

THE CONFIDENCE CODE FOR GIRLS

AN ACTION-BASED STARTER KIT FOR BOOSTING GIRLS' CONFIDENCE NOW!

- ◆ Are you ready to start empowering girls?
- ◆ Boost confidence?
- ◆ Explore risk taking?
- ◆ Embrace failure to become braver?
- ◆ Raise awareness of girlhood challenges?



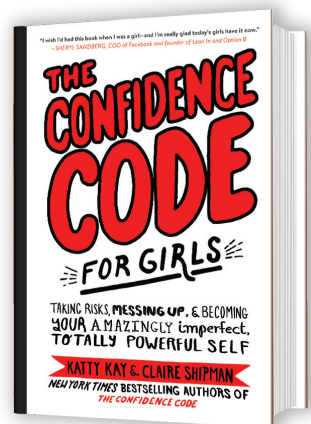
This starter kit makes the concepts and insights from *The Confidence Code for Girls* interactive activities, by introducing girls to the basics of building confidence. Research shows that often girls hesitate in doing things they really want to do, held back by the fear of failure or the stranglehold of perfection. This kit is based on the first four chapters of the book and is best used in conjunction with it. These **4 Action Hours** will get girls moving on the path towards their more confident and empowered selves!

WHO CAN DO IT? Tween & teen girls and their adult allies

WHAT DO YOU NEED? 1 Adult Facilitator - 8 to 14 Girls - Open Space
1 Hour of Time (x4) - A Few Simple Props - Comfortable Clothes & Shoes



LET'S START CRACKING THE CONFIDENCE CODE!



ACTION HOUR #1

From *The Confidence Code for Girls* Chapter 1 Nuts & Bolts of Confidence

THEMES:

Explaining Confidence

- What is Confidence? Confidence is what turns our thoughts into action. It allows us to do things that seem hard, scary, or impossible.
- There's a formula: *Thoughts + Action = Confidence*
- Doing what seems hard will help you become your most powerful self—a Girl of Action. Doing what's easy is nice, but doesn't build confidence.

CIRCLE UP GIRLS!

Ground Rules

Be Safe • Put-ups No Put-downs
Messing Up is Marvelous • Trust Your Gut
Use Your Voice—everybody needs
to chime in at least once.



START HERE

	Action Hour Flow	Purpose
OPENING CIRCLE	<ul style="list-style-type: none">• What is Confidence?• Review Ground Rules	Introduce Themes Community Building
ACTION ACTIVITIES	<ul style="list-style-type: none">• Find Your Tribe• Disappearing Islands• Crossing the Circle	Community Building Problem Solving Reflection/Awareness
CLOSING CIRCLE	<ul style="list-style-type: none">• Quote of the Day• 1 Word Go Around• Confidence Challenge• Booster Shout Out!	Tying in Theme Reflection Activity Applying Theme Reinforcing Theme

Challenge: Try turning your brain off and trusting your gut!

When you think of confidence, what 1 WORD comes to mind?

“Confidence is like a muscle, the more you use it the stronger it gets.”—Anonymous

Booster: You Can Do It!

ACTION HOUR #2

From *The Confidence Code for Girls* Chapter 2 Risky Business

THEMES: Exploring Risk

- What is risk? A risk is something that seems scary to you, so risk looks different to everybody. It allows us to do things that seem hard, scary, or impossible.
- Try, try, try. Get out of your comfort zone, to push yourself to attempt new or hard things.
- Get comfortable being uncomfortable, that's how confidence (& courage) are made.

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	Action Hour Flow	Purpose
OPENING CIRCLE	<ul style="list-style-type: none">• What is Risk?• Review Ground Rules	Introduce Themes Community Building
ACTION ACTIVITIES	<ul style="list-style-type: none">• Crossing the Circle• Billboards & Bumper Stickers• Risk Wave	Reflection/Awareness Strategy/Practice Trust/Strategy Activity
CLOSING CIRCLE	<ul style="list-style-type: none">• Quote of the Day• 1 Word Go Around• Risk Challenge• Booster Shout Out!	Tying in Theme Reflection Activity Applying Theme Reinforcing Theme

Challenge: When in doubt, let yourself know it's ok to *do it afraid!*

When you think of risk, what 1 WORD comes to mind?

“You must do the thing you think you cannot do.”—*Eleanor Roosevelt*

Booster: Risk More!

ACTION HOUR #3

From *The Confidence Code for Girls* Chapter 3 Epic Fail

THEMES:

Embracing Failure

- What is failure? Failure also looks different to all of us—but basically it's when you mess up or don't do well at something when you think you should.
- What could possibly be good about failure? It's not the failing itself, but the recovery, the figuring out what to do about the failure that builds confidence.
- There are lots of failure fixes, from being your own BFF, to changing the channel in your brain to literally take your mind off it, from asking for help, to making an It-Could-Be-Worse-Much-Worst list. What strategies work best for you?

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	Action Hour Flow	Purpose
OPENING CIRCLE	<ul style="list-style-type: none">• What is Failure?• Review Ground Rules	Introduce Themes Community Building
ACTION ACTIVITIES	<ul style="list-style-type: none">• Crossing the Circle• Theater Reboot• Sharp Eyes	Reflection/Awareness Reflection Activity Strategy/Practice
CLOSING CIRCLE	<ul style="list-style-type: none">• Quote of the Day• 1 Word Go Around• Failure Challenge• Booster Shout Out!	Tying in Theme Reflection Activity Applying Theme Reinforcing Theme

Challenge: Try changing the channel in your brain to cope with failures

When you think of failure, what 1 WORD comes to mind?

“Shoot for the moon. Even if you miss, you’ll land among the stars.”—Brian Littrell

Booster: Keep Trying!

Extra Credit: For next time: Use your sharp eyes during the next week and look for examples of things in magazines, online, or on TV that show girls and women in different ways.

ACTION HOUR #4

From *The Confidence Code for Girls* Chapter 4 Become a Culture Critic

THEMES:

Raising Social Awareness

- What is Awareness? When you *notice* things around you instead of just accepting things or ignoring them.
- Awareness (noticing) is a critical confidence skill because it helps you to understand what's going on. Knowledge is power.
- Are certain people (Girls? People of color? Lesbian & LGBT kids?) treated differently than others?

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START HERE

	Action Hour Flow	Purpose
OPENING CIRCLE	<ul style="list-style-type: none">• What is Social Awareness?• Review Ground Rules	Introduce Themes Community Building
ACTION ACTIVITIES	<ul style="list-style-type: none">• Sixth Sense• 1 Minute Masterpiece• Agree/Disagree• Strike a Pose	Tying in Theme Action/Awareness Action/Awareness Action/Awareness
CLOSING CIRCLE	<ul style="list-style-type: none">• Quote of the Day• 1 Word Go Around• Awareness Challenge• Booster Shout Out!	Tying in Theme Reflection Activity Applying Theme Reinforcing Theme

Challenge: Try noticing how girls & boys are treated differently in the world! Or women & men!

When you think of failure, what 1 WORD comes to mind?

“Never bend your head. Hold it high. Look the world straight in the eye.”—*Helen Keller*

Booster: Look around in a different way!

ACTIVITY DESCRIPTIONS

ACTION HOUR #1 – CONFIDENCE

Find Your Tribe

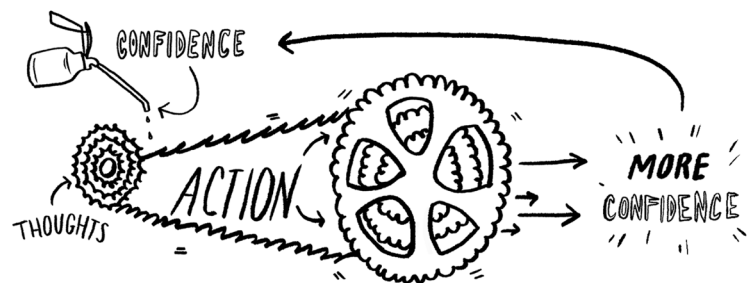
In advance, make a list of ten categories that will help girls get to know each other and explore their identities. Include 4 options in each category and try to move from the most simple to more complex. For example, start with: What's your favorite food: pizza, mac & cheese, burger & fries, or ice cream? Try favorite seasons. Favorite Sports. Favorite music. Favorite animals. Tell the group you will call out these different categories and everyone should group themselves with the same "favorites" as quickly as possible. Let each little community talk briefly for a few minutes, and then quickly shout out another category. This will build community, while encouraging the girls to start to take ownership of who they are and what they like. It tells them that they can find commonality with different people around different things, rather than sticking with one clique.

Disappearing Islands

Place eight loops of rope around an open area (ranging from 2-5 feet in diameter). Tell the girls that the challenge is to have "Everyone with at least one foot in an island at all times." Have girls start in any loop. When the facilitator shouts "switch," they must move to a new loop. During the transition, the facilitator picks up one loop and takes it out of play. The group must move into fewer circles until only one is left—the smallest size loop—and they must problem solve how to get everyone into it! This is a fun way to get everyone working together and problem solving, making community and a team. By cramming into one loop, they are building confidence in themselves and each other.

Crossing the Circle

Standing in a circle, make a series of statements focused on confidence experiences that are either true or untrue for each girl. Create a list of 10 or more statements ahead of time to model for the girls. Things like: "Have you ever looked someone in the eye and introduced yourself?" "Have you ever tried out for something and made it?" "Have you ever stood up to someone else?" Read each out loud, in turn, then say, "Cross the circle if . . ." For girls who've experienced those particular confidence moments, they can walk across the circle and to take a new spot every time. Between each question, ask girls to talk about what that experience was like and how it made them feel. Then have the girls reflect quietly for a minute and each write one of their own confidence experiences on paper and hand it to you to read out loud. Repeat the reflection and analysis. At the end, ask: What do you think confidence is? How does it help you? Discuss the definition: confidence is what turns thoughts into action. They should come away with the idea that confidence is about DOING.



ACTIVITY DESCRIPTIONS

ACTION HOUR #2 – RISK

Crossing the Circle

Standing in a circle, make a series of statements focused on risk experiences that are either true or untrue for each girl. Create a list of 10 or more statements of these statements (see p. 49 for examples) ahead of time. Say “*Cross the circle if . . . you have ever eaten sushi.*” OR went down a water slide. Or tried out for a play. Or gave a presentation to the class. Or put one of your poems up on a bulletin board for all to see. Or performed in a band. For girls who’ve experienced those particular risk moments, they can walk across the circle and take a new spot every time. Between each question, ask girls to talk about what that experience was like and how it made them feel. Then have the girls reflect quietly for a minute and each write one of their own confidence experiences on paper and hand it to you to read out loud. Repeat the reflection and analysis. Emphasize that what seems risky is different for everyone. At the end, ask: How do you feel about taking risks? What kinds of risks do you like? What kind of risks don’t you like? They should come away with the idea that RISK is a big part of the confidence formula.

Billboards & Bumper Stickers

Talk about the research-based Be Your Own coach tips (p. 45) for handling risk: Visualizing what you want to happen; Talk yourself up; Practice; Pick your team, etc. Give each participant a piece of cut up poster board or cardboard that’s approximately bumper sticker or small poster size. Ask the girls to create some “Talk It Ups,” sayings to support each other to do risky things. Have thick colored markers on hand and tape to hang them on the nearby walls. After ten minutes, go around and have each girl announce and explain her own “Talk It Up” saying and what it means to her.

Risk Wave (Run the Gamut)

Risk in action: tell the girls it’s time to work on some risk-taking strategies. Are they cautious, moderate, or totally all-in? Divide the group equally into two lines facing each other. Have the kids facing each other clasp wrists and then let go—this is how far apart the line should be. The people in line are called the “spotters.” They stand with their arms held out in front of them at shoulder height. The goal is for one person at a time to walk, jog, or run between the two lines of people. The spotters raise their arms just before the girl in action reaches them and lowers them as soon as she passes. Have the girl in action stand about 15 feet from the start of the line, so the spotters can gauge her speed. Then ask her to decide on what risk level she will choose—walk, jog, or run. Once all the girls have had a chance to go through the line, ask the group: What it was like to do it? Did they guess their risk level correctly? Would they change it next time?



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ACTIVITY DESCRIPTIONS

ACTION HOUR #3 – FAILURE

Crossing the Circle

Standing in a circle, make a series of statements focused on failure experiences that are either true or untrue for each girl. Create a list of 10 or more of these statements ahead of time. Say “*Cross the circle if . . . you have ever missed the bus.*” Or bombed a test. Or slept through your alarm. Or didn’t make the team. Or fallen in front of the whole class. Or forgotten your lines. For girls who’ve experienced those particular risk moments, they can walk across the circle and take a new spot every time. Between each question, ask the girls to talk about what that experience was like and how it made them feel. Then talk about some easy failure fixes (p. 59), including Be Your Own BFF; Change the Channel; Put it in Perspective; etc. Then have the girls reflect quietly for a minute and each write one of their own confidence experiences on paper and hand it to you to read out loud. Repeat the reflection and analysis. Emphasize that failure happens to everyone. At the end, ask: What is it like to fail? What would they try to fix their failure experiences?

TP Theatre Failure Reboot

Divide into pairs. Give each pair 10 minutes to create a two/three-minute pantomime skit that shows a “failure & the fix” strategy. For instance, if the failure is to oversleep, rush around, and be late to school, then the fix is to set an alarm & pack your backpack the night before. Have each pair perform the skit, and then have the group guess what the skit was about and what strategies were used.

Sharp Eyes

Being able to assess situations accurately can help girls determine how best to risk & to fail, as well as how to recover and problem solve. So working on some accurate observational skills can help with that. Break into two equal teams forming two lines facing each other. Everyone should have a partner opposite them. Now, standing three feet apart, Group A studies the appearance of their partners in Group B for 1 minute. Then, Group B huddles away from the observing Group A (who all turn their backs to Group B so they can’t see them) and each girl changes one thing about her appearance (such as unbuttoning a button or taking off a ring, pulling back her hair or untying a shoe). Group B returns to their place opposite Group A and on the count of three the opposite team turns around and tries to guess what was changed before the count of five. Each success is a point for that team. Groups take turns, trying to gain the most points by noticing the most things. Do this for a few rounds.



ACTIVITY DESCRIPTIONS

ACTION HOUR #4 – AWARENESS

Sixth Sense

In pairs, face each other at arm's length. Touch palms and then close eyes. Feel the energy from each other for a moment. Now, keeping eyes closed, drop hands and both turn around in place three times. Without opening your eyes, try to locate your partner's palms by using your awareness and intuition! After the exercise, make the point that we notice things in life all the time, using all our senses, even when we don't realize it. Try to pay more attention to what's happening around you, become more aware. Notice things you take for granted, like the public bathroom signs that show all women with skirts on, or which parent your waiter brings the check to automatically . . . Share some of these noticing!

1 Minute Masterpiece

Give each girl 6 pieces of 8x11 paper and a small box of crayons or colored pencils. Each girl has 1 minute to draw a picture that answers each of the following questions. What do girls like? What do boys like? What do girls look like? What do boys look like? What are girls good at? What are boys good at? When they finish, put the masterpieces up on a wall, grouped by gender depictions. Ask the girls to do a museum tour of the pictures paying attention to any patterns, similarities, or differences. Then, ask what they noticed about the girls' cluster and the boys cluster. What is the same? What is different? Can girls do things that boys do? Can boys do things that girls do? How are girls and boys treated differently?



Agree/Disagree

Designate one side of the room or space as the “yes/ agree” area and the other side of the room as the “no/disagree” area. In between these two sides is an imaginary line that represents various degrees of agree or disagree. Ask an opinion question related to awareness (i.e. Do you think that media influences how girls and women think they should look? Are there different expectations of how girls behave and boys behave? Or what they can and cannot do?) and have girls arrange themselves on the yes or no side. Ask girls why they agree or disagree. After a few minutes of discussion, ask if anyone wants to change their position on the line. Make a list of 8 to 10 questions ahead of time & repeat the exercise. See Chapter 4 for more ideas.

Strike a Pose!

Talk about the importance of power poses and posture (p. 19). Have everyone try out two powerful standing positions (one hands on hips with legs firmly planted and other a V for Victory stance with arms in a V overhead) and two weaker standing positions (one slouched and hunched and the other standing in a classic super model pose, with weight on one hip/leg and other leg outstretched). Then show similar sitting positions: one manspreading and one round-shouldered and hugging yourself. Talk about what those look like. Have the girls around, striking these or other poses. Talk about how that makes them feel. Then split girls into groups of three or four and have them create two or three different female poses to model. Have the audience identify what kinds of messages the different poses suggest. Are they powerful and in charge? Are they vulnerable? How does the way we hold our bodies affect us?

FACILITATOR INFORMATION

This starter kit is intended to be a suggested framework for putting into action the ideas in *The Confidence Code for Girls* book. It should be adapted to your group of girls with an eye towards age appropriateness. Working with younger girls may require more activities since their attention will be shorter during reflection and talk time. In contrast, older girls may work well with the ACTION HOUR sessions just as they are outlined. Consider mixed age groups, which would allow for younger girls to benefit from the fuller participation of older girls. Below are additional suggestions and tools to help you create successful ACTION HOURS for girls.

Tying in confidence, Risk, Failure, & Awareness Themes

When planning each **Action Hour** be sure to consult *The Confidence Code for Girls* book for ideas related to each theme. You can draw on some of the quick quizzes, girls of action stories, and more. These may be helpful when introducing the theme of the day. Here are some suggested excerpts from the book that may be useful to help set the tone or get discussions going during Action Hours.

- **Chapter #1 Confidence:** Using Confidence (pages 15-16); Confidence Assessment (page 25); Girls of Action Story (pages 24-25).
- **Chapter #2 Risk:** Smart/Dumb Risk Quiz (page 33); Risk Style (page 37); Girls of Action Story (pages 48-49).
- **Chapter #3 Failure:** Failure Style Quiz (page 55); Failure Reboot Stories (page 60); Girls of Action Story (pages 67-68).
- **Chapter #4 Awareness:** What Girls Notice Quotes (page 74); Quick Media Quiz (page 75); Girls of Action Story (pages 92-93).

