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CONFIDENCE CAMP AGENDA

DAY 1- ATTAINING OPTIMAL CONFIDENCE

As young people make their way in the world they will require advanced social skills. Knowing what confidence is and how to get it, gives young people the boost they need to contribute positively and feel good about themselves.

Attendees will learn:

- What confidence is
- The steps to gaining confidence (6 steps)
- Setting goals - strategies
- Problem solving skills
- How to assert themselves appropriately
- Techniques for overcoming shyness

DAY 2- WHAT DOES CONFIDENCE LOOK LIKE?

First impressions are very important and helping young people feel good about who they are boosts their confidence. This etiquette module teaches young people how to accentuate the positive and fine-tune their deportment skills.

Attendees will learn:

- What confidence looks like
- The language of confidence - verbal and nonverbal
- Courteous communication skills
- Basic Social IQ- respected and expected behaviors
- Dress and decorum tips
- Practicing good posture and walking with confidence

DAY 3- SITUATIONAL CONFIDENCE

In this module, students will learn what are respected and expected behaviors in any social situation. By boosting their Social IQ, young people will be better equipped to handle any situation more confidently.

Attendees will learn:

- Special events etiquette
- Invitations and RSVP's
- Thank you cards
- Correspondence
- Situational Etiquette
- Giving and Receiving Gifts
- School Etiquette

DAY 4 - DINING AND PARTY ETIQUETTE

Whether it's dinner out with their parents, parties with their friends or formal celebrations, young people can learn to present themselves positively in any dining or mixing situation. This entertaining day is all about how to dine courteously, how to entertain with grace and charm, and how to make others comfortable in your presence.

Attendees will learn:

- Dining mistakes to avoid
 - Table Settings
 - Basic Table Manners
 - How to order in restaurants
 - Using Utensils
 - How to eat Difficult Foods
 - Tipping Etiquette
 - Preparing for guests - tips
 - How to Entertain with ease
 - How to Show respect for the property of others
 - Party and hostess etiquette
- *Includes cooking, serving and dining (4 course meal)
*Students asked to dress semi-formally this day

DAY 5 - QUESTIONS AND DISCUSSIONS, SETTING PERSONAL GOALS, REVIEW AND CELEBRATION

Attendees will:

- Review what they've learned
- Discuss how their confidence has improved
- Set goals for overcoming personal challenges
- Celebrate Confidence Camp Graduation



YOUTH PROGRAM - CONFIDENCE CAMP

INSTRUCTOR NOTES

Day 1: Attaining Optimal Confidence

Corresponding Masters File Pages 1-9

Being polite to yourself	1
I respect myself	2
The steps to gaining confidence	3
Creating a confidence profile	4-5
Handling conflict with confidence	6
Overcoming shyness	7
Projecting confidence	8
My confidence journal	9

LESSON OBJECTIVE:

Help participants understand what confidence is, why it is important, how to achieve it and why they will benefit from having it.

This section covers:

- What confidence is
- The steps to gaining confidence (6 steps)
- Setting goals
- Problem solving with ease
- How to assert oneself appropriately
- Techniques for overcoming shyness

Instructor preparation:

- Rent, borrow, or buy books and/or videos about confidence, social skills, and self-esteem. Preview reference materials in advance of camp; you will refer to these materials all week. (See page 83 for ideas)
- Have a few board games suitable for ages 8-12, miscellaneous outdoor games, videos with “life lessons”, teen magazines, etc available for participants to use during break times.
- Depending on how many participants you will have, arrange seating with a table top where participants can work, eat lunch if necessary, and do crafts.

You will need:

- name tags and pens or markers
- magazines
- Participant’s worksheets
- pencils
- inexpensive “journals” (1 for each participant) maybe coiled scribblers or bound books
- mirrors of all sizes
- glue
- scissors-several pairs
- markers and pencil crayons
- paper

- stamp pads and ink or stencils (things to decorate journals)
- extra snacks and/or lunch foods just in case someone forgets theirs
- miscellaneous odds and ends from around the house for crafts throughout the week.
- Large poster paper (like flip charts) for group work
- Sidewalk chalk
- Confidence hats (2-3 hats of any sort that can be confidence caps)
- Croquet set or sets

9:00am

Welcome everyone to Confidence Camp. Explain that confidence is feeling sure of yourself, being comfortable with who you are and knowing you can do anything you try to do. Do introductions, (you might consider some kind of introduction game, e.g., put everyone's name in a hat and let participants pull out a name and try to guess who fits it and why) then hand out name tags and review the general rules for the week. (For example; boots off at the door, tidy up after yourself, no food with nuts, no cell phones on, raising your hand to ask a questions, eating at the table etc) Put participants in teams or groups and assign a group leader (change the leader and/or the group everyday).

9:20am

TOPIC: Being polite to yourself.

- Discuss what it means to be polite to yourself and talk about why it is an important thing to do. Focus on respect and showing care and consideration for oneself and others. Let participants talk too. Have participants be seated at table or floor or designated area. Hand out Participant's worksheets. Ask participants to put their names on worksheets and then turn to page 1. (Do worksheet "Being Polite To Yourself" on page 1 of Participant's worksheets)

Respect means having regard for someone; considering how your actions might impact him/her.

Next, explain how proper greetings and introductions help make others comfortable.

Introductions

- Explain what an introduction is and that we make introductions to make other people comfortable. Ask participants to form two lines facing each other and then ask them to verbally introduce themselves to each other.

Handshakes

- Show participants a proper handshake: hand held out straight with finger firm, web of one person's hand should touch web of the other persons hand, shake from the elbow not the shoulder, two or three shakes and then let go. All the while facing the person you are shaking with, shoulder's squared, smiling and making eye contact. *If time permits, review tipsheet on "Confident Greetings" on page 19 in chapter 2 of the Participant's worksheets.

Put participants into groups. Ask each group to work together to come up with a name for their group and make up a camp theme song that expresses how they feel about confidence. Each group will perform their song for the whole group. We will also refer to the groups by name and sing the theme songs throughout the week and they will perform them again for the parents at the graduation party. (Usually takes about 30 minutes)

10:00am Bathroom break and refreshment time (20 minutes)

10:20am

Let groups introduce themselves and perform their theme song for everyone.

**10:40-11:30pm****Discussion:**

- Do page 2 on “I Respect Myself” Participant’s worksheets. Review “shoulds” from worksheet #1.
- Explain what self-respect means.

11:30-12:15pm lunch break

- Lunch and free time. We usually suggest a couple of games or things everyone can all do together. Things like group board games or Red Rover.
- Always make sure participants know to pick up after themselves. Tell them where their backpacks should go and where the garbage bin is.

12:15-1:00pm Confidence Video. (Your choice)**1:00pm-2:00pm****Discussion:**

Six steps to gaining confidence.

- Talk about the six steps to gaining confidence. (See page 3, “The Steps to Gaining Confidence” of Participant’s worksheets)
- Explain how throughout the week we are going to work as individuals and also as a group to improve our confidence. Do pages 4-5 in Participant’s worksheets, “Creating a Confidence Profile”.
- Maybe ask participants to draw a path or hopscotch with six big feet or steps. Ask them to make up a game using the six steps to confidence. Or choose a confidence game like “fall back”. Have a pile of pillows or air mattress. Have each participant take a turn closing his/her eyes and falling backwards into the arms of the others. Ask participants to think about how they feel and why they do, or do not, have confidence (trust) in themselves or others.

2:00-2:20pm Bathroom break and refreshment time.**2:20-2:45pm****Discussion:**

Topic: Handling Conflict with Confidence

- Discuss how remaining cool, calm and collected (*maybe do this discussion over popsicles or cold lemonade on a hot day), helps you show confidence when things get difficult. Do page 6 of Participant Worksheet, “Handling Conflict with Confidence”.
- Ask participants to get in their groups and then give each group a “confidence cap” ask them to act out difficult situations and take turns showing how a confident person would act.

Examples: meeting someone new, feeling shy, forgetting someone’s name, avoiding an argument, helping someone who is hurt or embarrassed, etc.

2:45-3:15pm Activity**Confidence Croquet.**

- Put participants in groups or teams. If possible, set up two separate games. One group will “play” while the other group “quizzes”. Ask the non-players to have one person stand at each croquet loop. They have to make up a test question to ask the “player” making their way through the game. When the player completes the game, let them go to the prize bin and choose a gift. (*The gift will be a journal, wrapped up and looking special, for each participant). Then switch and the “players” will become the “testers”.

3:15pm**Journals:**

- Review page 9 in participant’s worksheets, “My Confidence Journal”, with participants and let each have some time to personalize their journals with craft supplies. Hand out craft supplies. Ask participants to make an entry for today.
- Tell participants what to expect tomorrow. Ask them to help clean up and gather up Participants’ worksheets and journals.
- Free time until their parents arrive.

**Additional suggested activities, games and crafts:**

- Do pages 7-8 if you have time (“Overcoming Shyness and Projecting Confidence”)
- Ask one of the older participants to choose a confidence book and read it to the group, or ask each group to find a quiet place and read the books, or pair participants up, and let them read to each other.
- Set up a “yoga” or “meditation” area. A blanket or lots of pillows or yoga mats etc, even a small tent or canopy area works. In their free time ask participants to design a relaxation area, find pictures of the beach or sunset. Use a little bell, teach them to “om” or chant a positive, confidence building statement.
- Have “Be polite to myself minutes” where participants can get up and stretch, take a deep breath or do 10 jumping jacks or pass around a lemon to smell for energy or some lavender to help calm them down when they are nervous.

Other ideas:

If you have a pool or area in the backyard where participants can play, let them have “playtime” between lessons and crafts. We call it “Polite to each other time” Maybe do a short calisthenics or yoga or stretch class, some breathing exercises or videos each morning. Explain how this is being polite to yourself.

Just to clarify, “confidence croquet” is simply playing croquet- presumably outdoors- but with a twist. If you have 12 students for example, you would divide them into 2 teams of six. Then set up a croquet game with 6 loops. One team will be the “players” and each member of the other team will stand at a loop- these are the “quizzers”. In order for the “players” to progress through the game, they must correctly answer a question (made up by the quizzers). As each of the players answers a question correctly, he/she hits his/her ball through each of the six loops. At the end of the game, each “player” gets a prize (a confidence journal) and then changes places with one of the “quizzers”.



CHAPTER 1 - WORKSHEETS



Estimated time to do this exercise is 20 minutes.

BEING POLITE TO YOURSELF

1. What is confidence?

Confidence is knowing that you can do anything and everything you want to do and/or knowing that at least you know you will have done your best.

2. How can a person show that they are confident? A person can show confidence by how he/she walks, talks, moves around the world, how he/she dresses, and how he/she thinks (attitude)

3. Did anyone ever tell you not to be so hard on yourself?

**Individual responses will vary

4. What do you think they meant by that?

Maybe that I shouldn't say negative things about myself or that I shouldn't think I'm a bad person because I failed at one thing.

5. Think about each of the statements listed below and give an example of how you could use each to "be more polite to yourself".

**Individual responses will vary

Watch out for "shoulds"
 Have realistic expectations
 Give yourself credit
 Thank yourself more often
 Don't panic, it's never as bad as it seems
 Admit when you're wrong
 Take time for yourself
 Learn to say "NO"
 Solve your own problems
 Use good manners
 Smile often
 Keep a diary
 Develop your own special talents
 Surround yourself with positive people
 Avoid negative thinking
 Don't let others control your feelings
 Don't care too much about the opinion of others
 Trust your instincts



Estimated time to do this exercise is 10 minutes.

I RESPECT MYSELF

What can you do to be polite to yourself?:

1. Take care of my stuff
2. Wash my hair
3. Dress nicely
4. Eat properly
5. Get some sleep
6. Exercise

WHAT ARE GOOD HABITS?

Put a star beside the habits that show respect to the most important person you know.

- * brush your teeth
- popping your gum
- showing off
- * dressing neat and clean
- gossiping
- * good posture
- * cleaning your fingernails
- * taking a bath
- * washing your hair

Can you think of anymore? _____ taking vitamins, getting some sun, breathing fresh air, not smoking,