



PART 2: CHALLENGING STEREOTYPES & INSPIRING GIRLS TO GO FOR IT

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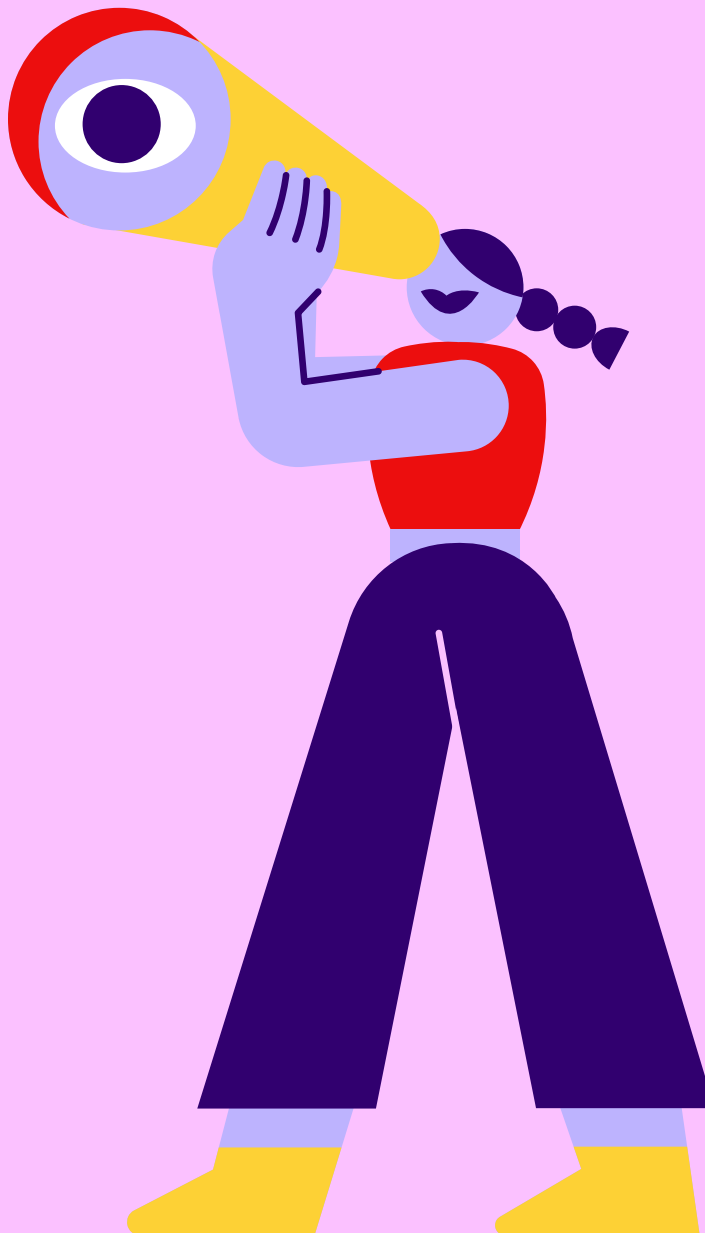
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SESSION 1: CHALLENGE STEREOTYPES





SESSION 1: CHALLENGE STEREOTYPES

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Provides an overview of the session as well as step-by-step instructions

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SESSION 1: **CHALLENGE STEREOTYPES**

Facilitator Session Guide

SESSION GOALS

Teens can recognize limiting stereotypes about girls and challenge stereotypes by countering them with accurate self-descriptions.

KEY TAKEAWAYS

- Stereotypes are biased assumptions about what girls are like (or should be like).
- Girls can experience different stereotypes depending on their unique mix of identities.
- We can't make stereotypes go away—but we can reduce their power by countering them with accurate information.

WHY THIS SESSION MATTERS

Gendered stereotypes harm girls' confidence and limit their leadership opportunities. Although we can't eliminate those stereotypes (at least not right away), we can reduce the power they have. Research shows that teaching people to recognize and think critically about stereotypes can change attitudes about gender roles, improve girls' self-esteem, help girls see themselves as leaders, and boost resilience to bias and barriers.

SESSION AT A GLANCE

Check In	5 min
Ignite (“Stereotype Stomp”): The facilitator reads a list of traits, and teens stomp when they hear a trait that supposedly describes girls.	15 min
Unpacking Stereotypes: The facilitator leads a discussion on key concepts related to stereotypes.	20 min
Stereotype Circle: Teens practice pushing back against both negative and “positive” stereotypes.	15 min
Closing and One Action	5 min

SESSION OVERVIEW

Gather materials:

- Participant packet: Print out and staple a packet for each member in your group
 - Pens or pencils (one for each teen)
-

Room setup:

- Ensure teens have space to complete writing activities in pairs or small groups.
 - Ensure teens have space to stand in a circle for the Stereotype Circle activity.
-

Get ready to facilitate:

- Familiarize yourself with the session materials and instructions.
 - Revisit the previous session's One Action and prepare to share an update on your One Action.
 - Write in your responses to the "facilitator example" prompts in the session instructions so you're prepared to share examples with the group as needed.
 - Write in your planned start and end times for each part of the session.
-

CHECK IN

Estimated time: 5 minutes / Start time: _____ End time: _____

Goals:

- Set a group norm for putting skills and knowledge to use between sessions.
- Create an opportunity for facilitators to catch and correct misunderstandings about the last session's content.

At a glance: Welcome the group and follow up on One Action commitments from the last session.



If it's been less than two days since the group met, you can skip the One Action update—or ask for volunteers to share reflections on what they learned from the previous session.

1. Welcome teens back to the group, and ask for volunteers to share an update on their One Action from the last session.

SAMPLE SCRIPT

Welcome back! Before we get into today's session, I want to circle back to what we talked about last time. Does anyone want to share an update on your One Action from the previous session?

2. Call on two or three teens to share. If they are hesitant, offer a personal example to model vulnerability.

FACILITATOR EXAMPLE

Update on your One Action: _____



Keep this check-in short! If lots of people want to talk, doing a partner share instead of a group discussion will be faster.

IGNITE: STEREOTYPE STOMP

Estimated time: 15 minutes / Start time: _____ End time: _____

Goals: Teens practice recognizing stereotypes and begin to understand that stereotypes are limiting assumptions.

At a glance: The facilitator reads a list of phrases. For Round One, teens stomp when they hear a phrase that sounds like a stereotype (an overly simplified belief about a group or category). For Round Two, teens stomp when they hear a stereotype about girls.

1. Introduce the definition of stereotypes and give the group directions for the Stereotype Stomp.

SAMPLE SCRIPT

Today we're going to explore stereotypes about girls. We'll start by getting the hang of what is and isn't a stereotype. Stereotypes are overly simplified beliefs about an entire group—for example, what they're good or bad at, or what they are or aren't interested in. Stereotypes suggest that everyone in a group is alike, when really every individual has unique interests and talents. When you hear a word or phrase that sounds like an overly simplified belief about an entire group, I want you to stomp.

2. For Round One, read the general stereotypes below. Move through the list quickly, without discussing items. Teens should stomp when they believe a statement is a stereotype. If you're short on time, you can omit some of the prompts.

Prompts: general stereotypes

- All boys like blue.
- Big cities are dangerous.
- All Americans like hot dogs and french fries.
- My friend Taylor likes hot dogs and french fries.
- Boomers are bad at technology.
- My uncle Darrel is bad at technology.
- Teenagers are irresponsible.
- All dogs are friendly.
- My neighbor's dog is friendly.
- School principals are mean.
- People in California surf all day.

CONTINUE ACTIVITY ON THE NEXT PAGE ►

3. Give directions for identifying stereotypes about girls.

SAMPLE SCRIPT

*Now we're going to play again to practice recognizing stereotypes about girls. This isn't about what you think is true about girls or about what **you** are like as an individual. It's about recognizing common assumptions that people make or ideas about girls you see in TV shows or on social media.*

For example, if I said, "Girls like playing with dolls," you would stomp, because a lot of people assume all girls like playing with dolls (although plenty of girls don't). If I said, "Girls like playing with trucks," you would stay quiet, because not many people expect girls to love playing with trucks (although plenty of girls do).

I also want to point out that if some of these stereotypes do fit you, that is totally fine! It's great to play with dolls or trucks or both. It's just not great when people expect you to fit into their stereotypes about you.

4. For Round Two, read the stereotypes about girls below, moving through the list quickly. If you're short on time, you can omit some of the prompts.



There are no right or wrong answers in this activity! Girls experience different stereotypes depending on their mix of identities. Be sure to validate their experiences, even if some of their responses surprise you.

Prompts: stereotypes about girls

- All girls like the color pink.
- My sister likes the color pink.
- All girls are gossipy.
- My aunt is gossipy.
- Girls should be helpful.
- Girls should be sweet.
- Girls aren't good at sports.
- Girls are good at babysitting.
- Girls are too emotional.
- My mom loves shopping.
- Girls are bad at math.
- Girls like to wear dresses.
- Girls should be pretty.

CONTINUE ACTIVITY ON THE NEXT PAGE ►

5. Ask the group to share additional examples of stereotypes.



If you're short on time, skip the optional question.

DISCUSSION QUESTION

- *Does anyone want to share another example of a stereotype about girls?*

OPTIONAL DISCUSSION QUESTION

(For advanced groups)

- *Do you think these stereotypes about girls benefit anyone?*

Draw out ideas like:

- When people assume girls aren't as capable as boys, boys benefit.
- When people expect girls to be helpful and generous, other people benefit.
- When people assume girls should look a certain way, fashion and beauty companies benefit.

UNPACKING STEREOTYPES

Estimated time: 20 minutes / Start time: _____ End time: _____

Goal: Teens understand that stereotypes are harmful, even when they sound positive on the surface, and can affect how girls are seen as leaders.

At a glance: The facilitator explains key concepts related to stereotypes, inviting teens to reflect and add their perspective through discussion questions.

1. Share that stereotypes can vary across communities and can change over time.

SAMPLE SCRIPT *Some stereotypes are assumptions about pretty much all girls. Others depend more on your community, culture, or identity. It's possible that some of the stereotypes about girls we talk about in this session won't match your experience. That's normal! But one way or another, stereotypes affect us all.*

It's also important to know that stereotypes change over time. For example, in the past, many women wore heavy white makeup to achieve the look of fashionably pale skin. Nowadays, pale skin is out of fashion, and many women get fake tans and wear heavy bronzer to achieve the look of darker skin. In both cases, the stereotype was that women should be "pretty," but the standard for "pretty" changed dramatically.

2. Share that stereotypes are harmful even when they sound positive on the surface.

SAMPLE SCRIPT *Some stereotypes are obviously negative, like when people assume girls are bad at math. But other stereotypes sound like compliments—for example, when people assume girls are helpful and generous. To be clear, those are good things to be! But there's a harmful message in those stereotypes, which is that all girls should always be helpful and generous. That can mean girls get called "selfish" or "stubborn" when they say no or look out for themselves.*

CONTINUE ACTIVITY ON THE NEXT PAGE ►

3. Read from a list of “positive” stereotypes and invite teens to raise their hands if they’ve ever been told they should fit that stereotype.



Feel free to select the “positive” stereotypes from the list below that will resonate most with your group or add your own examples.

SAMPLE SCRIPT

Raise your hand if you’ve ever been told that you should be:

- *Helpful*
- *Sweet*
- *Responsible*
- *Respectful*
- *Quiet*
- *Strong*
- *Good at babysitting*
- *Good at helping your classmates*
- *Good at cooking and cleaning*
- *Interested in math and science*


4. Draw out the stereotypes that generated the biggest reactions from your group and invite one or two teens to share how they’re limiting.

DISCUSSION QUESTION

- *What’s the harmful message in that stereotype? How does it limit what girls are “supposed” to do or be like?*


CONTINUE ACTIVITY ON THE NEXT PAGE 

5. Share that expectations of girls can shift and conflict depending on the situation and ask teens to identify conflicting expectations they have experienced.

 If time is tight, you can skip this topic and move to number six.

SAMPLE SCRIPT

To make this even more confusing, people can face different expectations about who they ought to be depending on where they are or who they're with. For example, maybe you have family members who believe women are happiest as homemakers, but teachers who encourage you to have a career.

 Feel free to select the “positive” stereotypes from the list below that will resonate most with your group or add your own examples.

Raise your hand if people expect you to be:

- *Obedient and respectful at home, but adventurous and outspoken with peers*
- *Quiet and cooperative in the classroom, but aggressive in sports*
- *Sensitive to other people's emotions, but emotionally controlled when you're sad or mad*
- *Willing to put other people's needs first, without asking others to take your needs into consideration*
- *Soft-spoken and submissive when around boys, but outspoken and assertive when around girls*
- *Serious and studious at school, but playful and carefree outside of class*
- *Modestly dressed and conservative to meet family expectations, but fashionable to meet teens' expectations*
- *Good at cooking and cleaning at home, but focused on having a career outside of the home*

DISCUSSION QUESTION

- *How do these conflicting expectations affect you?*

CONTINUE ACTIVITY ON THE NEXT PAGE 

6. Share how stereotypes affect the way girls are seen as leaders.

SAMPLE SCRIPT *A big part of the reason we're talking about stereotypes today is because stereotypes often make it harder for people to see girls as leaders.*

When girls lead by taking charge, that contradicts the stereotype that most girls are supposed to be quiet and obedient—so they get bad reactions, like people calling them “mean” or “bossy.” On the other hand, when girls lead by being kind and cooperative, that’s not seen as “real” leadership, because leaders are stereotyped as being forceful and in charge.

Obviously, none of these stereotypes are true, so later today we’re going to practice pushing back against them.

7. Close by emphasizing that stereotypes hurt everyone—not just girls.

SAMPLE SCRIPT *Before we move on, I want to point out that stereotypes don’t only hurt girls. For example, boys are stereotyped as being brave and tough, which means they’re more likely to be teased for getting scared or needing help. Stereotypes also hurt nonbinary people, people of different races and ethnicities, and lots of other groups.*

STEREOTYPE CIRCLE

Estimated time: 15 minutes / Start time: _____ End time: _____

Goal: Teens practice pushing back against stereotypes about girls.

At a glance: Teens stand in a circle as the facilitator reads examples of stereotypes, step in to indicate stereotypes they have experienced, and call out ways that stereotype is not true for them.

1. Have teens stand in a circle. Introduce the activity and give directions.

SAMPLE SCRIPT

Unfortunately, stereotypes are pretty hard to change. But we can push back against them, and that makes a big difference. Especially if we all work together and support each other, we have even more power to make sure stereotypes don't get in our way when we set out to lead. So we're going to practice that in our next activity.


Here's how this will work: I'll call out a stereotype, like "I've been treated like an airhead." If that's true for you, and you feel comfortable sharing, you'll step into the circle.

Then I'll ask, "Are you an airhead?" Obviously, the answer is no—so we'll go around to the people who stepped into the circle and have volunteers share why it's not true. For example, you could say something like, "No, I care about important things" or "No, I have a lot of good ideas."



After each person shares, we'll give them a quick round of applause for pushing back against the stereotype.

CONTINUE ACTIVITY ON THE NEXT PAGE ►

2. Read aloud the stereotype prompts below, one at a time. After each prompt, have teens step into the circle if the prompt applies to them, and ask for volunteers to share how they would challenge the stereotype.

 You don't need to use this exact list. Feel free to omit prompts if you're short on time, or add examples of stereotypes that you know will resonate with your group.

I've been treated like I'm:

- *Dramatic or overly emotional*
- *Too loud or too opinionated*
- *Weak*
- *Not leadership material*
- *Immature*
- *Too bossy or demanding*
- *Illogical or unintelligent*
- *Irresponsible*
- *Helpless or incapable of doing something*
-  Add your own: _____
-  Add your own: _____

3. Wrap up the activity by reflecting on how teens pushed back against limiting stereotypes.

SAMPLE SCRIPT *I love seeing the ways you're pushing back on the stereotypes that get in girls' way when they set out to lead.*

CLOSING AND ONE ACTION

Estimated time: 5 minutes / Start time: _____ End time: _____

Goal: Teens think of a way to apply the session content to their day-to-day lives.

At a glance: Teens choose a way to practice pushing back against stereotypes.

1. Direct teens to the One Action handout in their packets, and ask them to write down one way they can practice pushing back against stereotypes. Offer a personal example to help spark ideas.

SAMPLE SCRIPT

Before we wrap up for today, I want everyone to write down one thing on their One Action handout that they can do to keep pushing back against stereotypes. That could mean sharing what you learned today with a friend or family member, doing something that people assume girls don't like or aren't good at, or just noticing stereotypes you see on social media or in movies and TV shows. For example, I'm planning to ...

FACILITATOR EXAMPLE

One way you're planning to push back against stereotypes:



If you have extra time at the end of the session, ask a few teens to share their One Action with the group, or have them discuss their One Actions in pairs.

2. Close by collecting participant packets and thanking the group for a great session!



It's a good idea to collect participant packets at the end of the session to keep teens' private work from being shared. Also, for the final celebration session, you'll be asked to hand out the packets so the participants can look back on what they've learned.



After the session, take a few minutes to look over the One Action each teen picked. This will give you insight into their individual goals and help reveal any misunderstandings of today's topics.



SESSION 1: CHALLENGE STEREOTYPES

Participant Packet

Print one copy of each handout for each participant

💡 It's a good idea to collect these packets at the end of the session to keep teens' private work from being shared. Also, for the final celebration session, you'll be asked to hand out the packets so the participants can look back on what they've learned.

ONE ACTION: PUSHING BACK AGAINST STEREOTYPES

Stereotypes are overly simplified beliefs about a group of people. We can't make these beliefs go away entirely—but by pushing back against them, we can reduce the power they have.

Pick one thing you can do to push back against stereotypes. For example, you could...

- Share what you know about stereotypes with a friend or family member.
- Do something you supposedly wouldn't like or be good at according to stereotypes.
- Notice stereotypes you see on social media or in movies or TV shows.



**Pick something you can do this week
and write it here!**



SESSION 2: REFRAME FAILURE





SESSION 2: REFRAME FAILURE

Table of Contents

This PDF contains the written materials needed to successfully run Session 2. We encourage you to review all materials in full in order to best prepare for your upcoming session.

Facilitator Session Guide

1–17

Provides an overview of the session as well as step-by-step instructions

Activity Materials

18–24

Printable materials for whole-group and small-group activities, such as card decks and game boards

Participant Packet

25–26

Printable worksheets and handouts for individual participants



SESSION 2: REFRAME FAILURE

Facilitator Session Guide

SESSION GOALS

Teens learn about unfair messages that can make girls more likely to fear failure. To make setbacks feel more manageable, they practice finding the wins hiding in each “failure,” such as opportunities to learn, grow, and be proud of your efforts.

KEY TAKEAWAYS

- If you’re afraid of failing, it’s not just you—many girls get messages that make failure feel scarier than it should be, or that encourage them to stop trying when they fall short of their goals.
- Fear of failure can keep people from dreaming big, but you can push back against limiting messages by recognizing that setbacks are normal and help you grow.

WHY THIS SESSION MATTERS

Compared to boys, girls tend to have a stronger fear of failure and to feel more shame when they fail. That’s not surprising, since as a group, girls get less credit for their successes, are more likely to be blamed for failure, and hear more negative messages about their abilities. This can lead girls to see disappointing outcomes as proof that they lack the talent to succeed.

Fear of failure carries real costs, as it makes people less likely to try new things and more likely to be derailed by setbacks. This session encourages teens to see “failure” as a normal part of leadership and as an opportunity to learn, grow, and feel proud of their efforts, regardless of the outcome.

SESSION AT A GLANCE

Check In	5 min
Ignite (“Fear of Failure Mind Map”): Teens create a mind map of reasons girls tend to fear failure more than boys do.	10 min
Explore Reasons for Fear of Failure: The group discusses messages that can make failure feel scarier for girls.	10 min
Famous “Failures”: Teens learn strategies for reframing failure by exploring case studies of successful women who’ve overcome big setbacks.	10 min
Find the Win: Teens play an Apples to Apples game to practice seeing the opportunities within a setback.	20 min
Closing and One Action	5 min

SESSION OVERVIEW

Gather materials:

- Participant packet: Print out and staple a packet for each member in your group
 - Activity materials:
 - Find the Win card decks (print and cut out one card deck for every four or five people in your group)
 - Sticky notes (at least five per teen)
 - Pens or pencils (one for each teen)
-

Room setup:

- Clear a blank space on a wall or board where you can post sticky notes.
 - Make sure each teen has space at a desk or table to write. Ideally, arrange desks or tables in a semicircle facing your blank wall space.
-

Get ready to facilitate:

- Familiarize yourself with the session materials and instructions.
 - Revisit the previous session's One Action and prepare to share an update on your One Action.
 - Write in your responses to the "facilitator example" prompts in the session instructions so you're prepared to share examples with the group as needed.
 - Write in your planned start and end times for each part of the session.
-

CHECK IN

Estimated time: 5 minutes / Start time: _____ End time: _____

Goals:

- Set a group norm for putting skills and knowledge to use between sessions.
- Create an opportunity for facilitators to catch and correct misunderstandings about the last session's content.

At a glance: Welcome the group and follow up on One Action commitments from the last session.



If it's been less than two days since the group met, you can skip the One Action update—or ask for volunteers to share reflections on what they learned from the previous session.

1. Welcome teens back to the group, and ask for volunteers to share an update on their One Action from the last session.

SAMPLE SCRIPT

Welcome back! Before we get into today's session, I want to circle back to what we talked about last time. Does anyone want to share an update on your One Action from the previous session?

2. Call on two or three teens to share. If they are hesitant, offer a personal example to model vulnerability.

FACILITATOR EXAMPLE

Update on your One Action: _____



Keep this check-in short! If lots of people want to talk, doing a partner share instead of a group discussion will be faster.

IGNITE: FEAR OF FAILURE MIND MAP

Estimated time: 10 minutes / Start time: _____ End time: _____

Goal: Teens recognize fear of failure as a shared experience, rooted in unfair messages they've gotten about what "failure" means.

At a glance: Teens guess a statistic about fear of failure and create a mind map about why girls may be more likely to fear failure.

1. Hand out sticky notes (at least five per person).
2. Introduce today's topic, and have teens write their guess about a fear of failure statistic on a sticky note.

SAMPLE SCRIPT

Today, we're going to talk about one of the big things that can make it hard to work toward our goals—fear of failure. To start, I'm going to ask you to guess about what scientists found when they asked half a million fifteen-year-olds from fifty-nine countries about their fear of failing.

Compared to boys, girls were more afraid of failing in how many of those fifty-nine countries?¹

Write your best guess from zero countries to all fifty-nine on a sticky note and then stick it on the wall.

3. Have a volunteer arrange guesses in numerical order and share the group's range of responses.
4. Reveal the answer and let the group reflect for a moment on how accurate their guesses were.

ANSWER

Compared to boys, girls were more afraid of failing in fifty-six countries, with ties in the other three countries.

(If anyone asks, the ties were in Panama, Montenegro, and Lebanon.)

CONTINUE ACTIVITY ON THE NEXT PAGE ►

5. Ask teens to reflect on why girls might be more likely to fear failure. Have them write their ideas on their sticky notes, and collect the notes as they finish writing.



Having teens share their ideas independently means the same ideas will come up repeatedly, revealing that they aren't alone in the way they see the world.

SAMPLE SCRIPT

Why do you think girls are more likely to fear failure? What pressures do girls face or what messages do they get that might explain it? Write each one of your ideas on a different sticky note and then pass them all forward.

6. Ask for two volunteers to help create a mind map by posting sticky notes on the wall and clustering them to reveal themes. Have the first volunteer read the notes out loud, while the second volunteer posts them.

SAMPLE SCRIPT

We're going to make a mind map of everyone's ideas. As [volunteer 1] reads the sticky notes, [volunteer 2] will organize them by posting notes with the same ideas together. You can call out if you have ideas about where a note should go.

7. Discuss themes in the fear of failure mind map.

DISCUSSION QUESTION

Now that you've heard everyone's ideas about why girls fear failure, what themes do you see?

If the group is stuck, help them look for themes like:

- Failure is painfully embarrassing.
- Failure means they're incompetent.
- People will judge them or make fun of them.
- They will disappoint people if they fail.
- Failing "proves" negative stereotypes about girls (or people who share their race, ethnicity, religion, disability, etc.).

EXPLORE REASONS FOR FEAR OF FAILURE

Estimated time: 10 minutes / Start time: _____ End time: _____

Goal: Teens explore the impact of times people have downplayed their successes or treated setbacks as a sign they lacked talent.

At a glance: The facilitator shares unfair messages teens get about failure, and the group shares ways they have been impacted by those messages.

1. Share that girls are more likely to fear failure because people tend to downplay their successes and to treat their “failures” as a sign they lack talent.

SAMPLE SCRIPT

You’ve shared some really interesting ideas about why girls are more likely than boys to fear failure. Lots of them connect to what the research tells us—that stereotypes about who is (or isn’t) naturally talented can lead to girls getting unfair messages about “failure.”

People often act like totally normal setbacks mean that girls have failed and don’t have what it takes to succeed. That’s especially likely in areas where people hold the stereotype that girls aren’t naturally talented. Like, if a math test goes badly, they might hear, “Well, math just isn’t your thing.” That’s a really different message than “You’ve got this! You just need to find a new way to study for the next test.”

Then, on the flip side, when girls do well, they don’t always get the credit they deserve. Studies show that when girls and boys get identical scores on math tests, teachers still see the boys as more naturally gifted at math. I hope it hasn’t been true at your school, but in lots of places, girls have to score higher than boys just to be seen as equally talented.

CONTINUE ACTIVITY ON THE NEXT PAGE 

SAMPLE SCRIPT

Another way people downplay girls' achievements is by assuming something they accomplished was easy or that they just got lucky. Like when a girl scores a bunch of points in a basketball game, she might hear, "You made some lucky shots!" That gives a really different message from giving her credit for her skill by saying something like, "You're such a strong shooter!"

Teens of color, teens with disabilities, and teens who live in low-income areas are especially likely to have people unfairly dismiss their achievements or assume they don't have what it takes to succeed.

2. Have the group discuss personal experiences with unfair messages about their abilities and ways those messages have affected them.



If you have time, consider adding the optional discussion questions.

DISCUSSION QUESTION

- *Does anyone want to share a time someone downplayed your abilities or said something that made a normal setback feel like a failure?*

FACILITATOR EXAMPLE

Consider starting the discussion by sharing a time this happened to you:

- *Encourage the group to share how negative comments affected their enthusiasm, confidence, goals, or sense of possibility.*
- *Offer empathy for hard experiences (e.g., "I'm sorry you didn't get the support you deserved" or "That sounds hurtful and unfair").*

CONTINUE ACTIVITY ON THE NEXT PAGE ►

OPTIONAL DISCUSSION QUESTION (For advanced groups)

- *How do you think those experiences are related to unfair stereotypes?*
Draw out ways unfair stereotypes about girls (or other aspects of a teen's identity) may have led people to downplay their abilities or treat setbacks like failures.
- *How does it affect teens when people downplay their accomplishments or treat normal setbacks like a big deal?*
Draw out ways that they might:
 - Learn to see normal challenges as a sign they lack talent
 - Doubt their ability and potential, feel less confident or talented
 - Decide to give up because people think they aren't good enough to succeed
 - Feel like their successes don't really count
 - Feel unsupported or learn that it doesn't feel great to share their successes with people
- (Optional if time allows) *Does anyone want to share a time people encouraged you after a setback? How did that help you? How can you pay that forward to other people?*
 - Encourage the group to share ways positive comments affected their enthusiasm, confidence, goals, or sense of possibility.
Draw out ways they can play a similar role for others, like encouraging a new player on a team after a mistake.

FAMOUS “FAILURES”

Estimated time: 10 minutes / Start time: _____ End time: _____

Goals: Normalize “failure” as part of the path to success and introduce the idea that you can find the win in every disappointment.

At a glance: The group learns about a range of famous “failures” and uses a case study of Simone Biles to explore helpful ways to think about failure.

1. Share a few quick examples of famous people who experienced major setbacks. (Feel free to choose just a few examples or to swap in alternate examples you think will resonate with your group.)



If you have time, you can make the list below more interactive by having the group make guesses about the examples provided. (For example, what award-winning singer/actor was dumped by her first record label? How many publishers rejected *The Hunger Games*?).

SAMPLE SCRIPT

When you put these unfair messages about success and “failure” together, that can lead people to feel like the things they do well don’t really count, but that their setbacks and imperfections are a big deal. Who wouldn’t be afraid of failure with that message?

But so-called failures are just a normal part of working toward your goals. Even the most wildly talented, wildly successful people run into major setbacks.

- *Katy Perry’s first album only sold about 200 copies.*
- *Lady Gaga was dumped by her first record label after just a few months.*
- *After graduating from Harvard Law School, Michelle Obama failed the bar exam (a test you **must** pass to work as a lawyer) on her first try.*

CONTINUE ACTIVITY ON THE NEXT PAGE ►

- *Suzanne Collins, who wrote The Hunger Games, had her book rejected 60 times before she finally found a publisher.*
- *Oprah Winfrey got fired from her job as a news anchor because her boss thought she was “unfit for television news.”*

All of those women went on to become incredibly successful, but they never would have reached their goals without being willing to risk “failing” along the way.

2. Read aloud the case study of Simone Biles, while having teens follow along using the Famous “Failures” handout in their packet.

SAMPLE SCRIPT

Of course, falling short of your goals doesn’t feel great. But it doesn’t have to feel awful either. Changing the way you think about “failure” can change how it feels. To give you an example of how that works, we’re going to talk about another famous “failure”—the gymnast Simone Biles.

Simone Biles has won more competitions than any women’s gymnast, including seven Olympic medals. She even has four moves named after her—the most difficult skills ever competed on floor, beam, and vault.

So, when Biles went to her second Olympic Games, the world expected her to take gold in every event. Instead, she developed “the twisties,” meaning that she had no sense of where she was in the air. She was making dangerous mistakes in practice and blew her first vault in the competition. Because one bad landing could be life-threatening, she knew she had to drop out.

Lots of people supported her decision, but not everyone did. She faced headlines and social media posts calling her a failure and a quitter.

That’s not how Biles saw it. She said, “Walking away from the Olympic Games was a win in itself. I know a lot of people thought I failed because they expected me to go out with five or six medals, but walking out of it was my biggest win.”

CONTINUE ACTIVITY ON THE NEXT PAGE ►

DISCUSSION QUESTIONS

- *How do you think Biles felt about withdrawing from competition?*
Draw out the reality that this experience was difficult. She likely felt sad, disappointed in herself, uncertain whether she made the right choice, embarrassed, jealous of the people who were competing, and scared about how people would react.
- *With so many people calling her a failure, it would have been easy for Biles to see herself that way. Why do you think she saw dropping out as her biggest win?*

3. Let the group discuss, then share Biles's perspective.

SAMPLE SCRIPT *Here's how Simone Biles thought about this experience.*

- *She did fail at her goal of winning Olympic gold, but she still succeeded at things that mattered to her even more.*
- *She felt pressured to compete, but decided to put her safety first, which she considers the most courageous thing she'd ever done.*
- *Even though she felt crushed, she still cheered hard for the women competing in her place and felt proud of how she supported her team.*
- *She just wanted to hide, but she chose to use all the publicity she got to act as a role model and encourage other athletes to put their health and safety first.*
- *She learned she was stronger than she thought and grew as an athlete and leader from the experience.*
- *Does anyone want to share ways a "failure" helped you learn or grow?*

FACILITATOR EXAMPLE *If the group is stuck, kick-start the discussion by sharing a way "failing" helped you learn or grow:*

- Draw out ways teens learned and grew, like realizing they needed to practice more or try a new approach or discovering they were stronger than they thought.

CONTINUE ACTIVITY ON THE NEXT PAGE ►

- *Does anyone want to share a time you “failed” but still succeeded at something important?*

FACILITATOR EXAMPLE *If the group is stuck, help start the discussion by sharing a time you “failed” but still succeeded at something important to you:*

- Draw out ways they succeeded, like finding the courage to take a risk, being a good sport, or being honest when they could have cheated.

4. Close the activity by thanking teens for sharing their stories.

SAMPLE SCRIPT *Thank you for sharing your stories. I’m impressed with the ways you’ve used the challenges you’ve faced to grow stronger and wiser.*

FIND THE WIN

Estimated time: 20 minutes / Start time: _____ End time: _____

Goal: Teens explore many different ways they could learn and grow from “failure” or find the successes hidden within it.

At a glance: Teens play an Apples to Apples–style game to practice finding the win in a “failure.”

1. Ask who knows how to play Apples to Apples, so you can put someone who already knows the rules in each group if possible. It’s okay if not enough teens are familiar with the game, since the rules are simple.
2. Divide teens into groups of four to six players. The game requires a minimum of four players to work.
3. Explain the directions for the game, using the sample script as a guide, and invite teens to ask clarifying questions before the game begins.

SAMPLE SCRIPT

To overcome fear of failure, leaders learn to define success for themselves and find the wins hiding inside each “failure.” Of course, it still stings when things don’t go the way you hope, so we’re going to play an Apples to Apples–style game to practice finding the win when things go wrong. Here’s how it works:

To get set up ...

- *I’m going to give each group a set of situation cards and a set of reaction cards. Put these facedown in the middle, in two separate piles.*
- *Each of you should pick five reaction cards. You can look at your cards, but don’t let anyone else see them.*
- *Pick a person to be the first judge. This position will rotate each round.*

CONTINUE ACTIVITY ON THE NEXT PAGE ►

To play ...

- *Start each round by having the judge put the top situation card in the center, faceup.*
- *Everyone else will pick the best-fit reaction card from their hand and play it facedown in the center. Your answer can be serious or silly.*
- *The judge will scramble the reaction cards, read them out loud, and then pick their favorite response.*
- *The person who played that response wins the situation card.*

To move to the next round ...

- *Everyone who played a response card will draw a replacement from the deck.*
- *The judge role will pass to the player sitting to the left of the previous judge.*
- *The new judge flips over the top situation card, and the process repeats.*

At the end of the game ...

- *The person with the most situation cards wins!*
- *We'll play until we run out of time. I'll let you know when it's time to wrap up your last round.*

Does anyone have any questions before we get started?

4. Pass out the Find the Win card decks and invite teens to start playing! Make sure each group gets both situation cards and reaction cards.
5. Continue the game until there are five minutes left in the session. Give the group enough advance warning to finish their last round.

CLOSING AND ONE ACTION

Estimated time: 5 minutes / Start time: _____ End time: _____

Goal: Teens think of a way to apply the session content to their day-to-day lives.

At a glance: Teens pick a way to practice thinking differently about failure.

1. Have teens use the One Action handout to choose a way to practice thinking differently about failure.

SAMPLE SCRIPT

I hope the game made it a little easier to see how you can think differently about “failure.” I’d like to say I wish you a week without any setbacks or disappointments, but that would mean you’re missing out on opportunities to grow. So instead, I want you to pick something to do with what you’ve learned today.

You might plan to:

- *Ask yourself at the end of the week what you gained from things that went wrong.*
- *Learn more about how one of your heroes has failed spectacularly.*
- *Ask a parent or relative what they have gained from their “failures.”*

You’ll have a chance to share what you did at our next meeting.



If you have extra time at the end of the session, ask a few teens to share their One Action with the group, or have them discuss their One Actions in pairs.

CONTINUE ACTIVITY ON THE NEXT PAGE ►

2. Close by thanking the group for a great session!



It's a good idea to collect participant packets at the end of the session to keep teens' private work from being shared. Also, for the final celebration session, you'll be asked to hand out the packets so the participants can look back on what they've learned.



After the session, take a few minutes to review the One Action each teen picked. This will give you insight into their individual goals and help reveal any misunderstandings of today's topics.



SESSION 2: REFRAME FAILURE

Activity Materials

Print one copy for every four to five participants

FIND THE WIN CARD DECK

SITUATION

When you auditioned for the play, the director said you sing off-key.

SITUATION

You told your crush how you felt. Found out they do not feel the same way.

SITUATION

You tried out for the soccer team but did not make the cut.

SITUATION

You ran for class president, but took third place. Out of three.

SITUATION

You tried rollerblading. Sprained your ankle after five minutes.

SITUATION

You signed up for advanced math, got a rotten grade on your first test.

SITUATION

You invited the new kid to sit with you at lunch. They said no thanks.

SITUATION

The first time you got paid to babysit, a kid drew on the wall. With permanent marker.

SITUATION

You got an edgy new haircut, people laughed about it behind your back.

FIND THE WIN CARD DECK

SITUATION

During a volleyball game, you ran hard for a save, tripped, and fell in front of everyone.

SITUATION

During your piano recital, you forgot part of the song and had to sort of skip ahead.

SITUATION

You told the guy teasing your friend to knock it off, so he started making fun of you instead.

SITUATION

You drew a picture of your best friend. They came out kind of melted looking.

SITUATION

You posted on social media about an important issue. A bunch of the comments called you stupid.

SITUATION

You volunteered in class, but got the answer wrong.

SITUATION

You tried out a new style. Number of compliments on your outfit? ZERO.

SITUATION

You invited an acquaintance to your sleepover. They made an excuse and didn't come.

SITUATION

You took the lead on a group project, but no one liked your ideas.

FIND THE WIN CARD DECK

SITUATION

You tried to help your little sister with her homework. She cried and said you made her feel stupid.

SITUATION

You told your teacher your grade was unfair. Nope. You completely misunderstood the assignment.

SITUATION

You helped out by cooking dinner, but forgot an important ingredient so the food tasted terrible.

SITUATION

SITUATION

SITUATION

SITUATION

SITUATION

SITUATION

FIND THE WIN CARD DECK



<p>RESPONSE</p> <p>At least I was brave enough to take a risk.</p>	<p>RESPONSE</p> <p>I acted with courage, even though I wasn't all that confident.</p>	<p>RESPONSE</p> <p>I found out I'm strong enough to bounce back.</p>	<p>RESPONSE</p> <p>Well, at least everyone knows who I am now!</p>
<p>RESPONSE</p> <p>I'd rather be brave than perfect.</p>	<p>RESPONSE</p> <p>Hey, I showed some hustle.</p>	<p>RESPONSE</p> <p>I'm putting in the effort. It will pay off eventually.</p>	<p>RESPONSE</p> <p>I'm choosing a life of adventure.</p>
<p>RESPONSE</p> <p>I opened a door to something new.</p>	<p>RESPONSE</p> <p>I learned what doesn't work. That thing. That didn't work.</p>	<p>RESPONSE</p> <p>Well, now I know. Better to find out sooner than later.</p>	<p>RESPONSE</p> <p>Boy did I ever show grace under pressure!</p>
<p>RESPONSE</p> <p>I learned I don't care what they think.</p>	<p>RESPONSE</p> <p>I discovered no one was even watching.</p>	<p>RESPONSE</p> <p>I found out no one was upset or disappointed.</p>	<p>RESPONSE</p> <p>Turns out my friends love me anyway.</p>

FIND THE WIN CARD DECK



<p>RESPONSE</p> <p>I treated people the way I would want to be treated.</p>	<p>RESPONSE</p> <p>News flash! I need a coach.</p>	<p>RESPONSE</p> <p>Failure is a great teacher! I learned I need more practice.</p>	<p>RESPONSE</p> <p>I realized I should put my effort somewhere else.</p>
<p>RESPONSE</p> <p>I found out my mom was right. Annoying, but right.</p>	<p>RESPONSE</p> <p>Well, you miss 100% of the shots you don't take. Better to be 0 for 1 than 0 for 0.</p>	<p>RESPONSE</p> <p>I found out who my real friends are (the ones laughing with me, not at me).</p>	<p>RESPONSE</p> <p>Don't tell me what I can't do! I'm even more determined now.</p>
<p>RESPONSE</p> <p>I tried my best!</p>	<p>RESPONSE</p> <p>I learned to pay better attention.</p>	<p>RESPONSE</p> <p>Now I know why they say, "Keep your eye on the ball."</p>	<p>RESPONSE</p> <p>I was honest, even though I was tempted not to be.</p>
<p>RESPONSE</p> <p>I discovered you can't actually die of embarrassment.</p>	<p>RESPONSE</p> <p>I did things my way.</p>	<p>RESPONSE</p> <p>I was true to myself.</p>	<p>RESPONSE</p> <p>No one can say I don't keep things interesting.</p>

FIND THE WIN CARD DECK



<p>RESPONSE</p> <p>I expressed myself.</p>	<p>RESPONSE</p> <p>I had fun trying.</p>	<p>RESPONSE</p> <p>I was a good sport about it.</p>	<p>RESPONSE</p> <p>I was a good role model.</p>
<p>RESPONSE</p> <p>I set myself up to grow.</p>	<p>RESPONSE</p> <p>I didn't let fear hold me back.</p>	<p>RESPONSE</p> <p>I used my power for good.</p>	<p>RESPONSE</p> <p>Maybe I created the problem, but I was an awesome problem-solver.</p>
<p>RESPONSE</p> <p>I practiced making good decisions on the fly.</p>	<p>RESPONSE</p> <p>I discovered I can improvise under pressure.</p>	<p>RESPONSE</p> <p>I took responsibility.</p>	<p>RESPONSE</p> <p>I chose not to beat myself up.</p>
<p>RESPONSE</p> <p>I kept calm and carried on.</p>	<p>RESPONSE</p> <p>Hey, I tried my best. For real.</p>	<p>RESPONSE</p> <p>Practice makes perfect. This was good practice!</p>	<p>RESPONSE</p> <p>That stung a bit, but now I know what to work on.</p>

FIND THE WIN CARD DECK



RESPONSE

The biggest mistakes make the best stories. I have a great story.

RESPONSE

I could have cheated, but I didn't.

RESPONSE

I could have stayed quiet, but I spoke my mind.

RESPONSE

I spoke up for what I believed in.

RESPONSE

I showed other people how to be brave.

RESPONSE

I'm being myself, not other people's version of me.

RESPONSE

I was an awesome teammate!

RESPONSE

Might have been a belly flop, but at least I dove in with enthusiasm!

RESPONSE

Now everyone knows I'm no quitter.

RESPONSE

Someone needs to show people how to fall down three times, get up four. Might as well be me.

RESPONSE

Look at me, living a life of passion!

RESPONSE

Someone needs to inspire the masses. I'm like a superhero in real life.

RESPONSE

I remembered to count to 10 before responding.

RESPONSE

I made other people feel important.



SESSION 2: REFRAME FAILURE

Participant Packet

Print one copy of each handout for each participant

💡 It's a good idea to collect these packets at the end of the session to keep teens' private work from being shared. Also, for the final celebration session, you'll be asked to hand out the packets so the participants can look back on what they've learned.

We want to thank our partner Getty Images for the imagery included in this activity.

FAMOUS “FAILURES”



SIMONE BILES

- Most decorated gymnast in the world
 - 25 World medals (most ever!)
 - 5 all-around World titles (most ever!)
 - 7 Olympic medals
- The four most difficult moves ever competed are named after her.
- The whole world expected her to take gold at the Olympics in 2021, but she had to drop out for her safety.
- Some people called Biles a failure and quitter. That’s not how she saw it!

“Walking away from the Olympic Games was a win in itself. I know a lot of people thought I failed because they expected me to go out with five or six medals, but walking out of it was my biggest win.”

ONE ACTION: THINK DIFFERENTLY ABOUT FAILURE

“Failure” doesn’t feel great, but it doesn’t have to feel awful either. The way you think about setbacks can change the way you feel.

Your challenge is to find something good in something that went, well, not so good.

Pick one thing you can do this week and write it here!

- Asking yourself at the end of the week what you gained from things that didn’t go the way you hoped.
- Learning how failing spectacularly was part of the path to success for someone you admire.
- Asking a relative what they’ve gained from their “failures.”



**Pick something you want to do
and write it here!**



SESSION 3: EMBRACE RISK-TAKING





SESSION 3: EMBRACE RISK-TAKING

Table of Contents

This PDF contains the written materials needed to successfully run Session 3. We encourage you to review all materials in full in order to best prepare for your upcoming session.

Facilitator Session Guide

1–13

Provides an overview of the session as well as step-by-step instructions

Activity Materials

14–16

Printable materials for whole-group and small-group activities, such as card decks and game boards

Participant Packet

17–18

Printable worksheets and handouts for individual participants



SESSION 3: EMBRACE RISK-TAKING

Facilitator Session Guide

SESSION GOALS

Teens understand the benefits of taking positive risks and practice identifying risks they can take right now.

KEY TAKEAWAYS

- Taking risks (including some that don't pay off!) is a normal part of pursuing big goals.
- We tend to think mostly about what might go wrong if we take a risk, but it's important to also think about what might go right.

WHY THIS SESSION MATTERS

Teen risk-taking is often framed as a negative, but they take positive risks too, like trying out for a team or speaking up when others are mistreated. Positive risk-taking is crucial to developing as a leader, as it builds skills, boosts confidence, increases independence, and strengthens decision-making ability. This session encourages teens to take bold action by highlighting the benefits of taking risks and the fact that we can all act with courage, even if we don't yet feel confident.

SESSION AT A GLANCE

Check In	5 min
Ignite (“Risk-Taking Role Models”): Teens play a guessing game to learn about the risks successful women took to reach their goals.	15 min
What Could Go Right?: Teens play a game to practice identifying benefits of taking positive risks.	15 min
Take a Risk!: Teens identify positive risks they can take in different areas of their lives.	15 min
Closing and One Action	10 min

SESSION OVERVIEW

Gather materials:

- Participant packet: Print out and staple for everyone in your group.
 - Activity materials:
 - Take a Risk game boards (one set per four participants)
 - Pens or pencils (one for each teen)
 - Sticky notes in at least two different colors (one pack per four participants)
 - Small prizes for games (*optional*)
-

Room setup:

- Clear a blank space on a wall or board where you can post sticky notes.
 - Make sure each teen has space at a desk or table to write. Arrange desks or tables in a circle.
-

Get ready to facilitate:

- Familiarize yourself with the session materials and instructions.
 - Revisit the previous session's One Action and prepare to share an update on your One Action.
 - Write in your responses to the "facilitator example" prompts in the session instructions so you're prepared to share examples with the group as needed.
 - Choose three or four scenarios for the What Could Go Right? game.
 - Write in your planned start and end times for each part of the session.
-

CHECK IN

Estimated time: 5 minutes / Start time: _____ End time: _____

Goals:

- Set a group norm for putting skills and knowledge to use between sessions.
- Create an opportunity for facilitators to catch and correct misunderstandings about the last session's content.

At a glance: Welcome the group and follow up on One Action commitments from the last session.



If it's been less than two days since the group met, you can skip the One Action update—or ask for volunteers to share reflections on what they learned from the previous session.

1. Welcome teens back to the group, and ask for volunteers to share an update on their One Action from the last session.

SAMPLE SCRIPT

Welcome back! Before we get into today's session, I want to circle back to what we talked about last time. Does anyone want to share an update on your One Action from the previous session?

2. Call on two or three teens to share. If they are hesitant, offer a personal example to model vulnerability.

FACILITATOR EXAMPLE

Update on your One Action: _____



Keep this check-in short! If lots of people want to talk, doing a partner share instead of a group discussion will be faster.

IGNITE: RISK-TAKING ROLE MODELS

Estimated time: 15 minutes / Start time: _____ End time: _____

Goal: Teens learn that positive risk-taking is normal—and often necessary for success.

At a glance: Teens play a guessing game to learn about the risks successful women took to reach their goals.

1. Introduce today's topic and explain the concept of "positive" risks.

SAMPLE SCRIPT

In our last meeting, we got more comfortable with "failure." Being willing to "fail" is important because it makes it easier to take risks.

When adults talk about risks, they're often focused on things that could have serious consequences, like riding around in a car with no seatbelt. But risks aren't all bad! Today, we're going to focus on positive risks—actions that might not work out the way you hope, but could also lead to great outcomes. For example, trying out for a team, taking a tough class, or speaking up when someone is being treated unfairly.

DISCUSSION QUESTION



For this discussion question, feel free to use any example of a positive risk that will resonate with your group.

- *Let's take the example of trying out for a team—what's the worst thing that could happen?*
- *How about the best thing?*

Draw out: worst thing—you don't make it, you embarrass yourself a little; best thing—you make it, have fun, meet new people, learn a new strength of yours, etc.

CONTINUE ACTIVITY ON THE NEXT PAGE ►

2. Explain that the group is going to play a quick guessing game to learn more about risks successful women have taken.



If you're short on time, choose the two stories that you think will resonate most with your group and skip the third.

SAMPLE SCRIPT

Let's look at a few more examples of positive risks. I'm going to share some stories of successful women who've taken positive risks—for each story, we'll play a quick guessing game, and then we'll talk about the example.

You'll be writing your responses on the Closest Without Going Over handout. As I read each question, write down your best guess. You'll all hold up your answers at the same time. The winner for each round is the person who gets closest to the answer without going over. Please write big enough to fill the whole box so we can see each other's guesses.

3. Share the first story and have teens write their guesses. Once everyone is done, have the whole group hold up their answers at the same time.

Suzy Batiz grew up poor in Arkansas. She was determined to succeed financially, but her early business ideas failed. By her late thirties she'd gone bankrupt twice. But she took a risk on one more idea and now runs a company that employs hundreds of people.

How many millions of dollars do you think her business makes each year? Bonus point for the best guess about the product she created.

4. Share the correct answer. Toss a small prize to the winner (or winners, if there's a tie) or lead a round of applause. Then use the questions below to guide a discussion on the first story.

SAMPLE SCRIPT

Suzy's business makes over \$50 million each year! She created Poo-Pourri, a scented oil you spray in the toilet to keep the bathroom from getting stinky.

DISCUSSION QUESTIONS

- *How do you think Suzy felt when she was starting Poo-Pourri?*

Draw out: worried about the future, sad about past failures, full of self-doubt, tired, scared ...

- *Why do you think she decided to take the risk anyway?*

Draw out: she believed in her product, she really wanted to have her own business, she'd failed before so she knew she could deal with it ...

5. Share the second story and have the group write their guesses. Once everyone is done, have the whole group hold up their answers.

Sharice Davids is a Native American lawyer and mixed martial arts champion who was elected to the U.S. Congress in 2018. At the time she ran, about 12,000 people had served in Congress. How many of those people do you think had been Native American women?

6. Share the correct answer, reward the winner(s), and then use the questions below to guide a discussion on the second story.

SAMPLE SCRIPT *Zero—there had never been a Native American woman in Congress. Sharice Davids and Deb Haaland, who was elected the same year, were the first. Sharice is also the first LGBTQ+ Native American elected to Congress.*

DISCUSSION QUESTIONS

- *How do you think Sharice felt when she decided to run for Congress?*
Draw out: not sure if she belonged, afraid of what people might say about her, afraid of letting her community down ...
- *Why do you think she decided to take the risk anyway?*
Draw out: she thought she could do a good job, she thought there should be a Native American woman in Congress, she thought she could inspire people even if she lost ...

7. Share the final story and have the group write their guesses. Once everyone is done, have the whole group hold up their answers.

Champion downhill skier Millie Knight went blind as a child. She was the youngest person ever to compete in the Winter Paralympics and has won four Paralympic medals as of 2022. What speeds does she hit in her races?

Hint: The average recreational skier goes about twenty miles per hour.

8. Share the correct answer, award the person with the closest guess, and then use the questions below to guide a discussion on the final story.

SAMPLE SCRIPT

She hits speeds of about 70 miles an hour. She steers by following the sound of her sighted partner, who skis the course ahead of her and gives directions and warnings through a Bluetooth headset.

DISCUSSION QUESTIONS

- *How do you think Millie felt when she was first learning how to ski?*

Draw out: scared of falling, not sure if she could do it, worried she wouldn't be welcome in the sport ...

- *Why do you think she decided to take the risk anyway?*

Draw out: she thought skiing might be fun, she wanted to inspire other people with disabilities, she wanted to be part of a sports team ...

OPTIONAL DISCUSSION QUESTION

Skip this question if you are short on time.

- *Risk-taking isn't just for people who want to run for Congress or compete internationally. Who do you know in your own lives who took a positive risk and had it pay off?*

FACILITATOR EXAMPLE

- *Consider sharing the story of a friend or relative who benefited from taking a risk:*
-
- Draw out examples of ways non-famous people benefited from taking a risk, like moms who got a new job, grandmas who started taking college classes, or friends who got a part in a play.

WHAT COULD GO RIGHT?

Estimated time: 15 minutes / Start time: _____ End time: _____

Goal: Teens hone their ability to balance awareness of what might go wrong if they take a risk with awareness of what might go right.

At a glance: Teens play a game to practice identifying the benefits of risk-taking.

1. Share that taking risks builds confidence—so you shouldn't wait to feel confident before you take a risk!

SAMPLE SCRIPT

In the examples we just talked about, you pointed out that these women had lots of reasons to feel scared or worried when they took a risk. They probably didn't feel confident, and they weren't sure if it would go well. That's normal! You've probably experienced it, too.

DISCUSSION QUESTION

- *What are some feelings that come up when you think about taking a risk?*

Draw out: fear of failure, worried about being made fun of, feeling hopeless or like you can't possibly succeed ...

You may also discover that teens share positive feelings, like excitement or hope.

2. Share that thinking about what might go right makes it easier to take risks with courage, even if you don't yet feel confident—and let teens know they'll practice this in the next activity.

SAMPLE SCRIPT

A lot of people think you need to hold off on taking risks until you feel confident. But actually, confidence comes from taking risks. If you take a risk and it goes well, you learn that you're more capable than you thought. If things don't go the way you hoped, you learn you're strong enough to deal with disappointment. Both of those things build confidence.

Instead of waiting to feel confident, successful risk-takers act with courage even when the risks they want to take feel a bit scary. One way to build up that courage is thinking about what might go right. So we're going to play a game to practice that kind of thinking.

CONTINUE ACTIVITY ON THE NEXT PAGE 

3. Divide the group into an even number of teams, with three to four teens in each. Pair up the teams and distribute stacks of sticky notes, with each team in a pair having a different color.
4. Explain the instructions for the game, using the sample script.

SAMPLE SCRIPT

In this game, two teams will compete to see who can come up with the most benefits of taking a risk. I'll read an example of a positive risk, and you'll have two minutes to brainstorm every good thing that might realistically come from taking that risk. Write your ideas on your sticky notes, one idea per note. You could include good things that could happen if the risk goes the way you hope, ways it could pay off even if it doesn't go so well, ways it could help you or other people ...

At the end of the round, one team will put all of their sticky notes on the wall, then read them one at a time. If the second team has a matching idea, they'll cover the first team's sticky note with their own. You'll keep matching until the first team has read all their ideas. Then the second team will add their remaining stickies to the wall. Each team will get one point for each of their unmatched stickies, if the other team agrees it is a realistic benefit of taking the risk. At the end of all the rounds, the team with the most points wins.

CONTINUE ACTIVITY ON THE NEXT PAGE 

5. Read a scenario from the list below, give teens two minutes to write out ideas, and then have them post and match their stickies and tally points. Repeat this process for two or three scenarios.



Choose the scenarios that you think will resonate most with your group or create your own!

- *You ask someone you don't know well if you can join their group project.*
- *You sign up for an advanced math class, even though you think it will be hard for you.*
- *You tell a friend you think she should delete a mean comment she left on someone's post.*
- *You tell your parents you don't want to play soccer this year, even though you've been playing since you were little.*
- *You share your opinion about a controversial issue in class.*
- *You and a few other students point out to your English teacher that the main character of every book they've assigned has been a guy.*
- *When your science lab partner makes yet another sexist joke, you tell him to stop instead of ignoring it.*
- *You tell your coach you've worked hard to improve your skills and hope to get more playing time in the next game.*
- *You try out for a part in the school play, even though you've never acted before.*
- *You start exploring new public transit routes on your own. Or you start walking or biking to new places on your own.*
- *You let your crush know how you feel.*
- *You finally correct the person who's been mispronouncing your name since the beginning of the school year.*
- *You put a sticker on your water bottle for a cause you support.*
- *You eat a traditional food from your culture in the school cafeteria, even though most of your classmates won't know what it is.*

TAKE A RISK!

Estimated time: 15 minutes / Start time: _____ End time: _____

Goal: Teens identify a range of positive risks that they could take now.

At a glance: Teams compete to see who can think of the most positive risks across different categories like school, friends, family, and extracurricular activities.

1. Have teens stay in their paired teams from the last activity. Pass out one set of Take a Risk game boards to each team, and explain the instructions for the game using the sample script below.

SAMPLE SCRIPT

Now that we've practiced finding the benefits of taking risks, we're going to play a game to get you thinking about risks you might take. Your team's mission is to think of as many positive risks as you can in two minutes, in the categories shown on your game board. Every risk you come up with needs to start with the letter at the top of the game board. For example, if the letter was "R," you could list "Rn for class president" or "Request a later curfew."

We're going to play two rounds, and you'll have a different letter each round. It's okay if you don't have ideas for every category. Pick someone who writes fast to list all your team's ideas on the game board. Let's get started with the first round!

2. Give teens two minutes to generate ideas for Round One. After two minutes, have teams switch game boards and score each other, and invite each team to share a favorite idea from the team they scored.

SAMPLE SCRIPT

Okay, time's up! I want you to trade papers with your partner team and score each other. Give one point for every realistic positive risk the other team wrote down, as long as it starts with the right letter. Don't give points for things that aren't realistic, or are genuinely dangerous—for example, "Raise a zombie army" isn't a positive risk, and I hope not realistic, either.

When you're done scoring, have someone on your team raise their hand, and I'll call on a few people to share one of the ideas they liked best from the team they scored.

CONTINUE ACTIVITY ON THE NEXT PAGE ►

3. Have teens turn to the second game board in their packets, and repeat the steps above for Round Two. After Round Two, tally team points across both rounds and reward the winning team with a round of applause or small prizes.
4. If you have time, close out this game by asking the group to think about how they can encourage others to take positive risks.

OPTIONAL DISCUSSION QUESTION

- *One way to show leadership is by taking positive risks yourself. Another way to lead is by supporting others. What can teens do (or make sure they don't do) to help other people take positive risks?*

Draw out ideas about things:

- To do, like help them see what might go right, support them if things don't go the way they hoped, letting them know you were impressed they tried.
- To avoid, like saying things that would embarrass them or bad-mouthing people when things don't go so well.

CLOSING AND ONE ACTION

Estimated time: 10 minutes / Start time: _____ End time: _____

Goal: Teens think of a way to apply the session content to their day-to-day lives.

At a glance: Teens work with their team to choose a risk to take in the next week and identify benefits of that risk.

1. Direct teens to the One Action handout in their packets. Have them stay in their teams to each think of a positive risk they could take and brainstorm potential benefits of that risk. Emphasize that they should aim high—this is an opportunity to practice acting with courage!

SAMPLE SCRIPT

For this session, we're going to work on our One Actions in teams so we can practice encouraging other people to take risks. Stay with your group from the last activity while you think of a positive risk you'd like to take in the next week or so. When you've thought of a risk, write it on your One Action handout.

Try to pick something that feels at least a little bit challenging or scary so you can practice acting with courage. You'll see a few ideas on the handout if you need inspiration!

After everyone in your team has chosen a risk, go around and share the risks you chose. After each person shares, everyone else should help encourage them by brainstorming potential benefits of taking that risk (or taking an even bigger one!)—just like we did in the What Could Go Right? activity.

2. Close by collecting participant packets and thanking the group for a great session!



It's a good idea to collect participant packets at the end of the session to keep teens' private work from being shared. Also, for the final celebration session, you'll be asked to hand out the packets so the participants can look back on what they've learned.



After the session, take a few minutes to look over the One Action each teen picked. This will give you insight into their individual goals and help reveal any misunderstandings of today's topics.



SESSION 3: EMBRACE RISK-TAKING

Activity Materials

Print one set for every three to four participants

TAKE A RISK GAME BOARD

SAMPLE

Your mission is to think of as many positive risks as you can for each category. Sounds easy, right?

Nope. There's a catch! Each positive risk needs to start with the assigned letter. This example uses the letter "R."

Positive risks I could take (example)

Starting letter: R

AT SCHOOL

Raise my hand in class

WITH FRIENDS

Refuse to go along with something I know is a bad idea, even though my friends might get mad at me

WITH FAMILY

Request a later curfew

IN ACTIVITIES

Run for club president

Positive risks are choices that might not work out the way you hope, but could also lead to great outcomes.

TAKE A RISK GAME BOARD

ROUND ONE

Starting letter: T

Possible starting words:

take, try, talk, teach, tell, thank, think, train, trust, team up, text, test, tackle...

AT SCHOOL

WITH FRIENDS

WITH OTHER TEENS

**AT HOME OR
WITH FAMILY**

IN ACTIVITIES
(SPORTS, CLUBS, HOBBIES,
OR VOLUNTEER WORK)

IN MY NEIGHBORHOOD

TAKE A RISK GAME BOARD

ROUND TWO

Starting letter for positive risks: M

Possible starting words:

make, manage, move, manifest, meet, mention, mobilize, modify, motivate...

AT SCHOOL

WITH FRIENDS

WITH OTHER TEENS

**AT HOME OR
WITH FAMILY**

IN ACTIVITIES
(SPORTS, CLUBS, HOBBIES,
OR VOLUNTEER WORK)

IN MY NEIGHBORHOOD



SESSION 3: EMBRACE RISK-TAKING

Participant Packet

Print one copy of each handout for each participant

💡 It's a good idea to collect these packets at the end of the session to keep teens' private work from being shared. Also, for the final celebration session, you'll be asked to hand out the packets so the participants can look back on what they've learned.

We want to thank our partner Getty Images for the imagery included in this activity.

CLOSEST WITHOUT GOING OVER



Suzy Batiz grew up poor in Arkansas. She was determined to succeed financially, but her early business ideas failed.

By her late thirties she'd gone bankrupt twice. But she took a risk on one more idea and now runs a company that employs hundreds of people.

How many millions of dollars do you think her business makes each year?

Bonus point for the best guess about the product she created.



Sharice Davids is a Native American lawyer and mixed martial arts champion who was elected to the U.S. Congress in 2018.

At the time she ran, about 12,000 people had served in Congress.

How many of those people do you think had been Native American women?



Champion downhill skier Millie Knight went blind as a child.

She was the youngest person ever to compete in the Winter Paralympics and has won four Paralympic medals as of 2022.

What speeds does she hit in her races?

Hint: The average recreational skier goes about 20 miles per hour.

ONE ACTION: TAKE A RISK!

Trying something outside your comfort zone can feel scary, but the more you practice acting with courage, the easier it gets! Pick a positive risk that feels like the right level of challenge for you.

That could be:

- Tackling something that feels just a bit too hard, like choosing a more challenging novel for your book report.
- Trying out for a part in a play or on a team.
- Talking to a kid you don't know well (yet!).
- Trying something new, even though you're worried it might be embarrassing if you aren't good at it yet.



Write the risk you're going to take here:

Add the reasons the risk is worth it here:



SESSION 4: SET BOLD & HEALTHY GOALS





SESSION 4: SET BOLD & HEALTHY GOALS

Table of Contents

This PDF contains the written materials needed to successfully run Session 4. We encourage you to review all materials in full in order to best prepare for your upcoming session.

Facilitator Session Guide

1–16

Provides an overview of the session as well as step-by-step instructions

Activity Materials

17–21

Printable materials for whole-group and small-group activities, such as card decks and game boards

Participant Packet

22

Printable worksheets and handouts for individual participants



SESSION 4:
**SET BOLD &
HEALTHY GOALS**

Facilitator Session Guide

SESSION GOALS

Teens recognize the negative impact of unhealthy pressure and can identify when they're feeling internal or external pressure to meet impossible standards.

KEY TAKEAWAYS

- Girls often experience pressure to please others and live up to unreasonably high expectations.
- Attempting to meet unreasonable expectations is exhausting and can leave you without the time and energy to put your own values into action.
- It's okay to aim for "good enough" at some things to free up time and energy for the things that mean the most to you.

WHY THIS SESSION MATTERS

Research shows that escalating social pressures have made teens increasingly perfectionistic. Although people of all genders face pressure to meet impossible standards, girls are socialized to worry more about what other people think and to feel worse when they disappoint others. Girls also experience more internal and external pressure related to their appearance, their grades, and their friendships.

Pressure to meet unattainable standards derails girls' leadership and puts them at risk for anxiety, depression, eating disorders, overwork, and burnout. It can also lead girls to give up on anything they can't do perfectly and to manage stress with avoidance and procrastination. To help teens free themselves from the trap of striving to meet impossible standards, this session helps them identify sources of pressure and explore healthy responses.

SESSION AT A GLANCE

Check In	5 min
Ignite (“How Would Life Be Different If”): Teens brainstorm how their lives would be different if they didn’t face pressure to live up to others’ expectations.	10 min
Responding to Pressure: Teens explore sources of pressure and strategies for dealing with it.	20 min
Human Barometer for Perfectionism: Teens line up to indicate where hypothetical scenarios fall on the line from unhealthy to healthy responses to pressure.	20 min
Closing and One Action	5 min

SESSION OVERVIEW

Gather materials:

- Participant packet: Print out and staple for everyone in your group.
 - Activity materials:
 - How Would Life Be Different If posters
 - Red Flags and Green Flags posters
 - Sticky notes (10 to 15 for each teen)
 - Pens or pencils (one for each teen)
 - Wall-safe tape
-

Room setup:

- Post the How Would Life Be Different If posters on the wall, with enough space around them for teens to add sticky notes.
 - Post the Red Flags and Green Flags posters on opposite sides of the room for the Human Barometer activity.
 - Ensure teens have enough space to stand in a circle for the Step In, Step Out activity.
 - Ensure teens have space to line up across the length of the room for the Human Barometer activity.
-

Get ready to facilitate:

- Familiarize yourself with the session materials and instructions.
- Revisit the previous session's One Action and prepare to share an update on your One Action.
- Write in your responses to the "facilitator example" prompts in the session instructions so you're prepared to share examples with the group as needed.
- Choose scenarios from the Human Barometer activity that you think will resonate with your group.

CONTINUE OVERVIEW ON THE NEXT PAGE 

SESSION OVERVIEW

- Write in your planned start and end times for each part of the session.
 - Reflect on the internal and external pressure you feel to live up to unreasonably high expectations.
 - Facilitating this session can be tricky because we've all internalized pressure to meet unattainable standards. We live in a culture that tells women they should excel at work while also looking like an influencer, being a fun romantic partner, being available 24/7 for children and relatives, maintaining a magazine-worthy home, and working to make the world a better place.
 - It will be easier for you to support teens in escaping this trap if you take time to think about sources of pressure you experience, ways you hold yourself to unattainable standards, and ways you can prioritize putting your own values into action instead of pouring energy into other people's expectations of you.
-

CHECK IN

Estimated time: 5 minutes / Start time: _____ End time: _____

Goals:

- Set a group norm for putting skills and knowledge to use between sessions.
- Create an opportunity for facilitators to catch and correct misunderstandings about the last session's content.

At a glance: Welcome the group and follow up on One Action commitments from the last session.



If it's been less than two days since the group met, you can skip the One Action update—or ask for volunteers to share reflections on what they learned from the previous session.

1. Welcome teens back to the group, and ask for volunteers to share an update on their One Action from the last session.

SAMPLE SCRIPT

Welcome back! Before we get into today's session, I want to circle back to what we talked about last time. Does anyone want to share an update on your One Action from the previous session?

2. Call on two or three teens to share. If they are hesitant, offer a personal example to model vulnerability.

FACILITATOR EXAMPLE

Update on your One Action: _____



Keep this check-in short! If lots of people want to talk, doing a partner share instead of a group discussion will be faster.

IGNITE: HOW WOULD LIFE BE DIFFERENT IF

Estimated time: 10 minutes / Start time: _____ End time: _____

Goal: Teens recognize the pressures girls can face in different parts of their lives.

At a glance: Teens brainstorm how their lives would be different if they didn't face pressure to live up to others' expectations.

1. Ask teens to read the questions on the How Would Life Be Different If posters around the room, write their responses to the questions on sticky notes (one response per sticky), and add their stickies next to the posters.

Prompts on posters ask: "How would life be different ... if no one cared how girls looked, if making mistakes was no big deal, without pressure to live up to other people's expectations?"

SAMPLE SCRIPT

I've posted three questions around the room about how your life would be different in a world with less pressure to live up to standards set by others.

Take a few minutes to add your ideas by writing them on sticky notes and putting them next to each question.

2. Read (or have a volunteer read) some of the responses from each poster out loud and invite teens to identify themes in the responses.

DISCUSSION QUESTION

- *What themes do you see in these responses?*

Draw out that without these pressures:

- It would be easier to take risks or try new things.
- People would be less self-conscious and feel more free to be themselves.
- People would spend less time wondering what other people think or trying to avoid their judgment.
- School and hobbies would feel less stressful and more fun.
- People would spend less time and money on hair, clothes, and makeup.

RESPONDING TO PRESSURE

Estimated time: 20 minutes / Start time: _____ End time: _____

Goals: Teens can recognize the impact of pressure to live up to unreasonable expectations and identify the costs of common responses to that pressure.

At a glance: With guidance from the facilitator, teens discuss sources of pressure to meet expectations and share strategies they've used to deal with that pressure.

Step 1: Pressures You Face

Estimated time: 5 minutes / Start time: _____ End time: _____

Share that pressure to live up to others' expectations is a real and common challenge, and invite teens to share pressures they've experienced.

SAMPLE SCRIPT

You've identified a lot of costs teens pay when they feel pressure to live up to unreasonable expectations. It's a big issue—thanks to things like social media, teens today feel more pressure to be perfect than teens did twenty years ago.

DISCUSSION QUESTIONS

- *What are some ways you feel pressure to be perfect or live up to unreasonable standards?*
Draw out themes related to appearance, grades, extracurriculars, always being there for friends, getting lots of likes or followers on social media ...
- *You've named a lot of pressures! Where do those pressures come from?*
 - Draw out sources like: family, friends, teachers, coaches, classmates, social media, advertisements, the fashion industry.
 - Teens may also give examples of real-world issues, like the reality that their family relies on them to help make money or care for younger siblings/elders.

CONTINUE ACTIVITY ON THE NEXT PAGE ►



Chances are, teens will name a role you fill, such as teacher or parent. This can be an uncomfortable experience, and you may feel the impulse to explain that adults have good intentions when they put pressure on teens. Shifting to the adult perspective can shut down conversation, but offering empathy for the teen experience can build trust and increase engagement.

Step 2: Step In, Step Out—Responding to Pressures

Estimated time: 15 minutes / Start time: _____ End time: _____

1. Share that it's common for people to rely on not-so-great strategies to handle pressure.

SAMPLE SCRIPT

We all handle pressure differently, but it's common (and normal!) to respond to pressure in ways that aren't especially healthy. We might spend hours trying to get everything just right, or procrastinate because we're so overwhelmed we don't know where to start. Or we might decide to not even try because giving up feels better than being imperfect.

2. Explain the Step In, Step Out activity and ask if anyone has questions.

SAMPLE SCRIPT

There's a good chance that your strategies for dealing with pressure have become such a habit that you don't even think about them. So we're going to do a short activity to help you recognize all the ways you've been handling pressure. Let's stand in a circle. [Hold directions until everyone is situated.]

I'm going to read different ways people deal with pressure. If I read something you've done, step toward the center of the circle. Does anyone have questions before we get started?

CONTINUE ACTIVITY ON THE NEXT PAGE 

3. Read the prompts below one at a time, giving teens a moment to step in after each prompt. If it feels right for your group, you may want to model vulnerability by participating in the activity.

1. *I've taken a long time to get ready because I felt pressure to look a certain way.*
2. *I've avoided trying new things because I wasn't sure I could do them well right away.*
3. *I've avoided hobbies that don't fit with what people expect of me.*
4. *I've paid a lot of attention to whether people might be judging me or be disappointed with me.*
5. *I've procrastinated until the last minute on assignments because the idea of messing it up was stressing me out.*
6. *I've changed the way I talk, dress, or act to meet other people's expectations.*
7. *I've pretended I didn't try at all on something I worked really hard on.*
8. *I've stayed quiet when I had something to say because speaking up would go against what people expected of me.*
9. *I've obsessed over small mistakes.*
10. *I've shown people the version of me they want to see, not the real me.*
11. *I've held back my true feelings to appear cool, strong, or unbothered.*
12. *I've exhausted myself trying to get something just right.*
13. *I've worn something I wasn't comfortable in to be fashionable or attractive.*

4. Share that many of the strategies we use to manage pressure can mean not being true to who we really are, and ask teens to reflect on the costs of strategies they've used.

SAMPLE SCRIPT

Many of these strategies work fine in the short term but have a cost in the long run. For example, if you show people the version of you they want to see, you might avoid judgment in the short term but miss the opportunity to surround yourself with people who know and love the real you. Or, if you obsess over a small mistake, that might feel productive in the short term, but it could lead to feeling burnt out, discouraged, and scared to try new things in the long run.

CONTINUE ACTIVITY ON THE NEXT PAGE ►

DISCUSSION QUESTION

- *What cost are you paying for the ways you've dealt with pressure?*
 - Let the group share ideas, then elaborate with ideas they've missed:
 - Not having time for friends, fun, sleep, or exercise
 - Feeling like all your energy is going into what other people want, not what you care about
 - Even things that should be fun feel like work
 - Getting bad grades because you procrastinate or feel too anxious to even try
 - Feeling lonely because people don't know the real you, just the "perfect" version you let them see

5. Explain that girls are often pressured to put others' needs ahead of their own, and invite teens to share if they've experienced this.

SAMPLE SCRIPT

Even when you pay a cost, it's really easy to fall into the trap of holding yourself to impossible standards. Stereotypes that girls should always be kind and thoughtful and pretty and cooperative and so on help to lay that trap. Thanks to those stereotypes, lots of girls learn that it's their job to keep other people happy—that they should put what other people want and need first and avoid disappointing anyone.

Pressure to be "perfect" can be especially strong for girls who experience discrimination due to some other aspect of their identity, like their race or social class or disability, because they know some people will be quick to judge them.

DISCUSSION QUESTION

- *Even though girls often get the message that they ought to make everyone around them happy all the time, doing that is literally impossible because everyone has different expectations of them. Have any of you felt caught between the competing expectations of family, friends, teachers, coaches, classmates, and so on?*

Draw out conflicts like: family wants you to dress modestly, but you feel pressure to dress fashionably; Coach wants you at long practices, family wants you to help out more at home; family wants you to put your phone away and study, but your friend really needs support.

HUMAN BAROMETER FOR PERFECTIONISM

Estimated time: 20 minutes / Start time: _____ End time: _____

Goal: Teens can distinguish between healthy and unhealthy responses to pressure.

At a glance: Teens line up to indicate where hypothetical scenarios fall on the line from unhealthy to healthy responses to pressure and practice identifying healthy responses.

1. Explain that the group will do a Human Barometer activity to explore ways to respond to pressure.

SAMPLE SCRIPT *To wrap up this session, we're going to spend some time exploring ways to deal with unhealthy pressure to live up to high expectations. That word "unhealthy" is important, because high expectations aren't all bad! Sometimes, high expectations can inspire you to work hard at something you care a lot about.*

Red flags are signs that you're dealing with pressure in a way that isn't healthy. Green flags are signs that you're handling pressure in a way that doesn't wear you down.

2. Have volunteers read the items on the Red Flags and Green Flags posters.
3. Explain how the group will respond to the scenarios.

SAMPLE SCRIPT *To practice recognizing the difference between healthy and unhealthy responses to pressure, we're going to become a human barometer. We'll use a scale that runs from red flags [point to the Red Flags poster] to green flags [point to the Green Flags poster].*

When I read a situation, you're going to stand somewhere along the line between these posters to show whether you think the situation shows strong red flags, strong green flags, or something in between. I'll ask for volunteers to share why they picked their spot and whether there is anything they think the person should do differently.

CONTINUE ACTIVITY ON THE NEXT PAGE ►

4. Read the scenarios you want to present to your group one at a time. For each scenario, have participants line up between the Red Flags and Green Flags posters, ask for volunteers to share why they picked their spot, and invite teens closer to the red flags side to share what they think would be a healthier approach to dealing with the pressure.



You won't have time to get through all these scenarios. Pick those that you think will resonate with your group and be at the right level of complexity. Be sure to save time for the discussion question in step five.



Teens who hold themselves to unreasonably high standards may see green flags where most others see red flags. If this happens, encourage the group to explore the pros and cons of different responses to the scenario so they can begin to consider alternate perspectives without feeling judged or invalidated.

Scenarios to choose from

- *Ruby isn't really into art but agreed to take a painting class with a friend. She doesn't want to be embarrassed when everyone shows their work, so she stays up late every night to keep redoing parts that don't look right.*
- *Mei has loved soccer since the first time she touched a ball. She hopes to get a scholarship to play soccer in college and spends two or three hours training or playing most days.*
- *Sage has a big project due today. They aren't happy with how it came out, so they fake sick and stay home from school.*
- *Math is Mia's hardest subject. She's really confused by the graphing unit and is embarrassed because all her friends think it's easy. She doesn't study for the test and tells her friends she doesn't care about grades.*

CONTINUE ACTIVITY ON THE NEXT PAGE ►

Scenarios to choose from (continued)

- *Brooklyn loves to dance but hasn't had a chance to take lessons. Her school is offering a new hip-hop elective, but Brooklyn's worried she won't be good enough. Instead of taking the class, she decides to do a dance tutorial video at home each day.*
- *Aaliyah has some stubble on her legs, so she decides to wear long pants, even though it's going to be super hot and humid that day.*
- *Jax is really excited about their solo in tomorrow's choir performance and wants to practice. Since their history assignment is graded pass/fail, they do just enough work to pass so they have more time to practice.*
- *Jada's teacher said her big curly hair is distracting and keeps her classmates from seeing the board. Jada's hair is part of her identity, so instead of putting it in a different style she decides to switch seats with a classmate whose desk doesn't block the board.*
- *Makala really wants to make the soccer team and has asked her dad to help her practice. Her dad thinks she should skip the school dance on Friday to practice. Makala decides to go to the dance but come home early so she can start practicing early Saturday.*
- *Bri is taking a comedy class she loves, but her friends say that being goofy, silly, and over-the-top will keep boys from liking her. She decides to quit.*
- *A kid in Lucía's class made fun of her outfit yesterday. She has spent an hour this morning trying on different clothes, making her late for school, and she still can't find anything she wants to wear.*
- *One of the popular kids just made an offensive joke. Wren wants to say something but knows that will make them look "uncool." They decide not to say anything, but they also don't laugh at the joke like everyone else does.*

CONTINUE ACTIVITY ON THE NEXT PAGE ►

5. Share that even when we can't control the pressure others put on us, we can choose how we respond to those pressures and find ways to put less pressure on ourselves.

SAMPLE SCRIPT

When teens get caught in the trap of trying to live up to other people's definitions of perfect, they might not have enough time and energy left to put their own values into action. We can't always control what other people expect of us. But we can choose how we think about the pressures other people put on us and how we react to those pressures. Sometimes, just recognizing that people are asking you to live up to impossible standards (or that you're expecting yourself to meet impossible standards) can help.

DISCUSSION QUESTIONS

- *Think about all the pressure teens face from other teens, family, teachers, social media, and so on. What can you do to protect yourself from that pressure or handle it in a healthy way?*

Draw out ideas like:

- Protecting yourself against unhealthy messages by spending less time on social media or changing who you follow.
- Aiming for good enough at things that aren't mission critical. For example, if something is graded pass/fail, doing a fine job on it might make more sense than doing an amazing job.
- Reminding yourself that mistakes are normal; you don't have to be hard on yourself about them.
- Setting your own goals and priorities instead of adopting other people's
- Recognizing when you're being held (or holding yourself) to unreasonable standards.

CONTINUE ACTIVITY ON THE NEXT PAGE 

- *As leaders, what can you do to help others feel less pressure to live up to unreasonable expectations?*

Draw out ideas like:

- Don't judge other people's appearance or comment on their bodies.
- Don't criticize people for mistakes. Instead, encourage other people when they take risks or try new things.
- Post "real" pictures on social media instead of only pictures with perfect poses and filters.
- Help younger kids understand that what they see on social media or in ads isn't realistic.

CLOSING AND ONE ACTION

Estimated time: 5 minutes / Start time: _____ End time: _____

Goal: Teens think of a way to apply the session content to their day-to-day lives.

At a glance: Teens choose a way to respond to pressure.

1. Direct teens to the One Action handout in their packets and invite them to complete it.

SAMPLE SCRIPT

As always, we will wrap up by having you pick a way to put what we learned into practice. The theme this week is trying out a new way of responding to pressure. If you've been pushing too hard, find a way to reject the pressures that don't fit you. If you've been dealing with pressure by avoiding things entirely, choose a small way to dive back in. Take a few minutes to fill in your handout.



If you have extra time at the end of the session, ask a few teens to share their One Action with the group, or have them discuss their One Actions in pairs.

2. Close by collecting participant packets and thanking the group for a great session!



It's a good idea to collect participant packets at the end of the session to keep teens' private work from being shared. Also, for the final celebration session, you'll be asked to hand out the packets so the participants can look back on what they've learned.



After the session, take a few minutes to look over the One Action each teen picked. This will give you insight into their individual goals and help reveal any misunderstandings of today's topics.



SESSION 4:

SET BOLD & HEALTHY GOALS

Activity Materials

Print one copy for the group

HOW WOULD LIFE BE DIFFERENT IF

**How would life
be different if
no one (not even
you!) cared how
girls looked?**

HOW WOULD LIFE BE DIFFERENT IF

**How would life
be different if
making mistakes
was no big deal?**

HOW WOULD LIFE BE DIFFERENT IF

**How would life
be different
without pressure
to live up to
other people's
expectations?**

RED FLAGS



Trying to meet unreasonable standards



Overworking or avoiding things you can't do perfectly



Focusing on how others judge you



Ignoring your own wants and needs

GREEN FLAGS



**Setting your
own reasonable
standards**



**Choosing when to
be great, when to
be “good enough”**



**Treating yourself
as well as you
treat others**



**Putting time
into things you
care about**



SESSION 4: SET BOLD & HEALTHY GOALS

Participant Packet

Print one copy of each handout for each participant

💡 It's a good idea to collect these packets at the end of the session to keep teens' private work from being shared. Also, for the final celebration session, you'll be asked to hand out the packets so the participants can look back on what they've learned.

ONE ACTION: AIM HIGH, BUT NOT FOR PERFECT

How can you practice responding to the pressures you face?

If you've been demanding too much of yourself, try something like:

- Making a list of things you might be able to spend less time on, like pass/fail assignments
- Making time for something fun, like friends or hobbies
- Looking at Instagram vs. reality to remind yourself that no one looks like their social media posts

If pressure to live up to high expectations makes it overwhelming to even try, practice diving in by:

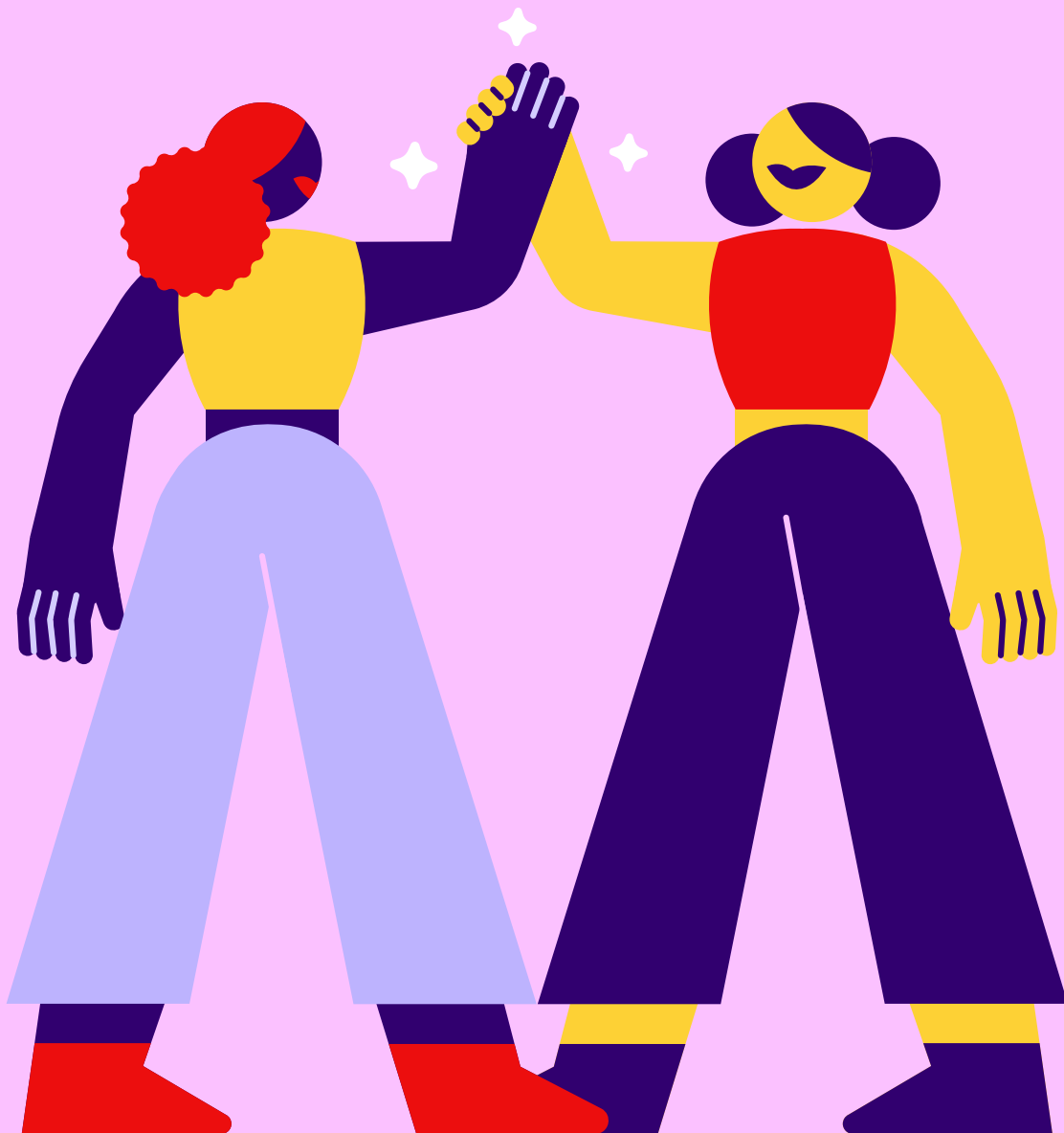
- Using a video tutorial so you can try something new without pressure
- Trying your best at something instead of pretending you don't care



**Pick something you can do this week
and write it here!**



BONUS SESSION: CELEBRATE!





BONUS SESSION: CELEBRATE!

Table of Contents

This PDF contains the written materials needed to successfully run your Bonus Session. We encourage you to review all materials in full in order to best prepare for your upcoming session.

Facilitator Session Guide

1–16

Provides an overview of the session as well as step-by-step instructions

Activity Materials

16–20

Printable materials for whole-group and small-group activities, such as card decks and game boards

Participant Packet

21–23

Printable worksheets and handouts for individual participants



BONUS SESSION: CELEBRATE!

Facilitator Session Guide

SESSION GOALS

Teens celebrate how they show up as a leader today, explore how they want to continue to grow as leaders, and describe ways they want to put their values into action now and in the future.

KEY TAKEAWAYS

- Every leader is unique. Who you are as a leader connects to your strengths, values, and vision.
- We're never done developing as leaders, but effort and growth are things to celebrate!

WHY THIS SESSION MATTERS

In this session, participants come full circle by reviewing what they have learned, reflecting on who they are as leaders, and exploring how they want to continue to grow. Running a closing session has several benefits:

- Reviewing topics boosts retention and gives teens a chance to make new connections across topics.
- Recognizing progress reinforces a growth mindset.
- Setting aside time to celebrate models the way we want teens to treat themselves and others and offers closure for the work they've done together as a group.

SESSION AT A GLANCE

Check In	5 min
Ignite (“Bad Leadership ‘Advice’”): Teens reject myths and bad advice in a speech given by someone playing the role of a scientist from another planet.	15 min
Personal Leadership Profile: Teens reflect on who they are as leaders and who they want to become.	10 min
Group Leadership Poster: Teens create a shared expression of who they are as leaders using favorite elements from their personal leadership profiles.	10 min
Closing Celebration and Leadership Commitment	10 min

SESSION OVERVIEW



This session takes more advance planning than others. You will need extra time to prepare certificates, get snacks, and find a guest speaker.

Gather materials:

- Participant packet (including packets from past sessions)
- Pens or pencils (one for each teen)
- Bad Leadership Advice speech supplies:
 - A printed copy of the Bad Leadership Advice speech handout
 - Scissors
 - (*optional*) A costume element for the person playing the scientist from another planet (e.g., a tinfoil helmet, antennae, or the truly terrible tie or blazer an alien might choose)
- Group poster supplies:
 - Markers in a range of colors
 - Printed How We Lead and How We're Growing as Leaders posters
 - Two pieces of poster board or large sheets of paper
 - Wall-safe tape to hang the poster board/paper
- Celebration supplies:
 - Completed Leadership Certificates
 - (*optional*) a folder for each teen to keep certificates from getting wrinkled
 - Celebratory food and drinks. Consider allergies, dietary restrictions, and your organization's rules (e.g., many do not allow home-baked food).

Room setup:

- Make sure each teen has space at a desk or table to write. Arrange desks or tables in a circle.
- Tape the printed prompts for the group posters to the poster board and hang the posters on the wall (or lay them on a large flat surface where teens can write). If you prefer, you can handwrite the prompts.

SESSION OVERVIEW

Get ready to facilitate:

- Familiarize yourself with the session materials and instructions.
 - Revisit the previous session's One Action and prepare to share an update on your One Action.
 - Customize Leadership Certificates before the session starts (see directions below).
 - Choose someone to play the role of a woefully misinformed scientist from another planet who confidently delivers terrible leadership advice rooted in false stereotypes. This could be you, a funny teen in your group, or another adult who would enjoy hamming up the role. Bringing in someone students know and like, like their principal, could be especially funny.
 - Write in your responses to the "facilitator example" prompts in the session instructions so you're prepared to share examples with the group as needed.
 - Decide when and where to set out snacks. (You should have time while teens work on their leadership profiles and group poster.)
 - Write in your planned start and end times for each part of the session.
-

CUSTOMIZING LEADERSHIP CERTIFICATES



If you can, print certificates on card stock or heavy paper. You can use either a nice pen or marker to fill in customizable sections after printing or type in custom content for each participant before printing.

Certificates celebrate the work teens have done and the positive risks they've taken in this program. You can help teens recognize themselves as leaders by customizing the Leadership Certificates with the leadership strengths you've seen them demonstrate personally.

To reinforce the message that everyone can lead, be sure to avoid favoritism in these certificates and throughout the session. You can do this by:

- Finding something meaningful to say about each teen
- Writing roughly the same amount on each certificate
- Avoiding competition in this closing celebration (e.g., don't give awards or praise some participants for being "the best" at a leadership skill)



For ideas about what to write, look at examples of leadership in the Who I Am as a Leader section of the My Leadership Profile handout (p. 21).

CHECK IN

Estimated time: 5 minutes / Start time: _____ End time: _____

Goals:

- Set a group norm for putting skills and knowledge to use between sessions.
- Create an opportunity for facilitators to catch and correct misunderstandings about the last session's content.

At a glance: Welcome the group and follow up on One Action commitments from the last session.



If it's been less than two days since the group met, you can skip the One Action update—or ask for volunteers to share reflections on what they learned from the previous session.

1. Welcome teens back to the group, and ask for volunteers to share an update on their One Action from the last session.

SAMPLE SCRIPT

Welcome back! Before we get into today's session, I want to circle back to what we talked about last time. Does anyone want to share an update on your One Action from the previous session?

2. Call on two or three teens to share. If they are hesitant, offer a personal example to model vulnerability.

FACILITATOR EXAMPLE

Update on your One Action: _____



Keep this check-in short! If lots of people want to talk, doing a partner share instead of a group discussion will be faster.

IGNITE: BAD LEADERSHIP ADVICE SPEECH

Estimated time: 15 minutes / Start time: _____ End time: _____

Goals:

- Teens review what they've learned and have fun rejecting leadership myths, stereotypes, and unreasonable expectations.

At a glance:

- Teens hear a speech filled with leadership myths and terrible advice delivered by a scientist from another planet who has developed their speech based on stereotypes about girls and leadership.
- Before the speech, teens work in groups to find errors in written previews of the speech.
- During the speech, teens call out corrections to leadership myths and bad advice.

1. Before the session starts, give the person you've chosen to play the guest speaker their costume (if any) and the Bad Leadership Advice handout with the notes for their speech.
2. Let the group know you have a special guest speaker today, but you have concerns about their speech and want teens to be ready to correct their leadership myths and bad advice.

SAMPLE SCRIPT

Today we have a special guest coming to talk to us about leadership—a scientist from another planet who has been using the internet to study our culture. Unfortunately, I've seen their speech and their understanding seems to come entirely from stereotypes floating around on social media.

They let me know they really want to learn, so before they get here, I'm going to divide you into groups and give each group a piece of the speech. I want you to find things they've gotten wrong and be ready to call out corrections for your section during the speech.

CONTINUE ACTIVITY ON THE NEXT PAGE ►

3. Divide the group into teams of two to four teens. Cut the printed version of the speech into roughly even sections and give one to each group. Have teams spend about three minutes looking for errors in their section and thinking of corrections.

We have provided examples of ways to reject the leadership myths and bad advice below. You can use the examples to support teens as they prepare for the speech or to summarize key points afterward.



It's not essential to correct every single leadership myth during the speech. The activity will be more fun if corrections are fast-paced and allow the speech to keep moving. You can add additional corrections after the speech if needed.

4. Bring in your guest speaker. Have them read the script, pausing as necessary to take corrections from the group. They can adapt the script as needed to flow from teen corrections.

SAMPLE SCRIPT

Hello, humans. Thank you for having me as your guest speaker. As an observer of your society, I've been invited here to share what I've learned about leadership. I'm also here to learn, so if you have comments, please feel free to call them out.

First, let's define leadership. As someone who has done an image search on leadership, I can tell you what leadership is all about—having a fancy title, an expensive dry-clean-only suit or fancy uniform, and the power to tell other people what to do. Not all of you have the natural talent required to be leaders, but I'm optimistic that if you work hard for the next few decades and buy the right outfits, a select few of you will grow into leadership roles as adults. [Pause for teen input.]

POTENTIAL RESPONSES

- Leadership is about putting your values into action and takes many forms.
- You don't need a title or position of authority to lead.
- Leadership has nothing to do with your outfit.
- Leadership is not something you're born with, it's a set of skills to develop.
- Everyone can lead and teens can lead now.

CONTINUE ACTIVITY ON THE NEXT PAGE ►

I'll be honest that I was a bit surprised to be asked to speak to this group, since leadership is like sports and math and video games—things girls generally aren't interested in or good at. [Pause for teen input.]

POTENTIAL RESPONSE

- Those are negative stereotypes about girls. Girls can be interested in and good at anything.

Well, I'm not trying to be critical. I've learned from advertisements, TV shows, and social media that girls are good at lots of things, like shopping and taking care of other people. Everyone likes girls who are sweet, helpful, and eager to put others first, instead of being selfish or bossy. That's why girls make better team players than team leaders.

[Pause for teen input.]

POTENTIAL RESPONSES

- Those positive stereotypes about girls are limiting. It isn't the job of girls to be more sweet and helpful than others.
- Speaking up or taking care of your own needs is not the same as being selfish or bossy.
- Listening to others and finding compromises are good leadership skills.

That is interesting information. I'll be sure to make a note of it. Let's move on to advice. Aiming high with your leadership goals requires taking some risks, like speaking up or trying new things. On your path to leadership, you want to be sure to avoid any embarrassing setbacks or failures. Nothing good ever comes from failure.

[Pause for teen input.]

POTENTIAL RESPONSES

- You don't have to be embarrassed by setbacks and challenges. They're a normal part of the process and give you opportunities to learn and grow.
- You can be proud of yourself for taking a risk and living your values, even if things don't work out the way you hope.

CONTINUE ACTIVITY ON THE NEXT PAGE ►

I'm confused. It sounds like you're planning to set yourselves up to fail. Instead of trying to find something good that might come from failure, you need to pay more attention to what might go wrong. If you're not one hundred percent confident you can pull something off, you're operating outside your comfort zone and should do more preparation. [Pause for teen input.]

POTENTIAL RESPONSES

- Acting with courage builds confidence—you don't have to wait to feel confident first.
- Focusing on what might go right can help you act with courage.

Well, I guess that's one perspective. I do agree with what you've said about learning from failure. For example, failure helps you identify the areas where you lack talent. It's a good sign you should give up on a goal and quit while you're ahead. [Pause for teen input.]

POTENTIAL RESPONSE

- Setbacks and challenges are normal. They're a sign you need to build a skill or get help or try a new approach, not a sign you should give up.

I've got a few final thoughts. Leadership is all about the grind. No pain, no gain! You should be aiming for one hundred and ten percent in everything you do and make sure you look great while you're doing it. Good enough is never good enough. Things like eight hours of sleep, hobbies, and hanging out with friends are for people who aren't going places. If you're spending time on something that feels like fun instead of like work, you're way off track. [Pause for teen input.]

POTENTIAL RESPONSES

- Leadership isn't about being perfect at everything.
- People should put their energy into what really matters to them and aim for good enough at other things.
- Being exhausted and overworked is a red flag. Everyone deserves time for rest and fun. Doing work that feels fun and important is a green flag.

CONTINUE ACTIVITY ON THE NEXT PAGE ►

Remember, it's your job to make sure everyone is happy with you. That is one of the most important things a young human can do. Each day, you should ask yourself if you've met everyone's expectations for how you should look and act and what you should achieve. Just because your society and people around you expect different things of you, that is no excuse. [Pause for teen input.]

POTENTIAL RESPONSES

- Girls often get the message that they're supposed to care a lot about what others think and avoid disappointing people. But it isn't possible to make everyone happy.
 - It isn't healthy to try to live up to other people's unreasonable standards. Instead, you should focus on your own values and goals.
5. After the speech ends, ask if anyone else wants to share feedback. If the group has missed an important leadership myth, unfair stereotype, or piece of terrible advice, you can use the suggested responses to fill in gaps (but do not feel that you need to address every single bullet point listed as a potential response).
6. Thank the guest speaker for their "interesting insights." Then give a genuine thank-you and round of applause for the person playing the guest speaker.

PERSONAL LEADERSHIP PROFILE

Estimated time: 10 minutes / Start time: _____ End time: _____

Goals: Teens reflect on and integrate the work they've done and identify ways they want to continue growing as leaders.

At a glance: Teens work individually on a handout that guides them through creating their personal leadership profile.

1. Give teens the participant packets they've completed in past sessions along with the My Leadership Profile handout. Explain the directions for completing their leadership profile.

SAMPLE SCRIPT

I can't believe today is our last day together. I've been so inspired by working with this group! I want all of you to be able to recognize what you've accomplished and to start dreaming about what comes next. To do that, we're going to take about ten minutes for people to create their leadership profile. This handout will guide you through it. I've given you the participant packets you've completed in past sessions in case you want to refer back to them.

2. Get the group started on their profile and circulate through the room to answer questions while they work.
3. When about 80% of the group is done (or when you're about out of time), let the group know they have two minutes left to get their last ideas down.

 You may want to use time during this activity or the next one to set out celebratory snacks.

GROUP LEADERSHIP POSTER

Estimated time: 10 minutes / Start time: _____ End time: _____

Goal: Create shareable posters that demonstrate the power of teen leadership.

At a glance:

- Teens add favorite elements of their personal leadership profiles to group posters.
- To give teens a record of their shared work, you will take photos of the group and/or their posters and share the photos with the group.
- If possible, posters are displayed within the organization and/or photos are shared more broadly.

1. Invite teens to add elements of their personal leadership profile to the How We Lead and How We're Growing as Leaders group posters.

SAMPLE SCRIPT


Individually, each of you is amazing. Together, you're an unstoppable force that will make the world a better place. To show who you are as a group and how you're going to change the world, I'd like each of you to add favorite parts from your leadership profile to these group posters. There are two posters:


- *On the How We Lead poster, add your favorite values, strengths, and ways you show leadership. For example, you might write, "I include everyone" or "I bounce back when things go wrong."*
- *On the How We're Growing as Leaders poster, write risks you plan to take, strengths you want to grow, or the impact you want to have. For example, you might write, "I'm going to try out for a play" or "I'm going to help save polar bears."*

Please write big so your words are easy to see! Once you've added all your words, feel free to draw or decorate on the posters too!

CONTINUE ACTIVITY ON THE NEXT PAGE ►

2. When you have one minute left, encourage teens to add their last ideas.
3. When the group is done, take celebratory photos of the posters and the group.
 - Share copies of the group photos and the posters with teens to help them remember their time together.

 If possible, leave posters up in your room or add them to a public display place to help celebrate the work your group did together.

 If your organizational guidelines allow, plan to share photos more broadly, like in a school newsletter or your organization's social media feed. Remember that sharing photos of minors usually requires written permission from their parents or guardians.

CLOSING CELEBRATION AND LEADERSHIP COMMITMENT

Estimated time: 10 minutes / Start time: _____ End time: _____

Goals: Teens celebrate their hard work and commit to showing leadership in a way that matters to them.

At a glance: Teens enjoy snacks, share a leadership goal, and get a customized certificate of completion.

1. Have teens serve themselves from the snacks available.
2. Explain that today's closing is a bit different from usual. Teens will share a leadership goal with the group and then get their certificate.

SAMPLE SCRIPT

Because this is our last session, we're going to close a bit differently than usual. I'm going to call you to the front of the room one at a time and ask you to share one goal from the Who I'm Becoming as a Leader section of your leadership profile.

What you share is up to you! It could be a positive risk you want to take this year, a leadership strength you want to develop in high school, or your most wildly ambitious long-term goal.

After you share, I'll give you your certificate and we'll all clap and cheer for the work you've done in this group and the leadership you'll show in the future.

FACILITATOR EXAMPLE

Use the space here to write in closing thoughts you want to share:

3. Call teens up one at a time to share their goal. Depending on the personality of your group and the time available, you can read what you've written on each participant's certificate or just hand it to them. Encourage the group to really clap and cheer for each participant.

CONTINUE ACTIVITY ON THE NEXT PAGE ►

4. Close by thanking the group for the great work you've done together. The more genuine this is, the more powerful it will be, so consider putting this closing in your own words.

SAMPLE SCRIPT

I'm sad that today is our last day together but so impressed and inspired by each and every one of you. Looking at the posters you've made fills me with so much excitement about who you already are as leaders and the ways you're going to keep growing in strength and wisdom. I hope you're all feeling proud of the work you've done and ready to go take on the world!



If you brought folders or large envelopes to help protect certificates, remember to hand them out and encourage teens to put their certificate inside. As they leave, make sure they take their certificate and handouts with them.



Take a moment to celebrate the hard work you've done and the ways you've helped this group of teens develop as leaders!



BONUS SESSION: CELEBRATE!

Activity Materials

Print two copies of the Bad Leadership Advice Speech;
one for your guest speaker and one for the group

Print one copy each of the Leadership Profile posters
for the group

BAD LEADERSHIP ADVICE SPEECH

Thank you for being our guest speaker! You'll be playing the role of a woefully misinformed alien who confidently delivers terrible leadership advice rooted in false stereotypes. Please feel free to ham up the role!

The group will be interrupting your speech with corrections. We've suggested places to pause to make space for their input if they haven't already called out ways you've gotten it wrong.

Hello humans. Thank you for having me as your guest speaker. As an observer of your society, I've been invited here to share what I've learned about leadership. I'm also here to learn, so if you have comments, please feel free to call them out.

First, let's define leadership. As someone who has done an image search on leadership, I can tell you what leadership is all about—having a fancy title, an expensive dry-clean-only suit or fancy uniform, and the power to tell other people what to do. Not all of you have the natural talent required to be leaders, but I'm optimistic that if you work hard for the next few decades and buy the right outfits, a select few of you will grow into leadership roles as adults.

[Pause for teen input.]

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[Pause for teen input.]

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CONTINUE ON THE NEXT PAGE 

BAD LEADERSHIP ADVICE SPEECH

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[Pause for teen input.]

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[Pause for teen input.]

I've got a few final thoughts. Leadership is all about the grind. No pain, no gain! You should be aiming for one hundred and ten percent in everything you do and make sure you look great while you're doing it. Good enough is never good enough. Things like eight hours of sleep, hobbies, and hanging out with friends are for people who aren't going places. If you're spending time on something that feels like fun instead of like work, you're way off track.

[Pause for teen input.]

Remember, it's your job to make sure everyone is happy with you. That is one of the most important things a young human can do. Each day, you should ask yourself if you've met everyone's expectations for how you should look and act and what you should achieve. Just because your society and people around you expect different things of you, that is no excuse.

[Pause for teen input.]

LEADERSHIP PROFILE



HOW WE LEAD

LEADERSHIP PROFILE



**HOW WE'RE
GROWING AS
LEADERS**



BONUS SESSION: CELEBRATE!

Participant Packet

Print one copy of each handout for each participant

💡 If you can, print certificates on card stock or heavy paper. You can use either a nice pen or marker to fill in customizable sections after printing or type in custom content for each participant before printing.

MY LEADERSHIP PROFILE: WHO I AM

What leadership means to me:

The values that guide me as a leader

Look back at your Values Inventory handout, choose from this list, or pick your own!

Faith	Achievement	Generosity	Caring
Courage	Acceptance	Community	Contribution
Purpose	Curiosity	Dependability	Honesty
Fame	Individuality	Fun	Inclusion
Adventure	Growth	Authenticity	Knowledge
Helpfulness	Determination	Humor	Strength
Independence	Friendship	Justice	Creativity

My leadership strengths

Look back at your Strengths Hunt handout, choose from this list, or pick your own!

Smart	Determined	Patient	Good listener
Ambitious	Fast learner	Team player	Creative
Flexible	Brave	Honest	Responsible
Caring	Focused	Adventurous	Hardworking
Funny	Resourceful	Kind	_____
Curious	Generous	Organized	_____

MY LEADERSHIP PROFILE: HOW I LEAD

Craft your Leadership Profile by responding to the prompts below

Making things happen

- ☐ Speaking up about problems or sharing my ideas and opinions
- ☐ Jumping in to get a job done
- ☐ Organizing, planning, or getting people excited about a plan
- ☐ Thinking outside the box or creating something new

Looking out for people

- ☐ Working well with a group, finding compromises
- ☐ Being a role model or teaching people what I know
- ☐ Listening to people and making space for everyone's voice
- ☐ Encouraging people when they're down
- ☐ Noticing who is being left out and including them
- ☐ Doing something when people are treated unfairly

Trusting myself

- ☐ Dreaming big about what I want to do in the future
- ☐ Listening to my own voice, knowing what matters to me
- ☐ Knowing when to do a good-enough job instead of aiming for perfect
- ☐ Acting with courage
- ☐ Sticking with it when things get hard or bouncing back from setbacks

Others ways I lead

- ☐ _____
- ☐ _____

MY LEADERSHIP PROFILE: WHO I'M BECOMING

Strengths I'm growing

Positive risks I plan to take (now or in the future)

My big leadership goals

If you need ideas, think about what you want to build or create, what you want to speak up about, problems you want to help solve, or ways you want to care for or inspire others.



LEADERSHIP CERTIFICATE

This Certificate is proudly presented to:

for putting their values into action, leading in their own way, and
demonstrating courage and determination on the journey to
become an even stronger leader.



You stand out as a leader today by:



Awarded by _____

Date _____