

## EMPOWERED

To have power or authority, to become more aware and more confident.



**“I learned this, at least, by my experiment; that if one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours.”**

— Thoreau, Henry David

What happens when you think and feel like you can soar to the top of the highest mountain, ace a math test, or score the winning goal? Are you knowing and feeling your power? Is your awareness of self and your confidence soaring too? That awareness and confidence are your superpowers. When you know yourself, what you are really good at doing, what you love and enjoy and you are able to go out into the world and do it, you are rocking it. You are empowered.

## Conversation Starters

- Are there things we, as a classroom community can do to help empower one another?
  - For example, create some phrases that resonate with your students to help motivate and empower them.

Maybe it's a quote from their reading:

**"Instinct is no match for reason."** – Richard Connell, *The Most Dangerous Game*

- The goal is to get students trusting themselves, their intuition and building their awareness and confidence, so they feel empowered.
- Establishing a culture based on creating safe and secure spaces using supportive language will help each member of the classroom community feel as though they belong and can show up and make a mistake without being judged. They will feel empowered to learn and get better.
- Many of the characters they read about have experienced a tremendous amount of adversity which has caused them to question their abilities and strength to endure. They eventually learned they had the strength and courage to overcome their adversity and survive. The classroom is their safe space to explore and grow from their mistakes and ultimately thrive.

## The Learning

Have the students answer these questions for themselves and a character they have been introduced to through their reading. It is important for them to know that everyone questions their abilities and has self doubt at some point in their lives.

1. **What does it mean to you/ the character to feel empowered?**

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2. **Do you/ the character have words of encouragement you use to help motivate you/ them?**

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3. **What do you think is the connection between self-awareness and feeling empowered? Do you see a connection in the story?**

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4. **What needs to happen for you to feel mentally, physically, and emotionally empowered and ready to learn/ work?**

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**"Beware; for I am fearless, and therefore powerful."**

– Mary Shelley, *Frankenstein*

**“And if we want to achieve our goal, then let us empower ourselves with the weapon of knowledge and let us shield ourselves with unity and togetherness.”**

-Malala Yousafzai, UN Speech

### **Empowered Assignment**

- Have your students set goals that challenge them to move out of their comfort zone. This is a good exercise for you to also complete with them.

#### **Create:**

- Academic goals
- Social Goals (meeting new friends, trying new activities, sitting with different groups of friends during lunch)
- Community Impact Goals (community building activities, organizing fundraisers and volunteering)

Take examples from the reading, characters or events that demonstrate being empowered and accomplishing goals.

The assignment is to encourage students to think about what they want to achieve throughout the school year and know that if they set their minds, bodies and hearts to accomplishing their goals, they will.

