	Wendy yells, "Why don't you make it next time then?" and huffs out of the kitchen.	
Jordan's chess teammate tells him, "That move you just made is something I never would have thought of."	Jordan tells his teammate, "Yeah, well, it'd be easier to concentrate if you weren't standing over my shoulder."	
Caleb is trying hard in basketball but keeps missing his shots. His coach tells him, "Remember to follow through."	Caleb thinks, "There's nothing wrong with my shot. I'm just having an off day." He shoots the ball as he's always done.	

After the students have filled in the table, ask them:

- Why is it important to **accept feedback**?
- What would happen if the people in the table dismissed the praise or feedback they've been given?
- What would happen if the people in the table **accepted feedback** they've been given?

Have the students think about a recent situation where they dismissed someone's feedback. Ask the students how they could have **accepted feedback** instead. Encourage them to try using this strategy the next time they receive feedback or praise.

## 20. 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, comparisons to others, or threats, as they often reduce self-efficacy.

Have the students individually or in pairs write one praise statement and one positive persuasion statement for each of the following scenarios. Review the example together. Ask for a couple of volunteers for each scenario to share their statements with the class.

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)
<b>Example:</b> Chris, who usually does long jump, was picked to replace the track team's high jumper (who was out with an injury). Her footwork was off, and she kept landing on the bar. After practicing her footwork, she still knocked over the bar.	Your footwork looks incredible! I can tell you've worked on it.	Remember how much you worked on your footwork for long jump? You went from not placing to medaling. It took time and hard work, but you did it. You can do this too if you keep putting in effort. Don't get discouraged—you've got this!
Jaden was struggling in algebra and not asking questions. He spent some time working independently on Khan Academy and was able to do about 60% of the homework.		
TJ failed his driving test. He didn't study in advance and was driving his sister's car, which was unfamiliar. He studied, borrowed a familiar car, and then passed the written test but not the driving part.		

Ella currently has a C in math and thinks she is bad at it since her older sister has always struggled with it too. She doesn't want to take another math class, but she needs one more to graduate.		
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Explain that constructive feedback is sometimes hard to receive but that we should view it as an opportunity to learn. Have the students review a rubric that is scored with a failing grade but that has specific feedback. You can use either the [Oral Presentation Rubric](#) (on the following page) or a rubric from your course with example feedback. Ask the students to share their first thoughts as though this were their graded project. Have them discuss the feedback and rubric scores in small groups. Then have them write praise and positive persuasion phrases they could say to themselves to help them ***learn from their mistakes*** and improve their scores on the rubric next time.

Collect these responses and review them to determine the degree to which each student has a grasp of praise and positive persuasion.

## Oral Presentation Rubric

	4—Excellent	3—Good	2—Fair	1—Needs Improvement
Delivery	<ul style="list-style-type: none"> <li>Holds attention of entire audience with the use of direct eye contact, seldom looking at notes</li> <li>Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of direct eye contact with audience, but still returns to notes</li> <li>Speaks with satisfactory variation of volume and inflection</li> </ul>	<ul style="list-style-type: none"> <li>Displays minimal eye contact with audience, while mostly reading from the notes</li> <li>Speaks in uneven volume with little or no inflection</li> </ul>	<ul style="list-style-type: none"> <li>Holds no eye contact with audience, as entire report is read from notes</li> <li>Speaks in low volume and/or monotonous tone, which causes audience to disengage</li> </ul>
Content/ Organization	<ul style="list-style-type: none"> <li>Demonstrates full knowledge by answering all class questions with explanations and elaboration</li> <li>Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Is at ease with expected answers to all questions, without elaboration</li> <li>Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Is uncomfortable with information and is able to answer only rudimentary questions</li> <li>Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support subject; has very thin data or evidence</li> </ul>	<ul style="list-style-type: none"> <li>Does not have grasp of information and cannot answer questions about subject</li> <li>Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions</li> </ul>
Enthusiasm/ Audience Awareness	<ul style="list-style-type: none"> <li>Demonstrates strong enthusiasm about topic during entire presentation</li> <li>Significantly increases audience understanding and knowledge of topic; convinces audience to recognize the validity and importance of the subject</li> </ul>	<ul style="list-style-type: none"> <li>Shows some enthusiastic feelings about topic</li> <li>Raises audience understanding and awareness of most points</li> </ul>	<ul style="list-style-type: none"> <li>Shows little or mixed feelings about the topic being presented</li> <li>Raises audience understanding and knowledge of some points</li> </ul>	<ul style="list-style-type: none"> <li>Shows no interest in topic presented</li> <li>Fails to increase audience understanding or knowledge of topic</li> </ul>
Feedback	<p>With a little more preparation, I think you could feel more comfortable with the topic. You provided many facts but seemed to get nervous when answering questions. You could get the audience more engaged by looking at them and speaking louder and with more feeling. I would like you to continue to practice and then give your presentation again.</p>			



**Extended Activity:** As a normal part of class communication, as often as possible, model positive persuasions to the class as well as to individual students. By modeling positive persuasions, you will encourage and empower students.

Some examples of positive persuasions:

- This content is challenging, but our class has learned difficult content before. Working hard on this assignment will help you better understand the concepts and apply them to other situations.
- It's challenging to complete prework, but you each can find time to prepare, as you've done it before. Understanding the concept in advance will make you a more capable team member during group work.

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

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

- Since many of you didn't understand the last unit, you likely won't understand this.
- If you don't do your homework, you won't do well on the test.

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

### Learning Targets:

21. I can identify feelings I've had when I am learning something hard
22. I can use mindfulness to ***calm myself***
23. I can determine how I will ***calm myself*** when I'm frustrated

**Materials** (available at [www.cccframework.org/se-lessons-sec/#u7](http://www.cccframework.org/se-lessons-sec/#u7)):

- Feeling Words Wheel
- Video *2-Minute Guided Meditation to Release Stress*
- Audio from the Free Mindfulness Project
- Video ***Calm Myself***

**Preparation:** Preview the video and audio from Activity 22 and determine which one to use.

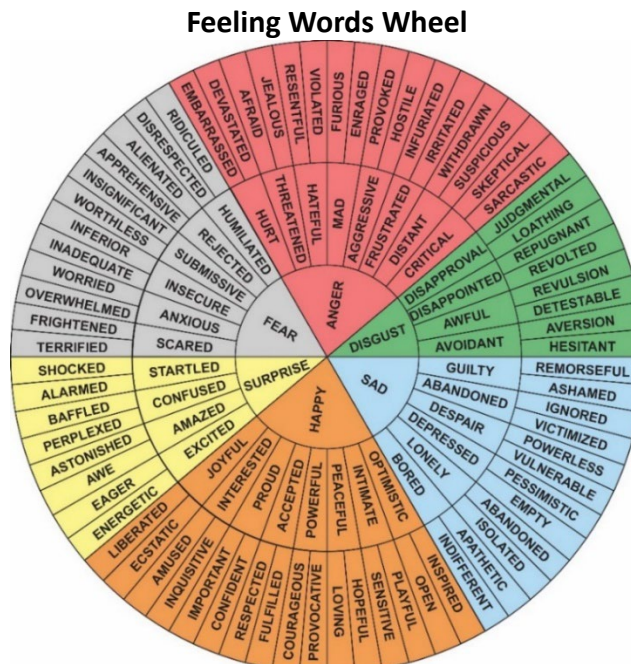
### Instructional Activities:

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

Tell the students that this activity will focus on another way that we can take steps to increase our confidence in our abilities: understanding how our emotions and physical reactions affect our confidence and using methods like mindfulness to manage those reactions.

Explain to the students that the emotions you feel when preparing for or doing a challenging activity can affect your self-efficacy.

It is important to be able to describe how you feel and why you feel that way about upcoming challenging tasks. Using the [Feeling Words Wheel](#), below, ask the students to identify two feelings they would be experiencing when starting or thinking about starting each of the tasks listed in the table following the Feeling Words Wheel. Encourage the students to choose feelings from the two outer circles (with more complex emotions) and from multiple domains.



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Challenging task	Two feelings when approaching this task
1. Writing a research paper	
2. Giving a speech	
3. Shooting a 3-point basket	
4. Singing a solo	
5. Taking an algebra exam	

Note that we all have different feelings when faced with a specific challenge—what makes one person excited may make someone else frightened. Discuss responses in pairs and then as a class. Are any of the feelings negative, anxious, or generally counterproductive to a growth mindset? These types of feelings are natural when approaching challenging tasks, but it is important that we recognize negative feelings and do something about them. Such feelings are an indication that we are experiencing low self-efficacy. Then we can choose specific strategies to increase our self-efficacy.

## 22. I can use mindfulness to *calm myself*

Review the strategy *calm myself*. Remind the students that our emotions can stand in the way of learning and making progress on things, such as doing well on tests or long-term projects.

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](http://www.cccframework.org/resources)).

Choose a mindfulness/meditation video, such as [2-Minute Guided Meditation to Release Stress](#), or audio, such as [Three Minute Breathing](#). Explain that you will play a clip of guided mindfulness. Mindfulness is one way to use the strategy *calm myself*. Ask the students to prepare to sit quietly, with both feet on the floor, and listen to the instructions. Turn down the lights and let the students get settled. Play the video or audio.

After the exercise, ask the students if they were able to relax and clear their minds. Did they manage to focus on their breathing, let go of stress, and not think about or talk to others? Have the students rate their success by holding up 0–5 fingers (0 = *low*; 5 = *high*). Explain that mindfulness is a skill that they can get better at through practice over time.

After the students have practiced guided mindfulness, have them try it without the video, using the following Mindfulness Guidelines. Limit the activity to two to three minutes.

### Mindfulness Guidelines

1. Take a normal breath.
2. Take a deep breath. Breathe in slowly through the nose, allowing your chest and lower belly to rise as you fill your lungs.
3. Breathe out slowly through your mouth.

While breathing deeply (steps 2 & 3), repeat this mantra:

My ability grows with my effort.

I can learn.

Even if it's not perfect, I am learning.

Adapted from *Relaxation Techniques: Breath Control Helps Quell Errant Stress Response*, by Harvard Medical School, July 6, 2020 ([www.health.harvard.edu/mind-and-mood/relaxation-techniques-breath-control-helps-quell-errant-stress-response](http://www.health.harvard.edu/mind-and-mood/relaxation-techniques-breath-control-helps-quell-errant-stress-response)).

**Extended Activity:** Ask the students to keep a log over the next week of times they encounter a challenge or task that elicits negative or destructive feelings. Have them jot down the situation, the feeling(s), any relaxation or deep-breathing techniques that they try (i.e., the strategy *calm myself*), and positive feedback or a growth mindset self-talk statement, and analyze strategies they use. After a week, have the students reflect on their entries.

### 23. I can determine how I will *calm myself* when I'm frustrated

Show the video [Calm Myself](#). Afterward, ask the students:

- What are some benefits of *calming yourself*?
- What happens if you don't *calm yourself* when you're experiencing strong emotions?

Remind the students that in [Unit 1, Activity 4](#), they discussed ideas for *calming themselves* when feeling anxious: 1) practicing relaxation techniques, 2) writing down their worries, 3) engaging in physical activity, and 4) using self-talk with a growth mindset. Now they have learned more about identifying their emotions and practicing mindfulness. Ask the students to share examples of situations where other students their age might feel frustrated, angry, or nervous. List their ideas on the board.

Then, in small groups, have the students discuss options for *calming themselves* in these situations. They should notice that the techniques they use might be different depending on the situation and their emotions.

Remind the students that it helps to have a plan ahead of time for what we'll do when we're frustrated, overwhelmed, angry, nervous, or stressed. Ask the students to individually complete the following table, planning for how they will *calm themselves* when emotionally charged situations arise.

Situation in which I will likely need to <i>calm myself</i>	Technique that I will try to <i>calm myself</i>

After they have finished the chart, have the students work in groups to compare possible outcomes of the situations:

- What could happen if you did not *calm yourself* and the situation continued to escalate?
- What would likely happen if you *calmed yourself*?

## 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 help myself overcome a challenge

### Materials (available at [www.cccframework.org/se-lessons-sec/#u8](http://www.cccframework.org/se-lessons-sec/#u8)):

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

**Preparation:** Preview the video on famous failures (Activity 24) to determine if you want to show it. Then review Activity 24 and tailor it to your context and time constraints (e.g., determining whether it should be an in-class activity or a larger research paper/presentation and reviewing the list of historical figures to decide if you want to add other figures relevant to your content area).

### Instructional Activities:

#### 24. I can analyze how others overcame challenges

Using the [Self-Efficacy Strategies Poster](#), briefly review the strategies that the students have learned so far: **focus on my effort; try again; calm myself; say, "I haven't learned \_\_\_\_ yet"; exercise my brain; learn from my mistakes; remember hard things I've done; give and accept praise; and accept feedback.** Share examples of how you have seen students use the strategies. Ask the students which strategies they have used recently.

Ask the students to write three sentences about how self-efficacy could impact situations and decisions they will encounter in their adult life. Consider situations such as applying for certain jobs, choosing a major at college, or taking an entrance exam. Why might strong self-efficacy be important for adult life choices?

Using the [Self-Efficacy Strategies Poster](#), introduce the strategy **watch and learn from others**. Explain that another way for us to build self-efficacy is to see how others encountered mistakes or struggles and then continued to work to learn from and overcome them. This strategy is most effective when students perceive themselves as similar to the model. Vicarious experiences are particularly helpful for students with prior failure or limited experience with a skill.

Show the video [Watch and Learn From Others](#). Afterward, ask the students:

- What are some of the benefits of learning from others?
- What's something important you've learned from others?

Show the video [Famous Failures](#) to illustrate historical figures and others who have overcome obstacles to find success. Have the students individually choose a renowned figure who demonstrated self-efficacy by persevering in the face of failures or obstacles.

Possible choices related to a variety of content areas include:

- |                        |                   |
|------------------------|-------------------|
| • Jane Goodall         | • Albert Einstein |
| • Malala Yousafzai     | • Nelson Mandela  |
| • Florence Nightingale | • Helen Keller    |
| • Harriet Tubman       | • Jesse Owens     |
| • Benjamin Franklin    | • Abraham Lincoln |

The students should review information about the figure and then individually respond to these prompts:

- Write a brief summary of the person's accomplishments and describe how self-efficacy contributed to the person's eventual success.
- In what ways are you like this person? In what ways are their challenges similar to yours?
- Which Self-Efficacy Strategies did they use?
- If you could give that person praise or feedback, what would you say?

## **25. I can *watch and learn from others* to help myself overcome a challenge**

Ask the students to think about a person they know who has faced a difficult task or goal and then worked to overcome challenges and complete the task or reach the goal. Have the students write one paragraph describing this situation, addressing the following questions:

- What difficulties did this person encounter?
- What did they do when they encountered challenges?
- Imagine the feedback they would give you if you were having the same challenges. What would that feedback be?

Have the students respond individually to these sentence stems by identifying Self-Efficacy Strategies they predict they will use in these situations. The students should describe in detail using the strategy.

- When I am struggling with a challenging assignment in math, I will ...
- When I want to quit a game because I'm not as good as my friend, I will ...
- When someone tells me that I should give up on something because I just don't have that talent, I will ...
- When I am feeling frustrated or discouraged about something that I have not been able to do successfully, I will ...



## Unit 9: Self-Efficacy—Putting It All Together

### Learning Targets:

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

Materials (available at [www.cccframework.org/se-lessons-sec/#u9](http://www.cccframework.org/se-lessons-sec/#u9)):

- Self-Efficacy Strategies Matching Game
- Self-Efficacy Strategy Cards
- Self-Efficacy Project Rubric
- Classroom norms (from [Unit 4, Activity 13](#)) posted in the classroom
- [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](http://www.ccstudent.org), a free assessment website.

### Instructional Activities:

#### 26. I can identify Self-Efficacy Strategies

Explain to the students that they are going to complete the [Self-Efficacy Strategies Matching Game](#) to review the strategies.

Ask the students to individually complete the matching game. Then have them compare their answers with a partner and discuss any differences. Review the correct answers as a whole group, clarifying content for any misunderstandings.

#### 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 neuro pathways 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.

Tell the students to take a few minutes to reflect on and answer these questions:

- Why is **focusing on your effort**, progress, and learning important?
- What do you think taking steps to increase your confidence in your abilities looks like?

After the students have written their answers, facilitate a brief class discussion. Remind the students that they have answered similar questions before (in [Unit 1, Activity 2](#)), when first introduced to the idea of self-efficacy.

**Optional Activity:** Make one set of note cards with the names of the Self-Efficacy Strategies, one strategy per card. Make another set of cards with the definitions of the strategies, one definition per card. Hand out all the cards (you'll have 20). (Or download and print the [Self-Efficacy Strategy Cards](#).) Have the students move around the room, matching the names of strategies to their definitions.

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

Explain that the purpose of this project is for the students to articulate Self-Efficacy Strategies that they could use when approaching a challenging task.

Have the students choose one of the options below (or provide your own additional options that address the same intent):

1. Write a letter to your future self. Think about a challenge that you're likely to encounter in the future, and identify strategies to increase your self-efficacy.
2. 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 strategies that they can use to increase their self-efficacy.
3. Write a five-paragraph essay to share with your friends that describes strategies you could use to increase your self-efficacy related to the challenging task of writing a five-paragraph essay.

Each project should include at least three of the Self-Efficacy Strategies. Show the students the [Self-Efficacy Project Rubric](#), which will be used to score their projects, and discuss the categories. Remind the students to use strategies they have learned in the previous activities to successfully complete their projects, especially if they are feeling anxious about the assignment. As they work on their projects, prompt them if necessary to use positive self-talk to cope with destructive feelings.

**Self-Efficacy Project Rubric**

	<b>Exceeds the standard</b>	<b>Meets the standard</b>	<b>Approaches the standard</b>	<b>Is incomplete</b>
<b>Intro</b>	Self-efficacy is described, and the overview statement is compelling and relevant to the audience	Self-efficacy is adequately described, and there is an overview statement	Self-efficacy is described but with limited detail	Self-efficacy is not described
<b>Self-Efficacy Strategy 1</b>	Examples are compelling and relevant to the audience	Examples are provided	Examples are provided but with limited detail	Examples are not provided
<b>Self-Efficacy Strategy 2</b>	Examples are compelling and relevant to the audience	Examples are provided	Examples are provided but with limited detail	Examples are not provided
<b>Self-Efficacy Strategy 3</b>	Examples are compelling and relevant to the audience	Examples are provided	Examples are provided but with limited detail	Examples are not provided

<b>Conclusion</b>	The conclusion is logical, compelling, and relevant to the audience	The conclusion is logical and reiterates the intro and body	The conclusion is somewhat connected to the intro and body	The conclusion is missing
<b>Grammar &amp; style</b>	Grammar and style are correct and aid in understanding	Grammar and style are mostly correct	Errors in grammar and style distract the reader	Errors in grammar and style confuse the reader
<b>Spelling &amp; punctuation</b>	Spelling and punctuation are correct	Spelling and punctuation are mostly correct	Errors in spelling and punctuation distract the reader	Errors in spelling and punctuation confuse the reader
<b>Credits &amp; copyright</b>	Research and images are cited	Most research and images are cited	Some research and images are cited	No research or images are cited

Have the students exchange drafts with a partner and provide feedback to each other, using the rubric as a basis for their suggestions. Emphasize providing clear and meaningful constructive feedback, including using praise and positive persuasion (see [Unit 6, Activity 20](#)). Highlight the six classroom norms (see [Unit 4, Activity 13](#)) and prompt the students throughout as appropriate.

As the students are completing their self-efficacy projects, use the [Self-Efficacy Performance-Based Observation](#) to observe their application of self-efficacy concepts. During the project, have the students revise their projects based on classmate's feedback. Then ask each student to self-assess on the rubric.

Collect, review, and return the revised projects with clear, specific feedback (i.e., specific positive praise, constructive feedback, positive persuasion statements) and no grades. Facilitate a reflection on their effort and confidence in their ability to clearly explain Self-Efficacy Strategies. Debrief by discussing how using Self-Efficacy Strategies can help us achieve our goals, meet expectations, and succeed at challenging tasks now and in the future.

## 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](http://www.cccstudent.org), a free assessment website. Follow the directions on the website to launch the *Self-Efficacy Knowledge Test 7–12* 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](http://www.cccstudent.org)

**Code:** \_\_\_\_\_

### Re-administer the *Self-Efficacy Knowledge Test 7–12*

Explain to the students that they will each be taking the *Self-Efficacy Knowledge Test 7–12* 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 1–24, 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 25–45 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). Tell them that after submitting their answers, they should stay on the Results page for the next activity.

### Reflect on posttest results

Give the students some time to individually review their posttest results. Have they learned more about self-efficacy? After reviewing the questions that they missed, do they understand why their answers aren't correct, or are there some questions that are still confusing?

Ask the students to respond to the following questions:











- How do Self-Efficacy Strategies help me?
- Looking at my score for Items 25–44 on the posttest, what have I learned about self-efficacy?
- What questions do I have about self-efficacy?

While the students are individually reviewing their posttest results, briefly review the full-class results in the teacher view on [www.cccstudent.org](http://www.cccstudent.org), including comparing them to the overall pretest results. Emphasize learning and overall growth as a class. Celebrate the students' successes in learning and practicing self-efficacy. Reteach self-efficacy concepts as needed.

Provide numerous opportunities during the year for the students to practice self-efficacy. Coach the students to apply Self-Efficacy Strategies in class and extracurricular activities. Self-efficacy is a skill that we all practice and continue developing throughout our lives.

## 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	<b>2, 4, 6, 7, 10, 11, 17, 28</b>	<b>2, 5, 6, 7, 8, 10, 16, 25, 26</b>	<b>2, 5, 7, 10, 14, 26</b>
 Try again	<b>3, 4, 6, 7, 8, 10, 11, 25, 28</b>	<b>3, 4, 6, 7, 9, 10, 26</b>	<b>3, 4, 7, 26</b>
 Calm myself	<b>3, 4, 6, 7, 18, 22, 23, 24, 28</b>	<b>4, 6, 7, 22, 23, 26</b>	<b>4, 22, 23, 26</b>
 Say, "I haven't learned _____ yet"	<b>6, 7, 10, 11, 18, 25, 28</b>	<b>8, 9, 26</b>	<b>8, 10, 26</b>
 Exercise my brain	<b>6, 7, 12, 14, 25, 28</b>	<b>11, 26</b>	<b>11, 15, 26</b>
 Learn from my mistakes	<b>13, 14, 15, 16, 28</b>	<b>12, 13, 14, 15, 26</b>	<b>12, 13, 20, 26</b>
 Remember hard things I've done	<b>17, 18, 28</b>	<b>16, 17, 26</b>	<b>15, 16, 26</b>
 Give and accept praise	<b>19, 21, 28</b>	<b>19, 20, 21, 26</b>	<b>18, 19, 20, 26</b>
 Accept feedback	<b>20, 25, 28</b>	<b>19, 20, 26</b>	<b>19, 26</b>
 Watch and learn from others	<b>25, 26, 27, 28</b>	<b>24, 25, 26</b>	<b>24, 25, 26</b>

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](http://www.cccframework.org/competency-lessons-and-student-workbooks)