Extended summary

<u>Theoretical foundation</u>

In a society that is constantly changing, it is necessary to possess tools to adapt to the environment. Self-confidence is proposed as a quality that promotes positive development in young people, as it facilitates adaptation and persistence in facing new challenges and opportunities throughout life (Rizzi et al., 2020).

Due to the diversity in its **definitions,** two orientations that are the subject of debate are distinguished: one defends its **cognitive nature**, and the other its **affective nature**. The former defines it as the "belief that future events will occur as desired, based on past experience" (Oney, 2015), that is, a belief oriented towards the future. The latter defines it as a "global self-esteem determined by the perception of having the abilities to handle various situations effectively" (Rizzi et al., 2020). However, the findings of proponents of both positions indicate that it could be a combination of both. On the other hand, a distinction is proposed between **general and specific self-confidence**: the former refers to confidence in one's own abilities to cope with different situations or challenges, decision-making... in a general way, while the latter refers to confidence in one's own abilities and competences to perform a specific task.

Having explained the concept of self-confidence and its role in personal development, one may wonder what happens when there is a lack or an excess of it. **Lack of self-confidence** is related to confusion about one's own identity and can lead to feelings of insecurity and low self-esteem in children, adolescents, and adults (Mann et al., 2004). These feelings can influence the active avoidance of situations, whether they are problems or opportunities, and can also cause problems related to depression and despair. Moreover, it influences the avoidance of social interactions, hindering the acquisition and development of social skills. On the other hand, **overconfidence** can manifest in three forms: overestimation, which consists of the illusion of having a more positive self-image than one actually has; overposition, which is the exaggerated belief that one is better than others; and overprecision, which refers to the excessive belief that one knows the truth. The first can lead to not making the best decisions when facing a challenge and obtaining worse results. The latter two can cause conflicts in social situations (Moore & Schatz, 2017). Furthermore, it has been found that **trust in others**, defined as the "willingness to accept help from others and/or collaborate to achieve goals" (Rizzi et al., 2020), is related to self-confidence, as both are skills that promote adaptation to the environment and correlate positively with psychosocial well-being.

In the work of Stajkovic (2006), self-confidence is proposed as a construct that influences four components: resilience, optimism, hope, and self-efficacy. **Resilience** refers to individuals' ability to maintain or regain psychological equilibrium in the face of adversity and not succumb to

aversive feelings (Coutu, 2002); **optimism** is defined as the belief that desired outcomes will be achieved (Peterson & Seligman, 2004); **self-efficacy** is defined as the belief in one's own competencies to successfully perform a specific task (Bandura, 1997); and **hope** refers to the decision, persistence, and flexibility in goal-directed actions (Snyder et al., 1991). Therefore, we find that self-confidence implies several manifestations that can be observed in a person who has the belief that they can perform specific tasks, has a positive vision of future outcomes (optimism), takes effective actions aimed at achieving their goals (self-efficacy), demonstrates flexibility and persistence in these actions (hope), and is able to adapt and recover if the situation becomes challenging (resilience).

Finally, two interventions aimed at promoting self-confidence have been reviewed. The first one, conducted by Rizzi et al. (2020), consisted of a **storytelling workshop** in which an exercise of reflecting on one's own strengths and competencies was carried out for creating characters and publicly expressing the stories created by groups, thus promoting self-confidence, confidence in speaking, and trust in others. The second intervention, "**Playing to imagine ourselves**", studied the role of imagination and/or visualization in the development of social skills and self-confidence by engaging in activities that involved envisioning oneself as competent in various tasks, such as playing, as well as in social and fun situations.

Socio-emotional program

The **main objective** of the program is to promote awareness and understanding of self-confidence in third and fourth year primary school children through selected Children's and Youth Literature (CYL) content. It also aims for students to internalize the content and apply it in other contexts.

The **methodology** is based on the proposal by the GREI Group, which suggests Dialogue and Question activities, Modeling, and Paper and Pencil activities to work with the content of the chosen Children's and Youth Literature (CYL), "*Crisol y su estrella*," in a way that allows children to share their experiences of self-confidence, reflect together, and internalize and experience new forms of self-confidence. Therefore, the didactic resources used are as follows:

o **Children's and Youth Literature (CYL)**: "*Crisol y su estrella*" by Begoña Ibarrola.
o **Reading the book**: The first step involves the teacher introducing the book to the students and reading it together as a group.
o **Emphasis**: This section is dedicated to the teacher, specifying the topics that will be covered.
o **Dialogue and questions**: Reflecting on the session's topic through questions posed to the student group, aiming to relate the characters' situations to their own experiences.
o **Modeling**: Using dramatization or role-playing techniques to develop a skill by observing a reference model.

o **Paper and pencil activities**: Playful activities to reinforce the aspects addressed in the sessions.

These didactic resources have been used to develop the nine sessions that make up the program:

- **Session 1. Why does Crisol feel insecure?** Dialogue and questions to identify self-confidence or its absence.

- **Session 2. What happens if things don't go well for me?** Dialogue and questions to promote resilience in overcoming adversity. Reflecting on the obstacles that may arise and the importance of not succumbing to them.

- **Session 3. What if I don't trust myself? What if I trust myself too much?** Paper and pencil activity to learn that both lack and excess of self-confidence can have negative consequences.

- **Sessions 4 and 5. I am optimistic about the future.** Dialogue and questions and paper and pencil activity to work on positive beliefs about the future and visualizing the achievement of goals (optimism).

  o Dialogue and questions about a scene where the protagonist feels insecure about whether they will be able to overcome the challenge and sees the situation negatively, wondering what it would be like if they do not manage to accomplish the challenge:

    o What is Crisol thinking? Why is he so worried?
    o What kind of vision does he have about his challenge? Is it positive?
    o Will imagining that future help him? How could he imagine it in a more positive way?
    o In what situations have you thought that you wouldn't be able to achieve something? What happened in the end?

- **Session 6. I am competent.** Dialogue and questions to become aware of one's own competencies (self-efficacy) and encourage students to share their experience by speaking in public.

- **Session 7. I am consistent on the path to achieve my goals.** Dialogue and questions to reflect on hope. Promote the planning of actions to achieve objectives and the determination and perseverance to carry them out.

- **Sessions 8 and 9. I trust others.** Dialogue and questions and Modeling to foster trust in others and accept their help to face challenges; and reflect on the relationship between self-confidence and trust in others.

PROGRAMA DE EDUCACIÓN SOCIOEMOCIONAL PARA EL APRENDIZAJE DE LA AUTOCONFIANZA EN NIÑOS DE TERCERO Y CUARTO DE PRIMARIA

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Trabajo de Fin de Grado en Psicología

UJI UNIVERSITAT JAUME I

FUNDAMENTACIÓN TEÓRICA

JUSTIFICACIÓN

En una sociedad en constante evolución, es necesario poseer autoconfianza para adaptarse y afrontar con éxito los retos y las oportunidades que se presenten. (Rizzi et al, 2020)

DEFINICIÓN DE LA AUTOCONFIANZA

ORIENTACIÓN COGNITIVA (Oney, 2015)

Creencia de que los eventos futuros ocurrirán según lo deseado, basada en una experiencia pasada.

ORIENTACIÓN AFECTIVA (Rizzi et al., 2020)

Autoestima global determinada por la percepción de tener capacidades para manejar varias situaciones con eficacia.

AUTOCONFIANZA GENERAL

Confianza en las propias capacidades para afrontar situaciones en general.

AUTOCONFIANZA ESPECÍFICA

Confianza en la propia capacidad de realizar tareas concretas.

FALTA Y EXCESO DE AUTOCONFIANZA

Inseguridades y baja autoestima (Mann et al., 2004)

Sobreestimación, sobreposición y sobreprecisión (Moore y Schatz, 2017)

CONFIANZA EN LOS DEMÁS

Aceptar la ayuda de los demás y/o colaborar para lograr objetivos. (Rizzi et al., 2020)

COMPONENTES (Stakovic, 2006)

RESILIENCIA (Coutu, 2002)

Capacidad de mantenerse estable ante la adversidad y no sucumbir a sentimientos aversivos.

OPTIMISMO (Peterson y Seligman, 2004)

Creencia de que se obtendrán los resultados deseados.

AUTOEFICACIA (Bandura, 1997)

Creencia sobre las propias competencias para realizar con éxito una tarea.

ESPERANZA (Snyder et al., 1991)

Decisión, persistencia y flexibilidad para lograr metas.

FOMENTANDO LA AUTOCONFIANZA

Taller de creación de historias (Rizzi et al., 2020)

Narrar una historia en público con personajes basados en las propias habilidades y fortalezas

Jugando a imaginarnos (Guerrero et al., 2016)

Previsualización de uno mismo siendo competente en situaciones sociales, de juego o de diversión.

PROGRAMA SOCIOEMOCIONAL

OBJETIVOS

Promover la conciencia y comprensión de la autoconfianza en niños de 8-10 años

Interiorizar los contenidos y aplicarlos en otros contextos

METODOLOGÍA

Se basa en la propuesta del grupo GREI, que es impartida por el profesorado y utiliza los siguientes **recursos didácticos** →

Literatura Infantil y Juvenil (LIJ): *Crisol y su estrella*	**Lectura del libro**	**Poner énfasis**
Diálogo y preguntas	**Modelado**	**Actividades de lápiz y papel**

DISTRIBUCIÓN DE LAS SESIONES

Sesión		
Sesión 1	¿Por qué se siente inseguro Crisol?	Identificar autoconfianza
Sesión 2	¿Qué pasa si las cosas no me salen bien?	Resiliencia
Sesión 3	¿Qué pasa si no confío en mí mismo? ¿Y si confío demasiado?	Falta y exceso de autoconfianza
Sesiones 4-5	Soy optimista con el futuro	Optimismo
Sesión 6	Soy competente	Autoeficacia
Sesión 7	Soy constante en el camino para lograr mis metas	Esperanza
Sesiones 8-9	Confío en los demás	Confianza en los demás

Soy optimista con el futuro

Poner énfasis:

Promover la visualización y las creencias positivas hacia el futuro

Diálogo y preguntas:

- ¿Qué está pensando Crisol? ¿Por qué está tan preocupado?
- ¿Qué tipo de visión tiene acerca de su reto? ¿Es positiva?
- ¿Imaginarse ese futuro le ayudará? ¿Cómo podría imaginarlo de un modo más positivo?
- ¿En qué situaciones habéis pensado que no seríais capaces de lograr algo? ¿Qué pasó al final?

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