



For young people with special educational needs and disabilities

Self confidence

Age range: 14+

 **BARCLAYS** | LifeSkills



Session overview

Time	Key learning outcomes	Resources
120 mins	<p>By the end of the activity students will be able to:</p> <ul style="list-style-type: none"> Recognise that worrying is a normal part of overcoming challenges and identify some ways of overcoming worries Consider a past event in a new, more helpful way and identify how this changes their feelings about it 	<ul style="list-style-type: none"> Self confidence student worksheet Self confidence presentation slides

It's recommended that lessons are repeated to ensure concepts are understood, and allow for skills to be built over time. Always start the session by agreeing ground rules with the group. For advice on this and other ways to establish a safe learning environment, [download the content guide](#).

This is one of a set of core lessons that have been adapted for young people with Special Educational Needs and Disabilities (also known as Additional Support Needs/Additional Learning Needs). Adaptation has been completed with the support of specialist careers provider Talentino, and tested with staff and students at several different special schools.

Contents

Activities	Time	Page
Activity one: Overcoming challenges	60 mins	3
Activity two: Thinking confidently	60 mins	6

Activity one

Overcoming challenges

1. Introduce the idea of challenges and the fact that they are good for us

- Students will need to understand the key words used throughout these lessons – challenge, worry, positive and opportunity. Spend some time looking up and discussing the definitions to start the lesson
- Show **slide 2**. Ask students how they felt when they have had a problem or a challenge, and managed to find a solution or overcome the problem. This could be when they have had to start at a new school, learn a new skill that they found particularly difficult, or do a physical challenge, such as learning a new sport. Share your own story of a challenge you took on, the fears you had to overcome and the emotions you experienced. Examples might include starting a new school, starting a new job, visiting somewhere you haven't been before, moving home, or meeting new people
- Discuss how successfully solving a problem or meeting a challenge can make us feel rewarded, stretched, proud of ourselves and more confident in what we can do. It can also make us feel that we've learnt something new: it allows us to grow and develop

Ask students what feelings they can remember having before tackling the challenge: did they feel nervous or worried? Help them to identify that challenges often seem frightening at first

- NB: When delivering this lesson, think about the particular levels of confidence and anxiety of students in your group. You may want to spend more time exploring what it means to be confident, and include strategies to help tackle anxiety and worry

2. Look at some challenges faced by well-known people

- Show **slide 3** and read out each quote. Explain why these three people are famous and the challenges they faced

Malala Yousafzai was born in 1997 in Pakistan; she has been campaigning for the right for girls to be educated and started writing a blog for the BBC in 2009. On 9 October 2012, Malala was shot in the head by a Taliban gunman: miraculously she survived and, after receiving initial treatment in Pakistan, Malala was airlifted to the Queen Elizabeth Hospital in Birmingham, where she underwent a series of operations. She continues to recover and to speak out on education issues.

Richard Branson struggled in school while growing up, never receiving the proper kind of instruction dyslexic students need, eventually dropping out at the age of 15. But his creative entrepreneurial spirit and his confidence in his ability to connect with others led him to start a youth magazine very successfully; eventually opening up his own record store on Oxford Street in London and is now Chairman of the Virgin Group.

Jonnie Peacock won Gold in the men's T44 100m at the 2012 Paralympics. In 1999, aged just six, he had to have part of one leg amputated after a bout of meningitis in which he nearly died.

- Ask what students can learn from each of these people and their quote
- Explain that they show we can all overcome big challenges and use them to help ourselves or others to grow

Activity one

Overcoming challenges (cont'd)

3. Explore what it's like to face a challenge



- Show **slide 4**. Help students identify the two sides to any challenge: the benefits from doing it, and also the worry of taking it on
- Explain that it's normal to feel worried when taking on a challenge
- Ask students to reflect on which aspect they think about most.

How do they think the three famous people thought about their challenges?

4. Discuss a career challenge

- Show **slide 5**. Ask students to get into pairs and discuss how they would feel about this workplace challenge and what they could do to overcome it.

What would their worries be? What could the opportunities to develop be?

5. Students look at a challenge of their own

- Give out **Overcoming challenges student worksheet**. Ask students to write about a challenge of their own. What is it? What are they worried about? Can they see this as an opportunity and find some reasons to overcome it?
- If students are struggling to identify a challenge, you could suggest situations such as starting at a new school, getting a Saturday job, raising money for a trip or for a charity
- Ask if anyone wants to share their ideas



6. Discuss what we might be nervous of

- Show **slide 6**. In groups, ask students to talk about one worry they have, or something that makes them nervous
- Ask them whether it really matters if they feel worried. Can students think of a time when they once overcame nerves? Examples might include starting a work experience placement, or representing the school at a sporting event
- Move between groups and help students share their ideas and examples with the class
- Show **slide 7** and discuss the tips for overcoming worries
- Ask students to complete **Overcoming challenges student worksheet** and note how they could use these ideas to overcome the worries connected to their own challenge

Activity Summary

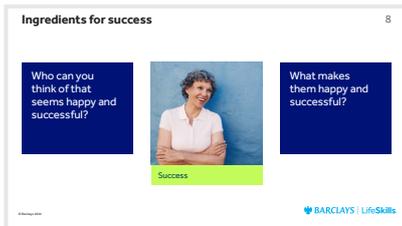
- Remind students that to grow, we need to take on and overcome new challenges
- Emphasise that it's normal to get worried because this shows you've taken on something worth doing. But these worries are never as big as we make them out to be. When students take on their challenge and overcome their worries they'll build their confidence to take on even bigger challenges in the future
- Give out **Summary: Overcoming challenges student worksheet** as a summary of what you have covered in this lesson



Activity two

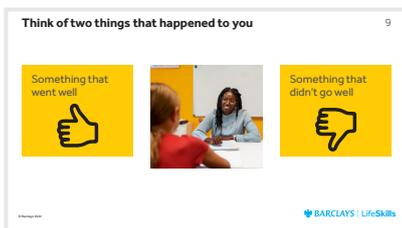
Thinking confidently

1. Discuss the ingredients for success



- Show **slide 8**. Ask students to think of someone they think of as happy and successful, and how why they think this. As a prompt, you could use a sports person, or a famous person from the previous lesson. Hand out **What does success look like? student worksheet** and ask students to record some more examples, and consider their own successes. You could also use past pupils who have successfully gone on to careers that could inspire pupils. Remember success doesn't just equate to financial reward
- Share ideas about what might help these people be happy and successful relating to work e.g. enjoying working in a team, learning new skills, using their skills
- Explain that this activity will help students find positive ways to think about how they can start to create their own successes, like getting a job, living independently, learning a new skill, or making new friends

2. Examine how students reflect on situations



- Show **slide 9** and ask students to think about an experience they have had that they think went well, and one that didn't go so well.

How did they explain the outcome of each situation to themselves after the event?

Did they think about it in positive ways (e.g. 'I worked hard to prepare for that test so I deserved to do well' or 'that person was having a bad day and didn't mean to be rude') or negative ways (e.g. 'it was a fluke that I did well' or 'I must have done something to upset that person')?

- Give out **Thinking confidently student worksheet** and ask students to write down their events and how they think about each one
- Invite students to share their answers, reasons and feelings if they are happy to do so. You could ask them to work in pairs to complete the sheet if this is more appropriate for your group

Activity two

Try next

- Help students explore in more detail the idea that some things that happen are out of their control, while others are within their control. Think about being late for a job interview: if this was because a student overslept and missed the bus, then that was in their control. But if they were late because the bus broke down, that was out of their control
- Explain that whenever we take action on things that are within our control (even if we can't control the whole situation), we become more self-confident. When things are out of our control, we need to do what we can and accept that things sometimes happen that way. Ask students to think of future events that will be in their control and could help them build their self-confidence. Examples might include ensuring they are punctual, work hard and dressing for the situation, their behaviour and appearance is something they can control. Picking options at school, working towards the job you want to do, organising a party, making new friends, Events outside of your control – parents job changing resulting in a house move and potential school move, transport issues, exam timetable and deadlines for submitting work

Activity Summary

- Show **slide 10** and **11**. Explain that to feel positive and confident about the future, we need to feel positive and confident about the past. Share ideas for how students can act like their 'heroes' and think about what happens to them in more positive ways
- Encourage students to do this exercise for the past experiences they feel unhappy about. The more they do this, the more positive and confident they can become. Remind students that they must always take responsibility for what they do

Self confidence

Overcoming challenges

New challenges help us grow. Sometimes, worries can get in the way.

Think about a challenge you'd like to overcome. What's stopping you? How could you overcome your worries and grow?

The challenge I'd like to overcome is:

My worries about doing it are:

My good reasons to do it are:

Ways I could overcome these worries:

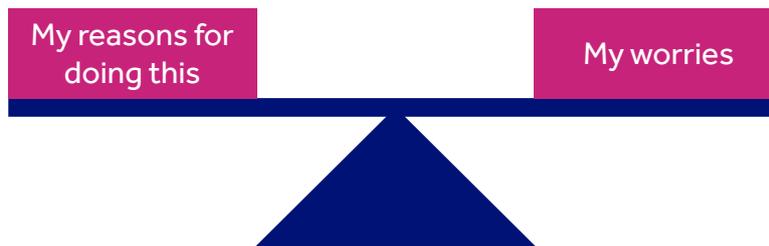
Self confidence

Summary: Overcoming challenges

Why overcome challenges?

New challenges help us grow. Sometimes, worries can get in the way. It's normal to worry – this shows you've taken on something worth doing.

Think of the good reasons to take on a challenge. Decide that these are more important than your worries.



How can I overcome my worries?

Here are some good ways to overcome your worries. How could you use them?



Self confidence

What does success look like?

New challenges help us grow. Sometimes, worries can get in the way.

Think about a challenge you'd like to overcome. What's stopping you? How could you overcome your worries and grow?

Who can you think of that seems happy and successful to you?

Why are they successful, what did they do to create success?

Describe a time you have been successful

What could you remember to do next time you have a challenge?

Self confidence

What does success look like?

Think of two things that happened to you in the past. How do you explain each event to yourself?

	1. Event that went well	2. Event that didn't go well
What happened?		
Did I do my best at things I could control		
Does everything work out this way?		
Will things always work out this way?		

When you look back and explain events to yourself using your 'inner voice', try to make it a positive voice. It will help you become more optimistic!

- How could you think about the event that didn't go well in a different way?
- Write down positive ways to think about what happened
- Write down examples of where things went well instead

How I did well at the things I could control, or how I could learn to do better?	
Reasons why not everything works out this way	
Reasons why things won't always happen like this	