Self-Esteem/Girl Empowerment Unit

Target Population- 6th grade girls

Length- 6 weeks, 20 minute long sessions

I plan to run the session during lunchtime but can also adjust to fit the needs of the school.

Goals and Objectives: The goal of my group is to empower girls and help build their self-esteem by further understanding whom they are. I also hope by empowering them and building their self-esteem, they will in return learn how to build the self-esteem of others.

Lesson 1 Objective: Introduce the group, set norms, help the girls understand and identify who they are.

Lesson 2 Objective: The girls will learn what self-esteem is and how to build their own self-esteem as well as the self-esteem of others.

Lesson 3 Objective: The girls will learn what inner beauty is and how to find their own inner beauty.

Lesson 4 Objective: The girls will understand how to use social media in a healthy way and learn how social media can affect their self-esteem.

Lesson 5 Objective: The girls will learn about healthy relationships and focus on whom they can go to when they need help boosting their self-esteem.

Lesson 6 Objective: This will be our last session and the girls will focus on saying kind things to themselves and to others to boost self-esteem.

Rationale- The reason behind wanting to do a 6th grade girl’s empowerment and self-esteem group is because I feel that middle school is a time when a girls’ self-esteem is pulled in many different directions. It is a time of change, social pressures, and new experiences and it is easy for a girl’s self-esteem to go down. Especially in our world of social media and technology, girls are constantly facing new pressures and anxiety. I felt that 6th grade was the best time to target girls and empower them because it is the first year of middle school and if I can help empower them now, maybe they can thrive throughout middle school with higher self-esteem. I have also included in this unit for the girls to work on building the self-esteem of others to help spread the empowerment throughout the school. I have also chosen to do this in a small group because this is a very personal and intimate topic and way to sensitive to do as a whole group lesson.

Benefits: Through this unit, girls will boost their self-esteem and learn how to be empowered, which will empower them through middle school. As the girls continue to move through middle school they will hopefully be strong enough to stand up for themselves in whatever pressures or negative things come their way. Also, by learning how to empower others and build their self-esteem, it will lead to a more positive school environment.

Potential difficulties: The girls may have a hard time using what they have learned outside of group. While group is a safe, comforting environment, when they girls leave group they may have a hard time when facing the pressures of middle school. Also, I plan on choosing girls with extremely low self-esteem, so they may have a hard time breaking through their self-esteem problems in a 6-week span. There is potential for the group to think it is silly or may have a hard time opening up.

Selection: I plan on selecting the group members through recommendations of teachers, staff, myself, etc. I would like the teachers to give suggestions of girls who clearly stand out as having problems in the future due to lack of self-esteem or girls I have worked with individually and see them benefiting from this small group environment. After recommendations, I will also do a screening with each girl letting her know the objectives, risks, benefits, confidentiality as well as ask her what her goals of the group are, attendance, if she will keep things confidential, and get informed consent. Once I go through the screening, then I will decide if the recommended girl will work for the group.

Intervention: If there is a girl who does not seem to improve based on our work in small group, I will use individual counseling to assess the needs of this student and make recommendations based off of individual sessions.

Dear Parent/Guardians,

Hello! My name is \_\_\_\_\_\_\_\_\_\_\_\_ and I am the school counselor at your daughter’s middle school. Middle school is a crucial and difficult time in the lives of young girls. Especially in our day of social media, cell phones, and technology, girls have a hard time stepping away from social pressures and pressures to feel or be a certain way. It is hard enough being a girl and middle school is such a time of change, uncertainty, and finding who you are. That being said, I am holding a small group for girls to attend to work on finding the power in themselves and thriving in middle school. We will meet once a week for 6 weeks during your child’s lunch time so instruction and class time will not be missed. During this time, you daughter will meet with me and other 6th grade girls to openly talk about feelings and pressures while also learning how to empower herself. Lessons will be taught on self-esteem, inner beauty, social media, loving yourself for who you are, and how to boost the self-esteem of others. It will be an impactful and safe environment for your daughter to learn to love herself and grow in the process. Along those lines, strict confidentiality will be put in place. This will be discussed in group, but the girls are not to talk with their friends, peers, family members, etc. about what others have said in the group time. They are more than welcome (and encouraged) to talk with you about their own personal journey and feelings that happened in group but CANNOT discus what other people have said. Along with that, I maintain strict confidentiality and will not discuss with my own coworkers, peers, friends, etc. what the girls discuss in group. I want this to be a safe and encouraging environment for all students.

This is going to be an empowering and exciting 6-week journey together and I am excited to have your daughter involved. Please sign this form as permission for your daughter to join our group session, which will begin \_\_\_\_\_\_\_(date)\_\_\_\_\_\_\_\_\_\_\_. Please return to school with your daughter.

Also, feel free to contact me at any point will questions, concerns, etc. Thank you and I look forward to working with your daughter!

Sincerely,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Counselor

Parent signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Self-Esteem Small Group Pre/Post Test

1. What is self-esteem?

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2. Why is it important to love yourself?

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3. On a scale of 1-5 (1 being the lowest and 5 the highest), how much do you love yourself? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. List three ways you can boost your self-esteem

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5. List someone you can talk to when you are feeling down. \_\_\_\_\_\_\_\_\_\_\_\_\_

6. List three ways you can boost other people’s self-esteem.

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7. On a scale of 1-5 (1 being the lowest and 5 being the highest), how much do social media affect your mood? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Small Group Lesson Plan

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| **Small Group Counseling Title/Theme: Self Esteem and Girl Empowerment**  **Session Title:** Who are you? **Session** #1  **Grade Level:** 6th Grade **Estimated time**: 20 minutes  **Small Group Counseling Session Objective:**  SWBAT (Students will be able to…)  ***Use Bloom’s Taxonomy and Associated Action or Performance Verbs***  Students will be able to define 5 positive characteristics about themselves.  Students will be able to express goals they would like to make.  Students will be able to practice working with others to make a set of norms.  **Indiana School Counseling Competencies for Students:**  Social Emotional, Competency 1, Grade 6  1. articulates socially appropriate emotional reactions of self and others in  various settings; 2. identifies internal and external strengths and personal qualities; 3. explains the importance of respectful behavior towards self and others in  relation to academic, career, and life goals;  Competency 2  2. identifies a goal and plans for it; 3. demonstrates appropriate peer helping skills;  Competency 3  5. utilizes interpersonal skills to work well with others;  **Indiana Academic Standards (if crosswalked): N/A**  ASCA Mindsets/Behaviors:  B-SS 1. Use effective oral and written communication skills and listening skills  B-SS 2. Create positive and supportive relationships with other students  B-SS 6. Use effective collaboration and cooperation skills |
| **Materials/Supplies Needed (include activity sheets and/ or supporting resources)**   * M&M’s or Skittles * Blank paper |
| **Assessment Strategy (How will you show outcomes of your group counseling intervention? What data are you collecting?)**  I will be using Pre/Post tests to assess the girls’ progress throughout this unit. There will also be data collected on attendance and behavior as well as progress notes. |
| **Preparation:** Have the students take the pretest prior to coming to group, make sure to have the ice breaker ready  **Essential Question:** Who are the students as individuals and what are their goals of this group?  **Engagement Question/Hook/Icebreaker:** What is your favorite thing about yourself? |

**Procedures**

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| **School Counselor Procedures/Steps**   1. Welcome the girls to the group and go around and have every girl introduce herself. 2. Explain what this group is for and what the goal of this group is. 3. Give each girl a packet of M&Ms (or skittles) and have them sort them into groups by color (no eating yet). For each color that the girl has, she will have to answer the question that goes with the color. For example, if she has 4 reds then she has to answer the red question 4 times.   Red- Name a word that describes you well.  Orange- Name your favorite thing about yourself.  Yellow- Name a favorite activity that you are good at.  Blue- Name a way you are a good friend.  Green- Name a way you are a good family member.  Brown-Name something you are excited about by being in this group.  Go around until each girl has been able to go through all of her M&M’s. This should take 5-7 minutes.  4. Next, talk about what makes a good group, what goals are, and ways to be good group members. Spend the rest of the time working together to set group rules and norms. Before moving on, make sure that each group members understands the rules, is committed to the rules, and there are no rules missing.  Closure/Summary: Discuss what we talked about today and the importance of the rules that were set. Go around and have each girl share one thing she hopes to gain by being in this group.  Group assignment: For next time, each girl must bring back a list of three goals they have by being in this group. | **Student Involvement (anticipated/expected)**   1. At first, the girls will probably be a little quiet and reserved and not talk much or be scared to open up. Some of the girls may even be rude or express their distaste for being there. 2. Some of the girls may have a hard time thinking of answers for the M&M activity. We can work as a team to help this girl out and give her a positive answer. 3. The rules/norms may be all over the time and some crucial rules may be forgotten (like confidentiality) but I will guide and make sure all rules that need to be there are on the list. |

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| **Follow-Up Activities**  List any follow-up activities that will take place between group sessions.  I will complete check-ins with each of the girls that were present to make sure that felt good during their first meeting and don’t have any questions/concerns.  I will also write each girl a personal note thanking her for being there and letting her know how excited I am that she is in the group. |

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| **Counselor reflection notes** (completed after the session)  *STUDENT LEARNING: How will students’ lives improve as a result of what happened during this session?*  *SELF EVALUATION: How did I do? What could I do differently to improve the lesson? What were the strengths of the lesson?*  *IMPLEMENTATION PROCEDURES: How did the session work?* |

**Assessment Outcomes** (to be listed on final lesson only)

Small Group Lesson Plan

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| **Small Group Counseling Title/Theme: Self Esteem and Girl Empowerment**  **Session Title:** Boosting Self Esteem  **Session** #2  **Grade Level:** 6th grade **Estimated time**: 20 minutes  **Small Group Counseling Session Objective:**  SWBAT (Students will be able to…)  ***Use Bloom’s Taxonomy and Associated Action or Performance Verbs***  Students will be able to define self-esteem and the importance of self-esteem.  Students will be able to identify 3 ways to boost self-esteem.  Students will be able to analyze themselves by listing 5 things they love about themselves.  Students will be able to practice building self esteem by writing in a journal each day.    **Indiana School Counseling Competencies for Students:**  Social/Emotional Development  Competency 1  2. identifies internal and external strengths and personal qualities; 3. explains the importance of respectful behavior towards self and others in  relation to academic, career, and life goals;  Competency 2  5. utilizes personal reflection skills to inform future choices.  Competency 3  1.demonstrates effective coping skills for emotional self-regulation and as  they relate to modern issues;  2.identifies personal stressors and strategies for stress management;  **Indiana Academic Standards (if crosswalked): N/A**  ASCA Mindsets/Behaviors:  B-SS 1. Use effective oral and written communication skills and  listening skills  B-SS 2. Create positive and supportive relationships with other students |
| **Materials/Supplies Needed (include activity sheets and/ or supporting resources)**   * Self esteem question cards * Self esteem journals * Large sheets of paper |
| **Assessment Strategy (How will you show outcomes of your group counseling intervention? What data are you collecting?)**  ***For example., attendance, behavioral referrals, grades, etc. PLUS a pre/post assessment tool accompanying these lessons***  I will be tracking student engagement, behavior, as well as attendance. Some of the questions on the pre/post test will be covered in this lesson as well. |
| **Preparation:** Print out the self-esteem journals so they girls can take them with them this time  **Essential Question:** How can we build our self-esteem?  **Engagement Question/Hook/Icebreaker:** What is your favorite thing about yourself? |

**Procedures**

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| **School Counselor Procedures/Steps**  1. Welcome the students back to the group, explain how much it means that they came back the second day. Review what we talked about from the previous day (rules/norms, meaning of this group, etc.)  2. Start the conversation on the topic of today’s group- self-esteem. Use the self-esteem cards to facilitate the group conversation on self-esteem, why self-esteem is important, how the girls feel about their self-esteem, etc.  3. After using the cards to talk about self-esteem, discuss ways to boost our own self-esteem and find positive traits in ourselves and in others. Record on large sheets of paper for everyone to see.  4. Introduce the self-esteem journals. Explain that these will be used to help the girls with their self-esteem. Explain there are daily journal prompts (they are short) that the girls will complete at the end of each day (either at home, at school, whatever fits into their schedule). The journals will not be shared with anyone, other than myself, so the girls are free to write freely. They can be shared in group if they girl feels comfortable each week.  Closure/Summary: Why is self-esteem important? The girls will all go around the room and share 5 things they love about themselves to help build self-esteem.  Group assignment: Write in the self-esteem journal each night following the prompt in the journal and be ready to bring it back the following week to group. | **Student Involvement (anticipated/expected)**  1. I hope each girl will be excited to be back in group and some of the barriers and walls will start to come down.  2. The self-esteem conversation may be hard for some of the girls but the cards will help the conversation be more fun and engaging. Some may be hesitant to join the conversation and I will be cautious by also do my best to have her join.  3. Some girls may be skeptical of the journal at first but will hopefully find it enjoyable/therapeutic as they get going. |

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| **Follow-Up Activities**  Throughout the week I will be checking in with the girls either at lunch, in study hall, etc. I will ask her how the journal is going, have her share it with me if it is with her, and reflect on the journal questions together. I will check in with each girl at least once. |

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| **Counselor reflection notes** (completed after the session  *STUDENT LEARNING: How will students’ lives improve as a result of what happened during this session?*  *SELF EVALUATION: How did I do? What could I do differently to improve the lesson? What were the strengths of the lesson?*  *IMPLEMENTATION PROCEDURES: How did the session work?* |

**Assessment Outcomes** (to be listed on final lesson only)

Small Group Lesson Plan

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| **Small Group Counseling Title/Theme: Girls’ Empowerment/Boosting Self Esteem**  **Session Title: Finding Our Hidden Beauty Session** # **3**  **Grade Level:** 6th Grade **Estimated time**: 20 minutes  **Small Group Counseling Session Objective:**  SWBAT (Students will be able to…)  ***Use Bloom’s Taxonomy and Associated Action or Performance Verbs***  Students will be able to recognize and name at least 5 things that make them beautiful on the inside.  Students will be able to explain the difference between inner beauty and outer beauty.  Students will be able to apply their new knowledge by identifying 5 things they find beautiful on the inside about other people.  **Indiana School Counseling Competencies for Students:**  Social Emotional, Grade 6, Competency 1  2. identifies internal and external strengths and personal qualities;  3. explains the importance of respectful behavior towards self and others in  relation to academic, career, and life goals  Competency 3   1. utilizes interpersonal skills to work well with others; 2. demonstrates self-advocacy skills, such as refusal skills with peer   pressure.  **Indiana Academic Standards (if crosswalked): N/A**  ASCA Mindsets/Behaviors:  M1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being  B-SS 2. Create positive and supportive relationships with other students |
| **Materials/Supplies Needed (include activity sheets and/ or supporting resources)**   * Plain white paper * Markers, crayons, other art materials * Post-Its |
| **Assessment Strategy (How will you show outcomes of your group counseling intervention? What data are you collecting?)**  ***For example, attendance, behavioral referrals, grades, etc. PLUS a pre/post assessment tool accompanying these lessons***  This lesson is part of a 6-week unit that will have a Pretest at the beginning of the unit and a Posttest at the end of the unit in order to show effectiveness of the unit. The pre/post test assess the student’s self-esteem, self-image, and ability to see positive aspects in others at both the beginning of the unit and at the end. There will also be data collected on attendance, behavior, as well as progress notes on each member. |
| **Preparation:**  **Essential Question:** What defines beauty and how can we find our and other’s inner beauty?  **Engagement Question/Hook/Icebreaker:**  Who do you think is someone that is beautiful? |

**Procedures**

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| **School Counselor Procedures/Steps**  1.Welcome students back to the group, explain how much it means that they are here and keep returning each week.  2. Explain today’s lesson will be over inner beauty and how we can find it in ourselves as well as our peers.  3. Give the students a blank sheet of white paper and let them pick their favorite color marker. Explain they have 30 seconds to scribble on the white paper any way that they would like.  4. After 30 seconds, say “STOP,” and have everyone hold up their scribbles. Have a minute conversation about the pictures and what the students see.  5. Now, they all have 3 minutes to turn their scribble into a beautiful piece of art they would be proud of.  6. After 3 minutes, have the students hold up their new masterpiece and take some time to look at everyone’s work.  7. Next, facilitate a 5-7 minute discussion on inner beauty. Here are some questions to discuss: -What did you think when I first asked you to turn your scribble into a piece of art?  -How difficult was it to look past the scribbles and find something special in what you had drawn?  - How are our scribbles like people?  - How are our masterpieces like us?  - What have we learned from this?  8. Go around the circle and have each student share something about each member of the group that they love about their inner beauty.  9. Next, have each girl flip their paper over and write down 5 things they love about their own inner beauty.  Closure/Summary: Discuss what we talked about today and the importance of inner beauty. Ask the group to think again about who they thing is the most beautiful person and how that has now changed?  Group assignment: Throughout the next week the group members need to find inner beauty in other people and compliment them on it. They can write that person a note, send them a text, leave them a Post-It (I will give them some to take), etc. They need to find at least 5 people to compliment before next meeting. They also need to think of something each night that they love about their own inner beauty. | **Student Involvement (anticipated/expected)**  **1.** At first, students will think of a beautiful person on the outside (maybe a celebrity or someone famous).  2. The girls will probably think the scribbles are ugly, silly, etc.  3. By the time they finish their masterpieces the girls will start the see the beauty in their work and how beauty can be found in anything.  4. During the conversation, the girls will probably have a hard time identifying why inner beauty is so important but will hopefully see the importance behind their own specific talents, skills, characteristics throughout the conversation.  5. At the end some of the girls may have a hard time identifying their own inner beauty but through the compliments of the group members, hopefully they will start to see their own inner beauty and identify inner beauty in others as well. |

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| **Follow-Up Activities**  I will complete check-ins with the group members throughout the week to see if they are complimenting others as well as finding their own inner beauty.  I will also leave little notes for the group members to find that compliments their inner beauty (I will complete at least 2 for each members). |

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| **Counselor reflection notes** (completed after the session)  *STUDENT LEARNING: How will students’ lives improve as a result of what happened during this session?*  *SELF EVALUATION: How did I do? What could I do differently to improve the lesson? What were the strengths of the lesson?*  *IMPLEMENTATION PROCEDURES: How did the session work?* |

**Assessment Outcomes** (to be listed on final lesson only)

Small Group Lesson Plan

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| **Small Group Counseling Title/Theme: Girls’ Empowerment and Self Esteem**  **Session Title:** Loving Who We See in the Mirror **Session** # 4  **Grade Level:** 6th grade **Estimated time**: 20 minutes  **Small Group Counseling Session Objective:**  SWBAT (Students will be able to…)  ***Use Bloom’s Taxonomy and Associated Action or Performance Verbs***  <http://www.fresnostate.edu/academics/oie/documents/assesments/Blooms%20Level.pdf>  **Indiana School Counseling Competencies for Students:**  **Social/Emotional Development- 6th grade**  Competency 1  1. articulates socially appropriate emotional reactions of self and others in  various settings; 2. identifies internal and external strengths and personal qualities;  Competency 2  3. demonstrates appropriate peer helping skills;  Competency 3  1. demonstrates effective coping skills for emotional self-regulation and as  they relate to modern issues;  **Indiana Academic Standards (if crosswalked) N/A**  ASCA Mindsets/Behaviors:  B-SS 2. Create positive and supportive relationships with other students  B-SS 5. Demonstrate ethical decision- making and social responsibility  B-SS 6. Use effective collaboration and cooperation skills  B-SS 9. Demonstrate social maturity and behaviors appropriate to the  situation and environment |
| **Materials/Supplies Needed (include activity sheets and/ or supporting resources)**   * Mirror Worksheet * Social Media PowerPoint |
| **Assessment Strategy (How will you show outcomes of your group counseling intervention? What data are you collecting?)**  ***For example., attendance, behavioral referrals, grades, etc. PLUS a pre/post assessment tool accompanying these lessons***  This is the 4th lesson in a 6th week unit that will be assessed with a pre/post test. I will also be monitoring behavior, attendance, as well as weekly journals. |
| **Preparation:**  **Essential Question:** How does social media affect our self-esteem?  **Engagement Question/Hook/Icebreaker:** How much do you feel social media affects your everyday life? |

**Procedures**

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| **School Counselor Procedures/Steps**  1.Welcome students to the group and thank them for their continued involvement. Remind students of confidentiality, group norms, etc.  2. Start with the question that was asked of students when they walked in, “How much do you feel social media effects your everyday life?” and facilitate a conversation on social media, pressures of social media, etc.  3. Use the PowerPoint to show girls pictures of seemingly “perfect” social media users and ask the girls what they see. Then, show the picture that goes with the “perfect picture” to show the reality. Facilitate the discussion on how everyone’s life is not perfect even if it may seem that way.  3. Work with the group to discuss how we can help lower our pressure and feelings on social media (for example, remembering not everyone is perfect even if it may seem that way, we are more important that what our social media says, delete social media, use social media in a smart way, work to boost our own self –esteem).  4. Give everyone a chance to boost their self-esteem by using the “mirror” worksheet and writing down 5 things they love about themselves.  5. Go around and talk about the self-esteem journals- how are they going? Are we doing them? Do we like them? Does anyone want to share something they have written?  Closure/Summary: How can you use social media wisely so it does not affect your everyday life in a negative way?  Group assignment: Continue to write in your self-esteem journal on a daily basis. | **Student Involvement (anticipated/expected)**  1. Social media plays such a huge role in the lives of students and so I anticipate them being very engaged, wanting to talk, share experiences, etc.  2. The girls will probably have a hard time understanding the difference between really being perfect or just seeming perfect on social media. Hopefully the pictures will help the students have a better idea and they can come up with positive strategies.  3. Hopefully by now the girls will have an easier time writing things they love about themselves and the mirror activity will not be as hard. |

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| **Follow-Up Activities**  I will continue to do check-ins with the students outside of group work- write back to them in their journals, have small conversations when needed. I will check in with each girl at least once. |

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| **Counselor reflection notes** (completed after the session)  *STUDENT LEARNING: How will students’ lives improve as a result of what happened during this session?*  *SELF EVALUATION: How did I do? What could I do differently to improve the lesson? What were the strengths of the lesson?*  *IMPLEMENTATION PROCEDURES: How did the session work?* |

**Assessment Outcomes** (to be listed on final lesson only)

Fill the mirror by writing five things you love about yourself!



Small Group Lesson Plan

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| **Small Group Counseling Title/Theme: Girls’ Empowerment/Boosting Self Esteem**  **Session Title:** Who Can I Talk To?  **Session** # 5  **Grade Level:** 6th grade **Estimated time**: 20 minutes  **Small Group Counseling Session Objective:**  SWBAT (Students will be able to…)  ***Use Bloom’s Taxonomy and Associated Action or Performance Verbs***  Students will be able to express their feelings and identifying coping strategies when they are feeling down.  Students will be able to identify at least 3 people to help them when they are feeling down.  **Indiana School Counseling Competencies for Students:**  Social Emotional- 6th grade  Competency 1  1. articulates socially appropriate emotional reactions of self and others in  various settings; 2. identifies internal and external strengths and personal qualities;  Competency 2  2. identifies a goal and plans for it; 3. demonstrates appropriate peer helping skills;  Competency 3  1.demonstrates effective coping skills for emotional self-regulation and as  they relate to modern issues;  2.identifies personal stressors and strategies for stress management;  3.identifies resources when help is needed;  **Indiana Academic Standards (if crosswalked): N/A**  ASCA Mindsets/Behaviors:  M1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being  B-SS 2. Create positive and supportive relationships with other students  B-SS 3. Create relationships with adults that support success  B-SS 9. Demonstrate social maturity and behaviors appropriate to the  situation and environment |
| **Materials/Supplies Needed (include activity sheets and/ or supporting resources)**   * Feeling cards * Tree worksheet |
| **Assessment Strategy (How will you show outcomes of your group counseling intervention? What data are you collecting?)**  This lesson is part of a 6 week unit that will be assessed using a pre/post test. The information provided during this lesson will be on the pre/post test. Progress will be collected on students using progress notes, attendance, behavior, as well as self-esteem journals. |
| **Preparation:**  **Essential Question:** Who can students go to when they need support?  **Engagement Question/Hook/Icebreaker:** What feeling word would you describe to say how you are feeling right now? |

**Procedures**

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| **School Counselor Procedures/Steps**  1. Welcome students back to the group, thank them for continuing to come back and talk about confidentiality, group norms, etc. Also let the girls know that this is the second to last group meeting.  2. Ask how the self-esteem journals are going and take a few minutes to discuss these with the girls- talk about problems, successes, any feelings they are bringing up.  3. Let the girls know that today we will be discussing our feelings and how it can affect our self-esteem.  4. Place the feeling cards in the center of the group, face down, like a deck of cards. Have the girls take turns flipping over a card and sharing her thoughts on that feeling work- how does it make her feel? When is a time she felt this way? Is this word a good feeling word or a negative feeling word? How can we cope when we feel this word? Go around the circle until every girl has gone.  5. Talk about people that we can talk to when we are feeling down, need a boost, or need to build our self-esteem. Discuss some people the girls know they can go to if they are feeling down.  6. Pass out the tree worksheet and have the girls fill the branches with people they know they can go to if they are feeling down.  Closure/Summary: Why is it important to have someone to talk to when we are feeling down?  Group assignment: Continue to write in the self-esteem journal as well as use the people we identified together to help when we are feeling down. | **Student Involvement (anticipated/expected)**  1. The girls will probably feel sad or overwhelmed about group starting to end.  2. Hopefully by now the journals are a great resource for the girls but some girls still may be feeling annoyed or frustrated with the journal- discuss these feelings.  3. Some of the feeling words may bring up intense emotions and some of the feeling words may have negative memories for some of the girls.  4. Some of the girls may have a hard time identifying someone they can go to when they need someone to talk to- brainstorm together. |

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| **Follow-Up Activities**  Check in with each girl at least twice in the next week to see how they are doing, discuss self-esteem journal, and see if she has gone to anyone she identified when she needed help. |

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| **Counselor reflection notes** (completed after the session)  *STUDENT LEARNING: How will students’ lives improve as a result of what happened during this session?*  *SELF EVALUATION: How did I do? What could I do differently to improve the lesson? What were the strengths of the lesson?*  *IMPLEMENTATION PROCEDURES: How did the session work?* |

**Assessment Outcomes** (to be listed on final lesson only)

My Helping Tree

It is important to know who you can go to when you need someone to talk.

Fill in the leaves (bubbles) with names of people you can go to if you need a boost!

Small Group Lesson Plan

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| **Small Group Counseling Title/Theme: Self Esteem and Girl Empowerment**  **Session Title:** Boosting Each Other Up **Session** #6  **Grade Level:** 6th grade **Estimated time**: 20 minutes  **Small Group Counseling Session Objective:**  SWBAT (Students will be able to…)  ***Use Bloom’s Taxonomy and Associated Action or Performance Verbs***  Students will be able to summarize what they have learned from this experience.  Students will be able to illustrate what they have learned by writing a sentence for each girl boosting her self-esteem.  Students will be able to use their new self-esteem by writing a positive sentence about themselves.  **Indiana School Counseling Competencies for Students:**  Social/Emotional Development- 6th grade  Competency 1  2. identifies internal and external strengths and personal qualities;  Competency 2  3. demonstrates appropriate peer helping skills;  Competency 3  5.utilizes interpersonal skills to work well with others;  **Indiana Academic Standards (if crosswalked): N/A**  ASCA Mindsets/Behaviors:  B-SS 1. Use effective oral and written communication skills and  listening skills  B-SS 2. Create positive and supportive relationships with other students |
| **Materials/Supplies Needed (include activity sheets and/ or supporting resources)**   * One giant letter for each students- the first letter of her name (from Hobby Lobby/Michaels) |
| **Assessment Strategy (How will you show outcomes of your group counseling intervention? What data are you collecting?)**  ***For example., attendance, behavioral referrals, grades, etc. PLUS a pre/post assessment tool accompanying these lessons***  This is the last session of a six week unit. The students will be evaluated using a post test at the end and behavior, attendance will be monitored as well as progress notes. |
| **Preparation:** Buy the letters from Hobby Lobby for each of the girls or use poster/thick paper to make them for each girl.  **Essential Question:** How can we help the self-esteem of others?  **Engagement Question/Hook/Icebreaker:** What is the most important thing you have learned during our time together. |

**Procedures**

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| **School Counselor Procedures/Steps**  1. Welcome the students back to group and remind them that today is our last day together. Remind the girls of confidentiality as well as other group norms.  2. Ask how the self-esteem journals are going- discuss problems/concerns/questions over the journals.  3. Facilitate a conversation on what we have discussed over the last 5 sessions. Talk to the girls about self-esteem, what it is important, what inner beauty is, who can they go to when they are feeling down, etc.  4. Ask the girls how they can make others feel great when they are feeling down and how they can help boost the self-esteem of others.  5. Give each girl their giant letter. Each girl will need her own and it should be the first letter of her name (for example, Ashley gets an A). These can be bought at Hobby Lobby/Michaels or made on thick paper.  6. Let the girls know that they will be going around and writing positive notes on each of the letters for each girl. This can be their favorite thing about them/something they like or enjoy about them/whatever as long as it is positive and uplifting. They also need to write on their own letter. So, by the time they are done they will have written everyone a positive note.  7. Give the girls 10 minutes to write on each person’s letter- either facilitate a conversation during this time or let there be silence.  8. After the time is up let each of the girls read her letter and the notes written for her.  Closure/Summary: Remind the girls what they have learned and how much they have grown and emphasize continuing to build their self-esteem.  Group assignment: Even though the self-esteem journal is done officially, encourage the girls to continue to write or draw similar to the journal. | **Student Involvement (anticipated/expected)**  1. Students will probably feel sad over this being their last session and may have a hard time staying engaged/excited. Along with that, some girls may act out due to this being the last session.  2. Some girls may have a hard time thinking of what to write on other people’s letters or may write things that are not uplifting. |

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| **Follow-Up Activities**  Even though group is done, I will continue to check in on the girls to see how they are doing and make sure they are not regressing back. |

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| **Counselor reflection notes** (completed after the session)  *STUDENT LEARNING: How will students’ lives improve as a result of what happened during this session?*  *SELF EVALUATION: How did I do? What could I do differently to improve the lesson? What were the strengths of the lesson?*  *IMPLEMENTATION PROCEDURES: How did the session work?* |

**Assessment Outcomes** (to be listed on final lesson only)

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