

Module 5: Teaching the competences and values

Guidance material	5.11.1 Teaching Self-confidence Grade 1-6
What is the purpose of this material?	<ul style="list-style-type: none"> This is a selection of teaching strategies and teaching templates to support the teaching of self-confidence.
When to use this material?	<ul style="list-style-type: none"> When introducing the competences to teachers to support them in implementing this competence in their class programme.
With whom to use this material?	<ul style="list-style-type: none"> Teachers
Have you considered these materials first?	<ul style="list-style-type: none"> Introduce teachers to the SCF through: <ul style="list-style-type: none"> 1.1 What is the SCF? 1.2 Structure of the SCF 1.3 Definitions matching activity 1.4 Prior knowledge brainstorm activity 1.5 Close reading – Executive summary 1.6 Close reading – Framework Requirements and Exemplifications 4.1 What are competences? Introduce teachers to this competence through: <ul style="list-style-type: none"> 4.1.11 What is Self-confidence?
How to use this material?	<ul style="list-style-type: none"> This resource can be used in a range of ways, for example: <ul style="list-style-type: none"> Share with teachers and discuss it in staff meetings or team meetings. Encourage teachers to plan using the ideas in this resource. Encourage teachers to adapt the teaching strategies and templates below to meet their grade level, curriculum area and student's needs. Discuss the ideas and then ask teachers to share their own ideas for teaching this competence. For more information on each competence read the <i>Framework Requirements & Exemplifications</i> section of the <i>Abu Dhabi Education Council Student Competence Framework (SCF) for Private Schools - Competences for Abu Dhabi's 21st Century Learners (2014)</i>. Note: All websites were checked at the time this guidance material was created. Any website used in an educational context should be checked for accuracy and appropriate content. Links to other websites from this material should not be taken as endorsement of those sites or of content/products offered on those sites
What resources or equipment are needed?	<ul style="list-style-type: none"> Copies of the <i>Framework Requirements & Exemplifications</i> section of the <i>ADEC SCF for Private Schools (2014)</i>.

Teaching Self-confidence Grade 1-6

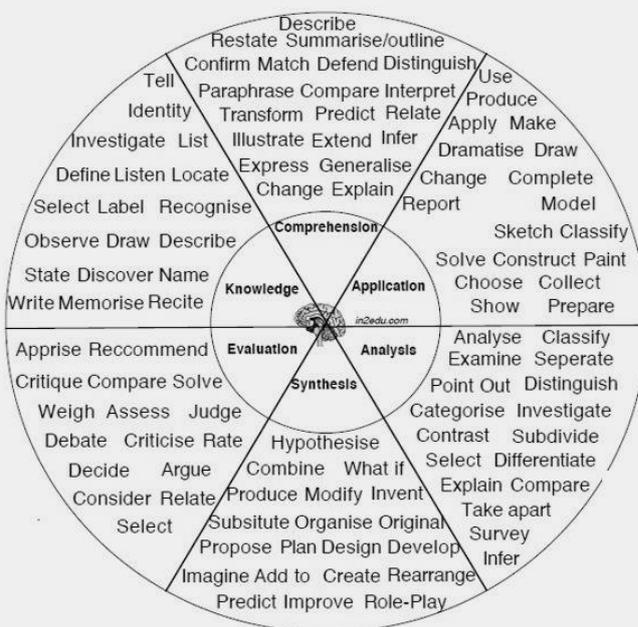
Here are some strategies and teaching approaches to try in your classroom to promote self-confidence:

- Create an environment where it is okay to guess the answer. Encourage all students to 'have a go' and not to hold back their thoughts for fear of being laughed at. Teachers can do this by setting a culture of risk-taking and encouraging all types of questions from the start of the school year
- Read literature that shows the self-confidence of others, discuss how and why this person is felt to have this competence
- Hold personal interviews with students to discuss any fears or issues they have, then create manageable goals with them to overcome these issues (e.g. if feeling nervous speaking in front of a group, start with a 30 second talk where you make eye contact etc.)
- Provide opportunities for students who excel in a subject to provide a demonstration or show others their skills
- Self-confident learners share how they feel and manage their emotions. Students need to be able to identify their own emotions and know how to manage them. Draw or describe how they know which emotion they are experiencing and list some strategies they can do to manage that emotion.

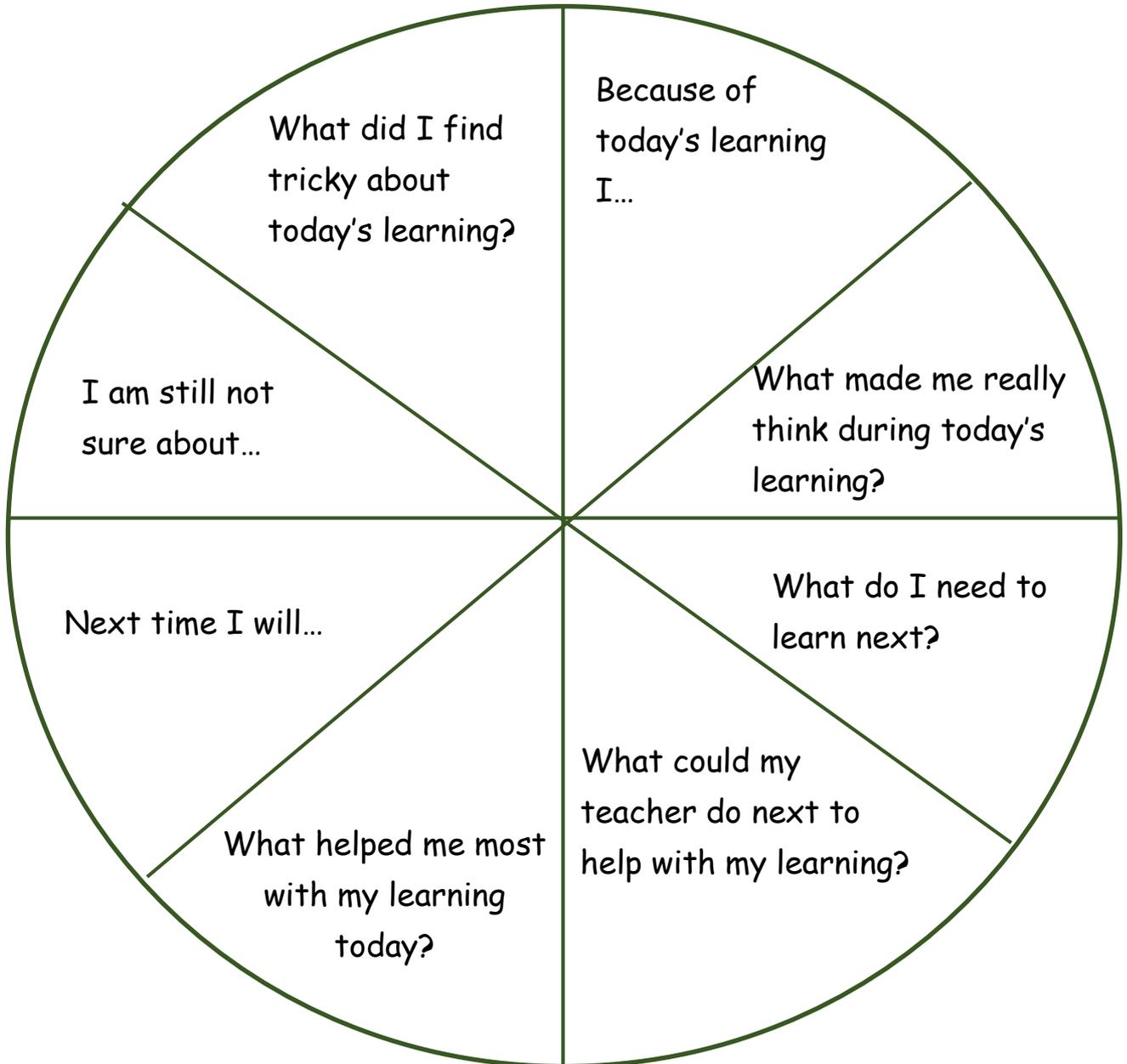
Emotion	How do you know?	Strategies to try to manage this emotion
Nervous	I shake a little bit, my heart goes faster, and my tummy feels funny.	Take deep breathes. Talk to a friend. List what I am nervous about.

- Praise and reward students when they reach milestones towards their goals
- Provide opportunities for students to coach or mentor younger students
- Encourage students to be involved in community betterment activities
- Students identify a text for shared reading and develop a lesson plan to teach a specific comprehension strategy to a younger student. Students teach the lesson and reflect on how they supported another to learn.
- Students make up commercials selling themselves as a good friend.

- Teacher and students in a circle. Teacher calls a child's name, passing a soft ball or bean bag to that child saying something uplifting to that child. That child throws the ball to another child in the circle. Every child must say something positive. The game ends when every child has received positive praise.
- Students write a story about a time they made a mistake or did something difficult. What did they learn from that experience?
- Be authentic in your feedback to children, find something good in every child and let them know about it

SCF Pilot School Case Study			
Blooms action verbs			
SCF Pilot School	Bright Riders Private School		
	<p>Many teachers are familiar with the Blooms Taxonomy Action Verbs wheel, but Bright Riders Private School have taken this tool one step further. They have reorganised the action verbs into the SCF competences. Teachers use the action verbs when writing their learning outcomes. They start their learning outcome with an action verb that matches the major competence they and their students are focussing on.</p>		
Blooms action verbs for: Self confidence			
e.g. By the end of this lesson students will be able to share their multiplication strengths and weaknesses with others.			
Action verbs:			
Demonstrate Predict Explain Lead Seek Inspire Admit	Participate Respond Relate Perform Develop Communicate Recognise	Generate Debate Respond Create Share Contribute Manage	Act Justify Show Contribute Acknowledge Change

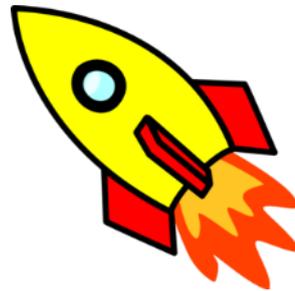
- Students build self-confidence when they reflect on their learning, acknowledge their mistakes and learn from those mistakes. Create a reflection spinning wheel with reflection questions on it. At the end of each lesson / day / topic students get into pairs, spin the reflection wheel and discuss and/or record their reflections based on that focus question.



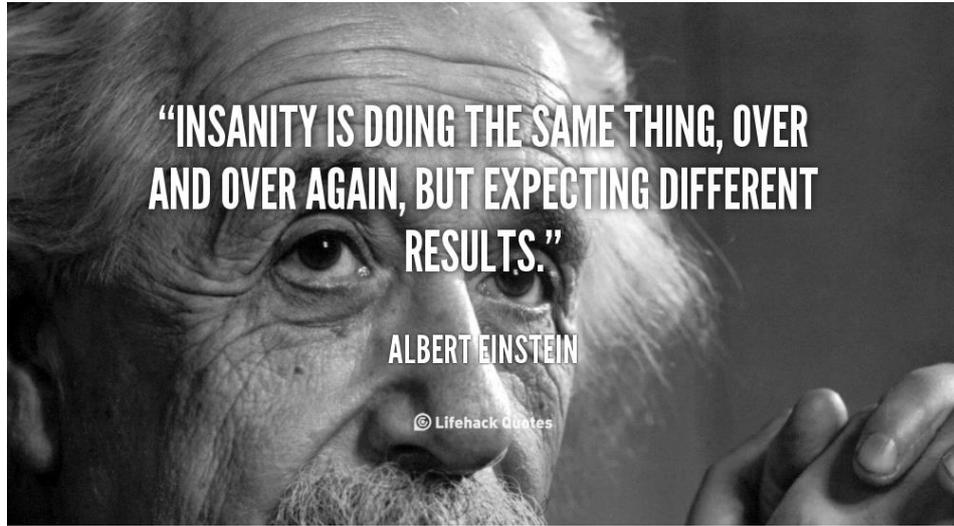
- Support students to review their learning and use their reflection to set new goals

Name	Date
Task	
The steps I have completed in this task include:	
The steps I still have to complete include:	
Something I did not understand about this task was:	
Something I am going to change/correct/add/remove from this task is:	
One concept I have learned from this task is:	
This piece of work demonstrates that I can (list the criteria):	
I can improve my work by:	
After reviewing this task, I would now like to achieve (define revised goals):	
I would like to do this because (explanation):	

- Younger students choose the image that best describes the effort they put into their learning today. They then draw their own picture to show how they will put in more effort next time e.g. draw them asking a friend for help.



- It is important that the classroom is a place where mistakes are accepted as an essential part of learning. Share quotes to reinforce that making mistakes is a part of learning.



**“I HAVEN’T FAILED; I HAVE JUST FOUND
10,000 WAYS THAT DIDN’T WORK.”**

THOMAS EDISON

- Self-confident learners perform tasks and roles without fear of failure or making mistakes and they learn from their mistakes. Support students to analyse mistakes they make and what their next steps are. Encourage students to break their learning into smaller steps to help them find where they went wrong.

Describe the mistake:	Where did I go wrong:	Next time I will:

- Return marked tests and exams to students and support students to find and analyse the mistakes they made. Support students to decide if their mistakes were due to...
 - Confusing two ideas
e.g. *I thought was the same as*
 - Surface understanding
e.g. *I know the main ideas of but I need to learn the details for each main idea e.g.*
 - Not remembering
e.g. *I forgot that.....*
 - Knowing but not applying
e.g. *I know that..... but can I apply it?*
 - Anxiety
e.g. *I panicked when I read.....*
 - Test taking skills
e.g. *I didn't notice that the question said.....*

Growth and Fixed Mindsets:

- Teachers understanding and using the idea of *Mindsets*, by Carol Dweck, can help build their students self-confidence. The idea is simple, everyone has either a *Growth Mindset* or a *Fixed Mindset*. If students are going to be self-confident they need to have a Growth Mindset. Learners with a Growth Mindset are more willing to make mistakes, learn from these mistakes, recognise their strengths and weaknesses, reflect on their learning and seek help when they are stuck.

What Kind of Mindset Do You Have?



Growth Mindset

I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



Fixed Mindset

I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

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People with a Growth Mindset believe	People with a Fixed Mindset believe
<ul style="list-style-type: none"> A persons intelligence can grow People can be smarter with hard work and effort 	<ul style="list-style-type: none"> A persons intelligence is fixed People are born with a certain amount of intelligence and it can't be changed



For more information on Mindsets go to <http://mindsetonline.com/>

Some strategies to build a Growth Mindset in your students:

- Share the idea of Mindsets with students. Describe to them the Growth Mindset and the Fixed Mindset. Encourage them to think about what Mindset they have.
- Praise the processes students use when learning (e.g. their hard work and effort) rather than praising their natural intelligence.

Instead of saying...	Try saying...
<ul style="list-style-type: none"> • <i>You are so smart</i> • <i>You're a natural at this</i> • <i>You have a good understanding of...</i> 	<ul style="list-style-type: none"> • <i>You used a really good strategy when you...</i> • <i>You must have studied really hard to...</i> • <i>I really liked how you...</i>

- Students write about a time they achieved something and/or learned something through hard work, persistence or making mistakes. Collect in these stories and give them back to students to re-read when they are struggling with their learning



[Khan Academy Growth Mindset lesson plan](#)

- Give students regular opportunities to reflect on their learning
- Role model how you have a Growth Mindset yourself:
 - Share stories with your students about a time you achieved something and/or learned something through hard work, persistence or making mistakes.
 - When you make a mistake, share it with your students and show them how you plan to learn from that mistake
 - Share with students your teacher self-reflection at the end of a lesson or topic.
 - Share with students videos about how people learn and how the brain works.



[You can learn anything video](#)

[Growing your mind video](#)