


## Helping Children Develop Self-Confidence

This book features a young girl with limb differences, who shows how confidence to use her voice helps her advocate for herself. The book lends itself to talking about having confidence in your abilities, advocating for yourself and others, and being willing to try things even if they may be hard.

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**

In this story, Emma vocalizes her thoughts and needs clearly to her friend Charley. This language may be a bit advanced for some children in your class and can be simplified if needed. The main point to get across is that self-confidence means you believe that you are capable and it is okay to use your voice to advocate for your wants and needs.

### 1. INTRODUCE

- "Raise your hand if you've ever felt like you couldn't do something that others could. What was it? How did you feel? Today we are going to read *Awesomely Emma*. In this story, we will see a little girl who shows her friends that she can do lots of things, even if she has to do them differently."

### 2. READ THE BOOK

- Pause occasionally to ask questions about the character's actions and the confidence she shows.
- Encourage children to share their thoughts about the story and acknowledge their responses.

Narrate Self-Confidence		
<p><b>Read:</b> "Emma took a deep breath and said, "No bodies are wrong, all bodies are right. We're all different colors, sizes, and heights."</p> <p><b>Acknowledge:</b> "Emma knew she could do those things and used her voice to let Charley know she didn't need help."</p> <p><b>Ask:</b> "Has someone ever tried to help you when you knew you could do it? How did it make you feel?"</p> <p><b>Comment:</b> "Sometimes others want to help us, but it is okay to use your voice and say, "I can do it!"</p>	<p><b>Read:</b> "I can do a lot of things by myself, and I will ask you when I need help."</p> <p><b>Acknowledge:</b> "Emma used her voice to let Charley know how she was feeling and what she wanted."</p> <p><b>Ask:</b> "Have you ever had to use your voice to let someone else know what you needed or wanted? How did it make you feel?"</p> <p><b>Comment:</b> "Using our voice can help us let others know what we are thinking or feeling. And it can help others know when we do or don't need help."</p>	<p><b>Read:</b> "Everyone in Emma's class cheered. Emma beamed."</p> <p><b>Acknowledge:</b> "They helped the museum learn that all bodies are right and should be welcome! They look like they feel proud that their letter was able to help the museum learn such an important lesson."</p>

### 3. REVIEW

- "Today, we read about Emma and how she showed her friends and others that all bodies are wonderful and can do amazing things!"

### 4. KEEP IT GOING

- As a first step, help children see opportunities where their voice and actions matter. Point out when they are demonstrating self-confidence to try new tasks, do things differently, or advocating for themselves or others persistently.