

Positive Affirmations - Positivity

EXPLANATION:

Classroom affirmations are used to create a positive, 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.

GRADE LEVELS: 4–6

STUDENT GROUPING: Group discussion and individual contributions

ACTIVITY LENGTH: 40–60 minutes approx.

CASEL CORE COMPETENCY: *SELF-MANAGEMENT*

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- You can learn more about the CASEL framework [here](#)

SCOPE OF TASK:

What are positive affirmations?

An affirmation consists of words and phrases used to affirm one's sense of self. Positive words are used to create a belief system that celebrates the authentic self. Short, powerful statements can be used to assert positive thoughts and to 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?
- What other words can you think of 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 phrases on the board, and emphasize that these are examples of 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 sports.
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 students 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. After the students have written their own affirmations, students who are comfortable doing so can read their words to the group, explaining why they have chosen their affirmations.
8. Students can now tape their affirmations to their desks, notebooks, or lockers, 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:

- Pens
- Paper
- Contact paper or tape
- Whiteboard

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

