

Reframe your mind

3 steps to the activity realisation



Step 1 – preparation phase

Collate all the materials required for this activity. Become familiar with the learner's situation. Some young people are not used to think in a positive way or reframing their mindset. Thus, this exercise could be a little difficult for them. It would be useful to have an uplifting exercise as a substitute to reduce any difficult emotions. Lastly, familiarise yourself with the exercise and the reframing phrases. Make notes of the possible words or phrases that could be used to reframe the negative words in step 2, and provide examples to the learner if they get stuck. You could use an example from your own life to create parallels.

Step 2 – activity phase

Firstly, start a conversation with the young person. Explain the concept of reframing and maladaptive thought patterns. Reframing could be understood as thinking differently, using a different perspective. You can do so by looking for evidence to counter a statement to prove or disprove concepts. If you say that you are lonely, how exactly do you know this? Testing the truth of feelings is a useful way to analyse our situations. Maladaptive thought patterns can be the belief that all experiences are bad based on one negative experience. It can be 'all or nothing' thinking. One negative feeling may convince you to give up on a whole day. These thoughts can turn into automatic thoughts that could become hard to identify. It can present itself as blowing things out of proportion and may feel threatening.

Next, explain the activity to the learner. Tell them about the aim of the activity- the aim of this activity is to reflect on the learner's thought patterns and to find more positive ways of thinking. Then, ask the learners to write down their thoughts on the following words and phrases:

- V Challenge- ?
- V I am sad- ?
- V Bad experience- ?
- V Failure- ?
- V Boredom- ?
- V Homework- ?
- V I am lost- ?



Type of activity:
Perspective-changing exercise

Value of the activity:
This activity aims to encourage positive thinking and reframing. By analysing current thought processes, the learner can identify any maladaptive thought patterns.



Timing:

Preparation: 10 min.
Implementation: 30 min.
Checking learning progress: 5 min.



Activity follow-up:

[Click here.](#)



Other value case box components:

Ensure no harm is done to the learner by not discussing overly emotional or distressing topics.
Be open and receptive.



Value quoted:

Provide an example for one of the words so the young person is aware of what is being asked. Possible ways of defining these phrases and words can be found below:

- V Challenge – An opportunity
- V I am sad – I am refilling my glass with happiness / I can find new ways of finding happiness
- V Bad experience – Opportunity to learn about myself and others / Opportunity to learn new things
- V Failure – Expert in achieving unexpected results / Opportunity to learn and grow
- V Boredom – An opportunity to try something new
- V Homework – Extended learning / An activity to expand learning
- V I am lost – I am searching for things I like and find passion in

Step 3 – wrap up phase

Reflect on the exercise with the young person. Ask them to let you know what they have learnt from the exercise. Explain them the aim of the exercise again and the benefit of regularly trying to reframe negative thought patterns.

Your notes:

- V ...
- V ...
- V ...
- V ...
- V ...
- V ...