

Giving positive vibes with a chatterbox

- Positivity

EXPLANATION:

A positive outlook is one of the most important factors to emotional well-being. A chatterbox paper 'fortune-teller' can share positive statements and vibes with others contributing to positive feelings and attitudes in the classroom.

YEAR LEVELS: Years 1–3

STUDENT GROUPING: Whole group discussions and individual creations. Chatterboxes could also be made with adult assistance during small group time

ACTIVITY LENGTH: 45 mins approx.

LINK TO CURRICULUM:

Personal and Social Capability

Social management

This element involves students interacting effectively and respectfully with a range of adults and peers. Students learn to negotiate and communicate effectively with others; work in teams, positively contribute to groups and collaboratively make decisions; resolve conflict and reach positive outcomes. They develop the ability to initiate and manage successful personal relationships and participate in a range of social and communal activities. Social management involves building skills associated with leadership, such as mentoring and role modelling. In developing and acting with personal and social capability, students:

- communicate effectively
- work collaboratively
- make decisions
- negotiate and resolve conflict
- develop leadership skills.

Communicate effectively

- identify communication skills that enhance relationships for particular groups and purposes
- identify and explain factors that influence effective communication in a variety of situations.

SCOPE OF TASK:

A chatterbox is the name given to a fun paper craft item popular in playgrounds around the world. Typically, they are used to ‘tell fortunes’, jokes and share funny statements. Chatterboxes are made from folding a paper template to create a pyramid-like structure. When the flaps are opened quotes, messages or pictures are revealed. Positive messages and affirmations can be written in these chatterboxes to build optimism, confidence and encourage classroom cohesiveness.

What is ‘being positive’ for young primary students?

Positivity means thinking in an optimistic way. It involves expecting good results and success, looking for solutions and focusing and being happy. Positivity creates a ripple effect — influencing school, friendships and others. With positive frames of mind, it is easier to achieve goals and take risks. To explore positive mind sets students are encouraged to identify positive statements and share they with their peers to build an encouraging classroom community.

1. To activate prior knowledge, ask students about positivity. Questions could include:

- What does it mean to be a positive?
- What does it mean to be negative?
- Why do you think it important to be positive?

2. Create a table on the whiteboard and write words that students have identified that connect with positive and negative.

<i>Positive</i>	<i>Negative</i>

3. Ask students questions about being positive is? Questions could include:

- What do you do when you are positive?
- How do you feel when you are positive?
- What are things that you say when you are positive?

You may need to use the opposite example of ‘negative’ as a comparison, but the focus should be on positive, optimistic and constructive thoughts, actions and words.

4. Ask students what positive things they can say to their friends to create a happy and safe classroom space — write these on the whiteboard. Some phrases that could be used include:

- You are an amazing person!
- You nail challenges!
- You get better every day!
- You try hard all the time – well done!
- I believe in you!
- You are a positive class member!
- You rock!
- You are the best!
- Thanks for making me happy!
- You set great goals!
- You are fun!
- You are great!
- You are funny!
- You are clever!

5. Share the task with the students: They are going to make a chatterbox and share positive vibes with their classmates by writing positive statements to share with everyone.
6. Provide the instructions on how to make the chatterbox. Photo instructions provided below.
7. Once the chatterbox is made students can decorate it. Firstly, students need to decide the colours and the numbers that will be written on top of the flaps. Secondly, they must decide the positive statements they will write under the flaps. Finally, it is important to demonstrate how the chatterbox is used:

To use the chatterbox, the player operating it holds the four corners of the paper with index fingers and thumbs on both hands. Keep two pairs of corners together and the other two pairs separated so that half of the internal parts are visible. Two actions occur before the final answer is revealed.

For example, the holder of the chatterbox asks their friend to choose one word or number — this word is spelt out or a number is counted. Move the chatterbox like a beak as the numbers or letters are said. At the end of spelling or counting, four of the inside words will be displayed. The holder asks their friend to again choose a number or word — which again is spelt or counted. On the third step the friend is asked to choose one word or number. Open the chosen flap and read out the sentence under the flap. Watch how your partner responds to the positive message.

8. Once the students have completed their chatterboxes and are familiar with their use provide classroom time for students to move around sharing their positive messages. These chatterboxes can be used at set times in the classroom and outside in the playground. After the students have had time to share their chatterboxes ask questions to reflect on their sharing of positivity:
 - How did you feel sharing positive words with others?
 - How did you feel hearing positive vibes?
 - How do you think your friends felt getting positive messages and thoughts?
 - How else can you be positive?

Hint: If you have parent helpers the chatterboxes could be made with their assistance or during small group activity time.

RESOURCES:

- Sheets of paper
- Scissors
- Coloured pens
- Whiteboard
- Visual instructions included:

