



PROGRAMME 4: **CONFIDENT**

AIM

The aim of this unit is for students to become more aware about what confidence and self-esteem are, and how to use positive feelings to increase confidence.

LEARNING OBJECTIVES

Students will be able to:

- understand the difference between being confident and unconfident
 - develop a broader understanding of confidence and self-esteem
 - recognise and use positive language to increase confidence in themselves and others.
-

SKILLS

- Communication
 - Co-operation
-

MATERIALS

- Episode Confident, DVD1, Bryan & Bobby Series 3
 - Large pieces of paper
 - Pens and markers
 - Crayons
 - A4 sheets of paper
-

VIRTUES

- Confidence
- Self-discipline
- Understanding
- Positivity
- Love
- Awareness
- Responsibility
- Service
- Respect

LESSON *(please adapt for junior students)*

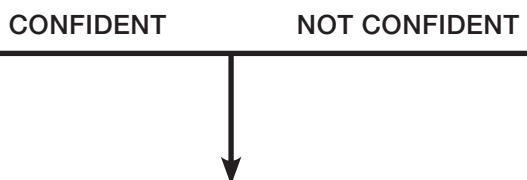
1. View the episode '**Confidence**' on DVD1 of Bryan & Bobby Series 3

2. Discuss with the class some of the emotions / concepts Bobby was going through in the episode, and how these concepts might relate to them (eg, self-esteem, peer pressure, bullying, self-awareness, confidence, fear etc).

3. Have the students, in groups of 3 or 4, mind-map with words, pictures and/or symbols their ideas on what confidence is and what confidence is not on a large piece of paper.

4. Class meeting

Arrange your class in a circle. Explain that you are going to have a class meeting that will focus on self-esteem and confidence. You are going to begin by writing down the objective - 'knowing what it is to feel unconfident' - on a large piece of paper, and share with your students a time when you felt unconfident. Then write one word on the page that describes your feeling (eg, I felt 'angry/scared/nervous/shy etc). Go around each student in the circle and have them share a time when they felt or they witnessed someone feeling unconfident. (Please be aware some students may not be comfortable with this exercise for various reasons.)



5. Using the same circle group, complete the same exercise but instead use a time when they felt positive and confident about themselves using the objective - 'knowing what it is to feel confident' - eg, I felt 'elated' when I sang in-front of an audience.

6. Noticing positive traits in others

In a similar circle explain to your class that they are going to focus on something positive about each other. All students are given an A4 sheet of paper and a pen/pencil. Each student should write their name at the bottom of the page. Next have all the students pass their paper to the person on their right. That person will write something positive about the person whose name is at the bottom of the page. It could range from something positive about that person's personality, to something they are good at or have done recently. The writer will then fold the page and then pass the paper to their right, so the next person in the circle cannot see what has been written, but can write something positive themselves about the person whose name is at the bottom of the page. Continue until all students have had the chance to write about each person in the class. View the responses privately to ensure all comments are positive, then, in the circle, have each student share one positive comment about themselves with the whole class. Ask how they feel after hearing so many positive comments.

7. Have the students create their own list of positive comments about themselves and ask them to remember this list when they are feeling unconfident or lacking in self-esteem.

8. Finish the lesson with comparisons between Bobby and the students, and discuss how all people can, at some stage, feel less than confident in a variety of situations. Emphasis that people can make the choice or decision to feel better about their own personal achievements/personality traits etc, just as they can choose to feel positively about those of others.
-

9. Have students complete the Positive Traits Stars work sheet.

Visit www.bryanandbobby.co.nz for more information.

Watch the following episodes in the previous Bryan & Bobby Resource Kits:

Episode Respect, DVD2, Bryan & Bobby Series 1 and use the corresponding unit in Workbook 1

Episode Choice, DVD1, Bryan & Bobby Series 2 and use the corresponding unit in Workbook 2

Episode Friends, DVD1, Bryan & Bobby Series 2 and use the corresponding unit in Workbook 2

Episode Respect, DVD2, Bryan & Bobby Series 2 and use the corresponding unit in Workbook 2

POSITIVE TRAITS STARS

Name: Date:

Make these stars into a positive traits mobile. Draw coloured pictures and/or symbols in each star to represent the traits mentioned.

Happy

Helpful

Friendly

Funny

Clever

SUPPLEMENTARY ACTIVITIES

Drama

Put together a skit or theatre piece that explores self-confidence.

Create a class song on confidence, using a well-known tune such as 'Twinkle, Twinkle, Little Star' as a basis.

Art/ICT

Draw a feeling and create an animation based on it.

Create a collage picture that expresses self-confidence for display.

Create a cartoon for others to view about self-esteem and confidence.

Topic

Choose your favourite hobby, sport, game or toy and practice giving a brief description of it to a small group of classmates before presenting it to the class.

Hold a discussion or debate on confidence and self-esteem.

Written Language

Make a booklet that delves into the care and feelings of your self-confidence.

Write in a journal about your positive feelings for the day.

Write a fiction story with a theme that discusses self-esteem and confidence.

Make a poem on self-esteem and confidence.

Oral Language

Have children discuss moments when they felt the most confident in their lives.

Talk about traits that match confidence.

Talk about something that interests them to the class.

Practice asking questions of speakers/teachers/other students.