

Positive Thinking

OVERVIEW

Chapter 5 explores the relationship between positive thinking and success. In Section 5.1 students read about the habits associated with positive thinking and learn how their attitude can influence their mental and physical health. In Section 5.2 they learn why having positive expectations for themselves makes a huge difference in getting what they want out of life. They also investigate several types of negative thinking and learn techniques for transforming unpleasant thoughts and feelings into positive ones.

LEARNING OBJECTIVES

After they complete this chapter, students should be able to:

- Define positive thinking and cite its benefits.
- List six habits that can help them become more positive thinkers.
- Explain the link between positive thinking and good health.
- Describe how self-defeating attitudes create a vicious cycle.
- Define cognitive distortions and irrational beliefs and give an example of each.
- Summarize the ABCDE method for overcoming irrational beliefs.

OUTLINE

Chapter Topics

BECOMING A POSITIVE THINKER

Positive Thinking and Optimism

Why Positive Thinking Matters

Thinking and Attitude

Adopting Positive Habits

Look for the Good

Choose Your Words

Surround Yourself With Positive People

Accept, Don't Judge

Limit Complaints

Don't Worry

Thinking Style and Health

Good Attitude, Good Health

Negative Thinking and Mental Health

Getting Healthy

CONQUERING NEGATIVE THOUGHTS

Overcoming Self-Defeating Attitudes

The Power of Attitude

A Vicious Cycle

Changing Your Attitude

Recognizing Distorted Thoughts

Irrational Beliefs

Changing Your Negative Thoughts

Learning Your ABCDEs

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FOCUS

Introducing the Chapter

To introduce the chapter, ask the class, “How do you think positive thinking affects success?” and briefly discuss their responses. Then display a transparency of the chapter’s Success Secrets and ask a student to read aloud the Keys to Success from Section 5.1. Finally, have each student choose a Success Secret statement to write on a file card to keep in his or her notebook or Personal Success Portfolio.

Real-Life Success Story “Will Things Go My Way?” (p. 168)

Have a volunteer read the first part of the story and then ask, “Well, how can Jessica make today’s interview different? What can she do to feel less nervous and more confident?” Lead students to recognize that concentrating on her positive qualities (being bilingual, having great people skills, and earning top grades) can help calm her nerves. Students may also be familiar with interview strategies that can help, such as rehearsing with a friend, choosing clothes carefully the day before, arriving early, and so on.

Then read the second part of Jessica’s story and discuss Jessica’s attitude about herself, the interview, and the job. Students should recognize that Jessica is setting herself up for failure. Contrast this with the strategies suggested above to show how Jessica’s own actions and attitude may sabotage her career dreams.

Opening Quote (p. 169)

“Hope is not a dream, but a way of making dreams become reality.”

Write the quote on the board or make a transparency of it using the online reproducible master. Ask students what they think this statement means. Ask, “How can hope make a dream come true? Is there a relationship between hope and positive thinking?”

Have students each envision a personal

dream and think about how their hopes for that dream can help make that dream come true. What happens to a dream when a person loses all hope of attaining it? If desired, discuss one or more of the other quotations on the reproducible master. Then allow students several minutes to write down their thoughts on their dreams and hopes to keep in their private journals or add to their Personal Success Portfolios.

INSTRUCT

Teaching Tips

The following topics are discussed in this chapter. You may want to expand on them in large or small class groups.

Positive Thinking and Optimism

(pp. 170–173)

Write the following terms on the board: *positive thinking*, *negative thinking*, *optimism*, *pessimism*, and *attitude*. Ask volunteers for definitions for each term, referring to the text if necessary. Then ask students to draw a simple chart to reflect the relationship among the five terms. Charts will vary but should show that positive thinking and optimism are opposites of negative thinking and pessimism and that both positive and negative thinking are attitudes about life.

Adopting Positive Habits

(pp. 173–182)
Point out that there are six important positive habits of thought and action and write them on the board or display them on a transparency made from the online reproducible master. The habits are: look for the good, choose your words, surround yourself with positive people, accept, don’t judge, limit complaints, and don’t worry. In small groups or pairs, have students choose one of the positive habits and write a brief scenario or role-play that illustrates it. Allow them to share their scenarios or role-plays with the class.

Thinking Style and Health (pp. 182–188)

Ask students if they have ever heard of the book *Anatomy of an Illness* by Norman Cousins. In the book, Cousins writes about how he battled a crippling and supposedly incurable disease with, among other things, humor. He watched Marx brothers films and the TV show *Candid Camera* while sick in bed in order to laugh. He determined that by laughing he could increase certain antibodies that helped him defeat his illness.

Ask students if they believe that their attitude has any effect on their health and have them explain why or why not. Then have a volunteer read out loud the text on page 182 on how the body's immune system is affected by negative and positive thoughts.

Overcoming Self-Defeating Attitudes (pp. 189–191)

Project a transparency of Figure 5.3, “Self-Defeating Attitudes: A Vicious Cycle.” Explain that a self-defeating attitude leads to self-defeating behavior, which leads to a negative outcome, which strengthens the self-defeating attitude. Then ask, “How can a person overcome this cycle?” Discuss students’ responses and point out that we can overcome self-defeating attitudes in two steps and write them on the board.

1. Awareness—realize what our self-defeating attitudes are doing to us.
2. Positive self-talk—replace our negative attitudes with positive self-statements.

Recognizing Distorted Thoughts (pp. 191–199)

Have students scan this section to find the types of cognitive distortions identified by Aaron Beck. (They are: all-or-nothing thinking, overgeneralizing, filtering, helpless thinking, self-blame, personalizing, mind reading, emotional reasoning, and catastrophizing.) Write them on the board as students identify them and discuss each. Point out that they all have one important thing in common: a pessimistic outlook that transforms the frus-

trations and disappointments of everyday life into earth-shattering disasters. If desired, ask students to give an original example of each cognitive distortion from their own lives.

Changing Your Negative Thoughts (pp. 199–202)

As a class or in small groups, have students create a scenario to explain how the ABCDE method works. Make sure they specify which parts of their scenarios reflect the five parts of the method: A—activating event; B—belief; C—consequences; D—dispute; and E—exchange.

In-Chapter Answers and Notes

Applying Psychology

AGING WITH AN ATTITUDE (p. 171)

Fears will vary but could include becoming immobile, losing independence, losing one's health, being alone, being found unattractive, losing mental faculties, becoming physically disabled, losing hearing or sight, or not having enough money to live comfortably.

Exploring Further

Ask students to cite their fears of growing older. Make a list on the board or on a transparency of the fears that are mentioned the most often. Then ask students to work in pairs or small groups to think of one positive thing about growing older for every negative thing on the class's list.

FIGURE 5.1

The Power of Positive Thoughts (p. 172)

Answers will vary. Students should recall from Chapter 4, however, that through positive self-talk you can change negative thoughts and feelings about yourself. The subconscious

mind can affect the conscious mind, but the conscious mind can also affect the subconscious mind.

ACTIVITY 24

Are You a Positive Thinker?

(pp. 174–175)

A.-B. Students' responses and scores will vary.

Students with scores of 31 and higher are mostly positive thinkers. Scores of 17–30 reflect a mix of positive and negative attitudes. These students need to pay more attention to their negative thoughts and work to replace them with positive ones. Students with scores of less than 17 are negative thinkers and need to adopt new habits of thinking.

C. Responses will vary but should be consistent with scores and should include examples. Students should understand that negative thinking is a habit, not a character flaw.

D. Responses will vary, although people generally think negatively about areas in which they have a negative self-image or in which they have had negative experiences in the past.

Personal Journal 5.1

Focusing on the Good (p. 176)

Students' responses will vary. Make sure students focus on what went right rather than what didn't go wrong.

Sample Answers

What do you feel good about today?

Today I'm grateful for:

1. The love of my nephew and nieces
2. Having a comfortable home
3. Having a steady job and a promising career

Three good things that happened to me today:

1. I finished cleaning my kitchen in record time.
2. I found a \$10 bill in my back pocket.

3. A letter I had been waiting for came in the mail.

Three good things that I have to look forward to in the future:

1. Starting a family
2. Summer trip to Bali
3. Getting a raise at the end of the month

PROFESSIONAL DEVELOPMENT

Thinking Positive at Work (p. 178)

Actions will vary but could include anything from bringing in treats to share, to organizing an activity, to hanging art work, to personalizing one's personal space or desk.

Exploring Further

As a class, make a list of several things that students think would help make the school campus a more positive place to be. Break the class into groups and assign each group to follow up on one of the ideas. For example, a group following up on an idea to redecorate or replant a certain drab area of the campus might go to the grounds department or administration and ask about the possibility of such an idea, find out how much the project would cost, design a fundraiser or solicit business donors for the project, and so on. As a class, discuss the feasibility of each idea. Choose one and work together as a class to make it happen.

ACTIVITY 25

Banishing Worry (pp. 180–181)

A. Responses will vary but could include money, health, school, career and job issues, relationships, children, crime, terrorism, and war.

B.-D. Responses will vary. Students should realize that worst-case scenarios are not likely to happen and learn to distinguish

between worst-case scenarios and realistic, probable outcomes.

- E. Worries will vary. Point out that the process of writing down your worries and stashing them in a worry jar or box will help to separate you from your worries.

Sample Answers

- A. Describe the biggest worry you have right now.

I am worried that my relationship with Laura will not work out. I want to grow closer and one day get married and have a family, but I worry that she thinks I am not good enough for her, that she doesn't care about me the way I care about her, and so on.

- B. Describe the worst-case scenario. What would happen if all your worst fears came true in this situation?

In the worst-case scenario, I dare to bring up my worries with Laura and she finds this clingy and pushy. She confirms my worst fears about myself and breaks up with me. I never see her again.

- C. How likely is it that the worst-case scenario will come true?

It is highly unlikely, because Laura is a sensitive person who has a kind way of voicing her feelings. It is also unlikely because Laura probably wouldn't be close to me in the first place if she thought I wasn't good enough for her or if she didn't care about me.

- D. What is the most likely *realistic* outcome?

The most likely realistic outcome is that Laura wants to continue the relationship but doesn't really know what she wants in her future. This would be painful, but it wouldn't necessarily mean that I have done something wrong.

- E. Write down six things you are worried about right now.

WORRY #1

My relationship with Laura will crumble.

WORRY #2

I won't be able to pay off my credit card bills, and they will continue to mount.

WORRY #3

I will be laid off and won't be able to find another job.

WORRY #4

My car will need a huge repair and I won't have the money to pay for it.

WORRY #5

I won't achieve any of my long-term goals.

WORRY #6

I will regain the weight I lost over the last three months.

Personal Journal 5.2

Depression Self-Check (p. 183)

Students' responses will vary. Make sure students take all warning signs of depression seriously.

Exploring Further

Depression is poorly understood by the general public, and people who suffer from depression are often stigmatized. Ask students whether any of them have had first-hand experiences with depression, either personally or with a close friend or family member. Without calling on any student in particular, ask students to talk about their experience and to talk about the serious effects of depression. Ask students why they think the illness is stigmatized. If desired, ask two or three students who have experience with the disease to give a short presentation about the causes and symptoms of depression and how it can be successfully treated.

ACTIVITY 26

What's Your Health Attitude? (pp. 185–187)

A-B. Students' responses and scores will vary.

C. Students' responses will vary. Students with higher scores for Section 1 and lower scores for Sections 2 and 3 have a gener-

ally positive attitude toward their health. Students with lower scores for Section 1 and higher scores for Sections 2 and 3 have a generally negative attitude toward their health.

- D. Responses will vary but should recognize that the more responsibility you take for your well-being, the more motivated you will be to treat yourself right.
- E. Responses will vary. Students should recognize that when you “make an effort to get well” you are acknowledging your responsibility for your health.
- F. Answers will vary but could include eating a healthier diet, getting more exercise, getting more sleep or more rest and recreation, and having a more positive attitude.



INTERNET ACTION

Building Your Pyramid (p. 188)

Chances are the recommendations won't differ dramatically, but it will cause students to stop and think about the many factors that make up their overall health—not just food intake—and that the recommendations will vary for every person at every stage of his or her life.

Exploring Further

Consider going online at www.mypyramid.gov and creating a profile for yourself. Print out your pyramid and show it to the class as a master or within PowerPoint. Ask students how theirs differ in recommendations. Also ask students what they ate the previous day or about what they have eaten today thus far. Do their diets follow their recommendations? If not, how far off are they? What specific obstacles are preventing them from eating a more healthy diet?



SECTION 5.1

SELF-CHECK (p. 188)

1. Positive thinking means focusing on what is good about ourselves, other people, and the world around us. Negative thinking means focusing on the flaws and problems in ourselves, other people, and the world around us.
2. Being judgmental is a negative thought habit that is hurtful. People who find fault with others usually find fault with themselves, too.
3. The two main types of exercise are aerobic and anaerobic. Aerobic exercise is sustained, rhythmic physical activity that causes a temporary increase in heart and breathing rates, which strengthens the cardiovascular system. It includes activities such as jogging, basketball, and swimming. Anaerobic exercise is higher intensity exercise that strengthens muscles and involves short bursts of intense exertion. It includes push-ups, stomach crunches, and weight training.

FIGURE 5.2

Self-Defeating Attitudes: A Vicious Cycle (p. 190)

Answers will vary but should recognize that you can overcome self-defeating attitudes through self-awareness and positive self-talk.

ACTIVITY 27

Challenging Self-Defeating Attitudes (pp. 192–195)

- A. Students' responses will vary but should recognize the vicious cycle that can be established.
- B. Students' responses will vary but should recognize how positive self-talk can help to break the vicious cycle.
- C. Statements will vary. Students should recognize that repeating the positive self-statements can reinforce a positive attitude.

Sample Answers

2. **Self-Defeating Attitude:** "I'm going to make a fool of myself at this dance class."

Positive Self-Talk: So what if I look awkward? If I already knew how to dance, I wouldn't need a class. Anyway, the other students will probably be more concerned with following along than with judging my performance. Dancing is fun, and I'm going to enjoy myself.

Positive Behavior: Attend class and dance with fewer inhibitions

Positive Outcome: Faster progress and greater self-confidence

3. **Self-Defeating Attitude:** "This date is going to be a disaster."

Positive Self-Talk: It's normal to be nervous before a date. However, just because I feel nervous doesn't mean the date will go poorly. I'm a fun person and I have interesting things to say. Even if we don't hit it off, it won't be a "disaster."

Positive Behavior: More outgoing and fun on date

Positive Outcome: Feel better about myself; enjoy date

4. **Self-Defeating Attitude:** "I'll never find another job."

Positive Self-Talk: "I haven't found a job yet, but that doesn't mean I never will. It took me almost a year to find my last job, but I persevered and finally found the right position. Soon my résumé will land on the desk of someone who will appreciate my education and accomplishments."

Positive Behavior: Keep searching and applying for promising job openings

Positive Outcome: Find new job

5. **Self-Defeating Attitude:** "Someone like that would never be interested in me."

Positive Self-Talk: "I have a lot to offer—humor, intelligence, sensitivity, interesting knowledge and hobbies. Why wouldn't someone be interested in me? Besides, if someone isn't attracted to me, that doesn't mean I'm unattractive, it just means that that particular individual isn't attracted to me."

Positive Behavior: Act more true to self; don't become overly concerned with what that one person thinks of me

Positive Outcome: Find person who does appreciate me

6. **Self-Defeating Attitude:** "I'm too lazy to stick with an exercise program."

Positive Self-Talk: It's true that I don't usually stick with exercise programs, but that doesn't mean I'm lazy. I just need to pick an activity that works with my personality and schedule. I can pick something I enjoy doing, like dog walking, that will be exercise as well as fun.

Positive Behavior: Try something that fits my personality and schedule

Positive Outcome: Stick to the new program and get fit

Personal Journal 5.3

From Irrational to Rational (p. 199)

Students' responses will vary but should reflect the guidelines presented in the last paragraph on page 198.

Sample Answers

Irrational Belief: I must succeed at everything.

Rational Belief: It's impossible to succeed at everything. I will focus on succeeding at the things that really matter to me.

Irrational Belief: If _____ doesn't love me, then I'm worthless.

Rational Belief: I am not worthless just because a particular individual doesn't love me. I want to love me, but if he or she doesn't, that doesn't affect my worth as a person.

Irrational Belief: I can't do anything about my feelings.

Rational Belief: I don't have to be a prisoner of my feelings. I can become aware of them and find ways to change them.

Irrational belief: I can't do anything about my bad habits—they're stronger than I am.

Rational Belief: I have the power to control my bad habits. It may take determination, patience,

and perseverance, but I can replace bad habits with good habits.

FIGURE 5.3

The ABCDE Method (p. 201)

Answers will vary but should reflect the list of questions on pages 200–201.

ACTIVITY 28

Disputing Negative Thoughts

(pp. 203–204)

- A. Students' responses will vary.
- B. Students' experiences will vary.

Exploring Further

Allow students to share what they have written for question A and to discuss and compare their responses. For question B, ask students to share their activating events, irrational beliefs, and negative consequences. Then ask the rest of the class to suggest effective disputes to the particular irrational belief. Encourage students to generate as many effective disputes as possible.



SECTION 5.2

SELF-CHECK (p. 202)

1. Self-defeating attitudes are negative attitudes about ourselves that doom us to failure.
2. According to Ellis, the three faulty assumptions behind irrational beliefs are:
1. I must do well. (If I don't, I'm worthless.) 2. You must treat me well. (If you don't, you must be punished.) 3. The world must be easy. (If it isn't, it's intolerable.)
3. ABCDE stands for activating event (A), belief (B), consequences (C), dispute (D), and exchange (E).

Additional Activities

These additional activities are exclusive to this Instructor's Resource Manual. They are

designed to meet the special needs of your students. The activities can be used as in-class activities or as take-home assignments. They can be assigned to individual students, pairs of students, or groups of students.

Critical Thinking

DO NEGATIVES OUTWEIGH POSITIVES?

According to the National Institutes of Health, research consistently shows that negative qualities often command more attention and seem more important than positive qualities. Examples of this phenomenon are listed on the online reproducible master, "Do Negatives Outweigh Positives?" Display a transparency of the reproducible master (temporarily covering up the last paragraph) and ask a student to read each bulleted point out loud. Why do students think these statements are true? Lead students to the answer by asking them why negative thinking might benefit a person in the struggle for survival. Then uncover the last paragraph and ask a student to read it out loud. What can students do to counteract the distressing effects of "built-in" negative thinking?

MURPHY'S LAW We've all heard of Murphy's Law: "anything that can go wrong will go wrong." There are many other variations on Murphy's Law, which are presented on the online reproducible master, "Murphy's Laws."

Although Murphy's Law is intended to be humorous, it also reflects the negative attitude that everything always ends in some kind of disaster. Ask students whether they think that making jokes about everything going wrong is a positive coping strategy, or whether it focuses too much on the negative. Ask students to add a statement to the end of each of Murphy's Laws that points out the silver lining in negative events. For example, to the law "Everything goes wrong at once," students could add, "and this really teaches you how to handle a crisis." To the law "Toast always

falls with the buttered side down,” students might add, “which forces you to finally mop the kitchen floor.” Encourage students to be humorous and creative and to have fun with the activity.

Application

CULTIVATING GRATITUDE Ask students to telephone or visit three people who have done something kind for them over the last year. Have them express their gratitude toward the person (even if they have already done so at an earlier time). Ask students to write a brief description of each interaction and how they felt at the end of the exercise. Does feeling and expressing gratitude give a boost to their positive attitude?

LOOKING FOR THE GOOD This activity lends itself well to being used as a brief warm-up exercise. Have students write down the names of everyone in the class. Next to each name, ask them to write the nicest thing they can about that person. Instruct them to say something positive about everyone, even about students whom they may not know well or whom they may even dislike for some reason. After this activity, ask students how it made them feel to be forced to “look for the good” in others. Does thinking positively about others make them feel good about themselves, too? Type up students’ responses (or ask volunteers to type them up) so that each student can receive a sheet with all his or her classmates’ positive comments.

FALSE MEMORY TEST AND PERCEPTION The false memory test is a well-known psychological exercise designed to demonstrate that people can “remember” things that never happened. Without telling students the purpose of the exercise, simply explain that you are going to read them a list of words. (Students should not write while you read.) Read one of the lists provided on the online reproducible master, “False

Memory Test.” Then ask them whether they recall hearing the word printed below the list in italics. Continue with the remaining lists, if desired. Now reveal to students that none of the lists contained the italicized word. Most students will be surprised. Explain that people can easily be tricked into having false perceptions, such as “hearing” a word they did not hear. Suggest to students that negative thinking is a kind of false perception. Discuss this idea.

Internet Activities

RATIONAL-EMOTIVE BEHAVIOR THERAPY Albert Ellis, the theorist of the ABCDE model and the ABCDE method, is known as the founder of rational-emotive behavior therapy (REBT). Ask students to research REBT on the Internet. What is REBT? What ideas is it based on? How does it work? How is it similar to and different from other types of therapy? Who practices REBT? Would students be interested in trying it? If desired, ask students to continue their investigations by conducting an interview on REBT via e-mail with a local psychologist or professor of psychology. Have students print out their correspondence and place it in their Personal Success Portfolios.

DEFENSIVE PESSIMISM According to psychologist Julie K. Norem, author of the book *The Positive Power of Negative Thinking*, people are either strategic optimists or defensive pessimists. Defensive pessimists are people who suffer from such anxiety that, Norem says, it is impractical for them to adopt a more optimistic attitude. Instead, they can harness the power of negative thinking (worrying, imagining worst-case scenarios, etc.) to be successful. Ask students to locate Norem’s Web site to read about her theory, and to take the “Are You a Defensive Pessimist?” quiz. Have students print out their quizzes and write a brief summary of Norem’s ideas. In class, ask students whether

they think that the “defensive pessimism” theory makes sense. Is defensive pessimism a good strategy for success? Can defensive pessimists enjoy life and attain happiness? Why or why not?

ASSESS

Review and Activities Answers

Review Questions (p. 206)

1. Having positive expectations of success helps you attain it because positive thinking gives you the drive to work hard to make good things happen. Positive thoughts lead to positive feelings and positive actions.
2. Psychologists believe that negative thinking makes you more vulnerable to depression. Negative thinking is also a symptom of depression.
3. Healthy eating habits will vary but could include some of the following: listen to your body’s internal cues; take time out for meals; shop with a list; try a variety of foods; read and understand nutrition labels; and aim to feel and look healthy, not to be a certain weight. Healthy exercise habits will also vary but could include some of the following: try to be physically active for at least 20 minutes each day; vary your activities; listen to your body; set SMART exercise goals; learn about health and fitness; and exercise for strength and energy, not to look a certain way.
4. Students’ examples of self-defeating attitudes will vary, but their answers should demonstrate an understanding of the vicious cycle: the self-defeating attitude leads to self-defeating behavior, which leads to a negative outcome, which strengthens the self-defeating attitude.
5. The cognitive distortion that involves the false belief that you are not in control of your life is known as helpless thinking.
6. To dispute irrational beliefs means to confront them with the facts of the situation. It involves separating your emotional reaction from the reality of the situation. A good way to dispute irrational beliefs is to use some of the questions listed on pages 200–201 (such as, “Am I exaggerating?” and “Is it really as bad as it seems?”).

Critical Thinking (p. 206)

7. Answers will vary but should recognize that just feeling bad or worrying will not change a past or future event; however, if worry or bad feelings cause you take a positive action, you may be able to affect a future event.
8. Answers will vary but should recognize that optimism is the tendency to expect the best possible outcome. Optimists focus their energy on making their goals happen, rather than bracing for the worst. Therefore, optimistic college students are likely to be more focused on being successful in college. This would likely lead to better academic performance.

Application (p. 206)

9. Answers will vary but may suggest that negative stories can create a sense of fear or anxiety in viewers and that this emotional tension may capture viewers’ attention more than positive stories.
10. Answers will vary, but most students will recognize that helping others helps them to feel better about themselves.

Internet Activities (p. 207)

11. Answers will vary but should show that students understand each statement and how it might apply to their lives. For example, for the item “Be so strong that nothing can disturb your peace of mind,” a student might write, “I’m going to be totally confident when I take the exam tomorrow because I know I studied hard and deserve to do well.”

12. Responses will vary. Whether students have created their own mottos or chosen sayings or quotes from others, they should be able to discuss why this is meaningful to them. Does it reflect a personal event or circumstance? Do they interpret the motto in a different way than others would?

Real-Life Success Story “Will Things Go My Way?” (p. 207)

Answers will vary but should show an understanding of the material covered in the chapter, particularly the concept of self-defeating attitudes and the vicious cycle and how positive self-talk can help to change ingrained negative attitudes.

CLOSE

Culminating Activity

Write the words *self-esteem* and *positive thinking* on the board and ask students to define both terms. (Self-esteem is confidence in and respect for oneself; positive thinking is focusing on what is good about oneself, other people, and the world). What do these two concepts have in common? Students should see that positive thinking is necessary for self-esteem and that self-esteem is necessary for positive thinking. Positive thinking is inherently related to self-esteem because it involves focusing on what is good about oneself. Many of the distorted thought patterns that characterize negative thinking—cognitive distortions such as personalizing and self-blame as well as irrational beliefs such as “I must succeed at everything”—are self-attacking and erode self-expectancy and self-

acceptance. There are many other specific links between positive thinking and self-esteem. For example, positive thinkers tend to choose positive friends, who are more likely to provide the emotional and instrumental support that is crucial for self-esteem. Ask students to work in small groups to look through Chapter 5 and find examples of negative or distorted thinking that could be both a cause of and an effect of low self-esteem.

Personal Success Portfolio

Make handouts or a transparency of the Personal Success Portfolio worksheet for Chapter 5. Refer to pages 9 and 10 for suggestions on presenting this activity.

Additional documents that you may wish students to create for their Portfolios worksheet include:

- an action plan for becoming a more positive thinker
- an essay describing people the student knows (or knows of) who think positively and what the student can learn from these people about living life to the fullest
- an essay describing people in the student’s life who think negatively and how the student can help protect him- or herself from these people’s negativity
- a photocopy of the worry slips from Activity 25, cut up into slips and placed in a sealed envelope
- a hand-sketched reproduction or printout of their food pyramid (www.mypyramid.gov), along with a list of foods in each food group that the student either has never tried or would like to eat more of (such as a variety of unusual fruits and vegetables)

ADDITIONAL RESOURCES

The following books and periodicals offer information on positive thinking, healthy diet and exercise, and overcoming cognitive distortions and irrational beliefs.

Books

Beck, Aaron. *Cognitive Therapy: Basics and Beyond*. New York: Guilford Press, 1995.

Benson, Herbert and Eileen M. Stuart. *The Wellness Book: The Comprehensive Guide to Maintaining Health and Treating Stress-Related Illness*. New York: Fireside, 1993.

Burns, David D. *Feeling Good: The New Mood Therapy*. Revised edition. New York: Wholecare, 1999.

Copeland, Mary Ellen. *The Worry Control Workbook*. Oakland: New Harbinger Publications, 1998.

Dyer, Wayne. *Your Erroneous Zones*. New York: Harper Books, 1997.

Ellis, Albert. *How to Stubbornly Refuse to Make Yourself Miserable About Anything—Yes, Anything*. New York: Lyle Stuart, 1988.

Ellis, Albert. *Overcoming Destructive Beliefs, Feelings, and Behaviors: New Directions for Rational Emotive Behavior Therapy*. Amherst, NY: Prometheus Books, 2001.

Ellis, Albert and Irving Becker. *Guide to Personal Happiness*. North Hollywood, CA: Wilshire Book Company, 1986.

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