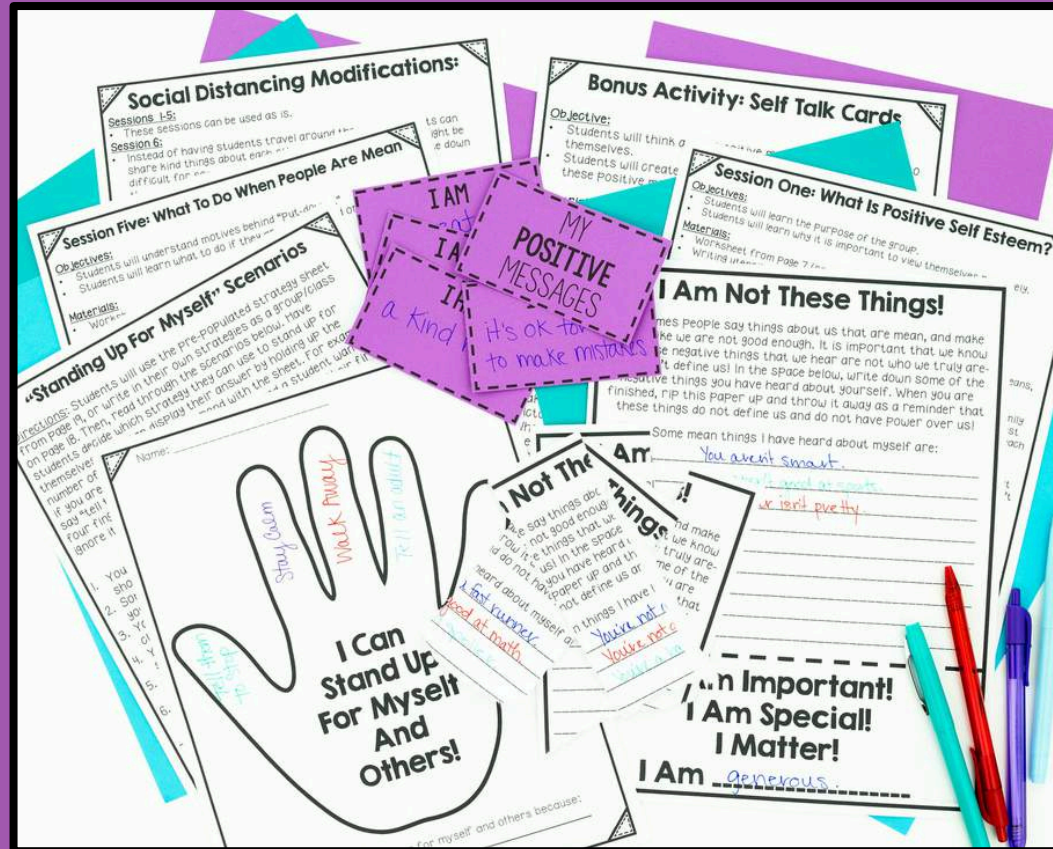


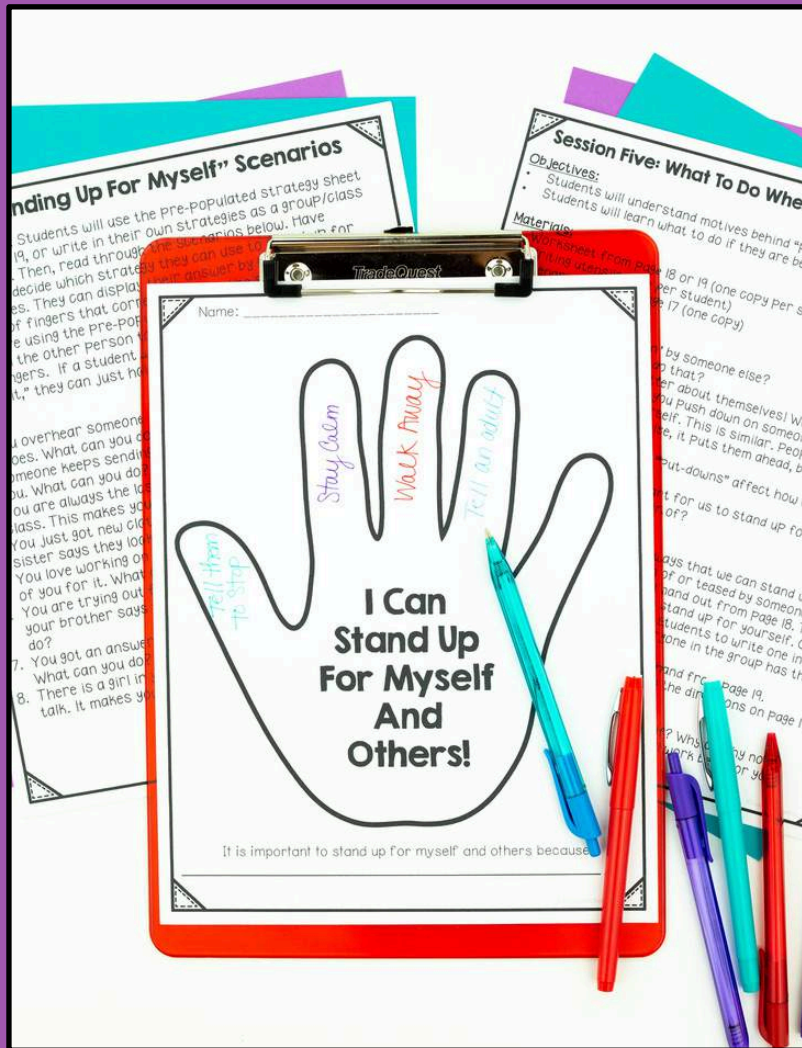
# Use this small group plan to help your students learn to celebrate their strengths and build positive self esteem!



## WHAT'S INCLUDED:

- 6 No-Prep Lessons with editable follow up notes for families
- 2 Bonus activities
- An editable permission form
- 2 Assessments

# 6 NO-PREP LESSONS



## Each Lesson Includes:

- Objectives
- Discussion points
- Activity directions and materials
- A follow up note to families

# Lesson 1: What Is Positive Self Esteem?



## THE OBJECTIVE:

- Students will learn why positive self esteem is important.

## THE ACTIVITY:

- Students will write down the negative things they have heard or thought about themselves. Then, they will be reminded that those things don't define them and will practice focusing on the things about themselves that are positive and true.



# Lesson 2: What Are My Strengths?

Name: \_\_\_\_\_

## My Strengths

Directions: Think about the things that make you great. They can be talents, skills, spaces below.

**Session Two: What Are My Strengths?**

**Objectives:**

- Students will learn about their individual strengths.
- Students will learn that we do not all have the same strengths.
- Students will learn that our differences make us unique.

**Materials:**

- Paper, or sheet from page 12 (one copy per student)
- Coloring/Drawing utensils

**Pre-Activity Discussion:**

- Today we will begin focusing on the positive things about ourselves. In order to truly get rid of the negative things that we think about ourselves, we need to replace them with positive thoughts.
- We will be talking about our strengths today. What does that mean?
- A strength is something that we are good at, or something that comes easily for us. It can be a talent, skill, character trait, etc.
- Do we all have the same strengths or different strengths?
  - Why do you think that's important?

**Activity: (20 minutes)**

- Today, we are going to spend some time reflecting on our strengths, and learning about why they are important.
  - Each student will draw/write about the strengths that they have. Students can use the sheet provided on page 12, or use blank paper. Each student needs to list at least 5, but may list more. Remind students that they can list/draw about character strengths, talents/skills, physical strengths, etc.
- Now that we have written about our strengths, we are going to share them with each other and give each other some encouragement.
  - Each student will share what they wrote or drew. Once they are finished, ask the other students in the group to think about 1 or 2 of the strengths that the student chose and think about why those strengths are important or why they could be helpful. Ask a few students (as time permits) to share their thoughts. Repeat this until each student has shared their strengths.
    - For example, if a student shares that he is a good friend, another student may say "This is important because you help people feel loved and cared for."

**Post-Activity Discussion:**

- Are our strengths the same or different?
- What would our community be like if we all had the same strengths?
  - Use the illustration that we are all silverware. If everyone was a spoon, how would we eat steak? If everyone was a fork, how would we eat soup? If everyone was a knife, how would we eat noodles?

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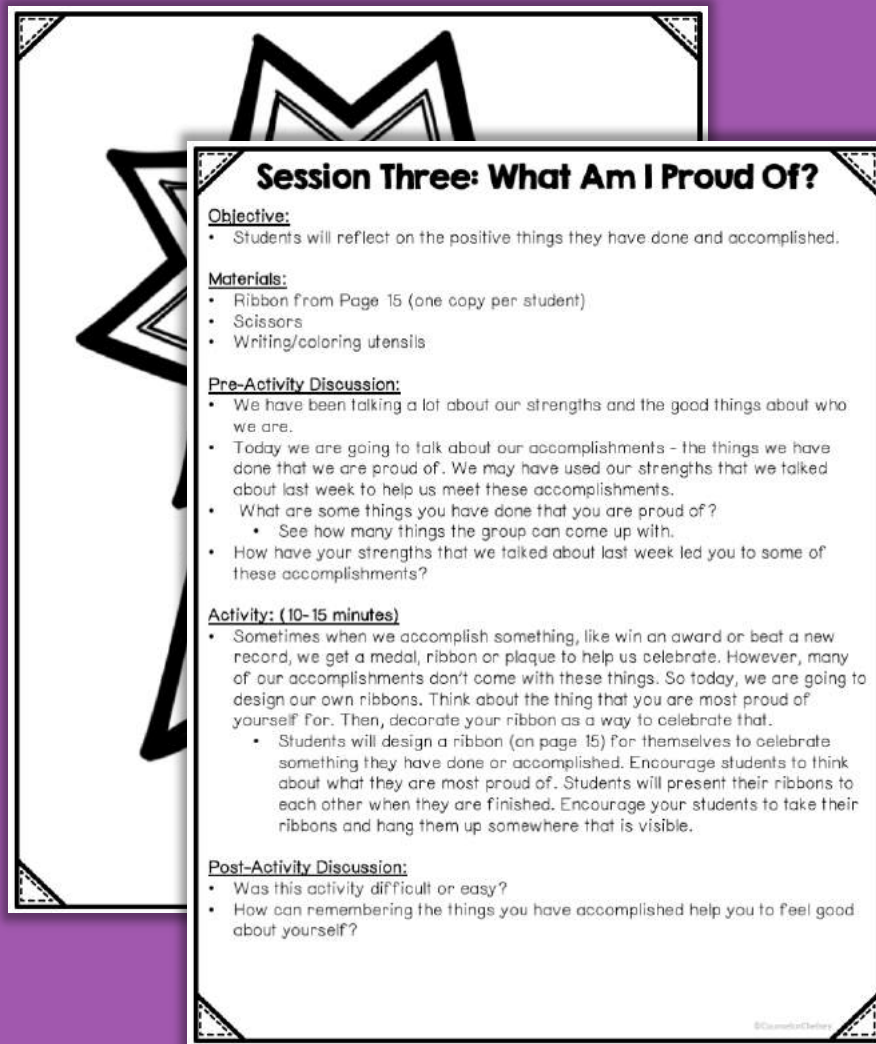
## THE OBJECTIVE:

- Students will identify their strengths and understand that our different strengths make us unique.

## THE ACTIVITY:

- Students will reflect on their personal strengths and encourage one another to think about why their strengths are helpful.

# Lesson 3: What Am I Proud Of?



**Session Three: What Am I Proud Of?**

**Objective:**

- Students will reflect on the positive things they have done and accomplished.

**Materials:**

- Ribbon from Page 15 (one copy per student)
- Scissors
- Writing/coloring utensils

**Pre-Activity Discussion:**

- We have been talking a lot about our strengths and the good things about who we are.
- Today we are going to talk about our accomplishments - the things we have done that we are proud of. We may have used our strengths that we talked about last week to help us meet these accomplishments.
- What are some things you have done that you are proud of?
  - See how many things the group can come up with.
- How have your strengths that we talked about last week led you to some of these accomplishments?

**Activity: (10-15 minutes)**

- Sometimes when we accomplish something, like win an award or beat a new record, we get a medal, ribbon or plaque to help us celebrate. However, many of our accomplishments don't come with these things. So today, we are going to design our own ribbons. Think about the thing that you are most proud of yourself for. Then, decorate your ribbon as a way to celebrate that.
  - Students will design a ribbon (on page 15) for themselves to celebrate something they have done or accomplished. Encourage students to think about what they are most proud of. Students will present their ribbons to each other when they are finished. Encourage your students to take their ribbons and hang them up somewhere that is visible.

**Post-Activity Discussion:**

- Was this activity difficult or easy?
- How can remembering the things you have accomplished help you to feel good about yourself?

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## THE OBJECTIVE:

- Students will reflect on the positive things they have done and accomplished.

## THE ACTIVITY:

- Students will design awards for themselves to recognize the accomplishments they are most proud of.

# Lesson 4: Positive Self-Talk

**POSITIVE SELF TALK FLAP BOOK TOPPER**

INSTEAD OF:

**Session Four: Positive Self Talk**

**Objective:**

- Students will learn to use positive self talk as a method of remembering to focus on their strengths.

**Materials:**

- Directions and flap book from pages 18-20 (one flap book copy per student)
- Scissors
- Glue
- Writing utensils (one per student)

**Pre-Activity Discussion:**

- Can anyone share some of the strengths/accomplishments that you came up with over the past few weeks?
- It is so great to remember to focus on these positive things about ourselves, but sometimes it can be hard. We can easily get caught up in thinking about the negative messages we have heard about ourselves.
- One way to fight against this is by using positive self talk. Does anyone know what positive self talk is or how it can help?
- Positive self talk is sending yourself positive thoughts or messages. We can replace the negative things we believe about ourselves with positive truths instead.

**Activity: (20-25 minutes)**

- Today we are going to practice replacing our negative thoughts with positive thoughts.
  - Students will complete the flap book (p. 14-15) according to the directions on page 18.

**Post-Activity Discussion:**

- Is your self talk usually positive or negative?
- Why do you think positive self talk can help you feel better about yourself?

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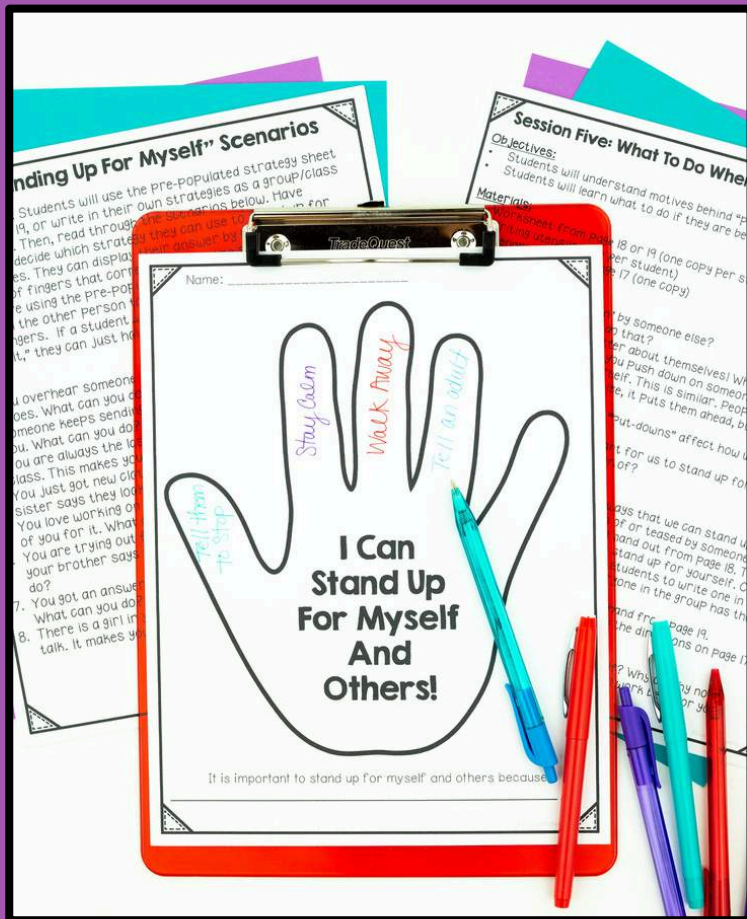
## THE OBJECTIVE:

- Students will learn to use positive self talk as a method of remembering to focus on their strengths.

## THE ACTIVITY:

- Students will create a foldable page with examples of how they can flip negative self talk into positive statements.

# Lesson 5: What To Do When People Are Mean



## THE OBJECTIVE:

- Students will understand why some people are unkind, and how they can respond in those situations.

## THE ACTIVITY:

- Students will identify ways that they can stand up for themselves. Then, they will look at real-life scenarios and decide what they can do to stand up for themselves in that situation.

# Lesson 6: How Can We Encourage Others?

Dear Families,  
I hope you are doing well. As we finish up our counseling small group, I wanted to let you know that I have truly enjoyed spending time with your students and getting to know them better.

We have been working hard learning about positive self-esteem, and it has been so great to watch your students be talked about how we can about how being encour

To see this concept in a The students got to hear things to others. My hope how special they are!

To continue this conversation take turns sharing the things to have fun and encourage

Again, we have had a great Don't hesitate to reach out

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Dear Families,  
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To continue this conversation take turns sharing the things to have fun and encourage

Again, we have had a great Don't hesitate to reach out

## Session Six: How Can We Encourage Others?

**Objective:**

- Students will understand that other people see the positive things about them.

**Materials:**

- Paper (one piece per student)
- Writing utensils (one per student)
- Tape (one piece per student)

**Discussion:**

- Throughout our group so far, what are some things we have talked about that can help us to feel better about ourselves?
- While it is important to remind ourselves of the positive truths about who we are, it is important to remember that other people have positive things to say about us as well.
- Why do you think it's important to remember the positive things that others think/say about us?
- How do you think that saying kind things about someone can help their self-esteem?

**Activity: (15 Minutes)**

- Today we are going to practice saying kind things about each other and having kind things said about us.
  - Give one piece of paper to each person. Instruct students to write their names on the top of the paper. The students will pass around the papers and write one kind thing about each person. Continue to pass the papers until each person has written something kind about everyone. Then, give the papers back to the original owner to read all of the kind things that were written about him/her.

**Post-Activity Discussion:**

- How do you feel about the things that were written about you?
- Did they surprise you?
- What was it like writing positive things about others?
- How can you be encouraging to others, and why is it important?

\*If you are choosing to use the survey, have students fill it out after this session\*

## THE OBJECTIVE:

- Students will understand that other people see the positive things about them.

## THE ACTIVITY:

- Students will take turns saying kind and encouraging things about each other, and receiving kind things said about them.



# 2 BONUS ACTIVITIES

**Bonus Activity #1: Self Esteem Roll and Respond**

**Objectives:**

- Students will P
- Instructor will

**Materials:**

- Dice

**Activity: (15-20 M**

- Students will t
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- in a whole gro

1	MY POSITIVE MESSAGES	I AM
2	I CAN	I KNOW
3	I HAVE	I AM NOT
4		

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What are p

©CameronCherry

These activities will help your students further explore the topic of self esteem and to review the topics and skills your students have learned!

Activities Include:

- "Self Esteem Roll and Respond"
- "Self Talk Cards"

# 2 ASSESSMENTS

**Self Esteem Self-Assessment**  
Please rate these questions based on to what extent

Name: \_\_\_\_\_

**Self Esteem Assessment**  
Please rate these questions based on to what extent they are true or false:

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Name and role of the person completing the form: \_\_\_\_\_

**1- Always False**  
**2- Mostly False**  
**3- Not Sure**  
**4- Mostly True**  
**5- Always True**

People like me.  
1 2 3 4 5

There are good things about me.  
1 2 3 4 5

I like myself.  
1 2 3 4 5

I can name 3 things I am good at.  
1 2 3 4 5

I know what to do when I feel bad.  
1 2 3 4 5

It is important for me to be successful.  
1 2 3 4 5

1. The child is proud of who they are.  
1 2 3 4 5

2. The child can look past the negative things that have been said about them.  
1 2 3 4 5

3. The child can identify their strengths (i.e. character traits, skills, talents, etc.)  
1 2 3 4 5

4. The child is proud of their accomplishments.  
1 2 3 4 5

5. The child is usually kind to themselves.  
1 2 3 4 5

6. The child stands up for themselves when needed.  
1 2 3 4 5

7. The child is confident in their abilities.  
1 2 3 4 5

Additional Comments: \_\_\_\_\_

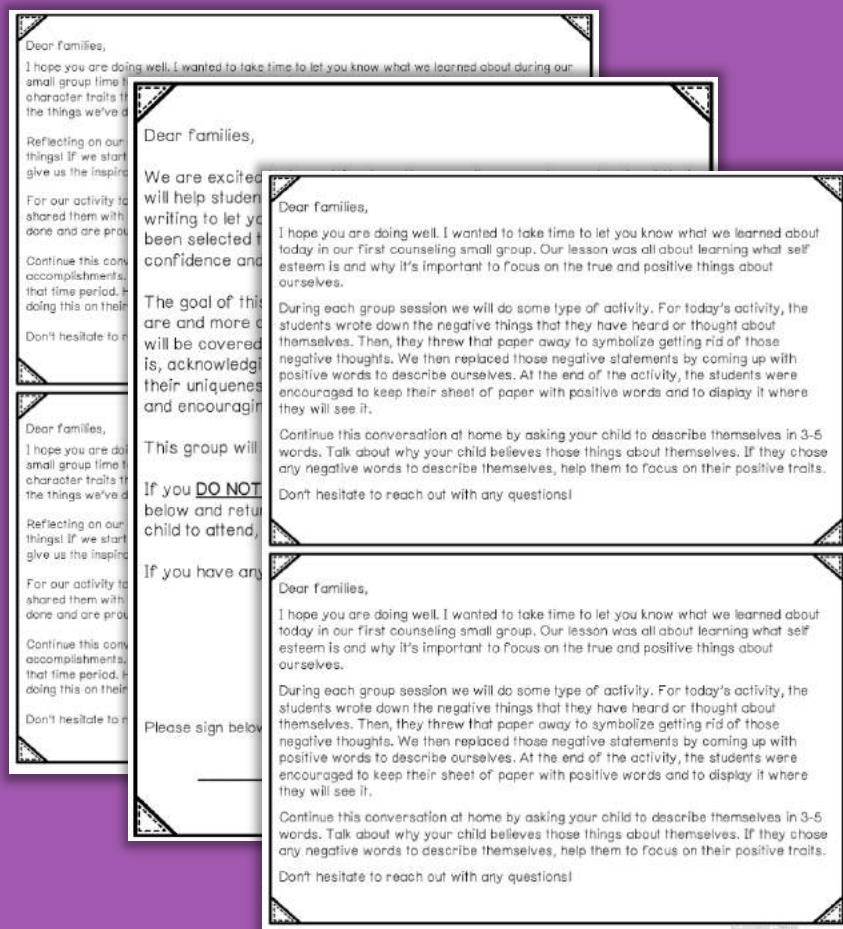
Total Score: \_\_\_\_\_

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There are two assessments designed to measure growth in your students

- A Self-Assessment
- An assessment to be completed by a teacher, family member or other adult in the student's life

# NOTES TO FAMILIES



Each of the 6 lessons includes a follow up note to families to let them know what the lesson was about and how they can support their child at home.

There is also a permission form included that families can sign if they do not want their child to participate in the group.

The follow up notes and permission form are able to be edited using Microsoft PowerPoint.

# WHAT PEOPLE ARE SAYING...

"I used this resource for 4th and 5th small group and really appreciated that there was no preparation involved. For the materials provided, they were rather engaging lessons but required little time to get them ready. I also liked how the activities gave students specific skills to use in their lives."

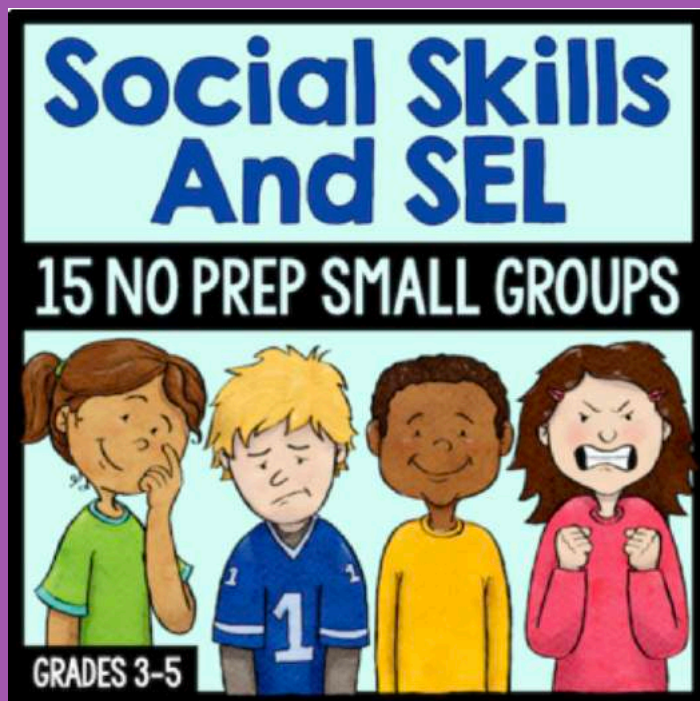
– Megan M.

"These no prep small group resources never disappoint! Building student's self esteem is a big focus goal for me going forward and this is a great resource for small groups with students who need a little extra." – Jessica M.

"I am using this with 4th and 5th grade girls. They've really enjoyed the activities and it makes it so much easier for me because it is not time consuming and I don't have to stress over group content." – Sara C.



# NEED MORE SMALL GROUPS? BUNDLE & SAVE!



This resources is included in a set of other NO-PREP small group plans. The bundle includes small groups for the following topics:

- Self-Esteem
- Friendship
- Self-Control
- Anger Management
- Self-Regulation
- Social Skills
- Worry & Anxiety
- Coping Skills
- Leadership
- Mindfulness
- Growth Mindset
- Respect
- Test Anxiety
- Conversation Skills
- Following Directions

## SEE THE BUNDLE HERE