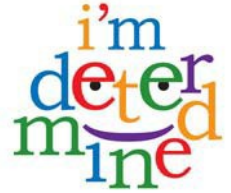


Organizing Topic: Self Efficacy/Expectation (*The conviction that one can successfully perform and execute the behavior required to produce an anticipated or given outcome*).



Title: Anything is possible!

Target Grade Level: Middle and High School

Related Standards of Learning:

English

- ENG 10.6 The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.
- a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
 - b) Synthesize information to support the thesis.
 - c) Elaborate ideas clearly through word choice and vivid description.
 - d) Write clear and varied sentences, clarifying ideas with precise and relevant evidence.
 - e) Organize ideas into a logical sequence using transitions.
 - f) Revise writing for clarity of content, accuracy, and depth of information.
 - g) Use computer technology to plan, draft, revise, edit, and publish writing.

Objective:

- Students will learn about famous people who demonstrated self-efficacy skills and relate themes to self.
- Students will examine how they might also apply self-efficacy in their own lives in school and determine goals for the future.

Prerequisite Understandings/Knowledge/Skills:

- Students know about self-determination and that one of the components is self-efficacy.
- Students identify their individual strengths and interests. Consider using the lesson plan "Deciding My Dreams" from <http://www.imdetermined.org> under "Life Lines" and then select "Decision making".

Materials Needed:

- Completed Transition Chart worksheet from "Deciding My Dreams" lesson for each student

- Stories from famous people who demonstrate strong self-efficacy skills
<http://www.des.emory.edu/mfp/OnFailingG.html>
- Quotes from famous people
<http://www.des.emory.edu/mfp/impossibleG.html> copy and display on walls in room and also on PPT slides.
- Video clip from *The Rookie*
<http://www.oncourseworkshop.com/Miscellaneous012.htm>
- Attachment A – Rubric

Time Frame: Part of the Self Determination Unit. Allow at least two to three days to complete lesson

Lesson Procedure:

Day 1:

- Review previous components of Self-Determination covered in previous lessons.
- Provide generic definition and ask class if they can describe self-efficacy/expectation in their own words. Clarify as needed. Record on chart paper or add to PPT slides projected on screen.
- “Never Give Up!” <http://www.des.emory.edu/mfp/OnFailingG.html> As a group do a short synopsis of one or two of the profiles of famous people who failed over and over but were successful in accomplishing their goals.
- Choose one story about a famous person the students would be most interested in researching and discussing.
- Using chart paper or electronic methods of capturing group ideas, discuss with students what they learned about this individual. What do they all have in common? What is the theme or message of these stories? Are there any books or movies that have this same theme? Did this person demonstrate conviction? Have students explain how this person had conviction. Did the person demonstrate Self Efficacy/Expectation? Have student explain and give examples of how this person demonstrated Self-Efficacy.
- Have students provide other examples of either famous people they have heard about or people they know who demonstrated Self-Efficacy and reached their goal(s).

Day 2: Based on lesson retrieved Aug. 6, 2010 from

<http://www.oncourseworkshop.com/Miscellaneous012.htm>

- Review what was learned on Day 1, including stories from famous people.
- Share quotes from famous people displayed around classroom and on PPT slide show <http://www.des.emory.edu/mfp/impossibleG.html>

- View the 20 minute documentary from the film *The Rookie* (starring Dennis Quaid)

Purpose: To encourage students to claim their dreams and persist in their accomplishment.

Scene to show: Show the 20-minute documentary that comes with the DVD of *The Rookie*. Through interviews with the people who actually lived this true story, the documentary shows how Jim Morris, at age 35, achieved his life-long dream of pitching in the major leagues. Morris' inspiring achievement is described by his mother, his students, the screenwriter, and, most vividly, by Morris himself. From the age of five Morris remembers thinking, "I just wanted to be in the Big Leagues." But it was players on the high school team he coached in Big Lake, Texas, who got him to agree to try out for a big league team if they won their division playoffs. They did and he did, leading him to join the Tampa Bay Devil Rays and become the oldest rookie in Major League Baseball history.

Sharon Osburg, Faculty (Adjunct), Reading and Composition, El Camino College (CA)

- Ask students to review their Transition Chart Worksheet and identify a dream/goal.
- Ask students to reflect on their own dream and use all five senses to write about it. Be specific. Describe how your goal taste, smells, feels, and what you touch and see. Ask students to get in groups of two to three and share visualizations with the small group.
- Gather in large group and ask for volunteers to share their visualization. How did fully visualizing your dream help with building Self-Efficacy? Discuss the importance of having a dream and how it provides the motivation to reach your desired outcome.

Specific Options for Differentiating this Lesson by:

- **Content-** Simplify stories of famous people. Interpret quotes for easier understanding.
- **Process-** Use adapted materials and equipment as needed to support group discussions and activities. Students may use graphic organizers to develop writing products.
- **Product-** Allow students to "write" their reflections and responses in any manner that works for them. Use art forms to create a visual representation of their visualization.

Evaluation:

- Students participate in group activities by contributing to discussions and/or participating in creating written reflections.

- Students select a goal/outcome based on their individual dreams and aspirations
- See attached rubric of desired skills – Attachment A

Extending Understanding:

- Ask people from the community to come in and tell their story of Self-Efficacy and perseverance.
- Identify songs that have the message of perseverance and trying hard to reach your dreams and success
- Review *Star Wars* lesson listed below

“Teaching with Film”

The following were retrieved from:

<http://www.oncourseworkshop.com/Miscellaneous012.htm>

The Empire Strikes Back (staring Mark Hamill, Harrison Ford, Carrie Fisher, Billy Dee Williams)

Purpose: To help students understand the power of their beliefs to influence their choices and accomplishments

Scene to Show: Show the scene in which, Luke Skywalker is training with Jedi Master Yoda. Luke has been lifting objects (stones, R2-D2). I start the scene right after he drops R2-D2. Yoda tells Luke he must feel the Force, and encourages him to lift Luke's X-Wing (plane) out of the swamp where it has nearly sunk out of sight. Luke says, "I'll try," and Yoda responds "No. Do. Or do not. There is no 'try.'" Luke makes an effort, but ends up dropping the ship even deeper. After declaring the task impossible, Luke stands in amazement as Yoda levitates the ship out of the muck. Luke says "I don't believe it" and Yoda replies "That is why you fail." (Stop the scene here)

Processing the Scene: Most of the students have seen the film, so it's fun for them to apply the Victim and Creator roles to these cultural icons. I ask them to identify the Victim (Luke) and the Creator (Yoda) in the scene. This intrigues them, since the heroic and adventurous Luke seems more positive than the old, hermit-like Yoda (who is, after all, only 2 feet tall). Discuss the impact of what we believe on the choices we make. Have students identify Victim beliefs they have that are disempowering (like, "I'll try math.") and what Creator beliefs they have that are empowering (like, "I will master math."). If the students are interested and well versed in the films, we talk about Luke's later decisions as a creator (even though some of them are bad decisions). I ask students if they would like me to use my Yoda stamp pad on their notebooks to help them

remember to *do* rather than *try*.

Related Sites: www.theforce.net is a Star Wars fan site, but most students are already at least familiar with the films. <http://www.starwars.com/episode-v/> is devoted to *The Empire Strikes Back*.

--Elizabeth Hardy, Faculty, English and College Student Success, Maryland Community College (NC), ehardy@mayland.edu

Self-Efficacy/Expectation Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Able to articulate the meaning of self-efficacy/expectation				
Able to recognize self-efficacy/expectation skills in others (either those they know or famous people they read or hear about)				
Able to communicate how self-efficacy/expectations skills empower people to achieve their dreams				
Able to fully develop their dream and recognize how self-efficacy/expectations will provide the motivation to achieve their dream				
Notes and Suggestions				