

Positive Self-Talk – Levels F-3

WRITTEN

To strengthen confidence and resilience by encouraging students to write and practise positive affirmations that support their self-esteem, motivation, and well-being.



Learning Intentions

Recognise the power of words:

Students aim to understand how positive self-talk can change how they feel.

Create affirmations:

Students aim to write their own positive affirmations to support my confidence.

Apply affirmations in real life:

Students aim to use their affirmations when facing challenges or when they need encouragement.



Success Criteria

I can write at least three affirmations that help me feel confident and proud.

I can explain how positive words affect how I feel.

I can practise using my affirmations in situations where I need motivation.



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Objective

To strengthen confidence and resilience by encouraging students to write and practise positive affirmations that support their self-esteem, motivation, and well-being.

Players

- Individual activity with optional partner or group sharing.

Materials

- Paper, notebooks, or cards
- Coloured pencils, pencils, or markers
- Optional: display space for a **Class Positive Self-Talk Wall**

Setup

- Provide students with writing or drawing materials.
- Explain positive self-talk as saying kind and powerful words to ourselves, especially when we feel worried, unsure, or challenged.
- Share examples such as:
 - “I am capable.”
 - “I can learn new things.”
 - “I am a good friend.”

Gameplay / Activity Steps

1. Brainstorm Positive Words

- As a class, brainstorm affirmations. Write a list on the board (e.g., “I am strong,” “I can do hard things,” “I am unique”).

2. Write or Create Affirmations

- Students write three affirmations that are meaningful to them.
- They may also decorate their words with colours, drawings, or symbols.

3. Practise Saying Them

- Students practise saying their affirmations quietly to themselves, with a partner, or out loud as a group.
- Encourage confident body language (e.g., standing tall, superhero pose).

4. Apply to Real Situations

- Teacher prompts: “When could you use your affirmations? Before a test? During sport? When you feel nervous?”
- Students record one example of when they will use their words.



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Reflection Prompts

- "How did your affirmations make you feel?"
- "Which affirmation is most powerful for you?"
- "When will you use positive self-talk tomorrow?"

Winning the Game

There are no winners. The success is when students practise using their affirmations, understand their power, and feel more confident applying them in their daily lives.

Variations

- **Classroom Edition:** Create a Positive Self-Talk Wall where every student contributes one affirmation.
- **Family Edition:** Families write affirmations together and share them at home.
- **Personal Edition:** Students design affirmation cards they can keep in their desk, bag, or locker as reminders.

For Wheelchair Users / Accessibility

- Students may use AAC devices, drawings, or digital tools to record affirmations.
- Encourage gestures or visual affirmations (e.g., a smiley face with "I am happy") if writing is difficult.
- Ensure affirmations are accessible and displayed at eye level for all students.

Notes for Inclusion

- Accept affirmations in different forms (written, spoken, drawn, or symbol-based).
- Provide sentence starters such as "I am...," "I can...," "I will..." to support students who need scaffolding.
- Encourage respectful listening and celebrate each student's affirmations to build a positive classroom culture.

