

Positively!

Learning to Manage Negative Emotions

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Contents

<i>Foreword</i>	<i>vii</i>
Introduction	<i>ix</i>
Problems in Self-Control: Focusing on the Cognitive	<i>ix</i>
Rational Self-Instruction (RSI)	<i>x</i>
Getting Started	<i>xvi</i>
The Behavioral Component	<i>xx</i>
A Guide for Devising Student Contracts	<i>xxii</i>
Reproducible Forms: Contract, Daily Checks Sheet, Total Checks Sheet, Report Card	<i>xxviii-xxxii</i>
Bibliography	<i>xxxii</i>

Lesson Plans and Student Worksheets

Lesson 1: Feelings	1
Lesson 2: The Range of Feelings	3
Lesson 3: The SAT Pack	6
Lesson 4: Overreactions	9
Lesson 5: The H-B-R Model	12
Unit Test 1 (for Lessons 1-5)	15
Answers to Unit Test 1	16
Lesson 6: Silly or Sensible — Part 1	17
Lesson 7: Silly or Sensible — Part 2	20
Lesson 8: Acting Silly	23
Lesson 9: Becoming Sensible	25
Lesson 10: Jumping to the Wrong Conclusions	28
Unit Test 2 (for Lessons 6-10)	31
Answers to Unit Test 2	32
Lesson 11: Coming to the Right Conclusions	33
Lesson 12: The Funny Papers	36
Lesson 13: Who Is More Important — Me or a Rock Star?	40
Lesson 14: I Am Not a Mark on a Test — Part 1	42
Lesson 15: I Am Not a Mark on a Test — Part 2	45
Unit Test 3 (for Lessons 11-15)	47
Answers to Unit Test 3	48

Lesson 16:	Hey Guys — Look at Me!	49
Lesson 17:	I Don't Really Need All That Attention	53
Lesson 18:	Who's the Boss?.....	56
Lesson 19:	I Don't Really Need to Talk Back	58
Lesson 20:	Getting Even	61
	Unit Test 4 (for Lessons 16-20)	63
	Answers to Unit Test 4.....	64
Lesson 21:	I Don't Really Need to Get Even.....	65
Lesson 22:	Giving Up	68
Lesson 23:	Trying	71
Lesson 24:	Changing	75
Lesson 25:	Getting the Rules Straight	77
	Unit Test 5 (Lessons 21-25).....	80
	Answers to Unit Test 5.....	81

Silly or Sensible

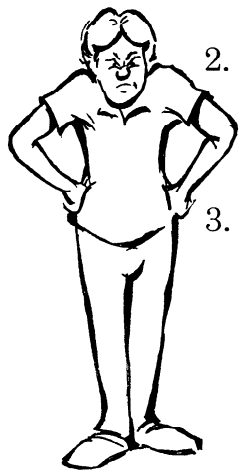
SILLY

SENSIBLE

II. "Shouldizing"

1. Sally shouldn't do that!

Sally should be the way she is. It would be nice if she danced with me.



2. My parents should let me do what I want.

My parents should be the way they are. It would be nice if they let me do that.

3. If I like you, you should like me!

III. "Horriblizing"

1. It is horrible that Sally wouldn't dance with me.

It is disappointing that Sally wouldn't dance with me.



2. It is horrible to have no money. I can't stand it!

It is unfortunate to have no money. I can stand it, though.

3. It is awful, horrible, terrible to fail. My mom will kill me.

Lesson 7: Silly or Sensible – Part 2

- PURPOSE:** To have the students work with three more areas of silly beliefs.
- REVIEW:**
- (1) *Ask:* What three silly beliefs were discussed last lesson? (You Make Me; Shouldizing; Horriblizing)
 - (2) Students and teacher present homework: one silly belief you would like to change.
- PRESENTATION:** Hand out Worksheet 7. Clarify instructions, then have students take turns reading the examples. Have students complete the page. Go over the worksheet, having students take turns reading their responses.
- INTEGRATION:** The integration exercise here is identical to that of Lesson 6. Have students put their worksheets away, then call on students individually. After you read one of the silly beliefs, encourage the student to respond with a more sensible version. (Use worksheet examples as reference, or make up similar statements.)
- RECAP:** Quiz the students to come up with the six areas of silly beliefs. (These could be written on the chalkboard.)
- HOMEWORK:** The last homework exercise had students writing down silly beliefs they'd like to change. The project this time is to write down a sensible belief that would take the place of the silly one.
- Have students note assignment in homework book.

Silly or Sensible – Part 2

Here is some more practice in sensible thinking. Below are three more areas of silly beliefs which could cause us to overreact to a happening. For the third example in each area a space has been left for you to write a sensible belief.

SILLY

SENSIBLE

I. I Need It!

1. I need a new computer!

I would really like a new computer.

2. Oh, honey, I need you!

Oh, honey, I want you.

3. I need Sally to dance with me.



II. Putting Yourself Down

1. If Sally doesn't dance with me, it proves I'm unlikeable.

If Sally doesn't dance with me, it proves she didn't want to dance with me. I'm still OK.

2. If no one pays attention to me, it proves no one likes me.

Being ignored is sometimes unpleasant, but it doesn't mean people don't like me. I'm still OK.

3. If I don't get even with people who bother me, it proves I am the fool.



Silly or Sensible – Part 2

SILLY

SENSIBLE

III. It Isn't Fair

1. I can't stand it when my parents aren't fair with me.

I can stand it when my parents don't seem fair. It will be too bad for me, but I'll get over it.

2. People who aren't fair are rotten worms and should be beaten up!

It's nice when people are fair, but they have a right to be the way they are. If they don't seem fair, it's not the end of the world.



3. If I am fair to people, they absolutely must be fair to me!

Lesson 8: Acting Silly

- PURPOSE:** This lesson will provide further integration of the concepts presented in Lessons 6 and 7. The students will be given the opportunity to actively demonstrate the six categories of silly beliefs which precipitate overreactions.
- REVIEW:**
- (1) *Ask:* Why is it that when the same thing happens to both Winston and Stewie, they react very differently? (Stress: it is the difference in beliefs/self-talk.)
 - (2) Students and teacher present homework: one sensible belief to take the place of the silly one.
- PRESENTATION:** Hand out Worksheet 8. Clarify instructions and have students complete the page. Go over the worksheet, having students take turns reading their responses.
- INTEGRATION:** Time for the teacher to ham it up again! Teacher should demonstrate a skit where someone overreacts to some unpleasant happening. The teacher should think out loud to show the silly self-talk that is responsible for the overreaction.
- Now the students! Students may individually or in small groups choose a silly belief from one of the six categories, then role-play the scene to show someone overreacting.
- HOMEWORK:** Project: a little memory work! Challenge the students to learn the six areas of overreactions (Worksheet 8 could be used as reference). The students will be given a mini-test next day on this.
- Have students note assignment in homework book.

Acting Silly

Section A: Try this review question:

What are the two rules for identifying an overreaction?

1. _____
2. _____

Section B:

Lessons 6 and 7 dealt with six silly beliefs which might cause us to overreact. Here are students at Hometown High who are overreacting by telling themselves something based on a silly belief. What could these kids be saying to themselves? Read the silly belief above each student, then write the words they might be saying to get themselves upset. The first one is done as an example.

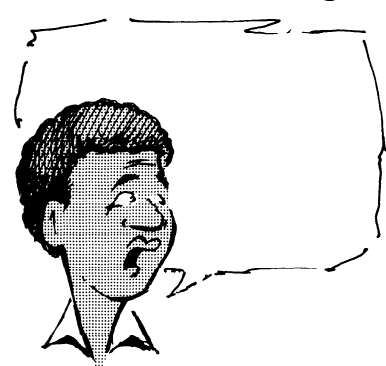
You Make Me!



“Shouldizing”



“Horriblizing”



I Need It!



Putting Yourself Down



It Isn't Fair!



Lesson 9: Becoming Sensible

PURPOSE: To give students more practice in changing silly beliefs to sensible beliefs.

REVIEW:

- (1) Have students individually come to the chalkboard and reconstruct the H-B-R model (i.e., one student does one circle, etc., until all circles and letters are complete).
- (2) Mini-Test. Hand out a small piece of paper and have students write from memory the six areas of silly beliefs. (Collect, mark later, and hand back.)

PRESENTATION: Hand out Worksheet 9. Clarify instructions and have students complete the page. Go over the worksheet, having students take turns reading their responses.

To assist the teacher, appropriate responses to the first two examples on the worksheet are provided. These may be read when correcting the worksheet.

1. If I am nice to him, he must be nice to me. Why must he? A more sensible belief is to say, "It would be nice to have him like me." There is no reason why people should or must like me just because I like them. The truth is it won't be the end of the world if he doesn't like me; I will still like myself.

2. I can't stand it when he laughs at me. The truth is I can stand it; it only annoys me. To be laughed at certainly doesn't mean I'm no good; it merely shows that the person may think something is funny, or he wants to bother me, or that he just likes to laugh. I'm still OK even if 100 people laugh at me; it might be a good idea to laugh right along with them rather than to hate them and get extremely upset.

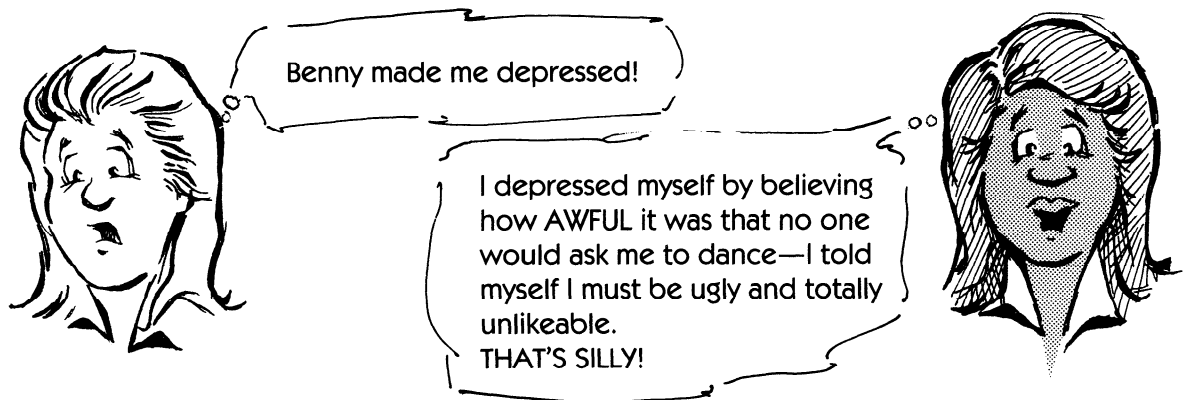
HOMEWORK: Project: Most of us get upset if it rains on Saturday. Write down three ways to entertain yourself when it rains on Saturday.

Have students note assignment in homework book.

Becoming Sensible

Meet two students at Hometown High. When Lyn is faced with an unfortunate happening, she usually has a silly belief.

Shelly, on the other hand, usually responds with a sensible belief. By realizing that she upset herself, she is able to avoid getting overly upset and acting unfairly. Shelly is a member of the SAT Pack — she does get upset, but she avoids overreacting by taking a few minutes to talk to herself sensibly.



Instructions: The left column presents ten silly beliefs. In the right column change each of these to a sensible belief.

SILLY

Example: I must get people to like me!

1. If I am nice to him, he must be nice to me.
2. I can't stand it when he laughs at me.
3. He makes me angry!

SENSIBLE

Why must I? I can feel good about myself even if some people might not like me.

1. _____

2. _____

3. _____



Worksheet 9, *continued*

NAME _____ DATE _____ 27

Becoming Sensible

4. It's horrible when it's raining outside. 4. _____

5. People should not make mistakes. 5. _____

6. The principal should always be nice to me. 6. _____

7. Teachers must absolutely be fair all the time; if not they are miserable people and I hate them! 7. _____

8. It's horrible to be home alone on a Friday night! 8. _____

9. If someone cheats you, he should be beaten up! 9. _____

10. I must never make mistakes. 10. _____
