

KiDs Beach Club®

Presents



CHARACTERLEADS™

CONFIDENCE

CharacterLeads.org

MEET THE AUTHORS

DR. HEATHER CATO



Dr. Heather Cato is an educational strategist with more than 15 years of experience in the field of education. Dr. Cato's experience includes classroom teacher, curriculum director, and professional developer. She holds a PhD in Reading Education from Texas Woman's University and an EC-12 Principal Certification, among others. Dr. Cato is driven by the belief that every student deserves high-quality learning experiences facilitated by exceptional educators who are highly skilled in their craft.

DR. FRANK BANFILL

Dr. Frank Banfill is a global developer of leaders and organizations. Dr. Banfill trained leaders across six continents, started a college in Africa, and wrote or contributed to three books including the Handbook of International and Cross-Cultural Leadership Research Processes (Routledge). Dr. Banfill is the executive producer of an award-winning weekly children's TV show that emphasizes character development for preteenagers. He holds a PhD in Global Leadership-Organizational Management from Indiana Tech.





CONFIDENCE

LEADERSHIP CONNECTION

Our character word this week is **Confidence**. Confidence relates to leadership in two ways—how leaders inspire others to act by giving them a feeling of certainty, and how the leader can have the assurance needed to act, especially in new or demanding situations. Confidence is a key part of both emotional and cultural intelligence because successful interactions with others require a basic sense of confidence. Trust or a feeling of assurance or certainty is developed for a leader through emotional connections and through cognitive observations of the leader’s actions. When a person expresses care and concern for another, an affect-based trust is developed. When a person demonstrates their competency through a good track record, that earns them cognitive-based trust¹.

Internal confidence for leaders typically comes through series of experiences. The more “wins” they have had in the past, the more confident they are about tackling new situations. The cornerstones of confidence are accountability, collaboration, and initiative².

When we hold children accountable for their actions, encourage them to collaborate with each other on projects, and challenge them to take initiative, we are helping develop confidence which will serve them well the rest of their lives.

References

¹Ang, S., & VanDyne, L. (2008). Handbook of cultural intelligence: Theory, measurement, and applications. M.E. Sharpe.

²Kanter, R. M. (2011, April). Cultivate a culture of confidence. Harvard Business Review. <https://hbr.org/2011/04/column-cultivate-a-culture-of-confidence>

DEFINITION

- > Trust; a feeling of assurance or certainty

QUOTATION

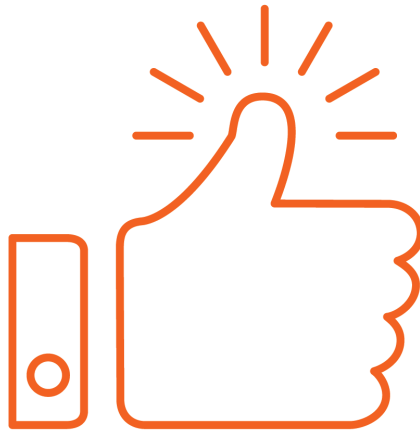
“Never bend your head. Always hold it high. Look the world straight in the eye.”
– Helen Keller.

OBJECTIVE

- > I have confidence in the trustworthy leaders in my life.
- > I have confidence in myself because I am trustworthy and I believe in myself.

LEADER

- > Eleanor Roosevelt



CONFIDENCE

CONFIDENCE



CHARACTER WORD

Confidence - trust; a feeling of assurance or certainty

TOPICS ADDRESSED

- having confidence in trustworthy leaders
- developing confidence in yourself

TEACHING OBJECTIVE

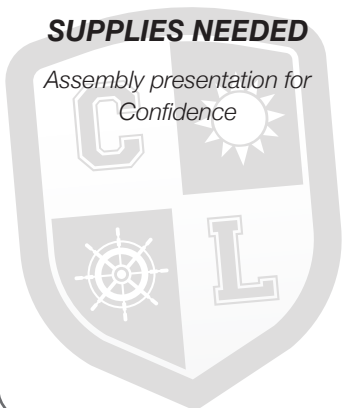
- I have confidence in the trustworthy leaders in my life.
- I have confidence in myself because I am trustworthy and I believe in myself.

QUOTE

"Never bend your head. Always hold it high. Look the world straight in the eye."
– Helen Keller

SUPPLIES NEEDED

Assembly presentation for Confidence



Assembly Guide

VIDEO RECAP

SUMMARY

The video addresses having confidence in leaders and having confidence in yourself. At the beginning of the video, Alex is struggling with his confidence in math and is a little bummed because he has started tutoring. He has great confidence in his baseball skills, so his friends help him use baseball to understand the math that he is struggling with. His friends encourage him when he gets a question correct, but also remind him to have confidence in his tutor. As the discussion continues, Alex learns that the more someone demonstrates that they are trustworthy, through a proven track record, the more confidence that you have in them.

INTRODUCTION

Introduce the Character Word

Today we will be thinking a little bit more about what the word confidence means. Today as you watch the video, I want you to think about the ways that leaders give others confidence, and have confidence in themselves.

Play the Video

FOLLOW-UP DISCUSSION QUESTIONS

GRADES K-2

- How does Alex feel in the beginning of the video? How can you tell?
- How are the ways that Alex feels about himself in math and baseball different?
- Who is someone that you have confidence in, or who is someone that you trust?
- Why is it important to have confidence in yourself?

CONFIDENCE

GRADES 3-6

- How does Alex feel at the beginning of the video about going to math tutoring? How can you tell?
- What did you notice about how Alex's friends responded to his lack of confidence?
- What actions could Alex take to increase his confidence in math?
- Alex's friends tell him that he should have confidence in his tutor and the tutoring process. Do you find it easy to have confidence in leaders? Why or why not?
- Why is it important for leaders to demonstrate trustworthiness and to have a proven track record?
- What does having confidence in yourself mean to you?

DEFINE THE WORD

After the video and discussion, explain to students that the word confidence means trust; a feeling of assurance or certainty.

APPLICATION

To make a personal connection, introduce the objective to students: I have confidence in the trustworthy leaders in my life. I have confidence in myself because I am trustworthy and I believe in myself. Challenge them to consider who or what gives them confidence.

CONFIDENCE



CHARACTER WORD

Confidence - Trust; a feeling of assurance or certainty

TEACHING OBJECTIVE

- I have confidence in the trustworthy leaders in my life.
- I have confidence in myself because I am trustworthy and I believe in myself.

QUOTE

"Never bend your head. Always hold it high. Look the world straight in the eye."
– Helen Keller

SUPPLIES NEEDED

GET CONNECTED

Confidence Pictures
(Resource Item)

OBJECTIVE LINK

props or visuals (optional)

CHARACTER CONNECTION

chart paper or whiteboard,
picture of Eleanor Roosevelt

WRAP-UP

Writing journal (optional)

MAKE IT STICK REVIEW GAME

Beach ball - for each group

Classroom Lesson

WHAT'S THE POINT?

Having confidence in someone means that you firmly believe what they say, and you trust them to keep their promises. Confidence is important because getting along with others requires a basic sense of confidence in ourselves and in each other. It is hard to have confidence in someone based on words alone. The more you watch someone and see that they are a person that can be trusted, the more confidence you will develop in that person. You'll know you can count on them.

As leaders, it's also important to have confidence in ourselves, especially when we go through challenges. Even if you do not yet feel confident in an area, confidence can always grow as we practice and grow as leaders. Leaders want to be able to inspire others. In order to be able to do that, you should make sure that your speech and actions are trustworthy so that those around you will know that they can depend on you.

GET CONNECTED

Building relationships; introducing today's lesson



Confidence Pictures (Resource Item)

Use the following activity and conversation prompts to get to know the students and to introduce today's lesson.

Explain that you will show the students pictures of some dangerous and difficult situations. Show one picture at a time and briefly discuss the following questions: What about this situation requires confidence? What might make you lose your confidence? How would you prove your confidence?

Conversation Prompts

- Today's character word is confidence. What does confidence mean to you?
- What leaders do you have confidence in or trust?

OBJECTIVE LINK

Teaching the objective to students



none



Focus on the Objective

Objective - I have confidence in the trustworthy leaders in my life.

Objective - I have confidence in myself because I am trustworthy and believe in myself.

Remind everyone that today's character word is confidence. Help them understand that learning about character qualities, such as confidence, helps them learn more about and develop into leaders. Today's Objective focuses on the ways in which people can have confidence in themselves and others.

As a class, create a motion for each word. Recite the objective several times with students performing their motions as that portion of the objective is recited. Depending on the needs of your group, and the time that you have, you might also want to use visuals or props to reinforce the objective.



Focus on today's Quotation

***"Never bend your head. Always hold it high.
Look the world straight in the eye."
—Helen Keller***

Helen Keller was blind and deaf. Despite her significant challenges, she was able to learn to communicate. She graduated from college and helped people with disabilities get help that they needed so that they could be successful.

Conversation Prompts

- When Helen Keller says to "look the world straight in the eye," what do you think she means? Have you ever been in a situation that you needed confidence for?

CONFIDENCE

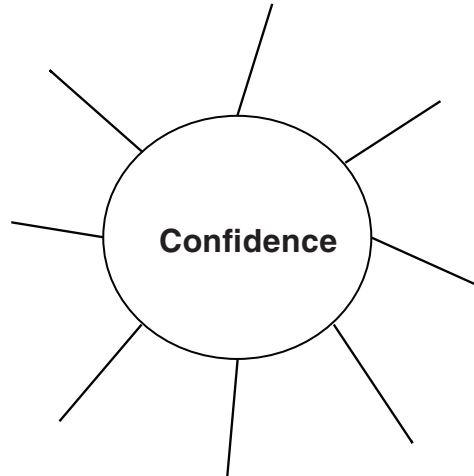
CHARACTER CONNECTION

Teaching today's character word



chart paper or whiteboard, picture of Eleanor Roosevelt

Draw the following mind map a piece of chart paper or white board:



Ask students to define what confidence looks like. How can they tell when a person has confidence in themselves? (Record student responses on the mind map.) Review the characteristics with students.

During our time learning about character in Character Leads, we will talk about leaders that showed good citizenship and excellent character. These people are important because they provide real-life examples of our character word and show us what it takes to become more effective leaders. Today's leader proves that you don't have to be born with confidence to become a leader, public speaker, and even the First Lady of the United States of America.

*Read the Character Leader Spotlight below:

Eleanor Roosevelt

Eleanor Roosevelt was born in 1884. She had a very difficult childhood. In her home she was discouraged from being outgoing and confident. She lost her parents and brother at a young age. She was shy, lonely, and most people described her as awkward.

(Point out to students that those characteristics might be very different from the ones listed earlier.)

When she was 15, she went away to England to study. Through her travels, she encountered many people that were in need or poor. She started learning more about them and the problems that they faced.

Eleanor married Franklin D. Roosevelt in 1905. Years later, he contracted a disease called polio, which meant that he could not walk without a cane and braces, and Eleanor had to take care of him.

CONFIDENCE

Franklin D. Roosevelt went on to become the 32nd President of the United States of America. Life was difficult for many people in America at that time. Since Franklin D. Roosevelt was unable to travel, Eleanor decided to travel around the country to see how people were doing. She let her husband know where people needed help and where his programs were and weren't working.

Eleanor realized that even though she was quiet and unsure, it was up to her to do something to help with the people that she met who were in need. She began holding weekly radio press conferences, and wrote her own newspaper. Even though she was afraid, she said, "You gain strength, courage and confidence by every experience in which you really stop to look fear in the face. You are able to say to yourself, 'I have lived through this...I can take the next thing that comes along.'"

The American people liked that Eleanor cared about them, and they saw that she did not only speak about change, she used her influence to persuade other world leaders that they should protect the rights of all people. Americans had confidence in Eleanor Roosevelt's leadership because her actions showed that she really cared about them.

Even after her husband died, she continued to help people. She was an ambassador to the United Nations and was nominated for the Nobel Peace Prize three times. Eleanor Roosevelt might have started off not feeling confident in herself, but she overcame her shyness and used her position as first lady to become a speaker, author, and hero to many people. She still inspires people to look out for their fellow humans.

*Ask students to reflect on the chart once again and determine what characteristics they noticed in Eleanor Roosevelt.

Application

Eleanor Roosevelt was a powerful leader because what she said to people matched her actions. When you use your influence to speak and act for others, they will gain more confidence in what you say. They will know that they can count on you.

Let's talk about some ways that, like Eleanor Roosevelt, we can use our words and our actions to help others, and inspire confidence as we develop as leaders.

**Draw the following chart and then allow students to share their ideas for things that they (or leaders that they know) can match their talk to their walk.*

Words	Actions
<ul style="list-style-type: none"> Eleanor Roosevelt said that people were not being treated fairly. If I see someone being bullied, I can use my voice to stick up for them. 	<ul style="list-style-type: none"> She helped create the United Nations to make sure that people had rights all around the world. I can make sure that I am including everyone in games at recess.

CONFIDENCE

Teaching Tip

When planning your wrap-up, you may want to allow older students to write their responses in a writing journal. You can also choose to have a discussion with groups of peers first, and then share answers with the whole class.

WRAP UP

Applying today's character word



writing journals to record responses (optional)

TODAY'S LESSON

Today we learned that confidence means trust; a feeling of assurance or certainty. We learned about having confidence in leaders and having confidence in ourselves.

Conversation Prompts

- > What questions do you have about today's character word?
- > How can a leader show someone that he or she is worthy of your trust or confidence?
- > How can you increase your confidence in areas that you might not yet feel confident in?



CharacterLeads Pages

Remind students that the CharacterLeads that their teacher gave them to complete during the warm-up time each day is a great way to learn more about how they can develop as a leader by increasing in confidence, and how they can have confidence in adults and leaders.

MAKE IT STICK – REVIEW GAME

Playing a game to review today's character word

When introducing today's review game, remind students of today's character word, confidence.

Option 1 – MUSICAL BEACH BALL

Beach Balls - for each group

Divide students into 2-3 groups. Guide each group to sit in a separate circle. Give each group a beach ball. The teacher will play the music, indicating when students will start tossing the ball. As the music plays, students will gently toss the ball randomly to other people in their group. When the music stops, whoever has the ball (or if in mid-air whoever touched it last) must answer a review question asked by the teacher. Continue until all questions are asked and answered.

Option 2 – RELAY

No supplies needed

Form students into 2 teams. Instruct students to line up single file, relay style in front of your classroom door. Explain that players will take turns moving from their lines to the door in whatever way you command. The first player to knock on the door will try to answer a review question and earn a point for their team. Select from these ways to move to the door or create your own: giant steps, crab walk, skipping, dance moves, hopping, walking backward.

REVIEW QUESTIONS

1. What is today's character word? (confidence)
2. What does confidence mean? (trust; a feeling of assurance or certainty)
3. Name an adult that you can have confidence in or trust.
4. How did Eleanor Roosevelt change as she grew older?
5. How do you think Eleanor Roosevelt became more confident?
6. Why is it important to be able to have confidence in a leader?
7. Which is more important to you: what a leader says or what a leader does?
8. Do you think others have confidence in you? Why or why not?
9. What is one way that you can build confidence in yourself?
10. Recite today's objective. (I have confidence in the trustworthy leaders in my life. I have confidence in myself because I am trustworthy and believe in myself.)

References

Caroli, Betty Boyd. "Eleanor Roosevelt." *Encyclopædia Britannica*, Encyclopædia Britannica, Inc., www.britannica.com/biography/Eleanor-Roosevelt.

Hinds, Andy. "Eleanor Roosevelt: Introvert Icon." *Quiet Revolution*, 7 July 2015, www.quietrev.com/eleanor-roosevelt/.

Teaching Tip

Since repetition is key with children, don't be afraid to repeat the objective several times and to review previous objectives learned during CharacterLeads. Building character is foundational in developing young leaders, so it is vital for them to have multiple opportunities to understand the character words and how the words can be demonstrated in their daily lives.

ACTIVITIES TO REINFORCE THE OBJECTIVE

- > I have confidence in the trustworthy leaders in my life.
- > I have confidence in myself because I am trustworthy and believe in myself.

Option 1 - SAY IT LOUD!

No supplies needed

Ask students to repeat the objective in various voices: a grandma voice, a baby voice, a growling voice, etc.

Repeat at least three times.

Option 2 - CARD SCRAMBLE

Index cards for groups of 3-5, markers, brown paper bag or baggie

Prepare

Write or print the words of the objective out on index cards.

Place students into groups of 3-5. When the teacher says go, students will drop the cards out of the bag into the middle of the group. Students put the words in order. For younger students, or students with reading difficulties, this activity may be done as a whole group with teacher support. Repeat if time allows.

PROJECT / ACTIVITY IDEAS

- > Draw a self portrait, and label it with positive words that describe you. Create a display of all the self portraits, celebrating the uniqueness of your class.
- > Create a confidence corner where students can share accomplishments that they are proud of in themselves or others. You can use the following sentence stems to get started:
I am proud of ____ for ____
I am proud of myself for ____.

WRITING PROMPT

- > **READ** - Read the information in the box below.

“Never bend your head. Always hold it high.
Look the world straight in the eye.”
– Helen Keller

- > **THINK** - Think about the ways someone can show confidence.
- > **WRITE** - Write about a person who has demonstrated confidence. Explain what that person did to demonstrate confidence.

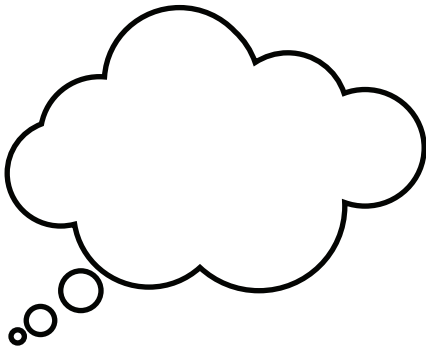
BOOK SUGGESTIONS

- > Chrysanthemum by Kevin Henkes
- > Elmer by David McKee
- > A Bad Case of Stripes by David Shannon
- > Giraffes Can't Dance by Giles Andrae
- > The Lion Inside by Rachel Bright
- > Remarkably You, by Pat Zeitlow Miller
- > Dear Girl, by Amy Krouse Rosenthal
- > Giraffe Problems, by Jory John
- > Mr. Tiger Goes Wild by Peter Brown
- > I Can Handle It by Laurie Wright



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M- When you think of the word confidence, what are some things that come to mind? Who or what gives you confidence?:



T- A leader that I have the most confidence in is _____ because

W- Something to shout about!
Name something or someone that you are confident in for each area. It can be about yourself or someone else:

Home:

School:

Sports:

Friends:

CONFIDENCE

Th- A classmate tells you that she is trying out for a softball team after school. She is so nervous that she can hardly think about anything else. What advice would you give her about having confidence in herself?

F- Helen Keller said, "Never bend your head. Always hold it high. Look the world straight in the eye."

Draw someone below demonstrating that kind of confidence.



CONFIDENCE

DEFINITION

trust; a feeling of assurance or certainty



Dear Parent,

This week your child learned about the character quality of **confidence**. Confidence is defined as trust, or a feeling of assurance or certainty. Through our Character Leads lesson, students understand that they can have confidence in the trustworthy leaders in their lives, and that they can have confidence in themselves because they are trustworthy and believe in themselves.

Here are some things you can do to reinforce the quality of Confidence at home.

- > Provide your child opportunities to succeed through meaningful work. Include your child in age-appropriate chores so they can contribute around the house in some way.
- > Focus conversation on a child's strengths rather than flaws by encouraging them to use their talents.
- > Help the child identify things that are a challenge for them and help them find ways to work on them.
- > Find a time where you can set aside a "special time" with each of your children. This would be a time where your attention is undivided and an opportunity where the child does not feel that they have to compete for your attention. Doing this will communicate to the child how special they are.

"Never bend your head. Always hold it high.
Look the world straight in the eye."

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