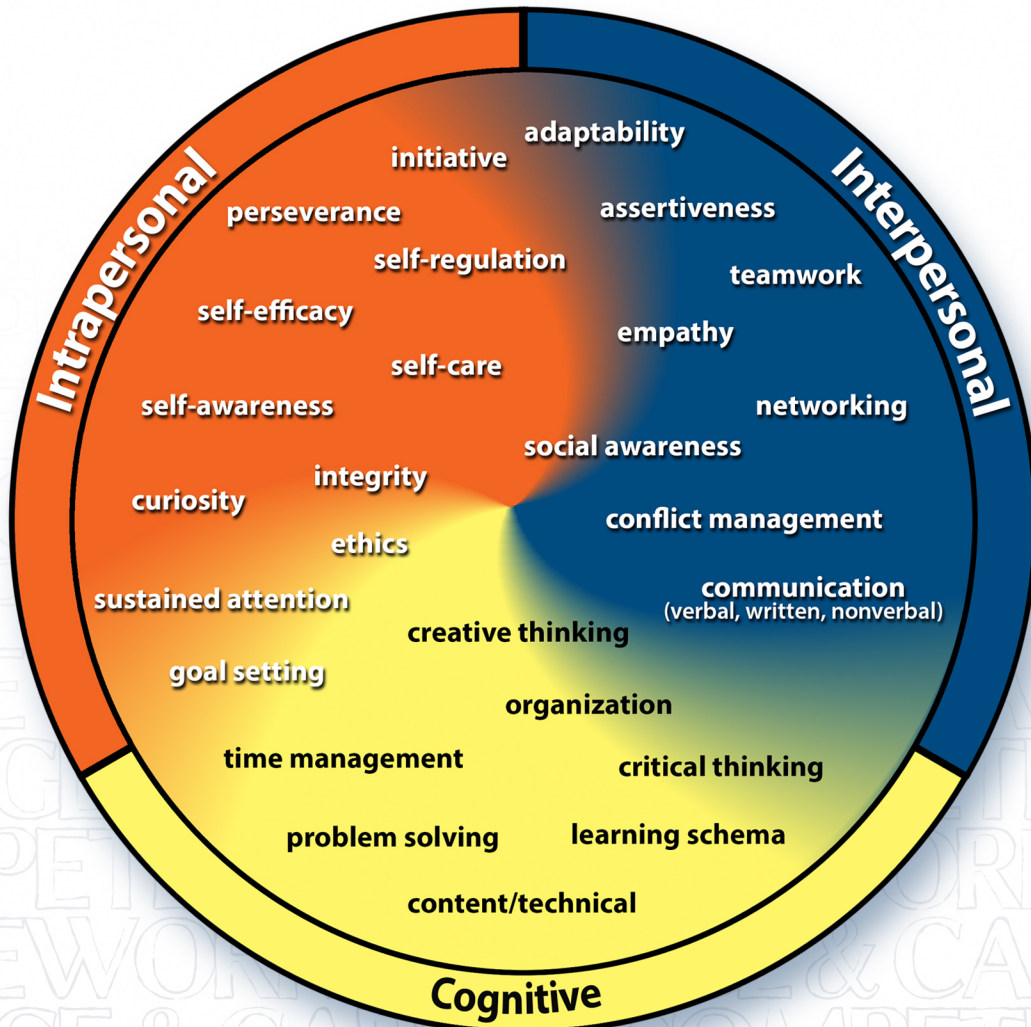


MY

SELF-EFFICACY

WORKBOOK (3rd–6th GRADE)



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My Self-Efficacy Workbook (3–6)

This supplemental workbook for students corresponds directly to the *College & Career Competency Self-Efficacy Lessons*—<https://cccframework.org/>. These activities are designed to be completed over time.

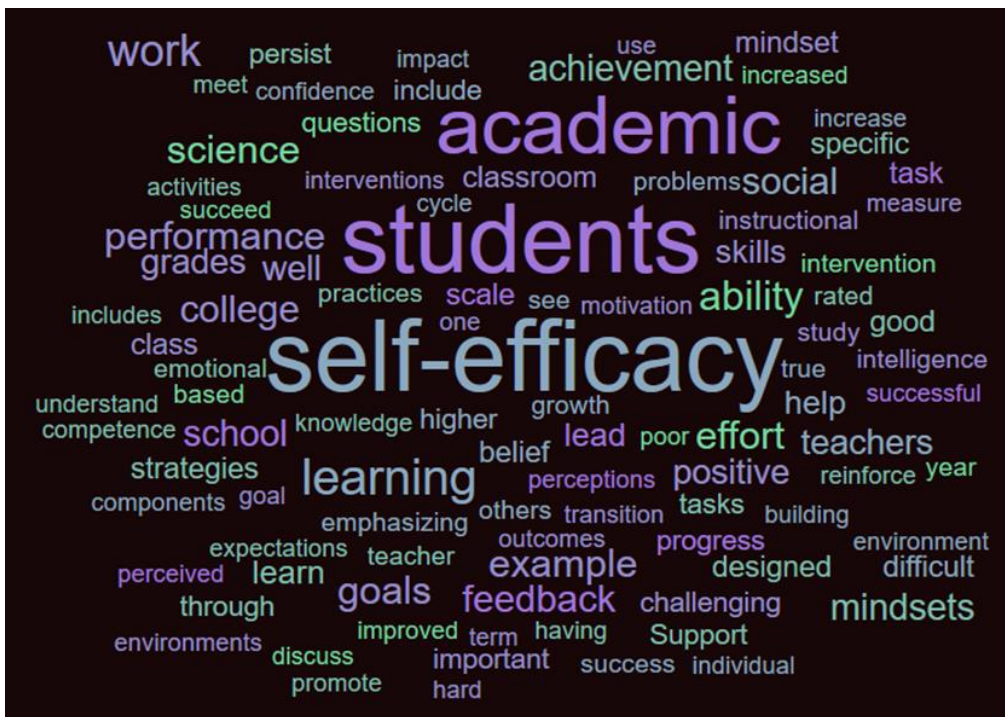


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Recommended Citation: Heger, E., Haught, T., Noonan, P. M. & Gaumer Erickson, A. S. (2022). *Teaching self-efficacy in elementary classrooms 3–6*. [Teacher lessons and student workbook]. College & Career Competency Framework. <https://www.cccframework.org>

Assessing Your Self-Efficacy Knowledge (Pre-Test)

Self-Efficacy Knowledge Test 3–6

Student ID _____

Date _____

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

True or False

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

Multiple Choice

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

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

29. Skills are something you're born with or you're not.	Fixed Mindset	Growth Mindset
30. Trying to do hard things is how we learn.	Fixed Mindset	Growth Mindset
31. "I'm good at reading, but I just can't do math."	Fixed Mindset	Growth Mindset
32. "My friend is so smart. I'll never be that smart."	Fixed Mindset	Growth Mindset
33. Honest feedback helps you find where you need to improve.	Fixed Mindset	Growth Mindset
34. Be open to new challenges but admit when you just aren't good at something and move on.	Fixed Mindset	Growth Mindset
35. "I can do hard things."	Fixed Mindset	Growth Mindset

36. Mistakes are valuable because we can learn from them.	Fixed Mindset	Growth Mindset
37. Smart people don't have to work hard.	Fixed Mindset	Growth Mindset
38. "I can get better at anything."	Fixed Mindset	Growth Mindset
39. "I don't need to practice because I'm already good at that."	Fixed Mindset	Growth Mindset

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

- 1)
- 2)
- 3)

Lesson 1: Introducing Self-Efficacy

Lesson 1, Activity 1: I can define self-efficacy in my own words and explain why self-efficacy is important to me

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

What does the quote mean?

How does the quote relate to being able to complete a challenging task?

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)

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

Self-Efficacy



Believing you can do hard things

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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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Lesson 1, Activity 2: I can *focus on my effort* to help improve my belief in myself

Reflect on what you have learned in this activity. Jot down your thoughts on the questions 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 put forth the effort.

Lesson 1, Activity 3: I can learn to *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.

Why was it difficult to *try again*?

What would have happened if you had kept trying instead of giving up? What would you have learned to do?

Lesson 1, Activity 4: I can learn ways to *calm myself*

Write down the six different options from the video for calming yourself.

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

Think about an upcoming task or challenging concept you know will 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 _____.

Lesson 1, Activity 5: I can explain why self-efficacy is important to me

Complete the reflection below:

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

Lesson 2: Understanding Your Current Level of Self-Efficacy

Lesson 2, Activity 1: We know our strengths and challenges as a class

You are going to make a group poster to represent each person's strengths and challenges. To start this project, respond to these prompts:

Write three things you can do well.

1. _____
2. _____
3. _____

Write three things you find challenging.

1. _____
2. _____
3. _____

Follow these steps while working in your group:

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

Summarize your discussion for the whole class.

Lesson 2, Activity 2: I can determine my self-efficacy strengths and challenges at school

Think about a concept you have been working on in class and write it down in the Class/Activity/Task column. Then, fill out the remaining two columns as prompted by your instructor.

Class/Activity/Task	Strengths What have we learned about [challenging concept]? What can we do now that we couldn't before?	Opportunity for Growth What is something that is hard for us? What can we do to build our self-efficacy and keep learning?

Lesson 2, Activity 3: I understand my current level of self-efficacy

Summarize your areas of strength and opportunities for growth using the statements below.

Things I know about self-efficacy:

1. _____
2. _____
3. _____

Things I need to learn more about self-efficacy:

1. _____
2. _____
3. _____

Lesson 3: Approaching Challenges with a Growth Mindset

Lesson 3, Activity 1: I can explain the difference between fixed mindset and growth mindset

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.

Lesson 3, Activity 2: I can *focus on my effort* by identifying fixed mindset actions, phrases, and thoughts

As you watch the video, 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?

Lesson 3, Activity 3: I can *exercise my brain* and explain how the brain changes when I am learning

Write about something you want to learn to do by exercising your brain and then write about or draw a diagram of how your brain will change as you are learning something new.

I will learn to _____
by exercising my brain.

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

Lesson 4: Viewing Mistakes and Setbacks as Opportunities to Learn

Lesson 4, Activity1: I can *learn from my mistakes*

Think about the last mistake you made. Write or draw a picture about your mistake and explain what you learned from it.

Lesson 5: Reflecting on Past Accomplishments to Build Your Confidence

Lesson 5, Activity 1: I can *remember hard things I have done* to help me do hard things now

Identify 2–3 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)

Lesson 5, Activity 2: I can track my progress in learning

Think about a concept you find challenging. Now, focus on your progress in learning what you find challenging by tracking your progress each (day, few days, or week) until you master the skill.

Using the table below:

- **Concept/Skill:** Choose one challenging concept/skill that you've just started or are about to start learning. What do you want to learn/accomplish?
- **Plan for Measuring Progress:** How will you know you are making progress in learning the concept? How will you measure your progress along the way (e.g., number of correct answers on math practice problems, number of essay rubric requirements met, improved rubric rating on transition sentences, number of vocabulary words defined correctly)?
- **Assessing Progress:** Check your progress at least three times throughout the course of learning the new concept/skill. What specific things did you do to support your learning? How are you progressing?
- **Reflection:** Once you have learned the concept, write a summary of how you learned it. Include examples of self-efficacy strategies that you used.

Concept/ Skill	Plan for Measuring Progress	Assess Progress: 1st Check	Assess Progress: 2nd Check	Assess Progress: 3rd Check	Reflect (What did I do to reach mastery?)
Example: Learning how to divide fractions	I will measure progress by completing 5 new practice problems each week	On Monday, I studied dividing fractions for half an hour; I got 2 of 5 practice problems right	On Wednesday, I got help from my teacher; I got 3 of 5 practice problems right	On Thursday, I spent 1 hour reviewing the book, my notes, & the practice problems I'd done earlier in the week; I got 5 of 5 practice problems right	I struggled initially, but kept working at it— studying, getting help, reviewing materials, and practicing example problems

Lesson 6: Giving and Accepting Feedback and Praise

Lesson 6, Activity 2: I can *accept praise and feedback* to improve my skills

In this activity, you will play a game to practice giving each other specific and meaningful praise and feedback. With a partner, you will attempt to draw a figure your partner describes for you. Divide your workbook page into four sections. You will have four attempts to draw the figure. Each time you should improve your drawing due to more 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?
- What is an area they could improve to make their drawing more accurate?
- Do you wonder why your partner drew the figure a certain way? Ask a clarifying question.

After the game, consider:

- What type of feedback was most helpful for you in improving your drawing?

Lesson 6, Activity 3: I can *give praise* to build others' self-efficacy

Provide a Positive Persuasion Statement for Julie and Emily. Then write responses to each question.

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

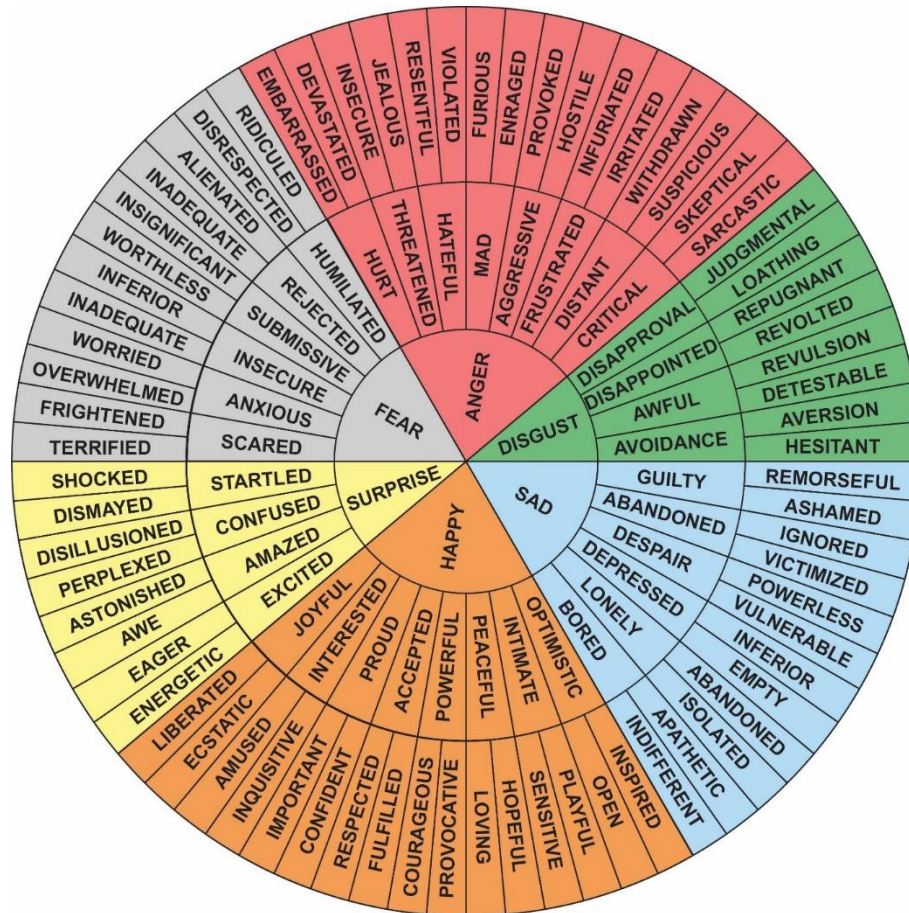
Scenario	Praise Statement	Positive Persuasion Statement
Example: José really wants to improve his free throw percentage. Right now, he is making about 30 percent of his free throws, but he would like to increase his percentage to 40 percent. He has been practicing every day with his older brother and 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 are getting much better at shooting free throws, and you are applying the feedback I have given you about arching your shot. If you keep working on it, you will increase your free throw to 40 percent.
Julie really wants to learn how to play the flute so she can join band in 5 th 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.	I have noticed how much you are practicing, and your posture is much better.	
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.

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

Lesson 7, Activity 1: I can identify feelings I've had when I am learning something hard

Identify two emotions you would be experiencing when starting or thinking about starting each of the tasks listed in the table that follows the *Feeling Words Wheel*.



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Challenging Task	Two Feelings when Approaching this Task
1. Writing a research paper	
2. Missing a winning shot in a basketball game	
3. Singing a solo	
4. Content-specific example	
5. Content-specific example	

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

I feel _____

about _____.

I am feeling _____

because _____.

Lesson 7, Activity 2: I can use mindfulness to *calm myself*

You are going to learn a mindfulness technique that will help you manage your emotions. This technique can be done anywhere and at any time you may be experiencing emotions. It is a technique called Box Breathing. Think about an upcoming challenge that you will experience.

What complex emotions are you likely to feel?

How do you think Box Breathing will help you calm yourself?

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

Lesson 8, Activity 1: 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. Using the guidelines below, write a brief reflective paragraph about how the person overcame a challenge.

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

Write a sentence or two about how they overcame the challenge. What self-efficacy strategies did they use?

Lesson 8, Activity 2: I can *learn from others* to increase my own self-efficacy

You are going to interview someone you know and learn about how they overcame a challenge. You may choose someone at school or outside of school to interview. You should interview a relatable person, such as an older sibling, parent, grandparent, coach, or neighbor. You will ask them about how they overcame a challenge, write a brief summary of how that person overcame a challenge, and present your information to the class.

Steps for conducting a Self-Efficacy Interview:

1. Explain what self-efficacy is and why it is important to the person you are interviewing.
2. Tell the person you are interviewing about the ***watch and learn from others*** strategy.
3. Ask your person to share a story of how they overcame a challenge. The challenge can be related to their work, family life, 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 overcome 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, write a summary of what they shared with you. Include details about what strategies they used to overcome the challenge.

Lesson 8, Activity 3: I can use the *watch and learn from others* strategy to help myself overcome a challenge

Review your interview summaries from Lesson 8, Activity 2. 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 do 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 _____.

Lesson 9: Self-Efficacy—Putting It All Together

Lesson 9, Activity 1: I can share strategies that help me believe I can do hard things

You will choose a format for your project and present it to other students. Select one of the options below.

- 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.
- Create a Self-Efficacy Poster. Students draw pictures of themselves and others overcoming challenges and using different self-efficacy strategies to overcome the challenge.
- Students act out a skit in which a character needs to overcome a challenge and uses self-efficacy strategies to overcome the challenge.

Complete the checklist below to help you create your project. You should check to make sure each item below is included in your project.

Does my project include:

- **Definition of self-efficacy in my own words** (*What does self-efficacy mean to you?*)
- **Explanation of why self-efficacy is important** (*Why is self-efficacy important to you? How will it help you?*)
- **Strategies you can use to increase your self-efficacy** (*How do you increase your belief that you can complete a challenging task if you aren't confident? What strategies have you used? What should you do when learning something becomes difficult?*)

Assessing Your Self-Efficacy Knowledge (Post-Test)

Self-Efficacy Knowledge Test 3–6

Please **CHECK ONE** response that best describes you. Be honest, since the information will be used to help you in school and become more prepared for college and careers. There are no right or wrong answers!

Student ID _____

Date _____

	Not very like me → Very like me				
	1	2	3	4	5
1. I can learn any skill if I work hard and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Once I've decided to do something, I keep trying, even if it is more complicated than I thought.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I believe that I can make my brain stronger.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can always get better, even if I am really good at something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I think people should realize when they aren't good at something and quit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I see making mistakes as a normal part of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. When I am told that I didn't do well on something, I try even harder to learn it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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16. I can calm myself down when I'm anxious about something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I use feedback from others to get better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. When given a choice, I usually take the easiest option.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not very like me				Very like me
19. I like to challenge myself to learn new things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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True or False

21. ___ Making mistakes (and putting in the effort to learn from them) makes your brain stronger (strengthening neuropathways).
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Multiple Choice

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

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

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

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

- 1)
- 2)
- 3)

Compare pre-and post-test results

Complete the chart below by writing about the concepts that are your strengths and the concepts that are your areas of growth.

What I Know About Self-Efficacy:	I Am Still Learning:
1.	1.
2.	2.
3.	3.