

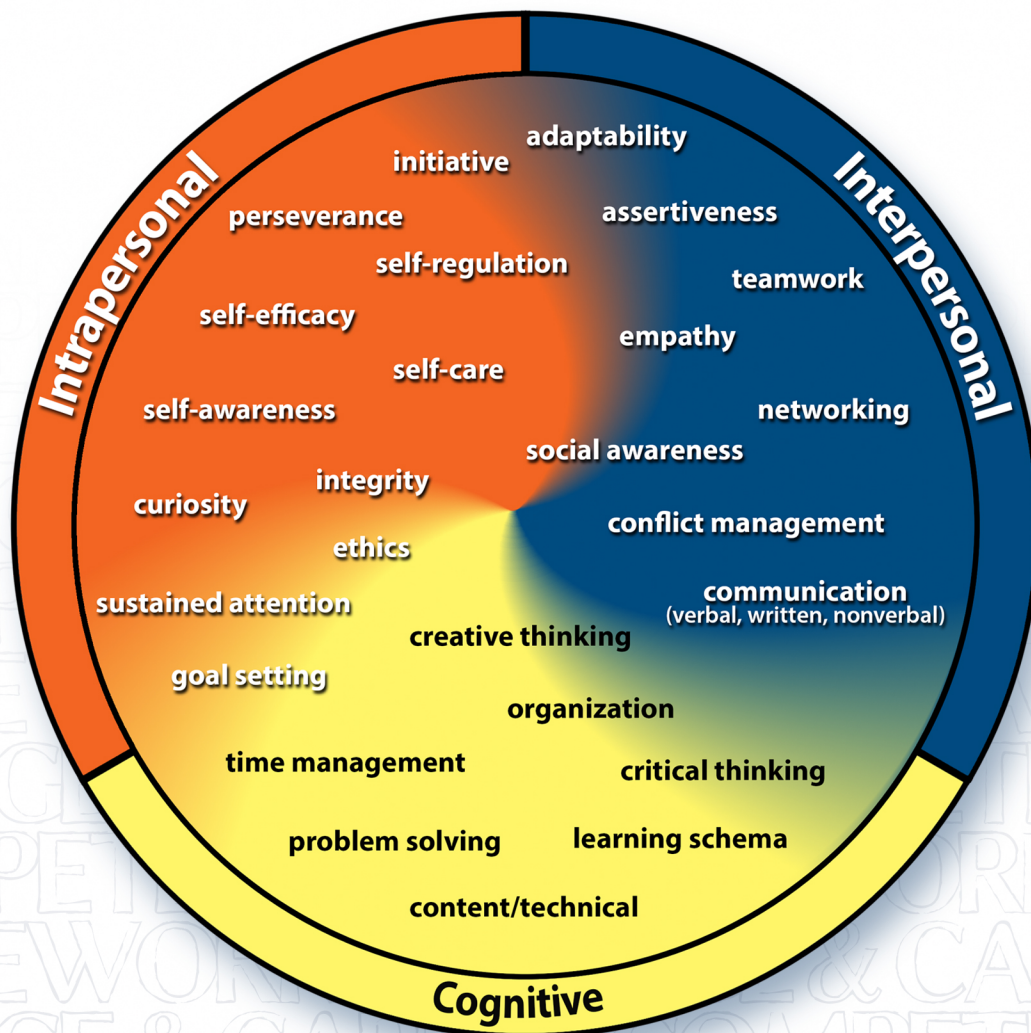
# MY

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# SELF-EFFICACY

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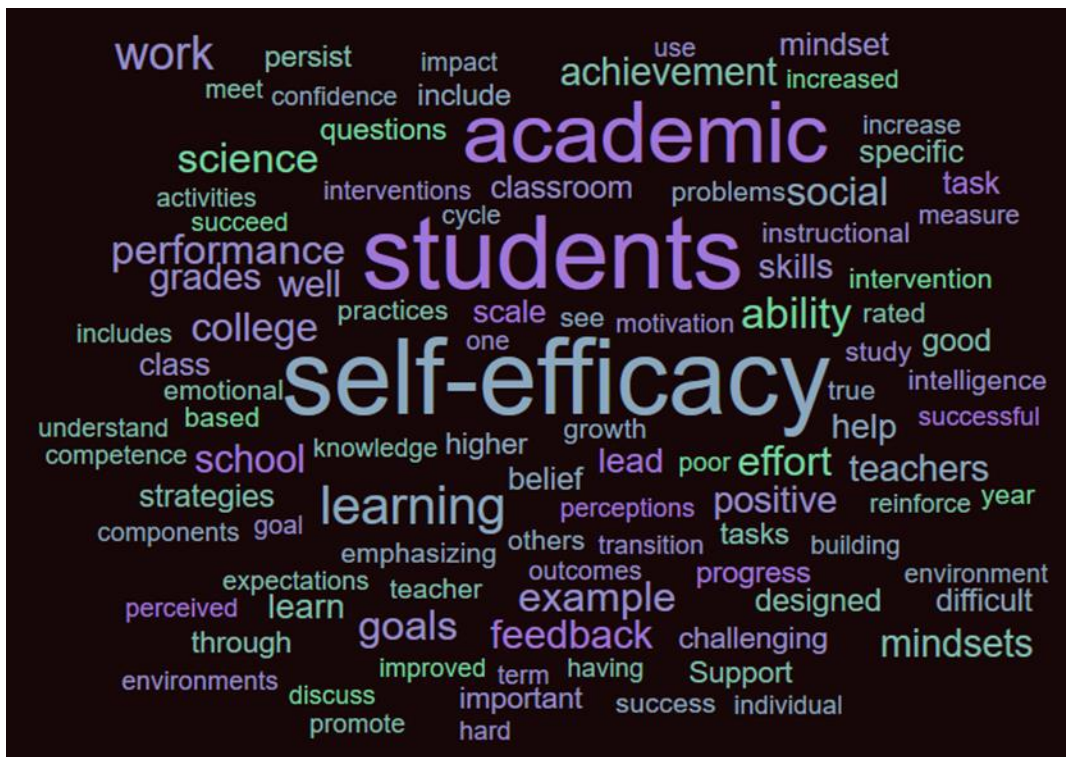
## WORKBOOK (K–2nd GRADE)



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## My Self-Efficacy Workbook (K–2)

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






























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Recommended Citation: Heger, E., Haught, T., Noonan, P. M., & Gaumer Erickson, A. S. (2022). *Teaching self-efficacy in elementary classrooms K-2*. [Teacher lessons and student workbook]. College & Career Competency Framework. <https://www.cccframework.org>

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

**Pre-Test:** Mark or color in the Like Me, Not Sure, or Not Like Me emoji for each statement. Each answer should be based on how you feel. For example, if you always believe you can learn new things, you will mark or color in the Like Me emoji. There are no correct or incorrect answers, and everyone's answers may be different because we all have our own thoughts and feelings.

| Student Name: |   | Date:  |   |  |
|---------------|---|--|---|--|
| P             | I feel happy.   | <br>Like Me   | <br>Not Sure   | <br>Not Like Me   |
| 1             | I believe I can learn to do anything if I try hard.   | <br>Like Me   | <br>Not Sure   | <br>Not Like Me   |
| 2             | When learning something gets really hard, I know how to make myself keep trying and learning. | <br>Like Me   | <br>Not Sure   | <br>Not Like Me   |
| 3             | When I need to learn something new, I think about how I have learned hard things before.      | <br>Like Me | <br>Not Sure | <br>Not Like Me |
| 4             | I can learn from my mistakes.   | <br>Like Me | <br>Not Sure | <br>Not Like Me |
| 5             | When I practice things, I get better at them, and my brain grows.                             | <br>Like Me | <br>Not Sure | <br>Not Like Me |
| 6             | When people tell me what I did wrong, I listen and use what they say to get better.           | <br>Like Me | <br>Not Sure | <br>Not Like Me |
| 7             | When I start to get upset, I know how to calm myself.   | <br>Like Me | <br>Not Sure | <br>Not Like Me |
| 8             | I can learn from others when I want to help myself get better at something.                   | <br>Like Me | <br>Not Sure | <br>Not Like Me |


Remember that we all have different feelings and there are no incorrect responses to the questions. Count your responses in each category:

- 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? \_\_\_\_\_


## Lesson 1: Introducing Self-Efficacy

**Lesson 1, Activity 1: I know what self-efficacy is and can explain why it is important**  
Write or draw your own definition of self-efficacy and choose something you want to learn or do.


# Self-Efficacy



Believing you can do hard things



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Believing I can do things even when they are hard means...

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














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


Write or draw about how you will use the *focus on my effort* strategy to learn something.

**Self-Efficacy**  
Strategies

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

1. Focus on my effort 
2. Try again 
3. Calm myself 
4. Say, "I haven't learned \_\_\_\_\_ yet" 
5. Exercise my brain 
6. Learn from my mistakes 
7. Remember hard things I've done 
8. Give and accept praise 
9. Accept feedback 
10. Watch and learn from others 

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

***Focus on my effort*** means...

**Lesson 1, Activity 4: I can practice the strategies *focus on my effort, try again, and calm myself* to complete a challenge**

Write or draw the strategies you will use.

When the challenge gets hard, I will...

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

**Lesson 2, Activity 1: I can say, “I haven’t learned \_\_\_\_\_ yet,” and exercise my brain to learn hard things**

Write or draw something you would like to learn but haven't learned yet.

I haven't learned to \_\_\_\_\_ yet.

Write or draw something that is a struggle to learn.

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

### Lesson 2, Activity 3: I can name things I can do and things I am still learning

Write or draw two things that you can do well and two things that you are still learning.

| Things I can do well | Things I am still learning |
|----------------------|----------------------------|
|                      |                            |



## Lesson 3: Approaching Challenges with a Growth Mindset

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

Write about or draw the two different mindsets. Then, draw a picture of what a student with each mindset might do or say to themselves when facing a difficult task.

## A fixed mindset means...

## A growth mindset means...

| Fixed Mindset | Growth Mindset |
|---------------|----------------|
|               |                |

**Lesson 3, Activity 2: I can *focus on my effort* through changing fixed mindset phrases into growth mindset phrases**

Write or draw how you will change your fixed mindset phrases into growth mindset phrases.

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

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

**Lesson 3, Activity 3: I can *exercise my brain***

Draw a picture of your brain exercising and write or draw a difficult skill or concept you want to learn.

I will *exercise my brain* to...

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

### Lesson 4, Activity 1: I can *learn from my mistakes*

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

I made a mistake when I \_\_\_\_\_.

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

### Lesson 4, Activity 2: I understand that *learning from my mistakes* is having a growth mindset

Illustrate each of the phrases.

Mistakes help us learn

Mistakes exercise our  
brains

When we learn from our  
mistakes, we have a growth  
mindset

#### **Lesson 4, Activity 4: I can describe examples of using mistakes as opportunities to learn**

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

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

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

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

Write or draw something you learned to do and the self-efficacy strategy you used to learn it.

**Mastery Log**

| What We Learned | How We Learned It |
|-----------------|-------------------|
|                 |                   |
|                 |                   |
|                 |                   |
|                 |                   |
|                 |                   |
|                 |                   |
|                 |                   |
|                 |                   |
|                 |                   |

## Lesson 6: Giving and Accepting Feedback and Praise

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

Write or draw a praise statement for your partner related to their drawing of the African Lion.

Write or draw a praise statement for a challenging concept your partner is learning right now. You will ask your partner:

- What is something you have been learning lately?
- What have you done to improve?

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

### Lesson 7, Activity 2: I can *calm myself* and manage my emotions

Write or draw different ways you can calm yourself when you feel anxious.

When I feel anxious, I can...

### Lesson 7, Activity 4: I can determine how I will *calm myself* when I am learning

Write or draw a challenging concept that makes you feel stressed and a calming strategy you will use to manage your emotions.

I feel stressed when I work on...

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



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

### Lesson 8, Activity 1: I can analyze how characters overcame challenges

Write or draw your response.

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

### Lesson 8, Activity 3: I can use *learn from others* to help myself overcome a challenge

Write or draw your response.

When I experience a challenge, I can be like \_\_\_\_\_

and \_\_\_\_\_  
to overcome the challenge.

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

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




























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

#### Does my project include:

- **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?*)

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

**Post-Test:** You will mark or color in the Like Me, Not Sure, or Not Like Me emoji for each statement. Each answer should be based on how you feel. For example, if you always believe you can learn new things, you will mark or color in the Like Me emoji. There are no correct or incorrect answers, and everyone's answers may be different because we all have our own thoughts and feelings. You should pause and think about how you feel about a statement before marking it.

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

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

| <b>Self-Efficacy Strategies I Have Practiced</b> | <b>Self-Efficacy Strategies I Want to Improve</b> |
|--|---|
| 1.   | 1.  |
| 2.   | 2.  |
| 3.   | 3.  |