

Victorian Careers Curriculum Framework

**Lesson Plan: Positive self-talk**

**Australian Blueprint of Career Development competencies**

|  |  |  |
| --- | --- | --- |
| CAREER COMPETENCIES | PHASE II | PERFORMANCE INDICATOR |
| AREA A: PERSONAL MANAGEMENT |
| 1. Build and maintain a positive self-image | 1.2 Build a positive self- image and understand its influence on life and work | 1.2.8 Practise behaviours that reflect a positive attitude about self1.2.10 Transform behaviours and attitudes in order to improve your self-image and in turn contribute positively to your life, learning and work |
| 3. Change and grow throughout life | 3.2 Learn to respond to change and growth (I) | 3.2.4 Discover changes that occur in the physical, psychological, social and emotional development of an individual |

Teachers’ notes: Positive self-talk

**Outcome**

Apply positive self-talk as a means of developing self-confidence.

**Rationale**

An important strategy for success is to develop an understanding of the way that our attitudes and thoughts influence – for better or worse – our feelings and behaviour.

When students learn to recognise the negative and irrational attitudes that lead to self-defeating behaviours, they can change them to more positive and rational attitudes through positive self-talk.

By thinking about and challenging the messages they are giving themselves, and replacing positive messages for those that are negative, students can develop the self-confidence to overcome obstacles to success.

**Task description**

Suggested level: Years 7 and 8, but also suitable for Years 9 and 10

Some examples of positive self-talk:

I can do it.

I’m good enough.

If I want to, I can.

It doesn’t matter if I make a mistake. I can make it happen.

If I try hard, I’ll get there.

1. Teacher briefly introduces the meaning of self-confidence to the class.

2. In small groups, students brainstorm a range of skills and activities that require confidence and an acceptance of mistakes before success (playing an instrument, bike riding, skate boarding) on butchers paper. Each group then posts its list on the wall for a whole-class discussion.

3. Teacher facilitates a brief, whole-class discussion on each group’s list, and links the skills listed with academic achievements.

4. Teacher facilitates a whole-class discussion on the notion of positive self-talk, explaining the difference between positive and negative self-talk and the effects of each.

5. Students individually complete the Making it happen worksheet.

6. In small groups, students complete the Nothing ventured, nothing gained worksheet.

Students should discuss the importance of taking risks and being prepared to make mistakes.

7. Using the Being a “Yes” person sheets, the teacher facilitates a whole-class discussion of the meanings and key concepts of a person’s inner and outer worlds.

8. In pairs, students work out from their response on the Being a “Yes” person sheet whether they are ‘Yes’, ‘No’, or ‘I don’t know’ type people.

**Extension activities**

• Update dictionary of terms in portfolio.

• Group students according to the type of person they are, i.e. a ‘Yes’, a ‘No’ or a

‘Don’t know’ person.

• A problem-solving activity may be used to highlight the differences between the groups.

A discussion may follow, explaining the importance of different ‘types’ in work groups.

• Students may keep a diary for a week, noting the times they say ‘yes’, ‘no’ or ‘I don’t know’ to situations. They should also note what each situation was. Students should note a minimum number of situations, for example two per day.

**Number of student worksheets for this Lesson Plan – 4**

• Making it happen

• Nothing ventured, nothing gained

• The inner voice

• Being a YES person.

**Suggested resources**

• Butchers paper and felt-tipped pens

• Copies of Making it happen, Nothing ventured, nothing gained, The inner voice’, Being a YES person worksheets

• myfuture website at: www.myfutur[e.edu.au](http://www.myfuture.edu.au/)

• MindMatters website at www[.mindmatters.edu.au](http://www.mindmatters.edu.au/default.asp)

This activity links to the Identifying step in www.myfutur[e.edu.au](http://www.myfuture.edu.au/)

Student Worksheet 1: Positive self-talk

 **Making it happen**

A little voice in our head gives us messages. Sometimes the messages say that we are clever and doing well. At other times they say that we are stupid or that we can’t do anything.

Write down how you feel when the messages are negative as well as how you feel when they are positive. The first has been done as an example.

You can also add some other situations to the list.

|  |  |  |
| --- | --- | --- |
| Situation | Negative self-talk | Positive self-talk |
| Example:Speaking to someone new | I’m dull. They won’t want to talk to me. | I’m interesting. Maybe I’ll make a new friend. |
| Feelings | Frightened | Excited |
| 1. Trying a new problem | I’ll make a mistake. | The more I try the better I’ll get. |
| Feelings |  |  |
| 2. Giving a talk to the class | They’ll laugh and tease me. | I can do it. |
| Feelings |  |  |
| 3. Asking if you can join a game | They don’t like me. | This will be fun. |
| Feelings |  |  |
| 4. Asking to borrow something special | They’ll say no. | They’ll say yes. |
| Feelings |  |  |
| 5. Giving an opinion | They’ll all laugh. | They’ll think I’m smart. |
| Feelings |  |  |
| 6. Making a speech | I’ll make a fool of myself. | I’ll do a pretty good job. |
| Feelings |  |  |
| Situation | Negative self-talk | Positive self-talk |
| 7. |  |  |
| Feelings |  |  |
| 8. |  |  |
| Feelings |  |  |
| 9. |  |  |
| Feelings |  |  |
| 10. |  |  |
| Feelings |  |  |
| 11. |  |  |
| Feelings |  |  |

Student Worksheet 2: Positive self-talk

**Nothing ventured, nothing gained**

Some people don’t try new things because they’re scared.

1. What would be the worst thing that could happen if you didn’t do as well as you’d like at: Learning pottery? Reading aloud? Surfing? Trying a new hairstyle? Introducing yourself to someone new? Learning the piano?

2. List some additional activities you could try and give the worst and best things that could

happen.

|  |  |  |
| --- | --- | --- |
| I should try | The worst that could happen | The best that could happen |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

3. The messages we give ourselves are called self-talk. Give four examples of negative self-talk that could make you feel frightened of trying something new.

a. b. c.

d.

4. Now give the positive self-talk that should replace these negative messages.

a. b. c. d.

Student Worksheet 3: Positive self-talk

**The inner voice**

**•** Being a positive learner is about the language you use when you talk to yourself.

• We have three internal voices – the YES voice, the NO voice, and the I DON’T KNOW voice.

• As a human being, you have an inner world and an outer world.

• Your inner world is made up from your thoughts and your feelings (plus a lot of physical things, like your spinal cord, heart, intestines, lungs, etc).

• Your outer world is made up of the other things – other people, buildings, circumstances, family, the weather, your outer environment.

• Within your inner world there is a voice – this is your Inner Voice of thought.

• Our Inner Voices talk to us in certain ways. Sometimes they talk to us in a YES voice, sometimes in a NO voice and sometimes in an I DON’T KNOW voice.

• The great news for learning and living is that we can program our Inner Voice and become the voice and the person we wish to be. What we say with our Inner Voice will show up as living to the Outer World people.

• This is great news, because it means our Inner Voice is powerful.

• It means you are powerful.

• The more you choose to program a YES voice, the more powerful you will be!

Student Worksheet 4: Positive self-talk

**Being a Yes person**

What makes a Yes person?

|  |  |  |
| --- | --- | --- |
| Yes | No | I don’t know |
| I’ve got this task to do: YES I’ll give it my best shot! | No, I can’t do it! | I don’t know. |
| I will be able to do this. | This is silly, this is stupid. | I’m not sure |
| There is a solution and I’ll find it. | I can’t do this: it‘s too hard. | I think I’ll try! |
| I’ll do it now! | I’ll do it tomorrow (next week). | I could do it tomorrow. |
| Sounds good, I’ll give it a go. | I’m hopeless. This is impossible: I’m not even going to try! | I don’t know about that. Maybe I’ll wait and see. |
| I can do it, it may take time and effort but I can do it! | I’m dumb. | I could but I’ve got a cold. |
| Yes, I made that mistake and I can learn from the experience. | It’s not my fault, don’t blame me (it is their fault ... teachers, parents, boss). | Don’t ask me! |
| That person has some really good points. | I don’t like that person. | I’m not sure. I’ll wait to see how they match up. |
| I’m good at ... (maths, reading). | I’m hopeless at ... | I’m not really good at anything. |
| I am a learner. | They’ll laugh at me. | I’m tired. |
| I am good value. | I’m no good. | I am not sure of myself. |

So, what makes a YES person?

• YES people have a YES physiology. A YES body language is confident and happy.

• A YES face is open and smiles a lot.

• YES people look for possibilities and not restrictions.

• YES people see problems as learning and seek solutions rather than being stuck in the problem.

• YES people celebrate themselves and others.

• YES people program their Inner Voices for YES living.

• YES people communicate clearly and openly.

• YES people stretch their thinking and train their brains.