

## SEEVAL Learning activity

<b>1. Activity title</b>	<b>Self-efficacy, my friend.</b>		
<b>2. Target group</b>	Students of grades IX-XII		
<b>3. Duration</b>	50 minutes		
<b>4. Learning Environment</b>	The activity will take place in the classroom during counselling and guidance classes.		
<b>5. Learning outcomes</b>	At the end of this activity, students will be able to <ul style="list-style-type: none"> <li>- Define the term self-efficacy;</li> <li>- Describe the attitude and behaviour of a person with high self-efficacy;</li> <li>- Analyse their own behaviours and attitudes that they should optimise in order to increase their sense of self-efficacy;</li> <li>- Develop a plan to increase their self-efficacy in performance situations.</li> </ul>		
<b>6. Subjects and topics covered</b>	The activity will take place in Counselling and Guidance classes, but can be adapted to all school subjects if the teacher wishes to optimise the set of beliefs that students hold about their ability to perform in the subject. According to the literature, self-efficacy is a very important indicator of task engagement and emotional control in situations considered threatening or difficult.		
<b>7. SEL competences</b>	<table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%;"> <p><b><u>PERSONAL</u></b></p> <input type="checkbox"/> Identifying and expressing emotions  <input checked="" type="checkbox"/> Self-regulation  <input checked="" type="checkbox"/> Identifying strengths/self efficacy  <input type="checkbox"/> Growth mindset  <input type="checkbox"/> Wellbeing  <input type="checkbox"/> Dealing with negative emotions  <input type="checkbox"/> Flexibility/resilience/problem solving </td> <td style="vertical-align: top; width: 50%;"> <p><b><u>SOCIAL</u></b></p> <input type="checkbox"/> Empathy  <input checked="" type="checkbox"/> Appreciating diversity  <input checked="" type="checkbox"/> Relationship building  <input checked="" type="checkbox"/> Collaboration  <input type="checkbox"/> Conflict resolution  <input type="checkbox"/> Ethical and responsible behavior and decisions  <input type="checkbox"/> Dealing with negative relationship such as bullying </td> </tr> </table>	<p><b><u>PERSONAL</u></b></p> <input type="checkbox"/> Identifying and expressing emotions <input checked="" type="checkbox"/> Self-regulation <input checked="" type="checkbox"/> Identifying strengths/self efficacy <input type="checkbox"/> Growth mindset <input type="checkbox"/> Wellbeing <input type="checkbox"/> Dealing with negative emotions <input type="checkbox"/> Flexibility/resilience/problem solving	<p><b><u>SOCIAL</u></b></p> <input type="checkbox"/> Empathy <input checked="" type="checkbox"/> Appreciating diversity <input checked="" type="checkbox"/> Relationship building <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Conflict resolution <input type="checkbox"/> Ethical and responsible behavior and decisions <input type="checkbox"/> Dealing with negative relationship such as bullying
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<b>8. Method / Didactic techniques</b>	<ul style="list-style-type: none"> <li>▪ Methods and procedures: conversation, exposition, exercise, brainstorming, explanation;</li> </ul>		

	<ul style="list-style-type: none"> <li>Forms of organisation: frontal, individual, groups.</li> </ul>										
<b>9. Tools / Materials / Resources</b>	<p>Worksheets, whiteboard, projector, laptop Video: Why does self-efficacy matter? <a href="https://m.youtube.com/watch?v=aqwsjYg9hJ8">https://m.youtube.com/watch?v=aqwsjYg9hJ8</a></p>										
<b>10. Detailed description of the step-by-step description of the activity / sequences of the units</b>	<p>Each pupil receives the "Who can?" sheet 1. The sheet will be analysed and it will be concluded that some people can cope better with certain situations or do better at certain tasks for various reasons, and a determining factor is self-efficacy - the belief that they can complete the task successfully.</p>										
<p><b>Worksheet 1 - Who can?</b></p> <p>Name a classmate who can successfully handle or solve the situations below.</p> <p>Who can:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">1. Continue to sing without emotion even if he got the lyrics or score wrong?</td> <td style="width: 50%; padding: 5px;">R:</td> </tr> <tr> <td style="padding: 5px;">2. Act as if nothing had happened, even though he made a mistake?</td> <td style="padding: 5px;">R</td> </tr> <tr> <td style="padding: 5px;">3. To face an important exam without emotion?</td> <td style="padding: 5px;">R</td> </tr> <tr> <td style="padding: 5px;">1. To take a good place in a competition even though he doesn't have much time to prepare?</td> <td style="padding: 5px;">R</td> </tr> <tr> <td style="padding: 5px;">2. To produce an A-grade painting, even though he has little time to do it?</td> <td style="padding: 5px;">R</td> </tr> </table> <p>The teacher introduces the concept of self-efficacy.</p>		1. Continue to sing without emotion even if he got the lyrics or score wrong?	R:	2. Act as if nothing had happened, even though he made a mistake?	R	3. To face an important exam without emotion?	R	1. To take a good place in a competition even though he doesn't have much time to prepare?	R	2. To produce an A-grade painting, even though he has little time to do it?	R
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All students participate in a brainstorming activity during which a high self-efficacy student is ported as required: Present an idea that reflects the behaviour or attitude of a student with high self-efficacy.

The teacher ensures that students capture the following behaviours and attitudes: confidence in the success of the activity, commitment to tasks, perseverance in overcoming obstacles, high level of optimism, low level of anxiety, high aspirations.

Learners complete the first requirement on Sheet 2 - My Plan. It is then explained to them that in order to make an improvement or to develop a new skill or competence they need to make an effort, to change something in their daily routine.

The exercise continues, in random groups, by completing the table corresponding to the Dori Window: each pupil completes his/her own table with the support of teammates, then in turn gives information to his/her peers. At the end, students are invited to share the plan with their peers.

The teacher advisor emphasises that this is an exercise in self-analysis, in changing traits and designing a plan of action; an exercise through which students can discover information about themselves, about the resources they have that they are not aware of. They can also be offered by their peers even solutions for action plans to achieve the proposed changes.

### Sheet 2 - My Plan

1. List at least three attitudes and/or behaviours you should develop or change to increase your level of self-efficacy:

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2. DORI window - Developing the plan

I want to change, in my daily routine, to increase self-efficacy:

WHAT PEOPLE SAY I need to change in my daily routine to increase self-efficacy:

<p>RESOURCES I believe I have to implement the changes.</p>	<p>RESOURCES that others say they have to implement change.</p>
<p><b>11. Extension / Take home activity</b></p>	<p><i>Students are invited to watch the video "Why self-efficacy matters" at home.</i>  <a href="https://m.youtube.com/watch?v=agwsjYg9hJ8">https://m.youtube.com/watch?v=agwsjYg9hJ8</a>  Pupils are asked to reflect daily on the attitudes they have shown towards increased self-efficacy and to record the benefits in a diary.</p>
<p><b>12. Feedback &amp; assessment</b></p>	<p>Students highlight a new piece of information they have learned, either from the video or from the activity, that they want to implement. The teacher provides feedback on the students' involvement in the activity, appreciates their effort and encourages them to stick to the plan developed to bring about change in terms of increasing self-efficacy.</p>
<p><b>13. Intellectual property rights (IPR) / Origin of the activity</b></p>	<p>School Counsellor. Simona Ioana Loboş, Arts High School "Ioan Sima" Zalău</p> <p>Bibliography:  Opre et al. (2015), <i>Managementul comportamentelor și optimizarea motivației pentru învățare</i>, Cluj-Napoca: Ed. ASCR;  Opre et al. (2020), <i>Dezvoltare socială și emoțională – Ghid pentru licee</i>, București: Proiectul privind Învățământul Secundar.</p>