

# Project GOAL Group Session #9

---

## Instructional Focus

Students will write their own self-talk commands to help them calm down when dealing with a problem.

Students will learn how to decide when to ignore a problem and when to take action.

## Activities:

1. Share journals (3-5 min)
2. Review self-talk commands and their purpose (10 min.)
3. Students write their own self-talk commands and design a poster (10 min.)
4. Introduce the invisible step and when to use it (10 min.)
5. Sorting sample problems: to ignore or not to ignore? (10 min.)
6. Assign Journal for homework (5 min.)

## Materials:

1. Student journals
2. Lesson 9 PowerPoint
3. Paper for poster activity (plain copy paper or construction paper, white or multi-colored)
4. Colored pencil and/or markers for poster activity.
5. Lesson 9 student sheets for sorting activity (2 pages; 1 of each sheet for each pair of students)
6. Scissors to cut scenario cards for sorting (or have them cut ahead of time)

## Activity 1: Share journal entry (3-5 minutes)

- Display slide 1 as students enter the room.
- Display slide 2 and quickly review the agenda for the day.
- Display slide 3.

**SAY:** *Today we will start by sharing our journals from the last session. You were asked to imagine you are working in your chosen career. What would you expect a typical day to look like? What type of tasks will you be doing?*

- Allow students to share their journal entries with the class.

## Activity 2: Review self-talk commands and their purpose (5 min.)

**SAY:** *At our last session, we talked about pursuing the career of our dreams. In order to succeed we need to keep our mind on our future and work to meet our goals. We can't let problems in our life get us side-tracked. If we let them, problems in our lives can prevent us from reaching our goals. Today we will talk more about problem-solving steps that will help us succeed. One*

*important skill for problem solving is something called positive self-talk. Who can tell me what self-talk is?*

- Allow for student responses.
- Display slide 4.

*SAY: Self-talk is when you talk to yourself, in your head. By telling yourself something positive, something that will motivate you and allow you to make the right decision, you will be more successful in meeting your goals. You create your own self-talk commands to tell yourself.*

- Read slide 4 or have a volunteer read it aloud. Discuss the importance of being positive. (Example: *There's enough trash-talking going on around you. People may put you down every day. You need to be confident and believe in yourself instead of putting yourself down.*)

*SAY: In order to use positive self-talk you need to come up with your own self-talk command.*

- Read slide 5 or have a volunteer read it aloud. Discuss reasons for cooling down rather than acting impulsively.
- Display slide 6.

*SAY: Here are some examples of positive self-talk. It can be anything that will make you cool down and think clearly. The more personal it is, the more you will remember it and the more effective it will be.*

*I will show you an example of how positive self-talk can help a person in an everyday situation.*

- Display slide 7.
- Read the scenario to the class. Ask for student responses to the question: *What is an example of **negative** self-talk in this situation?*
- Accept student responses.
- Display slide 8. Read the example and explain how negative thinking like this can escalate the situation.

*ASK: How would this type of self-talk make the situation worse?*

- Possible student responses: The mother can say things that are hurtful to the child, get emotionally or physically abusive, and then the problem becomes much larger than just spilled milk.

*SAY: Let's take the same situation and this time let's see how using positive self-talk can help the mother to react calmly and not make the problem worse.*

- Display slide 9. Read the positive self-talk example.

*ASK: How would this type of self-talk help the mother stay calm?*

- Possible student responses: She stops to realize the problem isn't that big; she doesn't let her emotions take over; she uses her brain rather than her impulses.

### **Activity 3: Students write their own self-talk commands and design a poster (10 min.)**

- Display slide 10.
- Provide paper and colored pencils and/or markers
- Read directions for the assignment. It would be helpful to have an example ready to show students. The monitor should prepare one ahead of time and explain their own positive self-talk example and how it helps them to cool down and focus on making good choices.
- Stress that students only have 8 minutes to complete the assignment. It should be a short phrase, but make it bold and colorful so it is easy to remember.
- Display slide 6 again if students need to review the examples of positive self-talk commands.
- After 8 minutes have passed, have students share their positive self-talk commands with the group. With a small group, you may have time for everyone to share. For larger groups, have students share in partners.

*SAY: Now, it's time to share our self-talk commands with others. Show your poster, share your positive self-talk command, and say why you chose it.*

- Allow students to take home and finish their posters if needed. You can collect the posters and put them up on the classroom wall for students to review in later sessions.

### **Activity 4: Introduce the invisible step and when to use it (10 min.)**

- Display slide 11.

*SAY: So, now that you know your positive self-talk command, you will need to use it in order to cool down and make good choices when you are upset. This is part of our problem-solving steps. Let's review the problem-solving steps that we know so far.*

*ASK: Who can tell me what fits in the blanks? (Say together and go through slides 12-15 to reveal answers.)*

**SAY:** *Once you recognize there's a problem by noticing that your body is giving you signals, you are thinking about breaking a law or a rule, or someone is upset with you, then you must use your positive self-talk command so you can stop and get ready to think. The next step may be something called the invisible step.*

- Display slide 16. Discuss bullet points.
- Display slide 17.

**SAY:** *It's best to ignore problems that aren't worth your time and effort. Here are some guidelines.*

- Read bullet points and explain.
- Display slide 18.

**SAY:** *Think of one example of a problem that you should just ignore, or walk away from. Think about it and then share your idea with your partner. (Think time)*

**ASK:** *Who would like to share one example you or your partner came up with? or*

**SAY:** *I heard someone say \_\_\_\_\_. That's a great example. Here are some more examples.*

- Display slide 19. Read examples out loud.
- Display slide 20.

**SAY:** *Of course, not all problems can or should be ignored. Some problems are certainly worth our time and effort. These include...*

- Read bullet points; explain as needed.
- Display slide 21.

**ASK:** *Who can think of some examples of problems that you should NOT ignore? Think about it and then tell your partner. (Think time) Who would like to share an example?*

- Display slide 22. Read bullet points.

### **Activity 5: Sorting sample problems: to ignore or not to ignore? (10 min.)**

- Display slide 23.

*SAY: Now we will do an activity to practice what you just learned.*

- Distribute student sheets (one set of scenario cards and one sorting sheet for each partner/group, and scissors if needed to cut scenario cards)

*SAY: You have some scenario cards and each will give you a problem. Sort the problems into two categories: those you should ignore and those you should not ignore. The guidelines we discussed are on your sorting sheet. Be sure to discuss with you partner why each problem should go into a category by reviewing the guidelines.*

- Model one sample problem as an example.

*SAY: Here's an example of what to do: Let's say the scenario cards reads: A classmate tells you your shoes are ugly. I would sort this problem under "ignore" because what this classmate thinks will not affect my future goals. So I wouldn't let it bother me.*

- Allow students to work in partners. Walk around and monitor each student to see that everyone is actively discussing and coming up with the correct answers. Review as needed.
- Review correct answers by reading the scenarios and asking students to say "ignore" or "don't ignore" for each one. Ask students to explain why for at least some of the answers. If there are disagreements, be sure to review the reasons for the answer.

### **Activity 6: Assign Journal for homework (5 min.)**

- Display slide 24.
- Allow students time to copy the journal topic into their journal or provide journal printouts.

*SAY: Your journal assignment is to Keep track of problems or irritations that you encounter these next two weeks. Practice using your positive self-talk command when you encounter a problem. You can write about one of these two topics:*

- *Talk about a problem that you decided to ignore. Explain what happened.*
- OR
- *Talk about a situation where you used your positive self-talk command to calm down. How did it work?*