

5 easy classroom activities to boost girls' confidence



Hello!

Thank you for downloading these confidence building activities for teen girls.

I'm guessing you share my concern for teen girls, and the pressures they face. You too want to encourage them to value their individuality, raise their aspirations and change their attitude both towards themselves and others. So they are able to progress at school and beyond.

Each of the activities on the following pages take approximately 10 minutes to deliver with students. They have been designed for girls aged between 11 and 14. You can adapt each one to suit the particular circumstances of your students. Choose whether to use them in form time, as part of PSHE or as interventions with specific students.

The activities are examples from the online programme **Teacher resources for Building Girls' Confidence**. More details about these online resources are at the end of this document.

The five confidence building activities are:

1. Developing self-awareness
2. Setting a clear goal
3. Exposing photoshoping
4. Expressing ourselves assertively
5. Speaking kindly to ourselves

With my best wishes to you and your students,

Caroline Walker

Director & Founder, Confident Teens Ltd



Important note

These activities have been provided for teachers to run with students at school.

Normal safeguarding policies are to be in place, including risk assessment of whether these activities are suitable for the particular students taking part, and signposting for further support, as appropriate.

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Activity 1: Developing self-awareness

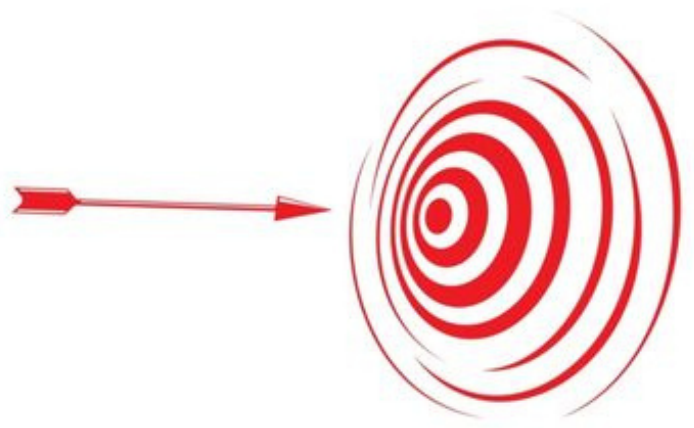
"Be yourself.
Everyone else is
taken"
Oscar Wilde

The first step for building girls' confidence is to encourage them to appreciate their uniqueness. Each girl is the only person on earth with her unique personality, talents, abilities and approach to life – and how amazing is that!

Key points

- In this activity we'll take a few minutes to reflect on ourselves, what we enjoy doing and what makes us happy
- Think about what you enjoy doing, whether that's at school, at week-ends or in holidays, and write down a list of at least three activities. This could include a new activity you've just started.
- Invite students to share either in pairs, in small groups or with the whole group (as appropriate to your setting)
- Enquire who included a sport in the activities that they love doing?
- Reflect that if it's something they enjoy doing, it's good to enjoy a sport or some exercise regularly, whether that's cycling, dancing, or playing a sport, it's really good to keep active. Because exercise releases hormones in our bodies that make us feel good.
- **After activity** – reflect it feels good to think about the activities that we enjoy doing. It's important that we make time for these things, as when we're enjoying ourselves we feel happier and more content. And this helps build our confidence.

Activity 2: Setting a clear goal



A key part of building girls' confidence is to empower them to feel they have "agency" and are in control of at least some aspects of their lives. Developing clear goals is a central element to this.

Key points

- Discussion of what goals are and why they are helpful
- Decide on one area of your life where you are going to set yourself a goal. For example: sport, hobby, friends, particular subject at school, family, money. Or another area of your choice.
- Have a think about what you'd like to improve in for this area of your life
- Set yourself a specific goal to achieve in the next month
- Examples:
 - Start a new hobby you've always been interested in
 - Organise a cinema trip with group of friends
 - Improve your grade in maths
 - Save £10 to buy something you'd like
- Write your goal down – writing your goal down is the first step to achieving it.
- **After activity** – reflect that developing a regular habit of setting goals gives us all something to aim for, and when we achieve our goals - or make progress towards them - we build our confidence step by step. Goal setting isn't just for new year resolutions!

Activity 3: Exposing photoshopping



Body confidence is such a complex and difficult area for so many girls. Photoshopping is embedded in the images we see - pretty much every image in print and digital media has been manipulated to remove imperfections and present the person as “perfect”. The problem with this is that teen girls (and not exclusively them) compare the reality of their own bodies to these manipulated digital images. This can significantly affect how they feel about their bodies, and impact their overall confidence.

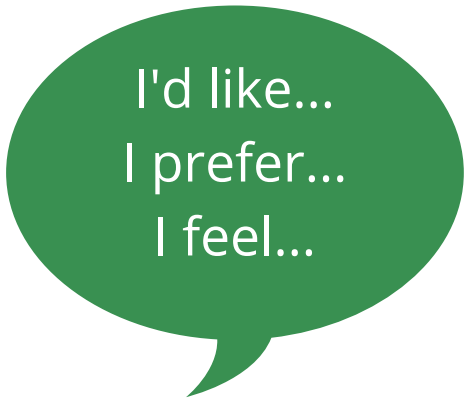
In this activity we’re exposing photoshopping, to empower girls to realise that what they are seeing is not real.

[Click here to download the two slides for this activity](#)

Key points

- Show the first slide of the young woman
- Ask students that if this young woman walked in the room would she actually look like this? (The intention behind this question is to encourage girls to question whether images really represent what real people look like)
- Show second slide, which shows what the young woman actually looked like – before the photoshopping process. The slide shows the contrast between the two (the image shown above).
- Invite students to discuss all the many changes they identify between the two images – changes that have been made through photoshopping
- **After activity** – reflect to students that it’s important to realise how almost every image they see has been digitally altered in this way – the images are fake and give an unrealistic representation. It’s key they don’t compare their reality to these fake images.

Activity 4: Expressing ourselves assertively



I'd like...
I prefer...
I feel...

Teenage girls often feel uncertain about expressing their opinions, whether that's in class, with adults or even with their friends. Part of feeling confident in ourselves is being able to express our thoughts and feelings. The key to being a confident speaker is to be assertive in our communication. Assertiveness means we respect both ourselves and the other person. In our communication we're seeing each other as equals. The feeling we have is that I'm OK and you're OK. In this activity students practise expressing their own feelings, the key to speaking assertively.

Key points

- Describe how expressing ourselves is all about being assertive. This involves respecting both ourselves and the other person. When we are assertive we express our own feelings.
- Three phrases that are useful for expressing our feelings are:
 - 1) I'd like... 2) I prefer... 3) I feel...
- Two examples of when we can practise expressing ourselves assertively.....
 - Your friend wants to exclude another friend from your group
 - Your friend has asked you to go to the cinema, but you've already seen the film
- Remembering the three phrases, invite students to think about what they could say in this situation, and discuss in pairs or small groups.
- It's not about saying how you want the other person to change, it's expressing how you are feeling in a calm and assertive way.
- **After activity** – Expressing yourself assertively takes courage, it's not the easiest route, but the more you do it and practise it, the more natural it will come. People will notice and appreciate it, as it makes everything more straightforward when you are clearly expressing your thoughts and feelings.

Activity 5:

Speaking

kindly to ourselves



In the fifth and final of these confidence building activities we're focusing on self-talk. This is such a key ingredient for building girls' confidence. This activity is a quiet one, as it invites self-reflection.

Key points

- Explain to students that our thoughts are the sound-track to our lives. We hear our own voice in our heads more than any other voice in our lifetimes.
- Talking down to ourselves and being critical about ourselves is a very common thing to do. We may not even realise that we are doing it a lot of the time, because it happens so easily and so often. It can become a habit.
- Thinking something doesn't mean it's true or that it will happen – this is really important to understand.
- Talking down to ourselves regularly can really affect our confidence, and how we feel about ourselves.
- The first step to changing this is becoming aware of our thoughts – becoming aware of the things we are saying to ourselves as we go about our lives. We all have choices about what we say to ourselves.
- So for the rest of today, become aware of what you are saying to yourself and notice if it is a kind thought, or a critical thought. Are you being supportive and kind to yourself?
- If it is a critical thought, think about how you could change it to be kind to yourself. You act kindly and supportively to your friends. Show this same kindness and compassion to yourself. This will help build your confidence.
- **After activity** - a few days after this session, invite girls to reflect back to you how they got on with noticing their own thoughts.

These activities are examples from

Teacher resources for building girls' confidence online programme

- **Tried-and-tested teacher resources** for running confidence-building sessions with 11 to 14 year-old girls
- Includes **everything you need** - slides, notes, and worksheets - **minimal prep needed**
- Designed so you can run a **series of short sessions or a 2 hour Building Confidence workshop** (e.g. for drop-down days) - everything you need is included for both options
- See the **positive difference in your students**
- Available for **£195 for 1,000 student school**. Includes 12 months access for all teachers. Immediate online access.

"This Confident Teens intervention has been perfect in the girls school where I work. I have heard girls use the knowledge they gained through the intervention and are helping their friends with issues.

It has made so much of a difference to their own confidence to do this. Keep up the great work in producing programmes like this.

An excellent purchase"
Deputy Safeguarding Lead,
London all girls school

View
Taster lesson

PLAY

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