

Helping Children Develop Self-Confidence

This book features a young boy who is *almost* ready to make a big leap. This lends itself to talking about overcoming challenges and the importance of supportive encouragement from an adult.

CORE SKILL OBJECTIVES	INTENTIONAL TEACHING PRACTICES	
	Children will:	Teachers will:
RELATE 	<ul style="list-style-type: none"> ◆ Express confidence and positive feelings about self 	<ul style="list-style-type: none"> ◆ Narrate self-confidence

TEACHING TIP

Facing and completing challenging tasks independently is one way children build self-confidence. Adults can support children with these by encouraging (not pushing) children to try. When adults provide children with the space and time *they* need and create a loving, supportive environment, children will feel more comfortable taking risks.

1. INTRODUCE

- ◆ "Raise your hand if you've tried something new that at first was scary, but then you did it? What was it? (*Listen and repeat a few responses.*) Today we're going to read *Jabari Jumps*. With the help of his dad, he's going to try something new even if it's a little scary, just like you!"

2. READ THE BOOK

- ◆ Pause occasionally to ask questions about the character's efforts and his dad's support.
- ◆ Encourage children to share their thoughts about the story and acknowledge their responses.

Narrate How to Handle Challenging Situations with Confidence 		
<p>Read: "But when his dad squeezed his hand, Jabari squeezed back."</p> <p>Ask: "How do you think that Jabari is feeling? How is dad helping him?"</p> <p>Acknowledge: "You think that he's feeling a little bit scared. I think he's a little bit scared and nervous. But having his dad there seems helpful."</p>	<p>Read: "'It's okay to feel a little scared'...Jabari loved surprises."</p> <p>Ask: "How do you think that Jabari's dad is helping?"</p> <p>Acknowledge: "I hear you. You said that his dad told him that it's okay to feel scared and what he did when he's scared. Taking a deep breath and seeing how you feel can make you feel ready. It can really be helpful. Let's see what Jabari does next."</p>	<p>Read: "'Jabari! You did it!'...'Surprise double backflip is next!'"</p> <p>Ask: "How do you think that Jabari is feeling now? Why?"</p> <p>Acknowledge: "You think he feels good. You think he feels happy. I think that he feels proud and confident. He's proud of himself, and his dad is proud and happy for him too. Now Jabari feels like he's ready for another bigger jump! Way to go, Jabari!"</p>

3. REVIEW

- ◆ "Today, we read about Jabari. Jabari's dad helped him, but Jabari was the one who had to try really hard and do the work so that he could jump. And he did it! It was scary, but he tried, and he did it!"

4. KEEP IT GOING

- ◆ When children are trying something new, find small, subtle, but important ways to support and encourage them. This might be a pat on the back or a few affirmative words of support. Highlight moments when children encourage each other during difficult experiences. Draw attention to the idea that everyone has something that is difficult for them, and that it may be different for someone else. Even teachers have things that seem scary or challenging!