

# Inner Winner

## Building confidence and Self-belief

A one-hour inspirational workshop that equips students with concrete strategies that they can use to manage their internal dialogue and increase their confidence, determination and intrinsic motivation. Your students will be encouraged to recognise situations in which they experience self-doubt and identify actions to build self-efficacy.

### RATIONALE

Confidence, knowledge and competence are interrelated concepts and are key to the success for students in their academic and professional careers. Students with the lack of any of these may face various challenges in achieving their intended outcomes. If confidence means having a strong, positive belief in something, then self-efficacy is about having a strong, positive belief in your capability and competence to plan and perform actions to attain a specific outcome (Bandura, 1997). In the context of academic success, self-efficacy is how much students believe they can succeed in completing tasks and achieving academic outcomes. Research has found that self-efficacy correlates with academic performance (Ferla, Valcke, & Cai, 2009; Richardson, Abraham, & Bond, 2012), demonstrating that students who are high in academic self-efficacy participate more readily, work harder, persist longer and achieve higher academic results (Schunk & Pajares, 2002).

**Students who have confidence in their abilities, takes risks and work hard to achieve their goals.**

Kanza (2016)

### OBJECTIVES

- To empower students with personal coaching strategies.
- To identify intrinsic and extrinsic motivators.
- To recognise that all people experience nervousness.
- To understand that feelings and thoughts can be changed.
- To build confidence in their own potential.

## SKILLS taught and their BENEFITS

**Identifying intrinsic and extrinsic motivators** can help students to realise what drives and influences their actions. From this point, they can challenge those motivations and re-align them for greater self-belief and self-efficacy.

**Managing Internal Dialogue** is the ability to tune in to the voice inside your head and use it to build confidence, rather than deplete it. The ability to have an internal dialogue is thought to develop during childhood in what's called 'private speech.' As children acquire language skills, they learn to engage in internal commentary as they work independently or take turns during an activity. Through learning specific strategies, students can learn how to shift to a less critical inner voice and develop higher levels of confidence, motivation and resilience.

**Anchoring Triggers** are typically associated with internal or external stimulus which is conditioned to be associated with a specific emotional and thought response and can be accessed quickly. The triggers which we focus on are Visual (Mental Imagery), Auditory (Mantra) and Physical (Power Move).

**Reflecting** on positive, past experiences in which we made progress and felt good about ourselves encourages us to develop the belief that we can achieve the goal in front of us. If we did that, then we can do this!

**Findings show a 20% increase in students that reported an improvement in their confidence to succeed.**

*Survey from 3640 students taking part in MADE Workshops, conducted by NSSW, part of the National Collaborative Outreach Programme*

### OUTCOMES

By the end of the workshop, your students will have:

- Understood and identified personal coaching strategies they feel empowered to use.
- Identified their personal intrinsic and extrinsic motivators.
- Understood that all people experience nervousness.
- Gained an understanding of and a confidence in managing their internal dialogue.
- Gained confidence in their own abilities and potential.

**GATSBY Benchmarks: 3,5,8**  
**NERUPI Framework: Choose, Become, Understand**  
**PSHE Core: Living in the wider world**

*Statutory Guidance, Curriculum and Frameworks*