



GROWTH: Lesson 9 (6-8)

GROWTH: Manage Yourself

Develop Problem-Solving Skills
Practice Mindfulness
Persevere

Example Practices That Address Self-Management:

- Encourage students to take pride/ownership in work and behavior
- Encourage students to reflect and adapt to classroom situations
- Assist students with being ready in the classroom
- Assist students with managing their own emotional states

The Goals:

As an Arkansas graduate, I am:

- Reflective about my personal needs and manage my emotions effectively
- An effective choice maker and am able to demonstrate increasing levels of independence in setting goals and achieving them for college, career, and community engagement
- Able to manage time in order to set tasks and goals and achieve them

Personal Competency Addressed: In middle/junior high school, I can:

- ☐ Identify my own personal characteristics and values (e.g., dependable, integrity, ethical)
- ☐ Demonstrate an ability to present my own perspective in a situation
- ☐ Reflect on possible consequences, both positive and negative, before expressing my thoughts
- ☐ Analyze how thoughts and emotions affect decision making and responsible behavior
- ☐ Practice effective communication (e.g., listening, reflecting, and responding)
- ☐ Demonstrate flexibility in my thinking or my actions (e.g., ask for suggestions; think of alternatives; adapt to unexpected changes)
- ☐ Identify and apply the steps of a decision-making model
- ☒ Analyze factors that lead to goal achievement and success (e.g., managing time, adequate resources, confidence)
- ☐ Apply goal-setting skills to promote academic, career, and lifelong success
- ☐ Persevere and be flexible when faced with change
- ☐ Stay with a challenging task until completed

Learning Objectives:

I can use affirmations to improve my confidence and encourage and support others.

Materials and Preparation:

- Paper bags
- Colored pencils
- Paper
- Scissors
- Device and internet access for digital materials

Key Vocabulary:

Affirmation - emotional support or encouragement

Introduction (1 min):

Your feedback is invaluable to us. Please alert us to any inactive links, concerns, and/or suggestions regarding this lesson [here](#).

“Today, we will explore our ability to build goals for our internal selves. We will be working toward the goal of building our self-esteem and confidence. We will then extend our confidence building beyond ourselves and affirm others.”

Lesson Activities (30 mins):

Exploring positive affirmations with videos

Whole group discussion about positive and negative affirmations with examples

Create paper bag and affirmations for peers

Distribute affirmations and have time for reading those deposited into individuals' bags

Explicit Instruction/Teacher Modeling (4 mins):

“Positive affirmations are key to building our confidence and ensuring we meet our goals, big and small. Most days, I wake up and think, ‘Already?! Is that alarm really going off?!’ I just want to stay in bed for a few extra minutes. As soon as I start to drift off, I immediately think of my to-do list for the day and cannot sleep. What if I started off like this instead?”

[Positive Affirmation Girl](#) (Length - 2:04)

[Dad Motivates Daughter](#) (Length 1:23)

Guided Practice (10 mins):

“How is your day different when you start with positive affirmations instead of negative ones?”

Whole group discussion about positive and negative affirmations.

Share one of the following on the board:

- [Positive and Negative Affirmations](#)
- [Love Yourself Positive Affirmations](#)
- Choose your own!

Independent Work Time (5-7 mins):

On notecards/post-its/scrap paper, students write positive affirmations for each of their peers. Have a roster of students in the class posted to ensure each student gets a note. Use the allotted amount of time provided for students to write notes.

Write name/decorate on paper bag for closing activity.

Differentiation:

Could be completed as an online activity using Google Slides or a Google Document

Assessment (3 mins):

Optional exit ticket in [Guide for Life Journal](#).

Review and Close (5 mins):

After students complete writing notes, stop activity. Start a song. Allow students to walk around the room and distribute their notecards to one another in paper bags.

Provide time in class for students to read the affirmations from classmates.

Optional Activities:

Going Beyond the Lesson: [Positive Thinking Affirmations](#)

Intervention/Support:

- For ELLs, have pre-cut affirmation cards in non-native language OR write in native language to be shared and translated.
- For gifted students, utilize in class resources such as an in print or digital thesaurus to strengthen vocabulary in affirmations.
- For students with exceptional needs, have lists pre-cut for students and have them select their affirmations.

Enrichment/Extension:**STEM:**

Select an affirmation and use Canva to create your own binder cover to promote confidence and self love.

Literacy/ELA:

Tell a story (written or oral) about a time when a positive affirmation could have made a big impact on your day and what would have changed about the outcome.

Fine Arts: Create a playlist of music that motivates, affirms, and inspires you or create a slide deck of inspirational and affirmative art to look at when you need some encouragement.

Teacher Self-Care:

Have a family game night, or invite your friends over to enjoy a board game!

Sources:

“Jessica's Daily Affirmation Is Awesome - Youtube.” *YouTube*, Alexa Fischer, 13 July 2011, <https://www.youtube.com/watch?v=XfEEbhcyEvE>.

“Dad Motivates Daughter for School - Youtube.” *YouTube*, DailyPicksandFlicks, 20 Sept. 2016, <https://www.youtube.com/watch?v=pC4WTc3CT5w>.

https://docs.google.com/presentation/d/1hl8RTIKoxJd_XmctoM35TdijyZQyFMrQIQ3Cuu6VH4/copy

http://www.mhit.org/assets/Self_Affirmation.pdf

<http://pattowellbeing.weebly.com/uploads/1/0/0/5/100590636/101freepositivethinkingaffirmations.pdf>

Teacher Reflection:**To Ask with Students:**

If we do this again, what can I do differently to help you learn more?

Did this activity help you learn more than others we've done? Why?

Classroom Culture:

Are the relationships that I have with my students helping or hindering their ability to learn?

Could the problems I have in my classroom be solved by pre-teaching my expectations or developing

rules/procedures to deal with these issues?

Was my demeanor and attitude toward my class today effective for student learning?

What choices have I given my students lately?

Can I explain at least *SOMETHING* about each of my students' personal lives?

Curriculum and Instruction - Assessment and Grading Practices:

Do my assessments really reflect learning or merely task completion or memorization skills?

What evidence do I have that my students are learning?

What new strategies have I tried lately with a student who is struggling?

In what ways do I challenge students who are clearly being successful in my classroom?

Collaboration - Professional Learning Community:

In what areas can I still improve professionally?

Do my actions as a teacher show my belief that all students can learn at high levels?

Do my actions as a teacher show that I take pride in my work?

Are the relationships I have with my colleagues conducive to creating a collaborative culture focused on learning?

Are the relationships I have with my students' parents conducive to improving learning?

Mental Health – Maintain a Healthy Outlook:

What new ideas have I tried in my classroom lately to keep myself energized about teaching?

What have I done lately to relieve stress and focus on my own mental health, to ensure I remain an effective teacher?