CONFIDENCE AND BEING YOURSELF

Activity Pack -- FREE Resource

Ages 5-8 | No Prior Reading Required
Classroom, Library and Home Use

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Love It or Good At It?

Some things we love doing. Some things we are good at. Sometimes they are the same thing -- and sometimes they are not! Both are important. Let's sort out the difference.

Activity 1: Sort It Out

Tick what is true for YOU. You can tick more than one box.

Activity	I love it	I'm good at it	Not for me
Running	[ ]	[ ]	[ ]
Reading	[ ]	[ ]	[ ]
Drawing	[ ]	[ ]	[ ]
Telling stories	[ ]	[ ]	[ ]
Building things	[ ]	[ ]	[ ]
Helping people	[ ]	[ ]	[ ]
My idea: _____	[ ]	[ ]	[ ]

Activity 2: My Unique Me

Three things I love doing:

1. _____ 2. _____ 3. _____

Three things I am good at:

1. _____ 2. _____ 3. _____

Three things that make me different from everyone I know:

1. _____ 2. _____ 3. _____

Think About It

* Why might 'What do you love?' be a better question than 'What are you good at?'

* Can something you love become something you are good at? How?

Practice Makes Progress

When we practise a little every day, it adds up. Five minutes here and ten minutes there soon becomes a lot of practice!

Activity 1: Add It Up

Here is a practice week. Add each day's minutes to find the total so far.

Day	Minutes Practised	Total So Far
Monday	**5**	5
Tuesday	**5**	_____
Wednesday	**10**	_____
Thursday	**10**	_____
Friday	**10**	_____

Which day had the most practice? _____ Total minutes for the week: _____

Activity 2: My Practice Plan

Choose something you love. Plan how many minutes you will practise each day.

I will practise: _____

Mon	Tue	Wed	Thu	Fri	Total
____ min	____ min	____ min	____ min	____ min	____ min

Think About It

* Why might it help to practise in front of a mirror first, then your family, then a friend?

* Is it okay if practice doesn't feel perfect at first? Why?

Showcase Poster Design Lab

A good poster tells people what is happening, when and where -- and makes them want to come. Designers choose big words, bright pictures and only the most important information.

Activity 1: What Does a Poster Need?

Tick the things a good poster needs. Cross the things it does not need.

Poster Part	Needs it	Doesn't need it
A big, clear title	[ ]	[ ]
The day and time	[ ]	[ ]
Where it is	[ ]	[ ]
A picture	[ ]	[ ]
A long story in tiny writing	[ ]	[ ]
What makes it special	[ ]	[ ]

Activity 2: Design a Poster for YOUR Act

DRAW YOUR SHOWCASE POSTER HERE:

My act is: _____

Think About It

* What would make someone stop and read your poster?

* Why is it good to show something that is really YOU on your poster?

Butterflies Before the Show

Note to students:
This worksheet explores personal feelings. There are no right or wrong answers -- your thoughts are your own. Sharing is always optional. If any question brings up big feelings, please talk with a trusted adult.

Before a show, a test or a big game, your tummy might flutter and your heart might race. Feeling nervous before something big is normal -- and there are things that can help.

Activity 1: Feeling Check-In

Circle the words that show how you feel.

Before I do something in front of people, I feel:
Excited Nervous Shaky Brave Okay Other: _____

When I try to be like someone else, I feel:
Tired Unsure Fine Not like me Other: _____

When I get to be myself, I feel:
Happy Proud Calm Strong Free Other: _____

Activity 2: My Brave Kit

DRAW SOMETHING THAT HELPS YOU FEEL BRAVE:

Two things that help me feel brave: _____ _____

Think About It

* How can a friend help you feel brave?

* What could you say to a friend who feels nervous before a big moment?

Being the Real Me

Being authentic means being your real self -- not a copy of someone else. Copying might feel safe, but it rarely feels like YOU. Everyone has something only they can bring.

Activity 1: Copy or Real Me?

Read each one. Tick whether it sounds like being yourself or copying someone else.

What Someone Does	Real Me	Copying
Picks the same act as a friend so they fit in	[ ]	[ ]
Shares a hobby they truly love	[ ]	[ ]
Wears what they like, even if it's different	[ ]	[ ]
Pretends to like a game they don't enjoy	[ ]	[ ]

Activity 2: What Do I Love?

What do you love doing -- not for a prize, just because it feels like you?
DRAW IT HERE:

I love it because _____

Think About It

* What do you think it means to 'stop hiding' the real you?

* Why does the world need the real you, not a copy?

My Being-Me Goals

Here is a challenge: tell someone one thing you love about being yourself -- and make it true. Small brave steps, practised every day, help your confidence grow.

Activity 1: My Being-Me Goals

Write or draw one goal for each time.

Goal Tier	My Goal	How I Will Do It	When I Will Start
THIS WEEK			
THIS TERM			
THIS YEAR			

Activity 2: Being-Me Challenge Tracker

Colour a star each day you do it.

I did it!	Mon	Tue	Wed	Thu	Fri
I told someone what I love about being me	*	*	*	*	*
I did something my own way	*	*	*	*	*
I shared an idea that was mine	*	*	*	*	*
I said something kind about a friend's talent	*	*	*	*	*
I tried something new that I love	*	*	*	*	*

Think About It

* Write your own 'be yourself' motto in 10 words or fewer.

* What is one thing only YOU can bring to your class?

Teacher's Companion

No Prior Reading Required
This pack is fully standalone. No book or characters are referenced. Any student can complete these worksheets without prior reading. Suitable for classroom, library, and home learning programmes. This pack is an excerpt of a full book-specific learning pack available with purchase at **learningsmart.au**

Australian Curriculum Alignment

Learning Area	Strand	Year Level	Content Description (summary)
English	Language for Interaction	F-Yr 2	Share ideas and personal preferences; speak to an audience (WS1, WS5)
Mathematics	Number and Algebra	Yr 1-2	Add one- and two-digit numbers to find running totals (WS2)
Design and Technologies	Design Processes	F-Yr 2	Communicate ideas through a designed poster (WS3)
Health and PE	Personal, Social and Community Health	F-Yr 2	Identify personal strengths; describe feelings and ways to feel brave (WS4)
Gen. Capabilities	Personal and Social Capability	F-Yr 2	Develop self-awareness and confidence; recognise personal qualities
Gen. Capabilities	Ethical Understanding	F-Yr 2	Explore honesty with yourself and respect for others' differences (WS5)
Gen. Capabilities	Critical and Creative Thinking	F-Yr 2	Sort and compare ideas about interests and strengths (WS1)

16 Key Confidence and Being Yourself Lessons

#	Lesson
1	Everyone has something only they can bring.
2	What you love and what you are good at can be different -- both matter.
3	Copying someone else doesn't make you more confident.
4	A copy is just a less convincing version of someone else.
5	'What do you love?' is a great question for finding your strengths.
6	Real confidence comes from knowing what you love and being brave enough to share it.
7	Talents are not only performing -- helping, listening and storytelling are talents too.
8	Practising a little every day adds up.
9	It is normal to feel nervous before something big.
10	A friend's support can help you feel brave.
11	Looking at people, not notes, helps you connect when you share.
12	Trying things that aren't you is part of finding what is.
13	Different people shine in different ways -- and that's a good thing.
14	Being yourself makes room for others to be themselves too.
15	Confidence is not something you find -- it's something you stop hiding.
16	Motto: Your greatest strength is being yourself.

Answer Keys and Discussion Guidance

WS1 -- Sort It Out (Guidance)
No right answers. Encourage students to notice when 'love it' and 'good at it' match -- and when they don't. Both columns are worth celebrating.

WS2 -- Add It Up (Answers)
Totals: 5, 10, 20, 30, 40. Most practice: Wednesday, Thursday and Friday (10 minutes each). Total for the week: 40 minutes.

WS3 -- What Does a Poster Need? (Answers)
Needs: a big, clear title; the day and time; where it is; a picture; what makes it special. Doesn't need: a long story in tiny writing.

WS4 -- Sensitivity Note for Educators
Some children experience strong performance anxiety. Do NOT require students to share responses or perform aloud. Offer drawing or private writing as an alternative. If a student discloses a concern, follow your school's wellbeing and child safety protocol.

WS5 -- Copy or Real Me? (Answers)
Real me: sharing a hobby they truly love; wearing what they like. Copying: picking the same act to fit in; pretending to like a game. Discuss gently -- fitting in is a normal wish.

WS6 -- Challenge Tracker
There are no correct scores. Celebrate every attempt; any day left blank is a chance for a gentle reminder, not correction.

Upsell Note for Educators
This generic pack is based on the Learning Smart book series. The full book-specific learning pack -- which references the characters, story moments, and adventure narrative -- is available with book purchase or subscription at **learningsmart.au**. Book-specific packs significantly increase student engagement and reading motivation.

Differentiation Strategies

Level	Strategy	Example Application
Below Level (support)	Reduce written output; use sentence starters; allow verbal responses; pair with peer.	WS1: read the activities aloud and use picture cards. WS4: use feeling faces instead of writing.
On Level (standard)	Complete all activities as written. Use discussion partner for Think About It sections.	Standard completion with class debrief of Think About It questions.
Extension (enrichment)	Plan and give a one-minute 'This is me' talk to a small group; graph the class's favourite activities.	WS2: plan a two-week practice chart and add the totals. WS3: make the poster as a real class display.

7 Discussion Questions

1. Why might someone feel worried when everyone else seems to know their talent?
2. What happens when we try to copy someone else instead of being ourselves?
3. How is 'What do you love?' different from 'What are you good at?'
4. What do you love doing -- not for a prize or a grade, just because it makes you feel like you?
5. Have you ever felt more yourself in one place than another? What was different about that place?
6. How can we help a classmate feel brave?
7. How can our class make it safe for everyone to be different?

Classroom Display Ideas

Our Unique Selves Wall: Each student adds a card: 'Something I love that makes me, me.'

Love It / Good At It Chart: A class sorting chart from WS1 -- notice how many different strengths the class has.

Showcase Poster Gallery: Display the WS3 posters for a gallery walk.

Brave Kit Corner: A calm corner with drawings of the things that help students feel brave.

Practice Adds Up: A class chart adding up minutes of practice on a shared goal.

Be Yourself Bunting: Students complete 'I am proud to be me because...' -- display as bunting.

Want the Full Adventure?

This free activity pack is inspired by the **Learning Smart book series** -- everyday adventures about character, confidence and growing into a kind, capable leader.

The Full Book-Specific Learning Pack Includes:

* Worksheets tied directly to the book's characters and story moments
* Story-based Think About It questions that deepen reading comprehension
* A Teacher's Companion with book-specific discussion questions
* Access to the full Learning Smart resource library

Available with book purchase or subscription at:

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Books in the Learning Smart Series

Title	Topic
Belinda Finds Her Roar	Confidence and Being Yourself
The Treasure Map of Money Mountain	Financial Literacy
Professor Bee's Body Expedition	Human Body and Science
Belinda and James: Beach Smart	Sun and Water Safety
Guardians of the Web	Internet Safety
The Magical ABC Adventures: Letters A-F	Early Literacy and Phonics

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