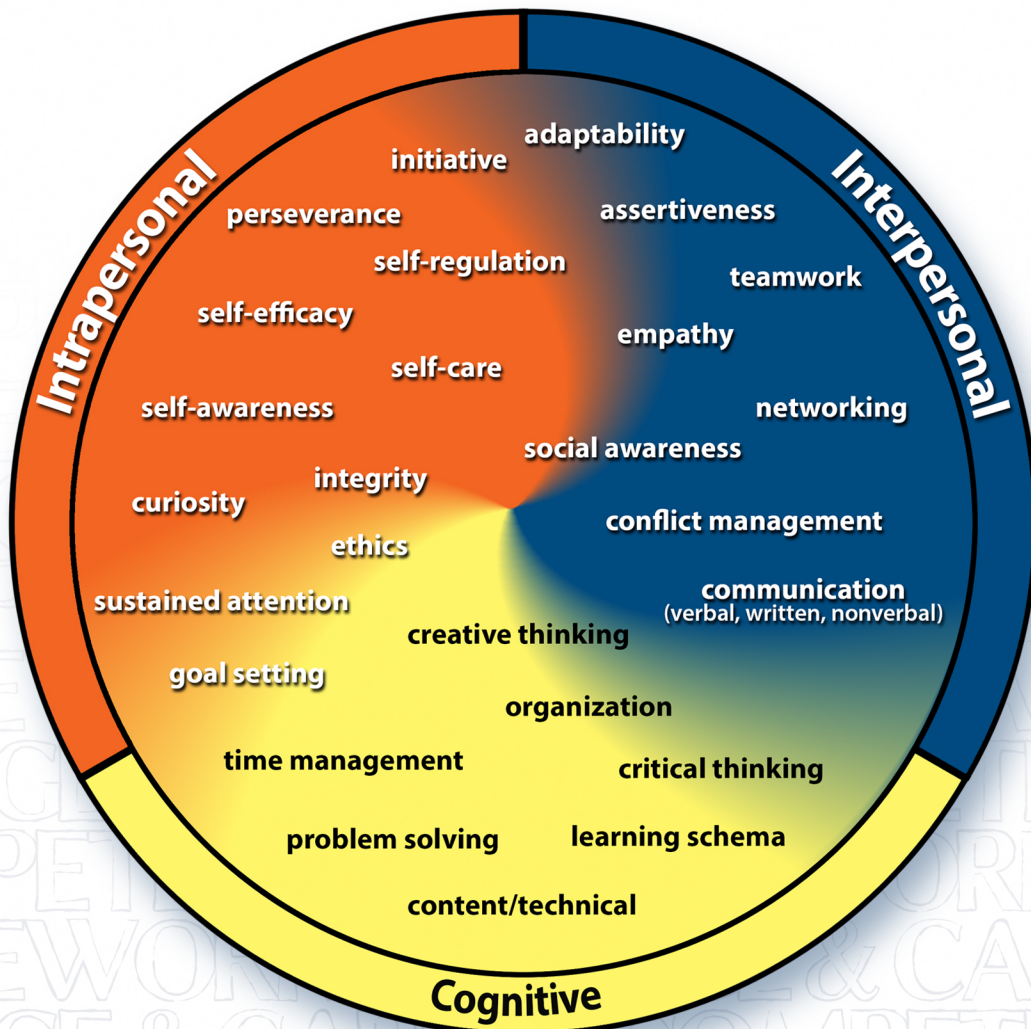


MY SELF-REGULATION

WORKBOOK (3rd–6th GRADE)



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My Self-Regulation Workbook (3–6)

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



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Assessing Your Self-Regulation (Pre-Test)

Self-Regulation Knowledge Test 3–6

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. I finish my chores and schoolwork before I do something fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I know how much time I need to complete my schoolwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have a plan for calming myself when I'm mad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. It is hard for me to get started on a big project or assignment.	<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 often lose track of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I have trouble remembering all the things I need to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. 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"/>
11. When something is hard, I try lots of ways to succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. When I'm mad, I try ways to calm myself down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I have a hard time staying focused on my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. When I get behind or don't understand my work, I often give up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. 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"/>
16. I am proud of myself when I get everything done on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I think about how well I've done in the past when I set new goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. When I fail at something, I try to learn from my mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I keep making the same mistakes over and over again.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Multiple Choice

20. Choose the best description of self-regulation.
- a. When you plan for how to reach a goal, learn a skill, or accomplish a task.
 - b. When you plan, monitor, adjust, and reflect to reach a goal, learn a skill, or accomplish a task.
 - c. When you follow your teacher's detailed directions for reaching a goal, learning a skill, or accomplishing a task.
 - d. When you make progress toward reaching a goal, learning a skill, or accomplishing a task.

Decide if each of the scenarios describes at least one component of self-regulation.

Scenario	Is it a self-regulation component?	
21. After school, your parent takes your tablet and says you'll get it back when your homework is done.	Yes	No
22. When you are feeling angry, you take a few deep breaths to calm down.	Yes	No
23. You write down the homework that you need to complete and check it off your list as you finish it.	Yes	No
24. You were working on your math problem and got stuck. You wanted to ask your mom for help but she was gone, so you left the answer blank.	Yes	No

Identify which self-regulation component (**plan, monitor, adjust, reflect**) each behavior addresses:

Behavior	Component			
25. Making a to-do list.	Plan	Monitor	Adjust	Reflect
26. Crossing off items on your to-do list as you finish them.	Plan	Monitor	Adjust	Reflect
27. Thinking each day about what went well, what was hard, and specific things you've learned.	Plan	Monitor	Adjust	Reflect
28. Breaking down big goals into smaller pieces.	Plan	Monitor	Adjust	Reflect
29. After encountering a problem, looking for solutions and trying as many things as needed until you solve your problem.	Plan	Monitor	Adjust	Reflect

30. Which of these would you **NOT** use to monitor progress on your self-regulation plan?
- A graph showing your progress 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/assignment.

True or False

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

Open-Ended

- Imagine that you are struggling to learn a skill in math. How could you self-regulate to improving your learning?

Lesson 1: Defining Self-Regulation

Lesson 1, Activity 1: I can define self-regulation

With your partner, break down the definition of self-regulation and discuss portions of it. Use these prompts to help generate meaningful discussions.

What does “proactive” mean? What are some examples of approaching a situation in a proactive manner?

What does “self-directed” mean? What does it look like when it’s happening? What are some self-directed efforts you’ve made recently?

What does “process” mean in this context? Why is this an important piece of self-regulation?

Write responses to each question.

How is the definition you discussed with your partner different than in the video?

How would you describe self-regulation to a friend or family member?

Answer the prompt below.

Self-Regulation is _____.

Lesson 1, Activity 2: I can name the self-regulation components and describe how they are used

Determine if the scenarios listed below are self-regulation or not.

Scenario	Is it self-regulation (yes or no)?	Why or why not?
<i>Example: Your mom sets a timer and tells you to work on your homework until the timer goes off.</i>	No	It is not self-directed —the student’s mom is driving the effort, not the student. The student did not make a plan .
1. You realize that you forgot to practice the song for your music performance at home, so you try to learn the song five minutes before music class.		
2. You have a big project that will be due in one month. Your friend says that she’s not going to worry about it until next week, so you decide to do the same.		
3. You want to become a better reader, so you create a calendar to track your reading at home each night. As you finish, you mark off the date on the calendar.		

Lesson 1, Activity 3: Self-Regulation has helped me in the past, and it will help me in the future

Write responses to each question.

What are some things you have recently learned to do that once seemed very difficult?

How did you learn to do them? For example, did you write out a plan or create one in your head?

How did you know if you were getting better?

What did you do when you weren't making progress in learning something difficult?

With your partner determine at least 10 things you have learned to do by using self-regulation and 10 things you will need to learn in the future by using self-regulating.

10 Things I Have Learned to Do by Using Self-Regulation:

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

10 Things I Will Need to Learn in the Future by Using Self-Regulation:

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Lesson 1, Activity 4: I can identify areas where self-regulation will help me manage my emotions

Write responses to each question.

When was a time that you became frustrated or overwhelmed when you were trying to learn something?

What did you do?

Watch the video *Know Your Emotions*, linked here: <https://www.youtube.com/watch?v=cKQIOVjxmfs>

Write responses to each question.

What did you learn about emotions from the video?

How would learning to recognize and manage your emotions help you?

Write a response to the question.

When you experience intense emotions, how does your body feel?

Watch the video *4-7-8 Breathing Exercise to Alleviate Anxiety*, linked here:

<https://www.youtube.com/watch?v=PmBYdfv5RSk>

Write responses to each question.

How could doing a breathing exercise like the 4-7-8 exercise help you manage your emotions?

When have you used a breathing exercise or other calming strategy to manage your emotions?

Reflect on the last time you experienced an emotional reaction and write about how you will calm yourself the next time you experience emotions.

I felt _____ (emotion) when _____ (situation that caused emotion).

The next time I feel _____ (emotion), I will _____ (calming strategy).

Lesson 1, Activity 5: I can explain why getting better at self-regulation is important to me

Write responses to each question.

Why is learning and practicing self-regulation important?

How will it help you?

Reflect on why learning self-regulation is important to me.

Getting better at self-regulation is important to me because _____.

Lesson 2: Understanding Your Ability to Self-Regulate

Lesson 2, Activity 1: I can *reflect* on how well I use the Self-Regulation components

Write down one challenging concept that you've been working on recently.

Activity/Goal	Plan	Monitor	Adjust	Reflect	Where did I rate myself high?	Where did I rate myself low?
	Low High ←————→	Low High ←————→	Low High ←————→	Low High ←————→		

Think about how well you are currently planning on how to learn your challenging concept. Write responses to each question.

Do you know how you will learn your challenging concept?

What steps have you taken to improve your learning?

Draw a mark on the arrow where you would rate yourself on **making a plan**.

Think about how well you are currently monitoring your progress in learning your challenging task. Write responses to each question.

How do you know if you are getting better at your challenging concept?

Are you tracking your progress or just expecting yourself to get better?

Draw a mark on the arrow where you would rate yourself on **monitoring**.

Think about how much you have adjusted your efforts in learning your challenging concept. Write responses to each question.

When you are working on your challenging concept, do you always do the same thing, or do you try new ways of learning it?

What do you do when you know you aren't making progress in learning your challenging concept?

Draw a mark on the arrow where you would rate yourself in **adjusting** your learning.

Think about how often you reflect on your progress in learning your challenging concept. Write responses to each question.

Do you think about how much progress you have made in learning your challenging concept and what you did to make progress?

Are there things you know you do well in learning your challenging concept and things you know you need to work on?

Draw a mark on the arrow where you would rate yourself in **reflecting** on your learning.

Write the components where you rated yourself high and low.

High: _____

Low: _____

Lesson 2, Activity 2: We can brainstorm ways to improve our practice of each component

Write responses to each question.

How can we help someone who is having trouble getting started on a task or doesn't know how to start progressing toward their goal?

What actions and behaviors could they take to start addressing the first component, *make a plan*?

How could we help someone who doesn't know if their plan is working?

What actions and behaviors could they use to monitor how well their plan is working?

How can we help someone who is struggling with trying different ways to learn something or reach a goal?

What actions and behaviors could they take to adjust their plan when it isn't working?

How can we help someone who is struggling with thinking about how well their plan is going and what they could do to make a better plan?

What actions and behaviors could they do to help them remember to stop and think about their learning?

Lesson 2, Activity 3: I can practice self-regulation and improve my lowest component

Write responses to each question.

What areas of self-regulation do you feel are easiest for you? Explain.

Which areas do you find more challenging? Explain.

After reflecting on your assessment results and the way you rated yourself in Activity 2.1, what are your thoughts?

Choose one action from your lowest component to try over the next week and record the component you are working on and the action you will use to support your growth in the component over the next week.

The component that I find most challenging is _____.

The action or behavior that I will try over the next week to improve this component is _____
_____.

Reflection Day 1:

How did I use the action or behavior? _____

How did it go? _____

Reflection Day 2:

How did I use the action or behavior? _____

How did it go? _____

Reflection Day 3:

How did I use the action or behavior? _____

How did it go? _____

Reflection Day 4:

How did I use the action or behavior? _____

How did it go? _____

Reflection Day 5:

How did I use the action or behavior? _____

How did it go? _____

Lesson 3: Making a Plan

Lesson 3, Activity 1: I understand what to think about when I am making a good plan

Answer the prompts below:

Write a few sentences about how you approach new assignments/goals (in school, sports/extracurricular activities, chores, etc.). Address the following questions in your answer:

Do you **make a plan**?

Self-Regulation
— Planning

To make a good plan, think about...

-  1. What do I need to do?
-  2. By when?
-  3. How will I do it? What steps/actions do I need to do?
-  4. What could go wrong?
-  5. What adjustments could I make along the way?


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Do you wait for someone else (teacher, parent, friend, etc.) to tell you how to proceed? Do you dive straight in and start working?

If you make plans, write a few sentences about what they look like. Address the following questions when you answer:

Do your plans include lots of details, or are they a broad outline?

Do you think about what you can realistically get done in the allotted time, or do you just figure it out as you go?

Do you write down your plan or just think about the steps?

Write answers to the following questions.

How did Jasmine **plan**?

How did she **monitor**?

How did she **adjust** her plan? Did she ask others for help as necessary?

How did she **reflect**?

Lesson 3, Activity 2: I can make a detailed plan

Review the questions that will help you develop a plan for Kinley.

- What homework do you have?
- How long do you think it will take to finish your homework?
- What else do you have planned for today?
- When will you start working on your homework?
- Where will you work on it?

- What distractions are likely to get in your way?
- How will you reduce or eliminate these distractions?
- Will you need help? If yes, how will you get this assistance?
- How will you determine if you are on track to get the homework done when you planned to? What will you do if you aren't on track?
- How will you make sure that you get your homework turned in to your teacher (instead of leaving it where you worked on it)?

Work with a partner and develop a plan for Kinley.

Kinley's Plan

Lesson 3, Activity 3: I can *make a plan* for managing emotional reactions

Write a response to the question.

What are some ways you can calm yourself when you are experiencing strong emotions?

Write responses to each question.

When have you experienced anxiety?

What did you do?

Watch the video *Learn to Relieve Anxiety*, linked here:

<https://www.youtube.com/watch?v=N2iF7lCevkM>

As you are watching the video, jot down the strategies mentioned for reducing anxiety.

Ways to Reduce Anxiety:

- 1.
- 2.
- 3.
- 4.
- 5.

Summarize your brainstorming into a 3-step plan for Levi.

Plan for managing my emotions:

- 1.
- 2.
- 3.

Lesson 3, Activity 4: I can create my own plan for meeting a goal

Write your plan and remember to be as detailed as possible.

My Goal: _____

My Plan: _____

Possible obstacles or challenges I could experience: _____

My ideas for overcoming my obstacles: _____

Write responses to each question.

Is your plan detailed with action steps?

Do you know how you will monitor your plan?

What strategies did you include to adjust your plan if needed?

How will you reflect on your plan?

Will you journal about your progress?

Lesson 3, Activity 5: I can accept feedback on my plan

Work with a partner and provide feedback to each other on your plans. Provide suggestions for improving the plan. 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? If assistance is needed, what are the steps to getting that help?

Do the steps need to be reordered?

Take a few minutes to fine-tune your plan and address the feedback given by your partner.

Lesson 4: Monitoring Your Plan

Lesson 4, Activity 1: I can learn how to *monitor* progress and actions

Write a few sentences about how you *monitor* your progress (in school, sports/extracurriculars, at home, etc.), considering the questions below when answering:

Do you know if you are on track or making progress when you are working toward a goal?

Are there times when you don't realize that you are off track before the deadline arrives?

Do you sometimes depend on others (teachers, parents, friends, etc.) to *monitor* your progress for you?

Think about things that you currently *monitor*, and write responses to each question.

What things are you currently monitoring right now?

How are you monitoring your progress?

What happens when you make a plan but don't *monitor* how you are progressing in that plan?

As a class, we will complete the table below by identifying ways to monitor progress toward each goal and ways to monitor actions.

Self-Regulation Goal	Monitoring <i>Progress</i> Toward the Goal	Monitoring <i>Actions</i>
Example: Getting stronger by exercising.	Number of seconds I can hold the plank position.	Tracking completion of daily exercises. Journaling about effort, energy, and feelings each day.

Self-Regulation Goal	Monitoring <i>Progress</i> Toward the Goal	Monitoring <i>Actions</i>
1. Remembering all of the things I need for school each day (e.g., backpack, gym shoes, and homework). My plan includes putting each item by the door before I go to bed.		
2. Learning how to focus during independent-work times. My plan includes checking in with myself. Was I on task? What took my focus away, or what kept me on task?		
3. Improving my understanding of math concepts. My plan includes studying an extra 15 minutes each night and asking questions when I am confused.		
4. Reduce my anxiety before tests by using calming strategies. My plan includes trying different strategies to determine the most effective ones.		
5. Learning how to play the guitar. My plan includes watching online instructional videos, trying out techniques, and practicing 30 minutes every day.		

Think about and list some tools you currently use to monitor.

Tools I Currently Use to Monitor: _____

Lesson 4, Activity 2: I can use the Effort and Learning Chart to *monitor* my progress

Read through the effort column and discuss the different levels of effort. Write responses to each question.


Share an example of a time when you had high effort and you tried very hard, kept a growth mindset, and learned.

How did high effort affect your learning?

Share a time when you had low effort and you didn't really try to learn.

How did low effort affect your learning?

Write a challenging task you have been working on at the top of the chart. Think about how much effort you have been using to learn your challenging concept, and rate your level of learning for your challenging concept. You will refer back to this chart every few days and reflect on your effort and learning.

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.

Lesson 4, Activity 3: I can determine how to *monitor* progress toward homework completion

Take a few minutes and review the plan that you made for Kinley to help her with homework completion.

Work with a partner and determine specific things that Kinley would need to *monitor* for homework completion (including how often each piece needs to be *monitored*).

Using these questions, identify what and how to help *monitor*:

1. Did she record her assignments accurately and in detail?
2. Did she gather all the necessary materials from school and take them home?
3. Did she plan specific times for doing her homework/studying and stick to these times?
4. Did she manage her after-school time effectively?
5. When she started working on her homework, did she get out all of the supplies that she needed (including those she brought from school and those she has at home)?
6. Did she stay on task while working on it, or did she get distracted?
7. Did she check her homework?
8. Did she put her homework in her backpack after she completed it? Did she remember to get it out of her backpack and hand it into her teacher on time?

Use this **Daily Homework Planner** over the next week to help you *monitor* your own homework completion.

Daily Homework Planner

Class / Assignment	Do I have all the materials?	Do I need help?	Do I need to break it into smaller pieces? What are they?	How long do I think it will take?	Start time	Stop time	How long did it take?

Lesson 4, Activity 4: I can revise and improve my plan

Reflect on how well you have addressed Component 2, **monitor**, in your own plans. Take a few minutes to review the plan that you made in Activity 3.4.

Use these guiding questions to help you reflect your monitoring efforts.

How are you monitoring your plan?

How will you know if you are making progress?

What will happen if you aren't making progress?

Lesson 5: Adjusting as Needed

Lesson 5, Activity 1: I can learn to use if–then statements to help me overcome obstacles

Brainstorm obstacles for the following scenarios:

You have a plan for completing your science fair project by working on it for 15 minutes each night after school. What obstacles might you experience?

You have a plan for improving your shooting percentage in basketball by asking your older brother to help practice and provide you with feedback. What obstacles might you experience?

Write a response to the question.

If you had a plan for completing your science fair project by working on it each night at home but you had to practice soccer and felt too tired when you got home, what could you do to keep working toward your goal of completing your science fair project?

Provide a few if–then statements for Scenario 2.

Think about something you want to accomplish today and a potential obstacle that could get in the way of your accomplishment. Write an if–then statement for a goal you want to accomplish by the end of the day.

I want to _____. An obstacle I might experience is _____.

If _____ happens, then I will _____.

Lesson 5, Activity 2: I can practice using if–then statements to overcome challenges

Write responses to each question.

What are some distractions we have experienced?

How can we stay focused when we experience distractions?

Practice creating if–then statements for these scenarios. Think about any potential obstacles, including potential distractions, and complete this activity.

Scenario	3 Potential Challenges (What could get in my way?)	If–then statement to address 1 of the obstacles
1. You have a big test in two weeks. You plan to study 15 minutes each evening.		
2. You are going to try out for the school talent show by playing your saxophone. You plan to practice with the band teacher each day before school.		
3. You want to improve your serve in volleyball. You have a plan to watch YouTube videos on how to get better at serving and practice using the strategies suggested in the video.		
4. Your little brother often annoys you, so you yell at him. You know this hurts his feelings. You’d like to talk to him without getting so mad.		

<p>5. It seems like your room is always messy, and you want to change that. You decide to spend 15 minutes each evening tidying it up so that it will stay clean.</p>		
<p>6. When working on your math assignment, you often get frustrated and give up. You decide that you'll count to ten and then keep working even though it's hard.</p>		

Lesson 5, Activity 3: I can address challenges and distractions in my own plan

Review the plan you made in Activity 3.4 and the strategies for monitoring progress that you identified in Activity 4.3.

Fill out the table below by writing at least two distractions or challenges that you are likely to encounter while working on your plan, writing two ways that you have managed or could manage the distraction or challenge, and writing an if–then statement for one of the potential solutions for each distraction.

Distraction/Challenge	Two possible ways to manage or resist this distraction/challenge	One if–then statement for resisting the distraction/challenge
<p>Example: Even though I set aside 4:00–5:00 as homework time, I typically end up spending at least 15 minutes (and sometimes 20) of that time watching TV.</p>	<ul style="list-style-type: none"> • Schedule a break for 4:25-4:30 and set alarms so I stick to that schedule. • Use wall clock to track time; turn TV off. 	<p>If I am tempted to watch TV during my homework hour, then I will ask my mom to turn off the TV and/or hold the remote until my homework is done.</p>
	<ul style="list-style-type: none"> • • 	<p>If</p> <p>then</p>
	<ul style="list-style-type: none"> • • 	<p>If</p> <p>then</p>
	<ul style="list-style-type: none"> • • 	<p>If</p> <p>then</p>

Share your challenges and if–then statements with a partner and provide each other with feedback regarding your challenges and if–then statements. Use these guiding questions to help generate feedback for your partner:

What other challenges can you think of for your partner’s plan?

Do your partner's if-then statements seem realistic?

Will the if-then statements help your partner overcome a challenge?

Lesson 5, Activity 4: I can choose actions that will positively impact a plan

When completing this activity, you should consider what you would be most likely to do in that situation.

Scenario	What would you do?	What's the likely outcome of your choice?	What other choice(s) could you have made? What would be the likely outcome then?
<p>Example: You <i>made a plan</i> to improve your reading skills (read 20 minutes every night). You had the flu for three days and didn't do any reading. You had planned to catch up by reading 25 minutes for the next couple of weeks. But you just heard that tomorrow your friends are getting together to play sports, and you know that if you join them, you won't have time to do your planned reading.</p>	<p>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 skills so that I can still meet my reading goal. To do both of those, I will plan to read 25 minutes tonight, join my friends to play sports, and read another 25 minutes every day for the next two weeks, including Saturday and Sunday.</p>	<p>I will be able to hang out with my friends while still meeting my goal.</p> <p>I will also have a chance tomorrow to <i>monitor</i> my progress and update my plan based on that information.</p>	<p>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 stay on task.</p> <p>Or I could have chosen to go with my friends and keep my plan to read 25 minutes 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.</p> <p>I could have asked someone to read with me. My teacher says choral reading helps my reading skills too.</p>
<p>You've been sent to the office twice this month for disrupting class. You sit by a friend, and sometimes when</p>			

<p>you're both finished with your work and waiting for the next task, you start talking and don't realize you're being disruptive. You <i>make a plan</i> to focus on other things like reading ahead on the next topic for that class or doing homework. It worked yesterday, but today your friend wants to show you his new Minecraft build and is hurt when you say no.</p>			
<p>You have a big part in the school play, and you need to learn your lines. You have a plan to practice with your friend during recess. You have practiced each day this week and almost have all of your lines memorized. Your friend asked you to be her partner in the four-square tournament during recess.</p>			

Lesson 6: Reflecting on Your Plan

Lesson 6, Activity 1: I can determine how I will use *reflection*

To make a good plan, think about:

1. What do I need to do?
2. By when?
3. How will I do it? What steps/actions do I need to do?
4. What could go wrong?
5. What adjustments could I make along the way?

Write your plan below.

My plan for building a toothpick tower in 3 minutes is:

1. _____
2. _____
3. _____

I will **monitor** my plan by _____.

I will **adjust** my plan by _____.

Write responses to each question.

What parts of my plan have I completed?

Is my plan working? How do I know?

If it isn't, what can I do to get better?

Write responses to each question.

Did you remember to **monitor** your plan?

What adjustments did you make to get back on track?

What parts of your plan worked the best?

Write a **reflection** of your plan.

Lesson 6, Activity 2: I can add reflection tools in my own plan

Write a few sentences about if/how you plan to **reflect during** your self-regulation process. Consider the questions below when writing your answer:

Will you think about how much progress you have made and determine what you need to do next?

What sort of things will you think about as you determine what you need to do next?

Will you write down your ideas for improving or just think about them?

Will you need someone else to remind you to reflect, or do you do it on your own?

Write a few sentences about how you plan to **reflect after** your self-regulation plan. Consider the questions below when writing your answer:

How will you **reflect** after you finish your goal or task that you worked to self-regulate?

What questions will you ask yourself?

Will you write down your thoughts from your *reflection* or just think about them?

Will you need someone else to remind you to *reflect*, or do you do it independently?

Work with a partner and share your ideas for *reflection* during and after you implement your self-regulation plans. Use these guiding questions to help generate meaningful feedback for your partner:

What other reflection questions could you suggest to your partner?

Does your partner have ideas for reflecting during and after they implement their self-regulation plan?

How will your partner use what they learned from reflecting on their self-regulation plan?

Lesson 7: Self-Regulation—Putting It All Together

Lesson 7, Activity 1: I can prepare my plan for implementation

Refer back to Activity 3.4 and review the plan you developed. Give your plan one more review and reflect on how detailed and realistic it is.

Does your plan contain all the details necessary to be effective?

As you were learning more about self-regulation, did you have additional details or ideas that need to be added now?

Is your goal still important to you, or do you need to write a new plan?

Write your plan in the space provided. Complete only Sections 1 and 2 of your My Self-Regulation Plan document.

Lesson 7, Activity 2: I can fine-tune my monitoring tools

Refer back to the list of monitoring tools you brainstormed in Activity 4.1.

Refer back to Activity 4.4, where you identified some tools you planned to use to monitor your plan. Write responses to each question.

What tools did you choose to monitor your plan when you first learned about monitoring?

Are the monitoring tools you chose still appropriate? Do you have access to them, and will they be easy for you to use?

What actions are you monitoring?

What outcome are you monitoring?

Are there additional monitoring tools you want to include in your plan?

Write about the tools you plan to use for monitoring in the space provided. Complete only Section 3 of their My Self-Regulation Plan document.

Lesson 7, Activity 3: I can review and improve how I will adjust my plan

Refer back to Activity 5.3, where you wrote some if–then statements for your plan. Think about your plan and what you have learned about predicting obstacles.

Write responses to each question.

Did you address all potential challenges, or are there new challenges you have thought of?

Are your if–then statements realistic? Do they seem like something you could really do?

How will your if–then statements keep you on track for meeting your goal?

Write your if–then statements in the space provided. Complete only Section 4 of your My Self-Regulation Plan document.

Lesson 7, Activity 4: I can evaluate and improve my reflection efforts

Refer back to the list of reflection tools you generated in Activity 6.1 and review the reflection tools you determined you would use in Activity 6.2.

Write responses to each question.

How will your reflection tool help you with your self-regulation plan?

Are there other reflection tools you would like to include?

How will your reflection tool help you with future self-regulation plans?

Write about your reflection tools in the space provided. Complete only Section 5 of your My Self-Regulation Plan document.

My Self-Regulation Plan

1. Goal:

- What do I need to do?
- When do I need to accomplish it?

2. Detailed Plan

- How will I do it?
- What steps/actions do I need to do?

3. I will monitor my plan by:

(Name at least two different tools you will use to monitor your progress)

- Actions I am monitoring are:
- I will know I am making progress if:
- I will know I am not making progress if:

4. I will adjust my plan if I experience challenges or distractions. Potential challenges or distractions I may experience are:

- Write an if-then statement for each challenge or distraction.

5. I will reflect on how my plan is going during and after I have implemented it.

- While I am implementing my plan, I will reflect by:
- After I have completed my plan, I will reflect by:

Lesson 8: Implementing Your Plan

Lesson 8, Activity 1: I can *monitor* my self-regulation plan

Review how your self-regulation plan is going. You are going to do this by *monitoring* your plan. Refer back to Activity 7.2 and review how you are *monitoring* your plan. Consider these questions to help you *monitor* how your plan is going so far:

Which tool did you choose to *monitor* your plan?

Are you using your tool to *monitor* your plan?

Do I need to update my *monitoring* efforts at this point in time?

Update your progress on your plan by making tally marks for completed steps, graphing progress, or writing about your progress so far.

Write a response to each question.

- Are you making progress toward your goal?
- How do you know?
- Are you on track for meeting your goal?

Lesson 8, Activity 2: I can *adjust* my plan

Refer back to Activity 7.3 and review the obstacles you brainstormed for your plan.

Write responses to each question.

Have you experienced any obstacles while working on your plan?

Do you need to **adjust** your plan based on the obstacles?

Can you use your if-then statements to help you **make adjustments**?

Will your adjustments help you meet your goal? How do you know?

Write about or draw the adjustments you need to make in your plan in Activity 8.2.

Lesson 8, Activity 3: I can *reflect* during my plan

Meet with your reflection partner and use the questions for the appropriate date to help each other ***reflect*** on how well your plan is going. Answer your partner's ***reflective*** questions.

Reflection Date 1:

- What part of your plan is going well?
- What steps of your plan have you completed?
- What obstacles have you experienced?
- Have you made any adjustments? Are the adjustments helping you?
- Are you on track for reaching your goal?

Reflection Date 2:

- What part of your plan is going well?
- What steps of your plan have you completed?
- What obstacles have you experienced?
- Have you made any adjustments? Are the adjustments helping you?
- Are you on track for reaching your goal?

Reflection Date 3:

- What part of your plan is going well?
- What steps of your plan have you completed?
- What obstacles have you experienced?
- Have you made any adjustments? Are the adjustments helping you?
- Are you on track for reaching your goal?

Lesson 8, Activity 4: I can reflect after my plan

Work with your reflection partner and discuss your self-regulation plans.

Post-Plan Reflection:

- What part of your plan was the most successful?
- Did you complete each step in your plan?
- Were you successful in overcoming challenges or obstacles?
- How many times did you adjust your plan?
- Did you meet your goal? If you didn't meet your goal, explain what you have learned about self-regulation and how you will use it in the future

Write responses to each question.

What was most successful in your self-regulation plan?

How will you use what you learned about self-regulation in other areas of your life?

What will you do differently the next time you implement a self-regulation plan?

Assessing Your Self-Regulation (Post-Test)

Self-Regulation Knowledge Test 3–6

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. I finish my chores and schoolwork before I do something fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I know how much time I need to complete my schoolwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have a plan for calming myself when I'm mad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. It is hard for me to get started on a big project or assignment.	<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 often lose track of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I have trouble remembering all the things I need to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. 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"/>
11. When something is hard, I try lots of ways to succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. When I'm mad, I try ways to calm myself down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I have a hard time staying focused on my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. When I get behind or don't understand my work, I often give up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. 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"/>
16. I am proud of myself when I get everything done on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I think about how well I've done in the past when I set new goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. When I fail at something, I try to learn from my mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I keep making the same mistakes over and over again.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Multiple Choice

20. Choose the best description of self-regulation.
- e. When you plan for how to reach a goal, learn a skill, or accomplish a task.
 - f. When you plan, monitor, adjust, and reflect to reach a goal, learn a skill, or accomplish a task.
 - g. When you follow your teacher's detailed directions for reaching a goal, learning a skill, or accomplishing a task.
 - h. When you make progress toward reaching a goal, learning a skill, or accomplishing a task.

Decide if each of the scenarios describes at least one component of self-regulation.

Scenario	Is it a self-regulation component?
21. After school, your parent takes your tablet and says you'll get it back when your homework is done.	Yes No
22. When you are feeling angry, you take a few deep breaths to calm down.	Yes No
23. You write down the homework that you need to complete and check it off your list as you finish it.	Yes No
24. You were working on your math problem and got stuck. You wanted to ask your mom for help, but she was gone, so you left the answer blank.	Yes No

Identify which self-regulation component (**plan, monitor, adjust, reflect**) each behavior addresses:

Behavior	Component
25. Making a to-do list.	Plan Monitor Adjust Reflect
26. Crossing off item on your to-do list as you finish them.	Plan Monitor Adjust Reflect
27. Thinking each day about what went well, what was hard, and specific things you've learned.	Plan Monitor Adjust Reflect
28. Breaking down big goals into smaller pieces.	Plan Monitor Adjust Reflect
29. After encountering a problem, looking for solutions and trying as many as needed until you solve your problem.	Plan Monitor Adjust Reflect

30. Which of these would you **NOT** use to monitor progress on your self-regulation plan?
- e. A graph showing your progress over time.
 - f. A journal where you describe daily progress and identify if you are on track with on your plan.
 - g. A rubric to compare with your work to see if you are doing your best work.
 - h. A comparison of your progress to your friend's progress on the same project/assignment.

True or False

- 31. ___ Self-regulation is important for school, but it doesn't really help improve athletic or musical ability.
- 32. ___ Using self-regulation can help you resist distractions.
- 33. ___ Most kids are good at self-regulation and don't need to work on it.

Open-Ended

- 34. Imagine that you are struggling to learn a skill in math. How could you self-regulate to improve your learning.

3. Compare pre- and post-test results

Write responses to each question.

1. What are some things you understand now about self-regulation that you didn't before we started learning about it?
2. What are some strategies that you use now?
3. Are there still things about self-regulation that you don't understand?
4. How could you work on the concepts?

Complete the chart below by writing about the concepts that are your strengths and the concepts that are your areas of growth.

What I Know About Self-Regulation:	I Am Still Learning:
1.	1.
2.	2.
3.	3.