

Module 5: Teaching the competences and values

Guidance material	5.11.3 Teaching Self-confidence Grade 10-12
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 10-12

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

- Students develop a brochure to sell their services as peer tutors and conduct peer tutoring. The brochure captures data and interest to support their expertise and identifies how the students can help peers build their knowledge and/or skills.
- Students craft a *Personal Mission Statement* - this will explain who they are and want to be, and what they stand for. They can use it as a guide when making choices and decisions, large and small, by asking them self— ‘Does it help me become who I want to be?’ A personal mission statement also helps explain who they are to others.

A personal mission statement should answer 3 questions:

1. What is my life about - my purpose?
2. What do I stand for - my values?
3. What am I working toward - help me fulfil my life’s purpose consistent with my values?

- Students imagine that today is their 40th birthday, and a reporter is writing a story about what they have done. What would they hope their friends, the people they work with, family members would say about them to this reporter? What difference would they hope they had made in their lives? How do they want to be remembered?
- Students make up commercials in which they promote themselves to employers. Students will be encouraged to focus on their positive attributes.
- Create an online ‘Q&A *knowledge base*’ where students provide information for their peers. Every student ‘signs on’ as an expert in something.

SCF Pilot School Case Study

Blooms action verbs

SCF Pilot School

Bright Riders Private School



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.

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:

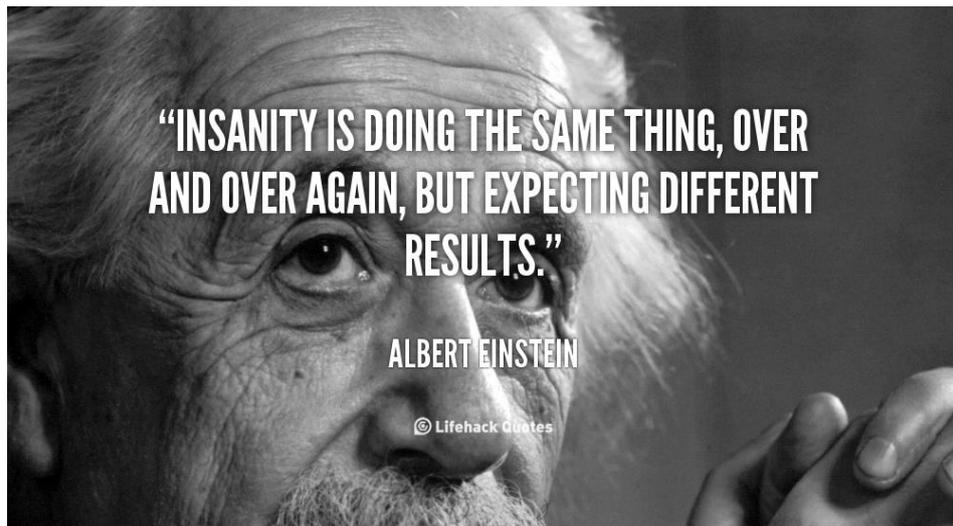
Demonstrate	Participate	Generate	Act
Predict	Respond	Debate	Justify
Explain	Relate	Respond	Show
Lead	Perform	Create	Contribute
Seek	Develop	Share	Acknowledge
Inspire	Communicate	Contribute	Change
Admit	Recognise	Manage	

- Support senior students to create their individual “*Academic Action Plan*”. Record their academic goals and the steps to achieving those goals. Encourage them to predict the challenges or possible mistakes they might make and list the strategies they plan to use when those challenges eventuate and/or those mistakes are made. Make sure they review their plan regularly and add their analysis about the actual mistakes they made.

- 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):	

- 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.



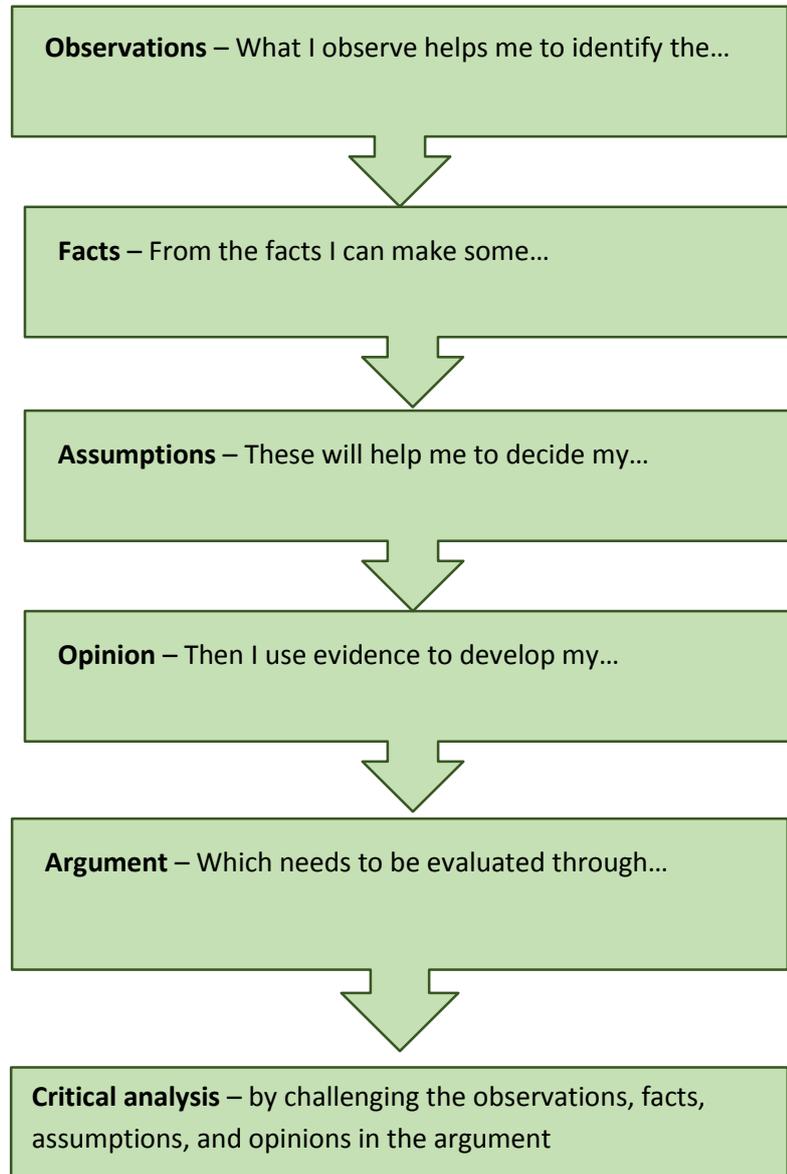


**“I HAVEN’T FAILED; I HAVE JUST FOUND
10,000 WAYS THAT DIDN’T WORK.”**

THOMAS EDISON

- 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.....*

- Self-confident learners can contribute positively to debate and argument. There are decision making steps for students to work through when they construct a robust argument. Senior students could record their thinking at each step to justify their argument.



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.

Created by Bill Wilson (http://capark.com) © 2006. Tom Donlan (http://donlan.com)

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](#)