My Self-Efficacy Workbook

When _**learning**_ gets hard, I can…
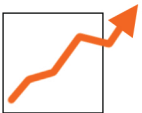
1. Focus on my effort

2. Try again

3. Calm myself

4. Say, "I haven't learned _____ yet"

5. Exercise my brain

6. Learn from my mistakes

7. Remember hard things I've done
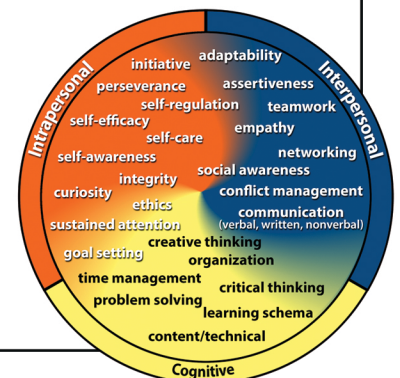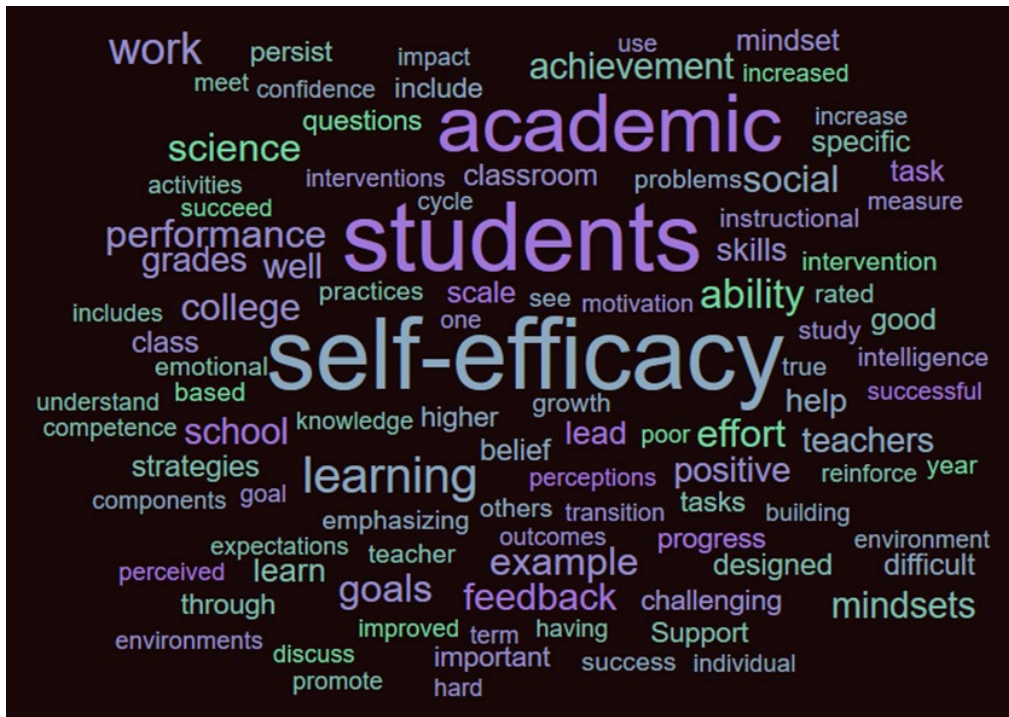
8. Give and accept praise

9. Accept feedback

10. Watch and learn from others

Intrapersonal: initiative, adaptability, perseverance, assertiveness, self-regulation, teamwork, self-efficacy, self-care, empathy, self-awareness, networking, integrity, social awareness, curiosity, conflict management, ethics, communication (verbal, written, nonverbal), sustained attention, creative thinking, goal setting, organization, time management, critical thinking, problem solving, learning schema, content/technical

Interpersonal

Cognitive

My Self-Efficacy Workbook [Intermediate]

This supplemental workbook for students corresponds directly to the *Self-Efficacy Lessons [Intermediate]* (www.cccframework.org). These activities are designed to be completed over time.

Table of Contents

Revised August 2023

Assessing Your Self-Efficacy Knowledge (Pretest)

Pretest: Complete a short knowledge test to help you (and your teacher) get a better understanding of your current level of self-efficacy. As you take the test, it's important to keep in mind that you won't be graded on it. Just be reflective and honest.

    Self-Efficacy Knowledge Test: www.cccstudent.org

    Code (provided by your teacher): _____

Items 1–20: As you read each item, pause and think for a moment. Then mark the response that best represents you.

Items 21–40: This part measures your knowledge of self-efficacy, including your ability to identify actions that would be most effective in building your self-efficacy in specific situations.

Once you've completed the *Self-Efficacy Knowledge Test*, be sure to keep the Results page open so you can complete the next section.

Look over Items 1–20 and identify items you rated high, indicated by checkmarks shaded in green. Write three of these items in the table under the column *My strengths in self-efficacy*.

Then, identify items you rated low, indicated by checkmarks shaded in pink or red. Write three of these items in the table under the column *My areas for growth in self-efficacy*.

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

Next, write down your score on the knowledge test:

    Multiple-choice score: _____/19   _____%

Unit 1: Introducing Self-Efficacy

1. I can define self-efficacy

With your group, discuss one of the quotes below and jot down your responses to the following questions:

What does the quote mean?

_____

_____

_____

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

_____

_____

_____

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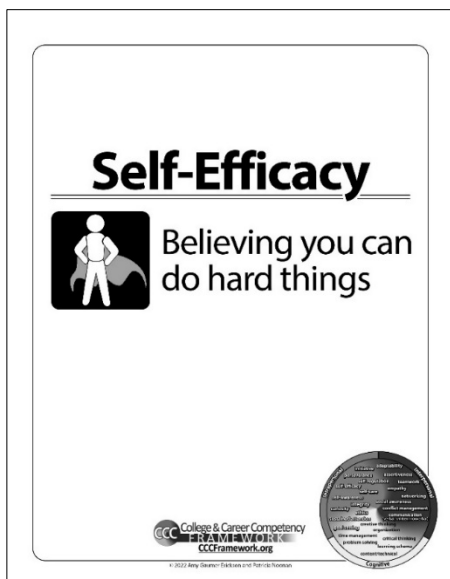   —Martin Luther King Jr.

Think about the quotes you just discussed and the definitions the students provided in the video *Coleman Students Describe Self-Efficacy* (www.cccframework.org/se-lessons-int/#coleman). Then answer the prompt below.

How I would explain self-efficacy to a friend: _____

_____

_____

_____

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

In your small group, discuss each of the questions listed. Summarize your discussion and be prepared to share with the class.

Group 1	Group 2
What does focus mean?	What does effort mean?
How do you know when you are focused?	How do you know when you are putting forth effort?
What does it look and feel like when you are not focused?	What does it look and feel like when you are not putting forth effort?

Reflect on what you have learned in this activity and jot down your thoughts on the prompts below:

What does effort mean to you?

_____

_____

_____

What happens when you are putting forth a lot of effort?

_____

_____

_____

Write about a time when you used effort. Include the actions and thoughts that helped you continue to put forth the effort.

_____

_____

_____

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

Reflect on a time when you gave up instead of *trying again*. Write about how *trying again* could have changed the outcome of what you were attempting to do. Use the framework below to help you structure your reflections.

Write about a time when you gave up and quit learning instead of *trying again*.

_____

_____

_____

It was difficult for me to *try again* because _____

_____

_____ .

If I kept trying instead of giving up, I would have _____

_____

_____ .

4. I can identify ways to *calm myself*

Write down the six different options from the video *Choosing a Tool to Stay Calm at School* (www.cccframework.org/se-lessons-int/#tool).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Think about an upcoming task or challenging concept that will likely cause you to feel frustrated, overwhelmed, or stressed, and complete the prompt below.

I may get frustrated when I _____ .

If I start to feel frustrated, I will _____ .

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

Improving my self-efficacy is important to me because _____

_____

_____

Unit 2: Understanding Your Current Level of Self-Efficacy

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

You are going to make a poster that will remind you that we all have different strengths and challenges. To start this project, respond to these prompts:

Write three things you can do well:

1. _____
2. _____
3. _____

Write one thing you find challenging:

_____

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

Complete the chart below. Start by listing in the first column something challenging that you are currently working on.

Challenging concept	Strengths What have you learned about [challenging concept]? What can you do now that you couldn't before?	Opportunities for growth What is something that is hard for you? What can you do to build your self-efficacy and keep learning?

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

Choose your best Self-Efficacy Strategy and write about a time when you demonstrated this strategy.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Unit 3: Approaching Challenges With a Growth Mindset

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

	Fixed mindset	Growth mindset
Difficulties	• are things I avoid • might reveal how unskilled I am • make me want to quit	• are things I welcome • will help me learn and improve • make me want to try even harder
Effort	• is necessary only for those who don't have talent	• is necessary for improving no matter my level
Failure	• is someone else's fault, not mine • discourages me • means I'll never know this	• helps me learn how to improve • makes me ready for next time • means I haven't learned this yet
Feedback	• means that other people think I'm incapable • makes me defend my choices	• means that other people are trying to help me get better • reveals areas where I can improve
Skills	• are abilities you're born with or not • are fixed	• come with effort and time • can always be improved

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

Write about the difference between a fixed and growth mindset using the prompts below:

What does having a fixed mindset mean?

_____

_____

_____

_____

What does having a growth mindset mean?

_____

_____

_____

_____

Write about a time when you had a fixed mindset but were able to change your mindset to a growth mindset.

_____

_____

_____

_____

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

As you watch the video *The Force: A Growth Mindset* (www.cccframework.org/se-lessons-int/#force), record Luke's actions, phrases, and thoughts that represent a fixed mindset.

_____

_____

_____

_____

How could that action, phrase, or thought be changed to a growth mindset action, phrase, or thought?

_____

_____

_____

_____

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

I will learn to _____

by *exercising my brain*.

Draw a visualization of what happens to the brain when you practice something or learn something new.

Unit 4: Viewing Mistakes and Setbacks as Opportunities to Learn

12. I can explain how mistakes help me learn

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

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

Your teacher will assign you a famous person from the list below. Research one or two mistakes the famous person made and what they learned from the mistake.

Famous People:
- Abraham Lincoln
- Thomas Edison
- Maya Angelou
- Walt Disney
- Albert Einstein
- The Wright Brothers
- Michael Jordan
- Bill Gates
- Simone Biles
- J. K. Rowling

What were one or two challenges the person faced?

_____

_____

What did the person learn from their challenges or the mistakes they made?

_____

_____

_____

How are you similar to this person with the challenges you face or the mistakes you made?

_____

_____

_____

Unit 5: Reflecting on Past Accomplishments to Build Your Confidence

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

Identify two or three things you have already learned to do and record them on your Mastery Log.

Mastery Log

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

17. I can share hard things I've done

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

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

What do you think were the two most important things the person did that allowed them to accomplish the task?

_____

_____

What is one thing that they could have done to increase their self-efficacy along the way?

_____

_____

18. I can plan for future mastery

Think of something you are learning now that you find challenging.

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?

_____

_____

_____

19. I can describe meaningful praise

When providing praise and feedback …	
DO	**DON'T**
Say what you like or understand about their work	**Use negative or hurtful feedback**
Ask clarifying questions	**Use general or broad praise about the person**
Be specific about what they did well and where they can improve	**Limit praise to "Good job" or "Nice work"**

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

In this activity, you will play a game to practice giving each other specific and meaningful praise and feedback. You will attempt to draw a figure your partner describes for you. You will have four attempts to draw the figure. Each time, you should improve your drawing by listening to the specific feedback provided by your partner. Once your four attempts are up, you will switch who draws and who provides feedback.

Use these guiding questions to help yourself construct better feedback:
- What did your partner do well?
- Do you wonder why your partner drew the figure a certain way? Ask a clarifying question.
- What is an area they could improve to make their drawing more accurate?

Drawing 1	Drawing 2

Drawing 3	Drawing 4

After the game, consider:
- How did it feel to *accept feedback* on your drawing?
- What type of feedback was most helpful for you in improving your drawing?

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

Read through the example in the chart below. Then provide a praise statement and a positive persuasion statement for Julie and Emily.

Scenario	Praise statement (specific feedback on what the person is doing well or improving)	Positive persuasion statement (motivational, supportive phrases communicating confidence in the person and benefits from continued efforts)
Example: José really wants to improve his free throw percentage. Right now, he is making about 30 percent of his free throws, but he would like to increase his percentage to 40 percent. He has been practicing every day with his older brother and applying his brother's feedback related to "arching his shot" more correctly.	Your free throw percentage is getting better every week, and I have noticed you arching your shot more.	You've been working every day with your older brother, and it's paying off. It took time and hard work, but you did it. You can improve your percentage even more if you keep putting in effort. Don't get discouraged— you've got this!
Julie really wants to learn how to play the flute so she can join band in fifth grade. She has been taking lessons from her neighbor. Her neighbor told her to sit up straight so she could control her breath when playing notes.		
Emily wants to memorize a poem for the school talent show. Each day she is memorizing a new line, and she has already memorized half of the poem.		

Create a positive persuasion statement for your partner related to a challenging concept they are learning right now:
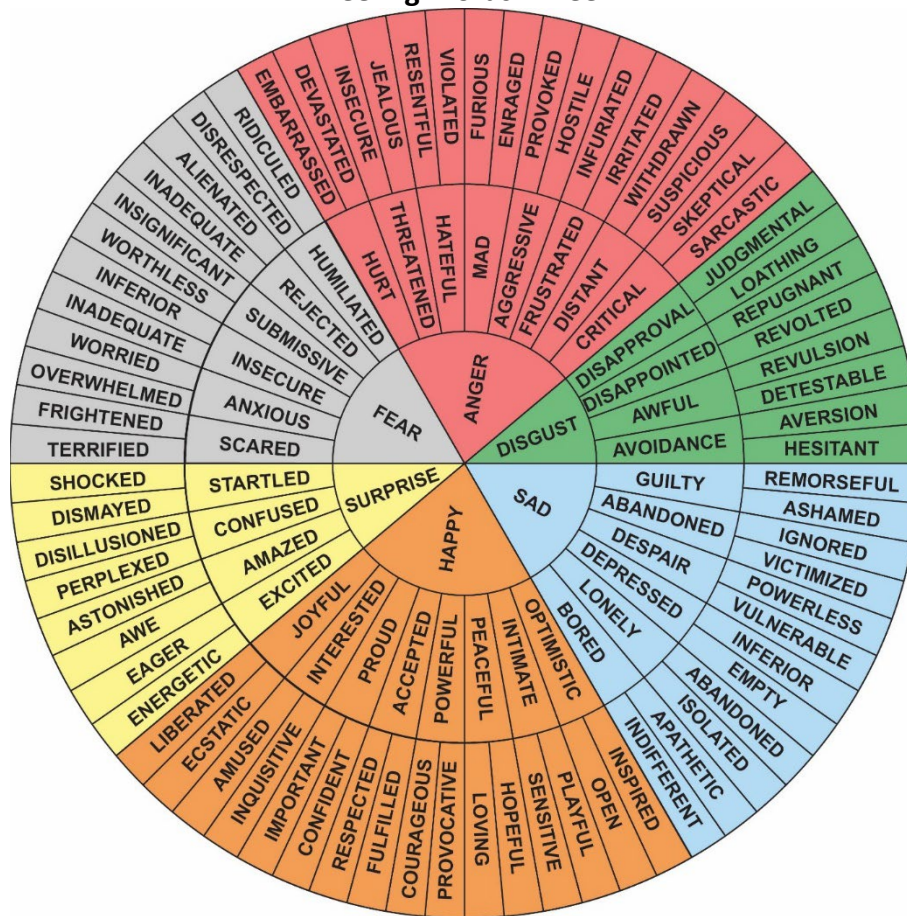
_____

_____

_____

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

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

Feeling Words Wheel

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Using the *Feeling Words Wheel*, identify two feelings you would be experiencing when approaching each of the tasks listed in the following table. Choose feelings from the two outer circles (with more complex emotions) and from multiple domains.

Challenging task	Two feelings when approaching this task
1. Writing a research paper	
2. Missing a winning shot in a basketball game	
3. Singing a solo	

4.	
5.	

Think about an upcoming event or situation you have some emotions about completing and don't feel confident in. Complete the reflection prompt below:

I feel _____

about _____ .

I am feeling _____

because _____

_____ .

23. I can use mindfulness to *calm myself*

Think about an upcoming challenge that you will experience.

What complex emotions are you likely to feel?

_____

_____

_____

How do you think Box Breathing (www.cccframework.org/se-lessons-int/#box) will help you *calm yourself*?

_____

_____

_____

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

24. I can analyze how others overcame challenges

Think about someone you know who has experienced a challenge. This person can be an actual person or a fictional one, such as a literary character. Answer the following prompts:

Write a sentence or two describing the challenge your person overcame.

_____

_____

_____

_____

Write a sentence or two about how they overcame the challenge. Be specific about which Self-Efficacy Strategies they used.

_____

_____

_____

_____

How will you use what you know about your person overcoming a challenge the next time you experience a challenge?

_____

_____

_____

_____

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

Interview someone you know and learn about how they overcame a challenge.

Steps for conducting a Self-Efficacy Interview:
1. Introduce yourself to the person you are interviewing and remember to make eye contact. Explain that you have been learning about self-efficacy and why it is important. Tell the person you are interviewing that this interview will help you learn about how they overcame a challenge and that you will use that knowledge when you experience challenges.
2. Tell the person you are interviewing about the strategy ***watch and learn from others***.
3. Ask your person to share a story of how they overcame a challenge. The challenge can be related to their work, family life, school, or childhood.
4. Ask the person to provide details about how they felt when they experienced the challenge. For example, what emotions did they have to manage? Did they feel frustrated, stressed, or disappointed? How did they manage those emotions?

5. Ask the person to provide details about what they did to overcome the challenge. For example, did they say positive things to themselves? Did they **focus on their effort**? Did they **learn from their mistakes**?
6. After you have interviewed your person about a challenge they overcame, thank the person for sharing. Then write a summary of what they shared with you. Include details about what strategies they used to overcome the challenge.

_____

_____

_____

_____

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_____

_____

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

Record your reflections using the framework below:

When I experience a challenge, I can be like _____

and _____

to help me overcome _____ .

26. I can identify Self-Efficacy Strategies

Match the Self-Efficacy Strategy to its description.

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

Which Self-Efficacy Strategy do you use most often? Provide an example of when you used it.

_____

_____

_____

Which Self-Efficacy Strategies were difficult for you to match to their descriptions?

_____

_____

_____

Which Self-Efficacy Strategies do you want to practice more? When could you practice these strategies?

_____

_____

_____

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

You are going to complete a project about self-efficacy and present it to other students. Select one of the options below.

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

Check to make sure each item below is included in your project.

Does my project include:
- **A definition of self-efficacy in my own words**
- **An explanation of why self-efficacy is important**
- **An explanation of at least three specific strategies you can use to increase your self-efficacy**
  - **Strategy 1:** _____
  - **Strategy 2:** _____
  - **Strategy 3:** _____

Assessing Your Self-Efficacy Knowledge (Posttest)

Reflect on your self-efficacy. Describe your strengths and areas for growth.

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