

## **Family Education & Support Youth Program**

**Name of the Topic Area:** Session Three - Changing Self-Talk

**Duration:** 60 Minutes

**Module learning objectives:**

Participants will be able to:

1. Identify situations that make them upset.
2. Match certain thoughts with feelings.
3. Understand that positive thoughts and negative thoughts affect our feelings and how we act.
4. Identify automatic negative thoughts (ANTs).
5. Learn how to question the ANTs.

**Methodologies:**

1. “Question: Why do we get upset?,” “Actually, it’s what we think that makes us upset,” “Match the Thoughts with the Feelings” handouts.
2. “Thoughts have a powerful effect on us,” “A N Ts sound like this...”, “How to Zap Those ANTs.....” “How to get rid of ANTs?” “
3. Using the ‘Stop, Slow Down, Think’ Activity
4. Role-Play – refer to “Stress” handouts used in Stress Management Session for sample problematic situations.
5. Sentence completion.

**Facilitator’s Actions:**

1. Facilitate discussion on why we act the way we do.
  - a. A quick brainstorm on the types of situations that make them upset and how these situations can affect their lives.
  - b. Take notes on the discussion. “Question: Why do we get upset?,” “Actually, it’s what we think that makes us upset,”
  - c. Members can discuss how thoughts can affect their feelings. Use the “Match the Thoughts with the Feelings” handout. Positive thoughts and negative thoughts affect our feelings and how we act.
  - d. That ANTs (automatic negative thoughts) can be fought with positive thoughts.
2. Facilitator shows members how to use the three steps in the Traffic Light Exercise - ‘Stop, Slow down, think’.

- a. On the last slide, ask members to fill out the chart writing down thoughts that the boy (on the chart) might help him to “Stop, Slow Down, and Think.”
3. Role play exercise. Choose two stressful situations most commonly experienced in this particular group.
    - a. Ask members to prepare simple skit around the problem situation chosen. Ask members to first decide what the “main character” will say that match a feeling relate to stress (anger, worry, fear, etc.) This will be Scenario A. Ask members then to determine alternate thoughts that can lead main character to have more manageable feelings. How does this affect the result of the problematic situation in a positive way? This will be Scenario B.
    - b. Each group will present Scenarios A & B for their problematic situation to each other.
    - c. Members can provide feedback about other suggested self statements the main character could think that would also lead to a favorable outcome.
  4. Sculpture Activity - Part II
    - a. Members can paint their self-sculptures and use choice of colors to further convey their sense of self.
    - b. Each member describes their self portrait to the group.
  5. Facilitate sentence completion closure activity. Each member states “What I liked most about today’s group was \_\_\_\_\_ because I \_\_\_\_\_.” The facilitator can model this for members by saying what you liked most and link it to your behavior or thoughts about it.

**Materials:**

Handouts, pens, chart paper, markers, tempura paints, paintbrushes, newspaper to line tables, assorted snack foods and beverages.