GIRL POWER: A PERSONAL/SOCIAL DEVELOPMENT PROGRAM FOR
BUILDING MIDDLE SCHOOL GIRL’S SELF-ESTEEM

A graduate project submitted in partial fulfillment of the requirements
For the degree of Master of Science in Counseling,
School Counseling

By

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DEDICATION

I dedicate this project to all the young women who inspired me to create a program that supports and empowers young women as they navigate through life’s many challenges. I also dedicate this project to all the people, who in their own special way, influenced and inspired me to help young women who need the extra support and guidance that could possibly change their lives forever. Lastly, I dedicate this project to God, who gave me the passion and desire to want to make a difference in the lives of young women, and a difference in this world, without him none of this would be possible.
ACKNOWLEDGMENT

I would like to acknowledge God for giving me the strength to persevere and fight to overcome my fears and complete this program, my family, friends, coworkers, and committee, who encouraged and supported me throughout this whole process! A special thanks to my Mom who inspired me to go to school and help others, a special thanks to my grandpa Fom, who always pushed me to succeed and study hard, a special thanks to my sister Linda Mallory for helping me think of ideas for my project when I was stressed out, a special thanks to my sister Ariel Aguila, who spent many late nights at the office with me while I worked on it, a special thanks to my sister Raven Munoz for hanging in there with me and being a huge supporter, a special thanks to Sugeir Godoy for supporting and encouraging me, a special thanks to Celia Green for being a listening ear as I processed my ideas and thoughts for the project, a special thanks to Tiffany Walker, who helped me to see the positive side whenever I felt discouraged and frustrated, a special thanks to Vashti Johnson for supporting and helping me, a special thanks to Danny Ramirez for pushing me and believing in me, a special thanks to Magda Neil for inspiring me to want to help others and for being a positive and encouraging role model in my life, a special thanks to Shari Tarver-Behring for taking the time to read, correct and support me in finishing my thesis project. I thank God for putting all these people in my life who have supported my passion to help young girls.
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ABSTRACT

GIRL POWER: A PERSONAL/SOCIAL DEVELOPMENT PROGRAM FOR BUILDING MIDDLE SCHOOL GIRL’S SELF-ESTEEM

By

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Master of Science in Counseling,

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Girl Power is an eight-week self-esteem program for middle school girls in grades 6th through 8th. The program is composed of strategies and activities that further develop and build self-confidence, self-image, self-respect and self-knowledge. A review of theoretical models, prevalence, causes and prevention strategies are discussed. The purpose of this project is to create a program that provides significant positive changes for girls in the key areas of their development, their sense of belonging, their perception of themselves and others, and their belief in their ability to accomplish meaningful tasks and goals in their lives.
CHAPTER I

Introduction

The adolescent years for a number of teenagers can be a difficult and tremulous time; however, for young adolescent girls it is a pivotal time for discovering who they are as individuals and what their role in society is. During their transition, from elementary school to middle school, adolescent girls face numerous challenges. It is during this transition period that their mental and physical health is at risk, and their need for support is at its greatest (Bernstein, 2002). As mentioned in Caste and Burke (2002), it is believed that raising an individual’s self-esteem (especially that of an adolescent or child) would be beneficial for both the individual and society as a whole (p. 1042).

Berzonsky (1981) states, “Personal as well as social development is necessary (or at least advantageous) if adolescents are going to become self-governing within a changing world-identity formation, self-testing, self-insight and the like should promote self-governance” (p. 517). By implementing programs that support personal/social development we are supporting and enabling students to negotiate successfully and safely in the increasing complex and diverse world of the 21st century (Dahir et al., 1998).

The importance of personal/social development appears in chapter one of the American School Counselor Association: Vision into Action: Implementing the National Standards for School Counseling Programs (1998), and states, “The program standards for personal/social development serve as a guide for the school counseling program to provide the foundation for personal and social growth that contributes to academic and career success (p. 5). According to the National Standards by ASCA (1998), standards in the personal/social area guide the school counseling program to implement strategies and
activities to support and maximize each student’s personal growth and enhance the educational and career development of the student. The National Standards of personal/social development are; Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others; Standard B: Students will make decisions, set goals, and take necessary action to achieve goals; Standard C: Students will understand safety and survival skills (p. 15). It is imperative that school counselors implement programs that not only address personal/social development, but provide strategies and activities that are founded on the National Standards for School Counseling Programs.

Statement of Need

According to Berzonsky (1981), “Developmental problems such as delinquency, drug abuse, school dropouts, and the like are associated with the manner in which an adolescent’s cognitive, social and personal development progresses or fail to progress” (p. 11). Adolescent’s with low self-esteem are susceptible to developing unhealthy behaviors and may need support to assist them in developing self-confidence and self-respect (Bernstein, 2002). Raica-Klotz (1999) states, “When girls reach adolescence, they begin to realize how difficult it is to retain a sense of themselves as healthy, strong, independent, intelligent young women. Television, friends, family, teachers, coaches, and society as a whole come together to create a rigid role of what young women can, and cannot, be” (p. 2). Early adolescents feel anxious about the emotions they are experiencing, but because they are unable to think abstractly, for the most part, they tend to view situations from an “either-or” perspective and they do not make good choices
about how to deal with the anxiety because they are unable to generate alternatives (Vernon 2004).

**Purpose of Graduate Project**

The purpose of this project is to provide an essential hands-on program to empower and raise self-esteem levels in middle school girls. The focus of Girl Power is to provide strategies and activities to further develop and build self-confidence, self-image, self-respect and self-acceptance. The program contains sessions comprised of activities that are communicative and exploratory, and that provide a safe environment that encourages the girls to express their individuality. In the sessions the girls will develop and discover the following: their ideal self-image; learn how negative statements and thoughts influence how they think and feel about themselves and others; how to change negative thoughts into positive thoughts; learn and understand how the media can influence how they view themselves; learn assertive behaviors and attitudes and when to express their personal preference, feelings and opinions; and how to build a support system that empowers them to achieve their goals. My hope is that by raising middle school girl’s self-esteem, they would gain a greater sense of who they are, develop healthy behaviors and relationships, and create and achieve lifelong skills that will enable them to overcome whatever challenges life may present.

**Limitations**

This project focuses on middle school female students and is designed to raise self-esteem. However, one limitation of this program is that it is female focused. It would be beneficial for middle school male students to have access to a program similar to Girl Power. Another limitation of this program is some students with low self-esteem may
have been victims of sexual, physical or verbal abuse, neglect, and domestic violence, thus addressing the issue of self-esteem alone, without any outside interventions or therapy, may not be sufficient enough to help students suffering from serious health risk behaviors, such as eating disorders, alcohol and substance abuse, and depression. These issues will not be addressed in great detail, but do play an important role in addressing low self-esteem.

Another limitation to this project is that it is not comprehensive because it focuses on middle school girls, rather than focusing on all students K-12. Although the transition from elementary school to middle school can raise some concerns for more support, there are many other transitions and or life changes that occur throughout the K-12 years where there can be a need for a similar program as well.

Another limitation is that the program is only eight weeks, and while it is expected that lasting effects will emerge from the group, it would be difficult to document such changes by use of questionnaires or surveys. Perhaps intensive interviews and following the group members longitudinally will provide suitable documentation of the effects of participating in the Girl Power program.

Terminology

ASCANational Model- the ASCA National Model (2005) was created by the American School Counselor Association (ASCA) to support the school’s overall mission by promoting academic achievement, career planning and personal/social development. It serves as a framework to guide states, districts and individual schools in designing, developing, implementing and evaluating a comprehensive, developmental and systematic school counseling program.
Personal/Social Development - Learning to acquire the knowledge, attitudes and interpersonal skills to understand and respect self and others; making decisions, setting goals and taking the necessary action to achieve those goals; learning to understand safety and survival skills (ASCA, 2005).

Self-esteem - The evaluation by which an individual makes and customarily maintains with regard to himself: it expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes himself to be capable, significant, successful, and worthy (Coopersmith, 1967).

Bridge to Next Section

The next chapter will provide an overview of some of the theoretical models developed to help us understand the importance of personal/social development. The chapter will also explore previous research and studies regarding self-esteem and the need for programs that can provide strategies and activities to further develop and build self-confidence, self-image, self-respect and self-knowledge.
CHAPTER II

Review of the Literature

Introduction

The adolescent years for middle school girls are a time for discovering who they are as individuals and what their role in society is. However, for some girls this can become a time of despair, isolation, and fear. The purpose of this review of the research is to examine existing research on adolescent self-esteem and to provide a theoretical rationale to support the need for self-esteem programs. The literature review will cover: adolescent development, information about self-esteem, reasons behind low self-esteem and the risks it entails, characteristics of effective programs, and an explanation of why such programs are needed.

Adolescent Development

Research has shown that during the adolescent stages a teen-ager begins to develop their identity and question who they are as individuals. Berzonsky states, “Developmental problems such as delinquency, drug abuse, school dropouts, and the like are associated with the manner in which an adolescent’s cognitive, social and personal development progresses or fail to progress” (p.11).

According to Erickson (1968) each individual must successfully pass through a sequence of eight stages of psychosocial development. During each stage, an individual’s behavior changes in response to biological maturation and changes in the social environment. The chart below lists the eight stages which extend from birth until death. Each stage builds on the successful completion of earlier stages. Erickson believed that
the challenges of each stage not successfully completed may be expected to reappear as problems in the future.

<table>
<thead>
<tr>
<th>Stages</th>
<th>Crisis</th>
<th>Favorable Outcome</th>
<th>Unfavorable Outcome</th>
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<tr>
<td>Childhood</td>
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<td>1st year of life</td>
<td>Trust vs. Mistrust</td>
<td>Faith in the environment and future events</td>
<td>Suspicion, fear of future events</td>
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<td>2nd year</td>
<td>Autonomy vs. Doubt</td>
<td>A sense of self-control and adequacy</td>
<td>Feelings of shame and self-doubt</td>
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<td>3rd through 5th years</td>
<td>Initiative vs. Guilt</td>
<td>Ability to be a “self-starter,” to initiate one’s own activities.</td>
<td>A sense of guilt and inadequacy to be on one’s own</td>
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<tr>
<td>6th year to puberty</td>
<td>Industry vs. Inferiority</td>
<td>Ability to learn how things work, to understand and organize.</td>
<td>A sense of inferiority at understanding and organizing.</td>
</tr>
<tr>
<td>Transition years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adolescence</td>
<td>Identity vs. confusion</td>
<td>Seeing oneself as a unique and integrated person.</td>
<td>Confusion over who and what one really is.</td>
</tr>
<tr>
<td>Adulthood</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early adulthood</td>
<td>Intimacy vs. isolation</td>
<td>Ability to make commitments to others, to love.</td>
<td>Inability to form affectionate relationship.</td>
</tr>
<tr>
<td>Middle age</td>
<td>Generativity vs. self-adsorption</td>
<td>Concern for family and society in general.</td>
<td>Concern only for self—one’s own well-being and prosperity.</td>
</tr>
<tr>
<td>Aging years</td>
<td>Integrity vs. despair</td>
<td>A sense of integrity and fulfillment; willingness to face death.</td>
<td>Dissatisfaction with life; despair over prospect of death.</td>
</tr>
</tbody>
</table>

He also believed that during the transition years, adolescents reach the fifth stage, Identity vs. Role Confusion. This is a time when they begin to question who they are and how they appear to others. “They are sometimes morbidly, often curiously, preoccupied with what they appear to be in the eyes of others as compared with what they feel they
are, and with the question of how to connect the roles and skills cultivated earlier with the ideal prototypes of the day” (p128). Experiencing conflict during this stage can lead to identity confusion and ultimately identity crisis, which may cause self-doubt, frustration, disappointment, and distress. The unfavorable outcome from this stage would cause confusion over whom and what one really is.

A parallel extension of Erickson’s psychosocial development stem from the work of Marcia (1966), who saw psychosocial development as a process by which adolescent’s sense of identity is determined largely by the choices and commitments made regarding certain personal and social traits. Identity involves the adoption of 1) a sexual orientation, 2) a set of values and ideals and 3) a vocational direction. Marcia hypothesized that the adolescent stage consisted of the degree to which one has explored and committed to an identity in a variety of life domains from vocation, religion, relational choices, and gender roles. Thus, the end outcome of this process leads to a commitment made to a certain value or role. A well-developed identity depends on one’s strengths, weaknesses, and individual uniqueness. A person with a less well-developed identity is not able to define her or his personal strengths and weaknesses, and may not have a well-articulated sense of self, thus being able to have a sense of self may cause one to develop a sense of self-assurance, self-confidence, achievement, and satisfaction.

According to Maslow (1943), in his paper A Theory of Human Motivation, he describes the stages of human growth and the patterns that human motivation generally moves through. Below is a pyramid of Maslow’s Hierarchy of Needs, which exemplifies the stages, starting with the most basic and important needs at the bottom. Maslow
believed an individual could reach the level of Self-Esteem and Self-Actualization once the basic physiological, safety, belonging and love needs had been met.

![Maslow's Hierarchy of Needs](image)

**Self-esteem**

Many scholars and researches have come up with various definitions to describe self-esteem. Coopersmith (1967) defines the meaning of the term self-esteem as:

“The evaluation by which an individual makes and customarily maintains with regard to himself: it expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes himself to be capable, significant, successful, and worthy. In short, self-esteem is a *personal* judgment towards himself. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior. (p. 5)
According to Rosenberg (1989) the meaning of self-esteem implies, “a positive or negative attitude toward a particular subject, namely, the self. But self-esteem has two quite different connotations. One connotation of high self-esteem is that a person thinks he is “very good”; a very different connotation is that he thinks he is “good enough” (p. 30). In others words, according to Rosenberg there are two kinds of self-esteem. The first, when a person thinks he is “very good”, can cause a person to feel superior to others, but still feel inadequate according to the standards they set for themselves. The second, when a person thinks he is “good enough”, can cause a person to be content despite feeling that he is the average person.

According to Berzonsky, the definition of high, and medium or low self-esteem is as follows:

High self-esteem expresses the feeling that one is “good enough”, and considers himself worthy; he does not necessarily consider himself better than others, but he definitely does not consider himself worse; he does not feel that he is the ultimate in perfection but, on the contrary recognizes his limitations and expects to grow and improve. Low self-esteem, on the other hand, implies self-rejectory, self-dissatisfaction, and self-contempt. The individual lacks respect for the self he observes. The self-picture is disagreeable, and he wishes it were otherwise. (p. 31)

According to Plummer (2001), Helping Children to Build Self-Esteem, there are seven main elements that form the foundation for social and emotional health and thereby lead to self-esteem. The elements are: self-knowledge, self and others, self-acceptance, self-reliance, self-expression, self-confidence and self-awareness (p. 17).
Raica-Klotz (1999) mentions a young girl’s healthy self-esteem to be composed of the following four key components: 1) the ability to persevere, to keep trying, even after experiencing difficulty or failure 2) the deep belief that she deserves happiness and is worthy of happiness 3) the ability to assess and take risks, regardless of what other people think and 4) the knowledge of who she is and what she wants out of life (p. 3).

**Reasons for Low Self-Esteem**

According to Dalgas-Pelis (2006) the transition from elementary to middle school is a very troubling time for children. Experiencing higher hormone levels, physical/bodily changes, and environmental changes during the same time period can be very overwhelming for an adolescent. Starting a new school can also be a stressful time as well. The transition may cause many students to go through the anxiety of not knowing what to expect in the new school, and it takes time to adjust and feel comfortable and connected to a new setting (Bernstein 2002). Because the transition is very stressful and full of anxiety, an adolescent struggling with low-self esteem may have a difficult time adjusting to the new environment, leaving them scared, confused, and anxious.

For a developing adolescent girl it is important to be able to develop and maintain healthy relationships. During this period relationships can be difficult, and changing friends is common as they attempt to piece together their identity and see where they fit in socially (Vernon 2004). Peers play an increasingly significant role in their lives and are an important part of socialization, and while peers can be a source of pleasure they can also be negative, and dealing with rejection is a major stressor at this age (Vernon 2004). Thus, building relationships and gaining a sense of self is an important factor that
contributes to self-confidence and self-assurance in developing positive healthy friendships.

Paxton et al. (2006) examined whether body dissatisfaction predicted depressive mood and low self-esteem in adolescent girls and boys. Their research revealed an increase in body dissatisfaction during the physical developmental stages in which there are strong pressures to conform and be accepted by their peers. Paxton states, “under these conditions it was found that poor body image could lead to feelings of unattractiveness and uncertainty about acceptability, contributing to increases in depressive mood and low-self-esteem” (p. 547).

Parker and Benson’s (2004) study on parental support and monitoring and its association with higher self-esteem found parental support to be associated with positive perceptions of the self. Their research suggests that low parental support was related to greater importance of peer pressure, which was in turn related to peer pressure, which was in turn related to substance abuse and misconduct.

According to Pflieger and Vazsonyi’s (2006) study on self-esteem, negative maternal parenting behaviors, such as lack of closeness or support, predict low levels of self-esteem, and increase the probability for adolescent girls to endorse dating violence attitudes and behaviors. Thus, being able to maintain a healthy maternal relationship is of great importance because it can allow a young girl to seek out positive relationships with others, especially with adolescent boys.

Caughlin and Malis’ (2004) study on parental demand/adolescent withdrawal, found evidence that frequent demand/withdraw between parent/child was associated with low self-esteem and high alcohol and drug use for both adolescents and parents. A
constant demand/withdraw led to a lack of communication and understanding between the parent/child causing conflict. This conflict can cause the child or adolescent to seek support from friends and people outside of the family, and can also lead to low self-esteem and at-risk health behaviors, such as alcohol and drug abuse.

**Self-Esteem Programs**

Adolescent girls with low self-esteem need support and guidance from parents, relatives, friends, teachers, and, most especially, from school counselors. According to Dalgas-Pelis (2006) a child who is exposed to self-esteem enhancement programs may be better equipped to make better life choices. If children can value themselves, then they are better able to value others around them and to feel good about the world in which they live. Thus, interventions and support programs are needed and are instrumental in addressing the needs of this population.

Schools play an important role in adolescent’s social and personal development (Berzonsky, 1981). Valett (1991) identified several important components found in schools with successful self-esteem programs: 1) faculty and administration dedicated to the belief that every student can learn and achieve, and who care and are sensitive to the needs of those at risk of failure 2) Family involvement and parent education 3) Student empowerment through peer tutoring and counseling, cooperative learning, school/community service projects, and 4) Self-management programs. According to Valett, “Self-esteem is a powerful force for effective learning, and every school district, should help its students develop self-esteem, and personal and social responsibility as an integrated part of its total curriculum” (p. 4).
In 2006, Steese et al. studied the effectiveness of a program called Girls’ Circle. The program was evaluated to determine its effectiveness on improving social support, body image, locus of control, self-efficacy, and self-esteem. Girls’ Circle is a structured support group for adolescent girls from 9-18 year of age, and was developed by Beth Hossfeld and Giovanna Taormina. The program addresses the needs of girls by focusing on increasing connections, building empathic skills, and developing resiliency. The program integrates resiliency practices and offers skills to increase positive connections, personal and collective strengths, and competence. The results of the study showed significant positive changes for girls in key areas of their development: their sense of belonging, their perception and acceptance of their own bodies, and their belief in their ability to accomplish meaningful tasks and goals in their lives. p70.

There are also many other programs outside of the school setting that provide young girls the opportunity to gain a sense of confidence and help raise their self-esteem. For example, the Girl’s Self-Esteem Program (G-SEP) is a national youth outreach program aimed at building self-esteem in girls and young ladies. G-SEP takes a personal approach to help girls ages 4-18 recognize and believe in their inner beauty. Their mentoring program promotes self-confidence, public speaking, self-esteem and overall excellence. They address issues that range from peer pressure to body image, and they learn the importance of carrying themselves with grace and dignity, with emphasis on the importance of self-respect and self-worth. They also offer a G-SEP academy which offers a series of classes or area workshops that are hosted by mentors, educators and parents. Classes are held on Saturdays at G-SEP Academy, community centers, churches and dance studios located across the nation.
Another program that also addresses these issues is called Girls Inc. Girls Inc. developed research-based informal education programs that encourage girls to take risks and master physical, intellectual and emotional challenges. Their program delivers life-changing classes that inspire girls to be strong, smart and bold. One of their mentor programs called Friendly PEERsuasion, develops girls’ skills to resist pressure to use harmful substances, such as drugs, alcohol, tobacco, and household chemicals. After learning healthy ways to manage stress and deflect peer, media and other pressures that contribute to substance use, the girls can become peer educators (PEERsuaders) for younger girls.

Synthesis of the Literature

This chapter provided a rationale for the purpose of this project and the different factors contributing to adolescent girls’ low self-esteem. The literature review mentioned Erickson’s Eight Stages of Psychosocial Development, Marcia’s Identity-Formation Measure, and Maslow’s Hierarchy of Needs, which can be used to understand adolescent development. The chapter also presented information relevant to the factors affecting adolescent’s loss of self-esteem, and the ramifications they entail. The main issues mentioned in this chapter included: the at-risk health behaviors affecting this population, the changes or difficulties adolescent girls face in the wake of puberty, the need for greater awareness of these issues, and the need for more self-esteem programs in middle schools. Also, school educators and school counselors need to be aware of these major red flags and their implications. However, it is first and most importantly a priority to understand and comprehend the population, identify their needs, and assess their needs in order to provide the best possible support and direction that they may need.
CHAPTER III

Methodology

Introduction

As previously mentioned, the National Standards by ASCA (1998) emphasize the importance for school counselors to provide strategies and activities that support and maximize each student’s social/emotional development. Information in the following chapter will be used in preparation for facilitating the workshops for middle school girls. The following information will be provided in the subsequent order: intended audience, facilitator qualifications, student selection, and project outline.

Intended Audience

The workshop is intended to target middle school girls with low self-esteem. The workshops will take place after school in the evenings once a week for ten weeks. The workshop will have a maximum of twelve group members, which will allow for individual interaction with students that require extra individual attention. Given that the sessions involve self-reflection activities, self-disclosure on behalf of the participants may occur, thus students will be advised to adhere to the following rules and will be given a contract to sign, in which they agree to abide by the following rules and if they break the contract this will result in removal from the workshop.

- Attendance- is necessary and vital for social/emotional development to occur; only illness will be excused
- Participation- students must be willing to participate, or at least put forth an effort to engage in self-reflection
Confidentiality- personal thoughts, issues, or problems shared by group members during the sessions must remain confidential

Respect- only one person talks at a time, students must respect themselves, workshop members, and workshop leader

Facilitator Qualifications

A facilitator should possess a Master’s degree with a specialization in counseling, or a Pupil Personnel Services (PPS) credential. The facilitator must also be ready to handle difficult situations that may arise during the workshop. They must be aware of the role they play in helping the girls to build self-esteem and must be aware of their own biases. Some qualities a workshop facilitator should possess are: empathy, multicultural awareness, and an overall dedication to student success.

Student Selection

Letters (Appendix A) will be sent to teachers along with a referral form (Appendix B) asking them to identify girls whom they think would benefit from a self-esteem workshop. Based on the referral forms I will evaluate each student to determine eligibility to participate in the workshops. In addition to the referral form, I will conduct an informal interview with each student to assess their needs. During the interview I will administer the Rosenberg Self Esteem Scale (Appendix C) for each student to fill out. I will evaluate each student’s scores to determine their level of self-esteem. Upon completion of all the interviews I will make a final decision based on the final results from the assessment and interview to determine who will participate in the workshop. Upon my decision I will notify each student personally to inform them of my decision and
to ask if they would like to participate in the workshop. Upon confirmation I will give each student’s parents a letter (Appendix D) to obtain permission to allow their daughter to participate in the workshop.

Environment and Equipment

This workshop has been developed for use by a school counselor to effectively and comprehensively assist building adolescent girls’ self-esteem in a middle school setting. The workshop sessions should take place in a room where a minimum of ten students will be seated comfortably. The facilitator should have the students sit on chairs in a circle to create a more intimate dynamic. The each workshop session includes preparation instructions and handouts, activity objectives, facilitator instructions and guidelines, materials needed, and specific strategies to complete each 90-minute workshop sessions.

Project Outline

Below is a list of the goals and a detailed outline of the workshop sessions. The purpose of the sessions is to provide strategies and activities to further develop and build self-confidence, self-image, self-respect and self-knowledge. In the sessions the girls will learn to focus on qualities that empower themselves.

Goals

- Develop and discover their ideal self-image
- Learn how negative statements and thoughts influence how they think and feel about themselves and others
- Recognize and change negative thoughts into positive thoughts
- Raise awareness on how the media can influence how they view themselves
• Learn assertive behaviors and attitudes and when to express their personal preference, feelings and opinions.

• Lastly, they will learn how to build a support system that supports and encourages them to achieve their goals.

Sessions

• Week one Tea Party-parents and participants have the opportunity to meet the counselor and ask questions about the program.

• Week two Introduction- facilitator will discuss the ground rules for the group, the objectives in the workshops, and go over materials and topics for each week.

• Week three Self-Image-the girls will learn how to create a positive self-image, how to focus on qualities that empower them, and reflect on their role models and the characteristics they have.

• Week four Changing negatives thoughts/beliefs into positive-the girls will learn and understand how negative statements and thoughts influence how they think and feel about themselves. They will also learn how to change negative statements and thoughts into positive ones.

• Week five Body Image- the girls will analyze media and learn how to eliminate misconceptions regarding the “perfect body”. They will begin to see how they are influenced by the things they see and hear.

• Week six Assertiveness Skills-the girls will learn assertive behaviors and attitudes, how to use assertive statements, how to say no, to stand up for their rights, and to express their personal preferences, feelings and opinions.
• Week seven Building a Support System-the girls will discover who empowers them to achieve their dreams; they will learn how to build a support system that supports their goals, and discover who or what takes away their energy and happiness.

• Week eight Completion celebration-girls will celebrate the completion of the program and will receive their certificates.
CHAPTER IV
Evaluation and Recommendation

Summary

The purpose of this project was to create a program that provides strategies and activities to further develop and build self-confidence, self-image, and self-respect in middle school girls. The sessions are modeled after the ASCA National Standards of personal/social development which state, “Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others” (Dahir et al. 1998). This chapter will present a method for evaluation of the workshops, discussion and suggestions for future research. The project objectives are that middle school girls will demonstrate significantly higher levels of self-esteem at the end of the workshop than they did prior to the workshop.

Evaluation

A group level outcome evaluation will be used to evaluate the impact of the self-esteem workshop on middle school girl’s self-esteem. Methods for evaluation will include the following:

• **Evaluation Questions**

Does the program effectively increase self-esteem? Does the program help participants gain confidence in their capabilities? Have the girls gained a sense of who they are?

• **Data Collection Instrument**

The instruments that will be used to evaluate group level outcomes are the Self-Esteem Inventories (Coopersmith, 1982), and Rosenberg’s Self-Esteem Scale (Appendix S) which will be administered before and after completion of the workshop.
• **Data Collection**

Data will be collected twice from each participant, once during the week immediately before the beginning of the workshop, and once at the end of the last workshop. In addition, structured surveys will be given to the participants’ teachers and relatives before and after the workshop.

• **Data Analysis**

Pretest scores will be compared to posttest scores for the self-esteem inventory and scale. A t test for the paired data will be conducted to determine if there is a statistical significance between the scores.

*Future Research and Work*

It is important to realize that self-esteem and self-image are very sensitive topics for teenagers and must be taken into consideration when working with this population. In future research, it will be important to address how adolescent girls’ personal experiences have affected their self-esteem. Additionally, it is recommended to discuss interventions that can help prevent serious health risk behaviors, such as eating disorders, alcohol and substance abuse, and dating violence for this population.
REFERENCES


Girl Power

A personal/social development program for building middle school girls’ self-esteem
Format and Steps for starting and implementing Girl Power at a middle school

1) Format:

- Week 1) Tea Party
- Week 2) Session one-Introduction
- Week 3) Session two-Self-Image
- Week 4) Session three- Changing negative thoughts/beliefs
- Week 5) Session four-Body Image
- Week 6) Session five- Assertiveness Skills
- Week 7) Session six- Building a Support System
- Week 8) Completion Celebration

2) First you need to find students who need the program. In order to find out which students need the program, you need to give the Teacher Letter (Appendix A) to all the teachers, along with the Referral Form (Appendix B).

3) Once you receive the Referral forms from the teachers, you can begin evaluating the information to determine if the student needs the program. I recommend following up with the teacher if you need more information to help with the decision making process. Once you have chosen the students, you need to send the Parent Letter (Appendix C) requesting permission for their daughter to participate in the program.

4) Once you have the permission slips from the parents, you need to call the parents and let them know that you would like to meet with them and their daughter to give them more information about the details and expectations of the program.
5) During this time period you should administer the Rosenberg’s Self-Esteem Scale (Appendix S) to the participants before they begin the program.

6) You can use the Tea Party Invitation (Appendix D) to send home to invite the parents and their daughter for a small informal gathering to meet with them. It’s important to follow up with parents and remind them how important it is for their daughter.

7) Prepare for gathering, bring small refreshments and try to create a welcoming atmosphere that feels safe and comfortable for both the parents and daughter. Have everyone introduce themselves at the Tea Party and present a short presentation/summary of the program, and hand out Program Summary (Appendix T) and (Appendix U) about the importance of social and personal development and why it’s important for their daughters to participate in this program.

8) After completing steps 1-4, you can now begin the program starting with session one through six. After the six sessions are completed, you need to have the participants retake the self-esteem inventory; once you have the results you will be able to compare the pre and post test results to help you evaluate the program.

9) Once you have finished all six sessions, you can have a small graduation celebration for the girls. Send out a Completion Celebration Invitation (Appendix J), at the event you can hand out a Completion certificate (Appendix V) to the girls and for the parents you can hand out a Certificate of Appreciation (Appendix W) to thank them for giving their daughter the opportunity to participate in the program and allowing them to have the greatest gift a parent can give their child.
Session 1

INTRODUCTION–SETTING THE GROUND RULES

Preparation

MAKE COPIES OF:

➢ Student Information sheet (Appendix E)
➢ Agreement Contract sheet (Appendix F)
➢ Finding A Role Model (Appendix G)

OBTAIN:

➢ Pocket folders or a three ring binder for program handouts and copies of forms
➢ Information as needed for each session and facts about the topic

Objectives

➢ To begin to understand what the girls can expect from the group and from you as the group facilitator.
➢ To understand how the group functions as a whole and to see how they each have an impact on the group.

Materials

➢ Ball of string or yarn (length depends on group size)
➢ Optional: a candle to light at the beginning and end of the group session
Instructions

Pass out the Student Information sheet (Appendix E) for each girl fill out. Give each student the Agreement Contract sheet (Appendix F) and discuss each rule/guideline with the group. Some of the things that should come up will include: confidentiality of other group members, the right to speak and be heard without ridicule and the right to disagree. Lastly, discuss meeting times and group format, complete intakes, and give your contact number to the girls.

Specific Strategies

➤ Encourage the girls to sit in a circle. Introduce yourself as the group facilitator. You may choose to share the following with the girls: what have you done in the past, why you started the workshop, your feelings about being in the group, your sense of your role as the group facilitator, and your goals and expectations for the girls. This process allows you as the facilitator to see what the group wants and expects from you.

➤ Ask the girls to introduce themselves to the group and talk about what they hope to get from the workshop.

➤ Give the girls a ball of string or yarn and ask them to throw the ball to a person in the group, while holding onto the end of the string. The girl who catches the ball has to say her name and then toss the ball back to you, while still holding onto a section of the string. Next, hold onto that piece of string and toss the ball to another girl. Once you are done tossing the ball of string to each girl, tell the girls to keep holding onto to their string
and tell them to try and connect their piece to see who it is connected to.

After they have done this talk to them about how each girl is connected to another girl and explain the impact they have on each other.

- Talk to the girls about the purpose of the workshop and briefly explain the contents of the workshops and what to expect in the next several weeks. Also explain to them that they will be given a homework assignment after each session, which will build on what they have learned and will prepare them for the next session. Emphasize the importance of completing the homework assignments because they will take time to complete and will help allow them to reflect on their feelings and thoughts.

- At the close of the group, give each girl a positive statement. Encourage each girl to share how this activity made them feel and how it felt to see their positive qualities. Explain the purpose for the activity and close by thanking each girl for coming.

HOMEWORK ASSIGNMENT:

- For next week the girls will need to complete an assignment that will help them to think of their ideal self. In order to prepare for this session pass out the Finding a Role Model (Appendix G) handout and briefly go over the assignment and explain the importance of completing this it for the next session.
Session 2

SELF IMAGE—WHAT IS YOUR IDEAL SELF?

Preparation

MAKE COPIES OF:

➢ Creating a Positive Self-Image (Appendix H)

➢ Self-Image Homework (Appendix I)

OBTAIN:

➢ Information as needed for each session and facts about the topic

➢ Homework from session one.

Objectives

➢ To begin to focus on qualities that empowers them.

➢ To discover their ideal self-image.

➢ To reflect on their role models and the qualities they have.

Materials

➢ The ball of string or yarn used in the first session

➢ A stack of colored 3x5 index cards

➢ Markers

➢ A hole puncher

➢ Optional: a candle to light at the beginning and end of the group session
Instructions

Ask the girls to take out their homework from last week about finding their role models. Ask each girl to present their pictures or collage to the group and briefly talk about their role model/s and the qualities they have.

Specific Strategies

- Ask the following questions about their role models: Why did you choose that person? What stood out most for you about that person? What kinds of qualities do you like? What do you know about their life? Did they have to overcome any challenges or obstacles? Do you see yourself in that person? Would you like to be more like that person? Do you have some of their qualities? How have they impacted your life or others lives?

- Pass out the Creating a Positive Self-Image (Appendix H) handout. Briefly go over the handout and give the girls about 15 minutes to answer the questions. After they are done talk to them about the process they went through in order to answer the questions. You may want to find out if they had a hard time answering the questions, and if they did, why was it hard? Or if they had no problems answering the questions, find out why it was easy. It is important to discuss the thought process of how they came up with their qualities because this will allow them to reflect on the questions and answers. You may also want to assist them by providing some examples like “Being a good runner”, “Being a caring person”, “Being generous”, “Being a good listeners”, “Being assertive”.

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Next, give each girl a colored 3x5 card and a marker and ask them to write down the five qualities they want to have or already have from question #3 on Creating a Positive Self-Image (Appendix H).

Ask them to write their qualities on the 3x5 card and punch a whole on the corner of the card. Thread all the cards through the string that was used in the first session and hang the statements along a wall.

At the close of the group, give each girl a positive statement. Encourage each girl to share how this activity made them feel and how it felt to see their positive qualities. Explain the purpose for the activity and close by thanking each girl for coming.

HOMEWORK ASSIGNMENT:

To prepare for the next Session 3-Changing Negative Self-Image Beliefs, hand out Self Image Homework sheet (Appendix I) to prepare the girls for the following session. Ask the girls to spend some time at home looking in the mirror. Ask them to write down all the things they think about themselves when they look in the mirror. This assignment is for their own personal self-reflection, so you want to emphasize to them that they do not have to share what they wrote down, unless they feel comfortable.
Session 3

CHANGING NEGATIVE THOUGHTS/BELIEFS

Preparation

MAKE COPIES OF:

➢ Positive Pattie and Negative Natalie (Appendix K)
➢ Changing Negative Beliefs Into Positive (Appendix L)
➢ Body Image homework (Appendix M)

OBTAIN:

➢ Information as needed for each session and facts about the topic
➢ Homework assignment from lesson two.

Objectives

➢ To understand how negative statements and thoughts influence how you think and feel about yourself.
➢ To learn how to change negative statements and thoughts into positive ones.

Materials

➢ Post-It Notes
➢ Markers
➢ optional: a candle to light at the beginning and end of the group session
➢ soothing music

Instructions

Ask the girls to take out their homework. Give them an opportunity to share about the experience, was it easy or difficult, did they enjoy it and see if anyone would like to share
their thoughts. Once you are done discussing the homework, you want to link the idea to
the next session. Next, give each student the Positive Pattie and Negative Natalie handout
(Appendix K). Explain to the girls that you are passing out a short screenplay about two
girls, one who is negative and the other positive. Ask two girls to volunteer to read the
script out loud in front of the group. After they are done reading the script, follow the
specific strategies to assist the girls in analyzing the two girls in the story.

Specific Strategies

- Encourage the girls to sit in a circle. Tell them you would like to take a
  few minutes to analyze the story and talk about the differences they saw in
  both girls.

- Specific Questions to ask:
  
  - What were some of the negative comments that were made by
    Negative Natalie?
  
  - What were some of the positive comments made by Positive Pattie?
  
  - Why do you think Natalie was so negative about life? about her
    abilities? and about other people?
  
  - Why do you think Pattie was so positive about life? about her
    abilities? and about other people?
  
  - Do you think Natalie was insecure or had low self-esteem?
  
  - Do you think Natalie wished that she could think more highly about
    others and herself?
  
  - How would you feel if you were Natalie’s friend? Would you go
    along with her statements or would you confront her like Pattie?
Pass out the Changing Negative Beliefs Into Positive (Appendix L)

- Go over hand out and talk to the girls about the differences between have a negative and positive self-image.
- Practice changing negative beliefs into positive.

Pass out post-it notes to the girls and ask them to write positive qualities or statements about themselves on the post-it notes. You can also encourage them to share compliments with each other.

- After they are done writing their comments/statements, tell them to wear their notes on their clothes and have them each go around the group and read what each other wrote. As they read others statements ask them to look into that persons eyes and genuinely tell that what they are.

Encourage each group member to share how this activity made them feel and how it changed their previous perceptions or thoughts. Explain the activity and its purpose. Close by thanking each girl for coming.

HOMEWORK ASSIGNMENT:

- To prepare for next week, Session 4-Body Image/Learning to Accept My Body, pass out the Body Image homework (Appendix M) ask each student to pick a body part and write a letter from the perspective of the body part. Ask the students to reflect on the following questions when writing the letter: Why they chose that body part? How it feels to be that body part? What others say or think about that body part? What you think or feel about your body part? What your body part would say to others?
Session 4

BODY IMAGE—LEARNING TO ACCEPT MY BODY

Preparation

MAKE COPIES OF:

➢ Make copies of Assertiveness Quiz (Appendix N)

OBTAIN:

➢ Women and teen magazines

➢ Information as needed for each session and facts about the topic

➢ Homework assignment from session three

Objectives

➢ To analyze media and the underlying messages they convey regarding physical appearances.

➢ To understand how the media can manipulate and use psychology to sell a product.

➢ To eliminate misconceptions regarding the “Perfect Body”.

➢ To see how we are influenced by our society and things we see and hear.

➢ To understand why companies manipulate media to influence how we think and feel.

Materials

➢ Poster board

➢ Glue, scissors, markers or color pencils.

➢ Optional: a candle to light at the beginning and end of the group session
Instructions

Ask the girls to take out their homework. Give them an opportunity to share about the assignment, was it easy or difficult, did they enjoy it or dislike it, and how did they feel about having to write the letter from that perspective. Once you are done discussing the homework, you want to link the idea to the next session, which will teach them more about body image and how the media can influence how they view their body.

Specific Strategies

- Give each member of the workshop a couple of magazines. Ask each student to find and cut out words that influence how they think or feel. For example, words that might influence how they think or feel could be “beautiful”, “perfect”, or “amazing”. Keep those words in a separate pile.

- Ask the girls to look for questions or statements in the magazines such as, “Does my butt look big?” or “Are you stick skinny?” Cut out these statements and keep them in a separate pile. The purpose for this would be to show the girls how the media creates doubt in their minds about how they should look, think, and feel.

- Ask the girls to look for statements that tell them how they should act or behave. For example, “10 tips on how to make a guy like you” or “10 ways to get his attention”.

- Ask the girls to draw a picture of themselves in the center of the poster board. It could be a picture of themselves or someone they know. Tell them to give the girl a name.
Next, tell them to draw large thinking bubbles around the girls head and glue the questions and words they cut out from the magazines into the bubbles. (The idea is to make her look like she is thinking about the words and questions from the magazines).

Have a discussion about the girl on the poster board. Ask the girls what do they see? What kinds of thoughts are running through her mind? How do you think she is feeling? Does she feel pretty or ugly? Is she happy or sad? What would you want to tell her? What would you want to ask her?

You may also want to discuss how some of the girls in magazines look. Analyze their facial gestures, look at their body movement, look at what kinds of products are they selling, do they have a face or is it covered or is it just a picture of their body.

Encourage each group member to share how this activity made them feel and how it changed their previous perceptions or thoughts. Explain the activity and its purpose. Close by thanking each girl for coming.

HOMEWORK ASSIGNMENT:

The homework assignment for next week, Session 5-Assertiveness Skills, will be a quiz to determine their level of assertiveness. Pass out the Assertiveness Quiz (Appendix N) to each girl and ask them to take the quiz at home and bring it to next week’s session.
Session 5

ASSERTIVENESS SKILLS

Preparation

MAKE COPIES OF:

- Make copies of Answers and Explanations to the Assertiveness Quiz (Appendix O)
- Make copies of Assertive Statements (Appendix P)
- How I Spend My Time and Energy (Appendix Q).

OBTAIN:

- Information as needed for each session and facts about the topic

Objectives

- To learn how to say no, and to stand up for your rights while respecting the rights of others.
- To learn assertive behaviors and attitudes.
- To learn when and how to use assertive statements.
- To learn how to express personal preferences, feelings and opinions.

Specific Strategies

- Talk to the girls about what it means to be assertive. For example, you can tell them assertiveness is a way of thinking and behaving that allows a person to stand up for her or his rights, while respecting the rights of others. Non-assertive people may be passive or aggressive. Passive individuals are not committed to their own rights and are more likely to allow others to violate their rights than to stand up and speak out. On the
other hand, aggressive persons are very likely to defend their own rights and work to achieve their own goals but are also likely to disregard the rights of others.

➢ You may also want to explain that a person with an assertive attitude recognizes that each individual has rights. These rights include not only legal rights but also rights to individuality, to have and express personal preferences, feelings and opinions. The assertive individual not only believes in his or her rights but is committed to preserving those rights. An assertive attitude is important in recognizing that rights are being violated. The passive person is so concerned with being liked and accepted that he or she may never recognize the need to advocate. The assertive person clearly expresses his or her rights or needs. They tend to face problems promptly and they focus on solutions rather than problems.

➢ Ask the students to take out their Assertiveness Quiz (Appendix N) from last week’s homework. Pass out the Answers and Explanations to the Assertiveness Quiz (Appendix O) and go over each question and answer as a group. Talk about the elements of Non-verbal behaviors such as: eye contact, posture, and facial expression. Have the girls share what they learned about themselves and what they learned from the activity. Talk about the answers and explanations to the Assertiveness Quiz and ask the girls about their results.
Next, hand out the Assertive Statements (Appendix P) sheet and go over some of the statements. Have the girls practice saying them to each other in an assertive manner. Show them how to use their non-verbal expression and tone to communicate the assertive statements.

Brainstorm with the girls and ask them to think of a time when they felt pushed around, and write them on the chalkboard. Ask the group to role-play with you one of the scenes, and then ask them to use an assertive statement from the handout.

Encourage each group member to share how this activity made them feel and how it changed their previous perceptions or thoughts. Encourage the girls to acknowledge they can be assertive if they choose, and that it becomes easier if they remember how special they truly are. Close by thanking each girl for coming.

HOMEWORK ASSIGNMENT:

Remind the girls that there is one session left, and then their last class will be a small completion celebration gathering with their parents. Give each girl a Completion Celebration Invitation (Appendix J) to give to their parents to invite them to celebrate the completion of the program. This will allow the girls to prepare for the wrapping up of the workshop, and to give them time to adjust and prepare for their goodbyes. To prepare the girls for next week’s session pass out the handout How I Spend My Time and Energy (Appendix Q). Ask the girls to make a list of how they spend their time and energy. Ask them to write down the things they do from the
moment they wake-up to the time they go to sleep. For example, what is their daily routine like, who do they spend time with and how much time do they spend, how much time do they spend getting ready, what activities are they involved in or what groups do they belong to. Tell them to keep track of how much time they spend on each activity. For example, how much time do they spend watching television, or studying, how much time they spend with an individual, like a friend, parent, sibling, relative, coach, teacher, or counselor.
Session 6

EMPOWER ME! BUILDING MY SUPPORT SYSTEM

Preparation

MAKE COPIES OF:

➢ Make copies of The Queen’s Kingdom (Appendix R)

OBTAIN:

➢ Information as needed for each session and facts about the topic

Objectives

➢ To discover who empowers you to achieve your dreams.

➢ To learn how to build a support system that supports your goals.

➢ To discover who or what takes away your energy and happiness.

Specific Strategies

➢ Ask the girls to take out their homework from last week How I Spend My Time and Energy (Appendix Q). Have the girls share what they learned about how they spend their time. Talk about the different activities they do. Ask them how they spend their time. Talk about whom they spend their time with and how much time they spend with that person. Ask them to reflect and think about why they spend time with that person.

➢ Next, ask the following questions: Do you feel good about yourself when you are with this person? Do you feel sad, scared or nervous around this person? Does this person support your goals or dreams? If yes, how do they support your goals or dreams? Do they distract you from your goals? If yes, how do they distract you?
Pass out the handout called The Queen’s Kingdom (Appendix R). Talk to the girls about what it means to be a Queen. What are her duties or responsibilities? How does she maintain control and power over her kingdom? What is her main focus? What are her goals? Who supports her goals? Ask the girls to reflect on the people in their lives who contribute to their happiness and who support their goals or dreams. Talk about how important it is for a Queen to be surrounded by her supporters. Tell the girls to fill in The Queen’s Kingdom (Appendix R) with the names of people or activities under each section (Friends, Family, and School) that would contribute to them building a strong kingdom. Talk about their kingdom, and use it as a metaphor to compare to their world. Ask them if they notice anyone in their kingdom that might not support their goals, dreams or contribute to their happiness?

Have the girls compare their answers from How I Spend My Time and Energy (Appendix Q) to the list of people and activities in The Queen’s Kingdom (Appendix R). Do they notice anything different? Are there people or activities missing from the Queen’s Kingdom? What changed and why? Who stayed in their kingdom and why? Who did they leave out and why? Who or what activities under school did they keep or leave out?

The purpose of this activity is to help them see who is their support system, and teach them the importance of having a positive support system to help them as they navigate through life.
APPENDIX A

Teacher Letter

Dear (teacher's name),

My name is __________________________, I am a School Counselor at __________________________. This year I have decided to start an amazing eight-week self-esteem program for the girls at our school. Students will meet after school once a week on school premises for an hour and a half.

It is of great concern the issue of low self-esteem found among adolescent girls and its association with developmental problems, such as delinquency, alcohol and drug abuse, and school dropout. Because adolescent girls with low self-esteem are susceptible to developing unhealthy behaviors, there is a great need to provide programs in schools that address this concern.

The purpose of this program is to provide strategies and activities to further develop and build self-confidence, self-image, self-respect and self-knowledge. In the sessions the girls will learn to focus on qualities that empower themselves. They will develop and discover their ideal self-image, they will learn how negative statements and thoughts influence how they think and feel about themselves and others. They will learn how to change negative thoughts into positive ones. They will learn and understand how the media can influence how they view themselves. They will learn assertive behaviors and attitudes and when to express their personal preference, feelings and opinions. Lastly, they will learn how to build a support system that empowers them to achieve their goals.

Our research on programs that support girls at other schools have shown significant positive changes for girls in the key areas of their development, their sense of belonging, their perception of themselves and others, and their belief in their ability to accomplish meaningful tasks and goals in their lives. We believe that students can benefit from participating in this program. It is for this reason that we have chosen to implement this program at this school.

Thank you for your support and if you have any further questions please feel free to contact me.

____________________
School Counselor
Middle School
Ext: XXXX
Email: XXXX@XXX.com
Room: XXX
APPENDIX B

Referral Form

<table>
<thead>
<tr>
<th>Self-Esteem</th>
<th>Always</th>
<th>Frequently</th>
<th>Seldom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is dismissive of own good work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has little confidence in her abilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appears anxious when faced with new tasks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unable to accept criticism of behaviour</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficulty accepting own talents and strengths</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often appears withdrawn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes pride in appearance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Social Skills

<table>
<thead>
<tr>
<th>Establishes friends easily</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is comfortable in a group</td>
<td></td>
</tr>
<tr>
<td>Respects those in authority</td>
<td></td>
</tr>
<tr>
<td>Demonstrates self-control</td>
<td></td>
</tr>
<tr>
<td>Takes responsibility for belongings</td>
<td></td>
</tr>
<tr>
<td>Is cooperative</td>
<td></td>
</tr>
<tr>
<td>Demonstrates appropriate social behavior</td>
<td></td>
</tr>
</tbody>
</table>

Circle the words that best describe this student:

Aggressive  Honest  Immature  Disobedient  Self-disciplined
Mature      Oppositional  Vivacious  Manipulative  Conscientious
Over-protected  Social  Cheerful  Self-centered  Follower
Shy          Confident  Irritable  Easily Discouraged  Perfectionist
Helpful      Witty  Responsible  Motivated  Positive leader
Anxious      Articulate  Well-liked  Organized  Negative leader
Emotionally erratic  Impulsive  Low self-esteem  Emotionally stable

Please provide any additional information that may be helpful in evaluating the student’s needs.  

______________________________________________________________

______________________________________________________________

_____________________
Student’s Name:  
Grade:  

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APPENDIX C

Parent Letter

Dear (name of parent),

Would you like to see your daughter grow up and be strong, confident, respected, motivated, self-reliant, and ambitious? If YES! Your daughter has the opportunity to participate in an amazing self-esteem building program at John Muir Elementary. In the program your daughter will learn skills and strategies that will strengthen self-confidence, self-image, self-respect and self-knowledge. She will also be more responsible in her actions, learn to make good choices, and identify negative behaviors that interfere with her performance and self-worth.

The group will be meeting on Fridays from 3:00-4:30pm for a total of eight weeks, beginning ______ and ending __________.

This is very timely now that your daughter is nearing the transition to middle school where she will need the skills and strategies taught in this program to be able to deal with the stressors encountered in a new environment. Because you've been with your daughter for as long as you have, and you've contributed in your unique way, you're a very important part of success in her life! We are looking to involve every parent in this process, and you can make the biggest difference by having your daughter participate in this program.

Please fill out the permission slip and if you have any questions about the program, please feel free to contact me at ____________________________.

Thank you,

Sincerely,

------------------------------------------------------------------------------------------------------------

Permission Slip

I, (parent/guardian) ______________________________, agree that (child's name) ________________________________ may attend the self-esteem building program.

Signature_________________________________ Date ____________________
APPENDIX D

Tea Party Invitation

You're invited to a tea party!

Come join us for tea and cookies!

Date: 
Time: 
Place: 

APPENDIX E

Student Information Form

Date: _____________________________________________

Student Name: ______________________________________

Address: ___________________________________________
___________________________________________________
___________________________________________________

Name of Parent or Guardian: ___________________________

Home phone: __________________________

Cell phone: __________________________

Work phone: __________________________

Do you have any special needs or disabilities that might interfere with you participating in this group? (circle one) no yes. If yes, please explain: ____________________________________
____________________________________________________
APPENDIX F

Agreement Contract

This is a contract between you, the group leader and other group members. Please read each statement carefully and sign below. By signing you are agreeing to keep your promises. If you break this agreement, it will result in the immediate removal from the workshop.

1. I agree to attend all sessions on time.

2. I agree that what is said in the group stays in the group. No matter what I hear in the group sessions, I promise not to repeat it to anyone outside of the group.

3. I agree that the group leader may break my confidentiality, and share what I’ve said in group, if she feels that I might hurt myself or someone else.

4. I agree to listen respectfully to others in the group, even if I disagree with them.

5. I agree to respect myself and others in the group.

6. I agree to complete all weekly assignments before the next session.

7. I agree to refrain from negative self-talk.

____________________________________
Student’s Signature

____________________________________
Counselor’s Signature
APPENDIX G

FINDING A ROLE MODEL

The purpose of this assignment is to think about someone you admire or someone you look up to, who has qualities that you would like to strive towards. This assignment will require you to reflect on yourself and think about what kinds of qualities you have or want to have. Answer the following questions on a separate piece of paper and bring it with you for the next session.

1) First, think about a role model or someone that makes you feel good, and you like to be around that person. Look at females you admire, they can be friends, relatives, mother, sister, teacher, counselor, or someone you want to be like. It can also be a musician, an athlete, an actress or actor, an inventor, a leader, a politician, or an activist. You can also choose as many role models as you would like, there are no limits. If you are having trouble and can’t think of a specific person, then try to think of a profession you admire, for example: doctor, teacher, nurse, police officer, judge or lawyer. Keep in mind that your role model doesn’t have to have a lot of money it can be anyone you look up to.

2) Second, think about what are the qualities that empower them and make a list of those qualities. For example, they could be loving, caring, kind, hardworking, courageous, giving, thoughtful, gifted, intelligent, funny, adventurous, spontaneous, selfless, strong, nice, heroic, diligent, bold, etc. If you are having a hard time finding qualities that you admire about them, try to think of their accomplishments, obstacles they had to overcome, challenges they faced or goals they achieved.

3) Third, make a collage of your role models, or bring pictures of them to the next session.
APPENDIX H
CREATING A POSITIVE SELF-IMAGE

Write down five qualities that you like or admire about your role model.

1) 
2) 
3) 
4) 
5) 

Write down five reasons why you chose the qualities.

1) 
2) 
3) 
4) 
5) 

Write down five qualities you would like to have or already have.

1) 
2) 
3) 
4) 
5)
APPENDIX I

Self-Image Homework

1) Spend time at home looking in the mirror.

2) Write down all the things you say and think about yourself when you look in the mirror.

Note: you will not have to share with the group what you wrote down, unless you feel comfortable sharing.
APPENDIX J

Completion Celebration Invitation

Come join us for a celebration!

Date:
Time:
Place:
APPENDIX K

POSITIVE PATTIE & NEGATIVE NATALIE

This is a screenplay about two teen-age girls; their names are Negative Natalie and Positive Pattie. In this scene Negative Natalie and Positive Pattie are hanging out at the mall.

Negative Natalie: Oh my goodness, I can’t believe that girl over there! Did she look in the mirror before she left her house! She looks so dumb! Some people just have no sense of fashion!

Pattie: I think she looks nice! What’s wrong with having your own style? Not everyone has to look and dress alike.

Natalie: Are you serious? I’d rather look cool than look like a freak!

Pattie: Let’s go over and talk to them, they seem like cool people.

Natalie: Yeah right! Their probably boring and they probably like talking about dumb stuff

Pattie: You can’t just assume someone is a certain way without getting to know them first. Would you like it if someone judged you without getting to know you first?

Natalie: Well, that’s their problem not mine! Everyone’s fake anyways. When you first meet someone they act like they’re your friend and then they talk bad about you behind your back! That’s how people are two-faced. I might as well be two-faced first and to avoid getting hurt.

Pattie: I understand you have been hurt in the past and I’m sorry you have had a bad experience, but it doesn’t mean all people are fake or two faced. Just because you had a negative experience doesn’t mean you should think everyone’s the same.

Natalie: You know what! Let’s just change the subject and talk about something else. All this talk is giving me a headache.
**Pattie:** Ok sure, guess what?

**Natalie:** What?

**Pattie:** I finally figured out what I want to be when I grow up. I want to be a doctor! I want to save lives and cure diseases!

**Natalie:** (in a sarcastic tone) A doctor...don’t you know doctors have to go to school for like a million years! You can also get their diseases and germs! Eeeeew!

**Pattie:** I don’t know what you’re talking about, all I know is I can’t wait to start learning about biology and our anatomy. I want to be the best doctor I can be and I want to help others.

**Natalie:** (in a sarcastic tone) Calm down! Gosh...don’t tell me you’re turning into a bookworm!

**Pattie:** Why can’t you ever be excited or happy for me? Why do you always squash my dreams and devalue my ideas? Why do you always look at the bad side of everything?

**Natalie:** I don’t know, I guess I just don’t have big dreams like you and it scares me. With my brain I’ll probably end up working at McDonalds.

**Pattie:** Why do you put yourself down and why are you always negative?

**THE END!**
APPENDIX L  
CHANGING NEGATIVE THOUGHTS/BELIEFS

<table>
<thead>
<tr>
<th>NEGATIVE SELF-BELIEFS</th>
<th>POSTITIVE SELF-BELIEFS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) I can’t do it.</td>
<td>1) I can do it.</td>
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<tr>
<td>2) I am not important.</td>
<td>2) I am important</td>
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<td>3) My opinion doesn’t matter.</td>
<td>3) My opinion does matter.</td>
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<tr>
<td>4) I’m not smart.</td>
<td>4) I am smart.</td>
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<tr>
<td>5) I’m fearful</td>
<td>5) I’m courageous</td>
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</table>

Write down any negative beliefs you currently have about yourself?

1) 
2) 
3) 
4) 
5) 

Now change the above statements into positive?

1) 
2) 
3) 
4) 
5)
APPENDIX M

Body Image Homework

Pick a body part you do not like and write a letter to me from the point of view of your body part. Reflect on the following questions when writing the letter; Why did I choose this body part?; How does it feel to be this body part?; What do others say or think about it?; What do I think or feel about it? If my body part could talk, what would it say to others? Remember, you do not have to share or read your letter to the group if you do not feel comfortable, the homework is to help you to start thinking the way you view your body.
APPENDIX N

ASSERTIVENESS QUIZ

1) Do you make eye contact with others when you talk to them? Yes or No

2) When you do not understand the meaning of a word, do you ask about it?
   Yes or No

3) Do you feel responsible when things go wrong even if it is not your fault? Yes
   or No

4) Do you often feel so angry you could scream? Yes or No

5) Do people often ask you to speak up because they cannot hear you?
   Yes or No

6) Do you feel intimidated by people in authority? Yes or No

7) Do you know how to ask for help without feeling dependent? Yes or No

8) If someone cuts in front of you in line, would you tell them? Yes or No

9) Do you generally have good posture? Yes or No

10) Do you buy things you do not want because you are afraid to say no to the
    sales person? Yes or No
APPENDIX O
ANSWERS AND EXPLANATIONS
TO THE ASSERTIVENESS QUIZ (APPENDIX N)

Assertive Answers

1) Yes 3) No 5) No 7) Yes 9) Yes
2) Yes 4) No 6) No 8) No 10) No

Explanation of Answers to the Assertiveness Quiz

1) Direct eye contact is assertive and suggests sincerity, self-confidence and the expectation that others will listen.

2) The assertive person takes responsibility for getting her or his needs met. Fear of seeming ignorant does not prevent the assertive person from asking questions.

3) The assertive person takes responsibility for her or his own behavior, but does not take responsibility for the behavior of others or for situations which are beyond her or his control. To feel responsible for things that are beyond control leads to unnecessary tension.

4) The assertive person works to get her or his needs met and does not let situations build to the point of crisis.

5) As assertive person wants to be heard.

6) An assertive person does not allow status to intimidate her or him.

7) The assertive person is able to ask for help without feeling dependent because she or he maintains a strong sense of self-worth and self-respect.

8) Telling someone off is an angry, aggressive response. The assertive person would state that she or he is irritated by the unfairness and ask the person to move to the end of the line.

9) Good posture communicates a positive self-image. When posture is limited by a disability, good eye-contact and facial expressions can be used to express a positive self-image.

10) The assertive person is not afraid to say no. She or he feels free to make choices.
APPENDIX P

ASSERTIVE STATEMENTS

1. It is not okay for you to talk to me like this.

2. You can’t intimidate me into doing what you want me to do.

3. I will not accept being put down by you.

4. I will discuss this with you after you calm down.

5. It is not okay for you to treat me like this.

6. I do not want to argue about it.

7. Do not disrespect me

8. You need to respect my decision.

9. Your question is inappropriate.

10. I do not want you spreading rumors about me.
**APPENDIX Q**

**HOW I SPEND MY TIME AND ENERGY?**

1. List your daily activities starting from the moment you wake up, to the time you go to bed. Next to each activity write down how much time you spend on that activity (twenty minutes, one hours, four hours, etc.).

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time Spent</th>
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APPENDIX S

Rosenberg’s Self-Esteem Scale

Read each statement and check only one answer.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  I feel that I am a person of worth, at least on an equal plane with others.</td>
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<td>2  I feel that I have a number of good qualities.</td>
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<td>3  All in all, I am inclined to feel that I am a failure.</td>
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<td>4  I am able to do things as well as most other people.</td>
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<td>5  I feel I do not have much to be proud of.</td>
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<td>6  I take a positive attitude toward myself.</td>
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<td>7  On the whole, I am satisfied with myself.</td>
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<td>8  I wish I could have more respect for myself.</td>
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<td>9  I certainly feel useless at times.</td>
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<tr>
<td>10 At times I think I am no good at all.</td>
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Scores are calculated as follows:

- *For items 1, 2, 4, 6, and 7:*
  
  | Strongly agree = 3 |
  | Agree = 2          |
  | Disagree = 1       |
  | Strongly disagree = 0 |
  | Total =            |
For items 3, 5, 8, 9, and 10 (which are reversed in valence):

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>0</td>
</tr>
<tr>
<td>Agree</td>
<td>1</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

Your score on the Rosenberg self-esteem scale is:

The scale ranges from 0-30. Scores between 15 and 25 are within normal range; scores below 15 suggest low self-esteem.
APPENDIX T

‘Girl Power’

Program Summary

Week 1- Tea Party

Parents and participants have the opportunity to meet the counselors and
find out more information about the program.

Week 2- Introduction

Leaders will discuss the ground rules for the group, discuss the objectives
in the workshops, and go over materials and topics for each week.

Week 3-Self-Image

The girls will learn how to create a positive self-image, how to focus on
qualities that empower them, and reflect on role models and the
characteristics they have.

Week 4-Changing negatives thoughts-beliefs

The girls will learn and understand how negative statements and thoughts
influence how they think and feel about themselves. They will also learn
how to change negative statements and thoughts into positive ones.

Week 5-Body Image

The girls will analyze media and learn how to eliminate misconceptions
regarding the “perfect body”. They will begin to see how they are
influenced by the things they see and hear.

Week 6- Assertiveness Skills

The girls will learn assertive behaviors and attitudes, how to use assertive
statements, how to say no, to stand up for their rights, and to express their personal preferences, feelings and opinions.

Week 7- Building a Support System

The girls will discover who empowers them to achieve their dreams; they will learn how to build a support system that supports their goals. They will also discover who or what takes away their energy and happiness.

Week 8-Completion Celebration

Girls will celebrate the completion of the program and receive their certificates.
APPENDIX U

SELF-ESTEEM PROGRAMS IN SCHOOLS

Adolescent girls need support and guidance from parents, relatives, friends, teachers, and, most especially, from school counselors. According to Dalgas-Pelis (2006) a child who is exposed to self-esteem enhancement programs may be better equipped to make better life choices. If children can value themselves, then they are better able to value others around them and to feel good about the world in which they live. Thus, interventions and support programs are needed and are instrumental in addressing the needs of this population.

Schools play an important role in adolescent’s social and personal development (Berzonsky, 1981). Valett (1991) identified several important components found in schools with successful self-esteem programs: 1) faculty and administration dedicated to the belief that every student can learn and achieve, and who care and are sensitive to the needs of those at risk of failure 2) Family involvement and parent education 3) Student empowerment through peer tutoring and counseling, cooperative learning, school/community service projects, and 4) Self-management programs. According to Valett, “Self-esteem is a powerful force for effective learning, and every school district should help its students develop self-esteem and personal and social responsibility as an integrated part of its total curriculum” (p4).

In 2006, Steese et al. studied the effectiveness of a program called Girls’ Circle. The program was evaluated to determine its effectiveness on improving social support, body image, locus of control, self-efficacy, and self-esteem. Girls’ Circle is a structured support group for adolescent girls from 9-18 year of age, and was developed by Beth
Hossfeld and Giovanna Taormina. The program addresses the needs of girls by focusing on increasing connections, building empathic skills, and developing resiliency. The program integrates resiliency practices and offers skills to increase positive connections, personal and collective strengths, and competence. The results of the study showed significant positive changes for girls in key areas of their development: their sense of belonging, their perception and acceptance of their own bodies, and their belief in their ability to accomplish meaningful tasks and goals in their lives (p70).
APPENDIX V

Completion Certificate

Congratulations

This Certifies that

is awarded this certificate for

Completion of Girl Power

given in Glendale, California on April 3, 2009

Mrs. ___________________  Mrs. ___________________
APPENDIX W

Certificate of Appreciation for Parents

Certificate of Appreciation
Awarded to ____________________________

for
giving the greatest gift a mother can give her daughter, a strong sense of self.
Helping her develop values such as self-discipline, compassion, trust and honesty is as important as teaching her how to read and write or cross the street safely.
The values your daughter learns from you are her best tools to protect herself from the influences of peer pressure. When she is clear about her values, she can make her own decisions without the need to imitate her friends or the latest trends.

Thank you for your support!!!

_________________________  __________________________
Ms.  Ms.