

1. Emotions and positive thinking

Australian blueprint for career development

Career management competency											
1	2	3	4	5	6	7	8	9	10	11	12

Learning intention

Students will be able to identify emotions that are habitually employed in response to common situations and understand that emotions can affect decision making and relationships with others.

Success criteria

Students can:

- describe a range of positive and negative emotions
- state how emotions can affect decision making
- demonstrate a time when their emotions impacted on how they responded to a particular situation.

Resources

Little Ripples – Feelings [Conversation Cards](#).

Classroom organisation

- Whole class
- Pairs/small groups

Preparation

Access the [Conversation Cards](#) and prepare enough of the ‘Feelings’ sets for students to share in pairs.

Activity 1

Word Wall

- Lead students to brainstorm ‘feelings’ words.
- Use the table below, if required, to help expand ‘feelings’ vocabulary and identify more precise emotions.
- Discuss how these emotions connect to how students think about themselves.

- Highlight those emotions that students associate with positive thinking.
- Discuss the value and power of positive thinking in terms of self-management and growth.

Emotions	
Fear	embarrassed, scared, rejected, insecure, worried, uneasy, anxious, nervous
Anger	mad, offended, frustrated, annoyed, jealous, irritated, disappointed, insulted
Sadness	hurt, guilty, lonely, uninterested, upset, abandoned, isolated, miserable
Happiness	confident, grateful, excited, calm, cheerful, relaxed, excited, enthusiastic, proud
Surprise	startled, overwhelmed, confused, amazed, shocked
Love	accepted, affectionate, trusted, appreciated, befriended, compassionate
Fear	embarrassed, scared, rejected, insecure, worried, uneasy, anxious, nervous

Activity 2

Identifying specific emotions – class discussion

- Use the following prompts (or others) to help students to identify the emotions/feelings they associate with these situations:
 - someone says something nice to me
 - I get stuck on a problem
 - I am running late
 - I get feedback that helps me do something better
 - I am doing something that I enjoy – sport, music, dance, writing, art, building
 - I am given a puzzle/problem to solve
 - I don't get the result I was hoping for
 - I have lost something important
 - I learn/do something that I have been practising
 - I am eating lunch with my friends.
- Use the language identified to discuss the role of emotions in our decision making.
- Compare the effect that positive and negative emotions have on us.
- Discuss the possibility that positive emotions can help with effective coping.

Activity 3

Conversations

- Provide a set of 5 'Feelings' conversation prompt cards to each pair of students.
- In pairs, students take turns to pull a conversation card from their pile and discuss.
- Students repeat until they have had the opportunity to discuss each of the 5 cards.

Reflection

Students reflect on, illustrate or write about how their emotions were involved in either a recent decision or how they responded to a situation.