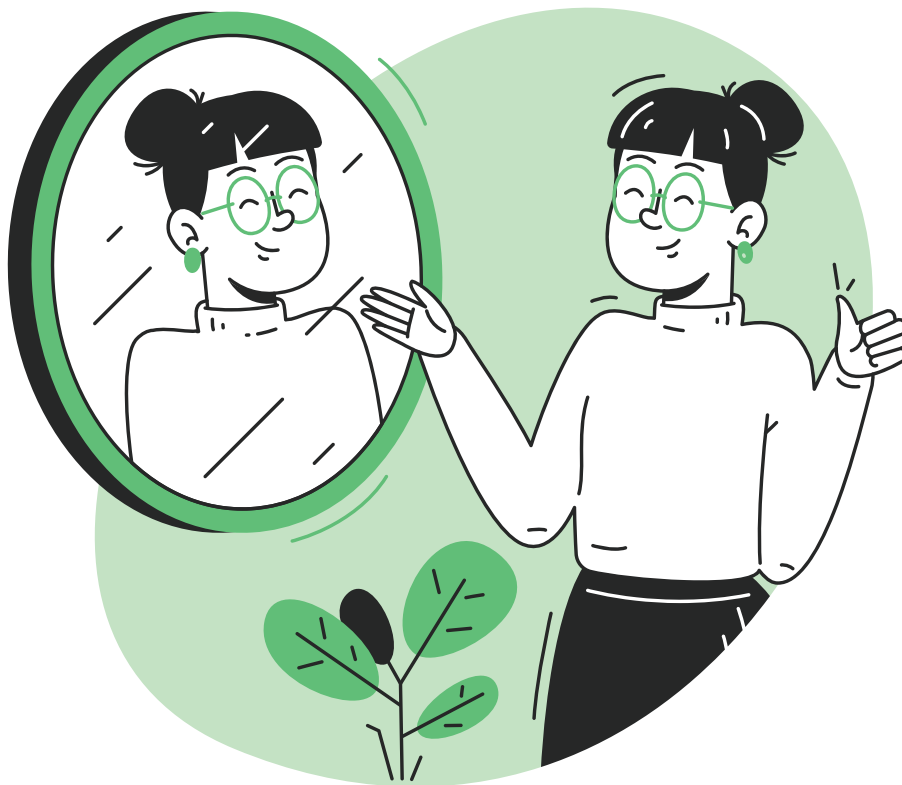


Year Level/Class: _____

Positive Self-Talk

Learning Outcomes:

- Understand the impact of self-talk on our mood and performance
- Identify negative self-talk patterns
- Develop strategies for reframing negative thoughts using positive self-talk
- Use Plus Side cards to practice positive self-talk and solution focused thinking



Resources:

1. Plus Side cards
2. Whiteboard with markers or a screen display
3. Activity 3 Worksheet (see below)

Introduction (5 minutes):



- Welcome students to the lesson and set the scene with the following **introductory/inquiry questions**:
 - "Who can tell me what a plus side of a lesson about KFC (or similar) would be?" and then...
 - "Who could tell me what the plus side of a lesson about the topic of self-talk would be?" *Within this question, a brief definition of self-talk could be explained, which leads into the next bullet point:*
- **Define** self-talk as the inner dialogue we have with ourselves, and how it can impact mood and performance.
- **Explain** that positive self-talk can help us to become more confident and resilient. *Using a real life example / story explain that positive-self talk can have an impact on how we feel and our ability to overcome challenges.*

Activity 1: Self-Talk Discussion (15 minutes):



- Ask students to share examples of positive and negative self-talk that they have experienced.
- Discuss the impact of negative self-talk on our mood and performance.
- Record possible impacts in the form of a table or brainstorm on whiteboard or displayed screen.
- Reflect on how negative self-talk can create self-fulfilling prophecy.

Activity 2: Interrupt negative self-talk patterns (15 minutes):



- Students play 'Plus Side' either as a class or in small groups
- **CLASS:** Teacher reads a Plus Side card and students say a possible answer to one other person or small group starting their sentence with "On the Plus Side..."
- **SMALL GROUPS:** The scenario is read by the teacher or one member of the group and then students take it in turns to come up with a plus side, noting that they cannot repeat another person's answer. This may mean students take turns with who will go first during different rounds.

It is important to play a few rounds or at least 5 minutes of the plus side game in order to help students train their brain to be open to new ways of thinking. This will be challenging at first! That is ok! As the game progresses and is played on a regular basis you will observe students reframing their thinking to solution focused responses more naturally and easily

Activity 3: Reframing Challenging Thoughts

Individual journaling activity (20 minutes):



- Each student is provided with a worksheet.
 - At the top of the worksheet there is a space for students to write one challenging situation or negative thought they have been experiencing recently.
 - Students are given a time frame to think of and write down 3 'Plus sides...' to the situation or thought. The worksheet has a space that says 'On the plus side...' for each.
 - **OPTIONAL:** Students can represent their plus side statements with pictures or symbols.
 - **OPTIONAL:** Share Plus Side as a class or in small groups.
 - Allow time for students to quietly journal about today's lesson by responding to the questions on the worksheet in the space provided.
1. *Did it become easier or harder to come up with plus sides as the game progressed?*
 2. *Did your outlook on the situation change after completing the plus side statements?*
 3. *How could you approach the situation differently moving forward?*

Conclusion (5 minutes):



- **Summarise** key points of today by asking students for some plus side of today's lesson
 - Encourage students to use positive self-talk to overcome negative thoughts.
 - Provide students with a Plus Side card to take home and use to practice positive self-talk by playing the game with one member of their family.
- Note: This lesson plan could be adapted for different year levels, and specific learning outcomes could be developed for each activity based on the Australian Curriculum.*

WHAT YOU NEED TO KNOW ABOUT THOUGHTS

It is important to remember, thoughts are not always an accurate reflection of reality. They can be influenced by our emotions, experiences, and beliefs. It's important to recognise that negative thoughts may not be true representations of who you are or what you are capable of achieving. They are often distortions that can hinder your confidence and well-being. By challenging and reframing these thoughts, you can gain a more balanced and realistic perspective of yourself and your abilities.

On the Plus Side

Positive Self Talk WORKSHEET

Reframing Negative Thoughts

1. Write a challenging situation or negative thought that you have been experiencing recently

2. In the spaces provided below, come up with 3 Plus Sides to the above situation or thought:

"On the Plus Side _____"

"On the Plus Side _____"

"On the Plus Side _____"

3. Select one of the Plus Sides above and represent it with pictures, symbols, colours
Have another person guess which Plus Side from above your picture represents.

Individual Journaling Activity

1. Did it become easier or harder to come up with plus sides as the game progressed?

2. Did your outlook on the situation after completing the plus side statements?

3. How could you approach the situation differently moving forward?
