

GROW CONFIDENCE

IN PRIMARY SCHOOL CHILDREN

2022-1-BG01-KA220-SCH-000087066
GOOD PRACTICES FOR TEACHERS



**Co-funded by
the European Union**



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INTRODUCTION

Why do we need this book anyways?



Why are we making this booklet?


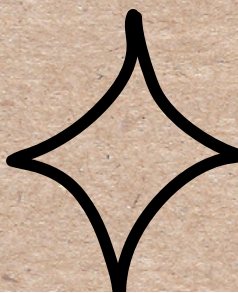

This publication was made for the Erasmus plus project Grow confidence in primary school children (2022-1-BG01-KA220-SCH-000087066). The partners who collaborated on the work: 119 Secondary School "Academician Mihail Arnaudov" (Bulgaria), Smart Idea (Slovenia), JU OŠ Stari Ilijaš (Bosnia and Herzegovina), Language school Sky (Bulgaria), JumpIN Hub (Portugal), Aspira (Slovenia), Kaunas University of Applied Sciences (Lithuania), Edukopro (Bosnia and Herzegovina) and Primary school Petar Pop Arsov (North Macedonia).

As a key part of our Erasmus+ project, "Grow confidence in primary school children", this manual symbolizes our shared vision of cultivating a positive self-relationship in children and empowering them to realise their full potential.

According to renowned psychologist Albert Bandura, self-confidence or self-efficacy plays a pivotal role in not only our mental well-being but also our motivation and achievement. In the context of primary education, self-confidence is directly linked to students' learning experiences, their willingness to take on challenges, and their ability to bounce back from setbacks. In essence, a confident child believes in his or her ability to master skills and achieve goals, thereby leading to a more positive educational journey and long-term success.

However, it is important to note that self-confidence is not a trait that students either have or do not have. It's a quality that can be nurtured and grown. It is in this light that we sought to gather proven methodologies, innovative approaches, and effective practices from across the European Union, to provide teachers with the tools needed to foster this essential trait in their students.

This manual serves as a guide for teachers and educators, illuminating the path towards a supportive emotional learning climate, where children are encouraged to embrace failure as a stepping stone to success. By using the practices detailed within these pages, we can teach children the power of a growth mindset, instilling in them the belief that their abilities and intelligence can be developed through dedication and hard work.

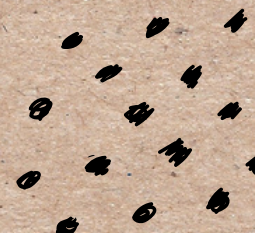
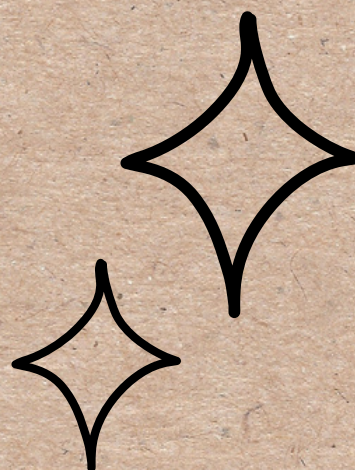




How to use it?

Contained within this manual are 27 carefully selected practices, each embodying the criteria of effectiveness, relevance, feasibility, innovation, adaptability, and sustainability. The practices were curated with a focus on cultivating socio-emotional skills, fostering positive relationships, encouraging risk-taking, promoting self-reflection and providing a supportive environment. These elements are the cornerstones of fostering self-confidence in children, helping them not only in their academic life but also in their personal and future professional life.

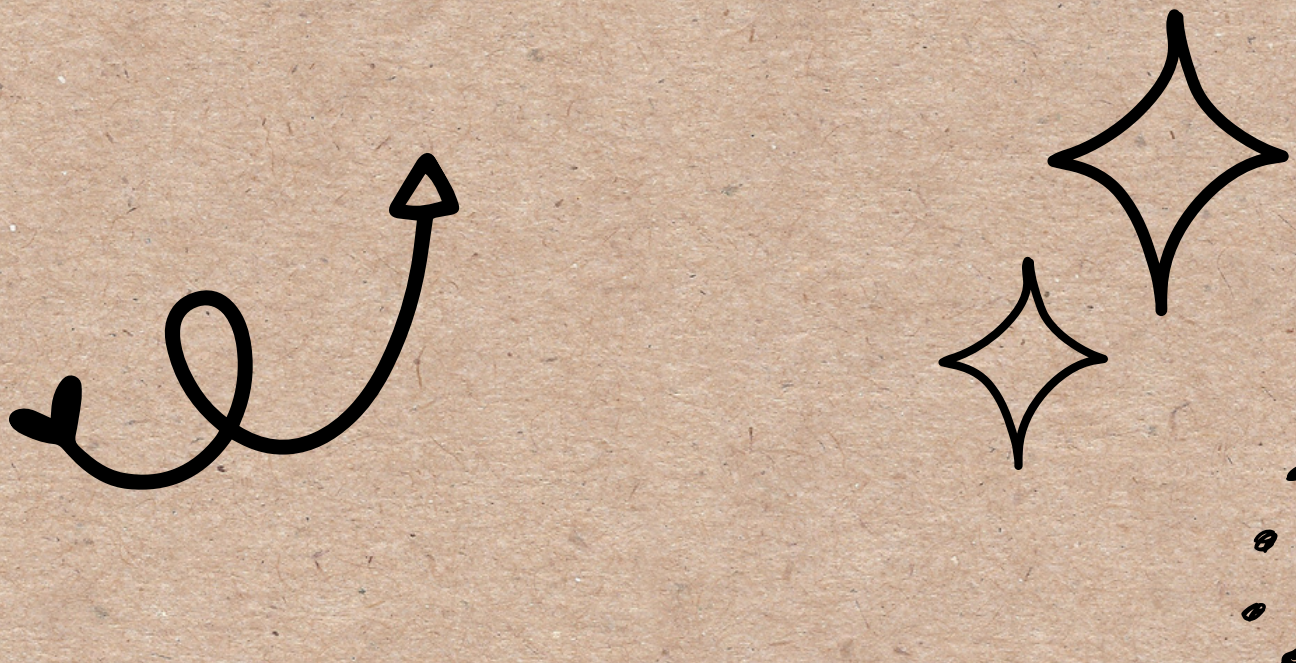
This manual is more than a compilation of good practices; it is a testament to our collective commitment to fostering a holistic, well-rounded educational experience for our primary school children. We hope it provides you with valuable insights, inspiration and practical strategies that you can weave into the fabric of your everyday teaching practice.





WHAT IS CONFIDENCE?

And why is it important anyways?





What is Confidence and why is it important?

Confidence is a fundamental quality that plays a crucial role in our personal, academic, and professional lives. It refers to the belief in one's own abilities, skills, and potential to successfully navigate challenges and achieve desired outcomes. Research has consistently highlighted the significance of confidence in various domains, including education, mental well-being, and achievement.

Studies have shown that confidence positively impacts students' learning experiences and academic performance. Albert Bandura, a renowned psychologist, emphasized the role of self-confidence, or self-efficacy, in motivating individuals to set ambitious goals, persevere in the face of obstacles, and bounce back from failures. When children believe in their abilities, they are more likely to actively engage in learning, take on challenges, and maintain a positive attitude towards their education.





GOOD PRACTICES

how they "grow" confidence around Europe?



Good Practices



"GRATITUDE JOURNAL"

Created by: 119 Secondary School "Academician Mihail Arnaudov"



40 minutes



Papers, pencils, scissors.

Summary of the practice

- Support the students in building their higher self-esteem
- To reinforce the students to be more grateful and how to show it
- To build a positive environment in the class

Activity

Students can write in gratitude journals daily or weekly.

- Provide writing prompts, such as, "Something that made me smile today was _____," or, "Two people I was grateful for today were _____ and _____ because _____."
- Simply ask students to list three things they felt grateful for each day or week.
- Younger children can draw pictures of what they're grateful for and then discuss with partners or groups.
- Have class-wide discussions about gratitude using gratitude journals at least 2-3 times a month.

Benefits of the practice

- Consistently writing and talking about gratitude yields more positive thoughts and feelings, in turn increasing self-esteem.
- Intentionally noticing the positive in others and in the world helps children notice the positive in themselves too.
- Encourage students to practice a random act of kindness



Good Practices



"GOALS JOURNAL"

Created by: 119 Secondary School "Academician Mihail Arnaudov"



40 minutes



Papers, pencils, scissors.

Summary of the practice

- Setting and achieving goals is a major confidence boost for children of all ages.
- To reinforce the students to be more grateful and how to show it
- A confidence-building environment in the class

Activity

- Each month, or each quarter of the school year, have students record one measurable achievable goal in their journal. Students should also write down how they will know when they've achieved their goal and what steps they'll need to take to get there. Finally, write down potential obstacles and a plan for what they will do if the obstacle arises.
- At the end of each week, have students record their progress toward the goal. Do they need to make any adjustments to their plan? Is there anything they'll do differently next week? As a class, celebrate the progress toward the goals you've recorded.
- Each time a student reaches their goal, lead a class-wide celebration. It can be something simple like having the student take a lap around the room and high-five their peers.

Benefits of the practice

- Engages students to achieve new goals
- Support students how to recognize their strengths and how to develop them
- Building a positive environment in the class



Good Practices



"I AM" ACTIVITY

Created by: 119 Secondary School "Academician Mihail Arnaudov"



40 minutes



Papers, pencils, scissors, magazines, photos or pictures from home

Summary of the practice

- This activity helps students reflect on their identity and self-image.
- Gives them the opportunity to recognize their positive qualities.
- Engage the students in collaboration
- A confidence-building environment in the class

Activity

- Ask students to draw a picture of themselves (or paste a photo) in the center of a sheet of paper or poster board. Around the picture, students write roles that define them (e.g., son/daughter, sibling, student, soccer player, friend, etc.).
- In a wider circle around the picture and the roles, students write positive traits to describe themselves.
- Afterward, students share with a partner or group how each trait represents them. An additional option is to have their partners or group members add positive qualities they see in the student.

Benefits of the practice

- Engages students to recognize their positive qualities
- Building a positive environment in the class
- The students learn how to define themselves and the others.



Good Practices



EMPATHY MAPPING

Created by: Smart Idea



This activity can be completed in one or two class sessions, with additional time dedicated to ongoing practice throughout the school year.





Large sheets of paper, markers, list of scenarios for role-playing

Summary of the practice

Empathy Mapping is a practice designed to help students develop empathy and understanding towards their peers, leading to increased self-confidence and improved relationships within the classroom.

Activity

- Introduction: Begin by discussing the concept of empathy and its importance in building healthy relationships and a supportive classroom environment. Explain that empathy is the ability to understand and share the feelings of others.
- Creating empathy maps: Divide students into small groups or pairs, and assign each group a specific scenario or situation that their peers may experience (e.g., feeling nervous about giving a presentation, dealing with a difficult family situation, etc.). Provide each group with a large sheet of paper and markers. Instruct them to draw a large circle in the center of the paper, representing the person experiencing the scenario. Around the circle, ask students to write words or phrases that describe the person's thoughts, feelings, and actions related to the scenario.

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- 
- **Role-playing:** Have each group choose one or two members to role-play the scenario, acting out the thoughts, feelings, and actions they have identified on their empathy map. Encourage other group members to ask questions or provide suggestions to deepen the understanding of the person's experience.
 - **Reflection and discussion:** After the role-playing activity, bring the class together for a guided reflection and discussion. Ask students to share what they learned from the activity and how it helped them better understand their peers. Encourage students to think about how practicing empathy can improve their relationships and contribute to a more supportive learning environment.
 - **Ongoing practice:** Integrate empathy mapping and role-playing activities into the curriculum, providing students with regular opportunities to practice and develop their empathy skills in various contexts.

By following these steps, students will have the opportunity to gain insight into the experiences and emotions of their peers, fostering empathy, understanding, and stronger relationships within the classroom.

Benefits of the practice

Empathy Mapping helps students build empathy and understanding towards their peers, leading to better relationships, increased self-confidence, and a more supportive learning environment.

Challenges

Some students may find it difficult to empathize with others or may feel uncomfortable participating in role-playing activities. To address these challenges, provide guidance and encouragement to students throughout the process and create a safe, supportive atmosphere for sharing and discussing experiences.



Good Practices



STRENGTHS SPOTLIGHT

Created by: Smart Idea



The initial setup and creation of visual representations can be completed in one class session, with ongoing weekly spotlight activities throughout the school year.



List of positive traits and qualities, art supplies for creating visual representations of strengths, designated space for the "Strengths Spotlight" wall or board

Summary of the practice

Strengths Spotlight is a practice that encourages students to identify and celebrate their individual strengths, building self-confidence and promoting a positive classroom environment.

Activity

- Strengths Spotlight is an engaging and empowering activity designed to help students recognize and celebrate their unique strengths and talents. This practice promotes self-confidence and a positive classroom atmosphere by acknowledging individual abilities and accomplishments. The following steps outline how to implement this practice in the classroom:
- Introduction: Begin by discussing the importance of recognizing and valuing individual strengths and talents. Explain that each student has unique abilities that contribute to their personal growth and the classroom community.



- Identifying strengths: Provide each student with a list of positive traits and qualities, such as creativity, determination, kindness, or problem-solving skills. Ask students to identify three to five personal strengths from the list and encourage them to think about how these strengths have contributed to their successes and growth.
 - Creating visual representations: Provide students with art supplies and instruct them to create a visual representation of their chosen strengths. This could be a drawing, collage, or any other artistic medium that showcases their talents and abilities. Encourage students to be creative and expressive in their work.
 - Strengths Spotlight wall or board: Designate a space in the classroom for the "Strengths Spotlight" wall or board, where students can display their visual representations. This space serves as a constant reminder of the unique strengths and talents within the classroom community.
 - Weekly spotlight activity: Each week, select one or two students to present their visual representation and share their strengths with the class. Encourage classmates to ask questions and offer positive feedback. Rotate through all students throughout the school year, ensuring that everyone has an opportunity to be in the spotlight.
 - Ongoing practice: Encourage students to continue identifying and celebrating their strengths in various activities and discussions throughout the school year. Regularly acknowledging individual talents and abilities can foster a sense of self-confidence and contribute to a positive classroom environment.
- By following these steps, Strengths Spotlight helps students to recognize and celebrate their unique strengths, promoting self-confidence, personal growth, and a positive classroom atmosphere.

Benefits of the practice

Strengths Spotlight helps students recognize and celebrate their unique strengths, fostering self-confidence, personal growth, and a positive classroom atmosphere.

Challenges

Some students may struggle to identify their strengths or may feel self-conscious sharing them with the class. To address these challenges, provide guidance and encouragement to help students recognize their strengths and create a supportive environment that values and celebrates individuality.



Good Practices



CREATIVE STORYTELLING WITH CULTURAL THEMES

Created by: Smart Idea



Varies depending on the number of stories and time allocated for sharing (e.g., one day or one week)



- Writing materials (paper, pens, or digital devices)
- Optional props or visual aids for storytelling presentations

Summary of the practice

This practice involves students creating and sharing stories that incorporate elements from their own cultural backgrounds, promoting cultural appreciation and understanding while also building self-confidence through creative expression. They can also pick a culture that they want to know more about and research about it. You can visit a museum where children can get inspired on which culture they would like to explore the most.




Activity

Step 1: Introduce the Concept

- Explain the concept of creative storytelling with cultural themes to the students, emphasizing the importance of cultural appreciation and understanding.
- Encourage students to explore their own cultural backgrounds and identify themes, values, or traditions they would like to incorporate into a story.

Step 2: Story Creation

- Provide time and resources for students to create their stories, either individually or in small groups.
- Offer guidance and support as needed to help students develop compelling and culturally rich stories.



Step 3: Story Sharing

- Organize a storytelling event or designate class time for students to share their stories with their peers.
- Encourage active listening, participation, and constructive feedback from the audience during the story-sharing sessions.

Step 4: Reflection and Discussion

- After the storytelling sessions, facilitate discussions and reflections on the experience, focusing on the impact on students' confidence, cultural appreciation, and understanding.

Benefits of the practice

Improved cultural awareness, empathy, and understanding; increased self-confidence through creative expression and sharing; development of storytelling and communication skills.

Challenges

Ensuring inclusivity and respect during story sharing; addressing any cultural misunderstandings or misconceptions that may arise.



Good Practices



LEARN ENGLISH WITHOUT STRESS

Created by: JU OŠ Stari Ilijaš (Alma Salketić)



Role play: 10 minutes

Let's sing together: 30 minutes

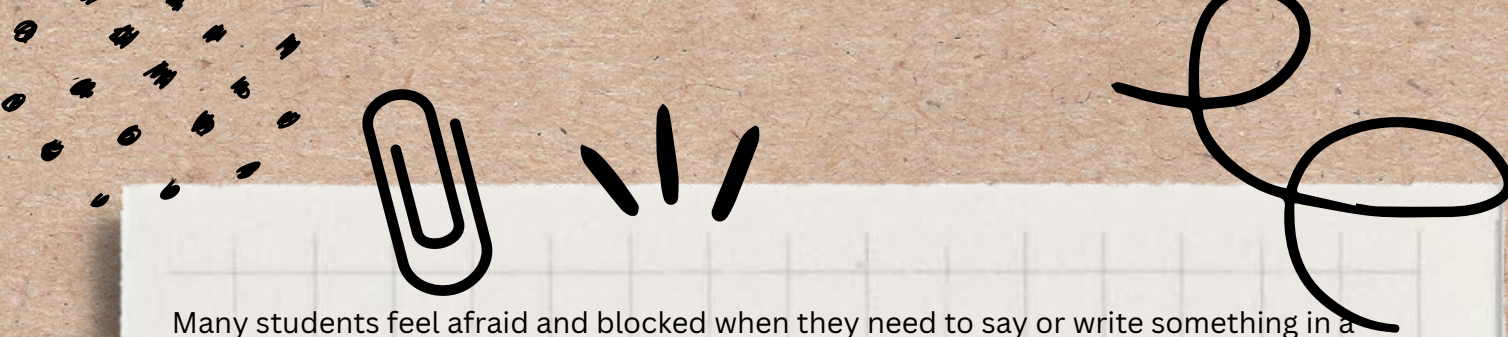


- These are activities that can be carried out in every language class in which a text, dialogue, play and song is taught.
- For activity Role play, a text, dialogue or play is required, and masks or some costumes can be prepared in advance.
- For activity Let's sing together, you need a song, a CD player or a computer, and how you divide the students into groups depends on the teacher.

Summary of the practice

Anxiety when learning foreign languages is a real phenomenon that affects many students and makes them less willing to participate in classes, and even to attend foreign language classes at all. This phenomenon is present in all foreign language classes and teachers are faced with the constant challenge of how to strengthen students' self-confidence so that they feel good in class and are successful in performing their tasks.

In the first lesson of language learning, teachers should set clear rules that must always be respected and react to minor violations of those rules. These are the rules that will create a pleasant atmosphere for learning and work and raise the students' self-confidence. The most important thing to emphasize is that it is not allowed for students to laugh at their friend if he makes a mistake (and it often happens that students mispronounce words), but to encourage him to continue with a warm look and a thumbs up. They must be aware that language lessons are not a competition to see who will be better, but that by joint efforts, helping each other, they can achieve their goal - to learn that language as best as possible.



Many students feel afraid and blocked when they need to say or write something in a foreign language and have the feeling that they have forgotten everything they knew. They often consider themselves not good enough to express their opinion on a topic simply because they are not sure if they will know how to say it nicely and correctly. The teacher should support such students and encourage them to say what they imagined, regardless of mistakes. All activities in a foreign language class should be interwoven with these empathic and encouraging elements.

The concept of English language classes is such that it contains many activities in which students cooperate with each other, and students like these activities the most. The materials and textbooks that students use every day in class are full of activities and songs that require role-playing in dialogues, stories, plays.

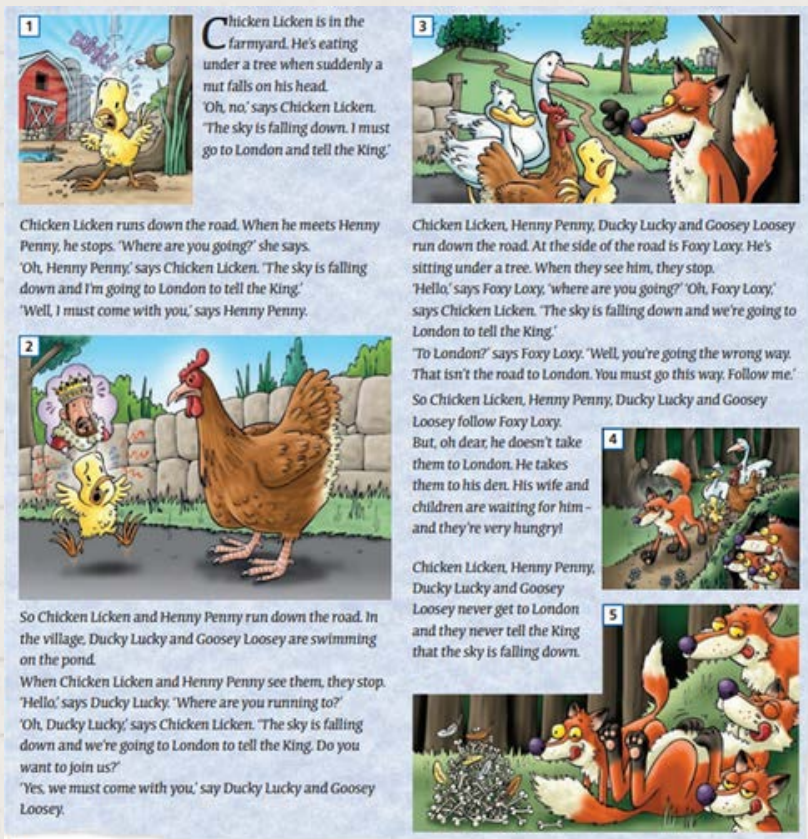
That's why I decided to present these two activities that contain all the goals already mentioned:

- Role play
- Let's sing together

Activity

Role play

I chose a text for this activity The Story of Chicken Licken from the 6th grade textbook. This is the story we are working on in class. The students love it very much because the characters in the story have funny names, and the content is also interesting to them. Everyone loves to read this story out loud, but they enjoy it the most when they role-play it. Even the shiest ones are happy to participate in acting. Since this is a story, we first need to set the roles. The unquoted text is assigned to the narrator, and the others are given roles based on the sentences their characters speak in the story. Then the students, little actors, come out in front of the other students to act out their part while reading. For the next lesson, they usually make masks for the roles they were given, and they often learn the text by heart, and this activity serves as a repetition of the previous lesson in the next lesson. Students are happy to change the color of their voice, they all feel important and ready to do this task.



The story is from the textbook Project 2 (information in references)

Let's sing together


The teacher tells students to take out a piece of paper from the magic box. On each piece of paper is written a word that belongs to one of 4 categories (days of the week, months, seasons and ordinal numbers). These are the words that the students learned in the previous lesson. Then, based on the words, the students are grouped into 4 groups (days of the week, months, seasons and ordinal numbers). Their first task is to complete the poem together in a group with the missing words. Then the teacher plays the song for them to hear and check if they have ordered the words correctly. If not, they have a chance to correct it after listening.

After that, the representative of each group chooses one envelope in which the next task for the groups is written. Group 1 should sing the song in the choir as it is in the original. Group 2 should come up with a dance choreography for the song and dance it. Group 3 should invent another melody for the song (rap, rock, r'n'b, etc.) Group 4 should recite the song.

Song

1 a Complete the song with these words.

Saturday work trumpet day holiday
home Thursday thing Tuesday late
Wednesdays Fridays

b  1.27 Listen and check.

SEVEN DAYS OF THE WEEK

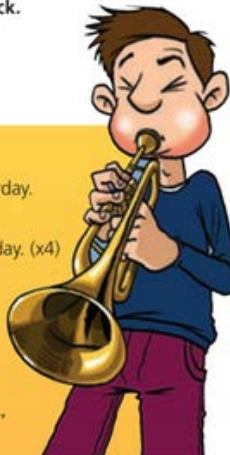
Oh no, no, I never go to work.
Oh no, no, I never go to work.
Oh no, no, I never go to work.
Oh no, no, I never go to work.

On Mondays, I never go to ¹ _____
On Tuesdays, I stay at ² _____
On ³ _____, I never feel inclined.
Work is the last ⁴ _____ on my mind.

On Thursdays, it's a ⁵ _____!
And ⁶ _____ I detest.

Oh it's much too ⁷ _____ on a Saturday.
And Sunday is the ⁸ _____ of rest.
Oh yes, yes, practise ⁹ _____ every day. (x4)

Practise Monday.
Practise ¹⁰ _____
Practise Wednesday.
Practise ¹¹ _____
And Friday.
And I practised all night on ¹² _____,
So on Sundays I played best.



The song is from the Project 2 textbook (information in references)

The students can't wait for their turn to show how they prepared their assignment. While working on the task, everyone is happy, motivated and regardless of mistakes they continue on, and when presenting their group they enjoy it very much. At the end of the activity, everyone sings and dances to the song together.

Benefits of the practice

Both of the practices I described are very useful in the class because, in addition to repeating the material you have covered with the children, you give the students the chance to perform publicly in front of the whole class, to immerse themselves in the roles, to understand that they can overcome any challenge that is put before them in collaborative work. Both activities are great for boosting students' confidence and developing a love for the subject they are studying.

Challenges

The classes in which I work are inclusive classes that include students with difficulties in studying. We must always keep in mind how to adapt these activities so that students with difficulties participate equally. It is important to know what makes these students happy, what motivates them in their work and what bothers them in order to avoid possible difficulties. If these students have a personal assistant, you can always agree with them in advance how to include the student in the activities.

Resources

<https://www.teachingexpertise.com/classroom-ideas/confidence-building-activity/> Project 2, Student's Book, Fourth Edition, Tom Hutchinson, Oxford University Press, 2016



Good Practices



CLASSROOM ACTIVITIES FOR GROWING CONFIDENCE

Created by: JU OŠ Stari Ilijaš (Aida Gradaščević)



Expected time for implementation:

1. Helper of the day- With me, two students will be helpers for a whole week. They alternate according to the list of students in the diary.
2. A song- 1 minute to be allocated to the student and a maximum of 5 minutes when reciting.
3. Competition -One school hour.
4. My family-One school hour
5. A helping hand-Two to three minutes before the knowledge test.
6. Diary of achieved goals-One class lesson for preparing journal pages – a writing practice lesson can be used. Monitoring throughout the school year.
7. Centimeters matter-A few minutes for gluing the meter and one school hour for the initial measurement.
8. Dashboard for tracking success-Creating a billboard requires about 90 minutes of work, and monitoring and filling in is realized throughout the school year.
9. The leader of the road-The selection of the tour leader takes up to 2 minutes, the agreement about getting to know the students about 10 minutes, the introduction to the trip about 15 minutes and the trip usually 4 hours.
10. Exhibition-The time required to install and change the works – 10 minutes.
11. Student – teacher exchange-To agree on what the student needs to do – 10 minutes and implementation another 10 minutes.
12. Birthday celebration-Singing a song, giving gifts and taking photos for up to 10 minutes.
13. Morning greeting-The duration of this activity depends on the number of students, no longer than 5 minutes.



Material required for the realization of these activities:

1. Helper of the day

Accreditation that can be attached to the child's T-shirt, and prior to the implementation, familiarization of the student with the duties of a helper.

2. A song

Song copied more than once.

3. Competition

The material for the competition depends on the topic of the competition. For reading, a copied text like mine is needed, for sports games – equipment for the realization of a sports game and of course prizes.

4. My family

It is only necessary to agree beforehand with the child's parents how the inclusion of parents in the educational process will be implemented.

5. A helping hand

Copied paper hand with messages. Students use both paper hands, circle and glue by putting the glue only on the palm. When the palm is glued, the fingers are mobile and when using the hand, children imitate the bending of the fingers by bending the paper.

6. Diary of achieved goals

Paper prepared earlier that will be distributed to students to fill out.

7. Centimeters matter

A meter on paper taped to the wall. Can be bought in all bookstores or made.

8. Dashboard for tracking success

Large paper, children's photos or just a marker to write names, coloring books that will be colored.

9. The leader of the road

It is only necessary to designate a student who will be the leader of the journey and give him guidelines and material that will help him introduce the other students to the necessary information.

10. Exhibition

A space in the classroom is needed, intended for the placement of student works, such as a magnetic board and a cork board, on which it will be easy to place and change works.

11. Student – teacher exchange

It is necessary to agree with the student in advance what he should do as a substitute teacher and, if necessary, prepare the materials that will be distributed to the students.

12. Birthday celebration

Balloons, birthday song (we sing, we don't listen on devices), organization of time and determining the date when the birthday will be celebrated.

13. Morning greeting

Pictures printed in color so that they are clear and pasted somewhere near the entrance to the classroom.

Summary of the practice

Each of the mentioned practices in various ways strengthens and raises students' self-confidence. Primary school students have a need to be in the centre of attention and to promote themselves and their abilities in some way - my practices are based on that - and this has always helped the child to gain self-confidence. In our classroom, we, teachers, are the ones on whom the atmosphere and climate depends, if we create a pleasant environment through simple activities like this, our students will never have problems with self-confidence.

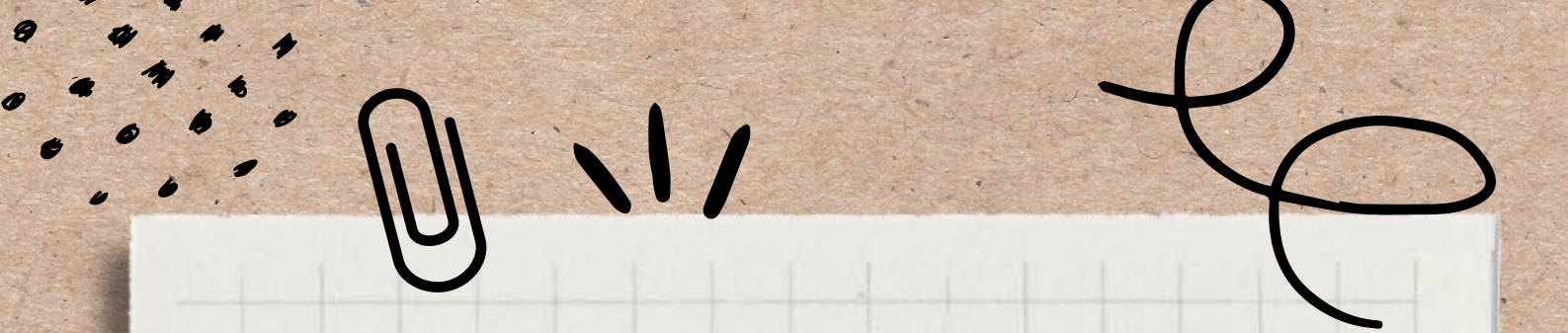
Activity

Helper of the day

It is an activity that takes place throughout the year. Every week, two new children are chosen to be helpers that week. Students take turns in order they appear in the classbook. Through this activity, the children feel important and try hard to perform all the helper's duties diligently, accurately, precisely and neatly. During these activities, students wear the accreditation that can be seen in the photo. I have noticed with my students that through this activity the growth of self-confidence is "visible with the naked eye". The students can't wait for the week in which they are the helpers.

The jobs performed by the helpers are: taking care of the blackboard eraser and cleaning the board, bringing chalk and making sure we have enough of the chalk before the first lesson, they are the first and last in the line to enter and leave the school and maintain discipline in the line when moving, organize departures and arrivals from the sports hall, bring tablets for computer science classes and take care of their proper return to designated places, distribute and collect worksheets with assignments, check whether the assignments have been completed (not the accuracy of the assignments)...





A song

I have often noticed that my students sometimes hesitate, are sad and tearful at school, do not believe in themselves or think that they cannot do anything that is expected from them. For such situations, I came up with a song that the students should memorize for their homework. The next day or when they are ready, they recite it out loud in front of the whole class, they get thunderous applause and a promise that we will be there for them whenever they need anything. The song is short, easy to learn and rhymes in the Bosnian language. When about half of the students learn this song, it very often happens that even those who did not have a self-confidence crisis already know it. The last part of the song, the other students in the class speak together in the same voice and loudly.

A song:

Sometimes it happens and it bothers me,
that I forget my smile at home.
My teacher notices it immediately
and I know that the homework will be this song.

And when I'm sad and having a hard time,
When I have a problem and everything worries me,
I know that my friends are there for me
Making all my black days colorful.

I can share all my worries with them
They put a smile back on my face
And when there are tears in my eyes
They make me happy again.

The other students say at the end:

Don't worry and don't be sad, we all cry sometimes and make mistakes,
whenever you have a problem, come with us to solve it together.

Competition

In my classroom, I very often organize various competitions during the year. Sometimes these competitions do not have a special hidden goal, and sometimes they do. When I notice that a child has a problem with self-confidence, I organize a competition in the activity in which he excels (running, jumping, reading, painting, guessing the solution to riddles, telling jokes...) This kind of competition simply aims that child to win one of the first three places. The last kind I had was a reading competition. I formed an expert jury that distributed points to readers. In the expert jury, I always include students who would be possible competition for the student. After the first round, we chose 6 students who are fighting for the first three places. And of course the targeted student wins one of the first three places. Highlighting the positive qualities of students or the activities they are good at, helps children with low self-esteem realize their worth and their self-confidence level begins to rise.

My family

Students with low self-esteem are often ashamed of everything they have and think that everything they have is not valuable. In cases like this, when I have a child whose self-confidence is impaired in this way, I plan to involve a member of his family in our work in the classroom. Sometimes it is a visit to the family for something (birthday, they are engaged in some work that we are learning about...), and sometimes a family member visits us (professional promotion, help in classes, parent meetings - preparation of teaching materials...). I noticed that it means a lot to children when we emphasize some positive features of their standard environment (family) and when we organize activities in which the child's family helped us a lot in situations where "we couldn't do it without them". The last such situation in my class was a visit to the Veterinary Station, owned by my student's father.



A helping hand

Students very often before a knowledge test have a problem with believing in themselves that they have prepared sufficiently for the test. In order to raise students' self-confidence before such activities, I came up with a helping hand.

I have two different ones, one is for writing stories, and the other is for all other knowledge tests. On the fingers of the hands are messages that dispel students' fear of writing and/or remind them of what is important during the knowledge test. The students both stick these hands on the covers of their notebooks and always during the evaluation class, I distribute the papers, we read the messages from our fingers and we start working.



Diary of achieved goals

When the students learn to write independently, I make a diary for us. All sheets in the diary are the same. The diary is in my classroom cupboard. Students can always pick up the diary and flip through it. Each student receives a sheet of paper on which they write their name, class, age, the last gift they received, what they want most to receive as a gift, and write down a few goals they want to achieve by the end of the class.

During the year, students circle or color the goals they have already achieved. I can also add some more.

Students see the goals they want to achieve and which they have written down as promises made to me. They try hard to achieve their goals as soon as possible. Marking goal after goal when they achieve it, their faith in themselves grows, they seem more capable and valuable to themselves, because they realize that they can achieve goals. I usually communicate with parents by sending a picture of that paper from the diary when the child achieves all the goals, to see if they are able to afford students what they want most from the paper.

Centimeters matter

I still don't understand why this is so important to children, but it is. This activity is very ordinary. In my class, I usually have a children's height meter taped somewhere on the wall, and always at the beginning of the first grade, the children are measured and we write down the height of each child on the meter. During the break between classes, children often approach the meter and measure themselves. They celebrate the centimeters they have gained and, what is important, they "compete" with themselves.

So far, I have not had any negative connotations with this activity and I see it as a great tool that helps students grow both in terms of height and self-confidence.

Dashboard for tracking success

This activity is suitable for students of all grades. In lower grades, it is more colorful and age-appropriate, and for students in older grades, the motives are more serious. Through this activity, students try very hard to progress, to do something that will be noticed, to beat themselves up and to get a prize - coloring. It is a large piece of paper on which there are the names or pictures of the students from the class and a coloring book of some small objects that the students will color when they demonstrate excellent knowledge, do something very well, give a unique answer, and for anything else that the teacher thinks is worth coloring. . The teacher determines after how many colored objects the student receives a recognition. At the end of the school year, the student with the most honors received during the year is chosen. The teacher can also specify the color to be used for colouring adding that black can also be used for colouring for a punishment. This is a poster from my classroom.



The leader of the road

Students' self-confidence grows the most and is built through activities in which students take the initiative. Almost always, when we need to go somewhere on a trip or to some kind of party, I assign a student to be the leader of the trip. The task of the tour leader is to prepare a brief introduction to all of us about the place we are going to, the purpose of the visit and the necessary things to take with us. Of course, the student prepares this with my help, and then the day before leaving, he tells all the students what he thinks is important and distributes papers (if necessary) with a list of things to take with him. During the trip, the student leads the column, organizes the picnic area to be cleaned at the end, if he has researched some facts about the picnic area with his parents on the Internet, he tells them to the other students, etc. Each trip another student gets a chance to be a leader.

Exhibition

This is an activity that is inevitable for all teachers. Work is done in an organized space where the best works from the class will be continuously presented. Papers can be from any subject. Students should be informed earlier that this is the place for the best. They will constantly try and give their best so that their work is there too. Usually, teachers organize it so that by rotating the best works, the works of all students are evenly represented during the year. Placing works on an exhibition means a lot to students, they feel important, noticed and satisfied with themselves.



Student - teacher exchange

For every student, the teacher is a role model and a person he idealizes. Children often like to play teacher. I noticed that when I leave the classroom, they take the chalk and write on the board and imitate me. I decided on this activity and it has always been great so far. A few days before the class, I organize an activity in which a child will be me, and I prepare and give the materials to the student to teach part of the class. I explain properly, what should be written on the board, what to share with the rest of the students, and I leave it to creative students to work instead of me. At that moment, I am a silent observer and help if needed.

Birthday celebration

I have been practicing for a long time during the school year that students (if they wish) can celebrate their birthday during class. The goal of this is to show our classmate how important he is to us, to wish him good wishes, to rejoice together and to make that child the center of attention during all classes that day. Students celebrating that day usually bring some sweets for their friends. There is no end to the enjoyment of these activities.

Morning greeting

The morning greeting is an activity that shows students in a very direct way how much we care about them and how much we want their stay in the classroom to be pleasant. Contact with the teacher is very important for the students and they feel that they are very important to their teacher and thus feel satisfied. The activity is carried out by putting three pictures at the entrance to the classroom showing three activities: throwing hands - high five, hug and short dance. When students enter the classroom, they point to the picture and thus choose a greeting with the teacher for that morning. This is how we start the day with laughter.



Benefits of the practice

All the practices I mentioned from my previous work proved to be an excellent tool for raising the self-confidence of elementary school students. The goal of these activities is to highlight a child who is in a crisis of self-confidence and who has momentarily lost faith in himself. By engaging students in this way, emphasizing their positive qualities, involving them directly in learning, creating situations in which the student is a helper, helps the student to see his worth.

Challenges

I haven't had a single negative situation with these practices so far. I can only assume that the challenge may be that students' self-confidence does not improve. I believe that in such cases, if it happens to someone, the student has more serious problems with self-confidence, and it is necessary to involve professionals who can help him: a pedagogue, a psychologist, a social worker...

Resources

The practices are all from my classroom. The photos posted with the practice are photos taken in my classroom with my students and their parents agree that the photos are used in this way.





Good Practices



LET'S GET TO KNOW OURSELVES

Created by: JU OŠ Stari Ilijaš (Senita Karaga-Muslija)



All practices are planned to be realized in 45 minutes.



Materials needed by activity:

- colored papers (stickers), colored board, pencils
- paper and pen
- box, mirror

Summary of the practice

Self-confidence is the belief that we are capable of thinking, learning, choosing, and making decisions.

Through workshops, we want to develop and strengthen students' self-confidence, and to have the opportunity to recognize and name their abilities and talents, and of course, to respect themselves.

The workshop is realized as follows:


1. How to build your own personality (self-confidence)

Read the text (repeat What is personification)

- Choose a character from the story who you wouldn't want to be and explain why
- Choose a character from the story who you would like to be and explain why
- Paste your answers on the corresponding panel

- The workshop lasts 45 minutes
- Finish: A conversation about morals

Dilemmas: What destroys our confidence? How?



2. Find out who you are, be who you are (self-confidence)

The activity is realized as follows:

"My ID"

Students are briefly introduced to the concept of self-image and the areas of which it consists.

Then they are given the task of creating their identity card and to present themselves using the ID.

The "identity card" can be copied and distributed to students.

Depending on the time frame and work dynamics, students can present one or several areas.

3. Let's get to know ourselves (self-confidence)

Activity: Closed box

We put a mirror in a closed box that each student will look at separately being at certain distance from other students.

Each student is said to describe the person they see in the box using expressions that are positive and affirmative.

At the end, there is a discussion about the activity.

Activity

1. How to build your own personality (self-confidence)

At the beginning of the workshop, the teacher introduces the students to its course and rules during its implementation.

Reading the story:

A water carrier in India had two large clay jugs which he carried hanging on a pole around his neck. One jug was cracked and the other was perfect and whole. While the perfect jug always brought the full amount of water, the cracked one only brought half because the water was leaking.


This was repeated daily. The perfect jug was proud of his contribution, and the cracked jug was ashamed of his deficiency.

One day the cracked jug spoke to the carrier.

"I'm ashamed of myself."

"Why?" asked the water carrier.

The jug continued: "I bring only half the water because I am cracked, so because of my lack you work more, and you do not get full compensation for your effort".



The water carrier took pity and said feelingly: "When we return, pay attention to the beautiful flowers along the path."

Indeed, as they climbed up the hill, the old cracked jug noticed on one side of the path beautiful wild flowers lit up by the sun. The water carrier said to him: "Have you noticed that the flowers grow and bloom only on your side of the path, and not on the side of the perfect jug? That's because I've always known about your flaw, so I took advantage of it. I planted flower seeds on your side of the path and every day as we passed they were watered by the water that seeped from your cracks. For two years now I have been picking these wonderful flowers and using them to decorate my master's table. Without you, this beauty would never have graced his home."

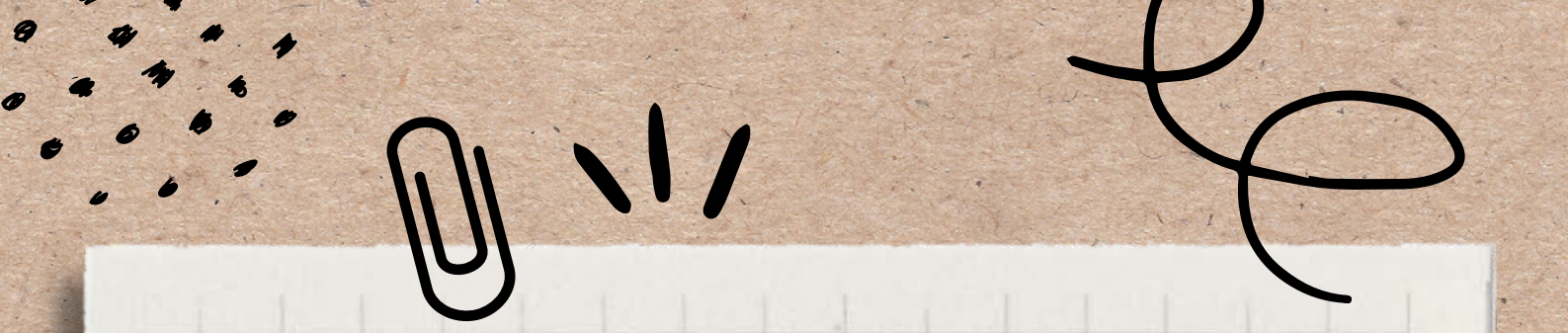
After reading the story students receive colored pieces of paper to write on

- Choose a character from the story who:
- you wouldn't want to be and explain why?
- Choose a character from the story who
- you would like to be and explain why?
- Paste your answers on the appropriate board.

2. Find out who you are, be who you are (self-confidence)

"Personal card" Students are briefly introduced to the concept of self-image and the areas of which it consists. Then they are given the task of creating their personal map and introducing themselves to it through the following areas of self-image: general self, physical self, romantic self, school self, social self, communication self, virtual self and emotional self. When creating an identity card, students can make their own collage or drawing with symbols and text that will best describe their areas of self-image. Also, in the attachments it is possible to find a proposal for an "identity card" that can be copied and distributed to students. They have 25 to 30 minutes to create their ID card, followed by a presentation. Depending on the time frame and work dynamics, students can present one or several areas, at the class level or in smaller groups. Suggestion of the worksheet:

- I would describe my physical appearance as:
- I think about myself.....
- I consider my school success.....
- The most important life values for me are.....
- I talk on social networks.....
- My attitude towards other people is...



1. Let's get to know ourselves (self-confidence)

For the purposes of this activity, prepare a closed box with a mirror in advance. At the beginning of the activity, the students are asked to arrange themselves so that everyone has space for themselves. Then the prepared box is sent around. The students are told that there is a famous person in the box and that they are not allowed to comment on who is inside when the box reaches them. The student who receives the box should look in the box and introduce that person to the others, with an emphasis on the positive description. After the description, other students try to guess who it is. After the exercise, the students are encouraged to discuss how they presented themselves, through which characteristics and roles, and how it was for them to participate in the aforementioned.

Benefits of the practice

The benefit of these workshops (practices) is to encourage children and young people to think about themselves, guide them in that process and support their positive development, and contribute to the development of self-esteem and self-confidence. Also, the workshops contribute to getting to know each other and connecting students, creating group cohesion and a positive environment, and improving relationships in the class.

Challenges

1. When implementing the practice, students can choose either a character or an object from the story with which they would like to identify (water carrier, cracked or perfect jug, master, flower). Pay attention to which column the students will put, for example, the perfect jug, whether in the column where they conclude that they would like to be like him or not, because he is described as someone without mistakes and has no emotion for others, or the master who sits, enjoys and expects the results of someone else's effort and work..
2. During the implementation of the practice, students could describe their characteristics in a negative context, which should be paid special attention to, and the leader of the activity should recognize in which segment the student considers that he is not worthy enough of respect and expressing his views.
3. During the implementation of the practice, students could describe their characteristics in a negative context, which should be paid special attention to, and the leader of the activity should recognize in which segment the student considers that he is not worthy enough of respect and expressing his views.



Good Practices



BRAINSTORMING SESSIONS

Created by: **Language school Sky**



In total, a typical group brainstorming session in a primary school setting may take approximately 45-60 minutes, depending on the topic's complexity and the students' engagement levels.



- Identify the topic or problem and prepare a plan for the discussion

Summary of the practice

Organizing group brainstorming sessions in a primary school setting can be an effective way to help students build confidence in their creative thinking skills. By providing a supportive environment where students can share their ideas openly and without judgment

Activity

To implement group brainstorming sessions, teachers can:

- Choose a topic or problem relevant to the curriculum or students' interests.
- Set ground rules for respectful communication and active listening.
- Encourage students to share their ideas without fear of judgment, reminding them that no idea is too "out there" during the brainstorming phase.
- Facilitate the discussion by asking open-ended questions, guiding students to expand upon or refine their ideas.
- Consider using visual aids, such as a whiteboard or sticky notes, to help students organize and visualize their thoughts.
- Wrap up the session by summarizing key ideas and discussing the next steps for implementing or further exploring the solutions generated.

Benefits of the practice

- Brainstorming sessions stimulate creative thinking by encouraging students to come up with multiple ideas, even if they seem unusual or unconventional. This promotes an open-minded approach to problem-solving and idea generation.
- During these sessions, students practice expressing their thoughts and ideas clearly, helping them develop their communication and presentation skills. This, in turn, can boost their self-confidence when sharing ideas in other settings.
- Brainstorming sessions foster a collaborative atmosphere where students learn to listen to and build upon each other's ideas. By working together, they gain a greater understanding of different perspectives, promoting empathy and teamwork.
- As students evaluate and refine their ideas during brainstorming sessions, they develop critical thinking skills, learning to identify the strengths and weaknesses of various solutions and concepts.
- Knowing and appreciating each student's input during brainstorming sessions can help them feel valued and respected, positively impacting their self-esteem and confidence in their ideas.

Challenges

If students don't want to participate.





Good Practices



A BOX OF MEMORIES

Created by: Language school Sky



The initial setup and explanation of the activity can take approximately 45 minutes to an hour. The ongoing collection of items and periodic reflection sessions may take an additional 30-45 minutes each time they are conducted.



Preliminary preparation and needed materials for the "Create a Box of Memories" activity include:

- Provide each student with a large, sturdy box or container that can accommodate various items like certificates, photos, and personal creations. These can be simple cardboard boxes or plastic containers, depending on your preference and budget.
- If desired, offer students materials to personalize and decorate their memory boxes, such as colored paper, stickers, markers, or paint (optional)
- Prepare a list of examples or suggestions for items that students can place in their memory box, emphasizing the importance of including items that represent not only achievements but also effort, hard work, and personal growth.

Summary of the practice

By implementing the "Create a Box of Memories" practice, educators provide students with a visual and tangible representation of their achievements and growth, fostering a sense of accomplishment, resilience, and self-confidence. This practice encourages students to recognize and appreciate their efforts, reflect on their personal development, and build a positive self-image.



Activity

How to implement the practice:

- **Prepare materials:** The educator provides each student with a large box or container suitable for storing various items, such as certificates, pictures, and personal creations.
- **Discuss the purpose:** The educator discusses the purpose of the memory box with students, explaining that it will be a place to store items representing their achievements, hard work, and personal growth throughout the semester or school year.
- **Suggest content:** The educator encourages students to include a variety of items in their memory box, not just medals or awards, but also certificates or other forms of recognition for their hard work, dedication, or extra effort.
- **Collect items:** Over the course of the semester or school year, students add items to their memory box, such as school projects, artwork, report cards, or photographs of special events or experiences.
- **Review and reflect:** Periodically, the educator invites students to review the contents of their memory box and reflect on their accomplishments, challenges overcome, and personal growth. They ask students to consider what was challenging, how they overcame it, and how it compares with their current challenges.

Benefits of the practice

This activity offers several benefits for students, including fostering self-confidence, encouraging self-reflection, developing resilience, providing tangible evidence of progress, enhancing motivation, and supporting emotional well-being. Through this activity, students build confidence in their accomplishments, cultivate self-awareness and a growth mindset, learn to recognize their resilience, visualize their achievements and growth, feel motivated to pursue their goals, and promote overall happiness.

Challenges

- **Time constraints:** The ongoing nature of the activity may make it challenging to allocate sufficient time for students to collect items and periodically review their memory boxes.
- **Space limitations:** Storage space for the memory boxes may be an issue in some classrooms, particularly if the activity is conducted with a large group of students.



Good Practices



GRATITUDE

Created by: Language school Sky



The duration of gratitude exercises can vary depending on the specific activity and the teacher's preferences. Gratitude journaling, for example, may take only a few minutes each day, while gratitude sharing or letter writing may require more time. Generally, it is recommended to allocate at least 10–15 minutes per day for gratitude exercises to allow for adequate reflection and discussion time. However, teachers can modify the duration based on the needs and schedules of their classroom. It's important to establish a consistent routine for gratitude exercises to help students develop a habit of practicing gratitude regularly.



Clear instructions depending on the selected strategy

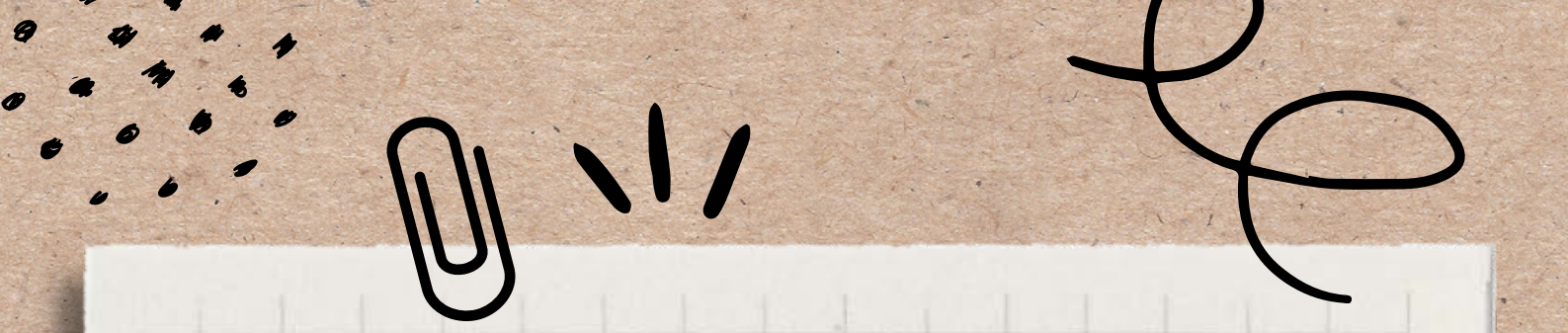
Summary of the practice

Gratitude exercises play a vital role in fostering a positive mindset and helping students recognize their strengths and achievements. By encouraging students to practice gratitude regularly, educators can promote emotional well-being, reduce stress, and improve overall mental health. These exercises can also help students develop a greater appreciation for the positive aspects of their lives, ultimately boosting their self-esteem and confidence.

Activity

To implement gratitude exercises in the classroom, consider the following strategies:

- Gratitude journals: Provide students with dedicated journals for recording the things they are grateful for each day. Encourage them to write down at least three items daily, reflecting on their experiences and feelings.
- Gratitude sharing: Allocate time for students to share their gratitude with the class or in small groups, fostering a sense of community and encouraging peer support.

- 
- Gratitude letters: Encourage students to write letters expressing their appreciation for someone who has positively impacted their lives, such as a family member, friend, or teacher. This exercise helps students recognize and appreciate the support and kindness of others.
 - Gratitude jar: Set up a gratitude jar in the classroom, where students can anonymously submit notes of gratitude. Periodically, read the notes aloud to the class, celebrating the positive aspects of their lives and the classroom community.
 - Gratitude prompts: Provide students with prompts or discussion topics that encourage them to reflect on what they are grateful for, such as their achievements, relationships, or personal growth.
 - Mindfulness and gratitude: Incorporate mindfulness techniques, such as deep breathing exercises or guided meditation, to help students focus on the present moment and cultivate gratitude for their experiences.

Benefits of the practice

Gratitude exercises can help students develop a more positive and optimistic outlook on life, enhancing their emotional well-being, relationships, and academic success. By incorporating gratitude practices into the classroom routine, educators can support students' confidence and personal growth, ultimately contributing to a more positive and supportive learning environment.

Challenges

Resistance or lack of interest: Some students may feel uncomfortable or disinterested in practicing gratitude exercises, particularly if they are not used to reflecting on their emotions or experiences. To address this, educators can introduce gratitude exercises gradually and explain their purpose and benefits clearly.



Good Practices



CLASSROOM COMMUNITY BUILDING

Created by: JumpIN Hub



The duration of this practice can vary depending on the activities selected, but it's recommended to allocate at least 30 minutes per week for community-building activities.



No materials are required for this practice, but teachers should plan and prepare the activities in advance.

Summary of the practice

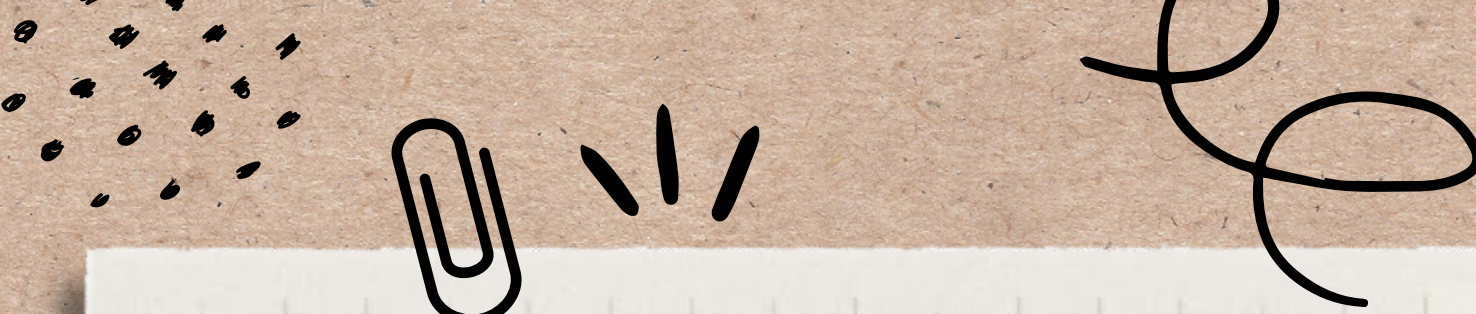
This practice aims to create a positive and supportive classroom community by building relationships among students and promoting empathy, respect, and teamwork.

Activity

Step 1: Icebreakers and team-building activities

The first step in building a classroom community is to introduce students to each other and encourage them to work together. Teachers can use icebreakers and team-building activities to help students get to know each other and build trust. Examples of such activities include:

- "Two truths and a lie": Each student shares three statements about themselves, two of which are true and one that is a lie. The other students have to guess which one is the lie.
- "Human knot": Students stand in a circle and hold hands with two different people. They then have to work together to untangle themselves without letting go of each other's hands.
- "All about me" posters: Students create posters that showcase their interests, hobbies, and family backgrounds. They can then present these posters to the class.



Step 2: Classroom agreements and expectations

Once students have got to know each other, teachers can work with the class to create a set of classroom agreements and expectations. These agreements can include things like:

- Respecting each other's opinions and ideas
- Taking turns speaking and listening
- Keeping the classroom tidy and organized
- Being on time and prepared for class
-

Step 3: Cooperative learning activities

Finally, teachers can incorporate cooperative learning activities into their lessons to encourage teamwork and collaboration. These activities can include:

- Group projects: Students work together in small groups to complete a task or project.
- Class discussions: Teachers can facilitate class discussions in which students are encouraged to share their ideas and listen to others.
- Peer teaching: Students take turns teaching a lesson or explaining a concept to the rest of the class.

Benefits of the practice

This practice can help students feel more connected to their peers and teacher, which can lead to increased engagement, motivation, and well-being. It can also improve students' social and emotional skills, such as communication, empathy, and respect.

Challenges

One of the main challenges when implementing this practice is to create a safe and inclusive environment where all students feel welcome and respected. Teachers can address this by modeling positive behavior, intervening in conflicts, and promoting open communication. It's also important to tailor the activities to the needs and interests of the students, and to be flexible and adaptable when necessary.



Good Practices



CIRCLE OF COMPLIMENTS

Created by: JumpIN Hub



10-15 minutes, depending on the size of the group.



None

Summary of the practice

The Circle of Compliments is an activity that encourages positive interactions between students and helps to build a supportive classroom community. Students sit in a circle and take turns complimenting the person sitting to their right.

Activity

1. The teacher explains the activity to the students and ensures that they understand the purpose of the activity.
2. Students sit in a circle on the floor or in chairs, facing each other.
3. The teacher starts the activity by complimenting the person sitting to their right.
4. The person who received the compliment then compliments the person to their right, and so on until everyone has received a compliment.
5. Students are encouraged to give specific compliments and to focus on personality traits or behaviors, rather than physical appearance.

The teacher can guide the activity by providing examples of appropriate compliments and intervening if any inappropriate comments are made.

The activity can be repeated multiple times throughout the school year, with students complimenting different people each time.

Benefits of the practice

This activity can help students build self-esteem, improve their confidence levels, and create a positive classroom culture. It also helps students to recognize and appreciate positive qualities in their peers, which can promote empathy and kindness.

Challenges

Students may feel uncomfortable or embarrassed giving compliments, especially if they are not used to expressing positive emotions. The teacher can help to address this by modeling positive behavior and providing a safe and supportive environment for the activity. It's also important to monitor the activity to ensure that all comments are appropriate and respectful.





Good Practices



MINDFUL LISTENING

Created by: JumpIN Hub



The activity can be done in 15–30 minutes depending on the length of time allocated for sharing and discussion.



None

Summary of the practice

Mindful Listening is an activity designed to improve students' socio-emotional skills such as self-awareness, empathy, and self-regulation. The purpose of the activity is to help students develop their listening skills, understand others' perspectives, and become more empathetic towards their peers. By actively listening and being present in the moment, students can improve their overall well-being and increase their confidence levels.

Activity

1. Start by introducing the concept of mindful listening to students, explaining what it means and why it's important.
2. Ask students to pair up with a partner.
3. Instruct one partner to share a personal story or experience while the other partner listens mindfully.
4. The listener should focus on the speaker and avoid distractions such as looking at their phone or thinking about what they want to say next.
5. After the speaker has finished sharing, the listener should summarize what they heard and repeat it back to the speaker to ensure understanding.
6. Switch roles and repeat the process, allowing both partners to share and practice their listening skills.
7. Debrief the activity as a group, discussing how it felt to be listened to mindfully and how it felt to listen mindfully

Benefits of the practice

Mindful listening helps students develop their social and emotional skills by improving their ability to listen, understand others' perspectives, and become more empathetic towards their peers. It also helps students become more present in the moment and reduces stress and anxiety.

Challenges

One challenge that may arise is the difficulty of staying focused while listening. To address this challenge, encourage students to take deep breaths and focus on the speaker's voice to help stay present in the moment. Another challenge could be time management, so it's important to allocate enough time for sharing and discussion.





Good Practices



PASSION EXPLORATION

Created by: Aspira Institute



45 to 60 min (depending on the amount of questions)



Big paper, smaller papers, pens and pencils

Summary of the practice

The practice of incorporating student interests into the curriculum is a powerful way to help children find their passion and increase engagement in learning. Encouraging children to seek their passion and find meaningful hobbies that can be part of their after-school activities helps them become more confident in classrooms. The purpose of this practice is to support children in developing a positive self-image and a strong sense of identity by helping them to identify and pursue their passions. By exploring their interests and developing skills in areas they are passionate about, children can build self-esteem and a sense of competence that will carry over into other areas of their lives. However when talking about after-school activities we do not know what to add more “work” and take away the so-called free time that is also crucial for development. Presenting the children with “structured free time,” that allows them to explore their passions and engage in different activities during their free play and also lets them learn and develop. Rachel Cortese, a speech-language pathologist and former New York City school teacher says that “kids tend to do really well when they have structure, and part of that structure is having an after school schedule.”



Activity

Define Passion

When we talk about passion and interests, have them define what it means to be passionate and passionately interested in something. What does a person that has a passionate interest behave like? What kind of things would they say? What are some positive beliefs about them? What are some negative beliefs about them?

Allow Exploration

Passion is a spectrum. You can have different degrees of passion. Have your students brainstorm how they spend their day. Then for each activity, subject of study, etc. have them rate the amount of passion they have towards it. You can also have them list activities/hobbies they would like to try.

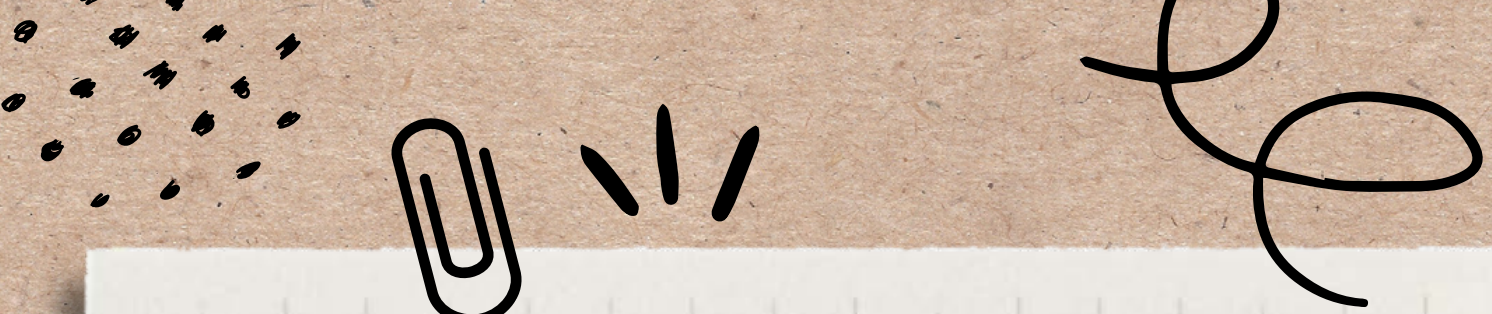
1. *Divide the classroom into groups of 5*
2. *Each group gets a big piece of paper and writing materials, colors...*
3. *Ask each group to define passion, for this give them 5 to 10 minutes. Once they have each group read out their definition out loud.*
4. *Present the groups with the following questions*

- What do you often find yourself searching for on Google and researching for hours?
- When you go to the library, what section do you find yourself first?
- Does a certain topic turn you on just thinking about it?
- What do you find yourself talking about or doing for hours to the point of losing track of time?
- What would you do even if you didn't get any reward for doing it?
- What would you like to do if you knew you wouldn't fail?
- What gifts do you have that you would like to make available to the world?
- When is a time in your life that you have felt the most creative and alive?
- What is incredibly easy to you

NOTE: based on the relevancy and the time you have you can eliminate some of the above questions

Give the group about 20 to 25 minutes to talk.

1. Now ask students to write down on the paper if they identified amongst themselves in a group that they have a passion for... what is it?
2. Now have them connect their discovered passions to where they can explore them more in everyday life.
3. Have each group present their findings.



Benefits of the practice

1. Sense of accomplishment: When children explore their passions, they set goals for themselves and work hard to achieve them. This sense of accomplishment can boost their self-esteem and confidence in their abilities.
2. Positive reinforcement: As children explore their passions, they receive positive feedback and recognition for their achievements, which can reinforce their confidence and self-worth.
3. Sense of identity: Discovering and pursuing a passion can help children develop a sense of identity and purpose, which can be important for their self-esteem and confidence.
4. Personal growth: Exploring passions can be a way for children to challenge themselves and learn new skills, which can increase their confidence in their ability to face new challenges and succeed.
5. Peer relationships: Pursuing passions can provide children with opportunities to connect with like-minded peers, which can foster positive relationships and boost their self-esteem.

Challenges

Take note, that some children may really not have any passions or have not developed them. Try to encourage them that even the silly things that you like doing (like counting stones or putting glue on your fingers) and have a root in something that can lead them to their passion, they just have to associate and explore more than other children who have specific interests like sports, arts and music.



Good Practices



"SOMETHING ABOUT ME"

Created by: Aspira Institute



20 to 30 min



Download the pdf. Worksheet:

<https://positive.b-cdn.net/wp-content/uploads/2017/06/Something-About-Me.pdf>

Summary of the practice

The purpose of the "Something About Me" worksheet is to assist children in recognizing their own strengths, positive qualities, and achievements.

Activity

It's a simple worksheet with six sentence prompts and space for a child to fill in the blanks.

Something About Me

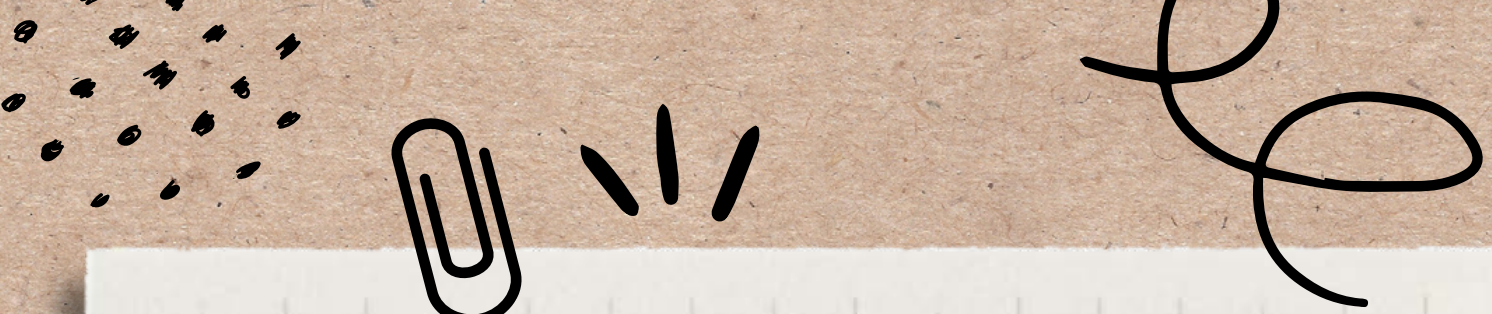
Worksheet

My friends think I'm awesome because...



My classmates say I'm great at...





The sentence prompts are:

- My friends think I'm awesome because...
- My classmates say I'm great at...
- I feel very happy when I...
- Something that I'm really proud of is...
- I make my family happy when I...
- One unique thing about me is...

These sentences are constructed with clear and uncomplicated language that most elementary school students should understand, but it may help to go over this worksheet with your child. Encourage your child to think about each sentence and not to rush.

Completing this activity can help children build the foundations of an authentic and healthy self-esteem that they can carry with them for the rest of their lives.

Benefits of the practice

1. Helps children recognize their strengths and achievements
2. Encourages self-reflection and self-expression
3. Fosters self-awareness and self-confidence
4. Builds a foundation for healthy self-esteem.

Challenges

It's important to remind children to consider people beyond their immediate classroom and school community, as not all children may have positive relationships with their peers at school. Encourage children to think about friends and family outside of school who they can connect with and share positive experiences with. By broadening their perspective, children can expand their social network and build meaningful relationships that can support their overall well-being.



Good Practices



"STRENGTH USE PLAN

Created by: **Aspira Institute**



1 week



Download the worksheet:


<https://www.therapistaid.com/worksheets/strengths-use-plan>

Summary of the practice

The Strengths Use Plan is an exercise that can help children identify their strengths and make plans to use them more frequently. By using their strengths, children can boost their self-esteem, improve their mood, and reduce stress. The exercise involves identifying the strengths that they would like to use more and making a plan for how to use them each day of the week. To get started, children can think about activities that make them feel energized, their goals, or what they are doing when they are at their best, as these can all indicate their strengths. This exercise can be a great way to incorporate strengths-based therapy into the classroom and promote positive mental health for all.

Activity

- Introduce the concept of strengths to the children/teachers and explain the benefits of using their strengths.
- Provide each child with a copy of the Strengths Use Plan worksheet.
- Ask the children to identify three to five strengths they would like to use more often. You can give them some prompts such as asking them to think about what they are good at or what makes them happy.
- For each day of the week, ask the children to make a plan for using one or more of their identified strengths. They can write down specific activities or actions they can take to use their strengths.

- 
- Encourage the children to review their Strengths Use Plan regularly and to make adjustments as needed.
 - Check in with the children periodically to see how they are doing with using their strengths and offer support and encouragement as needed.

Remember to keep the activity fun and engaging for the children and provide them with plenty of positive feedback as they work on using their strengths more often.

Benefits of the practice

1. Improved self-awareness: By identifying their strengths, kids can become more self-aware and understand their unique qualities and abilities.
2. Boost in self-esteem: Using their strengths and seeing the positive results can boost kids' self-esteem and confidence.
3. Reduced stress: By focusing on their strengths, kids can feel more in control and less stressed when facing challenges.

Challenges

Because the activity takes one week, children might lose motivation. Make sure to make time each day of the week to remind them about the activity and do a 15 minute check in.





Good Practices



"A LITTLE MAN"

Created by: Kaunas University of Applied Sciences



45 min.



Sheets of paper, crayons, felt-tip pens.

Summary of the practice

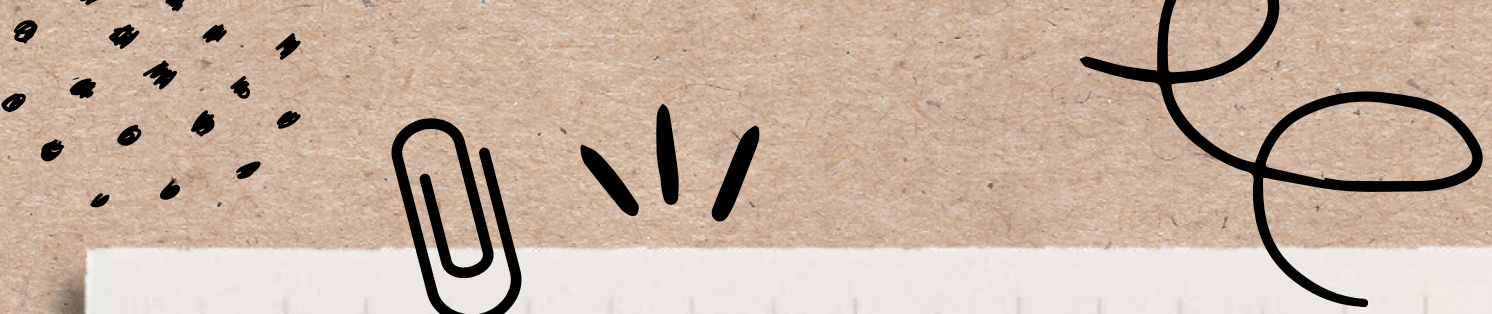
Objective self-evaluation enables the student to look critically at himself/herself, to combine his/her wishes with opportunities, to set goals for self-development and improvement, to abandon unrealistic aspirations. Positive self-esteem describes a favourable attitude towards oneself as a unique individual, one's possibilities and one's future. Thus, each person is unique in their combination of personality traits.

The purpose of the practice is to develop students' attitudes of self-acceptance as you are, respect and self-love.

Activity

Each student is given a sheet of paper and invited to complete the task according to the following stages:

1. Write 5 strong and 5 weak personality traits.
2. Draw a little man on a sheet of paper and write in which part of the body one or another feature is manifested. For example, persistence can manifest itself in the hands or feet.
3. In the drawing, cross out with thick lines the features that you do not want to have.
4. Write, can a person live without negative qualities? If can't, then why?
5. Think and write down the negative aspects of the strengths and the positive aspects of the weaknesses.
6. Discuss in pairs, how did you do the task? What was interesting, strange, difficult? How did you feel about the task? What did you learn about yourself after doing this practice?



Benefits of the practice

After completing the task, students will understand the importance of attitudes of respect and love for themselves, they will be able to accept themselves more easily.

Challenges

Students may have difficulty identifying their own strengths and weaknesses accurately or may lack self-awareness. Also students may feel uncomfortable sharing their personal thoughts and feelings with their peers during the discussions. Teachers should create a safe and non-judgmental environment, respecting students' privacy.





Good Practices



"IF I WERE"

Created by: Kaunas University of Applied Sciences



45 min.



Sheets of paper, pens.

Summary of the practice

Self-knowledge is a continuous, never-ending process. The personality is formed and changes in the context of life experience, which is why complete self-knowledge is impossible. The student, who knows himself/herself in different aspects, must realize that the qualities of his/her personality are highlighted in various ways - this is only a picture of him/her at this moment. Over time, it changes, renews itself, acquires new qualities, abilities, and interests, which adjust the entire image of the personality.

The purpose of the practice is to provide an opportunity to think about one's personality traits from different perspectives. To develop students' self-awareness by distinguishing various personality traits.

Activity

Practice performance stages:

It is often difficult to describe yourself accurately, in detail, because words do not always reveal the essence. Then metaphors can help.

1. Think and write down:

· If I were a book, I would be.....(What genre is the book? What's the title? Thick or thin? What is the book about? New or read many times? Maybe an empty notebook?...)

· If I were a natural landscape, I would be..... (Maybe a majestic mountain? Maybe a blooming meadow? Maybe a quiet lake? Maybe a fast river? Maybe a rough sea?...)

If I were a plate attached to the office door, it would say..... („Do not disturb", "Always ready to help", "Everyday is a holiday", "Director" etc..)

· If I were an animal, I would be..... (A cat? A tiger? A python? A bear? A fox? Mosquito?...)

2. Think and write down what human qualities the named comparisons speak about?

3. In subgroups of 4, share the ideas that arise.

4. Group reflection: How did the task go? What was interesting, difficult? What insights did you gain about yourself?

Benefits of the practice

After completing the task, students will understand the importance of attitudes of respect and love for themselves, they will be able to accept themselves more easily.

Challenges

Students may have difficulty identifying their own strengths and weaknesses accurately or may lack self-awareness. Also students may feel uncomfortable sharing their personal thoughts and feelings with their peers during the discussions. Teachers should create a safe and non-judgmental environment, respecting students' privacy.





Good Practices



"LET'S ENJOY OURSELVES"

Created by: Kaunas University of Applied Sciences



45 min.



None

Summary of the practice

Internal conversation with ourselves affects our mood, physiology, and activity. It is important to understand that pessimistic thinking permeates all areas of life:

- It deters from activity;
- Does not allow you to take advantage of an opportunity;
 - Prevents implementation of ideas.

Our thoughts determine how we feel. The more positive thoughts in our head, the better we feel, which leads to even more positive thoughts, which makes us feel even better.

The purpose of the practice is to enable students to become aware of the influence of positive thinking on their well-being and activities, and to develop the ability to name the strong qualities of their personality.

Activity

Practice performance stages:

1. The practice is done in pairs. Student A talks about his/her good qualities for 90 seconds, explains how these qualities help to fulfill expectations, Student B listens carefully.
2. Student B gives feedback for 30 seconds: talks about the good qualities of student A that he/she himself/herself mentioned.
3. Student B talks for 90 seconds about his/her good qualities, explains how these qualities help to fulfill expectations. Student A listens carefully.
4. Student A gives feedback for 30 seconds: talks about the good qualities of student B that he/she himself/herself mentioned.
5. Talk in pairs for 30 seconds about how you did this task.

6. Repeat this practice in new pairs.

7. Personal reflection after completing the practice. Write down the answers to the following questions: What did I tell my friend about myself? How do I feel when I am happy about my good qualities? How will these qualities help me become what I desire?

8. Sharing in a group (those who want to speak): how do we feel when we are happy with ourselves? How did it go completing the practice?

Benefits of the practice

After completing the practice, students will understand the influence of positive thinking on their well-being and activity, and will be able to name the strong qualities of their personality that help to fulfill the set expectations.

Challenges

The practice involves multiple steps, including individual reflections, sharing in pairs, personal reflections, and group sharing. Managing the time for each step and ensuring that all students have sufficient time to participate and share their thoughts and feedback within the given time constraints may be challenging. Self-reflection and feedback on personal qualities can be emotionally sensitive for some students. It may evoke feelings of vulnerability, comparison, or self-doubt. Teachers need to be aware of these emotions and provide appropriate support and guidance to help students navigate their emotions and reflections effectively.





Good Practices



EMOTION CHARADES

Created by: Edukopro



The Emotion Charades activity can take between 30 minutes to an hour depending on the number of students in the class and the number of rounds played.



- Emotion cards (can be made by the teacher or downloaded online) Emotional cards.
- printable
- Timer (optional)
- Whiteboard or chalkboard (for keeping score)

Summary of the practice

This practice aims to cultivate socio-emotional skills by helping students recognize and express different emotions in a fun and interactive way.

Similar: <https://youthfirstinc.org/emotions-charades/#:~:text=Write%20down%20different%20feelings%2Femotions,there%20are%20many%20similar%20emotions.>

Activity

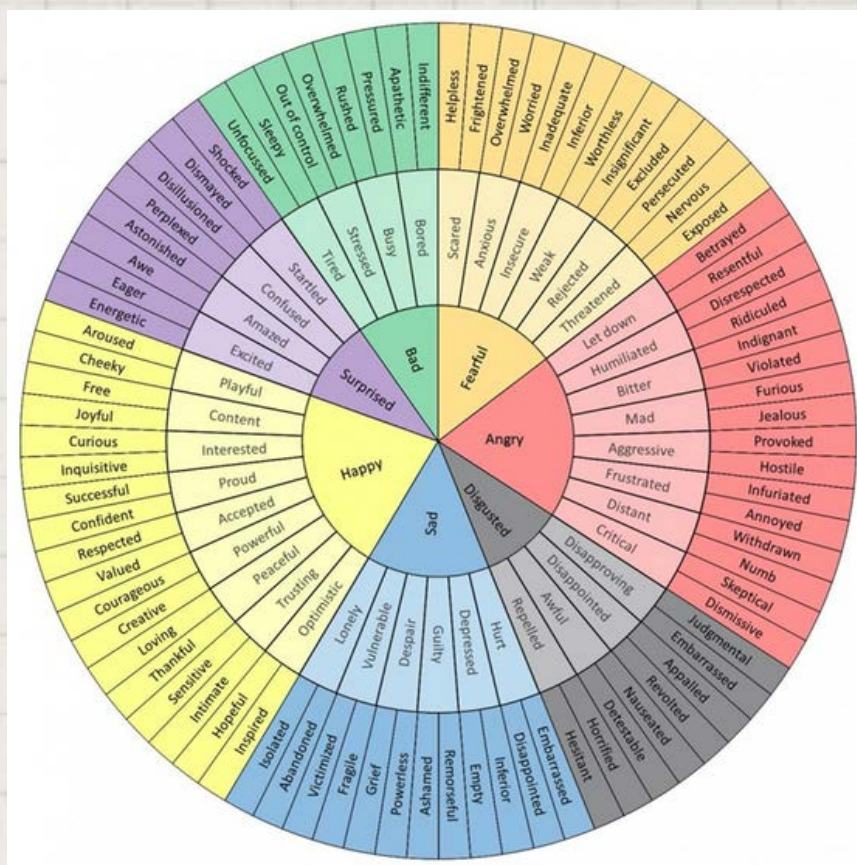
Divide the class into two teams and give each group a set of emotion cards. Each student takes turns acting out an emotion without speaking while their team tries to guess what emotion they are portraying. After each round, discuss the different emotions portrayed and ask students to share personal experiences related to those emotions.

The Emotion Charades activity is designed to help students recognize and express different emotions in a fun and interactive way. By acting out other emotions, students can develop their socio-emotional skills, which can help improve their confidence and overall well-being. The activity is designed for primary school children aged 9-14 and can be implemented in the classroom or as part of an after-school program.

Instructions:

Guessing the emotion: The other team members must think the emotion portrayed within a specified time limit. If they guess the emotion correctly, the team earns a point. The turn then passes to the other team, and the process repeats.

Discussion: After each round, discuss the different emotions portrayed and ask students to share personal experiences related to those emotions. This can help students connect their feelings to real-life situations and develop empathy towards others.



Benefits of the practice

This practice can improve students' emotional intelligence, help them recognize and express their own emotions, and increase their confidence in social situations. The Emotion Charades activity can help students develop their socio-emotional skills, which can improve their confidence and overall well-being. It also encourages teamwork and collaboration and can be a fun and engaging way to learn about emotions and their expressions.

Challenges

Some students may feel uncomfortable acting out emotions in front of their peers. Encourage a supportive and non-judgmental environment and provide alternative options for students who do not want to participate in the acting. It is also important to ensure that the emotions on the cards are age-appropriate and culturally sensitive.





Good Practices



CLASS COMPLIMENTS

Created by: Edukopro



The Class Compliments activity can take between 5 to 10 minutes at the beginning or end of each class, depending on the number of students and the number of compliments given.



None

Summary of the practice

This practice aims to foster positive relationships and a sense of community in the classroom by encouraging students to recognize and appreciate each other's strengths and positive qualities.

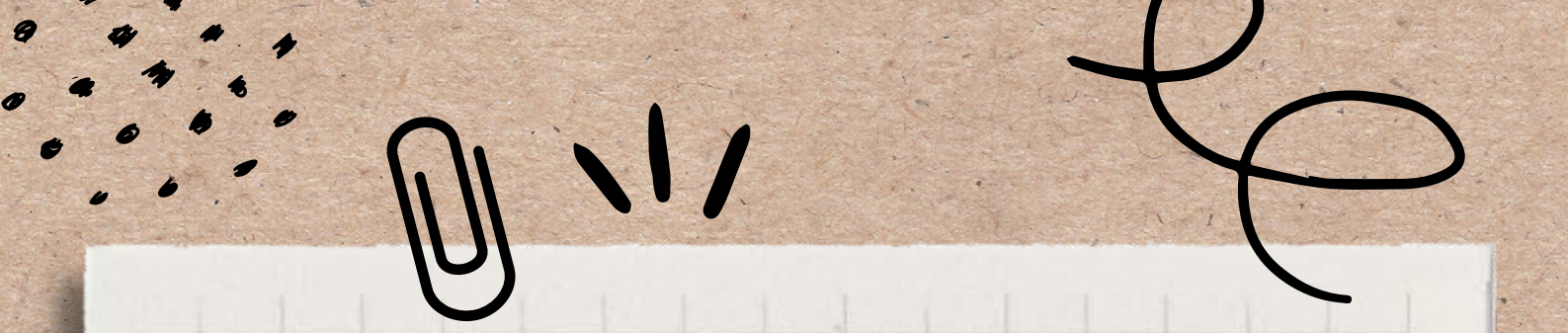
Some similar practice: <https://www.upperelementarysnapshots.com/2017/09/how-to-create-positive-classroom-culture.html>

Activity

Students take turns complimenting one another at the beginning or end of each class. The focus is on specific strengths or positive qualities rather than general statements like "You're nice." The teacher can also model, give compliments and guide as needed. The Class Compliments activity fosters positive relationships and a sense of community in the classroom by encouraging students to recognize and appreciate each other's strengths and positive qualities. Students can build a more personalised and meaningful connection with each other by focusing on specific strengths or positive attributes rather than general statements. The activity is designed for primary school children aged 9-14 and can be implemented in the classroom or as part of an after-school program.

Instructions:

Begin or end each class with compliments: At the beginning or end of each class, students take turns giving compliments to one another. The focus is on specific strengths or positive qualities rather than general statements like "You're nice."



Model giving compliments: The teacher can model giving compliments and guide as needed. This can help students understand what makes a good compliment and how to provide it respectfully and meaningfully.

Encourage participation: Encourage all students to participate in giving and receiving compliments. This can help build a sense of community in the classroom and promote positive relationships.

Provide feedback: After each compliment, encourage the recipient to thank the person who gave it and provide feedback. This can help students understand how others perceive their strengths and positive qualities.

Benefits of the practice

Some students may struggle to come up with specific compliments. Encourage them to focus on qualities or strengths that they genuinely admire in their classmates, and provide support and guidance as needed. By focusing on specific strengths and positive qualities, students can build a more personalised and meaningful connection with each other.

Challenges

It is also important to ensure that the compliments are respectful and appropriate, and that all students feel comfortable participating.



Good Practices



MINDFUL MOVEMENT

Created by: Edukopro



The Mindful Movement activity can take between 15 to 30 minutes, depending on the length of the exercise and reflection time.



Yoga mats or other exercise equipment (optional)

Summary of the practice

This practice aims to promote self-awareness and well-being by combining mindfulness and physical activity.

Some similar practice: <https://earlyimpactlearning.com/mindful-movement-for-kids-14-games-tips/>

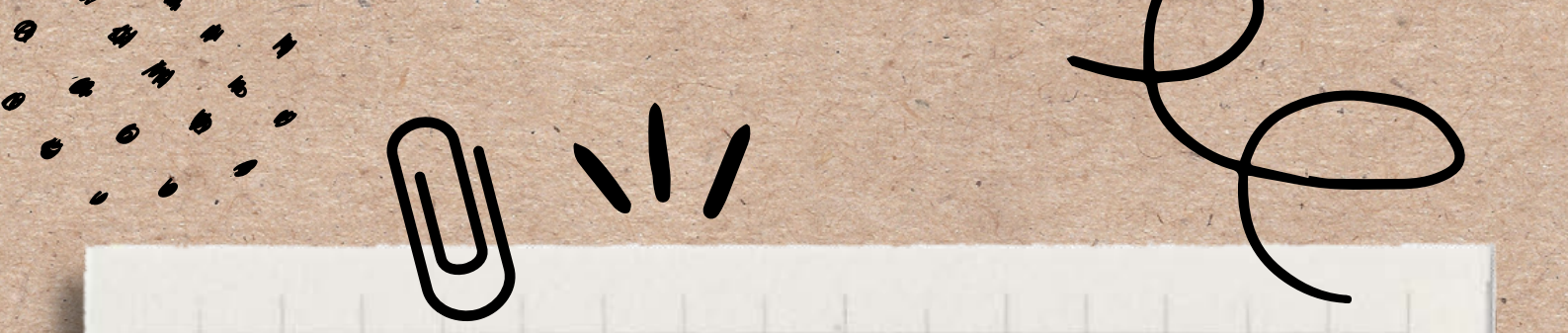
Activity

The teacher leads a series of mindful movement exercises, such as yoga or stretching, where students are encouraged to focus on their breath and physical sensations. The focus is on being present in the moment and connecting mind and body.

The Mindful Movement activity is designed to promote self-awareness and well-being by combining mindfulness and physical activity. By engaging in mindful movement exercises, students can learn to be more present at the moment and connect their minds and body. The activity is designed for primary school children aged 9-14 and can be implemented in the classroom or as part of an after-school program.

Instructions:

Introduce the concept of mindfulness: Begin by introducing the concept of mindfulness and explaining its benefits. You can share examples of how mindfulness can help with stress reduction and improve overall well-being.



Choose mindful movement exercises: The teacher chooses a series of mindful movement exercises, such as yoga, stretching, or tai chi. The exercises should be accessible to all students regardless of their fitness level.

Lead the exercises: The teacher leads the class through mindful movement exercises. They can encourage students to focus on their breath and physical sensations, be present in the moment, and connect mind and body.

Reflect on the experience: After the exercises, encourage students to reflect on their experience. You can ask questions like "How did you feel during the exercises?" or "What did you notice about your breath or body?"

Benefits of the practice

This practice can help students reduce stress and anxiety, improve their self-awareness and well-being, and promote a positive attitude and confidence. By combining mindfulness and physical activity, students can learn to be more present in the moment and connect their minds and body

Challenges

Some students may feel uncomfortable with certain movements or poses. Encourage them to listen to their body and provide alternative options as needed. It is also important to ensure that the exercises are inclusive and that all students feel comfortable participating.



Good Practices



SIMILAR BUT DIFFERENT

Created by: Primary school Petar Pop Arsov



40 min



MATERIALS:

- writing utensils.
- worksheet for students: How are we similar and how are we different – 1.
- worksheet for students: How are we similar and how are we different – 2.
- blackboard and chalk

Summary of the practice

Students are expected to accept that it is important to maintain positive self-esteem based on clear self-knowledge

Activity

MAIN ACTIVITY 1

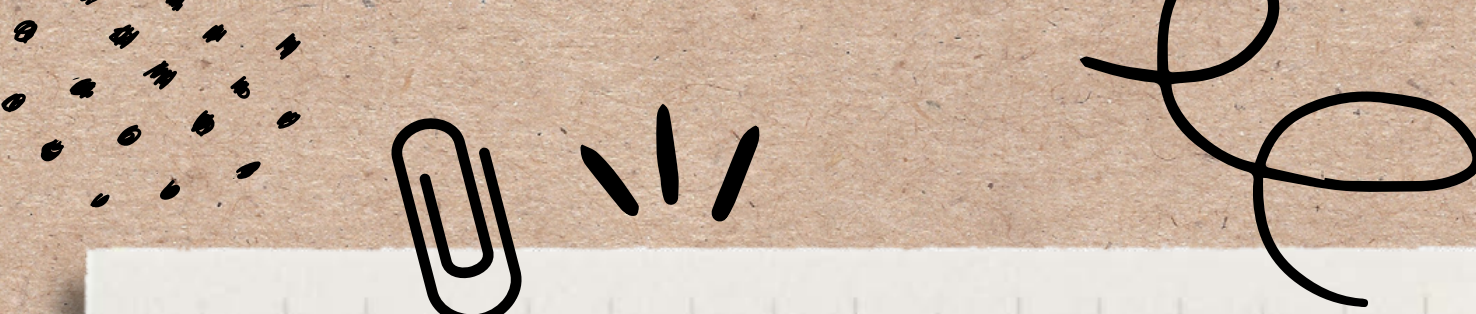
Students are divided into small groups of three. If not all students can be included in that way, groups of two (pairs) are formed.

Each group receives one copy of the worksheet for students "How we are similar and how we are different (1 or 2)", with the task of filling it together in the following way:

Everyone chooses a circle for themselves and writes their name on it.

Everyone imagines a list of things they like and/or don't like doing (eg: playing soccer, eating cake ... doesn't like getting up early, doing homework ...).

Through discussion with others in the group, each student should find out which of those things apply only to him (he likes and/or does not want to do them alone), which things they have in common with each of the other two students in the group (and both like/don't like doing them) and which things are common to all three students in the group (if the group works in threes).



The students jointly choose which of those things they will write down in the circles. They do it according to the following principle:

- in the lightest grey field of the circle, they write 3 unique things that apply only to the person to whom the circle belongs (5 each, if they work in pairs),
- in the slightly darker grey field, which is common to two students from the group, they write down 3 things common to both (5 each, if they work in pairs),
- in the darkest grey field, which is common to the three students of the group, write down 3 things common to all three (only when working in threes).

MAIN ACTIVITY 2

After finishing the work in the worksheets, the students sit in a circle.

The teacher writes on the board the common things (especially those common to all three in the group), which will be read by 3–5 volunteers (and at least 5 will be written on the board).

Then he looks for and writes down some of the things that turned out to be only valid for some of the students. Together they ascertain whether these things are still unique if all students from the large group are included.

FINAL ACTIVITY

All students should be arranged in a line according to a pre-agreed characteristic, for example by month and year of birth. At the same time, they are not allowed to speak. They need to find a way to communicate in order to deploy properly.

Benefits of the practice

When the group is homogeneous (consisting of peers) common interests can be found very easily.

The things we think we're different about because we usually compare ourselves to a smaller circle of peers, emerge as similarities when more people are included in the comparison.

Differences are a reflection of individuality. Being a person with your own specifics is always better than being a copy of others.

Challenges

Students may on certain occasions feel uncomfortable sharing their thoughts or opinions in front of their peers. It is also important to ensure that the discussion topics are age- appropriate and culturally sensitive and that all students feel comfortable participating.



Good Practices



EXPRESSING OPINION-WHITE LADYBUGS WITH GREEN DOTS

Created by: Primary school Petar Pop Arsov



80 min



- writing utensils,
- paper and drawing tools,
- tape and glue,
- scissors.

Summary of the practice

Every student should know that the expression of his opinion is important in the process of creative expression and self-actualization and the same can be expressed in different ways. In a democratic environment, everyone has the right to express their opinion in a way that does not violate the rights of others.

Knowledge

- knows formal ways of expressing an opinion.

Skills

- knows how to choose the most appropriate way of expressing one's opinion.

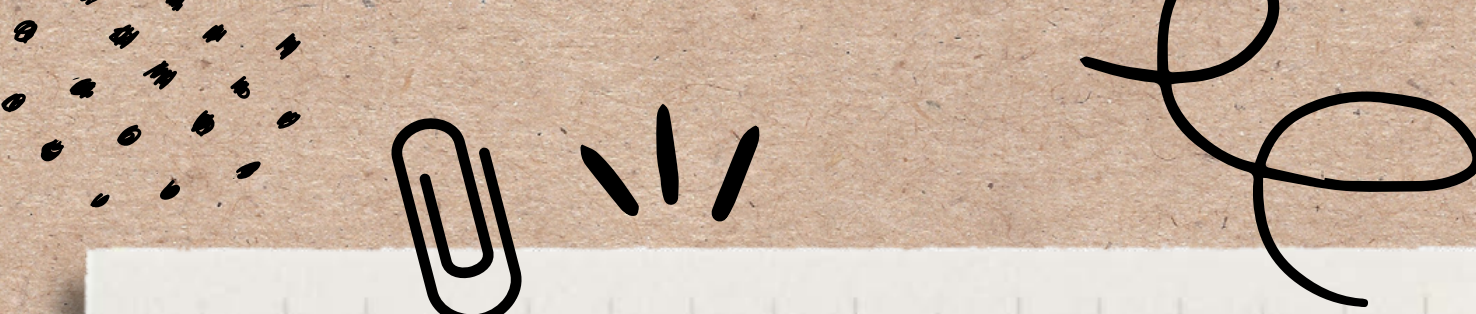
Attitudes/values

- understood the responsibility when expressing his own opinion.

Activity

INTRODUCTORY ACTIVITY

All students stand in a circle with their left hand outstretched and their right index finger touching the outstretched hand of the student to their right. At the teacher's signal: "Three...two...one...now!", everyone should try to catch the index finger of the one on their left with their left hand and try to prevent him from grasp the index finger of the right hand. The game can be repeated several times as long as it causes laughter and fun among the students.



MAIN ACTIVITY

The students are divided into four groups and each group has to prepare a performance on the topic "Let's protect the white ladybugs with green spots from extinction."

The first group prepares an art exhibition on the given topic. The second group comes up with a song.

The third group prepares demonstrations (with written slogans). The fourth group is preparing a presentation at a conference.

The groups have half an hour to prepare their performance. Then each group presents the way of expressing their opinion in front of the rest of the students.

DISCUSSION

1. How did you like the idea of being able to express your opinion?
2. Can you think of other ways of expressing the opinion?
3. How do people tell others what they think about something?
4. Why should everyone have the freedom to express their opinion?
5. Can expressing one's opinion be dangerous?
6. What would be the limit of expression of opinion

Benefits of the practice

Every child has the right to express his opinion about things that are important to him, regardless of how important adults think they are or not. Expressing one's opinion is one of the ways of creative expression and self-actualization. There are different ways of expressing one's opinion – drawing, novel, song, graffiti, sculpture, slogans, music videos, film, drama, website... In a democratic environment everyone has the right to express their opinion in a way that does not violate the rights of others and in that case there should be no reason to express the opinion be dangerous.

Challenges

Some students on certain occasions may feel insecure when they have to express their opinion. Expressing their opinion is one of the ways of creative expression and self-actualization. It should be emphasized that every child has the right to express his opinion about the things that concern him and that there are different ways of expressing one's opinion.



Good Practices



DEALING WITH SUCCESS/FAILURE

Created by: Primary school Petar Pop Arsov



40 min



MATERIALS:

- large sheets of paper.
- writing utensils.
- duct tape.

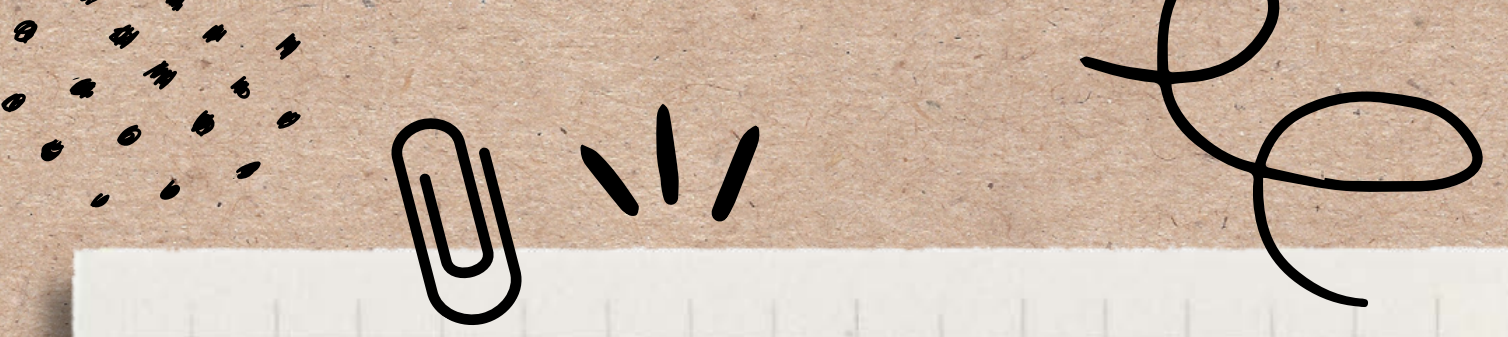
Summary of the practice

Both success and failure are an integral part of every person's life. When we achieve success in an activity, it motivates us to continue engaging. It increases our self-confidence and thereby increases our chances of new success. But sometimes achieving success can "loosen" us, so we can stop trying so hard and experience failure. On the other hand, failure if accepted as something that is a part of everyday life and if we analyze our behavior and situation and realize where we went wrong, it can help us to correct the mistakes and achieve success in one of the next attempts

Activity

INTRODUCTORY ACTIVITY

Students are divided into two equal groups (no more than eight children in one group). Then chairs are placed in two parallel lines with the seats facing each other (distance between the lines - about 1.5 meters) and there should be one more chair than there are children. Then all the children sit on the chairs, and the first chair in each row remains empty. The child sitting next to the empty chair should pick it up in his hands (without getting up from the chair he is sitting on) and hand it to the person sitting next to him, and so on, the chair should be added until it reaches the last child, who he should lower it next to him and sit on it. At that moment, all the children move in the seating by one place and the chair on which the first child was sitting becomes empty. Now that chair is passed in the same way as the first one and it continues until the child who started is back in the first position. Both groups start at a given sign and the winner is the group that first moves all the chairs. Then you can continue with the remaining students.



MAIN ACTIVITY 1

Students are divided into groups of four. One half of the groups should write associations of the word success (what they think of first when they hear the word SUCCESS) on a large sheet of paper, and half of the groups should write associations of the word failure. Then one group of those who wrote about success and one group of those who wrote about failure present what they wrote, and the rest complete them.

DISCUSSION 1

1. Is there someone in life who is constantly lining up successes or constantly lining up failures in all areas?
2. How does success affect our next achievements?
3. Can it have a negative impact?
4. How does failure affect our next achievements?
5. Can it have a positive effect?

MAIN ACTIVITY 2

Students, in the same groups, should remember or think of one situation in which success had a negative effect on subsequent achievement and one in which failure had a positive effect on their subsequent achievement. Then they have to choose one and prepare it and then act it out.

Each group is rewarded with applause.

REFLECTION

1. What were we doing?
2. How did we feel? 3. What did we learn?
4. How can we use what we have learned in our everyday life?

Benefits of the practice

The student is expected to:

Knowledge

- knows the concepts of overcoming learning failure.

Skills

- knows how to make a plan for overcoming failure in learning, engage and promptly seek appropriate help in case of failure in learning or work.

Attitudes/values

- accepts failure as a part/phase of everyday work and life.
levels and well-being.

Challenges

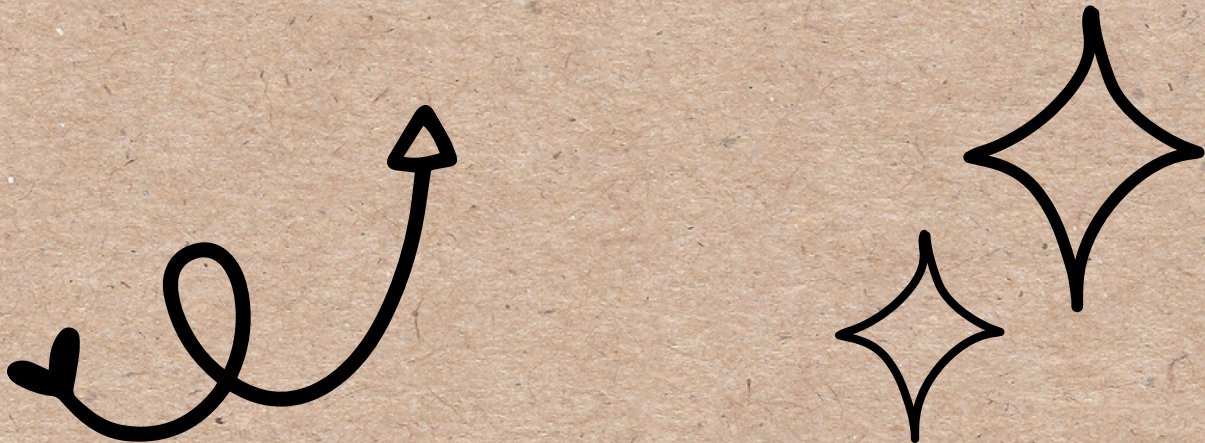
The groups should be formed randomly (using playing cards, counting in different orders, etc.) to make it impossible to always have the same children together; random formation should be transparent and clearly highlighted, to eliminate the possibility of preference selection.

Instructions for working in groups should be clear and well understood by everyone



CONCLUSION

What next?





Conclusion

As we conclude this Manual of Good Practices, it signifies not the end, but a new beginning in our endeavour to cultivate confidence among primary school children. The good practices gathered herein provide invaluable insights to steer our course, yet the journey towards fostering emotional intelligence and resilience continues.

Our next phase takes us to a critical junction: creating an impactful teacher training program. Drawing upon the rich practices in this manual, we will be developing an immersive and practical training curriculum. This curriculum aims to equip teachers with innovative, actionable strategies to encourage children's confidence growth. It also incorporates an interactive learning experience and a robust pre- and post-training assessment to gauge our effectiveness.

The training content and methodologies will be accessible in English, ensuring wider reach and participation.

In the spirit of this collective endeavor, we invite you to join us on our ongoing journey. Keep up with our progress, share your insights, and participate in the discussions by connecting with us through our official project website and social media channels.

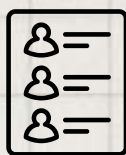
In conclusion, we express our profound gratitude for your support. Every step we take towards nurturing confidence in our children today builds towards a brighter, more resilient tomorrow. This is not a solitary pursuit, and we look forward to continuing this journey together.



Glossary



1. **Confidence:** The belief in one's own abilities, skills, and potential to successfully navigate challenges and achieve desired outcomes.
2. **Self-Efficacy:** A person's belief in their capacity to succeed in specific situations or accomplish specific tasks.
3. **Growth Mindset:** The belief that intelligence, abilities, and talents can be developed through effort, practice, and resilience.
4. **Resilience:** The ability to bounce back from setbacks, failures, and challenges, and maintain a positive attitude and motivation.
5. **Socio-Emotional Skills:** Skills related to understanding and managing emotions, developing positive relationships, and making responsible decisions.
6. **Emotional Learning Climate:** The overall emotional atmosphere and environment in which learning takes place, characterized by support, empathy, and encouragement.
7. **Risk-Taking:** Willingness to step out of one's comfort zone, take on challenges, and try new approaches or activities.
8. **Positive Relationships:** Healthy and supportive connections with peers, teachers, and other individuals, characterized by trust, respect, and effective communication.
9. **Self-Reflection:** The process of examining one's own thoughts, feelings, and actions to gain insights, learn from experiences, and make personal growth.
10. **Supportive Environment:** An educational setting that provides resources, encouragement, and assistance to students, fostering their well-being and growth.
11. **Academic Performance:** The level of achievement and success in educational pursuits, including grades, test scores, and overall progress.
12. **Motivation:** The internal drive and enthusiasm that leads individuals to initiate and sustain actions towards their goals.
13. **Well-Being:** A state of physical, mental, and emotional health and happiness.
14. **Educational Experience:** The overall process of learning and growth in an educational setting, encompassing academic, social, and personal development.
15. **Holistic Education:** An approach that considers the whole child, addressing their intellectual, emotional, social, and physical needs.



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