

# SMALL GROUP Counseling

## SELF-ESTEEM

### CURRICULUM



9 SESSIONS, PRE/POST SURVEY, ASCA STANDARDS

HEART and MIND  
Teaching

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Counseling   
SELF-ESTEEM



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# ASCA MINDSETS & BEHAVIORS AND SEL COMPETENCIES ADDRESSED

SMALL GROUP  
Counseling  
SELF-ESTEEM



## ASCA Mindset Standards

- \*Self-confidence in ability to succeed. (M 2)
- \*Sense of belonging in the school environment. (M 3)

## ASCA Behavior Standards

### Learning Strategies

- \*Identify long and short-term academic, career, and social/emotional goals.(B-LS 7)

### Self-Management Skills

- \*Demonstrate effective coping skills when faced with a problem. (B-SMS 7)

### Social Skills

- \*Use effective oral and written communication skills and listening skills (B-SS 1)
- \*Create positive and supportive relationships with other students. (B-SS 2)
- \*Use effective collaboration and cooperation skills. (B-SS 6)
- \*Demonstrate advocacy skills and ability to assert self, when necessary. (B- SS 8)

## CASEL (Social-emotional Learning) Standards

### Self-awareness

- \*Identifying emotions
- \*Accurate self-perception
- \*Recognizing strengths
- \*Self-confidence
- \*Self-efficacy

### Social-awareness

- \*Appreciating Diversity
- \*Respect for others

### Relationship skills

- \*Communication
- \*Social Engagement
- \*Relationship-building
- \*Teamwork

### Self-management

- \*Self-discipline
- \*Self-motivation
- \*Goal setting

### Responsible decision-making

- \*Identifying problems
- \*Analyzing situations
- \*Solving problems

# GROUP COUNSELING REFERRAL



SMALL GROUP  
Counseling   
SELF-ESTEEM

Small group counseling sessions will begin soon. Groups meet \_\_\_\_\_ for \_\_\_\_\_ minutes, for approximately \_\_\_\_\_ sessions during school hours. **Please speak with the parent/guardian prior to making a recommendation to participate in a group.** Explain that students benefit from social emotional learning, make friends in the group, and enjoy attending. Once I receive this paper, consent forms will be sent home. Please return them to \_\_\_\_\_.

**Group Type:** Self-Esteem– Building self-confidence.

Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_

STUDENT NAME	Times if student is pulled for ESE/Speech	Comments about student area of need

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Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_

STUDENT NAME	Times if student is pulled for ESE/Speech	Comments about student area of need



# PARENT CONSENT

SMALL GROUP  
Counseling   
SELF-ESTEEM

Dear Parent/Guardian:

At \_\_\_\_\_, we offer small counseling groups to interested students. Small group counseling is a unique educational experience in which students work together to explore their ideas, attitudes, feelings and behaviors, especially as related to personal development and progress in school. Small group counseling teaches life skills and strategies to students that enhance their ability to succeed academically and socially as well as cope with stressful situations. Listed below are the types of groups offered and the one that was suggested to be beneficial for your child:

\*Self-esteem (building self-confidence, feeling good about being yourself)

Students participating in small group counseling have been parent referred, teacher/ staff referred, or self-referred. Groups will meet for \_\_\_\_\_, \_\_\_\_\_, during school hours for approximately \_\_\_\_ weeks, starting \_\_\_\_\_.

Please return this form as soon as possible as there are a limited number of spaces available.

Sincerely,

## Parent Consent for Small Group Counseling Participation

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

# CONSENTIMIENTO DE LOS PADRES

SMALL GROUP  
Counseling  
SELF-ESTEEM



Estimado Padre / Tutor:

En \_\_\_\_\_, ofrecemos pequeños grupos de asesoramiento a los estudiantes interesados. Consejería de grupo pequeño es una experiencia educativa única en la que los estudiantes trabajan juntos para explorar sus ideas, actitudes, sentimientos y comportamientos, especialmente en lo relacionado con el desarrollo personal y el progreso académico. Consejería en grupos pequeños enseña habilidades para la vida y estrategias para los estudiantes que mejoran su capacidad de tener éxito académico y social, así como hacer frente a situaciones de estrés. A continuación se enumeran los tipos de grupos que se ofrecen y el que sería beneficioso para su hijo:

\_\_\_\_\_ Autoestima (sentirse bien con uno mismo.)

Los estudiantes que participan en los grupos pequeños han sido referidos por sus padres, maestro, o auto referido. El grupo pequeño se reunirán durante \_\_\_\_\_, durante el horario escolar durante aproximadamente \_\_\_\_\_ semanas a partir de \_\_\_\_\_.

Por favor envíe este formulario tan pronto sea posible, ya que hay un número limitado de plazas disponibles. Si tiene alguna pregunta, por favor de comunicarse directamente con \_\_\_\_\_ al \_\_\_\_\_.

Atentamente,

Consentimiento de los Padres para Grupo Pequeño Participación Consejería

Nombre del Estudiante: \_\_\_\_\_ Grado: \_\_\_\_\_

Maestro: \_\_\_\_\_ Fecha: \_\_\_\_\_

Nombre del Padre / Tutor: \_\_\_\_\_

Firma del Padre / tutor: \_\_\_\_\_



# DESK REMINDERS

SMALL GROUP  
Counseling  
SELF-ESTEEM



Fill out, cut out, and tape to student's desk.

Our group  
meets on  
\_\_\_\_\_  
at  
\_\_\_\_\_

Our group  
meets on  
\_\_\_\_\_  
at  
\_\_\_\_\_

Our group  
meets on  
\_\_\_\_\_  
at  
\_\_\_\_\_

Our group  
meets on  
\_\_\_\_\_  
at  
\_\_\_\_\_



Our group  
meets on  
\_\_\_\_\_  
at  
\_\_\_\_\_

Our group  
meets on  
\_\_\_\_\_  
at  
\_\_\_\_\_

# ATTENDANCE

SMALL GROUP  
Counseling   
SELF-ESTEEM



DATE 								
NAME 								



# PRE SURVEY

This is how I am doing BEFORE group



Always



Sometimes



Hardly



Never

I can identify things I am capable of doing.				
I can identify ways that I am unique.				
I can recognize negative thinking.				
I use positive self-talk.				
I can turn something that is negative to be more positive.				
I can create goals to improve myself.				
I can accept and give compliments.				

# POST SURVEY

This is how I am doing AFTER group



Always



Sometimes



Hardly



Never

I can identify things I am capable of doing.				
I can identify ways that I am unique.				
I can recognize negative thinking.				
I use positive self-talk.				
I can turn something that is negative to be more positive.				
I can create goals to improve myself.				
I can accept and give compliments.				



# Pass to see the COUNSELOR



Valid every \_\_\_\_\_ at \_\_\_\_\_

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

Teacher: \_\_\_\_\_

Signed: \_\_\_\_\_

# Pass to see the SOCIAL WORKER



Valid every \_\_\_\_\_ at \_\_\_\_\_

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

Teacher: \_\_\_\_\_

Signed: \_\_\_\_\_

# Pass to see the PSYCHOLOGIST



Valid every \_\_\_\_\_ at \_\_\_\_\_

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

Teacher: \_\_\_\_\_

Signed: \_\_\_\_\_

# HALL PASS FOR GROUP COUNSELING



Valid every \_\_\_\_\_ at \_\_\_\_\_

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

Teacher: \_\_\_\_\_

Signed: \_\_\_\_\_

What you say  
IN HERE  
Stays  
IN HERE  
Unless:

SOMEONE IS HURTING YOU.

YOU WANT TO HURT SOMEONE.

YOU WANT TO HURT YOURSELF

# SESSION I

## Icebreaker & Rules

SMALL GROUP  
Counseling   
SELF-ESTEEM



### Session Objective:

- \*Students will participate in an icebreaker activity and answer personal questions.
- \*Students will work collaboratively to identify and create group rules.

### Materials:

- \*Printout of Selfie Handout, one per student.
- \*Pencils, Crayons.

### Guiding Questions:

- \*What are some interesting things about you that make you unique?
- \*What is something you learned about someone else in the group?
- \*What are some of our similarities and differences?

### ASCA Standards Alignment:

- \*Mindset: Sense of belonging in the school environment. (M 3)
- \*Behavior: Social Skills: Create positive and supportive relationships with other students. (B-SS 2)
- \*Behavior: Social Skills: Use effective collaboration and cooperation skills. (B-SS 6)

### SEL Competencies:

- \*Self-awareness: recognizing strengths.
- \*Relationship skills: relationship building, communication, social engagement, teamwork.
- \*Social-awareness: Respect for others, appreciating diversity.

### Session Details (about 30 min):

\*Counselor will welcome students to the group. "Welcome to the group everyone, we are all here to learn how to improve our Self-esteem. Self-esteem is how we feel about ourselves and our abilities. We are going to work together to learn ways to increase our self-esteem to feel a sense of satisfaction with our capabilities and build our confidence up."

\*Icebreaker Activity: "Let's do an activity to get to know each other better, I will participate too so you can get to know me." Pass out the Selfie activity page. "Start by drawing a picture of yourself in the frame, as your selfie". Then fill the questions on the page with things you are willing to share." Once completed, ask them to go around and share what they wrote. Point out anything the students have in common. Ask engaging questions to have the students elaborate on what they wrote:

- Why did you pick that as the one thing to know about you?
- Why is that your favorite thing about you?
- How did you learn to do that?

\*Creating Group Rules: "Now that we have got to know each other, let's create some group rules together. Raise your hand if you can think of a rule that would help our group go smoothly." Guide the discussion to include being respectful of others, taking turns to speak, and confidentiality. Use the included "what happens here stays here" poster to review confidentiality. Have students complete the pre-survey. Tell them to be honest and that it's just for you to know what they want to work on.

# GROUP RULES

SMALL GROUP  
Counseling   
SELF-ESTEEM



Our group has agreed upon the following rules:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

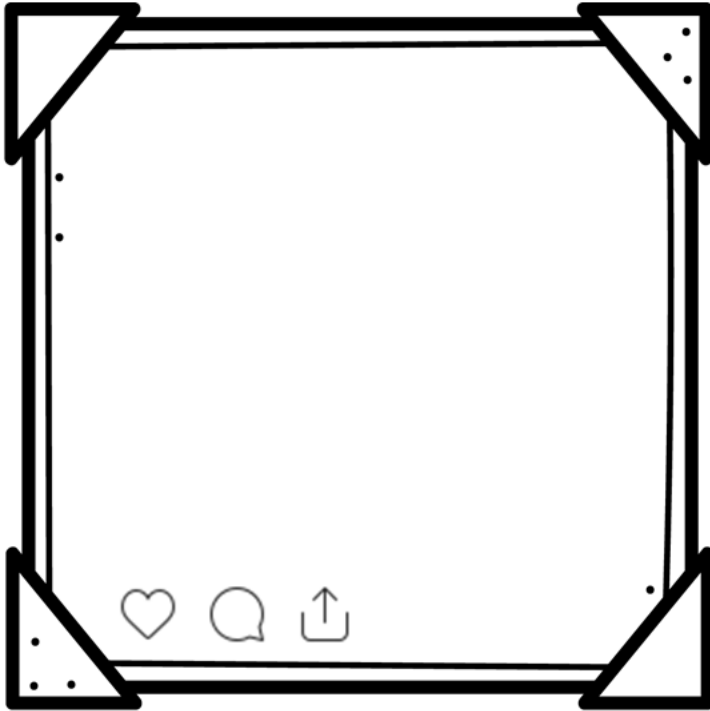
4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_



# SELFIE



My Name:

Things I love:

People I love:

One thing to know about me is:

My favorite thing about me:

Did you know I can....



# SESSION 2

## Our Stripes are Unique

SMALL GROUP  
Counseling   
SELF-ESTEEM

### Session Objective:

- \*Students will identify likes and dislikes.
- \*Students will identify positive traits.

### Materials:

- \*Printouts of Zebra worksheets for each student.
- \*Pencils, Crayons, Scissors, Glue.

### Guiding Questions

- \*What are some things about you that make you unique and special?
- \*Why is it important to be unique?
- \*What are some similarities/differences we have with each other?

### ASCA Standards Alignment:

- \*Mindset: Self-confidence in ability to succeed. (M 2)
- \* Behavior: Social Skills: Use effective oral and written communication skills and listening skills. (B-SS 1)

### SEL Competencies:

- \*Self-awareness: recognizing strengths, self-confidence.
- \*Relationship skills: relationship building, communication, social engagement.
- \*Social-awareness: Respect for others.

### Session Details (about 30 min):

\*"Welcome back to the group, who can remember what our group rules were from last session? (Review the rules). Awesome, last time we learned a bit about each other and talked about what self-esteem is. Today, we are going to go even deeper and find out how we are all unique." Talk with the students about what it means to be unique. Say "A zebra is unique because of its stripes, no two zebras have the same pattern of stripes. To be unique is to be unlike anything or anyone else. What about you makes you unique? You have likes and dislikes, different skills, you look different and act different. All of this makes up who you are, and being unique is a good thing. If everyone was the same it would be a very boring world. Let's find out how you are unique."

\*Start with the my faves handouts. Have student's complete them and then share them with the group. Did they have anything in common? Ask "why" questions about what they put down, for example, "Why is that your favorite book, what do you like about it?" Point out to the group that everyone had different answers for the most part and that goes into what makes us all unique. Have them complete the next two handouts, makes sure you are helping them to put down positive answers. For the same as me/different than me handout, have students write down some of the responses they heard from other students that were similar or different than their traits/skills/likes. Lastly, have students complete the shooting star by listing the top 4 things that make them unique on the lines of the rainbow. Glue the zebra to the top of the page for a classroom/bulletin board display. "Everyone in the group is so unique, I can't wait till next week when we will find out how capable everyone is."

My  
Faves



My favorite  
School Subject:

My  
favorite  
book:

My  
favorite  
color:

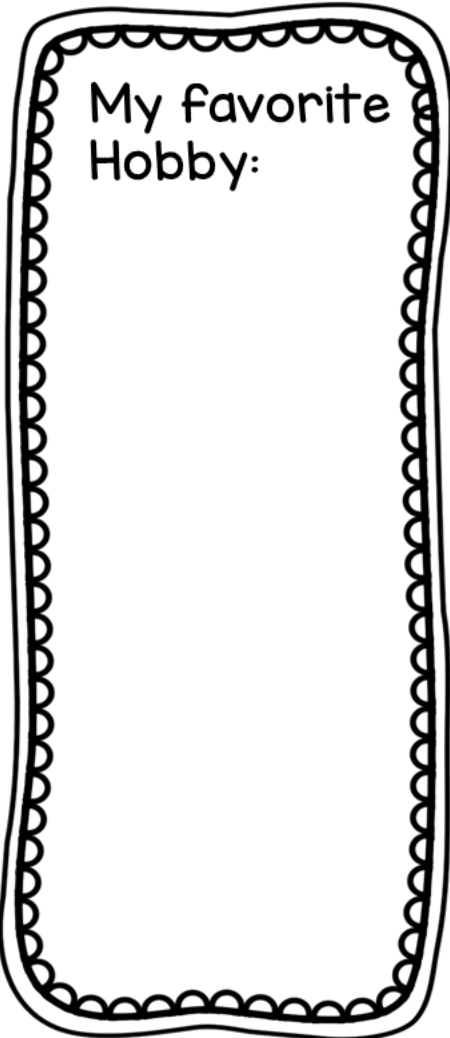
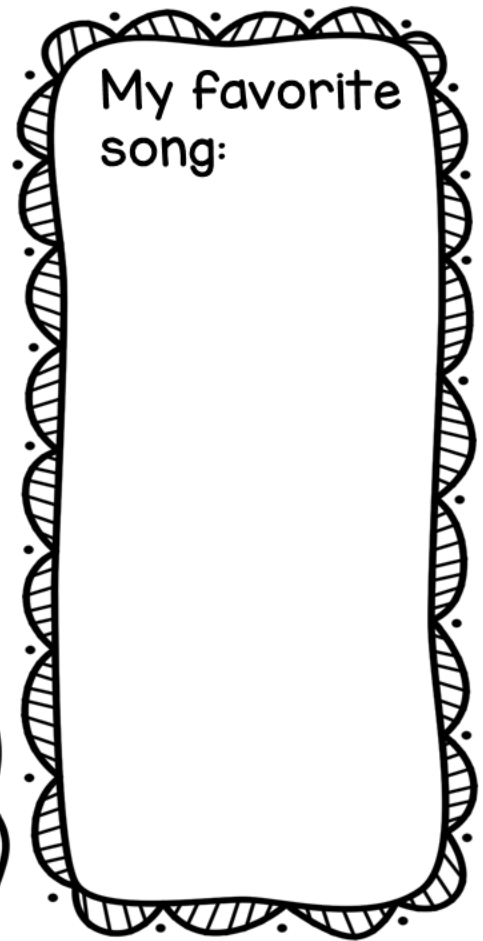
My favorite  
animal:

My favorite  
Holiday:

My favorite Movie:

My favorite place to visit:

My favorite food:





# Our Stripes

## ARE UNIQUE



One thing I  
am good at:

One word to  
describe me:

One thing I like  
to do:

How a friend  
would describe  
me:

One thing I  
do not like  
to do:

Something I  
know a lot about:

How a loved  
one would  
describe me:



# Our Stripes ARE UNIQUE



No two Zebras are alike. They each have a different pattern of stripes. That makes them unique and helps them stand out.

## What makes you unique?

Something about my personality that makes me unique is...

Something about my appearance that makes me unique is...

Something about my skills that makes me unique is...



Our Stripes



ARE

UNIQUE

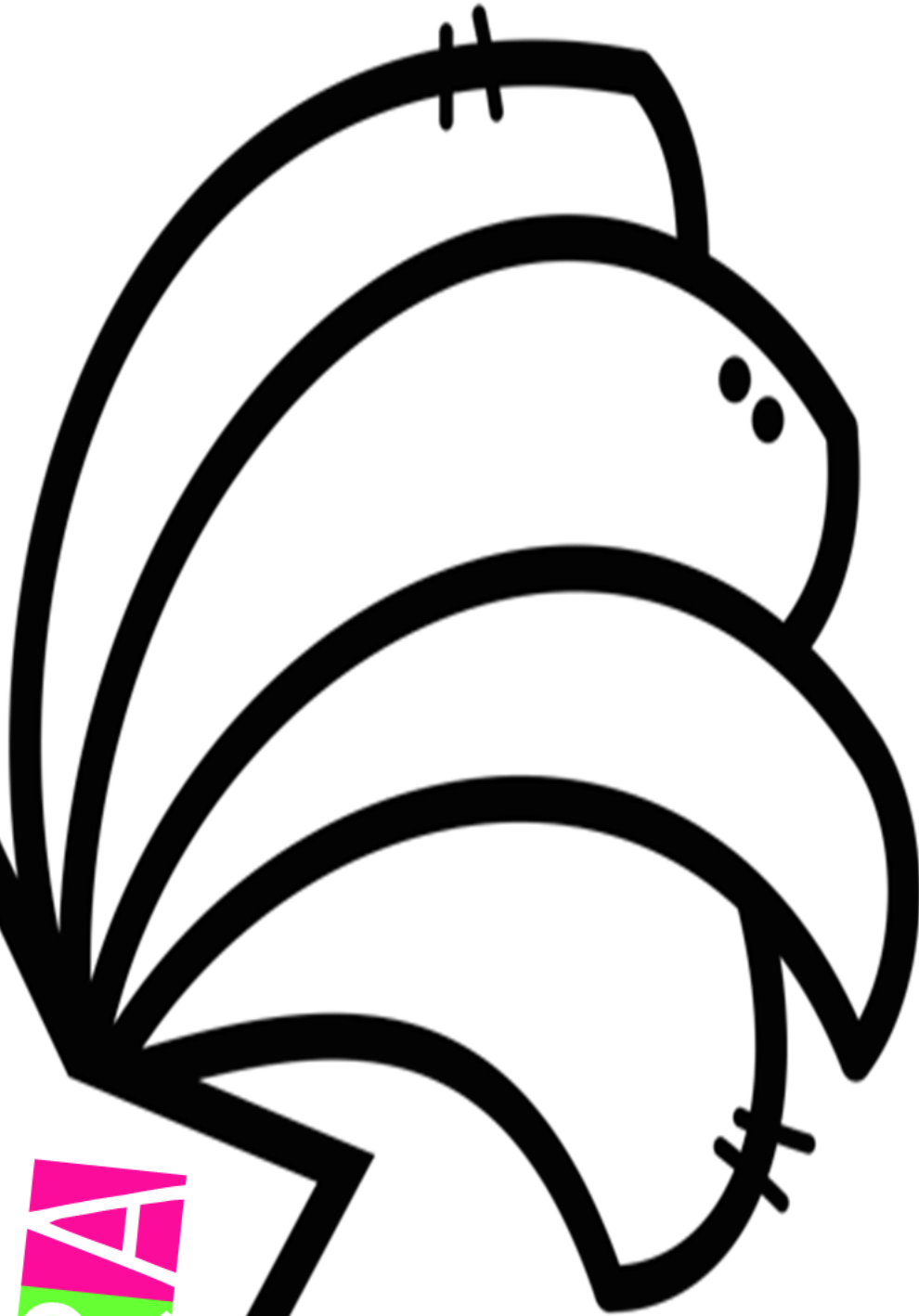
Same as me Different than me

A large rectangular box with a black border. The corners are decorated with small circles. The interior is blank, intended for writing.A large rectangular box with a black border. The corners are decorated with small circles. The interior is blank, intended for writing.



Pick the top 4  
things that  
make you  
unique.

I am **UNIQUE**  
like a **REBRA**



# SESSION 3

## Capability Crayon Box

SMALL GROUP  
Counseling   
SELF-ESTEEM

### Objective:

Identify one's own capabilities and express it to others.

### Materials:

- \*Crayon cut outs (make duplicates).
- \*Crayon box for each student.

### Guiding Questions:

- \*Why is it important to know how we are capable?
- \*How do our capabilities make us special?

### Tips and Tricks:

- \*Every crayon box should be unique, some might have duplicate colors.
- \*If you print in black and white, have the students color the crayons themselves to make it colorful.
- \*Have a few blank crayons so students can write in their own capability if it is not on the pre-made ones.

### ASCA Standards Alignment:

\*Mindset: Self-confidence in ability to succeed. (M 2)

\*Behavior: Social Skills: Create positive and supportive relationships with other students. (B-SS I)

### SEL Competencies:

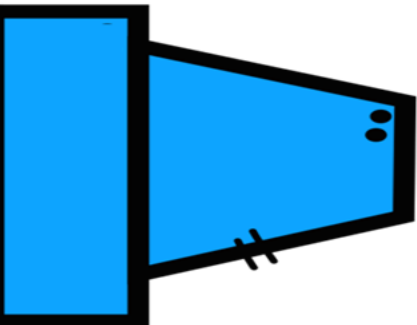
\*Self-awareness: recognizing strengths, self-confidence.

\*Relationship skills: relationship building, communication, social engagement.

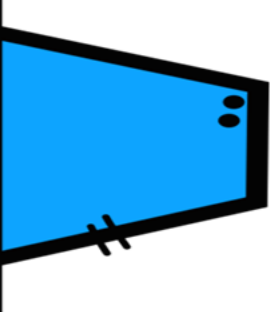
\*Social-awareness: Respect for others.

### Activity Details (about 30 min):

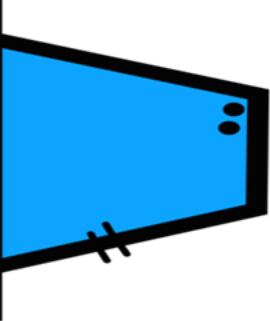
- \*Welcome the students back to the group and quickly review group rules.
- \*Last week we learned how we are unique and how it is important to be unique, that's what makes us stand out as special. Today we are going to talk about how we are capable.
- \*Each student gets their own crayon box in front of them. Say "A capability is something we are able to do, there are many things we are capable of doing and some things that we cannot do. There are also things we want to learn to do or are working on being able to do. Often, we can get caught up and only focus on what we can't do and that can make us feel bad about ourselves. What I want us to focus on today is what we can do, and what we are currently capable of. Since we are all unique and special in different ways, each of us will have different capabilities and they all add to our group. There are many different capabilities on these colorful crayons, find the ones that you can do and glue them to the top of your crayon box. This represents all the awesome things you are capable of and what makes you unique."
- \*After students complete their crayon box, have them share with the group what capabilities they added to their crayon box. Did they have some in common with others? Ask them a question about one of their capabilities (Ex.-That is so cool Tommy, when did you learn to ride a horse?) Point out that no two crayon boxes are the same because we all are capable of different things and that's a good thing, we all add to the world in different ways. It's important to be proud of what you can do and what makes you special.
- \*"I loved learning how you are all capable of different things, next week we are going to talk about giving and receiving compliments."



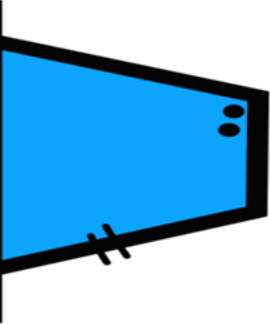
I can  
help  
others



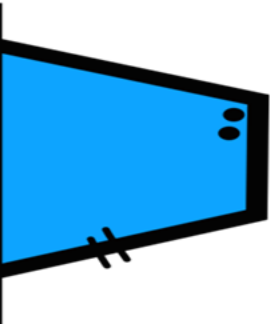
I can  
make  
friends.



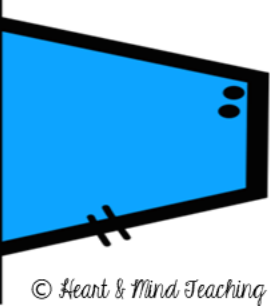
I can  
teach  
others



I can  
stand  
up for  
others



I can  
make  
others  
smile.

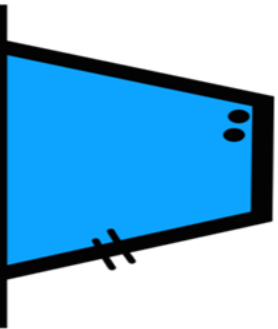


I can  
lead a  
group.

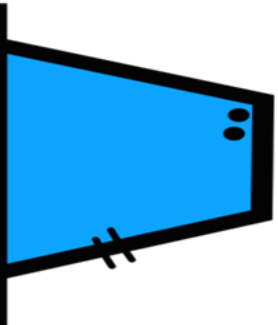


I can  
cheer  
others  
up.

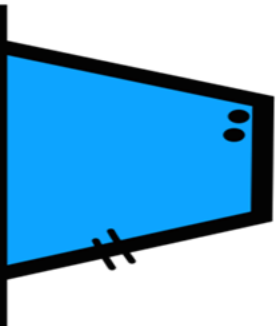




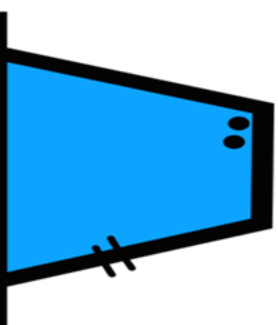
I can  
build  
things



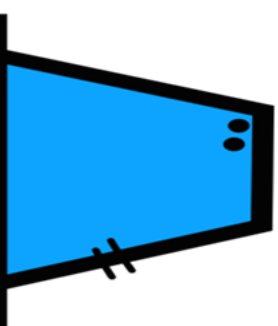
I can  
take  
care of  
animals.



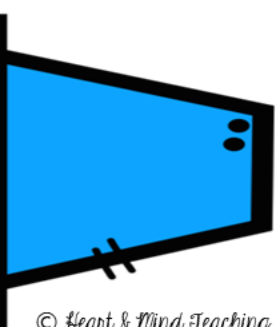
I can  
solve  
problems



I can  
play  
hockey.

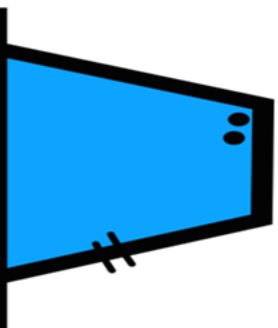


I can  
play  
tennis.

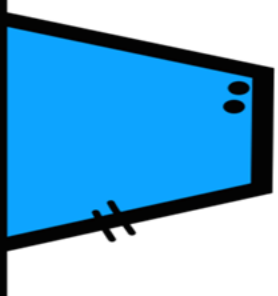


I can  
play  
dodge-  
ball.

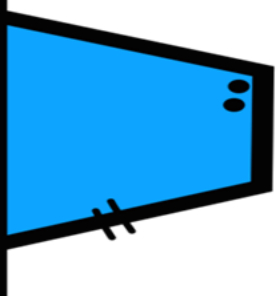




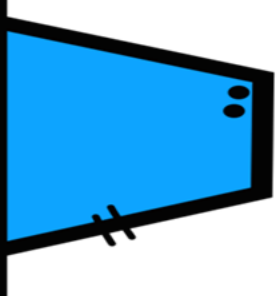
I can  
golf.



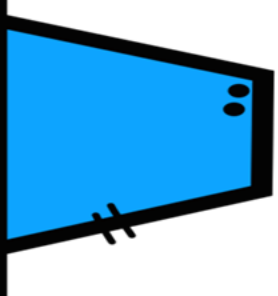
I can  
ski/snow  
board.



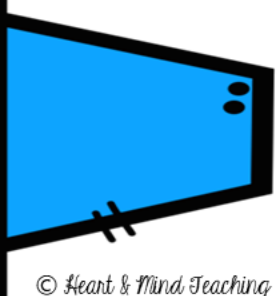
I can  
do  
magic  
tricks.



I can  
do  
yoga.

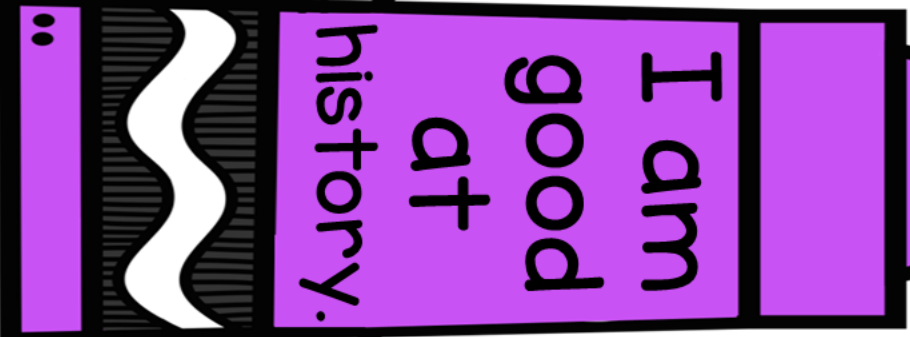


I can  
dance.



I can  
sing.

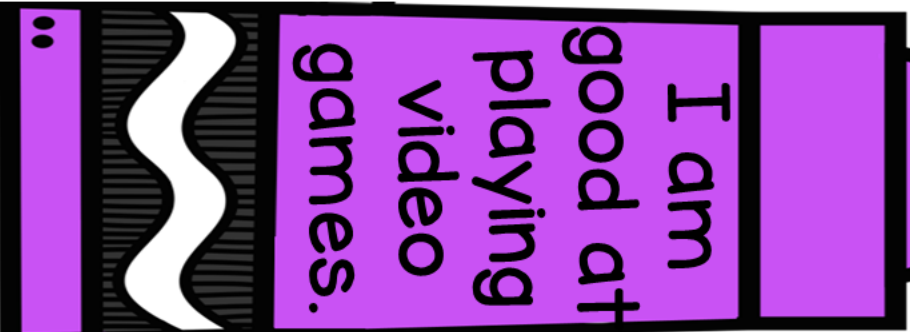





I am  
good  
at  
history.



I am  
good at  
fixing  
stuff.



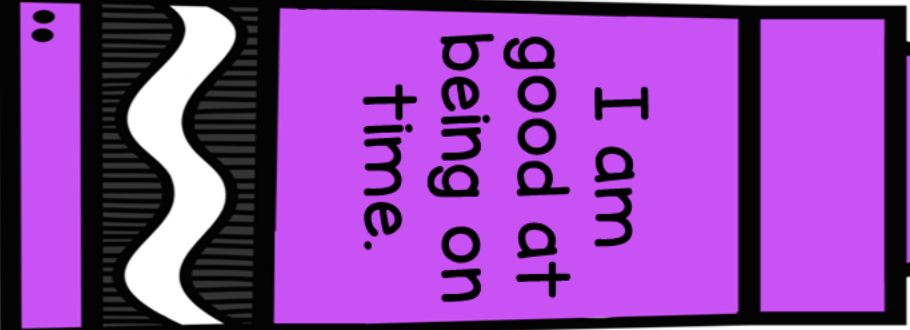
I am  
good at  
playing  
video  
games.



I am  
good at  
keeping  
my area  
neat.



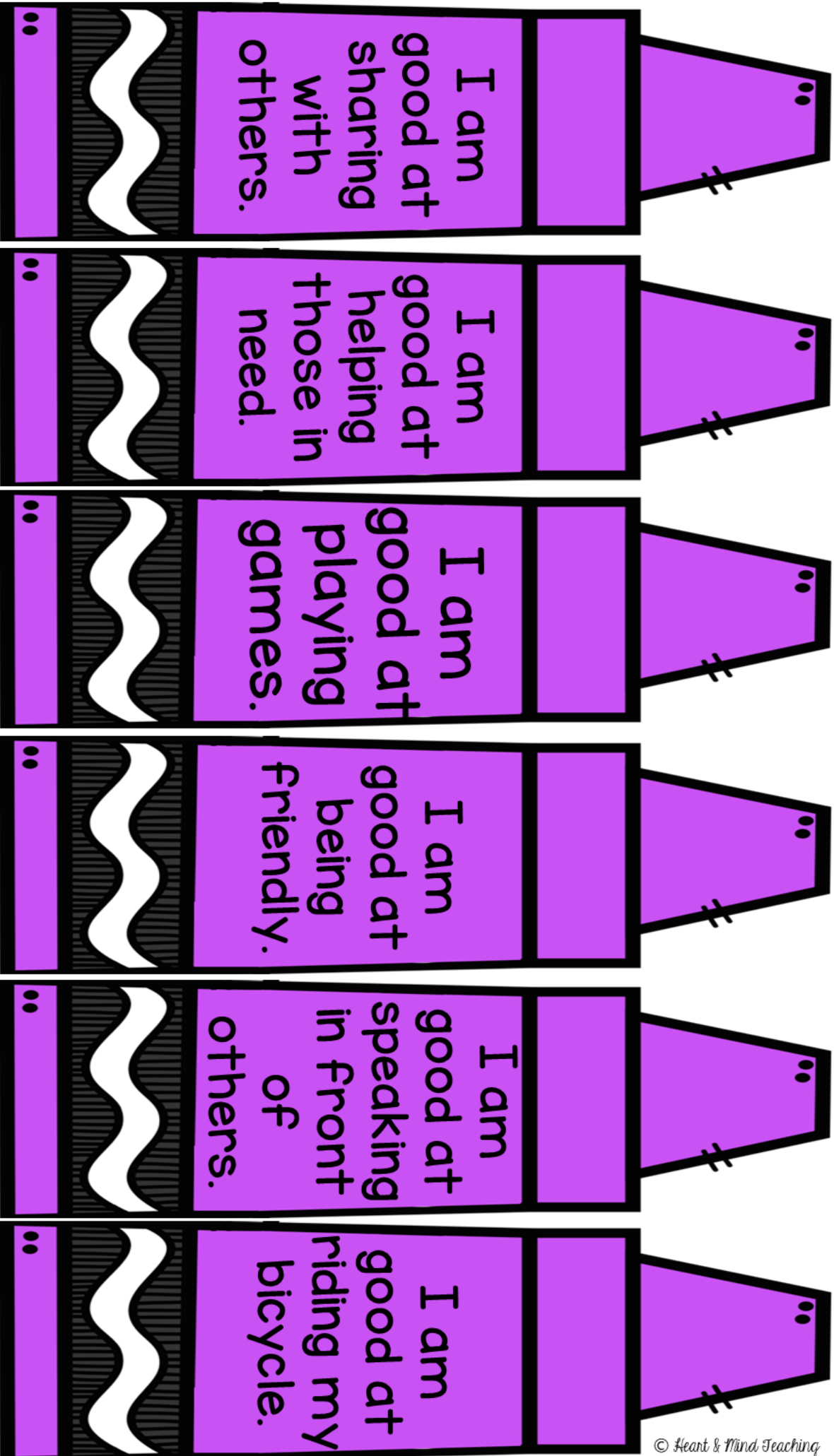
I am  
good at  
taking  
care of  
my  
siblings.

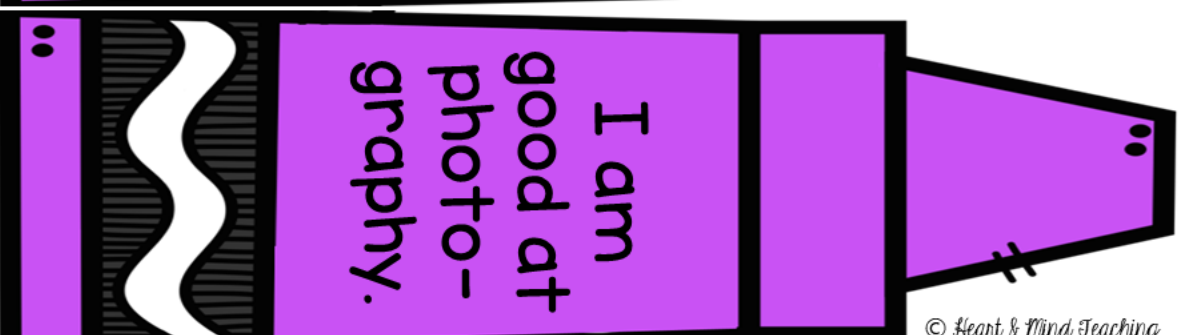
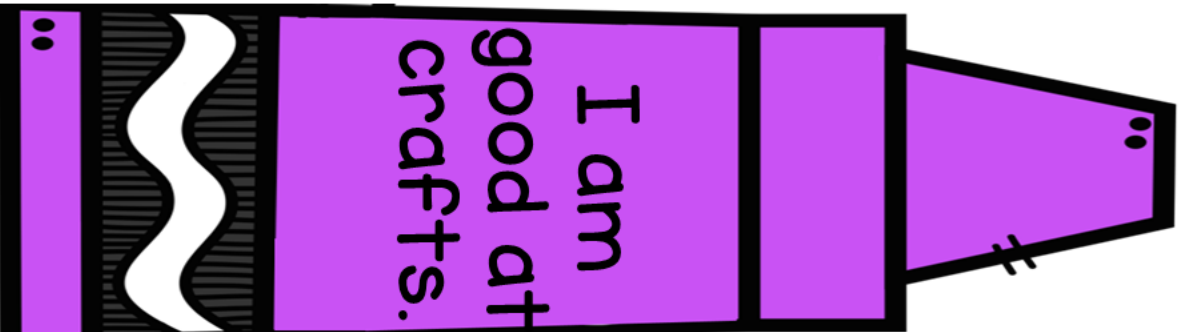
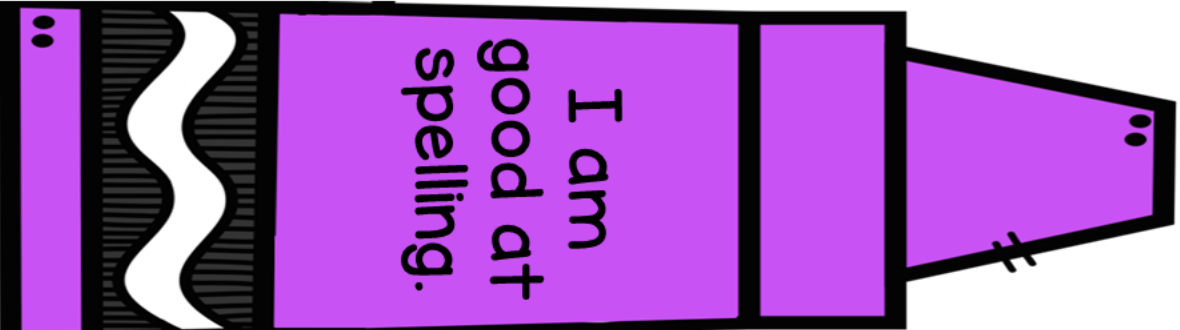
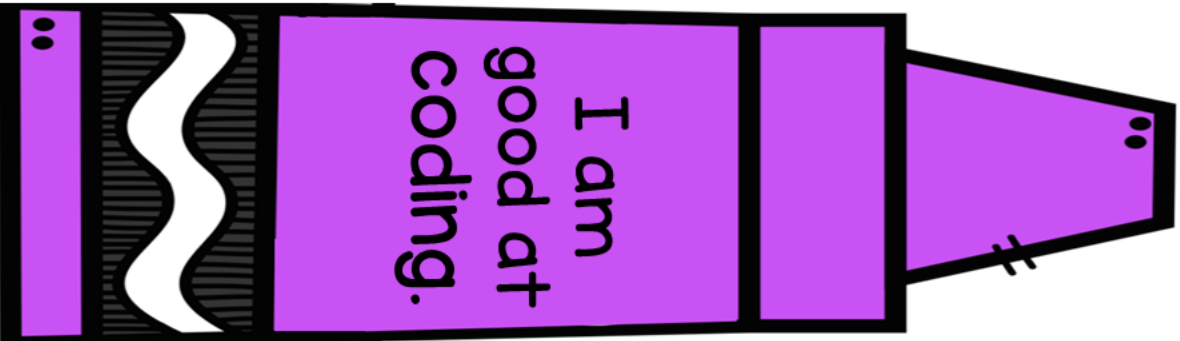


I am  
good at  
being on  
time.



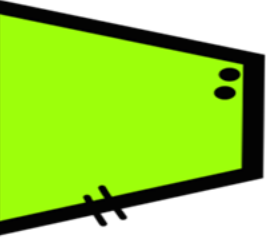
I am  
good at  
being  
respon-  
sible.



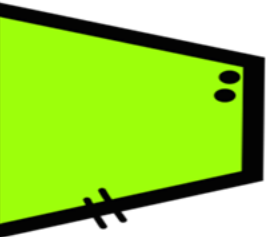




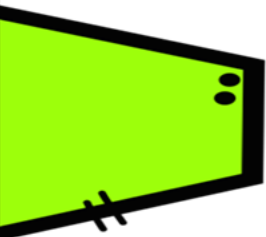




I am  
good at  
taking  
turns.



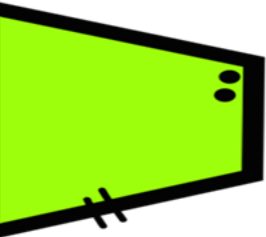
I am  
good at  
following  
rules.



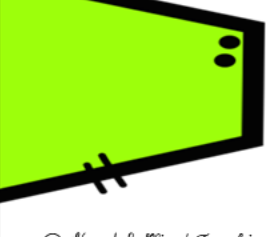
I am  
good at  
doing my  
work.



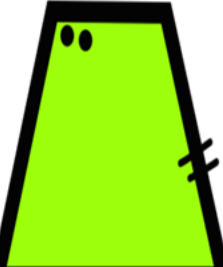
I am  
good at  
listening.



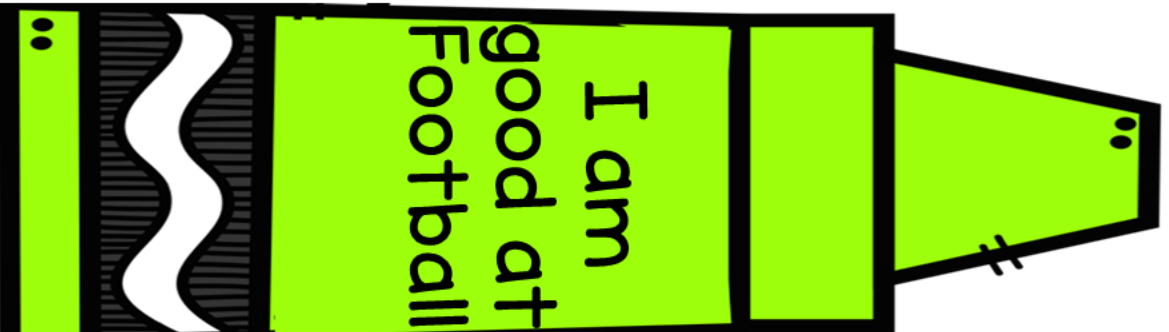
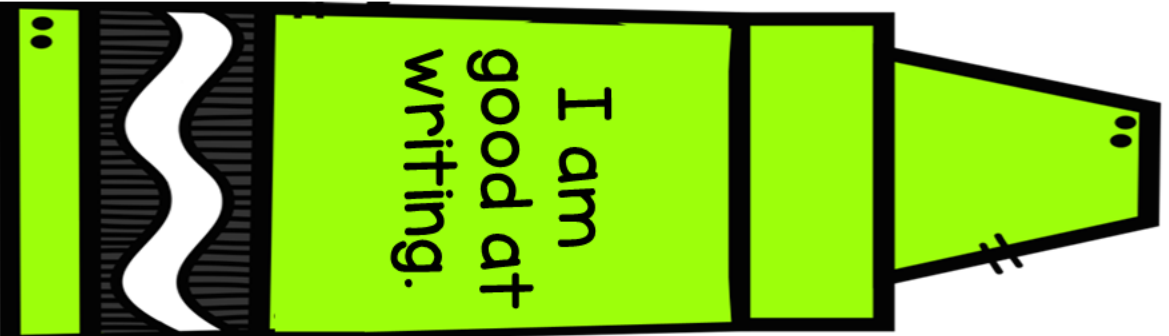
I am  
good at  
working  
on the  
computer.



I am  
good at  
working  
on the  
tablet.



I am  
good at  
teamwork.



I have  
good  
hand-  
writing.

I have  
good  
typing  
skills.

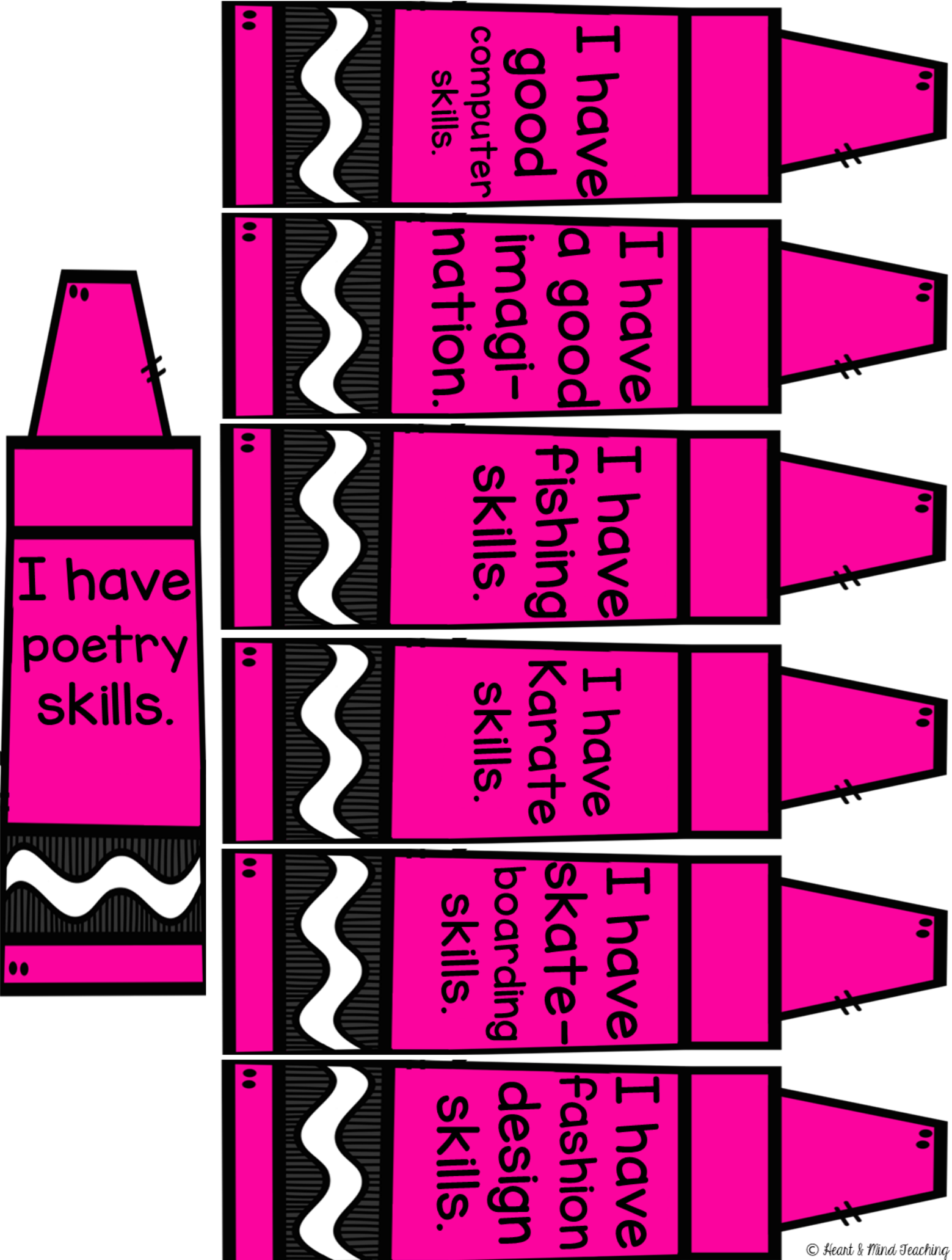
I have  
good  
grades

I have  
a good  
sense  
of  
style.

I have  
acting  
skills.

I have  
a good  
memory.

I have  
good  
speaking  
skills.



I have  
good  
computer  
skills.

I have  
a good  
imagi-  
nation.

I have  
fishing  
skills.

I have  
Karate  
skills.

I have  
skate-  
boarding  
skills.

I have  
fashion  
design  
skills.

I have  
poetry  
skills.



I have  
good  
hair-  
styling  
skills.

I have  
geography  
knowledge.

I have  
social  
skills.

I have  
comedy  
skills.

I have  
rap  
skills.

I have  
good  
research-  
ing  
skills.

I have  
Chess  
skills.

I can  
speak  
two  
languages.

I can  
play an  
instrument.

I can  
run  
really  
fast.

I can  
swim  
really  
fast.

I can  
jump  
really  
high.

I can  
solve  
puzzles  
quickly.

I can  
dance  
really  
well.

I can  
remember  
history  
facts.

I can  
express  
my  
feelings.

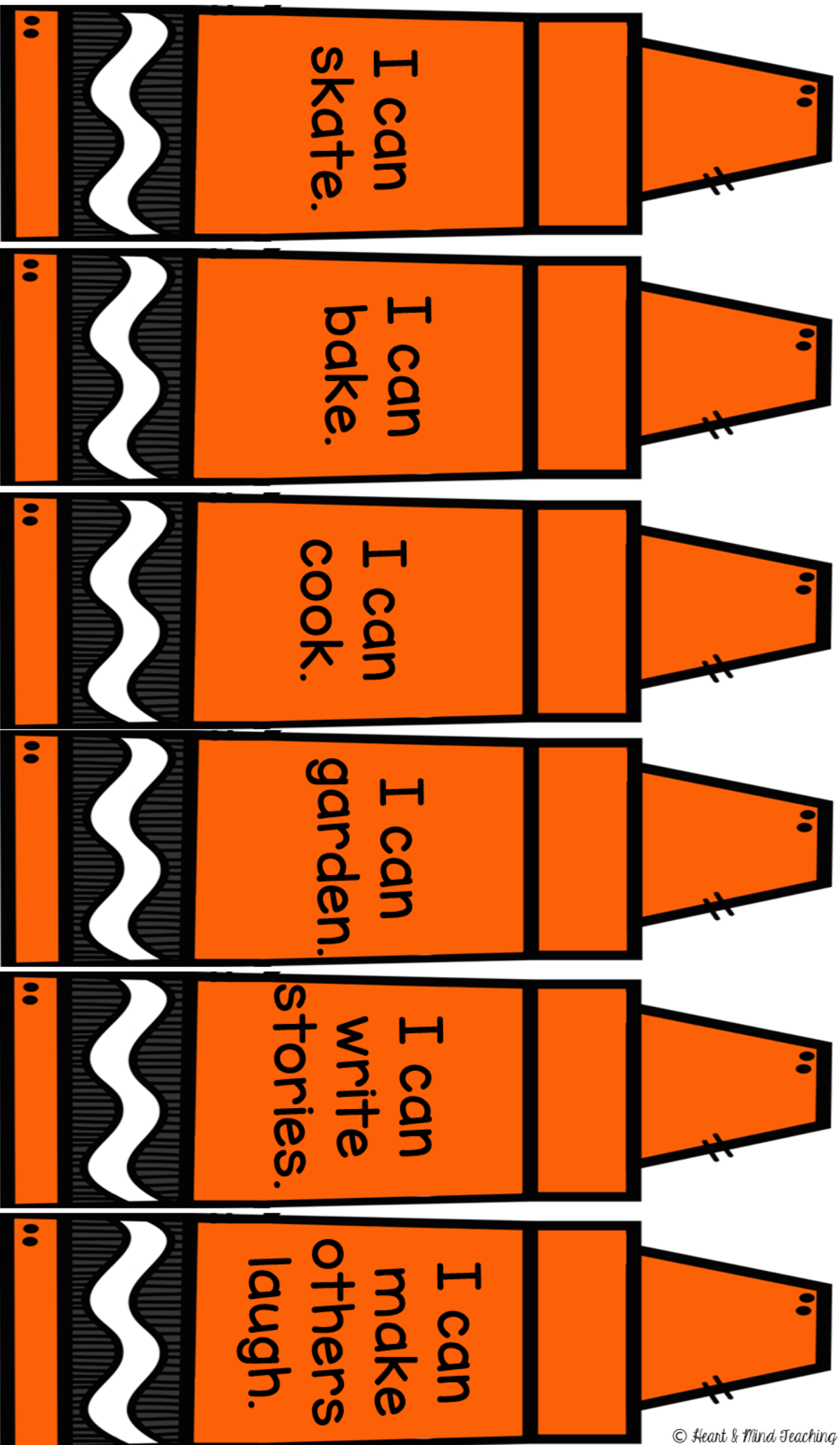
I can  
play  
volleyball.

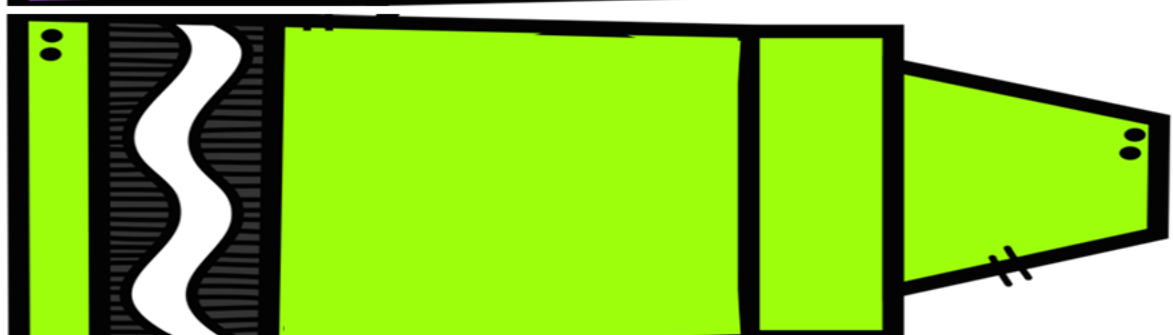
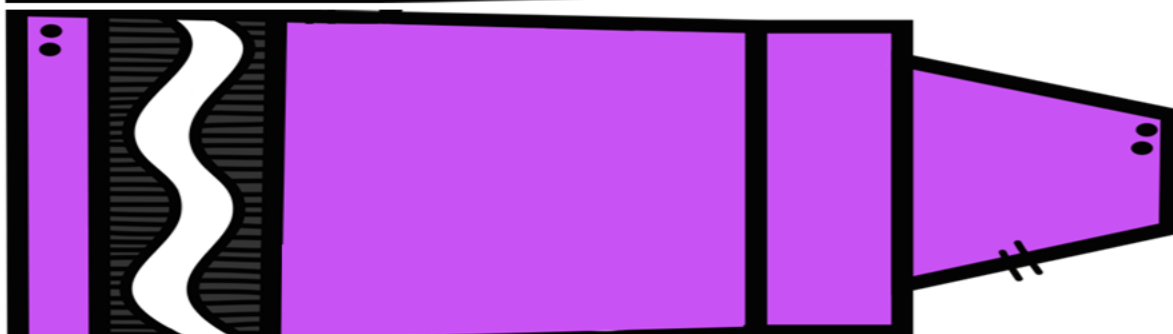
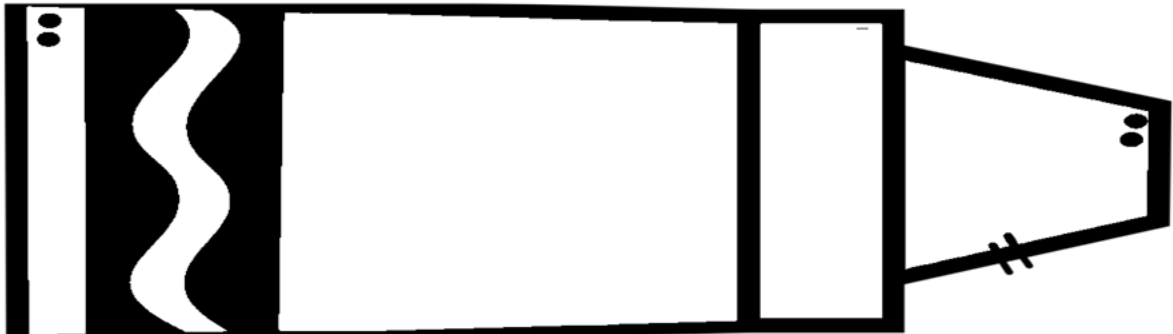
I can  
ride a  
horse.

I can  
get along  
with  
others.

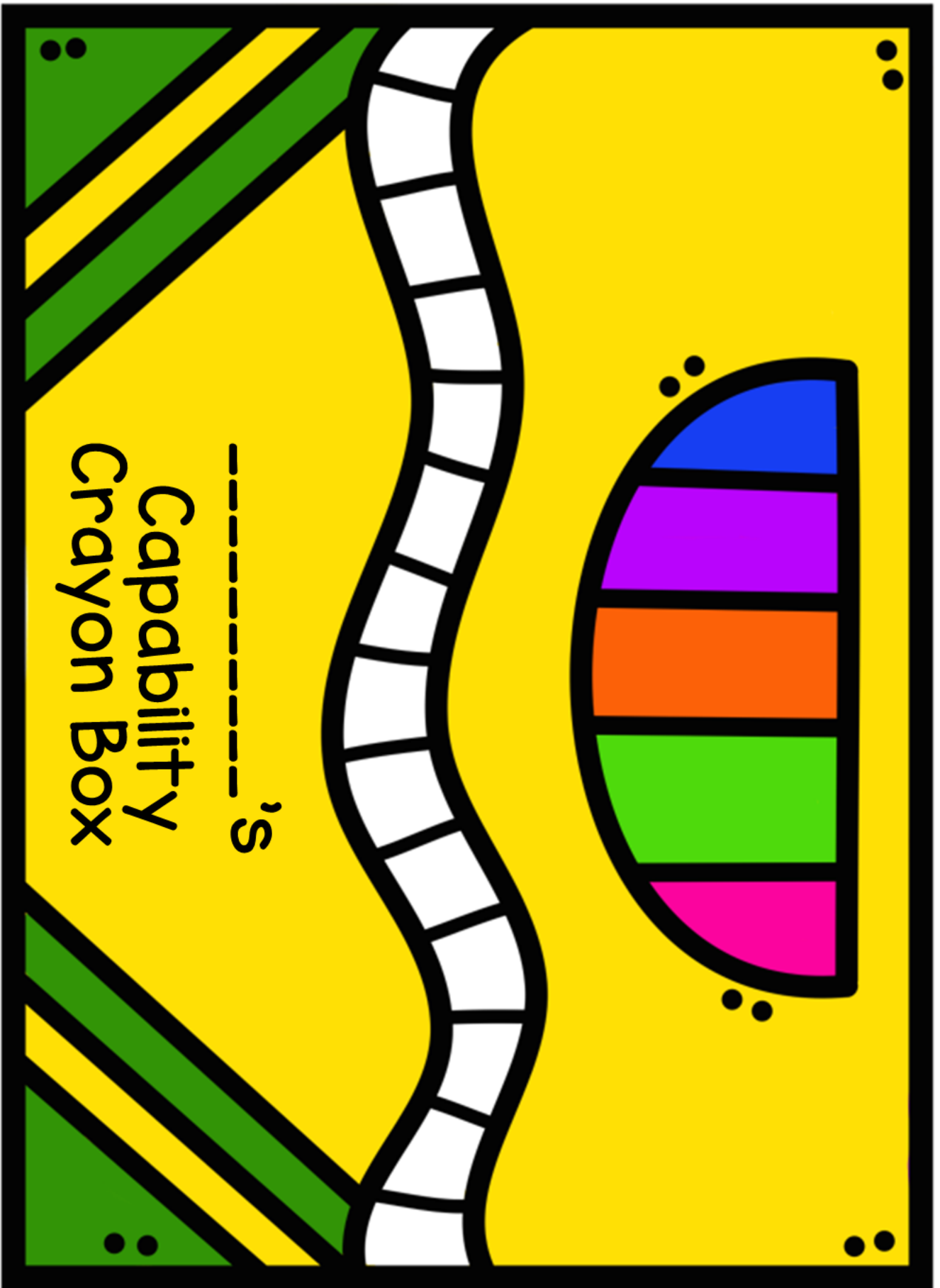
I can  
fix a  
computer.

I can  
paint  
really  
well.









# SESSION 4

## Cooking up Compliments

SMALL GROUP  
Counseling   
SELF-ESTEEM

### Session Objective:

\*Students will identify positive traits in others.

### Materials:

- \*Food cards cut out (make duplicates).
- \*Plate paper for each student.

### Tips and Tricks:

- \*Laminate it (it will last longer).
- \*Put Velcro on the plate and on the back of the cards for them to stick better to the plate.
- \*You can also use a real paper plate!

### Guiding Questions:

- \*Why is it important to give compliments to others?
- \*Why is it important to receive compliments and not brush them off?

### Session Details (about 30 min):

\*Welcome the students back to the group and quickly review group rules. "So far we have talked about how we are unique and capable, today we are going to talk about giving and receiving compliments. This is important for our self-esteem because when we receive a compliment we should be proud of what they are giving us a compliment for. Plus, it makes us happy to give others compliments as well."

\*Each student gets their own plate in front of them. Place the food cards in the middle of the table so all students can reach them, make duplicates of the cards so that more than one student can be given the same compliment. Begin the activity explaining to students the plate in front of them is theirs and we will be cooking up some compliments today. Talk about how we are all deserving of compliments, and it makes us feel good to not only receive a compliment but to give one as well. Say "Today we are going to make each other smile with some kind words. Who knows maybe you will point out a strength to the person that they did not even realize they had. The plate in front of you is empty, your groupmates will fill it with compliments they think you are deserving of". "In the middle of the table you will see the different food cards with compliments on them, look for at least one compliment per person to give to each group member. Make sure you are really looking for a compliment that they deserve, not just the food that looks yummy." Make sure each student has a plate full of compliments, if not then add a few yourself. Once completed, have each student share what compliments they got on their plate and which one was their favorite and why. Ask them how getting the compliment made them feel.

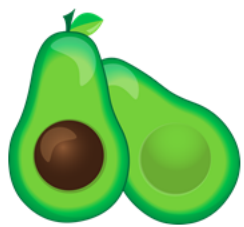
\*Thank them for participating, inform them next week they will be learning about automatic negative thoughts.

### ASCA Standards Alignment:

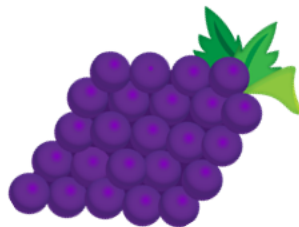
- \*Mindset: Self-confidence in ability to succeed. (M 2)
- \* Behavior: Social Skills: Create positive and supportive relationships with other students. (B-SS 1)

### SEL Competencies:

- \*Self-awareness: recognizing strengths, self-confidence.
- \*Relationship skills: relationship building, communication, social engagement.
- \*Social-awareness: Respect for others.



**You're a  
good friend.**



**You're fun to  
be around.**



**You have a  
nice smile.**



**You are  
very smart.**



**You are an  
awesome helper.**



**You are  
funny.**



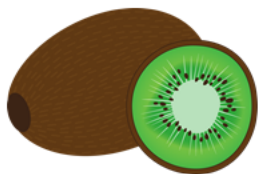
**You look  
nice today.**



**You always know  
the right thing to  
say.**



**You're a  
caring person.**



**You contribute  
good things.**



**You light up  
the room.**



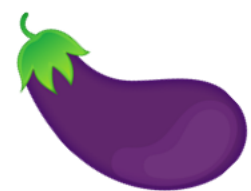
**You are a great  
group member.**



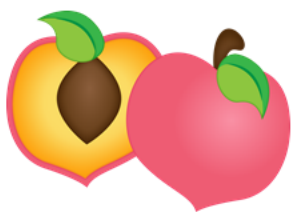
**You're kind.**



**You're a hard  
worker.**



**You are a  
team player.**



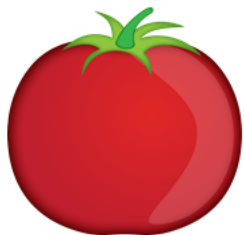
**You are a good person to know.**



**You are a good listener.**



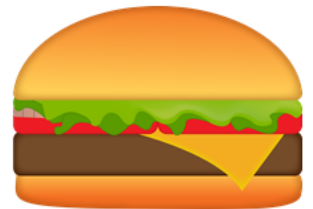
**You tell funny jokes.**



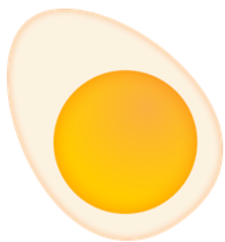
**You're a good role model.**



**You are polite.**



**You have great ideas.**



**You are friendly.**



**I like knowing you.**



**You inspire others.**



**You are a great classmate.**



**I like the way you share.**



**I like getting to know you.**



**You're a good artist.**



**I like how you talk.**

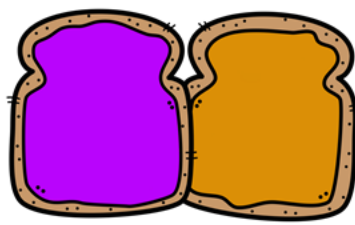


**I like the way you stick up for others.**





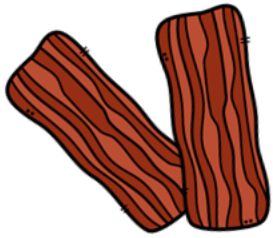
**I like how you  
work with others.**



**I like how you  
cheer others up.**



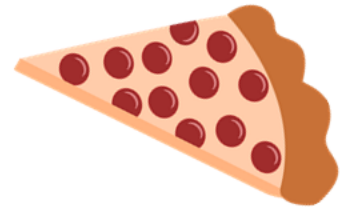
**I like how  
you dance.**



**I like how  
you draw.**



**I like how  
you sing.**



**You're  
generous.**



**I like how you  
support others.**



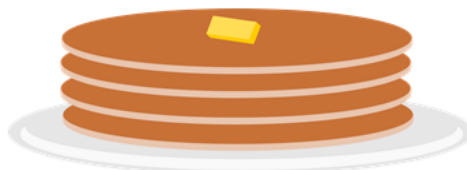
**I like your  
clothes.**



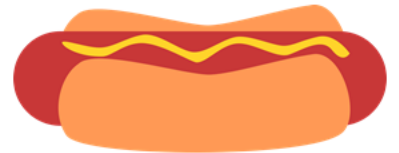
**You are a  
fast runner.**



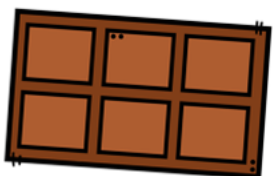
**I like your  
hair.**



**I like your  
shoes.**



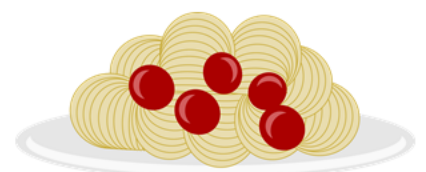
**I like having you  
as a friend.**



**You are good  
at sports.**

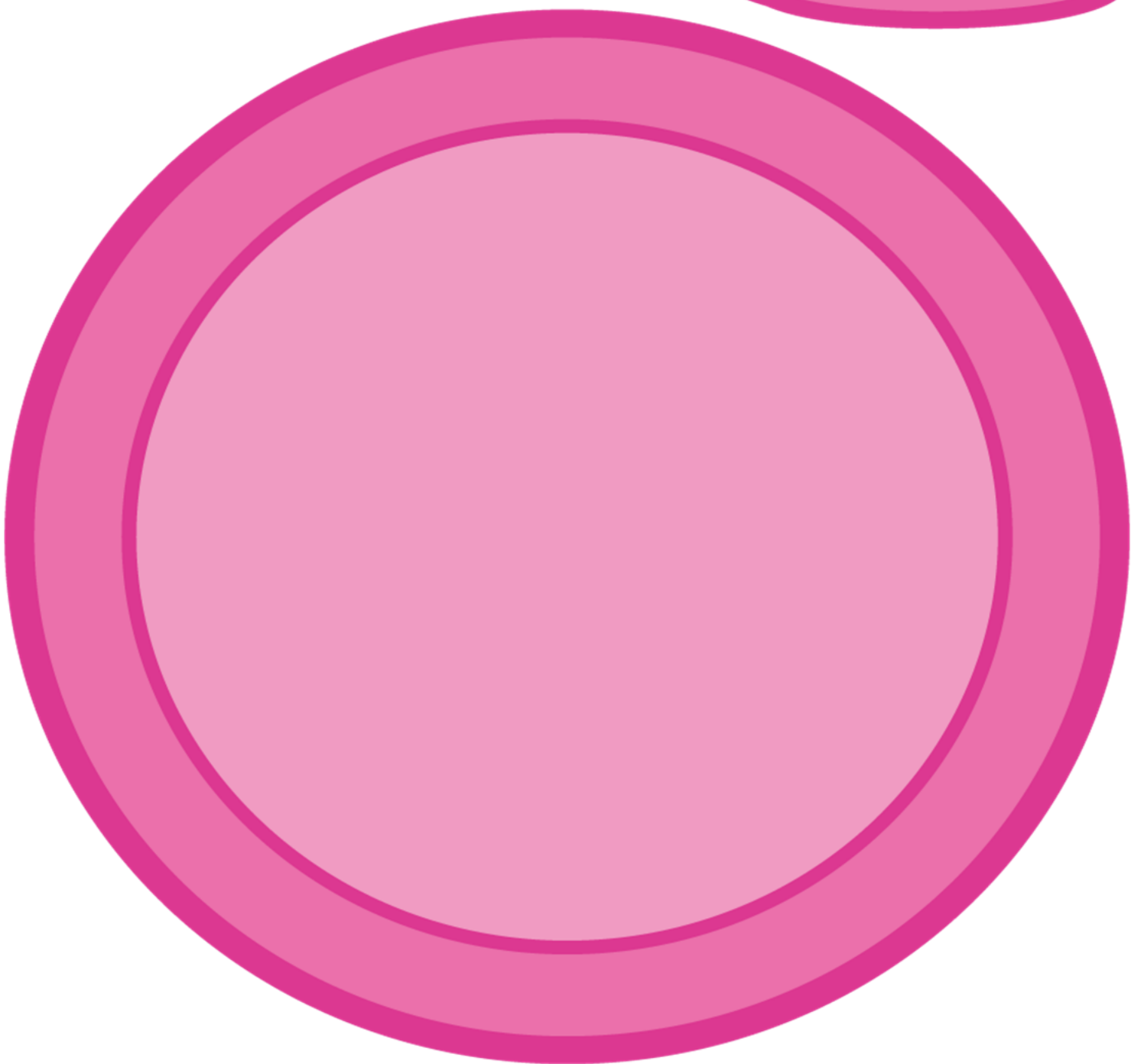
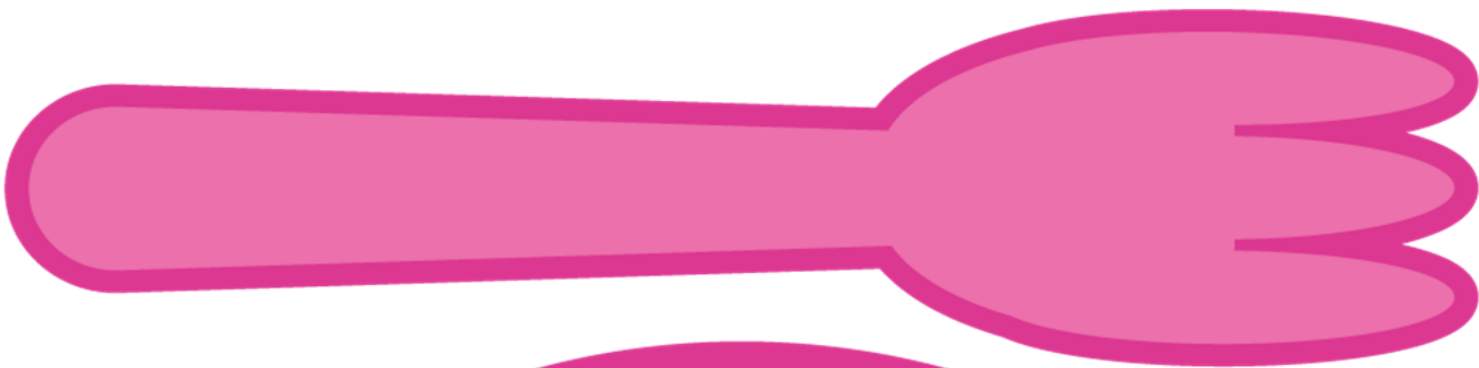


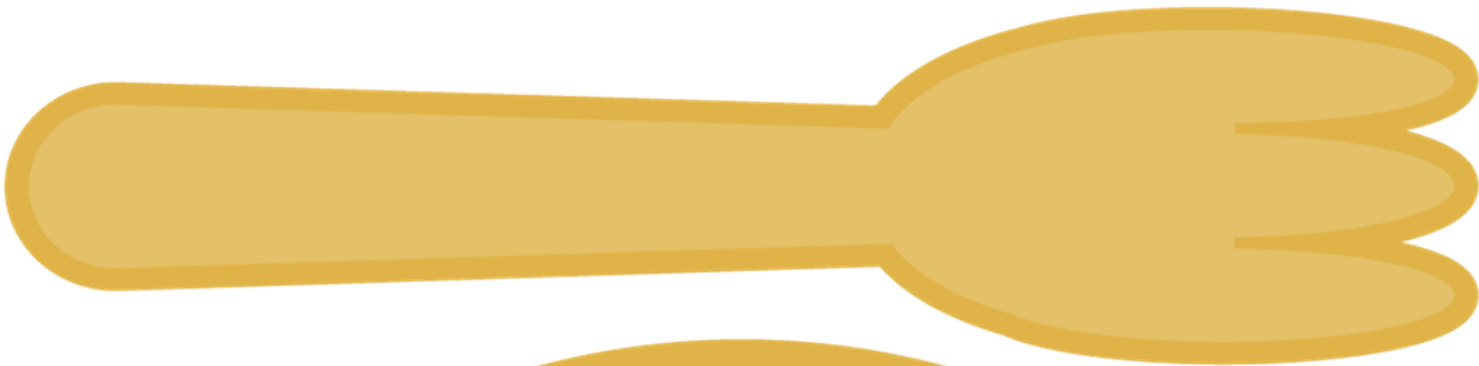
**You are an  
awesome  
leader.**

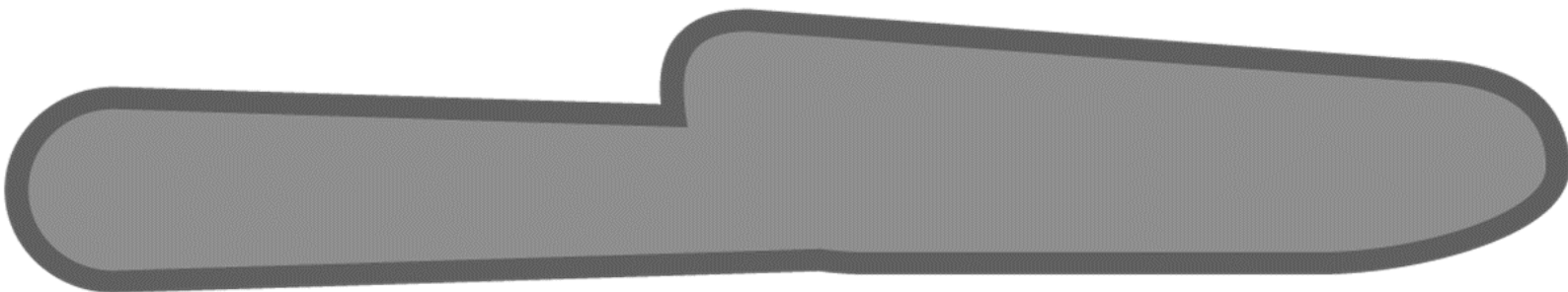
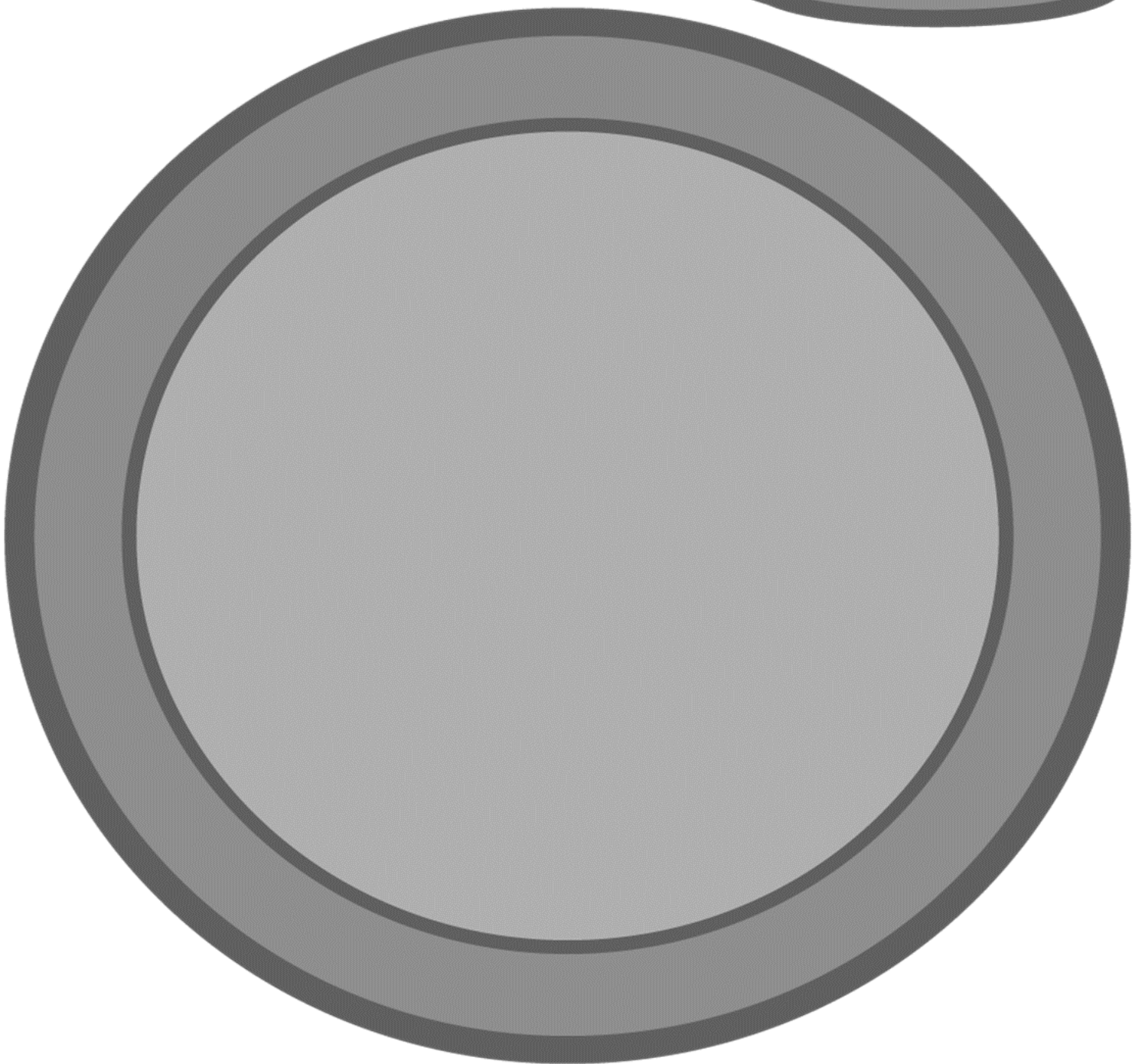
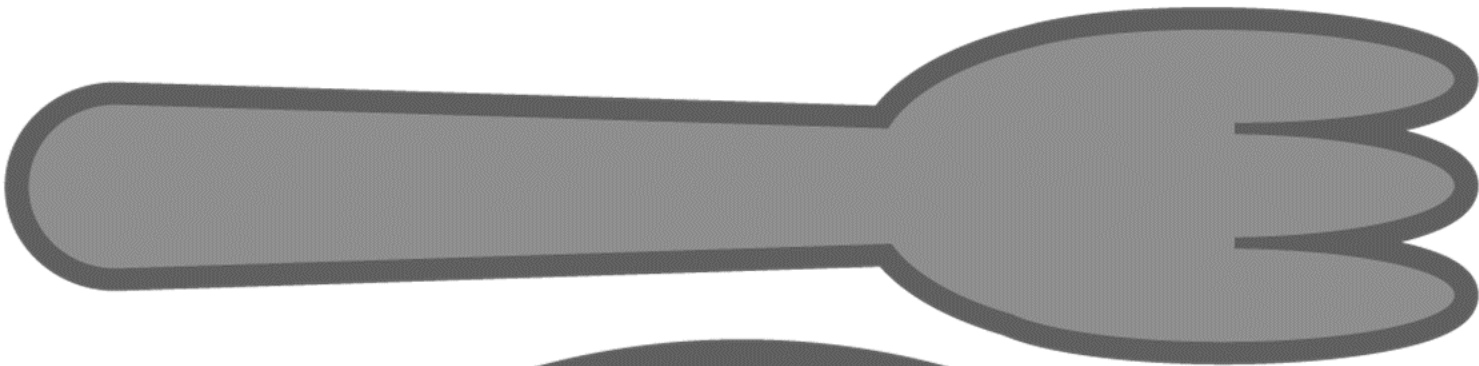


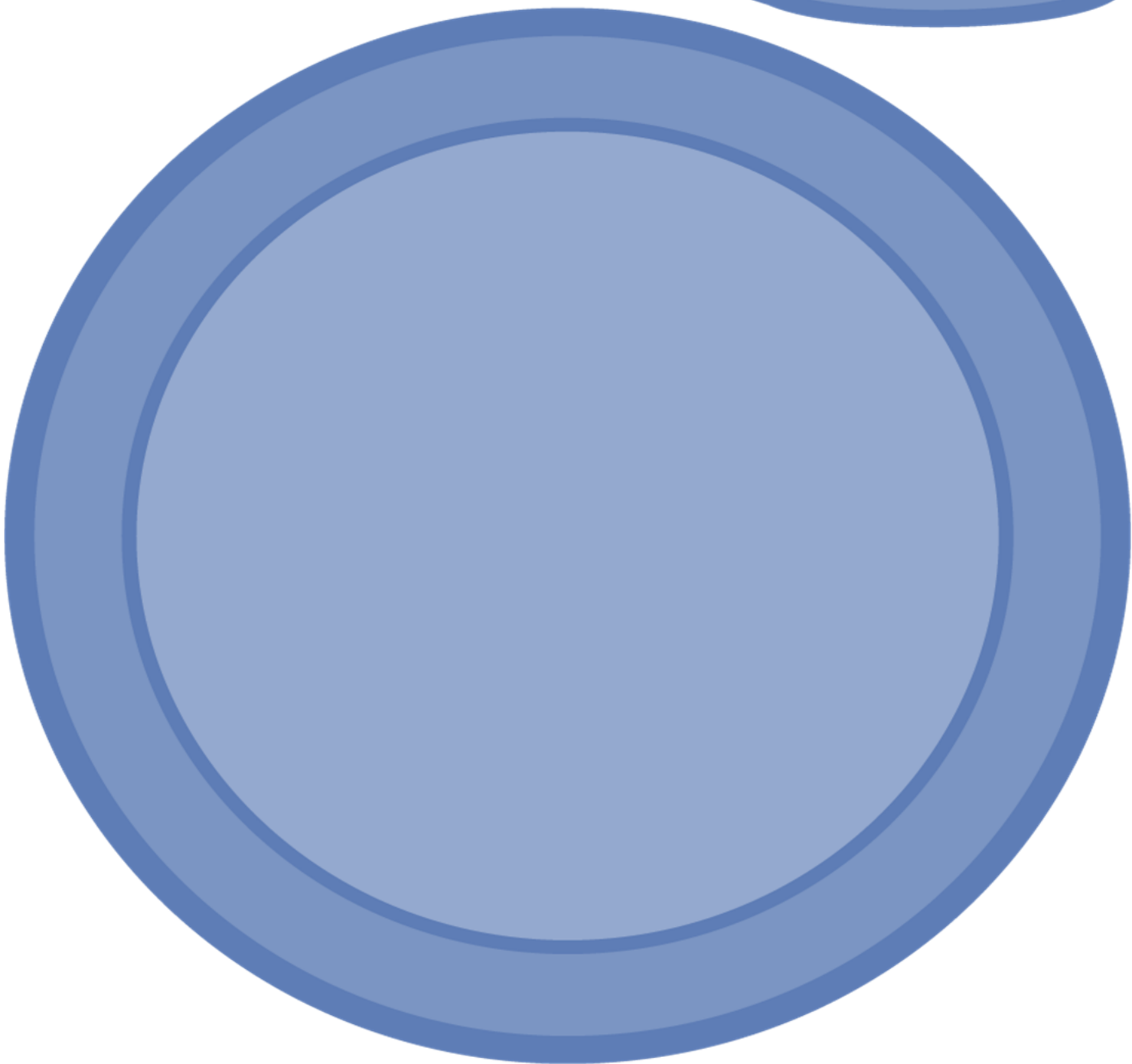
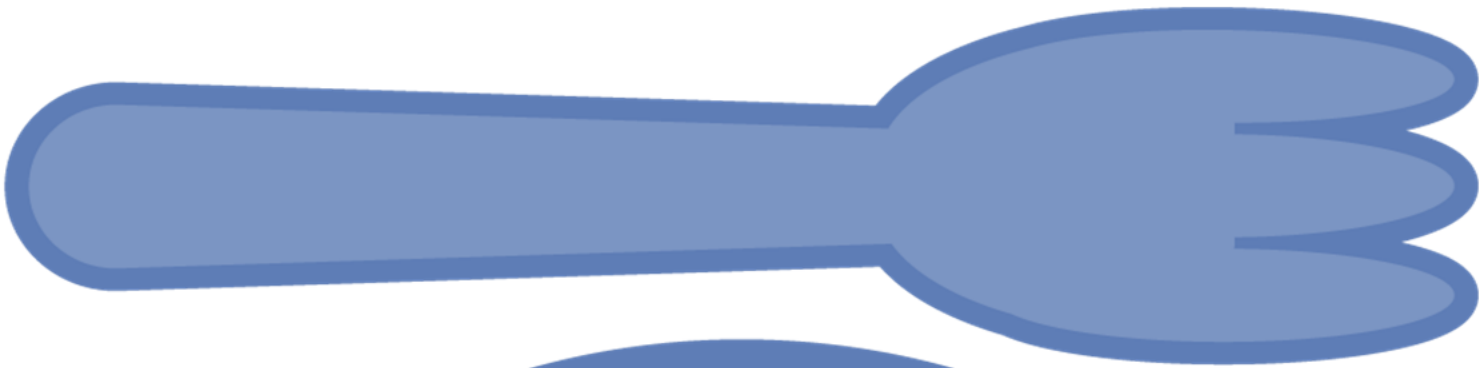
**You are  
totally cool.**











# SESSION 5

## Get rid of the A.N.T.S.

SMALL GROUP  
Counseling   
SELF-ESTEEM

### Objective:

- \*Students will identify and sort automatic negative thoughts.
- \*Students will change negative thoughts into positive ones.

### Materials:

- \*Printout of Types of Ant's worksheet, one for each student.
- \*Pencils.
- \*Picnic basket, A.N.T cards cut out and glued in advance (cards should be made to be 2 sided)

### Guiding Questions:

- \*Why is it important to be able to recognize negative thinking?
- \*How does automatic negative thinking affect our emotions?
- \*How do negative thoughts affect our self-esteem?

### Activity Details (about 30 min):

- \*Welcome the students back to the group and quickly review group rules. "One thing that really impacts our self-esteem in a bad way is negative thinking." Talk to the students about what Automatic Negative Thoughts are. Say "Sometimes our brain can tend to be a little negative, so much so that even when something positive or good happens, it turns it to be not good without us even realizing it. These types of thoughts are called Automatic Negative Thoughts or ANT's. If we can learn to change those ANT's to be positive, we will be much happier and feel better about ourselves and our life. Let's learn about the different types of ANT's." Pass out the Types of Ants handout (1 per student) and go through what each one is and provide an example of each.
- \*Place the picnic basket in the middle of the table and surround it with the ANT cards. (Make sure to glue the cards together in advance so they are two sided cards, one side is the ANT example and one side is the Which type of ANT is this/Reword it to be positive.) There are also blank ANT cards if you want to create your own, or have students create their own.
- \*Tell the students that the ANT's are taking over the picnic basket much like they can take over our brain or way of thinking. We have to control our own thoughts and get rid of these ANT's. Each student takes a turn removing an ant from the picnic basket area. They should read the ANT example out loud to the group and then turn it over and answer the questions (you can do this orally or written, based on your preference and their developmental level). Some ANT's fit into more than one type, but they are in the order listed on the Types of Ants page (the first page is All or Nothing ANT's, the second is Predicting the future ANT's, etc.). Discuss how these negative thoughts can be harmful (can make us feel bad about ourselves, can make us sad) and how positive thoughts can be helpful (make us feel happy).
- \*Thank students, tell them next week they are turning lemons into lemonade.

### ASCA Standards Alignment:

- \*Mindset: Self-confidence in ability to succeed. (M 2)
- \*Behavior: Self-Management Skills: Demonstrate effective coping skills when faced with a problem. (B-SMS 7)
- \*Behavior: Social Skills: Demonstrate advocacy skills and ability to assert self, when necessary. (B-SS 8)

### SEL Competencies:

- \*Self-awareness: self-confidence, accurate self-perception.





Get rid of the



# AUTOMATIC NEGATIVE THOUGHTS

---

## TYPES OF A.N.T.'S:



ALL OR NOTHING

Seeing everything as either one way or another, no in-between.



PREDICTING THE FUTURE

Expecting bad things are going to happen.



OVERBOARD

Making a bigger deal of something than what it really is.



MINIMIZE

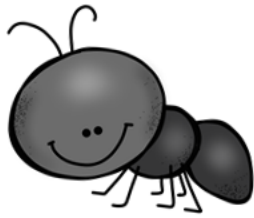
Downplaying your good qualities, talents, or successes.



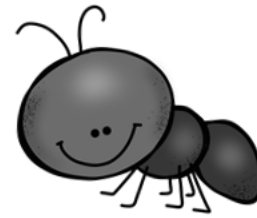
MUST BE ABOUT ME

Believing things are about me when it is possible they might not be.

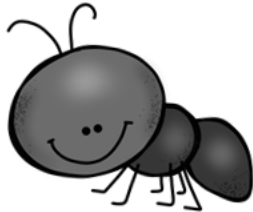




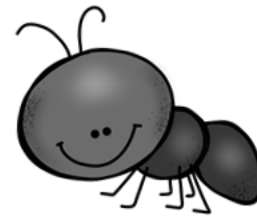
**I failed the test, I am a total loser.**



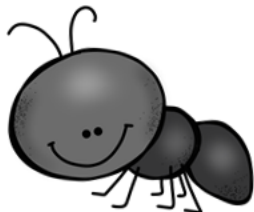
**I will never be as pretty as her, so I must be ugly.**



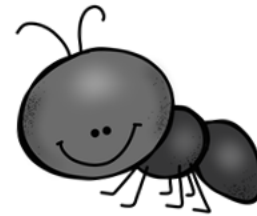
**She is perfect and I will never be like that.**



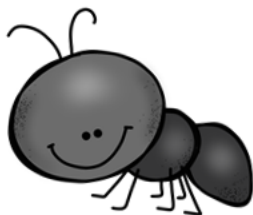
**You are either with me or you are against me.**



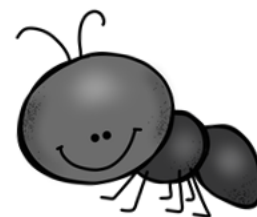
**I got a bad grade, I must not be smart.**



**That kid does not like me, I must not be likeable.**

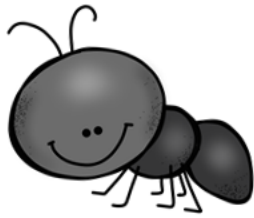


**I made a mistake, I am such a failure.**

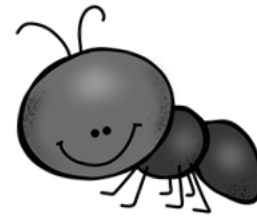


**I am not good at Math, I will never be good at anything.**

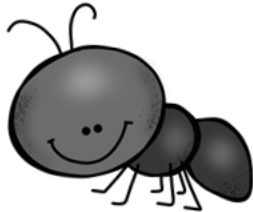
<p><b>Which type of A.N.T is this?</b></p> <p><b>Reword it to be positive:</b></p>	<p><b>Which type of A.N.T is this?</b></p> <p><b>Reword it to be positive:</b></p>
<p><b>Which type of A.N.T is this?</b></p> <p><b>Reword it to be positive:</b></p>	<p><b>Which type of A.N.T is this?</b></p> <p><b>Reword it to be positive:</b></p>
<p><b>Which type of A.N.T is this?</b></p> <p><b>Reword it to be positive:</b></p>	<p><b>Which type of A.N.T is this?</b></p> <p><b>Reword it to be positive:</b></p>
<p><b>Which type of A.N.T is this?</b></p> <p><b>Reword it to be positive:</b></p>	<p><b>Which type of A.N.T is this?</b></p> <p><b>Reword it to be positive:</b></p>



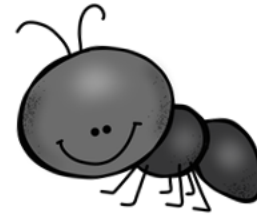
**I know I will not make the team, so I will not even try out for it.**



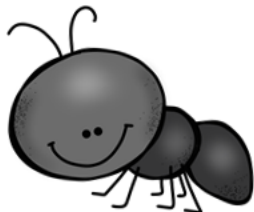
**If I try to talk to those students, they will laugh at me.**



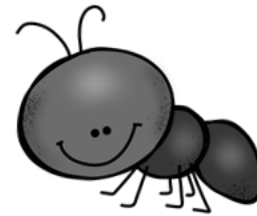
**Even if I study, I will not be able to get the grade I want.**



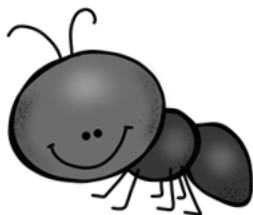
**If I try out for the school play, I will probably not get it.**



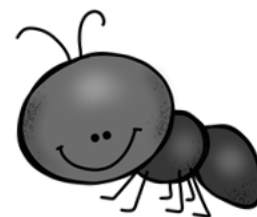
**If I participate in class, I might say the wrong thing.**



**If I go to that party, I might do something embarrassing.**



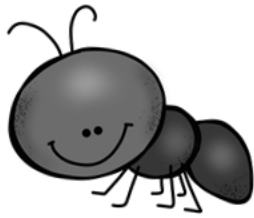
**I will never get elected for Student Council, so I won't even try.**



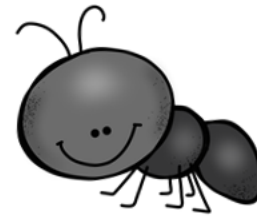
**If I present my project, it will not be good enough.**



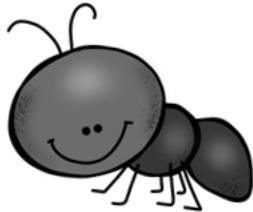
<b>Which type of A.N.T is this?</b>  <b>Reword it to be positive:</b>	<b>Which type of A.N.T is this?</b>  <b>Reword it to be positive:</b>
<b>Which type of A.N.T is this?</b>  <b>Reword it to be positive:</b>	<b>Which type of A.N.T is this?</b>  <b>Reword it to be positive:</b>
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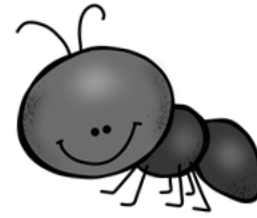
**I failed the test, I am never going to pass any other test.**



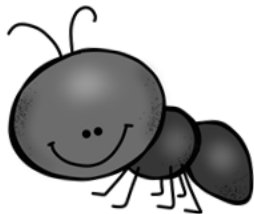
**I cannot believe I said that, my life is over.**



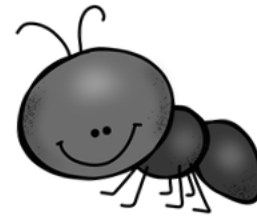
**If she won't be my friend, I will never be popular.**



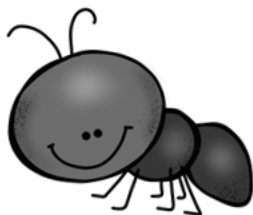
**I had trouble reading that in class, I will never be a good reader.**



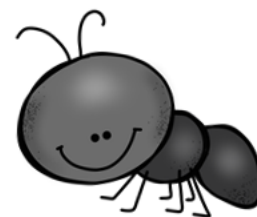
**I did not get on the honor roll, I am never going to get into college.**



**I got a red on my behavior card today, I am a terrible person.**

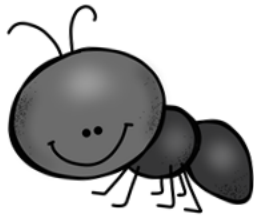


**I went to the wrong table at lunch, now everyone thinks I am stupid.**

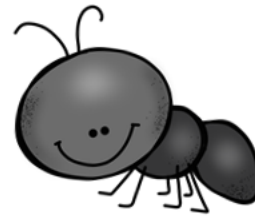


**My friend did not play with me at recess, they must hate me.**

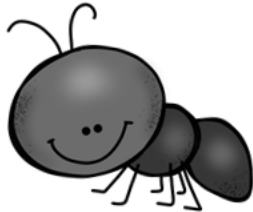
<b>Which type of A.N.T is this?</b>  <b>Reword it to be positive:</b>	<b>Which type of A.N.T is this?</b>  <b>Reword it to be positive:</b>
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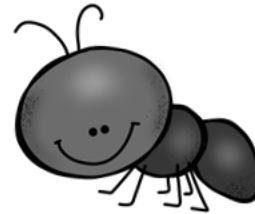
**I got good grades but it was not a big deal.**



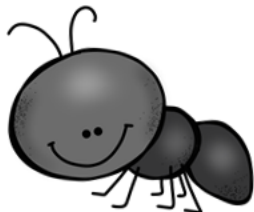
**He said I was pretty but he must have just been trying to be nice.**



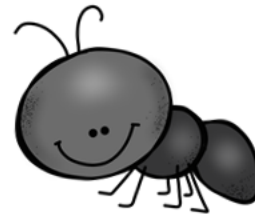
**I won that award because of luck.**



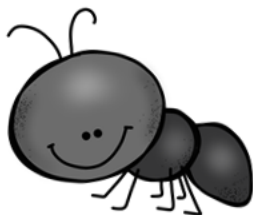
**He probably picked me to be on the team because he had to.**



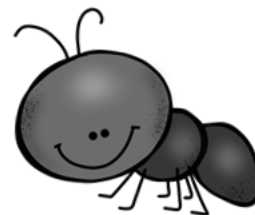
**My teacher gave me that compliment because she feels bad for me.**



**My parent said I did a good job but it was not that good.**



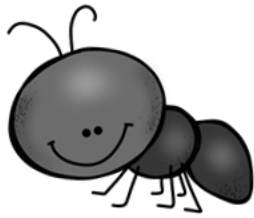
**My grade improved in Math but it is still not perfect.**



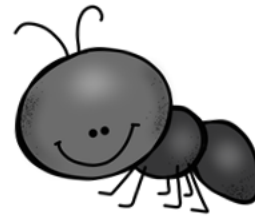
**I helped win the game but it was mostly because of what everyone else did.**

<p><b>Which type of A.N.T is this?</b></p> <p><b>Reword it to be positive:</b></p>	<p><b>Which type of A.N.T is this?</b></p> <p><b>Reword it to be positive:</b></p>
<p><b>Which type of A.N.T is this?</b></p> <p><b>Reword it to be positive:</b></p>	<p><b>Which type of A.N.T is this?</b></p> <p><b>Reword it to be positive:</b></p>
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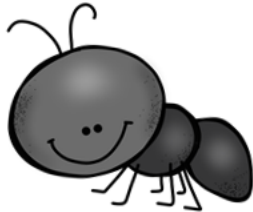




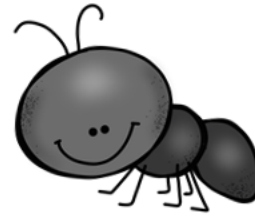
**I did not get the grade I want, I think the teacher must not like me.**



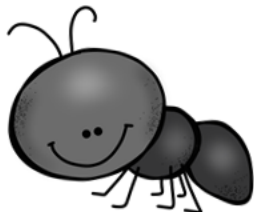
**Those two students were laughing, it must be at me.**



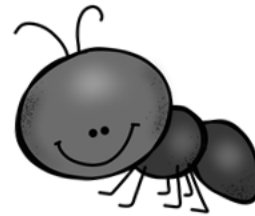
**She was whispering, I bet it is about me.**



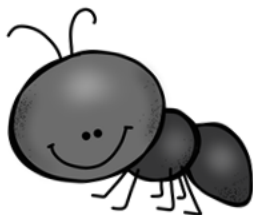
**He cut me in the line, he must not like me.**



**He did not pick me to be on his team, he must not want to be my friend.**



**I must have said something wrong because he looked at me funny.**

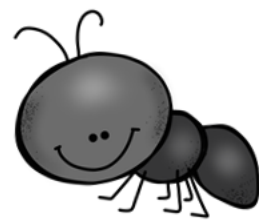
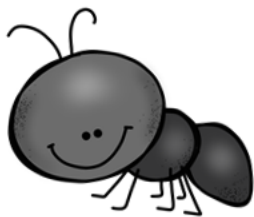
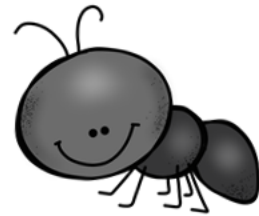
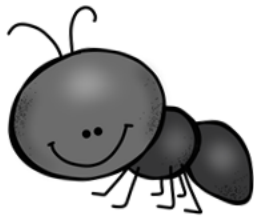
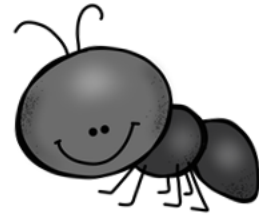
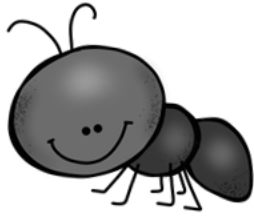
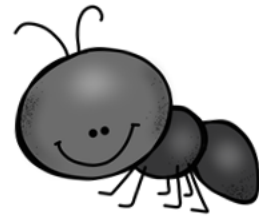
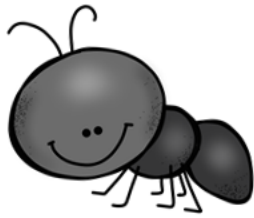


**My class did not win the Pizza party, it must be because of me.**



**My team did not win the game, it must be my fault.**

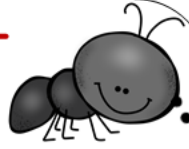
<p><b>Which type of A.N.T is this?</b></p> <p><b>Reword it to be positive:</b></p>	<p><b>Which type of A.N.T is this?</b></p> <p><b>Reword it to be positive:</b></p>
<p><b>Which type of A.N.T is this?</b></p> <p><b>Reword it to be positive:</b></p>	<p><b>Which type of A.N.T is this?</b></p> <p><b>Reword it to be positive:</b></p>
<p><b>Which type of A.N.T is this?</b></p> <p><b>Reword it to be positive:</b></p>	<p><b>Which type of A.N.T is this?</b></p> <p><b>Reword it to be positive:</b></p>
<p><b>Which type of A.N.T is this?</b></p> <p><b>Reword it to be positive:</b></p>	<p><b>Which type of A.N.T is this?</b></p> <p><b>Reword it to be positive:</b></p>



<p><b>Which type of A.N.T is this?</b></p> <p><b>Reword it to be positive:</b></p>	<p><b>Which type of A.N.T is this?</b></p> <p><b>Reword it to be positive:</b></p>
<p><b>Which type of A.N.T is this?</b></p> <p><b>Reword it to be positive:</b></p>	<p><b>Which type of A.N.T is this?</b></p> <p><b>Reword it to be positive:</b></p>
<p><b>Which type of A.N.T is this?</b></p> <p><b>Reword it to be positive:</b></p>	<p><b>Which type of A.N.T is this?</b></p> <p><b>Reword it to be positive:</b></p>
<p><b>Which type of A.N.T is this?</b></p> <p><b>Reword it to be positive:</b></p>	<p><b>Which type of A.N.T is this?</b></p> <p><b>Reword it to be positive:</b></p>

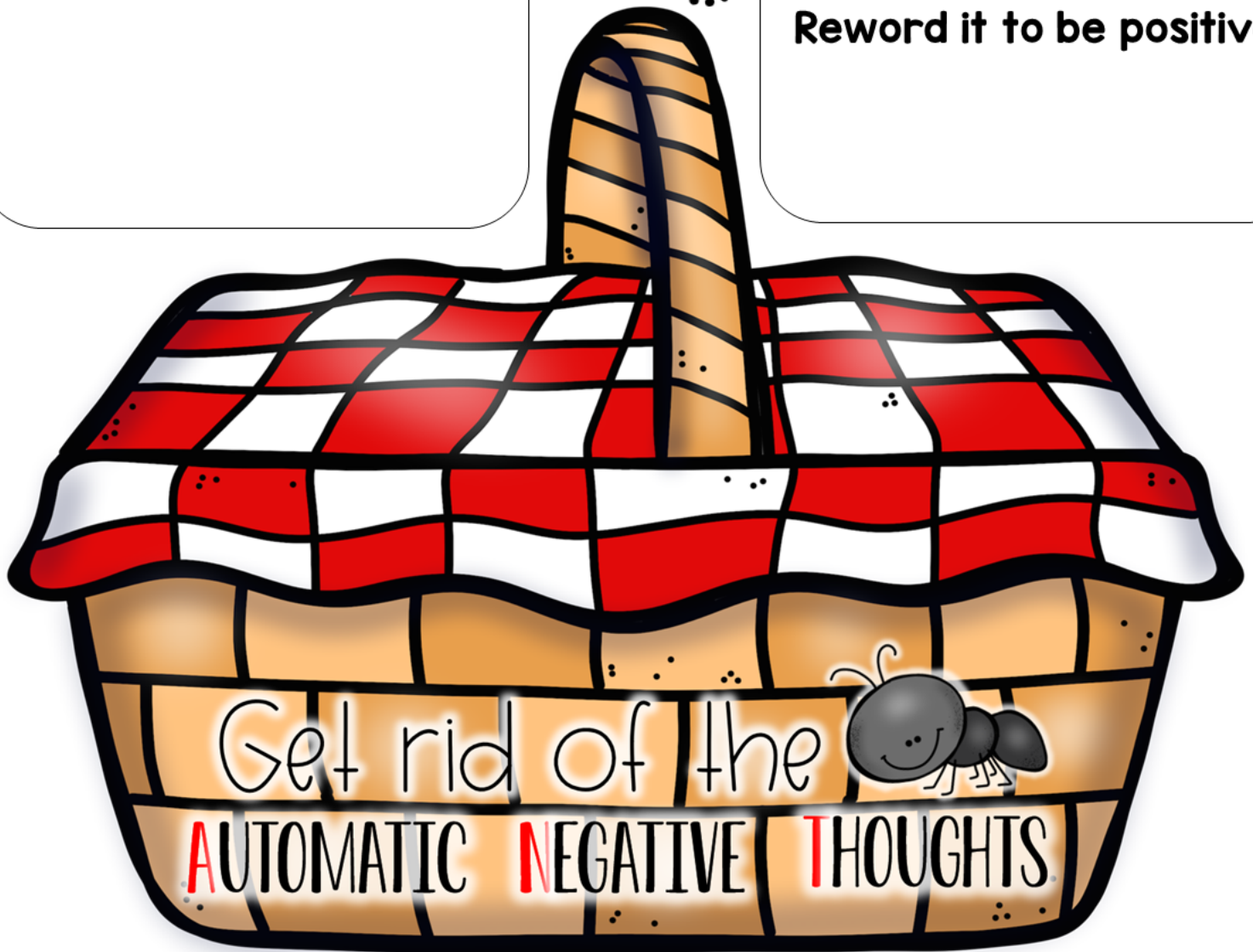
# WHAT ARE SOME A.N.T'S YOU NEED TO GET RID OF?

My A.N.T

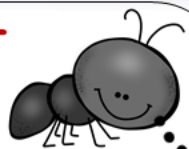


Which type of A.N.T is this?

Reword it to be positive:



My A.N.T



Which type of A.N.T is this?

Reword it to be positive:



# SESSION 6

## Lemons into Lemonade

SMALL GROUP  
Counseling   
SELF-ESTEEM



### Objective:

- \*Students will identify negative thoughts, actions, and words.
- \*Students will change negative thoughts, actions, and words into positive ones.

### Materials:

- \*Printout of Lemons into Lemonade worksheets, one for each student.
- \*Pencils.
- \*Practice cards cut out in advance.
- \*Copy of "How to make Lemonade" page.

### Guiding questions:

- \*How do we overcome negative things about us or negative things in our life?
- \*Why is being optimistic good for us?
- \*How can thinking, speaking, or behaving negatively hurt us?
- \*How can thinking, speaking, or behaving positively help us?

### Activity Details (about 30 min):

\*Welcome the students back to the group and quickly review group rules. "Last session we learned about negative thoughts, but now we are going to learn how to overcome them." Ask the students if they have ever heard the saying "When life gives you Lemons, make Lemonade?" then ask them what they think it means. Wait for a few responses then explain. "It means that sometimes life can be hard and difficult things may happen to us (lemons) or make it harder to get what we want, but you have to find a way to make it work and be positive (lemonade). It is meant to encourage optimism and to have a can-do attitude. Today we are going to practice making lemons, or things we perceive as bad, into something good, or Lemonade. You will find that the more you do this in life, the happier and more confident you will be. Let's start with how to change our thoughts, words, and actions which is how we make Lemonade." Show the students the "how to make lemonade" page. Go through each section (thoughts, words, and actions) and talk about how when you face a challenge in life using one of those to make a change can help you overcome the challenge. Once you feel students have a good grasp on that, explain that you are going to practice changing thoughts/words/actions in a few scenarios. Have students take turns reading the cards and answering the questions on the cards. Next, give each student the two "Lemons into Lemonade" worksheets. Say "Now that we have practiced changing other people's lemons, let's work on changing our own lemons into lemonade. On the first worksheet, fill out one lemon you have for each area (looks, behavior, grades, skills) and then think about what you want to change about it. Check the box next to the change you want to make, then write in how you are going to make it into lemonade making that change. So for example, my lemon for my grades is that I have a low grade in math. I am going to check the box next to change my actions, and under "make it into lemonade" section I am going to write my goal of improving my grade in math. On the second page of the handout, you will see areas to plan the steps you are going to get to make the lemonade happen. Using my example, my step one is to spend an extra 30 minutes studying math, step two is I am going to ask for help from someone who is good at math, and step three I am going keep trying and not give up. (You can find examples of what to do in each area on the "How to make lemonade" page. Allow students time to complete this, then have them share with the group. Use the guiding questions at the top of this page to close the activity.

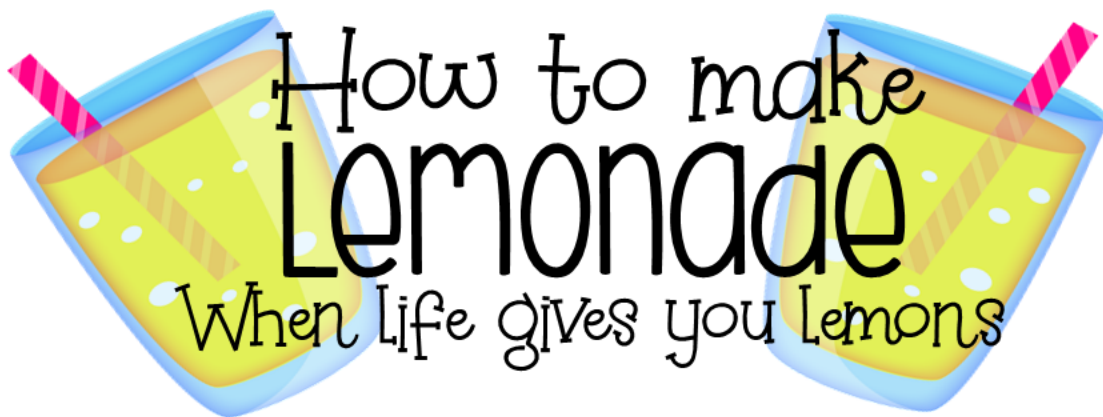
\*\*"You all are becoming self-esteem superstars, next week we are going to continue practicing how to change negative thoughts into positive ones."

### ASCA Standards Alignment:

- \*Mindset: Self-confidence in ability to succeed. (M 2)
- \*Behavior: Self-Management Skills: Demonstrate effective coping skills when faced with a problem. (B-SMS 7)
- \*Behavior: Learning Strategies: Identify long and short term academic, career, and social/emotional goals. (B-LS 7)

### SEL Competencies:

- \*Self-awareness: self-confidence, accurate self-perception.
- \*Self-management: Goal setting, self-discipline.
- \*Responsible decision making: Identifying problems, analyzing situations, solving problems.



# How to make Lemonade

When Life gives you Lemons



- ▶ Think positive (I can do this).
- ▶ Think rationally (Am I exaggerating?).
- ▶ Begin and end each day with a positive thought.
- ▶ Be grateful.
- ▶ Focus on progress, not perfection.
- ▶ Forgive yourself.















- ▶ Think before you speak (Are my words harmful?).
- ▶ Avoid saying "I can't" about yourself (instead say I can't yet or when I can)
- ▶ Use affirmation statements (I am capable, I am loveable, I am smart, I am beautiful).



- ▶ Make a plan and set goals.
- ▶ Try, don't be afraid to fail.
- ▶ Never give up.
- ▶ Ask for help.
- ▶ Push yourself.
- ▶ Think before you act (Is this going to help me reach my goals?).

 <p>Susy struggles in Math, she studies hard every day but still cannot get the grade she wants. She feels like she is stupid.</p>      <p>How can she change her thoughts?</p>	 <p>Aiden tries to paint and draw but it always seems to come out bad, now he does not like going to art class.</p>      <p>How can he change his thoughts?</p>
 <p>Ashley worries that she is not good enough. She thinks if she lost a little weight she might be more liked.</p>      <p>How can she change her thoughts?</p>	 <p>Mateo thinks he will never make the baseball team because he is not as good as some of the other players.</p>      <p>How can he change his thoughts?</p>
 <p>Luciana thinks she cannot improve her behavior because she has been misbehaving for a long time.</p>      <p>How can she change her thoughts?</p>	 <p>George's family cannot afford to get him the cool sneakers that everyone else has. He feels like he will not be cool without them.</p>      <p>How can he change his thoughts?</p>
 <p>Stephanie feels like because one girl will not be her friend, that she is not likeable.</p>      <p>How can she change her thoughts?</p>	 <p>Junior feels like he will always be seen as small because he is shorter than other kids.</p>      <p>How can he change his thoughts?</p>

 <p>Christina says that she would have entered the poetry contest but her poem probably would not have won.</p>  <p>How can she change her words?</p>	 <p>Anthony says that he cannot do math because it is too hard.</p>  <p>How can he change his words?</p>
 <p>Paulina says she will never be as pretty as the other girls at her school.</p>  <p>How can she change her words?</p>	 <p>Oliver says he will never be cool because he has to wear glasses.</p>  <p>How can he change his words?</p>
 <p>Becky says she never gets picked first to be on the kickball team because she is a loser and no one wants her on their team.</p>  <p>How can she change her words?</p>	 <p>Cameron says he will never get student of the month because he is not a good kid.</p>  <p>How can he change his words?</p>
 <p>Paige says that she cannot ever be as good of a dancer as the kids in the dance club.</p>  <p>How can she change her words?</p>	 <p>David says he will not be able to pass the big state test because he is not smart enough.</p>  <p>How can he change his words?</p>



 <p>Ana stayed up late watching T.V. last night and did not get the grade she wanted on her test the next morning. She feels guilty.</p>  <p>How can she change her actions?</p>	 <p>Andres did not complete his project on time, because it is late he will have points taken away. He feels upset at himself.</p>  <p>How can he change his actions?</p>
 <p>Tonya keeps coming late to school because she sleeps in too late. Her parents are disappointed and that makes her sad.</p>  <p>How can she change her actions?</p>	 <p>Mateo thinks he will never make the baseball team because he is not as good as some of the other players.</p>  <p>How can he change his actions?</p>
 <p>Martina got in trouble for talking too much during a lesson. She feels really sad about the teacher having to speak to her about it.</p>  <p>How can she change her actions?</p>	 <p>Jace got put on red on the class behavior clip chart for hitting another student. He is angry that he got in trouble.</p>  <p>How can he change his actions?</p>
 <p>Katie sees other kids who are really good at doing handstands. She wants to be able to do one too but has never tried.</p>  <p>How can she change her actions?</p>	 <p>Sergio never runs except at P.E. when he has to. He feels like he is always the slowest runner and wishes he would be faster.</p>  <p>How can he change his actions?</p>



# Lemons into Lemonade




My Lemons

I will change...

Make it into  
Lemonade



My  
Looks

- ☐ Change my Thoughts
- ☐ Change my Words
- ☐ Change my Actions

My  
Behavior

- ☐ Change my Thoughts
- ☐ Change my Words
- ☐ Change my Actions

My  
Grades

- ☐ Change my Thoughts
- ☐ Change my Words
- ☐ Change my Actions

My  
Skills

- ☐ Change my Thoughts
- ☐ Change my Words
- ☐ Change my Actions



## Steps to get there...

My Looks	1.	2.	3.
My Behavior	1.	2.	3.
My Grades	1.	2.	3.
My Skills	1.	2.	3.

# SESSION 7

## Self-esteem Sunglasses

SMALL GROUP  
Counseling   
SELF-ESTEEM



### Session Objective:

\*Students will practice changing negative self-statements into positive self-statements.

### Materials:

\*Sunglasses cut out in advance.  
\*Pencils or dry erase markers if laminated.

### Tips and Tricks:

\*Incorporate real sunglasses to add to the fun.

### Guiding Questions:

\*Why is negative thinking bad for our self-esteem?  
\*Why is positive thinking good for our self-esteem?

### ASCA Standards Alignment:

\*Mindset: Self-confidence in ability to succeed. (M 2)  
\*Behavior: Self-Management Skills: Demonstrate effective coping skills when faced with a problem. (B-SMS 7)

### SEL Competencies:

\*Self-awareness: recognizing strengths, self-confidence, accurate self-perception.

### Session Details (about 30 min):

\*Welcome the students back to the group and quickly review group rules. "We have learned how to recognize negative thinking and practiced changing negative thoughts, actions, and words. Today we are going to continue practicing changing negative statements to positive because it is very important in our self-esteem improving journey."

\*Use either the handouts or the sunglasses, depending on your group.

The younger students will probably prefer the sunglasses and the older students the handouts. Cut out the sunglasses in advance. Place them in the center of the table, spread out for the students to see. This should get their interest.

\*Say: You all are probably wondering what all these sunglasses are doing on our table. Well, today we are going to talk about Self-esteem and these sunglasses are going to help us. You see sometimes we wear negative sunglasses. That means, we see everything in a sad or bad way. When we wear these negative sunglasses for too long, we can start to feel bad about ourselves and not be too fun to be around. When someone is always negative or talking in a sad way about themselves or others, do you want to be around them? (wait for them to respond) Who would you rather be around? (wait for a response). Exactly, we like to have friends who wear positive sunglasses, they are more fun to be around and when we wear positive sunglasses we feel better about ourselves and our future. Let's practice changing negative sunglass statements to positive ones. Have each student take one sunglass and write a response. Discuss all responses. See the last document for tips on some positive responses.

\*Thank students for participating, tell them next week they are going to learn how to make their wishes come true.

# SELF-ESTEEM SUNGLASSES



**Negative Sunglasses**



**Positive Sunglasses**

**Even if I study,  
I doubt I will  
pass.**



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**I am not as  
pretty as  
she/he is.**



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**I can't do  
anything right.**



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**Why would they  
want to be my  
friend?**



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**I am not good  
at this.**



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# SELF-ESTEEM SUNGLASSES



**Negative Sunglasses**



**Positive Sunglasses**

**I give up.**



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**I will never be  
that smart.**



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**I will never be  
as good as  
him/her.**



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**This is too hard.**



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**I just can't do it.**



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# SELF-ESTEEM



# SUNGLASSES



**Negative Sunglasses**



**Positive Sunglasses**

**My life will never  
get better.**



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**Everyone is better  
at sports than I  
am.**



---

---

---

---

**I will never be as  
popular as  
him/her.**



---

---

---

---

**People always  
talk bad about  
me.**



---

---

---

---

**People do not  
like me.**



---

---

---

---

# SELF-ESTEEM SUNGLASSES



**Negative Sunglasses**



**Positive Sunglasses**

**No one thinks I  
am funny.**



---

---

---

---

**No one ever  
listens to me.**



---

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---

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**My teacher likes  
everyone else  
more than me.**



---

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---

**I do not have  
many good  
qualities.**



---

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---

---

**I do not have a  
lot of friends.**



---

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---

---

# SELF-ESTEEM SUNGLASSES



**Negative Sunglasses**



**Positive Sunglasses**

**I only have a  
few friends.**



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---

**If I do that, I  
will make a  
mistake.**



---

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---

---

**I will never  
make my  
Parents proud.**



---

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**I am never  
going to get  
better at Math.**



---

---

---

---

**I am never going to  
get better at  
Reading.**



---

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---

# SELF-ESTEEM SUNGLASSES



**Negative Sunglasses**



**Positive Sunglasses**

**There is nothing  
I am good at.**



---

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---

---

**People think I  
am ugly.**



---

---

---

---

**People think I  
am boring.**



---

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---

---

**I just have too  
many problems  
in my life.**



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---

**I wish I looked  
like the people  
in magazines.**



---

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# SELF-ESTEEM SUNGLASSES



**Negative Sunglasses**



**Positive Sunglasses**

**I wish I was  
someone else.**



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---

**I will not be  
successful when  
I grow up.**



---

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---

**I am a failure.**



---

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---

---

**I am a loser.**



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---

**I am not smart  
enough to do  
that.**



---

---

---

---

# SELF-ESTEEM SUNGLASSES



**Negative Sunglasses**



**Positive Sunglasses**

**I am not cool  
enough.**



---

---

---

---

**I will never  
impress my  
teacher.**



---

---

---

---

**I am not good  
at anything in  
school.**



---

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---

---

**I just can't be  
happy.**



---

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---

---

**I know it will  
be a bad day  
today.**



---

---

---

---



# SELF-ESTEEM



# SUNGLASSES



## Negative Sunglasses

**I do not have  
anything  
worthwhile to  
offer.**



## Positive Sunglasses

**I can't get  
through this.**



**I will never be  
accepted.**




**I do not have  
enough skills.**




**People think I  
am weird.**



Four sets of horizontal lines for writing positive affirmations, each corresponding to a negative statement on the left. Each set consists of four lines.

A pair of purple-rimmed glasses with a geometric pattern. The left lens contains the text "Even if I study, I doubt I will pass." and the right lens is empty.


**Even if I  
study, I  
doubt I will  
pass.**

A pair of teal-rimmed glasses with a geometric pattern. The left lens contains the text "I am not as pretty as she/he is." and the right lens is empty.

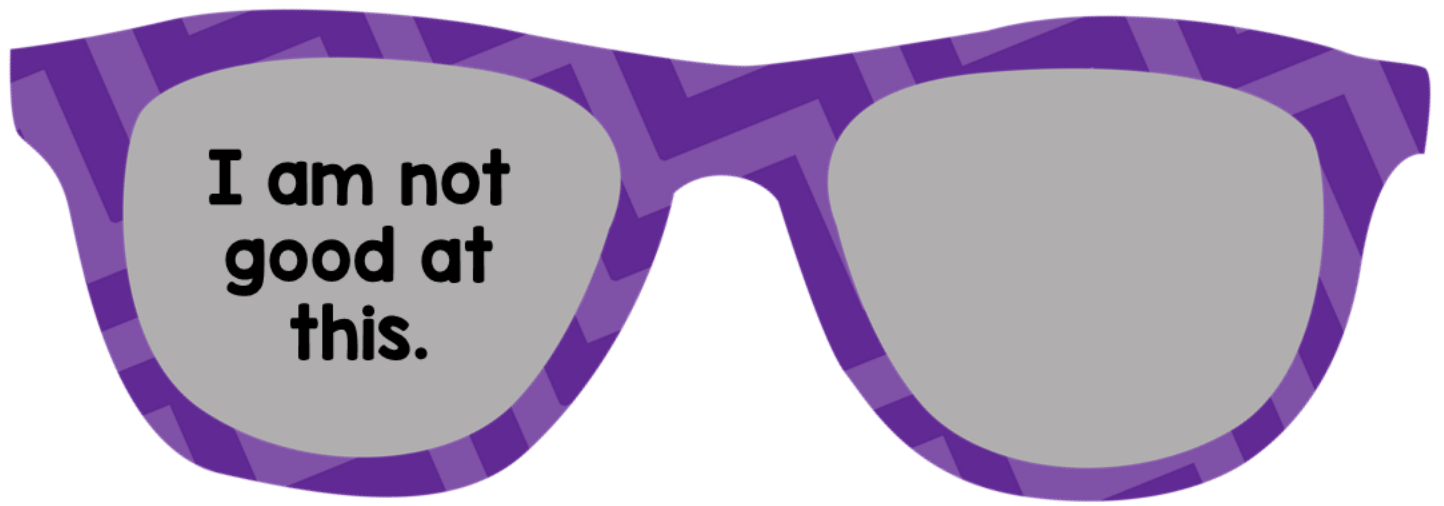
**I am not as  
pretty as  
she/he is.**

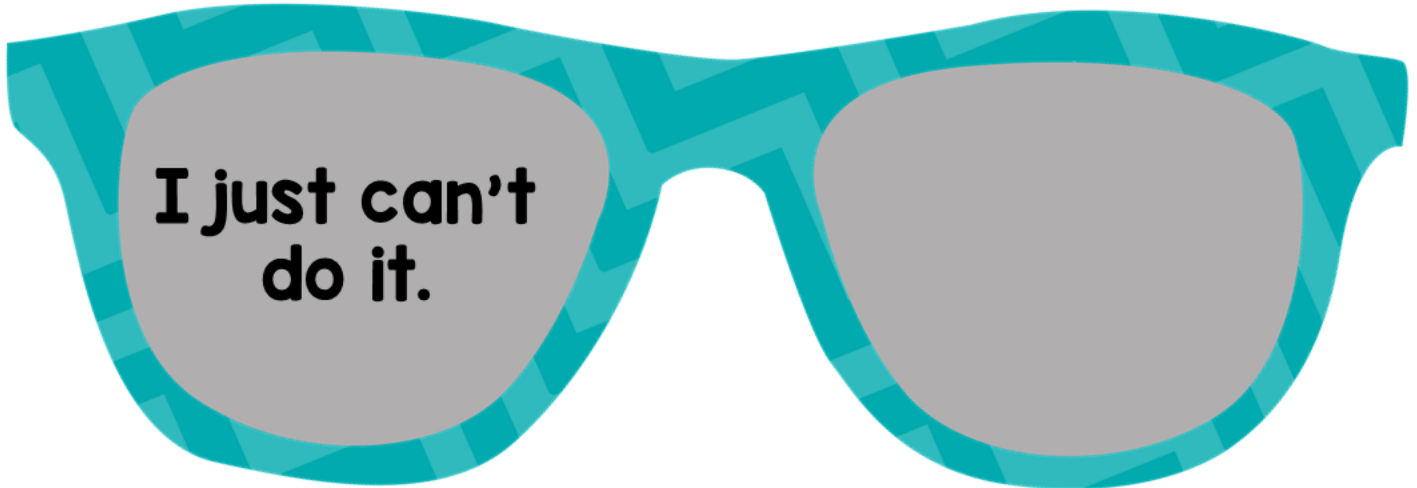
A pair of pink-rimmed glasses with a geometric pattern. The left lens contains the text "I can't do anything right." and the right lens is empty.


**I can't do  
anything  
right.**

A pair of lime green-rimmed glasses with a geometric pattern. The left lens contains the text "Why would they want to be my friend?" and the right lens is empty.

**Why would  
they want  
to be my  
friend?**







**I will never  
be as  
popular as  
him/her.**



**People  
always talk  
bad about  
me.**




**People do  
not like me.**



**No one  
thinks I am  
funny.**



**No one  
ever listens  
to me.**



**My teacher  
likes  
everyone else  
more than  
me.**



**I do not  
have many  
good  
qualities.**



**I do not  
have a lot  
of friends.**






**I only have  
a few  
friends.**




**If I do  
that, I will  
make a  
mistake.**




**I will never  
make my  
Parents  
proud.**



**I am never  
going to get  
better at  
Math.**

A pair of purple-rimmed glasses with a geometric pattern. The left lens contains the text "I am never going to get better at Reading." and the right lens is empty.


**I am never  
going to get  
better at  
Reading.**

A pair of teal-rimmed glasses with a geometric pattern. The left lens contains the text "There is nothing I am good at." and the right lens is empty.


**There is  
nothing I am  
good at.**

A pair of pink-rimmed glasses with a geometric pattern. The left lens contains the text "People think I am ugly." and the right lens is empty.


**People  
think I am  
ugly.**

A pair of lime green-rimmed glasses with a geometric pattern. The left lens contains the text "People think I am boring." and the right lens is empty.

**People  
think I am  
boring.**




**I just have  
too many  
problems in  
my life.**



**I wish I  
looked like  
the people in  
magazines.**



**I wish I  
was  
someone  
else.**




**I will not be  
successful  
when I grow  
up.**








**I do not have  
anything  
worthwhile to  
offer.**



**I can't get  
through  
this.**



**I will never  
be  
accepted.**



**I do not  
have  
enough  
skills.**



# SELF-ESTEEM SUNGLASSES



## Positive Sunglasses examples:

I am pretty good at...  
I can make today a good day.  
I have hope for my future.  
I will be stronger when I get through this.  
I can get through anything.  
I can be happy no matter what is going on.  
I can't do that yet...but I am going to keep trying.  
I can't do that yet...but I will practice more.  
I have a lot to offer.  
I accept myself as I am.  
I am not perfect and that is okay.  
I am not perfect but I am still awesome.  
I am better in some subjects than others.  
I am capable of getting better at...  
I am just as capable as everyone else.  
I have people who care about me.  
I am going to work harder at my ..... skills.  
I am loved by my family.  
I am accepted by my teacher.  
I may fail at times but that is not who I am.  
I am unique and that is what makes me special.  
I am not the best at sports but I am pretty good at...  
What people say does not matter, what I think does.  
I am not the best at ..... but I am great at .....  
I am a work in progress.  
It is okay to make mistakes.  
I am beautiful inside and out.

# SESSION 8

## Make your wishes come true

SMALL GROUP  
Counseling   
SELF-ESTEEM

### Session Objective:

\*Students will set goals and make a plan to reach those goals.

### Materials:

- \*Candles cut out (make duplicates).
- \*Cake and goal papers for each student.
- \*Pencil, pens, glue.

### Tips and Tricks:

- \*Have them write their name in the middle of the cake (ex- Tina's Wishes).
- \*Laminate it (it will last longer).
- \*Use dry erase pens on the laminated candles.

### Guiding Questions:

- \*Why is it important to set and plan goals?

### ASCA Standards Alignment:

- \*Mindset: Self-confidence in ability to succeed. (M 2)
- \*Behavior: Learning Strategies: Identify long and short-term academic, career, and social/emotional goals. (B-LS 7)
- \*Behavior: Self-Management Skills: Demonstrate perseverance to achieve long and short-term goals. (B-SMS 5)

### SEL Competencies:

- \*Self-awareness: self-confidence, self-efficacy.
- \*Self-management: goal-setting, self-motivation.

### Activity Details (about 30 min):

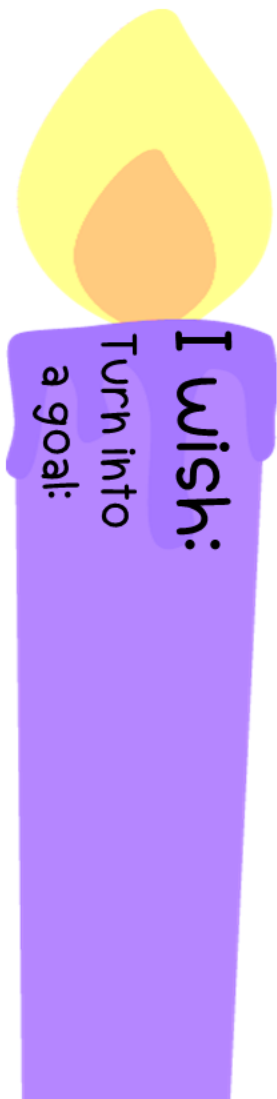
\*Welcome the students back to the group and quickly review group rules. "We have learned how we are unique and capable, today we are going to talk about things we wish we could do and how to make the wishes come true."

Each student gets their own cake in front of them with the cut out candles.

\*Say "Today we are going to make wishes and find out how to make them come true. What is a wish? (wait for responses) A wish is to really want or hope for something to happen. Did you know that you are capable of making some of your own wishes come true? Not with magic, but with planning and goal setting. Let me show you how." Explain that they should write their wishes on the candles (1 per candle) and then glue their candle to their cake. You can choose how many wishes to allow them to do based on how much time you have and their developmental level. Once complete, have them each share their cake with their candle wishes and why they want that wish to come true. Then have them write their wishes on the handout and how they can make the wish come true. They will likely need help with this. See some tips on the second to last page of how to translate kid wishes to goals. Lastly, have them pick one wish they want to focus on and complete the goal-setting handouts. Say "Short-term goals are goals you are able to accomplish soon, and long-term goals are usually larger ones that take more time to complete." See the last page as a guide for examples of different kinds of short/long-term goals. Try to make the goals specific and detailed, for example instead of just "improve grades" use "improve math grade from a C to a B". The more specific a goal, the easier to create a plan to achieve it. Give the student's one of the daily checklists to keep track of their progress.

\*Thank students for participating and explain that next week will be the last session together and they will play a game to summarize all they have learned in group.









# Sprinkle some Confidence

## Self-Affirmations

My mistakes  
help me grow.

I believe in  
myself.

I choose to  
think positive.

I am loved.

I am capable.

I am smart.

I am going to  
do my best.

I will not  
give up.

I am kind to  
myself and  
others.

I am strong.

I have  
courage.

I can do  
hard things.

I can try  
something new.

I can  
succeed.

I can ask  
for help.

I can try again.

I am  
talented.

I am  
creative.





My wish is... I can make it  
come true by...



Wish 1



Wish 2



Wish 3



Wish 4




# WISH

Achieve my goal by  
(date):



My short-term goal:

Who can help me  
reach my goal?

What I need to  
reach my goal:



# SHORT TERM GOAL PLANNING

My Goal:

Break it down into smaller tasks

Task 1:

Task 2:

Possible obstacles:

Possible solutions to those obstacles:



# WISH

Achieve my goal by  
(date):



My long-term goal:

Who can help me  
reach my goal?

What I need to  
reach my goal:



# LONG TERM GOAL PLANNING

My Goal:

Break it down into smaller tasks

Task 1:

Task 2:

Possible obstacles:

Possible solutions to those obstacles:


# Goal Checklists

My short-term

goal is:

Worked on?

- ☐ Monday
- ☐ Tuesday
- ☐ Wednesday
- ☐ Thursday
- ☐ Friday
- ☐ Saturday
- ☐ Sunday

 Cut out and place on student's desk or agenda.



My short-term goal is:

- Worked on?
- ☐ Monday
  - ☐ Tuesday
  - ☐ Wednesday
  - ☐ Thursday
  - ☐ Friday
  - ☐ Saturday
  - ☐ Sunday

My long term goal is:

I worked on my short-term goals

Week 1

- ☐ Monday
- ☐ Tuesday
- ☐ Wednesday
- ☐ Thursday
- ☐ Friday
- ☐ Saturday
- ☐ Sunday

Week 2

- ☐ Monday
- ☐ Tuesday
- ☐ Wednesday
- ☐ Thursday
- ☐ Friday
- ☐ Saturday
- ☐ Sunday

Week 3

- ☐ Monday
- ☐ Tuesday
- ☐ Wednesday
- ☐ Thursday
- ☐ Friday
- ☐ Saturday
- ☐ Sunday

Week 4

- ☐ Monday
- ☐ Tuesday
- ☐ Wednesday
- ☐ Thursday
- ☐ Friday
- ☐ Saturday
- ☐ Sunday



# Translating Kid Wishes



## to goals



Kid Wish: Have a million dollars.

Short-term goal: Improve grades.

Long-term goal: Get a good paying job.



Kid Wish: To be more popular.

Short-term goal: Make 3 new friends.

Long-term goal: Make 1 good friend.



Kid Wish: To be famous.

Short-term goal: Learn how to act.

Long-term goal: Start a YouTube channel (with parental permission).



Kid Wish: To be a superhero.

Short-term goal: Keep a C average.

Long-term goal: Become a Police Officer.

# Goal Selling

## EXAMPLES



### Short-Term Goals

### Long-Term Goals



Improve my grade in Math.



Make honor roll.



Make a new friend.



Have a best friend.



Get all green's on my behavior chart.



Be awarded Student of the Month.



Eat more vegetables daily.



Lose weight.



Learn how to sing.



Try out on a singing TV contest.



Practice my baseball skills every day.



Make the Baseball Team.

Some people want

it to happen,

some wish

it would happen,

Others make it happen.

-Michael Jordan

# SESSION 9

## Self-esteem Metamorphosis

SMALL GROUP  
Counseling   
SELF-ESTEEM

### Objective:

- \*Students will work together to win the game.
- \*Students will identify how they are unique and capable.
- \*Students will recognize negative thinking.
- \*Students will use positive self-talk.

### Materials:

- \*Printout of Game Board (4 sections)
- \*Printout of Game cards (cut out in advance, separated by color)
- \*Printout of Self-esteem Metamorphosis handout.

### Guiding Questions:

- \*Why is it important to have good self-esteem?
- \*What are some ways to improve our self-esteem?

### Activity Details (about 30 min):

\*Say "Welcome back to the group, as I mentioned in our previous session, today is the last session our group will be meeting for. We have learned so much together and I will miss meeting with all of you. For our last session, I wanted to re-cap all of what we have discussed and in a fun way, so we are going to play a game."

\*Place the game board on the table (glue/tape it together, making sure the arrows go from START to END, see next page for a setup guide). Make 4 piles of cards, sorted by color.

\*Say "Does anyone know what the word Metamorphosis means?" Pause for answers. "It means to change form, from one shape to another. Caterpillars go through metamorphosis in order to become butterflies. Humans also change, by learning and growing new skills. We are going to play a game where we improve our self-esteem skills and go through our own metamorphosis following the stages that Caterpillars go through. Let's start by reviewing the stages of Metamorphosis." Show students the Stages handout and go through each stage with them. Say "The first stage to become a butterfly is the egg stage, for us the first stage to improving our self-esteem is to recognize that we are all unique and capable. The second stage for a butterfly is when the egg hatches and it is a caterpillar. Our second stage is that we speak kindly about ourselves and also speak kindly about others. The third stage to become a butterfly is for the caterpillar to go through Chrysalis, which is where the metamorphosis happens and they transform to have all the beautiful parts they need for the next stage. For our self-esteem metamorphosis, we need to recognize negative thoughts to be able to turn them into positive ones. During the fourth and final stage, the caterpillar emerges from its chrysalis and is a beautiful butterfly. Our final stage is to persevere when things are hard for us and set goals to improve where needed. Once we have gone through these stages of learning how to improve our self-esteem we emerge with stronger skills to be able to recognize our own self-worth.

\*Start with the green cards first. The first person will pick a green card, read the card aloud and answer the question on it. Then they will place the card down on the game board where it says start. Follow the arrows on the game board to know where to put the next card to fill up the board. The group will have to place 6 green cards down before they can get to the next stage (Orange/Caterpillar) and so on. There are more cards (9) per color available in case a student has trouble answering, they can choose a different card. Explain to the students that they have to work together to fill the board to get to the end.

\*Have students complete the Post-Survey before they leave group.

### ASCA Standards Alignment:

- \*Mindset: Self-confidence in ability to succeed. (M 2)
- \*Behavior: Self-Management Skills: Demonstrate effective coping skills when faced with a problem. (B-SMS 7)
- \*Behavior: Social Skills: Use effective collaboration and cooperation skills. (B-SS 6)

### SEL Competencies:

- \*Self-awareness: self-confidence, accurate self-perception, recognizing strengths, identifying emotions.
- \*Relationship skills: Teamwork, relationship-building.



# Self-Esteem

## METAMORPHOSIS



Start

1<sup>st</sup> Stage:

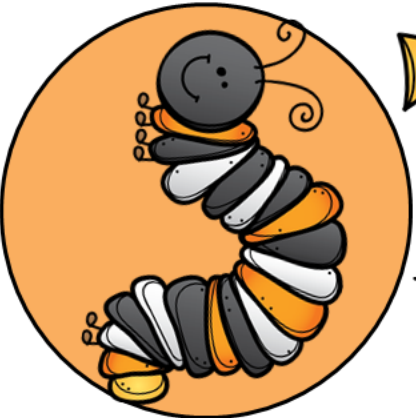
Egg

I am

unique

and

capable.



2<sup>nd</sup> Stage:

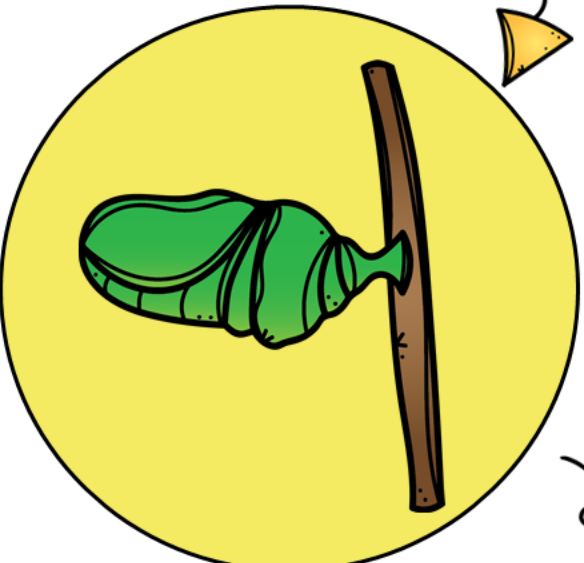
Caterpillar

I can speak

kindly about

myself and

others.



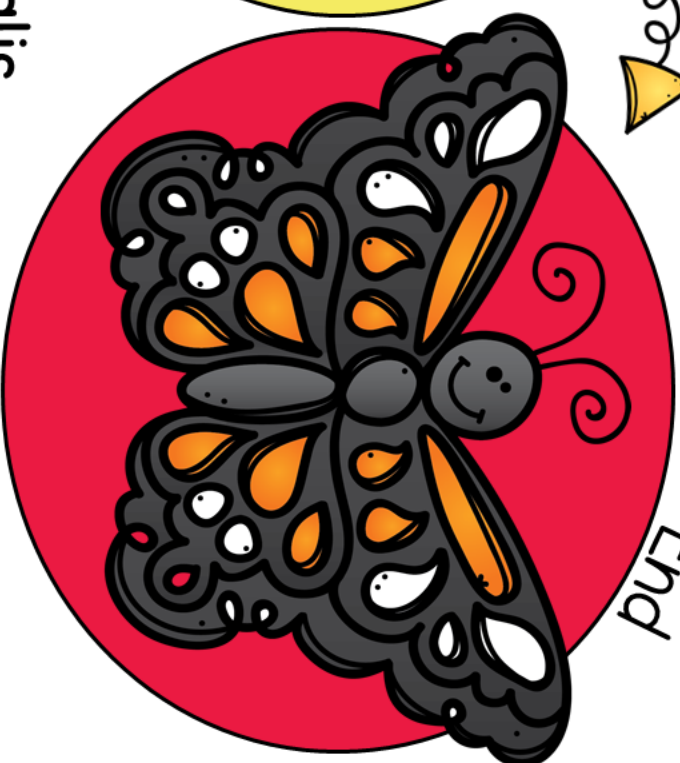
3<sup>rd</sup> Stage: Chrysalis

I can recognize

negative thoughts

and use positive self-

talk.



End

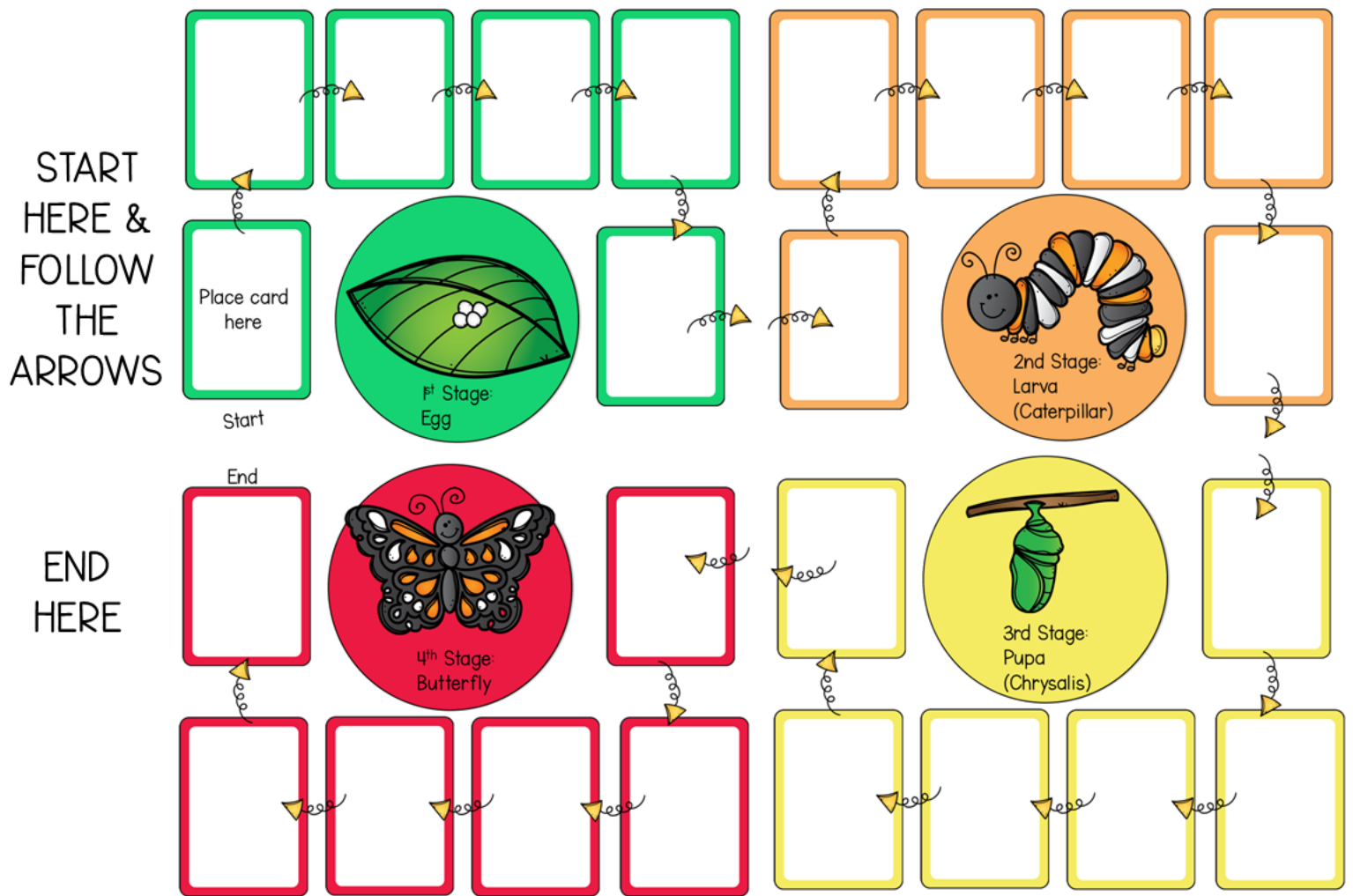
4<sup>th</sup> Stage: Butterfly

I can persevere

and set goals to

improve.

# Game Board Set-up Guide



Once the student answers the question on the card, have them place it on the game board. Work together to fill up the board, following the arrows, to reach the end to win!





EGG

List 3 ways  
you are  
unique.



EGG

Name one  
thing that  
you can do  
really well.



EGG

What is  
something  
that you are  
able to do that  
others might  
not be able to  
do?



EGG

My favorite  
thing about  
how I look or  
act is...



EGG

What is  
something  
about you  
that makes  
you special?



EGG

What is  
something  
that makes  
you feel good  
about  
yourself?



EGG

What is  
something  
you have  
done that  
makes you  
feel proud?



EGG

How would a  
loved one  
describe  
you?



EGG

What is  
something  
about you  
that others  
might like?



## CATERPILLAR

Say one thing  
about  
someone in  
the group that  
makes them  
awesome.



## CATERPILLAR

What is  
something  
you have in  
common with  
someone in  
the group?



## CATERPILLAR

What is  
something  
that someone  
in the group  
does really  
well?



## CATERPILLAR

Give  
someone a  
compliment.



## CATERPILLAR

Give yourself  
a compliment.



## CATERPILLAR

Why is it  
important to  
speak kindly  
to others and  
to ourselves?



## CATERPILLAR

Who in your  
life brings  
you  
happiness?



## CATERPILLAR

Who in your  
life do you  
bring  
happiness to?



## CATERPILLAR

Why is it  
important to  
be positive?



When I am thinking negative thoughts, how can I change my thinking to be positive?



What is something positive I can tell myself when I am feeling sad?



When I am having doubts about my capabilities, what can I do?



List 3 things you are grateful for.



What makes you happy?



What are common negative thoughts that people tend to think?



Why is it important to be grateful?



Why is it harmful to downplay your skills or successes?



Why is it harmful to assume bad things are going to happen?



## BUTTERFLY

What is one thing you want to improve and how can you do it?



## BUTTERFLY

Name a person in your life that you can go to when you need to talk or need help.



## BUTTERFLY

What is one short term goal you have and how are you going to reach it?



## BUTTERFLY

What is one long term goal you have and how are you going to reach it?



## BUTTERFLY

Why is it important to be able to recognize negative self-talk?



## BUTTERFLY

Why is it important to be able to change negative self-talk to positive self-talk?



## BUTTERFLY

What is something that is hard for you that you never give up trying to improve at?



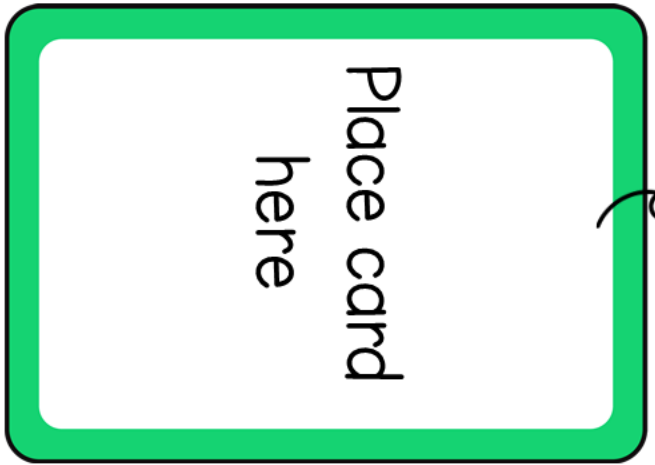
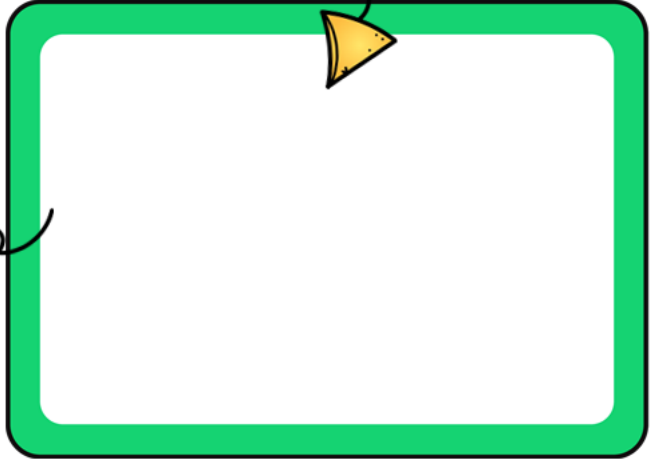
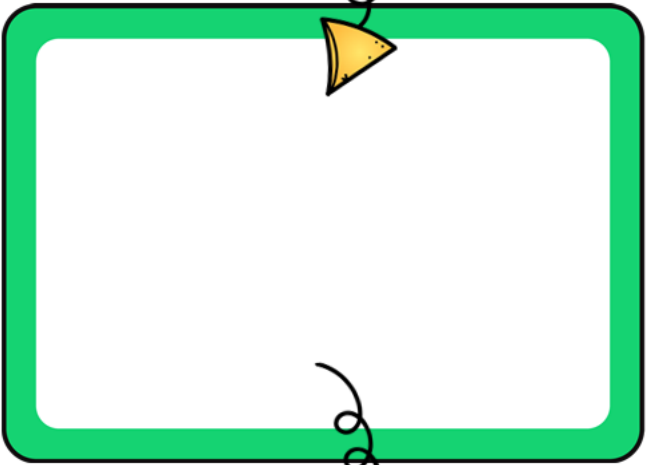
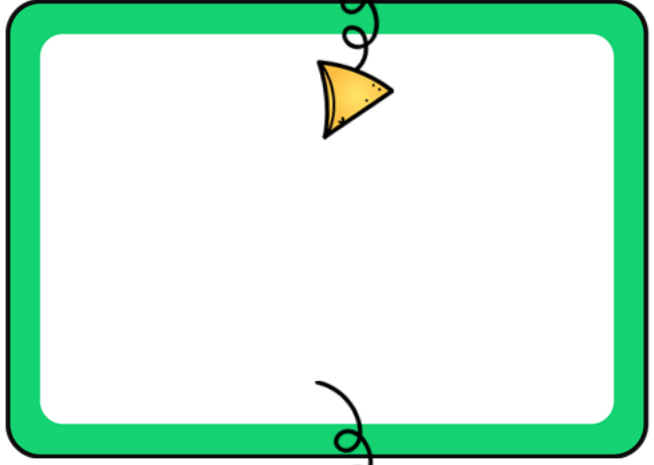
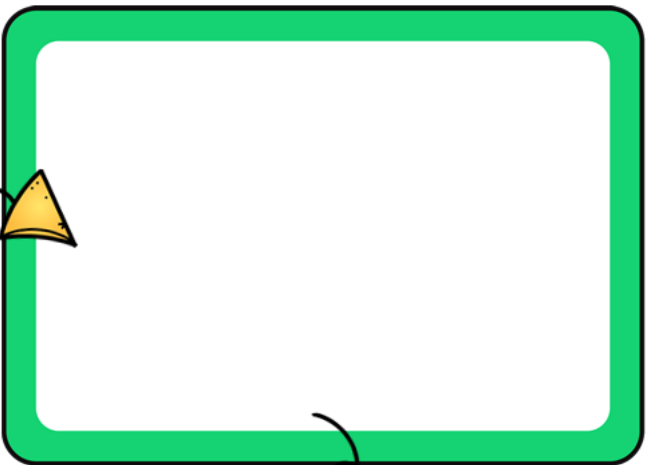
## BUTTERFLY

What is something you can tell yourself when something is hard for you?

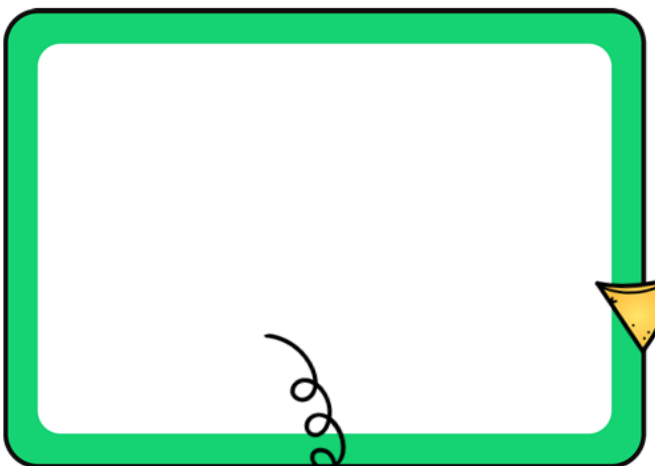
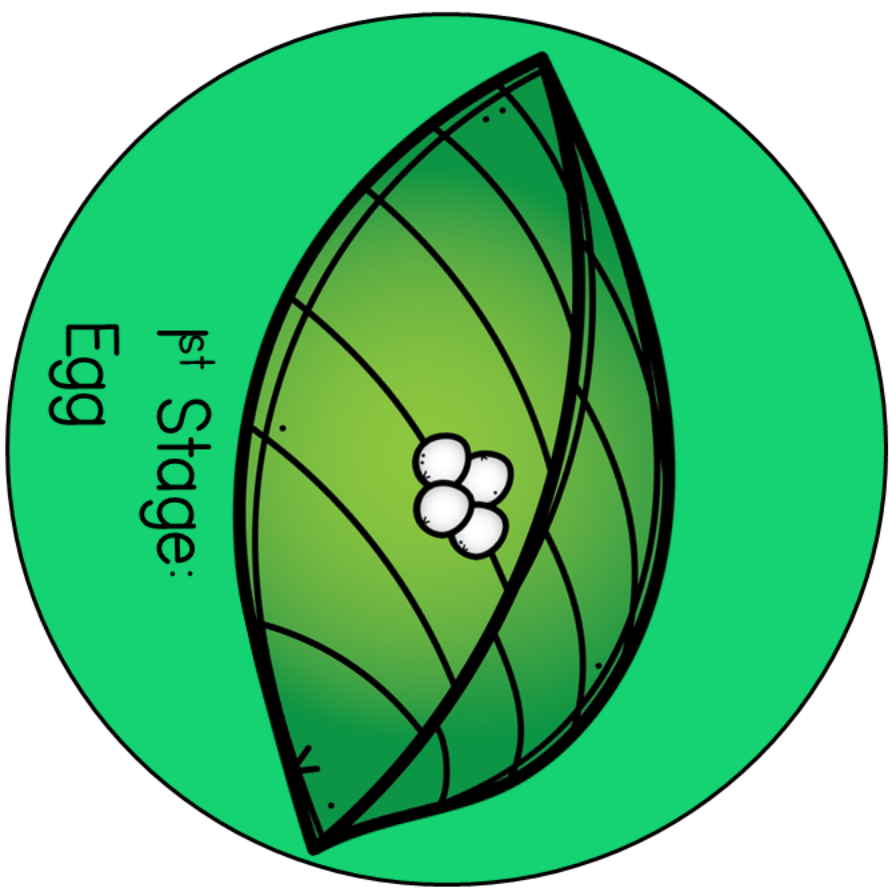


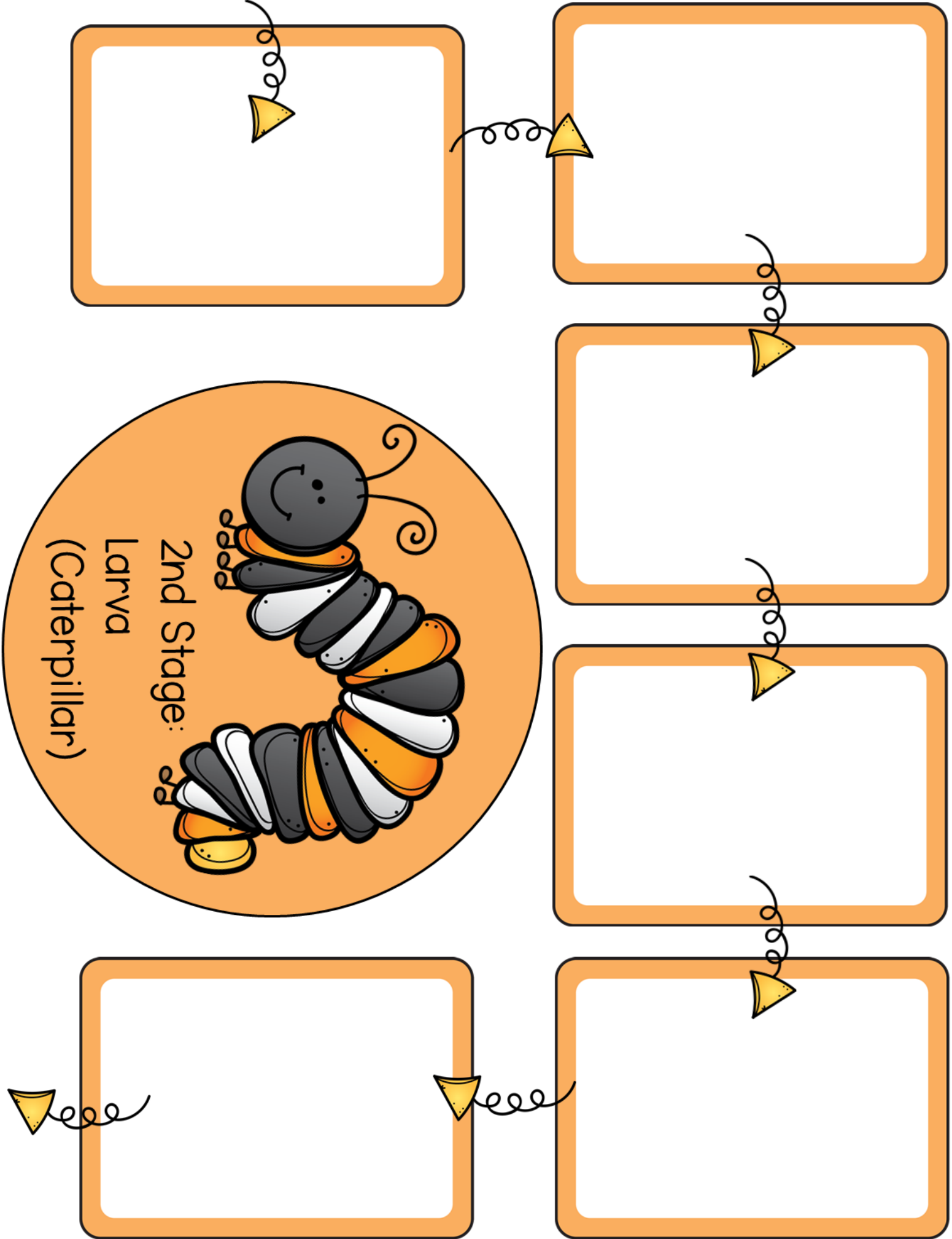
## BUTTERFLY

Why is having positive self-esteem important?

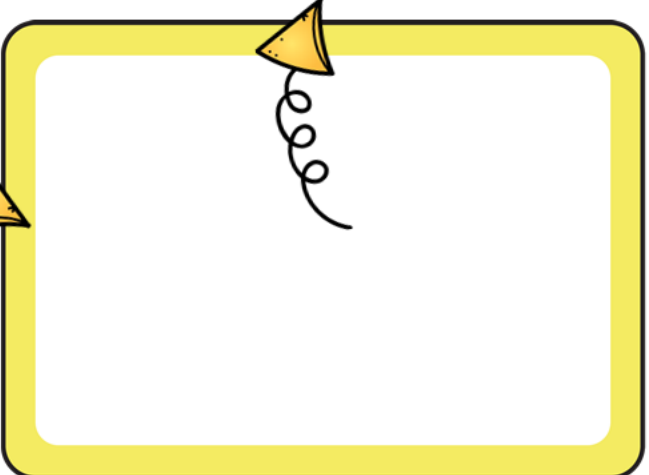
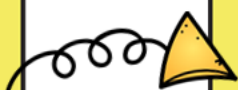
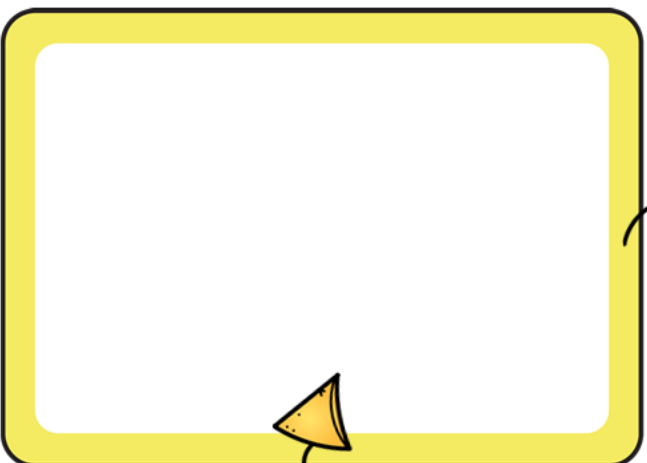
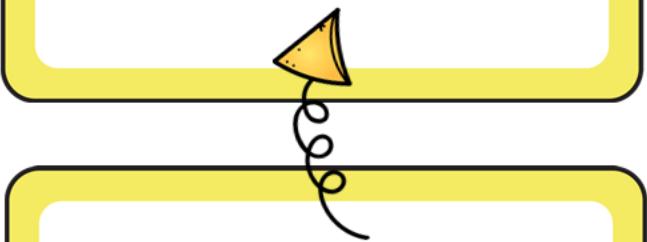
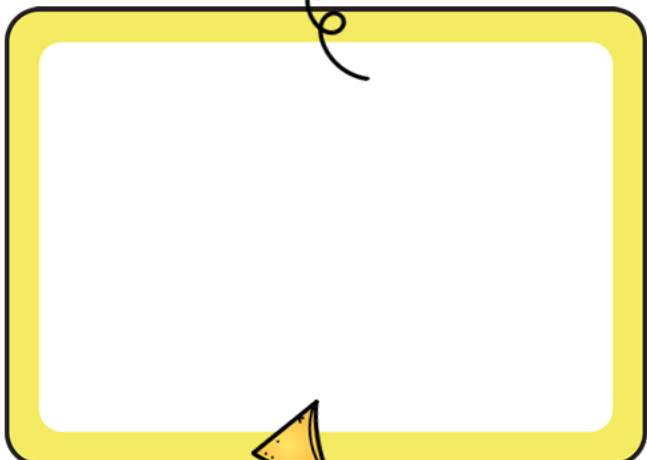
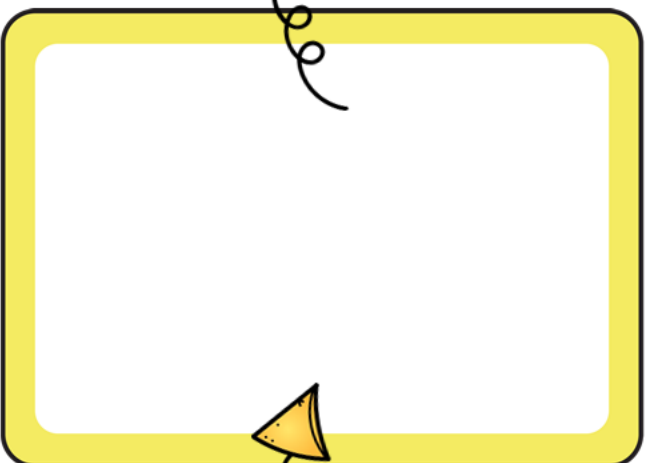
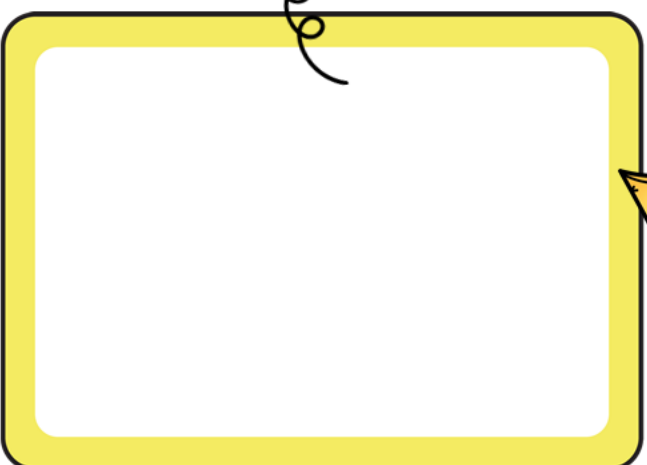
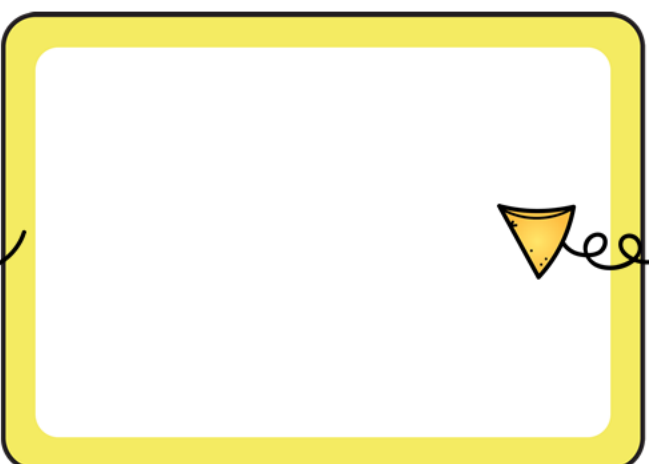
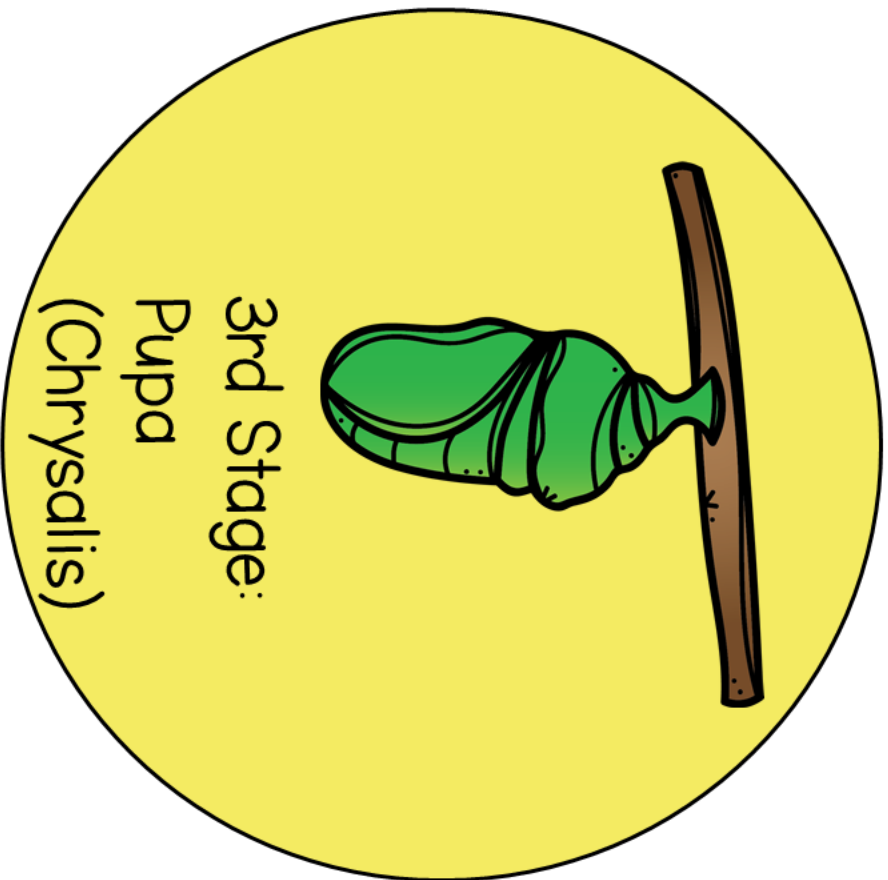


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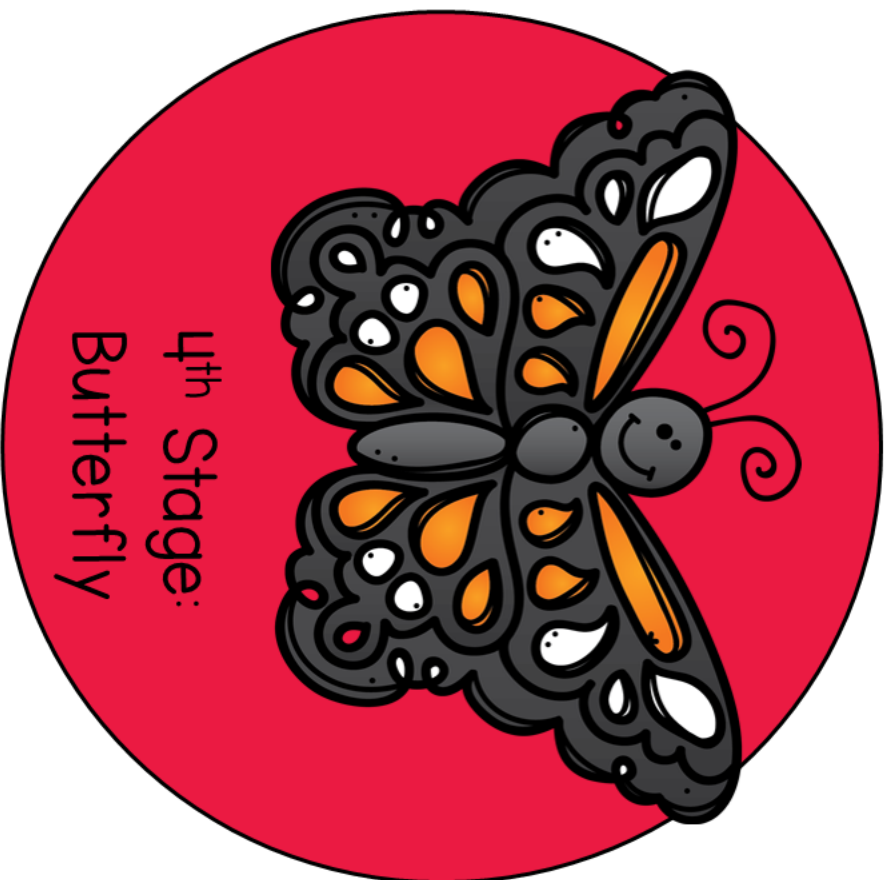








End



**This Certificate is awarded to**



**for being a**

**SELF-ESTEEM SUPERSTAR**



**Signature**

**Date**

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1

Click on the links on the next page.

2

You will be prompted to make a copy of the resource. Click on the blue box that says “Make a copy” and the resource will go directly into your Google drive.

Google Drive

Copy document

Would you like to make a copy of Career Interest Inventory?

Make a copy



3

Go to your Google Drive and locate the copy of the file. You can rename the file at this point or add/delete slides.

4

Next, go to your Google Classroom and add an assignment. Select the Google Drive Symbol and select the resource you want to assign.

5

From here, you should see a grey box that says “Students can view file.” Click the grey box. A dropdown menu should appear. Select, “Make a copy for each student.”

**YOU HAVE TO MAKE A COPY FOR EACH STUDENT!**

Otherwise they will all be editing the same file.

Click “Assign” in the top right corner if you’re ready to post!

This product is meant to be used in “edit” mode (not “presentation” mode). Edit mode is the only mode that allows drag & drop and writing in text boxes.

Helpful links for using Google Classroom:

[Teacher Tips for using Google Classroom \(TPT blog\)](#)

[Getting Started with Google Classroom \(youtube video\)](#)

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# ABOUT THE AUTHOR

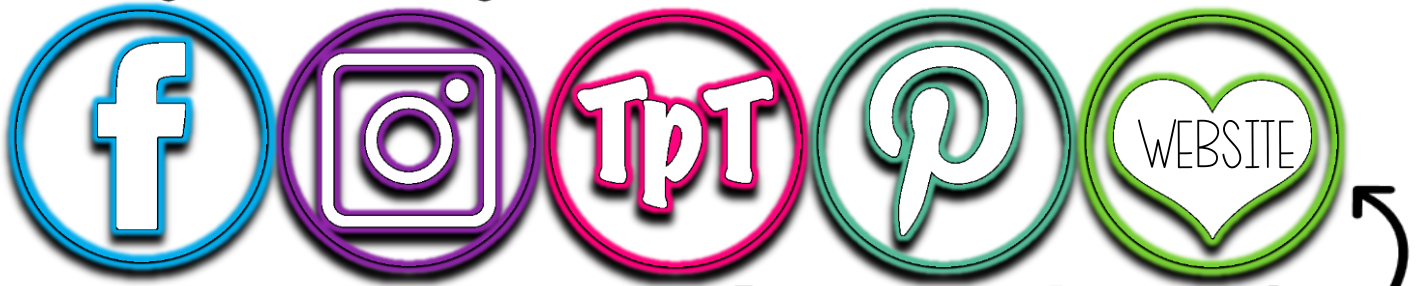


Hi, I'm **Ashley**  
**SCHOOL COUNSELOR**  
**Blogger & Creator**

I have a B.A. in Psychology and an M.A. in School Counseling. I have a passion for creating fun and engaging resources for Counseling and Social Emotional Learning. I am a wife, and mother to two young boys.

Thank you for supporting my little shop.

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**SMALL GROUP  
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**SOCIAL SKILLS**

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9 SESSIONS, PRE/POST SURVEY, ASCA STANDARDS

9 SESSIONS, PRE/POST SURVEY, ASCA STANDARDS

USE WITH **GOOGLE SLIDES**



# TERMS OF USE

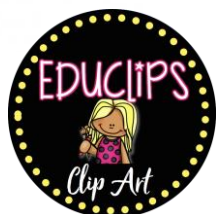
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