

LOVE YOUR NATURAL SELF FOUNDATION

**“International Day of Self Love”
Program Guides**

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Letter from Founder: Sanah Jivani

To the wonderful educators sharing this program guide with your students,

I want to start off by saying thank you. The Love Your Natural Self Foundation was born when I was just 15 years old. It has always been a student-led and student-centered movement, and I am so excited that you can now share this with your students.

I will never forget the morning I woke up to find all my hair on my pillow. I was only 12 years old, in the 7th grade, when I woke up completely bald. I remember looking in the mirror, instantly being filled with insecurity and self-hatred. I immediately bought a wig, hoping to cover up the condition the best I could.

The next day at school, the bullying was relentless. Everyday, it was something new. I found gum and food in my wig. There was an online Facebook page created to make fun of me. I found mean notes in my locker, one even titled “50 ways to go kill yourself.” I was heart-broken in every way, and I began to struggle with severe depression, anxiety, and self-harm.

However, through this process, I noticed something. People said mean things to me, but the things I said to myself were much worse. I realized that before anything else changed, I needed to learn to fall in love with who I am.

From this realization and the love I eventually found for myself, the Love Your Natural Self Foundation was born. I started my freshman year without my wig, excited to celebrate every part of myself. I dream of a world where every student feels that they have the tools, resources, and support needed to get to this point of self-love.

I started this organization in 2011 at only 15 years old, and since then, our programming has been utilized on 135 campuses around the world, impacting over 35,000 students. This guide was created after doing this work for years, seeing what works best for our students, and gathering the input of educators and leaders who we felt had expertise in this field.

We hope that the activities and programming in this guide can have a positive impact on your students. From the bottom of my heart, I hope that every student finds the self-love I was fortunate enough to find. I will keep doing this work for the rest of my life, working to ensure that every student has the social and emotional learning resources needed to succeed and find peace inside of themselves.

Thank you so much for sharing this with your students!

Sanah Jivani
Founder and CEO
Love Your Natural Self Foundation (LYNS)

LOVE YOUR NATURAL SELF FOUNDATION

**“International Day of Self Love”
Program Guide**

3rd Grade – 5th Grade

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April 7, 2019

Topic B: Mental Health and Wellness

Overview

Mental health and wellness is a topic that is not normally addressed in elementary school. Students are often thought of being too young or too immature to understand mental health issues. While mental health issues are complex, empowering students to effectively address feelings of loneliness, depression, and anxiety is vital to developing healthy future coping mechanisms.

Activity B-1: Breaking the Chain of Insecurity

Learning Objective



Students will be able to identify their insecurities and construct a visual representation of overcoming these insecurities.

Materials



- Construction paper
- Markers
- Glue or stapler
- Scissors

Instructions



1. Have students meet at the designated group meeting area.
2. While having meeting time with your students, have them show you faces that match different emotions, such as happy, sad, angry, and confused.
3. Define the concept of insecurity
 - a. Sample definition:
 - i. Insecurities: The things that you do not like about yourself. When you think about these things, you feel sad or embarrassed.
4. Discuss how insecurities can hold you back and prevent you from reaching your potential.
 - a. For example, if a student is insecure about their running, they may not try out of the track team, causing them to lose the opportunity.

5. Compare insecurities to chains- both can be restricting and hold you back.
6. Allow students to cut construction paper into long strips. On the inside of each strip of paper, they can write an insecurity.
7. Get together as a class and link these strips together by folding them into circles and attaching them to each other. Work to do this as a class so that you can create one long chain.
8. Once the chain is created, encourage students to come up, one by one, and rip a piece of the chain off while saying positive statements about themselves, such as “I am kind.” or “I am brave.”

Discussion/Reflection Questions



Question 1: How can insecurity prevent you from reaching your full potential?

Question 2: Why is it important to replace thoughts of insecurity with thoughts of self-love?

Question 3: How did it feel breaking free from the insecurity? How could you help others break free from their insecurities?

Activity B-2: Changing the Language

Learning Objective



Students will be prompted to explore ways of overcoming insecurity while cultivating a mindset of self-love.

Materials



- “Change the Language” Worksheet (*Additional Resources*, Resource #12)
- Pencil or pen

Instructions



1. (*Optional*) Show the “#NaturalDay” Chalkboard YouTube video (<https://www.youtube.com/watch?v=IVc1m6ljgck>) and discuss the two sides of the chalkboard. On one side, students wrote their insecurities. On the other side, however, they changed their insecurity into self-love.

- a. Example: One student stated “weight” as their insecurity, but on the other side of the chalkboard they wrote “I love my body!”
2. Define the concept of insecurities and self-love.
 - a. Sample definitions include:
 - i. Insecurities: The things that you do not like about yourself. When you think about these things, you feel sad or embarrassed.
 - ii. Self-love: The things that you love about yourself. When you think about these things, you feel happy and excited to be you.
3. Ask students to reflect on some of their insecurities, and how they could combat their insecurities with self-love.
4. Tell students to fill out the worksheet. Walk around and monitor students, making sure they are coming up with strong examples of self-love. Provide guidance or examples if needed.



Quick Tip

Sometimes self-love isn't easy, and it isn't easy to come up with kind things about ourselves. If students are having trouble, reference Resource #18 for a list of positive messaging they can use in case they can't come up with anything.

Discussion/Reflection Questions



Question 1: Why do you think we struggle with insecurity?

Question 2: How does insecurity make you feel? How does self-love make you feel?

Question 3: How do you think self-love can make you an overall happier person?

Activity B-3: Letter to Myself

Learning Objective



Students will practice self-love by writing a complimentary letter to themselves that focuses on both physical and personality traits they appreciate about themselves.

Materials



- Letter to Yourself template (*Additional Resources*, Resource #13)
- Sheet of paper
- Pencil or pen

Instructions



1. (*Optional*) Show the “Write a love letter to yourself” YouTube video (<https://www.youtube.com/watch?v=ojUrs28LeGM>) and discuss the content of the different letters.
2. Define the concept of self-love.
 - a. Sample definition:
 - i. Self-love: The things that you love about yourself. When you think about these things, you feel happy and excited to be you.
3. Tell students to reflect on some of the things they love about themselves and some of the things they might say to themselves in a letter.
4. Tell students to write a letter to themselves. This is something you could allow them to keep for a bad day, or hand back later in the school year. Tell them to be kind, compassionate, and loving in this letter.

Discussion/Reflection Questions



Question 1: How did it feel writing a letter to yourself?

Question 2: Why do you think we should write nice things to ourselves so often?

Question 3: Why does society only focus on spreading kindness to others? Why is it just as important to show kindness to yourself?

Change the Language

Negative
Thoughts

Positive
Thoughts



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Letter to Yourself

Dear _____
(insert **YOUR** name)

I like my _____ because, _____

_____.

I am special because, _____

_____.

I love _____.

I am grateful for my _____ because, _____

_____.

I know I can _____

_____.

I will always remember _____

_____.

Sincerely _____
(insert **YOUR** name)



Hero's Journey



Setting _____
(Where did your story take place?)

_____.

Protagonist _____
(Make yourself the hero?)

_____.

Conflict _____
(What is the problem in the story?)

_____.

Antagonist _____
(What stops you from accomplishing your goal?)

_____.

Climax _____
(What is the most suspenseful part of your story?)


_____.

Resolution _____
(How is the conflict solved?)

_____.

Negative Emotions Worksheet

When we are feeling upset or worried it is important that we know how to ask for help. Using this worksheet, you will identify the ways you can ask for help when you need it.

Emotion	Asking for Help
 Frustrated	It might help me to _____ _____.
	Can I do that?
	It might help me to _____ _____.
	Can I do that?
	It might help me to _____ _____.
	Can I do that?



Anxious

It might help me to _____

Can I do that?

It might help me to _____

Can I do that?

It might help me to _____

Can I do that?



Disappointed

It might help me to _____

Can I do that?

It might help me to _____

Can I do that?

It might help me to _____

Can I do that?