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Research Positive Thinking

TRANSITION OBJECTIVE

Students will practice changing negative thoughts to positive thoughts.

RELEVANCE TO SUCCESSFUL TRANSITION

Staying healthy requires a lifestyle that includes positive thinking. Although it is difficult to think positively all the time, being aware of how we think is the first step toward a habit of positive thinking.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

I am a positive thinker when . . .

❑ STEP 2: Convene Roundtable

"When I think positive things about myself, I feel ____."

❑ STEP 3: Advance Organizer

"Today you will practice thinking positively."

❑ STEP 4: Activity - 20 Minutes

Ask students to share their ideas about what a researcher does. As students comment, model giving positive feedback to their ideas. Explain that they are going to become researchers by collecting and analyzing data about positive thinking. As researchers, they will learn from analyzing their data so that they can think of next steps that will help to solve problems or make helpful changes. Explain that students will collect data on positive thinking and then analyze the data to learn more about positive thinking and how they can apply it to their own thinking.

Review information on the **Research on Positive Thinking** handout. Explain that they will now participate in research by collecting data as they watch a video. To do this, they will each make a tally mark every time they hear a positive comment made by one of the characters on the video.

Using the **Research on Positive Thinking** handout review examples of comments

they will need to tally as 'positive' and ask for other suggestions of positive comments. Then play a short (one minute) clip from Video 1 and demonstrate on the board how to "tally" each positive comment. Now, have students conduct their research by watching Video 1, tallying the positive comments and counting their totals. Repeat this process with Video 2 so that students have 2 sets of data.

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LIFE MANAGEMENT: Unit 1

LESSON 4

Research on Positive Thinking

To learn to identify positive "thinking," you can first identify positive "talking" or positive "comments." What we say is based on what we think. Get involved in a research project to learn about what people are thinking by listening to what they are saying. As a researcher, you will collect data or information by listening to what people say in two different situations described below:

- 5-minute observation of 2 segments of one TV sitcom or 2 different TV sitcoms (network shows between 8:00-9:00pm - no commercials) to chart comments or dialogue from the characters.

During your observation, keep quiet and listen carefully to the comments you hear from others. Each time you hear a positive comment (see example below) you will make a tally mark on the "Positive Comments Data Sheet." As part of your research project you will use this information to make a bar graph.

- Examples of Positive Comments:** You're looking great! That's cool! I like the way you... Good job! Great! Hey, Way to Go! That's Right! You did it! You are so smart! Wow! Hey look at what ... did! You're the best! Go for it! Amazing! Awesome! You can do it! You're a winner! Now, that was "right"! Wow, that was "soapy"! It's delicious! I just love the way... and other current positive words and phrases.

Positive Comments Data Sheet	
Video 1 (5 minutes)	Make a mark for each positive comment you hear
Video 2 (5 minutes)	Make a mark for each positive comment you hear

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❑ STEP 5: Activity - 25 Minutes

The last step is to explain what a bar graph is by creating an example on the white board. Students will then complete the **Positive Comments Bar Graph** handout. As they begin to develop their own bar graph, provide assistance as needed. To extend the

activity, have students share their bar graph and explain their feelings.

❑ STEP 6: Evaluate Outcomes

Positive thinking can benefit me because
"_____".

❑ STEP 7: Connecting Activity

Using the same handout **Research on Positive Thinking** students will conduct further research in two home community settings (park, home meal or activity, sports event, etc.): Remind them to pick a setting and time the event for 15 minutes, listen for positive comments, tally their results and graph the information using the **Positive Comment Bar Graph**.

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LIFE MANAGEMENT: Unit 1
LESSON 4

Positive Comments Bar Graph

Directions: Count the total "tally" marks from your data collection sheet for each event. Draw a bar on the graph above to show the total number of positive comments for each event.

14		
12		
10		
8		
6		
4		
2		
	Video 1	Video 2
	(Bar)	(Bar)

Answer the following questions:

1. Which event had more positive comments? ☐ Video 1 ☐ Video 2
2. As a "Researcher" explain or hypothesize why you think this is true?

3. Think about one of your observations - do you think you heard more positive comments or more negative comments? ☐ Positive ☐ Negative
4. As a "Researcher" explain or hypothesize why you think this is true?

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KEY WORDS

research

results
data collection

bar graph

hypothesize
analyze

tally

MATERIALS AND PREPARATION

- Student Handouts: **Research on Positive Thinking** page 20; **Positive Comments Bar Graph**, page 21.
- Prepare to discuss positive thinking.
- Become familiar with handout and activity.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Math, Speaking
- Thinking Skills: Creative Thinking
- Personal Qualities: Responsibility, Self-Esteem, Self-Management