



Lesson Plan

Lesson Plan for	"Girls in Real Life Situations" Self Esteem and Self-Concept Group: Masks	(lesson title)
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School Counselor:	Molly Tannehill and Leslie Hattemer		
Target Audience:	11 th Grade Girls Group Members		
Mindsets & Behaviors: (limit of three)	M1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M3: Sense of belonging in the school environment B.LS 2: Demonstrate creativity		
Lesson	2	Of	6

Learning Objective(s)/Competency	
Students will:	Students will analyze the different ways they act around important people in their lives.
Students will:	Students will explore aspects of their own lives that contribute to their identity.
Materials:	
This group will be conducted virtually. Students will need access to laptops, WIFI, a pen or pencil, and scratch paper. Group leaders will need access to "Girls in Real Life Situations: Group Counseling Activities for Enhancing Social and Emotional Development" Curriculum (Taylor & Trice-Black, 2007).	
Evidence Base:	
<input type="checkbox"/> Best Practice <input type="checkbox"/> Action Research <input type="checkbox"/> Research-Informed <input type="checkbox"/> Evidence-Based	
Procedure: Describe how you will:	
Introduce:	<ul style="list-style-type: none"> • Welcome students • Go around

	<ul style="list-style-type: none"> ○ Discuss our Rainbows and Rainclouds of the week. What went well? What was challenging? ● Recite confidentiality pledge
Communicate Lesson Objective:	<ul style="list-style-type: none"> ● State the learning objectives ● Ask students what they already know about identity and discuss as a whole group
Teach Content:	<ul style="list-style-type: none"> ● Introduce topic and discuss how we wear “masks” and how these “masks” may change based on who we are around or what environment we are in ● Explain that these masks are sometimes a protective barrier hide our true identity and to avoid getting hurt ● Explain that, while wearing different masks can be adaptive in certain situations, it’s important for us to stay true to our identity. ● Ask students to think about the masks they wear and how the masks change daily. Encourage them to consider how they act at home, school, social events, around friends, boys, strangers, teachers, and other people. Discuss as a group.
Practice Content:	<ul style="list-style-type: none"> ● Ask students to get a piece of paper and a pen, pencil, marker, crayon, etc. ● Tell students to identify two environments where they wear different masks. ● Ask students to draw the two masks, with each mask representing how they present themselves most often. These masks can include characteristics about themselves, their interests, strengths, talents, personality traits, etc. and represent the aspects of their identity that they show in different environments. ● Once students are finished, ask them to Think Pair Share with their partner.
Summarize:	<ul style="list-style-type: none"> ● As a whole group, reflect on the activity. <ul style="list-style-type: none"> ○ Which mask do you feel the most comfortable? ○ Which mask would you like to get rid of/doesn’t serve you? ○ What feelings did you experience while you were creating your masks? ○ How do you think masks relate to our identity?
Close:	<ul style="list-style-type: none"> ● Reflect on learning objectives and review what we accomplished ● “How will you use what you have learned today in the future?”

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| | <ul style="list-style-type: none">• Challenge students notice the different masks they wear in different real-life situations.• Recite confidentiality pledge <p>(Trice-Black & Taylor, 2007)</p> |
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