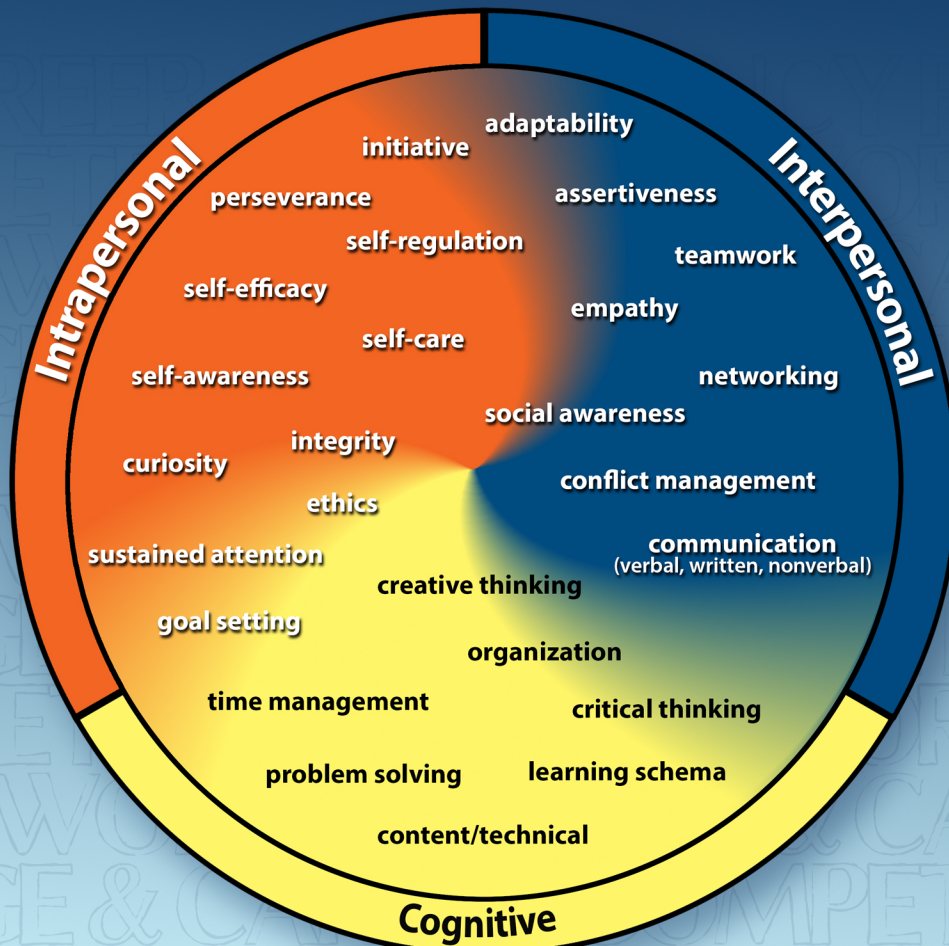


# TEACHING

# SELF-EFFICACY

## IN ELEMENTARY CLASSROOMS (K–2nd GRADE)



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## Self-Efficacy Lessons (K–2)

This set of lessons was developed to support the teaching of self-efficacy in kindergarten through second-grade classrooms to increase student engagement and willingness to take on and persist in challenging tasks. The lessons include numerous instructional activities, with each activity taking approximately 20 minutes. Each lesson’s set of activities should be taught sequentially.

While these lessons give students a strong foundational understanding of self-efficacy, it is critical to provide opportunities for practice with teacher feedback and student reflection over time. The lessons are designed to address three specific instructional criteria: 1) provide instruction that facilitates students’ understanding of the competency and components, 2) guide students to determine how the competency applies to them personally, and 3) facilitate students’ reflection on their strengths and challenges related to the competency components.

Provide students consistent opportunities to practice building their self-efficacy within specific content/tasks through assignments, projects, and cooperative learning as well as across the school environment through extracurricular activities and interactions with staff. Consistently reinforce concepts from the lessons by incorporating self-efficacy concepts into course content to address three additional criteria: 4) provide opportunities for students to practice the competency, including each component, over time; 5) provide meaningful feedback to students about their strengths and areas for growth in the competency; and 6) facilitate students’ reflection on their development of the competency, including each component.

With practice in authentic classroom situations, students will be better able to generalize their understanding of self-efficacy concepts and strategies to new contexts and challenges.

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## Assessing Your Self-Efficacy (Pre-Test)

**Competency:** Self-Efficacy K–2

**Learning Target:** Students reflect on current self-efficacy behaviors and assess their knowledge.

**Materials:**

- Handout **My Self-Efficacy Workbook** for each student.

To record the *Self-Efficacy Performance-Based Observation* results, you or your school will need an account on <https://www.cccstudent.org/>, a free assessment site.

### Preparing to teach self-efficacy







You will use two assessment tools to measure your students’ understanding and application of self-efficacy concepts: the *Self-Efficacy Questionnaire K–2* and the *Self-Efficacy Performance-Based Observation*.






















#### 1. Administer the *Self-Efficacy Questionnaire K–2*

The *Self-Efficacy Questionnaire K–2* is a self-reporting measure that asks students to respond to a series of statements by choosing Like Me, Not Sure, or Not Like Me—represented by emojis—based on their current feelings related to self-efficacy concepts. The *Self-Efficacy Questionnaire K–2* should be administered prior to self-efficacy instruction. As students learn more about self-efficacy, the way they view mistakes, challenging tasks, and their own abilities may change. Accommodations should be provided when appropriate and may include reading the items aloud, explaining the items, or having a scribe fill in each response option.

Explain to students that you will read a set of statements from page 2 of their **My Self-Efficacy Workbook**. Students will mark or color in the Like Me, Not Sure, or Not Like Me emoji based on how they feel about the statement. For example, if a student always believes they can learn new things, they will mark or color in the Like Me emoji. Remind students that there are no correct or incorrect answers and that everyone’s answers may be different because we all have our own thoughts and feelings. Tell students that they should pause and think about how they feel about a statement before marking it.

Use the questions labeled with a “P” to provide practice responding to the statements and marking the correct emoji. Then proceed through each item, providing examples and prompting responses.

Student Name:		Date:		
P	I feel happy.	 Like Me	 Not Sure	 Not Like Me
1	I believe I can learn to do anything if I try hard. <i>“For example, if you wanted to learn to play a really hard video game, could you learn it if you tried?”</i>	 Like Me	 Not Sure	 Not Like Me

2	When learning something gets really hard, I know how to make myself keep trying and learning. <i>“For example, if you had to learn several vocabulary words, are there things you could do or say to yourself that would help you keep learning?”</i>	 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. <i>“For example, if I told you we were going to be learning [insert challenging content example], would you say to yourself, “Last year I learned to do [insert challenging content that students learned last year], so this year I can learn [insert challenging content]?”</i>	 Like Me	 Not Sure	 Not Like Me
4	I can learn from my mistakes. <i>“For example, when you do something wrong, do you think about how you could have done it correctly and what you learned?”</i>	 Like Me	 Not Sure	 Not Like Me
5	When I practice things, I get better at them, and my brain grows. <i>“For example, when you practice learning to read, do you believe you get better each time?”</i>	 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. <i>“For example, when your friend tells you a better way to shoot a basketball, would you listen and try what he said?”</i>	 Like Me	 Not Sure	 Not Like Me
7	When I start to get upset, I know how to calm myself. <i>“For example, when you are learning something really hard and start to feel frustrated, do you know how to calm yourself?”</i>	 Like Me	 Not Sure	 Not Like Me
8	I can learn from others when I want to help myself get better at something. <i>“For example, if your friend learned to tie his shoe but you could not, would you watch how he does it to give you an idea of how to tie your shoe?”</i>	 Like Me	 Not Sure	 Not Like Me

After completing the assessment, remind students that there are no incorrect responses to the statements. They will all have different answers because they each have their own unique feelings about things. Tell students to count their responses in each category. Then ask students:

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

Explain to students that as they are learning self-efficacy and improving their ability to believe they can learn even when it’s hard, they may start to think differently about some of the questions. Tell them they will take this assessment again later in the year and they will be able to compare their responses from their first assessment to their second assessment to see how much they have improved their belief that they can do hard things.

Then write the date of each student’s assessment at the top and review the results for each student, noting the items in which they responded negatively. For example, if a student marked Not

Like Me next to the statement “I believe I can learn to do anything if I try hard,” they may not understand that they can learn and that their abilities will improve when they put forth the effort. See Lesson 2, Activity 4, for more information on interpreting responses. Students will repeat taking the *Self-Efficacy Questionnaire K–2* after all instruction is delivered.

## **2. Observe students using the *Self-Efficacy Performance-Based Observation***

The *Self-Efficacy Performance-Based Observation* is an assessment tool that requires you to observe and record student behaviors in specific situations. You will rate each student’s self-efficacy behaviors on a 4-point scale. It is recommended that you observe and record your student’s self-efficacy behaviors three times per year in order to see student growth as well as challenges.

First, determine a time span for observing your students. For example, do you plan to observe all students on all indicators over the course of a week, or will you observe individual students each day? Make sure that you have classroom activities planned during your observation time that provide opportunities for students to demonstrate each behavior. For example, asking students to work on learning a new, challenging concept would provide an opportunity to observe how well the student is addressing the third indicator, “Continues to work on a challenging task by trying different ways to solve a problem.” A group activity would provide you with an opportunity to observe students using verbal persuasion to support others.

To complete the *Self-Efficacy Performance-Based Observation*, you or your school will need an account on <https://www.cccstudent.org/>, a free assessment site. Follow the directions on the website to launch the *Self-Efficacy Performance-Based Observation*. Title the observation clearly. For example, 2023 Self-Efficacy Grade 1. The website will automatically graph three observations for each student and provide both individualized reports and a class-wide summary. Detailed instructions are provided on the website.

## Self-Efficacy Performance-Based Observation

**Student Number:**

**Observation Date(s):**

Based on your observations, use the following scale to evaluate the student's self-efficacy behaviors by placing a checkmark in the column that best represents their performance/application of each behavior.

**Beginning:** Not yet able to demonstrate without scaffolding.

**Emerging:** Minimal or superficial demonstration; prompting likely required.

**Proficient:** Sufficient demonstration, including self-appraisal and detailed, personalized application.

**Advanced:** Independent and consistent demonstration; teaches/prompts others.

**Not observed:** Select this if you have not had an opportunity to observe a situation where the individual student could potentially apply the relevant behavior.

Self-Efficacy Sequence Indicators	Beginning (1)	Emerging (2)	Proficient (3)	Advanced (4)	Not Observed
1. Demonstrates an understanding that making mistakes is normal.					
2. Continues to work on a challenging task by trying different ways to solve a problem.					
3. Demonstrates approaching a challenging task with the recognition that ability grows with effort.					
4. Demonstrates verbal persuasion and growth mindset self-talk.					
5. Self-assesses (i.e., connects) level of efficacy, effort, and amount of learning applied to specific tasks/knowledge.					
6. Utilizes mindful practices to self-calm and focus.					

## Lesson 1: Introducing Self-Efficacy

**Competency:** Self-Efficacy K–2

**Learning Target:** Students can define self-efficacy and provide personal examples of why self-efficacy is important in their own lives.

**Materials:**

- Book *I Can Do Hard Things* by Gabi Garcia or video read-aloud: <https://www.youtube.com/watch?v=retSVzIJmcQ>,
- Book *The Thing That Lou Couldn't Do* by Ashley Spires or video read-aloud: [https://www.youtube.com/watch?v=WLdAXyZ7\\_iQ](https://www.youtube.com/watch?v=WLdAXyZ7_iQ),
- Video *Rainbow Breath*: <https://www.youtube.com/watch?v=O29e4rRMrV4>,
- [Self-Efficacy Definition Poster](#),
- [Self-Efficacy Strategies Poster](#),
- Straws and containers for Activity 4, and
- Handout **My Self-Efficacy Workbook** for each student.

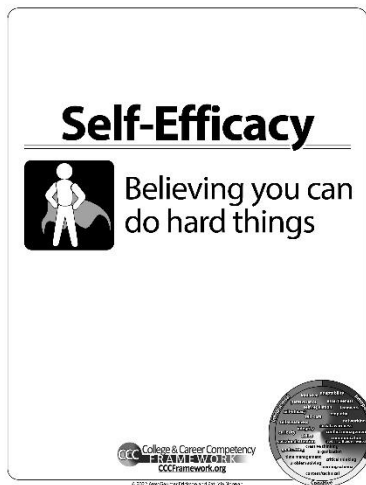
**Activities:**

**1. I know what self-efficacy is and can explain why it is important**

In this activity, students learn what self-efficacy is and why it is important. Start by providing students with a personal example of something difficult and frustrating that you eventually learned to do. Include descriptions of how you felt and what you said to yourself throughout the learning process. Then facilitate a class discussion using these prompts:

1. Think of a time when you wanted to do or learn something but decided it was too hard.
2. When you are learning something new and start to feel frustrated, what kinds of thoughts do you have?
3. How do you feel when you finally learn to do something you have been working on learning for a long time?

Explain that self-efficacy is believing that you can do something even when it is hard. When you have self-efficacy, you believe that you can accomplish something difficult. You also understand that when it gets difficult, there are things you can do and say to yourself to help you keep trying to learn and take on the challenge.

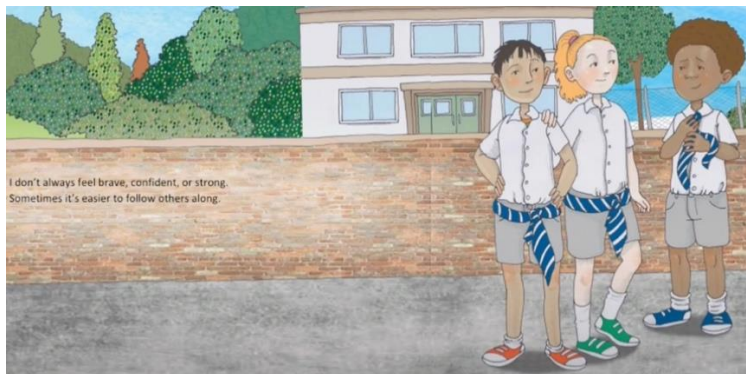


Display the Self-Efficacy Definition Poster and read the definition: “Believing you can do hard things.”

Read or play the video *I Can Do Hard Things* by Gabi Garcia:

<https://www.youtube.com/watch?v=retSVzIJmcQ>. We will return to this book throughout the lessons, helping students gain deeper interpretation each time.

You should stop at key points during the book or video to ask students to identify the things that are hard for these characters to do or learn. For example, when Gabi says, “I don’t always feel brave, confident, or strong. Sometimes it is easier for me to follow others along” (0:10 in the video), it is difficult for Gabi to be brave and tell others what she would like to do instead of following along with what her friends want to do.



Note: From *I Can Do Hard Things* by Gabi Gifford, 2018  
Charity Russel, Illustrator

Another example is provided in the illustration of the girl learning to ride the skateboard. It is difficult for her to learn this, but she tries again and again.





Note: From *I Can Do Hard Things* by Gabi Gifford, 2018  
Charity Russel, Illustrator

As you read the book or watch the video, draw attention to how the characters might feel as they try new things, by emphasizing facial expressions, body language, and what they say. Emphasize the phrase from the book “Hard things can be about what we think, feel, say, or do” (1:58 in the video), and tell students that they are going to learn strategies that will help them with their thoughts, feelings, words, and actions when learning gets hard.

The goal of this activity is to build students’ understanding that the characters in the book are learning to do things (e.g., physical activities, managing emotional reactions, and speaking up in difficult situations) by using strategies that build their self-efficacy in those situations, such as trying again, positive self-talk, and taking deep breaths. As you discuss the events and characters from the book, use these guiding questions to help generate discussion:

- How might this character be feeling (e.g., scared, nervous, excited, frustrated)?
- How do you know (e.g., facial expressions, things they are saying)?
- What did/could the character do to help them keep trying and learning (e.g., said, “I can do it”; try again; take deep breaths)?

After reading the book, ask students if they have ever wanted to learn something new or get better at something. Ask a few students to share their experiences, and then ask if they used any strategies to keep trying and learning. Did they say positive things to themselves? Did they take a few deep breaths and try again?

Summarize the activity by emphasizing that students are going to learn new ways, or strategies, to help them believe they can do something even when it’s hard. When you try really hard and use strategies such as taking a deep breath, trying again, and saying positive things to yourself, you are building your belief that you can do hard things. Show students the Self-Efficacy Definition Poster again and ask students:

- How would you explain self-efficacy to your friend (e.g., trying really hard and doing things like taking deep breaths, trying again, and saying positive things to ourselves to keep trying and learning)?
- Why should we learn how to build our confidence and belief in ourselves (students will say a variety of things, but the goal is for them to understand that self-efficacy can help them learn to do hard things.)?

Ask students to use page 4 of their **My Self-Efficacy Workbook** to complete the prompts below. If you have non-reading/writing students, encourage them to draw pictures that represent their responses to the prompts.

- Believing I can do things even when they are hard means \_\_\_\_\_ [students define self-efficacy in their own words].
- Believing I can do hard things will help me learn \_\_\_\_\_ [students choose something they want to learn or do].

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

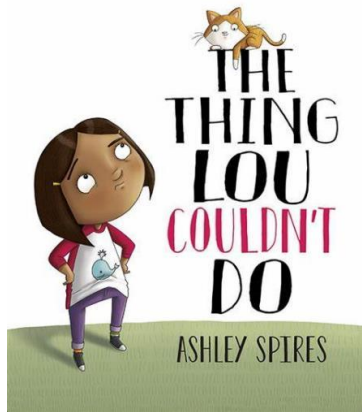
In this activity, students are introduced to the *focus on my effort* strategy as one way to help them increase their self-efficacy. Students need to understand that the *focus on my effort* strategy will help them believe they can do hard things.

Provide a personal example of something challenging you eventually accomplished. In your example, include descriptions of how you felt and what you were thinking when you first couldn't learn or do the skill. Emphasize that you used effort (i.e., tried really hard) and didn't give up even when you felt frustrated. Ask students to remember a time when they were frustrated because they couldn't do something. Have the students share how they felt and what they said to themselves when they were unsuccessful.

Tell students that believing we can do things even when they're hard starts with focusing on effort. Effort means trying really hard and using a lot of energy or thinking to try to do something. The energy can come from our bodies working hard or our brains working hard. Tell students to think about something they have recently learned that required a lot of energy from their brain or their body. Ask students:

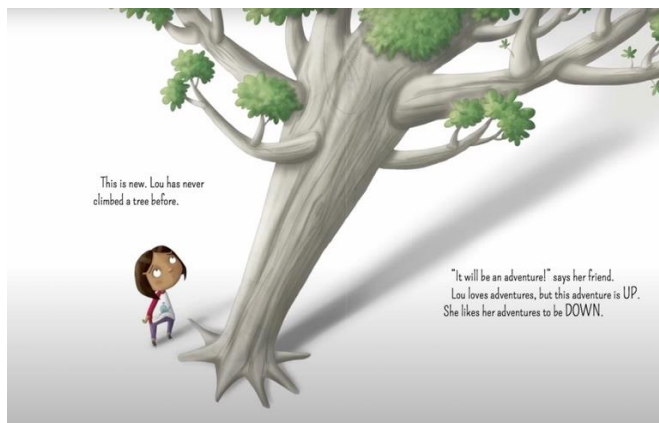
- What did it feel like when you were trying really hard?

Tell students the feeling we get when our bodies or our brains try really hard is called effort. Explain to students that sometimes, when learning gets really hard, we stop using effort and give up. Tell students that they are going to listen to a story about a girl who couldn't do something, and instead of trying hard, she made excuses and almost gave up. She didn't use effort.



Read the book or play the video *The Thing Lou Couldn't Do* by Ashley Spires, linked here: [https://www.youtube.com/watch?v=WLdAXyZ7\\_iQ](https://www.youtube.com/watch?v=WLdAXyZ7_iQ). We will return to this book throughout the lessons, helping students gain deeper interpretation each time. Stop on the page or in the video (0:35 in the video) where Lou is looking up at the tree, and ask students:

- How do you think Lou is feeling about climbing the tree (e.g., scared, nervous)?
- How do you know (e.g., her facial expressions, and the text says, “She liked to keep her adventures down”)?



Note: From *The Thing Lou Couldn't Do* by Ashly Spires, 2017

Explain that Lou is going to have to put in a lot of effort and try really hard to learn to climb the tree. Tell students to watch and listen to see if she puts in the effort. Continue reading the book or playing the video and stop when Lou is making a lot of excuses for not learning to climb the tree (1:50 in the video). Ask students:

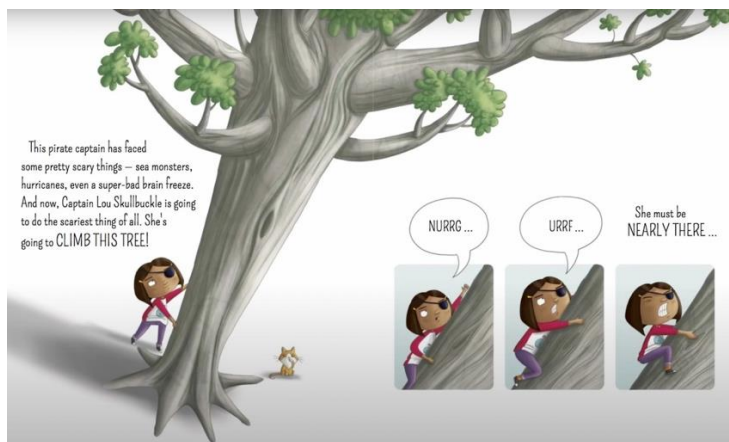
- What is Lou doing when she says she has a funeral for a slug, an asteroid is coming, and her tummy hurts (e.g., she is making excuses for not learning to climb the tree; she is avoiding putting forth effort)?
- Why do you think she is making excuses (e.g., she is scared and knows that it will take a lot of effort to learn to climb the tree)?
- What do you think Lou should do (e.g., put forth the effort, try really hard, and learn to climb the tree)?



Note: From *The Thing Lou Couldn't Do* by Ashly Spires, 2017

Continue to read the book or play the video. Stop when Lou is trying to climb the tree (3:09 in the video). Ask students:

- What is Lou doing in this picture (e.g., she is trying really hard, using effort to climb the tree)?



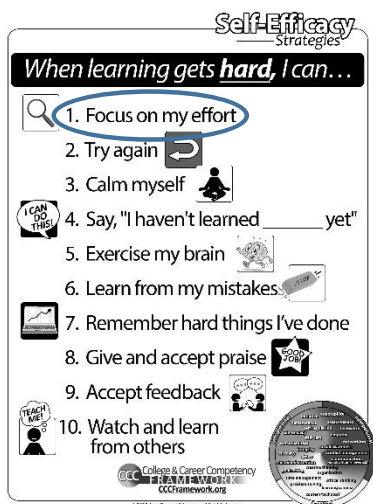
Note: From *The Thing Lou Couldn't Do* by Ashly Spires, 2017

Finish reading the book or playing the video and explain that Lou didn't use effort at first because learning to climb the tree seemed too hard and scary. Once she put in the effort, she was able to climb the tree a little, and if she keeps trying, she will probably learn to climb the tree to the top.

Ask students:

- Have you ever felt like giving up when something was really hard?
- Have you ever made excuses like Lou did when you didn't want to put in the effort?

Ask a few students to share their experiences related to learning something new and scary like Lou had to do, and summarize by reminding students that when learning gets really hard, it is important not to give up. We should keep trying and use effort. Self-Efficacy starts with putting in effort and trying really hard.



Show students the Self-Efficacy Strategies Poster and tell students that they have just learned the **focus on my effort** strategy and that remembering to focus on their effort will help them learn to do hard things. Then ask students to write or draw about how they will use the **focus on my effort** strategy to learn something on page 5 of their **My Self-Efficacy Workbook**.

I will learn \_\_\_\_\_ with effort.

**Focus on my effort** means \_\_\_\_\_.

### 3. I understand how to **try again** and **calm myself** to increase my confidence in myself

In this activity, students are introduced to two strategies that will help them build their self-efficacy: **try again** and **calm myself**. Students need to practice each self-efficacy strategy several times to develop a belief that they can do something even when it's hard.

Start by explaining to students that they are going to learn two ways to improve their belief in themselves when it's lacking. In order for you to believe in yourself more, you can use strategies to help you keep going. Use this example of learning to ride a bike to illustrate the process of building self-efficacy:

*Let's say you want to learn to ride a bike. The first thing you need to do is try really hard and focus on your effort, but what can you do to keep learning something hard? This is when you use strategies to help you keep trying to learn to ride a bike. You could say positive things to yourself like, "I can do this" or "I am getting a little better each time I try." You could also take a deep breath to calm yourself before you got back on the bike. Another strategy you could use to learn to ride the bike is to watch your friends and learn from them. You could pay attention to how they put their feet on the pedals and where they place their hands on the handlebars. If you continued trying hard and using different strategies, you would learn to ride a bike. When we try really hard and use different strategies to help us keep trying and learning, it is building self-efficacy.*

Refer back to the book or video *I Can Do Hard Things*, where the girl has fallen off her skateboard (1:00 in the video), and ask students:

- What is happening in this picture (e.g., the girl is trying to learn to ride a skateboard)?

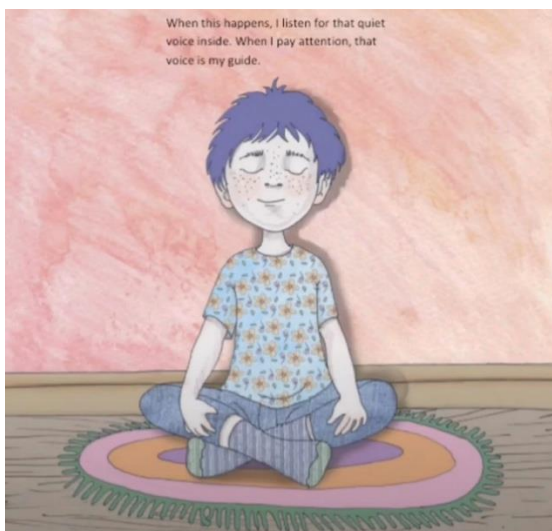
- How do you think the girl might be feeling (e.g., sad, discouraged)?
- She says to herself, “I can try again rather than give up.” Have you ever said that to yourself?



Note: From *I Can Do Hard Things* by Gabi Gifford, 2018  
Charity Russel, Illustrator

Explain that when we say positive things to ourselves, try again, and don't give up, we are practicing self-efficacy, or believing we can do something even when it is hard. Refer back to the book or the video *I Can Do Hard Things*, where the purple-haired student is meditating (0:28 in the video). Ask students:

- What is this student doing (e.g., meditating; taking deep, calming breaths)?
- Why do you think she is doing that (e.g., she is feeling stressed, scared, or overwhelmed)?
- Have you ever tried taking deep breaths or meditating to help calm yourself or refocus?



Note: From *I Can Do Hard Things* by Gabi Gifford, 2018  
Charity Russel, Illustrator

Explain to students that **calm myself** is a strategy we can use to increase our self-efficacy and that meditating or taking deep breaths will help calm our emotions and give us better focus when we are trying to learn something hard. Tell students they are going to practice calming themselves by using breathing. Before showing the video, ask students:

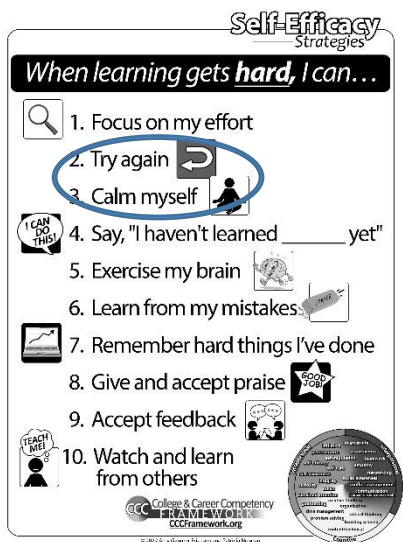
- How are you feeling now?
- How is your body feeling? Is your body tense?
- How is your mind feeling? Do you have a lot you are thinking about?

Tell students to watch the video and follow the instructions. Show the video *Rainbow Breath* for children, linked here: <https://www.youtube.com/watch?v=O29e4rRMvV4>.

After the video, ask students to reflect on how their body and mind have changed after practicing a breathing technique. Ask students:

- How are you feeling now?
- What has changed with your body and your mind?
- Describe a time when you will use breathing and meditation to help calm yourself.

Refer to the Self-Efficacy Strategies Poster and tell students that they have learned about two new strategies that will help them do hard things. They are the strategies **try again** and **calm myself**. Explain how the graphic next to each strategy relates to the strategy and that when learning gets hard, they should remember to try these two strategies.



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

In this activity, students practice the three self-efficacy strategies you have taught them thus far in order to complete a challenge. The challenge is an opportunity for students to practice these three strategies.

Tell the students that they are going to practice three ways to grow their confidence in themselves to complete a challenge. They will need to remember to 1) **focus on my effort**, 2) **try again**, and 3) **calm myself** to help them complete a set of tasks. Ask the students to use page 6 of their **My Self-**

**Efficacy Workbook** and respond to the prompt below. If your students are non-readers, encourage them to draw themselves using the self-efficacy strategies to complete the challenge.

- When the challenge gets hard, I will \_\_\_\_\_ [students write or draw the strategies they will use].

Tell students the challenge is called “Pick It Up with Your Feet.” Students must get ten straws in a bucket or container using only their feet. Remind the students to practice the strategies for building self-efficacy they just learned: focus on my effort, try again, and calm myself. Encourage students to share with a partner the strategy they will use. Set a timer for three minutes and observe the self-efficacy strategies students use.

Give students feedback when they demonstrate building self-efficacy and praise their effort and progress. Point out examples of your students trying hard; try to name the strategy they are using to give them common vocabulary. For example, “I see [Susy] working really hard. I see [Johnny] adjusting his feet and trying again. I see [José] calming himself by taking a deep breath and trying again.”

When the timer goes off, ask the students to share the self-efficacy strategies they used, and summarize the activity by reminding students that they should practice using each of these strategies when learning gets hard or they want to get better at something.



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

**Competency:** Self-Efficacy K–2

**Learning Target(s):** Students can identify their strengths and challenges related to self-efficacy.

**Materials:**

- Book *The Thing Lou Couldn't Do* by Ashley Spires or video read-aloud: [https://www.youtube.com/watch?v=WLdAXyZ7\\_iQ](https://www.youtube.com/watch?v=WLdAXyZ7_iQ),
- Book *When Sophie Thinks She Can't...* by Molly Bang or video read-aloud: [https://www.youtube.com/watch?v=y6UDcNw\\_lkw](https://www.youtube.com/watch?v=y6UDcNw_lkw),
- Handout **My Self-Efficacy Workbook** for each student,
- Completed *Self-Efficacy Questionnaire K–2*,
- Self-Efficacy Definition Poster, and
- Self-Efficacy Strategies Poster.

**Preparation:** Make a poster-sized chart from Activity 2.

**Activities:**

### 1. I can say, “I haven’t learned \_\_\_\_\_ yet,” and exercise my brain to learn hard things

In this activity, students are introduced to the idea that each of us has areas of strength and challenge when it comes to self-efficacy. There are things we can do confidently and things we find very challenging and may be afraid to try to learn. Our belief in ourselves can vary depending on the type of hard task we are facing.

Remind students that to improve their belief that they can do hard things, they will practice using various strategies that will increase their confidence. Review each of the strategies you have taught them so far: **focus on my effort**, **try again**, and **calm myself**. Explain that each of us has things we can do well and things that we are still learning and find challenging. We are going to listen to a book about a girl who has some things that she is really good at and some that are really hard for her.

Read the book or play the video *When Sophie Thinks She Can't...* by Molly Bang. We will return to this book throughout the lessons, helping students gain deeper interpretation each time. Stop on the page where Sophie is thinking about how she is good at soccer and working in the garden (2:02 in the video). Ask students:

- What are some things Sophie thinks she is good at (e.g., working in the garden, playing soccer)?
- What is something that is really hard for Sophie (e.g., math puzzles)?
- What strategies could Sophie use to get better at math puzzles (e.g., **focus on my effort**, **try again**, **calm myself**)? What would that look like?



Note: From *When Sophie Thinks She Can't...* by Molly Bang, 2018

Continue with the book or video and stop again on the page where Sophie is sitting at a table with her friends (2:35 in the video). Read the text. Then ask students:

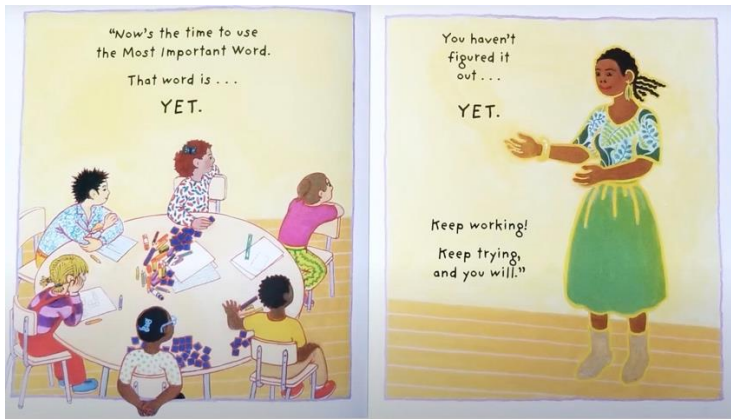
- What does Paula say to Sophie to help build her self-efficacy or confidence in solving math puzzles (e.g., make your brain stronger just try)?
- What does Andrew say to Sophie to help build her self-efficacy or confidence in solving math puzzles (e.g., think hard)?
- Sophie gets an idea after watching Andrew use a sheet of graph paper. What is her idea (e.g., she could draw a picture of a rectangle on graph paper)?



Note: From *When Sophie Thinks She Can't...* by Molly Bang, 2018

Remind students that Paula, Andrew, and Sophie do things and use strategies to increase their confidence in completing the math puzzles and building their self-efficacy. Continue reading the book or watching the video. Stop on the page where Ms. Mulry is explaining the word “yet” (3:26 in the video). Ask students:

- What was the important word Ms. Mulry told the students to use when they hadn't figured things out (i.e., yet)?



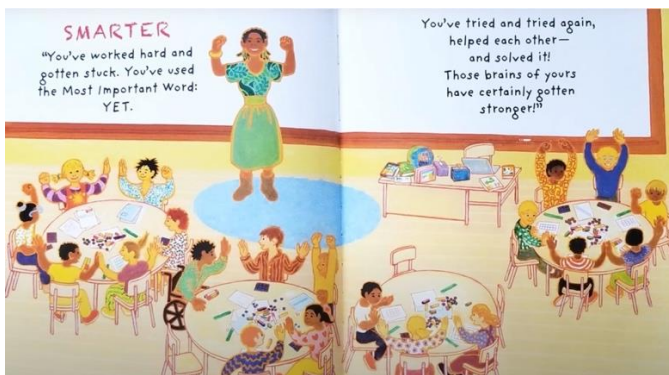
Note: From *When Sophie Thinks She Can't...* by Molly Bang, 2018

Then show students the Self-Efficacy Strategies Poster and emphasize the strategy **say, “I haven’t learned \_\_\_\_ yet.”** Tell students using the **say, “I haven’t learned \_\_\_\_ yet”** strategy will help them remember that they are getting better at learning something and making progress, but they just haven’t learned it yet. Tell students to think about something they would like to learn but haven’t learned yet. Then ask them to use page 7 of their **My Self-Efficacy Workbook** to respond to the statement below. For non-readers, encourage them to draw something they have not learned yet.

I haven’t learned to \_\_\_\_\_ **yet.**

Have a few students share their examples. Then continue reading the book or watching the video. On the page where Ms. Mulry is telling the students that they have exercised their brains (4:46 in the video), ask students:

- What happens when we try and try again (e.g., we exercise our brains)?
- Have you ever tried and tried again to learn something (e.g., tying your shoes, riding a bicycle)? Ask a few students to share their answers.



Note: From *When Sophie Thinks She Can't...* by Molly Bang, 2018

Explain that when we struggle to learn but try again and keep practicing, we are exercising and growing our brains. We actually become smarter. Emphasize the **exercise my brain** strategy on the Self-Efficacy Strategies Poster and remind students that the **exercise my brain** strategy will help them believe they can do something even when it’s hard.

Tell students to think about something they are currently practicing in order to improve. It could be a video game, a sport, a musical instrument, or an academic concept. Then tell students to use page

7 of their **My Self-Efficacy Workbook** to respond to the statement below. For non-reading students, encourage them to draw a picture of something they are currently practicing in order to learn or improve.

I will **exercise my brain** when I am practicing \_\_\_\_\_ (i.e., something that is a struggle to learn).

Finish the book or video and summarize that Sophie had things she was good at and things that were very hard for her. She was good at gardening and playing soccer, but math puzzles were difficult for her. She had to remember to say, “I haven’t learned this...yet,” and recall that she was exercising her brain by trying again. Point to each of these strategies on the Self-Efficacy Definition Poster and explain to students that they have two new ways to help them believe in themselves when learning is hard. Those are **say, “I haven’t learned \_\_\_\_\_ yet,”** and **exercise my brain** by practicing and trying again. Emphasize that Sophie learned to do puzzles by putting forth effort. She kept trying even when she didn’t get it right the first time. If you remember to put forth the effort and keep trying, you will increase your confidence and believe you can do hard things. You may have to try it many times before you get it right, but when you keep trying and struggling, you are building your self-efficacy as well as your brain and intelligence.

## 2. We know our strengths and challenges as a class

In this activity, students reflect as a class on something they are currently learning. They determine the class’s areas of strength and challenge. They determine what aspects of the concept they have already learned and the aspects of the concept that they still need to learn. Finally, they determine which Self-Efficacy strategies they will use to continue making progress in their learning and eventually master the concept.

Think about a concept that your class has been working on recently. The concept needs to be something that has some elements to it that the students do well and have learned, and it also needs to have challenging elements. For example, suppose your class was working on writing an opinion piece. In that case, you might determine that a general area of strength is that your students can write a good topic sentence, and an area of growth would be providing support for their opinions.

Ask the class:

- What is something we have been working on lately?
- What can we already do related to [challenging concept]?
- What part of [challenging concept] is still pretty hard for us?

Tell students to remember that learning new things takes self-efficacy and believing you can do something even when it’s hard. Ask students:

- What does effort mean (e.g., trying really hard and not giving up)?
- What are some strategies we can use to increase our belief in ourselves (**focus on my effort; try again; calm myself; say, “I haven’t learned \_\_\_\_\_ yet”;** and **exercise my brain**)?

Explain to students that they are going to think about how much they have learned about [challenging concept]. Use chart paper to create a chart similar to the example below. Write the challenging concept students have been working on in the first column. Ask students:

- What have we learned about [challenging concept]?
- What can we do now that we couldn't before?

Summarize the responses from the students and write them in the Strengths column. Then ask students:

- What is something [related to challenging concept] that is still really hard for us (1–2 elements related to the concept students are working on but have not fully mastered yet)?
- What can we do to build our self-efficacy and keep learning (e.g., **calm ourselves** by taking deep breaths, **try again**, reminding ourselves that when we practice, we are **exercising our brains**)?

Summarize the answers provided by students and write them in the Opportunities for Growth column.

Explain to students that just as Lou from *The Thing Lou Couldn't Do* and Sophie from *When Sophie Thinks She Can't...* had things that they could do well and things that they still needed to learn, so do we. As a class, we have learned [summarize learning], but we still need to work on [summarize areas that students can improve]. We can get better at this by using our self-efficacy strategies. Each week we will reflect on how much our learning has improved in [challenging concept] and determine which parts of [challenging concept] we still need to work on. Knowing our specific areas of strength and opportunities for growth can help us be better learners.

Example:

<b>Class/Activity/Task</b>	<b>Strengths</b> What have we learned about [challenging concept]? What can we do now that we couldn't before?	<b>Opportunity for Growth</b> What is something that is hard for us? What can we do to build our self-efficacy and keep learning?
Writing an opinion piece	<ul style="list-style-type: none"> <li>• Learned how to write a good topic sentence</li> </ul>	<ul style="list-style-type: none"> <li>• We can get better at using evidence to support our opinions.</li> <li>• When writing gets hard, we can use strategies such as <b>calm myself</b> and <b>try again</b> to help us keep trying.</li> </ul>

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

In this activity, students deepen their understanding of the concept that we all have areas of strength and opportunities for growth related to self-efficacy by determining their own specific areas of strength and opportunities for growth. They identify two things that they can do well and two that are hard for them to do and discuss how self-efficacy can help them learn the hard things.

Refer back to the book *When Sophie Thinks She Can't...* and ask students:

- What were the things that Sophie could do well (e.g., gardening, playing soccer)?
- What was hard for Sophie (e.g., math puzzles)?

Refer back to the book *The Thing Lou Couldn't Do* and ask students:

- What were the things that Lou could do well (e.g., build a fort, run fast)?
- What was hard for Lou (e.g., climb a tree)?

Emphasize that both Lou and Sophie had things that were easy for them and that they did well, and both characters had to learn something challenging that frustrated and even scared them. They both used the **try again** strategy to improve. Lou tried many times to climb the tree, and she got a little closer to the top each time. Sophie tried many times to build a rectangle until she was successful.

Explain that self-efficacy is important for everyone. Adults and children benefit from self-efficacy every day. We all have things we can already do that seem easy and things that we are just learning that seem hard. When we think of something as hard or difficult, it doesn't mean that we can't learn to do it; it means that we have to focus on our self-efficacy—or confidence in ourselves—to make an effort and learn it. Provide a few personal examples of things you are learning and things you can do well. Ask the students to provide personal examples of things they are still learning and things they can do well.

Tell students that they are going to think about two things that they can do well and two things that they are still learning. On one side of the paper on page 7 of their **My Self-Efficacy Workbook**, they will illustrate two things they can already do and are good at doing. On the other side of the paper, they will write or draw two things that are hard for them and that they are still learning.

Ask students to rotate around the room and share their drawings with other students. Emphasize that they are all different and have different areas of strength and growth. As students share their drawings, encourage them to use the Self-Efficacy Strategies poster to help each other brainstorm which strategies they would like to use as they are learning new things.

#### 4. I understand my current level of self-efficacy

In this activity, you meet with students individually to review the *Self-Efficacy Questionnaire K–2* and provide them with feedback on the work they have done so far in their **My Self-Efficacy Workbook**.

Provide each student with their completed *Self-Efficacy Questionnaire K–2*. An analysis of the responses is provided below. Use the analysis and guiding questions to help each student determine their areas of strength and opportunities for growth related to self-efficacy.

#	Statement	Analysis
P	I feel happy.	N/A
1	I believe I can learn to do anything if I try hard.	If a student marked Not Like Me on this statement, it is possible that they don't understand that with effort, they can learn and get better at anything. Consider talking to the student about the importance of effort,

		what it is, and how it connects with making progress. Tell the student that they will need to focus on using effort to learn and improve. Effort means working hard and not giving up.
2	When learning something gets really hard, I know how to make myself keep trying and learning.	If a student marked Not Like Me on this statement, it is possible that they don't know any strategies that will help build their self-efficacy. They may not understand that there are things they can say to themselves and do to build their self-efficacy. Review the strategies you have already taught the student and remind them to use any of these when learning something difficult.
3	When I need to learn something new, I think about how I have learned hard things before.	If a student answered Not Like Me on this statement, it means that they don't understand that when they think about their past success, it increases their confidence. When we remember that we have learned challenging things before, it helps us believe we can learn new things. Tell the student that when they feel stressed or scared about learning something new, remember the things they have learned before. They have learned to do hard things in the past, and they can continue to learn hard things in the present.
4	I can learn from my mistakes.	If a student answered Not Like Me on this statement, it could mean that they don't understand that making mistakes can provide them with an opportunity to learn. When we make mistakes, we can analyze those mistakes and use that information to improve. Talk to the student about how learning involves mistakes. If we never make a mistake, we can't learn how to get better. Encourage the student to accept their mistakes and use them as feedback for improvement.
5	When I practice things, I get better at them, and my brain grows.	If a student marked Not Like Me on this statement, it could mean that they don't understand that each time they practice something, their brain receives feedback on how to improve. When we practice and apply the feedback from our mistakes, we are actually growing our brains. Tell the student that practice is part of learning and that we need to practice something many times before it is embedded in our brains.
6	When people tell me what I did wrong, I listen and use what they say to get better.	If a student marked Not Like Me on this statement, it could mean that they are not accepting of constructive feedback. They may feel defensive when someone tries to point out how they could improve.

		Explain to the student that when a teacher shows you what you did incorrectly or when another person provides you with feedback on how to get better, the purpose is to help you learn.
7	When I start to get upset, I know how to calm myself.	If a student marked Not Like Me on this statement, it could mean that they do not know how to calm themselves when they feel stressed. Remind the student that you have already taught them a couple of strategies they could use to help calm themselves (take a deep breath, say positive things), and the next time they feel stressed, they should try using these strategies.
8	I can learn from others when I want to help myself get better at something.	If a student marked Not Like Me on this statement, it could mean that they don't know how to analyze others' success to improve their own. When we watch others and think about what strategies they used to improve and the mistakes they have made, we can use that knowledge to improve our own learning. Tell the student that it is okay to ask others how they learned something, and encourage them to watch and perhaps try the way others completed tasks.

After you meet with each student, record a summary of the student conference. Include details about which concepts they already understand and which concepts need further instruction. For example, you might note that “the student understands how to say positive things to themselves when they are feeling stressed but has difficulty accepting feedback.”

After you have completed a *Self-Efficacy Performance-Based Observation* for the student, compare your observations to the students' responses to better understand their perceived and teacher-observed strengths and challenges related to building self-efficacy.



## Lesson 3: Approaching Challenges with a Growth Mindset

**Competency:** Self-Efficacy K–2

**Learning Target:** Students are able to differentiate between fixed and growth mindsets and can describe how the brain changes when you learn or practice skills.

**Materials:**

- Book *When Sophie Thinks She Can't...* by Molly Bang or video read-aloud: [https://www.youtube.com/watch?v=y6UDcNw\\_lkw](https://www.youtube.com/watch?v=y6UDcNw_lkw),
- Video *The Mindset of a Champion*: <https://www.youtube.com/watch?v=px9CzSZsa0Y>,
- Self-Efficacy Definition Poster,
- Self-Efficacy Strategies Poster,
- Fixed vs. Growth Mindset chart from Activity 1, and
- Handout **My Self-Efficacy Workbook** for each student.

**Preparation:** Create a large chart like the one in Activity 2.

**Activities:**

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

In this activity, you will introduce students to fixed versus growth mindsets and support them in understanding that they can influence their mindset and focus on their effort. When students understand that they should approach learning challenges with a growth mindset and believe they can learn and get better at anything with effort, they are building their self-efficacy.

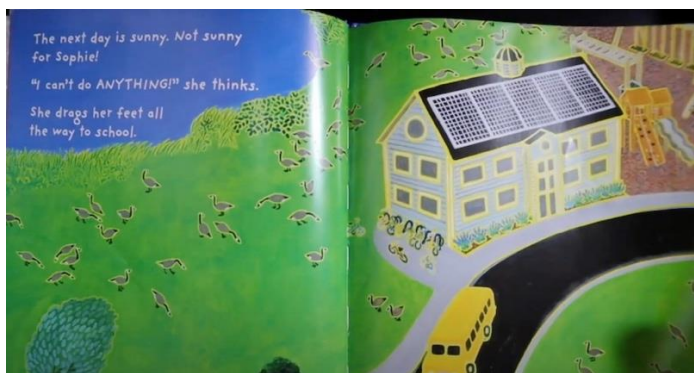
Briefly review the self-efficacy definition: believing you can do hard things. Then review the five different self-efficacy strategies you have taught them so far (***focus on my effort; try again; calm myself; say, “I haven’t learned \_\_\_\_ yet”; and exercise my brain***). Remind students that to help them believe in themselves and their ability to complete challenging tasks, they need to practice using the self-efficacy strategies they have been learning.

Tell students that they are going to learn about two different ways of thinking about learning: a fixed and a growth mindset. Explain to students that “mindset” refers to how we think. Our mindset impacts how much we learn and how much effort we put into learning. Refer to the book *When Sophie Thinks She Can't...* and emphasize the picture of Sophie putting her head down on the table and saying, “I Can’t!”



Note: From *When Sophie Thinks She Can't...* by Molly Bang, 2018

Explain to students that we all get frustrated when we are learning hard things, but when we say things like “I can’t,” it keeps us from putting forth the effort. Saying “I can’t” could also cause us to give up. Turn to the next page or show the picture of Sophie riding the school bus and saying, “I can’t do ANYTHING!”



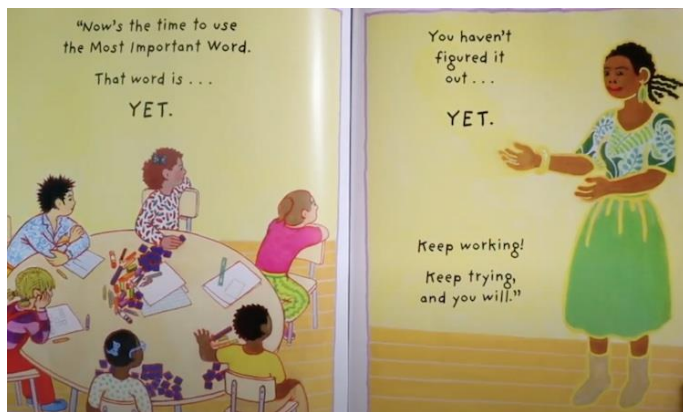
Note: From *When Sophie Thinks She Can't...* by Molly Bang, 2018

Ask students:

- What emotions might Sophie be feeling here (e.g., frustrated, sad, stupid)?
- Have you ever felt like Sophie when you were learning something?
- What could Sophie think to herself instead of “I can’t do anything” (e.g., “I will try again,” “I haven’t learned it yet”)?

Explain to students that when we think we can’t do things and we say negative things to ourselves, we have a fixed mindset. Tell students that when someone has a fixed mindset, they don’t believe they can learn new things. They don’t focus on effort; instead, they usually give up and quit trying to learn.

Refer back to the book *When Sophie Thinks She Can't...* and emphasize the picture of Ms. Mulry explaining the word “yet.”



Note: From *When Sophie Thinks She Can't...* by Molly Bang, 2018

Tell students that when we believe that we can learn new things with effort and we say, “I haven’t learned this yet,” instead of “I can’t do this,” we are using a growth mindset. A person with a growth mindset believes that they can get better at something by putting forth effort. They might use the strategy **focus on my effort** and think, “I can’t do this yet, but I will keep trying and make an effort to learn and improve.”

Tell students that they are going to learn more about fixed and growth mindsets. Show students the video *The Mindset of a Champion*, linked here: <https://www.youtube.com/watch?v=px9CzSZsa0Y>.

After the video, ask students:

- What are some things someone with a fixed mindset might say (e.g., “I can’t do this,” “This is too hard,” “I will never learn this”)?
- What are some things a person with a growth mindset might say (e.g., “I haven’t learned this yet,” “I will put forth the effort and try again”)?

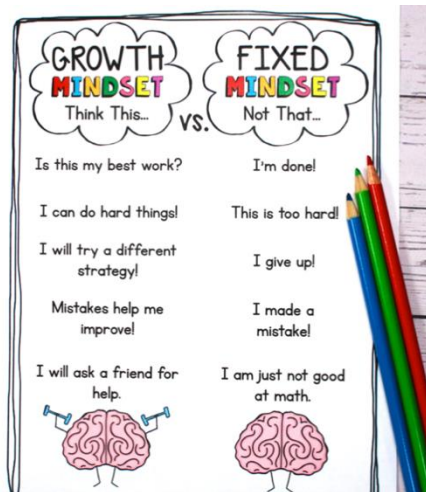
Refer back to the video *Mindset of a Champion* (2:48 in the video) when the boy was talking about having a fixed mindset about learning to read. Ask students:

- What was the boy doing that showed he had a fixed mindset about learning to read (e.g., getting upset; saying, “You can’t do anything,” to himself)?
- What did the boy do to help him have a growth mindset about learning to read (e.g., started saying, “I haven’t learned this yet”)?

Refer to the Self-Efficacy Strategies Poster and emphasize the **say, “I haven’t learned \_\_\_\_ yet”** strategy. Tell students that believing that we can learn or get better at something by using the word “yet” means that we have a growth mindset, and when we believe we can get better at something by trying, we are focusing on our effort.

Review the book or video *When Sophie Thinks She Can't...* and point out examples of Sophie using a fixed mindset (e.g., saying, “I can’t, I can’t do math puzzles”; thinking, “I am never smart at math”) and how it keeps her from learning new things. When she says negative things about her learning, she has a fixed mindset. Also, point out examples of the other students using a growth mindset (Paula says to Sophie, “Make your brain stronger. Just try”; Andrew says, “Think hard, Sophie”). Explain that Andrew and Paula are helping each other learn and build self-efficacy by having a growth mindset. They are using encouraging words instead of discouraging words.

Show students the Fixed and Growth Mindset chart below and read through each statement, emphasizing whether it is a fixed or a growth mindset statement.



This chart was produced by Carly and Adam, retrieved from <https://carlyandadam.com/thecarlyandadam/2018/9/2/introduce-growth-mindset-to-your-class-in-5-easy-steps>

Ask students to write about or draw the two different mindsets in their **My Self-Efficacy Workbook** on page 8. Have student complete the sentence prompts below:

A fixed mindset means \_\_\_\_\_.

A growth mindset means \_\_\_\_\_.

Then, using the 2-column chart, encourage students to draw a picture of what a student with each mindset might do or say to themselves when facing a difficult task. After students have had time to reflect, ask a few to share their explanations of fixed and growth mindsets. Summarize the activity by emphasizing that we all have a fixed mindset sometimes, but it is important to recognize when we have a fixed mindset and change our way of thinking to a growth mindset so that we can keep learning.

## 2. I can *focus on my effort* through changing fixed mindset phrases into growth mindset phrases

In this activity, students practice changing fixed mindset phrases into growth mindset phrases as part of the strategy *focus on my effort*. This is an activity that can be practiced throughout the year. When you hear students using a fixed mindset phrase, cue them to change it into a growth mindset phrase. Students also make the connection between having a growth mindset and putting forth more effort when learning.

Explain to students that learning to approach a difficult task with a growth mindset and using strategies will increase the amount of effort they put forth in learning. When you are willing to try really hard and *focus on your effort*, you have a growth mindset. Remind students that when we are learning something new, it is difficult, and we may feel like we can't learn and should give up, but we should remember to have a growth mindset and *try again*.

Refer back to the book *When Sophie Thinks She Can't...* and emphasize that Sophie had to try many different ways to make a rectangle. She got frustrated and started to have a fixed mindset when she said, "I can't do this!" (If necessary, review the illustrations in the book or video and show students where Sophie is getting frustrated.)

Write each of the phrases below on chart paper, creating a 2-column chart similar to the one on page 8 of the **My Self-Efficacy Workbook**. Explain to students that each of the phrases is something Sophie said when she was learning to do math puzzles. Tell students that they may have likely said some of these phrases themselves when they were learning something hard. Remind students that when we start to say things like "I can't," we need to stop and change our mindset by using growth-mindset phrases like "I will **try again** and continue to **focus on my effort**." Tell students that they are going to practice rephrasing each of Sophie's fixed mindset phrases into a growth mindset phrase.

- Too bad you're not smart.
- I can't.
- I can't do anything.
- I can't do puzzles.
- I am never smart at math.

After students have rephrased each statement, ask them to think about a specific time when they had a fixed mindset. Maybe it was when they were learning something new in school or their friend had learned to do something but they were still struggling with it, like tying a shoe or riding a bike. Allow a few students to share some examples of a time when they felt or said a fixed mindset phrase as they were struggling to learn something difficult and wanting to quit. If necessary, provide a personal example of a time when you used a fixed mindset phrase.

Tell students to write or draw about how they will change their fixed mindset. For non-readers, encourage them to draw a picture of learning to do something very difficult that includes facial expressions that represent a fixed mindset (e.g., frowning, tears). Then ask them to draw themselves doing the same activity with facial expressions that represent a growth mindset (e.g., smile, determination). Students can also use the sentence prompt on page 9 of their **My Self-Efficacy Workbook** to explain how they will change their fixed mindset phrases into growth mindset phrases.

Fixed mindset example: When I started to learn \_\_\_\_\_ [grade level concept], I said \_\_\_\_\_ [I can't; it is too hard].

Growth mindset example: Now I will **focus on my effort** by saying, \_\_\_\_\_ [I haven't learned this yet; I will keep trying].

### 3. I can **exercise my brain**

In this activity, students are introduced to the idea that the brain is a muscle and that when we practice something, we are strengthening the pathways in our brain. The scientific term is neuroplasticity. Use the term **exercise your brain** when referring to neuroplasticity. Students should

understand that exercising their brain means struggling to learn something. It can mean practicing a concept, making a mistake, and using those mistakes to improve each time you practice.

Refer back to the book or video *When Sophie Thinks She Can't...* where Ms. Mulry is asking the students to flex their muscles (1:23 in the video). Read the text from this page and explain that our brains are like muscles; when we practice things and keep trying, we are using the strategy **exercise my brain**. When we do this, our brains are actually growing and changing!

Show students the video *The Truth About Your Brain*, linked here:

<https://www.youtube.com/watch?v=rf8FX2sl3gU>.

After the video, ask students:

- What happens to our brain when we learn new hard things (e.g., our neurons make stronger connections; we are exercising our brain; it is getting stronger)?
- What happens to our brain when we practice something over and over (e.g., practicing something helps us exercise our brain; our brain gets stronger with practice)?

Emphasize the **exercise my brain** strategy on the Self-Efficacy Strategies Poster and encourage the students to remember that practicing and learning new things is exercising our brains. Tell students that they are going to think about how they will exercise their brain and learn something new. Ask students to draw a picture of their brain exercising and complete the sentence prompt: I will **exercise my brain** to \_\_\_\_\_ [a difficult skill or concept they want to learn] on page 9 of their **My Self-Efficacy Workbook**.

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

**Competency:** Self-Efficacy K–2

**Learning Target:** Students demonstrate a growth-mindset approach that enables them to use mistakes as opportunities to learn and grow.

**Materials:**

- Video *Small Talk | Mistakes*: <https://www.youtube.com/watch?v=ndvt89ybSSE>,
- Video *Magic of Mistakes*: [https://www.youtube.com/watch?v=aJwjH0S4V\\_k](https://www.youtube.com/watch?v=aJwjH0S4V_k),
- Website Math Mistakes: <https://mathmistakes.org/>,
- Book *When Sophie Thinks She Can't...* or video read-aloud: [https://www.youtube.com/watch?v=y6UDcNw\\_lkw](https://www.youtube.com/watch?v=y6UDcNw_lkw),
- Self-Efficacy Definition Poster,
- Self-Efficacy Strategies Poster,
- Handout **My Self-Efficacy Workbook** for each student,
- Fixed vs. Growth Mindset chart from Lesson 3, Activity 1, and
- Books listed in Activity 4.

**Activities:**

### 1. I can *learn from my mistakes*

This activity supports students in understanding that mistakes are opportunities to learn through the sixth strategy for improving their self-efficacy, ***learn from my mistakes***. When we view our mistakes as opportunities to learn, we have a growth mindset. Tell students that it's completely normal to make mistakes—we all do it! In fact, mistakes are an important part of learning; making mistakes and learning from them actually helps strengthen our brains.

Refer back to *When Sophie Thinks She Can't...* and emphasize that math puzzles and learning to make a rectangle were hard for Sophie. She made mistakes each time she tried to make a rectangle, but each time she tried, she thought about her mistake and how it could help her get closer to making a rectangle.

Provide an example of a mistake you made and what you learned from it. Tell students they are going to watch a video of students sharing some mistakes they have made. Explain to students that mistakes can occur in the things we do, like our behaviors and the choices we make; mistakes can also occur when we are learning, such as making a mistake by adding incorrect numerals. It is important to think about our mistakes after they occur and learn from them.

Show students the video *Small Talk | Mistakes*, linked here:

<https://www.youtube.com/watch?v=ndvt89ybSSE>.

After the video, ask students:

- What were some mistakes the students made (e.g., stealing a magnet, not listening, hitting my sister, buying things on the iPad)?
- What did the students learn (e.g., not to steal, to be a better listener, to ask their parents before purchasing something)?

- Have you ever made a mistake? What did you learn?

Tell students that if we never made mistakes, we wouldn't be learning. Refer to the Self-Efficacy Strategies Poster and emphasize the strategy ***learn from my mistakes***. Remind students that when learning gets hard, they should use the ***learn from my mistakes*** strategy to remember that it is okay to make mistakes and that they can learn from them.

Ask students to think about a recent mistake they made. Their mistake could be related to something they are learning, like a math or writing concept, or it could be related to a behavior or choice they made, such as yelling at another person or not being kind. Once they have identified a mistake, ask students to draw or write about their mistake on page 10 of their **My Self-Efficacy Workbook**. Use the sentence stem:

I made a mistake when I \_\_\_\_\_. I learned \_\_\_\_\_ from my mistake.

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

In this activity, students continue to learn about the difference between fixed and growth mindsets. They also begin to make connections between the ***learn from my mistakes*** strategy and having a growth mindset. Learning from our mistakes is part of the broader concept of a Growth Mindset.

Refer back to the Fixed vs. Growth Mindset chart from Lesson 3, Activity 1. Emphasize that learning from mistakes is part of having a growth mindset. Tell students that using our mistakes to help us improve exercises our brains and makes learning difficult things easier. In order to learn from our mistakes, we have to accept that they happen, try not to get upset, and think about what we learned from making a mistake.

Tell students they are going to watch a video about what happens to the brain when we make mistakes. Ask students to listen very carefully to what Katie says about mistakes in the video. Show students the *Magic of Mistakes* video, linked here:

[https://www.youtube.com/watch?v=aJwjHOS4V\\_k](https://www.youtube.com/watch?v=aJwjHOS4V_k).

After the video, ask students:

- What mistakes did Mojo make (e.g., building the robot incorrectly several times)?
- What did Katie tell Mojo about making mistakes (e.g., it depends on how you react to them; some people want to give up, while others learn from them; the brain is exercising when we learn from our mistakes)?

Explain that there are many different things you can learn from a mistake. Refer to the Self-Efficacy Strategies Poster and emphasize the ***learn from my mistakes*** strategy. Tell students that when they make a mistake, they should not get upset, but they should think about what the mistake means and how it relates to what they know about and what they still need to learn. Ask the students to use page 10 of their **My Self-Efficacy Workbook** to illustrate each of these phrases:

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

After a few minutes, ask students to find a partner to share their illustrations with.



### 3. I can think about my mistakes to help me learn

In this activity, you are going to provide the students with a math problem that is completed incorrectly. This activity will support students in learning to analyze their mistakes to determine what they know and how they can use the mistake to improve their learning. Choose additional math mistakes at <https://mathmistakes.org/> to supplement this activity as well as provide more grade-level specific math problems.

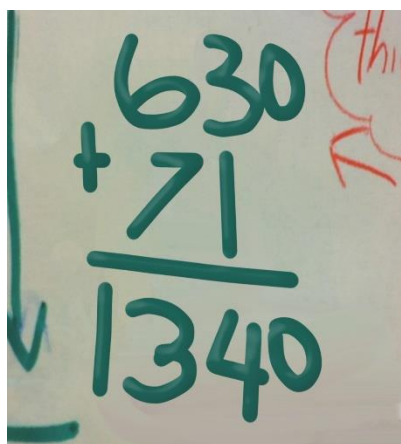
Write the problem pictured below (or a grade-appropriate problem from the Math Mistakes website) on the board or provide students with an individual copy of the problem. Allow the students a couple of minutes to review the problem. Then ask:

- Did the student make a mistake (yes)?
- What have we been learning about mistakes (we can learn from them; when we accept our mistakes, it means we have a growth mindset)?

Let's take a closer look at this problem and see if we can help this student. It appears that there are some parts of this problem that are done correctly. Let's start with those. Ask:

- What has the student done correctly (the addition is correct)?
- What has the student done incorrectly (lining up the digits)?
- What do you think the student could learn from this mistake (it's important to line your digits up correctly from right to left)?

Explain to students that the student in the example has lined their digits up incorrectly. If we had not looked at the mistake and thought about the parts of it that were correct and the parts that were incorrect, the student may not have learned. When we remember to use the strategy **learn from my mistakes**, we take the time to look at our mistakes, think about what we did incorrectly, and determine how we could improve. When we stop and think about our mistakes, it is giving our brain feedback about what to do better the next time.



A photograph of a student's handwritten work on a whiteboard. The student has written the addition problem  $630 + 71 = 1340$  in green marker. The digits are not aligned correctly: the 7 is under the 3, and the 1 is under the 0. To the right of the work, there are red handwritten annotations: a circled 'th' and a red arrow pointing to the right, indicating the correct direction for lining up digits.

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

In this activity, students practice the **learn from my mistakes** strategy by completing a short book study to analyze the mistakes of literary characters and determine what each literary character

learned from their mistakes. Students choose or are assigned a book to read and study. If you do not have the suggested books available, you can find read-aloud videos and play 1 or 2 videos for the students to use in this activity. Students could also complete this activity in collaboration with their parents if they are non-readers.

Suggested books about mistakes:

1. *Beautiful Oops* by Barney Salzberg
2. *Even Superheroes Make Mistakes* by Shelly Becker
3. *How to Take the Ache Out of Mistakes* by Kimberly Taylor and Eric Braun
4. *It's Okay to Make Mistakes* by Todd Parr
5. *Nobody's Perfect* by Ellen Burns
6. *The Girl Who Never Made Mistakes* by Mark Pett
7. *The Most Magnificent Thing* by Ashley Spires

After assigning students a book to read, ask students to determine at least one mistake the character made and what the character learned. Ask the students to complete a short book report by answering the following questions on page 11 of their **My Self-Efficacy Workbook** either verbally or in writing:

- 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**?

The questions prompt students to analyze the book as well as reflect on personal learning from mistakes.

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

**Competency:** Self-Efficacy K–2

**Learning Target:** When learning new things, students draw on past successful experiences to build their self-efficacy going forward. Additionally, students focus on improving their own abilities instead of comparing themselves to others.

**Materials:**

- Book *When Sophie Thinks She Can't...* by Molly Bang or video read-aloud: [https://www.youtube.com/watch?v=y6UDcNw\\_lkw](https://www.youtube.com/watch?v=y6UDcNw_lkw),
- Book *The Thing That Lou Couldn't Do* by Ashley Spires or video read-aloud: [https://www.youtube.com/watch?v=WLdAXyZ7\\_iQ](https://www.youtube.com/watch?v=WLdAXyZ7_iQ),
- Self-Efficacy Definition Poster,
- Self-Efficacy Strategies Poster, and
- Handout **My Self-Efficacy Workbook** for each student.

**Activities:**

### 1. I can *remember hard things I have done* to help me do hard things now

Albert Bandera (1989) defined four sources for building self-efficacy. In this activity, students are introduced to the source Mastery Experience. We have used age-appropriate definitions, and you should refer to this source as ***remember hard things I have done*** when explaining it to students. It is the seventh strategy students will use to build their self-efficacy. When students remember that they have learned difficult things in the past and how they learned them, they can use that knowledge to put forth effort to learn difficult concepts in the present. In this activity, students use a Mastery Log from **My Self-Efficacy Workbook** to help think through their past successes to improve their confidence in completing current challenging tasks.

Review the strategies the students have learned on the Self-Efficacy Strategies Poster (***focus on my effort; try again; calm myself; say, "I haven't learned \_\_\_\_ yet"; exercise my brain; and learn from my mistakes***) and remind students that when learning gets hard, they should use these strategies to help them persist.

Refer back to the book *When Sophie Thinks She Can't...* and discuss the difficult things Sophie has already learned as well as the difficult concepts Sophie is still trying to learn. Ask students:

- What were the difficult things Sophie had learned (e.g., gardening, playing soccer)?

Refer back to the book *The Thing Lou Couldn't Do*. Ask students:

- What were the difficult things Lou had learned (e.g., run fast, build a fort)?

Both Lou and Sophie were working on learning something challenging (math puzzles and climbing a tree). Explain to students that when we are working on learning something very challenging, a strategy we can use to help us believe we can do things even when they are hard is to ***remember hard things I have done***. Sometimes when we encounter something new or challenging, it's difficult to believe that we will ever succeed at it. Believing that we can succeed comes with practice and remembering that we have learned to do difficult things in the past.

Emphasize the ***remember hard things I have done*** strategy on the Self-Efficacy Strategies Poster and explain to students that when they are having difficulty learning new things, they should remember some of the specific challenging things they have learned previously to help them build their self-efficacy. Have them identify specific things that they did to overcome learning challenges.

Make a poster-sized chart of the Mastery Log below to display throughout the year. Tell students that each time the class learns something new, they are going to add it to this chart. Tracking the concepts that the students have learned will help them remember that they can and have learned difficult things. Ask students:

- What are 2–3 things we have already learned to do this year?

Narrow the responses to 2–3 things that all students have learned to do this year and write each concept in the *What We Learned* column. Tell students to think about how they learned to do each concept. Then ask students:

- How did you have a growth mindset when you were learning?
- What self-efficacy strategies did you use?
- How did you focus on effort?

Narrow the responses to 2–3 ways that the students learned the concept and write each concept in the *How We Learned It* column. Ask students to use page 12 of their **My Self-Efficacy Workbook** and write or draw something they learned to do and the self-efficacy strategy they used to learn it.

Emphasize the ***remember hard things I have done*** strategy on the Self-Efficacy Strategies Poster and remind students that when learning gets hard, they should use this strategy to help them believe they can do hard things.

### Mastery Log

What We Learned	How We Learned It

## 2. I can track my progress in learning

In this activity, students track their progress in completing a task. Once they complete a task or master a new skill, it can be added to the Mastery Log. Students use the knowledge that they are continually learning to build their confidence in learning new challenging things.

Remind students that even in situations where we didn't fully meet a goal, if we were able to improve because of our efforts, it's still a success. Emphasize that as we learn new things, it's important to focus on putting forth effort and use the **remember the hard things I have done** strategy rather than comparing ourselves to our peers.

Determine a class-wide concept students are learning that could be used to graph the class's growth in learning. For example, students could graph the class's progress in completing their reading logs, mastering math concepts, learning their sight words, or managing a behavior such as walking down the hall quietly.

Tell students that they are going to focus on their progress in learning [class concept]. They are going to graph their progress each [day, few days, or week] by coloring a square to represent how much closer they are to the goal. Students can graph their own progress, or they can copy your class example. **Remember that only graphing their progress will not build self-efficacy. Students need to consider what actions helped them make progress.**

Ask students to reflect on their progress as a class each week. Use the guiding questions below to help them measure progress.

- How do we know we are making progress (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)?
- What will happen to our graph if we are making progress? What will happen to our graph if we are not?
- What strategies did we use to make progress (e.g., *calm myself; say, "I haven't learned \_\_\_\_\_ yet"*)?

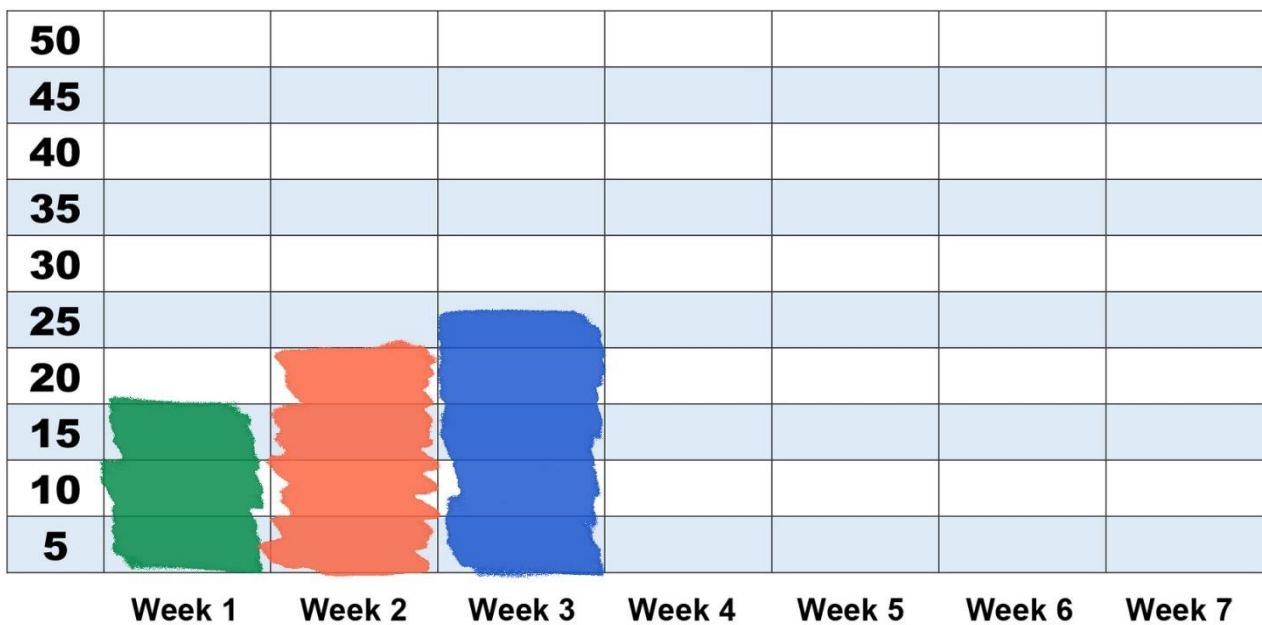
Ask students to reflect on their effort at least three times throughout the course of learning the new concept/skill. Each time you ask them to reflect, have them discuss specific things they did to support their learning. Ask students:

- What are we doing to make progress in learning [class concept] (students should name specific actions such as practicing at home or **learning from my mistakes**)?

After the students have learned [class concept], tell them to reflect on the process. Ask students:

- How did it feel when we were making progress?
- How did we know we were making progress?
- What self-efficacy strategies did we use to continue making progress?

## My Sight Words Progress Chart



Once all students have mastered the concept, it can be added to the class Mastery Log and students can graph their progress. As students are learning, provide them with guidance and support in ***remembering hard things they've done***. Periodically ask them to reflect on things they have learned in the past, self-efficacy strategies that helped them learn, and how they can use the same strategies to master new concepts.

## Lesson 6: Giving and Accepting Feedback and Praise

**Competency:** Self-Efficacy K–2

**Learning Target:** Students recognize the importance of positive communication and constructive feedback in building self-efficacy. Students are able to accept positive persuasion from others to support their own self-efficacy as well as use these strategies to help build up others' self-efficacy.

**Materials:**

- Video *Austin's Butterfly*: <https://www.youtube.com/watch?v=hqh1MRWZjms&t=159s>,
- Self-Efficacy Definition Poster,
- Self-Efficacy Strategies Poster,
- Picture of a Southwest African lion (or any animal that is relevant to your students), and
- Handout **My Self-Efficacy Workbook** for each student.

**Preparation:** Create a chart similar to the one in Activity 1 on large chart paper and locate a picture of an African Lion or an animal of your choosing to use in Activity 2.

**Activities:**

### 1. I can *give and accept praise*

In this activity, students are introduced to the second source for building self-efficacy, Verbal Persuasion (as defined by Albert Bandura, 1989). We have used age-appropriate descriptions, and you should refer to this source as ***give and accept praise***. Students learn the importance of giving and accepting praise as a way to increase self-efficacy as well as how to provide specific feedback in order to help others improve.

Review each of the strategies students have learned on the Self-Efficacy Strategies Poster (***focus on my effort; calm myself; try again; say, "I haven't learned \_\_\_\_ yet"; exercise my brain; learn from my mistakes;*** and ***remember hard things I have done***). Remind students they can use each of these strategies to help them put forth more effort and keep learning—even when it is difficult.

Review the strategy ***remember hard things I have done***. Remind students that thinking about the difficult things they have learned in the past will help them believe they can do difficult things in the present. Tell students that another strategy that we can use to improve self-efficacy is ***give and accept praise***. When we encourage others by saying positive things such as “I notice you are focusing on your effort, and you are getting much better at writing” or “You have exercised your brain by trying again and learning from your mistakes,” we are giving praise. We can also increase our self-efficacy and help others improve by providing them with feedback on how they are doing.

Tell students that this lesson will focus on giving and accepting praise. Emphasize the ***give and accept praise*** strategy on the Self-Efficacy Strategies Poster.

Create a poster-sized chart like the one below. Start by reviewing the phrases in the “Don’t Say” column and use the explanation provided to support your students in understanding why using the phrase doesn’t improve our self-efficacy. Tell students that a better way to praise someone is to use phrases from the “Do Say” column. For example, when we are praising others, we shouldn’t say things like “Your friend is better than you,” because we should focus on our own progress and not

compare ourselves to each other. A better way to provide praise is to say something like, “You worked hard, and you are learning.” This praises effort and learning.

Praise DO and DON'T	
Do Say	Don't Say
“You worked hard, and you are learning.”	“You are way better at ____ than your friend.” <i>(Explanation: This phrase compares someone to another person. Remember that we are all working from different starting points, and we should focus on our own effort and progress rather than comparing ourselves to others.)</i>
“I notice that you are focusing on your effort and getting better at ____.”	“You are so smart.” <i>(Explanation: This phrase praises a person for something that is out of their control. Saying someone is smart implies that they are either born smart or not. People should feel that they can improve with effort.)</i>
“You did ____ well. You could get better if you tried ____.”	“Good job!” <i>(Explanation: This phrase is not specific. Remember to provide praise that indicates what the person did well and what they could do to improve.)</i>

After reviewing each of the phrases in the Praise DO and DON'T chart, refer back to the book *When Sophie Thinks She Can't...* and ask students to provide Sophie with praise from the “Do Say” column. For example, “Sophie, you are working hard, and you are learning” or “Sophie, I notice that you are focusing on your effort and getting better at math puzzles.”

## 2. I can provide and *accept feedback*

In this activity, students practice providing specific feedback to each other and applying the feedback they receive from others by drawing an African Lion. The purpose of this activity is to provide students with the opportunity to practice the ***accept feedback*** strategy. Students need to understand that by accepting specific feedback, they are able to improve their learning and their belief that they can do hard things.

Tell students that they are going to watch a video about a young man who is working hard and putting forth the effort to draw a butterfly. His name is Austin, and he really struggles with drawing a detailed butterfly. He improves his drawing of the butterfly by listening to feedback from his friends. Tell students as they are watching the video, to notice how kind and respectful the students are being to Austin about his drawing. Play the video *Austin's Butterfly*, linked here:

<https://www.youtube.com/watch?v=hqh1MRWZjms&t=159s>.



Stop the video at 2:57, after the students in the video have given Austin his first set of feedback, and ask students:

- What are some examples of specific feedback you heard (e.g., make the wings much pointier, make the wing longer, and make the wings in the shape of a triangle)?

Tell the students they are going to watch a little more of the video and see if Austin applies the feedback his friends have given him. Stop the video at 5:00 and ask students:

- What happened when Austin listened to his friend's feedback (his drawing got better)?

Emphasize that Austin created several drafts and each time he got a little better at drawing the butterfly. Finish the video and ask students:

- How did the feedback Austin received make his drawing better (it was specific)?
- What can we learn from Austin (listen and apply feedback; it may take several tries or drafts, but keep *focusing on effort*)?

Explain to students that when we listen to and apply the feedback that others give us, it helps us learn. Austin had to draw the butterfly many times, but each time he got a little better because he let others give him feedback. Tell students that it may be difficult to accept feedback sometimes. When someone suggests ways that you can improve, it might make you feel embarrassed or hurt. When we feel this way, we are experiencing a fixed mindset, and we should remember that accepting feedback is part of having a growth mindset and being open to making improvements.

Provide an example of a time when it was difficult for you to accept feedback. Include details about the feedback, what you felt, and why you felt that way. Tell students to think about how they might feel in each of these situations:

- The teacher asked you to meet with a partner and provide each other with feedback on how to improve your topic sentence. After reading your topic sentence, your partner said it was too long and difficult to understand.
  - How would that make you feel?
  - What would you do?
- You have been trying to learn how to hula-hoop every day during recess. Your friend tells you that you should stand with your feet further apart to keep the hula-hoop from falling.
  - How would that make you feel?
  - What would you do?

Emphasize the **accept feedback** strategy on the Self-Efficacy Strategies Poster and explain that in both scenarios, good feedback was provided. By accepting the feedback and applying it, we could improve at writing a topic sentence or hula-hooping. If we choose not to accept the feedback, it may take us longer to write a good topic sentence, and we will continue to struggle with the hula-hoop. Remind students that when learning gets hard, they should remember to use the feedback others are providing to improve. When we listen to feedback and use it to get better, we are improving our self-efficacy.

Tell students that they are going to practice giving specific feedback to each other while being kind. They are going to practice drawing a Southwest African lion (or any animal that might be relevant to your students). Remind the students that practice takes time and many attempts. Learning to draw a lion will also take many attempts, just as Austin had to draw the butterfly several times. Provide students with an illustration of the lion and allow them a few minutes to complete their drawings.

Divide the students into pairs so that they can provide each other with feedback. Remind the students to praise effort, be specific, and most of all, be kind. As students are providing each other with feedback, circulate between groups and model giving specific feedback to the students. Allow the students two or three more cycles of drawing and feedback with their partners. After three cycles of drawing and feedback, ask students:

- In what ways did your drawing improve (e.g., more details in the drawing, better shape, color, etc.)?
- What feedback did you hear and then use to make your drawing better?
- How will accepting feedback help us get better at what we are learning (it will give us ideas on how to improve)?

Summarize the activity by reminding students that learning new things is not easy and that it takes many tries before we get the concept correct. We can help each other by praising effort and giving each other specific feedback. Emphasize **accept feedback** on the Self-Efficacy Strategies Poster and remind students to use this strategy when they are learning something that is very difficult.

### 3. I can **give and accept praise** to build others' self-efficacy

In this activity, students practice creating praise statements to build others' self-efficacy. Their praise statements should be positive and praise something specific about the efforts another person is putting forth when learning. Students should accept the praise others are giving them and listen to the things they are doing well rather than dismissing it. Students will use scenarios to practice the **give and accept praise strategy**.

Explain to students that we can use specific praise statements to help others believe in their abilities. Remind students that when we praise others, we need to include details about the efforts they are making to learn.

Read through the example provided in the chart below. Then ask students to praise Sophie and Emily. For each example, ask students:

- What is something specific [Sophie or Emily] is doing to improve?
- How can we praise [Sophie or Emily]?

Scenario	Praise
Example: Austin really wants to improve his butterfly drawing. His first drawing is not very detailed, but after listening to the feedback from his friends and drawing the butterfly several times, he	Your butterfly became a little more detailed after each drawing; I can tell you listened to our feedback and worked hard to add the details. You kept drawing the butterfly over and over until you got it right—that's a lot of effort!

draws a butterfly that is very similar to the illustration.	
Sophie really wants to learn how to make a rectangle with 12 squares. She tries several times but gets frustrated. After accepting feedback and encouragement from her friends, Sophie makes a very long rectangle with 12 squares.	
Emily wants to learn all her sight words this week. She has never been able to learn all 10 each week, but after practicing with her mother each night and writing each of the words three times, Emily has learned all 10 of her sight words this week.	

Ask students to use page 13 of their **My Self-Efficacy Workbook** to create praise statements. Assign each student a partner and tell them to create a praise statement for their partner related to their drawing of the Southwest African lion from Activity 2. For example, “You focused on effort when you drew the lion, and your lion’s mane looks real.” After each student has provided their partner with a praise statement related to their lion drawing, ask students to creating a praise statement for a challenging concept their partner is learning right now. Students should ask their partner:

- What is something you have been learning lately (e.g., multiplication facts, writing my whole name, riding a bike)?
- What have you done to improve (e.g., practiced at home each night, applied the feedback my teacher has given me)?

Once students know what their partner has been working on and what they have done to improve, they should create a praise statement for their partner. For example, “You have been working hard to learn your multiplication facts, and practicing at home each night has helped you improve.” For non-readers, ask them to draw a picture. For example, they could draw a picture of a student who is learning to tie their shoes by watching older children tie their shoes. Remind students that using the **give and accept praise** strategy will help them improve their belief that they can do hard things.

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

**Competency:** Self-Efficacy K–2

**Learning Target:** Students have self-awareness regarding their emotions when encountering challenging situations/tasks and can use strategies such as mindfulness and positive self-talk to help build their self-efficacy in those situations.

### Materials:

- Book *When Sophie Thinks She Can't...* by Molly Bang or video read-aloud: [https://www.youtube.com/watch?v=y6UDcNw\\_lkw](https://www.youtube.com/watch?v=y6UDcNw_lkw),
- Video *A Little Spot of Feelings*: <https://www.youtube.com/watch?v=YC3SQnoggiM>,
- Video *How to Tame My Anxiety Monster*: <https://www.youtube.com/watch?v=JP6qNv9Gxq8>,
- Book *I Can Do Hard Things* by Gabi Garcia or video read-aloud: <https://www.youtube.com/watch?v=retSVzIJmcQ>,
- Video *Bubble Bounce! Mindfulness for Children (Mindful Looking)*: <https://www.youtube.com/watch?v=UEuFi9PxKuo>,
- Self-Efficacy Strategies Poster,
- Feelings Chart from Activity 1,
- Handout **My Self-Efficacy Workbook** for each student, and
- List of vocabulary words for Activity 4.

**Preparation:** Prepare a list of vocabulary words for students to use in the game in Activity 4.

### Activities:

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

In this activity, students explore the third source for building self-efficacy, Physiological Feedback (as defined by Albert Bandura, 1989). We have used an age-appropriate description for Physiological Feedback, and you should refer to this source as **calm myself**. Students have previously learned about how to calm themselves by taking deep breaths or taking a walk. In this activity, they practice naming some feelings they have when they experience frustration or stress. Physiological feedback is our body's reaction to stress. We may experience an increased heart rate, sweaty palms, or dry mouth when we are feeling stressed or nervous. This is our body's way of telling us we are experiencing emotions. Students need to recognize these signals and take steps to calm themselves so that these signals don't inhibit their learning. When students learn to manage their emotional reactions, it gives them confidence and ultimately builds their self-efficacy.

Review each of the strategies on the Self-Efficacy Strategies Poster that students have learned about and practiced. Tell students that they are going to learn more about the **calm myself** strategy. Ask students:

- Have you ever felt stressed or frustrated when you were learning something hard?
- How did your body feel (e.g., tense, shaky)?
- What did you do (e.g., started to cry, became angry)?

Tell students that we all have times when we start to feel stressed or frustrated. During those times, it is important to be aware of what we are feeling and to practice calming ourselves so that those big feelings don't keep us from learning. Explain to students that they are going to learn some ways that they can calm themselves when they start to experience negative emotions. When we start to have big feelings, we can do things like take deep breaths or take a walk. We increase our self-efficacy because we know that our emotions won't get in the way of our learning. Emphasize the **calm myself** strategy on the Self-Efficacy Strategies Poster and tell students that they are going to learn ways to calm themselves when they are feeling frustrated.

Refer back to the book or video (2:13 in the video) *When Sophie Thinks She Can't...* and discuss the illustration of Sophie holding her head and saying, "I can't do puzzles, and I'm never smart at math." Ask students:

- What do you think Sophie is feeling in this picture (e.g., frustrated, stressed, angry)?
- How do you know (e.g., facial expressions, things she is saying)?
- Have you ever felt like Sophie when you were trying to learn something? Describe a time.

Tell students that when we get frustrated, angry, or stressed, it keeps us from learning and can cause us to say and do things that we shouldn't. When we start to feel those emotions, we need to do things that will keep us calm.

Provide students with an example of a time when managing your emotional reaction was very difficult. Include details about the strategies you used to manage your emotional reactions as well as your physiological responses to the emotional situation (e.g., racing heart, sweaty palms). We have provided an example below that you can use with your students or use as a guide when developing your own example.

*Example:*

*Every August, I am excited to teach a new class of students, but I am also anxious because there are so many things I have to do to prepare for the students' arrival. I have to set up my gradebooks, decorate the bulletin boards, and clean and reprogram all of the iPads. We also have meetings the week before students arrive, so there isn't a lot of time to prepare. During the first week of August, I start to feel anxious, and my heart is racing because I keep thinking about everything I need to do. I also feel worried that I won't get them done on time. I have learned that whenever I start to feel anxious, I stop and take some deep breaths. I also take a brisk walk around the building, and that helps me refocus and keep working toward getting my classroom ready for students.*

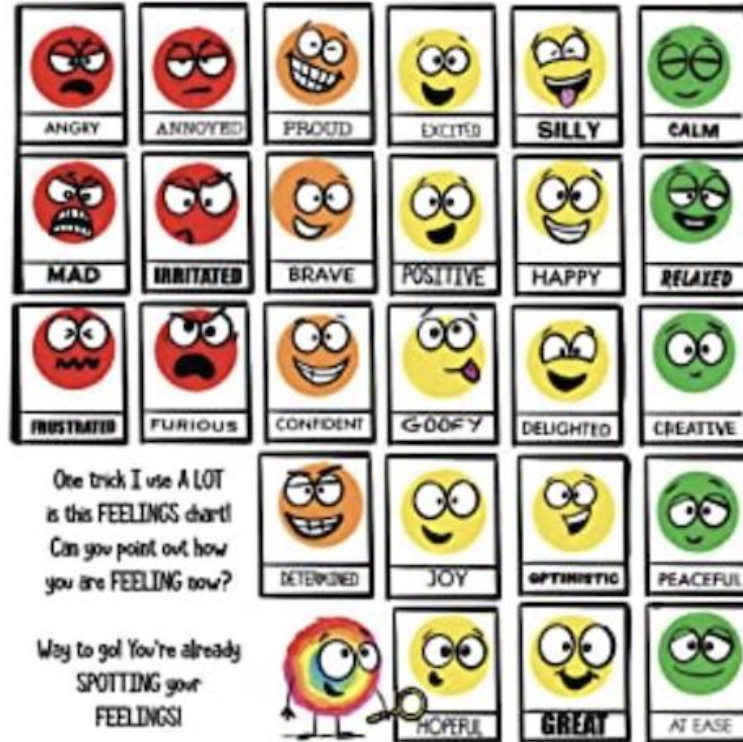
Explain to students that learning to manage our emotions, or big feelings, starts with being able to recognize and describe how we are feeling. We have to be emotion detectives and think about how we feel and why we feel that way. It is important to be able to name our feelings. Show students the video *A Little Spot of Feelings*, linked here: <https://www.youtube.com/watch?v=YC3SQnoggjM>.

Show students the Feelings Chart from *A Little Spot of Feelings* below and ask students the following questions, first focused on the emotion of angry, then calm, then joy:

- How would a person's face who is [angry, calm, joy] look?

- What would they be doing with their body? How would they stand?
- What would they say?

### Feelings Chart



Alber, D. (2020). *A little spot of feelings: Emotion detective*. Published in the United States by Diane Alber Art LLC. <https://www.dianealber.com/products/a-little-spot-of-feelings-emotion-detective>

Next, ask the students to identify two feelings they might be having when learning specific concepts in your class. Use the Feelings Chart to help them identify specific feelings. Discuss the facial expressions and body language that might occur in each scenario. Explain that we may each experience different feelings when learning the same concept.

Concept	Feelings
1. Learning sight words	
2. Learning to count to 100	
3. (Content-specific concept)	
4. (Content-specific concept)	
5. (Content-Specific concept)	

Students may choose feelings that are positive or negative as they think about content-specific concepts they will be learning. Explain to students that sometimes we have negative feelings when approaching challenging tasks, but it is important that we recognize negative feelings and do something about them. These feelings are an indication that we are experiencing low self-efficacy and have a fixed mindset about learning something challenging. When we practice the *calm myself* strategy, we learn how to manage our emotions and keep learning.

## 2. I can *calm myself* and manage my emotions

In this activity, students learn different strategies for managing their emotional reactions through the *calm myself* strategy. It is important they understand that emotions are normal and that we can learn to recognize when we have emotions and use strategies to manage them.

Remind students that frustration and negative emotions can get in the way of learning and making progress. Emphasize that they will learn ways to calm themselves when they start having negative emotions like fear and disinterest. Explain to students that they are going to watch a video about anxiety. Anxiety means they are experiencing a lot of worries getting in the way of their learning. Ask them to listen carefully for the different ways the students in the video reduce their anxiety and calm themselves.

Show the video *How to Tame My Anxiety Monster*, linked here:

<https://www.youtube.com/watch?v=JP6qNv9Gxq8>.

After watching the video, ask students:

- What were some things the boy did to calm his anxiety monster (e.g., go outside and play, go on a walk, exercise)?
- Describe a time when you felt anxious.
- What are some things you will try the next time you feel anxious (e.g., deep breaths, take a walk)?

Ask students to use page 14 of their **My Self-Efficacy Workbook** to describe a few ways they can calm themselves when they feel anxious. Non-reading students may draw each of the strategies.

When I feel anxious, I can \_\_\_\_\_.

Emphasize the *calm myself* strategy on the Self-Efficacy Strategies Poster and tell students that the next time they feel anxious, frustrated, or angry, they should try calming themselves by taking deep breaths or taking a walk.

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

In this activity, students continue to learn and practice ways to use the strategy *calm myself*.

Remind them that mindfulness is a relaxation technique that can help reduce negative or destructive feelings. Regularly practicing mindfulness has been shown to help students reduce stress and anxiety, improve concentration, stay calm in tense situations, and increase empathy.

Research has even found that practicing mindfulness for even a short period of time can contribute to improved grades and test scores. Learn about the research in the *Edutopia* article here:

<https://www.edutopia.org/article/mindfulness-all-the-rage-does-it-work-youki-terada>.

Refer back to the book or video (0:28 in the video) *I Can Do Hard Things* and discuss the illustration of the student with purple hair meditating. Ask students:

- What is happening in this picture (e.g., breathing, meditating)?
- Have you ever used breathing to help you refocus?
- What happens when you sit, close your eyes, and breathe deeply (e.g., you feel better; you calm down; you relieve your stress and refocus)?

Tell students that the student in the picture is using mindfulness to refocus and calm herself. Mindfulness is part of the ***calm myself*** strategy and will help us relax. When we practice mindfulness, we become aware of what we think and feel. We can practice mindfulness through breathing or thinking positive thoughts. Explain to students that they will practice mindfulness by watching a video and focusing on what the voice in the video tells them to do. Ask students to prepare to watch a video by sitting quietly, with both feet on the floor.

Show students the video *Bubble Bounce! Mindfulness for Children (Mindful Looking)*, linked here: <https://www.youtube.com/watch?v=UEuFi9PxKuo>.

After the video, ask students:

- Using “fist to five,” rate how well you were able to concentrate on the bubbles. If you show a fist, you were not able to concentrate. If you show me five fingers, you were able to concentrate on the bubbles.
- Do you feel differently after watching the video?
- How do you feel (e.g., relaxed, happy)?

Remind students that they can use mindfulness to calm themselves when they start to feel anxious, stressed, or angry. When we use mindfulness to calm ourselves, it helps us refocus our minds and improve our learning. Emphasize that mindfulness is part of the ***calm myself*** strategy on the Self-Efficacy Strategies Poster.

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

In this activity, students choose at least one way to ***calm myself*** to use when they experience emotions related to learning or completing a difficult task.

Review the calming strategies from the video *How to Tame My Anxiety Monster* (deep breaths, taking a walk, mindfulness, talking to a friend, thinking positive thoughts) and remind students that when they start to feel stress, frustration, worry, or anxiety, they should use at least one of the strategies to calm themselves.

Explain to students that they still have many difficult concepts to learn and that practicing ways to ***calm myself*** when they start to get frustrated will help them to be able to continue to put forth the effort and keep learning—even when the concept is hard.

Tell students they will practice using at least one way to ***calm themselves*** to complete a game. The game is called Hot Seat, and students are divided into two teams. Each student takes a turn on the “hot seat.” Use an empty chair for each team and have it face the other team members. These are the hot seats. One volunteer from each team sits in the hot seat with their back to the board.



Prepare a list of vocabulary words related to your content. Choose a student to write the word clearly on the board. Each team takes turns trying to get their teammate in the hot seat to guess the word, using synonyms, antonyms, and definitions.

The student in the hot seat listens to their teammates and tries to guess the word. The first student in the hot seat to say the word wins a point for their team. Once the word is successfully guessed, a new student from each team sits in the hot seat, and a new round begins with a different word.

Once students are divided into two teams, ask them to work with their team members to determine which calming strategy the team will use during the game. After a few minutes of playing the game, stop and ask the teams to use their calming strategy to help them refocus on the game and maintain an acceptable voice level. After the game, ask students:

- At what point in the game did you feel your body reacting to stress (when I was in the hot seat, when giving clues to my teammate)?
- What did you notice after you used the *calm myself* strategy (e.g., more focused, calmer, able to concentrate, not so stressed)?

After the game, discuss a recent challenging concept students have been working on. Ask students to describe their feelings when they are working on it. Ask students:

- Have you ever felt frustrated when learning [classroom concept]?
- What did you notice your body doing when you started to feel frustrated (e.g., tensing up, couldn't concentrate, distracted, racing heart)?
- What happened to your learning when you started to notice signs of stress or frustration from your body (e.g., I couldn't concentrate, forgot what I was doing, started to make mistakes)?

Remind students that they have learned several ways to *calm myself*. Ask them to review the different ways to calm their emotions mentioned in the *How to Tame My Anxiety Monster* video and determine which ones they will use to manage their emotions. Tell students to use page 14 of their **My Self-Efficacy Workbook** to complete the sentence prompt.

I feel stressed when I work on \_\_\_\_\_ [challenging concept].

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

For non-readers, encourage them to draw pictures of themselves using a different technique to calm themselves.

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

**Competency:** Self-Efficacy K–2

**Learning Target:** Students can analyze others' experiences to identify how self-efficacy contributed to their success and then apply that analysis to similar situations in their own lives.

**Materials:**

- Book *When Sophie Thinks She Can't...* by Molly Bang or video read-aloud: [https://www.youtube.com/watch?v=y6UDcNw\\_lkw](https://www.youtube.com/watch?v=y6UDcNw_lkw),
- Book *I Can Do Hard Things* by Gabi Garcia or video read-aloud: <https://www.youtube.com/watch?v=retSVzIJmcQ>,
- Self-Efficacy Definition Poster,
- Self-Efficacy Strategies Poster, and
- Handout **My Self-Efficacy Workbook** for each student.

**Preparation:** Make copies of the parent letter in Activity 2 for each student or write a similar letter and gather poster paper for each student to take home.

**Activities:**

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

In this activity, students are introduced to the fourth source for building self-efficacy, Vicarious Experiences (as defined by Albert Bandura, 1989). We have used an age-appropriate description, and you should refer to this source as **learn from others**. It is the tenth strategy for building self-efficacy. When students are able to think about and analyze how others have succeeded, they are able to use that knowledge to build their belief in themselves to do hard things. Students learn from another person's successes as well as their mistakes. They consider the challenges a person encountered, how they overcame the challenges, and how that led to their success.

Refer back to the book *When Sophie Thinks She Can't...* and discuss how each of the children were successful in creating a rectangle. For example, some children drew squares on chart paper, some children used square tiles, and Sophie thought about how her garden resembled a rectangle. Ask students:

- What challenges did the students in the book/video encounter (making a rectangle, getting frustrated)?
- What did Sophie do when she encountered a challenge (got frustrated; said, "I can't do this")?
- What strategies did Sophie use to get through the challenge (remembered to **say, "I haven't learned this yet"; accept feedback; and exercise her brain**)?
- What did we learn from Sophie (when learning is hard, remember to have positive self-talk and do not give up)?

Summarize the discussion by emphasizing that we learned many things from watching and studying the students in the book/video *When Sophie Thinks She Can't...* We learned there are many ways to make a rectangle. We learned that sometimes we can get frustrated when we try to do hard things,

and that is okay. We also learned to encourage others, remind them to exercise their brains, and say, “I haven’t learned this yet.”

Refer back to the book or video *I Can Do Hard Things* (0:59 in the video) and discuss the illustration of the girl learning to ride a skateboard. Ask students:

- What challenge is the girl encountering in the picture (falling off a skateboard, learning to ride a skateboard like her friend)?
- What could the girl do to overcome the challenge (***try again; say, “I haven’t learned this yet”; exercise her brain***)?

Next, go to the illustration of the girl falling into the pool next to the boy who is diving (2:04). Tell students that the girl probably wants to learn to dive. Ask students:

- What challenge is the girl facing (learning to dive)?
- What could she learn about how to dive from watching the boy (placing hands over her head, putting her feet together, standing up tall)?

Summarize the discussion by emphasizing that students have learned many things by studying the characters' actions, thoughts, and consequences in each book. We have thought about how each character overcame a challenge, which led to their success. When we learn from others, it helps us improve and builds our self-efficacy. Emphasize the ***learn from others*** strategy on the Self-Efficacy Strategies Poster and remind students that when they want to increase their confidence in themselves to do hard things, watching and learning from others will help.

Ask students to use page 15 of their **My Self-Efficacy Workbook** to complete the reflection below:

When Sophie struggled, she [students name a self-efficacy strategy] to overcome her challenges.

For non-readers, encourage them to draw a picture of how Sophie overcame her challenges in learning to do math puzzles.

## **2. I can *learn from others* to increase my own self-efficacy**

In this activity, students reflect on how people they know, such as teachers, siblings, friends, or parents, have overcome challenges. They use that analysis to reflect on how they will overcome various challenges they will likely face in the next year.

Remind students that they have been learning about how others overcame challenges so that they can build their self-efficacy in overcoming challenges. This strategy is called the ***learn from others*** strategy. Review the different characters discussed in the previous activity, such as Sophie from the book/video *When Sophie Thinks She Can’t...*, the girl on the skateboard and the swimmer from the book/video *I Can Do Hard Things*, and how they overcame challenges in each situation.

Share a personal example of how you experienced a challenge in learning something and overcame the challenges. Include details about how you felt, what you were thinking, and the specific strategies you used to help yourself continue to put forth the effort and succeed. After sharing your example, ask students:

- What were the challenges I faced in learning to [challenging task]?
- What did I say to myself to continue learning to [challenging task]?
- What emotions did I experience when learning [a challenging task], and how did I manage those emotions?

Tell students they are going to interview someone they know and learn about how they overcame a challenge. They may choose someone at school or outside of school to interview. They will ask someone about how they overcame a challenge, draw a picture of that person succeeding, and present their information to the class. Provide students with a copy of the letter below and poster paper. Ask them to complete the interview and the poster in the next few days.

Dear Parent,

We have been learning about self-efficacy. Self-efficacy means that you believe you can accomplish something even though it may be difficult. We have also been learning about ten different strategies that we can use to increase our belief in ourselves and help us overcome challenges that we may experience when learning. One way to increase our belief in ourselves is to hear about how people we know have experienced and overcome challenges. Please let your student interview you for a project we are working on in class. Share something you learned to do or a challenging task you completed (e.g., learning to drive a car, completing a degree, running a marathon). Answer the questions below for your student.

- What hard thing did you learn to do, or what challenging task did you complete?
- What were the challenges you faced?
- What did you say to yourself, feel, and think as you worked on the challenging task?
- How did you overcome your challenges and succeed?

Please assist your student in completing a poster that shows how you learned something difficult or overcame challenges. Include details about the strategies you used to overcome your challenges, such as focusing on your effort, learning from your mistakes, learning from others, and accepting feedback.

After each student has completed the interview and the poster, ask them to share their projects with the class. Encourage them to share details, including the specific strategies the person used to overcome the challenge.

### 3. I can use *learn from others* to help myself overcome a challenge

In this activity, students identify challenges they are currently experiencing or are likely to experience in the future. They reflect on how the characters from Activity 1 and the person they interviewed from Activity 2 overcame challenges, and determine how they will use that knowledge to overcome their own challenges.

Review how Sophie from *When Sophie Thinks She Can't...* and the characters from *I Can Do Hard Things* experienced challenges and overcame them. Refer to a few of the student interview projects from Activity 2 and highlight how various people overcame challenges. Ask students to use page 15 of their **My Self-Efficacy Workbooks** to respond to the following prompts:

- When I experience a challenge, I can be like \_\_\_\_\_ [character or person they know] and \_\_\_\_\_ [write or draw at least two different strategies they will use] to overcome the challenge.

Encourage non-readers to draw pictures of the person they interviewed or a character from the books and illustrate how they overcame a challenge.

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

**Competency:** Self-Efficacy K–2

**Learning Target:** Students can demonstrate their understanding of self-efficacy and their ability to use strategies for building their own self-efficacy.

**Materials:**

- Self-Efficacy Definition Poster,
- Self-Efficacy Strategies Poster, and
- Handout **My Self-Efficacy Workbook** for each student.

Use Activity 1 to observe and rate your students' self-efficacy behaviors as they are working on their projects. To record the *Self-Efficacy Performance-Based Observation* results, you or your school will need an account on <https://www.cccstudent.org/>, a free assessment site.

**Activities:**

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

In this activity, students complete a project where they share details about what they have learned about self-efficacy. Students should define self-efficacy in their own words, explain why it is important to them, and discuss the different strategies that can be used to increase confidence and build self-efficacy.

Tell students that they are going to complete a project about self-efficacy. Emphasize that the project will take several days to complete and should include everything they have learned about building self-efficacy (i.e., believing you can do something even when it's hard).

Refer to the Self-Efficacy Definition Poster and the Self-Efficacy Strategies Poster. Review the definition of self-efficacy and the ten strategies that can be used to increase your confidence when you are facing a challenging task. Explain to students that they will choose a format for their project, and have students select one of the options below (or provide additional options that address the same intent):

1. Create a video to share with younger students. In your video, describe challenges that the younger students will likely encounter when they are your age. Explain strategies that they can use to increase their self-efficacy.
2. Create a personal Self-Efficacy Poster. Students draw or print pictures of themselves and others using different self-efficacy strategies to overcome challenges.
3. Students write and act out a skit in which a character needs to overcome a challenge and uses self-efficacy strategies to overcome the challenge.

Tell students that their video, poster, or skit must include some very important information. Ask students to use page 16 of their **My Self-Efficacy Workbook** to complete a checklist that will help them create their project. They should check to make sure each item is included in their project.

**Does my project include:**

- **A definition of self-efficacy in my own words** (*What does self-efficacy mean to me?*)
- **An explanation of why self-efficacy is important** (*Why is self-efficacy important to me? How will it help me?*)
- **Strategies anyone can use to increase self-efficacy** (*How did I increase my belief that I could do hard things when I wasn't confident? What strategies did I use to believe in myself?*)

Students should refer to their **My Self-Efficacy Workbook** to assist them in completing their project.

As the students are completing their Self-Efficacy projects, observe their application of self-efficacy concepts using the *Self-Efficacy Performance Based Observation*.

After all the students have completed their projects, arrange for them to present their projects, and consider including other students and families.

## Assessing Your Self-Efficacy (Post-Test)

**Competency:** Self-Efficacy K–2

**Learning Target:** Students reflect on current self-efficacy behaviors and assess their knowledge.

**Materials:**

- Handout **My Self-Efficacy Workbook** for each student and
- Self-Efficacy Strategies Poster.

To record the *Self-Efficacy Performance-Based Observation* results, you or your school will need an account on <https://www.cccstudent.org/>, a free assessment site.
















**Preparation:**

You will use two assessment tools and an informal interview to measure your student’s growth in understanding and applying self-efficacy concepts.













### 1. Re-administer the *Self-Efficacy Questionnaire K–2*

Explain to students that you will read a set of statements from page 17 of **My Self-Efficacy Workbook**. Students will mark or color in the Like Me, Not Sure, or Not Like Me emoji. Remind students that there are no correct or incorrect answers and that everyone’s answer may be different because we all have our own thoughts and feelings.

Use the questions labeled with a “P” to provide practice responding to the statements and marking the correct emoji.

Student Name:		Date:		
P	I feel happy.	 Like Me	 Not Sure	 Not Like Me
1	I believe I can learn to do anything if I try hard. <i>“For example, if you wanted to learn to play a really hard video game, could you learn it if you tried?”</i>	 Like Me	 Not Sure	 Not Like Me
2	When learning something gets really hard, I know how to make myself keep trying and learning. <i>“For example, if you had to learn several vocabulary words in a short period of time, are there things you could do or say to yourself that would help you keep learning?”</i>	 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. <i>“For example, if I told you we were going to be learning [insert challenging content example], would you say to yourself, “Last year I learned to do [insert challenging content that students learned last year], so this year I can learn [insert challenging content]?”</i>	 Like Me	 Not Sure	 Not Like Me
4	I can learn from my mistakes. <i>“For example, when you do something wrong, do you think about how you could have done it correctly and what you learned?”</i>	 Like Me	 Not Sure	 Not Like Me



		Like Me	Not Sure	Not Like Me
5	When I practice things, I get better at them, and my brain grows. <i>“For example, when you practice learning to read, do you believe you get better each time?”</i>	 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. <i>“For example, when your friend tells you a better way to shoot a basketball, would you listen and try what he said?”</i>	 Like Me	 Not Sure	 Not Like Me
7	When I start to get upset, I know how to calm myself. <i>“For example, when you are learning something really hard and start to feel frustrated, do you know how to calm yourself?”</i>	 Like Me	 Not Sure	 Not Like Me
8	I can learn from others when I want to help myself get better at something. <i>“For example, if your friend learned to tie his shoe but you could not, would you watch how he does it to give you an idea of how to tie your shoe?”</i>	 Like Me	 Not Sure	 Not Like Me

After completing the assessment, remind students that there are no incorrect responses to the statements. They will all have different answers because they each have their own unique feelings about things. Explain to students that they may feel differently about some of the statements now that they have learned about self-efficacy. Tell them that you are going to meet with each of them so they can compare their pre-test to their post-test. Tell students to count their responses in each category, recording the information on page 18 of their **My Self-Efficacy Workbook**.

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

## 2. Observe students using the *Self-Efficacy Performance-Based Observation* (see Lesson 9)

You have observed your student’s self-efficacy behaviors at least two times this year in order to see student growth as well as challenges. To complete the *Self-Efficacy Performance-Based Observation*, you or your school will need an account on <https://www.cccstudent.org/>, a free assessment site. Compare each observation, noting the areas where students exhibit strong self-efficacy and where students need growth in self-efficacy concepts.

## Self-Efficacy Performance-Based Observation

**Student Number:**

**Observation Date(s):**

Based on your observations, use the following scale to evaluate the student's self-efficacy behaviors by placing a checkmark in the column that best represents their performance/application of each behavior.

**Beginning:** Not yet able to demonstrate without scaffolding.

**Emerging:** Minimal or superficial demonstration; prompting likely required.

**Proficient:** Sufficient demonstration, including self-appraisal and detailed, personalized application.

**Advanced:** Independent and consistent demonstration; teaches/prompts others.

**Not observed:** Select this if you have not had an opportunity to observe a situation where the individual student could potentially apply the relevant behavior.

Self-Efficacy Sequence Indicators	Beginning (1)	Emerging (2)	Proficient (3)	Advanced (4)	Not Observed
1. Demonstrates an understanding that making mistakes is normal.					
2. Continues to work on a challenging task by trying different ways to solve a problem.					
3. Demonstrates approaching a challenging task with the recognition that ability grows with effort.					
4. Demonstrates verbal persuasion and growth mindset self-talk.					
5. Self-assesses (i.e., connects) level of efficacy, effort and amount of learning applied to specific tasks/knowledge.					
6. Utilizes mindful practices to self-calm and focus.					

### 3. Compare pre- and post-test results

Compare each student's questionnaire results with the *Self-Efficacy Performance-Based Observations* you have completed, noting areas in which they have grown in understanding self-efficacy concepts and areas where they are still learning. Meet with each student to review and discuss the results. During the conference, use the questions below to help students determine their areas of strength and opportunities for growth related to self-efficacy by completing the chart on page 18 of their **My Self-Efficacy Workbook**. Help students identify their next steps in improving their self-efficacy.

1. Tell me what you know about self-efficacy. What is it?
2. What things do you do when you are facing a challenge and lack confidence? Tell me about various strategies you've tried.
3. Reference the Self-Efficacy Strategies Poster and ask: Which strategies are hard for you to do or understand?

After students have reflected, help them to complete the chart on page 18 of their **My Self-Efficacy Workbook** by drawing or writing about the concepts that are their strengths and areas for growth.

Self-Efficacy Strategies I Have Practiced	Self-Efficacy Strategies I Want to Improve
1.	1.
2.	2.
3.	3.