Affirm your worth - Self acceptance

EXPLANATION:

Self-acceptance involves embracing who you are, without any qualifications, conditions, or exceptions. This activity explores positive affirmations. Affirmations will help train minds to stop over-focusing on the negative and instead embrace the good, valuable and positive!

YEAR LEVELS:
Years 11–12

STUDENT GROUPING:
Individual research and group sharing

ACTIVITY LENGTH:
60 mins approx.

LINK TO CURRICULUM:

Link to general capabilities in the English curriculum

Information and communication technology (ICT) capability

There is a particular focus in English on ICT through the use of digital texts and on understanding and creating multimodal texts. For example, students explore the effects of sound and image as they consider how ideas are communicated in digital texts. They use digital technologies when they access, manage and use information and when creating their own texts. They develop skills in reading, viewing and responding to digital and multimodal texts and analysing the effects of the use of different mediums on meaning and interpretation.

Personal and social capability

Students develop personal and social capability in English by enhancing their communication skills, teamwork and capacity to empathise with and appreciate the perspectives of others. Close study of texts assists students to understand different personal and social experiences, perspectives and challenges. Students identify and express their own opinions, beliefs and responses by interacting with a range of texts. *English* actively assists students in the development of communication skills needed for analysis, research and the expression of viewpoints and arguments. Students work collaboratively in teams and also independently as part of their learning and research endeavours.

SCOPE OF TASK:

Wellbeing is heightened when people affirm their present worth, understand their strengths and weaknesses and realise their potential!

Affirmations are short powerful statements that can be used to declare positive thoughts, remind people of their worth and potential. Research suggests that they are particularly beneficial for people with low self-esteem, depression and self-image and body issues.

1. Ask the group of students what positive affirmations are? If no one is sure ask students to google and search for descriptions of what affirmations are, their purpose and benefits

   Points to make: affirmations help individuals maintain an optimistic, yet realistic perspective about their abilities; can challenge self-sabotaging and negative thoughts; and assist in creating thinking patterns. Perhaps unpack one particular affirmation with the class as an example.

2. Discuss with students why positive affirmations might be useful- to increase positive emotions, self-worth, autonomy, and self-esteem. Strong self-acceptance also decreases fear of failure, and self-critique, depressive symptoms and an overwhelming need for approval.

3. Tell the students that their job today is to develop their own positive affirmation that is specific to themselves. There are many websites and images of positive affirmations, so students can research types and styles of affirmations. Students might take ideas from online sources but what they write and how they illustrate it should be consistent with their needs and style.

Hints that can help keep affirmations positive:

- Write affirmations in the present tense.
- Keep affirmations short and to the point.
- Own your affirmations.

4. Depending on the group dynamics, positive affirmations can be shared with the whole group and each student can share insight into why they have chosen their affirmation. Students can also share one-on-one with a friend or keep their affirmations private.
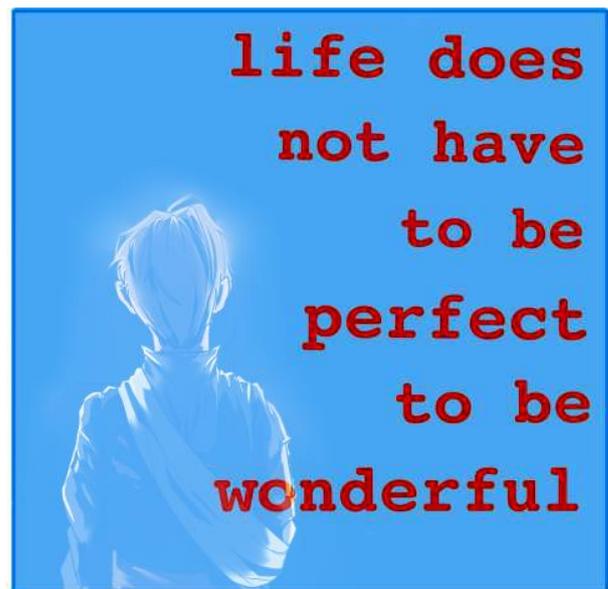
Remind students that affirmations are like exercises for our mind and outlook. We have to consistently tell ourselves positive mental repetitions to create thinking patterns!

RESOURCES:

Different affirmations can be found on a range of internet sites.