

SELF-TALK LESSON

teaching kids to
coach themselves

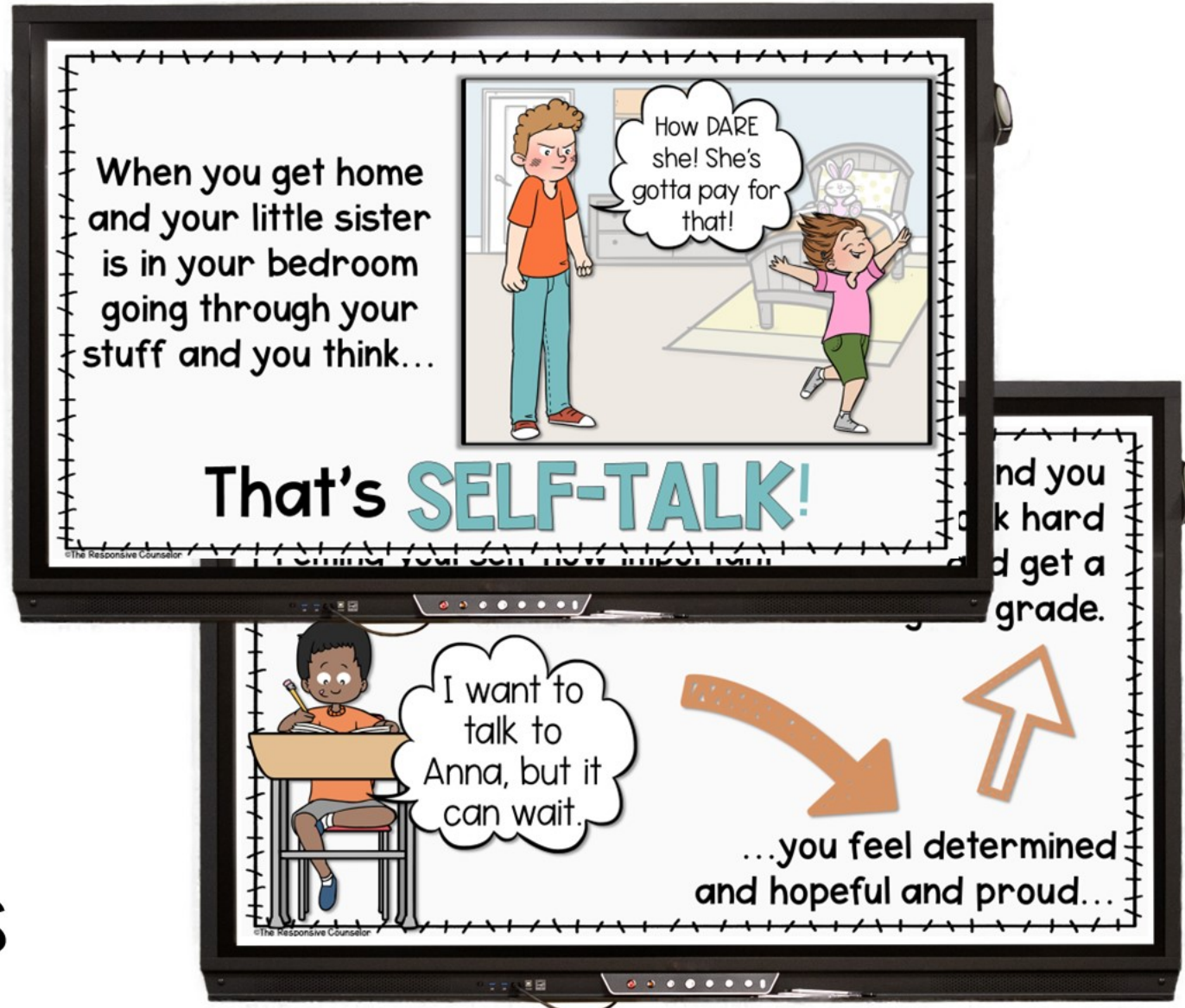


- For grades 3rd–5th
- Use in individual counseling, in small groups, or class lessons

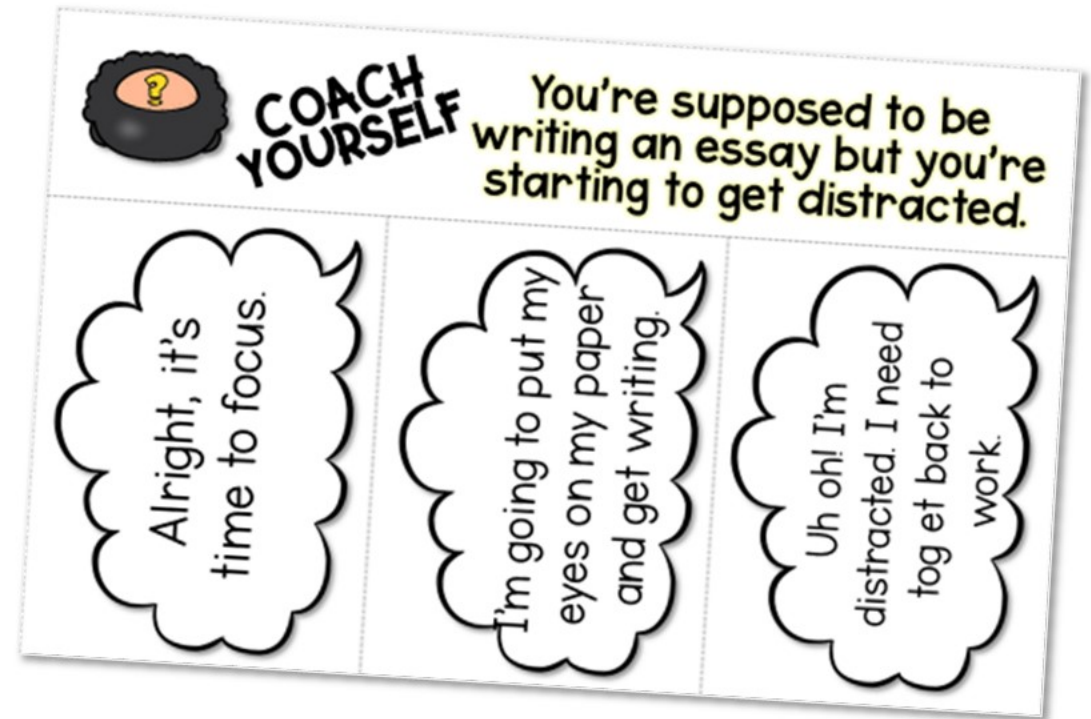
slideshow

Slideshow includes:

- ▶ Four corners activity
- ▶ Self-talk examples
- ▶ Modeling of how thoughts impact feelings and actions



self-talk puzzles



Students match up different examples of self-talk to four different situations.

mix and mingle activity

Self-Talk Scenarios

- Someone just pushed you, on purpose. You're thinking about shoving them back.
- It's time to do your homework but you want to play your favorite video game because you know your friend is already logged on.
- The teacher asked for a volunteer to work out the math problem on the board. You think you know the answer but you're feeling super nervous.
- You kept talking even after your teacher told you to stop two times, and now you'll be getting a note home about it.
- It's time for soccer in PE and you think you're not good at soccer.
- You tried your best on a test but still got a bad grade.



Use printed prompts or a slide within the slideshow for a movement-based cooperative learning activity to practice generating self-talk in various situations.

self-talk stations

Students travel to five stations with different scenarios and add their ideas for how they could use self-talk to coach themselves.

OR Use the scenarios for whole group role-plays.



lesson plan + exit ticket

ASCA and
CASEL aligned
lesson plan

Outline breakdown
with activity
directions

COACH YOURSELF: POSITIVE SELF-TALK

OBJECTIVE(S): Students will understand how their self-talk impacts their feelings and actions and will practice engaging in positive self-talk.

SEL DOMAINS: Self-Awareness, Self-Management

OUTLINE:

- **Prep:**
 - Print, copy, and cut puzzles. Create many groups you'll do this activity
 - Print scenario list.
 - Print scenario visuals (blackline o
- **Present:**
 - Introduce the concept of self-talk
 - Students identify which self-talk activity four corners. Given a sce self-talk is closest to what they v corner of the room.
 - Discuss how self-talk impacts h
 - Distinguish between helpful and
- **Apply:**
 - In small groups, students comp self-talk to scenarios
 - Students practice generating p scenarios through mingle-partner-chat (un

This activity also works with small groups of 4+ students. For a no-movement option, you could read the scenarios and students could respond on individual white boards and then share with a shoulder partner.

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ASCA MINDSETS/BEHAVIORS:
Demonstrate effective coping skills when faced with a problem. Positive attitude toward work and learning

ADDITIONAL MATERIALS: sticky notes and pencils (optional)

COACH YOURSELF!

What is 1 situation that you could use helpful self-talk in?

Name: _____

What would you say to yourself to help you feel good or do good?

Continued →

OUTLINE CONTINUED:

- **Mingle-Partner-Chat**
 - Play some sort of music or just instruct the students to "mingle", walking around the room (smiling and dancing ok but no talking).
 - Stop the music or call out "partner up". Students pair with the closest person (model that this doesn't mean the closest friend, just the closest person!)

back. Read the scenario and give generate ideas about help self-talk situation for how they could "coach" to face one another and take turns re out their responses. tner on cue, listen to the scenario, h each. n the slideshow.

reas of the room with a stack of encils hugh each scenario, adding post-it them as they go. ded in the slideshow if you want

One student volunteer sits facing the group and holds up a scenario visual.

- More student volunteers come stand behind him/her one at a time to "coach" them with helpful self-talk.
- Optional exit ticket for identifying a situation and helpful self-talk for it

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teachers, counselors, and therapists are saying...

"Using the coach as a metaphor was a good hook for them and I really appreciated the movement based activities. This kept the students engaged throughout the lesson. I also appreciated that the lesson plan provided multiple ways to engage the students with the content. The teachers commented afterward how important and valuable this skill is during the year and throughout your lifetime so it definitely got their seal of approval. I will use this again as part of my classroom counseling curriculum." — Ryan P.



teachers, counselors, and therapists are saying...



"Loved this resource and talking about self-talk with coaching language. Students connected with the lesson and were able to refer back to it throughout the year."
-Katelyn N.

"I really appreciate this self-talk lesson. It makes it easy to understand for students and gives many opportunities for them to practice positive self talk and start the important discussions."

-Jaclyn M.



Hi, I'm Sara! I create resources for elementary students, counselors, and teachers that improve social emotional learning and help students be their best selves. My focus is creating resources that are *effective* (using research-based best practices) and *engaging* (through collaborative learning and relevant scenarios) for all types of learners and populations.

Education

B.A. from Michigan State University
Psychology and Anthropology

M.S. from Vanderbilt University
Community, Research, and Action

M.Ed. From Vanderbilt University
Human Development Counseling:
School Counseling & Mental Health

Experience

I'm a former school counselor from a large southeastern school district with a wonderfully diverse group of students. I created and implemented a data-based comprehensive school counseling program while helping classroom teachers and administrators implement schoolwide SEL and restorative practices. Now, I share my ideas and resources to reach students and help educators across the world!



the **RESPONSIVE**
counselor

Let's Connect:

