



Self Esteem Like a Girl: Part 2

Objectives:

- By the end of this lesson, girls will develop positive self-esteem
- By the end of this lesson, girls will create a list of daily affirmations and commit to repeating them daily

Lesson Plan:

- Icebreaker: Rose, Thorn, Bud (5 minutes)
- Re-Cap: Self Esteem (10 minutes)
- Activity: Dealing With Downers and Building up with Boosters (10 minutes)
- Break (5 minutes)
- Activity: Daily Affirmations (15 minutes)
- Activity: Things to Be Proud of... (10 minutes)
- Week Wrap Up (5 minutes)

Icebreaker: Rose, Thorn, Bud (5 minutes)

- Girls will go around the room, explaining the rose of their day/week (something they are proud of or felt good about), the thorn of their day/week (something they were disappointed in or could have done better), and the bud of their day/week (something they are looking forward to). The facilitators should share as well, and, if desired, explain that we are like gardens: we have to cultivate ourselves and accept all parts of ourselves.

Re-Cap: Self Esteem (10 minutes)

Materials: Whiteboard, or large notepad, and markers (optional).

- Review group expectations
 - Let the girls know they can write any questions and leave them in the question box.

- The facilitator will ask the girls the following questions, and call on girls to answer:
 - What is self-esteem?
 - What are the influences of self-esteem?
 - Why is it important to have positive self-esteem?
 - What is something that makes you unique, something you love about yourself? (Go around the room for this one.)

Activity: Dealing With Downers and Building up With Boosters (10 minutes)

Materials: Journals and writing utensils

- The facilitator begins by talking about the power of messages to ourselves and others. The facilitator explains that:
 - The positive messages we give ourselves and those that others give us can help to build up our self-esteem.
 - The negative statements we give ourselves and those that others give us can have a negative impact on self-esteem, but only if we believe they are true.
- While the above discussion is taking place, another facilitator writes the following questions on the board - or distributes a handout with the following questions:
 - Downer Statements - What are negative things people might say about others?
 - Downer Statements - What are negative things people might say about themselves?
 - Booster Statements - What are positive things people might say about others?
 - Booster Statements - What are positive things people might say about themselves?
- Downer Statements:
 - The facilitator will ask volunteers to share one downer statement, either one we might say to others or one we might say to ourselves.
 - After a few groups share, the facilitator will ask the class to raise their hand if they have ever given or received a downer statement.
 - To create empathy, the facilitator asks participants to explain how these downer statements made them feel. Each participant is asked to think of a hurtful thing that has been said or done to her. After asking one or two participants to share their experiences, the facilitator explains that how we process the actions and words of others can have a tremendous impact on how we see ourselves if we give those words power. The facilitator explains that we can choose not to give those downer statements power. The facilitator asks each participant who shared their experience, "Why do we say hurtful things to others if we know how it makes us feel?" The facilitator encourages participants to remember the power of their words and how it

feels to receive a downer statement before giving one to yourself or someone else.

- **Booster Statements:**
 - The facilitator will ask volunteers to share one booster statement, either ones we might say to others or ones we might say to ourselves.
 - After a few groups share, the facilitator will ask the class to raise their hand if they have ever given or received a booster statement.
 - The facilitator asks each participant to think of a booster that has been said or done to her and how it made her feel. The facilitator explains that boosters from others help to make us feel good about ourselves but we should not only rely on positive comments from others to build our self-esteem. What we say to ourselves out loud or in our head influences our moods and feelings. This means that you have responsibility for how you feel. It is important to pay very close attention to what messages you are telling yourself to be sure those messages are positive, supportive statements.
- **WHY might people say negative things about other people or themselves?**
 - Tell them to brainstorm themselves and shout a couple things out or in the chat or write it down
 - **REASONS**
 - They are healing from emotional wounds
 - People have said those things to them
 - Jealousy

BREAK

Activity: Daily Affirmations (15 minutes)

Materials: "I Am" handouts, copy of "I Love Myself the Way I Am" poem

- Looking at the "I Am" handout, each participant is asked to pick three words she feels best describes herself. Those words are then filled in at the bottom of the page.
 - Together the class will practice their daily affirmation by reading the completed statements, "I am __, I am __, and I am__."
 - The facilitator explains these statements are affirmations or positive sayings we believe to be true. These positive statements can help to strengthen our self-esteem.
 - The facilitator asks the girls to take these home, and put them somewhere they will see every day, like their bedroom mirror or wall, and to read them every day when they wake up.

- The facilitator explains that our mood for the day is often established in the first 20 minutes upon waking. By starting the day with a positive thought or affirmation we are more likely to feel good about ourselves and have a good day. The facilitator explains the importance of giving positive messages to yourself on a daily basis.
- The facilitator then guides the class to decide on three words for our class affirmation. The group will repeat this affirmation every class. “We are __, we are __, and we are __.”
- The facilitator will distribute the “I Love Myself the Way I Am” poem. Girls and facilitators recite the poem out loud, together, as a program. Then discuss the importance of saying positive things to ourselves.

Activity: Things to Be Proud of... (10 minutes)

- The facilitator asks participants to think of one thing they are proud of accomplishing for themselves or others in the past two weeks and write it down. We’ll take turns reading them out loud, and if you aren’t comfortable, just message me in the chat your accomplishment and I can read it anonymously. We’re going to give each other snaps after each accomplishment is read.
- Explain to participants that every night before going to bed they should think of one thing they did that day that they are proud of accomplishing. It can even be helpful to write it down on paper and keep a list so that when you are down, you can look at that list. Reminding ourselves of our accomplishments helps to build a positive self-image.

Week Wrap Up (5 minutes)

- Tell the girls they can clean up, grab their things, and stand in a circle by the door. In the circle, the facilitator should remind the group that we do two things at the end of every week. First, everyone will go around the circle and say something they learned or something they appreciated. It can be anything, even if they just want to thank another girl for how she participated or being there for her! 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, “Like a girl,” on 3. The facilitator will say, “1, 2, 3, LIKE A GIRL”. Starting this week, the facilitator may want to ask for a volunteer to count to 3.

Parent Email

Today’s Objectives

- *Girls will develop positive self-esteem*
- *Girls will create a list of daily affirmations and commit to repeating them daily*

Discussion Questions

- *What are you proud of yourself for?*
- *Share some points you are proud of your girl for, qualities and accomplishments.*
- *Why is it important to only say positive statements to others?*
- *What are the consequences of saying negative things to others?*

Activity Handout

Smart Actions to Enhance Self-Esteem

I Am...

Capable	Proud	Friendly	Smart	Cheerful	Loving	Charming
Brilliant	Spectacular	Adventurous	Strong	Athletic	Unique	Radiant
Intriguing	Beautiful	Warmhearted	Funny	Brave	Gentle	Bright
Worthy	Honest	Giving	Caring	Loved	Special	Confident
Remarkable	Happy	Talented	Determined	Eager	Imaginative	Clever
Valuable	Communicative	Expressive	Creative	Interesting	Great	Dependable
Energetic	Driven	Open-minded	Extraordinary	Fantastic	Enthusiastic	Compassionate
Joyful	Considerate	Blessed	Outgoing	Kind	Ambitious	Resilient
Passionate	Optimistic	Inspiring	Powerful	Free Spirited	Bold	Fearless

My daily affirmation is....

I am _____,

I am _____,

And I am _____!

Activity Handout

Smart Actions to Enhance Self-Esteem

“I Love Myself the Way I Am” - Self-Esteem Poem

I love myself the way I am, there's nothing I need to change.
I'll always be the perfect me, there's nothing to rearrange.
I am beautiful and capable, of being the best me I can.
And I love myself, just the way I am.

I love you the way you are, there's nothing you need to do.
When I feel the love inside, it's easy to love you.
Behind your fears, your rage and tears, I see your shining star.
And I love you, just the way you are.

I love the world the way it is, cause I can clearly see.
That all the things I judge are done, by people just like me.
So 'til the birth of peace on earth, that only love can bring.
I'll help it grow, by loving everything.

I love myself the way I am, and I still want to grow.
But change outside can only come, when deep inside I know
I'm beautiful and capable, of being the best me I can.
And I love myself, just the way I am.

By Jai Josephs