



Lesson Plan

Lesson Plan for	"Girls in Real Life Situations" Self Esteem and Self-Concept Group: Who am I?	(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-SS 2 - Create positive and supportive relationships with other students		
Lesson	1	Of	6

Learning Objective(s)/Competency	
Students will:	1. Students will review purpose of group, explore confidentiality, and establish norms and expectations for group setting.
Students will:	2. Students will define positive self-talk and identify when to utilize positive self-talk as a coping strategy.
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:	

<p>Introduce:</p>	<ul style="list-style-type: none"> • Welcome students, discuss group purpose, confidentiality and rules • Establish group goals and reflect on individual goals • Go-around <ul style="list-style-type: none"> ○ Students will share their name, grade, and their favorite quality about themselves. • Collaborate to write a confidentiality pledge that will be recited at the beginning and end of each session. • Have students complete the pre-test. Save the pre-test to compare to post-test data, after the intervention.
<p>Communicate Lesson Objective:</p>	<ul style="list-style-type: none"> • Express that we already accomplished one of our learning objectives, of reviewing the purpose of group, exploring confidentiality, and establishing norms and expectations for group setting. • Explain that this group’s lesson will focus on positive self-talk and identifying personal strengths • Ask students what their current understanding is of positive vs negative self-talk. Ask for examples.
<p>Teach Content:</p>	<ul style="list-style-type: none"> • Discuss the definition of positive self-talk and describe how self-talk is important to developing healthy self-worth and value. • Show the video “Michelle Obama’s Message to Young Girls” • Think, Pair, Share: Ask each student to think about a time they accomplished something they were proud of. When all of the members have shared, encourage them to reflect on their individual qualities that helped them accomplish what they discussed. Count off students into pairs and ask students to share with their partner. Allow each group to reflect on their partner discussion with the whole group • Reinforce that positive self-talk can be a powerful tool to remind us of our strengths. • Discuss that Power Thinking is a positive self-talk strategy and explain that there are three different ways that it can be used: “I Am” statements, which are statements on who they are, “I Can” statements, which are a statement on what they can accomplish, and “I Will” statements, which are statements of self-belief. • Provide examples of each statement. <ul style="list-style-type: none"> ○ Ex: “I AM smart; I CAN control my actions; and I WILL accomplish my goals”
<p>Practice Content:</p>	<ul style="list-style-type: none"> • Ask each girl to draw three columns on a piece of scratch paper. Title the first column “I AM”, title the second column “I CAN”, and title the third column “I WILL”

	<ul style="list-style-type: none"> • Encourage each girl to write a power-thinking, positive self-talk statement for each column. If any member is having trouble coming up with a statement, encourage other members to help them out, utilizing the chat feature. If time allows, let girls decorate their papers. Encourage students to place their papers in areas where they can review them. Remind them to add to their list of power statements. • When students are finished, allow them to share with the group
Summarize:	<ul style="list-style-type: none"> • Make connections between student statements and facilitate a discussion on the feelings they experienced writing their power thinking statements. • Ask questions to further facilitate discussion. <ul style="list-style-type: none"> ○ “Why do you think many girls struggle with talking about their positive qualities?” ○ “What are some ways you can combat negative thinking by using positive thinking/power thinking?” ○ “Describe a time when you feel like it would be helpful to use positive self-talk/power thinking”
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?” • Challenge students to add two positive self-talk statements to their sheet, before the next session. • Recite confidentiality pledge <p>(Trice-Black & Taylor, 2007)</p>

Data Collection Plan – For multiple lessons in a unit, this section only need be completed once

Participation Data:

Anticipated number of students:	6
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Planned length of lesson(s):	6 sessions; 1 hour per session
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Mindsets & Behaviors Data:

- Pre-test administered before first lesson
The pre-test will be administered by the Professional School Counselor facilitators before conducting the first lesson. This measure will allow us to establish baseline data.
- Post-test administered after lesson (if standalone) or after last lesson of unit/group session
The post-test will consist of the same questions as the pre-test and will be administered after the intervention. This measure will allow us to determine progress and the efficacy of the intervention.
- Pre-/post-assessment attached

Appendix A

Outcome Data: (choose one)

Achievement (describe):

According to a needs survey, 50% of students polled report lacking confidence and needing support with how they feel about themselves. This group unit will ideally provide students with coping strategies and tools to build their self-confidence, improve their sense of belonging, increase motivation, and encourage resilience. Enhancing school belonging can positively impact academic achievement and school engagement (Allen et al., 2016). Our overarching goal is for students to increase their self-confidence rates by 10%, from 50% to 60%, by the end of the group unit. Post assessment data will be compared to the baseline to determine the efficacy of the program.