


## Helping Children Develop Self-Confidence

This book features a determined musician who tries very hard to find others who play and dream of music all day long like she does. It shows how the power of persistence can pay off if you just keep looking.

CORE SKILL OBJECTIVES	INTENTIONAL TEACHING PRACTICES	
	Children will:	Teachers will:
<b>RELATE</b> 	<ul style="list-style-type: none"> <li>◆ Explore initiative, independence, and perseverance</li> </ul>	<ul style="list-style-type: none"> <li>◆ Promote autonomy</li> </ul>

**TEACHING TIP**

When children are self-confident, they're more likely to persist. This means that, despite difficulties, they will continue to keep trying. Adults can support children's perseverance by providing positive feedback. However, praise or positive reinforcement can also be a little tricky at times. If the focus of the feedback is on effort or persistence (rather than 'perfect' or 'right'), this makes it more likely that children will feel confident in their skill development, especially when presented with a challenge.

### 1. INTRODUCE

- ◆ "It's important to keep trying and to not give up, even when things seem hard or like they might not happen. Today we're going to read *Violet's Music*. Violet loves to play music and dreams about music all the time, but she has a problem that she must try to solve. Let's read to see what happens."

### 2. READ THE BOOK

- ◆ Pause occasionally to narrate the challenges the character is facing in the story and describe how she responds.
- ◆ Encourage children to share their thoughts about the story and acknowledge their responses.

Acknowledge Effort		
<p><b>Read:</b> "...No, she couldn't. But she'd keep looking."</p> <p><b>Ask:</b> (<i>flip back through the pages</i>) "What does Violet want? How has she tried to get it? Is it working?"</p> <p><b>Acknowledge:</b> "Yes! Ever since Violet was a baby, she's looked and looked for someone like her to play music with. She hasn't found anybody yet, but that hasn't stopped her. She's going to keep trying! Go Violet!"</p>	<p><b>Read:</b> "But she'd keep looking. Violet and her music, always looking."</p> <p><b>Ask:</b> "She's still looking. Should she just give up? What do you think?"</p> <p><b>Acknowledge:</b> "You might feel like giving up when things aren't working out, but keep trying! Something different might happen if you keep trying. You'll never know if you don't try."</p>	<p><b>Read:</b> "...and at the beach, we kept looking for kids playing music too!"</p> <p><b>Ask:</b> "How did this happen? How did they find each other?"</p> <p><b>Acknowledge:</b> "Yes! They kept looking and looking for a long time. They didn't give up. They kept looking and asking, and they finally found each other! Way to keep trying!"</p>

### 3. REVIEW

- ◆ "Sometimes things are hard or don't happen the way that you want them to, so it's important to keep trying. You should keep thinking of new and different ways to figure out your problem! And *maybe*, like Violet, you will find it!"

### 4. KEEP IT GOING

- ◆ When appropriate, provide feedback to children that focuses more on their efforts versus perfection. For example, rather than saying, "Good job, you did it!" make sure to provide specific feedback, "You're working hard to figure that out. I see you're really thinking about ways to solve this problem."