

## **I Can, You Can Empowerment - Intermediate**

### **Description**

Students draw a scene from a time a time in their life where they felt empowered. Students present their drawing in front of the class. This activity emphasizes the importance of empowerment and how reflecting on a past experiences is a method of empowerment. Students develop their creativity and communication skills.

### **Objectives**

- Understand the feeling of empowerment.
- Understand how to achieve empowerment in various ways.
- Learn how to empower others.
- Develop creativity and communication skills.

### **Materials and Supplies**

- Paper
- Drawing supplies (pens, pencils, pencil crayons, etc.)

### **Activity (50 minutes)**

#### **Introduction (10 minutes)**

- Introduce the lesson with the idea of empowerment.
- Remind students that empowerment is the ability to feel in control, safe, powerful, and self-determined to be able to achieve a desired goal.
- Explain that empowerment links to confidence in yourself and your abilities.
- Often empowerment follows an activity or experience that someone has given you permission for, or allowed, you to do.
  - Having trust in someone else can help you feel empowered.
- Explain that being empowered can be as simple as supporting and encouraging a younger student in a different subject. After receiving the help, the student feels more confident and empowered to improve their skills.
- Questions to ask:
  - What do you think could help you feel empowered? (e.g. being listened to, helping others, having choices, etc.)
- Explain the activity.
  - Students draw a scene of empowerment from their past experiences.
  - After everyone has completed their drawing, they will present to the class with a show-and-tell

### **Brainstorming** (10 Minutes)

- Give the students time to brainstorm what they are going to draw.
- Have them write down their experience in a couple of sentences.
- Questions to ask:
  - What was a time when you felt empowered?
    - What about this experience helped you to feel empowered?
  - When have you helped someone else to feel empowered?
    - What did you do to help that person?
  - Why do you think feeling empowered is important for leadership?
  - Do they think empowerment is important for inclusion?

### **Drawing** (20 Minutes)

- The students draw their experiences of empowerment.
- If they have had trouble coming up with a personal example, let them draw out an example provided in the introduction.
- Encourage creativity.

### **Show-and-tell** (5 minutes)

- Remind students on how they can empower others through reassurance and support.
- Form groups of 3-4 students
  - Groups will share their drawings to each other and explain how their drawings relate to empowerment.

### **Synthesize** (5 minutes)

- Bring the concepts that you've been discussing together.
- Questions to ask:
  - How did sharing your experience make you feel?
  - Why is it important to be empathetic and to be aware of our own feelings, as well as to feel confident in ourselves?
  - How can understanding someone else's feelings and experiences lead them to feel empowered?
- Explain that when we are empathetic and relate to others, regardless of any known differences, then we can be inclusive to others' ideas and actions. When we are confident in our own abilities, we can feel empowered. With our own empowerment, we can help others feel empowered, which helps build spaces of inclusion.