

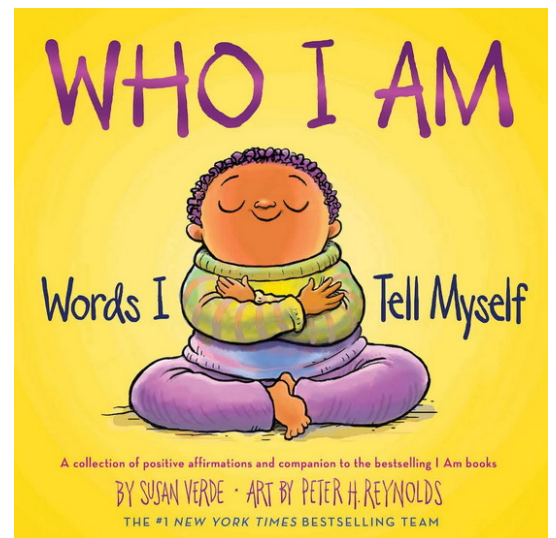
WITS

Lesson Plan

Author: Susan Verde

Illustrator: Peter H. Reynolds

Grade:



WITS Connection: Walk Away Ignore ✓ Talk it out ✓ Seek Help

Story Summary:

This book offers uplifting and supportive words to talk back to the unkind voice in our minds that can lead us to feel disappointed in ourselves on rough days, and in tough moments. Through these positive affirmations the reader is encouraged to celebrate self-love and recognize that they are deserving of all kinds of love.

Teacher's Notes:

Resources:



Lesson Plan

Pre-Reading

Questions:

1. Think back to the last time you were having a tough day. What emotions were you feeling? Were those feelings about external or internal things?
Teacher may need to expand on meaning of internal and external.
2. What are some things that the unkind voice in our minds can try to make us believe about ourselves on bad days?
3. Read the Author's Note (except the second to last paragraph) on the first page of the book to the class. Discuss the following:
 - What are positive affirmations?
 - Have you ever used positive affirmations? If so, who taught you them? What were they?
 - How did this note make you feel?

While Reading

Questions:

The affirmations in the story are personal statements, ready for you to say to yourself. How would you reframe these affirmations to say them to a friend who needs help talking back to the unkind voice in their head?

Activity:

As you read, reframe the affirmations in the book and practice saying them to others – either in pairs, or as a class.



Post-Reading

Questions:

1. Which affirmation did you find most powerful? Why?
2. How do you pick the words you use to describe your true self? What are they based on?
3. What are some other affirmations and words you can tell yourself or others you love?
 - Teacher can create a digital affirmation word cloud as ideas/words are shared.

Post-Reading Activity:

1. Guide students to think of a situation where they could have used, or imagine they may want to use and affirmation to support themselves.
2. Instruct students to write and illustrate their own affirmation inspired by one of the pages in the book.
3. Ask students to read their affirmation to the class and share what inspired them/when they think they might use it.