V. Sessions

Session 1: Self Esteem Group

- **Objective:**
  
  The objective of this session is to set group rules and to define self-esteem.

- **Standards:** HP1. Understand the relationship among, and importance of respecting rules, laws, safety, and the protection of individual rights, PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual

- **Ice Breaker:**
  
  1. Have students sit in a circle.
  2. The group leader begins by stating one interesting fact about them. You can follow a theme such as places you have traveled.
  3. After giving one interesting fact the teacher then holds one end of the string and passes the rest of the ball to someone else, and they will do the same thing (state one interesting fact).
  4. Once everyone has participated the yarn will turn into a tangled mess that includes all of the group members which will resemble a spider web.

- **Session Activity:**
  
  1. Discuss the group rules
     
     a. Respect all group members and their feelings
     b. Respect Yourself
     c. No answer is wrong
     d. Use kind words when talking to each other
     e. No names when discussing a situation
2. Post the following riddle on the chalkboard so all of the girls can read it:

"You can't touch it, but it affects how you feel. You can't see it, but it's there when you look at yourself in the mirror. You can't hear it, but it's there every time you talk about yourself. What is this important but mysterious thing?" (taken from Kidshealth.org)

Allow 10 minutes for the girls to read the riddle and try to figure out the answer silently. (Answer is: Self-esteem).

3. Discuss the possible answers to the riddle. Then if no one has correctly guessed the answer to the riddle share the answer with the girls.

4. Hand each girl one piece of paper and have them complete the following sentence

"Self-Esteem to me means......”.

- Closing:
  1. Ask the girls to read their statement to the group
  2. Collect the pieces of paper

- Materials:
  Pencils, Paper, Chalkboard, Poster of Group Rules

  Session 2: Self Esteem

- Objective:
  The objective of this session is to recognize the value of their individual talents, respect others individual talents and to highlight positive attributes about themselves.

- Standards: PS:A1.10 Identify personal strengths and assets, PS:A1.1 Develop positive attitudes toward self as a unique and worthy person, PS:A2.3 Recognize, accept, respect
and appreciate individual differences, MP7. Understand how character traits, interests, abilities, and achievement relate to attaining personal, educational, and career goals

- Ice Breaker:
  1. Give each student 10 pieces of candy.
  2. Then have the group members share one at a time a special skill that they have.
  3. Each member of the group that cannot perform that skill must give the person speaking a piece of candy. For example: you might say, "I can build a canoe." Anybody who cannot build a canoe has to give you a piece of candy.

- Session Activity:
  1. Begin group by explaining how important it is to have high self esteem and in order to have high self esteem you need to think of positive qualities about yourself, no matter how awkward you believe those qualities may be.
  2. Play the following video to the group:
     http://youtu.be/2Kb5UCLJgGg
  3. Have each student write a letter to themselves.
  4. They should highlight things they like about their personality at this time.
  5. Encourage students to write about who their current friends are, favorite foods and music, and things they have accomplished in life thus far.
  6. Also, include a current picture of the girls with the letter.
  7. On the back of the letter, students should include ten goals they want to accomplish by the end of the group.

- Closing:
  To close the session asks the group “What is one thing that you love about yourself?”
• **Materials:**
  Candy (enough for 10 pieces for each group member), video, access to computer and projector, paper, pencil, envelopes

**Session 3: Self Esteem**

• **Objective:**
  The objective of this session is to highlight positive qualities that the members enjoy about themselves, recognize when others are attempting to make them feel unworthy and to learn techniques on how to deal with someone who may make them feel inferior

• **Standards:** PS:A1.1 Develop positive attitudes toward self as a unique and worthy person, PS:A1.6 Distinguish between appropriate and inappropriate behavior, PS:B1.4 Develop effective coping skills for dealing with problems, MP5. Demonstrate appropriate skills for interactions with adults and developing and maintaining positive peer relationships

• **Ice Breaker:**
  1. Hand each girl a piece of paper and a pencil.
  2. The teen should make a list of at least five things she admires or appreciates about herself. This list can include simple things, such as her pretty smile, or more significant things like earning good grades in school.
  3. Have the girls share one thing that was written on their list

• **Session Activity:**
  1. Write the following quote from Eleanor Roosevelt on the board: "No one can make you feel inferior without your permission."
  2. Allow 5-10 minutes for the girls to think about the quote
  3. Discuss the meaning of the quote
4. Is this a true quote?

5. Instruct students to consider situations when other people have tried to make them feel inferior and how they handled it.

6. Discuss these different situations that have occurred, without using names.

7. Have the class list techniques people might use to deal with people who try to make them feel inferior.

- Closing:
  To close this session have the girls complete the following question “One way to deal with people who try to make me feel inferior….”

- Materials:
  Paper, pencil, chalkboard

Session 4: Self Esteem Group

- Objective:
  The objective of this session is to highlight positive traits about themselves and create a craft project representing those qualities they love that they are proud of while respecting one another differences.

- Standards: PS:A1.1 Develop positive attitudes toward self as a unique and worthy person, PS:A1.10 Identify personal strengths and assets, PS:A2.3 Recognize, accept, respect and appreciate individual, A:A1.3 Take pride in work and achievement, MP7. Understand how character traits, interests, abilities, and achievement relate to attaining personal, educational, and career goals
• Ice Breaker:
  1. Have the group form a circle and be seated.
  2. Pass out a roll of toilet paper and ask members to tear off as many pieces of toilet paper as they think they will need for a project.
  3. When they are done taking their sheets instruct them that for each sheet torn off they have to share a positive trait about themselves to the group.

• Session Activity
  1. Discuss that in order to have high self-esteem she needs to create a healthy image of herself.
  2. Have the girls skim through magazines and clip out words or images to represent their life.
  3. These clippings might include words that describe her personality, images of activities she enjoys doing, people she admires, places she enjoys visiting, foods she likes or careers she wishes for.
  4. The clippings should be a positive representation of the students.
  5. All the magazine clippings should be arranged into a collage and pasted onto the worksheet.

• Closing
  1. Close the session by having the girls share their posters with the group and talk about the reasons they choose the pictures and words to describe their selves.
  2. Encourage the girls to take the posters home to share with their families. This will help the girls remember the wonderful things about themselves all of the time.
• Materials

Self-portrait collage worksheet, magazines, markers/crayons, glitter, toilet paper
Self-Portrait Collage
Session 5: Self Esteem Group

- **Objective:**
  The objective of this session is to work with other group members to complete task using effective communication skills and learn how to give and receiving compliments from other people.

- **Standards:** PS:A1.9 Demonstrate cooperative behavior in groups, PS:A1.1 Develop positive attitudes toward self as a unique and worthy person, PS:A2.3 Recognize, accept, respect and appreciate individual differences, PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity, PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences, PS:A2.6 Use effective communications skills, HP3. Use appropriate communication and conflict resolution skills with peers and adults

- **Ice Breaker:**
  1. Have everyone find a partner and give one person a blindfold.
  2. The other person not wearing the blindfold will direct the “blinded” person around verbally.
  3. You are not allowed to touch the person with the blindfold.
  4. Remind the person directing to be kind, because in the end, partners switch places.
  5. Allow the group to travel through the hallway in order to have more room
  6. After the activity asks the girls “How did it feel to be blindfolded and walk through the hallway?”

- **Session Activity:**
1. Discuss how receiving compliments from others about one's personality and positive traits can increase self-esteem.

2. Give each girl a large piece of paper approximately 3 feet by 4 feet.

3. The girls write their names in large print along one of the 3-foot edges and then cut out a circle from the same end; the circle should be large enough to slide over their heads.

4. When placed over their head, the girls' names should be displayed across their chest, while the rest of the paper flows behind like a cape.

5. Once the capes have been arranged around the room, the girls then scatter around and write positive affirmations on each other's capes.

6. The girls should aim to write at least one positive attribute or trait about each group member.

7. Have the girls share the positive things that the other group members wrote on their cape.

• Closing:
  Ask each girl to answer this question: “How does it make you feel to receive a positive comment from someone?”

• Materials:
  Paper, Markers, blind folds

Session 6: Self Esteem Group

• Objective:
The objective of this session is to recognize stressors in life and discuss how stressful events make them feel. This session will also teach coping skills that are important in handling stressful days.

- Standards: PS:C1.10 Learn techniques for managing stress and conflict, PS:C1.11 Learn coping skills for managing life events, PS:A1.5 Identify and express feelings, HP3. Use appropriate communication and conflict resolution skills with peers and adults

- Ice Breaker:
  1. Instruct the girls to write down five things that happened yesterday
  2. Discuss whether they were good or bad things
  3. Discuss how these events made each of them feel
  4. Talk to the girls about how they can make a decision to focus on their good feelings and let go of the bad feelings.
  5. Encourage the girls to make a happiness list every day. They should write about what things happened that day that made them happy and what things they did to make others happy.

- Session Activity:
  1. Explain in order to outweigh some of those bad days that may occur they need to enjoy small activities that make them happy.
  2. Explain happy days can increase their self esteem
  3. Give each girl a blank calendar for the month.
  4. The girls should then pencil in small things they enjoy doing for each day of the month. Activities might include baking cookies, watching a movie with siblings,
playing a basketball game with friends, having a milkshake or reading a chapter from his favorite book.

- Closing:
  Have each girl share one thing they penciled in their calendar that they enjoy.

- Materials:
  Pencil, paper, blank calendars

Session 7

- Objective:
  The objective of this session is to recognize positive qualities in each other and learn that leisure activities enhance self-esteem.

- Standards: PS:A1.9 Demonstrate cooperative behavior in groups, PS:A2.3 Recognize, accept, respect and appreciate individual differences, PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity, PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences, MP5. Demonstrate appropriate skills for interactions with adults and developing and maintaining positive peer relationships

- Ice Breaker
  1. Play the song "Just the Way You Are" by Billy Joel while students follow along with printed lyric sheet.
  2. Discuss with the girls what the lyrics of the song mean
  3. Have each student write their name on the back of the piece of paper that has the lyrics to the song.
  4. After they have written their name pass the paper to the person on their right.
5. Have the person on the right write 2 positive comments, descriptors of the person whose paper they have

6. Continue to pass papers until girl has their original paper back.

7. Have the students read their paper aloud.

- **Session Activity**

  1. Discuss self-esteem and how competencies in leisure activities enhance self-esteem.

  2. Discuss what leisure activities are

  3. Following discussion, break the group into two teams.

  4. Separate and give each team 10 minutes to think of one challenge per person.

  5. When ready, the teams get back together and begin challenging each other.

**Challenge Rules:**

- the challenger must clearly communicate how they want the challenge duplicated
- the challenger must first demonstrate the challenge to be duplicated by the opposing team (unless it is a challenge in which everyone does together like running a race).
- each member of the opposing team can attempt to duplicate the challenge (in fact, each team member should be encouraged to take a risk and try)
- mathematical challenges is permitted as long as the numbers (and answers) haven't been pre-selected.
- asking opponents to solve trick questions is not permitted.

**Examples of Challenges:**
1. most baskets made with a wad of paper into a trash can wins
2. loudest whistle
3. most sit-ups
4. fastest reader of a paragraph out of a book
5. bend thumb back and have the same thumb touch the forearm

- Closing:
  Close the session by asking the girls “How did it feel to do a fun, silly game with the other group members?”

- Materials
  Cassette/CD Player, Billy Joel’s Song “Just the way you are”, lyrics to the song, pencils
Just The Way You Are……..

Don't go changing, to try and please me
You never let me down before
Don't imagine you're too familiar
And I don't see you anymore
I wouldn't leave you in times of trouble
We never could have come this far
I took the good times, I'll take the bad times
I'll take you just the way you are

Don't go trying some new fashion
Don't change the color of your hair
You always have my unspoken passion
Although I might not seem to care

I don't want clever conversation
I never want to work that hard
I just want someone that I can talk to
I want you just the way you are.

I need to know that you will always be
The same old someone that I knew
What will it take till you believe in me
The way that I believe in you.

I said I love you and that's forever
And this I promise from the heart
I could not love you any better
I love you just the way you are.
Session 8: Esteem Group

- Objective:
  The objective of this session is to have participants practice saying positive things about themselves; and have participants build empathy by learning about each other and observing commonalities.

- Standards: PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences, PS:A2.3 Recognize, accept, respect and appreciate individual differences PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity, PS:A2.5 Recognize and respect differences in various family Configurations, PS:A1.10 Identify personal strengths and assets, MP7. Understand how character traits, interests, abilities, and achievement relate to attaining personal, educational, and career goals

- Ice Breaker:
  1. Ask the group to sit in a circle.
  2. The first person starts with any word they wish i.e. red.
  3. The next person repeats the first word and adds another word which links to the first i.e. tomato.
  4. The next person repeats the previous word and add another word link i.e. soup, and so on.
  5. To keep this moving, only allow five seconds for each word link.

- Session Activity
  1. Discuss the importance of being able to identify oneself, and understand how they seem themselves.
  2. After everyone has shared set up craft supplies and frames for the girls
3. Explain that in this activity the girls will get to describe themselves in a poem. They will get to share how they feel, how they see themselves, what they like to do, what they are good at, and what they wish for. There are no rules except that each statement should begin with “I am…” Statements can be positive, negative, or neutral, but they should be true. The poems will be about 10 lines and each stanza will begin or end with “I am “participant’s name”

4. Give an example of your own “I am…” poem.

I am a teacher.
I am a woman.
I am a dancer.
I am Gabriela.

I am a child of divorce.
I am worried sometimes.
I am happy when I am cooking.
I am Gabriela.

I am a volunteer.
I am hopeful.
I am grateful for my friends.
I am Gabriela.
5. Give each girl paper and a pen or pencil. Direct them to write 10 to 15 “I am…” statements on their paper. Because this is the end of the group these statements should be easier for the girls to create. If they need help thinking of statements, provide them with suggestions of adjectives, feelings, or descriptions of themselves based on what you know about them. Give the girls 10 to 15 minutes to write their statements.

6. When each girl has written 10 to 15 “I am…” statements, direct them to get into pairs. Have the girls choose which partner will go first. This partner will read their “I am…” statements first.

7. Pass out a mirror to each pair.

8. Have one partner be the listener and hold up the mirror so that the partner who is reading can see themselves in the mirror. When you say to begin, have all of the readers read their poems out loud while looking directly at themselves in the mirror. When everyone is finished, have them read their poem again, this time looking directly at their partner, not at themselves in the mirror. Remind the girls who are listening that it is ok to look into someone’s eyes; it shows that you are interested in what they are saying, even if it feels a little uncomfortable.

9. Switch partners and repeat the activity.

10. When all the girls have read their poems aloud, collect the mirrors. Ask participants to quickly share: How did it feel to read your poem while looking at yourself in the mirror? How did it feel to read it while looking at your partner?

11. Have the girls return to their seats.
12. Direct the girls to choose their favorite “I am…” statements to include in their finished “I am…” poem. They can choose them all or only a few. Their poem should be about 3 stanzas. Have them write out a draft of their poem, including the “I am “participant’s name” lines.

13. Give the girls time to write out a final copy of their poem on paper that will fit into the frames. Allow them to decorate their poems and their frames creatively! Clean up supplies when finished.

14. Display the “I am…” poems. Have the girls walk around to look at each other’s poems and creativity or give time to do this another day. Allow the girls to take their poems home

- Closing
  Ask each girl “How do you feel about writing the “I am poem?”

- Materials
  Paper, pencils, markers, crayons, small mirrors, picture frames, stickers colored paper, special pens, glitter
VIII. Final Activity

1. Hand each girl the letters that were written in the beginning of group
2. Have each girl read their letters to themselves
3. Ask the girls to complete the following statement “Now what does self-esteem mean to you…..”
4. Have you completed any of the goal that were written on the back of the letter
5. Give each girl a piece of paper and pencil
6. Instruct them to write a new letter to themselves and write ten more goals on the back of the letter
7. Discuss the new ten goals
8. Give small techniques to the girls to be able to keep high self esteem after group is complete
9. Ensure the girls that the door is open if they have any concerns or need to communicate with you
10. Give them a new slogan to read out loud “I am strong, I am beautiful, I am smart”
11. Have them complete the post self-esteem evaluation
IX. Evaluation Tools

In order to evaluate the girls level of self-esteem they will complete a pre self esteem rating scale. This scale will provide an insight to the girls thinking and help highlight which areas the girls are having the most trouble with. Along with the students pre-evaluation a teachers pre-evaluation will give insight to how outsiders view the social aspects of the girls’ behavior.

Self-esteem Rating Scale (Pre and Post)

Directions: Rate yourself on the following traits. Number 1 is low and 5 is high and 3 would be average.

I AM FAIR 1 2 3 4 5
I AM KIND 1 2 3 4 5
I AM HELPFUL 1 2 3 4 5
I AM CONFIDENT 1 2 3 4 5
I AM A GOOD LISTENER 1 2 3 4 5
I AM ARTISTIC 1 2 3 4 5
I AM ATHLETIC 1 2 3 4 5
I AM GOOD AT ACADEMICS 1 2 3 4 5
I AM DEPENDABLE 1 2 3 4 5
I AM TRUSTWORTHY 1 2 3 4 5
I AM OPEN-MINDED 1 2 3 4 5
I AM ACCEPTING 1 2 3 4 5
I HAVE A SENSE OF HUMOR 1 2 3 4 5
I HAVE LEADERSHIP SKILLS 1 2 3 4 5
HANDLING PEER PRESSURE 1 2 3 4 5
DECISION MAKING SKILLS 1 2 3 4 5
TEACHER PRE-EVALUATION

To: ______________________ Date: ______________________

From: ____ School Counselor __________________

The following student(s) will participate in an eight week counseling group on girl empowerment.

____________________ (student’s name). The group will be starting soon and attached is a copy of the summary sheet that indicates the topics that will be covered in each of the sessions. We, the group leaders, are interested in your perceptions and opinions about any information on the student’s current attitude, behavior, or emotional status. Your answers in this evaluation will be treated as confidential. They will be used only to help the counseling program set a baseline of the student’s interpersonal level at the beginning of the counseling group.

Using the following scale, from 1 to 5, rate the student

5= High average
4= Average
3= Low average
2= Below average
1= Low
0= Cannot say/no opportunity to observe

Re: ______________________
______Self-esteem
______Empowerment
______Leadership
______Friendship
______Goal setting
______Planning for the future
______Self-perception

Comments:
References


