

Character and Life Skills: Perseverance

SEL Focus: Self-Management

Lesson Title: Self-Pep Talk

Grade Level: 3-5



Project and Purpose

Students devise a self-pep talk to motivate themselves to persevere toward a short-term goal.

Essential Question

How do you motivate yourself toward a short-term goal with a self-pep talk?

Materials

- **Six Steps for a Self-Pep Talk**
- Writing tools
- Mirror/s (small, toy mirrors that are unbreakable work just fine)

Introduction

1. Review the definition of self-management and ask students to tell you what they think it means in their own words. If you have done the deconstruction lesson, remind them of the hard work they did to break down all the skills that are a part of self-management.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

2. Explain that in today's class, they will concentrate on the idea of motivation as a way to persevere toward goal.

Direct Instruction (I do)

Note: Prepare your self-pep talk outline before class. Place mirrors in a space or manner that work best for your students.

1. Tell students you are going to model one way you motivate yourself to achieve a short-term goal through a self-pep talk, a speech you say to yourself to "pump yourself up."
2. Talk about how a short-term goal is something you want to accomplish right now or by the end of the day. It can be as immediate as making sure you have all your supplies ready for this class, or something for the end of the day such as completing all the daily reports for the office. Even short term goals take perseverance; you have to think about working hard on the goal until it is done.

3. Point out that there are six steps to a good pep talk, and you want to make sure you hit them all, so you are going to use your prepared outline. Review the six steps:
 - a. I will choose kind, gentle, proactive, and positive words to build myself up!
 - b. I will be precise: I will talk only about my specific goal, my focus.
 - c. I will visualize success: I have a picture in my mind of what success will look, sound, and feel like.
 - d. I will acknowledge my feelings: I may be scared, I may be nervous, I may be excited, and that's okay. I can name the emotion and use it to reach my goal.
 - e. I will talk to myself as a friend: I will call look at a mirror and talk to my reflection as if it is a friend. I will use the word "you" to talk to myself.
 - f. I will be positive: this will happen, this is going to be great, things will get better.
4. Tell students that while you deliver your self-pep talk, you want them to notice all six steps. Encourage them to stick with you through the speech, to persevere until the end.
5. Use a mirror and deliver your self-pep talk.

Guided Exploration (We do)

1. Ask students to tell you what they noticed about your speech. Use any/all the following questions:
 - a. How were all six steps covered in the pep talk?
 - b. What did you notice about the language used?
 - c. How did the pep talk make you feel?
 - d. What goal was set? How do you know?
2. Ask students how they know yours is a short-term goal. Why will this goal take some perseverance?
3. Have students work with a partner or in small groups to brainstorm some short-term goals they have. These goals should be something you have control over, something you can work hard to earn. For example, the goal to be picked to be team captain is under the control of the PE teacher, not yours. Some examples might include: to finish the math do-now correctly, to mix the perfect colors for your art project, to remove the spot off your new clothes, to avoid getting into an argument with a fellow student, to master a standing back-flip, etc.
4. Gather as a group and share some short-term goals. How will each take perseverance? Explain that each student will pick one of the short-term goals listed or create a unique one for themselves and then write a self-pep talk using the six steps.

Independent Practice (You do)

1. Distribute the Six Self-Pep Talk Steps worksheets and tell students that they may work with a partner to think through the exercise but each person must complete his/her own self-pep talk. Encourage them to think about perseverance, perhaps even using the word perseverance in their pep-talks.
2. Give them time to write, and when they are ready, give them time to practice their pep talk with one of the mirrors.
3. When everyone has had a chance to practice his/her pep talk, ask for volunteers to share their pep talks with the group. Be sure to work with the group to set up guidelines for observing. (If someone struggles with this, perhaps it would be appropriate to have that person practice a self-pep talk for following the guidelines for observing.)

Character and Life Skills: Perseverance

SEL Focus: Self-Management

Activity: Six Steps for a Self-Pep Talk

Grade Level: 3-5

Directions

Think of yourself as your own coach!

1. Write your short-term goal: _____
2. Read the steps in the first column of the chart. In the second column, fill in some words and phrases you can use to build yourself up in your self-pep talk.

Steps	My Words
<p>I will choose kind, gentle, proactive and positive words to build myself up!</p>	
<p>I will be precise: I will talk only about my specific goal, my main focus.</p>	
<p>I will visualize success: I have a picture in my mind of what success will look, sound, and feel like.</p>	
<p>I will acknowledge my feelings: I may be scared, I may be nervous, I may be excited, and that's okay. I can name the emotion and use it to reach my goal.</p>	
<p>I will talk to myself as a friend: I will call look at a mirror and talk to my reflection as if it is a friend. I will use the word "you" to talk to myself.</p>	
<p>I will be positive: this will happen, this is going to be great, things will get better.</p>	