

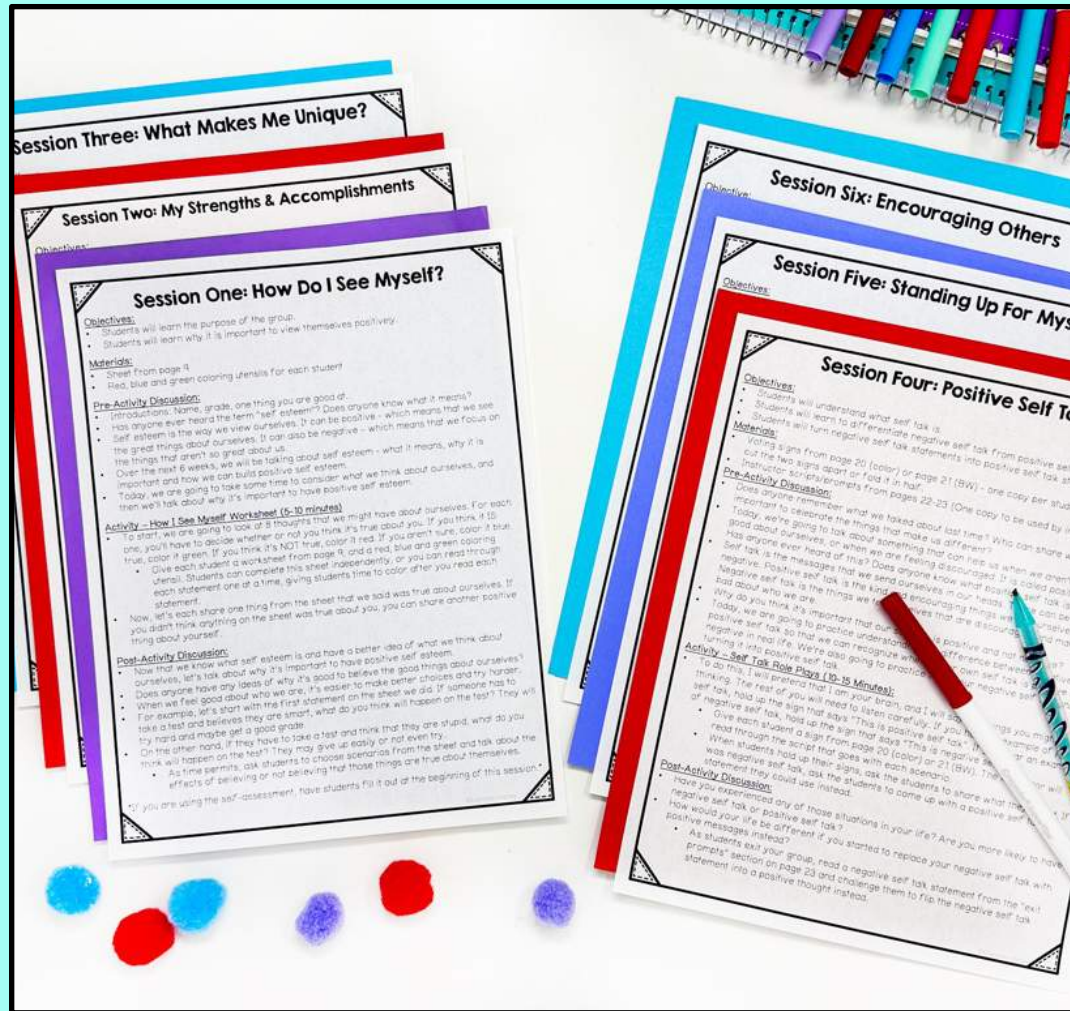
This no-prep small group will help kids build confidence by identifying their strengths and learning ways to cope with low self-esteem.



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
- A poster/visual aid
- A read aloud recommendation

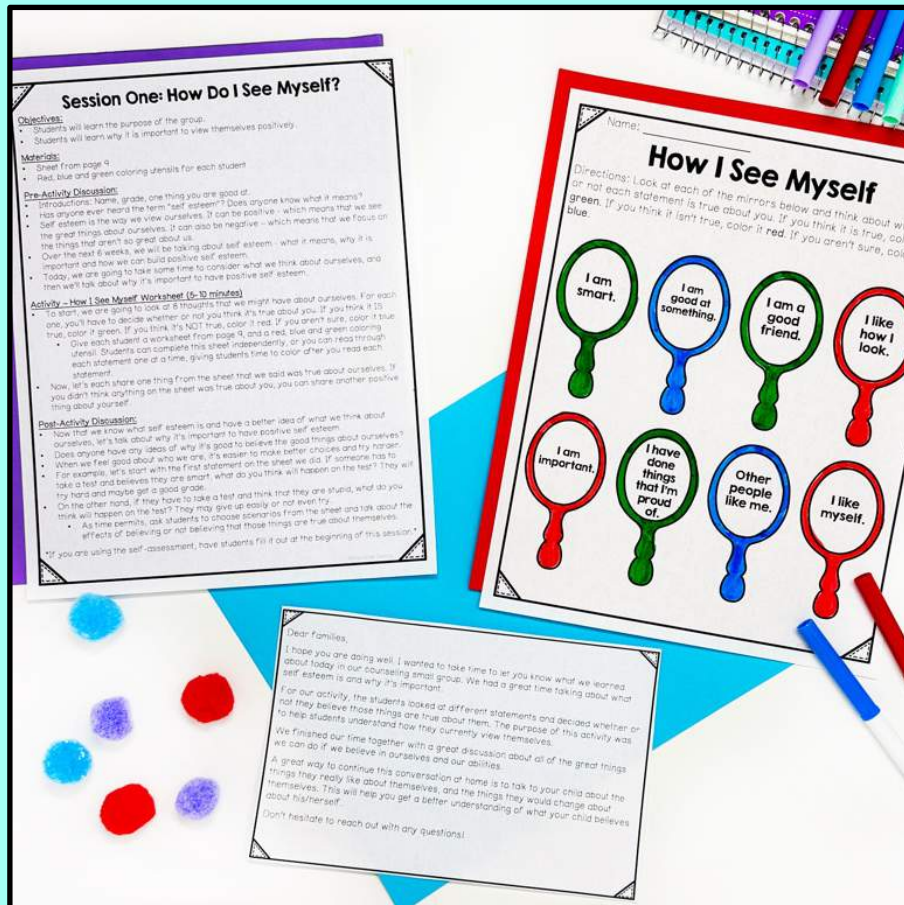
Lesson 1: How Do I See Myself?

THE OBJECTIVE:

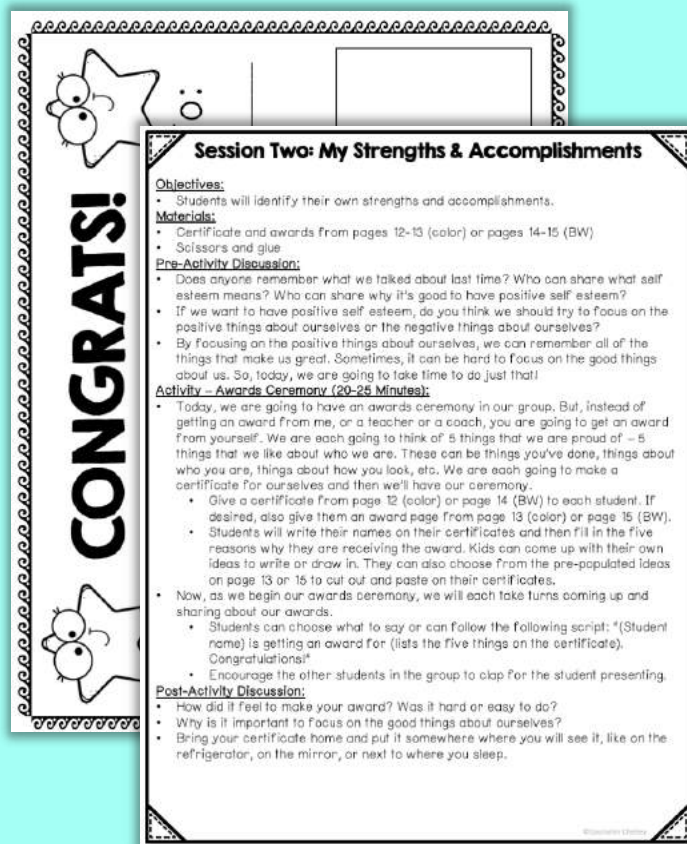
- Students will learn the purpose of the group and consider why positive self-esteem matters.

THE ACTIVITY:

- Students will complete a coloring worksheet to help them better understand how they view themselves. Then, the group will talk about how it can be helpful to have a positive view of yourself.



Lesson 2: My Strengths And Accomplishments



THE OBJECTIVE:

- Students will identify their strengths and accomplishments.

THE ACTIVITY:

- Students will create an award for themselves that celebrates their strengths and accomplishments. Then, the group will have an “awards ceremony” where they share the awards they made.

Lesson 3: What Makes Me Unique?

Dear families,

I hope you are doing well. I wanted to take time to let you know what we learned about today in our counseling small group. This lesson was all about recognizing our strengths and accomplishments.

For our activity, we celebrated the gifts of ourselves. The parents noticed their strengths.

If your child brings something somewhere in the home, having each of us notice their strengths.

To continue this discussion, specific things for home, having each of us notice their strengths.

Don't hesitate to reach out if you have any questions.

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Session Three: What Makes Me Unique?

Objectives:

- Students will understand that differences are a good thing.
- Students will encourage uniqueness in others.

Materials:

- One piece of blank paper per student
- Coloring utensils

Pre-Activity Discussion:

- Does anyone remember what we talked about last time? Who can share why it's important to focus on the good things about ourselves?
- Today, we're going to talk about something else that can help us have positive self-esteem. We are going to talk about the things that make us unique or different and why it's important to celebrate those things.

Activity - Coloring With One Crayon (10 Minutes):

- I am going to give each of you a crayon and then we are going to draw a picture together.
 - Give each student a blank piece of paper, and one coloring utensil. Ideally, students should each have a different color.
- Okay, I am going to tell you what to draw and then you can draw it on your paper. First, draw a sun in the sky. Then, draw grass on the ground. When you are finished, draw two trees. Next, draw a butterfly in the sky. Finally, draw a flower.
- Now, I want you to look at the picture you drew. What do you notice about it? Does your picture look like the outside? Why not?
- Everything you drew was all in the same color - nothing was different. The sky, the grass and the flowers were all the same color. Do you think this is more boring or more beautiful than the real outside where everything is a different color?

Post-Activity Discussion:

- Now, think about each one of us. What would it be like if we were all the exact same?
- Sometimes it can be hard to be different because we think we are weird or we want to be like other people. BUT, it's important to learn to celebrate the things that make us unique and special!
- To celebrate that, let's each share one thing that makes us special and unique. They can be things you like to do, things you are good at, things you are proud of, something about how you look, etc. After you share, the rest of us are going to tell you why those things are great!
 - Ask students to share one thing that makes them unique. After a student has shared, ask the other students to share why the things the initial student shared are good and should be celebrated. Call on 1-2 students, as time permits.
- How did it feel to hear about what others had to say about the things that make you different?
- Next time you feel like you are weird or you wish you were like everyone else, remember what we did in this group and how those things are what make you great!

THE OBJECTIVE:

- Students will identify the things that make them unique, and will understand why this is a good thing.

THE ACTIVITY:

- The group will do a guided coloring activity that will demonstrate the beauty in our differences.

Lesson 4: Positive Self-Talk

THE OBJECTIVE:

- Students will learn about positive and negative self-talk.
- Students will practice turning negative self-talk into positive self-talk.

THE ACTIVITY:

- Students will act out role plays and will practice noticing the “actor’s” positive or negative self-talk. When they hear negative self-talk, they will practice turning it into positive self-talk.

Session Four: Positive Self Talk

Objectives:

- Students will understand what self-talk is.
- Students will learn to differentiate negative self-talk from positive self-talk.
- Students will turn negative self-talk statements into positive self-talk statements.

Materials:

- Voting signs from page 20 (color) or page 21 (B/W) - one copy per student - they can cut the feet signs apart on fold in half.
- Instructor script/signatures from pages 22-23 (One copy to be used by instructor)

The Activity Discussion:

- Does anyone remember what we talked about last time? Who can share why it's important to celebrate the things that make us different?
- Today, we're going to talk about something that can help us when we aren't feeling good about ourselves, or when we are feeling discouraged. It is called positive self-talk. Has anyone ever heard of that? Does anyone know what positive self-talk is?
- Self-talk is the messages that we send ourselves in our heads. These can be positive or negative. Positive self-talk is the kind of encouraging things we tell ourselves. Negative self-talk is the things we tell ourselves that are discouraging and make us feel bad about who we are.
- Why do you think it's important that our self-talk is positive and not negative?
- Today, we are going to practice understanding the difference between negative and positive self-talk so that we can recognize whether our own self-talk is positive or negative in real life. We're also going to practice taking our negative self-talk and turning it into positive self-talk.

Activity - Self Talk Role Plays (10-15 Minutes):

- To do this, we prepared that, for your friends, and I will say the things you might be thinking. The rest of you will need to listen carefully. If you hear an example of positive self-talk, hold up the sign that says "This is positive self-talk." If you hear an example of negative self-talk, hold up the sign that says "This is negative self-talk."
- Give each student a sign from page 20 (color) or 21 (B/W). The instructor will read through the script that goes with each scenario.
- When students hold up their signs, ask the students to share what they heard. If it was negative self-talk, ask the students to come up with a positive self-talk statement they could use instead.

Post-Activity Discussion:

- Have you experienced any of those situations in your life? Are you more likely to have negative self-talk or positive self-talk?
- How would your life be different if you started to replace your negative self-talk with positive messages instead?
- As students act your group, read a negative self-talk statement from the "Acting" prompts" section on page 22 and challenge them to fill the negative self-talk statement into a positive thought instead.

Self Talk Role Play Scripts & Scenarios

Scenario #1: You are working on homework.

- Script start 1: This homework assignment is pretty short. I don't have to learn, and I know that I can get it done quickly. (positive self-talk)
- Script start 2: I want to be done so I can go outside. I think I'm going to give up. I don't really understand it, and it doesn't matter. (negative self-talk)

Scenario #2: You are talking to a friend.

- Script start 1: I'm weird and want me to stop talking. (negative self-talk)
- Script start 2: I know I have a lot of good things to say. I know my friend likes to read too. It will be fun. (positive self-talk)

Scenario #3: You are playing with your friends.

- Script start 1: I love playing with my friends. I would be better if I wasn't on it. (negative self-talk)
- Script start 2: I may not be very good at basketball, but I can get better with practice. (positive self-talk)

Scenario #4: You are reading a book.

- Script start 1: I'm excited to read this book. I'm excited to learn. (positive self-talk)
- Script start 2: I made a mistake. This is worse than I thought. I should just stop reading now so I don't make things worse. (negative self-talk)

OH YEAH!
This is positive self talk!

BUMMER!
This is negative self talk!

Lesson 5: Standing Up For Myself

THE OBJECTIVE:

- Students will learn how to stand up for themselves when others are mean.

THE ACTIVITY:

- Students will learn about and practice a 3-step process for standing up for themselves. The group will go through each step and then color bookmarks that students can take home.

When someone is mean...

When someone is mean...

When someone is mean...

When someone is mean...

Session Five: Standing Up For Myself

Objectives:

- Students will learn a practical way to stand up for themselves when others are mean.

Materials:

- Bookmarks from page 26 (color) or page 27 (BW) - one bookmark per student
- Coloring utensils (optional)

Pre-Activity Discussion:

- Does anyone remember what we talked about last time? Who can tell us what positive self talk is and why it's important?
- Last session we talked about how it's important to be kind, and not mean to ourselves. Unfortunately, though, sometimes other people are mean too.
- How does it feel when other people are mean to you?
- When other people are mean, does it usually lead to feeling good about yourself or bad about yourself?
- When other people are mean to us, it can make us angry and sad. It can also make us feel like we aren't good enough.
- Today we are going to talk about what we should do if others are mean to us. Before we start, does anyone have any ideas?
- Does anyone have any ideas of what we should **not** do if someone is mean to us?

Activity - 3 Steps To Standing Up For Yourself (10-15 Minutes):

- Now, we are going to learn 3 things we can do if someone says something mean or discouraging to us. The first step is to tell the other person "Stop! That isn't true!"
 - When doing this, hold up your hand in a stop position. Have the students say the phrase with you while they also hold up their hands.
- Why do you think it can be helpful to say this to the other person?
- The next step is to walk away if you can.
 - When doing this, say "walk away" and move your hands and feet in a marching motion. Have the students do this with you.
 - Then, start at step one - saying it out loud with your students as you do the motions. "Say 'stop! That isn't true!', Walk away."
- Why do you think it can be helpful to walk away if you can?
- The last step is to tell yourself something positive.
 - When doing this, say "tell yourself something positive" as you point to your head.
 - Repeat all 3 steps and hand motions with your students.
- Why do you think it can be helpful to tell yourself something positive?
- Now, I'm going to give you a few examples of when someone might be mean, and then I'm going to ask what you can do about it.
 - Students will repeat the 3 steps and hand motions after each scenario. You can also ask students to share the positive thing they would tell themselves as part of step 3.
- What if someone says your shirt is ugly?
- What if someone says you are stupid?
- What if someone says no one likes you?

Post-Activity Discussion:

- Why do you think these steps can be helpful?
- Give students a bookmark from page 26 (color) or page 27 (BW)
 - If time allows, give students time to color in the b/w bookmarks.

Lesson 6: Encouraging Others

THE OBJECTIVE:

- Students will understand the importance of encouraging others.

THE ACTIVITY:

- The group will work together to create a list of ways they can be kind to others. Then, the group will play a game of charades based on their list.

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.

For our final lesson because not only make us feel good.

The students in the group are encouraging to remember what.

To continue the encouraging to about how it makes.

Again, we have.

Don't hesitate to.

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.

For our final lesson because not only make us feel good.

The students in the group are encouraging to remember what.

To continue the encouraging to about how it makes.


Again, we have.

Don't hesitate to.

Name: _____

Being Kind To Others

Draw a picture below of how you can show kindness to others today.



Session Six: Encouraging Others

Objective:

- Students will understand the importance of encouraging others.

Materials:

- Sheet from page 30 (optional)
- Exit ticket from page 31

Discussion:

- Who can remember what we talked about last week? What are three steps you can do to stand up for yourself?
- Last week, we talked about what to do if someone is being mean to you. This week, we are going to close out our group time with a reminder to be kind to others.
- Why are we mean to others sometimes?
- Last week, we talked about how bad it feels when others are mean to us, and how it can make us feel bad about who we are.
- On the other hand, how does it feel when someone is kind and encouraging to you?
- When we are kind and encouraging to others, it can make them feel good about who they are.
- How does it make us feel when we are kind to others? Being kind can also make us feel better about who we are and remind us that we are a good person.

Activity: (15 Minutes)

- Today we are going to come up with a list of ways that we can be kind and encouraging to others.
 - Ask students to share ways that they can be kind and encouraging to others. Write their responses on the board or on the sheet from page 30. Collect 10-15 responses.
- Now, we are going to play a guessing game with the ideas we came up with! One person at a time will act out one of the ideas we came up with, and the rest of you will guess what is being acted out.
 - Call one student up at a time to act out one of the kindness ideas the group came up with. The other students need to guess what the student is acting out. You can let the students choose which idea to act out, or you can choose one and whisper it to the student. Depending on the ideas and interests of your students, this game can also be done by drawing a picture of the kindness idea instead of acting it out.

Post-Activity Discussion:

- Has anyone ever shown kindness to you in one of these ways? If so, tell us about it.
- What are 1-2 ways that you can show kindness to someone today?
 - If time permits, students can complete the exit ticket from page 31.

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

2 BONUS ACTIVITIES

**Bonus Activity:
All About Me Flap Book**

Objective:

- Students celebr

Materials:

- Flap book topper
- Flap book base s
- Scissors
- Glue or tape
- Writing/Coloring

Flap Book Direction

- Cut out the flap t
- lines, just the out
- On the flap book
- vertical dotted li
- Place glue on the
- where it says "p
- Then, place the t
- The topper and f
- dotted line, and t
- up to reveal the
- Once the flap bo
- write or draw th
- Encourage stude
- where they shou
- If time permits, c
- group.

**Bonus Activity:
Coping With Low Self Esteem**

Objective:

- Students will identify ways that they can cope with low self esteem.

Materials:

- Voting sheets from page 38 (color) or 39 (BW) – One full sheet per student

Activity: (10-15 minutes)

Give each student a voting sheet from page 38 or 39. You can fold the voting sheet in half, or cut the signs out and attach them to popsicle sticks.

The instructor will read through the coping strategies below and the students will hold up their voting sheets to show whether or not they think that strategy will be helpful if they are feeling down about themselves.

After the students have voted on each strategy, ask 1-2 students to share why they chose the answer they did.

Coping Strategies:

1. Talking to a grown up about how you feel
2. Reminding yourself about the things you love most about yourself
3. Being mean to others
4. Thinking about the good things you've done
5. Trying to change who you are so you fit in with other people
6. Not telling anyone about how you feel
7. Sticking to easy things so you don't fail or mess up
8. Looking in the mirror and saying something kind
9. Ignoring how you are feeling and hoping it goes away
10. Doing something you enjoy or trying something new

©Counselor Outlets

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

Activities Include:

- "All About Me Flap Book"
- "Coping With Low Self-Esteem"

2 ASSESSMENTS

Name: _____

Self Esteem Self-Assessment

Directions: Read each question and decide if the sentence is true or false for you. If it is true, color in or circle the "thumbs up." If the sentence is not true, color in or circle the "thumbs down."

1. I like myself.

2. There are good things about me.

3. I can name 3 things good at.

4. I like the things about me that make me different.

5. It's a good thing that I am different.

6. I am kind to myself.

7. I think I can do hard things.

8. I know what to do when I am sad.

9. I think that I am an important part of my family.

10. I think that I am an important part of my class.

Child's Name: _____ Date: _____
Name and role of the person completing the Form: _____

Self Esteem Assessment

Please rate these questions based on to what extent they are true or false:

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

1. The child is confident about their strengths and abilities.
1 2 3 4 5

2. The child has things that they are proud of.
1 2 3 4 5

3. The child is okay with being different or unique.
1 2 3 4 5

4. The child believes in their ability to accomplish things.
1 2 3 4 5

5. The child uses positive self talk – they are 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 kind to others.
1 2 3 4 5

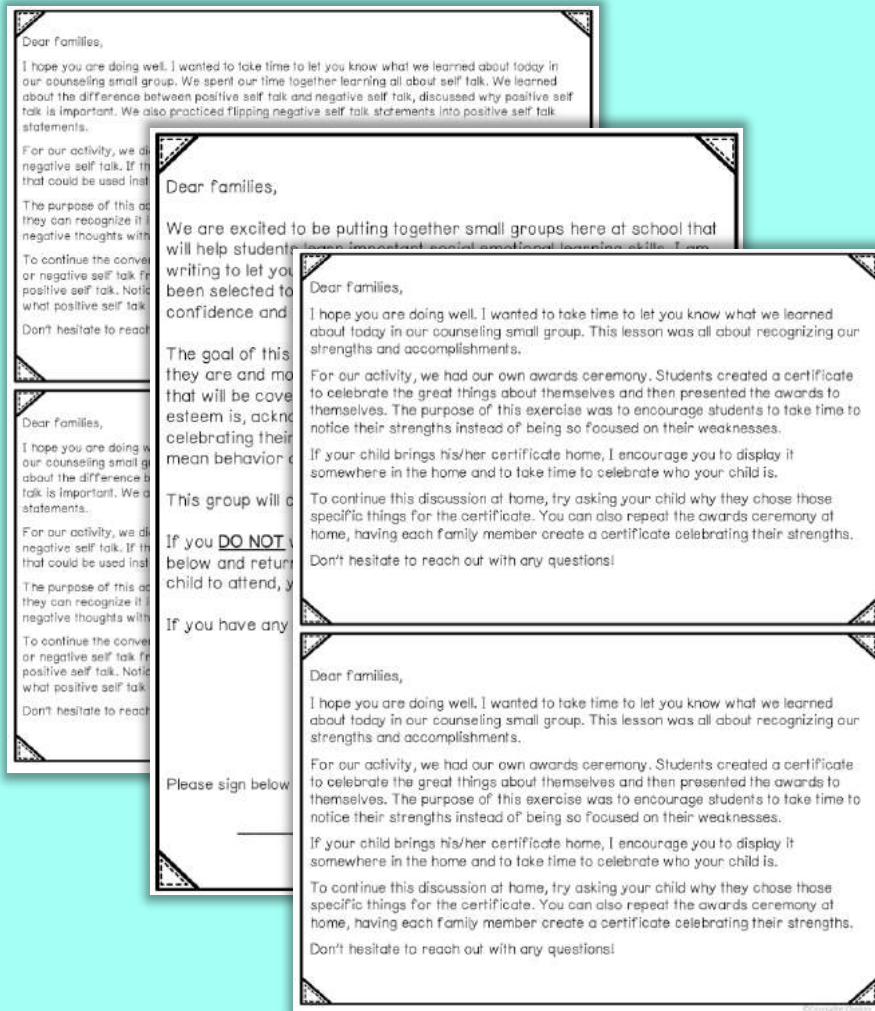
Additional Comments: _____ Total Score: _____

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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

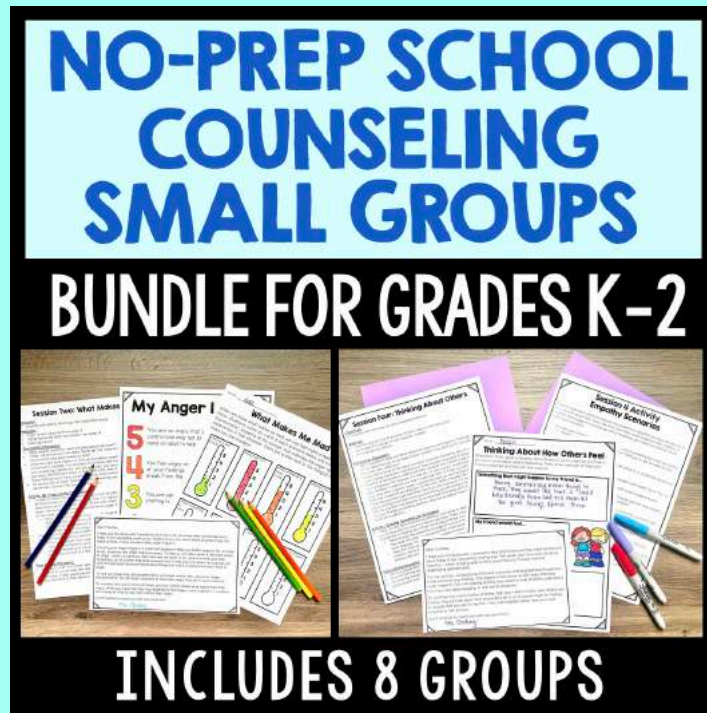


Each of the 6 lessons includes a follow up note to families to let them know what the lesson was about and how they can support their child at home.

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.

NEED MORE SMALL GROUPS? BUNDLE & SAVE!



This resources is included in a set of other NO-PREP small group plans. The bundle includes K-2 groups for the following topics:

- Self-Esteem
- Friendship
- Self-Control
- Anger Management
- Respect
- Self-Regulation
- Social Skills
- Worry & Anxiety

SEE THE BUNDLE HERE