



## Lesson Plan

Lesson Plan for	“Girls in Real Life Situations” Self Esteem and Self-Concept  Group: Beating the Body-Image Blues	(lesson title)
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School Counselor:	Molly Tannehill Leslie Hattemer		
Target Audience:	11 <sup>th</sup> Grade Girls Group Members		
Mindsets & Behaviors: (limit of three)	<p>M1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M3: Sense of belonging in the school environment</p> <p>B-SMS 7: Demonstrate effective coping skills when faced with a problem</p>		
Lesson	3	Of	6
<b>Learning Objective(s)/Competency</b>			
Students will:	Students will differentiate between negative and positive body talk		
Students will:	Students will develop coping strategies for challenging negative body talk by engaging in an activity that asks them to replace negative statements with positive statements.		
Students will:	Students will identify situations and environments in which they are more prone to negative body talk.		
<b>Materials:</b>			
<p>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 &amp; Trice-Black, 2007).</p>			
<b>Evidence Base:</b>			

- Best Practice
- Action Research
- Research-Informed
- Evidence-Based

Procedure: Describe how you will:

<p>Introduce:</p>	<ul style="list-style-type: none"> <li>• Welcome students</li> <li>• Go around             <ul style="list-style-type: none"> <li>○ Discuss our Rainbows and Rainclouds of the week. What went well? What was challenging?</li> </ul> </li> <li>• Recite confidentiality pledge</li> </ul>
<p>Communicate Lesson Objective:</p>	<ul style="list-style-type: none"> <li>• State the learning objectives</li> <li>• Ask students what they already know about body image and discuss as a whole group</li> </ul>
<p>Teach Content:</p>	<ul style="list-style-type: none"> <li>• Ask students who many of them have thought or said something negative about their body or the way they look</li> <li>• Ask students to reflect on how often they feel like their body isn't good enough             <ul style="list-style-type: none"> <li>○ And ask, "How often do you feel GOOD about your body?"</li> </ul> </li> <li>• Define body image</li> <li>• Ask the students to discuss their perceptions of body image as a whole group.             <ul style="list-style-type: none"> <li>○ Ex: "What does it mean to have positive body image? "</li> <li>○ "What does it mean to have a negative body image?"</li> <li>○ "Are there ways to combat negative body image?"</li> <li>○ "What are some situations in which you feel like you struggle with body image?"</li> <li>○ "What are some situations when you feel confident about your body?"</li> </ul> </li> <li>• Explain that many people struggle with negative body image. Oftentimes, negative body image manifests in people criticizing themselves, making negative remarks, or thinking negatively about the way they look. When we engage in negative self-talk, it reinforces our negative feelings towards our body.</li> <li>• Explain that negative self-talk can be combatted by challenging a negative thought with an appropriate positive talk.</li> <li>• Explain that these positive statements can be very similar to power-statements</li> <li>• Ask students to Think Pair Share examples of positive self-talk to combat negative remarks or thoughts about one's body.</li> </ul>

<p>Practice Content:</p>	<ul style="list-style-type: none"> <li>• Ask each student to get a piece of paper and a pencil, pen, etc. and divide the paper into two columns. Title one column “Negative Body Talk” and the other column “Positive Body Talk”</li> <li>• Challenge the students to think about the last time they had a negative body thought and to describe the setting, their thought process, and what led them to that feeling</li> <li>• Ask them to write down the negative thoughts/remarks that they thought/experienced in the “Negative” column</li> <li>• Tell students to write a positive body talk statement that challenges every negative body thought they listed.</li> <li>• Ask students to share their feelings on the activity, once they finish.</li> </ul>
<p>Summarize:</p>	<ul style="list-style-type: none"> <li>• As a whole group, reflect on the activity. <ul style="list-style-type: none"> <li>○ What are you really feeling when you criticize your body?</li> <li>○ When are times when you feel more likely to criticize your body?</li> <li>○ What are some strategies you can use to challenge body criticism?</li> <li>○ What are some strategies you can use to praise your body on a regular basis?</li> </ul> </li> </ul>
<p>Close:</p>	<ul style="list-style-type: none"> <li>• Reflect on learning objectives and review what we accomplished</li> <li>• “How will you use what you have learned today in the future?”</li> <li>• Challenge students to catch themselves when they begin to criticize their body and replace the negative language with a positive one.</li> <li>• Recite confidentiality pledge</li> </ul> <p>(Trice-Black &amp; Taylor, 2007)</p>