

# Positive Self-Talk - Levels C & D

# WRITTEN

To build confidence and resilience by teaching students to use positive words and affirmations that help them feel strong, proud, and motivated, especially during challenges.



## Learning Intentions

### Recognise positive words:



Students aim to notice words that make them feel happy, strong, and proud.

### Practise self-talk:

Students aim to say positive words to themselves to feel more confident.

### Use affirmations in challenges:

Students aim to remember and use one positive affirmation to themselves when something feels hard or overwhelming.



## Success Criteria

I can choose or copy three positive words or phrases to say to myself.



I can share how these words make me feel.

I can practise saying my positive self-talk during the activity.



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**Duration:** 10 minutes

## Objective

To build confidence and resilience by teaching students to use positive words and affirmations that help them feel strong, proud, and motivated, especially during challenges.

## Players

- Individual reflection, pairs, or whole class activity.

## Materials

- Paper or card
- Pencils, markers, or coloured pencils
- Optional: large display to create a **Positive Self-Talk Wall**

## Setup

- Provide each student with paper or a card.
- Explain that positive self-talk means saying kind and strong words to ourselves, just like a friend would.
- Model a few examples (e.g., "I am strong," "I can try my best," "I am a good friend").

## Gameplay / Activity Steps

### 1. Choose Positive Words

- Students choose or copy three positive phrases (with words, pictures, or symbols).
- Example affirmations:
  - "I am strong."
  - "I can do it."
  - "I am kind."

### 2. Write or Draw

- Students write the phrases or draw pictures to match their positive self-talk.

### 3. Practise Saying Them

- Students practise saying their affirmations out loud, quietly to themselves, or with a partner.
- Encourage actions (e.g., superhero pose, thumbs up, smile) to go with their words.

### 4. Use in Situations

- Teacher prompts: "When could you say your positive words? When something is challenging? When you feel sad? When you want to try something new?"



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## Reflection Prompts

- "How did it feel to say your positive words?"
- "Which positive word is your favourite?"
- "When can you use these words tomorrow?"

## Winning the Game

There are no winners. The success is when students practise and remember their positive words and feel more confident using them.

## Variations

- **Classroom Edition:** Create a "Positive Self-Talk Wall" where each student adds their favourite affirmation.
- **Family Edition:** Families can share affirmations together at home and encourage each other with positive words.

## For Wheelchair Users / Accessibility

- Students may point to affirmations on cards, use AAC devices, or say them with gestures (thumbs up, smile).
- Ensure visual affirmations (symbols, emojis, pictures) are available for non-verbal participation.

## Notes for Inclusion

- Accept words, drawings, gestures, or AAC responses as affirmations.
- Provide sentence starters: "I am...", "I can...", "I will..."
- Encourage respectful listening and celebrating each other's positive self-talk.
- Make affirmations visible daily in class to reinforce use (on walls, boards, or journals).

