

# The Empowerment Project

## Continue The Empowerment Project Conversation....

What did you like most about the movie?

What did you like about the panel discussion? Did anything stand out to you from what the panelists shared?

Do you have any questions about the movie or panel that you didn't understand or that didn't get explained well?

How do you think we can continue this discussion about Youth Empowerment?

How can we honor the message of the movie?

## Suggested Reaction Activities (Post-Viewing)

### In a DAY.....

Write an essay responding to one of the topics below:

1. What would you do if you knew you would succeed?
2. What were some of the personality traits that all the women depicted in The Empowerment Project had in common? Choose one of the personality traits (e.g. resilience, passion, confidence) and write an essay elaborating on its importance to a successful, empowered life and career.
3. Write a letter to one of your female role models explaining how they have impacted you and how their life inspires you. Discuss your own personal and career goals and explain how your ambitions are similar/different from theirs.
4. Why is there an under-representation of women in positions of power and influence in America? What impact does it have on you?

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## In a WEEK.....

Write an essay responding to one of the topics below:

1. Pick a woman in their life that they look to as a role model or whom they believe is a powerful figure. This can be a teacher, a relative, a mentor, a community member or someone else whom they know and admire.
2. Write a list of interview questions to learn about the life and career choices of their chosen subject.
3. Interview their subject in a documentary style (mirroring what they saw in The Empowerment Project). They can use their phone, a camera or their laptop for the interview.
4. Students can present their videos to the class (if time doesn't permit for all students to exhibit their work, you can have them split into smaller groups so that they exhibit their work to each other, or you can choose 3-4 exemplary pieces to share with the whole class).

Students can pair their interview piece with a personal reflection on their project experience using the following guiding questions:

- **What did the process reveal about the presence of empowered women all around us? What traits and choices do they hope to emulate in your own lives?**
- **What did they learn about the process of interviewing and filming?**
- **What would they do if given the opportunity again?**

## In a MONTH.....

### Action Projects

**Mentorship:** Female students can opt to mentor a younger girl at the school or in her community. Students should write a list or create a mind-map of how they plan to make their mentorship healthy and empowering (e.g. encouraging positive self-esteem, encouraging younger girls to celebrate their successes and celebrate (rather than feel threatened by) the success of others. These students should keep a log of their weekly meetings with their mentee and write a culminating reflection on the experience. If male students want to choose this action step they can base their mentorship on healthy masculinity (the elements of healthy masculinity can be defined and mapped as a class before male students undertake this project).

# The Empowerment Project

**Photo project and social media action campaign:** Students can make a fill-in-the-blank sheet that reads, “If I knew I would succeed, I would...” They should then print 15-30 copies and gather responses during their recess or after-school. They should take photographs of each respondent and compile the best responses into a photo collage. They should then present their photo-montage to the class or display it (with permission) in school corridors. Students should then post these photos (including one of themselves holding their own slogan) to social media using the tags such as #notafraidtofail #empowermentproject #changingthenarrative etc.

**Empowerment Circle:** Get a group of no more than 15 students together to talk about their goals in school, and eventually in their career. Everyone goes around the circle introducing themselves and saying what they are interested in pursuing as a career and why, as well as something positive that happened in the last month. Once everyone has shared, a topic is presented to the group to discuss.

**Possible topics: What does it mean to be passionate about something? Who is your role model and why? What would you do if you weren't afraid to fail? What does success mean to you?**

Once the conversation has subsided everyone goes back around the circle and says one thing they'd like to manifest in the next month. Encourage the students to keep the empowerment circle going monthly on their own.

## Websites:

**Girls on the Run of Berks County** [www.gotrberks.org](http://www.gotrberks.org)

**The Junior League of Reading, PA, Inc.** [www.jlreading.org](http://www.jlreading.org)