

Psychoeducational Group Worksheet

30-40-Minute Group

Facilitator Name(s)	Rebecca March, Amy Sparkman
Grade Level	7 th grade
Topic	Self-esteem with focus on self-image : Comparison and how to reduce comparison
Purpose of this small group	To review what we have learned about on self-esteem in previous lessons and then talk about the negative impacts of comparison and steps and habits that can help reduce comparison in all aspects of life
Resources/Supplies Needed	4 Small Habits To Improve Self Esteem - YouTube , paper and some kind of writing material, photo collage (Google slide), computer

<p style="text-align: center;">ASCA Mindsets & Behaviors</p> <p>https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf</p> <ul style="list-style-type: none"> Identify 1 student standard relevant for this targeted student population. <p>Create 1 learning objective focused on this standard.</p>	<p>Category 1.M.1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.</p> <p>Objective: Students will be able to create self-affirmations to help build self-esteem when comparing themselves to others.</p>
<p style="text-align: center;">Common Core Academic Standard</p> <p style="text-align: center;">(Must be an ELA Standard)</p> <ul style="list-style-type: none"> Identify 1 academic (ELA) standard relevant for this targeted student population. <p>Create 1 learning objective focused on this standard.</p>	<p>“SL.7.1.B. - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed,”</p> <p>Objective: I will engage effectively in a collaborative discussion with diverse partners on grade 7 topics, building on others’ ideas and expressing my own ideas clearly.</p>
<p style="text-align: center;">Facilitation</p>	<p style="text-align: center;">Below is your facilitation plan. No power point!</p>
<p style="text-align: center;">Welcome/Introduce Leaders</p>	<p>Rebecca: Welcome back! It is so great to see y’all again! My name is Ms. March and this is Ms. Sparkman. Can we start off briefly by naming one positive thing that</p>

	you have experienced this week!
Review Norms/Confidentiality	<p>Amy: Before we continue with our session we want to make sure to go over norms.</p> <ol style="list-style-type: none"> 1. Everything in this session is confidential unless you say you are going to hurt yourself, someone else, or you say that we can tell. 2. Be respectful of others when they are talking and sharing. 3. If you have something to share raise your hand whether with the emoji or on the screen. 4. Be considerate and kind. 5. Keep comments positive and uplifting.
<p>Purpose</p> <p>-What's in it for "me"? Students want to know why they are part of this group/the benefit to them.</p>	<p>Rebecca: The purpose of this group is to help you learn different strategies and tools that can help boost your low-self esteem and start to form habits that will lead to better self-worth and self confidence.</p>
<p>Icebreaker</p> <p>-Relates to the topic</p> <p>-Transition to beginning</p>	<p>Rebecca: We are going to talk specifically about comparison to others today so start off looking at the different pictures and share the first thought that comes to mind about comparison</p> <p>For Example: The girls in the pictures have flawless skin.</p> <p>https://docs.google.com/presentation/d/1IG8Da4pYLy3kKr6pkdVhwS77RhM_GusnisUcfM17oA/edit?usp=sharing</p>

Beginning

-Topic/Attention Getter

-Pre/Test (1 question)

-Transition to middle

Attention Getter:

Amy: We're going to watch a video now. The video will talk about 4 steps, or habits, that you can take to actively work on your self-esteem. We're going to be talking about these 4 steps in the next few weeks, one at a time, so during the week, I want you to jot down in your journal anything that comes to your mind that you would like to discuss regarding these steps in group and work on. The 4 steps that we will be covering during the next 4 weeks are:

- Stop comparing yourself to others.
- Overcome perfectionism.
- Figure out what you're good at and develop it.
- Focus on what you can change and things that are in your control.

Now, we're going to watch the video. Please take out your journals and take notes.

- Watch video: [4 Small Habits To Improve Self Esteem](#)

Question:

- Now, after watching the video, which of these steps do you think you might have the hardest time with?

Transition:

- So, the first step talked about is comparing ourselves to others. Give me an example of a time that you compared yourself to someone else and it made you feel less about yourself.

Middle

-Education component

-Your opportunity to “teach” the topic

(How you deliver the content is up to you and what’s developmentally appropriate for your selected grade level.)

-Transition to activity

Education Component:

- Comparison and How it changes the way we see ourselves and the steps we can take to reduce comparison

Rebecca:

1. Remember how we looked at the pictures earlier and we talked about comparing ourselves to others? Now I want to share different tools that we can use to help reduce comparison.
2. Teach the different steps through a short role-playing example and then point out the different steps to look at in the role-playing (role-play script below template).
3. After the role-play I will share the different tools that were shown in the scenario.
 - a. Self-talk
 - b. Positive Affirmations
 - c. Limiting time on social media and T.V.

Transition:

We have talked about the negative effects of comparison on self-esteem and steps to take to build self esteem and decrease comparison especially with self-image so now we are going to do an activity that involves some of these strategies to help to not compare.

Middle

-Activity

-Discuss & apply what was taught

-Goal Setting (K-12 students set 1 SMART goal).

-Transition to end

Amy:

Activity/discussion:

1. If we were in person, I would hand you a mirror and look at your reflection. But since we're online, you should be able to see yourself here on your computer screen.
2. So, I want you to look at yourself and share a positive quality that you see and a positive trait of yourself that cannot be seen.
3. Now the group member to your left is going to share something positive, or nice, that they notice about you.
4. How did that make you feel?
5. Here is a list of positive affirmations that you can say to yourself when you are feeling bad about yourself or you find yourself comparing yourself to others:
 - I am successful.
 - I am confident.
 - I am powerful.
 - I am strong.
 - I am beautiful.
 - I am getting better and better every day.
 - All I need is within me right now.
 - I am perfect just the way that God made me.
 - I am an unstoppable force of nature.
 - Today is a phenomenal day.
 - I am grateful for everything I have in my life.
 - I am getting healthier every day.
6. Can you think of any other self-affirmations that you could use?
7. Once everyone has shared there is one last thing I want you to do before we wrap up the session:

	<p>SMART GOAL/TRANSITION:</p> <ul style="list-style-type: none"> • Grab your journal again and this time I want you to write down 6 different “I am” affirmations so that when you start to think of comparing yourself to others, you can go back to these affirmations and remind yourself that you are unique and of the qualities that make you unique. • Your goal is to affirm yourself each day to work on self esteem. I want you to use each of these 6 self-affirmations that you chose once a day during the next week, so that you can share with the group how it made you feel. Write down what you said to yourself and next week, when we meet, you can share with the group.
<p>End</p> <p>-Take-Aways</p> <p>-Summarize the session</p> <p>-post/test (1 question)</p> <p>-Transition to closing</p>	<p>Rebecca:</p> <p>Take-Aways: Can you share one thing that you plan on applying in this next week when you start comparing yourself to others.</p> <p>Summarize session: Today we talked about how comparison can lead to negative thought and can lead to low self-esteem, but there are tools and steps that can be taken so that comparison does not rule our mind or thoughts.</p> <p>Question: How do you feel about today’s session? Do you think that you have learned some things that could help you when you start comparing yourself to others?</p> <p>Transition: Okay, so that is all the time we have for today. I hope that you thoroughly enjoyed learning about this topic and it sounds like from our discussion that you are going to apply some of the steps we talked about in this next week. If you come up with any other positive “I am” affirmations feel free to add them to</p>

	your list throughout the week.
<p>Closing</p> <p>-Introduce next week/session</p> <p>-Termination (How many sessions are left.)</p>	<p>Rebecca:</p> <p>The last thing I want to talk about before we leave and you return to the classroom for today is what we will be talking about at our next session. Next week, we will talk about how we can overcome perfection and how perfection does not need to be reached, but rather how trying your best is all that matters</p> <p>We have four more sessions left before our time together will end. We have learned a lot already and I can see over these previous weeks how you have all grown in different ways. I cannot wait to see how you continue to grow over the next 4 weeks!</p>
<p>Skills to focus on.</p>	<p>505 skills, non-verbal, minimal encouragers, active listening, empathic responding/validating, open ended questions/gentle commands, drawing out, cutting off, blocking, silence, transitions, LINKING/CONNECTING, universalizing (applying to life), modeling, paraphrasing (reflection-content, feeling, meaning), summarizing, goal setting</p>

Role-playing script:

Amy: I was looking at social media posts last night for hours and I kept scrolling and all I see are beautiful pictures of all my friends and celebrities that I follow. Why does everyone look better than me?

Becca: I know. I keep on seeing them, but I have recently been spending less time scrolling on social media and limiting my time because sometimes seeing those pictures just get me so depressed and make me feel like I will never look like the other girls and that I will never be beautiful

Amy: I know what you are saying, but sometimes I just get trapped with looking at the pictures and over time I compare myself to everyone but it's harder than I thought to not be on social media

Becca: I understand where you are coming from... But have you seen the memes of how one picture is an instagram post and another is the picture of reality, like what it actually looked like?

Amy: Yes... but still even not in social media I am around other friends who I compare myself to, whether it be for grades or especially with how I look.

Becca: Same and sometimes I compare myself to my mom or older sisters too.

Amy: Yeah I understand that. So when that happens what is something that you do?

Becca: Well at first it would just make me think negative about myself, but Ms. Smith taught me recently a strategy of thinking about positive affirmations and self-talk when I start to compare myself to others.

Amy: Ms. Smith is awesome!

Becca: I know, right! Anyways, whenever I start to compare, I remind myself that I have unique qualities about me and that I cannot compare my life to someone else's. Then I speak or read over those truths to myself.

Amy: Does it always work?

Becca: Only sometimes. She just told me and I am trying, but sometimes I get too focused on others and how they look compared to me. Do you have any other ideas?

Amy: I think that those strategies you said are a good start, but getting off of Tik Tok might be a challenge... maybe we can come up with some more tools or strategies at lunch time.

Becca: Okay! I would be up for that too!

Benchmark Critical Incident Paper

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COSC-512-A03: Structured Groups

Summer Kuba

Incident

Jane is a school counselor and is starting a group for teenage girls who are struggling with self-esteem issues. Jane, wanting to get the group started right away, and worried that she won't have enough participants, opens the group to all girls ages 13-15. Jane does not worry about screening potential participants though she does obtain written consent from all the girls' guardians. Alice is a 15-year-old participant in the group who has struggled with depression in her past. This information is not known to Jane, as she did not screen for it. After one particularly difficult group session, Alice goes home and attempts suicide. Alice's mother calls Jane angry and upset, blaming Jane for her daughter's suicide attempt.

Identify: What is the issue?

The issue is Jane's negligence in not properly screening the group participants. Although she did obtain parent approval, she should have screened the girls for a history of depression. Because of her negligence, she allowed Alice into the group, which ultimately led to Alice attempting suicide. Consequently, Alice's parents are rightfully upset and blame Jane for their daughter's attempted suicide.

Summarize

Although it is not legally required to screen members for a group, best practice guidelines that all group members are screened. It is important to screen members that might do harm to the group and that potential members are not harmed by the group. Counselors should take precautions to protect clients from emotional and psychological trauma and are responsible for ensuring the safety of all clients (Daniel). According to ASCA code A.7.c, school counselors should, "screen students for group membership." (2019, p. 20). Additionally, in the ASGW Guiding Principles, it states in section C.7 that, "group facilitators identify group members

whose needs and goals are compatible with the goals of the group,” (2021, p. 8). The American Counselor Association also addresses this issue in code A.9.a, “counselors screen prospective group counseling/therapy participants. To the extent possible, counselors select members whose needs and goals are compatible with the goals of the group, who will not impede the group process, and whose well-being will not be jeopardized by the group experience,” (2014, p. 6).

Act

Jane should discuss this incident with her principal first for advice on moving forward. She should also document her actions to date to ensure that she has been ethical in her actions. Although proper pre-screening wasn't taken, Alice's parents did give written consent for her to participate in the group. Jane should meet with Alice's parents and discuss how they would like to proceed, possibly removing Alice from the group and continuing with Jane in one-on-one counseling. I would suggest that Jane assess the other group members to ensure that nothing like this happens again. She should take this as a lesson that she needs to always screen potential group members before starting any groups in the future.

References

ACA. (2014). *ACA Code of Ethics - American Counseling Association*. 2014 ACA Code of Ethics. Retrieved March 20, 2023, from <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

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Daniel, D. (n.d.). Ethical Considerations in Group Work. Retrieved March 20, 2023, from https://canvas.liberty.edu/courses/439178/pages/watch-ethical-considerations-in-group-work?module_item_id=46936007