



I Love That I...

A personal affirmation activity

TIME
10-20 minutes



TEAM STAGE
Forming, Norming

MATERIALS
Paper, writing utensils

SUMMARY

This activity allows group members to think of positive affirmations individually while also sharing with their peers.

SET UP

- Give everyone a piece of paper and a writing utensil.
- If desired, prepare an example poster of the chart.


INSTRUCTIONS


- Have participants create a chart by dividing their paper into three sections. Then, have them fill in each section of the chart by answering the following prompts about themselves:
 - I Love That I Can...
 - I Love That I Am...
 - I Love That I Have...
- Give participants five to seven minutes to complete their charts. Then, have participants find a partner to share what they wrote.
- Prompt participants to switch partner pairs every few minutes.
- At the end, ask for a few participants to share something they learned or a takeaway from their experience talking to others in the room.

I Love That I Can...	I Love That I Am...	I Love That I Have...
- be myself at school	- positive	- good health
- cook	- creative	- supportive friends
- make an impact	- a change-maker	- an education
- share my ideas	- an older brother	- a moral compass
	- an advocate for others	- a fun job

VARIATIONS

- For a creative take on this activity, allow participants to depict their answers in any way that they would like (eg. *pictures, drawings, etc.*) – they don't have to be limited to words on the chart.
- Do this as a group activity, with the whole group collaborating to think about what they appreciate about the group by answering the prompts: "We Love That We Can", "We Love That We Are", and "We Love That We Have".

 **Small Group:** To facilitate this activity for a small group, have each participant share their chart with the whole group instead of sharing in pairs.

 **Online:** To facilitate this activity virtually, have participants write their charts individually on a piece of paper or use a shared document that everyone can contribute to. Then, use several rounds of breakout rooms for participants to share with one another. [\[click here for video\]](#)





VARIATIONS *(continued)*

- **Asynchronous:** To facilitate this activity asynchronously, have participants create their charts on a shared document. Allow participants to complete their chart on their own time by a specified date. Then, allow participants to look through the document on their own time to see everyone else's charts.

DEBRIEF QUESTIONS

- What:
 - How did you decide what to write down about yourself?
 - How did it feel to write affirmations for yourself?
 - So What:
 - Why is it important to take the time to affirm yourself?
 - What is the significance of sharing your self-affirmations with your peers?
 - Now What:
 - How can you continue to affirm yourself throughout the year?
 - What can we do to make time for personal and group affirmations?
- **Facilitator Note:** These questions can be used to guide your debrief, however, pick the questions that best match your group's experience and add or change questions as needed.