

Giving Positive Vibes With a Chatterbox - Positivity

EXPLANATION:

A positive outlook is one of the most important factors of emotional well-being. A chatterbox paper “fortune teller” can share positive statements and vibes with others, contributing to positive feelings and attitudes in the classroom.

GRADE LEVELS: 1–3

STUDENT GROUPING: Whole group discussions and individual creations; chatterboxes could also be made with adult assistance during small group time

ACTIVITY LENGTH: 45 minutes approx.

CASEL CORE COMPETENCY: *RELATIONSHIP SKILLS*

- Developing positive relationships
- Resisting negative social pressure
- Seeking or offering support and help when needed
- You can learn more about the CASEL framework [here](#)

SCOPE OF TASK:

A chatterbox is one name given to a fun paper craft item popular on playgrounds around the world. Typically, they are used to “tell fortunes” and share jokes or funny statements. Chatterboxes are made by folding a paper template to create a pyramid-like structure. When the flaps are opened, quotes, messages, or pictures are revealed. Positive messages and affirmations can be written in these chatterboxes to build optimism and confidence and to encourage classroom cohesiveness.

What does it mean for young primary students to “be positive”?

Positivity means thinking in an optimistic way. It involves expecting good results and success, looking for solutions, and focusing on being happy. Positivity creates a ripple effect—influencing school, friendships, and others. With positive frames of mind, it is easier to achieve goals and take risks. To explore positive mindsets, students are encouraged to identify positive statements and share them with their peers to build an encouraging classroom community.

1. To activate prior knowledge, ask students about positivity. Questions could include:

- What does it mean to be positive?
- What does it mean to be negative?
- Why do you think it is important to be positive?

2. Create a table on the board and write words that students have identified that connect with the words “positive” and “negative.”

<i>Positive</i>	<i>Negative</i>

3. Ask students questions about what it means to be positive. Questions could include:

- What do you do when you are positive?
- How do you feel when you are positive?
- What are things that you say when you are positive?

You may need to use the opposite example of “negative” as a comparison, but the focus should be on positive, optimistic, and constructive thoughts, actions, and words.

4. Ask students for examples of positive things they can say to their friends to create a happy and safe classroom space—write these on the board. Some phrases that could be used include:

- You are an amazing person!
- You’re awesome at challenges!
- You get better every day!
- You try hard all the time—well done!
- I believe in you!
- You are a positive class member!
- You rock!

- You are the best!
- Thanks for making me happy!
- You set great goals!
- You are fun!
- You are great!
- You are funny!
- You are clever!

5. Share the task with the students: They are going to make a chatterbox and share positive vibes with their classmates by writing positive statements to share with everyone.
6. Provide the instructions on how to make the chatterbox. (Photo instructions are provided below.)
7. Once the chatterbox is made, students can decorate it. First, students need to decide the colors and the numbers that will be written on top of the flaps. Second, they must decide the positive statements they will write under the flaps.

It is important to demonstrate how the chatterbox is used:

To use the chatterbox, the player operating it holds the four corners of the paper with their index fingers and thumbs on both hands. Three actions occur before the final statement is revealed.

First, the holder of the chatterbox asks their friend to choose one of the colors displayed on the top of the chatterbox—this color is spelled out. Move the chatterbox like a beak as the letters are said. At the end of spelling, four of the inside numbers will be displayed. The holder asks their friend to choose one of the numbers, and the chatterbox is again moved as the number is counted. As the final step, the friend is asked to choose one of the displayed numbers. Open the chosen flap and read aloud the sentence under the flap. The holder of the chatterbox should watch how their partner responds to the positive message.

8. Once the students have completed their chatterboxes and are familiar with their use, provide classroom time for students to move around and share their positive messages. These chatterboxes can be used at set times in the classroom and outside on the playground. After the students have had time to share their chatterboxes, ask questions to reflect on their sharing of positivity:
 - How did you feel sharing positive words with others?
 - How did you feel hearing positive vibes?
 - How do you think your friends felt getting positive messages and thoughts?
 - How else can you be positive?

Hint: If you have parent helpers, the chatterboxes could be made with their assistance or during small group activity time.

RESOURCES:

- Sheets of paper
- Scissors
- Colored pens
- Whiteboard
- Visual instructions (below)

