

Target competency	Know and value oneself
Cross-curricular competencies (QEP)	<ul style="list-style-type: none"> • Construct their identity • Cooperate with others
General objectives	<ul style="list-style-type: none"> • Recognize one's own qualities and strengths • Recognize that everyone has a place in a team • Use one's strengths and qualities to build self-confidence



REVIEW OF THE PREVIOUS WORKSHOP

In the last workshop, we realized that it's okay to make mistakes, and that they can even help us learn. Do you remember the challenge I gave you? Tell me how it went.

*The challenge was to overcome a mistake by trying a new way of doing things, without getting discouraged.

THE ADVENTURES OF LEO AND CHARLIE

After a few problems, Charlie and Leo managed to set up their tent and get comfortable. This situation helped them understand that sometimes you need to struggle or make mistakes to learn and improve.

Now that they've completed their challenge, Mr. Julian suggests they put their learning to good use and help their classmates set up camp before it gets completely dark.

Leo is very enthusiastic, but Charlie is getting a little impatient because she can't wait to sit down by the fire. She thought it would be very easy to set up her tent, but it turned out to be quite hard.

Leo notices her slipping away from the group. He goes to ask her what's wrong.

- I can't do it. It's too hard. You go, you're great with camping equipment.

Surprised by Charlie's reaction, Leo tries to make her feel better.

- It was just a little tricky, Charlie. But remember, it was you who finally got the tent the right way up and planted the pegs. I did another part, but together we got it all done because we're each good at what we do. Have confidence in yourself.

DID YOU KNOW?

Self-confidence plays a role in every sphere of life. Among other things, it influences other things, relationships, participation, fulfillment and learning.

Confident students will be eager to take part in new activities. They enjoy challenges. Socially, they'll enjoy spending time with others, but will also crave moments when they can be alone. In a group, they'll also recognize their strengths and limitations, and won't be afraid to point out the strengths of their peers. Finally, they won't need to wait for the approval of others before undertaking something.

The development of self-confidence is complex. It usually involves gestures and actions by adults toward the child, rather than just words. In the classroom, self-confidence can be addressed through activities like those suggested here.

(Hoffman, 2016)

INSTRUCTIONS

1. Review the situation with the students and ask them the following questions:
 - What would you say to Charlie to make her feel better?
 - How about you? Do you ever think you can't do something, or that you're no good at something?
 - What do you do when this happens to you?
2. Next, explain that everyone has their own strengths and qualities which help them deal with certain situations. When faced with a challenge, identifying what we're capable of doing and what we're good at can help us overcome difficulties and restore our self-confidence.
3. Form teams of 4 or 5 students. Give each team a large sheet of white paper and distribute a different coloured pencil to each member of the team.
4. Invite students to create a collaborative team drawing to illustrate Leo and Charlie's campsite. Each student can only draw with the pencil he or she has been given. Students will have to work together to complete the drawing. Explain that everyone must help out!
5. Review the activity with the students, using the following questions. If necessary, help the students identify the strengths they used during the activity using the list on slide 13:
 - What strengths did you use to complete the drawing? What are you proud of?
 - Did everyone use the same strengths as you?
 - Could you have done the same drawing by yourself? Why?
 - Can you tell us about a time when you overcame a challenge by working as a team?
6. You can give students other examples of recent classroom or schoolyard situations. Explain to the students that in these situations, as in the creation of the team drawing, when everyone on the team combines their strengths, they complement each other and become even greater.
7. Remind them that in every situation and on every team, everyone has their place and their strengths. In a team, the strengths of each student are brought together and complement each other. Conclude that together, we can more easily overcome challenges by using our respective strengths.



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12-13



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CHALLENGE

Suggest the following challenge:

- Between now and the next OFF-TRAIL workshop, when you're working as a team, name one strength of each team member.



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ENABLING REINVESTMENT

Keep a box or jar handy in the classroom. When the students do something well as a group, achieve something as a team, or experience success together, take the time to acknowledge it verbally. Open a discussion with students about their success, what they did to achieve it, and how the strength of the group helped them succeed. Then take a piece of paper, write a few words about this moment and insert it in the self-confidence box (jar). In moments of discouragement, you can pull out these papers and read them with your students.

READING SUGGESTIONS

- Atkinson, C. (2017). *Where Oliver Fits*. Tundra.
- Daywalt, D., & Jeffers, O. (2013). *The Day the Crayons Quit*. Philomel Books.
- Gravel, É. (2016). *Everybody!* Scholastic Canada.
- Oldland, N. (2010). *Making the Moose Out of Life*. Kids Can Press.
- Robert, N. (2020). *Elsie*. Abrams Books for Young Readers.
- Spires, A. (2017). *The Thing Lou Couldn't Do*. Kids Can Press.



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