

Main Points:

Self-talk, like thoughts, is not neutral because it triggers behavior in either a positive or negative direction. Both thoughts and self-talk are based on personal beliefs - which may or may not be accurate.

Resilient children have a sense of purpose that is identified as having healthy expectations, persistence, and goal directedness, among others. Self-talk is one expression of this characteristic. The positive self talk people engage in can act as a reinforcer of that sense of purpose and remind them of their expectations and goals and encourage them to keep working towards their goals.

Resilient children also have the ability to laugh at themselves and in the situations they find themselves. They recognize and can express the humor they identify. Positive self-talk is one expression of this resilience.

Essential Questions:

- 1.What is self-talk?
- 2.How has self-talk helped you? Hurt you?
- 3.What are some ways you could get rid of negative self-talk and replace it with positive self-talk?
- 4.How could you use self-talk to help you feel good about your looks? Your abilities?
- 5.What are some encouragements you could give yourself when you have hard things to do?
- 6.In what kinds of situations might you find self-talk helpful?

Alternate Books:

Don't Feed the Monster on Tuesday by Adolph Moser
Stand Tall, Molly Lou Melon by Patty Lovell
Shelia Rae, the Brave By Kevin Henkes
Lily's Purple Plastic Purse by Kevin Henkes

Videos:

The Race: Life's Greatest Lesson by Dee Groberg
Leo the Lightning Bug by Eric Drachman
Boundin' (included with the video *The Incredibles* by Pixar films)

Activities:

Do the activity "Mind Power" from Activities that Teach" by Tom Jackson
Play "Fishing for Encouragers" from Building Self-Esteem in the Classroom Primary Edition by Pat Huggins
Play the "Self-encouragement game #2" from Building Self-esteem in the Classroom: Intermediate Version by Huggins, Huggins, Manion & Moen (Sopris West)

Utah State Core Curriculum:

K-2 Core - Fine Arts, Health, Physical Education, Science, and Social Studies

Standard 2: Students will develop a sense of self in relation to families and community.

K- 1a,e; 1st - 1d; 2nd - 1d

3-6 Responsible Healthy Lifestyles

Standard 1: The students will learn ways to improve mental health and manage stress.

3rd - 2a,b; 4th - 1a,b; 5th - 1c; 6th - 2a,c

Positive Self-Talk Lesson

Review:

Briefly review the main points of the previous lesson and point out any connections to the current lesson.

Main Points:

A- Introduce the concept of self-talk to the students explaining that it is something that we all do:

1-Self-talk can be either positive or negative

2-Self-talk effects the way we feel and how we act towards others:

When we get bumped we can either say to ourselves “They tried to push me” or “That was an accident.” It determines what we do next.

3- Discuss several other common situations and how actions change based on self talk

B- Read Leo the Lightning Bug by Eric Drachman

1- Have students identify incidents of self- talk as they occur and label them good, bad or neutral e.g.:

a- “I’m no lion,” thought Leo, “but I guess I’ll keep trying”

b- “Hmm.. Maybe with a running start” Leo thought

c- “Perfect,” thought Leo, “a lightless lightning bug deserves to be in the dark.”

d- “I’ll never make a light”

2- When we practice negative self talk it is easy to become discouraged and quit trying. Positive self talk is a way to encourage ourselves and keep trying.

Challenge:

Watch for negative self talk in the next week and replace it with a neutral or positive thought.

Goals:

Student will be able to identify negative and positive self talk when presented with examples.

Students will be able to identify a positive replacement for an example of negative self-talk.