

Confidence

Syllables
con•fi•dence

Pronunciation
kon-fi-duhns

Definition

Trust, faith, or belief.

(Sophie walked along the tightrope with the **confidence** that she would make it to the other side safely.)

Simply put: believing in yourself (self-confidence)

Related Terms

Belief: An idea that one thinks is true.

Sure: Having no doubts.

Trust: Believing that what is expected will actually happen.

Fundamental Question:

How can I gain confidence about doing something I'm not too good at yet?

Students will investigate the idea that confidence allows people to deal with life's challenges and helps them to take risks necessary for growth.

Objectives

Each student will:

1. Identify general characteristics of a confident individual.
2. Identify areas in which (s)he is confident.
3. Consider ways in which to become more confident in areas where confidence is lacking.

Before you begin

- Print out one copy of *I Can Do It!* for each student.

Suggested Sidebars:

Speaking of Compassion (Discussion Idea)

What are some steps you might take to become more self-confident (example: take a course in public speaking or drama)? How do you think that would be helpful?

Taking It to the Next Level

Sometimes just sharing yourself with someone else (examples: taking a walk, singing a song, telling jokes, even giggling together) can boost confidence ... for both of you! Try it!

Confidence

Procedure

1. Display photographs of three authorities or specialists well-known to your class. These experts should represent varied worlds (examples: sports, entertainment, government, science, your own school) and may be historic figures or living heroes. Ask: “Who are these people?” (As the individuals are identified, write their names as column heads on the board.) “What can you tell me about each of them?” (Record the responses on the board in the appropriate columns.) Then say: “Look at our lists and draw on anything else you may know about these individuals. What are some of the things that they have in common?” (You will receive many different answers, but highlight anything that relates to or indicates attributes of confidence, such as “accept new challenges,” “learn from constructive criticism,” or “believe in themselves.”)
2. Ask the students to share something about their role models. Help them realize that their role models probably also experienced and overcame obstacles. Ask: “Is (was) your role model a confident person? How can you tell? What do you and your role model have in common? In what ways do you hope to become more like your role model?”
3. Divide the class into five or six committees, with each committee focusing on a specific needs-related theme (food, clothing, shelter, literacy, and illness, for example). Guide the students as they try to find local organizations and other resources that respond to the needs highlighted by their committees.
4. Distribute the *I Can Do It* sheet, go over the directions, and ask the students to complete the activity.
5. **Follow-up:** Read a book like Russell Freedman’s *Out of Darkness: The Story of Louis Braille* (Clarion, 1997) aloud to your class. Have the students note any sections that specifically address the concept of confidence.

Name _____

Reminder: Confidence means trust, faith, or belief.

I Can Do It!

Do you have that “can do” attitude? Just for fun*, rate your confidence from 1 (low) to 5 (high) in each area below:

- | | |
|--|--------------|
| 1. I know a lot about at least one thing (ex: horses, math, family history). | Rating: ____ |
| 2. I know how to use my time and money wisely. | Rating: ____ |
| 3. I am comfortable with the boundaries adults have set for me. | Rating: ____ |
| 4. I am comfortable asking questions and expressing ideas in class. | Rating: ____ |
| 5. I like new challenges. | Rating: ____ |
| 6. I usually learn from my mistakes. | Rating: ____ |
| 7. I do not have to put others down to feel better about myself. | Rating: ____ |
| 8. I know how to behave properly in public. | Rating: ____ |
| 9. I can set and achieve realistic goals. | Rating: ____ |
| 10. I take on and live up to responsibilities. | Rating: ____ |
| 11. I am comfortable with my body. | Rating: ____ |
| 12. I like to give credit to others for their accomplishments. | Rating: ____ |
| 13. I am usually proud of myself. | Rating: ____ |

Scoring:

1. Add the scores for all items.
2. Ratings:
 - 60 to 65 = Almost nobody's that confident! Did you read the items carefully?
 - 51 to 59 = Excellent, you have an amazing amount of confidence.
 - 40 to 50 = Good, you have more confidence in some areas than others.
 - 26 to 39 = Fair, but are you being too harsh on yourself?
 - 13 to 25 = Review your paper with a parent, teacher, or other trusted adult.

* This is an absolutely, positively, 100% unscientific survey.

Today's Thought: *If you think you can, you can. And if you think you can't, you are right.* — **American Proverb also attributed to Mary Kay Ash, businesswoman**