

## Module 6: Confidence

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### OBSERVE

Module 6: Confidence

*Log into your online account and watch the following units:*

6.2 – Skill and Belief

6.3 – Building Confidence

6.4 – Growth Mindset

6.5 – Attribution Theory

### REFLECT

Confidence may be the most influential 2<sup>nd</sup> Dimension contributor to success. Defined, confidence is as an individual's **belief** that they have the necessary **skill** to produce a desired outcome (belief in a skill set). Belief is not a 1<sup>st</sup> Dimension issue, though it factors in heavily as belief is based on skills. To build and repair confidence, a teacher must work in both the 1<sup>st</sup> and 2<sup>nd</sup> Dimensions.

1. Was there a time when a lack of confidence drastically impacted the academic performance of either yourself or a student you taught? What were some of the contributing factors?

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For a student to regain belief three things must take place to intentionally restore confidence.

2. Taking the student back to past successes: What are some creative ways to help your student remember past successes?

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3. Creating a vicarious experience by having a student watch a similar skill set of success by others:  
How can you create these opportunities?

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4. Creating an environment of verbal encouragement: What are some strategies that you can implement and enforce to create this type of environment?

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## DISCUSS

Dr. Dweck's research shows that risk and effort come directly from growth mindset. In a fixed mindset you start to fear a challenge and devalue your efforts. A growth mindset focuses on the process, not the outcome. Research findings show that praising a child's intelligence or talent puts them in a fixed mindset which harms their confidence, motivation, and ultimately their performance. Therefore, telling kids they're gifted, smart, and talented can make them brittle in the face of difficulties.

1. Where have you seen the results of a fixed mindset in any of your students?

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2. How do you affirm effort and learning? Do you affirm risk and being intrigued by mistakes, or do you ask for perfection and get angry at mistakes?

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3. What is your strategy to deal with students who are quick to blame others when things go wrong during class?

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4. How can you teach your students to love challenges, be intrigued by mistakes, and enjoy effort?

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Students with a confident mindset will take responsibility for those factors that are under their control (internal attribution), while not blaming themselves or others for aspects of their performance that are beyond their control (external attribution). When this happens, students begin to believe their success will generalize to all areas of their lives (global attribution) and even continue (stable attribution).

5. Did your past experiences as a student help or hinder your confidence level later in life when you pursued other endeavors?

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6. What can you deliberately do as a teacher to make sure you are building and not harming confidence levels in your students?

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# NOTES