

## Confidence Building Outline

### Slide One

Explanation of what CAPSA is, what services they provide for the community, and what the prevention educators do to prevent sexual and domestic violence.

This slide is where we make the verbal disclaimer that out of respect for the participants in the presentation, we will keep anything said confidential to the extent provided by Utah law. This means that if a minor, or vulnerable adult (person with disability or elder) discloses experiencing or witnessing abuse (which includes committing domestic violence in the presence of a child, rape, and sexual assault), a report must be made to law enforcement and/or Division of Child and Family Services. Addressing the mandatory reporting laws gives the power to the participants – they can make informed decisions about what they are willing to share and there won't be a breach in trust if a participant's disclosure results in a report.

### Slide Two

Ask the participants what is confidence? Have a discussion on the 3 types of confidence (confidence in yourself, confidence in others, and confidence in concepts or objects). Today we will be talking about the confidence that we have in ourselves. We're talking about sexual violence prevention. How do you think confidence applies?

### Slide 3 – Group activity

Split class into groups. Have them discuss and come up with examples of each of these things (What does it sound like, look like, where can you get it, what can you do with it).

### Slide 4

Ask: what does it sound like? Main point – it sounds POSITIVE.

### Slide 5

What does it look like? When you can be you. When you feel confident, you will look confident.

### Slide 6

Hold a discussion on where you can get confidence? Listen to the student's answers. Hold a brief conversation about the difference between boosts of confidence and the source of confidence. You are the source of confidence. Take playing sports or a musical instrument for example. The sport/instrument never changes. But your ability to play grows, and you get better over time. You gain confidence in your ability, not the sport/instrument.

### Slide 7

What can you do with it? Can you bring others up with it? Can you show off with it?

### Slide 8

Tree exercise. The purpose of this exercise is to show that, like a tree, you will have experience that will help you grow upward. First, we have to start growth at our roots, work our way up through the trunk, through each branch, and then to the leaves.

Root questions – What makes you, you? (physical description), Where did you come from? (Family, places), How did you become who you are today? Who were some influential people in your life? What hobbies have you had? What are some defining characteristics about yourself? What have been some influential moments in your life?

Trunk Questions – What makes you strong? Who is in your support circle? How do you cope with stress? What makes you feel better after a bad day? What helps keep you grounded? What calms you down? What do you find soothing? What do you do on “me days?”

Branch questions – What do you hope for? What is your dream? What is your dream job? What do you want to accomplish? How do you wish the world was different? Do you have any bad habits that you want to stop? If you had three wishes, what would they be?

This is the cycle of growth of confidence. Sometimes a branch breaks. That’s OK. Having strong roots and a strong trunk means that another branch can grow again.

### **Slide 9 - 10**

Discuss the difference between self-esteem and confidence. Confidence is our sense of our ability to accomplish things. Self-esteem is overall how we feel about ourselves. The more confidence you have the greater we tend to feel about ourselves. Think of confidence like a car and self-esteem like the gas. It’s ok if you have a bad day, everyone does. You can still drive the car (accomplish the things it needs to), you just need to get gas. The problem arises when the gas is always low or empty. When we operate at low or empty all the time, what can happen to us? This is when problems like depression, loneliness, self-harm can become more likely to occur. We need to know how to bring our self-esteem back up.

### **Slide 11**

This is the power and control wheel. Abusers or bullies will use these tools to take confidence or control from you. The protective factor is confidence.

### **Slide 13**

We are now going to watch a video about someone with pretty good self-esteem but experiences some troubles. Let’s watch it and discuss afterwards. What’s the overall message? (not all about looks, there are other things that make us confident). How can we pick ourselves back up when we have rough days?

### **Slide 14**

Ask the students different ways that they can improve self-esteem. Hold a discussion on the answers given by the students as well as the steps to improving self-esteem.

**Slide 15**

Keep voices in your head positive and thoughtful! (Possibly plan some activity).

**Slide 16**

What does confidence look like? It looks like you!

**Slide 17**

What can you do with it? Anything. Including be an Upstander. Ask the students ways that they think they can be an Upstander?

**Slide 18**

Concluding this class, provide resources with the participants. Provide local and statewide resources (have national resources available as well).