

# Facilitation Guide

This guide provides an overview of common scenarios and questions that may arise during the implementation of the nudge, along with strategies to support its success.

## MLR Nudge 1 Building Confidence

### Recap

This nudge empowers students to advocate for their needs by identifying what would make them more confident and helps teachers address disconnects between confidence and correctness.



**Situation: Students may not understand what confidence means. Consider introducing the nudge in a fun and relatable way. (Use this example or create your own.)**

You could ask: **“Does anyone know what it means to be confident?”** Elicit responses from students. Make certain that students understand that confidence means that they feel like they have the ability to do something and can do it well!

You could help nudge students by offering an example, like:

**If you were to ask me how confident I feel about building a house in Minecraft, I'd probably give it this rating! 😞 If I tried right now, I might just stack some blocks together and hope for the best.**

Ask students for ideas about what might make you feel more confident building a house in Minecraft. Sample responses include:

Watch someone else do it on YouTube.

Try building a small house first before making something big.

Start in Creative Mode so you don't have to worry about survival.

Learn how to place and break blocks.

You just need to practice and keep trying!



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You can also ask students for ideas of what they could do to help you feel more confident.

Sample responses:

I won't do it for you, but I can help when you get stuck!



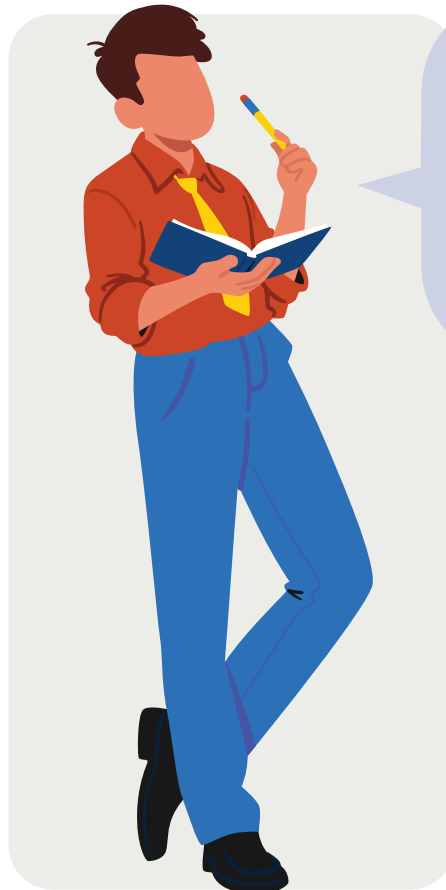
I can show you step by step how to build a house.



I can give you tips on what blocks to use.



I can break it down into smaller steps—start with walls, then a roof, then decorations.



You might also add:  
Just like in Minecraft, we can support each other in math by breaking things down. It will also be very helpful for me to understand key vocabulary words that relate to Minecraft!

## Note for Teachers

You can use this Minecraft example or create your own based on something your students relate to.

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## Situation: Students are hesitant to express low confidence.

If students are hesitant to express low confidence because they fear embarrassment or don't want to stand out, teachers can use these phrases to normalize uncertainty.

Even mathematicians check their work and rethink their answers. That's how they get better!

It's okay not to be sure yet—learning happens when we ask questions and explore different ideas!

Confidence grows when we practice. Let's figure this out together!

Making mistakes helps our brains grow. Can you share your thinking so we can learn from each other?



## Situation: Students may feel self-conscious about expressing that they do not feel confident.

You might tell students,

**“If you were to ask me how confident I feel about my ability to change the oil in my car, I would place the meter all the way in the red.”**

Ask students for ideas of what you might need to feel more confident in your ability to change the oil in your car.

Sample responses:

**“Watch someone else demonstrate how to change the oil.”**

**“Break the process down into smaller steps.”**

**“Practice changing the oil while someone observes and ask questions if you get stuck”**

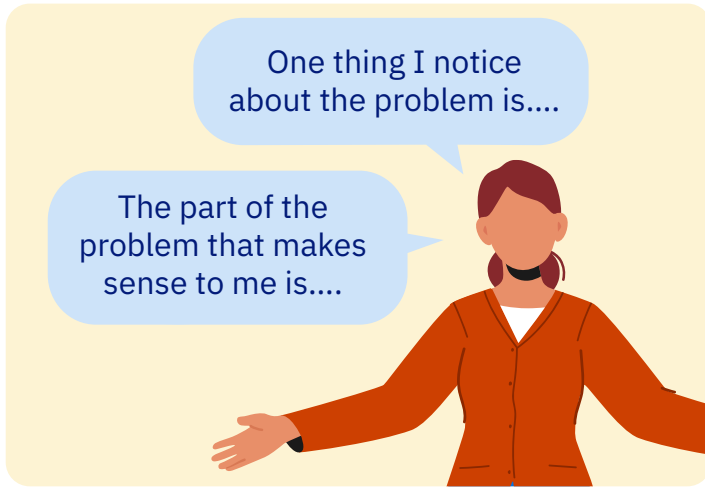
You might also add:

Just like I don't feel confident changing the oil in my car, you might not feel confident tackling certain math problems. But confidence isn't about knowing everything right away—it's about having the right tools and strategies to figure things out.

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## Situation: A student says they don't know what they need to feel more confident.

Consider using one or more of the sentence starters to help engage students:



**"The mathematical relationships in the problem are..."**

**"The numbers in the problem are..."**

**"The problem is asking me to..."**

Working through the sentence starters may help students gain clarity on what they need to know to build confidence in their ability to tackle the problem.

## Situation: A student confuses confidence with correctness.

Some students may equate confidence with correctness, even when their answer is incorrect. Use these questions to help them reconsider and verify their reasoning.

**"You seem really confident! How did you check your answer to make sure it's correct?"**

**"Can you explain your thinking to a friend and see if they agree?"**

**"If someone got a different answer, how could you work together to figure out who is correct?"**

**"Is there another way to solve this problem? Would that way give you the same answer?"**

Can you prove your answer by drawing a picture or using a model?

