



Quality Theatre In Education

ABN: 31 012 483 301

## ***Think Positive – Teachers Notes***

### Introduction

“Think Positive” is intended as an entertaining introduction to the idea that it is possible to change your level of happiness and likelihood of success, simply by choosing a positive approach.

The processes suggested in this performance are only a small sample of the available techniques. They are, however, demonstrated at the most basic level, and are, therefore, an ideal kick-start to any continuing program your school may have.

The suggested exercises were selected to be the most suitable for reinforcement during classroom activities.

### The Play

“Think Positive” introduces two characters; Josh, who always looks on the positive side, and Tom, who can only see the negative. The latter realises that instead of being at the show, he should be at a job interview. It is decided to take the show to the job interview, with the audience deciding what sort of job Tom will be trying to get.

Tom’s interview is a disaster, because of his negative approach. Josh goes back over the interview with him, identifying where Tom could have improved. Various exercises in positive thinking are conducted with Tom and the audience, to practice the skills he will need next time.

Tom returns to the job interview, in disguise, employs his newly acquired positive thinking skills, and gets the job.

Throughout the play, songs, humour, and participatory exercises, keep students focussed upon the key points.

## THE EXERCISES

RELAXATION - Students are shown how to reduce unhelpful worry, by momentarily slowing their activity and employing deep breathing. (Other relaxation techniques may well be equally effective)

SMILING - It is demonstrated that intentionally smiling, even if you don't feel like it, creates a psychological change – after a while the smile becomes a real one. (Encouraging good posture and positive mannerisms/gestures will help to produce a similar result)

LANGUAGE - Replacing negative verbal reactions with positive affirmations, students are shown how to motivate themselves by saying things to themselves like, “Yes!”, or “It's all good!”, or “I can do it!”.

They are then taught that such use of positive language is equally effective on other people. A game is played, in which students must answer a series of questions without using the word “No”, and/or other negative words the audience has selected.

## OTHER TECHNIQUES

SINGING - The play also suggests that we all sing to ourselves, and that what we choose to sing can alter our mood. At low moments, therefore, students should begin to sing a happy song.

PERSPECTIVE -“The glass is half full”. Students are also shown that it is possible to look at the same situation from many different angles, so one can usually find a positive in any given situation.

## CONCLUSION

“Think Positive” demonstrates that a person’s outlook can be changed by the repetition of positive behaviours. All of the techniques suggested may not prove accessible to all students, but if just one of them sticks in the mind of each audience member, a positive change will certainly follow.

Schools that have seen the show commonly report students using one or more of the positive reinforcement techniques suggested, in the days following the performance. A small amount of encouragement or prompting by teaching staff, over the ensuing weeks, may well establish patterns of behaviour which create a lasting change.

***We hope you enjoy “Think Positive”***