

Subject- Year 7 Health

Term 2 Week 1

Lesson

Content Thoughts and feelings influence behaviour

- 1**
- Learning Intention**
- Student recognise the link between positive self-talk, feelings and resulting behaviours
 - Students examine influences on and consequences of their emotional responses
 - Students identify alternatives to negative self-talk statements

We can change the way we think about a situation by using positive self-talk rather than negative self-talk, we are more likely to behave in a way that will result in a positive outcome.

See the example of the two Year 7 students shown in the table to explain the relationship between thoughts, feelings and behaviour.

Event or situation	Thoughts	Feelings	Actions or behaviour
Billy is in Year 7 and has moved into a new form class with not one friend	Billy uses negative self-talk "I don't want to be in this class. Why me? Everyone else stayed in their same form. I'm going to hate school this year."	Billy feels worried, angry, anxious and stressed.	Billy treats the other students disrespectfully, stares at the teacher a lot, and is often late to class and gets detention. (After 3 weeks Billy has not made any new friends)
Bobby is in Year 7 and has moved into a new form class with not one friend	Bobby uses positive self-talk "This is a bit scary but it's exciting too. I wonder if anyone in this class likes surfing. Great, now I can make friends with some other people at my school!"	Bobby feels excited, energised, and just slightly anxious.	Bobby makes conversations with other students, finds others in the class with similar interests, and greets the teacher. (Bobby is invited to a new friend's home for a BBQ)

Task 1-Answer the following questions

1. Was the way Billy behaved prompted by different emotional responses to the situation?
2. Why might Billy and Bobby think differently about the same situation?
3. Why was it more useful to have positive thoughts about this situation?
4. Why do we need to use helpful or positive self-talk?
5. Would you rather be around a person who is a positive self-talker like Bobby or a negative self-talker like Billy? Why?

Task 2-Complete worksheet- Thoughts feelings action!

To complete this worksheet, you need to read the event or situation and complete the questions. Then come up then come up with your events or situation where you have spoken negatively about your and positively about yourself.

Task 3- Read the information at the top of the worksheet, Turn on Channel O and come up with a question to ask your peers. For example, when have you been optimistic?

Task 4- Read the optimistic ways of thinking bubbles and think about your own optimistic ways of thinking and write them in the remaining bubbles.

Key messages to remember:

- Everyone has bad times that don't last forever
- Everyone has bad things happen to them that they can't change
- Everyone makes mistakes at some time in their life
- Everyone feels rejected, lonely or sad at some time in their life.

By using helpful thinking students will be able to maintain a sense of wellbeing to:

- Stay happy and positive
- Have strong healthy and supportive relationships with friends and family
- Bounce back when they have to deal with setbacks and problems.

❖ **Reminder Bullying Story board was due Week 10 of Term 1. I will be extending this assignment until Week 3 Term 2. If you require the assignment sheet or a story board please email melissa.millar2@education.wa.edu.au .**