

Girl Power: Self-Esteem Group Curriculum for 5th Grade Girls

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What is Girl Power?



- An eight session group counseling curriculum for 5th grade girls
- Goals:
 1. Strengthen self-esteem and self-perception
 2. Promote awareness about how certain environments can affect self-esteem
 3. Promote resiliency.

The Need for Girl Power



- Girls starting puberty (4th-8th grade) at higher risk for:
 - Low self-esteem
 - Poor body image (Hargreaves, 2002)
- Factors contributing to low self-esteem
 - Obesity
 - The media
- Low self-esteem is related to
 - Depression
 - Poor academic achievement
 - Negative body image

The Effectiveness of Group Counseling



- Group counseling has been found to be effective in general. (Sanders, 2007)
- Group counseling has been effective in changing 5th grade girls' attitudes toward:
 - personal role options
 - home
 - family responsibilities (Deutsch & Wolleat, 1981)
- Multimedia group counseling techniques successfully helped preadolescent girls deal with:
 - changing body image
 - importance of peer group (McCue, 1980)

The Effectiveness of Group Counseling



- Improves student academic achievement when focused on 5 key areas:
 - (1) goal setting and progress monitoring
 - (2) building a community of caring, support, and encouragement
 - (3) cognitive and memory skills
 - (4) handling pressure and anxiety
 - (5) building healthy optimism.(Brigman & Webb, 2007)

Girl Power Session Topics



1. Promoting self-esteem
2. Creating a positive self-image
3. Handling peer pressure
4. Health and fitness
5. Planning for the future
6. Becoming a positive role model
7. Leadership skills

Teacher Referral Form

Dear Faculty and Staff:

From: School Psychology Graduate Students _____

Re: Identification of Student Needs

Your name: _____ Grade Level: _____

Subject Taught: _____ Date: _____

We will soon be starting a Girl Power counseling group in the school. We are seeking your help in identifying students whom you feel would benefit from a group empowerment counseling experience. The group would meet eight times for 45 minutes, and we would stagger and coordinate the time and days with your schedule. Students will be responsible for completing any missed work and all homework assignments.

Please indicate the name(s) of your students whom you would recommend. Each named student would be interviewed to determine willingness and readiness to be in a group.


1. An empowerment group is for students whom you feel do not have good feelings about themselves. These students may be overly shy, passive, submissive, or quiet. They could be also compensating for their lack of self-esteem by showing a superior attitude.

Please return this survey to our mailbox as soon as possible since we are ready to identify group members. If one of your students is selected to be in a group, you will be notified. Feel free to make any comments at the bottom of this sheet. Thank you.

Comments/suggestions:

Return this form to _____ before _____

Sacramento Unified School District
Inspiration Elementary School
123 Success Street
Sacramento, CA 95815
(916) 555-1234



Dear family of _____

At Inspiration Elementary School, we strive to create a positive learning environment for all students. This year, we are offering *Girl Power!*, a group for 5th grade girls to discuss and enhance existing qualities and prepare for entry into Junior High. Our goals are:

1. Promoting self-esteem
2. Handling peer pressure
3. Planning for the future
4. Creating a positive self-image
5. Being a role model for younger girls
6. Leadership skills
7. Health and fitness

We will meet for eight weekly sessions starting _____ on _____ from _____ am to _____ am during your daughter's silent reading time. She will be required to complete her reading assignment at home.

You can be assured that if any member of the group shares information involving harm to self or others, the proper authorities will be contacted. Inspiration Elementary will do everything possible to ensure the safety of all members. Your daughter will be asked to fill out a self-esteem rating scale for informational purposes only. If your daughter chooses to be in the group, pictures may be taken as part of the activities only and will not be distributed, reproduced, or reused.

We believe every student who participates will be an asset to *Girl Power!* If you would like your daughter to participate or if you would like more information, please fill out the attached permission slip to Room _____ by _____. You will be notified by phone if your daughter is selected to participate. If you have any questions please contact Erin Camp, Lilecena Navaro, and Anya Wu at (916) 555-1234.

Thank you for your consideration.

Erin Camp School Psychologist Lilecena Navaro School Psychologist Anya Wu School Psychologist

Name: _____

Self-esteem Rating Scale

Directions: Rate yourself on the following traits. Number 1 is low and 5 is high and 3 would be average.

I AM FAIR	1	2	3	4	5
I AM KIND	1	2	3	4	5
I AM HELPFUL	1	2	3	4	5
I AM CONFIDENT	1	2	3	4	5
I AM A GOOD LISTENER	1	2	3	4	5
I AM ARTISTIC	1	2	3	4	5
I AM ATHLETIC	1	2	3	4	5
I AM GOOD AT ACADEMICS	1	2	3	4	5
I AM DEPENDABLE	1	2	3	4	5
I AM TRUSTWORTHY	1	2	3	4	5
I AM OPEN-MINDED	1	2	3	4	5
I AM ACCEPTING	1	2	3	4	5
I HAVE A SENSE OF HUMOR	1	2	3	4	5
I HAVE LEADERSHIP SKILLS	1	2	3	4	5
HANDLING PEER PRESSURE	1	2	3	4	5
DECISION MAKING SKILLS	1	2	3	4	5

Adapted from Kirby, B.F., 2005

TEACHER PRE-EVALUATION

To: _____ Date: _____

From: _____
School Psychologist

The following student(s) will participate in an eight week counseling group on girl empowerment. _____ (student's name). The group will be starting soon and attached is a copy of the summary sheet that indicates the topics that will be covered in each of the sessions. We, the group leaders, are interested in your perceptions and opinions about any information on the student's current attitude, behavior, or emotional status. Your answers in this evaluation will be treated as confidential. They will be used only to help the counseling program set a baseline of the student's intrapersonal level at the beginning of the counseling group.

Using the following scale, from 1 to 5, rate the student

5= High average
4= Average
3= Low average
2= Below average
1= Low
0= Cannot say/no opportunity to observe

Re: _____

_____ Self-esteem
_____ Empowerment
_____ Leadership
_____ Friendship
_____ Goal setting
_____ Planning for the future
_____ Self-perception

Comments: _____

Thank you

Please return to _____

- ## General Girl Power Session Procedures
- Icebreaker
 - Make members feel more at ease
 - Activity
 - Related to session topic
 - Discussion
 - Reflect on activity
 - Ending Ritual
 - Get into a huddle, put hands in the middle and yell "Girl Power!"

- ## Session 1: Promoting Self-Esteem
- Goals
 - Get to know each other
 - Establish group rules and purpose
 - Begin discussing self-esteem
 - Icebreaker
 - The Common Game
 - Group rules
 - Activity & Discussion
 - Define "self-esteem"
 - Sources of self-esteem
 - Ending Ritual

Session 2: Creating a Positive Self-Image

- Goals
 - Review rules of confidentiality
 - Review last session's topic
 - Discuss positive and negative ways that females are portrayed by the media
- Icebreaker
 - "Have You Ever?"
- Activity & Discussion
 - "Decoding the Media"
- Ending Ritual



Girl Detectives Worksheet

1. Who created this message or picture?
2. What is the purpose of this message or picture?
3. How might different people see this message differently from me?
 1. What information are they leaving out?
2. Is this a healthy message for girls? Why or why not?

• Barker, M. 2005



Session 3: Identifying Role Models

- Goals
 - Identify female role models and heroes in our community, culture, and society
- Icebreaker
 - The Balloons Game
- Activity & Discussion
 - Leaders & Role Models
- Ending Ritual



Session 4: Leadership

- Goals
 - Allow the opportunity to teach each other
 - Practice speaking and presentation skills
- Icebreaker
 - The Detective Game
- Activity & Discussion
 - Act out "How-to" Cards
- Ending Ritual



How-to-Cards

How to bake chocolate chip cookies	How to play soccer	How to jump rope
How to play checkers	How to play basketball	How to play baseball
How to play hopscotch	How to fold a paper airplane	How to play volleyball
How to grow a plant	How to make a peanut butter and jelly sandwich	How to play tetherball
How to build a campfire	How to do the breaststroke	How to make a sand castle
How to do a cartwheel/somersault	How to dance	How to take a picture
How to _____	How to _____	How to _____
How to _____	How to _____	How to _____



Session 5: Handling Peer Pressure

- Goals
 - Review last session's topic
 - Discuss peer pressure and how to handle it
- Icebreaker
 - Guessing Game
- Activity & Discussion
 - "What Makes Me Feel Good About Myself?"
 - "Ways to Say No"
- Ending Ritual



What Makes Me Feel Good About Myself?

Rate each item in order of importance from 1 to 10. You can use the same number twice if two things are equally important.

1. The movies/TV I look at _____
2. The grades I get in school _____
3. The clothes I wear _____
4. The brand of athletic shoes I have _____
5. The number of friends I have _____
6. What I do when I'm not in school _____
7. Where I live _____
8. How I get spending money _____
9. The hobbies I've got _____
10. What sports I play _____

Why do you make the choices you do?

- Adapted from Carter & Oyemade, 1993

Other ways to say no

Ways to Say No
 No, thank you.
 I don't feel like it.
 No thanks.
 Get out of here.
 No way.
 I'll pass.
 I can't.
 I don't want to.
 Get lost!
 Forget it!
 I'm just fine.
 That's not very smart.
 I don't feel well.
 I don't have any money.
 I'm broke.
 I want to live.
 I don't want to mess up my head.
 That stuff ruins your life.
 I don't want bad breath.
 That's really dumb.
 Not today.
 I'm too busy.
 I got to get home.
 I'm on my way to... (home, next class)
 (Drugs, cigarettes, alcohol)... isn't good for you.
 My (grades, family, soccer team) means more to me.
 Have to go to the bathroom.
 I don't understand.
 I gotta go.
 I'm afraid of the cops.
 I don't want to get busted.
 You've got to be joking!

Make an excuse. Sometimes a quick excuse will help you get out of a very dangerous or sticky situation. Keep an excuse ready.

Ignore the person. Pretend not to hear or understand and keep moving.

Leave the scene. Talk fast and keep your feet moving.

Make a joke. Humor can cure many ills. Get people to laugh.

- Adapted from Carter & Oyemade, 1993

Session 6: Health & Fitness

- Goals
 - Review last session's topic
 - Discuss health factors
- Icebreaker
 - Name Game
- Activity & Discussion
 - Good Health Factors
- Ending Ritual

Good Health Factors

Health Factors	Exercise: Amount of time spent exercising	Fresh Air: Amount of time spent outside	Sleep: Hours of sleep a night	Balance: How often you eat more fresh foods or junk food today?	Recreation: Amount of time spent on doing something you enjoy	Quiet Time: Amount of time spent reflect and relax
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						

Comments: I could improve on...

Plans for next week:

- Adapted from Carter & Oyemade, 1993

Session 7: Planning for the Future

- Goals
 - Review last session's topic
 - Discuss decision making
 - Goal-setting and planning for the future
- Icebreaker
 - Decision Making
- Activity & Discussion
 - GOALS
- Ending Ritual

Give yourself direction. You are responsible for your life.

Organize and prioritize your goals.

Always make realistic and attainable goals.

List obstacles that may get in the way.

Set more goals once you reach your goal.

- Kirby, B.F., 2005

Session 8: Final Session

- Goals
 - Discuss feelings
 - Review previous topics
 - Evaluation
 - Closing Celebration
 - Ending Ritual
- Icebreaker
 - Feelings
- Activity & Discussion
 - Review topics discussed in last 7 weeks
- Ending Ritual
 - Compliments



Feelings

- Energetic
- Relaxed
- Betrayed
- Confident
- Jealous
- Important
- Tense
- Content
- Peaceful
- Discouraged
- Overwhelmed
- Different
- Supported
- Intelligent



TEACHER POST-EVALUATION

To: _____ Date: _____
From: _____
School Psychologist

The following student(s) has just participated in an eight week counseling group on girl empowerment. _____ (student's name). The group has ended and attached is a copy of the summary sheet that indicates the topics covered in each of the sessions. We, the group leaders, are interested in your perceptions and opinions about any information on the student's current attitude, behavior, or emotional status. Your answers in this evaluation will be treated as confidential. They will be used only to help the counseling program assess the effectiveness of this group and to make any needed additional changes for future groups. Any comments will be especially appreciated.

Using the following scale, from 1 to 5, rate the student

5= Very much change/improvement
4= Much change/improvement
3= Some change/improvement
2= Little change/improvement
1= No change/improvement
0= Cannot say/no opportunity to observe

Re: _____
Self-esteem
Empowerment
Leadership
Friendship
Goal setting
Planning for the future
Self-perception

Comments: _____

Thank you



Group Evaluation

Please answer the following questions by circling the appropriate number. 1 is not true at all, 2 is sometimes true, 3 is not sure/I don't know, 4 is true, and 5 is very true.

1. I found this group experience to be worthwhile.

1 2 3 4 5

2. I would recommend being in a group to my friends.

1 2 3 4 5

3. The group made progress in accomplishing its goal.

1 2 3 4 5

4. What I liked most about this group was _____

5. What I liked least about this group was _____

6. To improve the group I would suggest _____

Your Name _____ Date _____

- Adapted from Greenberg, K.R., 2003



Modifying Girl Power Sessions

- Due to time constraints or other group-related factors, modifications may need to be made to the group sessions to better fit the needs of your group
- Additional activities available



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Questions?



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- If you didn't get a handout, visit
 - <http://www.csus.edu/indiv/b/brocks/>