

## 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

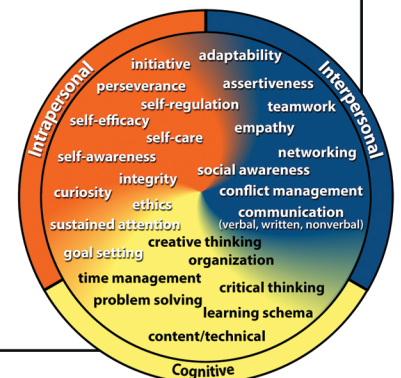
8. Give and accept praise



9. Accept feedback



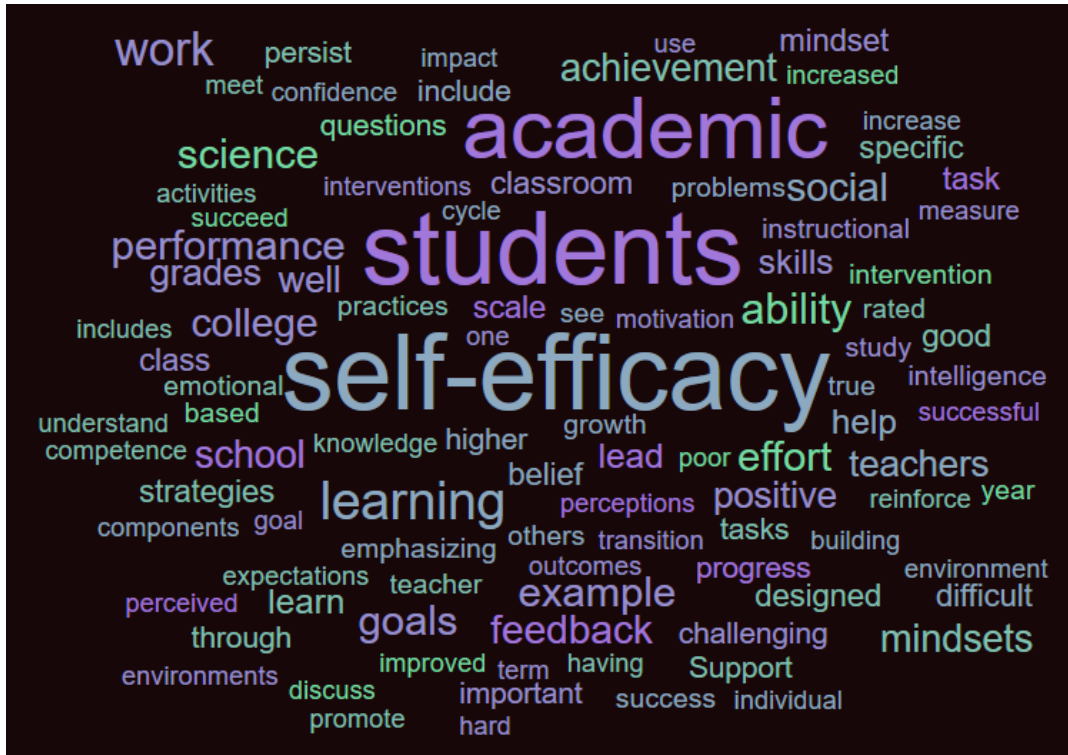
10. Watch and learn from others





## My Self-Efficacy Workbook [Secondary]

This supplemental workbook for students corresponds directly to the *Self-Efficacy Lessons [Secondary]* ([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)

**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](http://www.cccstudent.org)

**Code (provided by your teacher):** \_\_\_\_\_

**Items 1–24:** As you read each item, pause and think for a moment. Then mark the response that best represents you.

**Items 25–45:** 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 1–24 and identify items you rated high, indicated by checkmarks shaded in green. Describe 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. Describe 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, write down your score on the knowledge test:

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

## Unit 1: Introducing Self-Efficacy

### 1. I can define self-efficacy

The definition of self-efficacy: **Perceptions an individual has about their capabilities to perform at an expected level, achieve goals, and complete moderately challenging tasks.**

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.

In a small group, discuss the meaning of the quote assigned to you and its relation to self-efficacy (note the number for your quote in the space provided). Record your thoughts below. Be prepared to share your thoughts with the class.

Reflection on Quote #\_\_ : \_\_\_\_\_

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Reflect on the quotes above, the definition of self-efficacy your teacher provided, and the definition from the video *What Is Self-Efficacy?* ([www.cccframework.org/se-lessons-sec/#what](http://www.cccframework.org/se-lessons-sec/#what)). Then respond to the following prompt:

How I would explain self-efficacy to a friend: \_\_\_\_\_

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**Self-Efficacy**  
 Strategies

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




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

Watch the video *Focus on My Effort* ([www.cccframework.org/se-lessons-sec/#focus](http://www.cccframework.org/se-lessons-sec/#focus)).

Why is it important to *focus on your effort*?

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Write about a time when you used effort to learn or do something new. What actions or thoughts helped you keep making an effort?

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What steps could you take to ***focus on your effort*** more?

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

Watch the video ***Try Again*** ([www.cccframework.org/se-lessons-sec/#try](http://www.cccframework.org/se-lessons-sec/#try)). Then use the following prompts to reflect on a time when you gave up:

Why was it hard to ***try again***?

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If you had ***tried again***, what would have happened? What would you have learned?

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If you had this experience again, how would you ***try again***?

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Watch the video ***Failure Is a Wonderful Teacher*** ([www.cccframework.org/se-lessons-sec/#failure](http://www.cccframework.org/se-lessons-sec/#failure)). Then use the following prompts to reflect on a time when you ***tried again***:

How did you get yourself to ***try again***?

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If you hadn't ***tried again***, what would have been different?

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How can you apply that experience to future difficult tasks?

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

Watch the video *Why Do People Get So Anxious About Math?* ([www.cccframework.org/se-lessons-sec/#math](http://www.cccframework.org/se-lessons-sec/#math)). Then reflect in pairs or small groups on the following questions:

What were the main points of the video?

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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?

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It helps to have a plan ahead of time for what we'll do when we're frustrated, overwhelmed, or stressed. Identify times when you feel anxious.

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What techniques for managing anxiety have worked for you?

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

List three areas where you think your self-efficacy is pretty high.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

List three areas where you'd like it to be higher.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

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

**Student Personal Reflection:** Think about a time in the last few months when you were frustrated because you were unsuccessful at something that was very challenging.

Write a brief summary of the situation.

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How confident were you initially in your ability to complete the task?

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Did you continue working on the task even when it was difficult, or did you give up?

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What emotions did you experience, and how did you manage those emotions?

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Even if you didn't succeed fully at the task, did you make any improvements as a result of your efforts?

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How did your level of self-efficacy (confidence that you could make progress if you gave your best effort) affect the result?

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

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

In a small group, discuss the statement assigned to you. Summarize your thoughts about its meaning. Be prepared to share your thoughts 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 we 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.

Summary:

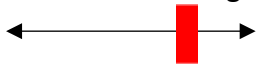
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### 7. I can describe my self-efficacy strengths and challenges at school

Reflect on your current strengths and challenges in self-efficacy at school by filling in the following table:

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

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
			<div> <div>Low</div> <div>High</div> <div>←————→</div> </div>
			<div> <div>Low</div> <div>High</div> <div>←————→</div> </div>
			<div> <div>Low</div> <div>High</div> <div>←————→</div> </div>
			<div> <div>Low</div> <div>High</div> <div>←————→</div> </div>
			<div> <div>Low</div> <div>High</div> <div>←————→</div> </div>

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

Reflect on the Self-Efficacy Strategies you have learned so far: *focus on my effort*, *try again*, and *calm myself*.

Provide examples of how you have applied the strategies.

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Which strategies do you want to work on to use more effectively?

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

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Watch the video **Say, “I Haven’t Learned It Yet”** ([www.cccframework.org/se-lessons-sec/#say](http://www.cccframework.org/se-lessons-sec/#say)).

What are some of the benefits of **saying, “I haven’t learned it yet”**?

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What is something you haven’t learned yet?

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Why should you **say, “I haven’t learned it yet,”** rather than “I can’t”?

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What have you recently learned to do? Give examples.

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What is something hard that you’re learning now? Give examples.

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## Unit 3: Approaching Challenges With a Growth Mindset

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

	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*.

Write a brief reflection about a time you 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.

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**Extended Activity:** Record a short video addressing what a growth mindset looks like and why it's important.

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

For this activity, use your answers from [Unit 2, Activity 7](#). Reflect on your answers in the column **Focusing on my effort**. Reflect on whether your answers represent a growth mindset, fixed mindset, or a combination of both. Write a short summary below.

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Think about the strategy *say, “I haven’t learned \_\_\_\_\_ yet”* and describe how that phrase promotes a growth mindset.

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

Watch the video *Exercise My Brain* ([www.cccframework.org/se-lessons-sec/#exercise](http://www.cccframework.org/se-lessons-sec/#exercise)).

What does it feel like when you’re learning something for the first time?

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What does it feel like when you’re doing something you’re good at?

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With a partner, reflect on the videos *Your Brain Is Plastic* ([www.cccframework.org/se-lessons-sec/#brain](http://www.cccframework.org/se-lessons-sec/#brain)) and *Neuroplasticity* ([www.cccframework.org/se-lessons-sec/#neuroplasticity](http://www.cccframework.org/se-lessons-sec/#neuroplasticity)). Be prepared to share your thoughts with the class.

How is neuroplasticity related to a growth mindset?

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What is one example from your life where you developed new neuropathways in your brain (practiced something until it became easy)?

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How could this information change the way that you approach learning something new?

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

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

Watch the video *Learn From My Mistakes* ([www.cccframework.org/se-lessons-sec/#learn](http://www.cccframework.org/se-lessons-sec/#learn)).

What might happen if you're too afraid to make a mistake?

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What could you do to help yourself be more willing to risk making mistakes?

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**Reflection Ticket:** Reflect on the quote below and then answer the questions that follow.

"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?

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How does this quote demonstrate a growth mindset?

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How does the quote apply to you?

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

Read following classroom norms:

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.

In a group, discuss the meaning of the norm assigned to you. Be prepared to share your thoughts and conclusions with the class.

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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.

What could Jackson learn from this setback?

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

**Reflection Ticket:** Think of a fixed mindset phrase you often say or think. Write that phrase in the first blank below. Then come up with a way to change it to a growth mindset phrase, and write that in the second blank. Whenever you catch yourself saying or thinking the fixed mindset phrase in your daily life, make an effort to change it to your new growth mindset phrase.

**Instead of saying** \_\_\_\_\_ (fixed mindset phrase),

**I’ll say** \_\_\_\_\_ (growth mindset phrase).

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

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

Watch the video *Remember Hard Things I've Done* ([www.cccframework.org/se-lessons-sec/#remember](http://www.cccframework.org/se-lessons-sec/#remember)).

What are the benefits of *remembering hard things you've done*?

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What is something hard that you've learned to do that can motivate you to learn new hard things?

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A **Mastery Log** reminds us of past successes on challenging tasks (and tracks new accomplishments as we complete them). The successes can be in any area of your life—academics, personal goals, sports, etc.

Think about some accomplishments that were challenging, even if they seem easy now. List three specific accomplishments and summarize what you did to master the skill. Describe how your efforts supported your progress and ultimately led to your success. You can add more accomplishments over time.

**Mastery Log**

Accomplishment	Summary of how effort and progress over time led to successfully mastering the task

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

In a small group, either act out a skit 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 how they were overcome.

Then, as each group shares the story of one accomplishment, reflect 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

Think of something you are learning now that you find challenging. Then answer the questions below:

How will you know when you've mastered it?

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How will you see your own growth along the way?

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How will you feel when you have mastered it?

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What Self-Efficacy Strategies can help you keep progressing until you reach mastery?

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## Unit 6: Giving and Accepting Feedback and Praise

### 18. I can describe meaningful praise

Watch the video ***Give and Accept Praise*** ([www.cccframework.org/se-lessons-sec/#give](http://www.cccframework.org/se-lessons-sec/#give)).

What makes ***giving and accepting praise*** hard sometimes? What makes it feel awkward or insincere?

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What praise do you like to get? What makes that praise satisfying?

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What praise have you given others? How did they accept it?

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Think about praise you've received from teachers, parents/caregivers, and friends. What made it meaningful? Generate several examples of meaningful praise to add to the *DO* column in the table below. Then identify and write down a corresponding statement for the *DON'T* column for each example.

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

Watch the video **Accept Feedback** ([www.cccframework.org/se-lessons-sec/#accept](http://www.cccframework.org/se-lessons-sec/#accept)).

Why is **accepting feedback** sometimes difficult?

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Why is it important to **accept feedback**?

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What feedback have you given others? How did they accept it?

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In the following table, each piece of feedback is accompanied by a dismissal. 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.	

Why is it important to **accept feedback**?

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What would happen if the people in the table dismissed the praise or feedback they've been given?

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What would happen if the people in the table **accepted feedback** they've been given?

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

Write one praise statement and one positive persuasion statement for each scenario:

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!



<b>Scenario</b>	<b>Praise statement</b> (specific feedback on what the person is doing well or improving)	<b>Positive persuasion statement</b> (motivational, supportive phrases communicating confidence in the person and benefits from continued efforts)
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.		

Although constructive criticism is sometimes hard to hear, it is important and generates opportunities to learn. As you work on the following activity, keep in mind what you've learned about growth mindset and positive self-talk.

Read the following assignment rubric and imagine that you received this score and feedback for a project:

## 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>			

What are your first thoughts?

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Write a praise statement that you could say to yourself.

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Write a positive persuasion statement that you could say to yourself to help you ***learn from your mistakes*** and improve your scores on the rubric next time.

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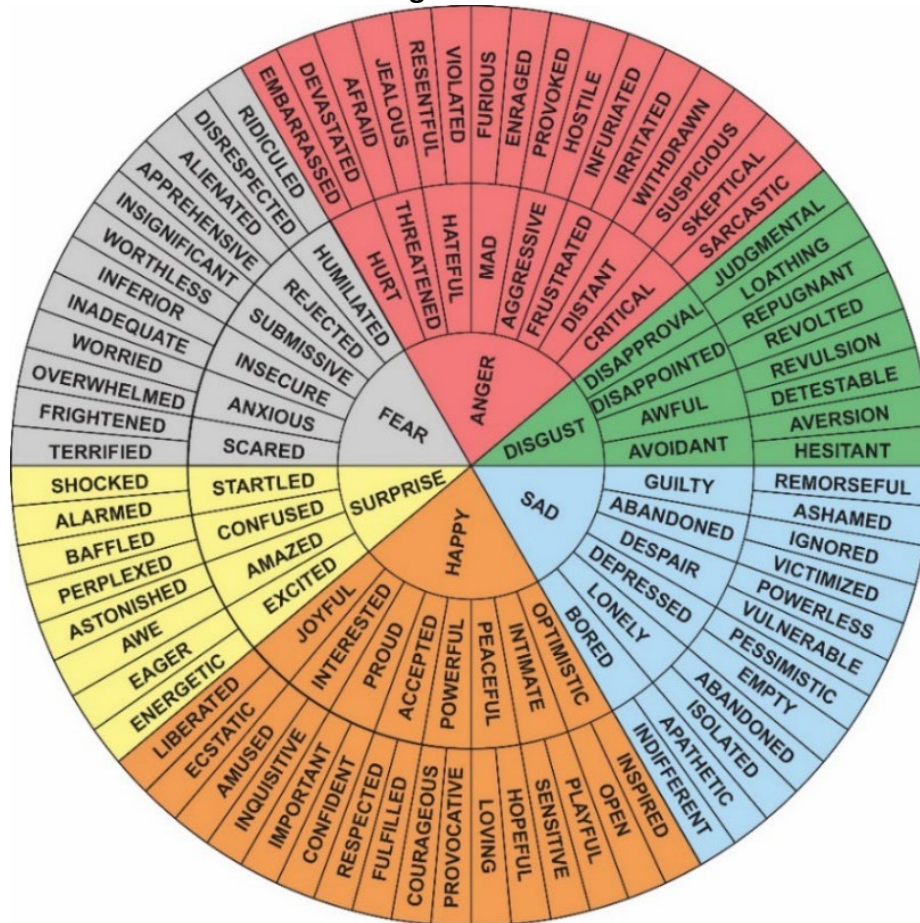
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## Unit 7: Understanding How Your Emotions Impact Your Self-Efficacy

**21. 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 experience when starting or thinking about starting 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. Giving a speech	
3. Shooting a 3-point basket	
4. Singing a solo	
5. Taking an algebra exam	

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

Practice the Mindfulness Guidelines:

### 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:** Over the next week, keep a log of times you encounter a challenge or task that elicits negative or destructive feelings. Jot down the situation, the feeling(s), any relaxation or deep-breathing techniques you try (and Self-Efficacy Strategies that you use), and positive feedback or a growth mindset self-talk statement. After a week, reflect on your entries.

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

Watch the video *Calm Myself* ([www.cccframework.org/se-lessons-sec/#calm](http://www.cccframework.org/se-lessons-sec/#calm)).

What are some benefits of *calming yourself*?

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What happens if you don't *calm yourself* when you're experiencing strong emotions?

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Use the following table to plan for how you will *calm yourself* 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>

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

Work in groups to compare possible outcomes of the situations:

Would could happen if you did not *calm yourself* and the situation continued to escalate?

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What would likely happen if you *calmed yourself*?

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

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

Write three sentences about how self-efficacy could impact situations and decisions you will encounter in your 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?

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Watch the video **Watch and Learn From Others** ([www.cccframework.org/se-lessons-sec/#watch](http://www.cccframework.org/se-lessons-sec/#watch)).

What are some of the benefits of learning from others?

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What's something important you've learned from others?

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Choose a renowned figure who demonstrated self-efficacy by persevering in the face of failures or obstacles. Review information about the figure.

Write a brief summary of the person's accomplishments and describe how self-efficacy contributed to the person's eventual success.

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In what ways are you like this person? In what ways are their challenges similar to yours?

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Which Self-Efficacy Strategies did they use?

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If you could give that person praise or feedback, what would you say?

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

Think about a person you know who has faced a difficult task or goal and then worked to overcome challenges and complete the task or reach the goal. 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?

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Identify the Self-Efficacy Strategies you predict you will use in these situations:

When I am struggling with a challenging assignment in math, I will \_\_\_\_\_

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When I want to quit a game because I'm not as good as my friend, I will \_\_\_\_\_

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When someone tells me that I should give up on something because I just don't have that talent, I will \_\_\_\_\_

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When I am feeling frustrated or discouraged about something that I have not been able to do successfully, I will \_\_\_\_\_

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

### 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.

Reflect on and answer these questions:

Why is ***focusing on your effort***, progress, and learning important?

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What do you think taking steps to increase your confidence in your abilities looks like?

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

To show your mastery of Self-Efficacy Strategies that you could use when approaching a challenging task, choose one of the following options:

- 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.
- 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.
- 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. Review the rubric that will be used to score your project (either [www.cccframework.org/wp-content/uploads/Self-EfficacyLesson9Rubric.pdf](http://www.cccframework.org/wp-content/uploads/Self-EfficacyLesson9Rubric.pdf) or one provided by your teacher), discuss the categories in the rubric, and consider how to approach the essay to address the requirements of the rubric.

Exchange your drafted project with a partner and provide feedback to each other, using the rubric as a basis for your suggestions and keeping in mind what you've learned about positive persuasion and praise.

Using the feedback from your partner, revise your project, and then use the rubric to self-assess your revised project.

## Assessing Your Self-Efficacy Knowledge (Posttest)

**Posttest:** Complete a short knowledge test to help you (and your teacher) get a better understanding of your current level of self-efficacy.

**Self-Efficacy Knowledge Test:** [www.cccstudent.org](http://www.cccstudent.org)

**Code (provided by your teacher):** \_\_\_\_\_

For Items 1–24, pause for a moment after reading each item to think about your ability over the last couple months to improve on or accomplish difficult tasks.

Items 25–45 test your knowledge of self-efficacy concepts and potential ways to effectively build self-efficacy.

Once you’ve completed the *Self-Efficacy Knowledge Test*, be sure to keep your Results page open to complete the next activity.

Looking over your results, answer the following questions:

How do Self-Efficacy Strategies help me?

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Looking over my score for Items 25–44 on the posttest, what have I learned about self-efficacy?

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What questions do I have about self-efficacy?

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