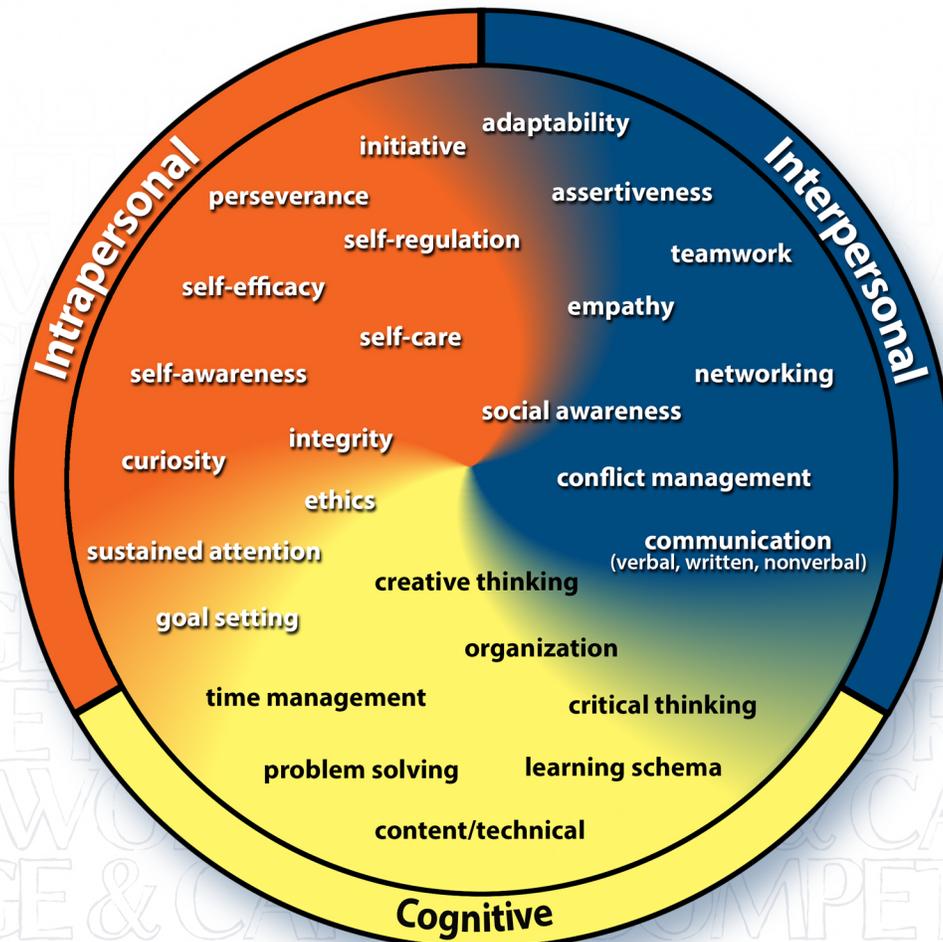


# SELF-REGULATION

## LESSONS

### SECONDARY



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## Introduction

The *Self-Regulation Lessons [Secondary]* 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 7–12, but the primary and intermediate lessons can be used with students who require additional learning support. The scenarios within the *Self-Regulation Lessons [Secondary]* can be adapted for adults or students in higher education.

### Instructional Activities

Instructional activities range in length from 20 to 30 minutes and should be taught sequentially. Scenarios, guiding questions, and writing 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. 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 while learning and practicing self-regulation.

## Assessments

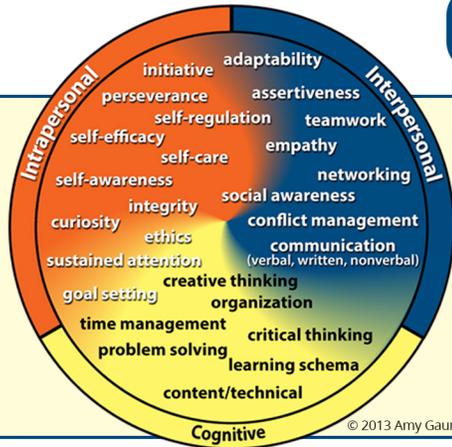
Students' growth in learning and practicing self-regulation should be measured. It is important to collect baseline data related to your students' current ability to self-regulate. There are two assessment tools to measure your students' understanding and application of self-regulation concepts: the *Self-Regulation Knowledge Test 7–12* and the *Self-Regulation Performance-Based Observation*. Both are described below and are available for immediate use at [www.cccstudent.org](http://www.cccstudent.org).

The *Self-Regulation Knowledge Test 7–12* (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 specific self-regulation concepts and gauge their ability to apply that knowledge. For additional information on this assessment, see pages 1–3 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 7–12* 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



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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 7–12</i> .....	5
Use the <i>Self-Regulation Performance-Based Observation</i> to observe students .....	9
Unit 1: Introducing Self-Regulation .....	11
1. I can explain why learning self-regulation is important .....	11
2. We can <b>imagine the path to our success</b> and <b>predict obstacles</b> .....	13
3. I can describe the path to my success, <b>predict obstacles</b> , and create if–then statements.....	15
4. We can create if–then statements for distractions .....	17
5. We can practice <b>imagining the path to our success</b> , <b>predicting obstacles</b> , and creating if–then statements.....	18
Unit 2: Using Self-Regulation to Break It Down .....	19
6. I can explain why <b>breaking down</b> a goal into action steps is important.....	19
7. I can <b>imagine the path to my success</b> , <b>predict obstacles</b> , and <b>break down</b> tasks into action steps .....	20
8. I can <b>imagine the path to my success</b> , <b>predict obstacles</b> , and <b>break down</b> the goal of improving my physical health .....	22
Unit 3: Understanding My Ability to Self-Regulate.....	24
9. I can describe how I will use a Self-Regulation Strategy in my future career.....	24
10. I can identify action steps for something that is challenging for me to self-regulate .....	25
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 .....	26
12. I can explain why self-regulation is important to me.....	27
Unit 4: Using Self-Regulation to Manage Big Feelings.....	28
13. I can identify techniques I can use when my mind and body feel fast or slow .....	28
14. I can plan how to manage emotional reactions.....	29
15. We can practice <b>imagining the path to our success</b> , <b>breaking it down</b> , <b>managing big feelings</b> , and <b>predicting obstacles</b> .....	31
Unit 5: Tracking My Effort and Noticing My Progress.....	33
16. I can describe ways I’ve <b>tracked my effort</b> and <b>noticed my progress</b> .....	33
17. We can practice self-regulating for academic success .....	36
18. I can self-regulate by managing a distraction .....	39
Unit 6: Brainstorming My Options and Choosing My Response .....	41
19. I can explain how my choices affect the outcome .....	41
20. I can <b>brainstorm my options</b> and <b>choose my response</b> for a dilemma .....	43
21. I can practice self-regulating for a daily dilemma .....	45
22. I can identify actions I should <b>keep doing</b> and actions I 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> , <b>break it down</b> , and <b>predict obstacles</b> to my goal.....	49
24. I can <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> , and <b>choose my response</b> .....	52
27. I can determine actions I should <b>keep doing</b> and actions I should <b>stop doing</b> .....	53
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 7–12</i> .....	59
Reflect on posttest results.....	59

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## Assessing Your Self-Regulation Knowledge (Pretest)

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

- *Self-Regulation Knowledge Test 7–12* (online version; see pages 6–8 for the items)
- *Self-Regulation Performance-Based Observation* (online version; see page 10 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 7–12*. 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 7–12*

We recommend that students complete the *Self-Regulation Knowledge Test 7–12* 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 7”). 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 1–20, 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 students plan out projects they want to complete, they will choose *Very Like Me*. In the visual on the next page, “N” denotes items that are reversed or negatively worded. Lower scores on these items denote stronger self-regulatory behavior. 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 7–12* after all instruction is delivered.

## Self-Regulation Knowledge Test 7–12

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

Date \_\_\_\_\_

					
	Not very like me				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. If an important test is coming up, I create a study plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can usually estimate how much time my homework will take to complete.	<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 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 accomplish. (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 the progress I've made in reaching my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I know what my grades are at any given time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Daily, I identify things I need to get done and track what gets done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. 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"/>
12. 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"/>
13. 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"/>
14. When I'm frustrated, I use techniques to manage my feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Before I do something fun, I consider all the things that I need to get done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. 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"/>
17. I have difficulty maintaining my focus on projects that take a long time to complete. (N)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. 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"/>
19. I feel a sense of accomplishment when I get everything done on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. 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**

21. Choose the best definition of self-regulation.

- a. When you make progress toward reaching a goal, learning a skill, or accomplishing a task
- b. When you follow your teacher’s detailed directions for reaching a goal, learning a skill, or accomplishing a task
- c. When you proactively use a process (e.g., planning, monitoring the plan, adjusting as needed, and reflecting) to reach a goal, learn a skill, or accomplish a task
- d. When you believe that you can accomplish anything if you try hard

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

Scenario	Is this self-regulation?
22. After school, your parent takes your phone and says you’ll get it back when your homework is done.	Yes No
23. You want to improve your grade in English, so you check your grade every Friday to see if your teacher is giving you a better grade.	Yes No
24. You write down the homework that you need to complete and check it off your list as you finish it.	Yes No
25. You were working on your math assignment and came to a problem that you didn’t know how to solve. You texted your friend for help, but he hasn’t responded, so you leave the answer blank.	Yes No

26. Identify the best example of using the self-regulation process to address problems with being late to school.

- a. Deciding that now that you’re aware of the issue, you won’t have trouble tomorrow—you know you just need to get up with the alarm instead of hitting snooze or turning it off; then you won’t be late
- b. Considering possible reasons for your tardiness (e.g., staying up too late, not gathering supplies until morning) and making a plan to address those things, including how to see if you’re making progress
- c. Setting an extra alarm tomorrow to make it more likely that you will get up on time—that should eliminate the problem
- d. Telling a parent/guardian about the problem and asking for help to get you to school on time

**Identify which Self-Regulation Strategy is used for each behavior.**

Behavior	Strategy		
27. Making a to-do list	Brainstorm My Options	Track My Effort	Break It Down
28. Crossing tasks off a to-do list as you finish them	Brainstorm My Options	Track My Effort	Break It Down
29. Thinking about how hard you tried on an assignment	Brainstorm My Options	Track My Effort	Break It Down
30. Chunking big goals into smaller pieces	Brainstorm My Options	Track My Effort	Break It Down
31. Comparing how things might turn out if you make different choices	Brainstorm My Options	Track My Effort	Break It Down
32. Making a study plan for a big test	Brainstorm My Options	Track My Effort	Break It Down

33. Which of these would you NOT use to monitor progress on your self-regulation plan?
- A graph showing your growth over time
  - A journal where you describe daily progress and identify if you are on track with your plan
  - A rubric to compare with your work to see if you are doing your best work
  - A comparison of your progress to your friend's progress on the same project
34. You are told to write an essay, due in three weeks. The last time you had a task like this, you didn't write it until the night before. Your grade wasn't very good, and you want to do better. Choose the best option.
- Break the assignment down into parts and make a plan for each part. Check off tasks as completed. During and after, consider how much effort you're putting in and what could be improved.
  - See your teacher to discuss your difficulties with this type of assignment and ask what you should do differently this time. Follow the teacher's plan and timeline to complete each part of the assignment, getting back on track when necessary.
  - Talk about the project with your friend Beth, who is great at planning how to space out work. Ask her what her timeline is for accomplishing the project, and make that your timeline too. After you finish, reflect on how well you did.
  - Break the assignment down into the basic parts (e.g., choose a topic, outline the essay, write the essay), and estimate how much time each part will require.

**True or False**

35. \_\_\_ Self-regulation is important for academics, but it doesn't really help improve athletic or musical ability.
36. \_\_\_ Self-regulation can help you manage distractions.
37. \_\_\_ Self-regulation is like talent: You either have it, or you don't.

**Open-Ended**

38. Imagine that you are struggling to learn a skill in math. Describe Self-Regulation Strategies 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 20 items and that they will have different answers because they each have their own unique feelings about things. Have the students look over Items 1–20 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 in 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: \_\_\_\_\_/17          \_\_\_\_\_%

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 7–2* after all instruction is delivered.

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

The *Self-Regulation Performance-Based Observation* (see page 10) 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 7”). 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 explain why learning self-regulation is important
2. We can *imagine the path to our success* and *predict obstacles*
3. I can describe the path to my success, *predict obstacles*, and create if–then statements
4. We can create if–then statements for distractions
5. We can practice *imagining the path to our success*, *predicting obstacles*, and creating if–then statements

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

- Video What Is Self-Regulation?
- Self-Regulation Strategies Poster
- Video *Imagine the Path to My Success*
- *Predict Obstacles* Visual
- Video *Predict Obstacles*
- Image *Things I Can Control and Things I Can't Control*
- [Self-Regulation Performance-Based Observation](#)
- Video *Five Ways to Stop Getting Distracted*
- Chart paper

### Instructional Activities:

#### 1. I can explain why learning self-regulation is important

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

Explain that self-regulation was defined in the video as “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 someone is self-directed? 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 and anticipating future needs, changes, and problems; **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, explain to the students that there are many things they already self-regulate well, even though they may not realize it. Remind the students of the three key concepts in the definition and then, as a class, generate a list of at least ten things they or their friends currently self-regulate well. Examples might include managing data on their devices, saving money, completing school assignments, reading books, completing chores at home, practicing an instrument or sport, and arriving on time to school.

Inform the students that learning self-regulation can help them be more successful as they are better able to plan steps, monitor their effort and progress, adjust to difficulties along the way, and reflect. There are ten strategies to help them self-regulate. They can use these strategies anytime they have a goal, need to learn something, or want to improve their ability to do something. Show the ten strategies on the [Self-Regulation Strategies Poster](#). Explain to the students that they will be learning the ten Self-Regulation Strategies.

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:**

As a teacher, I can become overwhelmed by all that I need to do. I continually create lesson plans, provide feedback to students, attend committee meetings, and organize my materials. Each of those tasks takes time. I often **imagine the path to my success** and think about how I will feel when I'm both working through and completing my tasks. I imagine myself feeling productive and less stressed. I also think about distractions and challenges I might experience as I am working on my tasks, like unscheduled meetings with colleagues or students, and what I might do if I experience those things. Then I **break it down** and work a little on each task I have to complete each day, so I divide my planning period into 20-minute chunks of time and rotate through each task as I have time. Throughout the week, I **track my effort** by reflecting on how much I've accomplished and what challenges I've worked through. I **notice my progress** by reflecting on how well I'm teaching and my reduction in stress. I think about the actions I should **keep doing** (such as using spreadsheets, a cell phone task list, and calendar reminders) and the actions I should **stop doing** so that I continue to make progress each day. At the end of each week, I think about what I did well and areas that I still need to improve by using the strategy **regulate even better**.

After providing a personal example of how you used Self-Regulation Strategies, 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**.

Lastly, ask the students to review the following graphic, which shows four broad self-regulation goals that people often report wanting to work on.



Remind the students that self-regulation is “a proactive, self-directed process” for reaching goals like these. Ask them to individually write down answers to the following:

- Are there areas in the graphic where you are already successfully self-regulating? Describe how you self-regulate.
- Are there areas in the graphic where you aren’t currently self-regulating effectively? Why is it challenging?  
*[Potential prompts: Maybe you aren’t being proactive, or it’s not self-directed. Maybe you have viewed the task/goal as immediate and not necessarily as a process.]*
- How could learning strategies to self-regulate help you?

Ask a few to share what they have written. Conclude the activity by explaining that students who have learned about self-regulation (and consistently used it in school) have experienced benefits, such as completing more of their homework on time, doing better in their classes, feeling more in control of their learning and their upcoming tasks, getting better at organization and time management, learning more in their classes, feeling less anxious, figuring out specific reasons that they are struggling with something and directly addressing those complications, and gaining a better understanding of how specific actions they take (or don’t take) have an impact on their progress and overall success. Self-regulation can also be applied to improving musical, artistic, or athletic ability; maintaining control over your emotional reactions; and reaching any goal.

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

Remind the students they learned the definition of self-regulation, “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,” and thought about how self-regulation can help them. Emphasize that they will learn ten Self-Regulation Strategies that they can practice in school, during extracurricular activities, or at home—whenever they care about the outcome of a challenging goal.

Tell the students that the first strategy is ***imagine the path to my success***. Emphasize this strategy on the [Self-Regulation Strategies Poster](#) and remind them that you used this strategy when you shared your personal example in the previous activity. 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](#)

After the video, discuss these questions with the students:

- Have you ever **imagined the path to your success** before you started something?
- If you were going to try this strategy when facing a challenging goal, what types of things would you think about?  
*[Possible responses: specific steps involved or people who would support me along the way, what it would look and feel like when I succeed, 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.]*

Ask the students to work in groups of three and brainstorm the path to success for each of the following scenarios:

1. You want to make the varsity golf team next year.  
*[Possible responses: practice distance and accuracy, ask for help from experts, analyze strokes for improvement, overcome challenges like a broken club and lack of time for practice, get lessons, imagine myself with a strong swing.]*
2. One of your main chores is to mow the lawn each week, and your parents have expressed frustration they have had to remind you each week.  
*[Possible responses: set a calendar reminder, think about the smell of freshly cut grass and the satisfaction of how nice the lawn looks, cut the lawn in the morning to avoid heat, communicate the need for more gas and oil, imagine feeling good after exercise.]*
3. You know that you could have done better on a lot of your tests this past year if you hadn't become so anxious while taking them. You want to feel calm when taking tests.  
*[Possible responses: learn calming techniques, adequately prepare for tests, imagine myself staying focused and calm while taking a big test, imagine feeling good after the test knowing I did my best.]*

Then ask the students to individually write descriptions of the three paths to success.

Afterward, 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.

Then explain to the students they will learn another strategy which pairs well with what we've learned. The strategy is called **predict obstacles**. Ask the students:

- Why would it be important to **predict obstacles** when you have a goal you are working toward?  
*[Possible responses: so you were more prepared for setbacks; there is a smaller chance you would quit if you thought about obstacles.]*

Show the students the [Predict Obstacles Visual](#) and explain that the first step is to identify potential obstacles that could get in your way of completing a task or reaching a goal. Obstacles are really anything that could interfere with improving or reaching a goal, such as schedules and lack of time, other people, or 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 gets in your way of reaching a goal or completing a task.

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



From the video [Predict Obstacles](#)

After the video, discuss these questions with the students:

- 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 if–then statements for 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.]*

Conclude the activity by reminding the students 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.” We can use the strategies **imagine the path to my success** and **predict obstacles** anytime, especially when we are struggling to get started on a goal.

### 3. I can describe the path to my success, **predict obstacles**, and create if–then statements

Remind the students that they have been learning about self-regulation and why it is important and that they have learned two strategies that will help them become better at self-regulation. As a review, discuss these questions with the students:

- How would you define self-regulation in your own words?  
*[As the students share their definitions, reinforce concepts in this definition: “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.” Self-regulation helps you reach your goals, learn skills, manage emotional reactions, and accomplish tasks.]*
- What do you do when you **imagine the path to your success**?  
*[Possible responses: you imagine what it will be like when you successfully reach a goal; you also imagine yourself overcoming the challenges you might experience along the way.]*

Review the steps on the [Predict Obstacles Visual](#). Tell the students that developing if–then statements will help them plan what to do when they experience an obstacle they have predicted. When developing if–then statements to plan for each obstacle, it’s important to focus on what we have control over when determining the “then.” Show the image [Things I Can Control and Things I Can’t Control](#). Notice the things we have control over—our effort, asking for help, our thoughts and words and choices. These are things we can focus on when we create the “then,” or action portion, of our if–then statements. Also notice the things we don’t have control over—other people’s opinions and beliefs, how other people feel, what other people say. Avoid including actions which depend on other people changing how they think, what they say, or how they act. For example, if a parent or friend says negative things which are obstacles to our success, then we might discuss our goal with someone who is more supportive.

**Note:** For this activity, the students will determine a 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.

Ask the students to write a goal that they are working toward or project they want to complete in the next month and their path to success. Then ask them to **predict obstacles**, identifying three potential obstacles, and then write an if–then statement for each obstacle. Emphasize that they choose things to do which are in their control. Provide the students with this framework to help them complete this activity:

- Goal:
- **Imagine the path to your success.** Describe general actions you’ll take and what it will look and feel like when you reach your goal.
- **Predict an obstacle.** Write an if–then statement for the obstacle.
- **Predict another obstacle.** Write an if–then statement for the obstacle.
- **Predict a third obstacle.** Write an if–then statement for the obstacle.

Ask the students to share what they’ve written with a partner. The partners should provide feedback. Questions for students to consider when providing feedback to each other:

- Does the path to their success show them completing several actions? Do they see themselves overcoming barriers? Does the path include positive outcomes associated with meeting their goal?
- Is the “then” part of each if–then statement something that’s in their control? Are there more things which could get in the way of progressing toward a goal? What might be additional if–then statements?

After a few minutes, ask volunteers to share what they have written. Emphasize to the students that internal obstacles, like negative thoughts or becoming anxious while working on a task, are just as important as external obstacles, like a low battery on their tablet or a friend not being available to practice with.

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 the obstacles they predicted and apply their if–then statements.

Consider reviewing each student’s work to analyze their proficiency in the first indicator of the [Self-Regulation Performance-Based Observation](#), “Visualizes successes and challenges for completing a task and can explain their path to success (Strategy 1, **imagine the path to my success**).”

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

Review the Self-Regulation Strategies the students have learned so far. Emphasize that *imagining the path to success* and *predicting obstacles* are two strategies that work well together to help us get started on a goal, project, or set of tasks.

Inform the students that today they are going to focus on distractions. Ask the students to name some distractions they have experienced recently while working on assignments at school or at home.

Distractions might include:

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

Explain to the students they are going to watch a video that will help them understand how distractions can become obstacles if the students don't learn how to manage them. Inform the students that the video explains what causes distractions. As they are watching the video, they should write key takeaways that they will share after the video. Show the four-minute video [Five Ways to Stop Getting Distracted](#).

The key takeaways are:

- Distractions can be not only external, like phone notifications, but also internal feelings that we want to escape, like boredom or loneliness.
- Plan your day by deciding how much time you will devote to each task.
- When you're distracted, it can take 20 minutes to refocus.
- Set aside time each day for things that are distracting so they're not something you do only because you're bored or lonely.
- Notice when you're distracted and allow the feeling to pass.
- Be careful of time when you're transitioning from one task to another.
- Your belief about how distractable you are affects how distracted you become.

After the video, discuss these questions with the students:

- What did you learn about distractions?  
*[Possible responses: distractions can become obstacles; when you're distracted, it can take 20 minutes to refocus; we use distractions to keep from feeling bored, lonely, and overwhelmed.]*
- What are some techniques for minimizing distractions?  
*[Possible responses: set aside time each day for things that are distracting, like social media; minimize time between tasks to avoid distractions; understand why you are using a distraction to avoid something.]*
- What techniques for avoiding distractions have you have tried?

Ask the students to think of a time they experienced a distraction, like a cell phone, distracted thoughts, noises, or friends. This needs to be something they are willing to share with the class. An example scenario is provided below.

#### Example:

I became distracted during business class when my teacher explained our final project and I felt high anxiety. All I could think about was how long it was going to take me to finish it, and I couldn't listen well.

Assign the students to small groups. Ask each group to discuss their distractions and brainstorm if–then statements to address each distraction. An example is provided below.

**Example if–then statement:**

IF I become worried or anxious about the amount of time something will take me to complete instead of listening, THEN I will take a deep breath and focus on listening and understanding what is being asked of me while taking detailed notes.

Ask the students to write down a distraction they are likely to experience later today or tomorrow. Maybe it is in another class, during sports practice, at their after-school job, or at home. Then ask them to write an if–then statement for the distraction. Encourage the students to apply their if–then statement when they experience the distraction. Volunteers can share if–then statements with the class.

**5. We can practice *imagining the path to our success, predicting obstacles, and creating 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.

Explain to the students that they are going to work together and practice each of the Self-Regulation Strategies they have learned so far. They will ***imagine the path to their success, predict obstacles***, and develop if–then statements for obstacles they could experience.

Begin by describing a challenging concept or task from your curricular area that all students will soon learn or do. Alternatively, describe an academic challenge relevant to all of your students (e.g., writing a research paper, completing a science project, prepping for the ACT/SAT).

After describing the concept or task to the students, ask the students to close their eyes and ***imagine their path to success*** and then write it down. Afterward, ask for a few volunteers to share their individual paths to success. After several students have shared, discuss:

- Does their path to success include completing several actions over time?
- Does it include overcoming barriers?
- Have they thought about positive outcomes associated with meeting their goal?

Provide time for them to add to their paths to success. Then on chart paper or a computer, create a table with two columns, “IF ... ” and “THEN ... ” Ask the students to think about internal and external obstacles (including distractions) and generate a list of potential obstacles. List the obstacles under “IF ... ”

IF ...	THEN ...

Then ask the students to brainstorm ways to overcome these obstacles and list these ways under “THEN ... ” Remind them that the ways to overcome the obstacles should be things that they control.

Summarize the activity by reminding the students that ***imagining the path to their success*** is an important first step for learning or doing something challenging. It helps them think about what they will need to do and what it will be like as they work to accomplish something. ***Predicting obstacles*** and creating if–then statements for the obstacles will increase their confidence as they are working toward a goal because they have acknowledged and planned for how to overcome challenges they will likely experience.

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

### Learning Targets:

6. I can explain why **breaking down** a goal into action steps is important
7. I can **imagine the path to my success, predict obstacles**, and **break down** tasks into action steps
8. I can **imagine the path to my success, predict obstacles**, and **break down** the goal of improving my physical health

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

- Self-Regulation Strategies Poster
- Video **Break It Down**
- Video *Visualization Used by Michael Phelps*
- Video *These Little Small Goals Bring You the Big Differences*

### Instructional Activities:

#### 6. I can explain why **breaking down** a goal into action steps is important

Explain to the students that this activity will focus on developing action steps to help them get started and keep going when they are learning or doing something complex. When they take the time to **break down** a goal into a series of action steps, they are using the strategy **break it down**. Emphasize this strategy on the [Self-Regulation Strategies Poster](#).

Inform the students that the most effective action steps are detailed and realistic and include ways to overcome potential obstacles. Based on the reflection items in the *Self-Regulation Knowledge Test*, data from over 10,000 students show that the majority of students feel they need the most help with **breaking down** a complex learning goal into manageable steps.

Tell the students they will watch a video that will help them understand this strategy. Show the two-minute video [Break It Down](#).



From the video [Break It Down](#)

Afterward, discuss these questions with the students:

- 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.]*
- Why is it important to **break it down** before beginning something?  
*[Possible responses: it helps you plan and increases the likelihood that you will be successful; it increases your confidence because you know what you need to do.]*

Explain to the students that **breaking it down** requires taking a complex goal and identifying action steps. If it's a large goal, subgoals may be required with detailed action steps under each subgoal.

While developing action steps, consider two questions:

- What will it require (e.g., time, resources, people)?
- What can I do to avoid anticipated barriers?

Then create your action steps with as much detail as possible, as if you are writing them for someone else to read. Inform the students that you will provide two examples (you can use the following or create your own) and they will **break down** the goal into action steps. They should work in groups of three to develop detailed action steps.

**Example:**

Danielle lacks energy and feels she spends too much money on energy drinks and cookies (her daily lunch). She knows if she starts eating healthier, she will have more energy in the afternoon, so she thinks about healthy lunch options and exchanging energy drinks for water.

Ask the students to work with their group to identify and write down Danielle’s action steps for eating healthier. Remind them to include as much detail as possible. After a few minutes, ask each group to share their action steps. Note that there are similarities across groups but there are also variations. When you **break it down**, you determine the action steps that work for you. That is the “self” in “self-regulation.”

Repeat the process with Jake.

**Example:**

Jake wants to save money for a gaming system (about \$300). He has a part-time job, working 15 hours a week at \$10/hour. Jake usually spends all of his money going out to eat with friends. He’s having trouble getting started on his plan, and he feels like he’ll fail even before he gets started.

Ask the students to take a few minutes to work with their group to identify and write down Jake’s action steps for saving money. After a few minutes, ask volunteers to share their action steps. Note unique ideas that would help Jake enjoy time with his friends without spending money. Explain to the students that self-regulation isn’t about sacrificing fun. When we **break it down**, we determine action steps that will lead to our success and that really work for us.

Support the students in reflecting on the importance of **breaking it down** and creating detailed, realistic, and specific action steps by discussing the following questions. Afterward, ask each student to individually write their answers to these questions.

- How would **breaking it down** help you on an upcoming task?
- Why is **breaking it down** important for reaching your goals?

As an extended activity, model the strategy using AI, such as ChatGPT, to **break down** large goals into action steps. Use the examples above or other common scenarios, such as completing and turning in homework. Demonstrate the benefits of using AI in this situation to generate lots of examples that you can then customize for your specific purposes.

**7. I can *imagine the path to my success, predict obstacles, and break down* tasks into action steps**

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 describing each strategy and explaining how it supports self-regulation.

Explain to the students that when they **break it down**, it’s important to have as much detail as possible. Detailed action steps may include things like:

- Timeline (after identifying the action steps, figuring out when each one needs to be completed in order to meet the overall deadline for the goal)
- To-do list (making a list of things to do under action steps)
- Think aloud (saying your plan aloud to be sure you’ve thought everything through)
- Responses to emotional triggers (determining in advance positive self-talk or other techniques for when you encounter setbacks or when others don’t support you)
- Strategies to maintain focus and remove distractions (thinking about potential distractions and identifying how you will manage or resist those distractions)
- Contingency plan (creating a detailed plan for how you will react to potential complications you’ve identified)
- Reminders (prompting yourself—for example, by using alarms or calendar prompts—to remember your action steps)
- Accountability partner (asking a friend to check in with you periodically to see if you’re on target or if you need to make changes; having someone else who is aware of your goal and can provide support and encouragement—as well as honest, constructive feedback if you’re not on target—can be helpful in keeping you on track)

Inform the students that they will review two scenarios to practice these three Self-Regulation Strategies. For each scenario, they should **imagine the path to success** by writing broadly about what they will do and overcome as well as what it could look and feel like after they accomplished it. Then they will **predict obstacles** and write two if–then statements. Remind the students that some obstacles occur internally, like how we feel and what we think. Also, “THEN” statements should be focused on things we can control. Finally, they will practice **breaking it down** by writing detailed action steps.

Begin by reading the first scenario to the students and prompting them to write their responses.

**Scenario 1:**

You need to raise your grade in English class, and your next writing assignment is a two-page paper on an author of your choice. You want to do well on the assignment. Describe your path to success, **predict two obstacles**, develop an if–then statement for each obstacle, and **break down** this goal into action steps.

<b>Goal</b>	Submit a quality paper
<b>Imagine the path to my success</b>	
<b>Predict obstacles</b>	If–then statement:
	If–then statement:
<b>Break it down</b>	Action steps:
	1.
	2.
	3.
	4.

Afterward, ask each student to share an if–then statement. As a group, analyze each statement to determine whether it addresses a potential barrier and whether the “THEN” action is in their control.

Then ask each student to share an action step, trying not to repeat an action step that has already been shared. Emphasize that the more detail we have in our action steps, the easier the steps are to follow.

Taking a little time for planning reduces our stress and increases the likelihood that we will meet our deadlines.

Then read Scenario 2 to the students and ask them to complete the same writing process again.

**Scenario 2:**

You are applying for summer jobs, and the deadline for the job you really want is today. You have practice after school and need to get the application in by 5:00 p.m. The application requires three reference names with phone numbers. Describe your path to success, **predict two obstacles**, develop an if-then statement for each obstacle, and **break down** this task into action steps.

<b>Goal</b>	Submit your job application by the deadline
<b>Imagine the path to my success</b>	
<b>Predict obstacles</b>	If-then statement:
	If-then statement:
<b>Break it down</b>	Action steps:
	1.
	2.
	3.
	4.

Afterward, ask each student to share an if-then statement. As a group, analyze each statement to determine whether it addresses a potential barrier and whether the “THEN” action is in their control.

Then ask each student to share an action step, trying not to repeat an action step that has already been shared. Emphasize that the Self-Regulation Strategies work for shorter tasks and timeframes as well as longer timeframes. Complex learning goals, such as ACT or SAT prep, research papers, or performing well in a sport, will likely include an additional level of subgoals which each have a set of action steps.

Remembering to use the Self-Regulation Strategies for both daily and long-term tasks will help the students accomplish whatever they need or want to do.

**8. I can *imagine the path to my success*, *predict obstacles*, and *break down* the goal of improving my physical health**

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 share how they have applied or could apply the strategies **imagine the path to my success**, **break it down**, and **predict obstacles** outside of school.

Inform the students that they are going to analyze how the swimmer Michael Phelps used the strategies **imagine the path to my success** and **break it down** to help him accomplish his goal of winning a gold medal. Explain to the students they will watch two videos of Michael Phelps describing how he used self-regulation to become an Olympic athlete. In the first video, he will describe how he used visualization, or **imagined the path to his success**. As they are watching the video, ask the students to notice how he **imagines the path to his success**. Show the video [Visualization Used by Michael Phelps](#). After the video, discuss these questions with the students:

- What did Michael Phelps do when he **imagined the path to his success**?  
*[Possible responses: he thought about the race a month prior to it; he thought about what it would feel and sound like to be in the race.]*

- How did he **predict obstacles**?

*[Possible response: he thought about everything he wanted to happen and didn't want to happen and what he would do.]*

Inform the students that they will watch a second video about Michael Phelps as he describes how he **broke down** his goal of becoming a gold medalist. As they are watching the video, the students should listen for action steps he implemented to help him reach his goal. Show students the video [These Little Small Goals Bring You the Big Differences](#). After the video, discuss:

- What were some of the action steps he described? How did he **break down** his goal?  
*[Possible responses: he learned to be stronger mentally; he increased his competitions; he had healthy eating habits; he didn't think about the previous race, always focused on the present race.]*

Emphasize that Michael Phelps consistently used visualization, or **imagining the path to his success**, and **breaking down** goals on his journey to become an Olympic athlete. We might not be Olympic athletes, but maintaining or increasing our physical health is important for everyone.

Ask the students to close their eyes and image themselves more physically fit. What does it look like and feel like? (Pause.) What do you imagine yourself doing to get more fit? (Pause.) What barriers do you imagine yourself encountering and how do you overcome these barriers? (Pause.)

Then ask each student to write a description of their path to success, if-then statements for two obstacles, and **break down** the goal of increasing physical health into written action steps.

<b>Goal</b>	Improving my physical health
<b>Imagine the path to my success</b>	
<b>Predict obstacles</b>	If-then statement:
	If-then statement:
<b>Break it down</b>	Action steps:
	1.
	2.
	3.
	4.

After a few minutes, ask volunteers to share one action step or if-then statement with the class.

Emphasize that while we each have a different path to increase our physical health, we all have actions that will help us move toward the goal.

Summarize the activity by encouraging the students to use the strategies over the next week at home, in school, or when participating in extracurricular activities. They can apply the strategies to any long-term goal, short-term project, or daily process that is challenging.

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

### Learning Targets:

9. I can describe how I will use a Self-Regulation Strategy in my future career
10. I can identify action steps for something that is challenging for me to self-regulate
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 [www.cccframework.org/sr-lessons-sec/#u3](http://www.cccframework.org/sr-lessons-sec/#u3)):

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

### Instructional Activities:

#### 9. I can describe how I will use a Self-Regulation Strategy in my future career

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 which 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.

Then explain to the students that they will write a paragraph describing the Self-Regulation Strategy they believe to be their strength. The students should choose the strategy they are strongest in and first explain it in their own words. Then they should provide details about how they have used it. Use these prompts to help the students generate their paragraph:

- Of the three strategies (**imagine the path to my success**, **predict obstacles**, and **break it down**), which one do you feel is your strength?
- How would you explain the strategy to someone else?
- Provide details about how you used the strategy.

Allow the students a few minutes to compose their paragraphs. Then break the class into groups based on the strategy they chose as their strength. If any groups include more than five students, form multiple groups. Ask the groups to discuss how they have used the strategy. Then ask each group to share examples with the whole class.

Inform the students that they can use their self-regulation strengths in their future careers. Ask the students to close their eyes and imagine themselves ten years in the future, successful in a career they are interested in. What is your career? (Pause.) What does it look like and feel like to be successful in this career? (Pause.) What was your path to this success? (Pause.) What obstacles did you overcome along the way? (Pause.) Return again to imagining yourself being successful in your career. How are you using the Self-Regulation Strategy that you wrote about as a strength? (Pause.)

Ask each student to write a paragraph describing how they will use the Self-Regulation Strategy that is their strength in their future career. Use these prompts to help the students generate a paragraph:

- Envision being successful in your future career. What career do you see?
- Explain how you will use the Self-Regulation Strategy that is your strength to help you in your future career.
- Why is it important to use this strategy in your future career?

After the students have had time to compose their paragraphs, ask them to share their responses with a partner. Then provide the students with a personal example of the Self-Regulation Strategy that is your strength and how it has helped you in your career. Include details about how the strategy helped you overcome obstacles and become successful. Solicit volunteers to share how they could use the Self-Regulation Strategies in their future careers.

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 identify action steps for something that is challenging for me to self-regulate**

Inform the students that they have already learned to do many things that require self-regulation in both school and extracurricular activities. Emphasize that self-regulation also helps them do things like earning money at their after-school job, improving in a sport, or learning a new skill. Self-Regulation Strategies can also help with daily things, like completing their chores or managing their emotions.

Ask the students to share things that students their age self-regulate. As the students share, write their examples on the board. Examples might include getting up with an alarm, getting to class on time, completing homework, having all supplies ready for class, remembering to charge their tablet, improving in a sport, learning an academic concept, exercising daily, completing a project, or saving money.

Once you have a large list, tell the students to divide a piece of paper in half. On one side, ask each student to describe things they self-regulate well and, on the other side, describe things that are challenging to self-regulate.

Then, in partners, ask the students to share things that they regulate well and things that are challenging. The partners should discuss ideas for self-regulating the challenges that they shared.

Ask each student to write down action steps they will try for one of their challenges.

Next, ask the students to think about what it takes to complete and turn in homework. With their partners, challenge the students to write ten action steps for completing their homework.

<b>Goal</b>	Completing homework and turning it in
<b>Break it down</b>	Action steps:

After a few minutes, ask each set of partners to share one action step, trying not to share a step that was shared by a prior group. Continue until all action steps have been shared. Emphasize that we often think of completing homework as a single action, but in reality, it is a complex task with numerous action steps.

Summarize the activity by emphasizing that the students have successfully self-regulated in some areas and that learning the strategies will help them apply self-regulation in the areas they find challenging. Improving their self-regulation will also help with learning new things in school and their future careers.

Extend the learning by discussing how self-regulation is necessary for all jobs. Ask the students to brainstorm a list of things that they would need to self-regulate to be successful at a job. Examples might include getting to work on time, securing reliable transportation, independently accomplishing work tasks, managing time while on a break, maintaining progress on long-term tasks, and managing emotional reactions when frustrated with colleagues.

Review each student’s strengths, challenges, goal, and action steps. Write down ideas for scenarios to discuss as a class. When possible, informally ask the students about their goal and the action steps they are taking to better self-regulate.

**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. Emphasize that improving their self-regulation will require practice.

Tell the students that they are going to develop a self-regulation plan for something they want to learn or improve. Inform the students that they can choose something related to school, home, or extracurricular activities, and remind them that they don’t need to choose something big or long-term—it can be a relatively small thing, like learning to parallel park or memorizing the quadratic formula. Use the following table as a framework for this activity.

<b>Goal</b>	
<b><i>Imagine the path to my success</i></b>	
<b><i>Predict obstacles</i></b>	If–then statement:
	If–then statement:
<b><i>Break it down</i></b>	Action steps:

Once the students have determined what they want to learn or improve, ask them to ***imagine the path to their success*** and write it down. Next, they should ***predict obstacles*** by identifying at least two obstacles and writing if–then statements. Finally, the students should ***break down*** the goal into clear written action steps.

After the students have completed their responses, ask them to work within small groups, taking turns sharing their responses. Their group should provide feedback to help them expand on action steps.

When giving each other feedback, the 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?
- Can the plan be completed independently, or will help be required (such as transportation to a job interview or help opening a savings account for a plan to save money)? If assistance is needed, what are the steps to getting that help?
- 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. Emphasize to the students that they have just completed an activity where they described how they would authentically practice each of the Self-Regulation Strategies they have learned so far.

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 second indicator of the [Self-Regulation Performance-Based Observation](#), “Demonstrates the ability to break down a task by creating action steps (Strategy 2, ***break it down***).” When possible, informally ask the students about their goals and the action steps.

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

Remind the students they have been learning about themselves and their current ability to self-regulate. They have reflected on their strengths and challenges related to self-regulation and determined what they want to learn using self-regulation. Ask a few volunteers to share their experience with implementing the Self-Regulation Strategies they have learned.

Tell the students that you have a challenge for them. The goal is to develop the best scenario about a student who used self-regulation. Divide the class into teams of four. Explain that each team will have eight minutes to write a brief scenario about how a student used the Self-Regulation Strategies ***imagine the path to my success***, ***predict obstacles***, and ***break it down*** to reach a goal. Review the following checklist with the students. Their scenarios should include details about how each strategy helped the student self-regulate and include key concepts about each strategy. At the end of eight minutes, each team will read their scenario. The other teams will give them a thumbs-up or thumbs-down regarding whether their scenario adequately addressed each strategy.

### Checklist:

- Did the person ***imagine the path to their success***, which included them completing several actions over time, overcoming barriers, and describing positive outcomes associated with meeting their goal?
- Did the person ***predict obstacles*** and develop if–then statements to address each obstacle?
- Did the person ***break down*** their goal into specific action steps?

Allow the students eight minutes to write their scenario. Then choose a team to read their scenario first. After they have read their scenario, ask each question in the checklist as the students rate the scenario with a thumbs-up if it met the criteria or a thumbs-down if it did not. If one of the strategies was not included, ask for volunteers to share ideas for adding it to the scenario. Repeat this process until all groups have read their scenarios.

After all scenarios have been shared and discussed, ask each student to write a response to the following prompt:

Self-regulation is important to me because ...

Review each student’s response or ask each student to share their response with the class.

## 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 plan how to manage emotional reactions
15. We can practice *imagining the path to our success, breaking it down, managing big feelings, and predicting obstacles*

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

- Feeling Words Wheel
- Chart paper
- Self-Regulation Strategies Poster
- Video *Manage Big Feelings*

### 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, meet a goal, or manage their emotions. Ask them to work with a partner and take turns explaining the Self-Regulation Strategies *imagine the path to my success, break it down, and predict obstacles*. Explain to the students that this activity will focus on understanding the impact their emotions have on their self-regulation. They will begin by identifying emotions that impact their mind and body. 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 additional activities supporting students in learning how to identify and communicate their emotions, see [Assertiveness Lessons \[Secondary\]](#), Unit 2.

Explain that strong emotions impact their ability to self-regulate and that learning to regulate your mind and body when you have strong feelings will help you persist and keep working toward your goal.

Think about driving a car. There are times when you need to speed up so that you don't slow down traffic and so that it doesn't take too long to get where you are going. There are also times when you need to slow down to obey the speed limit and avoid losing control and getting into a wreck. When we have strong emotions, our mind and body can feel fast or slow, and we need to make sure we are keeping our mind and body at an appropriate speed to focus on what we need to do.

Explain that signals from their body when they have strong emotions are called *physiological feedback*. If your mind and body are feeling too fast, your thoughts may be incomplete, and you can't focus. You also might have a racing heart or tightening of your chest. When your mind and body feel slow, you might experience low energy and feel lethargic. Your mind might feel unfocused, and it could be difficult to concentrate on what you need to do or learn.

Show the students the [Feeling Words Wheel](#) and explain that emotions are complex. Ask the students to work with a partner and discuss these questions:

- Describe times when your mind and body felt too fast. What emotions were you experiencing? What physiological feedback, or signals from your body, did you experience?

- Describe times when your mind and body felt too slow. What emotions were you experiencing? What physiological feedback, or 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 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 minds and bodies. Some techniques could include:

- Taking a few deep breaths
- Stretching
- Talking to someone about their emotions
- Writing about their emotions
- Using positive affirmations
- Going for a walk or run
- Taking a break

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.

Then ask each student to identify a future event, like a test, game, or task, where they are likely to experience strong emotions. Ask them to write down 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 your physiological feedback and stay focused?

Encourage the students to practice techniques to manage strong emotional reactions.

#### **14. I can plan how to manage emotional reactions**

Remind the students they have been learning about how their mind and body react when they experience strong emotions. Emphasize that we all have times when our mind and body feel fast and that makes it difficult to focus on learning or what we need to do. We also have times when our mind and body feel slow, and that also makes it difficult to focus on what we need to do. 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 physiological feedback 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 physiological feedback did you experience? What did you do to move your body back into a better speed?

Explain to 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 to move your mind and body back to the right speed means that you are **managing big feelings**. Emphasize this strategy 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](#). After the video, discuss these questions with students:

- How does **managing big feelings** help you improve your self-regulation?  
*[Possible response: it helps you keep your mind and body in the right speed so you can stay focused on what you need to accomplish.]*
- 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.]*

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 bodies and minds.

Ask the students to use the [Feeling Words Wheel](#) to write which emotions they could be experiencing in each scenario. Then describe the physiological feedback their mind and body could be experiencing and, finally, write if–then statements for each scenario. 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:

Your teacher encouraged you to submit some drawings to a local art show, but you don't feel like your work is good enough to submit.

- What emotions might you be feeling?
- What physiological feedback might you feel in your body?
- What negative thoughts might you be having?
- Write an if–then statement to help manage your emotional reaction.

#### Scenario 2:

You love being on the soccer team, but you are about to lose a really important game. You want to yell at your teammates and blame them for the loss.

- What emotions might you be feeling?
- What physiological feedback might you feel in your body?
- What negative thoughts might you be having?
- Write an if–then statement to help manage your emotional reaction.

After the students have written their answers, ask them to work with a partner and share the emotions they identified and the if–then statements they could use to **manage their big feelings**. After discussing in pairs, prompt students to expand their written answers if necessary.

Lastly, as a class, read the scenario below and then work to create a detailed plan for **managing big feelings** in that situation.

#### Scenario:

Your friend Ray is taking a public speaking class. He knows that he will be expected to speak in front of groups in the career he plans to pursue. The only problem is that Ray gets very anxious when speaking in front of a group. His palms sweat, and his mouth gets very dry. He ends up talking too fast and with no feeling. Help Ray make a plan for reducing his anxiety and effectively conveying his ideas to a group.

Explain that Ray needs to manage his emotions while giving the speech and that he will be better able to do so if he is prepared for the speech. Ask each student to identify an action step that Ray could do to

prepare for his speech. Encourage them to try to identify something that hasn't yet been shared. Examples might include:

- Writing out the speech a week in advance
- Practicing the speech with friends or family
- Recording himself giving the speech and critiquing the recording
- Using positive self-talk phrases
- Making cue cards
- Asking his teacher if he can give the speech to an empty room to practice
- Focusing his practice on different sections of the speech
- Asking his teacher if he can give his speech first
- Taking deep breaths before giving his speech

Congratulate the students on developing a detailed plan that would prepare Ray for the speech and help him manage his emotional reactions. Explain that sometimes we just need to take deep breaths to **manage big feelings** but that often we need to make a more detailed plan by **breaking down** the task.

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

Divide the class into three or four teams, aiming for an equal number of students on each team. Ask the teams to review each strategy they have learned so far. They should review the strategies ***imagine the path to my success, break it down, manage big feelings, and predict obstacles***.

Then explain to the students that they are going to practice the four strategies they have learned so far by having a rock, paper, scissors tournament. Remind the students that the noise level in the classroom will need to stay low throughout the tournament and they must speak respectfully to each other. Ask two students to demonstrate rock, paper, scissors and then briefly explain the game. Explain that the tournament will be single-game elimination and, once they lose, the students should sit down and quietly cheer for their teammates.

Ask each team to ***imagine the path to their success***. The team should discuss and write answers to these questions:

- What might we do to win the tournament?
- How will we quietly celebrate when a member of our team wins a round?
- How will we quietly celebrate if a member of your team wins the tournament? Wins the tournament?
- What will the team members say and do to support each other?

Remind the students that it is important that 1) the noise level in the room stay low and that 2) everyone speak respectfully to each other. Ask each team to write if-then statements for these two obstacles.

Next, ask each team to practice the strategy ***break it down***. They should develop at least three action steps they will use to increase their chances of winning the tournament while maintaining the requirements for a quiet classroom and respectful communication.

Finally, ask each team to practice the strategy ***manage big feelings*** by using the [Feeling Words Wheel](#) to determine two emotions they are likely to experience during the tournament, and develop an if-then statement that includes the techniques they will use to ***manage their big feelings***.

Begin the rock, paper, scissors tournament with the students pairing off with those from another team. This is single-round rock, paper, scissors, with the winner finding another partner and the loser sitting

down to quietly cheer on their teammates. Play continues until a winner is determined. After the tournament, ask each team to discuss and write answers to these questions:

- How did ***imagining the path to success*** help your team?
- What obstacles did you experience that you had predicted ahead of time? How did you overcome the obstacles?
- How did ***breaking down*** the task into smaller action steps help you? What action steps would you add?
- What techniques did you use to ***manage big feelings***?

This activity can be extended by doing another round of the rock, paper, scissors tournament after each group adjusts their plan and refines their techniques for overcoming obstacles and managing their emotional reactions.

Summarize the activity by explaining that learning and practicing self-regulation helps them with academic and nonacademic things, like games and managing emotions. Emphasize that remembering to practice the strategies will improve their self-regulation.

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

### Learning Targets:

16. I can describe ways I've **tracked my effort** and **noticed my progress**
17. We can practice self-regulating for academic success
18. I can self-regulate by managing a distraction

### Materials (available at [www.cccframework.org/sr-lessons-sec/#u5](http://www.cccframework.org/sr-lessons-sec/#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
- Academic Success Log
- Video *Five Ways to Stop Getting Distracted*

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

### Instructional Activities:

#### 16. I can describe ways I've **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. They have also determined why self-regulation is important for them to learn.

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. 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](#)

After the video, discuss these questions with the students:

- What is the difference between **tracking your effort** and **noticing your progress**?  
[Possible responses: **tracking your effort** is monitoring how hard you are trying and how focused you are; **noticing your progress** is determining how much better you have become at something.]
- Why is it important to **track your effort** and **notice your progress**?  
[Possible response: to know if you need to try harder and to make sure you are getting better at something.]

Tell the students that when you keep trying to learn, avoid distractions, and keep practicing, you are putting forth a lot of effort. We have all likely focused on our effort when we really cared about learning something or completing a task. When you reflect on how focused you are and how hard you are trying to do something, you are using the strategy **track my effort**. When you reflect on how much better you have become at something, you are using the strategy **notice my progress**. Emphasize each of these strategies on the [Self-Regulation Strategies Poster](#).

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 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.

Ask the students to write ideas for **tracking effort** in each of 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 and then discussed in small groups or as a class.

Goal and action steps	Tracking effort	Noticing progress
<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 a reduction in stress by not feeling rushed in the morning
Running in a 5K in 2 months  Action steps include getting adequate nutrition, running daily, and setting distance goals for each week		Weekly, writing down the distance I am able to run in 30 minutes  Noticing that I am able to run longer between walking breaks

<p>Improving my mastery of math concepts</p> <p>Action steps include studying an extra half hour each night and preparing for the concept quizzes</p>		<p>Getting a higher percentage correct on math concept quizzes</p> <p>Noticing a higher number of math concepts I've mastered</p> <p>Noticing I don't have to look at my notes as often when completing math homework</p>
<p>Reducing my anxiety before tests by using calming techniques</p> <p>Action steps include trying different techniques to determine the most effective ones</p>		<p>After each test, rating my level of anxiety when taking the test</p> <p>Graphing my ratings over time</p> <p>Noticing how anxiety reduction impacts performance</p>
<p>Learning how to play the guitar</p> <p>Action steps include watching online instructional videos, trying out techniques, and practicing for an hour each day</p>		<p>Recording myself playing the guitar each week</p> <p>When I'm feeling frustrated or unmotivated, watching the recordings and reflecting on how much I've learned</p>

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 simple that didn't take much time to learn. Prompt the students to individually write 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?

Show the students the **Effort & Learning Chart**, below, and explain that this is another tool that they can use to monitor their effort and progress. Discuss these questions with the students:

- How are effort and learning connected?  
[Possible responses: you need to try hard and put in effort to learn; if you don't try, your learning won't improve.]
- Why is it necessary to use a lot of effort when learning something new?  
[Possible responses: learning anything new can be difficult, and it gets easier the more you practice; if you don't put forth effort, you won't improve your ability to do something.]

Have the students individually think of a challenging assignment or concept that they have just started working on (preferably in your class). Prompt the students to write their selected learning task in the first

row in the chart. Then they will draw a mark on each side of the arrow next to the statements that best describe how they’re feeling about their effort and learning on this task so far. Have them note the date next to their marks. When they revisit the chart over time, they can continue using the same copy each time, noting the date next to each mark.

<b>Challenging learning task:</b>	
<b>Effort</b>	<b>Learning</b>
I tried very hard and kept a growth mindset. My effort is helping me learn.	I know this so well that I could explain it to others.
I tried hard and kept a growth mindset, but distractions sometimes got in the way. I will work to maintain my focus.	I can get the right answer, but I don’t know it well enough to explain it to others yet.
I tried even when I got frustrated, but there is more that I could do. I will work to keep a growth mindset and focus my efforts.	I understand most of this, but I have more to learn.
I tried but got frustrated and gave up quickly. I will focus on how mistakes are part of learning.	I understand some of this, but I have a lot more to learn.
I didn’t really try to learn. I will put in more effort.	I do not understand this yet.

Emphasize that when we **track our effort**, we ask ourselves questions like “How much time do I spend working on this? Do I stay focused? Do I challenge myself?” When we **notice our progress**, we ask ourselves questions like “How do I know I’m improving? What is easy for me now that used to be difficult?”

Extend the learning by regularly asking the students to rate their effort and learning for the challenging learning task listed in the **Effort & Learning Chart** (or any ongoing learning goal in your class). Review the charts to determine the students’ mastery. When most students have mastered the concept, have them graph their learning over time. Then guide them to discuss what they did to maintain their effort.

Have the students reflect on what the graph shows. Did their learning ratings go up? As they were learning the challenging concept, were they approaching it with the idea that they could learn it if they put in the effort? What does this process tell them about their self-regulation, and how can they use that information the next time they need to learn something challenging?

Whenever the students have a test, ask them to rate their effort for learning the content and the degree to which they feel they have mastered the content. When you return tests to them, ask them to reflect on how their effort impacted their performance on the test.

### 17. We can practice self-regulating for academic success

Inform the students that they will continue to learn and practice the Self-Regulation Strategies. In the previous activity, they learned about **tracking their effort** and **noticing their progress** and how tracking both can improve their self-regulation.

Show the [Track My Effort and Notice My Progress Visual](#) to the students and discuss ways they might use it to **track their effort** and **notice their progress**.

**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 can help them reflect on their level of effort while working on a task. 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. Ask 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*

Ask the students to identify behaviors for academic success by discussing the following question:

- What does effort look like in your classes? (Note, that effort might be different in each class.)  
*[Possible responses: arriving on time, having all supplies, taking notes, completing homework, asking questions when you don't understand, participating in discussions, studying for tests.]*

Create a list of the behaviors and explain that they represent effort. To do well in school, we can focus on these behaviors to increase our learning. 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. The goal can be any of the behaviors that support academic success.

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

<b>Class-wide goal for academic success</b>	<b>Example:</b> We will increase our engagement in class discussions.
<b>Imagine the path to our success</b>	During small group discussions, everyone shares their thoughts, listens to others, and considers different ideas. A challenge we imagine is getting everyone to participate. After the discussion, we feel energized and like we know more about multiple perspectives.
<b>Break it down</b>	<ol style="list-style-type: none"> <li>1. Remind each other of our goal before participating in our small-group discussion.</li> <li>2. When someone doesn't participate, others prompt them to share their thoughts.</li> <li>3. Actively listen to others and summarize what they have said.</li> </ol>
<b>Predict obstacles</b>	We might not have time for everyone to share their thoughts or ideas. IF not everyone has time to share their ideas, THEN we will ask the students who didn't share to go first during the next discussion.
<b>Track our effort</b>	After each discussion, our group will review the three steps we identified in <b>break it down</b> , and assess which steps we accomplished. Then, we will each rate our group engagement: 1–10. 10 is strong engagement by everyone in the group and sharing of ideas. 1 is little effort, where we didn't share ideas or listen to the ideas of others.
<b>Notice our progress</b>	We will reflect on whether the small-group discussions feel more productive. We will average the scores on our reflections to see if the class average is improving. If our class average is improving, we will know that we are making progress toward our goal of everyone participating in discussions.

These prompts can be used to guide the 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.]
- 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**.

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.

## 18. I can self-regulate by managing a distraction

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

Remind the students that they watched a video in [Unit 1, Activity 4, Five Ways to Stop Getting Distracted](#), and determined specific ways to help them manage distractions. Consider watching this four-minute video again or asking the students to recall the key points from the video. Then discuss:

- Why is it important to manage distractions?

*[Possible response: managing distractions helps us focus, do better work, and get done faster.]*

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 write three possible ways to manage the distraction. Then prompt the partners to write an if-then statement based on one of their options. Then ask each pair to share their if-then statement. 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
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.	<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>	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.

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

- A distraction that 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 ...

In partners, ask the students to share their plans. Encourage the students to follow their plan for the next week. For the next three times the class meets, ask the students to reflect on their effort in managing their distraction. Encourage the students to share progress that they have noticed, such as getting more work done, finishing homework more quickly, or better understanding the concepts being taught.

**Optional Game:** Tell the students they are going to practice **tracking their effort** and **noticing their progress** in managing distractions.

Tell the students that they will be divided into two groups. Explain that Group A will need to focus on a task. Consider giving the group an assignment to complete or asking them to silently read a book of their choice. Group B will be allowed to visit with each other, move around the room, and listen to music on their devices. Explain to Group B that their goal is to be a distraction but that they must keep the noise at an appropriate level and cannot touch the students in Group A.

Ask each student in Group A to have a paper and pencil ready. You'll set an interval timer, and each time they hear the timer, they should quickly give themselves a tally if they are focused on their task/reading.

Begin Round 1 with the interval timer ding every 20 seconds for two minutes. Then ask the students in Group A to count their tallies. If they focused the whole time, they should have six tally marks.

Switch groups, with Group A being the distraction and Group B trying to focus. Make sure everyone in Group B has a paper and pencil ready. Repeat Round 1.

After both groups have completed Round 1, ask each person think about what they did to manage distractions in Round 1 and determine how they will try to manage the distractions in Round 2, but note that they are not allowed to leave the room.

**Track my effort:**

- One thing I did in Round 1 to manage distractions is ...
- To manage distractions in Round 2, I will ...

Begin Round 2 with the interval timer ding every 20 seconds for two minutes and Group A trying to focus. Repeat Round 2 with Group B trying to focus.

After Round 2, ask the students to count their tallies and to share their experiences.

- Did you notice progress? Were you focused more of the time in Round 2?
- What did you do to stay focused? Which of your efforts worked best for you?
- If we had a Round 3, what would you try to stay focused?

Summarize the activity by emphasizing that distractions can become obstacles if we don't manage them. We often can't change our environments—other people will be making noise and moving around when we are trying to focus. We can, however, figure out ways that help us stay focused. Learning to manage distractions is part of self-regulation. Encourage the students to practice managing distractions the rest of the week.

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

### Learning Targets:

19. I can explain how my choices affect the outcome
20. I can **brainstorm my options** and **choose my response** for a dilemma
21. I can practice self-regulating for a daily dilemma
22. I can identify actions I should **keep doing** and actions I should **stop doing**

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

- Self-Regulation Strategies Poster
- Video **Brainstorm My Options & Choose My Response**
- Video *Heather Dorniden Wins the Race*
- Video *Interview With Heather Dorniden*
- Video **Keep Doing ... Stop Doing ...**
- Self-Regulation Strategy Icons

### 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 skills, improve their ability to do something, or reach their goals. They have learned how to **track their effort** and **notice their progress** toward reaching a goal. Emphasize that practicing the strategies anytime they have something they want or need to learn will improve their self-regulation.

Inform the students that this activity will focus on determining how their choices affect their progress. Tell the students, “Let’s say you wanted to set a new personal record for sprinting at the next track meet and decided to train on the weekends but that your friend invited you to spend the weekend camping and you decided to go. Choosing to go camping instead of training may affect your ability to set a new personal record.”

Emphasize that we all have choices and that most of the time there isn’t a clear good or bad choice, just like in the camping example, but it’s important to understand and reflect on how your choices impact your progress toward your goals. If you think through your choices, you might even be able to determine a compromise that will help you continue to make progress toward your goal. In this example, maybe you can practice for the race while at the campsite.

Provide the students with two examples of obstacles and let them **brainstorm their options** and discuss how their responses affect the outcomes.

You have a science test, and you need to do well on it to raise your grade, so you decide to study each night for the next week. Your boss at your after-school job just asked you to fill in for someone and offered to pay you overtime.

What are your options?

*[Possible response: you could go to work and make money or stay home and study.]*

What is the likely outcome of each option?

*[Possible response: you could do poorly on your science test and not raise your grade, or you might do better on your science test, but your boss might ask someone else to come in and work.]*

Which option would you choose, and why?

Your friend offered to give you a puppy from the litter her dog just had, but your mom said if you take the puppy, you will need to take care of it and pay for food and veterinarian bills on your own. You were saving up to buy a car, so you don't have extra money to spend on a dog.

What are your options?

What is the likely outcome of each option?

Which option would you choose, and why?

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

Explain that self-regulation isn't just about always making what you think is the responsible choice—it's about thinking through which actions will be most effective in helping you reach your goal while still being realistic about the other demands on your time, attention, and energy.

Tell the students that they will practice **brainstorming options**. For each scenario, they will answer questions about what they could do and what the likely outcome of each choice would be. Remind the students that there usually isn't a right or a wrong option. When answering, they should consider what they would be most likely to do in that situation; their answer might be complex or partially dependent on other factors—that's fine. As a class, work through the example scenario. Then ask each student to respond individually by writing their answers for Scenarios 1–3.

#### Example:

You made a plan to improve your English grade: Read 20 pages of your novel each night to finish two weeks before the report is due, and write a quality report. You had the flu for three days and didn't do any reading. You had planned to catch up by reading 40 pages for the next three days. But you just heard that tomorrow your friends are going to dinner at your favorite restaurant and to a movie you want to see. You know that if you join them, you won't have time to do your planned reading. You really want to join your friends tomorrow, especially since you've spent the last few days being miserable with the flu. But you also want to make progress on your reading so that you can still meet your deadline for finishing the book.

- What would you do?  
*[Possible response: I really want to join my friends tomorrow, especially since I've spent the last few days being miserable with the flu. But I also want to make progress on my reading so that I can still meet my deadline for finishing the book. To do both of those, I will plan to read 45 pages tonight, join my friends for dinner and a movie tomorrow, and read another 45 pages the next day.]*
- What's the likely outcome of your choice?  
*[Possible response: I will be able to hang out with my friends while still meeting my goal. I will also have a chance tomorrow to monitor my progress (did I get the 45 pages read tonight?) and update my plan based on that information.]*
- What other choices could you have made? What would be the likely outcome then?  
*[Possible response: I could have chosen to stick to my plan and not go with my friends, which probably would have gotten me back on track. But it might also have made me feel disappointed and frustrated about missing out, which would make it harder to focus. Or I could have chosen to go with my friends and keep my plan to read 30 pages tonight and the day after tomorrow, just skipping tomorrow's reading. This would have let me hang out with my friends but wouldn't have gotten me back on track for my reading goal.]*

### Scenario 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.

- What would you do?
- What's the likely outcome of your choice?
- What other choices could you have made? What would be the likely outcome then?

### Scenario 2:

You are trying to earn \$2,000 this summer. You have a part-time job where you earn \$15 an hour for 20 hours a week, and they like you as an employee. They have you scheduled to work all summer but a cousin just invited you to visit another state for a week, and you want to go.

- What would you do?
- What's the likely outcome of your choice?
- What other choices could you have made? What would be the likely outcome then?

### Scenario 3:

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.

- What would you do?
- What's the likely outcome of your choice?
- What other choices could you have made? What would be the likely outcome then?

After the students have written answers to the questions for each scenario, facilitate a group discussion where the students share their choices 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 needs.

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 **brainstorm my options** and **choose my response** for a dilemma

When we make choices in our lives, use the strategies **brainstorm my options** and **choose your response**. These two strategies can help you make decisions about what to do and choose the most appropriate option based on your strengths and preferences.

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 more about how to **brainstorm their options** and **choose a response**. Show the students the two-minute video [Brainstorm My Options & Choose My Response](#).



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

After the video, discuss these questions with the students:

- 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: **choose 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 choices 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. 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:

- 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, where and how to workout).
- What were the options you considered?
- How did you decide what to do? What was the outcome?

After their discussions with a partner, prompt the students to write their individual responses. Then explain to the students that we often have many options. We want to choose an option by thinking through potential outcomes. Discuss the question:

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

Ask each student to identify a choice that they need to make soon. Examples could include determining which classes to take next year, whether to study or spend time with friends this weekend, or whether to limit their time on social media. Remind the students that they identified a goal in [Unit 3, Activity 11](#),

and they likely have choices to make that will impact their progress. Prompt the students to write their description of their dilemma and three potential options.

- My dilemma:
- Option 1:
- Option 2:
- Option 3:

After each student has **brainstormed their options**, ask them to share and discuss their dilemma and three options in small groups. Others in the group should brainstorm additional options that they could consider.

Then each student should review their options again, **choose their response**, and write the reasons for their choice.

I'm going to choose Option \_\_\_ because ...

Conclude the activity by reminding the students to apply these two strategies together anytime they face a dilemma and need to make a choice of options when working toward a goal. 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** any time 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 practice self-regulating for a daily dilemma

Remind the students that the previous activity focused on when facing a dilemma, the importance of thinking through options and choosing the best response. Ask a few volunteers to share their experiences with **brainstorming options** and **choosing responses** when facing dilemmas:

- What is something you have recently done or tried where you needed to **brainstorm your options** and **choose your response**?
- How did taking time to think through options help you make a better decision?

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 a dilemma and needed to **brainstorm options** quickly. After the video, discuss these questions with the students:

- What were Heather's options?  
*[Possible responses: she could quit and not finish 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.) After the video, discuss:

- 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 she could improve, trying to follow 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 some dilemmas they are experiencing daily. Examples might include what to eat, whether to drink water or a soda, whether to go to sleep or scroll social media, how much time to spend gaming, whether to do homework right after school or later in the evening, or whether to exercise before school or sleep a little later. Make a list of these dilemmas while the students share.

Then ask each student to choose one of the dilemmas for which they want to make what they consider the best option (the choice that will lead toward their goal). Ask them to commit to this choice by writing about their dilemma and response.

Then, in small groups, ask the students to share and discuss how they could plan for success. After the group discussions, ask each student to write action 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 daily 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 three times to prompt them to **track their effort**, brainstorm solutions to challenges, and **notice their progress**.

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

Refer to the [Self-Regulation Strategies Poster](#) and 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**).

Tell the students that this activity focuses on reflecting, becoming more aware of how our self-regulation efforts are impacting our growth and achievement. Discuss these questions 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.]*
- Why would reflection be important for improving self-regulation?  
*[Possible response: thinking about what you did well, how to improve, and what you want to do next helps you make intentional decisions about your actions, which is using self-regulation to determine what you should do next.]*

When we **reflect**, 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 if the actions and thoughts we are currently using to make progress are helpful. Which actions should we **keep doing**? Are there things that 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 ...](#)

After the video, discuss this question with the students:

- 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.]*

Ask the students to think about the goal of improving or maintaining their health. Ask each student to reflect by categorizing their actions and writing them into two columns:

What habits (actions completed regularly) are helping me improve or maintain my health?	What habits (actions completed regularly) are limiting my progress?

Once each student has categorized their actions, ask them to share what they’ve written in small groups.

Remind the students that we each choose how we maintain our health. This is a goal that we will have throughout our lives, but the actions we keep doing will change. For example, when playing a sport, attending practice is likely all the exercise you need, but what do you do between sports seasons? Maintaining a balanced diet likely looks different during the school year than in the summer. The strategy

**keep doing ... stop doing ...** guides you to reflect on your self-regulation efforts. After reflecting, you can **break it down** by making your plan for the actions you want to continue and consider new actions that will support your progress.

Ask each student to create a similar two-column chart for academic success and write habits in each column. Refer back to the behaviors that the students listed in [Unit 5, Activity 17](#). Repeat the small-group discussions for this goal.

What habits (actions completed regularly) are helping me be successful in school?	What habits (actions completed regularly) are limiting my progress?

Summarize the activity by reminding the students that as they are working toward a goal, they may have action steps that aren't working and they may need to think about new actions that will keep them on track for meeting their goal. By reflecting on what they should **keep doing** and **stop doing**, they are making better self-regulation choices.

**Optional Game:** Tell the students that they are going to practice the strategy **keep doing ... stop doing ...** by playing a game. The game is called Silent Charades. To prepare for the game, print the [Self-Regulation Strategy Icons](#) and cut out the strategies the students 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, choose my response, and keep doing ... stop doing ...*). Put the icons into a container. Create another set of strategies and put them into a second container. Divide the students into two teams.

During the game, a team member will draw one of the Self-Regulation Strategies from a container and silently act it out. Their team only gets one guess. If the strategy isn't guessed correctly, it gets placed back in the container to be drawn again. The next student then draws a strategy to act out. Set a timer for five minutes.

Round 1 of the game is completed when the timer goes off. Ask both teams to practice the strategy **keep doing ... stop doing ...** by determining which actions they should **keep doing** and which actions they should **stop doing** for Round 2 of the game. The teams should write answers to these questions to help them determine what they will do in Round 2:

- When acting out a strategy, what techniques help us guess quickly?
- When guessing a strategy, how are we making sure our first guess is right?
- Which actions should we **keep doing**?
- Which actions should we **stop doing**?

After each team has had time to practice the strategy **keep doing ... stop doing ...** and determined how they will approach the rest of the game, begin Round 2 by placing all strategies back in the container. At the end of the game, have the students individually write answers to these questions and then guide a class discussion about the importance of reflecting and practicing the strategy **keep doing ... stop doing ...** :

- How did reflecting on your team's action steps help you be more successful during Round 2?
- How does the strategy **keep doing ... stop doing ...** help improve your self-regulation?  
[Possible responses: it helps you to determine if your actions are working or if you need to try a different action; when you think about how to keep going, you are persisting and improving your self-regulation.]

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

### Learning Targets:

23. I can *imagine the path to my success*, *break it down*, and *predict obstacles* to my goal
24. I can *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*, and *choose my response*
27. I can determine actions I should *keep doing* and actions I should *stop doing*

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

- Self-Regulation Strategies Poster
- *Track My Effort* and *Notice 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 are outlined with the assumption that a few days to a week will pass between each activity, but these activities can all be completed on the same day by skipping the reflection activity at the beginning of Activities 24 and 25. For Activity 26, 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.

### Instructional Activities:

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

**Note:** For this activity, the students will identify a learning goal related to academics, sports, music, extracurriculars, or personal life. 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.

Inform the students they are going to practice putting together all the Self-Regulation Strategies they have learned. The students can choose an earlier goal (see [Unit 3, Activity 11](#), or [Unit 6, Activity 22](#)) or 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 three weeks to complete or isn’t something that can be practiced daily. Prompt the students to write down their goal.

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 write a description of their path to their success. Use these prompts to help them generate a description:

**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 *break it down* into written action steps. Encourage the students to include when, where, and how descriptions in their action steps. For example, “I will review each assignment to

determine what I am doing well and which concepts I need to learn so that I can improve my algebra grade” is more specific than “I will review my assignments.”

Then ask 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.

<b>My goal</b>	
<b>Imagine the path to my success</b>	
<b>Break it down</b>	Action steps
<b>Predict obstacles</b>	If–then statement:
	If–then statement:

After the students have had time to complete the table, ask them to share with a partner. Partners should provide feedback and ask questions in order to add details or clarity where needed. When the partners have finished their discussions, ask each student to briefly share their goal, summarize their action steps, and read their if–then statements to the class.

Conclude the activity by emphasizing that they have learned and practiced three Self-Regulation Strategies through applying them to something they want to learn or improve. Prompt the students to begin their action steps. Explain that the next few activities will focus on refining their plan, managing emotions, and monitoring their effort as they work toward their goal.

#### 24. I can **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 the path to their success**, **broke it down**, and **predicted obstacles**. Provide the students five minutes to reflect on their application of the Self-Regulation Strategies by asking them to review their table from Activity 23 and write answers to these four prompts:

- How am I progressing on my goal?
- Have I experienced a dilemma? How did I respond? Was my response the best option for me?
- Are my actions helping me make progress? Do I need to change any of my actions?
- How do the three Self-Regulation Strategies (i.e., **imagine the path to success**, **break it down**, and **predict obstacles**) help people achieve a goal or task?

*[Possible responses: they keep you from becoming overwhelmed; they help you look at the task in smaller steps; they help you know what to do to get started.]*

Ask the students to debrief in small groups. 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 list of various 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

or slow while working on their goal. Then ask them to write a description 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 mind and my body start to feel fast, I will ...

When my mind 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 a partner. When the partners have finished their discussions, ask volunteers to summarize their goal and how they plan to **manage big feelings** as they are working toward their goal. Remind the students that they are in the process of putting together all the Self-Regulation Strategies as they work toward a personal goal. They will likely experience feelings that cause their mind and body to feel fast or slow as they are working toward their goal. 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

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 responses: so that you can determine if you are trying hard enough and using enough effort; to determine if the action steps you developed are helping you improve and make progress.]*

Emphasize that they have practiced **tracking their effort** and **notice their progress** as they experienced distractions, in [Unit 5, Activity 18](#). Remind the students that distractions can become obstacles if we don't learn to manage them and that distractions are more difficult to manage when our effort level is low.

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 can **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 can **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 identify the methods they will use to **track their effort** and **notice their progress** and then to write descriptions of their methods.

After the students have had time to write how they will **track their effort** and **notice their progress**, ask them to share their methods with a partner. When the partners have finished their discussions, ask each student to share with the class.

Conclude this activity by emphasizing that **tracking effort** is sometimes internal and involves reflection. They will need to reflect on their effort frequently as they are working toward a goal. Remind the students that their motivation increases if they **notice their progress**.

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

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

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

**Note:** The students should write responses to the Reflecting on My Effort and Adjusting My Plan questions during three reflection periods (e.g., daily, twice/week). Each time the students are asked to **track their effort** and **notice their progress**, they will return to these questions.

### **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?

Ask the students to discuss their dilemmas in small groups. The groups should brainstorm options for each dilemma.

The students will **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. Discuss these questions with the students:

- Why is it important to use the strategy **keep doing ... stop doing ...** while practicing self-regulation?

*[Possible responses: to determine which action steps are helping you make progress; if you think about what is working for you and what is not, it helps you make better decisions about how to keep going.]*

- 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.]*

Inform the students that sometimes actions they think will be effective for helping them make progress may not be effective. Emphasize that they have a choice in their actions too. Taking the time to determine which actions are helpful and choosing new actions if they need to will help them continue to make progress.

For example, if you wanted to improve your focus during biology so that you didn't have to study for the test so much, your action steps might include:

- Sitting away from your friend so you won't be tempted to talk during class
- Putting away technology (e.g., phone, iPad, Apple watch)
- Taking detailed notes

You have been following your plan, and then you thought about what you should **keep doing** and what you should **stop doing** to continue staying focused. After thinking about it, you determined that putting away all technology wasn't helping you because your iPad helps you organize your notes. You might modify your action steps to:

- Sitting away from your friend
- Keeping only your iPad out but putting away other technology
- Using the note-taking app on your iPad to help you organize your notes

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 23, where they **broke down** their goal, and also review each of their responses in Activities 24–26. 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.

- 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 discuss, ask each of them to update their action steps. This helps create a revised plan for them to continue their self-regulation efforts.

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. Encourage the students to use this strategy anytime they are working toward a goal. Taking the time to reflect and adjust their actions when needed will help them be more efficient in their progress.

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 the 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-sec/#u8](http://www.cccframework.org/sr-lessons-sec/#u8)):

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

**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**

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 three-minute video [Regulate Even Better](#).



From the video [Regulate Even Better](#)

After the video, discuss these questions with the students:

- 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 practiced each of the Self-Regulation Strategies. Now that they know about the strategies, they should apply them to academics, extracurricular activities, and at home. Ask the students to review the [Self-Regulation Strategies Poster](#) and individually write their answers to these questions:

- 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 the Self-Regulation Strategy that you find challenging?

Ask a few students to share their answers with the class. Then ask the students to write a brief paragraph describing the strategy they find challenging and how they are going to use this strategy to **regulate even better**.

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.

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.

They will need a green marker and a red marker to begin the gallery walk. They will place a red X on the strategies they feel they need to practice more and a green X on the strategies they do well. 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.

Allow the students time to complete the activity. Then walk around the room and quickly 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 all aspects of 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, or do they use a digital to-do list? Provide feedback on each completed planner.

### 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 individually determine which strategy the student in the scenario is struggling with and write a description of how the student could improve their use of the strategy.

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

#### Scenarios:

1. Pam has a goal to get a job at a bakery. She has imagined herself working there and thought about how challenging it would be to get up early for work during the summer, but she doesn't know if they are hiring, where she can find an application, or if she would be qualified. 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 of getting a job. I would tell her to write down three steps she could take to make progress toward getting a job at a bakery.]*
2. Sarah wants to audition for the musical, 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 are 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.]*
4. Susannah thinks learning to sew would be fun, but she hasn't really thought about how to get started, difficulties she might experience, or what she wants to sew. 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 sew, to describe some obstacles she could experience while learning, 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 after school has been interrupted. Which strategy is Adrian struggling with? How do you know? What would you say to Adrian to help him?

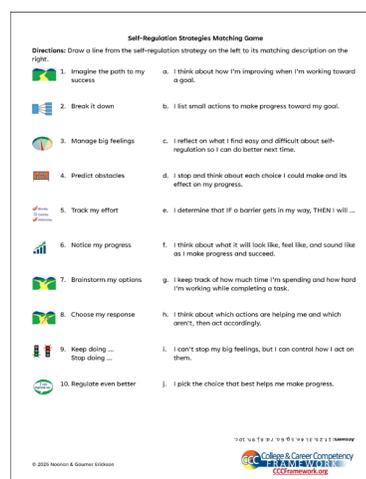
*[Possible responses: Adrian didn't **predict obstacles** when he made a plan to work after school. I would explain that when he makes a plan, he also needs to think about obstacles or setbacks and plan how to overcome those. Adrian needs help **brainstorming options** and **choosing a response**. He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

Facilitate a whole-group discussion about each of the five scenarios.

Then 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 on and write 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 have learned Self-Regulation Strategies?

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

## 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 7–12* 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 7–12*

Explain to the students that they will each be taking the *Self-Regulation Knowledge Test 7–12* 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 1–20, encourage the students to pause for a moment after reading each item to think about their actions over the last couple months.

Tell the students that Items 21–38 test their knowledge of self-regulation concepts and potential ways to self-regulate.

Give the students time to complete the assessment (approximately 15 minutes). Tell them that after submitting their answers, they should stay on the Results page for the next activity.

### Reflect on posttest results

Give the students some time to individually review their posttest results. Have they learned more about self-regulation? After reviewing the questions that they missed, do they understand why their answers aren't correct, or are there some questions that are still confusing?

Ask the students to respond to the following questions in writing:

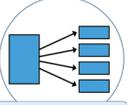
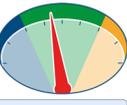
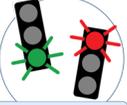
- How do Self-Regulation Strategies help me?
- Looking at my score for Items 21–37 on the posttest, what have I learned about self-regulation?
- What are some ways I could continue to improve my self-regulation?

While the students are individually reviewing their posttest results, briefly review the full-class results in the teacher view on [www.cccstudent.org](http://www.cccstudent.org), including comparing them to the overall pretest results. Emphasize learning and overall growth as a class. Celebrate the students' successes in learning and practicing self-regulation. Reteach self-regulation concepts as needed.

Provide numerous opportunities during the year for the students to practice self-regulation. Coach the students to apply Self-Regulation Strategies in class and extracurricular activities. Self-regulation is a skill that we all practice and continue developing throughout our lives.

## 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
 IMAGINE THE PATH TO MY SUCCESS 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>
 BREAK IT DOWN 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>
 MANAGE BIG FEELINGS Manage Big Feelings	<b>14, 15, 24, 29, 30</b>	<b>14, 15, 24, 29, 30</b>	<b>14, 15, 24, 29, 30</b>
 PREDICT OBSTACLES 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>
 TRACK MY EFFORT 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>
 NOTICE MY PROGRESS 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>
 BRAINSTORM MY OPTIONS 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>
 CHOOSE MY RESPONSE Choose My Response	<b>20, 21, 26, 29, 30</b>	<b>20, 21, 26, 29, 30</b>	<b>20, 21, 26, 29, 30</b>
 KEEP DOING... STOP DOING... Keep Doing ... Stop Doing ...	<b>22, 27, 29, 30</b>	<b>22, 27, 29, 30</b>	<b>22, 27, 29, 30</b>
 REGULATE EVEN BETTER 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)