

## When learning gets hard, I can...

1. Focus on my effort



2. Try again

3. Calm myself

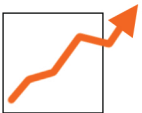


4. Say, "I haven't learned \_\_\_\_\_ yet"

5. Exercise my brain



6. Learn from my mistakes



7. Remember hard things I've done

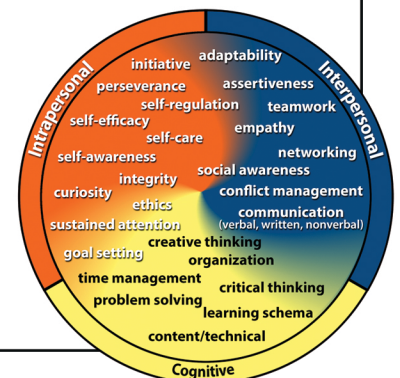
8. Give and accept praise



9. Accept feedback



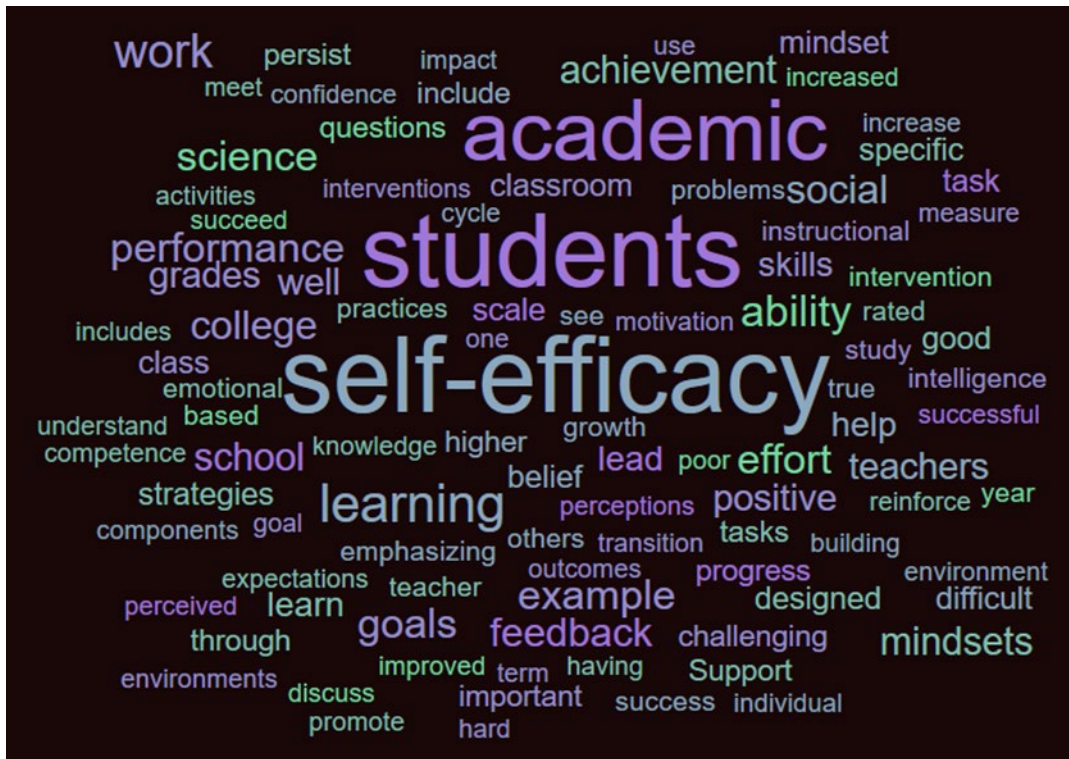
10. Watch and learn from others





## My Self-Efficacy Workbook [Primary]

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



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## Assessing Your Self-Efficacy Knowledge (Pretest)

For each statement, mark or color in the emoji for *Like Me*, *Not Sure*, or *Not Like Me*.

### Self-Efficacy Questionnaire K-2

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

Date \_\_\_\_\_

1. I believe I can learn to do anything if I try hard.	 LIKE ME	 NOT SURE	 NOT LIKE ME
2. When learning something gets really hard, I know how to make myself keep trying.	 LIKE ME	 NOT SURE	 NOT LIKE ME
3. When I need to learn something new, I think about how I have learned hard things before.	 LIKE ME	 NOT SURE	 NOT LIKE ME
4. I can learn from my mistakes.	 LIKE ME	 NOT SURE	 NOT LIKE ME
5. When I practice things, I get better at them, and my brain grows.	 LIKE ME	 NOT SURE	 NOT LIKE ME
6. When people tell me what I did wrong, I listen and use what they say to get better.	 LIKE ME	 NOT SURE	 NOT LIKE ME
7. When I start to get upset, I know how to calm myself.	 LIKE ME	 NOT SURE	 NOT LIKE ME
8. I learn by watching others.	 LIKE ME	 NOT SURE	 NOT LIKE ME

Count your responses in each column:

- How many marks did you have in the category *Like Me*? \_\_\_\_\_
- How many marks did you have in the category *Not Sure*? \_\_\_\_\_
- How many marks did you have in the category *Not Like Me*? \_\_\_\_\_

## Unit 1: Introducing Self-Efficacy

### 1. I can define self-efficacy

Draw a picture of yourself having confidence and doing hard things.

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

Draw a picture of yourself making lots of effort to do something hard.

**3. I can *try again* to increase my confidence and identify ways to *calm myself***

Draw a picture of something you learned by trying many times.

**4. I can practice the strategies *focus on my effort, try again, and calm myself* to complete a challenge**

Write about or draw a picture of yourself using the Self-Efficacy Strategies to complete a challenge.

When the challenge gets hard, I will ...

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

Write about or draw pictures of why improving your self-efficacy is important to you.

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

Believing I can do hard things will help me learn ...

## Unit 2: Understanding Your Current Level of Self-Efficacy

### 6. I can say, “*I haven’t learned it yet,*” to increase my self-efficacy

Write about or draw a picture of something you would like to learn but haven’t learned yet.

I haven’t learned to \_\_\_\_\_ yet.

Write about or draw a picture of something you are currently practicing in order to learn or improve.

I will ***exercise my brain*** when I am practicing ...



## 8. I can name things I can do and things I am still learning

On the left side of the page, draw pictures of two things you can already do and are good at. On the right side of the page, draw pictures of two things that are hard for you and that you are still learning.

Things I can do well	Things I am still learning
1.	1.
2.	2.

## 9. I can name Self-Efficacy Strategies that are my strengths

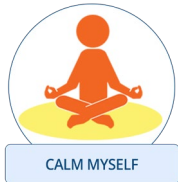
Explain each of the Self-Efficacy Strategies you have learned so far.



***Focus on my effort***



***Try again***



***Calm myself***



***Say, "I haven't learned \_\_\_\_ yet"***



***Exercise my brain***

Which Self-Efficacy Strategies are easy for you?

How could you help someone who found these strategies difficult? What would you say to them?

Choose your best Self-Efficacy Strategy. Draw yourself doing the strategy.

### Unit 3: Approaching Challenges With a Growth Mindset

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

Draw a picture of what a student with each mindset might do or say to themselves when facing a difficult task.

Growth mindset Think this ...	Fixed mindset Not this ...

#### 11. I can *focus on my effort* by changing fixed mindset phrases into growth mindset phrases

Write about or draw a picture of how you will change your fixed mindset phrases into growth mindset phrases.

Fixed mindset example: When I started to learn \_\_\_\_\_, I said ...

Growth mindset example: Now I will ***focus on my effort*** by saying ...

**12. I can *exercise my brain***

Draw a picture of your brain exercising.

## Unit 4: Viewing Mistakes and Setbacks as Opportunities to Learn

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

Think about a recent mistake you made. Write about or draw a picture of your mistake.

I made a mistake when I ...

I learned \_\_\_\_\_ from my mistake.

**14. I understand that *learning from my mistakes* is having a growth mindset**

Make a drawing for each of the following phrases:

- Mistakes help us learn.
- Mistakes *exercise our brains*.
- When we *learn from our mistakes*, we have a growth mindset.

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

After reading your assigned book, complete a short book report by answering the following questions:

- Who was the main character of the book?
- What mistake did the main character make?
- What did the character learn from the mistake?
- What mistake did I recently make?
- What did I *learn from my mistake*?

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

### 17. I can *remember hard things I've done* to help me do hard things now

Write about or draw a picture of something you learned to do and the Self-Efficacy Strategy you used to learn it.

**Mastery Log**

What I learned	How I learned it



## Unit 6: Giving and Accepting Feedback and Praise

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

Practice drawing a Southwest African lion. After each try, listen to your partner's feedback and then ***try again***.

Try 1

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Try 2

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Try 3

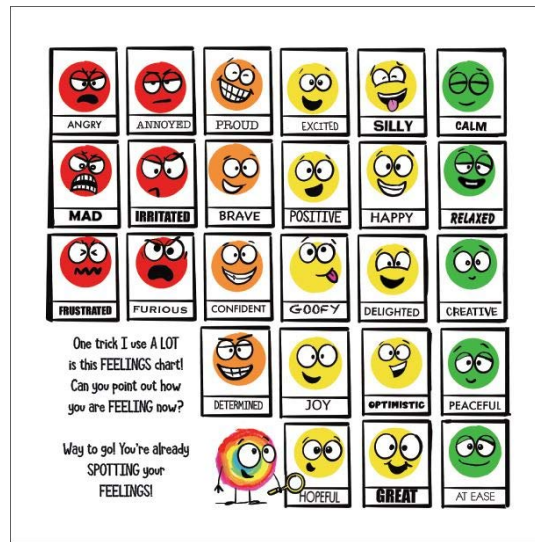
**21. I can *give praise* to build others' self-efficacy**

Write or draw a praise statement for your partner about their drawing of a Southwest African lion.

Write or draw a praise statement for something your partner is working on and what they have done to improve.

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

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



From *A Little Spot Of Feelings: Emotion Detective*, by D. Alber, 2020, Diane Alber  
 Art ([www.dianealber.com/products/a-little-spot-of-feelings-emotion-detective](http://www.dianealber.com/products/a-little-spot-of-feelings-emotion-detective))

Identify two feelings you might have when learning these concepts.

Concept	Feelings
1. Learning sight words	
2. Learning to count to 100	
3.	
4.	
5.	

**23. I can *calm myself* and manage my emotions**

Draw pictures of yourself in the future using the strategy *calm yourself* when you feel anxious.

**24. I can determine how I will *calm myself* when I am learning**

Write about or draw a picture of yourself using a technique to *calm yourself*.

I feel stressed when I work on ...

The next time I feel stressed, I will \_\_\_\_\_ to *calm myself*.

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

### 25. I can analyze how characters overcame challenges

Write about or draw a picture of how Sophie overcame her challenges in learning to do math puzzles.

When Sophie struggled, she \_\_\_\_\_ to overcome her challenges.

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

Draw a picture of someone you know succeeding.

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

Write about or draw pictures of the person you interviewed and how they overcame a challenge.

When I experience a challenge, I can be like \_\_\_\_\_ and  
\_\_\_\_\_ to overcome the challenge.

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

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

Cut out each icon and choose nine to place or glue in the spaces on the bingo card. Listen as your teacher reads clues that describe each strategy.

**Self-Efficacy Strategies Bingo Card**




FOCUS ON MY EFFORT



TRY AGAIN



CALM MYSELF



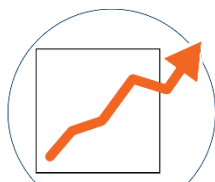
SAY, "I HAVEN'T  
LEARNED \_\_\_\_\_  
YET"



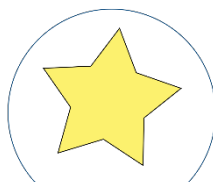
EXERCISE MY BRAIN



LEARN FROM  
MY MISTAKES



REMEMBER HARD  
THINGS I'VE DONE



GIVE AND ACCEPT  
PRAISE



ACCEPT FEEDBACK



WATCH AND LEARN  
FROM OTHERS

This page is intentionally blank for the activity on the previous page.



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

You are going to complete a project about self-efficacy. 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 strategies that they can use to increase their self-efficacy.
2. Create a personal Self-Efficacy Poster. Draw or print pictures of yourself and others using different Self-Efficacy Strategies to overcome challenges.
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**
- **Strategies anyone can use to increase self-efficacy**
  - **Strategy 1:**

○ **Strategy 2:**

○ **Strategy 3:**

























## Assessing Your Self-Efficacy Knowledge (Posttest)

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Complete the chart below by drawing or writing about the strategies that are your strengths and areas for growth.

Strengths in self-efficacy	Areas for growth in self-efficacy