

Hands up to you! — Positivity

EXPLANATION:

Positive self-talk encourages and promotes a healthy thought process contributing to optimistic mindsets. This activity encourages students to identify the unique strengths and skills they possess and share with their classroom friends in relation to positive thinking.

YEAR LEVELS: Years 4–6

STUDENT GROUPING: Group discussion and individual creations

ACTIVITY LENGTH: 40–50 mins

LINK TO CURRICULUM:

Learning Continuum of Personal and Social Capability

Social awareness

This element involves students recognising others' feelings and knowing how and when to assist others.

Students learn to show respect for and understand others' perspectives, emotional states and needs. They learn to participate in positive, safe and respectful relationships, defining and accepting individual and group roles and responsibilities. Students gain an understanding of the role of advocacy in contemporary society and build their capacity to critique societal constructs and forms of discrimination, such as racism and sexism. In developing and acting with personal and social capability, students:

- appreciate diverse perspectives
- contribute to civil society
- understand relationships.

Recognise personal qualities and achievements

- describe the influence that personal qualities and strengths have on their learning outcomes
- make a realistic assessment of their abilities and achievements, and prioritise areas for improvement

SCOPE OF TASK:

A positive attitude can be cultivated through positive self-talk, which is the internal dialogue that influences optimism, improving student's mental and physical wellbeing. Positive affirmations are positive statements that students can declare to themselves to increase self-esteem, promote positive thinking, and reduce negative self-talk.

1. Discuss with students the meaning of positive talk:

- Can you talk about when you accomplished something you are proud of or something that you gave all your efforts to?
- Can you reflect upon your individual qualities that helped you to accomplish positive outcomes?
- What are your strengths?
- Can you brainstorm words or phrases that positively describe your skills and strengths?

2. Tell the students that the activity is about positively celebrating their strengths and sharing these with their classmates.

3. Steps in the activity:

- Using coloured paper students can trace around their hand and cut out handprint
- Encourage students to think of their own strengths and qualities. Some ways of considering strengths include:
 - I will (a statement of self-belief)
 - I am (a statement of who they are)
 - I can (a statement of what they can achieve)
 - I am proud of myself because (a statement of self-worth)
- Students choose five positive statements about themselves to write across the fingers of their handprint
- Provide students time to choose their positive self-talk and write their statements



4. Once students have finished making their positive statement handprints bring the group back together. Provide students opportunities to share their positive self-talk with their classmates reading the statements they wrote on their handprints.

Encourage students to stick their handprints on their desks, in their school diaries, or their lockers if they have them. Also remind them to reread and repeat their powerfully positive thinking statements often!

RESOURCES:

- Coloured paper
- Scissors
- Coloured markers