




Affirmation Station





Students will create their own positive self-talk statements using “affirmation stations” to help them optimize for learning and cultivate a growth mindset to build emotional resilience and mental fortitude through challenging moments in school, home, or life.

 Teacher Led	 (optional) Requires Computer OR Mobile Device	 (optional) Requires Spaces
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Learning Goals

1. Students will be able to define positive self-talk, negative self-talk, affirmation, and mindset.
2. Students will be able to explain the purpose of positive self-talk and affirmation.
3. Students will be able to apply a mindful strategy to replace negative self-talk with positive self-talk called *NSR: Notice, Stop, Replace*.
4. Students will be able to create their own positive self-talk statements, also known as affirmations, to help them optimize for learning and build resilience through challenge.

Materials

 Student Handouts	Affirmation Word Choices Worksheet
 Technology Requirements	<ul style="list-style-type: none">• Internet (optional)• Mobile device, tablet, or laptop (optional)• Spaces (optional)
 Video/Audio Clips	None
 Additional Materials	Plain paper, pen or pencil, crayons or markers, magazine word cutouts (optional), laptop (if using digital option)

Mindful Minute

Have students engage in a mindful minute using [Starfish Finger Breath or Take 5](#).

Affirmation Station

Guiding Questions

1. What is positive self-talk? Negative self-talk? Affirmation?
2. Why is it important to use positive self-talk as a mindset tool?
3. How can affirmations help you excel in your learning experience?
4. How can affirmations help you navigate challenges with more ease?
5. How can positive self-talk help you build resilience?

Define Positive Self-Talk and Negative Self-Talk.

Self-talk is an internal dialogue we have without ourselves. No one can hear the voice inside our head, only we can hear it.

Have students sit quietly for about 20-30 seconds to see if they notice this voice inside.

Sometimes it's fun to name your inside voice. For example, I might name my inside voice, "Tina Talker", to refer to that part of myself that is constantly talking, trying to distract me from being my best self.

This internal dialogue can be either labeled "positive" or "negative". Many times our inner dialogue (self-talk) is negative, especially when we make mistakes or go through challenges.

Example: I may be taking a test and then get to a question I don't understand, suddenly my heart starts racing, my face gets hot and red, and my inner dialogue gets negative. I start saying to myself, "I'm so stupid! I will never pass this class. I should have studied more. I'm doomed!"

You can shift this negative self-talk by using the *NSR strategy*.

N - Notice the negative self-talk

S - Stop the negative self-talk

R - Replace the negative self-talk with positive self-talk

Here's how students can use the strategy with the example above:

Example: I may be taking a test and then get to a question I don't understand, suddenly my heart starts racing, my face gets hot and red, and my inner dialogue gets negative. I start saying to myself, "*This is so challenging and I choose to breathe so I can re-focus and do my best!*"

The inner dialogue we say to ourselves influences what we believe, how we feel, and ultimately how we act.

It can either expand, grow, and strengthen our mindset (growth mindset) or it can contract, regress, and weaken our mindset (fixed mindset).

Often what we say on a day-to-day basis about ourselves becomes true, so we want to make sure our inner dialogue shows some shine to our mind. If we believe and say we will do well, we will do well, even through challenges, and if we believe and say we won't do well, most likely the result is that we won't do well.

Our self-talk influences our emotions, and the actions we take. If we say we're a "failure" our mind will look for all the reasons that we are a failure, and we will tend to act in accordance with the identification of what our mind is saying "we're a failure". The good news - the opposite is also true! We just need the right tool to help shift it.

In order to shift our inner dialogue, we need to have some affirmations (a form of positive self-talk) handy in a few different situations: to optimize our day for learning (starting the day), transitions, and challenges.

You are going to create your own affirmations for each of these situations using affirmation stations to help you apply the NSR strategy and replace the negative self-talk with more positive self-talk.

Movement Break

Have students take a movement break of their choice for 3-5 minutes.

Affirmation Station Activity

Create physical stations with paper (or index cards) magazine cut outs (using various letters or suggested words from the list below), markers, color pencils, crayons. Label the stations in the room as follows: "Station 1: Starting Your Day", "Station 2: Transitions In Your Day", and "Station 3: Challenges In Your Day/Week".

Students can work in 3-5 at each station. You may want to create multiple stations to accommodate the number of students in your classroom.

Students will create affirmations, affirmative statements or positive self-talk statements, to help them cultivate a growth mindset in a variety of situations to be used at school and at home.

Students will create their affirmations on paper or index cards using crayons, markers, colors, or magazine cutouts. *There is a technology alternative (see tech tip below).*

Have students complete the affirmation sentence stem for each of the situations below. Examples are shown on the suggested word choices worksheet.

Station 1 - Starting Your Day

See list of suggested words below to help students create affirmations to optimize their day and learning experiences.

Station 2 - Transitions In Your Day

See list of suggested words below to help students create affirmations to aid in transition moments being filled with more ease, intention, and awareness.

Station 3 - Challenges In Your Day/Week

See list of suggested words below to help students create affirmations to help them cope with challenges in their day, week, and beyond. Encourage students to be creative with their affirmation cards using color, drawings, symbols and pictures.

Teacher Tip!

Pro Tip! Upload your sentence stems or Google Slides presentation to the Class Space and let your students discuss what resonates with them. Encourage them to share one of their sentence stems at least once weekly in their Individual Space. They can choose which creation tool (upload media, voice recording, video recording, or just type the comment) they want to use when sharing. Encourage them to share in different ways each week.

Teacher Tip!

Preparation Note (Vocabulary): It may be helpful to spend time defining mindset, resilience, and self-talk in the beginning of the lesson using a vocabulary slide for each word. Use appropriate images with the vocabulary words to help students make connections and deepen understanding. Have students read the definition, then say it back to you in their own words. Add hand and body gestures to each definition to help students retain the information.

Teacher Tip!

Student Show + Tell: Have students share their affirmations with the class explaining why they created the affirmation they did for each situation, and how they plan to use their affirmations to grow a strong growth mindset by training their mind to shine, even in challenges!

Pro Tip!

Technology Options (3rd grade +): Instead of setting up physical stations, you can set up tech stations using google slides or if students have 1:1 devices you can have them use google slides on their individual devices. I love the tech option

because it gives the students so many skills in one lesson - tech literacy, writing, research, reading, and social and emotional learning. Have students make a slide for each affirmation they create. Encourage them to be as creative as they want. They can research pictures to paste into the slide, using different colors, backgrounds, fonts, shapes, etc.

Lesson Close

Ask students if they would like to share something that they learned about their own inner dialogue - either positive self-talk or negative self-talk - and if they think the activity helped them in learning a useful mindset tool to shift their inner dialogue when their minds aren't being so kind. You can prompt them by asking:

When do you notice that your inner voice is experiencing more negative self-talk? Positive self-talk?

What situations at school or at home cause you to experience more negative self-talk? Positive self-talk?

When will you plan to use the affirmations you created? How often will you use them?

Do you find the affirmations helpful?

Why does this information matter to your success in the classroom? Home? Sports? Beyond?

You can help students along this inquiry by sharing your own personal negative self-talk and positive self-talk experiences. For example, when you go through a challenge or make a mistake you might share that you say, "I am so stupid!" or "I will never get through this hard moment!" Then, ask them if they have had similar experiences and to elaborate about feelings and actions they took in those moments.

Thank students for their participation in the mindfulness-based social and emotional learning activity. Remind them that it's a practice. It takes time to train our mind to be more kind. It's important to practice noticing our inner dialogue every day, so we can get better at catching the negative self-talk and use the tools we learned today to replace it with more positive self-talk.

Remind them that they can use affirmations multiple times a day, and make multiple copies of them to post around their desk or at home to help train their mind to be more kind!

End the lesson with air high fives or high tens, air hugs, or silent shine fingers by making eye contact with each student.

Teacher Tip!

Key points to stamp

Negative self-talk is normal. Everyone does it! Now that you have a strategy (NSR: Notice, Stop, Replace) you can train your mind to shine by saying more positive things to yourself with affirmations. Affirmations can help you grow a strong, growth mindset to optimize learning by starting your day off strong and ready to learn; by helping you transition from different classes, subjects, and times of the day; and by helping you meet challenge with more awareness, calm, and ease.

Affirmation Word Choices

Have students choose from the suggested words below to help them create their own affirmations based on the 3 experiences noted above (*Starting Your Day, Transitions In Your Day, Challenges In Your Day*). Students can also choose their own words if they want to use words not listed.

Station 1 - Starting Your Day

Affirmation sentence stem:

I am _____.

Powerful	Strong	Amazing	Kind
Love	Smart	Capable	Determined
Empathy	Courageous	Creative	Compassionate
Friendly	(a) Team Player	Focused	Calm
Confident	Energetic	Connection	Happy

Station 2 - Transitions In Your Day

Affirmation sentence stem:

I can transition with _____.

Ease	Focus	Calm Energy	Kindness
Confidence	Awareness	Attention	Love

Station 3 - Challenges In Your Day/Week

Affirmation sentence stems:

I am _____.

I can go through challenges with _____.

I can _____.

Ease	Awareness	Confidence	Strength
Strong	Resilient	Do Hard Things	Do Difficult Things
Love	Kindness	Understanding	Capable