

Our positive mantras - Self-acceptance

EXPLANATION:

In the early years young children are building self-images and self-acceptance is key to positive concepts. This activity explores positive mantras and how children can use self-talk to build their self-esteem. It enlists the support of parents and caregivers to assist in choosing positive statements that the children can embrace.

YEAR LEVELS: Prior to school

STUDENT GROUPING: Whole group discussion and individual mantras

ACTIVITY LENGTH: 15 - 20 mins group time discussion and ongoing discussion and sharing of mantras

LINK TO CURRICULUM:

Early Years Learning Framework

Learning Outcome 1: Children have a strong sense of identity

- 1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.
- 1.3 Children develop knowledgeable and confident self-identities.
- 1.4 Children learn to interact in relation to others with care, empathy and respect.

Learning Outcome 2: Children are connected with and contribute to their world

- 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.
- 2.2 Children respond to diversity with respect.

Learning Outcome 3: Children have a strong sense of wellbeing

- 3.1 Children become strong in their social and emotional wellbeing.
- 3.2 Children take increasing responsibility for their own health and physical wellbeing.

Learning Outcome 5: Children are effective communicators

- 5.1 Children interact verbally and non-verbally with others for a range of purposes.

SCOPE OF TASK:

Affirmations for children strengthens the 'control centre' of the brain and contribute to feelings of self-acceptance. According to neuroplasticity research, new neuropathways in the brain are created every time a child puts intention into their thoughts. Choosing and reciting mantras assist children to accept their strengths and weaknesses. There are many videos across the internet showing young children and often their parents exploring positive statements that can support young children's self-acceptance, self-confidence and self-esteem. See examples below:



This activity enlists the support of parents and caregivers. Share with parents and caregivers the goal of this activity which is for every child to choose a mantra that builds their feelings of self-acceptance. Once children have chosen their positive statement that focusses on accepting a personal trait of characteristic (a strength or a weakness) a classroom video will be made by the children.

1. Explore with children self-acceptance and positive thinking. View with the children some of the YouTube videos available on the internet showing children making statements about their abilities. After watching some short videos ask children about the mantras they heard:
 - What were the children saying?
 - Why were they saying those words?
 - Why is it important to love all our characteristics, traits and accomplishments (and attempts) – even if they are not perfect?
2. Ask children if they were going to say something about themselves what would they say? If there an action that they would use to match their words? Go around the group circle prompting children to share their ideas.
3. Once children have shared their ideas ask them to tell their parents about positive mantras. What are the key points to make:
 - It is important that we celebrate our likes and dislikes about ourselves
 - Positive mantras are short acknowledgements about our characteristics, attributes and skills
 - Self-acceptance supports confidence and self-esteem

- We are all capable and loved members of the classroom!

Provide details of the activity to parents and caregivers and ask them to talk with their children about what mantra best describes them

3. Explain to the students that they are going to make acrostic poems about compassion demonstrating all the ideas they have about compassion.
4. Provide instructions on how to make an acrostic poem (this detail will be dependent on the students' prior knowledge).
 - Write your word down vertically usually using capital letters
 - Brainstorm words or phrases that describe compassion
 - All lines of the poem should relate to compassion
 - Write the brainstormed words or phrases on the lines that begin with the same letters
 - Remember acrostics don't need to rhyme!
5. Once students have completed their acrostic poems, make time for students to share their poems with the group.

RESOURCES:

- Access to video equipment or smart phone

