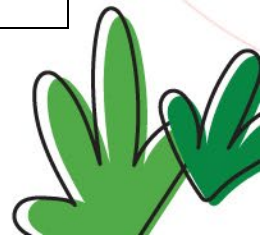




SELF CONFIDENCE

Introduction	Would you like more self-confidence? And don't let your fears holding you back? Fear is often in your head and not always realistic. Your self-confidence can be increased by doing new things outside your comfort zone.
Objective / teachers' goal	To make students aware of and experience what self-confidence means to them and how they can increase it.
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)	Communication (personal level) Understanding mental health (personal level) Competence in analysing health needs (personal level) Capacity building and intervention (personal level)
Dimensions (check the dimensions and related aspects below) <input type="checkbox"/> Bodily functions <input checked="" type="checkbox"/> Mental wellbeing <input type="checkbox"/> Meaningfulness <input type="checkbox"/> Quality of life <input type="checkbox"/> Participation <input type="checkbox"/> Daily functioning	
Materials	<ul style="list-style-type: none">• Smartboard• Post-its• Large sheets of paper• Markers/pencils/pens
Approach	<p>Introduction</p> <p>The teacher starts with the following video about self-confidence: https://youtu.be/KmEz_59xSUQ (only available in Dutch).</p> <p>Summary of the video: this video is part of an initiative of ROC Midden Nederland to support student well-being. The initiative is called 'To feel good' challenge and contains six challenges whereby happiness-psychologist Merijn Ruis gives practical and useful tips for students to enhance their wellbeing. In this clip the challenge is to do something outside your comfort zone. Merijn explains fear is often in your head and not realistic. He explains he increased his self-confidence by doing things outside his comfort zone and by realizing it is okay to make mistakes. When something goes wrong, you can try again!</p>





After the video, the teacher asks the students what they think of the video:

- What struck you?
- When was the last time you stepped out of your comfort zone?

Energizer: the power of self-confidence

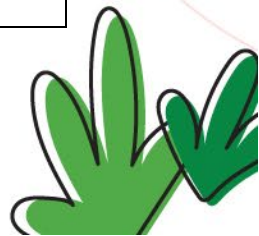
Instruction for the teacher:

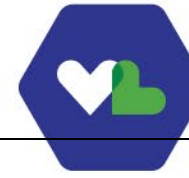
- Make pairs and put them in different places in the classroom.
- Demonstrate the exercise with a student (student A). Ask student A to stand and put their feet slightly apart. Explain to the student: I am going to push your shoulder in a moment, but first I want to ask you to think of something that you find difficult or are insecure about. Do you have something in mind? Can you visualize it? Keep thinking about it. Then, push against the students' shoulder from the side. It is likely the student is quite limp and can be pushed to the side effortlessly. Then, do the same exercise again, but with the following instruction: now I want you to think of something positive or something that you are very confident or determined about. Do you have something in mind? Keep thinking about it. While student A thinks of something he or she is very confident about, you push again. It is likely the student can't be (easily) moved now.
- The pairs now do this exercise together.
- Thereafter, students discuss the exercise in class:
 - How did you experience this exercise?
 - What was the difference between the first and second time?
 - How did you notice?
 - What do you think is the connection between this exercise and self-confidence?
 - What have you learned from this exercise?

Assignment 1: Moodboard

During this exercise, students will think about the meaning of self-confidence. The teacher makes groups of three or four students. Together, the group makes a mood board about self-confidence. They consider the following questions:

- What does self-confidence mean to me?
- How is my own self-confidence?
- What could I do to enhance my self-confidence (which small step or action)?





After the energizer (described below), the groups pitch their mood board to their fellow students.

Energizer: Power pose

Before students pitch their mood board to each other, students first stand or sit in a power pose for two minutes (see Appendix). The students themselves choose which power pose they prefer. By standing or sitting in a power pose for two minutes, self-confidence will be increased.

Assignment 2: Pitching

After the power pose, the groups present their mood board one by one. Hereby, it is important that all students contribute to the pitch. During the pitch, each student at least discusses the image in which they recognize themselves when it comes to presenting in front of the class.

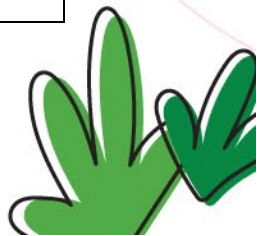
Assignment 3: Good qualities

Students write down (on post-its) as many good qualities as possible that belong to their profession. Then, students stick the post-its on a window, board or wall. The students look at all qualities and answer the following questions:

- What qualities do you possess? Students take the post-its of their chosen qualities off the wall. If there are several students who have chosen the same quality, it is written down again on another post-it.
- Can you give an example? The students write down examples on the post-it that show they possess this quality.
- Which quality or qualities would you like to improve? Students again take the post-its of their chosen quality or qualities off the wall.
- What could you do, outside your comfort zone, to achieve this? Students write down ways to help them improve this quality.
- How does this assignment relate to self-confidence?

Assignment 4: Compliments

Finally, the students sit in a circle. The students write down a compliment on a post-it for the student sitting to the right and left. Then the students hand the compliments to each other.





Type of activity (workshop, assignment, quiz, debat, presentation, etc.)	<ul style="list-style-type: none">• Energizers• Individual assignments• Group assignment• Presentation
Duration	60 minutes
Final goal (learning outcome)	Students can explain what self-confidence means to them and can name which qualities they possess and can come up with ways to increase self-confidence.





Spiderweb Positive health

Dimension/Aspects							
Bodily functions	Feeling healthy	Fitness	Complaints and pain	Sleep	Food	Condition	Exercise
Mental well-being	Remember	Concentrate	Communicating	Being cheerful	Accepting yourself	Dealing with change	Sense of control
Quality of life	Enjoy	Being happy	Balance	Feeling safe	How you live	Get by with your money	Feeling comfortable with yourself
Social participation	Social contact	Be taken seriously	Doing fun things together	Belonging	Doing meaningful things together	Support from others	Interest in society
Daily functioning	Taking care of yourself	Knowing your limits	Knowledge of health	Dealing with time	Dealing with money	Being able to work	Being able to ask for help
Meaning	Meaningful life	Zest of life	Wanting to achieve deals	Have confidence	Accept	Gratitude	Keep learning





High and low power

"High Power" body language (top row)
vs.
"Low Power" body language (bottom row)

(Images courtesy of Amy Cuddy, Harvard University)

