



Erasmus+



MENTOR - Mentoring between teachers in secondary and high schools

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Famous sayings – Food for Thought.

“It is not things in themselves that trouble us but our opinion of things”, Epictetus (341-270 BC).



“There is nothing good or bad, but thinking makes it so”, Shakespeare, Hamlet (Act 2, Scene ii, 1601).

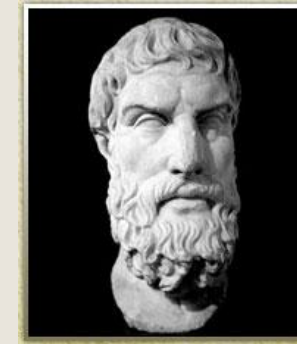


Image from www.zen-mama.com

“A man is a product of his thoughts. What he thinks, he becomes”, Mahatma Gandhi.



Positive thinking is an umbrella term for a range of ideas and techniques associated with the psychology of achievement.

Positive thinking aims to help people be more aware of the power of their thoughts and moods and how to manage them in order to lead happier and more successful lives.

The central idea is that it is **not what happens** to individuals, which leads them to be happy, healthy or successful, **but how they interpret what happens** to them and the extent to which they believe that it is possible to influence such events.

Definition:



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About positive thinking.

One of the most prominent advocates of positive thinking is Professor Martin Seligman – a famous American psychologist famous for his work on ‘learned optimism’.



Image courtesy of Archipoch at FreeDigitalPhotos.net

He supports that all people have an 'internal dialogue', that is a self-talk - we talk to ourselves constantly, analysing situations, making judgements about events and either questioning or reinforcing our perceptions of the world around us.



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About positive thinking.





About positive thinking.

Martin Seligman suggests that we can all learn how to control our thoughts and moods, overcome the negative thoughts and replace them with positive ones. In other words, he claims that we can all learn how to be optimistic and look on the bright side of life. This is what he calls 'learned optimism'.



A lot of schools in the USA have implemented learned optimism programs to enable young people to think more positively. It is essential that teachers find ways to cultivate

positive thinking in the classroom and help students build up their self-confidence.

Learners who are optimistic about events and situations will frequently achieve more than those who are pessimistic.



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**Applying
LEARNED
OPTIMISM to
a school
setting.**





An example – FAILING A TEST:

STUDENTS' "INTERNAL DIALOGUES"

NEGATIVE THINKER	POSITIVE THINKER
An ongoing event	A one-off event
Typical of my life	Specific to the test
Always fail / It's my fault	Just a bad day/ bad luck
Likely to happen again	Won't happen again
I'm a loser	I'm a fighter



THE CONSEQUENCES



Image courtesy of aechan at FreeDigitalPhotos.net

The negative thinker feels hopeless and trapped in his negative thoughts. He thinks there is nothing he can do to change things for the better. He is likely to give up trying and keep failing and making more negative thoughts and this vicious circle never ends.

In contrast, the positive thinker leaves the specific event behind and moves on to the future. He studies harder and makes sure that he will be successful next time. He believes in himself and he is likely to achieve his goals.



Image courtesy of aechan at FreeDigitalPhotos.net

**An example:
FAILING A
TEST.**





The example of Scotland.

The emerging Curriculum for Excellence in Scotland emphasizes confidence and success in learners, and it identifies personal and social development as one of the foundations of the curriculum at all stages. This is likely to result in greater teaching of skills associated with, for example, metacognition, emotional intelligence, self-motivation, learned optimism and perseverance.

The screenshot shows the Education Scotland website (Foghlam Alba) with a search bar and navigation menu. The main content area is titled 'What is Curriculum for Excellence?' and includes a sidebar with a table of contents, a main text area with an image of children, and several related links.

Early learning and childcare
What is Curriculum for Excellence?
Learning throughout life
Understanding the curriculum as a whole
The purpose of the curriculum
How was the curriculum developed?
Key documents
What can learners expect?
How is the curriculum organised?
How is progress

What is Curriculum for Excellence?

Curriculum for Excellence is designed to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18.

The curriculum includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated.

Supporting learning throughout our lives
Learning begins at birth and continues throughout our lives. The Scottish Government education strategy recognises that learning is lifelong, and aims to help learners

Understanding the curriculum as a whole
An overview of the elements of Curriculum for Excellence that contribute to the delivery of a broad general education for all learners.

More from Education Scotland
Building the Curriculum series
The Building the Curriculum series provides advice, guidance and policy for different aspects of Curriculum for Excellence.

My Experiences and Outcomes
Organise and save outcomes with this helpful planning tool



It all depends on the choices we make.



CONCLUSION:





REFERENCES / USEFUL READING.

Martin E P Seligman, (1998). *Learned Optimisim*, PhD, Freepress.

Martin Seligman, Nicolas Brealey, (2003). *Authentic Happiness*.

<http://www.journeytoexcellence.org.uk/index.asp>

