



# Healthy Heads Lesson Plan

Confidence - Year 5/6

- Our Aim:**
- I can understand how to show confidence and how to help others to be confident
  - I can understand what over-confidence is and why it should be avoided
  - I can demonstrate my confidence and help others be confident during physical activity

<b>Lesson Topic: Confidence</b>	
<b>Age:</b> Year 5/6	<b>Duration:</b> 1 hour – 30 min classroom + 30 practical
<b>Links to PSHE curriculum:</b>	<b>Notes on the class:</b>
<ul style="list-style-type: none"> <li>- About differences and similarities between people</li> <li>- About how our actions can affect ourselves and others</li> </ul>	<p>Gain overview of class - discussion with teacher.</p> <p>SEND      Medical      Behaviour      Other</p>
<b>Resources</b>	
<p><b>Theory:</b> Confidence lesson presentation</p> <p><b>Practical:</b> cones, bibs, beanbags, dodgeballs</p>	
<b>Organisation/Diagrams</b>	<b>Teaching Points</b>

## Theory

### Introduction

**Our aim:**

- I can identify how to show confidence and how I can help others to become more confident
- I can understand what over-confidence is and why it should be avoided
- I can demonstrate showing confidence and help others be confident during physical activity

Introduce topic  
Set classroom expectations  
Share learning objectives

### What is a confidence?

What is CONFIDENCE?

CONFIDENCE is a feeling of self-assurance arising from an appreciation of one's own abilities or qualities.

**Ask:** What is confidence?

**Ask:** Would anyone like to have a go at explaining what confidence is?

Discuss children's idea and discuss.

**Explain:** confidence is a feeling of self assurance, appreciating our own abilities and personal qualities.

How can we show CONFIDENCE?

VERBAL

BODY LANGUAGE

EMOTIONAL

SOCIAL

**Ask:** (as on slide) How can we show confidence?

Present answers and discuss each in turn.

Verbal: how we speak and the things we say

Emotional: how we feel about ourself

Social: how we act around others

Body language: how we act - this often says more about us than anything else

### Task 1

What could you do to show confidence?

CONFIDENCE

- Smiling
- Eye contact
- Handshake
- Speak clearly
- Positive
- Team leader
- Helping others

How can we give others confidence?

Praise      Positive feedback      Help them to succeed

**Ask:** What could you do to show confidence?

Children need to delve into the four examples (from previous slide) in more depth.

I.e if children write down/say 'body language' ask them more specifically about their body language, E.g is it closed or open?

Children to discuss answers or use whiteboards.

OVER-CONFIDENCE

What is over-confidence?

There's a fine line between confidence and overconfidence: being confident is attractive and appropriate. When someone seems overconfident, though, they appear to be unrealistically sure of themselves, more arrogant than poised.

**Ask:** What is over-confidence?

**Explain:** (using the explanation on the slide)

This is sometimes referred to arrogance. Often not a desired trait by many.

Why should we avoid being overconfident?

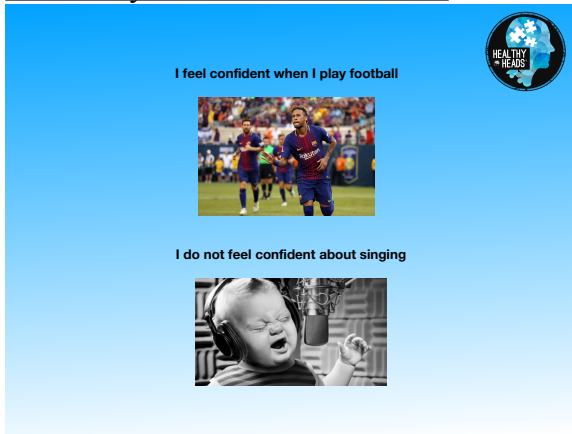
We can become complacent      It can be seen as bad sportsmanship

Continue explanation and link to sportsmanship

## Task 2

What are you confident about?

What are you not confident about?



A blue slide with a circular logo in the top right corner that says "HEALTHY HEADS" with a brain icon. The slide contains two examples of confidence. The first example is "I feel confident when I play football" with a photo of a football player. The second example is "I do not feel confident about singing" with a photo of a baby wearing headphones and singing into a microphone.

Following given example, ask children to think about their own confidence.

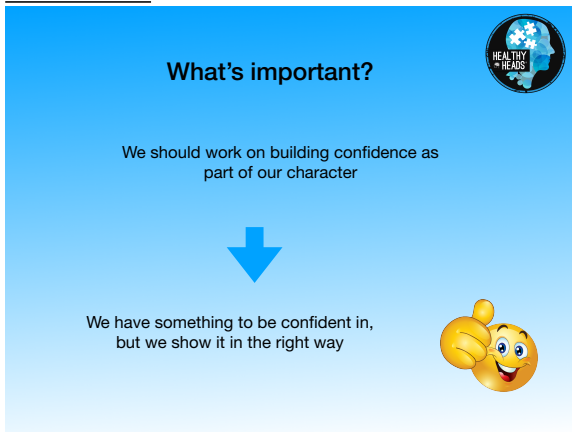
**Ask:**

What are you confidence about?

What are you not confidence about?

Discuss examples as a class.

## Conclusion



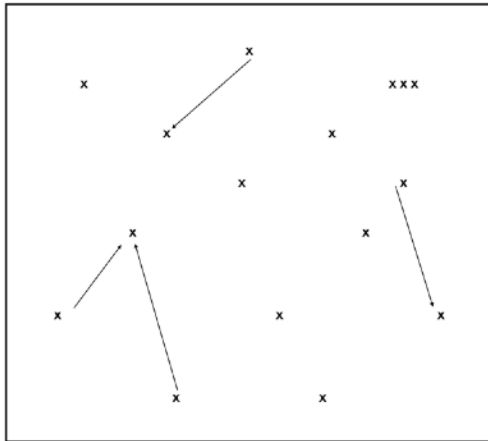
A blue slide with a circular logo in the top right corner that says "HEALTHY HEADS" with a brain icon. The slide has the heading "What's important?". Below it, the text reads "We should work on building confidence as part of our character". A large blue arrow points down to the text "We have something to be confident in, but we show it in the right way". To the right of this text is a yellow thumbs-up emoji.

Share conclusion as on the slide.

Prepare children for practical. Emphasise that we will practise expressing confidence throughout the practical session.

## Practical

### Activity 1 - Warm up 1



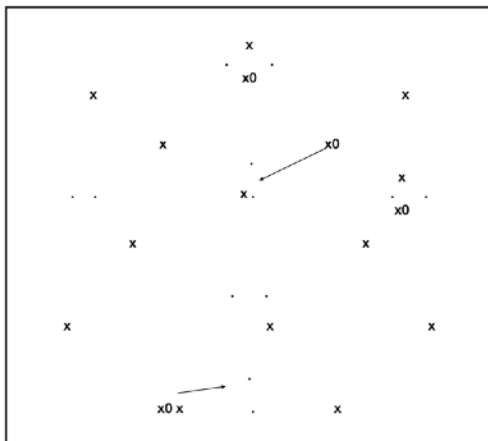
Key: Children x

Children must run around the area, moving into spaces, whilst following the instructions given. When the below numbers are called children must follow the prompts:

1 - High ten a partner

2 - Low ten a partner

### Activity 2 - Through the gate



Key: Children - x Ball - 0 . . - Gates

Children will be given a partner and one beanbag to share between the two. Children must run to a gate, throw the beanbag through the gate so their partner can catch it on the other side. The aim is to get through as many gates as they can with their partner.

### Conclusion

Remind children of learning and share rewards i.e Dojos.

Progression 1 - Children must now say their first name on the call of number 1 and their surname on the call of number 2.

Progression 2 - Children must now follow the prompts but complete them with someone they don't talk to as often.

Progression 3 - Some children now have a ball. Extra prompts:  
3 - Chest pass to a partner, 4 - Bounce pass to a partner.

### **Teaching points:**

**Ask:** How can we show confidence during this activity?

Examples of correct answers:

- Be clear when saying your first or surname
- Look the other person in the eye when pairing with them
- Calling someone over who is looking for a partner

Progression 1 - Only one pair can go through a gate at a time

Progression 2 - Children must give their partner more difficult throws yo catch i.e above head, below knees, out to the side.

Progression 3 - One pair now becomes defenders. They must try to block as many gates as possible.

### **Teaching points:**

**Ask:** How can we help others become more confident during this activity?

- Give them a good throw
- Let them lead occasionally
- Praise when they've done well

