



# MAGICAL AFFIRMATIONS

Author Lesson For Prep, Year 1 & Year 2

## Lesson Overview

Students learn to identify negative thoughts and their impact on emotions. They develop action steps to replace un-helpful thoughts with positive ones, giving them a more positive sense of self. They use drama techniques to explore a range of emotions and they develop an understanding of how others may be feeling in a range of different scenarios, fostering empathy and compassion.

## Accompanying Resources

Affirmation Cards

## Differentiation

*Author adjusts range of questions and depth of explanation of 'Self-Talk' to ensure students can engage with content at age-appropriate level.*

## Lesson Flow

**Opening:** Follow the reading of 'Myrtle's Magical Medicine', and the performance of 'Myrtle's Mirror',

Revisit the section of the book where Myrtle was feeling embarrassed. Discuss that Myrtle was feeling this way due to a thought she had about herself. That her laugh wasn't good enough, that it made her look and feel silly. Explain that it was just a thought and with a little practice, a thought can be changed.


### Body:

Author explains to students that the way we think, the thoughts we have inside our head are sometimes called "Self-Talk". Explain how some thoughts make us feel great and happy, and that some thoughts make us feel sad or silly.





## Lesson Flow Continued



### ***'How Do I Feel' - Emotion Game***

Present students with a range of different scenarios, starting with "Imagine if you..."

Example: Did something wrong in maths, couldn't swing on the monkey bars, had a friend say a mean thing to you, did a fart in class, called the teacher Mum, forgot your homework, dropped your lunch box, etc.

For each different scenario, ask the students how they would feel if it was happening to them right now. Then ask them to act out the feeling, showing it on their face or body.

Explain that the trick to getting rid of those pesky sad, silly or sometimes mean thoughts that pop into our heads is to turn them around and say something positive to ourselves instead.

Author asks students if they remember the positive affirmation that Myrtle used in the book.

Once affirmation has been identified, the class all repeats together "Myrtle, I love you. You are perfect just the way you are!"

Then ask students to whisper to themselves  
"NAME, I love you. You are perfect just the way you are!"

Ask students to reflect on how they feel after saying something kind to themselves.

### **Consolidating:**

Discuss how over time, saying positive things can help to make you feel better about yourself. More confident.

Ask students where/when they think they could use affirmations in their own lives.

Students are given time to colour in the affirmation card templates, and add their own name to Myrtle's Affirmation.

Author tells students to keep these somewhere safe. Such as in their pocket or next to their mirror so they can remind themselves every day just how special they are.

