



Grow confidence

in primary school children

2022-1-BG01-KA220-SCH-000087066



Teacher training content



Co-funded by
the European Union



TABLE OF CONTENTS



GROW CONFIDENCE
IN PRIMARY SCHOOL CHILDREN

ABOUT THE PROJECT

**WHAT ARE EMOTIONAL INTELLIGENCE
AND SELF-CONFIDENCE?**

**WHY ARE WE MAKING THIS
BOOKLET?**

INTRODUCTION

MODULE 1:
**Building Emotional Intelligence in
Students**

MODULE 2:
**Strategies for Fostering Confidence in
Students**

MODULE 3:
**Creating a Supportive Classroom
Culture**



Co-funded by
the European Union



TABLE OF CONTENTS



GROW CONFIDENCE
IN PRIMARY SCHOOL CHILDREN

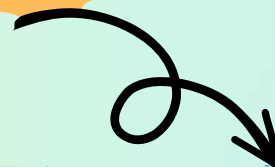
MODULE 4:

**Supporting Teachers in Strengthening
Students' Self-Confidence**



MODULE 5:

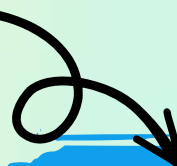
**Collaborating with Parents to Support
Confidence Building**



CONCLUSION



REFERENCES



CONTACTS



Co-funded by
the European Union



ABOUT THE PROJECT

This project focuses on identifying the causes of low self-esteem in students and implementing activities within schools to eliminate these factors. By strengthening emotional intelligence, confidence, and overall well-being, we aim to equip students with essential skills that will benefit them throughout their lives. Additionally, we will educate teachers to support students in learning from mistakes and overcoming the fear of failure.

Primary school children often struggle with low self-confidence, which hinders their ability to take risks and bounce back from failures. Based on the article "The Importance of Positive Self-esteem for Kids", the lack of confidence in children makes them feel less sure of themselves and their abilities.

The aim of the project "Grow Confidence in Primary School Children" is to **empower young students and nurture their self-confidence.**

The vision of the project is to **cultivate a positive relationship with oneself among primary school children, enabling them to realize their full potential and thrive in life.**

Our project will compile best practices from across the European Union into a comprehensive manual. This manual will be presented during teacher training sessions, empowering educators to incorporate these practices into their classrooms and enhance children's emotional intelligence and confidence. Additionally, we will conduct workshops for parents, providing them with invaluable support and guidance on fostering their children's emotional intelligence.



Through peer connections and various socio-emotional strengthening activities, we will encourage positive actions among the children.

This publication was made for the Erasmus+ 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 Project, this document symbolizes our shared vision of cultivating a positive self-relationship in children and empowering them to realise their full potential.





GROW CONFIDENCE
IN PRIMARY SCHOOL CHILDREN

WHAT ARE EMOTIONAL INTELLIGENCE AND SELF-CONFIDENCE?

Emotional intelligence is essentially one's ability to discern, decipher, exhibit, regulate, and make use of emotions to connect and communicate with others in clear, valuable ways. Not only is it important to be able to control your emotions and express them in mature, constructive ways, but it's also essential to recognize, translate, and react to the emotions of others in healthy ways as well. The better a person is at doing this, the higher their emotional intelligence, or EI, will be.

The notion of emotional intelligence was first popularized by science journalist Daniel Goleman.

The aspects that determine emotional intelligence include:

- Self-regulation;
- Social skills;
- Motivation;
- Self-awareness;
- Empathy.

Indicators of emotional intelligence include:

- Being able to recognize and understand what one is feeling, and what others are feeling;
- Having self-confidence and self-acceptance;
- Having empathy for others;
- Being able to manage your emotions during difficult times;
- Awareness of one's own strengths and weaknesses;
- Caring about and being interested in others and what they are going through;
- The ability to learn from mistakes and let them go;
- Taking ownership of your own shortcomings or mistakes;
- Being able to embrace changes and transitions in life, and flow with them;
- Being sensitive to the feelings of others.



Co-funded by
the European Union





**"Self-confidence is a superpower.
Once you start to believe in yourself,
the magic starts happening."**

Self-confidence is an essential factor in everyone's life. It is the key to success. And when it comes to children, then it is one of the factors for their educational success. Thus, parents should always try to enhance their child's self-esteem. And they should also ensure a positive environment of learning for their child's bright future.

What happens when children have self-confidence?

When children feel confident, then:

- They are more likely to execute things better than the children having no or low confidence level.
- They perform exceptionally in their studies and score good grades.
- The children feel proud of the things done by them and are ready to try new things.
- The children get the willingness to learn from their mistakes.
- They focus more on career and life goals.
- They enjoy the learning process and build up new dreams every day.
- And most importantly, they respect their individuality and decisions.

Common causes of low self-confidence among primary school children:

COMPARISONS TO OTHERS

According to Indiana University Health, kids between the ages of 6 and 11 start to compare themselves to others, making them more aware of their strengths and weaknesses. This leads some children to begin negatively comparing themselves to their peers, forming a self-destructive habit that is hard to break. As a result, these kids continuously feel inadequate and believe that they don't match up with those around them.

PRESSURE TO ACHIEVE

As kids grow older, our expectations of what they can achieve also tend to increase. When they are young, we care more about how hard they try at something rather than what they end up producing. We don't care if they proudly create a painting of us that looks more like a spider! As long as they tried their best, that's all that matters.



But as kids get older, the results of their efforts begin to matter more too. Consequently, this pressure to achieve can lead a child to worry about gaining their parents' approval. Often, they doubt their own ability to deliver the required results.

POOR ACHIEVEMENT AND FEELING INCOMPETENT

Children who struggle academically at school and can't keep up with their peers may struggle with low self-confidence. This can also be true of kids who are not naturally sporty as their classmates notice their weaknesses and make unkind comments.

Although feelings of incompetence can make kids feel inferior, psychologist Erik Erikson found that this only leads to low self-esteem in areas that matter to that child.

For instance, if a child struggles to learn the piano but hates music lessons, then it's unlikely to affect them much. If, however, they're not much good at football but want to be, then this may well knock their self-esteem.

DISAPPROVING AUTHORITY FIGURES

As kids grow older, they become far more aware of the perceived disappointment of the adults in their world. However, how this impacts their self-esteem depends on the adult in question and how the child feels about them.

Research shows that if the disapproval comes from a teacher that a child has little regard for, then it's unlikely to affect how they feel about themselves. If, however, the child thinks that a parent or beloved grandparent is disappointed in them, then this can send their self-esteem spiralling.

UNSUPPORTIVE PARENTS

Life can be overwhelming for kids sometimes, and when things get tough, they need to be able to rely on their parents. But when parents are too busy, disinterested or emotionally unavailable, a child can be left feeling alone, unimportant, and unsupported.

Such kids may be unsure about how to manage any problems or challenges that come their way but feel that they can't turn to their parents for help. This can lead to a sense of insecurity and an inability to cope, which can massively impact their self-esteem.



As a result, these children often end up feeling forgotten and that their achievements are not worth noticing. Their parents' lack of support and attention leads them to doubt their abilities and stop trying.

FAMILY PROBLEMS

Family conflict causes an ocean of negative emotions which children readily absorb and internalise. This leads to huge emotional instability for these kids, and to make matters worse, they often believe that they are somehow to blame or part of the problem.

Living in a troubled family can be overwhelming for children. It fills them with fear, and insecurity and causes their self-esteem to shrink.

BULLYING

Bullying is painful and traumatic and can have a crippling effect on a child's emotional wellbeing and self-esteem. When a bully targets them with endless mean taunts, they begin to believe that these cruel comments are valid.

Children who are bullied rarely accept that the problem lies with the bully. Instead, they often form a strong belief that they are the problem. They become highly self-critical, and as their self-esteem decreases, they may be susceptible to mental health problems and depression.

POOR HEALTH

Kids who suffer from ongoing medical problems such as an illness or disability may also be prone to poor levels of self-esteem. Mental illness such as depression or anxiety disorders are also common factors that can make children think less of themselves.





WHY ARE WE MAKING THIS DOCUMENT?

This document is one of the results of this project and will help in the implementation of teacher training on raising students' self-confidence. Teachers from the target group (teachers of students aged 9-14) currently lack the skills and knowledge to deal with nurturing children's emotional intelligence and self-confidence. They need motivation, detailed activities and materials to apply them in their current curriculum and benefit from their simple implementation.

The training will help teachers to encourage their students to be responsible for their actions, learn from their mistakes, develop their own learning styles and become emotionally strong. Here you can find teaching content and activities that teachers can implement in their schools. All content is adapted so that teachers can use it in the classroom immediately. After pilot training of teachers and feedback, we will improve the content and methodology of the training. The final result of this WP will be a complete training program adaptable and applicable for each partner country.

Based on this, we will do teacher training that meets the needs of the first target group. They will gain knowledge and active skills to help children grow in self-confidence.

With the content and methodology of teacher training, which we develop in this work package, we will help teachers acquire the skills and knowledge to foster students' self-confidence. The training will also help teachers find the best way to work with their students' parents to improve their confidence.

Teachers can enrich their work with the activities from the Manual of Good Practices and the guidelines from this document in their class and will help students to strengthen their peer relationships and socio-emotional skills.

Adapted versions of the prepared training content and methodology will be applied to each country, allowing us to reach a larger audience and help more teachers and students benefit from teacher training both locally and at European level.

This document will directly help achieve the goal of our project, which is designed to raise the self-confidence of elementary school children, teach them how to grow up enjoying their life without the pressure of failure and mistakes, to have a positive attitude towards themselves and realize that they are worth a lot in every way and that they can offer life and everyone more than they can imagine.





GROW CONFIDENCE
IN PRIMARY SCHOOL CHILDREN

INTRODUCTION

Welcome to the comprehensive content document for teacher training developed as part of the esteemed Erasmus+ project "Grow confidence in primary school children" (project number: 2022-1-BG01-KA220-SCH-000087066). This document serves as a powerful tool in our shared mission to empower educators and enable them to foster confidence and emotional intelligence in elementary school children.

Our project recognizes the vital role that teachers play in shaping the minds of young people and influencing their emotional well-being. We believe that by equipping teachers with effective strategies and methodologies, we can create a nurturing and supportive environment that allows students to thrive both academically and emotionally.

Inside this document you will find a treasure trove of best practices carefully selected from successful implementations across the European Union. These practices have been carefully selected to address the root causes of low self-esteem in students and provide you with a comprehensive set of tools to remove these factors from your classroom.

The content is in line with our shared vision of fostering positive self-relationships in children, encouraging them to embrace their uniqueness and inspiring them to reach their full potential. We believe that a child's self-confidence and emotional well-being are the cornerstones of their personal growth and academic success.

Throughout the document, you will discover evidence-based approaches, innovative activities, and practical guidelines designed to be easily incorporated into your teaching practice. Our aim is to equip you with the knowledge and skills necessary to create a safe and encouraging learning environment where students feel confident in taking risks, learning from mistakes and overcoming the fear of failure.



Co-funded by
the European Union



Moreover, this document encourages collaboration and peer learning, allowing you to interact with fellow educators and share your experiences and insights. Together, we can create a strong network of empowered teachers who are committed to making lasting changes in the lives of their students.

As you embark on this transformative journey of empowering young minds, we express our sincere gratitude for your commitment to nurturing the emotional well-being of elementary school-aged children. Your role as an educator is indispensable, and we are confident that with the valuable content presented in this document, you will be equipped to make a positive and lasting impact on the lives of your students.

Let us join hands as we embark on this mission of empowerment, guided by the belief that every child deserves the opportunity to flourish and thrive with unwavering confidence. Together we can raise a generation of resilient, self-reliant and confident individuals who will embrace life's challenges and opportunities with optimism and courage.

Through 5 modules, we will show you the steps, the ways of implementing practices which will lead to an increase in self-confidence among your students.





MODULE 1:

Building Emotional Intelligence in Students

This module aims to familiarize individuals with the concept of EI, its importance in personal and social development, and the specific elements that contribute to emotional intelligence.

Learning outcomes:

- Understand the concept of Emotional Intelligence (EI) and its significance in personal and social development. Recognize the importance of self-awareness in emotional intelligence.
- Develop strategies for self-regulation, exhibiting the capability to control and manage emotions, impulses, and reactions in various challenging situations.
- Exhibit social skills by effectively communicating, demonstrating empathy by actively listening, building rapport, resolving conflicts, working collaboratively in teams, and displaying leadership qualities.
- Apply the knowledge and understanding of emotional intelligence in real-life scenarios, both within the educational setting and in personal interactions with others.

Topics:

- Emotional Intelligence
- Self-awareness
- Self-regulation
- Motivation
- Empathy
- Social Skills



Emotional Intelligence

Building emotional intelligence in students is a crucial aspect of their overall development. Emotional intelligence encompasses the ability to recognize, understand, manage, and express emotions effectively. It plays a vital role in shaping personal growth, fostering positive relationships, and contributing to a fulfilling and emotionally healthy social life. It is a skill that can be cultivated and refined over time, benefiting individuals in various aspects of their lives.

Emotional Intelligence (EI) is composed of several specific elements that collectively contribute to an individual's ability to recognize, understand, manage, and express emotions effectively. These elements, as proposed by Daniel Goleman, who popularized the concept of EI, include:

Self-awareness

This is the foundation of emotional intelligence. It involves recognizing and understanding one's own emotions, strengths, weaknesses, values, and impact on others. Self-aware individuals can accurately assess how they feel and why, which helps them make better decisions and manage their emotions.

Self-regulation

This element refers to the ability to control and manage one's emotions, impulses, and reactions. It involves staying composed in challenging situations, being adaptable, and maintaining a sense of calmness even under pressure.

Motivation

Motivation in emotional intelligence means having a strong drive to achieve personal and professional goals. It involves being proactive, and resilient in the face of setbacks, and maintaining a positive attitude toward achieving one's aspirations.

Empathy

Empathy is the capacity to understand and share the feelings and perspectives of others. It involves listening attentively, being nonjudgmental, and being able to "put oneself in another's shoes" to comprehend their emotional state.

Social Skills

This element encompasses a range of interpersonal abilities. It involves effective communication, building rapport, resolving conflicts, teamwork, and leadership. Socially skilled individuals can navigate social situations smoothly and create positive relationships.

It's important to note that these elements are interconnected and complement each other. A deficiency in one area can affect overall emotional intelligence.

This module includes engaging and purposeful activities within the educational setting to promote emotional intelligence and social-emotional growth. These activities aim to nurture students' abilities to recognize and understand their emotions, effectively manage their feelings, demonstrate empathy towards others, and develop positive social interactions and relationships.



Practices from the Manual of the Good Practices:

- Empathy Mapping: <https://bit.ly/3ErJPFy>, p. 13
- Mindful listening: <https://bit.ly/3ErJPFy>, p. 47
- Something about me: <https://bit.ly/3ErJPFy>, p. 52
- Let's enjoy ourselves: <https://bit.ly/3ErJPFy>, p. 60





Practice 1

"HOW DO YOU FEEL TODAY?"

SUGGESTED BY LSS



10 minutes



Paper, color pencils.

Practice

- The Activity's purpose is to promote emotional intelligence by allowing children to express their feelings
- To foster a sense of community
- To encourage empathy among peers

Activity

This activity needs prior preparation. First, the teacher has to explain to the children. As the children enter the classroom, provide each with a sheet of paper and access to colourful pencils or markers.

Ask each child to draw an emoji representing how they feel. If the children are in 1–2 grade, you may use an emotion dashboard with colourful explanations of the emotions. Every child has to draw how they feel at the beginning of the day.

Once the drawings are complete, you can go over every child and see what they have drawn. The emotions may be placed on a designated board or a special space in the classroom if children feel comfortable with that.

Teacher's Role here: You have to briefly review the displayed emotions. Paying particular attention to those who might not be feeling their best.

Group Discussion (optional): The teacher can initiate a discussion by asking questions such as:

"I see some friends might be feeling a bit down today. Is there something you'd like to share?"

"How can we help our friends feel better?"



Practice 1

"HOW DO YOU FEEL TODAY?"

SUGGESTED BY LSS

Class Support: If one or more students are not feeling great, the class collectively thinks of ways to support and uplift their peers. This could be through kind words, sharing a positive story, doing a small activity together, or simply giving a reassuring pat on the back.

Reflection: At the end of the day or after a designated period, revisit the emojis. Ask students if their feelings have changed, and if so, what helped improve their mood. This reinforces the impact of collective support.

Benefits of the practice:

- By drawing their emotions, children become more attuned to their feelings and can better communicate them to others.
- Children learn to recognize when their peers are struggling and understand the importance of support.
- The class works together to uplift their classmates, strengthening bonds and creating a positive classroom environment.

Source: <https://www.twinkl.bg/resource/t-s-1056-how-do-you-feel-today-emotions-chart>



Practice 2

"ACT IT OUT"
SUGGESTED BY LSS



30 minutes



No prior preparation

Practice

- An engaging and easy-to-implement activity that requires no preparation or materials
- To develop empathy by acting out different social situations
- To form stronger connections with peers

Activity

To begin, have the class form a circle, and explain that they will be participating in a role-playing game focusing on empathy. Each round will involve two students acting out a social situation, with the rest of the group observing and rating their performance based on how well their actions align with the emotions they are supposed to portray.

For example, in a scenario where one student is upset about a poor test score, the other student should recognize their sadness and offer words of encouragement. The empathetic student might share a similar experience and provide advice, demonstrating their understanding of the other's feelings. After each role-play, use the discussion icon to signal that it's time to discuss the scene, the emotions involved, and any changes in emotions from the beginning to the end.

For smaller children, the practice can be implemented a little differently. You can show the class different story cards. You can give students certain roles according to the story, and they have to act them out. Give them directions and guide them into the activity.





Practice 2

"ACT IT OUT"
SUGGESTED BY LSS

Discussion question:

- How did the actors' actions match up with the emotions they were supposed to portray? Were they able to convey empathy effectively?
- What happened in the scene that led to a change in emotions? How did the empathetic student's response impact the other student's feelings?
- Can you think of a time when you experienced a similar situation?

For smaller children:

- What made the character feel happy (or sad, or scared) in the story?
- If you were in the story, how would you have helped the character feel better?
- How does it feel when someone understands and cares about how you're feeling?
- How can we make our classroom a place where everyone feels understood and cared for?

Benefits of the practice:

- Children learn to better grasp the perspective of others;
- Children learn to cope better with stress, anxiety, and other negative emotions;
- Children learn to interact in a more harmonious manner with peers, reducing classroom disruptions;
- Students lay the foundation to navigate life's ups and downs, building resilience and adaptability.

Source: <https://everydayspeech.com/blog-posts/no-prep-social-skills-sel-activity/act-it-out-a-role-playing-game-to-teach-empathy-in-the-classroom/>



Practice 3

"CALMING CORNER"

SUGGESTED BY LSS



15 minutes



Something that can make students feel comfortable

Practice

- Helps children recognize and manage their emotions in a safe environment
- For building self-reliance
- To allow children to take responsibility for their emotions and decide when they need a moment to recalibrate
- Helps in setting the foundation for understanding each other's emotions

Activity

Calming Corner is a great addition to any primary classroom or home environment. This is a safe designated space where children can regulate their emotions and provide an opportunity and an outlet for the chance to calm themselves down. We are all aware that children could have really big emotions that can quickly escalate into a tantrum or meltdown.

Where Do I Start?

The most important thing is to find a proper place in the classroom. It has to be a private area. A recommendation is to stay away from the front of the classroom or where it is in direct eyesight of many students. It can be as simple as a soft mat and a bucket of books or elaborate with beanbags, pillows, sensory toys, etc.





GROW CONFIDENCE
IN PRIMARY SCHOOL CHILDREN

Practice 3

"CALMING CORNER" SUGGESTED BY LSS

Setting limits:

Teach students about the importance of self-regulation and remind them that it's okay to take a moment when they feel overwhelmed. Define how long a student can stay in the corner, possibly using a timer to keep track. Ensure students know that this is not an escape from their tasks. They are still responsible for any missed work.

When to use?

Recognize individual warning signs in students that may indicate distress, like a clenched jaw, banging books, or a refusal to engage. After setting the rules, allow students the autonomy to choose to use the space when they feel it's necessary.

Benefits of the practice:

- Children learn to identify and manage strong emotions, reducing the likelihood of impulsive reactions or outbursts;
- The space gives students an opportunity to reflect on their emotions, fostering greater self-awareness and understanding of their feelings;
- When children see their peers using the Calming Corner, it promotes understanding and empathy;
- A classroom where students' emotional needs are recognized and addressed tends to have a more positive, respectful, and collaborative ambience.

Source: <https://educationtothecore.com/2021/01/creating-a-calming-corner-for-your-primary-classroom/>



Co-funded by
the European Union



MODULE 2:

Strategies for Fostering Confidence in Students

This module aims to introduce students to the importance of developing self-confidence for their academic, social and personal development and to provide specific strategies that could be applied in the educational process.

Learning outcomes:

- Understand the importance of fostering confidence in students for their academic, social, personal development and recognize that building confidence is a gradual process, and different students may respond differently to various strategies.
- Develop the patience and supportive attitude required to create a positive learning environment where students feel empowered to take risks and grow.
- Implement strategies that promote a growth mindset and resilience in the classroom, helping students develop a positive attitude towards learning, accept failure as a normal part of the learning process, and believe in their potential for growth and progress.
- Foster students' engagement and self-reflection to help them gain a deeper understanding of themselves, feel more in control of their learning, and achieve a greater sense of accomplishment.



Topics:

- Mindset and resilience in the classroom
- Constructive feedback and creating a safe environment for risk-taking
- Student agency and self-reflection to build confidence

Mindset and resilience in the classroom:

Fostering confidence in students is essential for their academic, social, and personal development. Building confidence is a gradual process, and every student may respond differently to various strategies. Teachers need to be patient, supportive, and encourage a positive learning environment where students feel empowered to take risks and grow.

The aim of promoting a growth mindset and resilience in the classroom is to help students develop a positive attitude towards learning, accept failure as a normal part of the learning process and believe in their potential for growth and progress. To promote a growth and resilience mindset in the classroom, it is desirable to use practices that emphasize the importance of the learning and development process, rather than solely focusing on the results achieved.

Constructive feedback and creating a safe environment for risk-taking:

Teachers need to emphasize that abilities and intelligence are not fixed, but can be developed through effort and learning. They need to promote positive attitudes towards challenges, support students to learn from mistakes, use affirmative language, encourage students to set realistic goals and encourage students to self-reflect their goals and achievements.



GROW CONFIDENCE
IN PRIMARY SCHOOL CHILDREN

Providing constructive feedback and creating a safe environment for risk-taking allow students to feel supported and encouraged to try new things, face challenges, and learn from their mistakes. It enables students to become confident researchers, ready to take on new challenges and grow as individuals.

Student agency and self-reflection to build confidence:

Encouraging student agency and self-reflection includes activities and strategies that encourage students to actively participate in learning, reflect on their work and actions, and recognize their own talents, strengths, and potential. Through engagement and self-reflection, students gain a deeper understanding of themselves, feel more in control of their learning, and achieve a greater sense of accomplishment.



Co-funded by
the European Union



GROW CONFIDENCE
IN PRIMARY SCHOOL CHILDREN

Practices from the Manual of the Good Practices:

- Strengths Spotlights: <https://bit.ly/3ErJPFy>, p. 15
- Dealing with Success/Failure: <https://bit.ly/3ErJPFy>, p. 73
- Gratitude: <https://bit.ly/3ErJPFy>, p. 41
- “I am” activity: <https://bit.ly/3ErJPFy>, p. 12



Co-funded by
the European Union





Practice 1

"PEER-TO-PEER LEARNING"
SUGGESTED BY LSS



40 minutes sessions, several sessions



Poster board, markers

Practice

- Makes learning active
- For building social skills
- Boosts self-confidence
- Students see each other's perspectives to help them progress

Activity

When children have the opportunity to teach, share, and work with their peers, they can build self-esteem and reinforce their own understanding of the subject.

Before introducing peer learning, ensure that your classroom is a safe, respectful space where students feel comfortable sharing without fear of ridicule or embarrassment. Establish ground rules about listening, not interrupting, and offering constructive feedback. Allow students to choose topics or subjects that they feel strong or passionate about to teach or share with peers. This can be a short presentation, a demonstration, or even a mini-lesson.

After each peer learning session, ask students to share something positive they learned from their partner or about the session. Positive reinforcement boosts confidence. Encourage students to share personal stories or experiences related to the topic at hand. This is a way to validate their experiences and make them feel confident in their unique perspectives.



Practice 1

"PEER-TO-PEER LEARNING"

PROPOSED BY LSS

Instead of just celebrating right answers or completed tasks, also celebrate the effort, determination, and collaboration. This can help students feel confident in their journey, not just the outcome.

Closure:

Conclude the activity with a group discussion on the overall experience. Discuss the importance of effort and collaboration over perfection. Reinforce that everyone's journey is unique and equally important.

Benefits of the practice:

- Taking on a teaching role or sharing personal experiences allows students to recognize their strengths, knowledge, and unique perspectives, thereby boosting their self-confidence
- Such activities give students an opportunity to practice speaking, listening, and presenting
- Collaborative exercises foster skills like teamwork, empathy, patience, and conflict resolution
- Celebrating effort over outcome encourages a growth mindset

Source: <https://www.viewsonic.com/library/education/how-to-build-a-more-engaged-classroom-with-peer-learning/>



Practice 2

"SET REACHABLE GOALS"
SUGGESTED BY LSS



15 minutes per day



Flipchart, colorful markers, sticky notes

Practice

- Makes learning active
- For building social skills
- Boosts self-confidence
- Students see each other's perspectives to help them progress

Activity

Setting clear and realistic goals in elementary school is one perfect way for students to learn to believe in themselves. This will help them manage more challenging tasks in school and life.

Introducing goal setting to young children requires creativity, simplicity and a hands-on approach. Begin by telling engaging stories in which characters go on quests or adventures to achieve something they deeply desire, helping children draw parallels between the story's journey and personal goals. Use arts and crafts to let them visualize their goals; for example, they could craft "goal trees" where each branch represents a step toward their main goal or "treasure maps" that chart their path to a particular reward.





Practice 2

"SET REACHABLE GOALS"

PROPOSED BY LSS

Students in primary school are not ready to set complicated long-term goals, so you can start with something easy that the whole class will try to achieve in one or two days. After completing class goals, you can try with individual ones.

Let them think of something that they want to achieve. Guide them with questions like "What exactly do you want to do? Let's be clear." The next step is also very important. They have to define "How will you know you've done it?" Help them set realistic deadlines.

If children want, they can draw their goals. Visualisation keeps children stay focused.

These goals have to be broken down into smaller tasks. Let children make their own checklists with their small tasks. Let them be creative. Designate a time to check in on student progress. It can be once a week or once a month, depending on the age of the children and the level of complexity of their goals.

Celebrate together every small success, every step towards the goal. Thus, children will feel as big as their dreams

Benefits of the practice:

- Achieving set goals boosts children's confidence and self-worth, making them feel competent and capable
- Students begin to understand the importance of allocating time wisely to meet their targets
- Goal setting, especially when paired with reflective practices, teaches children that abilities can be developed and that effort leads to growth

Source: <https://www.twinkl.bg/blog/goal-setting-for-young-children>





Practice 3

"LET STUDENTS BE IN CHARGE"
SUGGESTED BY LSS



1 hour



Discussion tokens or badges, improvised microphone, a chart paper or digital board for noting down points of interest

Practice

- **Fosters autonomy and responsibility**
- **Enhance Empathy**
- **Facilitate Constructive Feedback**
- **Encourage Collaborative Learning**

Activity

Children have a lot to offer. To merely stand in front of the class and speak would be ineffective and it would curb the kids' confidence. Let them be in charge of the discussion activities. Bring out the talent of each student and urge everyone to get involved in the activity/discussion. Students' self-worth and confidence will increase if they are given a sense of leadership and importance.

Allow students to suggest topics they are interested in or would like to discuss. These topics can range from their favourite hobbies, a recent book they read, a place they visited, or even ideas on how to make the school environment better.

List these topics on the chart paper or digital board. Make a schedule to discuss these topics, and give leaders time to prepare. Let them lead the discussion. Navigate the process and intervene if needed.



Practice 3

"LET STUDENTS BE IN CHARGE"

PROPOSED BY LSS

After all the topics have been discussed, bring the students together for a reflection session.

Ask questions like, "How did it feel to be in charge?", "What did you learn from your peers today?", "Why is it important for everyone to take turns being the leader?"

Encourage students to provide feedback on their peers' leadership styles and what they appreciate about each discussion.

Offer tokens of appreciation (stickers or small certificates) to everyone for participating and taking responsibility. Emphasize that every contribution, whether leading or participating in the discussion, is valued.

Conclude by emphasizing the key lesson of the day: when students are in charge, they not only learn from the content discussed but also from the process of leading and managing a group. This experience nurtures their self-esteem, confidence and leadership skills.

Benefits of the practice:

- Students gain a sense of responsibility and leadership;
- They learn about the complexities of managing classroom responsibilities;
- Cooperation and teamwork are encouraged as they work together to achieve common goals;
- Provides an opportunity for students to showcase their strengths and passions.

Source: https://positivepsychology.com/leadership-activities/?utm_content=cmp-true





MODULE 3:

Creating a Supportive Classroom Culture

This module aims to introduce that the creation of a positive and inclusive learning environment is an essential aspect of effective education and to provide ways to help create a learning environment where all students feel valued, respected and supported in their learning journey.

Learning outcomes:

- Understand the importance of establishing a positive and inclusive learning environment for effective education and the impact on students' social and emotional development, leading to a healthy and thriving learning community.
- Understand how a supportive classroom culture fosters a sense of belonging and encourages active participation, collaboration, and open communication among students, teachers, and the learning community.
- Learn effective techniques for building rapport and trust with students, establishing strong and positive relationships based on mutual respect, understanding, and empathy.
- Learn how to create clear expectations and rules, promote positive reinforcement, and encourage collaboration and teamwork to enhance the classroom environment.

Topics:

- Promoting a sense of belonging and acceptance
- Building rapport and trust with students
- Effective techniques for establishing a positive and inclusive environment



Promoting a sense of belonging and acceptance:

Environment fosters a sense of belonging and encourages active participation, collaboration, and open communication among students, teachers, and other members of the learning community. Promoting a sense of belonging and acceptance is about creating an inclusive and supportive environment where every individual feels valued, respected, and embraced for who they are. It is a fundamental aspect of fostering positive social and emotional development among students and cultivating a healthy and thriving learning community. When individuals feel like they belong and are accepted, when they feel safe and respected, they are more likely to engage in learning, express themselves confidently, and form meaningful connections with others. They will thrive academically and develop a lifelong love for learning.

Building rapport and trust with students:

Building rapport and trust with students is a crucial aspect of effective teaching and creating a positive learning environment. It refers to the process of establishing a strong and positive relationship between teachers and their students, based on mutual respect, understanding, and empathy. When teachers successfully build rapport and trust, students feel valued, supported, and more motivated to engage in their learning and personal growth.



GROW CONFIDENCE
IN PRIMARY SCHOOL CHILDREN

Effective techniques for establishing a positive and inclusive environment:

Establishing a positive and inclusive learning environment can be achieved through respect, valuing diversity, positive reinforcement, setting clear expectations and rules, collaboration and teamwork, active student participation, active listening, through recognizing and addressing individual needs.



Co-funded by
the European Union





Practices from the Manual of the Good Practices:

- Classroom Activities for Growing Confidence: <https://bit.ly/3ErJPFy>, p. 23



Practice 1

"ME TOO ACTIVITY"
SUGGESTED BY LSS



10 minutes



Paper, color pencils.

Practice

- The Activity's purpose is to foster connections among learners based on shared interests
- To promote collaboration and feedback
- To encourage sense of community

Activity

Have learners share something about themselves and what they like to do, such as "I like Minecraft." If other learners also like Minecraft, they then stand up and say, "Me too!" Continue to invite learners to share something and see who else has the same interests or facts. Then, give them time to share with each other. If they enjoy tinkering, designing, and building, invite them to put together a proposal on what they would like to create together. Have them share with another group for feedback. This Me Too activity can be used for anything that learners may want to do together.

Discussion and connection

Once everyone has shared, give learners time (about 5 minutes) to talk with others who stood up for the same interests. This allows them to further discuss and connect over their shared likes.



GROW CONFIDENCE
IN PRIMARY SCHOOL CHILDREN

Practice 1

"PEER-TO-PEER LEARNING"

PROPOSED BY LSS

Variations

- The "Me Too" activity can be expanded to include not just hobbies or interests but also life experiences, aspirations, favourite books, movies, etc.
- For a digital twist, this activity can be adapted for online learning platforms.

Benefits of the practice:

- Helps students find peers with shared interests.
- Encourages open communication and collaboration.
- Fosters a sense of community in the classroom.
- Enables constructive feedback and peer review.

Source: <https://barbarabray.net/2017/08/22/6-activities-to-build-a-positive-classroom-culture/>



Co-funded by
the European Union



Practice 2

"POSITIVE GREETING"
SUGGESTED BY LSS



10–15 minutes before classes



No prior preparation or materials needed

Practice

- **Increases Student Engagement**
- **Creates Positive Teacher–Student Relationships**
- **Increases Sense of Belonging**

WHAT DOES A POSITIVE GREETING AT THE DOOR ENTAIL?

The greeting can include a positive social interaction which can be verbal (e.g. using the student's name) or non-verbal (for example, a handshake).

It can also be used to remind students of behaviours that result in academic success, with an emphasis being placed on giving encouraging messages to students who misbehaved the previous day.

Finally, offering positive reinforcement (e.g. praise) to students who have arrived on time could hopefully reduce future tardiness, by encouraging them to be on time again.

How to do it?

Using the student's name personalizes the greeting, making it more effective. Example: "Good morning, Alex!" or "Happy to see you, Sam!"

Non-verbal Greeting: A smile, handshake, high-five, nod, or even a thumbs-up can serve as a non-verbal greeting. Choose based on the comfort level of each student. Compliment students who are displaying positive behaviour or remind them of desired behaviour. For instance, "I noticed you brought all your materials today; great job, Jordan!" or "Hope you've come prepared for today's exciting lesson, Mia!"

Praise punctual students and provide positive reinforcement. For instance,

"Thank you for being on time, Jason. It sets a great example."



Practice 2

"POSITIVE GREETING"

PROPOSED BY LSS

Consistency is Key:

Make this a regular practice, not just an occasional one. The more consistent you are, the more students expect and appreciate the greeting.

Address Issues Tactfully. If a student misbehaved the previous day, use the greeting as an opportunity for a fresh start rather than a reprimand. Example: "Today's a new day, Dylan. Let's make the most of it!". Ensure every student receives a greeting. This is crucial in making every student feel seen, valued, and important. Pay attention to students' reactions to your greetings. Some students might appreciate a quiet, subtle nod, while others might enjoy a high-five or handshake. Adjust your greetings based on individual student preferences.

Encourage Peer Greetings:

Over time, you can foster a classroom culture where students greet not only their teacher but also their peers. This enhances the overall positive atmosphere of the classroom.

Benefits of the practice:

- As soon as students walk into the classroom, they're met with positivity, setting the tone for the entire period
- Students feel respected and valued right from the beginning, reducing potential disruptive behavior
- By acknowledging each student, you're showing respect, which in turn fosters mutual respect.

Source: <https://blog.innerdrive.co.uk/should-teachers-greet-students-at-the-door>



Practice 3

"STACKING CUP CHALLENGE" SUGGESTED BY LSS



15 minutes



Paper cups, rubber bands, and string

Practice

- The Activity's purpose is to foster a sense of belonging and collaboration
- To improve adaptability and flexibility
- To become more confident in their abilities

Activity

A great collaborative activity to have your students complete in your classroom is the stacking cup challenge. This challenge really shows students just how important communication and collaboration are. This challenge can be completed toward the beginning of the school year and also when students move seats to allow them to get to know and work with their new table mates.

To facilitate the stacking cup challenge in your classroom, you will need plastic cups (the red plastic ones work really well), rubber bands, and string. Each team will receive six cups, a rubber band, and however many pieces of string you'll need so that each student can grab onto one piece of string. This challenge can be done in groups of four students. However, grouping students into groups of six provides an extra challenge. Tie each piece of string to the rubber band, and then have students work toward stacking the cups in a pyramid using only the strings.



GROW CONFIDENCE
IN PRIMARY SCHOOL CHILDREN



Practice 3

"STACKING CUP CHALLENGE"

PROPOSED BY LSS

Benefits of the practice:

- The activity is structured in a way that requires students to work together to achieve the goal. It reinforces the idea that collective effort often yields the best results;
- The challenge can't be completed successfully without trusting team members;
- Successfully completing the challenge gives students a sense of achievement, boosting their confidence in their abilities and in collaborative endeavours;
- Every student plays an essential role in the challenge, emphasizing the idea that everyone's contribution is valuable.

Source: <https://secondaryenglishcoffeeshop.blogspot.com/2022/09/creating-a-positive-class-culture.html>



Co-funded by
the European Union



MODULE 4:

Supporting Teachers in Strengthening Students' Self-Confidence

Aim/Goal: The aim of this module is to provide educators with effective strategies and resources to support students in developing self-confidence, ultimately creating a positive and nurturing classroom environment.

Learning Outcomes/Objectives: By the end of this module, participants should be able to:

1. Understand the crucial role teachers play in fostering self-confidence in students.
2. Recognize the impact of a nurturing classroom environment on students' self-confidence and overall well-being.
3. Learn practical strategies and activities to implement in the classroom to promote self-confidence in students.

Topics/Themes: This module covers the following key topics:

1. The Teacher's Role in Fostering Self-Confidence
2. Creating a Nurturing Classroom Environment
3. Practical Strategies for Promoting Student Self-Confidence

Content:

Topic 1: *The Teacher's Role in Fostering Self-Confidence*

- The importance of teacher-student relationships
- Building trust and rapport
- The role of positive reinforcement



Topic 2: Creating a Nurturing Classroom Environment

- Celebrating diversity and inclusion
- Encouraging active participation
- Engaging students through group activities

Topic 3: Practical Strategies for Promoting Student Self-Confidence

- Providing constructive feedback
- Recognizing and addressing self-doubt
- Encouraging self-expression and creativity

Each topic will incorporate practical examples, case studies, and exercises to help participants apply these concepts in their classrooms.

References:

Practices from the Manual of the Good Practices: Mindful Movement:
<https://bit.ly/3ErJPFy>, p. 67



Practice 1

"SELF ESTEEM PIZZA"

CREATED BY: 119 SECONDARY SCHOOL "ACADEMICIAN MIHAIL ARNAUDOV"



40 minutes



Paper, pencils, scissors.

Practice

- The Activity is focused on self esteem and self worth. It includes various aspects of the child to give a more accurate representation and self image of self identity.
- To encourage students to be more supportive of their classmates and how to show it.
- To build a positive environment in the class and help more anxious and anxious children to find positive qualities in themselves and say them confidently in front of classmates

Activity

For this activity I start out by asking first if the children like pizza and then what toppings they get on their pizza. Make sure to clarify you are making a pretend pizza so the child is disappointed in the end!

- Allow the child to paint the pizza first. I usually do this on a paper plate.
- Cut out toppings using construction paper. Have the child write a strength, proud moment, or talent on each topping.
- Stick the toppings on the pizza (they should stick to the wet paint) Depending on the age of the child, explain the difference between strengths and talents. For example, a talent would be "good at drawing" while the underlying strength is "creativity."

Strengths are so important for children to identify because they are internal and can be applied to various circumstances and situations. Examples of character strengths can include leadership, love of learning, kindness, fairness, honesty, humor, creativity, and generosity. Talents can come and go but strengths are always present. For example, a child who suffers a hand injury may not be able to draw but is still creative. Often children (and adults) make the mistake of resting their identities in their talents (which can be fleeting, temporary, and often deal with competition or comparison to others).



GROW CONFIDENCE
IN PRIMARY SCHOOL CHILDREN

Practice 1

"SELF ESTEEM PIZZA"

CREATED BY: 119 SECONDARY SCHOOL "ACADEMICIAN MIHAIL ARNAUDOV"

If children have trouble thinking of strengths, I may read them examples of strengths and ask them to say which ones sound the most like them. I may give my observations of strengths that remind me of them too.

Benefits of the practice:

The benefit of this practice is to encourage children and young people to think for themselves, guide them in this process and support their positive development, as well as contribute to the development of self-esteem. In addition, teamwork contributes to students getting to know and bond with each other, creating group cohesion and a positive environment, and improving classroom relationships.



Co-funded by
the European Union





Practice 2

"THE TOWER OF SELF-ESTEEM"

CREATED BY: 119 SECONDARY SCHOOL "ACADEMICIAN MIHAIL ARNAUDOV"



Making the necessary materials for the practice takes 1 class hour.

After that, 1 or 2 study hours per week can be used, at the discretion of the teacher.



Paper, pencils, scissors.

Practice

- The Activity is focused on self esteem and self worth. It includes various aspects of the child to give a more accurate representation and self image of self identity.
- To encourage students to be more supportive of their classmates and how to show it.
- To build a positive environment in the class and help more anxious and anxious children to find positive qualities in themselves and say them confidently in front of classmates

Activity

Firstly, the students have to make their own cards with different colours and questions. The questions can include questions from different fields, and the teacher can direct students to certain topics. The questions can consist of a series of questions connecting personal, emotional and social strengths of each player. After the cards are made, we move on to the rules of the game. Players take turns with question cards, as they simultaneously cooperate to plan and build a strong and sturdy tower.



Practice2

"THE TOWER OF SELF-ESTEEM "

CREATED BY: 119 SECONDARY SCHOOL "ACADEMICIAN MIHAIL ARNAUDOV"

There are three types of cards in the game:

- Blue cards for enhancing personal development (e.g. What am I good at? What is my favorite story?)
- Red cards for strengthening emotional intelligence (e.g. What makes me feel hopeful? When do I feel patient?)
- Yellow cards for boosting social skills (e.g. What would I want to learn from others? Something kind that I did for a friend was)

Benefits of the practice

- It's a great conversation started, that provides opportunities for the teacher to talk about emotions in a fun and stress-free environment
- It encourages positive thinking in the class
- It develops a range of important skills, such as:
 - identifying positive traits
 - conversation skills
 - managing frustration
 - cooperation



Practice 3

"STUDENT STRENGTHS GARDEN"

CREATED BY: 119 SECONDARY SCHOOL "ACADEMICIAN MIHAIL ARNAUDOV"



Making the necessary materials for the practice takes 1 class hour. After that, 1 or 2 study hours per week can be used, at the discretion of the teacher.



Paper, pencils, scissors.

In this lesson, students will create a student strengths flower that highlights their positive traits, and this flower will be added to a student strengths garden that showcases the collective abilities for the entire class.

By creating a student strengths flower, students will:

- Reflect on their individual strengths
- Think about a time when they used a strength
- Consider what positive consequences occurred when they used that strength

And by adding their flower to a "community garden," students will appreciate how individual characteristics contribute to the greater classroom community.



Practice 3

"STUDENT STRENGTHS GARDEN"

CREATED BY: 119 SECONDARY SCHOOL "ACADEMICIAN MIHAIL ARNAUDOV"

Preparation

If you will be using this lesson in person, you should print out a sheet for each student and provide a pen or pencil. There is a black-and-white version of the worksheet if you would like to have students also color in the flower or you can use the pre-colored version of the worksheet. Note: you will only need to provide one flower page per student.

If you want to use the Google Slides version of this lesson, duplicate the flower slides so there are enough for each student and you should fill in one flower to use as an example. Share a link to the slides with your students.

Activity

Tell your students, "[each of us has different strengths: things that we're really good at, and our personal strengths can make things better for the people around us. And here in our classroom, every one of you have strengths that make the classroom a better place. Today we're going to think about our strengths and write them down on a flower.]"

Show an example flower

"We're going to be making a Student Strengths Garden together. Just like a flower can grow from a bulb you plant in the ground, good things can come from your strengths and how you use them. For example,

- "I'm good at [cheering people up]." Show where you wrote this in the bulb.
- "A time that I used this strength was when I [made silly faces for my sister when she was sick]."

Show where you wrote this in the leaf.

- "When I used my strength, [she laughed and felt better]." Show where you wrote this in the leaf.



Practice3

"STUDENT STRENGTHS GARDEN"

CREATED BY: 119 SECONDARY SCHOOL "ACADEMICIAN MIHAIL ARNAUDOV"

Here are a few additional ideas for strengths: good friend, good listener, has a positive attitude, helpful, tries hard when learning new things, polite, listens to directions, respects other people and their ideas, good at following routines, etc.

Creating a student strengths flower

"Now each of you will make a flower showing one of your strengths."

Ask students to choose a flower worksheet or pass them out, and if students will be coloring in their worksheets, distribute markers or crayons.

Ask students to fill out the worksheet by starting at the base of their flower and working up toward the top. Have students write:

1. Their name
2. A strength of their own
3. A time they used that strength
4. What happened when they used that strength

Combining individual flowers to create a classroom garden

First, have students place their flowers on a wall to create a "classroom garden." If you are using Google Slides, the individual flowers should already be included. Next, as a group, have student take a "walk" around the garden and look at the individual flowers. After a few minutes, have students return to their seats. Finally, ask students to share what they learned about their classmates strengths.

To wrap up, we encourage you to discuss how all of these individual differences create a much stronger group.



GROW CONFIDENCE
IN PRIMARY SCHOOL CHILDREN

Practice3

"STUDENT STRENGTHS GARDEN"

CREATED BY: 119 SECONDARY SCHOOL "ACADEMICIAN MIHAIL ARNAUDOV"

Benefits of the practice:

The benefit of this practice is to encourage children and young people to think for themselves, guide them in this process and support their positive development, as well as contribute to the development of self-esteem. In addition, teamwork contributes to students getting to know and bond with each other, creating group cohesion and a positive environment, and improving classroom relationships.



Co-funded by
the European Union





GROW CONFIDENCE
IN PRIMARY SCHOOL CHILDREN

MODULE 5:

Collaborating with Parents to Support Confidence Building

Aim/Goal:

The aim of this module is to equip educators with the knowledge and strategies to enhance parental involvement in supporting students' emotional intelligence and confidence. It emphasizes the vital role parents play in their children's emotional development and overall well-being.

Topics/Themes:

This module explores the following key topics:

Topic 1: The Parent's Role in Nurturing Emotional Intelligence and Confidence

- Understanding the parent-child emotional connection
- Building self-esteem and resilience in children
- Promoting empathy and emotional expression

Topic 2: Effective Communication with Parents

- Establishing open and transparent channels of communication
- Strategies for productive parent-teacher conferences
- Involving parents in decision-making and school events



Co-funded by
the European Union





Topics/Themes:

This module explores the following key topics:

Topic 3: Empowering Parents with Resources and Knowledge

- Emotional Intelligence Workshops for Parents
- Parenting Seminars: Building Self-Esteem and Resilience
- Resource Libraries and Online Platforms
- Informative Handouts and Guides
- Interactive Parental Workshops and Role-Playing
- Webinars and Online Resources
- Fostering Community and Support among Parents

Topic 4: Parent-Child Bonding Activities

- Encouraging open communication within the family
- Sharing emotions and practicing mindfulness together
- Implementing emotional intelligence techniques into family routines
- Building coping strategies and resilience as a family unit



Content:

Topic 1: The Parent's Role in Nurturing Emotional Intelligence and Confidence

In this section, we will delve into the critical role parents play in fostering emotional intelligence and self-confidence in their children. We will explore practical strategies and activities that parents can incorporate into their daily interactions with their children.

Topic 2: Effective Communication with Parents

Effective communication is the foundation of successful parental involvement. This topic will provide guidance on how educators can establish open, transparent, and collaborative relationships with parents, including tips for productive parent-teacher conferences and decision-making processes.

Topic 3: Empowering Parents with Resources and Knowledge

This section will discuss various ways to empower parents with resources and knowledge. It covers organizing workshops and seminars for parents, creating resource libraries, distributing informative handouts and guides, and offering online resources and webinars.

Topic 4: Parent-Child Bonding Activities

Promoting parent-child bonding activities that enhance emotional intelligence and self-confidence is crucial. We will explore activities that encourage open communication, shared emotional experiences, mindfulness practices, and the integration of coping strategies into family life.



Learning Outcomes/Objectives:

By the end of this module, participants should be able to:

- Recognize the profound influence parents have on their children's emotional development, self-esteem, and overall well-being.
- Understand the significance of parental involvement in nurturing confidence and emotional intelligence in children.
- Learn effective strategies for establishing transparent and collaborative communication with parents to align efforts in supporting students' emotional development.
- Develop practical skills to actively engage parents as partners in their child's education and emotional well-being.
- Appreciate the benefits of a unified support system that extends beyond the classroom, involving parents in a holistic approach to student development.
- Acquire the knowledge and tools to empower parents with resources, fostering emotional intelligence and self-confidence beyond school hours.
- Understand the importance of suggesting parent-child bonding activities that promote emotional intelligence and self-confidence through open communication, shared emotions, and mindfulness practices.





Practice 1

**"SCIENCE FICTION ADVENTURES: "GALACTIC EXPLORERS: THE QUEST FOR THE LOST PLANET"
CREATED BY: 119 SECONDARY SCHOOL "ACADEMICIAN MIHAIL ARNAUDOV"**



The workshop could be conducted in 2 classroom lessons.



Paper, pencils, scissors.

The parents can create imaginative science fiction scenarios set in outer space or the future. The child can play the role of an astronaut, alien, or inventor, and the parent can be their co-adventurer as they explore futuristic worlds and solve challenges.

Science fiction adventures can be an exciting and imaginative way to engage children in learning while fostering creativity and problem-solving skills.

Activity

Setting: In the distant future, humanity has become an interstellar civilization, and your child plays the role of a young space explorer. You can be their trusty spaceship's AI or another explorer.

Plot: Your child receives a mysterious signal from deep space, hinting at the existence of a long-lost planet that was said to hold ancient technology capable of saving the galaxy from a looming threat. To uncover the secrets of this lost planet, your child, and their crew (you) embark on an epic journey through the cosmos.



Practice 1

**"SCIENCE FICTION ADVENTURES: "GALACTIC EXPLORERS: THE QUEST FOR THE LOST PLANET"
CREATED BY: 119 SECONDARY SCHOOL "ACADEMICIAN MIHAIL ARNAUDOV"**

Key Challenges and Activities:

Navigation: Your child must navigate through asteroid fields, gravitational anomalies, and alien nebulae. Use a map (real or drawn) to plan your route and calculate fuel usage.

Alien Encounters: Along the way, your child encounters various alien species. They can use communication skills to establish peaceful relations or solve problems with these extraterrestrial beings.

Problem-Solving: Your child faces challenges such as malfunctioning equipment, food shortages, or deciphering cryptic alien languages. They must think critically to find solutions and gather essential resources.

Exploration: Upon reaching the lost planet, your child explores its mysterious surface, uncovering ancient artifacts, hidden traps, and alien relics. Each discovery leads them closer to the planet's ultimate secret.

Puzzles and Riddles: Incorporate puzzles and riddles into the storyline to encourage logical thinking and creativity. These can be used to unlock secrets or overcome obstacles on the lost planet.

Technology Interaction: Your child interacts with futuristic technology on their spaceship and the lost planet. They learn about advanced gadgets, robotics, and alien devices, enhancing their understanding of technology.



GROW CONFIDENCE
IN PRIMARY SCHOOL CHILDREN

Practice 1

**"SCIENCE FICTION ADVENTURES: "GALACTIC EXPLORERS: THE QUEST FOR THE LOST PLANET"
CREATED BY: 119 SECONDARY SCHOOL "ACADEMICIAN MIHAIL ARNAUDOV"**

Moral Dilemmas: Introduce moral dilemmas that require ethical decision-making. These dilemmas can arise when dealing with other spacefaring civilizations or making choices about the use of advanced technology.

Teamwork: Emphasize the importance of teamwork as your child collaborates with their crew (you) to solve problems, make decisions, and achieve their mission's goals.

Narrative Development: Encourage your child to contribute to the story by adding their own twists, characters, or plot developments. This helps them exercise their storytelling skills and creativity.

Reflect and Discuss: After each session or milestone in the adventure, take time to discuss what your child learned, the choices they made, and how they might apply these lessons to real-life situations.

Benefits of the practice

- **Confidence building:** Children gain confidence when they successfully participate in workshops and share their ideas and experiences with others. This confidence can extend to their overall academic performance.
- **Parent- child Bonding:** Participating in workshops together strengthens the bond between parents and children. It provides an opportunity for shared experiences and quality time together.



Co-funded by
the European Union





Practice 2

"EMPOWERMENT STORIES"

CREATED BY: 119 SECONDARY SCHOOL "ACADEMICIAN MIHAIL ARNAUDOV"



The workshop could be conducted in 2 classroom lessons.



Paper, pencils, scissors.

Activity

The parents have to create or read stories where characters face challenges, doubts, and fears but ultimately find their inner strength and confidence to overcome them. Discuss the stories afterward to relate them to the child's own experiences.

Empowerment stories can be a powerful tool for building self-esteem and confidence in kids. In this role-play game, children can actively participate in the stories, making choices for the characters and experiencing the journey to empowerment firsthand. Here's a step-by-step guide on how to create an empowerment story role-play game for kids:

Step 1: Choose a Theme

Select a theme that promotes empowerment and self-confidence. Some themes to consider are overcoming challenges, finding one's voice, embracing uniqueness, or achieving personal goals.

Step 2: Create Characters

Design characters that represent the children's personalities, aspirations, or challenges. Each child can either choose or be assigned a character to play throughout the story.



Practice 2

"EMPOWERMENT STORIES"

CREATED BY: 119 SECONDARY SCHOOL "ACADEMICIAN MIHAIL ARNAUDOV"

Step 3: Outline the Story

Outline a storyline that involves the characters facing challenges and gradually building confidence and self-esteem. Be sure to include moments of personal growth, self-discovery, and empowerment.

Step 4: Set the Scene

Determine the setting for your story. It could be a school, a magical forest, a faraway planet, or any other imaginative location that fits your chosen theme.

Step 5: Role-Playing

Now, it's time for the children to step into their characters' shoes and act out the story. Here's how you can facilitate the role-play:

- The parent have to read aloud the introduction of the story, setting the scene and describing the characters.
- Encourage the children to immerse themselves in their roles and think about how their characters would feel and react in different situations.
- As the story unfolds, present challenges or obstacles that the characters must overcome. Encourage the children to brainstorm solutions and make decisions for their characters.
- Highlight moments of empowerment and self-esteem growth within the story. For example, a character might speak up in a group discussion, stand up to a bully, or achieve a personal goal.



GROW CONFIDENCE
IN PRIMARY SCHOOL CHILDREN

Practice 2

"EMPOWERMENT STORIES"

CREATED BY: 119 SECONDARY SCHOOL "ACADEMICIAN MIHAIL ARNAUDOV"

Ask open-ended questions to prompt discussions and reflections on the characters' experiences. For example, "How did it feel when your character faced their fear?" or "What did your character learn from this challenge?"

Encourage children to improvise and add their own twists to the story, allowing them to contribute to the narrative.

Step 6: Reflect and Discuss

After the role-play is complete, gather the children for a discussion about the story and their characters' experiences. Use this time to:

- Ask each child to share their thoughts and feelings about their character's journey.
- Discuss the theme of empowerment and how it relates to their real-life experiences.
- Explore the lessons and takeaways from the story. What did they learn about confidence, self-esteem, and facing challenges?
- Encourage children to connect the story to their own lives. Ask them how they can apply the lessons



Co-funded by
the European Union





GROW CONFIDENCE
IN PRIMARY SCHOOL CHILDREN

Practice 2

"EMPOWERMENT STORIES"

CREATED BY: 119 SECONDARY SCHOOL "ACADEMICIAN MIHAIL ARNAUDOV"

Step 7: Repeat and Expand

You can continue the empowerment story role-play game with different themes and storylines to address various aspects of self-esteem and personal growth. Over time, children can develop a deeper understanding of empowerment and gain confidence in themselves and their abilities.

Benefits of the practice:

- **Enhanced Learning:** Workshops often involve hands-on activities, group discussions, and interactive learning experiences that can enhance a child's understanding of academic concepts and make learning fun.
- **Confidence Building:** Children gain confidence when they successfully participate in workshops and share their ideas and experiences with others. This confidence can extend to their overall academic performance.
- **Parent-Child Bonding:** Participating in workshops together strengthens the bond between parents and children. It provides an opportunity for shared experiences and quality time together.



Co-funded by
the European Union



Practice 3

"FRIENDSHIP SCENARIOS"

CREATED BY: 119 SECONDARY SCHOOL "ACADEMICIAN MIHAIL ARNAUDOV"



The workshop could be conducted in 2 classroom lessons.



Paper, pencils, scissors.

Activity

1. Explain the Scenarios: Present a list of friendship scenarios or situations that the children and the parent will act out. You can create your own scenarios or use the following examples:

- o A friend wants to join your game, but you're already playing with someone else.
- o Your friend borrowed your favorite book but hasn't returned it yet.
- o Your friend is feeling sad and needs someone to talk to.
- o You and your friend have a disagreement about which game to play.
- o Your friend is making fun of someone else, and it makes you uncomfortable.
- o Your friend is moving to a new school, and you want to stay friends.

2. Role-Play: Choose one scenario and ask two children with their parents to volunteer to act out the situation. They should use their creativity and imagination to respond as they think they would in real life. Encourage them to express their thoughts and feelings.



GROW CONFIDENCE
IN PRIMARY SCHOOL CHILDREN

Practice 3

"FRIENDSHIP SCENARIOS"

CREATED BY: 119 SECONDARY SCHOOL "ACADEMICIAN MIHAIL ARNAUDOV"

3. Discussion: After the role-play, facilitate a discussion with the group:
 - o Ask the audience how they think the characters handled the situation.
 - o Invite the actors to share their experiences during the role-play.
 - o Discuss different ways to handle the scenario and the potential consequences of each approach.
 - o Encourage the group to suggest better communication strategies or ways to resolve conflicts.
4. Rotate Roles: Continue with more scenarios, rotating the children who participate in each role-play. Ensure that different children get a chance to act out different scenarios.
5. Reflect: At the end of the activity, gather the children in a circle and ask them to reflect on what they learned about friendship and communication. Encourage them to share any insights they gained during the role-play.
6. Summarize and Apply: Summarize the key takeaways from the activity, such as the importance of listening, expressing feelings, and finding compromises in friendship. Encourage the children to apply what they've learned in their real-life friendships.

This role-play game not only helps children practice important social skills but also promotes empathy and understanding of others' perspectives in different friendship scenarios. It's a valuable tool for teaching children how to navigate the complexities of relationships and build healthy, positive friendships.



Co-funded by
the European Union





GROW CONFIDENCE
IN PRIMARY SCHOOL CHILDREN

Practice 3

"FRIENDSHIP SCENARIOS"

CREATED BY: 119 SECONDARY SCHOOL "ACADEMICIAN MIHAIL ARNAUDOV"

Benefits of the practice:

- **Positive Role Modelling:** When children see their parents actively participating in workshops and valuing education, it sets a positive example and reinforces the importance of learning.
- **Family Engagement:** Workshops involving parents create opportunities for family engagement in education. This can lead to a supportive and motivating home environment.
- **Improved Parent-Teacher Relationship:** Workshops help build positive relationships between teachers and parents. When teachers see parents actively engaged in their child's education, it can lead to more productive and supportive partnerships.
- **Better Understanding of Student Needs:** Teachers can gain insights into their students' home environments, parental involvement, and learning styles through interactions during workshops. This understanding can inform their teaching strategies.



Co-funded by
the European Union





GROW CONFIDENCE
IN PRIMARY SCHOOL CHILDREN

Practice 4

"CREATIVE STORYTELLING"

CREATED BY: 119 SECONDARY SCHOOL "ACADEMICIAN MIHAIL ARNAUDOV"



The workshop could be conducted in 2 classroom lessons.



- Paper, pencils, Storytelling prompts (e.g., pictures, objects, or written prompts).

Activity

- **Gather the Group:** Make in pairs the children with their parents.
- **Choose a Starting Point:** Select a storytelling prompt to begin the story. This could be a picture, an object, or a written sentence. The facilitator can prepare these prompts in advance.
- **Start the Story:** The parent begins the story with a single sentence or sentence fragment related to the chosen prompt. For example, if the prompt is a picture of a dragon, the facilitator might start with, "Once upon a time, in a land far away, a friendly dragon named Sparky lived in the enchanted forest."
- **Pass the Story:** The story then passes to the child on the facilitator's left. That child must continue the story by adding a sentence or two to build on what the facilitator started. For example, "Sparky loved to explore the magical forest, and every day, he would discover new secrets hidden among the ancient trees."



Co-funded by
the European Union



Practice 4

"CREATIVE STORYTELLING"

CREATED BY: 119 SECONDARY SCHOOL "ACADEMICIAN MIHAIL ARNAUDOV"

- **Continue the Rotation:** Continue passing the story clockwise around the circle, with each child adding a sentence or two to progress the narrative. Encourage them to use their creativity and imagination to introduce characters, conflicts, and plot twists.
- **Set Rules and Guidelines:** To maintain a cohesive story, you can set some rules or guidelines, such as:
 - Every child must add something positive to the story (no negative or harmful elements).
 - Encourage descriptive language to paint a vivid picture of the story's world.
 - Make sure each contribution builds on the previous one, advancing the plot.
- **Resolve Conflicts:** If the story reaches a point where there is a conflict or dilemma, ask the child currently contributing to resolve it in their sentence. For example, if a character is in danger, the child can describe how they escape or find a solution.
- **Reflect and Discuss:** After completing the collaborative story, gather the children for a discussion:
 - Ask them to share their favorite parts of the story and why.
 - Discuss any challenges they encountered during the storytelling process.
 - Encourage them to reflect on how they worked together as a team to create the story.



Practice 4

"CREATIVE STORYTELLING"

CREATED BY: 119 SECONDARY SCHOOL "ACADEMICIAN MIHAIL ARNAUDOV"

- **Repeat or Create Variations:** You can repeat this activity with different prompts or themes, allowing children to explore various storytelling scenarios. You can also introduce twists like adding specific characters or settings to the story.

Benefits of the practise

- **Family Engagement:** Workshops involving parents create opportunities for family engagement in education. This can lead to a supportive and motivating home environment.
- **Positive Role Modelling:** When children see their parents actively participating in workshops and valuing education, it sets a positive example and reinforces the importance of learning.
- **Confidence Building:** Children gain confidence when they successfully participate in workshops and share their ideas and experiences with others. This confidence can extend to their overall academic performance.
- **Improved Parent-Teacher Relationships:** Workshops help build positive relationships between teachers and parents. When teachers see parents actively engaged in their child's education, it can lead to more productive and supportive partnerships.
- **Enhanced Communication:** Workshops create opportunities for teachers to communicate with both parents and students in a collaborative and constructive manner. This can lead to improved communication throughout the school year.



GROW CONFIDENCE
IN PRIMARY SCHOOL CHILDREN

CONCLUSION

In this document, we embarked on a transformative journey towards building self-confidence in students. Each module provided us with valuable advice, evidence-based practices and hands-on activities that empower our students to blossom into confident, resilient and emotionally intelligent individuals.

Module 1 laid the foundation for our research, focusing on the importance of emotional intelligence in personal and social development. By understanding the key elements of emotional intelligence—self-awareness, self-regulation, motivation, empathy, and social skills—we have gained the essential tools to nurture emotional well-being and nurture positive relationships among our students.

Through the next module, we explained how to instill in our students the belief that challenges are opportunities for growth and that failures are stepping stones to success. By providing constructive feedback and creating a safe environment for risk-taking, a culture of grit and determination will be fostered, where confidence flourishes in the midst of adversity.

In Module 3, the importance of developing self-confidence in the classroom is emphasized. By valuing diversity, setting clear expectations and promoting collaboration, we talked about an inclusive learning environment where every student feels valued, respected and empowered. Through effective communication between teachers and parents, a unified support system can be developed that extends beyond the classroom, enriching students' emotional development and overall well-being.

In Module 4, we emphasized the vital role of teachers and parents in supporting emotional intelligence and building self-confidence. Equipped with valuable resources and knowledge, our educators will hone their skills to inspire students beyond school hours. In cooperation with parents, they will create a flawless partnership, promoting consistent support and growth in the social-emotional development of the students.



Co-funded by
the European Union





Finally, in Module 5, we celebrated the power of collaboration with parents. By engaging in workshops, seminars and collaborative learning communities, a strong connection between home and school will be built, fostering an environment where emotional intelligence thrives. Through interactive sessions and reflective exercises, parents will be empowered to positively influence their child's emotional development, expanding the circle of support.

As we conclude this empowering journey, let us recognize the profound impact we have as educators, parents, and community members. By nurturing self-confidence and emotional intelligence, we cultivate resilient minds that will embrace life's challenges with grace and determination. Our students are not only equipped with the knowledge and skills to succeed academically, but also possess the emotional strength to thrive in a dynamic and ever-changing world.

Together, let's continue to foster a culture of compassion, resilience and empowerment, where our students flourish as confident, empathetic and emotionally intelligent individuals. As we impart knowledge and guidance, we also instill in them the belief that they are capable of achieving greatness and making a positive difference in the world.

With this collective commitment, we are sowing the seeds of a brighter and more harmonious future—one in which self-reliant individuals come together to create a society based on empathy, understanding, and an unwavering faith in the power of the human spirit.



GROW CONFIDENCE
IN PRIMARY SCHOOL CHILDREN

REFERENCES

Books:

- "Manual of good practices", Grow Confidence in Primary School children E+project
- "Ojačaj svoje samopouzdanje" Bet Koks, JRJ, 2019
- "Kako razviti samopouzdanje" Leil Lowndes, Mladinska knjiga, 2014
- "The Six Pillars of Self-Esteem" Nathaniel Branden, Bantam, 1995
- "The Confidence Gap: A Guide to Overcoming Fear and Self-Doubt" Russ Harris, Trumpeter, 2011
- "The Self-Confidence Workbook: A Guide to Overcoming Self-Doubt and Improving Self-Esteem" Barbara Markway, Althea Press, 2018

Web pages:

- <https://ezyschooling.com/parenting/expert/the-importance-of-self-confidence-in-a-childs-life>
- <https://www.verywellmind.com/what-is-emotional-intelligence-2795423>
- <https://www.verywellfamily.com/causes-of-low-self-esteem-in-kids-3288009>
- <https://www.as-they-grow.com/18-signs-of-low-self-esteem-in-a-child-and-how-to-help>
- <https://www.danielgoleman.info/>
- <https://www.psychologytoday.com/>
- <https://greatergood.berkeley.edu/>
- <https://hbr.org/>
- <https://www.mindtools.com/>



Co-funded by
the European Union



CONTACTS



GROW CONFIDENCE
IN PRIMARY SCHOOL CHILDREN

119 SU "Acad. M. Arnaudov"
Verzhiniya Traykova
vtraykova@119su.bg

Smart Idea
Igor Razbornik
igor.razbornik@gmail.com

JU OŠ "Stari Ilijaš"
Alma Salketić
alma.salketic@gmail.com

JUMPIN HUB
Diana Gonçalves
jumpinhub@gmail.com

ASPIRA
Vesna Lenić Kreže
vesna@aspira.si

Language School Sky
Maria Stankova
stankova.edu@gmail.com

OD Edukopro
Muamer Tinjak
tmuamer@gmail.com

Kaunas University of Applied Sciences
Lijana Navickienė
lijana.navickiene@go.kauko.lt

ООУ „Петар Поп Арсов „ – Скопје
Biljana Romevski
bromevski@yahoo.com



Co-funded by
the European Union



Project created by:



Co-funded by
the European Union

“Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them”