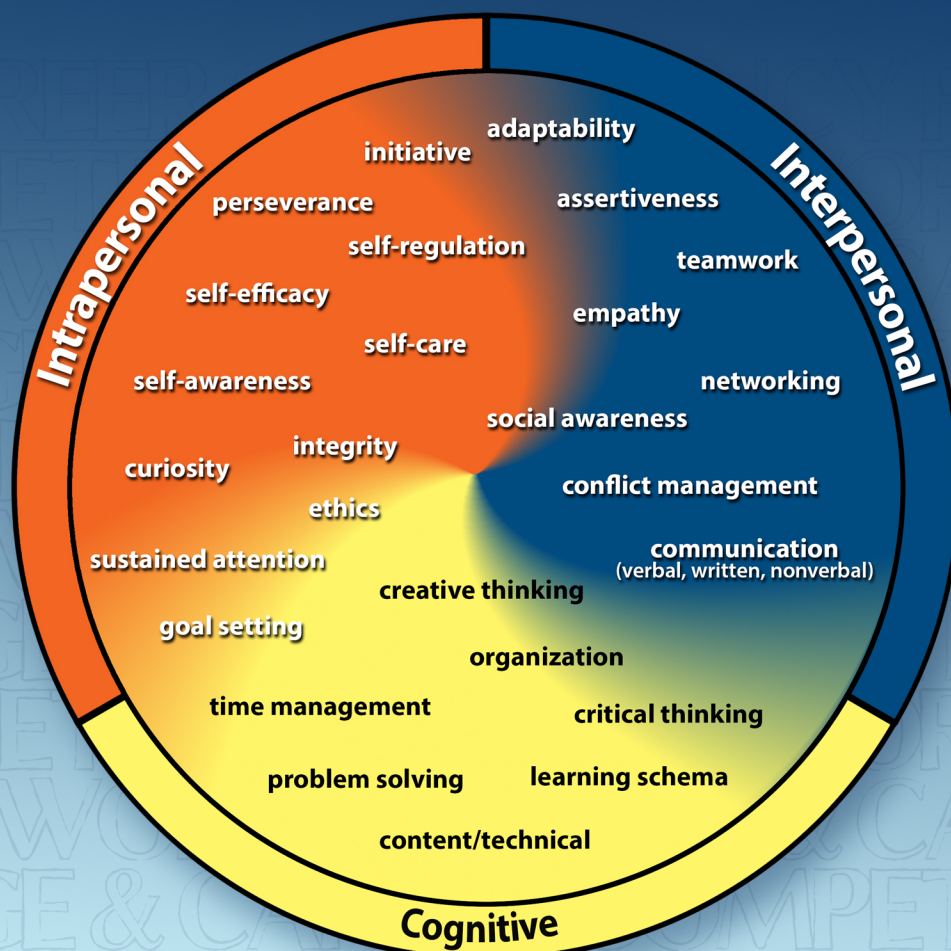


TEACHING

SELF-EFFICACY

IN ELEMENTARY CLASSROOMS (3rd–6th GRADE)



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Self-Efficacy Lessons (3–6)

This set of lessons was developed to support the teaching of self-efficacy in third- through sixth-grade classrooms to increase student engagement and willingness to take on and persist in challenging tasks. The lessons include numerous instructional activities, with each activity taking approximately 20 minutes. Each lesson’s set of activities should be taught sequentially, with extended learning activities provided when helpful.

While these lessons give students a solid foundational understanding of self-efficacy, it is critical to provide opportunities for practice (with teacher feedback and student reflection) over time for students to effectively build self-efficacy. The lessons are designed to address three specific instructional criteria: 1) provide instruction that facilitates students’ understanding of the competency and components, 2) guide students to determine how the competency applies to them personally, and 3) facilitate students’ reflection on their strengths and challenges related to the competency components.

Provide students consistent opportunities to practice building their self-efficacy within specific content/tasks through assignments, projects, cooperative learning, and essays, as well as across the school environment through extracurricular activities and interactions with staff. Consistently reinforcing concepts from the lessons by incorporating self-efficacy into course content will address three additional criteria: 4) provide opportunities for students to practice the competency, including each component, over time; 5) provide meaningful feedback to students about their strengths and areas for growth in the competency, and 6) facilitate students’ reflection on their development of the competency, including each component.

With practice in authentic classroom situations, students will be better able to generalize their understanding of the self-efficacy concepts and strategies to new contexts and challenges.

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Assessing Your Self-Efficacy Knowledge (Pre-Test)

Competency: Self-Efficacy 3–6

Learning Target: Students reflect on current self-efficacy behaviors and assess their knowledge.

Materials:

- *Self-Efficacy Knowledge Test 3–6* and
- *Self-Efficacy Performance-Based Observation tool*.

Both are located at <https://www.cccstudent.org/>, a free assessment site. To access results, you or your school will need an account.

Preparing to teach self-efficacy

You will use the materials above to measure your students' understanding and application of self-efficacy concepts.

1. Administer the *Self-Efficacy Knowledge Test 3–6*

The *Self-Efficacy Knowledge Test 3–6* is both a self-reporting measure and knowledge test. The assessment first asks students to respond to a series of statements by rating their self-efficacy on a 5-point Likert scale between Not Very Like Me and Very Like Me. Then students complete knowledge items in multiple-choice, true/false, and short-answer formats. The assessment should be administered prior to self-efficacy instruction. As students learn more about self-efficacy, there will likely be changes in how they view mistakes and challenging tasks. Accommodations should be provided when appropriate and may include reading the items aloud, explaining the items, or having a scribe fill in the response option.

It is recommended that students complete the *Self-Efficacy Knowledge Test 3–6* online, but a printed version can be provided. For students to complete the assessment online, you or your school will need an account on <https://www.cccstudent.org/>, a free assessment site. Follow the directions on the website to launch the assessment, and title your pre-test so that it is easy for you to identify. Through the website, students will receive personalized reports that the teacher can also access.

Explain to students that for items 1–20, they will rate how each of the statements applies to them using a 5-point scale. Each answer should be based on how they feel. For example, if students believe they can always learn a new skill by working hard and practicing, they will choose Very Like Me. Remind students that there are no correct or incorrect answers and that everyone's responses may be different because we all have our own thoughts and feelings. Tell students to pause and think about how they feel about a statement before marking it. Then students will complete the second part of the assessment, which measures knowledge about self-efficacy. Tell students that they may not know the correct answers now, which is expected as they haven't been taught it yet. Students will repeat the *Self-Efficacy Knowledge Test 3–6* after all instruction is delivered.

Self-Efficacy Knowledge Test 3–6

Student ID _____

Date _____

	Not very like me				Very like me
	1	2	3	4	5
1. I can learn any skill if I work hard and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Once I've decided to do something, I keep trying, even if it is harder than I thought.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I believe that I can make my brain stronger.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can always get better, even if I am really good at something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I think people should realize when they aren't good at something and quit. (R)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I see making mistakes as a normal part of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. When I am told that I didn't do well on something, I try even harder to learn it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I want to quit when I'm told I made a mistake. (R)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. When something is hard, I focus on the progress that I have made.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. When a task sounds hard, I tell myself that I can do hard things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. It helps me to learn from other people's stories of success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. When starting something hard, I think about my past successes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Sometimes I give up when I'm afraid I can't do something. (R)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. When I am having trouble learning a new skill, I get advice from people I know.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. When I hear about how others overcame difficulties, I feel like I can succeed too.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I can calm myself down when I'm anxious about something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I use feedback from others to get better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. When given a choice, I usually take the easiest option. (R)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I like to challenge myself to learn new things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. When I am frustrated, I take deep breaths to help me calm down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

True or False

21. ____ Making mistakes (and putting in the effort to learn from them) makes your brain stronger (strengthening neuropathways).
22. ____ If you get good grades in school, you automatically have strong self-efficacy.
23. ____ Self-efficacy is something you're born with. Either you have it, or you don't.
24. ____ You can use strategies to increase your self-efficacy.
25. ____ Self-efficacy is important for academics but isn't important for things like sports or music.

Multiple Choice

26. When talking to a friend, which of the following statements would support them in building their self-efficacy?
 - a. You are good at this
 - b. You are smart
 - c. Practice makes perfect
 - d. Practice makes progress
27. Which of these helps build self-efficacy?
 - a. Competing with others
 - b. Learning from others
 - c. Focusing on your natural talents
 - d. Focusing on your failures
28. **Scenario:** Three weeks into a class, Jody fails the first test. She's worried that she won't be able to improve her grade. She feels frustrated, stupid, and unsure what to do. Using what you've learned about self-efficacy, choose the best option for how Jody should proceed.
 - a. Several friends warned Jody that this class would be hard and suggested that she just give up.
 - b. Jody decides that she can succeed with effort. She starts studying at home, finishing all homework, and asking questions when she doesn't understand something.
 - c. Jody decides to ask around to see if she can find someone who has taken the class. They could tell her whether the class gets easier or not.
 - d. Jody decides that the reason she did so poorly on the test is that she got too anxious. She is going to take five deep breaths before the next test. She would ask for help, but she does not want anyone else to know that she is struggling.

Do these behaviors show a growth mindset or a fixed mindset?

29. Skills are something you're born with or you're not.	Fixed Mindset	Growth Mindset
30. Trying to do hard things is how we learn.	Fixed Mindset	Growth Mindset
31. "I'm good at reading, but I just can't do math."	Fixed Mindset	Growth Mindset
32. "My friend is so smart. I'll never be that smart."	Fixed Mindset	Growth Mindset
33. Honest feedback helps you find where you need to improve.	Fixed Mindset	Growth Mindset
34. Be open to new challenges but admit when you just aren't good at something and move on.	Fixed Mindset	Growth Mindset
35. "I can do hard things."	Fixed Mindset	Growth Mindset

36. Mistakes are valuable because we can learn from them.	Fixed Mindset	Growth Mindset
37. Smart people don't have to work hard.	Fixed Mindset	Growth Mindset
38. "I can get better at anything."	Fixed Mindset	Growth Mindset
39. "I don't need to practice because I'm already good at that."	Fixed Mindset	Growth Mindset

40. Imagine that you are facing a challenge and you are not sure you can be successful. Name three things you could do to raise your belief in yourself.

- 1)
- 2)
- 3)

After completing the assessment, remind students that there are no incorrect responses to the first 20 questions and that they will have different answers because they each have their own unique feelings about things.

Use the teacher view on the website to access both individual and aggregated student results. Log back into your account on <https://www.ccstudent.org/>, click on **My Portal**, scroll to the list of **My Surveys**, locate your assessment, and click on the **Results** button to open the teacher view for that assessment. First, you'll see a graph of students' scores on each self-regulation component, followed by a breakdown of student responses to items 1–20. Review these results. To view the individualized reports for each student, in **My Portal** click on your assessment name. These individualized reports will be used during Lesson 2, Activity 3.

Explain to students that as they are learning self-efficacy and improving their ability to believe they can do things even when it's hard, they may start to think differently about some of the questions. Additionally, they will likely understand more about concepts related to self-efficacy and improve on the knowledge test portion. Tell them they will retake this assessment later in the year, and it will show their growth in believing they can do hard things.

Students will repeat the *Self-Efficacy Knowledge Test 3–6* after all instruction is delivered.

2. Observe students using the *Self-Efficacy Performance-Based Observation*

The *Self-Efficacy Performance-Based Observation* is an assessment tool that requires you to observe and record student behaviors in specific situations. You will rate each student's self-efficacy behaviors on a 4-point scale. It is recommended that you observe and record your students' self-efficacy behaviors three times per year (before, midway through, and after instruction) to see student growth as well as challenges.

First, determine a time span for observing your students. For example, do you plan to observe all students on all indicators over the course of a week, or will you observe individual students each day? Make sure you have classroom activities planned during your observation time that provide opportunities for students to demonstrate each behavior. For example, asking students to work on learning a new, challenging concept would provide an opportunity to observe how well the student is addressing the third indicator, "Continues to work on a challenging task by trying different ways

to solve a problem.” A group activity would provide you with an opportunity to observe students using verbal persuasion to support others.

To complete the *Self-Efficacy Performance-Based Observation*, you or your school will need an account on <https://www.cccstudent.org/>, a free assessment site. Follow the directions on the website to launch the *Self-Efficacy Performance-Based Observation*. Title the observation clearly. For example, 2023 Self-Efficacy Grade 4. 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 Number:

Observation Date(s):

Based on your observations, use the following scale to evaluate the student’s self-efficacy behaviors by placing a checkmark in the column that best represents their performance/application of each behavior.

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: Select this if you have not had an opportunity to observe a situation where the individual student could potentially apply the relevant behavior.

Self-Efficacy Sequence Indicators	Beginning (1)	Emerging (2)	Proficient (3)	Advanced (4)	Not Observed
1. Demonstrates an understanding that making mistakes is normal.					
2. Continues to work on a challenging task by trying different ways to solve a problem.					
3. Demonstrates approaching a challenging task with the recognition that ability grows with effort.					
4. Demonstrates verbal persuasion and growth mindset self-talk.					

5. Self-assesses (i.e., connects) level of efficacy, effort, and amount of learning applied to specific tasks/knowledge.					
6. Utilizes mindful practices to self-calm and focus.					

Lesson 1: Introducing Self-Efficacy

Competency: Self-Efficacy 3–6

Learning Target: I can define self-efficacy and provide personal examples of why self-efficacy is important to me.

Materials:

- [Self-Efficacy Definition Poster](#),
- Video *Coleman Students Describe Self-Efficacy*: <https://www.youtube.com/watch?v=SIHuUkiaaJA>,
- [Self-Efficacy Strategies Poster](#),
- Video *Hard Work Is the Key to Success*: <https://www.youtube.com/watch?v=fLGT0ZLW5CM>,
- Video *The King and the Spider*: https://www.youtube.com/watch?v=n_A62rW5zus,
- Video *Choosing a Tool to Stay Calm at School*: <https://www.youtube.com/watch?v=NNwon3Drnn8>, and
- Handout **My Self-Efficacy Workbook** for each student.

Activities:

1. I can define self-efficacy in my own words and explain why self-efficacy is important to me

In this activity, students learn what self-efficacy is and discuss why it is important in their lives. Students need to be able to define self-efficacy in their own words and believe that learning and practicing self-efficacy strategies will help them in all areas of their lives.

Explain to students that they will be learning about self-efficacy, which is believing that you can do something even when it is hard. When you have self-efficacy, you believe that you can accomplish something difficult, and when something is difficult, there are things you can do and say to yourself to help you keep trying to learn and take on the challenge. Facilitate class discussion using these prompts:

1. Can you think of a time when you had to do something hard. Maybe it was taking a test in school, singing a solo in a choir, completing the PACER test in PE, or any other situation that was challenging.
2. Think of a time when you wanted to do or learn something but decided it was too hard.
3. When you are learning something new and start to feel frustrated, what kinds of thoughts do you have?
4. How do you feel when you finally learn to do something you have been working on learning for a long time?

Allow students to share their examples. As individuals share, ask if other students have experienced the same struggles. During the discussion, ask students:

- How did you feel about your ability to complete [challenging task]?
- What were you thinking as you were working toward completing [challenging task]?

- Did you think or say positive or negative things while working on [challenging task]?

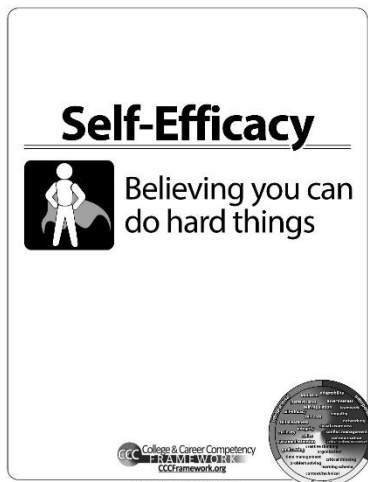
Divide students into small groups and ask each group to discuss one of the below quotes. Tell students to jot down responses to these questions using page 5 of their **My Self-Efficacy Workbook**:

- What does the quote mean?
- How does the quote relate to being able to complete a challenging task?

Self-Efficacy Quotes:

1. Gold medals are made from your sweat, blood and tears, and effort in the gym every day, sacrificing a lot. (Gabby Douglas)
2. The one thing that matters is the effort. (Antoine de Saint-Exupéry)
3. I'm a great believer in luck, and I find the harder I work the more I have of it. (Thomas Jefferson)
4. It's not that I'm so smart, it's just that I stay with problems longer. (Albert Einstein)
5. No matter how many mistakes you make or how slow your progress, you're still way ahead of everyone who isn't trying. (Tony Robbins)
6. I've missed more than 9000 shots in my career. I've lost almost 300 games. 26 times, I've been trusted to take the game-winning shot and missed. I've failed over and over and over again in my life...and that is why I succeed. (Michael Jordan)
7. If you can't fly then run. If you can't run then walk. If you can't walk then crawl. But whatever you do, you have to keep moving forward. (Martin Luther King Jr.)

Ask each group to report out a summary of their discussion. Then show students the Self-Efficacy Definition Poster.



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

students that their beliefs about what they can accomplish actually impact their ability to accomplish something. When you believe you can accomplish or learn something difficult, you have strong self-efficacy. When you don't have confidence in your ability to accomplish something, you have low self-efficacy. Each person has both low and high self-efficacy in different things, as our level of self-efficacy varies depending on the type of challenge we are facing (e.g., academics, music, sports). Explain to students that as they learn more about self-efficacy, they will learn ten strategies to increase their confidence when they experience low confidence in their abilities.

Tell students we will watch a video of students defining self-efficacy in their own words. Show students the Video *Coleman Students Describe Self-Efficacy*:

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

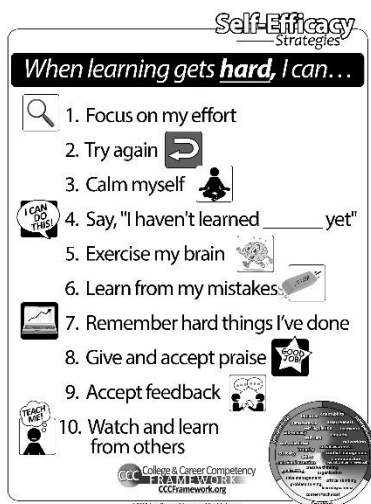
After the video, ask students to think about the quotes they just discussed as well as the definitions the students provided in the video. Ask students to use page 5 of their **My Self-Efficacy Workbook** to answer the prompt below.

- How I would explain self-efficacy to a friend: _____.

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

In this activity, students explore the first strategy to build self-efficacy: ***focus on my effort***. Students need to understand the importance of focusing on their effort and progress instead of their results or outcomes. Their effort and progress are controllable actions, and if they maintain both, it will eventually lead to the results they want. Students must be able to self-evaluate and determine their level of effort as they work through challenging tasks.

Show students the Self-Efficacy Strategies Poster.



Remind students that improving self-efficacy, or *believing you can do hard things*, requires that you practice different strategies related to how you think and feel when you experience a challenge. Remind students they will be learning and practicing many different strategies that will help them improve their self-efficacy. Today, they will start by discussing the first strategy, ***focus on my effort***.

Divide students into two groups. If you have a larger class, consider dividing the class into four different groups and having two groups discuss focus while two other groups discuss effort. Each group will discuss a portion of the strategy ***focus on my effort*** and then summarize their discussion for the whole group. During their small-group discussions, students should discuss each of the questions listed:

Group 1:

- What does focus mean?
- How do you know when you are focused?
- What does it feel like when you are not focused?

Group 2:

- What does effort mean?
- What does it look and feel like when you put forth effort?
- Identify a time when you didn't put forth effort. What were your thoughts and actions?

Allow students a few minutes to discuss the questions in their groups. Then ask each group to summarize their discussion for the whole class.

Tell students they will watch a video about the connection between effort, progress, and learning. Show students the video *Hard Work Is the Key to Success*, linked here:

<https://www.youtube.com/watch?v=fLGT0ZLW5CM>

After the video, ask students to reflect on what they have learned in this activity. They have discussed what focusing on effort means and watched a video that explains the connection between effort and success. Tell the students to use page 6 of their **My Self-Efficacy Workbook** to jot down their thoughts on the questions below:

- What does effort mean to you?
- What happens when you are putting forth a lot of effort?
- Write about a time when you used effort. Include the actions and thoughts that helped you put forth the effort.

3. I can learn to ***try again*** to increase my confidence

In this activity, students explore another strategy to help improve their belief that they can do hard things. Students begin to understand that learning is hard work and that it may take several attempts before they successfully learn something or complete a task. When students can accept their failed attempts, learn from them, and ***try again***, they increase their belief that they can do hard things.

Show students the Self-Efficacy Strategies Poster and review what they have learned about the strategy ***focus on my effort***. Remind them that focusing on effort is more important than focusing on the outcome. When we put forth effort, it is more likely that we will experience the outcome we

want. Explain to students that another strategy for increasing their belief that they can complete challenging tasks is to **try again**. Ask students:

- What is something you feel very confident about doing?
- Did you feel confident about doing it the first time you tried?
- How many times did you practice it before you felt confident?

Tell students that learning is hard work and that it will take many attempts before we are successful at something. Each time we make another attempt toward accomplishing something, we are increasing our self-efficacy and learning to focus on our effort and **try again**. Inform students that they are going to watch a video about a king who has experienced a failure and learns a valuable lesson from a spider. Show students the video *The King and the Spider*, linked here:

https://www.youtube.com/watch?v=n_A62rW5zus

After the video, ask students:

- What lesson did the king learn from the spider (e.g., **focus on my effort, try again**)?
- Why is it difficult sometimes to **try again**?
- What would have happened if the king had not tried again (e.g., he would have lost his kingdom; he would have failed at winning the war)?

Explain to students that when we accept the fact that learning is hard work and it will take many attempts before we are successful, we are increasing our self-efficacy and our belief that we can complete difficult tasks. It is important to **try again** instead of giving up. Ask students to use page 7 of their **My Self-Efficacy Workbook** to reflect on a time when they gave up instead of trying again. Ask them to write about how trying again could have changed the outcome of what they were attempting to do. Use the framework below to help them structure their reflections.

- Write about a time when you gave up and quit learning instead of trying again.
- Why was it difficult to **try again**?
- What would have happened if you had kept trying instead of giving up? What would you have learned to do?

4. I can learn ways to **calm myself**

In this activity, students learn about the self-efficacy strategy **calm myself**. Students often become frustrated and upset when it takes multiple attempts for them to learn something. The strategy **calm myself** will help students be more prepared to manage their emotions and persist through learning challenges.

Provide students with an example of a time when you were struggling to learn or do something and became frustrated. Explain in detail how you felt and what you did to calm down and continue working. Ask students:

- When did you become very frustrated while you were trying to learn something?

- How did it feel? What did you do?
- Were you able to calm down and keep learning, or did your emotions keep you from accomplishing something?

Remind students that learning is a process that requires hard work, making mistakes, learning from those mistakes, and then trying again. Acknowledge that we have all become frustrated or overwhelmed when we were trying to learn something new. Show students the Self-Efficacy Strategies Poster and emphasize the strategy *calm myself*. Tell students they are going to learn about some different options for calming themselves through watching a video. As they watch, students should use page 7 of their **My Self-Efficacy Workbook** to write down the six different options for calming themselves. Show students the video *Choosing a Tool to Stay Calm at School*, linked here: <https://www.youtube.com/watch?v=NNwon3Drnn8>

After the video, tell students that there were six different tools they could choose to help calm themselves. Review that the calming tools are:

1. Take a deep breath.
2. Think about something funny or a happy memory.
3. Use a tool from the calming corner (use this link for more information on creating a calming corner: <https://www.thewatsoninstitute.org/watson-life-resources/situation/classroom-calming-corner/>).
4. Take a stretch.
5. Get a drink of water.
6. Ask to take a break.

Inform students that they are going to create posters that can be hung in the classroom as a reminder of the different tools they can use within the strategy *calm myself*. Divide the students into six different groups and give each group a piece of chart paper with a calming tool listed at the top. Ask students to follow these three steps when working in their groups:

- Each group member should share a time when they could have used their calming tool.
- Discuss how the group wants to illustrate the calming tool on the poster.
- Collaboratively illustrate the poster.

After each group has completed their poster, ask them to share their poster with the whole class. After each group has presented their poster, ask students to think about an upcoming task or challenging concept they know will cause them to feel frustrated, overwhelmed, or stressed, and use page 7 of their **My Self-Efficacy Workbook** to complete the prompt below.

- I may get frustrated when I _____. If I start to feel frustrated, I will _____ [students list 1–3 tools they will use to *calm myself*].

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, 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 students have learned about (***focus on my effort, try again, and calm myself***). Remind students that in order for them to increase their self-efficacy, they need to practice using these strategies when they experience a challenge.

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 vocal musical 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 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 below example with your students or create your own example.

Personal Example:

To get my teaching degree, I had to take and pass a state test that other teachers thought was really hard. When I first found out I had to take this test, my self-efficacy, or my thoughts about my ability to do well, were very low. However, I decided to use self-efficacy to help me build up my confidence in taking this test. I started by reminding myself that I took and passed other difficult tests. I knew I could be a good test taker. It wasn't always easy, but I reached out to my teachers and asked them for feedback on my tests so that I could improve. I told myself if I worked hard, studied, and did my best, I could improve and pass this test like so many teachers did before me. I knew that I might feel nervous before taking the test, so I planned to take a few deep breaths and think positive thoughts before I began. By the time I had to take the test, I felt confident in my knowledge and ability to pass the test. So, when I went to take the test, guess what happened. I was confident, I worked hard, and I knew I could do it, so I did it! I passed the test.

Emphasize that your thoughts about completing a task affect your ability to get it done. For example, you may feel confident about completing a task but don't feel motivated to do it. It is important to be aware of our thoughts around completing a task, and when they 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 students:

- What are some things I have done to improve my self-efficacy (e.g., remembered the difficult tests you have taken and passed, 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 self-efficacy strategy that you used?
- Why is improving your self-efficacy important to you?

After the discussion, ask students to use page 8 of their **My Self-Efficacy Workbook** to complete the reflection below:

- Improving my self-efficacy is important to me because _____.

Lesson 2: Understanding Your Current Level of Self-Efficacy

Competency: Self-Efficacy 3–6

Learning Target: Students can identify their strengths and challenges related to self-efficacy.

Materials:

- Video *Strengths and Weaknesses for Students*:
<https://www.youtube.com/watch?v=z0kQqbVAUFg>,
- Self-Efficacy Definition Poster,
- Self-Efficacy Strategies Poster,
- Completed *Self-Efficacy Questionnaire 3–6*, and
- Handout **My Self-Efficacy Workbook** for each student.

Preparation: Gather large chart paper for the students to use when they create their posters in Activity 1. You will also need either printed or electronic copies of each student’s Self-Efficacy Pre-Test.

Activities:

1. We know our strengths and challenges as a class

In this activity, students are introduced to the idea that each of us has strengths and challenges when it comes to self-efficacy. There are things we can do well, things we find very challenging, and things we are still learning.

Remind students that learning self-efficacy is a process and that using strategies like ***focus on my effort*** and ***calm myself*** will help them persist through challenges. Explain to students that each of us has different strengths and challenges. We all have different things that are easy for us and different things that are challenging. For example, you may have a friend who is very good at playing the violin, but you have just started taking violin lessons and feel that it is difficult to play. You find playing basketball very easy, but your friend may be struggling to make any of his shots. We are all learning at different rates and in different ways, but if we practice using the self-efficacy strategies ***focus on my effort*** and ***calm myself***, we can improve.

Tell students that they are going to watch a video about two people that have different strengths and challenges. Ask students to listen to each character’s strengths and challenges. Show students the video *Strengths and Weaknesses for Students*, linked here:

<https://www.youtube.com/watch?v=z0kQqbVAUFg>

After the video, ask students:

- What were Annie’s strengths? What were Rocco’s strengths?
- What were Annie’s challenges? What were Rocco’s challenges?

Tell students to think about some things that they can do well. Ask students:

- What are some things that you can do well?
- Was it always easy for you to do these things, or did you have to practice?

- What is something that is very difficult for you to do?
- Do you notice your “difficult thing” getting easier each time you practice it? Are you making progress?

Tell the students that they are going to work as a group to identify each person’s strengths and challenges. They are going to make a group poster to represent each person’s strengths and challenges. Tell students they are going to start this project by using page 9 of their **My Self-Efficacy Workbook** to respond to these prompts:

- Write three things you can do well.
- Write three things you find challenging.

After each person has had time to record their answers, divide the students into small groups and ask them to follow these steps while working in their group:

1. Each person should share their strengths.
2. Each person should share their challenges.
3. Discuss each of the following questions:
 - Why do we all have different strengths and challenges?
 - How can knowing our strengths and challenges help us with self-efficacy?

After each group has completed the activity, ask them to summarize their discussion for the whole class. Conclude the activity by emphasizing that each of us has identified different things that we can do and consider to be a strength. We have also discussed areas that we find challenging and are still learning. When we know the areas where we have low self-efficacy and we find challenging, we can remember to use our Self-Efficacy strategies to help us persist through the challenge. When we know our areas of strength, it helps us to remember that by using self-efficacy strategies, what was once challenging can become a strength.

2. I can determine my self-efficacy strengths and challenges at school

In this activity, students reflect on something they are currently learning in school. They determine an area of strength and an area that they still find challenging related to the concept they are currently learning. This activity also gives students the opportunity to determine which self-efficacy strategies they will use to make progress in learning or getting better at something. Students begin by reflecting on how much progress they have made in learning something. Then they reflect on what they still need to learn and the strategies they can use to increase their confidence in learning it.

Tell students to think about a concept they have been working on in class. 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 elements that are still challenging for the students. For example, a student who has been working on writing an opinion piece might determine that a general area of strength is that

they can introduce the topic and state their opinion well, but they find that supporting their opinion with facts from a text to be challenging. Ask students:

- What is something challenging you have been working on in school?
- What can you already do related to [challenging concept]?
- What part of [challenging concept] is still pretty hard for you?

Tell students to remember that learning new things takes self-efficacy and belief that you can do something even when it's hard. Ask students:

- What does effort mean (e.g., trying really hard and not giving up)?
- What are some things we can do to help ourselves focus on our effort (e.g., saying positive things to ourselves, watching and learning from others, trying again, taking a deep breath)?

Explain to students that they are going to think about how much they have learned about a challenging concept and what they still need to learn. Provide students with an example of something you are learning and what strategies you use to persist. We have provided an example for you.

Example:

I am working on becoming more active, and my goal is to run a half-marathon. When I first started running, I didn't know how to pace myself, and sometimes I would exhaust myself after a few blocks because I was running too fast. I also didn't know how important it was to eat healthy foods. Now I am much better at pacing myself, and I can run further without stopping to walk. I have also learned to eat foods that give me energy like bananas and yogurt. I still need to get better at being consistent with my running by running several times a week. I am going to do that by remembering to focus on my effort and progress and remembering how much better I am running. I will also say positive things to myself to help me stay confident.

Explain to students that they should think about something they are learning and identify some things they have improved and some things they still need to work on. Tell students to complete the chart on page 10 of their **My Self-Efficacy Workbook**. Each student should start by listing something challenging they are currently working on in the first column. Then ask students:

- What have you learned about your challenging concept? What parts can you do now that you couldn't before?

After students have had time to record their responses in the Strengths column, ask them:

- What is something about your challenging concepts that is still difficult for you to do?
- What can you do to build your self-efficacy and keep learning?

After students have had time to record their responses, summarize the activity by explaining that when they use different strategies to increase their belief that they can complete a challenging task, they are practicing self-efficacy. They can use the strategies we have talked about when they are

learning things in school or in extracurricular activities. Emphasize that we all have varying levels of self-efficacy across specific tasks, and while it can be good to play to our strengths, we also need to know that we can learn and improve in any skill if we put in effort and take steps to build our confidence in our abilities.

Class/Activity/Task	Strengths What have we learned about [challenging concept]? What can we do now that we couldn't before?	Opportunity for Growth What is something that is hard for us? What can we do to build our self-efficacy and keep learning?
Writing an opinion piece	<ul style="list-style-type: none"> • Learned how to write a good topic sentence. 	<ul style="list-style-type: none"> • We can get better at using evidence to support our opinions. • When writing gets hard, we can use strategies such as <i>calm myself</i> and <i>try again</i> to help us keep trying.

3. I understand my current level of self-efficacy

In this activity, you meet with students individually to review their *Self-Efficacy Knowledge Test 3–6* and provide them with feedback on the work they have done so far in their **My Self-Efficacy Workbook**.

To access each student's individualized *Self-Regulation Knowledge Test 3–6* results, log back into your account on <https://www.ccstudent.org/>, click on **My Portal**, scroll to the list of **My Surveys**, and click on your assessment name. Here you will see a view option associated with each student's ID number. Review the results with students and guide them as they determine their strengths and challenges related to self-efficacy. Point out Self-Efficacy concepts that they know about already and practice. You should also help students determine Self-Efficacy concepts that they need to learn more about and improve. Students should use page 10 of their **My Self-Efficacy Workbook** to summarize their areas of strength and opportunities for growth using the statements below.

- Things I know about self-efficacy:
 - 1.
 - 2.
 - 3.
- Things I need to learn more about self-efficacy:
 - 1.
 - 2.
 - 3.

After you meet with each student, consider writing some notes about your conference. Include details about which concepts they already understand and which concepts need further instruction.

For example, you might note that “the student understands how to say positive things to themselves when they are feeling stressed but has difficulty accepting feedback.”

Compare your *Performance-Based Observations* to the students’ assessment results to create a more accurate picture of their strengths and challenges in learning self-efficacy.

Lesson 3: Approaching Challenges with a Growth Mindset

Competency: Self-Efficacy 3–6

Learning Target: Students are able to differentiate between fixed and growth mindset and can describe how the brain changes when you learn or practice skills.

Materials:

- Self-Efficacy Definition Poster,
- Self-Efficacy Strategies Poster,
- Video *The Mindset of a Champion*: <https://www.youtube.com/watch?v=px9CzSZsa0Y>,
- Video *The Force: A Growth Mindset*: <https://www.youtube.com/watch?v=HYUJxzh8Raw>,
- Video *The Truth About Your Brain*: <https://www.youtube.com/watch?v=rf8FX2sl3gU>,
- Handout **My Self-Efficacy Workbook** for each student, and
- Visual to show the difference between a piece of thread, yarn, and rope.

Preparation: Make copies of the Fixed and Growth Mindset chart in Activity 1.

Activities:

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

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

Briefly review the Self-Efficacy Definition Poster and the Self-Efficacy Strategies Poster, summarizing what you have taught them so far (i.e., **focus on effort**, **try again**, and **calm myself**). Remind students that they need to practice using these strategies anytime they experience a challenge.

Tell students that they are going to learn the difference between a fixed and a growth mindset. Explain to students that “mindset” refers to how we think. Our mindset impacts both how much effort we put into learning and how much we learn. Show students the video *The Mindset of a Champion*, linked here: <https://www.youtube.com/watch?v=px9CzSZsa0Y>

After the video, ask students:

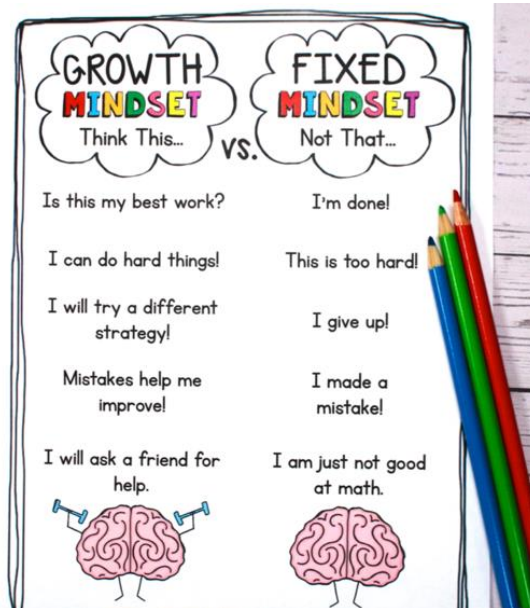
- What are some things a fixed-mindset person might say (e.g., I can’t do this; this is too hard; I will never learn this)?
- What are some things a growth-mindset person might say (e.g., I haven’t learned this yet; I will put forth the effort and **try again**)?

Refer back to the video *Mindset of a Champion* (2:48 in video) when the boy was talking about having a fixed mindset about learning to read. Ask students:

- What was the boy doing that showed he had a fixed mindset about learning to read (e.g., 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 (e.g., 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 students that believing that we can learn or get better at something by using the word, “yet” means that we have a growth mindset. Show students the Fixed and Growth Mindset chart and ask them to read through each of the statements, noting if it is a fixed- or a growth-mindset statement.



This chart was produced by Carly and Adam, retrieved from <https://carlyandadam.com/thecarlyandadam/2018/9/2/introduce-growth-mindset-to-your-class-in-5-easy-steps>

Ask students to write on page 11 of their **My Self-Efficacy Workbook** about the difference between a fixed and growth mindset using the prompts below:

- What does having a fixed mindset mean?
- What does having a growth mindset mean?
- Write about a time when you had a fixed mindset but were able to change your mindset to a growth mindset.

Summarize the activity by asking students who is more successful in life—an individual with a fixed mindset or an individual with a growth mindset. Discuss why individuals with a growth mindset are more successful. Remind students that when they use the **say, “I haven’t learned ____ yet,”** strategy, they are practicing a growth mindset and are more likely to accept challenges without quitting and see them as opportunities to learn and get better.

2. I can focus on my effort by identifying fixed mindset actions, phrases, and thoughts

At this point in your self-efficacy instruction, students should understand the difference between a fixed and a growth mindset. In this activity, they will see the connection between a growth mindset and effort. When we have a growth mindset about learning something challenging, we put forth more effort. It is important for students to understand that having a fixed mindset about a challenging task decreases the amount of effort they use and increases the likelihood that they will give up. Students should also understand that having a fixed mindset is more than what you say. A fixed mindset can include what we say to ourselves and others as well as our actions. Learning to recognize and reverse our fixed mindset takes practice. This activity provides an opportunity for students to practice recognizing fixed mindset actions, phrases, and thoughts in others in order to eventually recognize those things in themselves.

Ask students to reflect on a fixed mindset:

- What types of things do students with fixed mindsets say to themselves when they are struggling with learning something challenging (e.g., “This is stupid,” “I don’t know why I have to learn this,” “My friends are already better at this than me”)?

Explain to students that they are going to watch a video of Luke Skywalker from Star Wars learning a challenging task. As they watch the video, they should use page 11 of their **My Self-Efficacy Workbook** to record Luke’s actions, phrases, and thoughts that represent a fixed mindset.

Show the video *The Force: A Growth Mindset*, linked here:

<https://www.youtube.com/watch?v=HYUJxzh8Raw>

After the video, ask students to share examples of fixed mindset actions, phrases, and thoughts they observed in the video. As students share their examples, ask:

- How could that action, phrase, or thought be changed to a growth mindset action, phrase, or thought?

Summarize the activity by reminding students that having a fixed mindset about something can include our actions, phrases, and thoughts. Learning to recognize when we have a fixed mindset takes practice, and as we are learning self-efficacy, we will practice recognizing and reframing our fixed-mindset actions, phrases, and thoughts into growth-mindset actions, phrases, and thoughts.

3. I can exercise my brain and explain how the brain changes when I am learning

In this activity, students are introduced to the idea that the brain is a muscle and that when we practice something and analyze our mistakes to determine how to improve, we are strengthening the pathways in our brain. The scientific term is neuroplasticity. Students should understand that neuroplasticity means practicing a concept, making a mistake, and using those mistakes to improve each time they practice. Their brain is giving feedback on how to improve. When we understand neuroplasticity, it helps us have a growth mindset about learning. Students are introduced to the strategy **exercise my brain**.

Review each of the strategies students have learned using the Self-Efficacy Strategies Poster (i.e., **focus on my effort; try again; calm myself; and say, “I haven’t learned ____ yet”**). Tell students

that we are going to learn a new strategy that will help improve their belief that they can do hard things, but first they have to learn a little more about the brain.

Show students a piece of thread and explain that when we start to learn something new, the pathways in our brain are like thread, very thin. As we practice and apply feedback from the mistakes we made while learning, the pathways get thicker and become like yarn. If we keep practicing and thinking about how we can get better, our pathways become stronger like a rope. When you learn something new or practice something you need to improve, you are increasing your brain density and making the pathway in your brain stronger. This is called neuroplasticity, and it helps us have a growth mindset about learning.

Ask students to think about something they became good at doing or challenging content that they mastered. It can be related to school or extracurricular activities. Then ask students:

- What did it feel like when you were first learning the challenging task or skill (e.g., it was hard; I didn't think I could do it; it took a long time)?
- What does it feel like now when you do something you are good at (e.g., it's easy; I don't even think about it; I can do it in my sleep)?

Emphasize that with practice and reflection on how you could get better, all students have learned to do something that was once very difficult. They have all experienced neuroplasticity. Show students the video *The Truth About Your Brain*, linked here:

<https://www.youtube.com/watch?v=rf8FX2sl3gU>

After the video, ask students:

- How would you explain neuroplasticity to a friend (e.g., strengthening your brain by practicing something)?
- How can understanding that practice makes stronger pathways in our brain help us when we experience challenges (e.g., we must practice something several times before it gets easier; practice and effort help us learn to do things)?

Emphasize the strategy ***exercise my brain*** and describe how learning anything new or improving at anything takes practice. When we practice, we are building stronger pathways in our brain (turning the thread to yarn and the yarn to rope). Thinking about your brain as a muscle is another way to increase your belief that you can complete a challenging task. Reiterate that the brain becomes smarter and is strengthened with learning, practice, and mastery. These connections are built over time with deliberate practice, effort, and mistakes.

Ask students to use page 12 of their **My Self-Efficacy Workbook** to write about something they want to learn to do by exercising their brain, and then ask them to write about or draw a diagram of how their brain will change as they are learning something new.

- I will learn to _____ by exercising my brain.
- Draw a visualization of what happens to the brain when you practice something or learn something new.

Lesson 4: Viewing Mistakes and Setbacks as Opportunities to Learn

Competency: Self-Efficacy 3–6

Learning Target: Students demonstrate a growth-mindset approach that enables them to use mistakes as opportunities to learn and grow.

Materials:

- Video *Fear of Failure? Why Making Mistakes Is Good for Your Brain*: <https://www.youtube.com/watch?v=E0TA60qo4-o>,
- Self-Efficacy Definition Poster,
- Self-Efficacy Strategies Poster,
- Handout **My Self-Efficacy Workbook** for each student,
- Self-Efficacy Classroom Norms Poster,
- Website Math Mistakes: <https://mathmistakes.org>, and
- Large chart paper for Activity 2.

Preparation: Write each phrase from Activity 2 on large chart paper. Make copies of the student mistake picture from Activity 3. Review the list of famous people in Activity 4.

Activities:

1. I can learn from my mistakes

This activity supports students in understanding that mistakes are opportunities to learn. When we view our mistakes as opportunities to learn, we have a growth mindset about learning. Students need to understand that it is 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 strengthens our brains.

Provide an example of a mistake you made and what you learned from it. Tell students they are going to watch a video of students sharing some mistakes they have made. Explain to students that we can make mistakes in the things we do, like our behaviors and the choices we make. We can also make mistakes in our learning, such as incorrectly adding or misunderstanding fractions. We can learn from any type of mistake, but it is important to think about what led to our mistakes to determine what we can learn from them.

Show students the video *Fear of Failure? Why Making Mistakes Is Good for Your Brain*, linked here: <https://www.youtube.com/watch?v=E0TA60qo4-o>

After the video, ask students:

- What were some of the misconceptions about making mistakes mentioned in the video (e.g., mistakes make you seem incompetent and not good enough)?
- What happens to your brain when you make a mistake (synapses fire and create stronger connections; when you are challenged, your brain experiences the most growth)?

- What was one of benefits to being part of a classroom that accepts mistakes (students put in more effort; they were more successful)?
- Have you ever learned from making a mistake?

Tell students that we often make mistakes as part of learning. Refer to the Self-Efficacy Strategies Poster and emphasize the *learn from my mistakes* strategy. Remind students that when they experience a challenge and make mistakes, it is important for them to take time to think about those mistakes and how mistakes can help you get better.

Ask students to think about the last 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 determined their latest mistake, ask students to write or draw a picture about their mistake and what they learned from it on page 13 of their **My Self-Efficacy Workbook** using the prompt below:

- Write or draw a picture about a time when you made a mistake and explain what you learned from it.

2. We can build growth-mindset attitudes in the classroom by learning from our mistakes

In this activity, students make connections between accepting their mistakes as opportunities to learn and having a growth mindset. When they can view their mistakes as opportunities to learn, they have a growth mindset.

Remind students that when they view mistakes as valuable learning opportunities, they will put forth more effort and be more successful. Explain to students that they are going to work on building a classroom environment that supports and reinforces growth-mindset attitudes, including viewing mistakes as opportunities to learn. Success isn't about being perfect on the first try—it's improving from where you started because you kept trying.

Write the following phrases on large chart paper and divide the students into three different groups. Depending on class size, you can have multiple groups discussing the same phrase.

In this class...

1. Our mistakes are valuable because we learn from them.
2. Learning new things is hard work.
3. We will keep trying even when things become difficult.

Each group takes one phrase and discusses what it means to them and writes their thoughts on the chart paper. Use the prompts below to help generate discussion between the students:

- How does this phrase help us accept mistakes?
- How does this phrase relate to having a growth mindset about learning?

After each group has had time to complete their discussions, ask them to share their ideas about how each phrase relates to accepting mistakes and having a growth mindset. Encourage students to reflect on the phrases when learning becomes challenging for them.

3. 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 their mistakes to improve their learning. There are a variety of math mistakes at <https://mathmistakes.org> that can be used to supplement this activity as well as provide more grade-level specific math problems. You could also intentionally make a mistake related to a concept you are learning in your classroom and use your mistake with this activity.

Write the problem below on the board or provide students with an individual copy of the problem. Allow the students a couple of minutes to review the problem. Then ask:

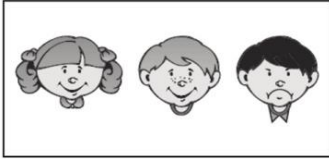
- Did the student make a mistake (yes)?
- What have we been learning about mistakes (e.g., we can learn from them; when we accept mistakes, it means we have a growth mindset)?

Let's take a closer look at this problem and see if we can help this student. It appears that there are some things the student knows. Let's start with those. Ask:

- What does the student know (that the top and bottom numbers in fractions represent different things)?
- What has the student done incorrectly (they have mixed up what the top number should represent and what the bottom number should represent)?
- What do you think the student could learn from this mistake (it's important to list the total number of parts in a fraction on the bottom)?

Explain that the student in the example has just started learning about fractions. They understand that the top and bottom number of a fraction represent different parts of a whole. When we analyze a mistake to determine what things we understand and what areas we still find challenging, we find value in our mistakes because they help us build on what we already know. It is important when we make mistakes to look at them and think about them. We need to determine what we learned, or can learn, from each mistake. When we stop and think about our mistakes, it is giving our brain feedback about what to do better the next time.

10 Look at the group of children.



a. Write a fraction that shows the part of the group that is smiling.

$$\frac{3}{2}$$

b. How did you get the top number in your fraction?

because there are three children

c. How did you get the bottom number in your fraction?

because only 2 of the children are smiling

Image copied from: <https://mathmistakes.org>

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

In this activity, students complete a short research project where they analyze the mistakes of famous people and determine what each person learned from their mistakes. Students also convey how they are like the famous person and how they thought about their mistakes and learned from them.

Remind students that they have been working on building their self-efficacy by learning and practicing strategies that help them improve their beliefs about their ability to complete a challenging task. Review each of the strategies students have learned on the Self-Efficacy Strategies Poster (**focus on my effort; try again; calm myself; say, "I haven't learned ____ yet"; exercise my brain; and learn from my mistakes**).

Review what was learned in the previous activities about what happens to the brain when we make mistakes as well as what happens when we embrace mistakes. Explain to students that they are going to research a famous person who has also made mistakes. Each of the people below has publicly acknowledged their mistakes and discussed how they used their mistakes to help them become more successful.

Assign each of the students a famous person from the list below to research. Tell students they should research what 1–2 mistakes the famous person made and what they learned from the mistakes. Students should then write about how they are like the famous person by writing about their own mistakes. Use the guiding questions below to help students structure their research paper.

- What were 1–2 mistakes the person made?

- What did the person learn from their mistakes?
- How are you similar to this person with the mistakes you have made?

Famous People:

Abraham Lincoln

Thomas Edison

Walt Disney

Albert Einstein

Vincent van Gogh

Tom Landry

Michael Jordan

Bethany Hamilton

Lesson 5: Reflecting on Past Accomplishments to Build Your Confidence

Competency: Self-Efficacy 3–6

Learning Target: When learning new things, students draw on past successful experiences to build their self-efficacy going forward. Additionally, students focus on improving their own abilities instead of comparing themselves to others.

Materials:

- Self-Efficacy Definition Poster,
- Self-Efficacy Strategies Poster,
- Mastery Log, and
- Progress Tracker.

Preparation: Consider a few new concepts students are learning in your classroom and prepare to help them determine how they will track their progress in learning these concepts. For example, will they track their scores on weekly assessments to show progress, or will they rate their confidence in learning the concept each week?

Activities:

1. I can *remember hard things I have done* to help me do hard things now

There are four sources for building self-efficacy. In this activity, students are introduced to the source Mastery Experience. We have used age-appropriate descriptions, and you should refer to this source as *remember hard things I've done*. It is the seventh strategy you will teach students. When students remember that they have learned to do something difficult in the past, they can use that knowledge and confidence to continue putting forth the effort to learn difficult concepts in the present. In this activity, students use a Mastery Log to help them track each of their past successes to help them improve their self-efficacy for completing challenging tasks in the present.

Review each of the strategies the students have learned on the Self-Efficacy Strategies Poster (*focus on my effort; try again; calm myself; say, "I haven't learned ____ yet"; exercise my brain; and learn from my mistakes*) and remind students that when learning gets hard, they should use these strategies to help them. Explain to students that they are going to learn and practice another strategy that will help them build their belief that they can complete challenging tasks.

Ask students to review their research projects from Lesson 4, Activity 4, and reflect on these questions related to the person they researched.

- What did your famous person learn to do?
- How did they feel when they were first beginning the challenge?
- What challenges did they overcome?
- How did they overcome challenges to become successful at something?

Allow a few students to share their reflection on the famous person they researched. Emphasize that each person they researched learned to do something very challenging by focusing on their effort, having a growth mindset, and practicing. What was once very difficult for them is now much easier. Explain to students that one way to increase our belief that we can accomplish a challenging task is to think about something challenging that you have already learned to do. Provide students with a few examples of concepts they have learned to do this year related to your content area. Ask students:

- What is something you learned to do that was challenging but now seems easy?
- How did you learn to do it (various responses; encourage students to name self-efficacy strategies)?

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

Explain to students that they are going to identify some of the difficult things they have done and learned to do in the past on the Mastery Log. As they master new skills, they will be adding them to the Mastery Log. Explain that it is called a Mastery Log because each item they add to the log is something they have learned to do. They have mastered it.

Ask students to identify 2–3 things they have already learned to do and record them on page 14 of their **My Self-Efficacy Workbook**. The accomplishments they record do not need to be long-term larger goals. They can be smaller accomplishments like learning to write a good paragraph or learning a new math concept. Tell students that throughout the year, they will be adding concepts they master to the Mastery Log so that when they experience a challenging task, they can remember the challenging things they have already learned to do.

Mastery Log

What I Have Learned	How I Learned It (include a summary of the self-efficacy strategies you used to accomplish the goal)



Encourage students to embrace a growth mindset by helping them consistently frame their past successes as a history of achievement with tools like the Mastery Log.

Consider posting an anchor chart in the classroom to track the class's progress in mastery of a new concept.



2. I can track my progress in learning

In this activity, students are asked to track their progress in accomplishing a challenging task. Once they complete a task or master a new skill, it can be added to the Mastery Log from Lesson 5, Activity 1, and students can use the knowledge that they are continually learning and improving to build their self-efficacy.

Remind 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 our own effort and not compare ourselves to peers or others in our lives.

Tell students to think about a concept they find challenging. It is likely that they have just started learning the concept and there are many aspects to the concept that they don't fully understand.

For example, students may have just started working on understanding inferences in literature. They may understand how to quote accurately from the text to explain what it says, but they are still struggling with drawing inferences from the text.

Tell students that they are going to focus on their progress in learning a concept they find challenging by tracking their progress each (day, few days, or week) until they master the skill. They may need to evaluate their progress on a concept by using scores on assessments or quizzes. Students should use pages 14–15 of their **My Self-Efficacy Workbook** to complete the chart below. **Remember that graphing their progress alone will not build self-efficacy. Students also need to consider what actions helped them make progress.**

Using the table below:

- **Concept/Skill:** Choose one challenging concept/skill that you’ve just started or are about to start learning. What do you want to learn/accomplish?
- **Plan for Measuring Progress:** How will you know you are making progress in learning the concept? How will you measure your progress along the way (e.g., number of correct answers on math practice problems, number of essay rubric requirements met, improved rubric rating on transition sentences, number of vocabulary words defined correctly)?
- **Assessing Progress:** Check your progress at least three times throughout the course of learning the new concept/skill. What specific things did you do to support your learning? How are you progressing?
- **Reflection:** Once you have learned the concept, write a summary of how you learned it. Include examples of self-efficacy strategies that you used.

Concept/ Skill	Plan for Measuring Progress	Assess Progress: 1 st Check	Assess Progress: 2 nd Check	Assess Progress: 3 rd Check	Reflect (What did I do to reach mastery?)
Example: Learning how to divide fractions	I will measure progress by completing 5 new practice problems each week	On Monday, I studied dividing fractions for half an hour; I got 2 of 5 practice problems right	On Wednesday, I got help from my teacher; I got 3 of 5 practice problems right	On Thursday, I spent 1 hour reviewing the book, my notes, & the practice problems I’d done earlier in the week; I got 5 of 5 practice problems right	I struggled initially but kept working at it— studying, getting help, reviewing materials, and practicing example problems

Continue using the Mastery Log and Progress Tracker tools in your class to reinforce students' sense of their own history of achievement. Encourage them to use the tools in other classes as well as in areas other than academics, such as sports, jobs, extracurricular activities, or personal goals.

Lesson 6: Giving and Accepting Feedback and Praise

Competency: Self-Efficacy 3–6

Learning Target: Students recognize the importance of positive communication and constructive feedback in building self-efficacy. Students are able to accept positive persuasion from others to support their own self-efficacy as well as use these strategies to help build up others' self-efficacy.

Materials:

- Self-Efficacy Strategies Poster,
- Video *Engaging Students in Mathematics Using Feedback*:
<https://www.youtube.com/watch?v=HrVUOiDN6CU>,
- Chart paper for Activity 1, and
- Handout **My Self-Efficacy Workbook** for each student.

Preparation: Preview the video in Activity 1. Determine whether you will use the example figures provided in Activity 2 or a figure or drawing related to your content area.

Activities:

1. I can *give and accept praise and feedback*

In this activity, students are introduced to the second source for building self-efficacy, Verbal Persuasion. We have used age-appropriate descriptions, and you should refer to this source as **give and accept praise**. Students learn to **accept feedback** as a way to improve their learning and to provide specific praise to help others improve.

Review each of the strategies students have learned on the Self-Efficacy Strategies Poster (**focus on my effort; try again; calm myself; say, “I haven’t learned ____ yet”; exercise my brain; learn from my mistakes; and remember hard things I’ve done**). Remind students that each of these are strategies they can use to help them put forth more effort and keep learning—even when it is difficult.

Review the strategy **remember hard things I’ve done**. Emphasize that thinking about the difficult things they have learned in the past can help them to believe they can do things even when it’s hard and to continue to learn the difficult things they are working on in the present. Tell students that another strategy that we can use to improve our self-efficacy is **give and accept praise**. When we encourage others by saying positive things such as “You can do it” or “**Exercise your brain,**” that is one way to help build self-efficacy.

Giving and receiving specific feedback also helps us build our self-efficacy. Explain that feedback is suggestions, corrections, or ideas for getting better at something they are learning. When we apply the feedback that teachers, friends, or parents give us, it helps us improve and build our self-efficacy. Emphasize the **give and accept praise** and **accept feedback** strategies on the Self-Efficacy Strategies Poster.

Tell students that they are going to watch a video of students providing praise and feedback to each other in a math class. As they watch the video, ask students to jot down the different feedback strategies they hear in the video. Show the video *Engaging Students in Mathematics Using Feedback*, linked here: <https://www.youtube.com/watch?v=HrVUOiDN6CU>

Stop the video at 2:30 and ask students:

- What strategies for providing feedback did you hear mentioned in the video (don't be negative; be specific; don't use phrases like "You're so awesome"; ask questions; explain what they did well and what they could do better)?

Finish showing the video and emphasize that to **give and accept praise and feedback** is an important part of learning. When we accept feedback, we have a growth mindset, and that increases our belief that we can accomplish a challenging task. Tell students they are going to create a class chart that helps them remember how to give feedback to their peers. We have created an example chart below. Students should recall the praise and feedback techniques from the video. Then ask students to provide an example of each Do and Don't.

When Providing Praise and Feedback...	
DO	DON'T
<p>say what you like or understand about their work For example, "I like the way you described..." or "Using a T-chart in this example makes your work very clear."</p>	<p>use negative or hurtful feedback For example, "I don't like the way you did this" or "This is very sloppy work."</p>
<p>ask clarifying questions For example, "Why did you decide to use this word to describe...?" or "How does this relate to your topic sentence?"</p>	<p>use hyperbolic praise For example, "You're awesome" or "You're so smart."</p>
<p>be specific about what they did well and where they can improve For example, "You did a great job using descriptive language. If you work on your grammar, it will make your writing stronger."</p>	<p>Limit praise to "Good job" or "Nice work" For example, "You did a good job" or "You had the best writing in the whole class!"</p>

2. I can **accept praise and feedback** to improve my skills

In this activity, students play a game to practice giving each other specific and meaningful praise and feedback. Students need to understand that by applying specific feedback, they can improve their learning and their belief that they can accomplish a challenging task.

Review the class chart you created with students in Lesson 6, Activity 1. Remind students that good feedback is specific and informs the other person about what they did well and what they could do to improve. Tell students they are going to play a game that will give them the opportunity to practice providing feedback to another person. Assign each student a partner and ask each pair of

students to determine who will be Student A and who will be Student B. Give Student A a figure that Student B will draw by using feedback from Student A.

We have provided an example of simple figures to use with each round of the game but consider using a figure that is related to your content or meaningful to students, such as a school mascot. Students should use page 16 of their **My Self-Efficacy Workbook** to complete this game. Student B should not know what the figure is, and Student B should begin by dividing their workbook page into four sections. They will have four attempts to draw the figure. Each time they should improve their drawing due to more specific feedback provided by Student A.

Begin the game by having Student A provide Student B with specific feedback about what they are going to draw. For example, Student A might say, “You are going to draw four, interlocking circles.” After Student B draws the figure, Student A should review the figure and consider how to give better feedback using the guidelines established in the chart from Lesson 6, Activity 1. Use these guiding questions to help Student A construct better feedback:

- What did your partner do well?
- What is an area they could improve to make their drawing more accurate?
- Do you wonder why your partner drew the figure a certain way? Ask a clarifying question.

After each pair of students has had a chance to complete one drawing, repeat the steps three more times and ask students to compare their drawings to the figure you provided. In Round 2, Student B will provide feedback, and Student A will draw a different figure.

Example figures:

Round 1 Figure



Round 2 Figure



After the game, ask students:

- What type of feedback was most helpful for you in improving your drawing (e.g., what I did well, specific, what I could do to make my drawing better)?

Tell students that it is important to provide feedback that is specific and helps the other person know what they did well and what they can improve. Emphasize the **give and accept praise** and **accept feedback** strategies on the Self-Efficacy Strategies Poster and remind students to practice applying feedback they are given and practice giving others feedback that is specific and follows the guidelines they have outlined on the chart from Lesson 6, Activity 2.

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

In this activity, students practice using positive praise statements. Positive praise refers to motivating, supportive phrases intended to communicate confidence in the person and the benefits that will result from the person's continued efforts. A positive praise statement should motivate or persuade someone to continue working on a challenging task. Here is an example of a positive praise statement:

I know that learning to multiply fractions has been difficult for you, but remember how difficult adding fractions was for you when we started the year? Now it's easy. I know with practice, you can learn to multiply fractions too.

Refer back to the chart you created with students in Lesson 6, Activity 1, and discuss how the students practiced giving specific feedback in the game from Activity 2. Explain to students that we can use specific praise statements to help others improve. Sometimes we need to persuade the other person to keep working and improving by reminding them that there are benefits to continued practice. Here is an example you can provide to your students:

Think about when you learned to ride your bike. I could have said, "You are getting much better at pedaling." That is specific praise, but I could also persuade you to keep learning to ride your bike by saying, "Remember how you couldn't even balance on the bike a few days ago? Now you can pedal! If you keep practicing, you will be able to ride your bike all over town!"

Read through the example provided in the chart below. Then tell students to provide a Positive Persuasion Statement for Julie and Emily. Ask students:

- How can we praise Julie and Emily?
- How can we persuade Julie and Emily to keep working toward their goals?

Scenario	Praise Statement	Positive Persuasion Statement
Example: José really wants to improve his free throw percentage. Right now, he is making about 30 percent of his free throws, but he would like to increase his percentage to 40 percent. He has been practicing every day with his older brother and applying his brother's feedback related to "arching his shot" more correctly.	Your free throw percentage is getting better every week, and I have noticed you arching your shot more.	You are getting much better at shooting free throws, and you are applying the feedback I have given you about arching your shot. If you keep working on it, you will increase your free throw to 40 percent.

Julie really wants to learn how to play the flute so she can join band in 5 th grade. She has been taking lessons from her neighbor. Her neighbor told her to sit up straight so she could control her breath when playing notes.	I have noticed how much you are practicing, and your posture is much better.	
Emily wants to memorize a poem for the school talent show. Each day she is memorizing a new line, and she has already memorized half of the poem.		

Ask students to use page 17 of their **My Self-Efficacy Workbook** to create Positive Persuasion statements. Assign each student a partner and tell them to create a Positive Persuasion statement for their partner related to a challenging concept they are learning right now. For example, “If you keep working on improving your reading fluency, you will become better at reading out loud, and you will be able to read your poem at the assembly.”

Some examples of teachers providing positive persuasions include:

- Working hard on learning this will help you learn the content and succeed in the class.
- If you practice writing complete sentences, it will be much easier for you to complete an essay at the end of the year.
- Learning this skill will help you not only in __ grade but also in other grades as you advance through elementary school.

Avoid negative persuasions or threats that defeat and weaken self-beliefs. They are generally ineffective at motivating students.

Some examples of negative persuasions to **avoid** include:

- If you don’t do the assignment, you can’t go to recess.
- If you don’t pass your reading test, you won’t get a chance to re-take it, no matter what.
- If you aren’t going to try, you might as well go home.

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

Competency: Self-Efficacy 3–6

Learning Target: Students have self-awareness regarding their emotions when encountering challenging situations/tasks and can use strategies such as mindfulness and positive self-talk to help build their self-efficacy in those situations.

Materials:

- Self-Efficacy Strategies Poster,
- Video *Know Your Emotions*: <https://www.youtube.com/watch?v=cKQIOVjxmfs>,
- Video *Box Breathing Technique: How to Calm Feelings of Stress and Anxiety*: <https://www.youtube.com/watch?v=tEmt1Znux58>,
- Handout **My Self-Efficacy Workbook** for each student, and
- Copy of the Feeling Words Wheel template for each student.

Preparation: Make copies of the Feeling Words Wheel for each student and prepare a few content-specific examples for the chart on Activity 1.

Activities:

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

In this activity, students are introduced to the third source for building self-efficacy, Physiological Feedback. We have used an age-appropriate description for Physiological Feedback, and you should refer to this source as the strategy ***calm myself***. Refer back to the Self-Efficacy Strategies Poster and explain to students that they are revisiting this strategy to learn more about the ***calm myself*** strategy. In order to calm ourselves, we must understand our body's reactions to different experiences. We may experience an increased heart rate, sweaty palms, or dry mouth when we are feeling stressed or nervous. These are our body's ways of telling us we are experiencing emotions. Students need to recognize these signals and take steps to reduce them 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.

Review each of the strategies on the Self-Efficacy Strategies Poster that students have learned about and practiced. Tell students that they are going to learn more about the ***calm myself*** strategy that will help improve their belief that they can do hard things. Ask students:

- Have you ever felt stressed or frustrated when you were learning something difficult?
- How did your body feel (e.g., tense, shaky)?
- What did you do (e.g., started to cry, became angry)?

Tell students that we all have times when we start to feel stressed or frustrated, and during those times, it is important to be aware of what we are feeling and practice calming ourselves so that our emotions don't keep us from learning. Explain to students that the first step in learning to manage our emotions is to become aware of them. We must understand why we are feeling a certain way

before we can begin to manage our emotions. The better we become at recognizing our emotions, the easier it will be to use strategies like breathing or taking a walk to help manage our emotions.

Tell students they are going to watch a video that will help them learn more about their emotions. As they are watching the video, ask them to listen for three key concepts about emotions. Show students the video *Know Your Emotions*, linked here:

<https://www.youtube.com/watch?v=cKQIOVjxmf8>

After the video, ask students:

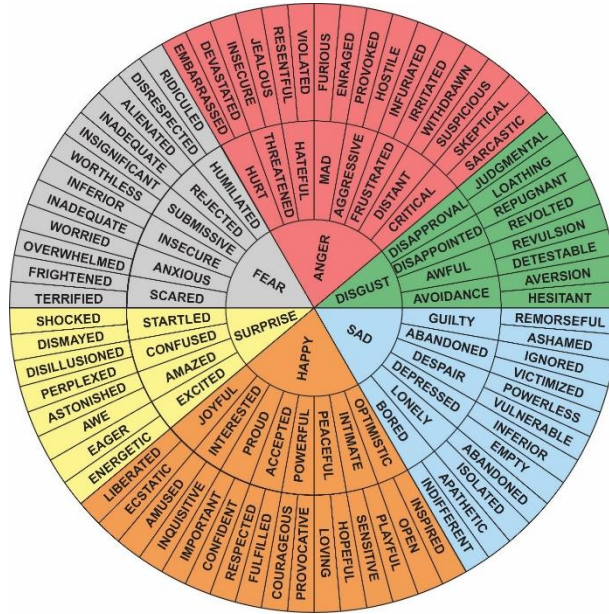
- What was the first key concept we need to know about our emotions (e.g., emotions come and go)?
- What was the second concept we need to understand about our emotions (e.g., there are varying degrees of emotions)?
- What was the third concept we need to understand about our emotions (e.g., there are no good or bad emotions, but how we react to them can be good or bad)?

Explain to students that they are going to practice becoming aware of their emotions by thinking about how they might feel in certain situations. When we learn to recognize our emotions or predict how we might feel in an upcoming situation, it helps us learn to manage them and decreases the likelihood that our emotions will get in the way of us learning or completing a task. We increase our self-efficacy because we know that our emotions won't get in the way of our learning. Our emotions are complex and go beyond feeling sad, happy, or angry. We have to ask ourselves:

- How is my body responding to this experience?
- Why am I feeling this way?
- What caused my emotions?

It is important to be able to describe how you feel (and why you feel that way) about upcoming challenging tasks. Show students the *Feeling Words Wheel* provided on the next page (<https://www.cccframework.org/wp-content/uploads/Feeling-Words-Wheel-PNG.png>). Ask students to identify two emotions they would be experiencing when starting or thinking about starting each of the tasks listed in the table that follows the *Feeling Words Wheel*.

Encourage students to choose feelings from the two outer circles with more complex emotions; encourage them to choose feelings in multiple domains as well.



Challenging Task	Two Feelings When Approaching This Task
1. Writing a research paper	
2. Missing a winning shot in a basketball game	
3. Singing a solo	
4. Content-specific example	
5. Content-specific example	

Discuss as a class. Are any of the feelings negative, anxious, or generally counterproductive to a growth mindset? These types of feelings are natural when approaching challenging tasks, but it is important that we recognize negative feelings and do something about them. These feelings are an indication that we are experiencing low self-efficacy, and there are ways that we can address these feelings to increase our self-efficacy.

Conclude the activity by asking students:

- Why is identifying your body’s responses and emotions important?
- How will identifying your body’s responses and emotions when you experience a challenge help you?

Tell students to think about an upcoming event or situation in which they don’t feel confident and have some emotions about completing. Ask students to use page 19 of their **My Self-Efficacy Workbook** to complete the reflection prompt below related to an upcoming event.

I feel _____ (complex emotions) about _____ (upcoming event). I am feeling _____ (complex emotions) because _____.

2. I can use mindfulness to calm myself

In this activity, students practice a breathing activity that will help them manage their emotions. Students should understand that emotions are normal and that we all have them to varying degrees. We can't control whether we have emotions, but we can control how we react to them.

Tell students to recall a time when they experienced a strong response or emotions. It could be a response or emotions about an academic event, such as a test, or a response or emotions about an extracurricular event, such as a ball game.

- What complex emotion were you feeling recently?
- How did your body react?
- What did you do to manage your emotions?

Ask a few students to share their reflections about a time when they experienced complex emotions. Explain to students that mindfulness is a relaxation technique that can help reduce negative or destructive responses or 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. Then tell students they are going to learn a mindfulness technique that will help them manage their emotions. This technique can be done anywhere and at any time they may be experiencing emotions. It is a technique called Box Breathing. Show students the video *Box Breathing Technique: How to Calm Feelings of Stress and Anxiety*, linked here:

<https://www.youtube.com/watch?v=tEmt1Znux58>

After the video, ask students to refer back to the upcoming event in which they were experiencing emotions from Lesson 7, Activity 1, and think about how using a breathing technique like Box Breathing might help them. Tell students to use page 19 of their **My Self-Efficacy Workbook** to identify a time, using the prompts below, when they will practice Box Breathing to manage their emotions.

Think about an upcoming challenge that you will experience.

- What complex emotions are you likely to feel?
- How do you think Box Breathing will help you calm yourself?

Emphasize the *calm myself* strategy on the Self-Efficacy Strategies Poster and remind students that having responses and emotions are normal, and learning how to manage them will keep our responses and emotions from getting in the way of our learning. When we manage our responses and emotions, it builds our belief that we can accomplish a challenging task because our emotions won't get in the way of our learning.

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

Competency: Self-Efficacy 3–6

Learning Target: Students can analyze others' experiences to identify how self-efficacy contributed to their success, and then apply that analysis to similar situations in their own lives.

Materials:

- Self-Efficacy Strategies Poster and
- Handout **My Self-Efficacy Workbook** for each student.

Activities:

1. I can analyze how others overcame challenges

In this activity, students are introduced to the fourth source for building self-efficacy, Vicarious Experiences. We have used an age-appropriate description, and you should refer to this source as ***watch and learn from others***. It is the tenth strategy you will teach students for building their self-efficacy. When students are able to think about and analyze how others have succeeded, they are able to use that knowledge to help themselves succeed and build their self-efficacy. When students ***watch and learn from others***, they are learning from another person's successes as well as their mistakes. They consider the challenges a person encountered, how they overcame the challenges, and how that led to their success. In this activity, students interview someone they know and determine how that person overcame a challenge. They use that knowledge to build their own self-efficacy.

Explain to students that learning about how others overcame challenges can also help them increase their self-efficacy. Refer back to the personal example you provided to students in Lesson 1, Activity 1, in which you explained how self-efficacy helped you overcome a challenge. Ask students:

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

Tell students that learning about how others have overcome a challenge is another way to improve their own ability to believe they can accomplish a challenging task. We call this strategy ***watch and learn from others***. When we think about how others overcame a challenge and relate that information to our own challenge, it helps us to believe we can be like that person and overcome our own challenges.

Ask students to think about someone they know who has experienced a challenge. This person can be an actual person or a fictional one, such as a literary character. Tell students to use page 20 of their **My Self-Efficacy Workbook** and, using the guidelines below, write a brief reflective paragraph about how the person overcame a challenge.

- Write a sentence or two describing the challenge your person overcame.
- Write a sentence or two about how they overcame the challenge. What self-efficacy strategies did they use?

After the students have had time to construct their paragraphs, ask a few to share their examples. Explain to students that when we think about how others have overcome a challenge, it is important we think about people or characters who are like us. For example, you may be able to relate to a character in a book because they grew up in a town like yours or they had a family like yours. You can also use other students, teachers, neighbors, or coaches as examples of people you can **watch and learn from** as you are building your self-efficacy. Although we often hear and know about celebrities or athletes who overcame challenges, watching and learning from realistic characters and people will be more effective in building your self-efficacy. Emphasize the **watch and learn from others** strategy on the Self-Efficacy Strategies Poster.

2. I can learn from others to increase my own self-efficacy

In this activity, 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.

Review each of the self-efficacy strategies you have taught students so far using the Self-Efficacy Strategies Poster. Remind students that we have been focusing on the **watch and learn from others** strategy. Explain that when they use this strategy, they should not compare themselves to another person but should instead reflect on how the person overcame a challenge and how they can use that knowledge to overcome their own challenges.

Explain to students that they are going to interview someone they know and learn about how that person overcame a challenge. They may choose someone at school or outside of school to interview. Students should interview a relatable person, such as an older sibling, parent, grandparent, coach, or neighbor. After asking that person about how they overcame a challenge, each student will write a brief summary of how that person overcame a challenge, and will present their information to the class.

Provide students with the framework below for conducting their interview and allow them a few days to complete their interviews and summaries. They should summarize their interview on pages 20–21 of their **My Self-Efficacy Workbook**.

Steps for conducting a Self-Efficacy Interview:

1. Explain what self-efficacy is and why it is important to the person you are interviewing.
2. Tell the person you are interviewing about the **watch and learn from others** strategy.
3. Ask your person to share a story of how they overcame a challenge. The challenge can be related to their work, family life, or childhood.

4. Ask the person to provide details about how they felt when they experienced the challenge. For example, what emotions did they have to manage? Did they feel frustrated, stressed, or disappointed? How did they overcome those emotions?
5. Ask the person to provide details about what they did to overcome the challenge. For example, did they say positive things to themselves? Did they focus on their effort? Did they learn from their mistakes?
6. After you have interviewed your person about a challenge they overcame, write a summary of what they shared with you. Include details about what strategies they used to overcome the challenge.

After each student has completed the interview and the poster, ask them to read their summaries to the class and encourage them to remind themselves the next time they experience a challenge to think about someone they know who overcame a challenge. Emphasize the ***watch and learn from others*** strategy on the Self-Efficacy Strategies Poster.

3: I can use the *watch and learn from others* strategy to help myself overcome a challenge

In this activity, students identify challenges they are currently experiencing or are likely to experience in the future. They reflect on how the person they interviewed in Lesson 8, Activity 2, overcame a challenge and use that analysis to build their self-efficacy.

Ask students to review their interview summaries from Lesson 8, Activity 2. Tell them to begin thinking about how they are like the person they interviewed. Ask students:

- In what ways are you like the person you interviewed? For example, did you grow up in a similar family? Did you live in a town like theirs, or have you experienced a challenge like theirs?
- What challenges are you currently experiencing or do think you will encounter in the future? How can you use what you learned from your interview to help you overcome your current or future challenges?

Tell students to use page 21 of their **My Self-Efficacy Workbook** to record their reflections using the framework below.

When I experience a challenge, I can be like _____ (person they interviewed) and _____ (write about two different strategies the person used to overcome a challenge) to help me _____ (overcome a challenge they are currently experiencing).

Summarize the activity by reminding students to use the ***watch and learn from others*** strategy anytime they are experiencing a challenge. As they experience challenges in different areas of their lives, they will meet new people who they can ***watch and learn from*** in order to build their belief that they can accomplish a challenging task.

Lesson 9: Self-Efficacy—Putting It All Together

Competency: Self-Efficacy 3–6

Learning Target: Students can demonstrate their understanding of self-efficacy and their ability to use strategies for building their own self-efficacy.

Materials:

- Self-Efficacy Definition Poster,
- Self-Efficacy Strategies Poster, and
- Handout **My Self-Efficacy Workbook** for each student.

Activities:

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

In this activity, students complete another project related to self-efficacy. In this project, they should share details about what they have learned about self-efficacy.

Emphasize that the project will take several days to complete and should include everything they know about self-efficacy, or believing you can do something even when it's hard. 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 back to the Self-Efficacy Definition Poster and the Self-Efficacy Strategies Poster. Review the definition of self-efficacy and the different strategies that can be used to increase self-efficacy. Explain to students that they will choose a format for their project and present it to other students. Have students select one of the options below (or provide additional options that address the same intent).

- Create a video to share with younger students. In your video, describe challenges that the younger students will likely encounter by the time they are your age. Explain strategies that they can use to increase their self-efficacy.
- Create a Self-Efficacy Poster. Students draw pictures of themselves and others overcoming challenges and using different self-efficacy strategies to overcome the challenge.
- Students act out a skit in which a character needs to overcome a challenge and uses self-efficacy strategies to overcome the challenge.

Tell students that their video, poster, or skit must include some very important information. Ask students to use page 22 of their **My Self-Efficacy Workbook** to complete a checklist that will help them create their project. They should check to make sure each item below is included in their project.

Does my project include:

- **Definition of self-efficacy in my own words** (*What does self-efficacy mean to you?*)

- **Explanation of why self-efficacy is important** (*Why is self-efficacy important to you? How will it help you?*)
- **Strategies you can use to increase your self-efficacy** (*How do you increase your belief that you can complete a challenging task if you aren't confident? What strategies have you used? What should you do when learning something becomes difficult?*)

Students should refer to their **My Self-Efficacy Workbook** to assist them in completing their project. As the students are completing their Self-Efficacy projects, consider observing their application of self-efficacy concepts using the *Self-Efficacy Performance-Based Observation*.

After all the students have completed their projects, arrange for them to present their projects to other students or parents.

Assessing Your Self-Efficacy Knowledge (Post-Test)

Competency: Self-Efficacy 3–6

Learning Target: Students reflect on current self-efficacy behaviors and assess their knowledge.

Materials:

- Handout **My Self-Efficacy Workbook** for each student

Preparation: Create another *Self-Efficacy Knowledge Test 3–6* administration using the instructions at <https://www.cccstudent.org/>

1. Re-administer the *Self-Efficacy Knowledge Test 3–6*


Explain to students that they will first rate how each of the statements on the reflection applies to them using a 5-point scale. Each question is based on how they feel. For example, if a student believes they can always learn a new skill by working hard and practicing, they will choose Very Like Me. Remind students there are no correct or incorrect answers and that everyone’s answer may be different because we all have our own thoughts and feelings. Tell students that they should pause and think about how they feel about a statement before marking it. Then students will complete the second part of the assessment, which measures knowledge about self-efficacy. Tell students that they may recognize the assessment and that their responses are likely to be different since they have learned about self-efficacy.

Self-Efficacy Knowledge Test 3–6

Student ID _____

Date _____

	Not very like me → Very like me				
	1	2	3	4	5
1. I can learn any skill if I work hard and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Once I’ve decided to do something, I keep trying, even if it is harder than I thought.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I believe that I can make my brain stronger.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can always get better, even if I am really good at something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I think people should realize when they aren’t good at something and quit. (R)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I see making mistakes as a normal part of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. When I am told that I didn’t do well on something, I try even harder to learn it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I want to quit when I’m told I made a mistake. (R)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. When something is hard, I focus on the progress that I have made.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not very like me				Very like me
10. When a task sounds hard, I tell myself that I can do hard things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. It helps me to learn from other people's stories of success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. When starting something hard, I think about my past successes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Sometimes I give up when I'm afraid I can't do something. (R)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. When I am having trouble learning a new skill, I get advice from people I know.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. When I hear about how others overcame difficulties, I feel like I can succeed too.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I can calm myself down when I'm anxious about something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I use feedback from others to get better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. When given a choice, I usually take the easiest option. (R)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I like to challenge myself to learn new things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. When I am frustrated, I take deep breaths to help me calm down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

True or False

21. ___ Making mistakes (and putting in the effort to learn from them) makes your brain stronger (strengthening neuropathways).
22. ___ If you get good grades in school, you automatically have strong self-efficacy.
23. ___ Self-efficacy is something you're born with. Either you have it, or you don't.
24. ___ You can use strategies to increase your self-efficacy.
25. ___ Self-efficacy is important for academics but isn't important for things like sports or music.

Multiple Choice

26. When talking to a friend, which of the following statements would support them in building their self-efficacy?
 - a. You are good at this
 - b. You are smart
 - c. Practice makes perfect
 - d. Practice makes progress
27. Which of these helps build self-efficacy?
 - a. Competing with others
 - b. Learning from others
 - c. Focusing on your natural talents
 - d. Focusing on your failures

28. **Scenario:** Three weeks into a class, Jody fails the first test. She’s worried that she won’t be able to improve her grade. She feels frustrated, stupid, and unsure what to do. Using what you’ve learned about self-efficacy, choose the best option for how Jody should proceed.
- Several friends warned Jody that this class would be hard and suggested that she just give up.
 - Jody decides that she can succeed with effort. She starts studying at home, finishing all homework, and asking questions when she doesn’t understand something.
 - Jody decides to ask around to see if she can find someone who has taken the class. They could tell her whether the class gets easier or not.
 - Jody decides that the reason she did so poorly on the test is that she got too anxious. She is going to take five deep breaths before the next test. She would ask for help, but she does not want anyone else to know that she is struggling.

Do these behaviors show a growth mindset or a fixed mindset?

29. Skills are something you’re born with or you’re not.	Fixed Mindset	Growth Mindset
30. Trying to do hard things is how we learn.	Fixed Mindset	Growth Mindset
31. “I’m good at reading, but I just can’t do math.”	Fixed Mindset	Growth Mindset
32. “My friend is so smart. I’ll never be that smart.”	Fixed Mindset	Growth Mindset
33. Honest feedback helps you find where you need to improve.	Fixed Mindset	Growth Mindset
34. Be open to new challenges but admit when you just aren’t good at something and move on.	Fixed Mindset	Growth Mindset
35. “I can do hard things.”	Fixed Mindset	Growth Mindset
36. Mistakes are valuable because we can learn from them.	Fixed Mindset	Growth Mindset
37. Smart people don’t have to work hard.	Fixed Mindset	Growth Mindset
38. “I can get better at anything.”	Fixed Mindset	Growth Mindset
39. “I don’t need to practice because I’m already good at that.”	Fixed Mindset	Growth Mindset

40. Imagine that you are facing a challenge and you are not sure you can be successful. Name three things you could do to raise your belief in yourself.
- -
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After completing the assessment, remind students that there are no incorrect answers to the first 20 questions and that they will all have different answers because they each have their own unique feelings about things.

Explain to students that they may feel differently 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 pre-test to their post-test.

2. Observe students using the *Self-Efficacy Performance-Based Observation*

You have observed your students’ self-efficacy behaviors at least two times per year in order to see student growth as well as challenges. To complete the *Self-Efficacy Performance-Based Observation*, you or your school will need an account on <https://www.cccstudent.org/>, a free assessment site.

Compare each observation, noting the areas where students exhibit strong self-efficacy and where students need growth in self-efficacy concepts.

Self-Efficacy Performance-Based Observation

Student Number:

Observation Date(s):

Based on your observations, use the following scale to evaluate the student's self-efficacy behaviors by placing a checkmark in the column that best represents their performance/application of each behavior.

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: Select this if you have not had an opportunity to observe a situation where the individual student could potentially apply the relevant behavior.

Self-Efficacy Sequence Indicators	Beginning (1)	Emerging (2)	Proficient (3)	Advanced (4)	Not Observed
1. Demonstrates an understanding that making mistakes is normal.					
2. Continues to work on a challenging task by trying different ways to solve a problem.					
3. Demonstrates approaching a challenging task with the recognition that ability grows with effort.					
4. Demonstrates verbal persuasion and growth mindset self-talk.					
5. Self-assesses (i.e., connects) level of efficacy, effort, and amount of learning applied to specific tasks/knowledge.					

6. Utilizes mindful practices to self-calm and focus.					
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3. Compare pre- and post-test results

Compare each student’s *Self-Efficacy Knowledge Test 3–6* with the *Self-Efficacy Performance-Based Observations* you have completed, noting areas in which they have grown in understanding self-efficacy concepts and areas where they are still learning. Meet with each student to review and discuss the results. During the conference, use the questions below to help students determine their areas of strength and opportunities for growth related to self-efficacy by completing the chart on page 25 of their **My Self-Efficacy Workbook**. Help students identify their next steps in improving their self-efficacy.

1. What are some things you understand now about self-efficacy that you didn’t before we started learning about it? What are some strategies that you use now?
2. Are there still things about self-efficacy that you don’t understand? (Use the statements in which the student responded negatively to help guide their thinking.)
3. How could you work on the [concepts you have identified as areas of growth]?

After students have reflected, ask them to complete the chart below by writing about the concepts that are their strengths and the concepts that are their areas of growth.

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