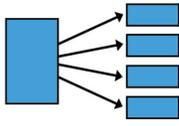
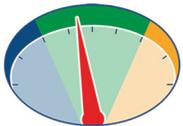


To make progress, I can...



1. Imagine the path to my success

2. Break it down 



3. Manage big feelings



4. Predict obstacles

5. Track my effort Monday Tuesday Wednesday



6. Notice my progress

7. Brainstorm my options 

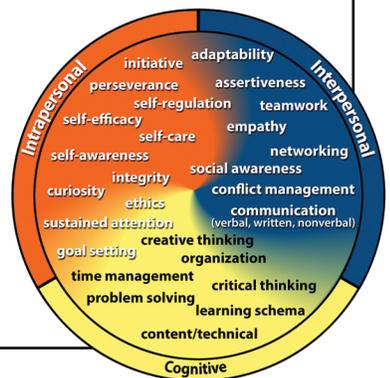


8. Choose my response

9. Keep doing.. 
 Stop doing... 



10. Regulate even better



My Self-Regulation Workbook [Secondary]

This supplemental workbook for students corresponds directly to the *Self-Regulation Lessons [Secondary]* (www.cccframework.org). These activities are designed to be completed over time. Not all activities have associated workbook pages.

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Assessing Your Self-Regulation Knowledge (Pretest)

Pretest: Complete a short knowledge test to help you (and your teacher) get a better understanding of your current level of self-regulation. As you take the test, it's important to keep in mind that you won't be graded on it. Just be reflective and honest.

Self-Regulation Knowledge Test: www.cccstudent.org

Code (provided by your teacher): _____

Items 1–20: As you read each item, pause and think for a moment. Then mark the responses that best represents you.

Items 21–38: This part measures your knowledge of self-regulation, including your ability to identify actions that would be most effective in building your self-regulation in specific situations.

Once you've completed the *Self-Regulation Knowledge Test*, be sure to keep the Results page open so you can complete the next section.

Look over Items 1–20 and identify items you rated high, indicated by checkmarks shaded in green. Write three of these items in the table under the column *My strengths in self-regulation*.

Then, identify items you rated low, indicated by checkmarks shaded in pink or red. Write three of these items in the table under the column *My areas for growth in self-regulation*.

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

Next, write down your score on the knowledge test:

Multiple-choice score: _____/17 _____%

Unit 1: Introducing Self-Regulation

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

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



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?

How could learning strategies to self-regulate help you?

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

Describe the path to success for each of the three following scenarios.

You want to make the varsity golf team next year.

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.

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.

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

Identify a goal that you are working toward or project that you want to complete in the next month.

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.

When providing feedback to your partner about their path to success, consider the following questions:

- 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?

4. We can create if–then statements for distractions

Key takeaways from *Five Ways to Stop Getting Distracted* (www.cccframework.org/sr-lessons-sec/#ways1):

Describe a distraction you are likely to experience later today or tomorrow.

Write an if–then statement to address the distraction.

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

Upcoming challenging concept or task: _____

My path to success: _____

Unit 2: Using Self-Regulation to Break It Down

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

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.

As a group, identify Danielle's action steps for eating healthier.

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.

As a group, identify Jack's action steps for saving money.

How would *breaking it down* help you on an upcoming task?

Why is *breaking it down* important for reaching your goals?

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

For the following scenarios, *imagine the path to success, predict obstacles,* and *break it down* by listing action steps.

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.

Goal	Submit a quality paper
<i>Imagine the path to my success</i>	
<i>Predict obstacles</i>	If-then statement:
	If-then statement:
<i>Break it down</i>	Action steps:

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.

Goal	Submit your job application by the deadline
Imagine the path to my success	
Predict obstacles	If-then statement:
	If-then statement:
Break it down	Action steps:

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

Think about how you can maintain or improve your physical health. Describe your path to success, write if-then statements for two obstacles, and ***break down*** the goal of increasing physical health into action steps.

Goal	Improving my physical health
<i>Imagine the path to my success</i>	
<i>Predict obstacles</i>	If-then statement:
	If-then statement:
<i>Break it down</i>	Action steps:

Unit 3: Understanding Your Ability to Self-Regulate

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

Think about the Self-Regulation Strategies you have learned so far. Write a paragraph about the Self-Regulation Strategy you believe to be your strength. Use these prompts to help you generate your 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.

Write a paragraph describing how you will use the Self-Regulation Strategy that is your strength in your future career. Use these prompts to help you generate your 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?

10. I can identify action steps for something that is challenging for me to self-regulate

Describe things you self-regulate well and things that are challenging to self-regulate.

Things I self-regulate well	Things that are challenging to self-regulate

Write down action steps you will try for one of your challenges.

Identify ten action steps for completing homework.

Goal	Completing homework and turning it in
Break it down	Action steps: 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

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

Develop a self-regulation plan for something you want to learn or improve.

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

Unit 4: Using Self-Regulation to Manage Big Feelings

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

Discuss the following questions with a partner:

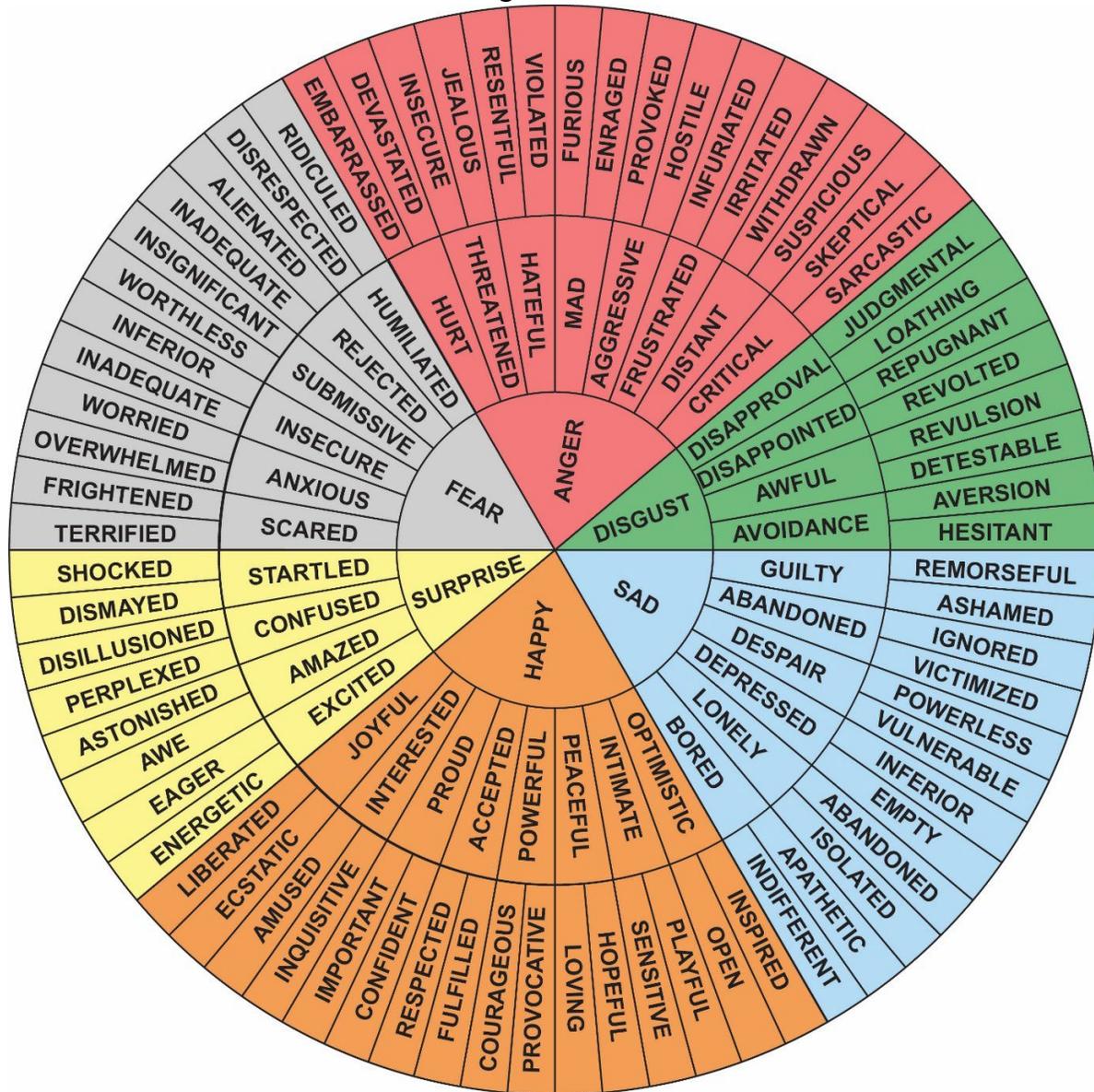
- Describe times when your mind and body felt too fast. What emotions were you experiencing? What physiological feedback, or signals from your body, did you experience?
- Describe times when your mind and body felt too slow. What emotions were you experiencing? What physiological feedback, or signals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

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?

14. I can plan how to manage emotional reactions

Feeling Words Wheel



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Use the Feeling Words Wheel to identify which emotions you could be experiencing in each of the following scenarios. Then describe the physiological feedback your mind and body could be experiencing and develop 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.

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

Practice the four Self-Regulation Strategies you have learned so far by having a rock, paper, scissors tournament. You will be placed on a team, and the goal is for a member of your team to win the tournament.

Imagine the path to your success.

What might we do to win the tournament?

How will we quietly celebrate when a member of our team wins a round? Wins the tournament?

What will the team members say and do to support each other?

Break it down.

Action steps we will use to increase our chances of winning the tournament while maintaining the requirements for a quiet classroom and respectful communication:

Manage big feelings.

Two emotions we are likely to experience during the tournament and an if-then statement that includes the techniques we will use to ***manage our big feelings***:

After the tournament, answer 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***?

Unit 5: Tracking My Effort and Noticing My Progress

16. I can describe ways I've tracked my effort and noticed my progress

Generate ideas for **tracking effort** in the following scenarios.

Goal and action steps	Tracking effort	Noticing progress
<p>Example: Getting stronger by lifting weights</p>	<p>Tracking completion of daily exercises</p> <p>Journaling about effort, motivation, and energy each day</p>	<p>Each week, timing how long I can hold the plank position</p> <p>Noticing benefits of increased strength</p>
<p>Getting to school on time</p> <p>Action steps include going to bed at a specific time each night and setting an extra alarm</p>		<p>Calculating the percentage of days I arrive to school on time</p> <p>Noticing a reduction in stress by not feeling rushed in the morning</p>
<p>Running in a 5K in 2 months</p> <p>Action steps include getting adequate nutrition, running daily, and setting distance goals for each week</p>		<p>Weekly, writing down the distance I am able to run in 30 minutes</p> <p>Noticing that I am able to run longer between walking breaks</p>
<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>

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?

Think of a challenging assignment or concept you have just started working on. Write the selected learning task in the first row of the **Effort & Learning Chart**. Draw a mark on each side of the arrow next to the statement that best describes how you're feeling about your effort and learning on this task so far. Note the date next to your marks. Revisit the chart over time, marking your effort and progress, noting the date next to each mark.

Effort & Learning Chart

Challenging learning task:	
Effort	Learning
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.

18. I can self-regulate by managing a distraction

What are three possible ways to manage the distraction? Write an if-then statement based on one of your options.

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.		

Choose one distraction that you are experiencing regularly and have had difficulty managing. Respond 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 _____

Follow your plan for the next week. Reflect on your effort in managing your distraction.

Reflection 1, date:

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

Reflection 2, date:

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

Reflection 3, date:

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

Unit 6: Brainstorming My Options and Choosing My Response

19. I can explain how my choices affect the outcome

For each of the following scenarios, answer questions about what you would do and what the likely outcome of your choice would be.

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.

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?

20. I can *brainstorm my options* and *choose my response* for a dilemma

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?

Identify a choice you 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 your time on social media. Identify a dilemma and **brainstorm your options**.

My dilemma: _____

Option 1: _____

Option 2: _____

Option 3: _____

Choose your response.

I'm going to choose Option ____ because _____

21. I can practice self-regulating for a daily dilemma

Choose a dilemma for which you want to make what you consider the best option (the choice that will lead toward your goal). Commit to this choice by describing your dilemma and response. Determine steps you need to take to be successful, ***predict obstacles*** and develop if-then statements, and determine how you will ***track your effort*** and ***notice your progress***.

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

Reflection 1, date:

Am I using effort? Am I making progress? How do I know?

Reflection 2, date:

Am I using effort? Am I making progress? How do I know?

Reflection 3, date:

Am I using effort? Am I making progress? How do I know?

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

Think about the goal of improving or maintaining your health. Reflect by categorizing your actions 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?

Create a two-column chart for academic success.

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

You are going to practice the strategy **keep doing ... stop doing ...** by playing Silent Charades. During the game, a team member will draw one of the Self-Regulation Strategies from a container and silently act it out. Your 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.

After Round 1, reflect on these questions to help you determine what you 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 the game, reflect on these questions:

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?

Unit 7: Self-Regulation—Putting It All Together

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

Choose a goal that requires regular effort, like improving on a specific academic concept, mastering an instrument, implementing healthy habits, or reducing your test anxiety. The goal should be something you plan to work on over the next few weeks.

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

24. I can *manage big feelings* as I am working on my goal

Review the table from Activity 23.

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?

Describe two techniques you will use to keep your mind and body at just the right speed by *managing big feelings*:

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

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

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

Methods I will use to ***track my effort*** as I work toward the goal I wrote about in Activity 23: _____

Methods I will use to ***notice my progress*** as I work toward my goal: _____

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

Refer back to Activity 25 and review how you planned to ***track your effort*** and ***notice your progress***. Reflect on your effort and progress.

Reflection 1, date:

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?

Reflection 2, date:

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?

Reflection 3, date:

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?

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

I have considered what I should *keep doing ... stop doing ...* My updated actions steps are:

Unit 8: Regulating Even Better

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

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?

Write a paragraph describing the strategy you find challenging and how you are going to use this strategy to *regulate even better*.

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

For each of the following scenarios, determine which strategy the student is struggling with and describe how the student could improve their use of the strategy.

Scenario 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?

Scenario 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?

Scenario 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?

Scenario 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?

Scenario 5: 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?

Match the Self-Regulation Strategy to its description.



1. **Imagine the path to my success**

a. I think about how I'm improving when I'm working toward a goal.



2. **Break it down**

b. I list small actions to make progress toward my goal.



3. **Manage big feelings**

c. I reflect on what I find easy and difficult about self-regulation so I can do better next time.



4. **Predict obstacles**

d. I stop and think about each choice I could make and its effect on my progress.



5. **Track my effort**

e. I determine that IF a barrier gets in my way, THEN I will...



6. **Notice my progress**

f. I think about what it will look like, feel like, and sound like as I make progress and succeed.



7. **Brainstorm my options**

g. I keep track of how much time I'm spending and how hard I'm working while completing a task.



8. **Choose my response**

h. I think about which actions are helping me and which aren't, then act accordingly.



9. **Keep doing ...
Stop doing ...**

i. I can't stop my big feelings, but I can control how I act on them.



10. **Regulate even better**

j. I pick the choice that best helps me make progress.

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?

Assessing Your Self-Regulation Knowledge (Posttest)

Posttest: Complete a short knowledge test to help you (and your teacher) get a better understanding of your current level of self-regulation.

Self-Regulation Knowledge Test: www.cccstudent.org

Code (provided by your teacher): _____

For Items 1–20, pause for a moment after reading each item to think about your ability over the last couple months to self-regulate.

Items 21–38 test your knowledge of self-regulation concepts and potential ways to effectively build self-regulation.

Once you’ve completed the *Self-Regulation Knowledge Test*, be sure to keep your Results page open to complete the next activity.

Looking over your results, answer the following questions:

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?
