

Affirmations: exercises for mental health



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Topic: Daily Affirmations

- ★ I CHOSE TO COVER DAILY AFFIRMATIONS FOR MY TOPIC. AFFIRMATIONS ARE POSITIVE STATEMENTS THAT CAN HELP CHALLENGE AND OVERCOME SELF-SABOTAGING AND NEGATIVE THOUGHTS THIS IS A VERY IMPORTANT PRACTICE THAT IS BENEFICIAL FOR MENTAL HEALTH AND WELL BEING. STUDIES HAVE SHOWN THE POSITIVE EFFECTS OF DAILY AFFIRMATIONS ON COLLEGE STUDENTS INCLUDING CHANGE IN MINDSET TO BETTER CONQUER THE WORLD AND ALL IT HAS TO OFFER.
- ★ POSITIVE DAILY AFFIRMATIONS FOR ADULT LEARNERS. MARYVILLE ONLINE. (2021, MAY 13). RETRIEVED DECEMBER 7, 2021, FROM <HTTPS://ONLINE.MARYVILLE.EDU/BLOG/POSITIVE-DAILY-AFFIRMATIONS/>.



★ Purpose of this lesson

A BIG REASON WHY I CHOSE THIS TOPIC IS BECAUSE IT IS SOMETHING I AM GRAVELY PASSIONATE ABOUT. GROWING UP I ALWAYS STRUGGLED WITH LOW SELF ESTEEM AND IN TURN THIS FEELING MUTATED IN STRESS AND ANXIETY. I DISCOVERED THE METHOD OF AFFIRMATIONS THE SUMMER GOING INTO MY JUNIOR YEAR OF COLLEGE AND HAVE CHOSEN TO PRACTICE IT EVER SINCE. IT IS A STRATEGY THAT HAS HELPED BRING ME OUT OF VERY DARK CORNERS AND IT IS SOMETHING I RECOMMEND TO ANY PERSON I HAVE THE PRIVILEGE OF SHARING MY OWN STORY WITH.

THIS WAS NOT A LESSON THAT MY STUDENTS HAD ASKED ME TO DO WITH THEM SPECIFICALLY NOR MY CORE INSTRUCTOR HOWEVER, I KNEW THIS WAS A LESSON THAT WOULD BENEFIT NOT ONLY THEM BUT MYSELF AND MY INSTRUCTOR. AS THE SEMESTER HAS GONE ON I HAVE SPOKEN TO MANY OF MY STUDENTS ONE ON ONE WHO HAVE CONFIDED IN ME ABOUT THEIR STRUGGLES. A LOT OF THESE ISSUES HAVE STEMMED FROM A PLACE OF LOW SELF ESTEEM AND WORTH WHICH IS A REALITY THAT A LOT OF PEOPLE CARRY AROUND WITH THEM IN COLLEGE. I WANTED TO SEND A FINAL MESSAGE BEFORE THEY WENT ONTO NEXT SEMESTER THAT THEY ARE THE ONLY PERSON WHO CAN DETERMINE THEIR VALUE AND TO STRESS WHATEVER OTHERS SAY IS NOTHING COMPARED TO WHAT THEY SAY AND CHOOSE TO BELIEVE ABOUT THEMSELVES.

★ Preparation



I AM A SENIOR AT SUNY CORTLAND STUDYING IN THE MAJOR OF INCLUSIVE EDUCATION. DURING MY PLACEMENT I WAS IN CHARGE OF CREATING A LESSON ON SOCIAL AND EMOTIONAL HEALTH. HOWEVER I CREATED THIS LESSON FIT FOR 2ND GRADERS. WHEN I REALIZED THE POTENTIAL THIS LESSON HAD TO BENEFIT COLLEGE STUDENTS I THOUGHT ABOUT ALL THE WAYS I COULD TWEAK IT TO CORRESPOND WITH STRUGGLES COLLEGE STUDENTS FACE AS WELL AS WHAT TYPES OF INFORMATION THEY WOULD NEED TO PRACTICE THESE AFFIRMATIONS IN THE FUTURE.

WHEN RESEARCHING MY TOPIC I VISITED MANY SITES WHERE PROFESSIONALS HAVE SHARED THEIR OWN EXPERIENCES ALONG WITH EMAILING BACK AND FORTH TO THE SOCIAL WORKER AT MY PLACEMENT WHERE SHE SUGGESTED WAYS I COULD CONFORM MY LESSON TO BE FIT FOR COLLEGE STUDENTS. WHEN CONDUCTING MY RESEARCH I REALLY WANTED TO MAKE SURE I COULD EXPLAIN AFFECTIVE WAYS TO PRACTICE RATHER THAN LECTURING ON WHAT THE TOPIC WAS.

- ★ POSITIVE DAILY AFFIRMATIONS FOR ADULT LEARNERS. MARYVILLE ONLINE. (2021, MAY 13). RETRIEVED DECEMBER 7, 2021, FROM [HTTPS://ONLINE.MARYVILLE.EDU/BLOG/POSITIVE-DAILY-AFFIRMATIONS/](https://online.maryville.edu/blog/positive-daily-affirmations/).
- ★ AFFIRMATIONS - VFCSS.EDU.LC. (N.D.). RETRIEVED DECEMBER 7, 2021, FROM [HTTPS://VFCSS.EDU.LC/WP-CONTENT/UPLOADS/2020/12/STUDENTS-AFFIRMATIONS.PDF](https://vfcss.edu/lc/wp-content/uploads/2020/12/STUDENTS-AFFIRMATIONS.PDF).

★ Why is this lesson important for 1st year students to know?

FRESHMAN YEAR OF COLLEGE CAN BE A BATTLE FOR ANY STUDENT. THERE ARE A COUNTLESS NUMBER OF HARDSHIPS THAT COLLEGE STUDENTS FACE NOT ONLY ON THE SURFACE BUT INTERNALLY AS WELL. THIS IS THE MOST CRUCIAL YEAR THAT STUDENTS NEED SUPPORT IN ALL REALMS. BUT AT TIMES IT CAN BE HARD TO REALIZE YOU ARE A SUPPORT SYSTEM IN YOURSELF. I FELT IT WAS REALLY IMPORTANT FOR STUDENTS TO LEARN OTHER COPING STRATEGIES THAT THEY COULD BRING ANYWHERE WITH THEM IN ORDER TO SUPPORT THEMSELVES IN TIMES OF NEED. WITH ALL THE CHALLENGES AND ADJUSTMENTS A FIRST YEAR FACES, I FEEL IT IS REALLY IMPORTANT FOR THEM TO LEARN HOW TO ELIMINATE NEGATIVE SELF TALK, AS WELL AS LEARNING HOW TO BE COMFORTABLE WITH THINGS THAT ARE UNCOMFORTABLE.

★ Materials

How we can create our own

- ★ Use positive words – You want to focus on the positive. Refrain from using words like “can’t”, “don’t” or “won’t”
- ★ Use present tense – Use phrases like “I am” or “I have” instead of “I will” or “I could”
- ★ Keep it short and specific
- ★ To create an affirmation, focus on the opposite result of the negative belief. For example, if you think “PSYCH 101 is hard”, you can create an affirmation like “My brain is capable of learning hard things”.
- ★ Repeat the affirmations by standing straight and with relaxed shoulders in a loud voice – loud enough so you can really hear yourself. Or you can repeat affirmations by looking at a mirror.

How can we change this?

The most important thing you should remember is to be able to express your talents without fears like “I am not good enough” or “If I fail, I will be ridiculed” etc.

1. Listen to what you’re telling yourself as if you were telling it to other people.
2. Stop judging yourself so harshly
3. Be conscious of what you say.

Try to compliment yourself on the daily even if it is a small achievement.

How negative self talk affects our affirmations

Not all affirmations are positive.

The sad thing is most of us use negative affirmations most of the time rather than positive ones. And it is not conscious but happens unconsciously.

We all have our moments of self-doubt. Its normal! But when we continue to repeat these statements we eventually start to believe them, and then it becomes a problem.

When we repeat negative self-talk, we wire our brains to view the situation negatively from then onwards

Completing daily affirmations charts

DAILY AFFIRMATIONS
1)
2)
3)

Please complete the daily affirmation charts that are being passed around.

Once you are done please tape this chart somewhere where you will always be able to reference it to complete your affirmations.

- Desk
- Mirror
- Next to your bed

HERE ARE SOME OF THE SLIDES I CREATED IN MY POWERPOINT ON AFFIRMATIONS. HERE THEY STATE THE STEPS TO CREATE OUR OWN, HOW WE CAN DIMINISH NEGATIVE SELF TALK AS WELL AS HOW IT IMPACTS OUR AFFIRMATIONS AND THEN FINALLY A SAMPLE OF THE STUDENTS AFFIRMATION CHARTS THAT THEY COMPLETED.

Methods

Affirmations are like compliments.

Everyone give yourself a compliment and keep it in your head



<https://www.youtube.com/watch?v=D9OOXCu5XMg>

I CHOSE TO SHOW THIS VIDEO TITLED "THE REFLECTION IN ME" AS MY ANTICIPATORY SET. I THOUGHT THIS WOULD BE A FUN, ENGAGING WAY TO SHOW STUDENTS AN EXAMPLE OF WHAT POSITIVE SELF TALK IS. I ALSO REALLY LOVE THIS VIDEO BECAUSE OF ITS MESSAGE AS WELL AS THE SPARK IT GENERATES TO MOTIVATE SELF CARE AT THEY LOVE RATHER THAN WHAINFLUENE OTHERS TO APPRECIATE WHAT THEY LOVE RATHER THAN DWELL ON WHAT THEY HATE. MY STUDENTS REALLY ENJOYED THIS. IF I WERE TO REDO MY LESSON I WOULD HAVE BROUGHT IN A MIRROR FOR MY STUDENTS TO RECREATE AND REFLECT JUST AS THE LITTLE GIRL HAD.

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I CREATED A WORKSHEET FOR STUDENTS TO DO SOME SELF REFLECTING. MY METHOD HERE WAS TO MAKE IT A PRIVATE DOWNTIME ACTIVITY WHERE STUDENTS WERE FREE TO WRITE WHATEVER RESONATED WITH THEM AND TO DECORATE IT HOWEVER THEY WANTED. I THINK THIS WENT VERY WELL. I COULD SEE EVERYONE RELAX AND CONCENTRATE ON MAKING THEIR CHART PERFECT BECAUSE IT MATTERED TO THEM.

★ Learning outcomes

TAKE AWAY

I REALLY WANTED STUDENTS TO TAKE AWAY A DIFFERENT PERSPECTIVE ABOUT THEMSELVES. I WANTED THEM TO LEAVE CLASS KNOWING HOW VALUABLE AND IMPORTANT THEY ARE. AS WELL AS ACKNOWLEDGING, APPRECIATING AND CARING ABOUT OURSELVES IN THE THIRD PERSON IS OKAY AND THAT BEING AWARE OF ALL THEIR GOOD QUALITIES DOES NOT MAKE THEM ANY LESS HUMBLE..

GOALS

THE GOAL FOR MY LESSON WAS TO SHOW STUDENTS THE POWER THAT AFFIRMATIONS HAVE TO ACHIEVE THEIR OWN GOALS IN LIFE. I HOPED BY ME SHARING MY OWN EXPERIENCES AND TEACHING THEM HOW TO FORM AND USE THEM THEY CAN GET A STEPPING STONE TO TRY ON THEIR OWN. I WANTED STUDENTS TO REALIZE THEY HAVE THE POWER TO CHANGE THEIR NEGATIVE THOUGHTS AND REPLACE THEM WITH POSITIVE THINKING PATTERNS. OVERALL MY GOAL WAS TO SPARK A REALIZATION AND CHANGE NEGATIVE THINKING PATTERNS FROM MY LESSON ON.

★ Feedback?

BEFORE I STARTED MY LESSON, WHEN I WAS SETTING IT UP, I COULD SEE SOME EYES LIGHT UP BECAUSE THEY KNEW EXACTLY WHAT WE WERE GOING TO DO WHEN THEY SAW 'AFFIRMATIONS' ON THE BOARD. I KNOW THAT MY STUDENTS ENJOY WHEN I DO LESSONS ON MENTAL HEALTH FROM A POLL I DID AFTER MY FIRST LESSON ON HEALTHY HABITS FOR A COLLEGE STUDENT.

ONCE MY LESSON WAS OVER INSTEAD OF GROUPING TOGETHER AS A TABLE TO TALK EVERYONE WAS REALLY SILENT. I FEEL LIKE SILENCE FROM A GROUP WHO LOVES TO CHAT SAYS SOMETHING IN ITSELF. TO VALIDATE THIS, I DID GO AROUND INDIVIDUALLY TO EACH TABLE AS THEY WORKED ON THEIR AFFIRMATION CHART ASSESSMENT TO SEE IF THEY ENJOYED IT AND I COULD SEE THE RELEASE OF TENSION FALL FROM SEVERAL OF THEM. VERBALLY THEY TOLD ME IT WAS A GOOD MENTAL BREAK FOR THEM AND THAT IS AN ACCOMPLISHMENT TO ME TO HELP THEM RELAX EVEN IF IT IS JUST WITHIN THE SHORT PERIOD OF TIME THAT COR IS.

★ Assessment

- ★ AFTER LEARNING WHAT AFFIRMATIONS WERE, I CONDUCTED A FORMATIVE ASSESSMENT TO HAVE MY STUDENTS PRACTICE CREATING AND GIVING THEMSELVES COMPLIMENTS. THEIR TASK WAS TO EXPRESS TO THEIR SMALL GROUP ONE THING THEY REALLY LIKED AND ADMIRING ABOUT THEMSELVES. THERE WAS NO LIMIT OR GUIDELINE TO WHAT THEY COULD SAY BUT, IT DID NEED TO BE POSITIVE. AFTER, EVERY STUDENT AT THE TABLE WAS REQUIRED TO COMPLIMENT THE PERSON SITTING NEXT TO THEM ON A DEEPER LEVEL. (I DID IT THIS WAY SINCE EVERYONE WHO SITS TOGETHER DOES CHAT AND HANG OUT OUTSIDE OF CLASS, SO THEY DO KNOW EACH OTHER ON A FRIEND BASIS). THROUGH THIS ASSESSMENT I WAS ABLE TO SEE WHO WAS CAPABLE OF DIGGING DEEP TO SEE THEIR ENDEARING QUALITIES AS WELL AS HELPING EACH OTHER RECOGNIZE THEIR OWN AS WELL.
- ★ FOR MY SUMMATIVE ASSESSMENT I HAD STUDENTS CREATE A PRIVATE AFFIRMATION CHART. THEY WERE REQUIRED TO USE OUR STEPS THAT WE LEARNED IN THE LESSON TO CREATE THEIR OWN THEIR ONLY TASK POST ASSIGNMENT WAS TO TAPE IT SOMEWHERE WHERE THEY WOULD BE ABLE TO REFER TO IT EVERYDAY. I DIDN'T COLLECT THESE CHARTS OR READ THEM BECAUSE THIS IS SOMETHING UNIQUE TO EVERYONE AND I WANTED THEM TO FEEL SAFE AND SECURE IN WHAT THEY WROTE. SOME STUDENTS DID SHARE ONE AFFIRMATION THEY WROTE BUT I DIDN'T REQUIRE IT. I FELT THAT THERE WAS AN UNNEEDED PRESSURE IN REQUIRING THEM TO SHARE WITH ME. BY DOING IT IN PRIVATE THEY WERE ABLE TO WRITE THINGS TRUE AND MEANINGFUL TO THEM AND THAT WAS THE GOAL OF THEIR ASSESSMENT OVERALL.

★ What I learned from this

I WOULD SAY I RE-LEARNED JUST AS MUCH AS I LEARNED THROUGH THIS LESSON. I FORGOT HOW UNCOMFORTABLE OF A PROCESS THIS IS AND HOW MANY STRUGGLE WITH IT. SEEING A ROOM FULL OF YOUNG ADULTS, STRUGGLING TO FIND THINGS THEY LOVE ABOUT THEMSELVES WAS A MOMENT ME AND MANY OTHERS I KNOW HAVE BEEN IN. I FEEL THIS IS A REALITY CHECK THAT TOPICS AND WORKSHOPS SIMILAR TO THIS ONE NEED TO TAKE PLACE MORE OFTEN. I LEARNED THAT STUDENTS APPRECIATE AND NEED MENTAL BREAKS LIKE THIS TO REFLECT AND LEARN ABOUT SELFCARE.

I THINK THROUGH MY EXPERIENCE TO BEING A TA I'VE NOTICED THAT BY BEING OPEN AND SHARING ABOUT ME, MAKES MY STUDENTS SEE ME AS A PERSON AND IN TURN NATURALLY DRAWS THEM TO ME. THIS WAS MY WAY OF BEING EFFECTIVE AND HOW I WAS ABLE TO GET MY STUDENTS TO OPEN UP EVEN THOUGH THIS WAS A CHALLENGE FOR THEM. I'VE LEARNED ABOUT MYSELF THAT BUILDING RELATIONSHIPS IS EASY FOR ME, AND FOR MY FUTURE AS AN EDUCATOR, I FEEL COMFORT IN THAT.