

# Confidence Hearts - Levels F-3

# GRATITUDE

To guide students in identifying something they feel confident or proud about and expressing it visually on a special "Confidence Heart" to take home. Inspired by Jupiter's life skill of confidence, this activity reminds children that self-belief is something to be celebrated and shared.



## Learning Intentions

**Students will learn** to recognise something they are proud of in themselves. This supports emotional awareness and self-esteem.

**Students will practise** showing their proud feelings through drawing or writing. This encourages reflective thinking and expressive language.

**Students will learn** to share their confidence with others in a respectful and meaningful way. This fosters gratitude, positive identity, and connection to family.



## Success Criteria

I can choose something I'm proud of, like a skill, feeling, or action. This builds self-recognition and personal pride.

I can draw or write my proud moment on a heart-shaped card. This supports creativity and visual storytelling.

I can take it home to show and share with someone special. This extends classroom learning into family connection.



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## Players:

Ideal for 4–26 students, working individually with optional sharing.

## Materials:

- Pre-cut heart-shaped cards or plain paper with a heart shape drawn within it.
- Coloured Pencils
- Optional: glitter, stickers, ribbons for decoration
- Envelopes or folders for taking home

## Time Required:

10–15 minutes

## Setup:

Begin the session by reading or revisiting the Jupiter page from *The Playful Astronauts*. Remind students how confidence helps the astronauts shine brightly with their beaming torchlight.

Ask students to think quietly:

- “What is something you did this week that made you feel proud?”
- “What are you really good at?”
- “What makes you feel like a superstar?”

## Gameplay:

### Step 1 – Create the Confidence Heart:

Give each student a heart-shaped card. Invite them to either:

- **Draw a picture** of what they’re proud of
- **Write** (with support) a few words or a sentence
- e.g. “I was brave when I tried the obstacle course.”
- “I’m good at helping my friends.”
- “I’m proud of myself for learning a new skill.”

Encourage decoration with colours, patterns, or symbols that feel special to each student.

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## Step 2 – Share and Celebrate (Optional):

Students may choose to share their Confidence Heart with a peer or the whole class, saying:

- “I’m proud of...”
- “This shows my confidence because...”

## Step 3 – Take it Home:

Each heart can be placed in an envelope or “Confidence Folder” to take home and show a family member, creating a meaningful link between school learning and home support.

## Winning the Game:

There is no winner. The aim is for every student to walk away with a keepsake of their strength and to feel proud of who they are, just as Jupiter teaches the power of believing in yourself.

## Variations:

### Class “Wall of Confidence”:

Display the hearts on a classroom wall (with permission) to create a vibrant, uplifting showcase of strengths. Title it “*Our Class of Superstars*” or “*We Shine Together.*”

### Confidence Chain:

Link each heart together with ribbon or string to create a *Confidence Garland* that hangs across the classroom as a daily reminder of courage and growth.

### Weekly Confidence Heart:

Repeat the activity each Friday as a reflection ritual. Students can add new hearts to their collection each week, tracking their progress and growth in confidence.

### Family Extension:

Invite families to write a short message on the back of the heart when their child brings it home: “I’m proud of you for...” This helps reinforce confidence from both school and home.

### Partner Compliment Version:

After students create their own hearts, pair them up to make a *Confidence Heart* for a friend. This version builds gratitude, empathy, and social connection.

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## For Wheelchair Users / Accessibility:

- Provide materials at accessible table heights, ensuring students can easily reach art supplies.
- Offer large templates or thicker paper for easier handling.
- Students with fine motor challenges can use stickers, stamps, or collage pieces instead of writing or drawing.
- For students who use assistive communication devices, invite them to select symbols or words that represent confidence.
- If cutting is difficult, pre-cut hearts or use tactile materials like foam, felt, or raised outlines to enhance sensory engagement.
- During sharing time, ensure every student's heart can be seen clearly (held up, placed on a display stand, or shared digitally if needed).

## Notes for Inclusion:

- Reinforce that *every child has something to be proud of*, whether big or small.
- Model vulnerability by sharing your own example first (e.g. "I'm proud that I kept trying even when something was hard.").
- Use positive affirmations during the activity:
  - "That's a wonderful thing to be proud of!"
  - "I love the colours you chose, they show confidence!"
- Encourage peer recognition by inviting students to give compliments after sharing (e.g. "That's brave!" or "You're really good at that!").
- Be mindful of children who may find it hard to identify something they're proud of, gently guide them with prompts like:
  - "When did you help someone this week?"
  - "What did you learn that made you smile?"
- End with a whole-class affirmation:
  - "We are all stars, and when we believe in ourselves, we shine the brightest!"

## Additional Notes:

"Confidence Hearts" gives students the time and space to reflect on their inner achievements and appreciate their own journey. Just like the beaming torchlight on Jupiter, this activity reinforces the idea that even small moments of bravery and pride are worth celebrating and that confidence shared can inspire others.

