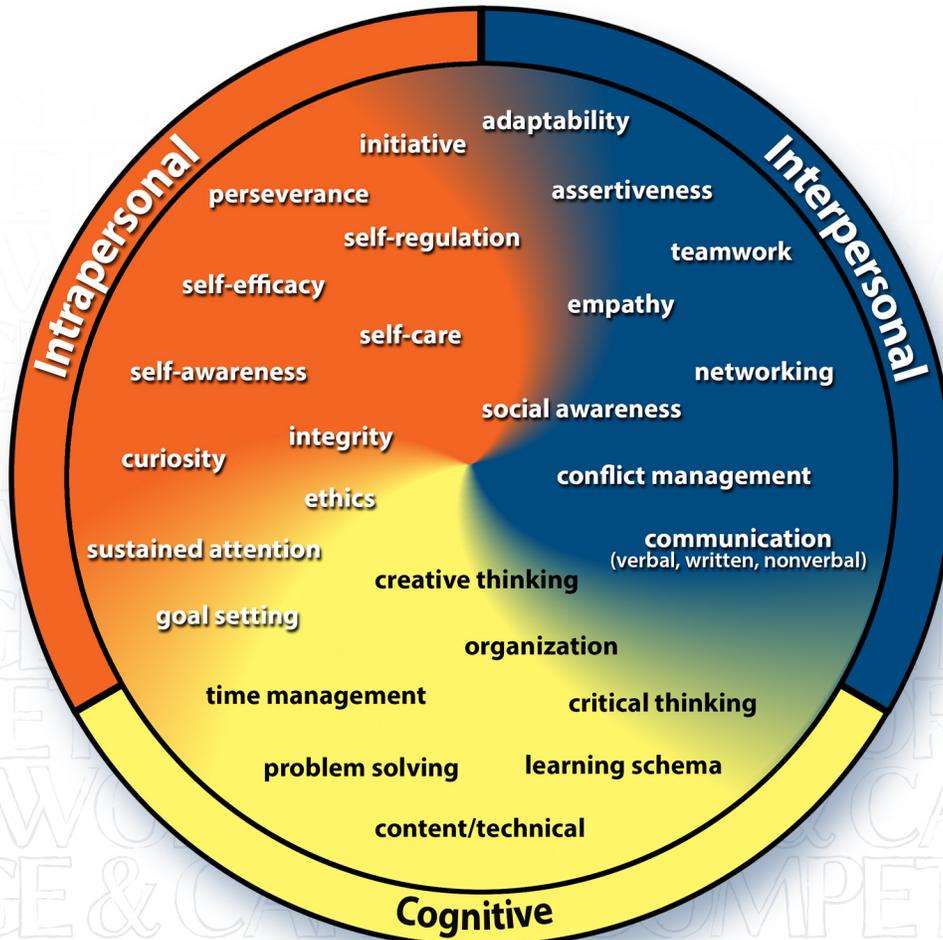


# SELF-REGULATION

## LESSONS

### INTERMEDIATE



© 2013 Amy Gaumer Erickson and Patricia Noonan



## Introduction

The *Self-Regulation Lessons [Intermediate]* contain eight units that build students' understanding and practice of self-regulation concepts. Each unit is designed to be taught across time and contains a series of instructional activities with specific student learning targets. The lessons were developed for students in Grades 3–6 but can be used with older or younger students. The *Self-Regulation Lessons [Primary]* and *Self-Regulation Lessons [Secondary]* provide aligned instructional activities that can be adapted for all ages.

### Instructional Activities

Instructional activities range in length from 20 to 30 minutes and should be taught sequentially. Scenarios, guiding questions, and writing/drawing prompts are included in the activities to build students' understanding of key concepts. Students learn and practice ten Self-Regulation Strategies, which help them plan, monitor, adjust, and reflect to better achieve learning goals. The strategies can be generalized across school and home settings. The ten Self-Regulation Strategies are:

1. **Imagine the Path to My Success:** Visualizing actions needed to reach a goal increases students' confidence and develops critical thinking skills.
2. **Break It Down:** Breaking larger goals or tasks into smaller action steps makes the overall goal more manageable and helps students stay focused.
3. **Manage Big Feelings:** Understanding how their mind and body are affected by strong emotions helps students know when to use calming techniques and other appropriate reactions to strong emotions so that they can continue to learn and make progress.
4. **Predict Obstacles:** Identifying likely obstacles prepares students to enact actions for overcoming the obstacles and increases the probability that they will reach their goal.
5. **Track My Effort:** Learning to evaluate their effort helps students make the connection between putting forth effort and making progress.
6. **Notice My Progress:** Seeing progress helps students determine their short-term growth and maintain motivation toward their goal.
7. **Brainstorm My Options:** Considering actions that positively and negatively affect progress helps students make more informed decisions.
8. **Choose My Response:** Understanding that they have choices helps students select actions that will support progress and understand that setbacks can be minimized with good decision making.
9. **Keep Doing ... Stop Doing ... :** Reflecting on actions that are and are not helping them make progress toward a goal supports students in identifying areas for improvement and adjusting their actions to reach their goals.
10. **Regulate Even Better:** Reflecting on how well they applied the Self-Regulation Strategies and determining their areas of strength and challenge helps students self-regulate when they need to improve their ability to do something or have a goal they want to meet.

### Teaching Resources

Many of the instructional activities within the units include a prompt for students to demonstrate their knowledge of self-regulation concepts by writing or drawing their responses. A complementary

workbook, [My Self-Regulation Workbook](#), can help educators document students' growth in self-regulation concepts, refine their self-regulation instruction, and provide individualized feedback to students. The activities can also be effectively taught without the workbook by asking students to respond to the prompts verbally or in writing.

You will refer to the [Self-Regulation Strategies Poster](#) throughout self-regulation instruction. This should be displayed in the classroom for students to reference as they are learning and practicing self-regulation.

## Assessments

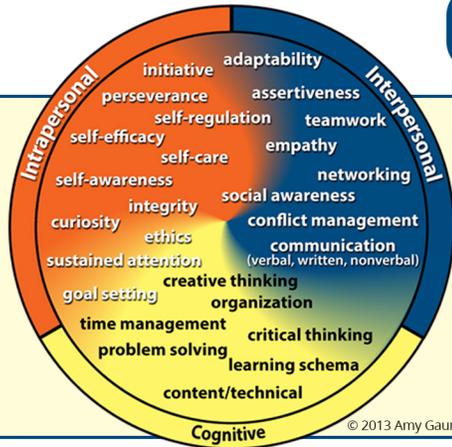
Students' growth in learning and practicing self-regulation should be measured. It is important to collect baseline data related to your students' current ability to self-regulate. There are two assessment tools to measure your students' understanding and application of self-regulation concepts: the *Self-Regulation Knowledge Test 3–6* and the *Self-Regulation Performance-Based Observation*. Both are available for immediate use at [www.cccstudent.org](http://www.cccstudent.org).

The *Self-Regulation Knowledge Test 3–6* (Gaumer Erickson & Noonan, 2025) is a curriculum-based measure that assesses students' knowledge of self-regulation concepts. The test includes multiple-choice, true/false, situational judgement, and short-answer items. The knowledge test is directly aligned to the lessons and should be used as a pre/post measure prior to and after teaching the self-regulation lessons. A self-reflection is also included, where students rate behaviors on a 5-point Likert-type scale from *Not Very Like Me* to *Very Like Me*. The results will help students measure their knowledge of self-regulation concepts and gauge their ability to apply that knowledge. For additional information on this assessment, see pages 1–2 of the [Technical Guide](#).

The *Self-Regulation Performance-Based Observation* (Gaumer Erickson & Noonan, 2018) assesses how well students demonstrate self-regulatory behaviors. It is appropriate for students of any age and can show growth when combined with explicit instruction and practice. This observation tool can be used at purposeful intervals to monitor the development of each student. Based on observations across time or in specific situations, the educator rates each student's self-regulatory behaviors on a scale. For additional information on this assessment, see page 3 of the [Technical Guide](#).

To use the assessments, create an account on [www.cccstudent.org](http://www.cccstudent.org), a free assessment website (students do not need accounts). Once students have taken the *Self-Regulation Knowledge Test 3–6* or you have observed their self-regulatory behaviors using the *Self-Regulation Performance-Based Observation*, you can view and analyze classroom and individual student results on this website. The assessment results can be used to refine instruction, and students and educators can use the results to determine growth. Additional details for launching an assessment and reviewing the results are provided on the website.

# SELF-REGULATION



© 2013 Amy Gaumer Erickson & Patricia Noonan

The **College and Career Competency Framework**, developed by Drs. Gaumer Erickson and Noonan at the University of Kansas, supports educators and families in developing resilient learners who collaborate to expand skills, express their wants and needs respectfully, and apply strategies to self-regulate and persevere. Visit [www.CCCFramework.org](http://www.CCCFramework.org) to learn more about College and Career Competencies.

## STUDENT IMPACTS

Teachers providing **self-regulation** instruction and classroom practice observe student growth, including:

- Improved student responsibility
- Improved ability to set realistic goals, monitor progress, and evaluate results
- Increased reflection on successes and areas for improvement
- Increased sense of control and awareness of their academics
- Improved understanding of the relationship between actions and progress

Research in **elementary** and **secondary** education identifies proven student impacts from teaching **self-regulation**.

- Learning **self-regulation** strategies increases students' academic performance, especially if students are taught when, why, and how they should use certain strategies (Theobald, 2021).
- Students who **self-regulate** earn better grades and higher scores on standardized assessments (Hattie & Zierer, 2018).
- By receiving explicit instruction in **self-regulation**, students can better regulate their emotions, leading to decreases in negative internalizing and externalizing behaviors (Finlon et al., 2015).
- Students who use **self-regulation** recognize more ways to sustain their attention, allowing them to resist common distractions and show more resilience when faced with challenges (Mrazek et al., 2018).

## RESOURCES

- **Instructional Activities** for teaching **self-regulation** strategies K–12
- **Teacher Testimonial Videos** for implementing **self-regulation**
- **Family Guidance** for building **self-regulation** in the home
- Measure student growth in **self-regulation** at [www.CCCStudent.org](http://www.CCCStudent.org)

## DEFINITION

**Self-regulation** is a proactive, self-directed process for attaining goals, learning skills,

managing emotional reactions, and accomplishing tasks (Noonan & Gaumer Erickson, 2022).

Students use **self-regulation** strategies to increase their independence.



# Table of Contents

Assessing Your Self-Regulation Knowledge (Pretest).....	5
Administer the <i>Self-Regulation Knowledge Test 3–6</i> .....	5
Use the <i>Self-Regulation Performance-Based Observation</i> to observe students .....	8
Unit 1: Introducing Self-Regulation .....	10
1. I can define self-regulation.....	10
2. We can <b>imagine the path to our success</b> and <b>predict obstacles</b> .....	12
3. We can use if–then statements to plan how we will overcome an obstacle .....	15
4. We can create if–then statements for distractions .....	16
5. I can <b>imagine the path to my success</b> , <b>predict obstacles</b> , and create if–then statements.....	17
Unit 2: Using Self-Regulation to Break It Down .....	18
6. I can explain how to <b>break it down</b> .....	18
7. I can <b>imagine the path to my success</b> , <b>predict obstacles</b> , and <b>break down</b> a task .....	19
8. I can explain how others <b>imagined the path to their success</b> and <b>broke down</b> their goal.....	20
Unit 3: Understanding My Ability to Self-Regulate.....	22
9. I can name the Self-Regulation Strategies that are my strengths .....	22
10. I can name things that I regulate well and things that challenge me .....	23
11. I can <b>imagine the path to my success</b> , <b>predict obstacles</b> , and <b>break down</b> something I want to learn .....	24
12. I can explain why self-regulation is important to me .....	25
Unit 4: Using Self-Regulation to Manage Big Feelings.....	27
13. I can identify techniques I can use when my mind and body feel fast or slow .....	27
14. I can use if–then statements to <b>manage big feelings</b> .....	29
15. I can practice <b>imagining the path to my success</b> , <b>breaking it down</b> , <b>managing big feelings</b> , and <b>predicting obstacles</b> .....	30
Unit 5: Tracking My Effort and Noticing My Progress.....	32
16. I can describe how I have <b>tracked my effort</b> and <b>noticed my progress</b> .....	32
17. We can practice <b>tracking our effort</b> and <b>noticing our progress</b> .....	35
18. I can <b>track my effort</b> and <b>notice my progress</b> in managing distractions .....	37
Unit 6: Brainstorming My Options and Choosing My Response .....	40
19. I can explain how my choices affect the outcome .....	40
20. I can explain how <b>brainstorming my options</b> and <b>choosing my response</b> helps me reach my goals.....	42
21. I can <b>brainstorm my options</b> , <b>choose my response</b> , and make a plan that will help me reach my goal .....	45
22. We can identify actions we should <b>keep doing</b> and actions we should <b>stop doing</b> .....	46
Unit 7: Self-Regulation—Putting It All Together .....	49
23. I can <b>imagine the path to my success</b> and <b>predict obstacles</b> to my goal .....	49
24. I can <b>break it down</b> and <b>manage big feelings</b> as I am working on my goal .....	50
25. I can <b>track my effort</b> and <b>notice my progress</b> while working toward my goal .....	51
26. I can reflect on my effort, <b>brainstorm my options</b> , <b>choose my response</b> , and adjust my plan .....	52
27. I can determine actions I should <b>keep doing</b> and actions I should <b>stop doing</b> .....	52
Unit 8: Regulating Even Better .....	55
28. I can determine how to <b>regulate even better</b> .....	55
29. We can determine our strengths and Self-Regulation Strategies that we want to improve.....	56
30. I can describe how I will approach learning, tasks, and goals using self-regulation .....	57
Assessing Your Self-Regulation Knowledge (Posttest).....	59
Re-administer the <i>Self-Regulation Knowledge Test 3–6</i> .....	59
Reflect on pre- and posttest results .....	59

Revised July 2025

Recommended citation: Heger, E., Gaumer Erickson, A. S., & Noonan, P. M. (2025). *Self-regulation lessons [Intermediate]* (2nd ed.) [Teacher lessons and student workbook]. College & Career Competency Framework. <https://www.cccframework.org/competency-lessons-and-student-workbooks/>

## Assessing Your Self-Regulation Knowledge (Pretest)

**Materials (available at [www.cccframework.org/sr-lessons-int/#pre](http://www.cccframework.org/sr-lessons-int/#pre)):**

- *Self-Regulation Knowledge Test 3–6* (online version; see pages 6–7 for the items)
- *Self-Regulation Performance-Based Observation* (online version; see page 9 for the items)

**Preparation:** To record and access assessment results, you or your school will need an account on [www.cccstudent.org](http://www.cccstudent.org), a free assessment website. Follow the directions on the website to launch the *Self-Regulation Knowledge Test 3–6*. Each assessment that you set up will have a specific code. Note the code for your test and provide that code and the link below to the students.

**Assessment Link:** [www.cccstudent.org](http://www.cccstudent.org)

**Code:** \_\_\_\_\_

### Administer the *Self-Regulation Knowledge Test 3–6*

We recommend that students complete the *Self-Regulation Knowledge Test 3–6* online. For the students to complete the assessment online, you or your school will need an account on [www.cccstudent.org](http://www.cccstudent.org), a free assessment website. Follow the directions on the website to launch the assessment, and title the pretest so that it is easy for you to identify (e.g., “2025 Self-Regulation Pretest Grade 3”). On the website, the students will receive personalized reports that you can also access.

Using the copy of the assessment on the following pages as a reference, explain to the students that for Items 1–16, they will use a 5-point scale to rate how each of the statements applies to them. Each rating should be based on how they feel. For example, if they plan out projects they want to complete, they will choose *Very Like Me*. Items 4, 5, and 13 are reversed scored, which means students who understand self-regulation concepts will rate those as *Not Very Like Me*. Assure the students that there are no correct or incorrect answers and that everyone’s responses may be different because we all have our own thoughts and feelings. Tell the students to pause and think about how they feel about a statement before marking it. Then the students will complete the second part of the assessment, which measures knowledge about self-regulation. Tell the students that they may not know the correct answers now, which is expected as they might not have learned about self-regulation yet. The students will repeat the *Self-Regulation Knowledge Test 3–6* after all instruction is delivered.

## Self-Regulation Knowledge Test 3–6

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

Date \_\_\_\_\_

	Not very like me <span style="font-size: 1.5em;">→</span> Very like me				
	1	2	3	4	5
1. I plan out projects that I want to complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I know how much time I need to complete my school assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have a plan for calming myself when I'm mad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. It is hard for me to get started on a big project or assignment. (N)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have trouble remembering all the things I need to do. (N)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I keep track of how I'm doing in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I know when I'm behind on a project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I think about how hard I'm trying and whether I need to put in more effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I make choices to help me succeed, even when they aren't the most fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. When I'm struggling to learn something, I think about what's getting in my way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. When I get behind on a project, I plan how to catch up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. When I'm mad, I try ways to calm myself down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I have a hard time staying focused on my work. (N)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I think about how well I'm doing on my assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I am proud of myself when I get everything done on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I think about how I self-regulated in the past when I set new goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Multiple-Choice

17. Choose the best description of self-regulation.

- a. When you believe that you can accomplish anything if you try hard
- b. When you plan for how to reach a goal and then follow your plan
- c. When you follow your teacher's directions for reaching a goal, learning a skill, or accomplishing a task
- d. When you work with a group to finish a project

**Decide if each of the scenarios describes self-regulation.**

Scenario	Is this self-regulation?	
18. After school, your parent takes your tablet and says you'll get it back when your homework is done.	Yes	No
19. When you are feeling angry, you take a few deep breaths to calm down.	Yes	No

20. You write down the homework that you need to complete and check it off your list as you finish it.	Yes No
21. You were working on your math problem and got stuck. You wanted to ask your mom for help, but she was gone, so you left the answer blank.	Yes No

**Identify the Self-Regulation Strategy used for each behavior.**

<b>Behavior</b>	<b>Strategy</b>		
22. Making a to-do list	Brainstorm My Options	Track My Effort	Break It Down
23. Crossing off items on your to-do list as you finish them	Brainstorm My Options	Track My Effort	Break It Down
24. Thinking about how hard you tried on an assignment	Brainstorm My Options	Track My Effort	Break It Down
25. Chunking big goals into smaller pieces	Brainstorm My Options	Track My Effort	Break It Down
26. Comparing how things might turn out if you make different choices	Brainstorm My Options	Track My Effort	Break It Down

27. Which of these would you NOT use to monitor your progress?

- a. A graph showing your progress over time
- b. A journal where you describe daily progress and identify if you are on track with your plan
- c. A rubric to compare with your work to see if you are doing your best work
- d. A comparison of your progress to your friend's progress on the same project

**True or False**

28. \_\_\_ Self-regulation is important for school, but it doesn't really help improve athletic or musical ability.
29. \_\_\_ Self-regulation can help you manage distractions.
30. \_\_\_ Most kids are good at self-regulation and don't need to work on it.

**Open-Ended**

31. Imagine that you are struggling to learn a skill in math. Describe Self-Regulation Strategies that you might use to learn the math skill.

After the students have completed the online assessment, a Results page will be displayed. Remind them that there are no incorrect responses to the first 16 items and that they will have different answers because they each have their own unique feelings about things. Have the students look over Items 1–16 and identify items they rated high, indicated by checkmarks shaded in green. Ask the students to write three of these items in the table under the column *My strengths in self-regulation*.

Then, have the students identify items they rated low, indicated by checkmarks shaded in pink or red. Ask the students to write three of these items in the table under the column *My areas for growth in self-regulation*.

<b>My strengths in self-regulation (checkmarks shaded in green)</b>	<b>My areas for growth in self-regulation (checkmarks shaded pink or red)</b>
1.	1.
2.	2.
3.	3.

Next, have the students write down their score on the knowledge test:

Multiple-choice score: \_\_\_\_\_/14          \_\_\_\_\_%

Explain to the students that they will likely improve on the knowledge test portion as they learn concepts related to self-regulation. They will retake this assessment later in the year, and it will show their growth.

To access both individual and aggregated student results yourself, log back in to your account on [www.cccstudent.org](http://www.cccstudent.org), click on **My Portal**, scroll to the list of **My Assessments**, locate your assessment, and click on the **Results** button to open the teacher view for that assessment. To view the individualized reports for each student, in **My Portal** click on your assessment’s title.

The students will repeat the *Self-Regulation Knowledge Test 3–6* after all instruction is delivered.

### **Use the *Self-Regulation Performance-Based Observation* to observe students**

The *Self-Regulation Performance-Based Observation* (see page 9) measures students’ self-regulatory behaviors. You will rate each student’s self-regulatory behaviors on a 4-point scale. We recommend that you observe and record your students’ self-regulatory behaviors three times per year (at the beginning, midway through, and after instruction) to see student growth and challenges.

Reflect on the past three weeks and each student’s demonstration of the behaviors listed in the observation. Use the scale to rate each student’s proficiency. If you haven’t had an opportunity to observe a behavior, select *Not Observed*. For behaviors that you haven’t observed, consider providing classroom activities that allow students to demonstrate those behaviors. For example, you might ask the students what effort looks like when learning math and how they know they are making progress in math. You can use their responses to determine each student’s proficiency in the fifth indicator, “Describes how their effort impacts their progress (Strategy 5, **track my effort**; Strategy 6, **notice my progress**).”

To complete the *Self-Regulation Performance-Based Observation*, you or your school will need an account on [www.cccstudent.org](http://www.cccstudent.org), a free assessment website. Follow the directions on the website to launch the *Self-Regulation Performance-Based Observation*. Title the observation so that it is easy for you to identify (e.g., “2025 Self-Regulation Observations Grade 3”). The website will automatically graph three observations for each student and provide both individualized reports and a class-wide summary.

## Self-Regulation Performance-Based Observation

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

Date \_\_\_\_\_

Based on observations across time or in specific situations, evaluate each student’s performance. This assessment can be used at purposeful intervals to monitor the development of each student.

*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* is documented if there has not been the opportunity to observe the behavior performed by an individual student.

Self-Regulation Sequence Indicators	Beginning	Emerging	Proficient	Advanced	Not Observed
1. Visualizes successes and challenges for completing a task and can explain their path to success (Strategy 1, <b><i>imagine the path to my success</i></b> ).					
2. Demonstrates the ability to break down a task by creating action steps (Strategy 2, <b><i>break it down</i></b> ).					
3. Predicts obstacles while working toward a goal and identifies ways to manage the obstacles (Strategy 4, <b><i>predict obstacles</i></b> ; Strategy 7, <b><i>brainstorm my options</i></b> ; Strategy 8, <b><i>choose my response</i></b> ).					
4. Uses techniques for managing big feelings while engaged in challenging learning (Strategy 3, <b><i>manage big feelings</i></b> ).					
5. Describes how their effort impacts their progress. (Strategy 5, <b><i>track my effort</i></b> ; Strategy 6, <b><i>notice my progress</i></b> ).					
6. Reflects on how to improve self-regulation practices by identifying specific strategies that are their areas of strength and challenge (Strategy 10, <b><i>regulate even better</i></b> ).					

## Unit 1: Introducing Self-Regulation

### Learning Targets:

1. I can define self-regulation
2. We can *imagine the path to our success* and *predict obstacles*
3. We can use if–then statements to plan how we will overcome an obstacle
4. We can create if–then statements for distractions
5. I can *imagine the path to my success*, *predict obstacles*, and create if–then statements

### Materials (available at [www.cccframework.org/sr-lessons-int/#u1](http://www.cccframework.org/sr-lessons-int/#u1)):

- Video *What Is Self-Regulation?*
- Self-Regulation Strategies Poster
- Video *Imagine the Path to My Success*
- Video *Visualize Your Exam Success*
- Video *Predict Obstacles*
- *Predict Obstacles* Visual
- Chart paper
- Video *Stay Focused & Avoid Distraction*
- [Self-Regulation Performance-Based Observation](#)

### Instructional Activities:

#### 1. I can define self-regulation

Show the students the one-minute video [What Is Self-Regulation?](#)

Explain that self-regulation is “a proactive, self-directed process where you plan what you will do, monitor your actions along the way, adjust your actions if needed, and reflect on how things are going.” In pairs, ask the students to discuss the definition.

Prompts include:

- What does “proactive” mean? What is an example of approaching a situation in a proactive manner?
- What does “self-directed” mean? What is the difference between self-directed and other-directed? What does it look like when it’s happening? What are some self-directed efforts you’ve made recently?
- What does “process” mean in this context? Why might this be an important piece of self-regulation?

Debrief as a large group. Emphasize: **proactive**—planning in advance; **self-directed**—you do it, not someone else; **process**—a systematic series of actions.

Then, have the students individually write their answer to the following question and then discuss:

In your own words, what is the purpose of self-regulation based on the definition?

Next, ask the students to think about a time when they needed to learn something that would take them a long time or they needed to complete a task that was difficult. Some examples might include reading a novel, writing a research paper, or becoming better at a sport. Discuss these questions with the students:

- When have you had something you needed or wanted to do but felt overwhelmed by how long it would take you or how hard you thought it would be? Maybe you felt stressed because you couldn’t determine how or when to get started. Describe one of those times.

Explain to the students that we all have challenging things we need to learn or do and that we have all felt stressed or overwhelmed when we think about them. Inform the students that learning self-regulation can help them understand how to get started on tasks that seem overwhelming and to know what to do when a task seems too difficult. The “self” in “self-regulation” means they learn how to do things like manage their emotions, check their progress, and reflect on their growth on their own.

Tell the students that there are ten strategies that will help them learn to self-regulate and that they can use these strategies anytime they have a goal, need to learn something, or want to improve their ability to do something. Some of the strategies are **imagine the path to my success**, **break it down**, and **manage big feelings**. Emphasize these strategies on the [Self-Regulation Strategies Poster](#).

Provide the students with an example of something you learned to do or accomplished by self-regulating. Include details about how you **imagined the path to your success**, **broke down** the steps you would need to complete, **tracked your effort** and **noticed your progress**, and determined what to **keep doing** and **stop doing**. You can develop your own example or use the following one.

**Example:**

Sometimes when I have a lot of assignments to grade, I feel overwhelmed. I know I need to do a good job and provide my students with feedback as soon as possible, so I use self-regulation to help me when I have a lot to do. I start by **imagining the path to my success**. I think about how I will feel when I’m finished grading the assignments. I also think about distractions I might experience along the way and how I might avoid things like being distracted by my phone. Then I **break it down**. I usually grade the assignments from one class, then take a break to help keep me focused before I work on the next class. As I am grading the assignments, I **track my effort** by reflecting on how focused I am and making sure I am providing my students with good feedback. I **notice my progress** by marking off each student’s name after I have graded their assignment. After I complete the process, I think about what I should **keep doing** and what I should **stop doing** so that the next time I have a lot of work to do, I know the best techniques for keeping me on track. One of the things I determined that I should **keep doing** is taking a break between grading each class’s assignments. One of the things that I determined I should **stop doing** is trying to get it done as fast as I can, because I can make mistakes and I know my feedback isn’t as helpful.

After providing a personal example of how you used self-regulation, review your example with the students and emphasize how you **imagined the path to your success**, **broke down** the task into the steps you needed to complete, **tracked your effort** and **noticed your progress**, and thought about what you should **keep doing** and what you should **stop doing**. Ask the students to find a partner and discuss what they have learned about self-regulation so far. After their discussion, ask the students to individually write their answers to these questions:

- Why is learning self-regulation important?
- What are some things self-regulation can help you with?

After the students have discussed self-regulation with a partner, ask a few to summarize their conversations. Conclude the activity by explaining to the students that self-regulation will help them learn new things, get better at something, and **manage big feelings** when they have a goal or task they want to complete. Learning self-regulation will provide them with the skills they need to get started on something challenging or something that feels overwhelming.

## 2. We can *imagine the path to our success* and *predict obstacles*

Remind the students they have been learning what self-regulation is and thinking about how self-regulation can help them. Emphasize that as they are learning self-regulation, they will learn different strategies that will help them improve their self-regulation.

Inform the students that the first strategy is ***imagine the path to my success***. Emphasize this strategy on the [Self-Regulation Strategies Poster](#). Discuss these questions with the students:

- When you've had something difficult you needed or wanted to do in the past, how did you make yourself get started?
- Why is it difficult to start something that feels overwhelming or challenging?

Explain that when you ***imagine the path to your success***, you think about the things you will do while you are working toward your goal. You think about the actions you will complete, what you will say to yourself, and what it will be like when you successfully complete a task. Another important aspect to ***imagining the path to your success*** is imagining overcoming the challenges you will face along the way. When we identify possible challenges we might experience and specific ways we might overcome them, we are ***predicting obstacles***.

Tell the students they are going to learn more about ***imagining the path to their success*** by watching a video. Show the students the two-minute video [Imagine the Path to My Success](#).



From the video [Imagine the Path to My Success](#)

Afterward, discuss the strategy:

- How do you ***imagine the path to your success***?  
[Possible responses: think about what it would look and feel like when I succeed, what I would do to reach my goal, and obstacles I would overcome.]
- Why do you think it's important to ***imagine the path to your success***?  
[Possible responses: it helps you envision your success; it reminds you why it is important to complete the task or get better at something; so you can start planning how to reach your goal.]

Inform the students that using the strategy ***imagine the path to my success*** can help them do better in school and in extracurricular endeavors. They can use this strategy anytime they want or need to get better at something. Ask the students to work in pairs and brainstorm a path to success for the following scenarios:

- You want to play well in a sport
- You want to play an instrument in a performance
- You have a really important test

After a few minutes, ask volunteers to describe a path to success for each scenario. Note that there isn't one ideal path but that each person likely has their own unique path to success. The importance isn't the accuracy of the plan but instead the simple act of imagining a path.

Tell the students that they are going to watch a video about how visualizing their success, or **imagining the path to their success**, can help them feel more confident and do better on tests. The video shares some interesting information about how people learned to juggle using visualization, or **imagining the path to their success**. Show the students the video [Visualize Your Exam Success](#). After the video, ask them to work with a partner and discuss what they found most interesting in the video. After the students have discussed the video with their partner, ask volunteers to share with the whole group:

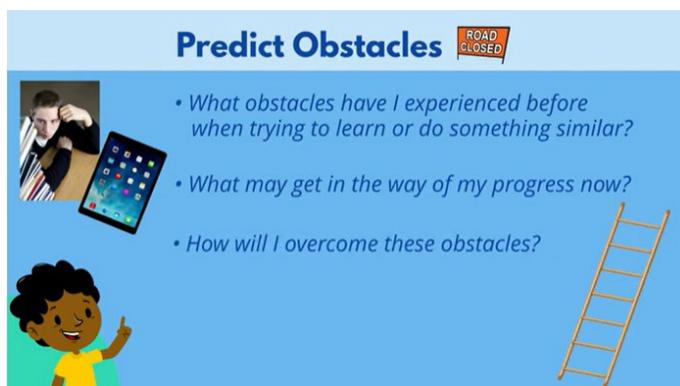
- What part of the video stood out to you? Why?  
*[Possible responses: people who visualized were more successful in learning to juggle in 20 minutes; seeing yourself getting the questions right means you're more likely to actually get the questions right; seeing success helps you know what to do to get there.]*
- How are visualization and the strategy **imagine the path to my success** similar?  
*[Possible responses: in both, you think about what success will look like; they are basically both using your imagination.]*

Explain to the students that one of the important aspects to **imagining the path to your success** is imagining that you will have challenges along the way. When we think about what challenges we might experience and how we might overcome them, we are **predicting obstacles**.

Explain that **predicting obstacles** can help you know what to do when something doesn't go as planned. When you **predict obstacles**, you are more likely to overcome them because you have thought about them and you don't find them so scary or frustrating. Emphasize the strategy **predict obstacles** on the [Self-Regulation Strategies Poster](#).

Explain that obstacles are anything that could interfere with improving or reaching a goal, such as schedules and lack of time, other people, or a lack of materials or resources. They can also be internal, such as your own thoughts or emotions, like self-doubt, anxiety, fatigue, or even boredom. For example, your goal might be to improve your grade in science. Instead of thinking positive things like "I can do this" or "I know it will be hard work, but I will keep going," you might think things like "This is too hard, so I might as well give up." Obstacles are anything that get in your way of reaching a goal or completing a task.

Show the two-minute video [Predict Obstacles](#).



From the video [Predict Obstacles](#)

Afterward, discuss the strategy:

- What are some common obstacles students face when trying to learn something complex? Consider both internal (in your mind) and external (other people, lack of resources, conflicting priorities) obstacles.
- What are some things that we can do to avoid or manage these common obstacles?
- When starting a challenging task, why is it important to **predict obstacles**?  
[Possible responses: so you think about what could go wrong and are prepared; so when something does go wrong, you don't quit.]

Explain to the students that they are going to practice combining the strategies **imagine the path to my success** and **predict obstacles** by planning for an upcoming test.

**Note:** The students can either focus on an assessment planned for your content area or, if you are teaching the lessons in a homeroom or advisory class, an assessment they will have in a different class.

Ask each student to write a description of the path to their success:

- Describe general actions you'll take to prepare for the test and what it will look and feel like when you are successful.

After a few minutes, ask the students to share with a partner. The partners should provide feedback.

Questions for the students to consider when providing feedback to each other:

- Does the path to their success show them completing several actions? Does the path include positive outcomes associated with meeting their goal?

Then ask pairs to report out. Write key actions on the chart paper under the heading *The path to success looks like ...* Examples might include:

- Studying a little each night
- Asking a friend to quiz me
- Completing the study guide
- Checking my answers before I submit my test
- Catching a few of my mistakes while reading through the test again
- Reminding myself to stay focused

**Note:** The students may visualize success as a particular grade on the test. Support them in understanding that with effort they will make progress in learning and that success doesn't always mean a particular grade.

Remind the students that part of **imagining the path to their success** is understanding that things don't always go as planned and that there will be setbacks and obstacles along the way. The best way to prepare for obstacles is to think about them ahead of time so that we are prepared when we experience them. Emphasize that obstacles can be many things, including our own thoughts, distractions like others talking, or being tired and unable to focus. Ask the students to discuss the following questions with a partner and then to individually write their responses:

- **Predict obstacles.** What obstacles could occur while preparing for the test?
- How do you imagine yourself overcoming the obstacles?
- What obstacles could occur while taking the test?
- What could you do to stay focused on successfully completing the test?

After a few minutes, ask the students to share their reflections with the whole group. Write their actions for overcoming obstacles on the chart paper under the heading *I will overcome obstacles by ...* Use the if–then format for describing obstacles and the resulting actions. Examples might include:

- IF I’m feeling nervous, THEN I will take deep breaths.
- IF I don’t know the answer, THEN I will skip the question and come back to it.
- IF I’m distracted by my own thoughts, THEN I will say to myself, “You can do this—just five more questions.”
- IF I’m distracted by noises in the classroom, THEN I will plug my ears.

Then ask each student to describe a few obstacles they are likely to face and what they will do for each one. They can copy ideas from the class examples, or they can come up with their own.

Summarize the activity by reminding the students that they have just practiced the strategies ***imagine the path to my success*** and ***predict obstacles***. As they are working toward their goal, they should remember the path to success they imagined and how they planned to address obstacles.

### 3. We can use if–then statements to plan how we will overcome an obstacle

Remind the students that they have learned two strategies that will help them become better at self-regulation. Ask them to work with a partner and describe the strategies ***imagine the path to my success*** and ***predict obstacles***. Emphasize that thinking about obstacles they might experience while working on a task or goal is not meant to discourage them. Instead, the strategy helps them prepare so that they know what to do when they experience obstacles.

Remind the students that after they think about obstacles that could occur, they should think about what they could do to overcome the obstacles and keep working toward their goal. Inform the students that a way to plan how they will overcome an obstacle is to create an if–then statement.

Show your chart from Activity 2 where you wrote the obstacles and resulting actions as if–then statements. Provide a couple examples from the chart or share this example:

You might plan to study every night to improve your grade in science. If one night your soccer game is rescheduled, you won’t have time to study. To prepare for this possible obstacle, you can use an if–then statement: “IF I don’t have time to study at night, THEN I will wake up a few minutes early and study in the morning.”

Show the [Predict Obstacles Visual](#). Remind the students that obstacles can be events, people, or things (like games or videos). Obstacles can also be big feelings like frustration or nervousness. Thinking about the big feelings they could experience and planning how they might ***manage those big feelings*** will help them continue to make progress.

Provide the students with a few more examples of if–then statements:

- IF I start to feel frustrated while working on my art project, THEN I will take a break to help me refocus.
- IF my older brother can’t go to the gym and help me practice basketball, THEN I will ask a friend.
- IF I make a low grade on my test, THEN I will correct my test and study what I missed so I can do better next time.

Tell the students they are going to practice creating if–then statements using some scenarios they may have experienced. Read the scenario to the students and ask them to work with a partner to brainstorm an imagined path to success and possible obstacles. Then they should individually write their path to

success and two if–then statements. Prompt the students to share their answers. Repeat for the second scenario.

#### Scenario 1:

You need to improve your reading fluency, but every time you practice reading, you feel tired and can't concentrate. **Imagine the path to your success** by thinking about what it will look and feel like when you become better at reading. What will you do to become a better reader? Describe this to your partner. Next, predict at least two obstacles and develop an if–then statement for each obstacle.

#### Scenario 2:

You want to try out for the school talent show by singing a solo. **Imagine the path to your success** by thinking about what it will look and feel like when you sing in the talent show. What will you do to prepare for the solo? Next, predict at least two obstacles and develop an if–then statement for each obstacle.

Summarize the activity by discussing if–then statements with the class:

- How does an if–then statement help you overcome an obstacle?  
*[Possible response: it helps me plan what I am going to do if something goes wrong.]*
- When could you use an if–then statement to help you overcome an obstacle?

#### 4. We can create if–then statements for distractions

Remind the students that they have been learning about self-regulation and how self-regulation can help them improve their ability to do something or meet a goal. They have learned that when they have something they want or need to do, they should start by **imagining the path to their success, predicting obstacles**, and creating if–then statements to help them overcome obstacles.

In the last activity, they practiced using if–then statements to overcome obstacles. Ask a few students to volunteer to share example if–then statements.

Remind the students that obstacles can be events, big feelings, or distractions. Ask the students to name some distractions they have experienced recently. Distractions might include:

- Cell phones, laptops, or other devices
- Television and streaming apps
- YouTube or TikTok video reels
- Others talking
- Thoughts about something they would rather be doing
- Messages from friends

Tell the students they are going to watch a video that will help them understand how distractions can become bigger obstacles. Show the video [Stay Focused & Avoid Distraction](#). Afterward, discuss the video with the students:

- Why did the path to the treasure become more difficult for Lucas?  
*[Possible responses: because he became more and more distracted; he couldn't manage the distractions.]*
- When have you experienced some of the same distractions Lucas experienced?
- How did Lucas learn to overcome the obstacle of distractions?  
*[Possible response: he made a place to study that was free of distractions, put his phone away, took breaks, and set a timer.]*
- What are some things you have tried to avoid distractions?

Provide the students with the following two scenarios and ask them to work in small groups to identify distractions they might experience. Then, individually, have the students write two distractions they might experience for each scenario and create an if–then statement for each distraction.

**Scenario 1:**

You were sick for a couple of days, and now you have a lot of homework to complete.

**Scenario 2:**

You are about to take a math quiz, and you need to do well on it.

Then ask students to each share one if–then statements with the class. Emphasize that when they **predict obstacles**, they should think about possible distractions they may experience, and plan how they will stay focused.

Summarize the activity by emphasizing that learning to manage distractions is part of self-regulation. Distractions can get in the way of learning and progressing toward our goals, so it’s important to think about possible distractions and plan how you will manage them.

**5. I can *imagine the path to my success, predict obstacles, and create if–then statements***

Remind the students they have learned the importance of using the strategy **predict obstacles** to think about obstacles they might experience as they are working toward a goal or completing a task. They have learned how to develop if–then statements to help them plan for obstacles they might experience.

Ask the students to think about something they want or need to do. Maybe they want to become better at ballet or riding a skateboard. They may want to improve their accuracy in math or level up in a video game.

Explain to the students that they are going to write a paragraph where they practice the Self-Regulation Strategies they have learned so far. In this writing activity, they will identify a goal or something they want to improve. They will write about **imagining the path to their success** and **predicting obstacles** and write if–then statements for each obstacle they have predicted. Provide the students with the following prompts to help them structure their paragraph:

- What is your goal or something you want to improve?
- **Imagine the path to your success.** Describe what it will look and feel like when you have improved or reached your goal. What actions will you do along the way?
- **Predict obstacles.** Describe two obstacles that you might experience. Write an if–then statement for each obstacle.
- End your paragraph by summarizing your goal and why you want to improve.

Afterward, ask the students to share their writing with a partner. While sharing, the partner should help them add details about what the path to success will look like and how they could overcome obstacles.

Summarize the activity by reminding the students that **imagining the path to their success** is an important part of self-regulation because it helps them think about what they need to do to get started. **Predicting obstacles** and creating if–then statements for the obstacles helps build students’ confidence as they are working toward a goal because they have acknowledged that there will be challenges and they have thought about how they will overcome those challenges.

Consider reviewing each student’s paragraph to analyze their proficiency in the following indicators on the [Self-Regulation Performance-Based Observation](#):

1. Visualizes successes and challenges for completing a task and can explain their path to success (Strategy 1, **imagine the path to my success**).
3. Predicts obstacles while working toward a goal and identifies ways to manage the obstacles (Strategy 4, **predict obstacles**).

## Unit 2: Using Self-Regulation to Break It Down

### Learning Targets:

6. I can explain how to **break it down**
7. I can **imagine the path to my success**, **predict obstacles**, and **break down** a task
8. I can explain how others **imagined the path to their success** and **broke down** their goal

### Materials (available at [www.cccframework.org/sr-lessons-int/#u2](http://www.cccframework.org/sr-lessons-int/#u2)):

- Self-Regulation Strategies Poster
- Video *Stay Focused & Avoid Distraction*
- Video **Break It Down**
- Video *Before She Skis the Cross-Country Course*
- Video *Olympians Share Their Tips on Achieving Goals*

### Instructional Activities:

#### 6. I can explain how to **break it down**

Remind the students they have been learning about how practicing self-regulation can help them improve their ability to do something, accomplish a task, or meet a goal. They have learned two strategies so far. Discuss these questions with the students:

- How would you describe the strategy **imagine the path to my success**?  
[Possible responses: you think about what it will look and feel like when you have something you want to do; you think about challenges you will experience along the way.]
- How does **imagining the path to your success** help you become better at self-regulation?  
[Possible response: it helps you visualize what you want to happen and how you want it to happen so you know what to do.]
- How would you describe the strategy **predict obstacles**?  
[Possible response: it is thinking about challenges or setbacks you are likely to experience and how you could overcome them.]
- How does **predicting obstacles** help you when you have a task to complete or something you want to learn?  
[Possible response: it makes the challenges you experience less frustrating because you have already thought about them and planned what to do when you experience them.]

Explain that they are going to continue learning the Self-Regulation Strategies. The next strategy they will focus on is **break it down**. Emphasize this strategy on the [Self-Regulation Strategies Poster](#). Ask the students to work with a partner and discuss what they think the strategy means:

- What do you think you do when you **break it down**?

After a few minutes, ask each set of partners to summarize their discussion. Inform the students that self-regulation is a process that starts with **imagining the path to success**, **predicting obstacles**, and **breaking down** a task or goal into manageable parts. Remind the students that in the video [Stay Focused & Avoid Distraction](#), Lucas was trying to avoid distractions and stay focused on his homework. He **broke down** the homework he needed to do into smaller segments, set a timer, and took short breaks, which eventually led to him completing all his homework.

Tell the students they will watch a video that will help them understand this strategy better. As they are watching the video, they should listen for questions you ask yourself when you **break it down**.

Show the two-minute video [Break It Down](#).



From the video [Break It Down](#)

Afterward, discuss the strategy:

- How would you explain the strategy **break it down**?  
[Possible response: thinking about the smaller steps you can do when you have a big task.]
- What are the four things you ask yourself when you **break it down**?  
[Possible response: what do I need to do, when do I need to finish, what do I need to get started, and what is the next thing I need to do?]
- When have you used the strategy **break it down** to help plan out what you wanted to do?

Emphasize that when we **break it down**, we use smaller steps to make progress toward our goal. This helps us build our confidence and make the goal or task seem more manageable. For example, if you needed to write a paper about a book you read, you might ask yourself:

- What do I need to do? (Write a one-page paper about my book.)
- When do I need to do it? (I need to do it before Friday.)
- What do I need to do to get started? (I could start by making an outline for my paper.)
- What could I do next? (I could write the first paragraph this evening.)

Ask the students to identify one thing they want or need to do today. Examples might include doing their chores, practicing their musical instrument, reading a chapter in their book, or finishing homework. Then tell the students to brainstorm potential action steps with a partner. Partners discuss: What do they need to do to get started? What could they do next? After the discussion, ask each student to individually write at least three action steps for their identified task as they **break it down**.

Then prompt the students to share their action steps with their partners and add details when possible. Emphasize that they can use the strategy **break it down** for tasks at school, during extracurricular activities, or at home. **Breaking it down** will help improve their self-regulation because they have a better understanding of what to do and how to get started.

### 7. I can **imagine the path to my success, predict obstacles, and break down a task**

Briefly review the Self-Regulation Strategies **imagine the path to my success, predict obstacles, and break it down** by asking the students to work with a partner and take turns explaining each strategy in their own words. Reiterate that starting with these strategies helps us be more successful in reaching our goals (e.g., saving money, becoming better at math, improving in a sport, or writing a paper).

Ask the students to describe how they **broke down** the task they needed to complete in the previous activity. Summarize that **breaking down** a task into action steps helps us know how to get started and make progress.

Explain to the students that they are going to practice **breaking it down** again by creating action steps to complete a task that is longer and more challenging than the task they **broke down** in the previous activity.

Explain that you will read a scenario and they will **imagine the path to their success, predict obstacles, and break it down**. Ask the students to divide a sheet of paper into three sections or use their workbooks.

**Scenario:**

You have been assigned a new writing task. The assignment is to write a one-page paper on the person you admire the most. You will need to describe the person and why you admire them. You will also be graded on spelling and punctuation. The paper is due in one week.

In the first section, the students should describe their path to success by writing answers to the following questions:

- What do you imagine yourself doing?
- How will it feel or what will you be able to do when you are successful?

After their written description, they should create a quick drawing of what their path to success will look like.

In the second section, the students should predict at least two obstacles they could experience, and write an if–then statement for each obstacle. Then they should illustrate their if–then statements by drawing what they will do when they experience each obstacle they have predicted.

In the third section of the paper, the students should **break down** the task by writing three action steps. After **breaking down** the task, they should illustrate their first action step.

Allow the students 10–15 minutes to **imagine the path to their success, predict obstacles, and break it down**. Then ask the students to share their illustrations, describing their if–then statements and one action step.

Summarize the activity by reminding the students that when they have something they want or need to learn, whether it’s short or long, they can start by **imagining the path to their success, predicting obstacles, and breaking it down** into smaller steps.

**8. I can explain how others imagined the path to their success and broke down their goal**

Remind the students they have been learning Self-Regulation Strategies to help them accomplish a task, meet a goal, or improve their ability to do something. Ask for volunteers to describe the Self-Regulation Strategies they have learned so far: **imagine the path to my success, break it down, and predict obstacles**.

Tell the students they are going to continue to focus on the first three strategies by learning about Olympic athletes and how they used these strategies to help them meet their goals. The first athlete they will learn about is Sadie Bjornsen. She is a cross-country skier, and she uses the strategy **imagine the path to my success** before she participates in a race. Tell the students they will watch a video about Sadie. As they are watching the video, they should think about what she does and things she says to herself as she **imagines the path to her success**. They should also listen for obstacles that Sadie predicts and how she imagines herself overcoming the obstacles.

Show the video [Before She Skis the Cross-Country Course](#). After the video, discuss these questions with the students:

- What are some things Sadie did to **imagine the path to her success**?  
[Possible responses: closed her eyes, relaxed, visualized the hills, heard the sound of the timer, said positive things to herself.]
- What obstacles did she predict?  
[Possible responses: getting nervous, her legs getting tired.]
- How did she imagine overcoming the obstacle?  
[Possible response: she imagined herself being light as a bird.]
- How did **imagining the path to her success** and **predicting obstacles** help Sadie?  
[Possible responses: it helped to calm her nerves; it helped her to feel more confident; it helped her to know what to do while she was in the race.]

Emphasize that Sadie **imagined the path to her success** by closing her eyes and thinking about the feelings and sounds and **predicting obstacles**. This helped her feel more confident and motivated.

Tell the students that they are going to watch another video to continue learning about Olympic athletes and how they use the Self-Regulation Strategies. During this video, athletes will talk about **breaking down** a goal. Show the video [Olympians Share Their Tips on Achieving Goals](#). After the video, discuss these questions with the students:

- How did some of the Olympians describe **breaking it down**?  
[Possible responses: "little by little," "little, teeny, teeny steps," "one step at a time."]
- How did **breaking it down** help the athletes?  
[Possible response: it helped them to stay motivated and kept them from becoming overwhelmed.]
- When could you **imagine the path to your success, predict obstacles, and break it down**?

Ask each student to summarize the discussion by individually writing responses to these prompts:

- When Olympic athletes **imagine the path to their success**, what do they visualize?
- Why do you think it's important for Olympic athletes to **predict obstacles**?
- Why do Olympic athletes create small steps for reaching their goals?

Summarize the activity by reminding the students that they can use the strategies **imagine the path to my success, predict obstacles, and break it down** anytime. The task or goal doesn't need to be big, like winning an Olympic medal. It can be small, like completing homework or staying focused during math class.

## Unit 3: Understanding My Ability to Self-Regulate

### Learning Targets:

9. I can name the Self-Regulation Strategies that are my strengths
10. I can name things that I regulate well and things that challenge me
11. I can **imagine the path to my success**, **predict obstacles**, and **break down** something I want to learn
12. I can explain why self-regulation is important to me

### Materials (available at <https://www.cccframework.org/sr-lessons-int/#u3>)

- Self-Regulation Strategies Poster
- [Self-Regulation Performance-Based Observation](#)

### Instructional Activities:

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

Tell the students they are going to review and reflect on the Self-Regulation Strategies they have learned so far.

Show the [Self-Regulation Strategies Poster](#) and ask the students to reflect on the three strategies they have learned thus far: **imagine the path to my success**, **predict obstacles**, and **break it down**. Ask the students to think about how they have applied each of the three strategies since learning them. Solicit examples for each of the three strategies from the whole group.

Tell the students they are going to play a game to review what they have learned about the Self-Regulation Strategies so far. To prepare for the game, they will work with a partner and develop clues to describe the three Self-Regulation Strategies (**imagine the path to my success**, **predict obstacles**, and **break it down**). Some examples of clues could include:

- Thinking about what it will look like, feel like, and sound like when you are successful (**imagine the path to my success**)
- Thinking about what could go wrong and what you will do if it does (**predict obstacles**)
- Creating smaller steps you complete along the way (**break it down**)

After the students have worked with a partner to create a clue for each Self-Regulation Strategy, collect all the clues and put them in bowl. Then choose a set of partners to be the first to draw a clue from the bowl. After they draw a clue, they should read it out loud and guess which strategy the clue describes. If they guess the correct strategy, then, to get a point, they will need to describe a time when you would use the strategy. Examples of times when you might use each strategy could include:

- When you want to learn how to do an ollie on your skateboard, you would start by **imagining the path to your success**, picturing what it will feel like to land after completing the trick.
- When you need to study for a science test, you need to **predict obstacles**, like being distracted by your siblings. You can use if-then statements to help you plan for obstacles—for example, “IF I’m distracted by my siblings, THEN I will move to another room or ask them to please be quiet.”
- When a major book report is due at the end of the month, you can **break it down** into smaller steps that will help you make progress, like reading one chapter a night.

If they can describe a time when they would use the strategy, they get a point. Repeat until all pairs have drawn three times.

After reviewing the strategies *imagine the path to my success*, *predict obstacles*, and *break it down* with the game, explain to the students that they are going to personally reflect on each strategy and think about which one is their strength. Ask the students to write their answers to these questions:

- Which of the strategies do you find yourself using without even thinking about it?
- Why do you believe this strategy is your strength?
- Provide details about how you used the strategy.

Give the students a few minutes to individually jot down some notes describing which strategy they believe is their strength and why they believe it is their strength. After the students have written their notes, have them form groups based on the strategy they wrote down. Inside the groups, the students should share what they wrote.

After the groups have finished, ask for volunteers to summarize the conversation for the whole class. Emphasize that each of us has different strengths, and remind the students that each of us has different things we already self-regulate well and that we all have different areas where we find self-regulation challenging.

Extend the learning by asking the students to share what they have written with their parents or guardians and describe the Self-Regulation Strategies. Refer families to the family guidance resources at [www.cccframework.org/family-guidance](http://www.cccframework.org/family-guidance) to help build self-regulation at home.

## 10. I can name things that I regulate well and things that challenge me

Remind the students that in the last activity, they determined Self-Regulation Strategy strengths. Ask a few volunteers to share their reflections and emphasize that each person has different areas of strength and challenge. Tell the students that even though they have just started learning about self-regulation, they have already used it without knowing it.

Explain to the students that they have already learned to do many things both in school and in extracurricular activities that required self-regulation. Provide a few examples of academic concepts the students have recently learned, like doing long division or reading novels. Describe how self-regulation has helped them stay focused, follow steps to complete a task, and manage their time. Emphasize that self-regulation helps them at school and that it also helps them learn and do things that aren't related to school, like becoming better at soccer, improving their drawing skills, or learning a musical instrument. Using the Self-Regulation Strategies can also help with things like completing their chores or managing their emotions.

Ask the students to brainstorm as a class a list of at least ten things that they and their friends have self-regulated. Provide guidance or additional suggestions as necessary. Examples might include:

- Staying focused on their work
- Limiting time on their iPad or video games
- Calming themselves when they experience frustration
- Completing their chores without being asked
- Getting up with an alarm clock in the morning
- Saving money for something they want to purchase

Remind the students that people need to be able to self-regulate to achieve their goals. Students who have learned about self-regulation are better at staying focused, *managing big feelings*, and learning new things. Inform the students that the Olympic athletes they have learned about experienced many setbacks and challenges but that they were able to become highly successful at their sport by using self-regulation. Remind the students that they watched videos about how the athletes use the Self-

Regulation Strategies *imagine the path to my success*, *predict obstacles*, and *break it down* to help them.

Then ask the students to think of something they have personally learned to do. Emphasize that it doesn't need to be related to school or a major accomplishment. Ask the students to work with a partner and discuss how they learned to do something (e.g., the steps they took). After their discussion, ask the students to individually write their answers to these questions:

- Were you able to do it perfectly on the first try?
- What did you do to improve or get better?
- Did you *imagine the path to your success*? What did it look like?
- What obstacles did you predict?
- How did you *break down* your challenge into action steps?

After a few minutes, ask for volunteers to share their answers. Emphasize again that learning anything new and challenging takes self-regulation!

Then ask the students to work with a partner again, but this time they are going to describe something that is currently challenging for them to learn or do. Some examples might include completing homework on time, remembering to do their chores, calming themselves when they have strong emotions, or practicing their musical instrument. After discussing with their partner, each student should write their individual answers to the following prompts to help them reflect on things they find challenging to self-regulate:

- Describe something that is challenging for you to self-regulate.
- How could you use the Self-Regulation Strategies to help you improve?

After a few minutes, ask for volunteers to share. Emphasize that we all have areas that we find challenging to self-regulate but that remembering to *imagine the path to their success*, *predict obstacles*, and *break it down* will help them improve their challenging areas.

### **11. I can *imagine the path to my success*, *predict obstacles*, and *break down* something I want to learn**

Remind the students they have been reflecting on things they regulate well and areas where they find it difficult to self-regulate. Explain that self-regulation can help them anytime they want to improve their ability to do something or anytime they want or need to learn something new. For example, you may need to learn to *manage your big feelings* while working on something challenging, or you may need to learn to stay focused on your homework. Maybe you want to get better at writing or math. There can also be things outside of school you may want or need to learn, like improving your ability to shoot free throws or learning a new video game.

Ask the students to think about something they want to learn. This can be the same thing they wrote about and discussed at the end of Activity 10. Have the students close their eyes and *imagine the path to their success*. Ask them to think about their answers to these questions:

- What will it look and feel like when you successfully learn what you want to?
- What will you do to learn and improve?
- What might get in your way? How could you overcome the obstacles?

Provide each student with the table found in the workbook. Ask them to write their goal. Then they should *imagine the path to their success* by writing about what it will look and feel like when they are successful. Then ask them to *predict obstacles* by writing if-then statements for obstacles they could experience. In the last section, ask the students to *break down* their goal by writing at least three action steps.

<b>My goal</b>	
<b>Imagine the path to my success</b>	
<b>Predict obstacles</b>	If-then statement:
	If-then statement:
<b>Break it down</b>	Three or more action steps

After the students have completed their responses, ask them to work in small groups, taking turns sharing their responses. Their group should provide ideas and feedback to help them expand on action steps. When giving each other feedback, students should consider the following questions:

- Are important steps missing?
- What might get in the way of completing the plan?
- What could be changed or added to the plan to prevent it from going off track?
- Do the steps need to be reordered?
- How confident am I that the steps in the plan are all that’s necessary to ensure success? If I’m not confident, how would I suggest further improving the plan?

Have each student finalize and submit their completed plan. Summarize the activity by explaining to the students that they can use self-regulation in school, at home, or in extracurricular activities, like sports or music. Encourage the students to share with their parents what they have written.

Provide feedback on each plan, noting at least two positive aspects and one thing that the student might want to consider in order to improve their plan. Consider documenting each student’s proficiency in the following indicators on the [Self-Regulation Performance-Based Observation](#):

1. Visualizes successes and challenges for completing a task and can explain their path to success (Strategy 1, **imagine the path to my success**).
2. Demonstrates the ability to break down a task by creating action steps (Strategy 2, **break it down**).
3. Predicts obstacles while working toward a goal and identifies ways to manage the obstacles (Strategy 4, **predict obstacles**).

When possible, informally ask the students about their goals and the action steps they are doing.

## 12. I can explain why self-regulation is important to me

Remind the students they have been learning about self-regulation and how to **imagine the path to their success**, **predict obstacles**, and **break it down**. Tell the students they are going to play a game to review what they have learned about self-regulation so far. The game is called Pick a Corner. During the game, the students will choose a strategy they want to improve and go to the corner you have labeled with that strategy. For example, if a student wants to get better at **imagining the path to their success**, they will go to the corner that you have labeled with that strategy. They will work as a group to create a two-minute skit where they act out a scenario for the strategy. For example, if students want to get better at the strategy **imagine the path to my success**, they will go to that corner of the room and work with other students who have chosen the same strategy to develop a skit where they act out a scenario where the strategy is applied.

Ask the students to choose a corner based on the strategy they want to improve. Then read the following scenarios to each group and tell them to begin developing a short skit about the scenario.

**Imagine the Path to My Success:** Your friend Samuel wants to join the basketball team in the fall but hasn't ever played basketball and doesn't know how to get started on his goal of joining the team. You and your friends decide to tell him about the strategy **imagine the path to my success**, which will help him think about how to begin learning basketball and eventually join the team. Help Samuel **imagine a path to success**, which includes completing several actions over time and overcoming barriers and a description of positive outcomes associated with meeting their goal.

**Predict Obstacles:** Your friend Janet has a goal to improve her reading by reading for 20 minutes each night at home. She told you and your other friends that she's not sure this will work because her little brothers are loud and always want her to play with them. You and your friends decide to tell her about the strategy **predict obstacles**, which can help her be successful even when things don't go as planned. Help Janet **predict obstacles** and develop if-then statements to address each obstacle.

**Break It Down:** Your mom told your sister that she needs to do all of her chores before she goes to a friend's house. She's frustrated and said she probably won't get to go to her friend's house because doing the dishes and cleaning the kitchen will take a long time. You and your friends decide to tell her about the strategy **break it down**, which can help her finish her chores by deciding on some actions she could do to get started. Help your sister **break down** her goal into specific action steps.

Allow the students eight minutes to write their scenario. Then ask each group to perform their skit. After each skit, ask the class the corresponding question:

- Did they help Samuel **imagine a path to success** which includes completing several actions over time, overcoming barriers, and a description of positive outcomes associated with meeting his goal?
- Did they help Janet **predict obstacles** and develop if-then statements to address each obstacle?
- Did they help their sister **break down** her goal into specific action steps?

Emphasize to the students that learning the Self-Regulation Strategies can help them complete tasks or learn to do hard things.

Ask the students to quietly think for a minute about why learning self-regulation is important to them. Then tell them to write their thoughts using the following prompt:

Self-regulation is important to me because ...

Summarize the activity by asking each student to share their response with the class. Emphasize that self-regulation is important for helping them know what to do when they have a goal or task to complete. It also helps them learn how to **manage big feelings** and stay focused.

## Unit 4: Using Self-Regulation to Manage Big Feelings

### Learning Targets:

13. I can identify techniques I can use when my mind and body feel fast or slow
14. I can use if–then statements to **manage big feelings**
15. I can practice **imagining the path to my success, breaking it down, managing big feelings, and predicting obstacles**

### Materials (available at [www.cccframework.org/sr-lessons-int/#u4](http://www.cccframework.org/sr-lessons-int/#u4)):

- Feeling Words Wheel
- Chart paper
- Self-Regulation Strategies Poster
- Video **Manage Big Feelings**
- Toothpicks and mini marshmallows (approximately ten of each per student)

### Instructional Activities:

#### 13. I can identify techniques I can use when my mind and body feel fast or slow

Remind the students they have been learning about self-regulation and how practicing self-regulation can help them complete a task or meet a goal. Ask them to work with a partner and take turns explaining the Self-Regulation Strategies **imagine the path to my success, predict obstacles, and break it down**. Tell the students they are going to continue learning about self-regulation by thinking about how their mind and body feel when they are trying to self-regulate. When you have big feelings, like frustration, excitement, tiredness, or boredom, your mind and body react to those feelings. Discuss these questions with the students:

- Describe how your mind and body feel when you are really frustrated. What are you thinking? What are you feeling?
- Describe what’s going on with your mind and body when you feel bored. What are you thinking? What are you feeling?

For activities supporting students in learning how to identify and communicate their emotions, see [Assertiveness Lessons \[Intermediate\]](#), Unit 2.

Emphasize that it’s normal to have big feelings but that part of learning self-regulation is learning to regulate your mind and body. You can think of the strategy **manage big feelings** like riding a bike. There are times when you need to pedal faster and use more effort to keep the pedals going because your bike is going too slow and you won’t be able to keep it balanced if you don’t speed up. This is similar to feeling tired or bored, and you might need to do things like stretch and tell yourself to stay focused so you can get back into the correct speed for learning and completing your tasks.

There are also times when you may be riding your bike downhill and it feels like you’re going too fast and could crash. You must push on the brakes to slow your bike so you stay in control. This is similar to when you feel angry or frustrated. You might take deep breaths to calm your mind and body, you might close your eyes and imagine your heart rate slowing down, or you might say to yourself, “I can do this—focus on my effort.”

Share an example of a time when your mind and body felt too slow or too fast and you had to use self-regulation to get your mind and body back to feeling just right to engage in learning. You can also use the following example.

**Example:**

Last year, my students were working on a STEM project where they were learning velocity and built marble towers. The towers were very delicate, and I had warned the students to avoid them. A couple of my students were joking around with each other, and one student pushed the other student, who fell into the table of marble towers. All the towers collapsed into a large pile. I was so shocked, and my heart was pounding. I raised my voice and said, “What did you do?!” The student who had knocked over the towers was always a respectful and well-behaved student. After I raised my voice, I could see that he was hurt and embarrassed. He felt terrible and apologized to everyone even though it was an accident. He even volunteered to stay after school and rebuild the towers. I didn’t help the situation by raising my voice. Both of us felt awful. I reacted to a situation when my mind and body were going fast. By not working to slow my mind and body, I overreacted and made the situation worse.

Afterward, discuss the example:

- What could have happened if I had taken a few seconds to calm my mind and body?
- Why is learning to keep your mind and body regulated, even in difficult situations, important?  
*[Possible responses: it keeps you from making a situation worse; it helps you maintain respect for others.]*

Tell the students they are going to work with a partner to describe some situations when their mind and body were fast and when they were slow. Show the students the [Feeling Words Wheel](#) and explain that emotions are complex. Ask them to discuss the following questions with their partner and then to individually write their answers:

- Describe a time when your mind and body felt fast. What emotions were you feeling? What signals from your body did you experience?
- Describe a time when your mind and body felt slow. What emotions were you feeling? What signals from your body did you experience?

After a few minutes, ask volunteers to share their reflections. Emphasize that strong emotions impact our ability to focus and regulate. Then, as a class, brainstorm a list of techniques the students could use when their mind or body feels fast or slow to help them move their mind and body back to the speed that’s just right. As the students are naming some techniques, write them on chart paper so that the students can refer to these techniques next time they need to regulate their mind and body. Some techniques could include:

- Taking a few deep breaths
- Stretching
- Talking to someone about your emotions
- Writing about your emotions
- Reminding yourself that you can do hard things
- Taking a break
- Talking to an adult
- Moving to a place where you can concentrate (e.g., away from friends, to the front of the room)
- Engaging in physical activity, like jogging in place or doing jumping jacks

Mention that not all of the options they brainstormed are appropriate in every situation. For example, if your heart starts racing during a test, you usually can’t leave to take a walk or stand up and do jumping jacks. Ask each student to review the list and write down at least three techniques they use or want to try.

Then ask the students to identify a future event, like a test, game, or task, where they are likely to experience strong emotions. Ask them to write their answers to these questions:

- When do you predict that you will experience strong emotions that make your mind or body feel either fast or slow in the near future?
- What will you do to **manage big feelings** and stay focused?

Encourage the students to try to **manage their big feelings** this coming week using the techniques they've identified.

#### 14. I can use if–then statements to **manage big feelings**

Remind the students that in the previous activity they learned there are times when their mind and body will feel fast (like when they are excited, agitated, nervous, enraged) and times when their mind and body will feel slow (like when they are fatigued, sad, disengaged, bored). This is called physiological feedback. They will need to be aware of their mind and body to determine when and how to address these feelings. Emphasize to the students that they have a choice in how they respond to situations when their mind and body feel too fast or too slow. Learning to recognize their body's signals will help them regulate better.

Emphasize the strategy **manage big feelings** on the [Self-Regulation Strategies Poster](#). Inform the students that they will watch a video that will help them understand how to **manage their big feelings**. Show the students the three-minute video [Manage Big Feelings](#). Afterward, discuss the strategy:

- How would you describe **managing big feelings**?  
*[Possible responses: noticing what is going on in your mind and body; using techniques to help get your mind and body to the speed that is just right for learning.]*
- Why is **managing big feelings** important?  
*[Possible responses: it helps you stay focused; it helps you think about the best response rather than reacting to your emotions.]*

Ask volunteers to describe some recent experiences when their mind and body felt fast and slow:

- Describe a recent situation where your mind and body felt fast. What signals from your body did you experience? What did you do to slow your mind and body?
- Describe a recent situation where your mind and body felt slow. What signals from your body did you experience? What did you do to move your mind and body back into a better speed?

Remind the students that when your mind and body aren't at the right speed, it can become an obstacle and slow your progress or cause you to give up on a goal. Learning to recognize the signals your body sends you when you have strong emotions and doing things like taking deep breaths means that you are **managing big feelings**.

Tell the students that identifying situations when they often experience strong emotions and creating if–then statements for those situations will help them plan what to do when they need to regulate their mind and body. For example, "IF I become frustrated while working on my writing, THEN I will take a one-minute break to help me refocus."

Ask the students to work with a partner to write if–then statements for a couple of scenarios. Remind them that they can refer to the list of techniques they brainstormed in the previous activity to help them as they develop their if–then statements.

### Scenario 1:

You have set a goal to read every night for 20 minutes, but every time you start reading, you become tired and start yawning. What is an if–then statement to help **manage your big feelings** the next time you experience this?

### Scenario 2:

You love playing basketball at recess, but sometimes when you are losing the game, you start yelling, stomping your feet, and blaming others. What is an if–then statement to help **manage your big feelings** the next time you experience this?

After the students have worked with a partner to respond to each scenario, ask them to share their if–then statements with the whole group.

Then tell the students they are going to reflect on situations where they have previously experienced big feelings. Explain that they are going to identify a situation where their mind and body felt fast and a situation where their mind and body felt slow. Then they will develop an if–then statement to plan what to do the next time their mind or body feels fast or slow. Some examples of times when they could have experienced big feelings include while playing a sport, arguing with a sibling, working on a difficult math problem, trying to focus on learning something new, or having their parents say no to something they really want. Ask each student to individually respond to the following prompts in writing:

- Describe a time when you experienced big feelings, such as anxiety or anger, your mind or body felt fast, and you responded inappropriately. What did you say or do? What was the outcome?
- Describe a time when you experienced big feelings, such as withdrawal or sadness, your mind or body felt slow, and you responded inappropriately. What did you say or do? What was the outcome?
- Write an if–then statement for each situation to help you plan how you want to respond the next time you experience a similar situation.

Ask for volunteers to share their if–then statements. Collect each student’s writing and provide feedback on their if–then statements. Summarize the activity by discussing this question:

- How does learning to **manage your big feelings** improve your self-regulation?  
[Possible response: *it helps you stay focused and avoid letting your emotions get in the way of what you want or need to learn.*]

Ask the students to pay close attention to their feelings the rest of the day. When they notice that they are having big feelings, they can try techniques they have identified for **managing big feelings**.

Extend the learning by reminding the students to use the techniques they have identified. Observe the students’ proficiency in the fourth indicator of the [Self-Regulation Performance-Based Observation](#), “Uses techniques for managing big feelings while engaged in challenging learning (Strategy 3, **manage big feelings**).”

## 15. I can practice **imagining the path to my success, breaking it down, managing big feelings, and predicting obstacles**

Assign each student a partner and explain that they are going to play a game to practice the four Self-Regulation Strategies they have learned. The game is called Toothpick Towers, and the goal is to build a three-story toothpick tower with mini marshmallows in three minutes using the Self-Regulation Strategies. Ask the students to recall the first Self-Regulation Strategy they learned:

- What is the first Self-Regulation Strategy we learned?  
[Possible response: **imagine the path to success.**]

- What do you do when you **imagine the path to your success**?  
[Possible responses: you think about what you will say to yourself and do as you are working toward a goal; you think about what success looks like.]

Tell the students before they begin building their Toothpick Towers that they will need to start by **imagining the path to their success**. Ask them to discuss each of these questions with their partner and write or draw their responses:

- What do you imagine your tower will look like when you are finished?
- What do you imagine yourself saying to your partner as you are building the tower?
- How do you imagine you and your partner will feel when the tower is finished?

Remind the students that part of learning self-regulation is learning to predict obstacles they will experience. When they are preparing to do something challenging, they should know that it won't be easy, and they should think about the obstacles they might experience, including their own thoughts and emotions. Tell the students to work with their partner again and brainstorm some obstacles they think they might experience while building their toothpick tower. The students should write or draw their responses.

- What are two obstacles we predict?
- What is an if-then statement for each obstacle?

Ask a few partners to share their if-then statements. Explain that building a toothpick tower in a short amount of time is a challenging task and that they will need to plan specific action steps to ensure they have a good tower. Ask the students to work with their partner and write or draw their action steps.

Remind the students that while they are working on something challenging, they may experience big feelings. Tell the students to work with their partner to determine what techniques they will use to **manage big feelings** while building the toothpick towers. Ask the students to write or draw their responses to the following questions:

- What big feelings do we think we will have?
- What is an if-then statement for **managing the big feelings** we might experience?

Ask a few partners to share their if-then statements. Distribute toothpicks and mini marshmallows to each group of students. Remind them to refer back to their responses to the questions to help them remember what the path to their success looks like, how they plan to overcome the obstacles they predicted, how they have **broken down** the steps for completing the toothpick tower, and what techniques they have chosen to **manage their big feelings**.

Allow the students three minutes to construct their toothpick towers while you observe their use of the Self-Regulation Strategies they have learned. After three minutes, ask them to reflect on the activity by discussing these questions as a whole group:

- How did **imagining the path to your success** help you as you built the toothpick tower?
- What obstacles did you experience that you had predicted ahead of time?
- How did you overcome the obstacles?

Then discuss these questions with the students:

- How did **breaking down** the task into smaller steps help you complete the task?
- If you built another toothpick tower, what steps would you add?
- What big feelings did you experience as you were building the tower?
- What techniques did you use to **manage big feelings**?

After a few students have shared their reflections, summarize the activity by explaining that learning and practicing self-regulation will help them complete anything they need to do. Emphasize that the Self-Regulation Strategies can be used anytime they have something they want to improve.

## Unit 5: Tracking My Effort and Noticing My Progress

### Learning Targets:

16. I can describe how I have **tracked my effort** and **noticed my progress**
17. We can practice **tracking our effort** and **noticing our progress**
18. I can **track my effort** and **notice my progress** in managing distractions

### Materials (available at [www.cccframework.org/sr-lessons-int/#u5](http://www.cccframework.org/sr-lessons-int/#u5)):

- Self-Regulation Strategies Poster
- Video **Track My Effort & Notice My Progress**
- **Track My Effort** and **Notice My Progress** Visual
- Effort Meter
- Class Goal Chart

**Preparation:** For Activity 17, determine a few options for class-wide concepts or behavioral expectations that could be used to provide the students with the opportunity to practice **tracking their effort** and **noticing their progress**.

### Instructional Activities:

#### 16. I can describe how I have **tracked my effort** and **noticed my progress**

Refer to the [Self-Regulation Strategies Poster](#) and remind the students that they have learned and practiced several Self-Regulation Strategies and practiced using them when they made the toothpick towers. Ask the students to describe these Self-Regulation Strategies and how they've used them: **imagine the path to my success, break it down, manage big feelings, and predict obstacles.**

Explain to the students that they are going to learn two new Self-Regulation Strategies that will help them determine if they are putting forth enough effort and if they are making progress. When you keep trying to learn, avoid distractions, and keep practicing, you are putting forth a lot of effort. Effort can come from our body working hard, like running long distances, or our brain working hard, like trying different ways to solve a math problem. Discuss these questions with the students:

- What is something you put a lot of effort into learning or doing?
- What is something you don't put much effort into but know you need to increase your effort in doing?

Inform the students they will watch a video to help them understand how to **track their effort** and **notice their progress**. Show the two-minute video [Track My Effort & Notice My Progress](#).



From the video [Track My Effort & Notice My Progress](#)

Afterward, discuss the strategies:

- How would you explain **tracking effort**?  
[Possible responses: keeping track of how hard you are trying and how focused you are.]
- How would you explain **noticing progress**?  
[Possible response: determining if you are getting better at something.]
- Why would you need to **track your effort** and **notice your progress**?  
[Possible response: so you know if you need to try harder and so you make sure you are getting better at something.]

Explain that when the students **track their effort**, they are thinking about how hard they are trying to do something. When they **notice their progress**, they are making sure they are getting better at something. For example, if you were **tracking your effort** in getting better at writing, you might keep track of how many paragraphs you write while doing homework and how often you get distracted while writing. If you are **noticing your progress** in getting better at writing, you might think about how your writing has improved through self-assessing the quality of your work and considering teacher feedback.

Provide the students with a few examples of things they may have used to **track their effort**, like checking things off a list or placing a sticker on an incentive chart each time they completed a task.

Explain that it is important to **track your effort** and **notice your progress** so that you can determine if the actions you are using are helping you improve and make progress toward your goal.

Provide the students with an example of how you **tracked your effort** and **noticed your progress**, or use the following example.

**Example:**

I am trying to improve my health by becoming more active. I have been getting up early to walk two miles each morning, and I make sure to take a couple of walk breaks during the day. My smartwatch has made it easy to **track my effort** through a fitness app, as I can see how many steps I get each day. I also try to keep my heart rate slightly elevated, between 90 and 126 beats per minute, while I am walking. If it is lower, I know that I'm not putting in enough effort and that I need to walk faster to get my heart rate up. I **notice my progress** by taking my resting heart rate and blood pressure once a month. Both of these numbers are decreasing, so I know I'm making progress. I also notice that I have more energy and am in a better mood.

Discuss these questions with the students:

- How would you describe effort?
- What is the difference between mental and physical effort?

Explain that when they **track their effort**, they actively think about how focused they are, how they work through completing tasks, and how hard they are trying. And when they **notice their progress**, they are reflecting on whether their efforts impacted their growth, learning, or achievement.

Have the students generate ideas for **tracking effort** in the following scenarios. Review the example together and ask the students for additional ideas for **tracking effort** in the example. This activity can be completed individually, in small groups, or as a class.

Goal and action steps	<i>Tracking effort</i>	<i>Noticing progress</i>
<b>Example:</b> Getting stronger by lifting weights	Tracking completion of daily exercises  Journaling about effort, motivation, and energy each day	Each week, timing how long I can hold the plank position  Noticing benefits of increased strength
Getting to school on time  Action steps include going to bed at a specific time each night and setting an extra alarm		Calculating the percentage of days I arrive to school on time  Noticing if stress is decreased by not feeling rushed in the morning
Running two miles in two months  Action steps include getting adequate nutrition, running daily, and setting distance/time goals for each week		Weekly, writing down the distance I am able to run in 30 minutes  Noticing if I am able to run longer between walking breaks
Improving my mastery of math concepts  Action steps include studying an extra half hour each night and preparing for the concept quizzes		Getting a high percentage correct on math concept quizzes  Noticing a higher number of math concepts I've mastered  Noticing if I don't have to look at my notes as often when completing math homework
Reducing my anxiety before tests by using calming techniques  Action steps include trying different techniques to determine the most effective ones		After each test, rating my level of anxiety when taking the test  Graphing my ratings over time  Noticing how anxiety reduction impacts performance
Learning how to play the guitar  Action steps include watching online instructional videos, trying out techniques, and practicing for an hour each day		Recording myself playing the guitar each week  When I'm feeling frustrated or unmotivated, watching the recordings and reflecting on how much I've learned

Tell the students to think about how they ***tracked their effort*** and ***noticed their progress*** in the past. Maybe they have ***tracked their effort*** and ***noticed their progress*** while playing a sport. They may have ***tracked their effort*** by thinking about how hard they were trying and how focused they were while playing. They may have ***noticed their progress*** by thinking about how much they had improved and reflecting on the coach's feedback.

Ask the students to describe something they recently improved or learned to do and how they knew they were putting forth effort and improving. Emphasize that it doesn't need to be academic and that it can be something like leveling up in a video game or improving soccer passes. The students should individually write their answers to these questions:

- What is something you recently improved or learned to do?
- Describe how you **tracked your effort**. How did you know you were focused and trying hard?
- Describe how you **noticed your progress**. How did you know you were improving?

Afterward, ask the student to discuss their responses with a partner. Then ask a few to share with the class, explaining how they **tracked their effort** and how they **noticed their progress**. Summarize the activity by reminding the students that they can use the strategies **track my effort** and **notice my progress** anytime they want to make sure they are improving their ability to do something.

### **17. We can practice tracking our effort and noticing our progress**

Remind the students they have been working on self-regulation and learning strategies that will help them improve their ability to complete challenging tasks. In the previous activity, they learned about **tracking their effort** and **noticing their progress** and how both can improve their self-regulation. Ask the students to work with a partner and describe the difference between the strategies **track my effort** and **notice my progress**. Use these prompts to help them generate meaningful discussions with their partner:

- Describe the strategy **track my effort**.
- Describe the strategy **notice my progress**.
- How is **tracking effort** different than **noticing progress**?

After a few minutes, ask volunteers to summarize their discussions. Emphasize that **tracking effort** relates to monitoring how hard you are trying and that **noticing progress** relates to seeing how much progress you have made.

Review ways to **track their effort** and **notice their progress**. The [Track My Effort and Notice My Progress Visual](#) outlines the following examples.

**Tracking effort** might include:

- Checklist—marking off completed steps
- Rating scale—recording effort each day
- Timeline—using a calendar to show the end date and marking each day that you practice
- Timer—recording how much time you practiced
- Tallies—noting each time you managed emotions, practiced, or used a strategy
- Journal—regularly writing or drawing about your effort

**Noticing progress** might include:

- Video or picture log—documenting progress in a visual format to display time-lapse improvements
- Timer—recording how fast you complete something
- Graph—tracking improvement
- Journal—writing or drawing about your progress

Point out that a timer and a journal are listed for both **tracking effort** and **noticing progress**. Many times, the same tool can be used for different purposes. For example, in a daily journal, you might write about your actions (effort) and the results you're seeing (progress).

Show the students the [Effort Meter](#) and explain that it is a way for them to think about their level of effort. It will help them consider how much effort they are putting forth in accomplishing a task and determine if they could use more effort. Explain that the blue colors at the bottom of the meter reflect little effort. You would rate your effort low when you didn't really try much and you gave up. Explain that the red and orange colors reflect high effort. That means that you tried really hard and didn't give up even when the task was hard.

Ask the students to reflect on their effort in learning self-regulation so far by raising their hands and showing the number of fingers they think shows their effort in learning self-regulation. They can use a closed fist to represent zero effort and five fingers to represent exceptional effort. Ask the students who rated their effort as a 4 or 5 to share how they have put in a lot of effort.



Adapted from "Focusing on Effort With Students," January 30, 2013, *Peachy Speechie*

Inform the students that they are going to practice **tracking their effort** and **noticing their progress** by thinking about a class-wide goal or outcome they want to improve over the next week. Concepts could include improving a class behavior, like reducing the amount of talking during silent reading, increasing the number of reading logs turned in, or improving their ability to stay focused while working independently on math.

Download the [Class Goal Chart](#). You will fill in each column with your students' responses. An example of how to fill out the chart is provided.

<b>Goal</b>	<b>Example:</b> We will increase our math proficiency, measured by the weekly math quiz.
<b><i>Imagine the path to our success</i></b>	All students will study the math concepts. We will feel confident in our math skills. We will prepare for quiz-taking anxiety and other obstacles. After the quiz, we will feel confident in our understanding. The class average will increase on the math quiz.

<b>Break it down</b>	Prepare for the math quiz by: <ol style="list-style-type: none"> <li>1. reviewing the concept with a partner,</li> <li>2. completing all assignments,</li> <li>3. taking a practice quiz,</li> <li>4. correcting our assignments and quizzes, and</li> <li>5. choose a calming technique to use right before the quiz.</li> </ol>
<b>Predict obstacles</b>	We might not have time to take a practice quiz during school. IF we don't have time to take a practice quiz at school, THEN we will remind each other before we leave school to take a practice quiz at home.
<b>Track our effort</b>	We will each put a check mark by the action steps we complete. Also, we will use the <a href="#">Effort Meter</a> to rate our effort in learning the math concept by reflecting each day this week.
<b>Notice our progress</b>	We will individually reflect on our growth in understanding. We will review our progress on the quiz scores.

These prompts can be used to guide students:

- What is something we could agree to work on this week so we can practice **imagining the path to our success, breaking it down, predicting obstacles, tracking our effort, and noticing our progress**?
- When we want to improve or reach a goal, how do we start?  
[Possible response: we must **imagine the path to our success**, think about what it will look and feel like when we are successful, and **predict obstacles** we could experience along the way.]
- What will it look and feel like when the class has [completed the goal or task they will be working on]?
- How can we **break down** the goal? What actions could we do to get started?
- What obstacles can we predict? How will we manage these obstacles?
- How could we **track our effort**?
- How could we **notice our progress**?

Follow the plan for the next week, making sure to prompt the students to **track their effort** and **notice their progress**.

### 18. I can **track my effort** and **notice my progress** in managing distractions

Remind the students that they have been **tracking their effort** and **noticing their progress** toward a class goal. Review the class goal that they developed in the previous activity and how they are **tracking their effort** and **noticing their progress**.

Explain to the students that they are going to practice **tracking their effort** and **noticing their progress** again but that this time they will focus on **tracking their effort** and **noticing their progress** in managing distractions. Emphasize that distractions can become obstacles that derail self-regulation efforts if the students don't learn how to manage them.

Ask the students to brainstorm distractions they have experienced recently. Make a list of the distractions for the students to reference later in this activity. Distractions might include:

- Listening to other people talk instead of focusing on their homework
- Checking their phone instead of focusing on their work
- Looking out the window instead of focusing on the teacher

- Scrolling the internet instead of writing their paper
- Thinking about other things instead of what they need to do

Provide the students with a personal example of what you do to manage distractions, or use the following example.

**Example:**

Sometimes I have a lot of assignments to grade, and it can take several hours of sitting in front of the computer. I want to give my students feedback to help them do better, but I can get distracted when I have to sit for long periods of time. When I have a lot of assignments to grade, I **break down** the task into smaller time segments of about 20 minutes. I start by reminding myself to stay focused and concentrate for 20 minutes. After focusing on my effort for 20 minutes, I get up from the computer and take a brief walk. The walking refreshes my brain and helps prepare me to focus for the next 20 minutes of grading.

Explain to the students that thinking about the types of distractions and timing of distractions they usually experience will help them plan how to manage those distractions. Emphasize that developing if-then statements for distractions is a way to help them stay focused.

Read the following example to the students and ask them to work with a partner to brainstorm three possible ways to manage the distraction. After their discussion, each student should write down their responses. Then ask each pair to verbally provide an if-then statement based on one of their options. Sample responses have been included in the following chart.

Distraction	Three possible ways to manage this distraction	One if-then statement for managing the distraction
<p><b>Example:</b> Even though I set aside 3:30–4:30 as homework time, I typically end up spending at least 15 minutes (and sometimes 30) of that time on my phone.</p>	<ul style="list-style-type: none"> <li>• Schedule a phone break for 4:00–4:10 and set alarms so I stick to that schedule.</li> <li>• Put my phone in airplane mode for the hour.</li> <li>• Use a wall clock to track time, put my phone in another room, or ask someone to hold it for me.</li> <li>• Start my homework hour at 4:00 so I can be on my phone 3:30–4:00.</li> </ul>	<p>IF I am tempted to check my phone during my homework hour, THEN I will put my phone in another room until my homework is done.</p>

Ask each student to choose one distraction that they are experiencing regularly and have had difficulty managing. Then have them write their answers to the following questions to make a plan for managing the distraction:

- A distraction I want to manage is ...
- If I'm able to manage this distraction, benefits will include ...
- I might be able to avoid this distraction by ...
- IF I experience this distraction, THEN I will ...
- I will **track my effort** by ...

Ask the students to share their plans with a partner. Encourage the students to follow their plan for the next week. Twice during the week, ask the students to reflect on their effort in managing their distraction by writing their answer to these reflection questions:

Am I managing the distraction? How do I know? What are the benefits?

Encourage the students to share benefits that they have noticed from managing distractions, such as getting more work done, finishing homework more quickly, or better understanding the concepts being taught.

Extend the learning by assigning the students a task that will take at least 14 minutes. This should be a moderately challenging task, such as writing a story about a student who learned to self-regulate, drafting a script to teach younger students how to self-regulate, completing math practice problems, or silently reading a science article.

Tell the students they are going to practice **tracking their effort** and **noticing their progress** in managing distractions. Explain that they will start by managing distractions for two segments of seven minutes. While they are working, they should monitor how many times they become distracted. Every time they become distracted, they should put a tally mark on a piece of paper. Remind the students that they are likely to experience mental distractions, like thinking about other things, daydreaming, or feeling tired. Each time their thoughts drift, they should put a tally mark on the paper. Remind the students that they could experience physical distractions, like other people talking or noises in the hall. Each time they become distracted by physical things, they should also make a tally mark on the paper.

Inform the students that after seven minutes, you will give them time to reflect and plan how they will improve their ability to manage distractions during the second seven minutes.

After seven minutes, ask each student to count their tally marks and write their answers to these questions:

- How many times were you distracted?
- What types of distractions did you experience?
- What are two techniques you could use to minimize your distractions (e.g., briefly stretch, put away everything except your paper and pencil, take a deep breath, turn away from the distraction, find a quieter place to work)?
- What is an if–then statement for each technique you will use (e.g., “IF I feel tired, THEN I will quickly stretch and get back to work”)?

Have the students discuss and expand on their answers in pairs. After the students have determined how they will improve their ability to manage distractions, set the timer for seven minutes again and ask them to manage distractions using the techniques they identified. Have them tally each time they experience a distraction. After seven minutes, discuss these questions with the class:

- How did creating if–then statements help you minimize distractions?
- When you experienced a distraction, did you get back to work faster than before?

Then ask the students to individually write their answer:

What are some things you could do to minimize distractions in other classes? At home?

Summarize the activity by emphasizing to the students that distractions can be obstacles to their learning and that by **tracking their effort** and **noticing their progress** in managing distractions, they are becoming better at self-regulation. When they know they have a task or goal, planning how they will minimize distractions can help them stay focused and complete the task faster and more accurately.

## Unit 6: Brainstorming My Options and Choosing My Response

### Learning Targets:

19. I can explain how my choices affect the outcome
20. I can explain how **brainstorming my options** and **choosing my response** helps me reach my goals
21. I can **brainstorm my options, choose my response**, and make a plan that will help me reach my goal
22. We can identify actions we should **keep doing** and actions we should **stop doing**

### Materials (available at [www.cccframework.org/sr-lessons-int/#u6](http://www.cccframework.org/sr-lessons-int/#u6)):

- Self-Regulation Strategies Poster
- Video **Brainstorm My Options & Choose My Response**
- Ten sticky notes with the words/phrase in Activity 20
- Video *Heather Dorniden Wins The Race*
- Video *Interview With Heather Dorniden*
- Video **Keep Doing ... Stop Doing ...**

### Instructional Activities:

#### 19. I can explain how my choices affect the outcome

Remind the students they have been learning about self-regulation and ways it can help them learn new things, improve their ability to do something, or reach their goals. Tell the students you will read a clue about each strategy. Then they should work with a partner to identify the strategy from the clue, explain why it is important, and describe a time when they personally would use the strategy. Begin by reading the first clue:

**Clue 1:** This strategy helps you determine if you are trying hard (**track my effort**).

Have partners quickly determine the strategy, and then use choral response to ensure all students have identified the correct strategy. Then prompt the partners to discuss why the strategy is important and to identify a time when they personally would use the strategy. An example response from students is *“The strategy is **track my effort**. It’s important to **track your effort** so that you can determine if you are trying hard and putting in enough effort to make progress. I would use the strategy **track my effort** when I needed to complete my homework by thinking about how focused I was and determining if I was being distracted by things, like my phone or the TV.”*

Continue the process of reading each clue, allowing the students time to work with their partner and asking volunteers to share their responses for each strategy the students have learned so far.

**Clue 2:** When you have something you want or need to do, you use this strategy to think about what it will be like when you reach your goal (**imagine the path to my success**).

**Clue 3:** When you want to make sure you are getting better at something, you use this strategy to determine if the actions you are using are helping you improve or get closer to your goal (**notice my progress**).

**Clue 4:** If you have something you want or need to do but you aren’t sure how to get started, you use this strategy to develop action steps (**break it down**).

**Clue 5:** Sometimes learning new things or trying to improve your ability to do something can be difficult and make you feel overwhelmed, anxious, or frustrated. You can use this strategy to keep your emotions from getting in the way of what you need to do (**manage big feelings**).

**Clue 6:** You would use this strategy to think about challenges you might experience and what you could do to overcome the challenges (*predict obstacles*).

Emphasize that practicing the strategies anytime they have something they want or need to learn will improve their self-regulation.

Explain to the students that challenges and obstacles are part of learning and improving. Emphasize to the students that they have lots of choices and that the responses they make will impact their progress and success. Inform the students that this activity will focus on determining how their choices affect their progress.

Provide the students with two examples of dilemmas and guide them to *brainstorm their options* and discuss how their response affects the outcome.

**Example 1:**

You want to get better at remembering to do your homework, so you set a goal to do it as soon as you get home each night. You just got home, and your sister asked you to ride bikes with her.

- What are your options?  
*[Possible response: you could go ride bikes with your sister, or you could do your homework first.]*
- What could happen if you rode bikes before you did your homework?  
*[Possible responses: you could forget to do your homework; you might not have time to finish your homework.]*
- What could happen if you told your sister you would ride bikes after you finished your homework?  
*[Possible responses: you would remember to do your homework; the sun might set, limiting your time to ride bikes.]*
- If these were your options for tonight, which would you choose? Why?  
*[Responses will vary. The purpose is the thought process behind the choice.]*

**Example 2:**

You want to save enough money to buy a new video game, but your friend invited you to the movies, and you will need to buy your ticket.

- What are your options?  
*[Possible responses: you could go to the movie with your friend; you could explain that you are saving money to buy a new video game; you could ask your parent for money, but they will want you to do extra chores in exchange.]*
- What could happen if you went to the movie and spent the money you had saved?  
*[Possible responses: it would take you longer to save up for the video game; you would have to start over in saving money.]*
- What could happen if you told your friend you were saving for a new video game and that you could spend time with them playing it together when you had saved enough money?  
*[Possible response: you would get a new video game sooner, but you wouldn't get to go to the movie with your friend.]*

Emphasize to the students that whenever they have a goal or something they want to do, they will likely experience difficult choices. It's important to think about their choices and how each will affect their progress.

Tell the students you are going to read two scenarios and that they will work in small groups to identify the options in each scenario and the likely outcome of each option. Each student should write their responses.

1. You want to reduce your gaming time from four hours a night to two hours so you have more time for things like doing your homework, seeing friends, and helping around the house. Today you have plans with a friend after school, and you have chores to do tonight. A game you're really excited about was just released. Your brother just bought it and asked if you wanted to go home to play it now. You know if you start, it will be hard to stop.	
<b>Option 1:</b>	<b>Likely outcome:</b>
<b>Option 2:</b>	<b>Likely outcome:</b>
<b>Option 3:</b>	<b>Likely outcome:</b>
2. You've been sent to the office twice this month for disrupting class. You sit by a friend, and sometimes when you're both finished with your work and waiting for the next task, you start talking and don't realize you're being disruptive until it's too late. You make a plan to focus on other things, like reading ahead on the next topic for that class and doing homework for other classes. It worked yesterday, but today your friend wants to show you something on their phone and is hurt when you say no.	
<b>Option 1:</b>	<b>Likely outcome:</b>
<b>Option 2:</b>	<b>Likely outcome:</b>
<b>Option 3:</b>	<b>Likely outcome:</b>

After the students have answered the questions for each scenario, facilitate a group discussion where students share their options and predicted outcomes. Provide guidance and feedback as necessary, again emphasizing that **brainstorming options** helps us identify specific actions that are realistically going to help us reach our goals and that take into account our other responsibilities and preferences.

Summarize the activity by reminding the students that they will have choices to make as they are working toward a goal. Remind the students that some choices will help them reach their goal more quickly. We don't always have to choose the action that is focused on our goals, but we do have to get back on track to keep working toward our goals.

**20. I can explain how *brainstorming my options* and *choosing my response* helps me reach my goals**

Remind the students that in the last activity, they learned how their choices affect outcomes and how quickly they meet their goals. Explain to the students that sometimes they will experience dilemmas that they didn't predict. When they experience dilemmas, they will need to think about their options and the likely outcomes and then choose what they want to do.

Emphasize the strategies **brainstorm my options** and **choose my response** on the [Self-Regulation Strategies Poster](#) and explain to the students that when facing a dilemma, they can combine these strategies to consider options and choose the one that will be best for them.

Inform the students they will watch a video that will help them understand how to **brainstorm their options** and **choose a response**. Show the students the three-minute video [Brainstorm My Options & Choose My Response](#).



From the video [Brainstorm My Options & Choose My Response](#)

Afterward, discuss the strategies:

- How would you describe the strategy **brainstorm my options**?  
[Possible response: **brainstorming your options** means you think about different things you could do and what the outcome may be.]
- How would you describe the strategy **choose your response**?  
[Possible response: **choosing your response** means you decide what you are going to do based on what you want to happen.]
- How do the strategies **brainstorm your options** and **choose your response** help improve your self-regulation?  
[Possible response: they help you think about your options and choose one that is best for you.]

Explain to the students that when they face dilemmas and **brainstorm their options** and **choose their response**, it's important for them to consider their individual strengths, preferences, and what would be best for them. What's best for someone else may not be best for them.

Explain that we have all had times when something happened unexpectedly and we had to think about what to do and choose how to respond. Explain that whether they were playing a sport, video game, or an instrument, working on homework or working with others, they have probably had times when they faced a dilemma and chose how to respond. Ask the students to work with a partner and describe a time when they faced a dilemma and had to make a choice. Use the following prompts to help the students generate meaningful conversations. After their discussion, ask the students to individually write their responses.

- Describe a time when you faced a dilemma and had to make a choice about what to do (e.g., how to spend free time, which classes to take, which activity to do).
- What were the options you considered?
- How did you decide what to do? What was the outcome?

Tell the students that we often have many options. We want to choose an option by thinking through potential outcomes. Discuss the following question. Then ask each student to write their personal response to the question.

- How does understanding the importance of **brainstorming options** and **choosing a response** help you make progress toward your goals?

Explain to the students that they are going to play a game where they will practice **brainstorming their options** and **choosing their response**. The game is called Stranded. (**Note:** The goal of the game is to **brainstorm options** for getting off a sinking ship and choose the best response for surviving in the ocean, **BUT** the students don't know yet that they are on a sinking ship. They only know they are stranded

somewhere.) Tell the students that in this game, like in life, they will be forced to **brainstorm their options** and choose what they believe will be the best response.

Write the following words/phrases on sticky notes. Each one represents something on the ship they can choose to take with them.

- Matches
- Lifeboat
- Raincoat
- Canned food
- Flashlight
- Compass
- First aid kit
- Flares
- Rope
- Axe

Split the students into two teams. Inform the students that each team will take turns choosing one item at a time until each team has five items. Decide which team will begin choosing items, and take turns choosing items until all items have been selected. Then read the following scenario to the students:

Your team is stranded on a sinking ship. There are no other ships in sight. You have two minutes to get each team member off the ship before it sinks. Your team will need to survive in deep, treacherous waters. Begin by **brainstorming your options** and deciding as a team how you will respond.

(Only one team has a lifeboat, but the other team could try to build a raft or ask the other group to share. Encourage the students to think strategically about how they will survive).

- Our dilemma
- Option 1
- Option 2
- Option 3

The teams should discuss their options, **choose their response**, and describe the reasons for their choice.

We're going to choose Option \_\_\_ because ...

Once each team has selected their choice, continue to the next scenario:

A passing ship has just been spotted, but it will be difficult for the captain to see you. Begin by **brainstorming your options** and deciding as a team how you will respond.

- Our dilemma
- Option 1
- Option 2
- Option 3

The teams should discuss their options, **choose their response**, and describe the reasons for their choice.

We're going to choose Option \_\_\_ because ...

Once each team has selected their choice, continue to the next scenario:

The ship captain has spotted you, and he has turned the ship toward you, but one of your team members has just had their leg bitten by a shark and needs immediate attention. Begin by **brainstorming your options** and deciding as a team how you will respond.

- Our dilemma
- Option 1
- Option 2
- Option 3

The teams should discuss their options, **choose their response**, and describe the reasons for their choice.

We're going to choose Option \_\_\_ because ...

Conclude the game with the final scenario:

The ship has made it to you in time. You are all safe, and the ship's medic is treating your friend's leg. He says your friend will be fine and will have some cool scars.

Conclude the activity by reminding the students to apply these two strategies together anytime they face a dilemma and need to make a choice. Explain that we often struggle to think through options for ourselves, so it's helpful to brainstorm with others. Reviewing options rather than just reacting will improve our self-regulation.

Extend the learning by asking individual students to **brainstorm their options** anytime they exhibit behavior that is not conducive to learning. By asking students to think through options and **choose their response**, you are increasing their responsibility and self-regulation.

## 21. I can **brainstorm my options**, **choose my response**, and make a plan that will help me reach my goal

Remind the students that the previous activity focused on the importance of thinking through options and choosing the best response. Ask a few volunteers to explain in their own words how to **brainstorm options** and **choose a response**.

Explain to the students that hearing about others' experiences with **brainstorming options** and **choosing a response** will help deepen their understanding of how these two strategies work together to promote self-regulation. Tell the students they will watch the video [Heather Dorniden Wins the Race](#), about Heather Dorniden, a famous runner who experienced an obstacle and needed to **brainstorm options** quickly. Afterward, discuss the video:

- What were Heather's options?  
*[Possible responses: she could have quit and not finished the race; she could have kept going but not tried to win; she could have tried to win.]*
- Why do you think she chose to get up and run as fast as she could?  
*[Possible responses: it was her life-long goal to win the race; she had worked very hard and wanted to do her best; finishing even if it wasn't winning was a better option than quitting.]*

Tell the students that they are going to watch an interview with Heather Dorniden where she talks about how, in just a few seconds, she **brainstormed her options** and **chose her response**. Show the video [Interview With Heather Dorniden](#). (The video will start at 4:07. Stop it at 5:20.) Afterward, discuss the video:

- What options did Heather brainstorm?  
*[Possible response: she thought about quitting; then she thought about getting back up so she could get some points.]*

Emphasize to the students that although Heather’s quick decision following her dilemma was big and impacted her life, she made many decisions prior to that race that led to her ability to win. Ask the students to share some of the choices that Heather likely made which gave her the ability to win the race. Examples include putting in a lot of effort at track practice, running regularly, eating a healthy diet, getting enough sleep, analyzing her races to look for areas where she could improve, trying her coach’s suggestions, and noticing her progress over time.

Sometimes we need to **brainstorm options** and choose the best response for small, daily dilemmas. For example, multiple times a day we are faced with a dilemma of what to eat. If we choose a healthy option, we will feel better and have more energy. If we choose an unhealthy option, it might taste better, but the outcome could be low energy.

Ask the students to identify and write down some dilemmas they experience regularly. Examples might include what to eat, whether to drink water or a soda, whether to go to sleep or scroll social media, who to sit by at lunch, how much time to spend gaming, whether to do homework right after school or later in the evening, whether to practice your instrument each night, whether to exercise before school or sleep a little later. Make a list of these dilemmas while the students share.

Ask each student to think about choices that are making it more difficult to reach their goals. Ask each student to choose one of their dilemmas that they experience regularly, **brainstorm their options**, and then decide the best option for them as they **choose their response**.

Ask the students to share and discuss in small groups how they could plan for success. After the group discussions, ask each student to write their answers in the table to determine steps they need to take to be successful, **predict obstacles** and develop if–then statements, and determine how they will **track their effort** and **notice their progress**.

<b>My dilemma</b>	
<b>Choose my response</b>	
<b>Imagine the path to my success</b>	
<b>Break it down</b>	
<b>Predict obstacles</b>	
<b>Track my effort</b>	
<b>Notice my progress</b>	

Follow up with the students to prompt them to **track their effort** and brainstorm solutions to challenges.

## 22. We can identify actions we should **keep doing** and actions we should **stop doing**

Refer to the [Self-Regulation Strategies Poster](#) and briefly remind the students they have been learning strategies to help them improve their self-regulation. Ask volunteers to define each of the Self-Regulation Strategies they have learned so far (**imagine the path to my success, break it down, manage big feelings, predict obstacles, track my effort, notice my progress, brainstorm my options, and choose my response**).

Explain that this activity focuses on reflecting, becoming more aware of how our self-regulation efforts are impacting our achievement. Discuss this question with the students:

- How would you define the word “reflecting”?  
*[Possible response: thinking about what steps you took to accomplish a task and whether each worked; thinking about how your actions impacted your progress.]*

Define reflecting as thinking about how you are doing in learning something or getting better at something. When we reflect on our self-regulation, we ask ourselves, “Is this action helping me? How do I know? Are there other things I could do to keep making progress?” When we reflect, we are determining the actions we should **keep doing** and the actions we should **stop doing**.

Tell the students they are going to watch a video to learn more about how to reflect and identify which actions they should **keep doing** and which actions they should **stop doing**.

Show students the two-minute video [Keep Doing ... Stop Doing ...](#)



From the video [Keep Doing ... Stop Doing ...](#)

Afterward, discuss the strategy:

- Why is it important to reflect on how things are going as you are working toward a goal or trying to complete a project?  
*[Possible responses: so you know if you are making progress; so you know if your actions are working; it helps you be more efficient in your progress to determine what is working and what is not.]*

Explain to the students that they will play a game where they will practice the strategies **break it down** and **keep doing ... stop doing ...**. The game is called Guess Who.

To each pair of students, give nine sticky notes. Ask them to write down the names of all the Self-Regulation Strategies they’ve learned so far, one strategy per sticky note. Then tell the students to put the sticky notes facedown and shuffle them (e.g., move them around on the desk). When the game starts, each student picks up a sticky note and, without looking at its front, adheres it to their forehead. The pair gives each other clues in the form of scenarios (e.g., “I put tallies on a calendar when I read a chapter”). Each student tries to guess the Self-Regulation Strategy on their own forehead (e.g., “**track my effort**”). If they guess wrong, both teammates must count to 20 in unison. Once they guess correctly, they put a new sticky note on their forehead. Play continues until the pair identifies all strategies or time is up. If they say the strategy name in their clue, they must start the game over from the beginning. (**Note:** This instruction may need to be more detailed by stating that they cannot say any key words in the strategy name but that it’s okay to say the articles, adjectives, and similar small words [“the,” “to,” “it,” “my,” “big”].) Remind the students that they will need to talk at a volume that is appropriate for the classroom.

After explaining the game to the students, ask each team to work together to **break down** their goal of winning the game. Some action steps might include giving clues that have a lot of descriptive words, acting out the strategy, and providing examples of when they have used the strategy.

Encourage the teams to **break down** their goal by writing their answers to these questions:

- What is something we could do to help us win the game?

- What will make it easiest for the person guessing to guess correctly?
- How can we remember not to use any strategy names in our clues?
- Write an if–then statement for **managing big feelings** and keeping our volume low.

Then tell the students that you will stop the game after three minutes and ask them to reflect and determine what they should **keep doing** and **stop doing**.

Begin the game. After a few minutes, pause the game and ask the teams to write about what they should **keep doing** and **stop doing**. Remind them to answer these questions to help them determine what they should **keep doing** and **stop doing**:

- Which action steps are helping us guess the Self-Regulation Strategies?
- What other actions could we use to help us?
- Are there actions that we should **stop doing**?
- How do we know these actions aren't helping us?

After the students have discussed these questions and determined what they should **keep doing** and **stop doing**, continue the game as time allows. After the game, discuss these questions with the students:

- How did **breaking it down** help you make progress toward your goal of winning?
- How did taking the time to think about what you should **keep doing** and **stop doing** help you improve?

Summarize the activity by reminding the students that as they are working toward a goal, reflecting on the actions they are using is an important part of improving their self-regulation. When you determine what you should **keep doing** and what you should **stop doing**, you are making better self-regulation choices.

## Unit 7: Self-Regulation—Putting It All Together

### Learning Targets:

23. I can *imagine the path to my success* and *predict obstacles* to my goal
24. I can *break it down* and *manage big feelings* as I am working on my goal
25. I can *track my effort* and *notice my progress* while working toward my goal
26. I can reflect on my effort, *brainstorm my options*, *choose my response*, and adjust my plan
27. I can determine actions I should *keep doing* and actions I should *stop doing*

### Materials (available at [www.cccframework.org/sr-lessons-int/#u7](http://www.cccframework.org/sr-lessons-int/#u7)):

- Self-Regulation Strategies Poster
- *Track My Effort* and *Noice My Progress* Visual
- [Self-Regulation Performance-Based Observation](#)
- Project Log

**Preparation:** Review each of the activities and consider whether the students can choose any goal or you want to limit their focus to complex learning goals or behaviors for academic success. This unit can be repeated, starting with a class-wide goal and then student-identified goals. Activities 23–25 can be completed on the same day. Determine a specific time, two or three days per week, that the students will be given five minutes to reflect on their application of the Self-Regulation Strategies and potential changes to their action steps (Activity 26).

### Instructional Activities:

#### 23. I can *imagine the path to my success* and *predict obstacles* to my goal

Ask the students to work with a partner and take turns explaining in their own words each of the Self-Regulation Strategies they have learned.

**Note:** For this activity, the students will determine their goal. It is fine if their goals use words like “improve,” “get better at,” “learn how to,” etc. The goals do not need a specific target.

Tell the students they are going to practice putting together all the Self-Regulation Strategies they have learned. Ask the students to refer back to [Unit 3, Activity 11](#), where they *imagined the path to their success* and wrote about something they would like to learn by practicing self-regulation. They can use the goal they identified in Unit 3, Activity 11, or they can choose something different, but their goal should require regular effort, like improving on a specific academic concept, mastering an instrument, implementing healthy habits, or reducing their test anxiety. Explain that the goal should be something they plan to work on over the next few weeks.

Ask each student to share their goal. Provide feedback if their goal won’t take at least one week to complete or isn’t something that can be practiced daily.

Emphasize to the students that once they have a goal, they need to *imagine the path to their success* by thinking about how they will feel when they accomplish their goal and what it will look and sound like as they are progressing toward their goal.

Tell the students to individually write a brief paragraph describing the path to their success. Use these prompts to help them generate a paragraph:

***Imagine the path to your success.*** What will you be able to do once you meet your goal? What will it look like and feel like when you meet your goal? Describe actions you imagine yourself doing and obstacles you might overcome as you are working toward your goal.

Then ask the students to **predict obstacles** they might experience as they are working toward their goal. Remind the students to think about many types of obstacles, including their thoughts, and tell them to write if-then statements for at least two obstacles.

Afterward, ask each student to share their paragraph and if-then statements in small groups. Group members should provide feedback and ask questions in order to add detail or clarity where needed.

Conclude the activity by emphasizing that they have learned and practiced each Self-Regulation Strategy and now they are applying the strategies to something they want to learn or improve. Remind the students to continue practicing the Self-Regulation Strategies in school and extracurricular settings.

#### **24. I can *break it down* and *manage big feelings* as I am working on my goal**

Remind the students that in the previous activity, they identified something they wanted to learn or improve. Then they **imagined their path to success** and **predicted obstacles**. Discuss these questions with the students:

- After you have **imagined the path to your success** and **predicted obstacles**, which strategy do you need to do to get started on your goal or task?  
*[Possible response: we need to **break down** the goal into action steps.]*
- How does **breaking down** a goal or task help you with self-regulation?  
*[Possible responses: it keeps you from becoming overwhelmed; it helps you look at the task in smaller steps; it helps you know what to do to get started.]*

Emphasize the Self-Regulation Strategy **break it down** on the [Self-Regulation Strategies Poster](#). Explain to the students that the smaller steps need to be actions that will help them make progress toward their goal and that it is best if the actions are specific. For example, “I will complete my homework as soon as I get home each night” is more specific than “I will complete my homework.” Ask the students to write their action steps. Encourage the students to include when, where, and how descriptions in their action steps.

After the students have written their steps, ask them to share within small groups. Group members should provide feedback and ask questions in order to add detail or clarity where needed.

Then discuss these questions with the students:

- What Self-Regulation Strategy can you use to stay on track when your mind and body feel fast or slow?  
*[Possible response: we can use the strategy **manage big feelings**.]*
- What are some things you can do to **manage big feelings**?  
*[Possible response: take a deep breath, go for a walk, or say positive things when we start to feel frustrated or overwhelmed.]*

Emphasize the strategy **manage big feelings** on the [Self-Regulation Strategies Poster](#). If you created a chart of different techniques for managing emotions, as mentioned in [Unit 4, Activity 13](#), review the techniques and practice a few as a class. Ask the students to think about when their mind and body might feel fast while they are working on their goal and when their mind and body might feel slow while they are working on their goal. Then ask them to write descriptions of at least two techniques they will use to keep their mind and body at just the right speed by **managing big feelings**.

When my brain and my body start to feel fast, I will ...

When my brain and my body start to feel slow, I will ...

After the students have written their techniques for **managing big feelings**, ask them to share these with their small groups. When the groups have finished their discussions, ask each group to share their ideas with the class. Remind the students that they will likely experience feelings that make their mind and body feel fast or slow as they are working toward their goal and that planning what they will do to stay at just the right speed is using self-regulation to make progress!

## 25. I can **track my effort** and **notice my progress** while working toward my goal

Remind the students they have been working to reach a goal by self-regulating. They have already **imagined the path to their success, predicted obstacles, broken down** their goal, and determined how they will **manage big feelings**. Review the strategies **track my effort** and **notice my progress** on the [Self-Regulation Strategies Poster](#). Discuss these questions with the students:

- How are effort and progress connected?  
*[Possible responses: the amount of effort you put forth impacts the progress you make; when effort is low, progress will also be low.]*
- Why is it important to **track your effort** and **notice your progress** when working on something?  
*[Possible response: so that you can determine if you are trying hard enough and using enough effort; to determine if the actions steps you developed are helping you improve and make progress.]*

Emphasize that reaching a goal or getting better at something requires a lot of effort. This means that they will need to keep trying, get feedback from others, and try different actions to keep making progress toward their goal. When you keep trying to get better at something, you are using effort.

Remind the students that effort requires focus, willingness to try again, and reflection on what to do next and how to improve. Use the [Track My Effort and Notice My Progress Visual](#) to review different ways that the students might **track their effort**:

- Checklist—marking off completed steps
- Rating scale—recording effort each day
- Timeline—using a calendar to show the end date and marking each day that you practice
- Timer—recording how much time you practiced
- Tallies—noting each time you managed emotions, practiced, or used a strategy
- Journal—regularly writing or drawing about your effort

Tell the students they will also need to **notice their progress**. Review different ways that the students might **notice their progress**:

- Video or picture log—documenting progress in a visual format to display time-lapse improvements
- Timer—recording how fast you complete something
- Graph—tracking improvement
- Journal—writing or drawing about your progress

Ask the students to choose and individually write the methods they will use to **track their effort** and **notice their progress**. Then ask each student to share with the class. Encourage the students to give each other positive feedback and identify additional ways they might **track their effort** and **notice their progress**. Remind the students to follow their plan. In the next activity, they will reflect on their effort.

**Note:** The students should have fully formed self-regulation plans. Review each student’s responses for Activities 23–25. Provide positive feedback and suggestions. Consider meeting with students individually if they need additional support to refine their plans.

## 26. I can reflect on my effort, *brainstorm my options*, *choose my response*, and adjust my plan

Tell the students they are going to continue to determine how they will practice the Self-Regulation Strategies by focusing on the strategies *brainstorm my options* and *choose my response*.

Discuss these questions with the students:

- What do you do when you *brainstorm your options*?  
[Possible responses: you think about what you want to do when faced with a dilemma; you think about your options and which ones will help you make progress toward your goal.]
- What do you do when you *choose your response*?  
[Possible responses: you choose what you want to do; sometimes you might choose actions that don't help you make progress toward your goal, and sometimes you might choose to stay focused on your goal with actions that will help you make progress.]
- What ideas do you have for remembering to *brainstorm options* and choose the best response when you experience a dilemma?

Emphasize to the students that they have options and choices to make as they are working toward their goal. Their choices could be related to their emotions or their actions. By taking time to think through their options and understanding that their response is a choice, they will improve their self-regulation.

At this point, the students should be implementing their plan. Ask the students to refer back to Activity 25 and review how they planned to *track their effort* and *notice their progress*.

Explain to the students that they are going to take a few minutes to reflect on their effort and adjust their plans. Emphasize that this process will be repeated four times as they work toward their goal.

**Note:** The students should write responses to the questions during each reflection period (e.g., daily, twice/week) for at least four reflections.

### Reflecting on My Effort and Adjusting My Plan

- Am I using effort? How do I know?
- Have I experienced a dilemma? How did I respond? Was my response the best option for me?
- Am I making progress? How do I know?
- Are my actions helping me make progress? Do I need to change any of my actions?

Allow the students a few minutes to update their progress. After the students complete the reflection, ask them to share in small groups or as a whole class. If someone has a dilemma or is struggling to make progress and wants advice, *brainstorm options* together. Each time the students are asked to *track their effort* and *notice their progress*, they will answer these reflection questions. The students will need to *track their effort* and *notice their progress* several times before continuing to the next activity.

## 27. I can determine actions I should *keep doing* and actions I should *stop doing*

Inform the students that they will continue to practice the Self-Regulation Strategies as they work toward their goals. They will focus on the strategy *keep doing ... stop doing ...* and analyze the actions they created when they *broke down* their goal to determine which actions are effective in helping them make progress and which actions are not. Emphasize the strategy *keep doing ... stop doing ...* on the [Self-Regulation Strategies Poster](#). Discuss these questions with the students:

- What do you do when you determine actions you should *keep doing* and actions you should *stop doing*?  
[Possible responses: you think about which action steps are helping you make progress; you

*determine if there are actions that aren't helping you, and you decide what other actions you could do to keep making progress.]*

- What could happen if you didn't take the time to reflect and think about what you should **keep doing** and **stop doing**?

*[Possible responses: you could get frustrated that you aren't making progress and consider giving up; you wouldn't make as much progress, and it would take you longer if you didn't adjust your actions when you needed to.]*

Emphasize to the students that this strategy will help them think about how they **broke down** their goal and if the actions they are completing are effective or if they should try new actions so they keep making progress.

Describe this scenario:

If you had a goal to stay focused while doing your homework, your action steps might include:

- Finding a quiet place to work
- Putting away all technology
- Working on your homework for 10-minute periods of time

You completed your steps, and then you thought about what you should **keep doing** and what you should **stop doing** to continue staying focused on your homework. After thinking about it, you determined that putting away all technology wasn't helping you because you needed your tablet to do your homework. You might modify your action steps to:

- Finding a quiet place to work
- Keeping your tablet close but putting away other technology
- Working on your homework for 10-minute periods of time

You might also determine that it was hard to return to your homework after taking a break, so you might increase the time from 10 minutes to 20 minutes before a break. You used the strategy **keep doing ... stop doing ...** to make progress toward your goal of staying focused on your homework!

Explain that they have already been analyzing their actions when they answered the questions "Are my actions helping me make progress? Do I need to change any of my actions?" Ask the students to refer back to their original action steps in Activity 24, where they **broke down** their goal, and also to review each of their reflections in Activity 26. Ask them to practice the strategy **keep doing ... stop doing ...** by discussing the following questions with a partner. Emphasize that if they can say exactly how the action is helping them, they should **keep doing** it. If they can't determine how the action is helping them, they should consider stopping it. Emphasize that we all have unique ways of working toward a goal. An action step that works for one person may not work for another person, so it's important to reflect on your individual style and needs. After their discussion, ask the students to individually write their answers to these questions:

- Which actions are helping me make progress? How do I know?
- Are there actions that I should **stop doing**? Why?
- Is there something else I could do?

After the students have had time to reflect on their action steps with a partner, ask them to write a response to each question.

Afterward, ask a few to share their reflections on what actions they determined they should **keep doing** and what actions, if any, they determined they should **stop doing**. Summarize the activity by reminding the students that when they practice identifying what they should **keep doing** and what they should **stop doing**, they are getting better at self-regulation.

As the students are answering the questions above and continuing to reflect on their self-regulation plan, use the [Self-Regulation Performance-Based Observation](#) to observe each student's application of Self-Regulation Strategies.

Extend the learning by prompting students to apply the Self-Regulation Strategies when completing projects and large assignments. Use or adapt the [Project Log. This example](#), available on Padlet, was developed by a science teacher to guide students to self-regulate.

## Unit 8: Regulating Even Better

### Learning Targets:

- 28. I can determine how to **regulate even better**
- 29. We can determine our strengths and Self-Regulation Strategies that we want to improve
- 30. I can describe how I will approach learning, tasks, and goals using self-regulation

### Materials (available at [www.cccframework.org/sr-lessons-int/#u8](http://www.cccframework.org/sr-lessons-int/#u8)):

- Self-Regulation Strategies Poster
- Video **Regulate Even Better**
- Self-Regulation Strategy Visuals
- Green and red markers for each student
- Daily Homework Planner
- Self-Regulation Matching Game
- Academic Success Log

**Preparation:** For Activity 29, print and place the [Self-Regulation Strategy Visuals](#) around the room (or create a digital alternative).

### Instructional Activities:

#### 28. I can determine how to **regulate even better**

Remind the students they have been practicing the Self-Regulation Strategies to improve their ability to do something or meet a goal. Briefly review the strategies by asking various students to explain each strategy. Then, if your students had individual goals from Unit 7, ask a few to share their goals and ways they used self-regulation to improve. If you had a class-wide goal, remind them of the goal. Discuss these questions with the students:

- Which of the first nine Self-Regulation Strategies did you find the most helpful to use? Why?
- Describe a time when you used a Self-Regulation Strategy outside of school.

Inform the students that the last Self-Regulation Strategy is about reflecting and evaluating their self-regulation efforts. It is also about using that evaluation to determine how they will improve their self-regulation next time.

Emphasize the Self-Regulation Strategy **regulate even better** on the [Self-Regulation Strategies Poster](#). Inform the students that when they apply the strategy **regulate even better**, they think about their self-regulation efforts and how they could improve their efforts next time.

Tell the students they will watch a video that will help them understand this strategy better. Show the students the two-minute video [Regulate Even Better](#).



From the video [Regulate Even Better](#)

Afterward, discuss the strategy:

- How would you explain the strategy **regulate even better**?  
*[Possible response: it's thinking about which Self-Regulation Strategies you did well and where you could improve.]*
- Why is it important to reflect and determine what you could do differently the next time?  
*[Possible responses: it can help you get better at self-regulation; it makes you more efficient in your efforts; it helps you make progress toward your goals.]*

Remind the students they have used Self-Regulation Strategies to learn many things. Now that they know about the strategies, they should be applying them to academic areas, extracurricular activities, and activities at home.

Ask the students to use the [Self-Regulation Strategies Poster](#) to write their responses to these prompts:

- What is something you are currently trying to learn?
- Which Self-Regulation Strategies are you using to learn it?
- Which Self-Regulation Strategy do you find challenging? Why?
- How could you use a Self-Regulation Strategy that you find challenging?

Ask the students to share their answers in small groups. Encourage them to discuss additional ideas for using the Self-Regulation Strategies that they find challenging.

Summarize the activity by reminding the students that they know and have practiced all of the Self-Regulation Strategies. Emphasize that you will prompt them to use the strategies as they are working on tasks or learning new things. They should also remember to use the strategies outside of school.

Extend the learning by collecting the students' responses and using the information to guide discussions with the students. Consider helping the students set goals related to how they can **regulate even better**.

## 29. We can determine our strengths and Self-Regulation Strategies that we want to improve

**Preparation:** Print and place the [Self-Regulation Strategy Visuals](#) around the room. Alternatively, this activity can also be accomplished virtually by developing a Google form, spreadsheet, Padlet, or shared document.

Remind the students that the last activity focused on thinking about the Self-Regulation Strategies they do well and the ones they still need to practice by using the strategy **regulate even better**. They have been thinking about how they could **regulate even better** in school, in extracurricular activities, and at home. Emphasize that as they are working on something new or trying to improve their ability to do something, taking time to reflect on their actions and progress by using the strategy **regulate even better** will help them improve their self-regulation.

Tell the students they are going to collect data as a class about which strategies they find easy and which strategies they find challenging. Inform the students that you have placed the strategies around the room.

The students will need a green marker and a red marker to begin the gallery walk. They will place a green X on the strategies they do well and a red X on the strategies they feel they need to practice more. If they place a green X on a strategy, they will also need to write a brief description of how they have applied the strategy. Allow the students time (approximately ten minutes) to rotate around the room and place Xs on the chart paper and write how they used the strategies that are their strengths.

Then ask the students to rotate around to each strategy again, but this time they will read through the ideas for using the strategy. They should pay particular attention to strategies on which they placed a red X.

Afterward, walk around the room and summarize which strategies are largely class strengths (have lots of green marks) and which strategies are areas for improvement (have lots of red marks). Then facilitate a discussion using this prompt:

- How could we support each other in improving [strategy with the most red marks]?
- [Repeat the question focused on additional strategies with a high number of red marks].

Summarize the activity by emphasizing that using the strategy **regulate even better** to identify areas where they could improve will help them get better at self-regulation. Reflecting on strengths and challenges is an important part of **regulating even better** and learning how to apply the Self-Regulation Strategies when they experience challenges.

Extend the learning by showing the students the example [Daily Homework Planner](#), which can be recreated in Excel or Google Classroom, and challenging them to use this over the next week. Review each header and discuss why it would be beneficial on a homework plan. After the week, discuss how the planner was beneficial and which parts the students would like to continue using. Help the students determine the methods for homework planning that work best for them. For example, do they prefer a physical paper or calendar where they list assignments and due dates? Do they add reminders to their phones? Do they use a digital to-do list?

### 30. I can describe how I will approach learning, tasks, and goals using self-regulation

Tell the students that they are going to review the Self-Regulation Strategies they have learned so far by responding to some scenarios. Explain that you will read a scenario and they should discuss with a partner which strategy the student in the scenario is struggling with and describe how the student could improve their use of the strategy.

**Note:** In the possible responses, we have identified the strategy that we would choose. Students may choose other strategies, but they should be able to provide a rationale.

#### Scenarios:

1. Pam has a goal to make some money mowing lawns in the summer. She has imagined herself getting up early to mow her neighbors' lawns and imagined what it would feel like to earn money, but she doesn't know how to get started with finding clients and getting her equipment ready. Which strategy is Pam struggling with? Why? What would you say to Pam to help her?  
*[Possible response: Pam is having trouble **breaking down** her goal. I would tell her to write down three steps she could do to get her lawnmowing business started.]*
2. Sarah wants to join a choir, and she has been practicing with her music teacher, but anytime someone else listens to her sing, she feels nervous and embarrassed. Her face turns red, and her voice quivers. Which strategy is Sarah struggling with? How do you know? What would you say to Sarah to help her improve?  
*[Possible response: Sarah is having trouble **managing her big feelings**. I would explain that when her mind and body feel fast, she should use some calming techniques, like taking deep breaths, to help minimize her nervousness.]*
3. Tyler wants to improve his math grade, so he has been correcting his quizzes and completing practice problems each night, but he doesn't know if correcting his quizzes and completing practice problems is helping him. Which strategy is Tyler struggling with? How do you know? What would you say to Tyler to help him?

[Possible response: Tyler is struggling with **noticing his progress** because he can't tell if his actions are working. I would tell him to **notice his progress** by tracking the grades he receives on his quizzes. If he is scoring better, he is making progress.]

- Susannah thinks learning to play tennis would be fun, but she hasn't really thought about how to get started or difficulties she might experience. Which strategy is Susannah struggling with? How do you know? What would you say to Susannah to help her?

[Possible response: Susannah is struggling with **imagining the path to her success** because she hasn't thought about how to get started or challenges she could experience. I would tell her to describe what it will look and feel like when she learns to play tennis, to describe some obstacles she could experience, and to imagine herself overcoming the obstacles.]

- Adrian wants to improve his English grade, so he has been working with his teacher after school and correcting his writing assignments, but his mother asked him to come home right after school and watch his little brother. Now he feels like giving up because his plan to work on English after school has been interrupted. Which strategy is Adrian struggling with? How do you know? What would you say to Adrian to help him?

[Possible responses: Adrian didn't **predict obstacles** when he made a plan to work after school. I would explain that when he makes a plan, he also needs to think about obstacles or setbacks and plan how to overcome those. Adrian needs help **brainstorming options** and **choosing a response**. He won't be able to work with his teacher after school, so he should brainstorm other options to work on his English assignments. I would help him **brainstorm options** and **choose a response** that will work best for him.]

Explain to the students that they are going to complete the [Self-Regulation Strategies Matching Game](#) to review the strategies. Ask the students to individually complete the matching game. Then have them compare their answers with a partner and discuss any differences. Review the correct answers as a whole group, clarifying content for any misunderstandings.

#### Answer Key

- Imagine the path to my success:** f
- Break it down:** b
- Manage big feelings:** i
- Predict obstacles:** e
- Track my effort:** g
- Notice my progress:** a
- Brainstorm my options:** d
- Choose my response:** j
- Keep doing ... stop doing ... :** h
- Regulate even better:** c



Ask the students to take a few minutes to reflect by writing their answers to these questions:

- Why is learning and practicing self-regulation important?
- How will you approach new learning, goals, and tasks differently now that you understand self-regulation?

After the students have written their answers, facilitate a brief class discussion.

Extend the learning by guiding the students to complete a weekly [Academic Success Log](#). Prompt the students to **track their effort** and adjust their plan throughout the week.

## Assessing Your Self-Regulation Knowledge (Posttest)

**Materials:** A computer or tablet for each student

**Preparation:** To record and access assessment results, you or your school will need an account on [www.cccstudent.org](http://www.cccstudent.org), a free assessment website. Follow the directions on the website to launch the *Self-Regulation Knowledge Test 3–6* again as a posttest. Note the code for your test and provide that code and the link below to the students. The items on the posttest are the same as those on the pretest.

**Assessment Link:** [www.cccstudent.org](http://www.cccstudent.org)

**Code:** \_\_\_\_\_

### Re-administer the *Self-Regulation Knowledge Test 3–6*

Explain to the students that they will each be taking the *Self-Regulation Knowledge Test 3–6* a second time. The multiple-choice items will measure their knowledge of self-regulation concepts. Comparing the results of the second section to their pretest results will demonstrate how much their understanding has increased.

For Items 1–16, encourage the students to pause for a moment after reading each item to think about their actions over the last month.

Tell the students that Items 17–31 test their knowledge of self-regulation concepts and potential ways to effectively build self-regulation.

Give the students time to complete the assessment (approximately 15 minutes).

### Reflect on pre- and posttest results

Review each student’s *Self-Regulation Knowledge Test 3–6* with the [Self-Regulation Performance-Based Observations](#) you have completed, noting areas in which they have grown and areas where they are still learning. Meet with each student to review and discuss the results. The goal is to help the students determine their areas of strength and opportunities for growth related to self-regulation. Ask the students to answer the questions below to begin your discussion. Help the students identify their next steps in improving their self-regulation.

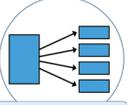
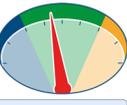
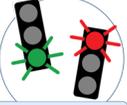
- How has learning the Self-Regulation Strategies helped you?
- Which strategies do you find easy and practice consistently?
- Which strategies do you find challenging and need to continue practicing?

After the students have reflected, ask them to summarize the concepts that are their strengths and the concepts that are their areas for growth.

Strengths in self-regulation	Areas for growth in self-regulation
1.	1.
2.	2.
3.	3.

## Self-Regulation Activity Crosswalk

This table shows the location of each Self-Regulation Strategy within the three grade bands of the *Self-Regulation Lessons [Primary, Intermediate, and Secondary]*. Regular font indicates that the strategy is addressed but is not the primary purpose of the activity. Bold font indicates that the strategy is a primary focus of the activity.

Strategy	Primary Activities	Intermediate Activities	Secondary Activities
 <small>IMAGINE THE PATH TO MY SUCCESS</small> Imagine the Path to My Success	<b>2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 17, 21, 23, 29, 30</b>	<b>2, 3, 5, 7, 8, 9, 11, 12, 15, 17, 21, 23, 29, 30</b>	<b>2, 3, 5, 7, 8, 9, 11, 12, 15, 17, 21, 23, 29, 30</b>
 <small>BREAK IT DOWN</small> Break It Down	<b>6, 7, 8, 9, 10, 11, 12, 15, 17, 21, 22, 24, 29, 30</b>	<b>6, 7, 8, 9, 10, 11, 12, 15, 17, 21, 22, 24, 29, 30</b>	<b>6, 7, 8, 9, 10, 11, 12, 15, 17, 21, 22, 23, 29, 30</b>
 <small>MANAGE BIG FEELINGS</small> Manage Big Feelings	<b>14, 15, 24, 29, 30</b>	<b>14, 15, 24, 29, 30</b>	<b>14, 15, 24, 29, 30</b>
 <small>PREDICT OBSTACLES</small> Predict Obstacles	<b>2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 17, 22, 23, 29, 30</b>	<b>2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 17, 21, 23, 29, 30</b>	<b>2, 3, 5, 7, 8, 9, 11, 12, 15, 17, 21, 23, 29, 30</b>
 <small>TRACK MY EFFORT</small> Track My Effort	<b>16, 17, 18, 25, 29, 30</b>	<b>16, 17, 18, 21, 25, 29, 30</b>	<b>16, 17, 18, 21, 25, 29, 30</b>
 <small>NOTICE MY PROGRESS</small> Notice My Progress	<b>16, 17, 18, 25, 29, 30</b>	<b>16, 17, 18, 21, 25, 29, 30</b>	<b>16, 17, 18, 21, 25, 29, 30</b>
 <small>BRAINSTORM MY OPTIONS</small> Brainstorm My Options	<b>20, 21, 26, 29, 30</b>	<b>19, 20, 21, 26, 29, 30</b>	<b>19, 20, 21, 26, 29, 30</b>
 <small>CHOOSE MY RESPONSE</small> Choose My Response	<b>20, 21, 26, 29, 30</b>	<b>20, 21, 26, 29, 30</b>	<b>20, 21, 26, 29, 30</b>
 <small>KEEP DOING... STOP DOING...</small> Keep Doing ... Stop Doing ...	<b>22, 27, 29, 30</b>	<b>22, 27, 29, 30</b>	<b>22, 27, 29, 30</b>
 <small>REGULATE EVEN BETTER</small> Regulate Even Better	<b>28, 29, 30</b>	<b>28, 29, 30</b>	<b>28, 29, 30</b>

Gaumer Erickson, A. S., Noonan, P. M., & Heger, E. (2025). *Self-regulation lessons* [Teacher lessons and student workbook]. College & Career Competency Framework. [www.cccframework.org/competency-lessons-and-student-workbooks](http://www.cccframework.org/competency-lessons-and-student-workbooks)