

## Helping Children Develop Self-Confidence

This book features an Indian-American girl who spends a day without her beloved cape, which she believes gives her superpowers. As she helps friends and tries new things, she realizes her confidence comes from within herself.

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

**TEACHING TIP**

Children develop self-confidence through repeated moments of feeling successful and competent and through strong relationships with others. But sometimes children believe that their confidence (or power) can *only* come from external sources, like objects or other people. For example, some children love pretending to “save the world” as superheroes on the playground but may hesitate to try unfamiliar tasks in the classroom. To believe that they are capable, children need multiple opportunities to take responsibility, try new things, and be acknowledged for their efforts. This is particularly true for children of color who typically face multiple structural and interpersonal barriers that hinder their self-confidence.

### 1. INTRODUCE

- “Look at the little girl on the cover of this book. Her name is Satya, and she loves wearing this superhero cape because it helps her feel *brave*. Brave means you’re ready to try anything and help others *even* if you feel scared. The book is called *Super Satya Saves the Day*. Let’s read to find out how she saves the day!”

### 2. READ THE BOOK

- Pause occasionally to acknowledge the girl’s effort and narrate her growing self-confidence.

**Narrate Self-Confidence and Acknowledge Effort** 

<p><b>Read:</b> “And there was just no way her super senses were going to work without it.”</p> <p><b>Ask:</b> “Why is Satya worried? How does the cape make her feel?”</p> <p><b>Narrate:</b> “Satya’s cape helps her feel brave like a superhero at school. She’s worried that she won’t be able to try things and help her friends without it.”</p>	<p><b>Read:</b> “<i>Not without a cape</i>, Satya thought as the class headed out for an afternoon walk.”</p> <p><b>Connect:</b> “Have you ever tried really hard to find something that was lost? How did you feel?”</p> <p><b>Acknowledge:</b> “Satya did a really hard thing <i>without</i> her special cape. She saved the toy from being lost and helped her friend feel better. I think she <i>can</i> be brave and help others on her own.”</p>	<p><b>Read:</b> “...but there was no way that was happening without her trusty cape.”</p> <p><b>Connect:</b> “Have you ever tried to do something that was really hard? How did you feel while you were doing it? How did you feel after?”</p> <p><b>Acknowledge:</b> “Satya thinks she can only try new things when she’s wearing her special cape. But we’ve seen her be brave and help others without the cape. I think she can do this without her cape too!”</p>
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### 3. REVIEW

- “We can be super just like Satya! We don’t need a super cape to be brave, help others, and try new things. We just have to think ‘I can do this!’ and keep trying!”

### 4. KEEP IT GOING

- Provide multiple opportunities for children to try new things and persist through challenging tasks. Help them develop confidence by acknowledging their efforts and narrating their growing confidence. For example, “You’re working really hard to finish that puzzle. It’s a little trickier than our other puzzles because it has more pieces, but you knew you could do it. Keep going!”