

Positive Affirmations - Positivity

EXPLANATION:

Classroom affirmations are used to create a positive and supportive environment and are a powerful way to help students develop a mindset of positivity and success. Used consistently, affirmations can support positive attitudes and actions.

YEAR LEVELS: Years 4–6

STUDENT GROUPING: Group discussion and individual contributions

ACTIVITY LENGTH: 40–60 mins approx.

LINK TO CURRICULUM:

Learning Continuum of Personal and Social Capability

Self-awareness

This element involves students developing an awareness of their own emotional states, needs and perspectives.

Students identify and describe the factors that influence their emotional responses. They develop a realistic sense of their personal abilities, qualities and strengths through knowing what they are feeling in the moment, and having a realistic assessment of their own abilities and a well-grounded sense of self-knowledge and self-confidence. Students reflect on and evaluate their learning, identify personal characteristics that contribute to or limit their effectiveness and learn from successes or failures. In developing and acting with personal and social capability, students:

- recognise emotions
- recognise personal qualities and achievements
- understand themselves as learners
- develop reflective practice.

Recognise personal qualities and achievements

- describe personal strengths and challenges and identify skills they wish to develop
- describe the influence that personal qualities and strengths have on their learning outcomes.

SCOPE OF TASK:

What are positive affirmations?

An affirmation consists of words and phrases used to affirm one's self. Positive words are used to create a belief system celebrating authentic selves. Short, powerful statements can be used to assert positive thoughts, remind people of their worth and of their potential.

1. To activate their prior knowledge, ask the group of students about positivity.

Questions could include:

- What does it mean to be a positive thinker?
- Can you think of other words that have similar meanings to positive?
- Why do you think positive thinking is important?

2. Ask the group if they know what positive affirmations are. Clarify as needed:

- Affirmations are positive self-talk.
- The words or phrases used confirm worth, promote confidence and encourage self-acceptance.

3. Play the song recorded by Will.I.Am for Sesame Street:



- Ask the students what the lyrics are saying.
- Play it again. Can the students identify any positive phrases?
- Write these up and emphasize that these are positive affirmations.

4. Suggest other phrases/quotes and ask the group if they are positive affirmations or not.
Some examples include:

I am kind
I am not very good at sport Every problem has an answer
I am determined
I am a good friend
I can't get anything right I look funny
Some things are tough but so am I

5. Tell the students that their next task is to develop their own positive affirmation that is special to them.
6. You can provide sentence stems to help the children understand how to create affirmations. Sentence stems may include:
- I am
 - I will
 - I can
 - I choose to.

Hints:

- Write affirmations in the present tense
 - Keep affirmations short.
7. When the students have written their own affirmations and according to their levels of comfort, have them read their words to the group explaining why they have chosen their affirmation.
8. Their affirmations can now be contacted/taped to their desks so that they can read their words regularly, enjoying positive thoughts about themselves.

To keep positive thoughts in their minds — have the class choose a weekly affirmation to be displayed for all to see. Provide a simple suggestion box in which students can post their ideas for the weekly class positive affirmation.

RESOURCES:

Online video: Sesame Street: Will.i.am Sings "What I Am",
Sesame Street sourced from: <https://youtu.be/cyVzjoj96vs>

- Pens
- Paper
- Contact paper
- Whiteboard.

