

# 2

## Practice Changing Self-Talk from Negative to Positive

### TRANSITION OBJECTIVE

Students will write a story and analyze their use of positive and negative statements in the story.

### RELEVANCE TO SUCCESSFUL TRANSITION

Negative statements occur frequently both within selves and publicly. In order to learn how to disregard the negative and practice the positive, students must first recognize all of the negative things they hear and say.

## INSTRUCTIONAL SEQUENCE

### ❑ STEP 1: Update Journal

Positive things I say to myself are . . .

### ❑ STEP 2: Convene Roundtable

"Something positive I said to myself today is \_\_\_\_."

### ❑ STEP 3: Advance Organizer

"Today you will write a story and identify the negative and positive comments you use to describe the characters."

18



CAREER MANAGEMENT: Unit 1 LESSON 2

### A Day with Ramon

Tanya sat down across from Ramon and asked, "Is there anything you can do? Is there someone you can talk to?"

Ramon looked down again and said, "I don't know what to do. I feel like a jerk. My parents are going to hate this. You know how important school is to them. They work so hard. They always tell us how important school is. We have to graduate so we can go to college. I blew it! I feel so bad!"

Standing up, Tanya said, "Ramon, forget feeling sorry for yourself. There are still ten weeks left. I know you can change this. Why can't you graduate?"

"I'm flunking economics. I'm just too dumb to get it. I haven't been able to keep up with the homework. I've been waiting after school every night and I'm still behind," he looked at Tanya as he talked.

Tanya looked at Ramon and said, "What happened, Ramon? You look really upset."

"I blew it! I can't believe how stupid I am. I feel like a real jerk," he answered.

She looked worried and said, "Ramon, you are one of the smartest and hardest working people I know. Tell me what's going on."

Ramon dropped his books on the table and sat down. He put his head in his hands and said, "When I feel you what's happened your going to be upset with me."

"Ramon how can you know if I'll be upset? Let me decide! I can think for myself. What's going on?"

Ramon looked up at her and in a low voice said, "I may not graduate."

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18

### ❑ STEP 4: Activity - 25 Minutes

Review **Self-Talk** from the previous lesson. Ask students to discuss the homework assignment by sharing some of their observations. Next,

read or have students read the story **A Day with Ramon**. At the end of the story, ask students to underline negative statements. Have students volunteer to change each statement from negative to positive self-talk.

19



CAREER MANAGEMENT: Unit 1 LESSON 2

### A Day with Ramon

Page 2

Tanya tapped his arm and said, "Come on, let's get moving. You need a plan. Who's your economics teacher? It's time to go talk and get this worked out."

Ramon shook his head, "It's Mr. Gumble. He'll never talk to me. He told us we had to keep up with our work or we would flunk. I blew it! He'll never give me a passing grade."

Ramon looked at her. "Do you really think I have a chance? I just don't see any way out of this. I guess I'll try if you think it will help." Ramon stood up to go. He stopped and said, "I know you're right. I just feel so dumb for getting myself into this problem situation. I guess it's time to face the problem. I'll feel better doing it."

"How you sound like the guy I know!" said Tanya as she took Ramon's hand. They walked down the hall toward Mr. Gumble's classroom.

Tapping her foot, Tanya said, "Ramon, this is frustrating! I can deal with this grade problem. But I'm not going to deal with your attitude much longer. You know it won't hurt to talk to Mr. Gumble. If you approach him honestly, I'm sure he'll give you a break, especially if he knows you're serious."

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19

### ❑ STEP 5: Activity - 20 Minutes

In small groups, students write a story showing self-talk by the characters. Students illustrate the story with pictures or cartoons. Have each group share its "story" with the class.

The class should identify each occurrence of self-talk and label it negative or positive. If it is negative, the group must change it to a positive statement. After all stories have been shared, ask the class to determine if

there were more examples of positive or negative self-talk. Review the importance of positive self-talk.

**□ STEP 6: Evaluate Outcomes**

I can use positive self-talk to “\_\_\_\_\_.”

**□ STEP 7: Connecting Activity**

Have students listen for and keep a tally of positive and negative self-talk expressed in five or more TV commercials. Caution students to make age-appropriate selections.

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**KEY WORDS**

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**communicate****listen****hear****speak****self-talk**

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**MATERIALS AND PREPARATION**

- Student Handouts: **A Day with Ramon**, pages 18-19.
- Prepare for a discussion about positive communication.
- Become familiar with the story.

**SCANS FOUNDATION SKILLS**

- Basic Academic Skills: Reading, Writing, Listening, Speaking
- Thinking Skills: Decision-Making, Problem Solving
- Personal Qualities: Self-Esteem, Self-Management