ACTIVITY 'S TITLE: Positive thinking

Type of activity: intrapersonal/interpersonal

Number of participants: 5-7

Participants' academic profile(s): secondary level

Participants' average age: ≥18 years old

Duration: 45 minutes

Necessary materials:

For the moderator: the situation is described on the sheet.

Aim or Purpose:

To teach how to apply positive thinking in assessing / interpreting a provocative situation.

Expected Outcomes:

Understanding the application of positive thinking in assessing work situations.

Competencies that will be developed:

- Understanding that negative thinking can be replaced by positive thinking.

- Understanding the impact of negative and positive thinking on emotional well-being and behaviour.

Skills that will be developed:

- Possibility to apply tested ways of positive thinking in the work environment.

- Opportunity to notice a provocative situation and your thoughts and to seek help from a counsellor if needed (e.g. due to stress, due to conflict).

Key terms / special vocabulary about / during the activity:

- Positive thoughts.
- Negative thoughts.

Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

Activity's step-by-step description:

1. Participants are introduced to a situation that can provoke negative thoughts and the behaviour they cause.

Recommended situation:

"Algis started working in the packaging department. This is his first job. He was very much looking forward to this job, he was getting ready for it, he was training how to do the task of this job. After receiving a packing task at work, he put in a lot of effort. He was self-satisfied that he managed to pack without mistakes according to the given instructions. But at the end of the work, the master came and said:

"You packed 4 packages correctly. But you work far too slowly. We are not satisfied with that. I want you to pack 8 to 10 packages a day."

2. Participants are asked to say how they would react to this situation if they worked in place of Algis.

3. The moderator discusses with the group the influence of negative and positive thoughts on well-being and behaviour (based on participants' responses, if necessary, the moderator provides examples of positive thoughts in reacting to the situation).

4. The moderator offers to the participants to play the situation.

There can be played only ways of reacting to a situation that reflects positive thinking, or reactions that initially illustrate negative thinking and then positive thinking.

Recommendations (How to use the tool/resource):

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Evaluation:

The facilitator could ask a few follow-up questions in order to assess the activity's results:

- What did you learn during the activity?

- Have you discovered anything new?

Final observations and methodological recommendations towards the activity's implementation (do's and don'ts):

NA