**School:** \_\_Elvira Elementary\_\_\_\_\_\_ **School Counselor:** \_\_Sara Logan\_\_\_\_\_\_\_\_

**Program/ Activity:** \_\_Seeing and Showing Our Self-EsteemLessons\_\_\_

**Participants:** Sixth Grade Classrooms (105 Students) **Date(s):\_\_**December 2015\_\_\_

**GOALS:**

 *Students will be able to state the definition of “self-esteem” as “what you think and how you feel about yourself.” Students will be able to state 2 outside influences that could change an individual’s self-esteem. Each student will change their appearance in 3 or more ways to show what they would look like with good self-esteem and what they would look like with bad self-esteem; the changes could include: neatly combed hair, clean and neat clothes, standing up strait, being “open faced,” feet turned out, head up, shoulders back, eyes forward. Students will be able to state 3 or more strategies that they can use to help them increase their own self-esteem; some of these strategies could include: making good choices, being safe, following rules, engaging in healthy and safe relationships, taking care of your body with good hygiene and clean habits, rewarding yourself for hard work, using positive self-talk, appropriately sharing your accomplishments with others. Students will also be able choose behaviors on multiple choice pre and post-test based on six real-life scenarios, indicating a medium to high self-esteem level, rather than a low self-esteem level. Students will be able to do each of the skills above with a 100% accuracy level.*

**American School Counselor Association National Domain/ Standard/ Competency:**

*1. Personal Social Domain – Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others / Competency PS:A1 – Acquire Self-knowledge (PS:A1.1 – Develop positive attitudes toward self as a unique and worthy person & PS:A1.2 – Identify values, attitudes, and beliefs) / Competency PS:A2 – Acquire Interpersonal Skills (PS:A2.7 – Know that communication involves speaking, listening, and nonverbal behavior)*

*2. Personal Social Domain – Standard B: Students will make decisions, set goals and take necessary action to achieve goals / Competency PS:B1 – Self-Knowledge Application (PS:B1.8 – Know when peer pressure is influencing a decision)*

*3. Personal Social Domain – Standard C: Students will understand safety and survival skills / Competency PS-C1: Acquire Personal Safety Skills (PS:C1.7 – Apply effective problem-solving and decision-making skills to make safe and healthy choices)*

**DATA:**

**RESULTS:**

 *Before learning about self-esteem only 6 of the 105 students (or 5.71%) were able to define self-esteem, and zero students (or 0%) were able to properly demonstrate 3 or more visual indicators that would communicate one’s level of self-esteem. Twelve (or 11.43%) of the students were able to identify at least 2 outside influences that could affect one’s self-esteem; however, only 1 (or 0.95%) of the students were able to state 3 or more strategies they could use to help increase their own self-esteem.*

 *On the multiple choice pre-test, all 105 students were scored based on their behavioral choices that would typically be exhibited by individuals with either low (1 point), medium (2 points), or high (3 points) self-esteem levels. Student’s total scores indicated their level of self-esteem being either low (6-9), medium (10-14), or high (15-18). The pre-test scores showed 22 (or 20.95%) with low levels, 65 (or 61.9%) with medium levels, and 18 (or 17.14%) with high levels of self-esteem based on behavioral choices.*

 *After learning about self-esteem, 83 of the 105 students (or 79.05%) were able to define self-esteem, and an amazing 100 (or 95.23% ) were able to properly demonstrate 3 or more visual indicators that would communicate one’s level of self-esteem. Seventy six (or 72.38%) of the students were able to identify at least 2 outside influences that could affect one’s self-esteem; furthermore, 97 (or 92.38%) of the students were able to state 3 or more strategies they could use to help increase their own self-esteem.*

 *On the multiple choice post-test, students’ behavioral choices changed so that their totals indicated only 7 (or 6.67%) of the students with low levels of self-esteem out of 105 students. The number of students with medium levels increased to 65 students (or 61.9%) and so did the number of students with high self-esteem scores, rising to 23 students (or 21.9%).*

**IMPACT STATEMENT:**

 ***At the conclusion of the lessons,******students showed significant increases in their overall knowledge of self-esteem when comparing the pre-tests and post-tests.*** *Most significantly, 95.23% more students were able to change their appearance showing either a low or high self-esteem by using 3 or more visual indicators, and 91.43% more students were able to state 3 or more strategies that could be used to increase their own self-esteem. Students also showed a dramatic difference of 73.34% more students being able to define self-esteem and 60.96% more students being able to identify 2 outside influences that could affect their self-esteem.*

 ***Student’s behavioral choices indicating their level of self-esteem showed a clear positive shift in scores from the multiple choice pre-test to the post-test.*** *Low self-esteem scores fell from 20.95 % to 6.67% of students, showing that 14.28% of students’ self-esteem scores became higher on the post-test. This positive trend continued with medium self-esteem scores rising from 61.9% to 71.43% of students, showing an increase of 9.53% between the pre and post-tests, and high self-esteem scores also increasing from 17.14% to 21.9% of students, with a positive growth of 4.76% between tests.*

**PROGRAM IMPLICATIONS:**

 *It is important that students have a full understanding of their own self-esteem and the ways in which it can demonstrated and changed, as the data shows it can have a positive impact on students behavioral choices.* ***When students understand how they think and feel about themselves, and learn that they can use strategies to positively affect their thoughts and feelings, they can make safe and informed choices about their own lives, thereby reducing the risk of engaging in self-destructive thoughts, feelings, and behaviors in the future.***