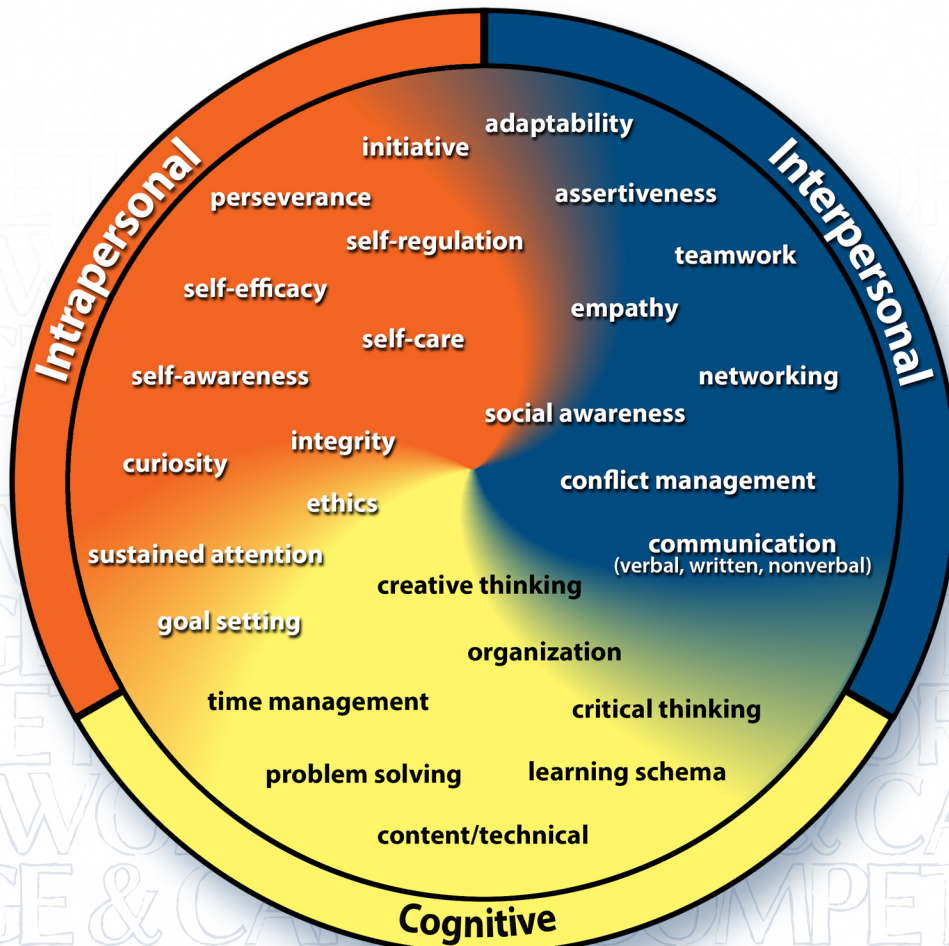


SELF-EFFICACY

LESSONS

PRIMARY



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Introduction

The *Self-Efficacy Lessons [Primary]* contain nine units that build students' understanding and practice of self-efficacy 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 kindergarten through Grade 2 but can be used with any students who require additional instructional support.

Instructional Activities

Instructional activities range in length from 20 to 30 minutes and should be taught sequentially. Scenarios, guiding questions, and writing/drawing prompts are included in the activities to build students' understanding of key concepts. Students learn and practice ten Self-Efficacy Strategies, which help them persist through challenging tasks and improve confidence in their ability to do something. The strategies can be generalized across school and home settings. The ten Self-Efficacy Strategies are:

1. **Focus on My Effort:** Making a connection between putting forth effort and making progress helps students know how to address challenges while learning new things.
2. **Try Again:** Understanding that learning new things requires multiple attempts makes students less likely to become discouraged when they need continued efforts to get something right.
3. **Calm Myself:** Learning techniques for minimizing emotional reactions they experience during challenges allows students to stay focused on learning and continue to make progress.
4. **Say, "I Haven't Learned _____ Yet":** Understanding their potential to learn new things instead of focusing on their inability to do something increases students' confidence in new learning.
5. **Exercise My Brain:** Knowing that the brain is like a muscle that can be strengthened through practice helps students accept challenging tasks.
6. **Learn From My Mistakes:** Understanding that mistakes are a normal part of the learning process helps students view mistakes as opportunities to learn.
7. **Remember Hard Things I've Done:** Reflecting on difficult things they have learned to do in the past and ways they learned those things supports students in using that knowledge to learn challenging things in the present.
8. **Give and Accept Praise:** Understanding how to give specific, effort-based praise and accepting similar praise helps students feel confident that they can complete difficult tasks.
9. **Accept Feedback:** Acknowledging feedback and understanding that it is a tool for improving builds student efficacy in overcoming challenges in their learning.
10. **Watch and Learn From Others:** Observing others' successes and mistakes helps students stay motivated and determine how to improve their own learning.

Teaching Resources

Many of the instructional activities within the units include a prompt for students to demonstrate their knowledge of self-efficacy concepts by drawing their responses. These activities can be adjusted to writing as needed. A complementary workbook, [My Self-Efficacy Workbook](#), can help educators document students' growth in self-efficacy concepts, refine their self-efficacy 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 or drawings.

You will refer to the [Self-Efficacy Strategies Poster](#) throughout self-efficacy instruction. This should be displayed in the classroom for students to reference as they are learning and practicing self-efficacy. The digital poster can be downloaded for free, or a printed poster can be [purchased online](#).

Four books are read aloud and guide discussions throughout the units. If possible, obtain the books. Within the instructional activities, links are provided to free read-aloud videos that can be used if physical books aren't available.

Alber, D. (2020). *A little spot of feelings: Emotion detective*. Diane Alber Art. www.dianealber.com/products/a-little-spot-of-feelings-emotion-detective

Bang, M. (with Stern, A.). (2018). *When Sophie thinks she can't ...* The Blue Sky Press. shop.scholastic.com/teachers-ecommerce/teacher/books/when-sophie-thinks-she-cant-9781338152982.html

Garcia, G., & Russell, C. (Illustrator). (2018). *I can do hard things: Mindful affirmations for kids*. Skinned Knee Publishing. gabigarciabooks.com/products/i-can-do-hard-things-mindful-affirmations-for-kids

Spires, A. (2017). *The thing Lou couldn't do*. Kids Can Press. www.kidscanpress.com/product/the-thing-lou-couldnt-do

Links to videos are provided but are not guaranteed to be active. If necessary, search online for similar videos or borrow alternatives from your library.

Assessments

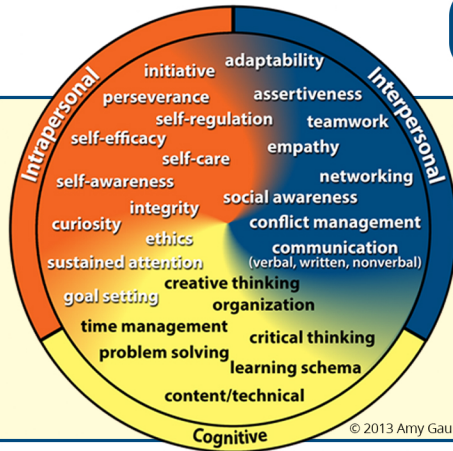
Students' growth in learning and practicing self-efficacy should be measured. It is important to collect baseline data related to your students' current ability to be self-efficacious. There are two assessment tools to measure your students' understanding and application of self-efficacy concepts: the *Self-Efficacy Questionnaire K–2* and the *Self-Efficacy Performance-Based Observation*. Both are described below and are available for immediate use at www.cccstudent.org.

The *Self-Efficacy Questionnaire K–2* (Heger et al., 2023) is a self-report measure that asks students to respond to a series of statements by choosing *Like Me*, *Not Sure*, or *Not Like Me*—represented by emojis—based on their current feelings related to self-efficacy concepts. The *Self-Efficacy Questionnaire K–2* is administered prior to self-efficacy instruction. The results will help students better understand their self-efficacious behaviors. For additional information on this assessment, see page 1 of the [Technical Guide](#).

The *Self-Efficacy Performance-Based Observation* (Noonan & Gaumer Erickson, 2018) assesses how well students demonstrate self-efficacious 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-efficacious behaviors on a scale. For additional information on this assessment, see page 2 of the [Technical Guide](#).

To use the assessments, create an account on www.cccstudent.org, a free assessment website (students do not need accounts). Once students have taken the *Self-Efficacy Questionnaire K–2* or you have observed their self-efficacious behaviors using the *Self-Efficacy 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-EFFICACY



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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 to learn more about College and Career Competencies.

STUDENT IMPACTS

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

- Increased self-reflection and self-awareness
- Increased belief that ability grows with effort
- Improved confidence in their own abilities
- Improved quality and timeliness of work
- More openness to constructive feedback

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

- Students with stronger **self-efficacy** will engage more, work harder, and persist longer when they encounter difficulties (Zimmerman, 2000).
- Of many factors, **self-efficacy** has “the strongest positive and significant association” with life satisfaction (Moksnes et al., 2019, p. 226). It also helps to counteract many stressors, including peer pressure, school/leisure conflict, and school performance.
- The most successful interventions emphasize that intelligence grows with effort (Dweck et al., 2014). These interventions include encouraging students’ growth mindset by praising effort and growth rather than ability.
- By receiving explicit instruction in **self-efficacy**, students increase their interest in pursuing challenging careers (Falco & Summers, 2019).

DEFINITION

Self-efficacy is an individual’s perceptions about their capabilities to perform at an

expected level, achieve goals, and complete moderately challenging tasks (Noonan & Gaumer Erickson, 2018).

Students use **self-efficacy** strategies to persist in learning.



RESOURCES

- **Instructional Activities** for teaching **self-efficacy** strategies K–12
- **Teacher Testimonial Videos** for implementing **self-efficacy**
- **Family Guidance** for building **self-efficacy** in the home
- Measure student growth in **self-efficacy** at www.CCCStudent.org



Table of Contents

Assessing Your Self-Efficacy (Pretest).....	5
Administer the <i>Self-Efficacy Questionnaire K–2</i>	5
Use the <i>Self-Efficacy Performance-Based Observation</i> to observe students.....	7
Unit 1: Introducing Self-Efficacy.....	9
1. I can define self-efficacy.....	9
2. I can focus on my effort to help improve my belief in myself.....	11
3. I can try again to increase my confidence and identify ways to calm myself	15
4. I can practice the strategies focus on my effort , try again , and calm myself to complete a challenge.....	17
5. I can explain why self-efficacy is important to me.....	18
Unit 2: Understanding Your Current Level of Self-Efficacy.....	20
6. I can say, “I haven’t learned it yet,” to increase my self-efficacy.....	20
7. We can identify our strengths and challenges as a class.....	23
8. I can name things I can do and things I am still learning.....	24
9. I can name Self-Efficacy Strategies that are my strengths.....	25
Unit 3: Approaching Challenges With a Growth Mindset.....	26
10. I can explain the difference between fixed and growth mindset.....	26
11. I can focus on my effort by changing fixed mindset phrases into growth mindset phrases.....	29
12. I can exercise my brain	30
Unit 4: Viewing Mistakes and Setbacks as Opportunities to Learn.....	31
13. I can explain how mistakes help me learn.....	31
14. I understand that learning from my mistakes is having a growth mindset.....	32
15. I can think about my mistakes to help me learn.....	32
16. I can describe examples of using mistakes as opportunities to learn.....	33
Unit 5: Reflecting on Past Accomplishments to Build Your Confidence.....	34
17. I can remember hard things I’ve done to help me do hard things now.....	34
18. I can track my progress in learning.....	36
Unit 6: Giving and Accepting Feedback and Praise.....	38
19. I can describe meaningful praise.....	38
20. I can accept feedback to improve my skills.....	40
21. I can give praise to build others’ self-efficacy.....	41
Unit 7: Understanding How Your Emotions Impact Your Self-Efficacy.....	43
22. I can identify feelings I’ve had when I am learning something hard.....	43
23. I can calm myself and manage my emotions.....	45
24. I can determine how I will calm myself when I am learning.....	46
Unit 8: Building Your Self-Efficacy by Observing Others’ Success.....	48
25. I can analyze how characters overcame challenges.....	48
26. I can watch and learn from others to increase my own self-efficacy.....	49
27. I can watch and learn from others to help myself overcome a challenge.....	51
Unit 9: Self-Efficacy—Putting It All Together.....	52
28. I can identify Self-Efficacy Strategies.....	52
29. I can share strategies that help me believe I can do hard things.....	53
Assessing Your Self-Efficacy (Posttest).....	55
Re-administer the <i>Self-Efficacy Questionnaire K–2</i>	55
Reflect on pre- and posttest results.....	55

Revised August 2023

Recommended citation: Heger, E., Noonan, P. M., Gaumer Erickson, A. S., & Haught, T. (2023). *Self-efficacy lessons [Primary]* (2nd ed.) [Teacher lessons and student workbook]. College & Career Competency Framework. <https://www.cccframework.org/competency-lessons-and-student-workbooks/>

Assessing Your Self-Efficacy (Pretest)

Materials:

- **My Self-Efficacy Workbook** for each student (www.cccframework.org/wp-content/uploads/SE-Student-Workbook-Primary.pdf)
- *Self-Efficacy Questionnaire K–2* (optional online version; see page 6 for the items)
- *Self-Efficacy Performance-Based Observation* (online version; see page 8 for the items)

Preparation: To record and access assessment results, you or your school will need an account on www.cccstudent.org, a free assessment website. Follow the directions on the website to launch the *Self-Efficacy Questionnaire K–2*. Each assessment that you set up will have a specific code. Note the code for your test.

Assessment Link: www.cccstudent.org

Code: _____

Administer the *Self-Efficacy Questionnaire K–2*

We recommend that students complete the *Self-Efficacy Questionnaire K–2* online. For the students to complete the assessment online, you or your school will need an account on 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., “2023 Self-Efficacy Pretest Kindergarten”). On the website, the items will be automatically read to the students, and they will choose the emoji that best represents them. Immediately after completing the assessment, the students will receive personalized reports that you can also access.

























Alternatively, the assessment can be completed on paper. Explain to the students that you will provide a set of statements. The students will mark or color in an emoji for *Like Me*, *Not Sure*, or *Not Like Me*.

Each answer should be based on how they feel. For example, if students believe they can learn to do anything if they try hard, they will mark or color in the emoji for *Like Me*. Assure the students that there are no correct or incorrect answers and that everyone’s answers may be different because we all have our own thoughts and feelings. Tell the students that they should pause and think about how they feel about a statement before marking it.

Self-Efficacy Questionnaire K-2

Student ID _____

Date _____

1. I believe I can learn to do anything if I try hard.	 LIKE ME	 NOT SURE	 NOT LIKE ME
2. When learning something gets really hard, I know how to make myself keep trying.	 LIKE ME	 NOT SURE	 NOT LIKE ME
3. When I need to learn something new, I think about how I have learned hard things before.	 LIKE ME	 NOT SURE	 NOT LIKE ME
4. I can learn from my mistakes.	 LIKE ME	 NOT SURE	 NOT LIKE ME
5. When I practice things, I get better at them, and my brain grows.	 LIKE ME	 NOT SURE	 NOT LIKE ME
6. When people tell me what I did wrong, I listen and use what they say to get better.	 LIKE ME	 NOT SURE	 NOT LIKE ME
7. When I start to get upset, I know how to calm myself.	 LIKE ME	 NOT SURE	 NOT LIKE ME
8. I learn by watching others.	 LIKE ME	 NOT SURE	 NOT LIKE ME

After the students have completed the assessment, remind them that there are no incorrect responses to the statements and that they will have different answers because they each have their own unique feelings about things. After the students have completed the online assessment, a Results page will be displayed. Tell the students to count their responses in each category. Then ask the students:

- How many marks did you have in the category *Like Me*?
- How many marks did you have in the category *Not Sure*?
- How many marks did you have in the category *Not Like Me*?

Tell the students that they may start to feel different about some of their answers as they learn about self-efficacy. Explain that they will take this assessment again later in the year, after all instruction is delivered, to see how much they have improved their ability to be self-efficacious.

Use the *Self-Efficacy Performance-Based Observation* to observe students

The *Self-Efficacy Performance-Based Observation* (see page 8) measures students' self-efficacious behaviors. You will rate each student's self-efficacious behaviors on a 4-point scale. We recommend that you observe and record your students' self-efficacious 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, asking the students to learn a new, challenging concept would provide an opportunity to observe how well each student is addressing the second indicator, "Continues to work on a challenging task by trying different ways to solve a problem."

To complete the *Self-Efficacy Performance-Based Observation*, you or your school will need an account on www.ccstudent.org, a free assessment website. Follow the directions on the website to launch the *Self-Efficacy Performance-Based Observation*. Title the observation so that it is easy for you to identify (e.g., "2023 Self-Efficacy Observations Kindergarten"). The website will automatically graph three observations for each student and provide both individualized reports and a class-wide summary.

Self-Efficacy 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-Efficacy Sequence Indicators	Beginning	Emerging	Proficient	Advanced	Not Observed
1. Demonstrates an understanding that making mistakes is normal (Strategy 6, <i>learn from my mistakes</i>).					
2. Continues to work on a challenging task by trying different ways to solve a problem (Strategy 2, <i>try again</i>).					
3. Demonstrates approaching a challenging task with recognition that ability grows with effort (Strategy 1, <i>focus on my effort</i>).					
4. Demonstrates verbal persuasion and growth mindset self-talk (Strategy 4, <i>say, "I haven't learned _____ yet"</i> ; Strategy 8, <i>give and accept praise</i>).					
5. Uses feedback to improve (Strategy 9, <i>accept feedback</i>).					
6. Utilizes mindful practices to self-calm and focus (Strategy 3, <i>calm myself</i>).					

Unit 1: Introducing Self-Efficacy

Learning Targets:

1. I can define self-efficacy
2. I can **focus on my effort** to help improve my belief in myself
3. I can **try again** to increase my confidence and identify ways to **calm myself**
4. I can practice the strategies **focus on my effort**, **try again**, and **calm myself** to complete a challenge
5. I can explain why self-efficacy is important to me

Materials:

- Videos *What Is Self-Efficacy?*, **Focus on My Effort**, **Try Again**, and **Calm Myself** (www.cccframework.org/elementary-self-efficacy-videos)
- Book or video *I Can Do Hard Things*, by Gabi Garcia (youtu.be/retSVzIJmcQ)
- Effort Meter (padlet.com/ResearchCollaboration/self-efficacy-exploration-resources-bygf8kribyqj/wish/84844288)
- Book or video *The Thing Lou Couldn't Do*, by Ashley Spires (youtu.be/WLdAXyZ7_iQ)
- Self-Efficacy Strategies Poster (www.cccframework.org/wp-content/uploads/SE-Strategies-Poster.pdf)
- Straws and containers for Activity 4

Instructional Activities:

1. I can define self-efficacy

In this activity, the students learn what self-efficacy is and why it is important. Start by providing the students with a personal example of something difficult and frustrating that you eventually learned to do. Include descriptions of how you felt and what you said to yourself throughout the learning process. Then play the video [What Is Self-Efficacy?](#) and facilitate a group discussion using these prompts:

- Think of a time when you wanted to do or learn something but decided it was too hard.
- When you are learning something new and start to feel frustrated, what kinds of thoughts do you have?
- How do you feel when you finally learn to do something you have been working on learning for a long time?

Explain that self-efficacy is believing that you can do something even when it is hard. When you have self-efficacy, you believe that you can accomplish hard things. You also understand that when it gets difficult, there are things you can do and say to yourself to help you keep trying to learn and take on the challenge.

Begin the story [I Can Do Hard Things](#), by Gabi Garcia. We will return to this story throughout the activities, helping students gain a deeper interpretation each time.

You should stop at key points to ask the students to identify the things that are hard for these characters to do or learn. For example, when Gabi says, "I don't always feel brave, confident, or strong. Sometimes it is easier for me to follow others along" (0:10 in the video), it is difficult for Gabi to be brave and tell others what she would like to do instead of following along with what her friends want to do.



From *I Can Do Hard Things*, by G. Garcia, illustrated by C. Russel, 2018

Another example is provided in the illustration of the girl learning to ride a skateboard (0:59 in the video). It is difficult for her to learn this, but she tries again and again.



From *I Can Do Hard Things*, by G. Garcia, illustrated by C. Russel, 2018

As you continue the story, draw attention to how the characters might feel as they try new things, by emphasizing facial expressions, body language, and what they say. Emphasize the sentence “Hard things can be about what we think, feel, say, or do” (1:58 in the video) and tell the students that they are going to learn strategies that will help them with their thoughts, feelings, words, and actions when learning gets hard.

The goal of this activity is to build the students’ understanding that the characters in the story are learning to do things (e.g., doing physical activities, managing emotional reactions, and speaking up in difficult situations) by using techniques that build their self-efficacy in those situations, such as trying again, using positive self-talk, and taking deep breaths. As you discuss the events and characters from the story, use these guiding questions to help generate discussion:

- How might this character be feeling?
[Possible responses: scared, nervous, excited, frustrated.]
- How do you know?
[Possible responses: facial expressions, things they are saying.]
- What did/could the character do to help them keep trying and learning?
[Possible responses: say, “I can do it”; try again; take deep breaths.]

After finishing the story, ask the students if they have ever wanted to learn something new or get better at something. Ask a few students to share their experiences, and then ask if they used any techniques to keep trying and learning. Did they say positive things to themselves? Did they take a few deep breaths and try again?

Summarize the activity by emphasizing that the students are going to learn new ways, or techniques, to help them believe they can do something even when it’s hard. When you try really hard and do things

like taking a deep breath, trying again, and saying positive things to yourself, you are building your belief that you can do hard things. Ask the students:

- How would you explain self-efficacy to your friend?
[Students may describe trying really hard and doing things like taking deep breaths, trying again, and saying positive things to themselves to keep trying and learning.]
- Why should we learn how to build our confidence and belief in ourselves?
[Students may say a variety of things, but the goal is for them to understand that self-efficacy can help them learn to do hard things.]

Ask the students to draw pictures of themselves having confidence and doing hard things.

Drawing of myself believing I can do hard things

2. I can **focus on my effort** to help improve my belief in myself

In this activity, the students are introduced to the strategy **focus on my effort** as one way to help them increase their self-efficacy. Students need to understand that the strategy **focus on my effort** will help them believe they can do hard things.

Provide a personal example of something challenging you eventually accomplished. In your example, include descriptions of how you felt and what you were thinking when you first couldn't learn or do the skill. Emphasize that you used effort (i.e., tried really hard) and didn't give up even when you felt frustrated. Ask the students to remember a time when they were frustrated because they couldn't do something. Have the students share how they felt and what they said to themselves when they were unsuccessful.

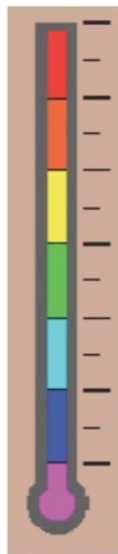
Tell the students that believing we can do things, even when they're hard, starts with **focusing on our effort**. Effort means trying really hard and using a lot of energy or thinking to try to do something. The energy can come from our bodies working hard or our brains working hard. Tell the students to think about something they have recently learned that required a lot of energy from their body or their brain. Play the video [Focus on My Effort](#) and facilitate a group discussion using these prompts:

- What does it feel like when you try really hard?
- What does it feel like when you aren't trying really hard?
- What does it mean to **focus on your effort**?

Tell the students that the feeling we get when our bodies or our brains try really hard is called effort. Explain to the students that sometimes, when learning gets really hard, we stop using effort and give up.

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

Effort Meter:



Exceptional Effort! I worked hard on this! I gave my all to this!

Great Effort. I think I could do one thing to make it even better.

Good Effort. I know I could do more though!

Okay effort, but I can think of many things that would make it better.

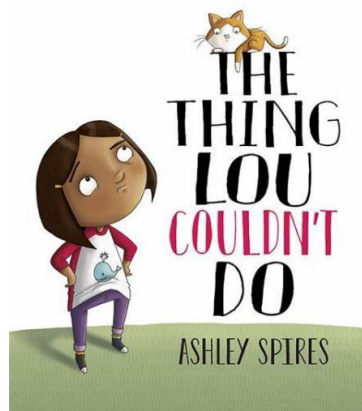
Some Effort. I completed the task, but I may have rushed through it.

Little effort, but I did not finish.

Zero effort. I didn't really try.

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

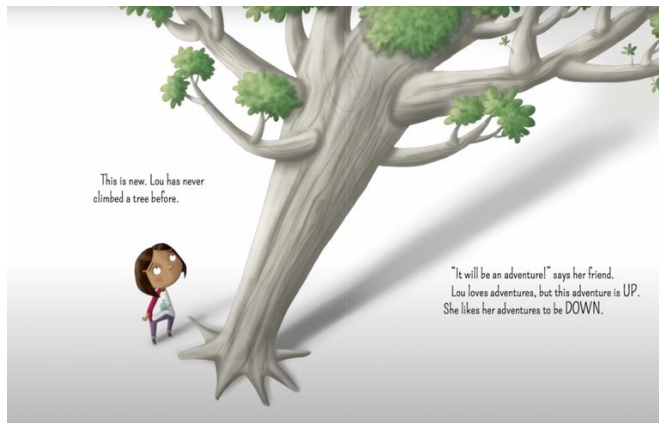
Tell the students that they are going to listen to a story about a girl who couldn't do something, and instead of trying hard, she made excuses and almost gave up. She didn't use effort. Explain to the students that as they are listening to the story, they can practice using the [Effort Meter](#) to rate the girl's effort.



Begin the story [The Thing Lou Couldn't Do](#), by Ashley Spires. We will return to this story throughout the activities, helping students gain a deeper interpretation each time.

Stop when Lou is looking up at the tree (0:35 in the video), and ask the students:

- How do you think Lou is feeling about climbing the tree?
[Possible responses: scared, nervous.]
- How do you know?
[Possible responses: her facial expressions; the text says, "She likes her adventures to be down."]



From *The Thing Lou Couldn't Do*, by A. Spires, 2017

Explain that Lou is going to have to put in a lot of effort and try really hard to learn to climb the tree. Tell the students to watch and listen to see if she puts in the effort. Continue the story. Stop when Lou is making a lot of excuses for not learning to climb the tree (1:27 in the video). Ask the students:

- What is Lou doing when she says she has a funeral for a slug, an asteroid is coming, and her tummy hurts?
[Possible responses: she is making excuses for not learning to climb the tree; she is avoiding putting forth effort.]
- Why do you think she is making excuses?
[Possible response: she is scared and knows that it will take a lot of effort to learn to climb the tree.]
- How would you rate Lou's effort using the effort meter?
[Possible responses: purple or blue; she isn't really trying; she is making excuses.]
- What do you think Lou should do?
[Possible responses: put forth the effort, try really hard, learn to climb the tree.]

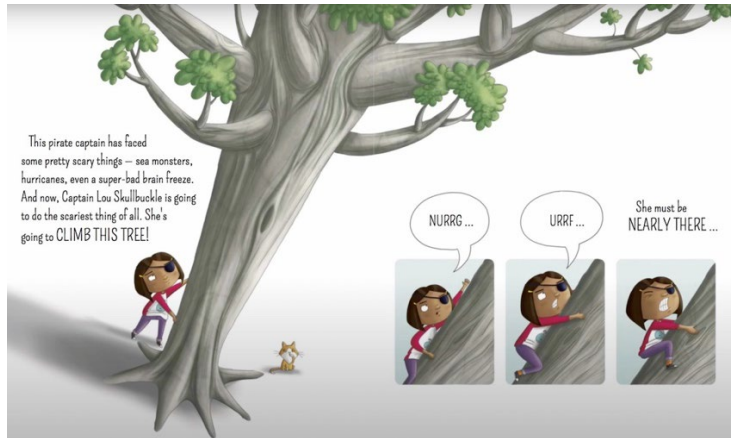


From *The Thing Lou Couldn't Do*, by A. Spires, 2017

Continue the story. Stop when Lou is trying to climb the tree (2:49 in the video). Ask the students:

- What is Lou doing in this picture?
[Possible response: she is trying really hard, using effort to climb the tree.]

- How would you rate Lou’s effort using the [Effort Meter](#) now?
[Possible responses: red or orange; she is doing much better; she is trying really hard, and she doesn’t give up even when it is hard.]



From *The Thing Lou Couldn't Do*, by A. Spires, 2017

Finish the story and explain that Lou didn’t use effort at first, because learning to climb the tree seemed too hard and scary. Once she put in the effort, she was able to climb the tree a little, and if she keeps trying, she will probably learn to climb the tree to the top.

Ask the students:

- What’s something hard that made you want to give up?
- What excuses have you made when you didn’t want to put in the effort?
- Where would you rate yourself on the [Effort Meter](#)?
- Share your experiences related to learning something new and scary like Lou had to do. Each student provides an example.

Summarize by reminding the students that when learning gets really hard, it is important not to give up. We should keep trying and use effort. Self-efficacy starts with putting in effort and trying really hard.



Show the students the [Self-Efficacy Strategies Poster](#). Tell them that they have just learned the strategy **focus on my effort** and that it will help them learn to do hard things. Display the [Effort Meter](#) in the classroom and remind the students that they should refer to it when they are learning new or difficult things to determine how much effort they are using.

Then ask the students to draw a picture showing how they will use the strategy **focus on my effort** to learn something. Each student should think of something they will learn with effort, and then draw themselves making lots of effort. Title the drawing *My Effort*.

Drawing of myself making lots of effort to do something hard

3. I can **try again** to increase my confidence and identify ways to **calm myself**

In this activity, the students are introduced to two strategies that will help them build their self-efficacy: **try again** and **calm myself**. Students need to practice each Self-Efficacy Strategy several times to develop a belief that they can do something even when it's hard.

Start by explaining to the students that they are going to learn two ways to improve their belief in themselves when it's lacking. In order for you to believe in yourself more, you can use strategies to help you keep going. Use this example of learning to ride a bike to illustrate the process of building self-efficacy:

Let's say you want to learn to ride a bike. The first thing you need to do is try really hard and focus on your effort, but what can you do to keep learning something hard? You can say positive things to yourself, like "I can do this" or "I am getting a little better each time I try." You can also take a deep breath to **calm yourself** before you get back on the bike. Another way you can learn to ride the bike is to watch your friends and learn from them. You can pay attention to how they put their feet on the pedals and where they place their hands on the handlebars. If you continue trying hard and using different ways, you will learn to ride a bike. When we try really hard and use different ways to help us keep trying and learning, we are building self-efficacy.

Refer back to [I Can Do Hard Things](#) where the girl has fallen off her skateboard (0:59 in the video), and ask the students:

- What is happening in this picture?
[Possible response: the girl is trying to learn to ride a skateboard.]
- How do you think the girl might be feeling?
[Possible responses: sad, discouraged.]
- She says to herself, "I can try again rather than give up." Have you ever said that to yourself?



From *I Can Do Hard Things*, by G. Garcia, illustrated by C. Russel, 2018

Explain that when we say positive things to ourselves, **try again**, and don't give up, we are practicing self-efficacy, or believing we can do something even when it is hard. Show the students the video [Try Again](#). After the video, facilitate a group discussion using these prompts:

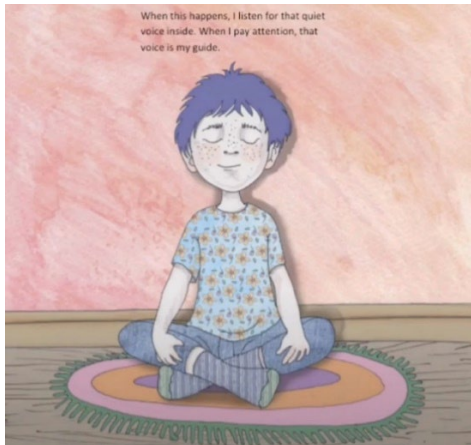
- Why is it important to **try again** when you are learning something?
- What is something you have learned by trying many times?
- What would happen if you didn't **try again** when you were learning?

Ask each student to draw a picture of something they learned by trying many times. Explain that when we struggle to learn something new, we need to remember to **try again**, just like we did in our drawings.

Refer back to [I Can Do Hard Things](#) where the student with purple hair is meditating (0:28 in the video).

Ask the students:

- What is this student doing?
[Possible responses: meditating; taking deep, calming breaths.]
- Why do you think she is doing that?
[Possible response: she is feeling stressed, scared, or overwhelmed.]
- Have you ever tried taking deep breaths or meditating to help **calm yourself** or refocus?



From *I Can Do Hard Things*, by G. Garcia, illustrated by C. Russel, 2018

Explain to the students that **calm myself** is a strategy we can use to increase our self-efficacy and that meditating or taking deep breaths will help calm our emotions and give us better focus when we are trying to learn something hard.

Tell the students they are going to practice **calming themselves** by using breathing. Before showing the video, ask the students:

- How are you feeling now?
- How is your body feeling? Is your body tense?
- How is your mind feeling? Do you have a lot you are thinking about?

Show the students the video [Calm Myself](#). After the video, facilitate a group discussion using these prompts:

- When would you need to **calm yourself**?

Calm Myself



Sit Quietly

Take Deep Breaths

From the video [Calm Myself](#)

- What are some things you can do to **calm yourself**?
- Why is it important to **calm yourself** when you are learning hard things?

Ask the students to reflect on how their body and mind have changed after practicing a breathing technique:

- How are you feeling now?
- What has changed with your body and your mind?
- Describe a time when you will use breathing and meditation to help **calm yourself**.

Note that rainbow breathing is one way to **calm ourselves** and that there are additional techniques to **calm ourselves**, which we will learn in later activities. Refer to the [Self-Efficacy Strategies Poster](#) and tell the students that they have learned about two new strategies that will help them do hard things. They are the strategies **try again** and **calm myself**. Explain how the graphic next to each strategy relates to the strategy. Tell them that when learning gets hard, they should remember to try these two strategies.



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

In this activity, the students complete a challenge. The challenge is an opportunity for them to practice the three strategies you have taught them thus far.

Tell the students that they are going to practice three ways to grow their confidence in themselves to complete a challenge. They will need to remember to use the strategies 1) **focus on my effort**, 2) **try again**, and 3) **calm myself** to help them complete a set of tasks. Ask the students to respond to the prompt below. If you have non-reading/writing students, encourage them to draw themselves using the Self-Efficacy Strategies to complete the challenge.

When the challenge gets hard, I will _____ [students write or draw the strategies they will use].

Tell the students the challenge is called Pick It up With Your Feet. The students must get ten straws in a bucket or container using only their feet. Remind the students to practice the strategies for building self-efficacy they just learned: **focus on my effort**, **try again**, and **calm myself**. Set a timer for three minutes and observe the Self-Efficacy Strategies the students use.

Give the students feedback when they demonstrate building self-efficacy, and praise their effort and progress. Point out examples of your students trying hard; to give them common vocabulary, try to

name the strategy they are using. For example, “I see [Susy] working really hard. I see [Johnny] adjusting his feet and **trying again**. I see [José] **calming himself** by taking a deep breath and **trying again**.”

When the timer goes off, ask the students to share the Self-Efficacy Strategies they used, and summarize the activity by reminding the students that they should practice using each of these strategies when learning gets hard or they want to get better at something.

5. I can explain why self-efficacy is important to me

When students understand and believe that learning self-efficacy will help them, they are more likely to engage in learning and generalizing self-efficacy concepts. One way to support students in identifying why self-efficacy is important to them is to provide a personal example of how self-efficacy helped you. You could also provide an example of how your lack of self-efficacy kept you from accomplishing something. In this activity, the students analyze your personal example of why self-efficacy is important to you and use that analysis to determine how self-efficacy can help them.

Review the definition of self-efficacy as well as each of the Self-Efficacy Strategies the students have learned about: **focus on my effort**, **try again**, and **calm myself**. Remind the students that in order for them to increase their self-efficacy, they need to practice using these strategies when they experience something hard.

Explain that self-efficacy is important for everyone. People who are successful and self-efficacious in certain areas may still struggle with self-efficacy in other areas. For instance, a student who gets good grades and has strong self-efficacy or confidence in their math abilities might still struggle with low self-efficacy in their singing ability. We each must understand (and often remind ourselves and others) that if we focus on putting in the effort, we can improve our abilities in anything.

Provide the students with a personal example of how having self-efficacy helped you accomplish something you wanted to do but found challenging. Include details about how you **focused on your effort** and other specific strategies you used to increase your confidence in your abilities. Use the example below with your students or create your own example.

Personal Example:

When I was in kindergarten and first grade, I really struggled with learning to read. Everyone had said to me that the most exciting part about kindergarten and first grade was learning to read and that I would be able to read books by myself. When I first began learning the letters and letter sounds, I discovered that it was much harder than I thought it would be. My self-efficacy, or my belief that I could do hard things, was very low. However, I decided to use self-efficacy to help me improve my belief that I could learn to read. I started by reminding myself that I had learned to do other things that were difficult, like counting to 100 and knowing all the letter sounds. It wasn't always easy, but I practiced my sight words and reached out to my teachers so they could listen to me read and provide me with feedback on what I could do to improve. I told myself if I worked hard and kept trying, even when I made mistakes, I could improve and eventually get to the point where reading felt comfortable and easier for me. I knew that reading aloud made me feel nervous, so I started taking a few deep breaths and thinking positive thoughts before I began. By the time I ended first grade, reading was much easier for me. I felt confident and could read aloud without getting so nervous.

Emphasize that your thoughts about improving your ability helped you get better at reading. For example, you may feel like you can't do something, and without realizing it, you are saying negative things like, “I can't do this.” It is important to be aware of our thoughts when we work on learning hard

things. When our thoughts become negative, either because we don't want to do something or because we don't believe we can, we need to change negative thoughts into positive thoughts. Review the definition of self-efficacy again. Ask the students:

- What are some things I did to improve my self-efficacy?
[Possible responses: remembered the difficult things you had already learned to do, asked for feedback from others, studied, put in a lot of effort, remembered to take deep breaths and have positive thoughts.]
- Think about a time you have used positive self-talk, reminded yourself that you have done difficult things before, or taken a deep breath to help you do something. What made you decide to persist? What made you choose the technique that you used?
- Why is improving your self-efficacy important to you?

After the discussion, ask the students to write or draw their reflections below:

- Improving my self-efficacy is important to me because _____.
- Believing I can do hard things will help me learn _____ *[the students choose something they want to learn or do].*

Unit 2: Understanding Your Current Level of Self-Efficacy

Learning Targets:

6. I can **say**, “*I haven’t learned it yet,*” to increase my self-efficacy
7. We can identify our strengths and challenges as a class
8. I can name things I can do and things I am still learning
9. I can name Self-Efficacy Strategies that are my strengths

Materials:

- Book or video *When Sophie Thinks She Can’t ...*, by Molly Bang (youtu.be/y6UDcNw_lkw)
- Self-Efficacy Strategies Poster (www.cccframework.org/wp-content/uploads/SE-Strategies-Poster.pdf)
- Videos **Say, “I Haven’t Learned It Yet!”** and **Exercise My Brain** (www.cccframework.org/elementary-self-efficacy-videos)
- Book or video *The Thing Lou Couldn’t Do*, by Ashley Spires (youtu.be/WLdAXyZ7_iQ)

Preparation: Make a poster-sized chart from Activity 7.

Instructional Activities:

6. I can **say**, “*I haven’t learned it yet,*” to increase my self-efficacy

In this activity, students are introduced to the idea that each of us has areas of strength and challenge when it comes to self-efficacy. There are things we can do confidently and things we find very challenging and may be afraid to try to learn. Our belief in ourselves can vary depending on the type of hard task we are facing.

Remind the students that to improve their belief that they can do hard things, they will practice using various strategies that will increase their confidence. Review each of the strategies you have taught them so far (**focus on my effort**, **try again**, and **calm myself**). Explain that each of us has things we can do well and things that we are still learning and find challenging. We are going to listen to a story about a girl who has some things that she is really good at and some things that are really hard for her.

Begin the story [When Sophie Thinks She Can’t ...](#), by Molly Bang. We will return to this story throughout the activities, helping students gain a deeper interpretation each time.

Stop when Sophie is thinking about how she is good at soccer and working in the garden (2:02 in the video). Ask the students:

- What are some things Sophie thinks she is good at?
[Responses: *working in the garden, playing soccer.*]
- What is something that is really hard for Sophie?
[Response: *math puzzles.*]
- What strategies could Sophie use to get better at math puzzles?
[Possible responses: **focus on my effort**, **try again**, **calm myself.**]
- What would using those strategies look like?



From *When Sophie Thinks She Can't ...*, by M. Bang, 2018

Continue the story. Stop again when Sophie is sitting at a table with her friends (2:35 in the video). Read the text. Then ask the students:

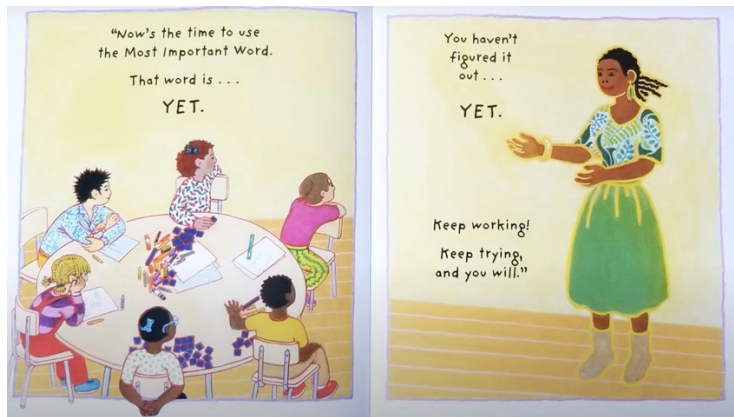
- What does Paula say to Sophie to help build her self-efficacy, or confidence, in solving math puzzles?
[Response: "Make your brain stronger. Just try."]
- What does Andrew say to Sophie to help build her self-efficacy, or confidence, in solving math puzzles?
[Response: "Think hard, Sophie."]
- Sophie gets an idea after watching Andrew use a sheet of graph paper. What is her idea?
[Response: she could draw a picture of a rectangle on graph paper.]



From *When Sophie Thinks She Can't ...*, by M. Bang, 2018

Remind the students that Paula, Andrew, and Sophie do things and use techniques to increase their confidence in completing the math puzzles and building their self-efficacy. Continue the story. Stop when Ms. Mulry is explaining the word "yet" (3:26 in the video). Ask the students:

- What was the important word Ms. Mulry told the students to use when they hadn't figured things out?
[Response: "yet."]



From *When Sophie Thinks She Can't ...*, by M. Bang, 2018

Then show the students the [Self-Efficacy Strategies Poster](#) and emphasize the strategy **say, “I haven’t learned _____ yet.”** Tell the students that using the strategy **say, “I haven’t learned _____ yet”** will help them remember that they are getting better at learning something and making progress but that they just haven’t learned it yet. Show the students the video [Say, “I Haven’t Learned It Yet!”](#) After the video, facilitate a group discussion using these prompts:

- What is something you haven’t learned yet?
- Why is it important to **say, “I haven’t learned it yet,”** instead of “I can’t”?



From the video [Say, “I Haven’t Learned It Yet!”](#)

- What will you do the next time you try something and can’t do it?

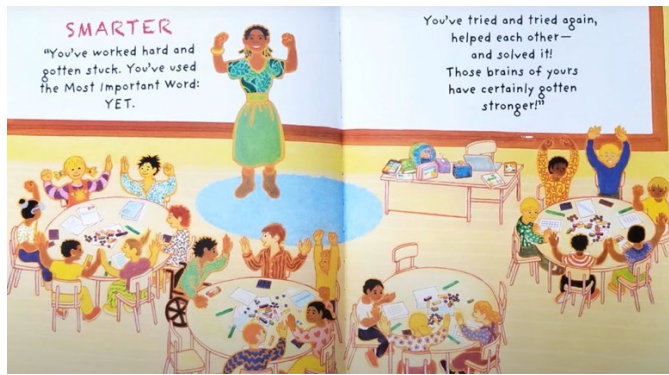
Tell the students to think about something they would like to learn but haven’t learned yet. Then ask them to respond to the statement below. If you have non-reading/writing students, encourage them to draw something they have not learned yet.

I haven’t learned to _____ **yet.**

Have a few students share their examples. Then continue [When Sophie Thinks She Can’t ...](#) Stop when Ms. Mulry is telling the students that they have exercised their brains (4:46 in the video). Ask the students:

- What happens when we try and try again?
[Possible response: we **exercise our brains.**]
- What’s something you’ve tried and tried again to learn?
[Possible responses: *tying my shoes, riding a bicycle.*]

Ask a few students to share their answers.



From *When Sophie Thinks She Can't ...*, by M. Bang, 2018

Explain that when we struggle to learn but **try again** and keep practicing, we are exercising and growing our brains. We actually become smarter. Emphasize the strategy **exercise my brain** on the [Self-Efficacy Strategies Poster](#) and remind the students that the strategy **exercise my brain** will help them believe they can do something even when it's hard.

Show the students the video [Exercise My Brain](#). After the video, facilitate a group discussion using these prompts:

- What does it feel like when you try to do something for the first time?
- How does it feel when you have practiced it a few times?
- What does it mean to **exercise your brain**?

Tell the students to think about something they are currently practicing to improve. It could be a video game, a sport, a musical instrument, or an academic concept. Then tell the students to respond to the statement below. If you have non-reading/writing students, encourage them to draw a picture of something they are currently practicing in order to learn or improve.

I will **exercise my brain** when I am practicing _____ [*something that is a struggle to learn*].

Finish [When Sophie Thinks She Can't ...](#) and summarize that Sophie had things she was good at and things that were very hard for her. She was good at gardening and playing soccer, but math puzzles were difficult for her. She had to remember to **say, "I haven't learned _____ yet,"** and recall that she was **exercising her brain by trying again**. Point to each of these strategies on the [Self-Efficacy Strategies Poster](#) and explain to the students that they have two new ways to help them believe in themselves when learning is hard. Those are **say, "I haven't learned _____ yet,"** and **exercise my brain** by practicing and **trying again**. Emphasize that Sophie learned to do puzzles by putting forth effort. She kept trying even when she didn't get it right the first time. If you remember to put forth the effort and keep trying, you will increase your confidence and believe you can do hard things. You may have to try it many times before you get it right, but when you keep trying and struggling, you are building your self-efficacy as well as your brain and intelligence.

7. We can identify our strengths and challenges as a class

In this activity, the students reflect as a class on something they are currently learning. They determine what aspects of the concept they have already learned as a class and the aspects of the concept that they still need to learn. They then determine which Self-Efficacy Strategies they will use to continue making progress in their learning and eventually master the concept.

Think about a concept that your class has been working on recently. The concept needs to be something that has some elements to it that the students do well and have learned, and it also needs to have challenging elements.

Explain to the students that they are going to think about how much they have learned about [challenging concept]. Use chart paper to create a chart similar to the following example. Write the challenging concept the students have been working on in the first column. Ask them:

- What part of [challenging concept] can we already do?

Summarize the responses from the students and write them in the column *Strengths*. Then ask:

- What part of [challenging concept] is still pretty hard for us?

Summarize the students' answers and write them in the column *Opportunities for growth*.

- What are some strategies we can use while working on [challenging concept] when it gets hard?
[Possible responses: focus on my effort; try again; calm myself; say, "I haven't learned _____ yet"; exercise my brain.]

Explain that, just as Lou from *The Thing Lou Couldn't Do* and Sophie from *When Sophie Thinks She Can't ...* had things that they could do well and things that they still needed to learn, so do we. As a class, we have learned [summarize learning], but we still need to work on [summarize areas that students can improve]. We can get better at this by using our Self-Efficacy Strategies. Each week we will reflect on how much our learning has improved in [challenging concept] and determine which parts of [challenging concept] we still need to work on. Knowing our specific areas of strength and opportunities for growth can help us be better learners.

Example:

	Strengths	Opportunities for growth
Challenging concept	What have we learned about [challenging concept]? What can we do now that we couldn't before?	What is something that is hard for us? What can we do to build our self-efficacy and keep learning?
Writing in sentences	We have learned letters, spelling rules, and punctuation.	Following spelling and punctuation rules. <i>Focus on our effort and try again.</i>

8. I can name things I can do and things I am still learning

In this activity, the students deepen their understanding of the concept that we all have areas of strength and opportunities for growth related to self-efficacy by determining their own specific areas of strength and opportunities for growth. They identify two things that they can do well and two that are hard for them to do, and discuss how self-efficacy can help them learn the hard things.

Refer back to [The Thing Lou Couldn't Do](#) and ask:

- What were the things that Lou could do well?
[Possible responses: build a fort, run fast.]
- What was hard for Lou?
[Response: climb a tree.]

Refer back to [When Sophie Thinks She Can't ...](#) and ask the students:

- What were the things that Sophie could do well?
[Responses: gardening, playing soccer.]
- What was hard for Sophie?
[Response: math puzzles.]

Emphasize that both Lou and Sophie had things that were easy for them and that they did well, and both characters had to learn something challenging that frustrated and even scared them. They both used the strategy **try again** to improve. Lou tried many times to climb the tree, and she got a little closer to the top each time. Sophie tried many times to build a rectangle until she was successful.

Explain that self-efficacy is important for everyone. Adults and children benefit from self-efficacy every day. We all have things we can already do that seem easy and things we are just learning that seem hard. When we think of something as hard, it doesn't mean that we can't learn to do it; it means that we have to focus on our self-efficacy—or confidence in ourselves—to make an effort and learn it. Provide a few personal examples of things you are learning and things you can do well. Ask the students to provide personal examples of things they are still learning and things they can do well.

Tell the students that they are going to think about two things that they can do well and two things that they are still learning. On the left side of their paper, have them draw pictures of two things they can already do and are good at doing. On the right side of the paper, have them draw pictures of two things that are hard for them and that they are still learning.

Ask the students to rotate around the room and share their drawings with the other students. Emphasize that they are all different and have different areas of strength and growth. As the students share their drawings, encourage them to use the [Self-Efficacy Strategies Poster](#) to help each other brainstorm which strategies they would like to use as they are learning new things.

9. I can name Self-Efficacy Strategies that are my strengths

Show the students the [Self-Efficacy Strategies Poster](#) and ask them to work with a partner and take turns explaining each of the Self-Efficacy Strategies they have learned so far: **focus on my effort**; **try again**; **calm myself**; say, “**I haven't learned _____ yet**”; and **exercise my brain**.

After the students have reviewed the strategies, ask them to each answer the following questions.

1. Which Self-Efficacy Strategies are easy for you?
2. How could you help someone who found these strategies difficult? What would you say to them?

Once the students have discussed the strategies, ask them to choose their best Self-Efficacy Strategy and draw themselves doing the strategy when they were trying to learn something hard. For example, a student who considers the strategy **calm myself** a strength might draw themselves taking deep breaths when they experienced big feelings. Ask them to share their drawings with the rest of the class. Point out that each member of the class had different strategies they considered strengths.

Support the students in practicing self-efficacy by asking them to share their drawings with their parents or guardians and describe the Self-Efficacy Strategies they consider to be their strengths. Refer families to the family guidance resources at www.cccframework.org/family-guidance to help build self-efficacy in the home.

Unit 3: Approaching Challenges With a Growth Mindset

Learning Targets:

10. I can explain the difference between fixed and growth mindset
11. I can **focus on my effort** by changing fixed mindset phrases into growth mindset phrases
12. I can **exercise my brain**

Materials:

- Self-Efficacy Strategies Poster (www.cccframework.org/wp-content/uploads/SE-Strategies-Poster.pdf)
- Book or video *When Sophie Thinks She Can't ...*, by Molly Bang (youtu.be/y6UDcNw_lkw)
- Video *The Mindset of a Champion* (youtu.be/px9CzSZsa0Y)
- Growth vs. Fixed Mindset chart

Preparation: Create a large chart like the one in Activity 11.

Instructional Activities:

10. I can explain the difference between fixed and growth mindset

In this activity, you will introduce the students to fixed versus growth mindsets and support them in understanding that they can influence their mindset and **focus on their effort**. When the students understand that they should approach learning challenges with a growth mindset and believe they can learn and get better at anything with effort, they are building their self-efficacy.

Briefly review the definition of self-efficacy: “believing you can do hard things.” Then, with the [Self-Efficacy Strategies Poster](#), review the strategies you have taught them so far (**focus on my effort; try again; calm myself; say, “I haven’t learned _____ yet”**; and **exercise my brain**). Remind the students that, to help them believe in themselves and their ability to complete challenging tasks, they need to practice using the strategies they have been learning.

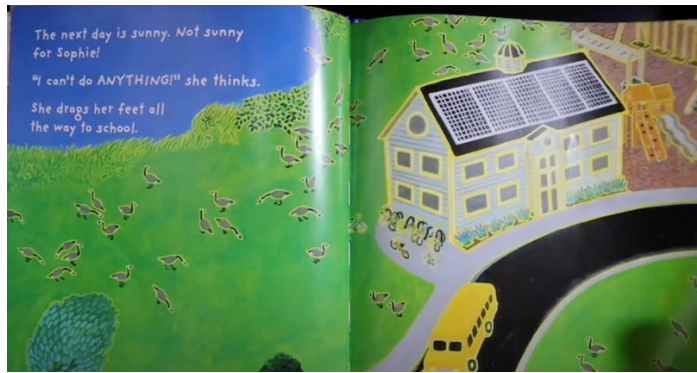
Tell the students that they are going to learn about two different ways of thinking about learning: a fixed and a growth mindset. Explain to the students that “mindset” refers to our set of beliefs or attitudes that determine how we will understand what’s happening around us and ourselves. Our mindset impacts how much we learn and how much effort we put into learning. Refer to [When Sophie Thinks She Can’t ...](#) and emphasize the picture of Sophie putting her head down on the table and saying, “I can’t!” (0:44 in the video).



From *When Sophie Thinks She Can't ...*, by M. Bang, 2018

Explain to the students that we all get frustrated when we are learning hard things, but when we say things like “I can’t,” it keeps us from putting forth the effort. Saying, “I can’t,” could also cause us to give

up. Show the picture of Sophie riding the school bus and saying, “I can’t do anything!” (0:56 in the video).



From *When Sophie Thinks She Can't ...*, by M. Bang, 2018

Ask the students:

- What emotions might Sophie be feeling here?
[Possible responses: *frustrated, sad.*]
- Have you ever felt like Sophie when you were learning something?
- What could Sophie think to herself instead of “I can’t do anything”?
[Possible responses: *“I will try again,” “I haven’t learned it yet.”*]

Explain to the students that when we think we can’t do things and we say negative things to ourselves, we have a fixed mindset. Tell the students that when someone has a fixed mindset, they don’t believe they can learn new things. They don’t **focus on effort**; instead, they usually give up and quit trying to learn.

Refer back to [When Sophie Thinks She Can't ...](#) and emphasize the picture of Ms. Mulry explaining the word “yet” (3:26 in the video).



From *When Sophie Thinks She Can't ...*, by M. Bang, 2018

Tell the students that when we believe we can learn new things with effort and when we **say, “I haven’t learned this yet,”** instead of “I can’t do this,” we are using a growth mindset. A person with a growth mindset believes that they can get better at something by putting forth effort. They might use the strategy **focus on my effort** and think, “I can’t do this yet, but I will keep trying and make an effort to learn and improve.”

Tell the students that they are going to learn more about fixed and growth mindsets. Show the students the video [The Mindset of a Champion](#). After the video, ask the students:

- What are some things someone with a fixed mindset might say?
[Possible responses: “I can’t do this,” “This is too hard,” “I will never learn this.”]
- What are some things a person with a growth mindset might say?
[Possible responses: “**I haven’t learned this yet,**” “I will put forth the effort and **try again.**”]

Refer back to [The Mindset of a Champion](#) when the boy was talking about having a fixed mindset about learning to read (2:48). Ask the students:

- What was the boy doing that showed he had a fixed mindset about learning to read?
[Possible responses: *getting upset; saying, “You can’t do anything,” to himself.*]
- What did the boy do to help himself have a growth mindset about learning to read?
[Possible response: *started saying, “I haven’t learned this yet.”*]

Refer to the [Self-Efficacy Strategies Poster](#) and emphasize the strategy **say, “I haven’t learned _____ yet.”** Tell the students that believing we can learn or get better at something by using the word “yet” means that we have a growth mindset, and when we believe we can get better at something by trying, we are **focusing on our effort**.

Review [When Sophie Thinks She Can’t ...](#) and point out examples of Sophie using a fixed mindset (e.g., saying, “I can’t do puzzles, and I’m never smart at math”; 2:13 in the video) and how it keeps her from learning new things. When she says negative things about her learning, she has a fixed mindset. Also, point out examples of the other students using a growth mindset (Paula says to Sophie, “Make your brain stronger. Just try”; Andrew says, “Think hard, Sophie”; 2:35 in the video). Explain that Andrew and Paula are helping each other and Sophie learn and build self-efficacy by having a growth mindset. They are using encouraging words instead of discouraging words.

Show the students the Growth vs. Fixed Mindset chart below and read through each statement, emphasizing whether it is a fixed or a growth mindset statement.

Growth mindset	Fixed mindset
Think this ...	Not that ...
Is this my best work?	I’m done!
I can do hard things!	This is too hard!
I will try a different strategy!	I give up!
Mistakes help me improve!	I made a mistake!
I will ask a friend for help.	I am just not good at math.

From *Introduce Growth Mindset to Your Class in 5 Easy Steps*, by Carly & Adam, September 2, 2018, thecarlyandadam.com/2018/9/2/introduce-growth-mindset-to-your-class-in-5-easy-steps

Then, using a two-column chart, encourage the students to draw a picture of what a student with each mindset might do or say to themselves when facing a difficult task.

After the students have had time to reflect, ask a few to share their explanations of fixed and growth mindsets. Summarize the activity by emphasizing that we all have a fixed mindset sometimes but that it is important to recognize when we have a fixed mindset and change our way of thinking to a growth mindset so that we can keep learning.

11. I can *focus on my effort* by changing fixed mindset phrases into growth mindset phrases

In this activity, the students practice changing fixed mindset phrases into growth mindset phrases as part of the strategy *focus on my effort*. This is an activity that can be practiced throughout the year. When you hear students using a fixed mindset phrase, cue them to change it into a growth mindset phrase. Students will also make the connection between having a growth mindset and putting forth more effort when learning.

Explain to the students that learning to approach a difficult task with a growth mindset and using strategies will increase the amount of effort they put forth in learning. When you are willing to try really hard and *focus on your effort*, you have a growth mindset. Remind the students that when we are learning something new, it is difficult, and we may feel like we can't learn and should give up, but we should remember to have a growth mindset and *try again*.

Refer back to [When Sophie Thinks She Can't ...](#) and emphasize that Sophie had to try many different ways to make a rectangle. She got frustrated and started to have a fixed mindset when she said, "I can't do this!" (If necessary, review the illustrations in the book or video and show the students where Sophie is getting frustrated.)

Write each of the statements below on chart paper, creating a two-column chart. Explain to the students that each of the statements is something Sophie said when she was learning to do math puzzles. Tell the students that they may have likely said some of these statements themselves when they were learning something hard. Remind the students that when we start to say things like "I can't," we need to stop and change our mindset by using growth mindset phrases like "I will *try again* and continue to *focus on my effort*." Tell the students that they are going to practice rephrasing each of Sophie's fixed mindset phrases into a growth mindset phrase.

Fixed mindset	Growth mindset
Too bad you're not smart.	
I can't.	
I can't do anything!	
I can't do puzzles.	
I'm never smart at math.	

After the students have rephrased each statement, ask them to think about a specific time when they had a fixed mindset. Maybe it was when they were learning something new in school or their friend had learned to do something but they were still struggling with it, like tying a shoe or riding a bike. Allow a few students to share some examples of a time when they used a fixed mindset phrase as they were struggling to learn something difficult and wanting to quit. If necessary, provide a personal example of a time when you used a fixed mindset phrase.

Tell the students to write about how they will change their fixed mindset. If you have non-reading/writing students, encourage them to draw a picture of learning to do something very difficult that includes facial expressions that represent a fixed mindset (e.g., frowning, tears). Then ask them to draw themselves doing the same activity with facial expressions that represent a growth mindset (e.g., smile, determination). The students can also use the sentence prompt below to explain how they will change their fixed mindset phrases into growth mindset phrases.

Fixed mindset example: When I started to learn _____ [*grade-level concept*], I said, "_____."

[Possible responses: "I can't"; "it's too hard."]

Growth mindset example: Now I will **focus on my effort** by saying, “_____.”
[Possible responses: **I haven’t learned this yet; I will keep trying.**]

12. I can **exercise my brain**

In this activity, the students are introduced to the idea that the brain is a muscle and that when we practice something, we are strengthening the pathways in our brain. The scientific term is “neuroplasticity.” Use the phrase **exercise your brain** when referring to neuroplasticity. Students should understand that **exercising their brain** means struggling to learn something. It can mean practicing a concept, making a mistake, and using those mistakes to improve each time you practice.

Reread or replay [When Sophie Thinks She Can’t ...](#). Stop when Ms. Mulry is asking the students to flex their muscles (1:23 in the video). Read the text and explain that our brains are like muscles; when we practice things and keep trying, we are using the strategy **exercise my brain**. When we do this, our brains are actually growing and changing!

Finish the story and then ask the students:

- What happens to our brain when we learn new hard things?
[Possible responses: **we are exercising our brain; it is getting stronger.**]
- What happens to our brain when we practice something over and over?
[Possible responses: **practicing something helps us exercise our brain; our brain gets stronger with practice.**]

Emphasize the strategy **exercise my brain** on the [Self-Efficacy Strategies Poster](#) and encourage the students to remember that practicing and learning new things is **exercising our brains**. Tell the students that they are going to think about how they will **exercise their brain** and learn something new. Ask the students to draw a picture of their brain exercising.

Unit 4: Viewing Mistakes and Setbacks as Opportunities to Learn

Learning Targets:

13. I can explain how mistakes help me learn
14. I understand that *learning from my mistakes* is having a growth mindset
15. I can think about my mistakes to help me learn
16. I can describe examples of using mistakes as opportunities to learn

Materials:

- Book or video *When Sophie Thinks She Can't ...*, by Molly Bang (youtu.be/y6UDcNw_lkw)
- Video *Learn From My Mistakes* (www.cccframework.org/elementary-self-efficacy-videos)
- Self-Efficacy Strategies Poster (www.cccframework.org/wp-content/uploads/SE-Strategies-Poster.pdf)
- Growth vs. Fixed Mindset chart from [Unit 3, Activity 10](#)
- Video *The Magic of Mistakes* (youtu.be/aJwjHOS4V_k)
- Website Math Mistakes (mathmistakes.org)
- Books listed in Activity 16

Instructional Activities:

13. I can explain how mistakes help me learn

This activity supports students in understanding that mistakes are opportunities to learn, with the sixth strategy for improving their self-efficacy, *learn from my mistakes*. When we view our mistakes as opportunities to learn, we have a growth mindset. Tell the students that it's completely normal to make mistakes—we all do it! In fact, mistakes are an important part of learning; making mistakes and learning from them actually helps strengthen our brains.

Refer back to [When Sophie Thinks She Can't ...](#) and emphasize that doing math puzzles and learning to make a rectangle were hard for Sophie. She kept making mistakes, but each time she tried, she thought about her mistake and how it could help her get closer to making a rectangle.

Provide an example of a mistake you made and what you learned from it. Explain to the students that mistakes can occur in the things we do, like our behaviors and the choices we make; mistakes can also occur when we are learning, such as making a mistake by adding numbers incorrectly. It is important to think about our mistakes after they occur and learn from them.

Show the students the video [Learn From My Mistakes](#). After the video, facilitate a group discussion using these prompts:

- What is a mistake you made?
- What did you *learn from your mistake*?
- When you make a mistake, what should you do?

Tell the students that if we never made mistakes, we wouldn't be learning. Refer to the [Self-Efficacy Strategies Poster](#) and emphasize the strategy *learn from my mistakes*. Remind the students that when learning gets hard, they should use the strategy *learn from my mistakes* to remember that it is okay to make mistakes and that they can learn from them.

Ask the students to think about a recent mistake they made. Their mistake could be related to something they are learning, like a math or writing concept, or it could be related to a behavior or choice they made, such as yelling at another person or not being kind. Once they have identified a mistake, ask them to draw or write about their mistake. Use the following sentence stem:

I made a mistake when I _____. I learned _____ from my mistake.

14. I understand that *learning from my mistakes* is having a growth mindset

In this activity, the students continue to learn about the difference between fixed and growth mindsets. They also begin to make connections between having a growth mindset and the strategy *learn from my mistakes*. *Learning from our mistakes* is part of the broader concept of a growth mindset.

Refer back to the Growth vs. Fixed Mindset chart from [Unit 3, Activity 10](#). Emphasize that *learning from mistakes* is part of having a growth mindset. Tell the students that using our mistakes to help us improve *exercises our brains* and makes learning difficult things easier. In order to *learn from our mistakes*, we have to accept that they happen, try not to get upset, and think about what we learned from making a mistake.

Tell the students they are going to watch a video about what happens to the brain when we make mistakes. Ask the students to listen very carefully for what mistakes Mojo makes and what Katie says about mistakes in the video. Show [The Magic of Mistakes](#). After the video, ask the students:

- What mistakes did Mojo make?
[Possible response: building the robot incorrectly several times.]
- What did Katie tell Mojo about making mistakes?
[Possible responses: it depends on how you react to them; some people want to give up, while others learn from them; the brain is exercising when we *learn from our mistakes*.]

Explain that there are many different things you can *learn from a mistake*. Refer to the [Self-Efficacy Strategies Poster](#) and emphasize the strategy *learn from my mistakes*. Tell the students that when they make a mistake, they should not get upset. Instead, they should think about what the mistake means and how it relates to what they know about and what they still need to learn. Ask the students to make a drawing in response to the following prompts:

- Mistakes help us learn.
- Mistakes *exercise our brains*.
- When we *learn from our mistakes*, we have a growth mindset.

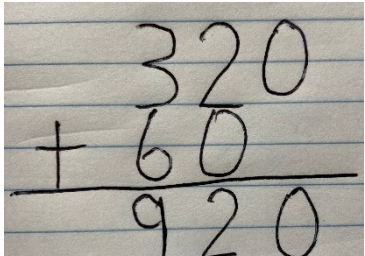
After a few minutes, ask the students to find a partner to share their drawings with.

15. I can think about my mistakes to help me learn

In this activity, you are going to provide the students with a math problem that is completed incorrectly. This activity will support students in learning to analyze their mistakes to determine what they know and how they can use the mistake to improve their learning. Choose additional math mistakes at [Math Mistakes](#) to supplement this activity and provide more grade-level specific math problems.

Write the problem pictured to the right (or a grade-appropriate problem from [Math Mistakes](#)) on the board. Allow the students a couple minutes to review the problem. Then ask:

- Did the student make a mistake?
[Response: yes.]
- What have we been learning about mistakes?
[Possible responses: we can *learn from our mistakes*; when we accept our mistakes, it means we have a growth mindset.]


$$\begin{array}{r} 320 \\ + 60 \\ \hline 920 \end{array}$$

Let's take a closer look at this problem and see if we can help this student. It appears that there are many parts of this problem that are done correctly. Let's start with those. Ask:

- What has the student done correctly?
[Possible response: the addition in each column is correct.]
- What has the student done incorrectly?
[Response: lining up the digits.]
- What do you think the student could learn from this mistake?
[Possible response: it's important to line your digits up correctly from right to left.]

Explain that the student in the example has lined their digits up incorrectly. If we had not looked at the mistake and thought about the parts of it that were correct and the parts that were incorrect, the student may not have learned. When we remember to use the strategy **learn from my mistakes**, we take the time to look at our mistakes, think about what we did incorrectly, and determine how we could improve. When we stop and think about our mistakes, it is giving our brain feedback about what to do better the next time.

16. I can describe examples of using mistakes as opportunities to learn

In this activity, the students practice the strategy **learn from my mistakes** by completing a short book study to analyze the mistakes of literary characters and determine what each literary character learned from their mistakes. The students choose or are assigned a book to read and study. If you do not have the suggested books available, you can find read-aloud videos and play one or two videos for the students to use in this activity. The students could also complete this activity in collaboration with their parents if they are non-readers/writers.

Suggested books about mistakes:

- *Beautiful Oops!*, by Barney Saltzberg
- *Even Superheroes Make Mistakes*, by Shelly Becker
- *How to Take the Ache out of Mistakes*, by Kimberly Feltes Taylor and Eric Braun
- *It's Okay to Make Mistakes*, by Todd Parr
- *Nobody's Perfect: A Story for Children About Perfectionism*, by Ellen Flanagan Burns
- *The Girl Who Never Made Mistakes: A Growth Mindset Book for Back to School for Kids*, by Mark Pett and Gary Rubinstein
- *The Most Magnificent Thing*, by Ashley Spires

After assigning the students a book to read, ask them to determine at least one mistake the character made and what the character learned. Ask the students to complete a short book report by answering the following questions either verbally or in writing:

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

An alternative is to complete this activity as a whole group. Choose one of the books from the list and guide students through the questions as a class. The questions prompt the students to analyze the book and reflect on personal learning from mistakes.

Unit 5: Reflecting on Past Accomplishments to Build Your Confidence

Learning Targets:

17. I can **remember hard things I've done** to help me do hard things now
18. I can track my progress in learning

Materials:

- Self-Efficacy Strategies Poster (www.cccframework.org/wp-content/uploads/SE-Strategies-Poster.pdf)
- Book or video *When Sophie Thinks She Can't ...*, by Molly Bang (youtu.be/y6UDcNw_lkw)
- Book or video *The Thing Lou Couldn't Do*, by Ashley Spires (youtu.be/WLdAXyZ7_iQ)
- Video **Remember Hard Things I've Done** (www.cccframework.org/elementary-self-efficacy-videos)

Instructional Activities:

17. I can **remember hard things I've done** to help me do hard things now

When students remember that they have learned difficult things in the past and how they learned from them, they can use that knowledge to put forth effort to learn difficult concepts in the present. In this activity, the students use a Mastery Log to help think through their past successes to improve their confidence in completing current challenging tasks.

With the [Self-Efficacy Strategies Poster](#), review the strategies the students have learned: **focus on my effort; try again; calm myself; say, "I haven't learned _____ yet"; exercise my brain; and learn from my mistakes**. Remind them that when learning gets hard, they should use these strategies to help them persist.

Refer back to [When Sophie Thinks She Can't ...](#) and discuss the difficult things Sophie has already learned and the difficult concepts she is still trying to learn. Ask the students:

- What were the difficult things Sophie had learned?
[Possible responses: gardening, playing soccer.]

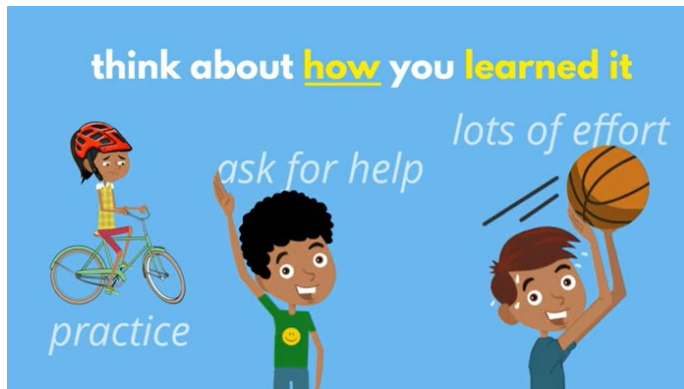
Refer back to [The Thing Lou Couldn't Do](#). Ask:

- What were the difficult things Lou had learned?
[Possible responses: run fast, build a fort.]

Both Sophie and Lou were working on learning something challenging (doing math puzzles and climbing a tree). Explain that when we are working on learning something very challenging, a strategy we can use to help us believe we can do things even when they are hard is to **remember hard things we have done**. Sometimes when we encounter something new or challenging, it's difficult to believe that we will ever succeed at it. Believing that we can succeed comes with practice and remembering that we have learned to do difficult things in the past.

Show the students the video [Remember Hard Things I've Done](#). After the video, facilitate a group discussion by using these prompts:

- What is something hard that you learned to do?
- What did you do to learn it?



From the video [Remember Hard Things I've Done](#)

Emphasize the strategy **remember hard things I've done** on the [Self-Efficacy Strategies Poster](#) and explain to the students that when they are having difficulty learning new things, they should remember some of the specific challenging things they have learned previously to help them build their self-efficacy. Have them identify specific things that they did to overcome learning challenges.

Make a poster-sized chart of the Mastery Log below to display throughout the year. Tell the students that each time the class learns something new, they are going to add it to this chart. Tracking the concepts that the students have learned will help them remember that they can and have learned difficult things. Ask the students:

- What are two or three things we have already learned to do this year?

Narrow the responses to two or three things that all students have learned to do this year, and write each concept in the column *What we learned*. Tell the students to think about *how* they learned to do each concept. Then ask:

- How did you have a growth mindset when you were learning?
- What Self-Efficacy Strategies did you use?
- How did you **focus on effort**?

Narrow the responses to two or three ways that the students learned the concept to add in the column *How we learned it*. Ask the students to write or draw something they learned to do and the Self-Efficacy Strategy they used to learn it.

Emphasize the strategy **remember hard things I've done** on the [Self-Efficacy Strategies Poster](#) and remind the students that when learning gets hard, they should use this strategy to help them believe they can do hard things.

Mastery Log

What I learned	How I learned it

Then ask the students to independently add one or two more entries into the column *What I learned*. Ask them to think about things they have learned related to school, home, sports, or hobbies. Then prompt them to reflect on how they learned those things. The students can write or draw images of their entries. As an extended activity, periodically prompt students to add learning accomplishments to their Mastery Log, reminding them to **focus on their effort** and not necessarily the outcomes.

18. I can track my progress in learning

In this activity, the students track their progress in completing a task. Once they complete a task or master a new skill, it can be added to the Mastery Log. Students use the knowledge that they are continually learning to build their confidence in learning new challenging things.

Remind the students that even in situations where we didn't fully meet a goal, if we were able to improve because of our efforts, it's still a success. Emphasize that as we learn new things, it's important to focus on putting forth effort and use the strategy **remember hard things I've done** rather than comparing ourselves to our peers.

Determine a class-wide concept the students are learning that could be used to graph the class's growth. For example, the students could graph the class's progress in completing their reading logs, mastering math concepts, learning their sight words, or managing a behavior like walking down the hall quietly.

Tell the students that they are going to focus on their progress in learning [class concept]. They are going to graph their progress each [day, few days, or week] by coloring a square to represent how much closer they are to the goal. The students can graph their own progress, or they can copy your class example.

Remember that only graphing their progress will not build self-efficacy. Students need to consider *what actions* helped them make progress.

Ask the students to reflect on their progress as a class each week. Use the guiding questions below to help them measure progress:

- How do we know we are making progress?
[Possible responses: number of correct answers on math practice problems, improved rubric rating on transition sentences, number of vocabulary words defined correctly.]
- What will happen to our graph if we are making progress? What will happen to our graph if we are not?
- What strategies did we use to make progress?
[Possible responses: **calm myself; say, "I haven't learned _____ yet."**]

Ask the students to reflect on their effort at least three times throughout the course of learning the new concept/skill. Each time you ask them to reflect, have them discuss specific things they did to support their learning. Ask:

- What are we doing to make progress in learning [class concept]?
[The students should name specific actions, such as practicing at home or **learning from their mistakes.**]

After the students have learned [class concept], tell them to reflect on the process. Ask:

- How did it feel when we were making progress?
- How did we know we were making progress?
- What Self-Efficacy Strategies did we use to continue making progress?

My Reading Progress Chart

50							
45							
40							
35							
30							
25							
20							
15							
10							
5							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7

Once all students have mastered the concept, it can be added to the class Mastery Log. As the students are learning, provide them with guidance and support in ***remembering hard things they've done***. Periodically ask them to reflect on things they have learned in the past and on their effort, Self-Efficacy Strategies that helped them learn, and ways they can use the same strategies to master new concepts.

Unit 6: Giving and Accepting Feedback and Praise

Learning Targets:

19. I can describe meaningful praise
20. I can **accept feedback** to improve my skills
21. I can **give praise** to build others' self-efficacy

Materials:

- Self-Efficacy Strategies Poster (www.cccframework.org/wp-content/uploads/SE-Strategies-Poster.pdf)
- Videos **Give and Accept Praise** and **Accept Feedback** (www.cccframework.org/elementary-self-efficacy-videos)
- Book or video *When Sophie Thinks She Can't ...*, by Molly Bang (youtu.be/y6UDcNw_lkw)
- Video *Austin's Butterfly* (youtu.be/hqh1MRWZjms)
- Picture of a Southwest African lion (or any animal that is relevant to your students)

Preparation: Create a chart similar to the one in Activity 19 on large chart paper.

Instructional Activities:

19. I can describe meaningful praise

In this activity, the students learn the importance of **giving and accepting praise** as a way to increase self-efficacy and ways to provide specific feedback to help others improve.

With the [Self-Efficacy Strategies Poster](#), review each of the strategies the students have learned: **focus on my effort**; **calm myself**; **try again**; **say, "I haven't learned _____ yet"**; **exercise my brain**; **learn from my mistakes**; and **remember hard things I've done**. Remind the students they can use each of these strategies to help them put forth more effort and keep learning—even when it is difficult.

Review the strategy **remember hard things I've done**. Remind the students that thinking about the difficult things they have learned in the past will help them believe they can do difficult things in the present. Tell the students that another strategy that we can use to improve self-efficacy is **give and accept praise**. When we encourage others by saying positive things, such as "I notice you are **focusing on your effort** and you are getting much better at writing" or "You have **exercised your brain** by **trying again** and **learning from your mistakes**," we are giving praise. We can also increase our self-efficacy and help others improve by providing them with feedback on how they are doing.

Show the students the video [Give and Accept Praise](#). After the video, facilitate a group discussion using these prompts:

- If your friend says, "I can't," how can you help them?
- When you give someone praise, what should you say to them?
- Why is it important to **give and accept praise** when we are learning?



From the video [Give and Accept Praise](#)

Tell the students that this lesson will focus on **giving and accepting praise**. Emphasize the strategy **give and accept praise** on the [Self-Efficacy Strategies Poster](#).

Create a poster-sized chart like the following one. Start by reviewing the phrases in the column *Don't say* and use the explanation provided to support your students in understanding why using the phrases doesn't improve our self-efficacy. Tell the students that a better way to praise someone is to use phrases from the column *Do say*. For example, when we are praising others, we shouldn't say things like "Your friend is better than you," because we should focus on our own progress and not compare ourselves to each other. A better way to provide praise is to say something like "You worked hard, and you are learning." This praises effort and learning.

Praise DO and DON'T	
Do say	Don't say
"You worked hard, and you are learning."	"You are way better at _____ than your friend." <i>(Explanation: This phrase compares someone to another person. Remember that we are all working from different starting points, and we should focus on our own effort and progress rather than comparing ourselves to others.)</i>
"I notice that you are focusing on your effort and getting better at _____."	"You are so smart." <i>(Explanation: This phrase praises a person for something that is out of their control. Saying someone is smart implies that they are either born smart or not. People should feel that they can improve with effort.)</i>
"You did _____ well. You could get better if you tried _____."	"Good job!" <i>(Explanation: This phrase is not specific. Remember to provide praise that indicates what the person did well and what they could do to improve.)</i>

After reviewing each of the phrases in the Praise DO and DON'T chart, refer back to [When Sophie Thinks She Can't ...](#) and ask the students to provide Sophie with praise from the column *Do say*. For example, "Sophie, you are working hard, and you are learning" or "Sophie, I notice that you are **focusing on your effort** and getting better at math puzzles." Encourage the students to praise each other using praise that

is specific and based on effort as they are learning things in the classroom. When you observe students providing praise to each other, add their praise phrases to the poster.

20. I can **accept feedback** to improve my skills

In this activity, the students practice providing specific feedback to each other and applying the feedback they receive from others by drawing a Southwest African lion. The purpose of this activity is to provide the students with the opportunity to practice the strategy **accept feedback**. Students need to understand that by accepting specific feedback, they are able to improve their learning and their belief that they can do hard things.

Tell the students that they are going to watch a video about a young man who is working hard and putting forth the effort to draw a butterfly. His name is Austin, and he really struggles with drawing a detailed butterfly. He improves his drawing of the butterfly by listening to feedback from his friends. Tell the students as they are watching the video to notice how kind and respectful the students are being to Austin about his drawing. Play [Austin's Butterfly](#).

Stop the video at 2:57, after the students in the video have given Austin his first set of feedback, and ask your students:

- What are some examples of specific feedback you heard?
[Possible responses: make the wings much pointier, make the wing longer, make the wings in the shape of a triangle.]

Tell the students they are going to watch a little more of the video and see if Austin applies the feedback his friends have given him. Stop the video at 5:00 and ask:

- What happened when Austin listened to his friend's feedback?
[Possible response: his drawing got better.]

Emphasize that Austin created several drafts and each time he got a little better at drawing the butterfly. Finish the video and ask the students:

- How did the feedback Austin received make his drawing better?
[Possible response: it was specific.]
- What can we learn from Austin?
*[Possible responses: listen and apply feedback; it may take several tries or drafts, but keep **focusing on effort**.]*

Explain to the students that when we listen to and apply the feedback that others give us, it helps us learn. Austin had to draw the butterfly many times, but each time he got a little better because he let others give him feedback. Tell the students that it may be difficult to **accept feedback** sometimes. When someone suggests ways that we can improve, it might make us feel embarrassed or hurt. When we feel this way, we are experiencing a fixed mindset, and we should remember that **accepting feedback** is part of having a growth mindset and being open to making improvements.

Provide an example of a time when it was difficult for you to **accept feedback**. Include details about the feedback, what you felt, and why you felt that way. Tell the students to think about how they might feel in each of these situations:

- The teacher asked you to meet with a partner and provide each other with feedback on how to improve your topic sentence. After reading your topic sentence, your partner said it was too long and difficult to understand.
 - How would that make you feel?
 - What would you do?

- You have been trying to learn how to hula-hoop every day during recess. Your friend tells you that you should stand with your feet further apart to keep the hula-hoop from falling.
 - How would that make you feel?
 - What would you do?

Emphasize the strategy **accept feedback** on the [Self-Efficacy Strategies Poster](#) and explain that in both scenarios, good feedback was provided. By accepting the feedback and applying it, we can improve at writing a topic sentence or hula-hooping. If we choose not to accept the feedback, it may take us longer to write a good topic sentence, and we will continue to struggle with the hula-hoop. Remind the students that when learning gets hard, they should remember to use the feedback others are providing to improve. When we listen to feedback and use it to get better, we are improving our self-efficacy.

Show the students the video [Accept Feedback](#). After the video, facilitate a group discussion using these prompts:

- What is feedback?
- How is feedback different from criticism or being mean?
- What is an example of feedback someone has given you?
- How does feedback help us learn?

Tell the students that they are going to practice giving specific feedback to each other while being kind. They are going to practice drawing a Southwest African lion (or any animal that might be relevant to your students). Remind the students that practice takes time and many attempts. Learning to draw a lion will also take many attempts, just as Austin had to draw the butterfly several times. Provide the students with an illustration of the lion and allow them a few minutes to complete their drawings.

Divide the students into pairs so that they can provide each other with feedback. Remind the students to praise effort, be specific, and, most of all, be kind. As the students are providing each other with feedback, circulate between groups and model giving specific feedback to the students. Allow the students two or three more cycles of drawing and feedback with their partners. After three cycles of drawing and feedback, ask the students:

- In what ways did your drawing improve?
[Possible responses: more details in the drawing, better shape, color.]
- What feedback did you hear and then use to make your drawing better?
- How will **accepting feedback** help us get better at what we are learning?
[Possible response: it will give us ideas on how to improve.]

Summarize the activity by reminding the students that learning new things is not easy and that it takes many tries before we get the concept correct. We can help each other by praising effort and giving each other specific feedback. Emphasize **accept feedback** on the [Self-Efficacy Strategies Poster](#) and remind the students to use this strategy when they are learning something that is very difficult.

21. I can **give praise** to build others' self-efficacy

In this activity, the students practice creating praise statements to build others' self-efficacy. Their praise statements should be positive and praise something specific about the efforts another person is putting forth when learning. Students should accept the praise others are giving them and listen to the things they are doing well rather than dismissing it. The students will use scenarios to practice the strategy **give and accept praise**.

Explain to the students that we can use specific praise statements to help others believe in their abilities. Remind the students that when we praise others, we need to include details about the efforts they are making to learn.

Read through the example provided in the following chart. Then ask the students to praise Sophie and Emily. For each example, ask the students:

- What is something specific [Sophie or Emily] is doing to improve?
- How can we praise [Sophie or Emily]?

Scenario	Praise
Example: Austin really wants to improve his butterfly drawing. His first drawing is not very detailed, but after listening to the feedback from his friends and drawing the butterfly several times, he draws a butterfly that is very similar to the illustration.	Your butterfly became a little more detailed after each drawing. I can tell you listened to our feedback and worked hard to add the details. You kept drawing the butterfly over and over until you got it right—that’s a lot of effort!
Sophie really wants to learn how to make a rectangle with 12 squares. She tries several times but gets frustrated. After accepting feedback and encouragement from her friends, Sophie makes a very long rectangle with 12 squares.	
Emily wants to learn all her sight words this week. She has never been able to learn all 10 each week, but after practicing with her mother each night and writing each of the words three times, Emily has learned all 10 of her sight words this week.	

Ask the students to create praise statements for each other. Assign each student a partner and tell them to create a praise statement for their partner related to their drawing of the Southwest African lion from Activity 20. For example, “You **focused on your effort** when you drew the lion, and your lion’s mane looks real.” After each student has provided their partner with a praise statement related to their lion drawing, ask the students to creating a praise statement for a challenging concept their partner is learning right now. The students should ask their partner:

- What is something you have been learning lately?
[Possible responses: multiplication facts, writing my whole name, riding a bike.]
- What have you done to improve?
[Possible responses: practiced at home each night, applied the feedback my teacher has given me.]

Once the students know what their partner has been working on and what they have done to improve, they should create a praise statement for their partner. For example, “You have been working hard to learn your multiplication facts, and practicing at home each night has helped you improve.” If you have non-reading/writing students, ask them to draw a picture. For example, they could draw a picture of a student who is learning to tie their shoes by watching older children tie their shoes. Remind the students that using the strategy **give and accept praise** will help them improve their belief that they can do hard things.

Unit 7: Understanding How Your Emotions Impact Your Self-Efficacy

Learning Targets:

22. I can identify feelings I've had when I am learning something hard
23. I can **calm myself** and manage my emotions
24. I can determine how I will **calm myself** when I am learning

Materials:

- Self-Efficacy Strategies Poster (www.cccframework.org/wp-content/uploads/SE-Strategies-Poster.pdf)
- Book or video *When Sophie Thinks She Can't ...*, by Molly Bang (youtu.be/y6UDcNw_lkw)
- Book or video *A Little Spot of Feelings*, by Diane Alber (youtu.be/YC3SQnoggiM)
- Feelings Chart from Activity 22
- Video *How to Tame My Anxiety Monster* (youtu.be/JP6qNv9Gxq8)
- Book or video *I Can Do Hard Things*, by Gabi Garcia (youtu.be/retSVzIJmcQ)
- Video *Bubble Bounce! Mindfulness for Children* (youtu.be/UEuFi9PxKuo)
- List of sight words or vocabulary words for Activity 24

Instructional Activities:

22. I can identify feelings I've had when I am learning something hard

The students have previously learned about how to **calm themselves** by taking deep breaths or going for a walk. In this activity, they practice naming some feelings they have when they experience frustration or stress. Physiological feedback is our body's reaction to stress. We may experience an increased heart rate, sweaty palms, or dry mouth when we are feeling stressed or nervous. This is our body's way of telling us we are experiencing emotions. Students need to recognize these signals and take steps to **calm themselves** so that these signals don't inhibit their learning. When students learn to manage their emotional reactions, it gives them confidence and ultimately builds their self-efficacy.

With the [Self-Efficacy Strategies Poster](#), review each of the strategies that the students have learned and practiced. Tell the students that they are going to learn more about the strategy **calm myself**. Ask them:

- Have you ever felt stressed or frustrated when you were learning something hard?
- How did your body feel?
[Possible responses: tense, shaky.]
- What did you do?
[Possible responses: started to cry, became angry.]

Tell the students that we all have times when we start to feel stressed or frustrated. During those times, it is important to be aware of what we are feeling and to practice **calming ourselves** so that those big feelings don't keep us from learning. Explain to the students that they are going to learn some ways that they can **calm themselves** when they start to experience negative emotions. When we start to have big feelings, we can do things like take deep breaths or go for a walk. We increase our self-efficacy because we know that our emotions won't get in the way of our learning. Emphasize the strategy **calm myself** on the [Self-Efficacy Strategies Poster](#).

Refer back to [When Sophie Thinks She Can't ...](#) and discuss the illustration of Sophie holding her head and saying, "I can't do puzzles, and I'm never smart at math" (2:13 in the video). Ask the students:

- What do you think Sophie is feeling in this picture?
[Possible responses: frustrated, stressed, angry.]

- How do you know?
[Possible responses: facial expressions, things she is saying.]
- Have you ever felt like Sophie when you were trying to learn something? Describe a time.

Tell the students that when we get frustrated, angry, or stressed, it keeps us from learning and can cause us to say and do things that we shouldn't. When we start to feel those emotions, we need to do things that will keep us calm.

Provide the students with an example of a time when managing your emotional reaction was very difficult. Include details about the techniques you used to manage your emotional reactions and your physiological responses to the emotional situation (e.g., racing heart, sweaty palms). We have provided an example below that you can use with your students or use as a guide when developing your own example.

Personal Example:

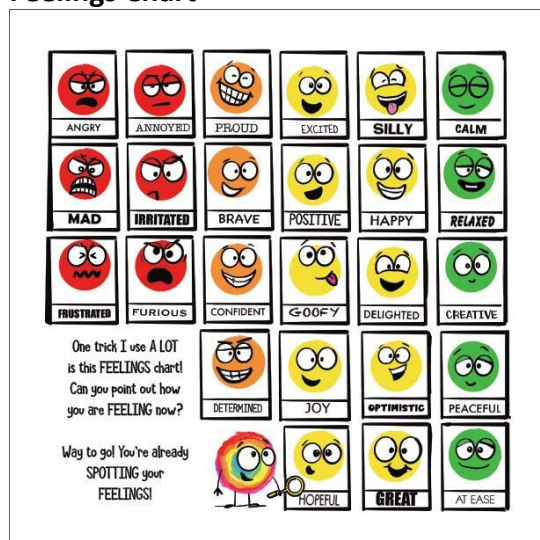
Every August, I am excited to teach a new class of students, but I am also anxious because there are so many things I have to do to prepare for the students' arrival. I have to set up my grade books, decorate the bulletin boards, and clean and reprogram all of the iPads. We also have meetings the week before students arrive, so there isn't a lot of time to prepare. During the first week of August, I start to feel anxious, and my heart is racing because I keep thinking about all the things I need to do. I also feel worried that I won't get them done on time. I have learned that whenever I start to feel anxious, I stop and take some deep breaths. I also take a brisk walk around the building, and that helps me refocus and keep working toward getting my classroom ready for students.

Explain to the students that learning to manage our emotions, or big feelings, starts with being able to recognize and describe how we are feeling. We have to be emotion detectives and think about how we feel and why we feel that way. It is important to be able to name our feelings. Begin [A Little Spot of Feelings](#), by Diane Alber.

Show the students the Feelings Chart from *A Little Spot of Feelings*, and ask the following questions, first focused on the emotion of angry, then calm, then joy:

- How would a person's face look if they felt [angry, calm, joy]?
- What would they be doing with their body? How would they stand?
- What might they say?

Feelings Chart



From *A Little Spot of Feelings: Emotion Detective*, by D. Alber, 2020

Next, ask the students to identify two feelings they might have when learning specific concepts in your class. Use the Feelings Chart to help them identify specific feelings. Discuss the facial expressions and body language that might occur in each scenario. Explain that we may each experience different feelings when learning the same concept.

Concept	Feelings
1. Learning sight words	
2. Learning to count to 100	
3. [Content-specific concept]	
4. [Content-specific concept]	
5. [Content-specific concept]	

The students may choose feelings that are positive or negative as they think about content-specific concepts they will be learning. Explain to the students that sometimes we have negative feelings when approaching challenging tasks but that it is important to recognize negative feelings and do something about them. These feelings are an indication that we are experiencing low self-efficacy and have a fixed mindset about learning something challenging. When we practice the strategy **calm myself**, we learn how to manage our emotions and keep learning.

23. I can **calm myself** and manage my emotions

In this activity, students learn different techniques for managing their emotional reactions through the strategy **calm myself**. It is important they understand that emotions are normal and that we can learn to recognize when we have emotions so that we can manage them.

Remind the students that frustration and negative emotions can get in the way of learning and making progress. Emphasize that they will learn ways to **calm themselves** when they start having negative emotions, like fear and disinterest. Explain to the students that they are going to watch a video about anxiety. Anxiety means a person is experiencing a lot of worries getting in the way of their learning. Ask them to listen carefully for the different ways the students in the video reduce their anxiety and **calm themselves**.

Show the video [How to Tame My Anxiety Monster](#). After watching the video, ask the students:

- What were some things the boy did to calm his anxiety monster?
[Possible responses: go outside and play, go on a walk, exercise.]
- Describe a time when you felt anxious.
- What are some things you will try the next time you feel anxious?
[Possible responses: taking deep breaths, going for a walk.]

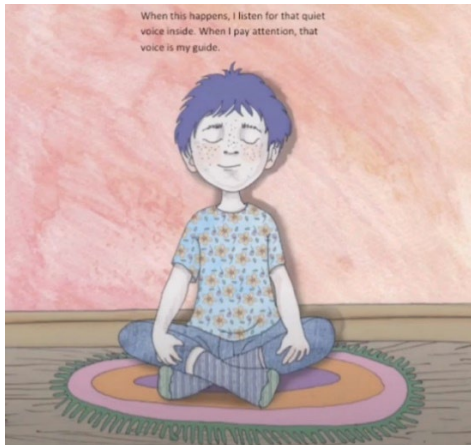
Ask the students to draw pictures of themselves in the future using the strategy **calm myself** when they feel anxious.

Explain to the students that mindfulness is a relaxation technique that can help reduce negative or destructive feelings. Regularly practicing mindfulness has been shown to help students reduce stress and anxiety, improve concentration, stay calm in tense situations, and increase empathy. Research has even found that practicing mindfulness can contribute to improved grades and test scores. Mindfulness can be practiced in a short amount of time, and there are numerous videos of guided mindfulness exercises.

(For a review of research with citations, download the Self-Efficacy Research Guide at www.cccframework.org/resources).

Refer back to [I Can Do Hard Things](#) and discuss the illustration of the student with purple hair meditating (0:28 in the video). Ask the students:

- What is happening in this picture?
[Possible responses: *breathing, meditating.*]
- Have you ever used breathing to help you refocus?
- What happens when you sit, close your eyes, and breathe deeply?
[Possible responses: *you feel better; you calm down; you relieve your stress and refocus.*]



From *I Can Do Hard Things*, by G. Garcia, illustrated by C. Russel, 2018

Explain that the student in the picture is using mindfulness to refocus and **calm herself**. Mindfulness is part of the strategy **calm myself** and will help us relax. When we practice mindfulness, we become aware of what we think and feel. We can practice mindfulness through breathing or thinking positive thoughts. Explain to the students that they will practice mindfulness by watching a video and focusing on what the voice in the video tells them to do. Ask the students to prepare to watch a video by sitting quietly, with both feet on the floor.

Show students the video [Bubble Bounce! Mindfulness for Children](#). After the video, ask the students:

- Using fist to five, rate how well you were able to concentrate on the bubbles. If you show a fist, you were not able to concentrate. If you show me five fingers, you were able to concentrate on the bubbles.
- Do you feel different after watching the video?
- How do you feel?
[Possible responses: *relaxed, happy.*]

Remind the students that they can use mindfulness to **calm themselves** when they start to feel anxious, stressed, or angry. When we use mindfulness to **calm ourselves**, it helps us refocus our minds and improve our learning. On the [Self-Efficacy Strategies Poster](#), emphasize that mindfulness is part of the strategy **calm myself**.

24. I can determine how I will **calm myself** when I am learning

In this activity, the students choose at least one way to **calm themselves** when they experience emotions related to learning or completing a difficult task.

Review the calming techniques from the video [How to Tame My Anxiety Monster](#) (taking deep breaths, going for a walk, using mindfulness, talking to a friend, thinking positive thoughts) and remind the

students that when they start to feel stress, frustration, worry, or anxiety, they should use at least one of the techniques to **calm themselves**.

Explain to the students that they still have many difficult concepts to learn and that practicing ways to **calm themselves** when they start to get frustrated will help them continue to put forth the effort and keep learning—even when the concept is hard.

Tell the students they will practice using at least one way to **calm themselves** to complete a game. The game is called Hot Seat, and the students are divided into two teams. Each student takes a turn on the hot seat. Use an empty chair for each team and have it face the other team members. These are the hot seats. One volunteer from each team sits in the hot seat with their back to the board.

Prepare a list of sight words or vocabulary words related to your content. If your students do weekly spelling tests, vocabulary quizzes, or learn new sight words each week, these words can be used for this game. Choose a student to write the word clearly on the board. Each team takes turns trying to get their teammate in the hot seat to guess the word, using synonyms, antonyms, and definitions.

The student in the hot seat listens to their teammates and tries to guess the word. The first student in the hot seat to say the word wins a point for their team. Once the word is successfully guessed, a new student from each team sits in the hot seat, and a new round begins with a different word.

Once the students are divided into two teams, ask them to work with their team members to determine which calming technique the team will use during the game. After a few minutes of playing the game, stop and ask the teams to use their calming technique to help them refocus on the game and maintain an acceptable voice level. After the game, ask the students:

- At what point in the game did you feel your body reacting to stress?
[Possible responses: when I was in the hot seat, when giving clues to my teammate.]
- What did you notice after you used the strategy **calm myself**?
[Possible responses: more focused, calmer, able to concentrate, not so stressed.]

After the game, discuss a recent challenging concept the students have been working on. Ask the students to describe their feelings when they are working on it. Ask:

- Have you ever felt frustrated when learning [classroom concept]?
- What did you notice your body doing when you started to feel frustrated?
[Possible responses: I tensed up, couldn't concentrate, got distracted, had a racing heart.]
- What happened to your learning when you started to notice signs of stress or frustration from your body?
[Possible responses: I couldn't concentrate, forgot what I was doing, started to make mistakes.]

Remind the students that they have learned several ways to **calm themselves**. Review the different ways mentioned in [How to Tame My Anxiety Monster](#) to calm their emotions and ask the students to determine which ones they will use to manage their emotions. Tell the students to complete the sentence prompts:

I feel stressed when I work on _____ *[challenging concept]*.

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

If you have non-reading/writing students, encourage them to draw pictures of themselves using a technique to **calm themselves**.

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

Learning Targets:

25. I can analyze how characters overcame challenges
26. I can **watch and learn from others** to increase my own self-efficacy
27. I can **watch and learn from others** to help myself overcome a challenge

Materials:

- Book or video *When Sophie Thinks She Can't ...*, by Molly Bang (youtu.be/y6UDcNw_lkw)
- Book or video *I Can Do Hard Things*, by Gabi Garcia (youtu.be/retSVzIJmcQ)
- Self-Efficacy Strategies Poster (www.cccframework.org/wp-content/uploads/SE-Strategies-Poster.pdf)
- Video **Watch and Learn From Others** (www.cccframework.org/elementary-self-efficacy-videos)

Preparation: Make copies of the family letter in Activity 26 for each student or write a similar letter.

Instructional Activities:

25. I can analyze how characters overcame challenges

When students can think about and analyze how others have succeeded, they can use that knowledge to build their belief in themselves to do hard things. Students learn from another person's successes as well as their mistakes. They consider the challenges a person encountered, ways they overcame the challenges, and what led to their success.

Refer back to [When Sophie Thinks She Can't ...](#) and discuss how each of the children were successful in creating a rectangle. For example, some children drew squares on chart paper, some children used square tiles, and Sophie thought about how her garden resembled a rectangle. Ask the students:

- What challenges did the students in the story encounter?
[Possible responses: making a rectangle, getting frustrated.]
- What did Sophie do when she encountered a challenge?
[Possible responses: got frustrated; said, "I can't do this."]
- What Self-Efficacy Strategies did Sophie use to get through the challenge?
[Possible responses: say, "I haven't learned this yet"; accept feedback; and exercise her brain.]
- What did we learn from Sophie?
[Possible response: when learning is hard, remember to have positive self-talk and do not give up.]

Summarize the discussion by emphasizing that we learned many things from watching and studying the students in *When Sophie Thinks She Can't ...* We learned there are many ways to make a rectangle. We learned that sometimes we can get frustrated when we try to do hard things, and that is okay. We also learned to encourage others, reminding them to **exercise their brains** and say, "**I haven't learned this yet.**"

Refer back to [I Can Do Hard Things](#) and discuss the illustration of the girl learning to ride a skateboard (0:59 in the video). Ask the students:

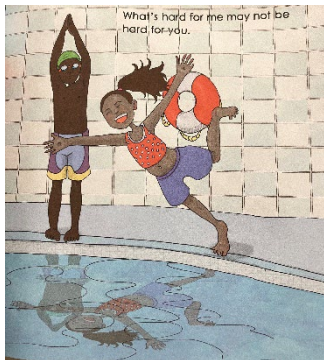
- What challenge is the girl encountering in the picture?
[Possible responses: falling off a skateboard, learning to ride a skateboard like her friend.]
- What could the girl do to overcome the challenge?
[Possible responses: try again; say, "I haven't learned this yet"; exercise her brain.]



From *I Can Do Hard Things*, by G. Garcia, illustrated by C. Russel, 2018

Next, go to the illustration of the girl falling into the pool next to the boy who is diving (2:04 in the video). Tell the students that the girl probably wants to learn to dive. Ask:

- What challenge is the girl facing?
[Response: learning to dive.]
- What could she learn about how to dive from watching the boy?
[Possible responses: placing hands over her head, putting her feet together, standing up tall.]



From *I Can Do Hard Things*, by G. Garcia, illustrated by C. Russel, 2018

Summarize the discussion by emphasizing that the students have learned many things by studying the characters' actions, thoughts, and consequences in each story. We have thought about how each character overcame a challenge, which led to their success. When we **watch and learn from others**, it helps us improve and builds our self-efficacy. Emphasize the strategy **watch and learn from others** on the [Self-Efficacy Strategies Poster](#) and remind the students that when they want to increase their confidence in themselves to do hard things, **watching and learning from others** will help.

Ask the students to complete the reflection below:

When Sophie struggled, she _____ [students name a Self-Efficacy Strategy] to overcome her challenges.

If you have non-reading/writing students, encourage them to draw a picture of how Sophie overcame her challenges in learning to do math puzzles.

26. I can **watch and learn from others** to increase my own self-efficacy

In this activity, the students reflect on how people they know, such as teachers, siblings, friends, or parents, have overcome challenges. They use that analysis to reflect on how they will overcome various challenges they will likely face in the next year.

Remind the students that they have been learning about how others overcame challenges so that they can build their own self-efficacy in overcoming challenges. This strategy is called **watch and learn from**

others. Review the different characters discussed in the previous activity, such as Sophie from [When Sophie Thinks She Can't ...](#) and the girl on the skateboard and the swimmer from [I Can Do Hard Things](#), and how they overcame challenges in each situation.

Show the students the video [Watch and Learn From Others](#). After the video, facilitate a group discussion using these prompts:

- Who are some people you can watch and learn from?
- What is something you have learned by watching others?
- How can **watching and learning from others** help you?

Share a personal example of how you experienced a challenge in learning something and overcame the challenges. Include details about how you felt, what you were thinking, and what specific strategies you used to help yourself continue to put forth the effort and succeed. After sharing your example, ask the students:

- What were the challenges I faced in learning to [do the challenging task]?
- What did I say to myself to continue learning to [do the challenging task]?
- What emotions did I experience when learning [the challenging task], and how did I manage those emotions?

Tell the students they are going to interview someone they know and learn about how they overcame a challenge. They may choose someone at school or outside of school to interview. They will ask someone about how they overcame a challenge, draw a picture of that person succeeding, and present their information to the class. Provide the students with a copy of the letter below. Ask them to complete the interview and the drawing in the next few days.

Dear Family,

We have been learning about self-efficacy. Self-efficacy means that you believe you can accomplish something even though it may be difficult. We have also been learning about ten strategies that we can use to increase our belief in ourselves and help us overcome challenges that we may experience when learning. One way to increase our belief in ourselves is to hear about how people we know have experienced and overcome challenges. Please let your student interview you for a project we are working on in class. Share something you learned to do or a challenging task you completed (e.g., learning to drive a car, completing a degree, running a marathon). Answer the questions below for your student:

- What hard thing did you learn to do, or what challenging task did you complete?
- What were the challenges you faced?
- What did you say to yourself, feel, and think as you worked on the challenging task?
- How did you overcome your challenges and succeed?

Please assist your student in completing a drawing that shows how you learned something difficult or overcame challenges. Include details about the strategies you used to overcome your challenges, such as **focusing on your effort, learning from your mistakes, accepting feedback, and watching and learning from others**.

After each student has completed the interview and the drawing, ask them to share their projects with the class. Encourage them to share details, including the specific strategies the person used to overcome the challenge.

27. I can *watch and learn from others* to help myself overcome a challenge

Ask the students to respond to the following prompt:

When I experience a challenge, I can be like _____ [*character or person they know*] and _____ [*write or draw at least two different strategies they will use*] to overcome the challenge.

If you have non-reading/writing students, encourage them to draw pictures of the person they interviewed and illustrate how they overcame a challenge.

Unit 9: Self-Efficacy—Putting It All Together

Learning Target:

- 28. I can identify Self-Efficacy Strategies
- 29. I can share strategies that help me believe I can do hard things

Materials:

- Self-Efficacy Strategies Bingo (www.cccframework.org/wp-content/uploads/SE-Strategies-Bingo.pdf)
- Self-Efficacy Strategies Poster (www.cccframework.org/wp-content/uploads/SE-Strategies-Poster.pdf)
- [*Self-Efficacy Performance-Based Observation*](#)

Use Activity 29 to observe and rate your students' self-efficacious behaviors as they are working on their projects. To record the [*Self-Efficacy Performance-Based Observation*](#) results, you or your school will need an account on www.cccstudent.org, a free assessment website.

Instructional Activities:

28. I can identify Self-Efficacy Strategies

As a review, [*Self-Efficacy Strategies Bingo*](#) will support students in recalling each Self-Efficacy Strategy and can be played anytime the students need to review the strategies.

Ask the students to cut out each icon and choose nine to place and glue in the spaces of their choice on the card. When the students have finished placing the icons onto the card, use the clues to describe each strategy without naming it. The students should identify the strategy based on your descriptions.

Self-Efficacy Strategies Bingo Card



Bingo Clues:

- This strategy helps you remember that if you don't do something right, you can learn from the experience and do it better next time.
[Response: **learn from my mistakes.**]
- When you use this strategy, you talk to others about how they have been successful.
[Response: **watch and learn from others.**]
- This strategy reminds you that doing something hard will probably take multiple attempts.
[Response: **try again.**]
- By using this strategy, you remind yourself that even if you can't do something now, with effort, you will be able to do it in the future.
[Response: **say, "I haven't learned _____ yet".**]
- When you use this strategy, you think about your past successes.
[Response: **remember hard things I've done.**]
- This strategy helps you see others' suggestions as opportunities to learn.
[Response: **accept feedback.**]
- When you use this strategy, you think about how hard you're trying.
[Response: **focus on my effort.**]
- This strategy helps you remember that your neuropathways get stronger from practice.
[Response: **exercise my brain.**]
- When you use this strategy, you tell someone specific things they've done well.
[Response: **give and accept praise.**]
- By using this strategy, you know what to do when you have big feelings.
[Response: **calm myself.**]

Summarize the activity by asking the students to share examples of how they have practiced each strategy, and remind them that learning self-efficacy takes practice. Anytime they need to learn something challenging, they can use the Self-Efficacy Strategies.

29. I can share strategies that help me believe I can do hard things

In this activity, each student will complete a project where they share details about what they have learned about self-efficacy. Emphasize that the project will take several days to complete and should include many things that they have learned about building self-efficacy, or believing you can do something even when it's hard. The students should define self-efficacy in their own words, explain why

it is important to them, and discuss the different strategies that can be used to increase confidence and build self-efficacy.

Refer to the [Self-Efficacy Strategies Poster](#). Review the definition of self-efficacy and the ten strategies that can be used to increase self-efficacy. Explain to the students that they will choose a format for their project and present it to other students. Have them select one of the options below (or provide additional options that address the same intent):

1. Create a video to share with younger students. In your video, describe challenges that the younger students will likely encounter when they are your age. Explain strategies that they can use to increase their self-efficacy.
2. Create a personal Self-Efficacy Poster. Draw or print pictures of yourself and others using different Self-Efficacy Strategies to overcome challenges.
3. Write and act out a skit in which a character needs to overcome a challenge and uses Self-Efficacy Strategies to overcome the challenge.

Tell the students that their project must include some very important information. Ask the students to complete a checklist that will help them create their project. They should check to make sure each item is included in their project.

Does my project include:

- **A definition of self-efficacy in my own words**
- **An explanation of why self-efficacy is important**
- **Strategies anyone can use to increase self-efficacy**

As the students are completing their projects, use the [Self-Efficacy Performance-Based Observation](#) to observe each student's application of Self-Efficacy Strategies. Students that need scaffolding and support to complete their project will likely score in the *Beginning* or *Emerging* categories. Students that can develop personalized applications of the strategies, don't require prompting, and can support others in addressing the strategies should be scored in the *Proficient* or *Advanced* categories. Consider sharing the projects with parents.

After the students have had time to prepare their projects, ask them to present for the class. As the students are viewing the projects, remind them to look for the different Self-Efficacy Strategies. If the students can, ask them to jot down notes about the projects, including the strategies they observe. After each project, ask the students:

- How did the student define self-efficacy in their own words?
- What explanation did the student give for why self-efficacy was important?
- What Self-Efficacy Strategies did you see in this project?

Summarize the activity by reviewing the different definitions and explanations from the projects.

Assessing Your Self-Efficacy (Posttest)

Materials: *Self-Efficacy Questionnaire K–2* (optional online version; see page 6 for the items)

Preparation: To record and access assessment results, you or your school will need an account on www.cccstudent.org, a free assessment website. Follow the directions on the website to launch the *Self-Efficacy Questionnaire K–2* 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

Code: _____

Re-administer the *Self-Efficacy Questionnaire K–2*

We recommend that students complete the *Self-Efficacy Questionnaire K–2* online. Using the www.cccstudent.org account that you created to launch the pretest, follow the directions on the website and title the posttest so that it is easy for you to identify (e.g., “2023 Self-Efficacy Posttest Kindergarten”). On the website, the items will be automatically read to the students, and they will choose the emoji that best represents them. Immediately after completing the assessment, the students will receive personalized reports that the teacher can also access.

Alternatively, the assessment can be completed on paper. Explain to the students that you will provide a set of statements. The students will mark or color in an emoji for *Like Me*, *Not Sure*, or *Not Like Me*.

Each answer should be based on how they feel. For example, if students always believe they can learn to do anything if they try hard, they will mark or color in the emoji for *Like Me*. Assure the students that there are no correct or incorrect answers and that everyone’s answers may be different because we all have our own thoughts and feelings. Tell the students that they should pause and think about how they feel about a statement before marking it.

After completing the assessment, explain to the students that they may feel different about some of the statements now that they have learned about self-efficacy. Tell them that you are going to meet with each of them so they can compare their answers to the ones they marked before they learned about self-efficacy.

Reflect on pre- and posttest results

Compare each student’s questionnaire results with the *Self-Efficacy Performance-Based Observations* you have completed during Unit 9, noting areas in which they have grown and areas where they are still learning. Use these data to prioritize ongoing guided practice.

Meet with each student to review and discuss the results of their self-assessment. An analysis of student responses is provided on the following pages to help guide your discussions. The goal is to help the students determine their areas of strength and opportunities for growth related to self-efficacy.

Use the following questions to begin your discussion and help the students identify their next steps in improving their self-efficacy.

1. Tell me what you know about self-efficacy. What is it?
2. What things do you do when you are facing a challenge and lack confidence? Tell me about Self-Efficacy Strategies you've tried.
3. Reference the [Self-Efficacy Strategies Poster](#) and ask: Which strategies are hard for you to do or understand?

Statement	Analysis
1. I believe I can learn to do anything if I try hard.	If a student marked <i>Not Like Me</i> on this statement, it is possible that they don't understand that with effort they can learn and get better at anything. Consider talking to the student about the importance of effort, what it is, and how it connects with making progress. Tell the student that they will need to focus on using effort to learn and improve. Effort means working hard and not giving up.
2. When learning something gets really hard, I know how to make myself keep trying.	If a student marked <i>Not Like Me</i> on this statement, it is possible that they don't know any strategies that will help build their self-efficacy. They may not understand that there are things they can say to themselves and do to build their self-efficacy. Review the strategies you have already taught the student and remind them to use any of these when learning something difficult.
3. When I need to learn something new, I think about how I have learned hard things before.	If a student answered <i>Not Like Me</i> on this statement, it means that they don't understand that, when they think about their past success, it increases their confidence. When we remember that we have learned challenging things before, it helps us believe we can learn new things. Tell the student that, when they feel stressed or scared about learning something new, they should remember the things they have learned before. They have learned to do hard things in the past, and they can continue to learn hard things in the present.
4. I can learn from my mistakes.	If a student answered <i>Not Like Me</i> on this statement, it could mean that they don't understand that making mistakes can provide them with an opportunity to learn. When we make mistakes, we can analyze those mistakes and use that information to improve. Talk to the student about how learning involves mistakes. If we never make a mistake, we can't learn how to get better. Encourage the student to accept their mistakes and use them as feedback for improvement.
5. When I practice things, I get better at them, and my brain grows.	If a student marked <i>Not Like Me</i> on this statement, it could mean that they don't understand that each time they practice something, their brain receives feedback on how to improve. When we practice and apply the feedback from our mistakes, we are actually growing our brains. Tell the student that practice is part of learning and that we need to practice something many times before it is embedded in our brains.







6. When people tell me what I did wrong, I listen and use what they say to get better.	If a student marked <i>Not Like Me</i> on this statement, it could mean that they are not accepting of constructive feedback. They may feel defensive when someone tries to point out how they could improve. Explain to the student that, when a teacher shows you what you did incorrectly or when another person provides you with feedback on how to get better, the purpose is to help you learn.
7. When I start to get upset, I know how to calm myself.	If a student marked <i>Not Like Me</i> on this statement, it could mean that they do not know how to calm themselves when they feel stressed. Remind the student that you have already taught them a couple ways they can help calm themselves (take a deep breath, say positive things) and that they should try these ways the next time they feel stressed.
8. I learn by watching others.	If a student marked <i>Not Like Me</i> on this statement, it could mean that they don't know how to analyze others' success to improve their own. When we watch others and think about what strategies they used to improve and the mistakes they have made, we can use that knowledge to improve our own learning. Tell the student that it is okay to ask others how they learned something, and encourage them to watch and perhaps try the way others completed tasks.

After the students have reflected, help them to complete the chart by drawing or writing about the concepts that are their strengths and areas for growth.

Strengths in self-efficacy	Areas for growth in self-efficacy

Self-Efficacy Activity Crosswalk

This table shows the location of each Self-Efficacy Strategy within the three grade bands of the *Self-Efficacy 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
 Focus on my effort <small>FOCUS ON MY EFFORT</small>	2, 4, 6, 10, 11, 17, 28	2, 6, 7, 10, 26	2, 7, 10, 14, 26
 Try again <small>TRY AGAIN</small>	3, 4, 6, 8, 10, 11, 25, 28	3, 4, 6, 7, 9, 10, 26	3, 4, 7, 26
 Calm myself <small>CALM MYSELF</small>	3, 4, 6, 18, 22, 23, 24, 28	4, 6, 22, 23, 26	4, 17, 21, 22, 23, 26
 Say, "I haven't learned _____ yet" <small>SAY, "I HAVEN'T LEARNED _____ YET"</small>	6, 10, 11, 18, 25, 28	8, 9, 26	8, 10, 26
 Exercise my brain <small>EXERCISE MY BRAIN</small>	6, 10, 12, 14, 25, 28	11, 26	11, 12, 26
 Learn from my mistakes <small>LEARN FROM MY MISTAKES</small>	13, 14, 15, 16, 28	12, 13, 14, 15, 26	12, 13, 14, 20, 26
 Remember hard things I've done <small>REMEMBER HARD THINGS I'VE DONE</small>	17, 18, 28	16, 17, 26	15, 16, 26
 Give and accept praise <small>GIVE AND ACCEPT PRAISE</small>	19, 21, 28	19, 20, 21, 26	18, 20, 26
 Accept feedback <small>ACCEPT FEEDBACK</small>	20, 25, 28	19, 20, 26	19, 20, 26
 Watch and learn from others <small>WATCH AND LEARN FROM OTHERS</small>	25, 26, 27, 28	24, 25, 26	24, 25, 26

Heger, E., Noonan, P. M., & Gaumer Erickson, A. S. (2023). *Self-efficacy lessons* [Teacher lessons and student workbook]. College & Career Competency Framework. www.cccframework.org/competency-lessons-and-student-workbooks