

Task Sheet: The vicious circle of self-confidence

Provided by: Tallinn Construction School

General information of task for teacher

Title of the task sheet	The vicious circle of self-confidence
Targeted 21st Century Skill	Self-direction
Brief description of the competences the students will learn (Including, for example what scientific theory this is based on)	The learner increases awareness to develop self-confidence. If desired, the teacher can connect or further develop the topic based on the theory of internal/external work locus of control.
Specialty/Target group <i>(If applicable)</i>	All specialties
Learning outcome(s) for the vocational profession	Student: <ul style="list-style-type: none"> • Becomes aware of self-confidence factors and their impact on work performance and communication success. • Is aware of and knows how to create greater inner balance and develop self-confidence through self-direction.
Tools needed for this lesson plan/ task sheet <i>(If applicable)</i>	Photographs of people at work (selection added). If there is a interest to use additional images, photos, magazines or the Internet are needed to find them. The possibility to write down thoughts on paper, on a whiteboard or on a computer is recommended.
Approximate time to complete the task	Ca 60 minutes
Suggested more comprehensive methodical guide for doing/carrying out the task (for the teacher or student)	Self-esteem is what a person thinks about himself and his ability to cope, and is synonymous with the expression self-confidence, which is expressed as a belief in oneself - in one's abilities, strength, success, etc. The vicious circle of confidence is when we believe that our effort is accompanied by success – that we have control over our work / activity. Since a person with such an attitude believes that his actions will be accompanied by success, he is characterized by bold initiative, his undertakings are often accompanied by success, which in turn confirms his belief (self-confidence) in his ability to do well. A person who believes in himself and is more confident dares to move in his career as well. The vicious cycle of insecurity, in turn, inhibits a person's entrepreneurship, as a person has a fear of failure. A person either takes on tasks with a lower level of demand than his abilities in



order to be more confident in his ability to cope, or he tries to avoid tasks and responsibilities altogether if possible. However, coping with an unchallenging task does not boost a person's self-confidence. Uncertainty is accompanied by anxiety, stress (especially in situations related to change). Often, people stuck in a vicious circle of insecurity wait for the emergence of a feeling of self-confidence as if it were a prerequisite to start acting/learning at all.

By guiding the task, the teacher can guide the students to understand that just as a child learns to walk, ride a bike, etc., it takes several attempts before the activity is successful. It's the same when learning a profession - self-confidence is formed during activity, practice.

Photos of people working are attached to the task instructions. The teacher/students can search for such photos, images (e.g. from magazines, the Internet) - for example, in the field of study.

The people depicted in the attached photos have at least one thing in common - a confident attitude while doing their work.


Look at the photos, think and discuss:

- In what (in which body language, style of self-expression, treatment of other people etc., and in the result of work/activity) is self-confidence expressed. Write these characteristics on paper / (paper) board.
- What is confidence?
- Why is it good to be confident?
- How we experience the feeling of self-confidence / insecurity in the body
- How can self-confidence be developed?
- As a comparison, discuss how unconfident attitude is expressed (in body language, work results).

If there is a trusting atmosphere in the group, the participants can also share in which activities and situations they themselves feel confident and in which and when they feel more unconfident.

Also discuss and find answers to the questions:



	<ul style="list-style-type: none"> • What can be the consequences of overconfidence? • In what work and life situations can an otherwise confident person feel insecure? <p>The task can be used by the teacher as an independent lesson topic, as part of it, or between other vocational education topics (e.g. between practical work of the specialty) during work breaks.</p> <p>If learners can use the internet, they can search for more information on their own.</p> <p>The task is also suitable for students' independent work.</p>
Recommended reading	Russ Harris: „The Confidence gap: A guide to Overcoming Fear and Self“
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Lesson plan of the task

Warming up	By guiding the task, the teacher can guide the students to understand that just as a child learns to walk, ride a bike, etc., it takes several attempts before the activity is successful. It's the same when learning a profession - self-confidence is formed during activity, practice.
Explanation for the students at the start	The people depicted in the attached photos have at least one thing in common - a confident attitude while doing their work. Look photos and discuss with other students how is a person's self-confidence expressed at work and how to develop it.
Task description for the students	<p>See attached photos of people at work. The people in these photos have at least one thing in common - a confident attitude when doing their job.</p> <p>Look at the photos, think and discuss in the group:</p> <ul style="list-style-type: none"> • In what (in which body language - posture, tone of voice, facial expressions, gestures, style of self-expression, etc. and in the result of work/activity) is self-confidence expressed • What is self-confidence? • Why is it good to be self-confident? • How can self-confidence be developed?



	<ul style="list-style-type: none">• As a comparison, think and discuss how uncertainty is expressed (in body language, work results)?• If appropriate, share with fellow students in which activities and situations you feel self-confident and in which and when you feel more unconfident.• Also discuss and find answers to the questions:• What can be the consequences of overconfidence?• In what work and life situations can an otherwise confident person feel unconfident?
Additional activities for the students	Students can search the Internet or books for quotes from famous people about self-confidence and find suggestions for developing these personal qualities.
Extra resources for learners	Writing facility and paper for notes.
Self-reflection for students	Share or write down individually which knowledge-experiences you have gained, will support you in the future.
Feedback on the solution (if applicable) / Possibility to check	Feedback from the Teacher.



Additional material:

Photos for the task SELF-CONFIDENCE – People working

All photos: L.Männiste





