

# Self Efficacy

## ESTIMATED TIME

1-2 class periods a week apart

## PREREQUISITES

- Computers to access, complete, and submit the **Self Efficacy Quiz** and **Self Efficacy Strategies**.

## RESOURCES AVAILABLE

- **Self Efficacy Rubric**
- **Self Efficacy Quiz**
- **Self Efficacy Strategies**

## ACROSS THE CURRICULUM

Self efficacy is relevant in every subject area and every aspect of life. Taking responsibility for learning, for behavior, and for well-being are all admirable characteristics that are beneficial to achieving success in school, at work, and at home.

## LESSON GOAL

Develop self efficacy.

## Essential Question

What are strategies for growing and changing for the better?

## Student Expectations

1. Complete a self efficacy survey.
2. Engage in and discuss an activity that demonstrates sources of self efficacy.
3. Identify tasks that develop self efficacy strategies.
4. Establish a goal and plan to use self efficacy strategies to achieve the goal.
5. Write a reflection on self efficacy.

## LESSON OBJECTIVES

1. Analyze self efficacy.
2. Develop strategies for building self efficacy.

## RATIONALE

According to psychologist, Albert Bandura, self efficacy is “the belief in one’s capabilities to organize and execute the courses of action required to manage prospective situations” (1995, p. 2). In other words, self efficacy is a person’s belief in his or her ability to succeed in a particular situation. Bandura described these beliefs as determinants of how people think, behave, and feel (1994). Self efficacy affects motivation and determination. Low self efficacy promotes negative feelings about one’s abilities and responsibility for one’s own performance. High degrees of self efficacy promotes the perception that you are responsible for your own destiny and that you can do what you want to do. Bandura identifies four things that affect one’s self efficacy.

1. **Mastery Experiences** or a good performance influences your perspective on your ability. Successful experience is the most important source of fostering self efficacy.
2. **Vicarious Experiences** such as observing someone else model how to perform a task or handle a situation so that you can imitate or copy the strategies influences your perspective on your own ability.
3. **Verbal Persuasion** by others to convince or encourage you influences your confidence in your ability. Encouragement and in-depth informative feedback are important influences on self efficacy.
4. **Physiological State** such as anxiety, nervousness, or sweating reflect your perceptions of self efficacy and affect performance. Developing strategies to combat anxiety has a positive effect on self efficacy.



Self Efficacy Rubric



Self Efficacy Quiz

## PROCEDURES: WHAT TO DO

1. **WHOLE GROUP** Introduce the lesson by distributing the *Self Efficacy Rubric* that will provide an overview of the lesson and explain how students will be evaluated. Then have students complete the *Self Efficacy Quiz* on paper or in *Sakai*. When finished, have them subtotal their scores for the first 20 questions and the second 20 questions and compare them. Then discuss the following questions.
  - a. What does it mean to take responsibility for yourself?
  - b. Which questions on the quiz deal with taking responsibility for yourself?
  - c. Which questions express lack of control over your own life?
  - d. Who do you think successful students or business people believe are responsible for their success?

### ASSESSMENT

**Discussion** Complete the *Self-Efficacy Quiz* and participate in a discussion about self efficacy.

2. **WHOLE GROUP** Hand each student three paper clips and have them form a tight circle around an empty trash can and follow these instructions.
  - a. Have the students each try to toss one paper clip into the trash can.
  - b. Review who made the shot and who didn't.
  - c. Have students take one big step backwards remaining in the circle and repeat the paper clip toss.
  - d. Review who made the shot and who didn't.
  - e. Have students take another step away from the trash can and repeat the paper clip toss.
  - f. Review who made the shot and who didn't.
  - g. Discuss the following points.
    - i. Who was successful on all three tries?
      1. How did you feel about that?
      2. Did you believe it was luck or skill?
    - ii. What were the thoughts of the people who were unsuccessful?
      1. Did you want to try harder or did you want to give up?
      2. Did you want to watch someone else to see how it was done?
    - iii. Look back at the *Self Efficacy Quiz*. What questions are relevant to the paper clip toss?
    - iv. What factors promote the feeling that you can do something?
      1. How does being successful promote your feeling of ability?
      2. How does watching someone else promote your feeling of ability?
      3. How does encouragement promote your feeling of ability?
      4. Was anyone anxious about how you would perform in the activity? What made you anxious? What made other people not anxious? How did you overcome the anxiety?



Self Efficacy Strategies

### ASSESSMENT

**Paper Clip Toss** Experience, observe, and discuss sources of self efficacy.

- 3. PAIRS** Hand out or have students download the *Self Efficacy Strategies* document and give pairs of students 15 minutes to complete the athlete and musician columns by identifying tasks that a person in each role could do to achieve goals. Then as a class discuss the different types of tasks that students identified. Emphasize that all of the strategies involve people taking initiative and responsibility for themselves and not waiting to be told what to do.

### ASSESSMENT

**Self Efficacy Strategies** Work with a partner to identify tasks to demonstrate understanding of self efficacy strategies.

- 4. INDIVIDUAL** Have each student complete the third column on the *Self Efficacy Strategies* document by creating a goal that can be achieved in a week, and identifying tasks to build strategies to achieve the goal. For this purpose, goals can be simple, such as studying for a test or taking the trash out. They may also be goals related to looking for an afterschool job or learning a new skill. Have students use the *Sakai Assignments Tool* to submit their plans for evaluation.

## ✓ ASSIGNMENT 1

### ASSESSMENT

**Personal Strategies** Identify a goal and tasks to take responsibility for achieving the goal.

- 5. INDIVIDUAL** Have students implement their plans. At the end of a week, check up with each student to see if they had success in achieving their goal. Review each student's plan with him or her and identify which strategies were effective and which were not.

### ASSESSMENT

**Individual Plan Review** Provide a status update of progress toward personal goal.

## REFLECTION

## ✓ ASSIGNMENT 2

Have students write a reflection on the following.

1. Explain a situation in which you feel confident you will succeed.
2. Explain a situation in which you would not succeed.
3. Have you ever not done something you wanted to do because you thought you couldn't do it? Explain.
4. Describe three tasks you do because you want to do them.
5. Describe three tasks you do because someone else wants you to do them or rewards you for doing them.
6. What are strategies you can use to overcome anxiety about things you want to do but are not confident about?



Student Pages

## INTEGRATING TECHNOLOGY

### ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

### SCHEDULE

- Add Assignments to the Schedule.

### EVALUATE/REVIEW

- Student Assignments
- Student Portfolio
- Add a test or quiz if desired.

### LESSONS

- Review Lessons.
- Add Resources if desired.
- Change a Lesson if desired.
- Schedule a Lesson.
- Unschedule a Lesson.

### COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

### Ohio Academic Content Standards

#### Grade 10

#### English Language Arts

#### Writing Applications

6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

### ASSESSMENT

**Reflection** Reflect on personal self efficacy.

### ASSESSMENT

Use the *Self Efficacy Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

In addition to the rubric, each submission should be evaluated individually for appropriateness for submission to the ePortfolio before posting.

## DIFFERENTIATING INSTRUCTION

### SPECIAL NEEDS

Students on IEPs can be given assistance by allowing them more time on the assignments, or having a student or teacher help them complete the written work.

### GIFTED AND TALENTED

Gifted students may be asked to write more for each of the written response assignments. They may also be asked to evaluate other students' Self Efficacy Strategies.

## ADDITIONAL RESOURCES

### WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

Access these sites to learn more about self efficacy.

- Emory University definition of self efficacy. [www.des.emory.edu/mfp/BanEncy.html](http://www.des.emory.edu/mfp/BanEncy.html)
- Wikipedia definition of self efficacy. [http://en.wikipedia.org/wiki/Self\\_efficacy](http://en.wikipedia.org/wiki/Self_efficacy)

### BOOK SOURCES

Use these books to learn more about self efficacy.

- Bandura, A. (1994). Self efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998).
- Bandura, A. (1977). Self efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.
- Bandura, A. (1992) Exercise of personal agency through the self efficacy mechanisms. In R. Schwarzer (Ed.), *Self efficacy: Thought control of action*. Washington, DC: Hemisphere.
- Bandura, A. (1994). Self efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior*, 4. New York: Academic Press, pp. 71-81.
- Bandura, A. (1995). *Self efficacy in Changing Societies*. Cambridge University Press.