

Objective

By the end of this lesson, students will be able to practice using positive self-talk to reframe unhelpful thoughts.



Bold—Teacher’s script

Italics—Anticipated student responses

Prep

- 60-second timer
- Partners

Lesson Note

Have students save their handouts. They’ll need them to complete the Activity in Lesson 19.

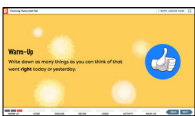
Warm-Up (3 min.)



1. Review the previous lesson: **In the last lesson, we learned how to reframe unhelpful thoughts into helpful thoughts. Who can remember the questions we can ask ourselves to help reframe our thoughts?** Give students think-time, then call on students at random to respond. *Am I assuming something bad will happen? Am I assuming the other person was being intentionally mean? What can I learn from the situation?*
2. Set the purpose of today’s lesson: **Today, we’ll learn how to use positive self-talk to reframe our unhelpful thoughts.**



3. **Write down as many things as you can think of that went wrong today or yesterday. You have 60 seconds.**
4. Set timer for 60 seconds. Have students write their responses in the Warm-Up section of their handouts.



5. **Write down as many things as you can think of that went right today or yesterday. You have 60 seconds.**
6. Set timer for 60 seconds. Have students write their responses in the Warm-Up section of their handouts.
7. **Now look at your lists and add up how many things that went right and how many things that went wrong.** Give students time to count.
8. **Stand up if you found it easier to come up with things that went wrong than things that went right.** Wait for students to stand.
9. **As you can see, you’re not alone. It’s often easier for us to come up with negative things than positive things. This is called “negativity bias.”**

Video: Negativity Bias (3 min.)

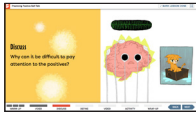


10. Introduce the video: **We’re going to watch a video about why it’s easier for us to focus on the negatives.**
11. Play the video.

Video: Negativity Bias (cont.)

- Now that we know it's natural to focus more on the negatives than on the positives, we can actually push ourselves to learn and practice focusing more on the positives.

Discuss (4 min.)



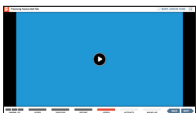
- Why can it be difficult to pay attention to the positives?** Give students think-time, then call on students at random to respond. *Because our brains are wired to pay more attention to negative things than positive things.*

Define (1 min.)



- Positive self-talk is another strategy you can use to manage your emotions and interrupt the cycle that can lead to negative decisions.**
- When you think more positive thoughts, your “feelings alarm” is less likely to go off.**
- And when you make positive self-talk a habit, you can actually rewire your brain to pay attention to the positives and have fewer unhelpful thoughts. It sounds simple, but it takes practice and time to build a habit.**

Video: Real Voices (3 min.)



- Introduce the video: **We're going to watch a video of students describing how they used a positive frame and positive self-talk during stressful situations. As you watch, notice how using these strategies made a big difference in their stressful situations.**
- Play the video.
- What are some ways that using a positive frame and positive self-talk made a difference in their stressful situations?** Have students do a Think, Pair, Share, then call on students at random to share what they discussed with the class. *They were better able to handle the situation. They realized they could handle things. They felt calmer.*

Activity: Reflect (7 min.)



- Now you'll practice using a positive frame to notice good things in your life. On your handout, write at least one thing you're good at, one thing that went well today, and one thing you're grateful for. Use these three facts as inspiration to write one positive self-talk statement you can say to yourself for each category.**
- Have students complete the Activity on their handouts.
- When they're finished, have students share one thing they wrote down with a partner.

Wrap-Up (4 min.)



23. Read the Wrap-Up prompt on the screen aloud.
24. Have students write their responses in the Wrap-Up section of their handouts.
25. If time allows, call on volunteers to share their responses with the class.
26. Remind students to save their handouts.
27. Conclude the lesson: **Throughout this unit, we've been building skills to help manage our emotions so we can make more positive decisions every day. In the next lesson, you'll be demonstrating the skills you've learned by teaching and supporting your peers to do the same.**

This page intentionally left blank.