

Building Confidence Through Small Actions

Choose a skill. Try a little. Notice what you learn.

You do not have to be the best to try something new. You can write, draw, or ask a trusted adult to write your words. You can skip a question or pause.

First name or nickname (optional): _____ Date: _____

1. Something I would like to practise

Ideas: packing my bag, asking for help, learning a game, sharing an idea.

2. Why does this matter to me?

Choose something YOU want to learn, not something you must do to please others.

3. Something I have learned before

What helped: a demonstration, more time, a reminder, practice, or someone beside me?

Remember: You matter whether today goes well or not. This page is for learning a skill, not giving yourself a score.

Make a small-step plan

Example: I want to ask a question in class. I can first write my question, then practise with a trusted adult, then choose a suitable time to ask my teacher. Asking privately is okay too.

1. My easiest starting step

Choose something safe that you can practise in about 2-10 minutes.

2. My next step, if I choose it

You may repeat the first step or make it smaller. There is no race.

3. When, where, and who can help?

My helper can show me, practise with me, or help me ask for what I need.

4. If it gets too tricky, my backup plan is...

I can pause, ask for help, change the task, or try a smaller part.

Before trying: Does this feel manageable with support? If not, change the plan. If someone is making you feel unsafe, tell a trusted adult. You do not need to practise staying in an unsafe situation.

My practice and discovery page

Use this page after practice. An unfinished attempt can still teach you something. You can repeat this page whenever it is useful.

What small action did I try?

What happened? What part did I manage?

Write what really happened, even if it was different from your plan.

What helped me? What could make it easier?

Think about a strategy, a person, more time, or a change to the space.

My next choice and when I will check back

Repeat it / make it smaller / change the approach / choose a different goal / pause

Words I can use: "Please show me the first part." "I need more time." "I want to try a smaller step."

Something I want my helper to notice: _____

Coach notes and references

Purpose and fit. A printable learning activity for approximately ages 7-12; adapt to communication, reading and developmental needs. Use 10-15 minutes to plan, then brief practice and a later review. Suggested ages and timings are design choices, not validated cut-offs.

Facilitation. Get caregiver consent where required and the child's willing participation. Let the child choose one ordinary skill. Model a small step if invited. Ask, "Which part would you like to try?" Notice a specific action or strategy: "You checked your list and found the missing book." Ask what helped before suggesting the next step. Avoid comparisons, labels, pressure to perform, or praise for effort without useful support.

Adaptations and privacy. Offer drawing, speaking, a scribe, quiet space, extra time or an accessible version of the activity. Do not demand eye contact, public speaking or disclosure. Do not collect names unnecessarily or display completed sheets without permission. Explain safeguarding limits to confidentiality. Difficulty may signal a missing skill or environmental barrier, not unwillingness.

Evidence and limits. Bandura and Schunk (1981) found benefits of proximal goals for children's arithmetic learning and perceived capability in a specific study setting [1]. This supports the small-step rationale, not a claim that this worksheet improves every kind of confidence. Gunderson et al. (2013) linked early process praise with later motivational beliefs; the observational study does not establish causation [2]. UNICEF encourages age-appropriate independence and supportive parenting [3]. These ideas inform the design; this original worksheet has not itself been clinically tested or validated.

Educational note. For coaching and skills practice only. Not medical advice, diagnosis, psychological treatment or a clinical assessment. Do not use it as a treatment for anxiety, trauma or other conditions. Pause for distress; persistent difficulties affecting daily life need appropriately qualified support. Follow local safeguarding procedures if a child reports harm, bullying or abuse. Immediate danger requires urgent local help.

References

1. Bandura, A., & Schunk, D. H. (1981). Cultivating competence, self-efficacy, and intrinsic interest through proximal self-motivation. *Journal of Personality and Social Psychology*, 41, 586-598. [Read source](#)
2. Gunderson, E. A., et al. (2013). Parent praise to 1-3-year-olds predicts children's motivational frameworks 5 years later. *Child Development*, 84, 1526-1541. [Read source](#)
3. UNICEF. Positive parenting tips for children aged 6-10. Accessed 12 September 2026. [Read source](#)