



Program Introduction and Self Esteem Like a Girl: Part 1

Objectives:

- By the end of this lesson, girls will understand self-esteem and its influences
- By the end of this lesson, girls will be aware of barriers to self-esteem

Lesson Plan:

- Icebreaker: (5 minutes)
- Introductions: (10 minutes)
- Verbalizing Self Love (10 minutes)
- Break (5 minutes)
- Introduction: What is Self-Esteem? (10 minutes)
- Activity: Identifying Barriers to Positive Self Esteem (10 minutes)
- Week Wrap Up (5 minutes)

Icebreaker (5 minutes),

- All facilitators will formally introduce themselves with their name, preferred pronouns, affiliation/position/age/grade depending on the setting, and answer the question: *What is one skill you would bring if there were an apocalypse?*
- The facilitator will explain what Project Like a Girl is and read the mission statement.
 - **How to frame the program:** The lessons have the intention of providing support, informational resources, and with facilitation, emotional resources for girls in middle and high school so that they are more informed and empowered moving into future stages of their lives. Mentorship and fostering positive female spaces is the second large piece of the program, so the intention is for this to be a space to freely ask questions and gain practical knowledge that you can use in your day-to-day life beyond potentially what teachers or family are able to give you

- **Mission Statement:** Empowering the futures of all girls and girl-identifying adolescents through healthy relationships, positive mental health practices, and practical sexual health education.

Introductions and Setting the Scene (10 minutes)

Facilitator(s) ask the girls to introduce themselves with their name, preferred pronouns, affiliation/position/age/grade depending on the setting, and answer the question: *What is one skill you would bring if there were an apocalypse?*

If in person, write on board, if online type in a document the standards and expectations the group wants to have during meetings.

- The facilitator should guide the girls to include expectations along these lines:
 - We will respect each other by not sharing other girls' personal stories.
 - We will only make comments that build each other up, not bring each other down.
 - We will listen to each other no matter what.
 - We will come to Project Like a Girl every day, ready to give it our all.

Activity: Verbalizing Self Love (10 minutes)

Materials: Paper and pencils

- The facilitator provides each girl with a piece of paper and a pencil
- The facilitator instructs them to write at least **three qualities they like about themselves**
- When they are done writing, the facilitator prompts the girls to each share what they wrote on their paper if they are comfortable.
- The facilitator then asks the group to engage in discussion surrounding the question: *How did it feel to write and say out loud things you like about yourself?*

BREAK

Introduction: What is Self-Esteem? (10 minutes)

- The facilitator asks the girls to think about their personal definition of self-esteem. The facilitator then calls on the girls, and uses their definitions to create a class definition of self-esteem.
 - It should resemble: "Self-esteem is how we feel about ourselves or how we value ourselves, and how given that, we interact with the world."
- Facilitator asks the group: How are self-esteem and confidence different?
 - Confidence: A person's faith in their own abilities

- * the distinction with self-esteem is that it involves our feelings surrounding who we are and how we interact with the world, and encompasses more than just our physical abilities and skills.
- The facilitator explains why self-esteem is important using the following points:
 - A person with high self-esteem knows who they are and likes themselves. They are proud of the person they are whether or not they have the approval of others.
 - A person with low self-esteem has a negative view of who they are. They believe that what others (friends, family, teachers) think about them is more important than what they think of themselves. They feel good about themselves only when others like them.
 - Developing high self-esteem is important because it helps you live a happier, healthier life and it can help you meet your goals in spite of the challenges that external sources bring.
 - Confidence is a measure of faith in one's own abilities; self esteem is about our sense of self. It involves both thoughts and emotions and influences how we perceive others and interact with the world.
- The facilitator explains how self-esteem influences decisions we make, including those about sexuality.
 - Those with low self-esteem are less likely to make healthy decisions, about sexuality included. A person with low self-esteem may be more likely to do something they really do not want to do and go against their values to fit in with friends or feel more acceptance from people in their life. For example, a girl with low self-esteem may be more likely to engage in sexual behavior that she is on the fence about because she is not confident and comfortable with allowing her values to guide her decisions.
 - Those with high self-esteem are less likely to conform. They are more likely to make decisions that align with their values and not waver in those decisions, especially about sexuality, how they speak about themselves, and how they speak about others. Those with high self esteem are also more likely to be resilient in the face of external challenges.

Activity: Identifying Barriers to Positive Self Esteem (10 minutes)

Potential influences on self-esteem

The facilitator asks the group what they believe influences the development of self esteem. If missed, possible influences are listed below.

- Your body image
- How you view your talents/skills, personality, and appearance (self-image)
- Self-talk (what messages you give yourself) & ruminating (dwelling on negative self-thoughts)

- Family and how they talk about themselves and others
- Teachers
- Friends
- Enemies/bullies/social 'standards'
- Family life
- Where you live
- Achievements
- Mistakes

Facilitator explains that being aware of and reflecting on barriers to our self esteem gives us the POWER to eliminate these parts of our life as barriers.

Week Wrap Up (5 minutes)

- First, everyone will go around the circle and say something they learned or something they appreciated.
- Everyone goes around the circle. Then the facilitator explains we like to end with a cheer, so all the girls should put their hands in the middle of the circle, and be ready to say with confidence, "Like a girl," on 3. The facilitator will say, "1, 2, 3, LIKE A GIRL"!

Parent Email

The parent email section serves to engage parents or caretakers of the material the girls are learning each week and gives them a guide to further the conversation outside of Project Like a Girl. If the facilitator desires, they should send a "summary" of the lesson the day the lesson is taught.

Today's Objectives

- *Girls will understand self-esteem and its influences*
- *Girls will be aware of barriers to self-esteem*

Discussion Questions

- *How do you define self-esteem?*
- *What experiences in your life help you have positive self-esteem?*
- *What experiences in your life haven't helped you develop positive self-esteem?*
- *Why is it important to have a positive self-esteem regardless of what others think of you?*