



FACILITATORS QUICK START GUIDE MIDDLE SCHOOL EDITION

Together, by waking up every day and dedicating time to elevating our own individual consciousness, we can elevate the collective consciousness of humanity and make the world a better place.

Miracle Morning Art of Affirmations Instructional Curriculum Design

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INTRODUCTION

We would like to thank you for taking the first steps to implement The Miracle Morning in your school. Our highest hope is that you make it a part of your school's culture. We designed this program to be efficient and effective. Miracle Morning practices will enhance a positive school culture with little time commitment.

WHAT ARE S.A.V.E.R.S?

If you have read *The Miracle Morning*, you may already be familiar with the acronym S.A.V.E.R.S. which stands for Silence, Affirmations, Visualization, Exercise, Readings, and Scribing.

Regardless of grade level, focusing 2-10 minutes on these practices each day contributes to the social emotional development of students and elevates the culture and climate of the school.



WHY PRACTICE S.A.V.E.R.S?

Do you know the feeling you have when you get out of bed and make it right away? That feeling is a sense of accomplishment. Your day has already started out on a positive note. Students arrive to school and may not have had a positive start to the day. Oftentimes, they are ripped from sleep by the blare of an alarm or a parent's call; this is followed by a mad dash to get dressed, fed, gather the things they need and its off to school. Your students may be arriving to school feeling rushed, anxious and unprepared for the day.

By embracing The Miracle Morning S.A.V.E.R.S in your school, you are providing a chance for the students and staff to catch their breath, set intention for the day, and activate their frontal lobes. They will be following the example of leaders, musicians, thinkers, athletes, and more. The students will learn the importance of growth mindset, vocabulary to explain their needs and develop strategies to self-soothe.

THEMES OVERVIEW

1. Purpose of Habits

"I am EXACTLY where I'm supposed, to be to learn what I NEED to learn, in order to BECOME the person I must be, to CREATE the life I want." Page 11

You are exactly where you are supposed to be! You are learning what you need to learn! You are becoming the person you must be to create the life you WANT!

Embrace that there are no mistakes and you are given the tools and opportunities to drive forward with consistent action and create the life you want. This affirmation was paired with goals because you are creating the life you want every day with small actions. As teachers, we can set goals for ourselves and help our students set goals of their own. We are teaching an essential life skill when showing students how to set S.M.A.R.T. goals and explaining the importance of breaking them up into smaller tasks. The lessons highlight how students can set goals, create task lists, and solve problems that come up along the way.

TEACHER'S REFLECTION

Consider the questions below. Journal your responses as you prepare for this lesson.

- What is a S.M.A.R.T. goal?
- What is the biggest event coming up for you? How are you preparing?
- What new skill would you like to learn? What steps can you take?

2. Growth Mindset

"I believe in my potential not in my past" Pg 13

"Today I choose to be better than I was yesterday" Pg 113

As a teacher, your mindset is key to having a successful day in class. It can be difficult to see the light at the end of the tunnel especially on days that you may be forced to pivot between a rock and a hard place. No matter what circumstances you are faced with, it is important to remember that you are in control of your attitude.

Teachers set the tone for the day in the classroom, and that tone has a huge influence on the learning experience of each student. When a fresh, positive attitude is consistently modeled, students will soon follow suit. In this section, students are taught how to flip negative thoughts and build self-esteem using statements that affirm their potential for growth.

Try this: Did you know that red pens often bring forth a negative, punitive mindset? Change the color of the pen that you grade papers with to another color. Try marking what is correct instead of what is incorrect to build students' confidence.

TEACHER'S REFLECTION

Consider the questions below. Journal your responses as you prepare for this lesson.

- Do you believe that you have a fixed or growth mindset? Explain.
- Write about one of your long-term goals in life. What is the goal and what are you doing each day to make sure you accomplish that goal?

3. Mindfulness

"I already have everything I need to be the happiest person I can be; it's simply up to me to remember that in every moment." Page 23

*"When I focus on what's great in my life, more of what's great will magically appear."
Page 46*

Take in a deep breath and let it out slowly. As the world rushes past us it is important to stop and take time to appreciate what we have. Being mindful brings you to the present and puts you in control. Taking a mindful minute can help you refocus. Taking a few deep breaths helps you to be responsive instead of reactive and can save you from saying or doing things that you may not be proud of later.

Maya Angelou famously said, *"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."*

People ultimately appreciate the value you add to their lives much more than they care about what you wear or the kind of car you drive. In fact, the more value you add to a person's life, the more valuable you become to that person. As a teacher, you are invaluable to your colleagues, students, and your family. When you take mindful moments for yourself you are putting yourself first and modeling for those around you.

Students need this time to process information and find peace in themselves. In this section, we demonstrate how to take mindful minutes at any age.

TEACHER'S REFLECTION

Consider the questions below. Journal your responses as you prepare for this lesson.

- How do I feel right now?
- What is going on in my mind?
- Am I attentive to the present?
- What items, if any, were distracting me from giving my best today?

4. Self-regulation

"No Matter what seat life gives me I can always choose to have a front-row experience"

Page 43

"I have the ability to change or create anything in my life starting now." Page 53

The Front Row Experience is a movement that teaches people about choosing to live every day to the fullest. While many people choose to be spectators, playing it safe and staying away from the action, we can instead choose to be participants.

How many times in your career have you heard others say, "I could never be a teacher!" You are already living a daring life in the front row. You **do** have the ability to change or create anything in your life starting now. In the classroom and at home you are in charge of your life. You have the power to decide how focused and involved you are in life. So take charge and live the front row experience.

Students are not yet in control of many factors in their lives. As they grow and mature, they will face disappointment and frustration. They will have to overcome obstacles.

As a teacher you can model self-regulation for them. You can teach them how to calm down, deal with stressors, and manage their behavior. Modeling and teaching these skills will not only help you in your classroom, but also gives students the language and space to learn to self-regulate, an essential life skill. These lessons will help teach them to be at the front row of their learning.

In your journal consider the following questions:

- When life gets boring (during staff meetings, driving long distances, etc) if I lose focus how do I tune back in?
- What do I do when I feel upset or frustrated by situations outside of my control?
- What is an affirmation I can tell myself to help regulate my emotions?

TEACHER'S REFLECTION

Consider the questions below. Journal your responses as you prepare for this lesson.

- When life gets boring (during staff meetings, driving long distances, etc) if I lose focus how do I tune back in?
- What do I do when I feel upset or frustrated by situations outside of my control?
- What is an affirmation I can tell myself to help regulate my emotions?

5. Relationships

"I don't worry about trying to impress people. Instead, I focus on how I can add value to their lives." Page 47

"People love being around me." Page 93

What are some of the best parts of teaching? Many veteran teachers talk about the relationships they have made in schools with their students and coworkers over the years. You add value to our students' lives and they add value back to yours. In your daily interactions with your students, you teach them about healthy relationships.

Everyone desires to have healthy, respectful social relationships. Making friends, supporting others, and setting boundaries are necessary life skills that are explored in this section.

TEACHER'S REFLECTION

Consider the questions below. Journal your responses as you prepare for this lesson.

- What actions can someone take to make me feel seen?
- How do you deal with one-sided relationships (where one person always benefits while draining the other)?
- What advice would you give to someone when they are making friends?

6. Anxiety

"There is nothing to fear because I cannot fail. Only LEARN, GROW, and become BETTER than I've ever been before." Page 49

One significant factor that differentiates the world's most successful people from those who are settling for less than they truly want is their interpretation of, and response to, fear. Human nature is to allow fear to dictate our actions. Doing this prevents us from taking steps toward what we are capable of, and deep down, what we truly want.

How can we feel like we are in control when things around us are chaotic? As we mature, we learn techniques like taking a short walk or talking to a trusted confidante can calm us down. In this section, students will explore strategies to control and relieve their anxiety and face their fears.

TEACHER'S REFLECTION

Consider the questions below. Journal your responses as you prepare for this lesson.

- Describe a time when you felt fulfilled.
 - Where were you?
 - What were you doing?
 - What about that moment felt so satisfying?
- List three things that scare you and why.
- What activities make you calm?
- Make a list of 10 affirmations to repeat when your anxiety spikes.

7. Appreciation and Celebration

“Experience G.R.A.T.I.T.U.D.E at a deeper level.” Page 51

Research has proven gratitude and happiness go hand in hand. The people who invest time each day focusing on what they are grateful for are on average, 40 percent happier than those who do not. Practicing gratitude gives you permission to feel good about the things you have rather than an excuse to feel bad about what you do not.

Oftentimes in data and faculty meetings, the focus is on student or school performance deficits. This mindset can hurt morale and negatively affect the climate of the school. Shifting to an attitude of appreciation and celebration highlights what is being done well, helps create action plans for the future, and builds community among the stakeholders.

Learning to express gratitude in deep and meaningful ways is a critical lesson that helps build self-worth within students.

TEACHER'S REFLECTION

Consider the questions below. Journal your responses as you prepare for this lesson.

- Write down one good thing that happened to you today.
- What are five personality traits that you are most thankful for?
- List something good that has recently caught your attention to make you realize how fortunate you are.

8. Self-Forgiveness

"I give up being perfect for being authentic." Page 15

"Today I choose to be better than I was yesterday." Page 113

"The moment I accept responsibility for everything in my life is the moment I gain the power to change anything in my life." Page 21

Holding ourselves to the unattainable standard of perfection causes us to feel inadequate. When you realize no one else expects you to be perfect, you can stop expecting it from yourself.

Further, accepting responsibility is not the same as accepting blame. While blame determines who is at fault, responsibility determines who is committed to improving the circumstance.

Learning to forgive unburdens us, especially when we learn that forgiving ourselves is just as important as forgiving others. The burden caused by unforgiveness negatively impacts our well-being over time. When you forgive, you are no longer weighed down--you are free.

One of the hardest lessons to learn in life is to forgive someone that never acknowledges, accepts blame or apologizes. So it falls you. Instead of worrying about who is at fault, be committed to improving yourself and creating the circumstances of your life by forgiving. Regardless of who is to blame for the situation.

TEACHER'S REFLECTION

Consider the questions below. Journal your responses as you prepare for this lesson.

- What would the world be like with more forgiveness?
- Is forgiveness difficult for you or does it come naturally?
- Why is it bad to hold onto grudges?
- How does not forgiving yourself for mistakes take a toll on your mindset?

6th Grade Lessons

Grade Level 6

6.1 Purpose of Habits

Objective: The students will be able complete a vision board for their weekly goals.

Anticipatory Set: Use a recipe and a picture of the desired outcome (for example cookie) to illustrate achieving a goal.

Introduction: Introduce the affirmation. The focus is on goals and who you want to become. Students will create a vision board. A vision board is a visual representation of your goals but instead of focusing on large abstract goals, we will focus on small goals that the student has for the coming week.

Learning to set small achievable goals is key to managing time and chunking difficult activities. To say "I am going to design an app" or "I will make all A's this semester" is a daunting task, but when broken down into small steps it is achievable. A student can say "I will review my notes every night this week for 15 minutes so I can study for the test" or "I will watch several videos on how to design apps to learn more about designing apps."

Resources: Art of Affirmations Coloring Book, Google slides, Canva, or journal. Students can complete the vision board found on page 123 or use it as a template to design their own.

Activity (20-40 minutes): Have each student create their own vision board.

Evaluation: 100% of the students will create vision boards.

6.2 Growth Mindset

Objective: The students will be able to define growth mindset and explain how effects self-esteem.

Anticipatory Set: Use a rock and a plant to illustrate the difference between fixed and growing.

Introduction: As part of a growth mindset students need to change their mindset and build self-esteem.

Resources: Journal, Art of Affirmations Coloring Book (pages 117, 119, 125, and 127 through 139)

Activity (15 minutes): Students will color full-size or mini pages from the coloring book to use as affirmations posters. Students will write how the affirmation applies to them. *Example: For the affirmation "I am full of joy." students can make a list of things that make them feel joyful or ways that they spread joy.*

Encourage students to hang the affirmation in a place that they see often like their bedrooms or lockers. If possible, laminate each student's affirmation.

Evaluation: 80% of students will correctly express how the affirmation they selected applies to them, demonstrating their understanding of a growth mindset.

6.3 Mindfulness

Objective: Students will be able to list three steps they can take to restore happiness when they feel sad.

Anticipatory Set: Show the students an unsharpened pencil and a non-working flashlight with no batteries. Ask: *What steps can be taken to change the state they are in?*

Introduction: Sometimes we don't feel happy. What can we do about that? We can help tell ourselves.

Resources: Journal

Activity (5 minutes): Pain Mantra

Read it to the students while they sit with their eyes closed and relaxed. Have them focus on finding that happiness.

This is an exercise that you can use when you feel anger, pain, and sadness. It is easy to forget that all emotions are there for a reason. Anger can be healthy because it comes from wanting better for yourself and others. Sadness shows us that we need to treat ourselves and others better. Pain lets us know something is wrong and we need to stop. But you have to express it in healthy ways. You can't bottle it up. You can't pretend that you are always happy or you are not true to yourself. You can't take your anger out on other people. You should instead try going for a walk, talking with a friend, or journaling.

Or you can take a deep breath and focus on what is going on right now. Allow your body to sink to the chair. Feel the gravity pull you to the Earth. Feel where your feet touch the ground. Do you feel any tension in your body? Tell yourself that this feeling is okay and let it go. Flex your muscles tight. Now release it. What are the thoughts going through your mind? See what is making you angry like a cloud. You see it. Know it is there and now watch it float away.

Take a deep breath and count to 4. Let it out and breathe in again. Feel the air filling your lungs. You are okay. Take another breath and let it out slowly. This feeling is okay. It is normal to feel this way. Take one more breath. You can't control everything that happens around you but you can control how you react.

Students will now write a reflection about this experience in their journals and write their own unique calm down mantra using the script that follows.

6.3 Mindfulness (continued)

My Calm Down Mantra

I might be feeling _____. But that is okay to feel this way. This feeling means that I need _____.

When I feel like this I will take a deep breath and tell myself _____.

I am _____.

I am in control of how I react when I feel _____.

Take _____ breaths and I will _____.

Evaluation: 100% of students will participate in the calming activity and complete the journaling assignment.

6.4 Self-Regulation

Objective: The students will be able to list at least three elements of self-management how they positively influence their lives.

Anticipatory Set: List 10 behaviors and ask the students to differentiate between those that show self-management and those that do not.

Introduction: Self Management is about taking responsibility and control of your actions in your life.

Resources: Journal

Activity(10 minutes): Journaling

Read the affirmations:

*No Matter what seat life gives me I can always choose to have a front-row experience.
I have the ability to change or create anything in my life starting now.*

Choose one of the affirmations and reflect on what it means to you. How does your behavior affect your experiences and goals?

Evaluation: 100% of the students will complete the journaling assignment.

6.5 Relationships

Objective: The students will identify three qualities/attributes about themselves that make them valuable to others.

Anticipatory Set: Show the students an apple and have them list the qualities that give it value.

Introduction: This section is all about relationships and how we add value to the lives of others.

Resources: Paper and art supplies

Activity (10 minutes): All About Me Initials

Have each student write their initials in large, chunky block letters. Then, students can write or draw about themselves inside of the letters.

You can either give students specific things to write/draw (such as their favorite foods, their family, what they like to do, etc.) or leave it open-ended. After students complete their initials, you can hang them up in the classroom.

Evaluation: The lists developed by 100% of the students will reflect their awareness of their qualities and how valuable they are to others.

6.6 Anxiety

Objective: The students will be able to define the term anxiety and use the “Control Affirmation” to help them and others control anxiety caused by aspects of their lives that are out of control.

Anticipatory Set: Use a rubber band stretched to illustrate how anxiety makes us feel tense and how relaxing the tension on the rubber band illustrates controlling anxiety.

Introduction: Have the students say this affirmation in unity:

“There is nothing to fear because I cannot fail. Only LEARN, GROW, and become BETTER than I’ve ever been before.”

Resources: Journal

Activity (5-10 minutes): Helping a Friend

Read:

A really good friend of yours has a big problem. They are really worried about something happening in their lives. Their parents have been fighting a lot and it is up to them to make sure that their little brothers don’t notice. Their grades are normally Bs and Cs but they are starting to slide in English. To make matters worse, they just can’t get to sleep at night and so they are exhausted. They are stressed out.

- *What advice would you give to them?*
- *What are two things that your friend can do when they are feeling stressed?*
- *What is in their control and what is out of their control?*
- *Who should they talk to get more help?*
- *What are two things that they can do so that they sleep at night?*

Evaluation: 100% of the students will give appropriate answers when completing the journaling assignment.

6.7 Appreciation and Celebration

Objective: The students will be able to complete an alphabetical gratitude list by completing a list of everyday items for which they are thankful.

Anticipatory Set: Show the students five pictures of items from everyday life that we normally take granted that make our lives better. Have the students identify them and their usage.

Introduction: Reflect on the affirmation *I am grateful* and say it out loud. Remind students that we sometimes forget to be grateful for the small things that make our lives better. Go to page 51 and read the acronym for G.R.A.T.I.T.U.D.E

Resources: Journal, Art of Affirmations Coloring Book

Activity (10 minutes): A-Z gratitude list

Students will list letters A-Z in their journals and write down one thing they are grateful for that begins with each letter.

Examples:

A-Airplanes

B-Bed

C-Cats

D *continue to Z*

Evaluation: 100% of the students will complete the gratitude list in their journals.

6.8 Self-Forgiveness

Objective: The students will be able to correctly define “self-forgiveness” and list in writing a minimum of two reasons why it is an important practice.

Anticipatory Set: Use a small baggie and rocks. Ask the students to predict what will happen to the baggie as you keep adding rocks of “self-unforgiveness” to the baggie (if time permits, keep adding until the bag breaks). Discuss how not forgiving ourselves breaks us.

Introduction: To be better we have to admit our mistakes and that we are sorry.

Resources: Journal

Activity: It is hard to say I am sorry and mean it. Think of a time you did something wrong and had to apologize but there was no one to apologize to. It could be that you broke a promise to someone who is no longer in your life (like an old friend or deceased family member), or It could be a situation where you let yourself down. You promised yourself you would do better but you failed. For example, you might have promised to study for the next test but you didn’t. Or made a resolution to eat healthier but then you were tempted by candy.

- How does it feel when we break these promises?
- How do we tell ourselves sorry?
- How does guilt help you sometimes but can hurt you?
- How can we learn to do better next time and keep these promises?
- What is an affirmation we can tell ourselves to feel better and remind ourselves that we can be better in the future?

Evaluation: 100% of the students will give appropriate responses to the questions in their journals.

7th Grade Lessons

7.1 Purpose of Habits

Objective: Students will be able to develop goals based on their response to the lesson's writing prompts.

Anticipatory Set: Use a recipe and a picture of the desired outcome (for example cookie) to illustrate achieving a goal.

Introduction: Read the affirmation and reflect, "to create the life you want you need to meet goals."

Resources: Journal

Activity (10 minutes): Students will write responses to the following prompts in their journal and use their answers to develop their goals.

1. I am good at...
2. Areas that I can improve in....
3. How might I make improvements?
4. If my plan doesn't work, what will I do?
5. What can I tell myself to inspire me to do my best?

Have students write a S.M.A.R.T. goal to address one or more areas that they wish to improve.

Evaluation: 100% of the students will develop a goal or goals based on their response to the writing prompts.

7.2 Growth Mindset

Objective: Students will be able to identify their strength and improvement areas in writing.

Anticipatory Set: Use a rock and a plant to illustrate the difference between fixed and growth mindsets.

Introduction: As part of a growth mindset students need to change their mindset and build self-esteem.

Resources: Journal

Activity (7-10 minutes): Self-Awareness Check

You can present the statements orally, display them on a board/screen, or have the students write them down. Instruct students to fill in the blanks with their immediate and most honest answers.

- I feel I am strong in the areas of _____.
- I think I am weak in the areas of _____.
- I learn best when I _____.
- I feel the most stress when _____.
- I find that I'm most comfortable when _____.
- I find that _____ makes me uncomfortable.
- The thing I need the most help with is _____.
- I'm most comfortable asking for help by _____.
-

Now have the students write the following affirmations in their journals:

- I am smart.
- I am curious.
- I am focused.
- I am patient.
- I believe in my potential, not in my past.

Evaluation: 100% of the students will complete their journal entries.

7.3 Mindfulness

Objective: Students will be able to verbally define mindfulness.

Anticipatory Set: As the session begins have the sound of rain (or any other sound of nature) playing without commenting on it. After 15 to 20 seconds eliminate the sound and ask the students to identify the sound until someone correctly does so. Point out that sound is a part of our environment and that we should be aware of it as we focus on our experiences.

Introduction: Mindfulness centers around being in the moment.

Resources: None

Activity (5 minutes): Happy Color

Ask your students to think of a relaxing color and another color that represents anger, frustration, or sadness.

Now, have your students close their eyes and imagine they are breathing in the relaxing color and letting it fill their entire bodies. On the exhale, ask them to picture the “negative” color leaving their body and dissipating throughout the room.

Evaluation: 100% of the students will participate in the color activity and be able to verbally define mindfulness.

7.4 Self-Regulation

Objective: Students will be able to list at least 3 elements of self-management.

Anticipatory Set: List 10 behaviors and ask the students to differentiate between those that show self-control and those that do not.

Introduction: Self Management is about taking responsibility and control of your actions in your life.

Resources: Journal

Activity (10 Minutes): Help a Friend

Read the scenario:

Sometimes in class, we lose focus. Your best friend keeps zoning out in science class and wants some help. What are your top five suggestions to help refocus yourself when class becomes boring?

Evaluation: 100% of students will complete the journaling assignments.

7.5 Relationships

Objective: Students will be able to define volunteerism and list three ways that volunteering benefits both the volunteer and others.

Anticipatory Set:

Introduction: Acts of service help build your self-esteem and relationships with others.

Resources: Journal

Activity (10 minutes): Volunteering and Reflection.

Challenge your students to find a way to volunteer this week. It can be a small task such as volunteering to do the dishes at home, helping cleanup the classroom or by volunteering in the community. After they have completed an act of service, students write in their journals by completing the reflection questions listed below.

- Describe your act of service.
- How did I feel about myself after I volunteered?
- How did I add value to myself?
- How did I make my community better?

Evaluation: 100% of the students will participate by volunteering and completing the reflection questions in their journals.

7.6 Anxiety

Objective: The students will be able to define the term anxiety and use the “Control Affirmation” to help them control anxiety caused by aspects of their lives that are out of control.

“There is nothing to fear because I cannot fail. Only LEARN, GROW, and become BETTER than I’ve ever been before.”

Anticipatory Set: Use a rubber band stretched to illustrate how anxiety makes us feel tense and how relaxing the tension on the rubber band illustrates controlling anxiety.

Introduction: Anxiety is a feeling that builds when we worry about all the little things in our lives. To help manage this feeling it helps to write it down.

Resources: Journal or Paper

Activity (10 minutes): Write a letter you will never send.

Think of something or someone that makes you feel anxious. Write a letter to the person or thing. This letter gives you a chance to say everything you want to say. At the end, you can rip it up and recite the affirmation as you throw it away.

Evaluation: 100% of the students will participate in the letter writing activity.

7.7 Appreciation & Gratitude

Objective: The students will develop an appropriate appreciation for themselves and their abilities.

Anticipatory Set: Discuss three functions of the human body that occur without our thinking about them.

Introduction: Read the affirmation and reflect. Oftentimes we don't give ourselves permission to be thankful for what our own minds, bodies, and personality do for us.

Resources: Journal, Paper, Coloring Pencils or Markers

Activity (15-20 minutes): Mini Poster

Create a mini poster using words and pictures and that represent ways that you are thankful for yourself.

OR

Students will write about ways they are thankful for themselves in their journals.

After finishing the poster or writing the journal entry, have students reflect and write how they feel about themselves after completing the activity.

Evaluation: 100% of the students will complete the mini poster or journal entry.

7.8 Self-Forgiveness

Objective: The students will be able to explain in their own words how asking for “forgiveness” shows that they have taken responsibility for their actions.

Anticipatory Set: Ask the students to share a time when someone hurt them and how it impacted their relationship.

Introduction: To be better we must admit our mistakes and that we are sorry.

Resources: Journal

Activity (10 minutes): Forgiveness Journaling

It is hard to forgive and mean it. Think of a time you did something wrong and had to apologize. Write about it and respond to the following questions:

- How did you know you were forgiven?
- Why do you think the other person forgave you?
- Do you think the person you hurt felt better or worse after they forgave you?
- How did you feel after you were forgiven?

Evaluation: 100% of the students will complete the journaling assignment by giving appropriate responses to the questions asked.

8th Grade Lessons

8.1 Purpose of Habits

Objective: Students will be able to develop goals based on their response to the writing prompt/affirmation.

Anticipatory Set: Use a recipe and a picture of the desired outcome (for example cookie) to illustrate achieving a goal.

Introduction: Read the affirmations and have students reflect. To create the life you want, you need to meet goals.

I am creating the life of my dreams.

I am exactly where I'm supposed to be to learn what I need to learn in order to become the person I must be to create the life I want.

Resources: Journal

Activity (15 minutes):

What is the difference between a goal and a dream? Write down your goals for this school year. What actions do you need to take to achieve them?

Evaluation: 80% of the students will correctly describe the need for action to make a goal a reality. 100% of students will write their goals for the year and identify actions that will help them achieve them.

8.2 Growth Mindset

Objective: The students will use the Growth Mindset Fortune Teller to demonstrate their growth mindset.

Anticipatory Set: Use a rock and a plant to illustrate the difference between fixed and growing.

Introduction: As part of a growth mindset students need to change their mindset and build self-esteem.

Resources: Each student needs a [Paper fortune teller](#). (Use link and print one for each student before class.)

Activity(10 minutes): Growth Mindset Fortune Teller
Have the students cut and fold the paper. *It may be helpful to fold an example prior to class.

Alternative: Students can use paper and make their own growth mindset fortune teller.

Evaluation: 100% of the students will be able to explain the difference between growth and fixed mindsets and complete the mindset fortune teller.

8.3 Mindfulness

Objective: Students will be able to verbally define mindfulness.

Anticipatory Set: As the session begins, have the sound of rain (or any other nature sound) playing without commenting on it. After 15 to 20 seconds eliminate the sound and ask the students to identify the sound until someone correctly does so. Point out that sound is a part of our environment and that we should be aware of it as we focus on our experiences.

Introduction: Mindfulness centers around being in the moment.

Resources: Recording of nature sounds, Bell

*You may use this [bell video](#) if you do not have one.

Activity (4 minutes): Bell Mediation

For this exercise, you will have to guide the students and you'll need something that makes a bell sound (you can easily find apps that provide a bell sound if you don't have one). Here are the instructions that you should give before ringing the bell:

- *Once I ring the bell, concentrate only on the sound that you hear.*
- *Close your eyes.*
- *Try to notice if you hear the sound louder in one ear than you do in the other.*
- *If you notice your thoughts are wandering, simply bring your attention back to the sound of the bell and tune out other noises.*
- *Keep your eyes closed until the sound is completely gone.*
- *After you open your eyes, remain silent until you hear my voice*

Repeat the instructions again, then begin the activity:

1. Begin with three deep breaths.
2. The students should close their eyes when the teacher rings the bell.
3. The exercise is completed when the sound has completely faded

Students should then repeat the affirmation:

*I already have everything I need to be the happiest person I can be;
it's simply up to me to remember that in every moment.*

Evaluation: 100% of the students will participate in the activity and be able to define mindfulness.

8.4 Self-Regulation

Objective: Students will be able to list at least 3 elements of self management.

Anticipatory Set: List 10 behaviors and ask the student to differentiate between those that show self-control and those that do not.

Introduction: Self Management is about taking responsibility and control of your actions in your life. Part of taking responsibility means you have to know how you are feeling in the moment.

Resources: Journal

Activity (15 minutes): Emotional Check-in

Students will spend time journaling their responses to the questions below.

- What are some strong emotions that people feel?
- Is it good to keep all our fears on the inside? Why or why not?
- Why do you think it might be hard to talk about our fears?
- What self-calming strategies can you use to mitigate or work through your fears?
- Will these same strategies work for other strong emotions like anger and frustration?
- Who can you turn to for help with managing strong emotions?

Evaluation: 100% of students will be able to differentiate between behaviors that show self-control and those that do not. Students will also be able to identify self-calming strategies.

8.5 Relationships

Objective: Students will be able to list at least three steps they should take to help a friend they feel is depressed.

Anticipatory Set: Use a deflated balloon to illustrate the concept of a depressed person. Ask if the balloon can inflate itself.

Introduction: You add value to all those around you. It is time to help a friend in this scenario.

Resources: Journal and [Article for research](#)

(You may provide the link to each student, or print out the article and distribute it after reading the scenario to the class.)

Activity (15 minutes): A Friend in Need.

Read the scenario:

You have a good friend who you think is depressed. They are no longer interested in things they love. They seem sad, distant, and they might even joke about hurting themselves. It is a very hard conversation to have, but what can you do to help this friend?

Research the topic using the link and then answer the following questions in your journal.

(You may provide the link to each student, or print out the article and distribute it after reading the scenario to the class.)

1. How would you start the conversation?
2. What can you do to help?
3. When do you get an adult involved?
4. How do you practice self-care, too?

Evaluation: After reading the article and having a short class discussion, 85% of students will complete the writing assignment and answer the questions provided.

8.6 Anxiety

Objective: Students will be to utilize the “Control Affirmation” to help them control anxiety caused by aspects of life that are out of their control.

Anticipatory Set: Ask students *"How does a forecast of possible rainy weather make you feel when you have a picnic planned?"*

Introduction: One cause of anxiety is trying to control things that are out of our control and not realizing that they are not.

Resources: Journal (or paper), Video

Activity(10 minutes): Watch video. Have students trace one hand your hand and label as shown in the video. (Inside of My Control and Outside of My Control)

Students should list as many things as they can think of for each category.
For example: Inside the hand, they should write items such as my behavior, my reactions etc. Outside of the hand should be others' thoughts about me, my parents, friend's reactions.

After students have completed their diagrams, they should write the following affirmations:

- I am in control of my breath and my mindset.
- I am in control of my reactions.
- I cannot control the future, only my present moment emotions.

Evaluation: 100% of the students will correctly identify multiple things that are inside and outside of their control.

8.7 Appreciation and Gratitude

Objective: The students will be able to compose a “thank you note” for someone who has made a positive contribution to their lives.

Anticipatory Set: Have the class develop a list of five ways people help us in life. After developing the list have the class describe what should be done in response to a kindness shown.

Introduction: Read the affirmation and reflect on the special people in your life. Who is someone who helps you but you might never say thank you to?

Resources: Journal, Thank You card (either purchased or homemade)

Activity (15 minutes): Write a thank-you note to someone who has helped you by making a positive contribution into your life. Challenge students to select someone other than a parent or close family member. Choose someone that you may not typically say thank you to. Make your note as specific as possible. Make plans to give or send the card to the person you are expressing gratitude to.

Have students reflect on how they feel after writing the card. Encourage them to share the recipient's reactions at a later date, and how they felt about the reaction.

Evaluation: 100% of the students will complete a thank you note to express their gratitude to someone.

8.8 Self-Forgiveness

Objective: Students will be able to define “self-forgiveness” and list in writing a minimum of two reasons why it is an important practice.

Anticipatory Set: Use a small baggie and rocks. Ask the students to predict what will happen to the baggie as you keep adding rocks of “self-unforgiveness” to the baggie (If time permits, keep adding until the back breaks).

Introduction: There is a time to learn self-forgiveness and give yourself grace. Students are under so much pressure to perform and it is okay to choose to grow and learn and allow yourself to make mistakes.

Resources: Journal

Activity (10 Minutes): Journal

“I give up being perfect for being authentic.”

“Today I choose to be better than I was yesterday.”

Pick one of the two affirmations and reflect in a paragraph what it means to you and give an example from your life.

Evaluation: 100% of the students will complete the writing prompt in their journals that demonstrate their understanding of self-forgiveness.

ART OF AFFIRMATIONS LESSONS

An affirmation can be a powerful cognitive therapy when followed through by action. Blanket statements that are simply repeated such as “I am loved” fall flat if the practice does not reflect and act.

An affirmation is a core belief that is inside of us and we want to bring it to the surface. The statements become powerful when we realize that affirmations plus actions are what will change our mindset. For example, I can say “*I am loved,*” but those are just empty words until I reflect on the ways I am loved and how people express love to me in their unique ways. Taking time to reflect internalizes the statement, which leads to it becoming a core belief that is then demonstrated in my outward behaviors.

This section of the guide is dedicated to each affirmation found in *The Miracle Morning: The Art of Affirmations*. There is an activity for each; the page numbers provided coincide with where the affirmations are found in the book. The activities are designed to help bring depth to the social-emotional lesson emphasized through the affirmation.

PROGRESS: I am EXACTLY where I'm supposed to be to learn what I NEED to learn in order to BECOME the person I must be to CREATE the life I want.

Art of Affirmations page 11

STOP acronym.- Teach students the core components of mindfulness through the acronym S.T.O.P.

- Stop
- Take a breath
- Observe
- Proceed

Writing Prompts:

- What are three things I am really good at?
- What are three things I want to learn how to do?

SELF-ESTEEM: I believe in my potential not in my past. I am focused. I am strong. I am hard-working. I am patient. I am special. I am joyful. I am wise. I am blessed.

Art of Affirmations page 13

Have students write the "I am..." statements on sticky notes or note cards to post in their lockers, in their notebooks and other places that they will see them. Challenge students to go a step further and give the to others as a random act of kindness.

AUTHENTIC SELF: I give up being perfect for being authentic.

Art of Affirmations page 15

- Decorate a box or jar and label it as "I BOUNCED BACK"

Have slips of paper with prompt "*I bounced back when...*" available. Allow students to fill the slips out all year and add them to the jar whenever they "bounce back" from something hard.

- Have students make two columns on a piece of paper or in their journals. Instruct them to label one column "Things I'm Good At" and the other "Things I am Not Good At," and have them list as many things as they can think of in each column in three minutes. Have them compare their lists--which one is longer? Why?

Use this as a way to discuss:

1. The statement "nobody is perfect" and what it means to them?
2. How trying to be perfect can hurt us.

MINDFULNESS: The #1 cause of unfulfilled potential is never deciding that NOW MATTERS more than any other time in my life...it does!

Art of Affirmations page 17

- **5,4,3,2,1 Be present!**

This activity can be used to help calm a busy mind and brings awareness to the present moment. Have students stop and think of:

- 5 things you can see
- 4 things you can touch
- 3 things you can hear
- 2 things you can smell
- 1 thing you can taste

- **Writing Prompt:** What does “be present” mean to you? What does it mean to you to do something “mindfully”? Does it sound good? Or like a chore?

GROWTH MINDSET: I am where I am because of who I was, but where I go depends entirely on who I choose to be.

Art of Affirmations page 19

- **Writing Prompt:** What is something you would say you are not good at? *For example, do you frequently say “I am bad at math?” or “I hate reading.”*

Now reflect, when did you first hear that statement? Did someone tell you were bad? Has anyone else ever agreed with you when you made the statement about yourself? Is there anything you can do about it?

Sometimes we have self-limiting thoughts. We put a negative thought into our minds because we were afraid of a challenge or of failure. Flip the statement into an affirmation by making it positive. What is something you can do?

- Teach students what it means to have a growth mindset. Have them define the following words with a partner:
 - perseverance
 - effort
 - courage
 - risks
 - attitude
 - improve
 - challenge
 - grit

As the pair to pick one word and provide an example of a time they each demonstrated the word.

RESPONSIBILITY: The moment I accept responsibility for everything in my life is the moment I gain the POWER to change ANYTHING in my life.

Art of Affirmations page 21

Activity: Do what is right.

Create a poster (or piece of paper if done individually) and divide it into 4 squares.

Label each section "At Home", "At School", "To Myself", "To the Environment".

In each section have the class brainstorm ways they can show responsibility.

For example, the *At Home* section includes things like homework, feed the pet, clean my room, take out the trash, etc.

The *To Myself* section may include things like managing time, eating healthy, brushing teeth, play sports.

Under *To the Environment* students can list recycling, cleaning their desk, using less plastic, etc.

HAPPINESS: I already have everything I need to be the happiest person I can be; it's simply up to me to remember that in every moment.

Art of Affirmations page 23

- Acrostic Poem: Students will write a synonym for happiness such as "joyful, "smile," "merry" or their name vertically on a piece of paper. Then they will list a thing, place, or person that makes them feel happy.

- Ultimate Playlist

Students will create a class playlist of songs that make them feel happy. Allow each student to contribute 1-2 songs, depending on your class size. Use your playlist during brain breaks, classroom celebrations, and as background music when appropriate.

KNOWING YOURSELF: I love the life I have while I create the life of my dreams. I don't have to choose one over the other.

Art of Affirmations Page 25

Interest Survey- Have the students take an interest survey to learn more about themselves and possible careers that interest them. Use [Careeronestop](#) or [Photo Career Quiz](#)

Writing Prompts:

1. What keeps me motivated?
2. What are the top 3 lessons learned from last year?
3. What are my limiting beliefs?

PERSONAL DEVELOPMENT: My level of success will seldom exceed my level of personal development, because success is something I attract by the person I become. -Jim Rohn

Art of Affirmations page 27

- **We Are _____ Activity**

Students will have a poster with a picture of the class in the center. Students will find common ground amongst themselves and complete a list that demonstrates what makes them alike.

For example, a common answer will be "We are humans," but deeper probing might result in interesting things like "We are fans of [TV show]." or "We are each the middle child of our families.", etc. Finding commonalities may result in friendship, and like-minded people tend to raise each other up rather than putting one another down, which also results in a boost of self-esteem.

- **Interview Activity**

Students are randomly paired up and interview each other, asking questions with the intention of getting to know each other. (You may have a list of sample questions available.) At the end of the interview sessions (6-10 minutes total) the students introduce their partners to the class..

TRANSFORMATION TRACKER

Art of Affirmations page 29

This page is meant to go as the first page of the journal. Students will color in the box each time they do a S.A.V.E.R.S. activity.

MIRACLE MORNING: I dedicate time to the MIRACLE MORNING every day so that I can become the person I need to be to create the life I truly want and deserve.

Art of Affirmations page 31

This page is meant to be one of the first pages in the journal. Students can flex their creative muscles by challenging themselves to a coloring challenge such as color it using shades of one color, an ombre gradient down the whole page, using a different medium they never used before like watercolors, color it only using small dots etc.

SELF-DISCIPLINE: Who I become TODAY will determine what I am capable of creating TOMORROW.

Art of Affirmations page 33

- **Don't Be Salty Activity**

Give students a salt packet and have them dump it on a napkin. Tell them to put the crystals back into the pack. This is the same as our words — they are difficult to take back. Then they can reflect verbally or in a journal entry: *If someone said something mean to you is it easy for you to forgive?*

- **Helpful vs. Hurtful Activity**

Have students look at magazines or at social media posts and talk about which words can inspire and which words can be hurtful.

- **Strength Finders Activity**

Help students identify their strengths and identify how those qualities can help them become "mentors" in the classroom who can help others.

S.A.V.E.R.S.: I start every day with the **Life S.A.V.E.R.S.**

Art of Affirmations page 35

This page is meant to be one of the first pages in the journal. Students can flex their creative muscles by challenging themselves to a coloring challenge such as color it using shades of one color, an ombre gradient down the whole page, using a different medium they never used before like watercolors, color it only using small dots etc.

MONTHLY TRACKER: I am ready and committed to make this my BEST year EVER.

Art of Affirmations Page 37

This page is meant to be one of the first pages in the journal as a way to track their actions. Students will color in the month as they finish it. On the following page challenges them to write down three great things that happened in that month. It can be something they did or something they learned.

MAKING CHOICES: I am creating the life of my dreams.

Art of Affirmations page 39

Writing Prompt: Write about a big decision you have made. How did you go about deciding what to do? What was the consequence of your choice?

Writing Prompt: How can students use cellphones responsibly in school?

VISION BOARD: I already have everything I need to be the happiest person I can be; it's simply up to me to remember that in every moment.

Art of Affirmations pages 41 & 123

Use the page as the definition of what a vision board is then provide the students with page 123, a [Google slide](#), or a poster. Students will make their own vision board. Here are some prompts that may help them:

- Where do I see myself one year from now?
- Places I would love to visit
- This brings me joy
- I am proud of myself for
- I would love to be this when I am older
- Some of my dreams and goals are
- A movie/book/game bucket list
- My dream job
- What my future looks like

BEING PRESENT: No matter what seat life gives me, I can ALWAYS choose to have a FRONT ROW experience. -Jon Vroman

Art of Affirmations Page 43

Writing Prompt: What does the affirmation mean to you in your words? Give an example from your life.

Goodbye Stress Activity: Have your students write down their expectations and insecurities, on a sticky note. Then students can rip them up, and throw them away. This emotional check-in takes about three minutes. By acknowledging how your students are feeling at the start of each class, you'll acknowledge their barriers to learning and create a safe space for your students to overcome them.

POTENTIAL: The greatest gift I can give to others is to fulfill my potential so that I can show them how to fulfill theirs.

Art of Affirmations page 45

- **What motivates you? Activity:** Students will take a motivation test and learn about themselves. [Share this link with students.](#)
- **Hypeman Activity:** Students will be paired and interview their partner. What is your partner passionate about? What do they like to do in their free time or learn about? And then hype them up to the class as you present them.

FAKE SELF vs REAL SELF: I don't worry about trying to impress people. Instead, I focus on how I can add value to their lives.

Art of Affirmations page 47

Writing Prompt: A classmate is refusing to use the correct pronouns for another classmate? How would you handle this situation?

Writing Prompt: The best compliment I have ever been given is _____? The reasons this compliment is so special or stands out to me are...

DEALING WITH ANXIETY: There is nothing to fear because I cannot fail. Only learn, grow, and become better than I've ever been before.

Art of Affirmations Page 49

Getting to know yourself: On a poster list out your 5 strengths and then take a personality test.

Tally up the class's strengths: Ask the students to look at their top two strengths. Then get a tally of how many students had one of their top two strengths in the wisdom category, courage category, etc. Ask students to reflect either verbally or in written form about something that they discovered about themselves or that surprised them from this activity.

GRATITUDE: Experience G.R.A.T.I.T.U.D.E. at a deeper level.

Art of Affirmations page 51

- **Classroom Shoutout Activity:** Regularly take a few minutes to give a verbal shout-out (or written) to students and give them opportunities to do the same for each other.
- **Writing Prompt:** When should you feel grateful?

CREATIVITY: I have the ability to change or create anything in my life, starting now.

Art of Affirmations page 53

- **"I need a synonym" Game:** This is a great vocabulary building exercise. Randomly put students on teams. Give a word/expression and students from each team take turns giving synonyms for that word until they cannot think of any others. Give each team one point for each correct word. At the end of the game, the team with the most points wins a prize (like a homework pass, or a treat).

Example: You say, "I need a synonym for mad." Which ever team is going first must give you a word that means the same thing such as angry, furious, enraged, etc. Teams take turns giving words until they "run out."

- **Poetry Slam Activity:** Allow students to write their own poetry in their journal for a week and allow them to share a piece at the slam. (You could also allow some students to do a dramatic reading of a favorite poem.)

MINI POSTERS

Art of Affirmations pages 55-68

These pages include smaller versions of the previous coloring pages. They can be used to reinforce the messages by providing students with repeated affirmations.

The mini posters can be colored and posted in smaller spaces like lockers, notebooks/folders, or anywhere at home.

MINDFUL PATTERNS

Art of Affirmations pages 69-83

These are coloring pages that are meant to be paired with mindful moments. The repetitive patterns are designed to reduce anxiety and enhance focus. Coloring has the ability to relax the amygdala--the fear/anxiety center in your brain. Coloring induces the same state as meditating by reducing the thoughts of a restless mind.

C.H.A.R.M.S. Tracker

Art of Affirmations pages 85

The Miracle Morning C.H.A.R.M.S. practice was designed for children in kindergarten through 5th grade. This page is meant to be the first journal page for that age group so that students can color in each time they complete an activity.

I enjoy the journey.

Art of Affirmations page 87

- **Writing Prompt:** Write a journey that you have gone. What is the longest car trip you have ever been on OR where is the farthest you have ever gone from home? How did it make you feel? What did you take with you? you have ever driven and how did it make you feel? What did you bring with you?
- **Soundtrack of Life Activity:** Create a playlist that is the soundtrack of your life. The songs should represent major events and moods of your life. Another option is to create a list that includes one popular song from every year of your life.

My life is a wonderful adventure.

Art of Affirmations page 89

- **Activity:** Draw a map that tells the story of your life: Have students draw a map showing all the places they have been including their house, religious places, school, friends home, or any place that is important to you. It is not intended to be a geographical map.
- **Writing Prompt:** What is one way you stepped out of your comfort zone in the last month?

I am curious.

Art of Affirmations page 91

- **Where in the World Activity:** Students will pick a city they want to travel to and use Google Maps to explore the city virtually. Allow each student to share five places they would go while visiting IRL.
- **New Animal Activity:** Using this [generator](#) students will pick a new animal they have never heard of. They will find out where it lives, what it eats, and three interesting facts. They can create a poster using Canva or Google Slides to share what they learned with their classmates.

People love being around me.

Art of Affirmations page 93

- **Your Love Language Activity:** Have students learn more about themselves and how they show love and give love to those around them by taking this [quiz](#).
- **Writing Prompt:** *"Love yourself first and everything else falls into line. You really have to love yourself to get anything done in this world."* - Lucille Ball
Do you agree or disagree? Why or why not?

Today is amazing.

Art of Affirmations page 95

- **Writing Prompt:** *"We don't "have" a great day, we "make it" a great day!"* - Frosty Westering
What does that statement mean to you? How do you make a great day?
- **Writing Prompt:** Have students write the word "AMAZING" vertically in their journals or on a piece of paper. For each letter, write a word or statement identifying something that makes your day better.

Example:

A is for Apple Juice at Breakfast

M is Mom waking me up ...

I am full of JOY.

Art of Affirmations Page 97

- **Writing Prompt:** What are five ways you show you are happy?
- **Happiness Box:** Each day for a week, talk with your students about what they've enjoyed most about their day, if something funny happened, what made them smile or made them feel good inside then ask them to write it down on a piece of paper along with their name and date. Get them to fold their note and pop it into your happiness box. At the end of the week, ask them how it felt to change their focus. Also ask why they think they had to write down the memory or thought.

"Committed eats impossible for breakfast." -Honoree Corder

Art of Affirmations Page 99

- **Writing Prompt:** What does commitment mean to you? What are you committed to?
- **Discussion:** Have students name people they would describe as committed. Once you have a list, vote as a class to determine the top five names. Discuss characteristics and behaviors that the people embody.

I will cheerfully give people more than they expect.

Art of Affirmations Page 101

- **Writing Prompt:** How do you cheer up your siblings or friends when they are upset?
- **Writing Prompt:** Think about a time that someone or something exceeded your expectations. What did they do? How did it make you feel? What types of things can you do to exceed the expectations of others?

I stand up for what is important to me.

Art of Affirmations page 103

- **Writing Prompt:** Think about a time you chose to stand up and speak out that did not go well. What happened? What did you learn from the experience? What can you do differently next time?
- **Writing Prompt:** What do you do when you see someone posting mean or hurtful comments online? How do you react when someone posts mean things about you or a friend? How can you make interacting online a better experience for everyone?

I am....

Art of Affirmations page 105

- **Vocabulary Building Activity:** Find a synonym for each affirming word that follows "I am" on the page. Rewrite the affirmation using the new word that you discovered.
- **Writing Prompt:** Select one of the statements and describe a time when you embodied that character trait. Select one of the statements that you would like to embody more and explain why.

"When I focus on what's GREAT in my life, more of what's GREAT will magically appear." -brotha James

Art of Affirmations page 107

- **Writing Prompt:** What advice would you give to a student who tried out for a sports team but did not make the team? Or someone that auditioned for role and did not receive it?
- **Writing Prompt:** Madison is used to getting all A's and a few B's on her report cards. She just started a new school. The classes are more challenging and her grades have begun to slip. This school is focused on the major she planned for college, but she got her first C on a test and is worried. What advice would you give her?

I am a student of life and I'm always looking for my next teacher. *Matt Aitchison*
Art of Affirmations page 109

- **Writing Prompt:** What is something that you would like to learn? Who do you know that can serve as a teacher?
- **Writing Prompt:** Think about a teacher, coach, or leader that has inspired you. What is the most valuable lesson you learned from them?

I am creative.

Art of Affirmations page 111

- **Cover Up Activity:** Start by giving each of your students a small scrap of paper with a design already drawn on it. Cut up coloring pages work great for this. Glue the scrap of paper down, and have students add their own designs. The goal of this activity is to make it challenging to find where the original design began. Starting with a small scrap of paper will lead to a new, creative design.
- **Musical Chairs Art Activity:** Students start with a blank piece of paper in front of them. When music begins, they can start creating using any materials provided (markers, paint, colored pencils, crayons, etc.). When the music stops, students move to the next seat leaving their work behind. When the music begins again, they will then add on to the artwork in front of them. Continue this process until time runs out or each student has made it around the room. Display the collaborative art pieces and discuss the activity as a class.

Today I choose to be better than I was yesterday.

Art of Affirmations page 113

- **Writing Prompt:** What choices can you make today that will make it better than yesterday?

I am loyal.

Art of Affirmations page 115

- **Writing Prompt:** What does loyalty mean to you?
- **Writing Prompt:** Imagine you told your best friend a secret and later find out that they shared it with someone else. How would you feel? What would you do? A few weeks later, the same friend tells you something in confidence. Would you keep their secret? Why or why not?

I am excellent.

Art of Affirmations page 117

- **Writing Prompt:** List five ways that you are excellent. How do you feel about each one?
- **Writing Prompt:** Think about one of your greatest accomplishments? What did you do? How do you feel when you reflect back on it?

I am passionate.

Art of Affirmations page 119

- **Job Interview Activity:** Have students interview each other. They will ask questions such as:
 1. One word you would use to describe yourself?
 2. What are you passionate about?
 3. If there was one thing you could change in the world, what would it be?
 4. Describe your best friend.
- **Writing Prompt:** You have a friend who is very passionate about music. However, their parents and teacher do not seem to notice and often put down their dreams. What would you do and say to encourage your friend?

What am I GRATEFUL for?

Art of Affirmations page 121

Have students sit quietly before filling out the prompts.

Take it a step further

The *Art of Affirmations Coloring Book* is very versatile and a great place to jump off SEL discussions, healthy practices and more. Students are encouraged to reflect and journal about the prompts. Listed below are some ideas on how to extend these coloring pages to meet your needs.

Five Part Series

Before asking students to present their work, one way to build confidence is to practice the five part series.

- Step 1: Think about it. Have students read the affirmation or prompt and take a minute before they write. This is a space to prewrite. They might use a thinking map to scribble out ideas but they should think before they jump in.
- Step 2: Journal about it. To reflect and build writing skills students will respond for 5-10 minutes in their journal.
- Step 3: Share with a partner. After writing they can share with a partner. This can be a space to practice writing skills such as editing or space to ask deeper questions.
- Step 4: Share with the class. This is a time to practice speaking and presenting their work.
- Step 5: Present to outsiders. The last step is to allow people outside the classroom to see your work. Students can post their art work or responses if appropriate to share.

If a student is sharing something very personal it might only go to step 2 or 3 where the teacher would be the partner to respond.

Question Box

Decorate a box with affirmations. This will be a space to collect answers to any of the questions below. Encourage students to regularly drop notes inside.

1. What went well today?
2. I am thankful for....
3. My favorite place in the world is?
4. One glow (something I am good at) and one grow (something I could do better).
5. I want to shout out _____ because they _____.

When the class needs a boost, during SEL, or at the end of the week, spend a few moments pulling responses out and sharing them with the class.

Speaking Prompts

Consider using exit tickets like:

- What went well today?
- I am proud of myself because...
- I learned how to...
- I am excited about

at the end of the school day or class periods to not only reinforce SEL lessons, but also to give students the opportunity to practice their listening and speaking skills.

Create awareness and a positive environment

Create awareness, reinforce learning and build confidence by decorating hallways and classrooms with coloring pages, art work and affirmation statements. Even bathrooms are a perfect place to post laminated affirmation so students see, hear, and internalize self love and confidence.

Writing Prompts for Students

These prompts vary from building emotional competencies to brain-stretching challenges. They are arranged by theme and may be used for journaling during SEL. They can also be used for ELA assignments.

Self Awareness and Self Management

- What are some things that make you feel mad? Sad? Happy?
- Describe a time you felt the same way a story character felt.
- Write about a time when you felt confident.
- Write about a time your emotions impacted your actions.
- Describe something you like to do for fun.
- What do you like about school?
- How do you help out at home?
- What is something you are good at? Something you want to get better at?
- How do you calm yourself when you are upset?
- What do you do when something is distracting you?

Responsible Decision Making

- What kinds of things do you think about when you are making a decision?
- Write about a fictional character or historical figure you admire. How did their choices impact the people and world around them?
- What is something you have done this year that you are proud of?
- What are some ways that you help others in your family or community?
- What are some ways that you help others in our classroom?
- Someone in your school work group does not have their portion of the assignment complete after spending all hour on their cell phone playing games. How would you handle this situation?
- You see a friend erasing someone's name off of an assignment and writing their own name. How would you handle this situation?
- A group of kids is throwing things and laughing at students walking down the hall. What can you do in this situation?
- One of your classmates is attempting to snatch the hijab off of another classmate's head. What can you do in this situation?
- A classmate is refusing to use the correct pronouns for another classmate? How would you handle this situation?

Relationship Skills and Social Awareness

- Write about a time you disagreed with a friend. How did you handle it?
- What are some things you can do to be an active listener?
- Write about a friend. How are they similar to you? How are they different?
- What are some ways you are similar to your family?
- What are some ways you are different?
- How do you like to work when you work in groups? How can you work together with someone who likes to do things differently?
- Write about a time you wanted to play with a new person or group. What did you do?
- What are some ways you let friends in your class know you care about them?
- What are some qualities that you want in a friend? How would you describe a good friend?
- What makes a good team?
- How do you let others know how you feel?