

What Can I Do?

OBJECTIVE

Girls will learn the importance of taking pride in their actions and achievements.

MATERIALS

What Can I Do? Handout (one copy for each girl)
Crayons or colored markers

PROCEDURE

1. Talk about the importance of taking pride in things that we can do and working to achieve things we would like to do.
2. Ask the girls to share things about themselves that they can do (such as playing soccer, knowing math facts, and drawing). Ask the girls to share things about themselves that they want to learn to do.
3. Give each girl a copy of the What Can I Do? Handout.
4. Instruct the girls to write or draw something they use their brains to do under the column titled "What I Can Do," next to the girl's head.
5. Instruct the girls to write or draw something they want to learn to do that will use their brains under the column titled "What I Want to Learn to Do." Some examples include academic achievements, creating things, and figuring out puzzles and games.
6. Instruct the girls to write or draw something they love or care about under the column titled "What I Can Do," next to the girl's heart.
7. Instruct the girls to write or draw something they want to show love to or care more about under the column titled "What I Want to Learn to Do." Some examples include caring for pets, being a good friend, or calling grandparents.

8. Instruct the girls to write or draw something they use their hands to do under the column titled "What I Can Do," next to the girl's right hand.
9. Instruct the girls to write or draw something they want to learn to do that will use their hands under the column titled "What I Want to Learn to Do," next to the girl's left hand. Some examples include painting, softball, or sign language.
10. Instruct the girls to write or draw something they use their feet to do under the column titled "What I Can Do," next to the girl's right foot.
11. Instruct the girls to write or draw something they want to learn to do that will use their feet under the column titled "What I Want to Learn to Do," next to the girl's left foot. Some examples include soccer, running, or dancing.
12. Encourage the girls to color and decorate their pictures. After they finish, instruct the girls to share their pictures with the group.

CLOSING QUESTIONS

- * What will help you achieve your goals?
- * What did you learn about yourself in G.I.R.L.S. today?
- * How can you use what you learned today in the future?

What Can I Do? Handout

What I Can Do

What I Want to Learn to Do

brain _____

_____ brain

heart _____

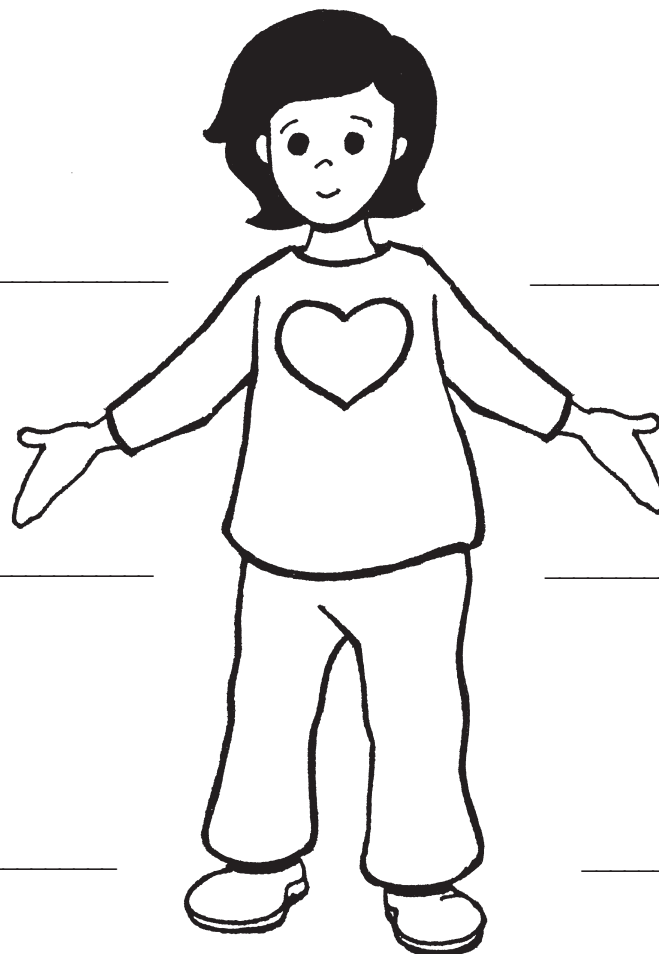
_____ heart

hands _____

_____ hands

feet _____

_____ feet



Happy to Be Me: Self-Esteem

1. What are some things that you or others do or say that help you believe in yourself?
2. What are some things that you or others do or say that make you think that you cannot achieve your goals?
3. Talk about a time that someone made you feel bad about yourself. How did you respond?
4. What are things that you do that make you feel great about yourself?
5. Talk about a time you caused someone else to doubt her ability to do something.
6. Talk about a time you helped someone believe that she could achieve something.
7. What does it feel like to doubt yourself?
8. Talk about what it feels like to compare yourself to others.
9. Who are some people who help you feel good about yourself?
10. What are some things you are willing to do to help feel better about yourself?

Today in G.I.R.L.S.

Happy to Be Me: Self-Esteem

Dear Parent or Guardian:

Thank you so much for allowing your daughter to participate in the G.I.R.L.S. group. We have had a great time exploring ways to feel good about ourselves and have healthy self-esteem. It is important for girls to believe in themselves and to feel confident in their abilities.

Here are some fun tips to try at home:

- ✿ Create a goal-setting chart for the whole family. Encourage each member of the family to set one personal goal (such as doing homework every day, running a certain distance, or not eating junk food) for a short period of time. Help everyone create three steps that will help the person reach the goal. Use the chart to check off everyone's achievements. At the end of the time period, talk about the family's experiences in setting and achieving their goals.
- ✿ Encourage your daughter to have the courage to try new things. Ask her about things she is interested in and help her figure out ways to learn more and experience more in the areas of her interest. Encourage your daughter to believe in herself and her dreams.

Reading Resources

Don't Feed the Monster on Tuesdays: The Children's Self-Esteem Book, by Adolph Moser (Kansas City, MO: Landmark Editions, 1991)

The Ugly Duckling, by Hans Christian Andersen, illustrated by Jerry Pinkney (New York: HarperCollins, 1999)

I Like Myself, by Karen Beaumont (New York: Harcourt Children's Books, 2004)

Why It's Great to Be a Girl: 50 Awesome Reasons Why We Rule! by Jacqueline Shannon (New York: Harper Paperbacks, 2007)

I Want Your Moo! A Story for Children about Self-Esteem, by Marcella Bakur Weiner and Jill Neimark, illustrated by Jairo Barragan (Washington, DC: Magination Press, 1994)

Thank you again for your support, involvement, and concern for making a difference in your child's life!

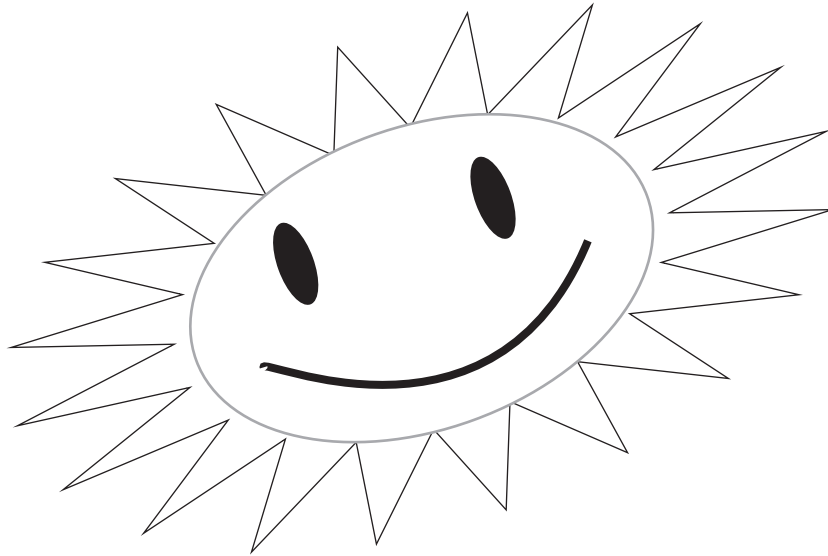
Sincerely,

Just for Fun

Happy to Be Me Activity

Directions

Keep this picture handy and repeat the following lines. Don't worry, pretty soon you will memorize them!



Every day is not the same.

Sometimes it's sunny, sometimes it rains.

Sometimes I feel great, sometimes I feel down.

But I won't start the day off with a frown.

I pledge each day to do my best, to be my best, and to
act my best.

Today is my chance to shine, be kind to others, and feel
just fine.

Today is a happy day, tomorrow is, too.

Every day can be a happy day—it's up to me to choose!

Just for Fun

Happy to Be Me Seek-and-Find

S U C C E E D T M A
W T Y A Z S U B R A
T W L Y L U T E G C
R M N A S P A L C H
Y A O L Y P B I G I
T G H R T O I E A E
K T P A Z R L V Y V
H L E M N T I E E E
A R E J U R T C T J
G S N S L D Y N A D

Directions

Find the following words:

ACHIEVE **BELIEVE** **SUCCEED** **ABILITY**
SUPPORT **GREAT** **GOALS** **TRY**

- * Words can be horizontal, vertical, or diagonal.
- * Think about the meaning of these words and how they have been used in the G.I.R.L.S. group.

Answer on page 190.

From *Girls in Real-Life Situations: Group Counseling Activities for Enhancing Social and Emotional Development—Grades K–5*
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