 Self-confidence and positive self-talk

Duration: 45 minutes

Purpose of the task

Learning the skills of optimism can help protect against depression and anxiety. It involves learning to think positively about the future – even when things go wrong. Learning the skills of optimism includes the skills to look objectively at a situation, make a conscious and realistic decision and to focus on the good when headed through challenging situations.

Course outcomes

1.3 Build positive thinking, self-belief and a sense of empowerment to take action to promote meaningful futures for self and others.

What do we want students to know, understand or be able to do?

* Develop their ability to use positive self-talk and regulate thoughts to build self-confidence.

Required resources and materials for preparation

Student activities are set around:

* small group
* individual activities
* offline + online

Equipment required:

* Butchers paper (One sheet per group of 3 students)
* Pens/pencils for writing on graffiti sheets
* Desktop/Laptop/Tablets with software/apps for creating Microsoft Word, PowerPoint or Adobe Photoshop documents
* Picture cards - A4 cards each displaying an image. Images should vary and come from images from media sources including magazines, newspapers Twitter, Pinterest, Instagram or through Creative Commons licenses.
* Laptop/Desktop/Tablet/Phone with access to internet
* Online sources of information (or printed out if unable to access online)
	+ [ReachOut.com - what is self-talk](http://au.reachout.com/what-is-self-talk)
	+ [ReachOut.com - 10 tips for improving self-esteem](http://au.reachout.com/steps-to-improve-self-esteem)
	+ [ReachOut.com - how to build self confidence](http://au.reachout.com/all-about-confidence)

Suggested content

| Learning context  | Content |
| --- | --- |
| Mental health and wellbeingFocus: Developing self-efficacy and mental fitness | Self-awareness and self-regulation* emotional awareness and self-regulation
* optimistic thinking
* perspective taking
* positive self-talk
* holistic view of life
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| IndependenceFocus: Building self-concepts and independence | Personal values and beliefs* recognising and assessing strengths, aspirations and potential
* self-concepts

Self-management* using mind-sets for motivation and achievement, e.g. growth mind-set
* responsibility for self and actions
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Teaching notes

Creating a safe and supportive learning environment

There are a number of strategies that can be used to create a supportive learning environment which enables students to feel safe to learn and ask questions. They include:

* making students aware at the beginning of Life Ready sessions that disclosing personal information that indicates they may be at risk of harm will be reported to the school principal in all instances. This includes personal disclosures related to instances of abuse, drug use, neglect or sexual activity under the legal age of consent.
* being aware that some parts of Life Ready can be confronting and sensitive for some students.
* enabling students to withdraw if they find issues personally confronting to protect them from making harmful disclosures. Equally, it is important to be prepared for issues that arise as a result of a student making a public disclosure in the classroom.

More information on creating a safe and supportive learning environment can be found on the [Life Ready website](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/life-ready).

Evaluating resources before use

Preview and evaluate all strategies, resources and teaching and learning approaches in full before use with students to determine suitability for student learning needs, stage of development and local school context. Consider the age, maturity, cultural background, sexuality, gender, sex, health and other characteristics of students in your care. Apply professional judgements to all strategies, teaching and learning approaches and resources including audio visual materials (e.g. videos, media clips and YouTube), interactive web-based content (e.g. games, quizzes and websites) and texts.

Use the [resource review flowchart](https://schoolsequella.det.nsw.edu.au/file/083acd3a-daca-4307-9afe-bc6c888f694a/1/final-resource-flowchart-html5.zip/index.html) to decide about the suitability of teaching and learning resources.

Materials should be reviewed in full and endorsed by the school principal before use in NSW government schools.

Communication with parents and caregivers

Some aspects of Life Ready may be viewed as sensitive or controversial, such as learning about abuse, child protection, drugs, respectful relationships, sexual health, sexuality and violence. Inform parents and carers, prior to the occasion, of the specific details of the Life Ready program, so that parents and caregivers have time to exercise their rights of withdrawing their child from a particular session. In this regard, a parents or caregiver’s wish must be respected.

Establishing how parents and caregivers will be informed about programs and involved in consultation is a school-based decision. Where parents and caregivers indicate they wish to withdraw their child from a program it is useful to negotiate which parts of the Life Ready program they are concerned about. A sample information letter is available on the [Life Ready website](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/life-ready).

Learning experiences

* As a whole group, discuss self-talk and self-confidence.
* Online research — using the ReachOut.com website, students explore the difference between positive and negative self-talk.
	+ Students record 5 things they have learnt as a result of reading the articles.
* If unable to access the internet, these fact sheets can be printed off prior to the lesson.
	+ [ReachOut.com - what is self-talk](http://au.reachout.com/what-is-self-talk)
	+ [ReachOut.com - 10 tips for improving self-esteem](http://au.reachout.com/steps-to-improve-self-esteem)
	+ [ReachOut.com - how to build self confidence](http://au.reachout.com/all-about-confidence)

Positive versus negative self-talk

* As a whole group, revise the difference between positive and negative self-talk.
	+ Students list a variety of situations where they might use, or have used, self-talk. Students note on this list whether each is an example of a positive or negative self-talk.
	+ Invite students to share their lists in groups of 3.
	+ Using the butchers paper, each group records their top situations where they have/or could have used self-talk (2 for positive self-talk and 2 for negative self-talk). Each group displays their butchers’ paper on the walls and completes a graffiti walk by exploring each groups’ paper around the room.
* As a whole group, discuss ideas on how to combat negative self-talk.

Self-talk/ confidence memes

* Picture this — Place the picture cards around the classroom floor.
* Students stand in a circle surrounding the picture cards. Students pick up a card they think best fits their answer to the following questions:
	+ what image/card best describes how you feel when your self confidence is high?
	+ what image/card best describes positive self-talk?
* Use the information summarised from ReachOut.com in the earlier activity about positive self-talk and self confidence as a guide.
* Students create two MEME posters on positive self-talk. These posters could be created in Microsoft Word/ PowerPoint or Adobe Photoshop.
* Print and display the MEME posters around the school to spread the word about using positive self-talk.

Note:

A MEME is an activity, concept, catchphrase or media piece which spreads from person to person via the internet. Each MEME is a picture with a short phrase. Social media is the most common form of sharing MEMES, but they do create excellent format to create a poster for use in classrooms to remind students of ways to develop and use positive self-talk.

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