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Practice Using Positive Self-Talk for Work Success

TRANSITION OBJECTIVE

Students will practice positive self-talk by changing comments and thoughts from negative to positive for work success.

RELEVANCE TO SUCCESSFUL TRANSITION

Three types of communication skills are essential in the work world: Communicating your thoughts and ideas; listening to the thoughts and ideas of others; and communicating positively to yourself.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

Some positive things I can say to myself are

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❑ STEP 2: Convene Roundtable

"When I talk to myself I ____."

❑ STEP 3: Advance Organizer

"Today you will practice positive self-talk by changing things you hear and think from negative to positive."

❑ STEP 4: Activity - 20 Minutes

Ask students to think for two minutes about the things they have thought or said to themselves so far today. Next, have students look at the pictures on the worksheet **What Am I Saying to Myself?**. In pairs, students fill in the "thought bubbles."

Tell students that we hear negative things about ourselves every day at home, in school and on TV. Explain that people often pay more attention to the negative rather than the positive comments. We can be our own worst critics. If we can't say positive things to ourselves, others probably won't either. Continue to share that it is important to communicate positively in the work world. It is easier to get along with others, advance in your career and be happy with a positive, upbeat communication style. Ask students to share their thoughts about this topic. Have students change each negative statement they have written on the **What Am I Saying**

to Myself worksheet to a positive statement. Have students share this with a partner.

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CAREER MANAGEMENT: Unit 3 LESSON 4

What Am I Saying to Myself?

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Power Talk

Handling Put-Downs

Remember the childhood rhyme: "Sticks and stones may break my bones, but names will never hurt me." Every time you hear a put-down, say this phrase to yourself: "No matter what you say, I still believe in myself." Practice saying this phrase with a partner. First, one partner says a statement from "A" or "B" below. Then the other repeats the phrase. Take turns. For example: You say, "You act so stupid." Your partner says, "No matter what you say, I still believe in myself."

A. Your friend said:
 "You act so stupid."
 "I got a much better deal when I bought my jeans."
 "Ask someone who cares."
 "Hey, get it right next time."

B. Your parent said:
 "Let me do it, you'll never get it right."
 "You will never amount to anything."
 "I'm sick of your attitude."
 "Do you have callous between your ears?"

Can't & Iry

Two little words can change you from a powerful, positive "get it done" person to a powerless wimp: can't and Iry. Throw these words out of your vocabulary and become a powerful, successful communicator. Practice changing these phrases with a partner:

I can't get my homework done.
 I can't learn to drive.
 I can't do anything right.
 I can't get to class on time.
 I can't lose weight.
 I can't do that job.

Iry try to get to the game on Friday.
 Iry try to call you tonight.
 Iry try to exercise.
 Iry try to hand in my application at Shakey's.
 Iry try to fix my car.
 Iry try to get that assignment done for tomorrow.

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□ STEP 5: Activity - 25 Minutes

Students discuss several techniques for learning and practicing positive self-talk. Go over the handout **Power Talk** with the class. Have students practice the activities with a partner. After everyone has practiced, ask for a general reaction from the class. Ask the class to encourage partners to think and talk positively to themselves and each other. Tell students that they may need to break old negative habits and tune out the negative comments that they hear each day from adults, TV and the radio.

□ STEP 6: Evaluate Outcomes

I will practice positive self-talk by "_____."

□ STEP 7: Connecting Activity

Students record the positive and negative thoughts they hear and say to themselves for 24 hours. They then compare the number of negative vs. positive thoughts and comments and give a reason for the difference between the two.

KEY WORDS

negative**positive****upbeat****critic****future****MATERIALS AND PREPARATION**

- Student Handouts: **What Am I Saying to Myself?**, page 145; **Power Talk**, page 146.
- Prepare to discuss self-talk.
- Prepare directions for the activity.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Listening, Speaking
- Thinking Skills: Creative Thinking, Visualizing, Reasoning
- Personal Qualities: Self-Esteem, Sociability, Self-Management, Honesty/Integrity