

Positive Thinking and Intentions

Overview:

1. Define what is meant by self-talk
2. Distinguish between negative and positive self-talk
3. Identifying unconscious feelings of unworthiness
4. Positive risk taking – “what would I do if I weren’t afraid?”
5. Identifying the intentions behind all we do
6. Making sure we have positive intentions

Workshop:

1. **Self-Talk** (20 minutes)
 - View Beyond Blue video about helpful thinking at <https://www.youtube.com/watch?v=iXWiKDZw1OM> (Helpful Thinking - Weebly)
 - Play Beyond Blue video: <https://www.youtube.com/watch?v=AS7tUD97k7g> (Examples of Negative Self-Talk – Weebly)
 - Pause at stated points in time and discuss how the way the person is thinking is going to change the way they feel;
 - Students should consider more positive ways for the people in the video to be thinking as part of the integrated discussions that take place.
 - In groups of 3 or 4 students brainstorm on butcher’s paper, or A3 paper, phrases of negative self-talk, what might unconscious feelings of unworthiness lead to these negative self-talk phrases, and their corresponding positive self-talk phrases.
 - Short discussion about the need to turn negative self-talk into positive self-talk. Use <http://au.reachout.com/what-is-self-talk> (ReachOut Self-Talk - Weebly) as a resource to create discussion points.
2. **Positive Risk Taking** (15 minutes)
 - Students define positive risk taking. E.g.:
 - A risk that will not have much of a negative result;
 - A risk that has the potential to have very positive results;
 - A risk that does not place anyone or anything in danger.
 - Students introduced to the idea of asking themselves the question: **what would I do if I wasn’t afraid?**
 - Students consider times in which this question might be useful. E.g.:
 - Applying for a job;
 - Asking a question in class;
 - Talking to a new person;
 - Hanging out with different people.
 - Through discussion and group brainstorming, students determine how asking this key question can be linked to positive risk taking.
 - As a group, create a list of positive risks that might be taken by a highly resilient person to make them a better, more successful and happier type of person.

- Encourage students to ask themselves this question in times of nervousness or anxiety.
- 3. **Knowing Our Intentions**
- Students define what is meant by the word “intention”
 - “Something that is planned to do or achieve.”
- On a piece of paper, students spend one minute in silence trying to decipher what their own intentions are. The intention could be answering the question:
 - Why did you come to school today?
 - Why do you spend time with a certain group of people?
 - What do you play a certain sport or perform a certain hobby?
- Students raise their hand if they were able to decipher their intention – they need to share.
- Students are asked to consider if their intentions are positive, and if they can determine the intention behind every action they complete.
- Watch video about “The Power of Intention” - <https://www.youtube.com/watch?v=6QEYaB5-Tfo> (The Power of Intention – Weebly)
- Students discuss how a person’s resilience and positivity would benefit by making clear what intentions are driving their actions and then working to ensure that they have only positive intentions – how might they have a positive effect on those around them?
- End the workshop with Newton’s Third Law: *for every action, there is an equal and reaction.*
 - For every action (and intention) we put out in the world, we can expect an equal reaction to come back to us. If we exude negativity and make life tough, then we can expect karma to bite back eventually.