

EMMW

PR-2 - Task 2-1

Positive Attitude

Emotional Management for Migrant Women

E-SCHOOL

Greece

1. Introduction to Topic & Subtopics	3
1.1. Background	3
1.2. Definition of Positive Mental Attitude	3
1.3. Different Cultural Perspectives on the Topic	4
1.4. Gender Perspective	5
1.5. Bibliography	5
2. Traits and characteristics of a positive mindset	6
2.1. Background	6
2.2. Target Group and the Goal of the Activity	7
2.3. Learning Outcomes of the Activity	7
2.4. Description of the Activity	8
2.5. Bibliography	10
3. Factors influencing positive attitude	10
3.1. Background	10
3.2. Target Group and the Goal of the Activity	11
3.3. Learning Outcomes of the Activity	12
3.4. Description of the Activity	12
3.5. Bibliography	14
4. Examples of Positive Attitude	15
4.1. Background	15
4.2. Target Group and the Goal of the Activity	15
4.3. Learning Outcomes of the Activity	16
4.4. Description of the Activity	16
4.5. Bibliography	18
5. How can we strengthen our positive attitude?	20
5.1. Background	20
5.2. Target Group and the Goal of the Activity	21
5.3. Learning Outcomes of the Activity	21
5.4. Description of the Activity	21
5.5. Bibliography	25

1. Introduction to Topic & Subtopics

1.1. Background

EMMW is a training plan designed to develop and manage emotional skills in the context of immigration. It targets female migrants as well as social workers and NGOs. Its aim is to enhance their ability to navigate the challenges associated with adapting to and integrating into a new country, ultimately promoting psychological well-being and inclusion in the country they start to reside. The training system is planned to be developed along these two lines in a complementary manner, taking into consideration the distinct needs and approaches required for each target group to develop fundamental soft skills.

After conducting the state-of-the-art analysis as the initial PR1 activity, the consortium proceeded to the second activity aimed at obtaining more detailed qualitative results. In this regard, the partners organised a series of group and one-to-one interviews with experts in the field of migration who possess experience with the target audience. Based on the analysis of the results the following factors are determined as the obstacles in the social integration process of migrant women.

- Lack of language skills
- Cultural differences
- Facing double discrimination
- Being the primary caregiver to children and elders
- Limited access to the labour market and only to low-wage sectors
- Lack of knowledge on benefits and rights (such as counselling and support groups as well as health services)
- Psychological issues

In order to equip and support social workers in their relationship with migrant women 6 topics are determined:

- Listening & Empathy
- Patience
- Emotional management/Self-control
- Sensitivity
- Ask for help
- Positive attitude

This theoretical module will focus on the topics of having positive attitude.

1.2. Definition of Positive Mental Attitude

A positive mental attitude (PMA) is not so much a personality attribute as it is the ability to focus on the positive aspects of life rather than the negative. Positivity is a deliberate choice. It asserts that an individual approaches every situation and challenge in life with optimism, allowing them to make the best of any circumstance and create a better reality for themselves and those around them.

The following subtopics will be addressed so that we can go deeper into the field of a positive mentality and enable the readers to realise that it is a skill that can be developed, enabling them to thrive and grow personally and professionally.

Subtopic 1: Traits and characteristics of a positive mindset

Subtopic 2: Main factors influencing positive attitude.

Subtopic 3: Examples of positive attitude

Subtopic 4: How can we strengthen our positive attitude?

Emotional intelligence entails managing emotions and situations in a positive, optimistic, and helpful way, as well as recognizing the positive intent of emotions, therefore having a positive attitude is a crucial component of emotional intelligence. It is of the utmost importance for those who work with migrant women to develop their emotional intelligence and adopt a positive attitude to assist these women in changing their mindset and moving forward.

On the other hand, according to Gruber et al. (2009), specific emotions have been linked with both positive and negative outcomes. Emotions can also have contradictory outcomes; positive feelings can lead to a negative outcome, and an unpleasant feeling can lead to a positive outcome. For instance, although happiness is generally regarded as a positive and desirable emotion, research has revealed that it also has a darker aspect. According to (Gruber et al., 2009) the pursuit of happiness and the experience of happiness are not always beneficial. People who aggressively pursue happiness are more likely to be depressed, miserable, and unhappy.

1.3. Different Cultural Perspectives on the Topic

Cultural differences influence people's way of thinking. Additionally, the definition of "positive" and "negative" may differ according to culture.

According to (Eid & Diener, 2009), Cross-cultural research casts doubt on the categorization of emotions as purely positive or negative, since an emotion regarded negative in one culture may be considered positive in another. Individualistic cultures believe that self-reflective emotions (emotions that reflect on the individual's own

actions) regarding a person's success are positive, whereas collectivistic cultures believe that self-reflective emotions regarding the need for improvement in one's actions are positive. Overall, (Eid & Diener, 2009) findings provide additional evidence that not all positive emotions are interpreted positively, nor are all negative emotions interpreted negatively. Indeed, (Tsai & Knutson, 2004) have demonstrated that ideal affect — the desired affective state — varies across cultures: “Americans place a higher value on positive affective states of high arousal (such as excitement), whereas East Asians place a higher value on positive affective states of low arousal (such as serenity or harmony). The literature concerning the components of emotion provides additional insight into these differences.”.

According to research, Westerners have a strong preference for positivism in many aspects of their experiences, whereas Easterners have a more diverse set of preferences. Easterners reported greater happiness pessimism than Westerners, whereas Westerners reported greater happiness optimism (Ji et al., 2021). It has also demonstrated cross-cultural differences in the definition of happiness and the interpretation of joyful images; Westerners typically describe happiness as uplifting and exciting, whereas Easterners typically describe happiness as a serene, calm state (Tsai & Knutson, 2004). Not only is it believed that pleasure evokes less arousal in Easterners than in Westerners, but it may also contain more negativity for Easterners. This suggests that cultures may experience pleasure differently. Possibly, for Westerners, happiness is an emotion that is as dazzling as a clear, sunny day, whereas for Easterners, happiness is still positive, but balanced with negativity, like a sunny day with a rainbow and light rain. In other words, how various cultures approach and deal with happiness may necessitate a different perspective.

1.4. Gender Perspective

Greater comprehension of subjective well-being requires the identification of related factors and an examination of gender differences in the subjective well-being experience. Positive emotions are experiences with a brief duration. People's perceptions, cognition, behaviour, and physical health are altered in a deliberate way. Positive emotions are essential for bringing about numerous positive outcomes (cognitive, social & behavioural in an individual's existence).

They may broaden and deepen people's thinking and improve their resourcefulness, which is the capacity to deal with difficult situations. By experiencing positive emotions, one can gain insight into new opportunities and become more sociable. Therefore, it causes cognitive, social, and behavioural changes in individuals. Therefore, the gender that experiences more positive emotions will benefit more from the positive results they generate. Positive emotions are perceived, understood, and

experienced differently by men and women, according to Spasić Šnele et al. (2020). Overall, males were discovered to be more content than women.

The experience of positive emotions differs significantly between men and women. Men and women generally have positive social relationships with their colleagues, family, and community. Humour was also found to be higher in men; males perform better than women because they are better at producing and comprehending humour (Spasić Šnele et al., 2020). In general, males experience more positive emotions than women and are expected to benefit more from the positive outcomes of positive emotions than women, according to the same study. And men and women experience positive emotions differently. Women experience happiness more frequently than males. Second, males experience pride more frequently than women, whereas women are typically better at expressing gratitude and other emotions associated with love and belongingness.

1.5. Bibliography

- Eid, M., & Diener, E. (2009). *Norms for experiencing emotions in different cultures: Inter- and intranational differences*. Social Indicators Research Series, 169-202. https://doi.org/10.1007/978-90-481-2352-0_9
- Gruber, J., Culver, J. L., Johnson, S. L., Nam, J. Y., Keller, K. L., & Ketter, T. A. (2009). *Do positive emotions predict symptomatic change in bipolar disorder?* Bipolar Disorders, 11(3), 330-336. <https://doi.org/10.1111/j.1399-5618.2009.00679.x>
- Ji, L., Vaughan-Johnston, T. I., Zhang, Z., Jacobson, J. A., Zhang, N., & Huang, X. (2021). *Contextual and cultural differences in positive thinking*. Journal of Cross-Cultural Psychology, 52(5), 449-67. <https://doi.org/10.1177/00220221211020442>
- An, S., Ji, L., Marks, M., & Zhang, Z. (2017). *Two sides of emotion: Exploring positivity and negativity in six basic emotions across cultures*. Frontiers in Psychology, 8. <https://doi.org/10.3389/fpsyg.2017.00610>
- Spasić Šnele, M., Todorović, J., & Komlenić, M. (2020). *Gender roles and dimensions of family functioning as predictors of subjective well-being in men and women*. TEME, 681. <https://doi.org/10.22190/teme200310052s>
- Tsai, J. L., & Knutson, B. (2004). *Cultural variation in affect valuation*. PsycEXTRA Dataset. <https://doi.org/10.1037/e633912013-121>

2. Traits and characteristics of a positive mindset

2.1. Background

Positive and optimistic attitudes are associated with a variety of benefits, including a longer life span and enhanced coping abilities in times of stress. It is not a mindset that helps you “escape reality”, but rather the ability to show courage, decisiveness, and other strong characteristics, such as persistence and solution-focused thinking. It is essential to emphasise that optimism does not always involve thinking positive ideas and ignoring issues. It involves challenging and transforming negative thought patterns into positive ones. A positive mindset has been shown to benefit health and wellbeing (*Nawalkha, 2023*).

When choosing a positive mental attitude (PMA), you are likely to develop the following powerful character qualities (*Nawalkha, 2023*):

- **Resilience:** Positive psychology defines resilience as the capacity to recover from stressful and challenging life circumstances. People who are resilient are able to handle unpleasant events without succumbing to negative feelings.
- **Decisiveness:** Positive thinking is a significant decision. When you choose to think positively, you assume responsibility for your ideas and your life, which is a decisive step forward in life.
- **Courage:** A positive attitude enables you to pursue your goals without fear of failure, rejection, or other limiting fears. Instead of dreading failure, daring people embrace it as a learning opportunity. This optimistic outlook facilitates goal attainment and personal and professional development.
- **Responsibility:** It is impossible to keep a positive attitude when you attribute every misfortune to others. Positive thinkers do not fear accepting responsibility for their lives and decisions, thus taking control over their destinies.
- **Solution-Focused:** They are interested in achieving the best results, therefore they are extremely solution oriented. As soon as they recognize a problem, they seek solutions.
- **Adaptability:** Positive people are always willing to try again, even after experiencing failure. By doing so, you build a strong feeling of adaptability, which is essential for success and goal fulfilment.

2.2. Target Group and the Goal of the Activity

The target group of the activity is any professionals working with migrant women such as:

- Translators
- Humanitarian aid workers
- Public health specialists
- NGO workers and volunteers
- Teachers
- Child protection workers
- Mental health workers (psychologists, psychiatrists)
- Workers in camps and shelters
- Coaches

The activity aims to:

- Raise participants' awareness of the power of their own and other people's attitudes.

2.3 Learning Outcomes of the Activity

After completing the activity, participants will be able to distinguish between positive and negative attitudes and environments, and how they can affect a person's performance.

2.4. Description of the Activity

Name of the Activity/Practice/Tool

Attitude Power

Operational Needs/Logistics

Onsite

One trainer

Number of participants/trainees: 15 - 20

Materials (if needed): Pens and papers.

The Procedure of the Activity

N.	Activity	Details	Duration
1	Welcome	Introduction of the Project EMMW	

		The Outline of the Activity (Subtopic 1)	10 min.
		Session Agreement & Consent	
		Introduction of participants	
		Expectations	3 min.
2	Icebreaker/ Warm-up Activity	<ul style="list-style-type: none"> Begin the session with a series of negative, complaining statements: <i>"Today, it took me almost twice as long as usual to get here. Traffic was so slow. I can't stand it anymore. OK then. Let's start. I am not that well prepared because I lost my lesson plan, but it doesn't really matter."</i> 	1 min.
		<ul style="list-style-type: none"> Ask the trainees how they feel about what you said. Encourage them to describe the messages your body language and tone of voice sent, as well as the impact your words had on their perception of you and their expectations for today's session. 	3 min.
		<ul style="list-style-type: none"> Continue with: <i>"See how your attitude influences matters? A bad attitude may spoil your entire day! Today we're going to speak about attitude because it influences everything you do and everyone around you."</i> 	1 min.
3	Attitude Power	<ul style="list-style-type: none"> Explain to participants that they will see how their attitudes affect their ability to succeed. Begin by having two volunteers stand outside the classroom. Then divide the class into two groups: "Cans" and "Cannots." <p>Remind participants that attitude is a mental state. Explain that each team will construct an environment that will affect someone's mental state.</p> <p>Task: Tell participants that the two volunteers will have one minute to write down all of the</p>	15 min.

		<p>words they can think of that begin with the letter “E.”</p> <p>Tell the “Cans” that their task is to create a positive environment in order to create a positive attitude in one of the volunteers. (“Cans” participants will: <i>make supportive, encouraging comments such as, “You can do it! Lots of words begin with E! Good word!” They will speak with enthusiasm, sincerity, and energy.</i>)</p> <p>Tell the “Cannots” that their task is to create a negative environment in order to create a negative attitude in the other volunteers. They should focus on making the task seem difficult. (“Cannots” participants will: <i>make discouraging comments such as, “E is a hard letter! There are hardly any words that begin with E! This is impossible!” They will speak in whiny, complaining tones of voice.</i>)</p>	
4	Coffee Break		15 min.
5	Open Discussion	<ul style="list-style-type: none"> ● Suggested Questions: <ul style="list-style-type: none"> -How many words did each team produce? -Which team was more successful? -Why do you think that team was more successful? -Volunteers, how did your teammates affect your thinking and your ability to succeed? -How do you usually react to people who have positive attitudes? -How do you think people react to you when you have a positive attitude? <p>Conclude discussion by stating: <i>Attitudes are powerful; they make things happen. A positive attitude motivates people and increases their ability to succeed. If we want to keep a positive attitude, we should focus on our strengths and have confidence in our ability to succeed.</i></p>	15 min.

6	Evaluation of the activity	Hand out evaluation questionnaires.	3 min.
---	----------------------------	-------------------------------------	--------

2.5. Bibliography

Developing a Positive Attitude. (n.d.). Dorchester School District Two.

<https://www.ddtwo.org/cms/lib/SC01916099/Centricity/Domain/1129/Lesson%201%20Developing%20a%20Positive%20Attitude.pdf>

Nawalkha, A. (2023, February 7). Positive character traits - 6 power packed traits for success. Evercoach - By Mindvalley. <https://www.evercoach.com/blog/6-positive-character-traits-for-success/>

3. Factors influencing positive attitude

3.1. Background

Numerous factors influence an individual's positive attitude, as attitude is defined as an individual's or group's beliefs, emotions, and action preferences towards objects, ideas, and others ("Factors influencing attitude," 2019). Factors that may influence one's attitude include:

- **Social Factors**
A person's attitude is strongly influenced by the society in which they live and may foster and sustain their relationships with positively valued group members. Social roles refer to the anticipated behaviour of individuals in a certain context, while social norms are the guidelines of acceptable behaviour established by a society.
- **Family Factors**
The family has the greatest influence on the formation of attitudes. The parents, siblings and other close relatives share information on numerous topics and so an individual shapes his/her attitude through social learning and modelling. A person's attitudes are the consequence of family influence, which is extremely potent and difficult to alter.
- **Personal Experience**
Most of the time, personal experiences leave a deep imprint on a person and lead them to shape a long-lasting attitude, especially when emotional variables are present.
- **Associations**
Attitudes are developed by linking one thing or circumstance with another. It involves classical conditioning principles. For example, consuming sugar causes diabetes. By associating sugar consumption with diabetes risk, a person may develop a negative attitude towards other types of sweets and sugar-containing foods.
- **Religion & Education**
They have a significant effect on shaping attitudes because they establish the comprehension and moral principles of the individual; they serve as the epicentre of right and incorrect knowledge and the dividing line between what can and cannot be done.
- **Economic Status**
Our economic and professional status also contribute to the shaping of our attitudes. They influence, in part, our views towards unions, management, education, as well as our perceptions of which laws are "good" or "bad." Our socioeconomic background shapes our present and future attitudes.
- **Media**

As a means of communication, mass media such as television, electronic media and the radio have a significant impact on moulding the attitudes and beliefs of individuals. New information about something lays the groundwork for the development of new cognitive attitudes towards it.

3.2. Target Group and the Goal of the Activity

The target group of the activity is any professionals working with migrant women such as:

- Translators
- Humanitarian aid workers
- Public health specialists
- NGO workers and volunteers
- Teachers
- Child protection workers
- Mental health workers (psychologists, psychiatrists)
- Workers in camps and shelters
- Coaches

The activity aims to:

- Motivate participants to minimise negative thoughts
- Teach participants positive thinking strategies and behaviour

3.3 Learning Outcomes of the Activity

After completing the activity, participants will be able to practise replacing negative thoughts with positive ones, thus shaping a positive attitude that will allow them to assist people they work with more effectively.

3.4. Description of the Activity

Name of the Activity/Practice/Tool

Developing a Positive Attitude ("Attitude formation," n.d.)

Operational Needs/Logistics

Online or Onsite

One trainer

How many participants/trainees?: 15 – 20

Materials: Pen and paper, Art materials for each group of four participants, including poster paper, old newspapers, old magazines, markers, crayons, scissors, and glue

The Procedure of the Activity

N.	Activity	Details	Duration
1	Welcome	Introduction of the Project EMMW	10 min.
		The Outline of the Activity (Subtopic 2)	
		Session Agreement & Consent	
		Introduction of participants	
		Expectations	3 min.
2	Icebreaker/ Warm-up Activity	<ul style="list-style-type: none"> Tell participants: <i>Imagine two runners of equal ability. One of them is thinking to himself as they prepare to start a race, "I'll never win. I'm feeling quite sluggish. I can't believe I'm even competing in this race. This girl next to me appears to be much faster; I'm sure she'll race straight past me."</i> <i>The other runner is thinking, "I feel great—light and fast!" This will be the best race I've ever run. I'm powerful, and I've been training for weeks. I'm excited to get started."</i> 	2 min.
		<ul style="list-style-type: none"> Suggested questions: -Which runner will outperform the other and why? - How can attitude affect performance? (Encourage people to see the link between attitude and performance.) 	3 min.
3	Positivity is a Plus	<ul style="list-style-type: none"> Divide participants into groups of four. Ask them the following Questions: -Describe a positive attitude. -How do you create a positive attitude? -How does it feel to have a positive attitude? <p>Allow the groups about five minutes to discuss</p>	30 min.

		<p>their responses.</p> <ul style="list-style-type: none"> • Have groups use the art materials to create visual representations of a positive attitude. Encourage them to try to represent their answers to the above questions. <p>Allow about 10 minutes to create their posters.</p> <ul style="list-style-type: none"> • Have groups share their posters. After the discussion is completed, elicit from participants these points to add to the class definition of “positive attitude”: <i>-Having a positive attitude means being strong and motivated.</i> <i>-It means focusing on strengths and confidently moving forward.</i> 	
4	Coffee break		15 min.
5	Open Discussion	<ul style="list-style-type: none"> • Refer to the starter and ask: <i>-Can you suggest any reasons why having a positive attitude might lead to achieving one's goals?</i> (Write responses on the board) <p>Direct participants to understand how thinking positively affects our behaviour—when we have a positive attitude, we act in a way that reflects that attitude. Lead participants to recognize that people who have a positive attitude “bounce back” more quickly from setbacks. Participants may be encouraged to share their own experiences.</p>	10 min.
6	Evaluation of the activity	Hand out evaluation questionnaires.	3 min.

3.5. Bibliography

Attitude formation. (n.d.). STUDY SKILLS | ENGLISH BASICS | TEST PREPARATION | STUDY RESOURCES. Retrieved May 23, 2023, from <https://www.studyandexam.com/attitude-formation-pn.html>

Factors influencing attitude. (2019, October 2). iEduNote.

<https://www.iedunote.com/factors-influencing-attitude>

Overcoming obstacles. (n.d.). Overcoming Obstacles - Overcoming Obstacles - Free K-12 Life Skills Curriculum. Retrieved May 23, 2023, from

<https://www.overcomingobstacles.org/portal/en/curricula/high-school/lesson-3-developing-a-positive-attitude#:~:text=Positive%20behavior%20can%20be%20developed,from%20and%20avoid%20repeating%20them>

4. Examples of Positive Attitude

4.1. Background

It is widely accepted that a positive mentality can be cultivated through the way we think and act. Here are some examples of an optimistic outlook in action:

- **Changing perspective**
Our outlook has a significant impact on our life and happiness. Daily activities might be either a blessing or a curse. Instead of approaching them as chores, consider them as an opportunity to treat yourself and your loved ones.
- **Smiling and being kind**
Positive individuals commonly get along well with others, which is beneficial in both personal and professional settings. When you interact with coworkers who have a positive mindset, for instance, it is more likely that you will be more engaged, have improved performance, and establish a partnership that overcomes any obstacles.
- **Self-compassion**
Kindness towards others is just as essential as self-compassion. A person can begin to care for themselves by engaging in well-being-enhancing self-care practises. For instance, each day could start with affirmations and positive self-talk. Phrases like "I am confident" and "I am proud of myself" enhance self-esteem and influence the subconscious mind.
- **Avoiding taking things personally**
Positivity necessitates the deliberate decision to not take things personally. The words and behaviours of others are simply a reflection of who they are. When you internalise everything, you offer that person control over you. No one can make you feel inadequate without your consent.
- **Being happy for others' success**
An individual with a positive outlook is not in competition with others. Their achievements inspire them with motivation, not envy. They recognize that they are on their own road and that another's accomplishment does not diminish their own.

4.2. Target Group and the Goal of the Activity

The target group of the activity is any professionals working with migrant women such as:

- Translators
- Humanitarian aid workers
- Public health specialists
- NGO workers and volunteers
- Teachers
- Child protection workers

- Mental health workers (psychologists, psychiatrists)
- Workers in camps and shelters
- Coaches

The activity aims to:

- Encourage positive thinking to participants
- Show participants how our perspectives can shape our thoughts and ideas
- To consider how understanding multiple perspectives relates to managing different situations

4.3 Learning Outcomes of the Activity

After the completion of the activity the participants are expected to realise how different perspectives can affect people’s emotions and lives.

4.4. Description of the Activity

Name of the Activity/Practice/Tool

Tackle Negative Thinking ("CrowdSec ban," n.d.)

Operational Needs/Logistics

Online or Onsite

One trainer

How many participants/trainees?: 15 - 20

Materials: Pens and papers, “Find who” sheet, blank cards, box/hat

The Procedure of the Activity

N.	Activity	Details	Duration
1	Welcome	Introduction of the Project EMMW	10 min.
		The Outline of the Activity (Subtopic 3)	
		Session Agreement & Consent	
		Introduction of participants	
		Expectations	3 min.

2	Icebreaker/ Warm-up Activity	<ul style="list-style-type: none"> ● Find Who: Hand out the “Find Who” sheet and tell the participants that they have to go around the room, mingle and ask questions and fill the “Find Who” sheet. The ones with the most answers win. (The statements on the sheet can be modified accordingly). 	10 min.
3	Different Perspectives	<ul style="list-style-type: none"> ● Tell participants that they are going to do a brief exercise. Distribute one sheet of blank paper to each participant. Ask them to stand and form a circle with their backs facing one another. Ask them not to pose any questions during the exercise. If they ask a question about what they should do, tell them to follow the steps as they understand them. ● Instruct them to do the following steps: <ul style="list-style-type: none"> -Fold the paper in half. -Fold the paper in half again. -Tear off the bottom right corner. -Turn the paper upside down. -Tear off the other bottom right corner. ● Ask participants to turn around and hold the paper over their head so everyone can see it. <p>Suggested Questions:</p> <ul style="list-style-type: none"> - <i>What do you notice?</i> - <i>How did you feel when you saw what your paper looked like in comparison to everyone else’s papers? Did anyone think they had done the exercise incorrectly when they saw others’ papers?</i> - <i>How could there be so many interpretations when I gave everyone the same instructions?</i> - <i>Was there one right way to do this exercise?</i> - <i>Let’s consider that the paper represents your opinion or perspective, what does the exercise tell you about perspectives?</i> - <i>Why might it be useful to look at something in a different way or from a different perspective? What can we learn from looking at things differently?</i> 	15 min.

4	Coffee Break		15 min.
5	Tackle Negative Thinking	<p>We all have the power to reshape our lives for the better (Fredrickson, 2010). The secret component is positivity. It grows as we experience pleasant feelings such as appreciation, happiness, interest, and inspiration. Increasing positivity over time will influence your life by transforming your self-perception and elevating your self-confidence.</p> <ul style="list-style-type: none"> • Divide the participants into two groups. Distribute blank cards to Group 1 and tell them to write one of their typical negative thoughts. Shuffle the cards and place them in a box/hat. • Then invite a participant from Group 2 to pick one at random and read it aloud. Ask them to quickly and thoroughly dispute it. Move on to the next participant and repeat. 	15 min.
6	Open Discussion	<p>Suggested Questions:</p> <ul style="list-style-type: none"> -How did you feel after the activity? -How can different perspectives help us tackle our negative thoughts? -Do you believe it is hard to control our negative thoughts and change them with positive ones ? 	5 min.
7	Evaluation of the activity	Hand out evaluation questionnaires.	3 min.

4.5. Bibliography

CrowdSec ban. (n.d.). CrowdSec Ban. Retrieved May 23, 2023, from <https://positivepsychology.com/positive-thinking-exercises/>

5. How can we strengthen our positive attitude?

5.1. Background

There are numerous methods for developing a positive attitude, which is a vital skill to have when working with migrants. The following are some approaches to think and act in a more positive and optimistic way ("How to cultivate a positive mental attitude for success," 2021):

- **Recognising negative thoughts**
A person must first identify the aspects of his/her life that he/she typically thinks negatively about, such as his/her job, daily commute, or relationships. A good suggestion would be to concentrate on a single issue to approach in a more optimistic way ("How to stop negative self-talk," 2022).
- **Being Surrounded by Positive People**
If an individual ensures that the people in his/her life are positive, encouraging, and reliable sources of guidance and criticism, it is certain he/she will be motivated to maintain a positive outlook and keep improving himself/herself.
- **Doing the Inner Work**
The Inner Work entails reflecting on your inner world to better relate to the outside world and it's a very important step towards achieving a positive mentality. This can be accomplished through breathing exercises, journaling, and self-reflection. Introspection offers numerous benefits, such as improved relationships, higher confidence, and enhanced decision-making.
- **Visualisation**
A positive mental attitude attracts distinct advantages. Visualisation is a powerful technique that enables a person to achieve his/her goals only with the power of the mind. It involves imagining the best possible outcome in each situation and attempting to experience the positive emotion of having achieved it ("5 visualization techniques to help you reach your goals," 2021).
- **Affirmation**
It is a technique that can help you overcome negative thinking and self-sabotage. Affirmations are positive acknowledgments that can strengthen a person and encourage them to believe in themselves so that they can overcome obstacles and accomplish their goals (Mind, 2023).
- **Meditation**
To develop and keep a positive state of mind, one must learn how to maintain control over negative thoughts. Meditation helps release negative feelings such as worry, fear, and anxiety and educates the mind to be focused in the present.

5.2. Target Group and the Goal of the Activity

The target group of the activity is any professionals working with migrant women such as:

- Translators
- Humanitarian aid workers
- Public health specialists
- NGO workers and volunteers
- Teachers
- Child protection workers
- Mental health workers (psychologists, psychiatrists)
- Workers in camps and shelters
- Coaches

The activity aims to:

- Develop positive behaviour techniques
- Equip participants with positive thinking and behaviour.

5.3 Learning Outcomes of the Activity

After the completion of the activity the participants are expected to understand the importance of affirmation and visualisation techniques and use them to build a more positive mindset.

5.4. Description of the Activity

Name of the Activity/Practice/Tool

Let's Be Positive ("Overcoming obstacles," n.d.)

Operational Needs/Logistics

Online or Onsite

One trainer

How many participants/trainees? 15 - 20

Materials: Pens and papers, One copy of the "Visualisation Techniques" activity sheet for each participant, One copy of the "Affirmation Statement Techniques" activity sheet for each participant

Presentation (PowerPoint)

N	Activity	Details	Duration
1	Welcome	Introduction of the Project EMMW	10 min.
		The Outline of the Activity (Subtopic 3)	
		Session Agreement & Consent	
		Introduction of participants	
		Expectations	3 min.
2	Icebreaker/ Warm-up Activity	<p>Chain Activity: Set a positive goal. Trainer starts by saying his/her name and setting a positive weekly goal and going round the circle repeating each other's goals before stating your own goal e.g. <i>Alex: My name is Alex and I want to go to the gym twice a week.</i> <i>Stacy: Alex wants to go to the gym twice a week and I want to drink more water.</i> <i>Next person: Alex wants to go to the gym twice a week, Stacy wants to drink more water and I want ... so on and so forth. This activity will allow participants to get to know each other, feel more comfortable and have a sense of a team.</i></p>	7 min.
3	Let's Be Positive	<ul style="list-style-type: none"> ● Ask participants: <i>-How may someone develop positive behaviour? (Write responses on the board.)</i> <i>Offer these steps:</i> <i>-Positive behaviour can be developed by forming positive habits.</i> <i>-Think of yourself as successful and have positive expectations for everything you do.</i> <i>-Remind yourself of your past successes.</i> <i>-Never dwell on past failures but learn from them and avoid repeating them.</i> <i>-Surround yourself with positive people and ideas.</i> ● Ask participants to share examples of 	10 min.

		<p>experiences in which having a positive expectation produced positive results. Then, ask them to share times when they experienced negative results because of negative expectations. Suggest to participants that they should consider how well they might have done if they had a positive attitude.</p>	
4	New techniques	<ul style="list-style-type: none"> ● Explain to participants that there are many techniques that promote a positive attitude. One of these techniques is called visualisation. Ask them if they know what visualisation is. Ask them to suggest meanings of the word “visualisation” based on their knowledge of the root word and the suffixes. ● After they have offered definitions, explain that: <i>Visualisation is the technique of purposefully creating a mental picture of a successful performance. Visualisation improves performance because the positive picture stimulates the brain to trigger corresponding positive responses that support the mental image. This is the technique used by many athletes to enhance their abilities on the field or court, by entertainers to ensure their best performances, and by successful professionals to achieve their goals.</i> ● Distribute the “Visualisation Techniques” activity sheet to each one and discuss each step. ● Tell them that they will have an opportunity to practise visualising after they learn another technique. 	15 min.
5	Coffee break		15 min.
6	New techniques	<ul style="list-style-type: none"> ● Ask participants if they have ever heard of the technique of affirmation, which is another way of creating a positive attitude. Ask them to suggest meanings of the word “affirmation” based on their knowledge of 	15 min.

		<p>the root word and the suffix.</p> <ul style="list-style-type: none"> ● Point out: <i>Visualization is creating a “mental movie” in which they are the stars. Affirmations are like mental commercials that encourage them to buy into positive images of themselves. Affirmative statements are positive self-reminders that help us strengthen our efforts and achieve our goals.</i> ● Distribute the “Affirmation Statement Techniques” activity sheet to each one and discuss each step. 	
7	Open Discussion	<ul style="list-style-type: none"> ● Tell participants that they are now going to consider the areas of their lives in which having a positive attitude might help them. Have them brainstorm situations or activities that might benefit from their having a more positive attitude or using the techniques discussed. Write responses on the board. ● Have participants think of a current, specific situation in their own lives in which they might have a negative attitude. If they cannot think of anything current, have them consider something that might happen in the future, such as a major presentation, or job interview. Tell them to write about the situation at the top of a piece of paper. Allow them about two minutes to describe their current attitude toward the situation. ● Then, have participants describe the positive attitude they would like to have. Give about eight minutes to answer the following questions: <i>-How could visualisation help you? Describe a visualisation that might be useful.</i> <i>-What affirmations might be useful?</i> <i>-How might your behaviour change as a result of changing your attitude?</i> ● Tell students to keep what they wrote so 	20 min.

		they can reflect on it when their attitude might be keeping them from their goals.	
8	Evaluation of the activity	Hand out evaluation Questionnaires.	3 min.

5.5. Bibliography

- 5 visualization techniques to help you reach your goals. (2021, June 4). BetterUp: The People Experience Platform. Retrieved May 23, 2023, from <https://www.betterup.com/blog/visualization>
- How to cultivate a positive mental attitude for success. (2021, November 8). BetterUp: The People Experience Platform. Retrieved May 23, 2023, from <https://www.betterup.com/blog/positive-mental-attitude>
- How to stop negative self-talk. (2022, February 3). Mayo Clinic. Retrieved May 23, 2023, from <https://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/positive-thinking/art-20043950>
- Mind, P. T. (2023, March 11). 75 positive thinking affirmations. Positive Thinking Mind. Retrieved May 23, 2023, from <https://positivethinkingmind.com/positive-thinking-affirmations/>
- Overcoming obstacles. (n.d.). Overcoming Obstacles - Overcoming Obstacles - Free K-12 Life Skills Curriculum. Retrieved May 23, 2023, from <https://www.overcomingobstacles.org/portal/en/curricula/high-school/lesson-3-developing-a-positive-attitude#section-positives-a-plus>

ANNEX I

FIND WHO

Find a person who:

1		Can speak more than 2 languages.
2		Has been south of the equator.
3		Has a pet cat.
4		Has visited more than 5 countries.

5		Has more than 2 watches.
6		Was born in August.
7		Doesn't like seafood.
8		Owens a detached house.
9		Knows how to play chess.
10		Owens more than 2 watches.
11		Has tried an extreme sport.
12		Has 2 or more siblings.
13		Owens a motorbike.
14		Loves the colour yellow.
15		Plays an instrument.

VISUALISATION TECHNIQUES

- 1.** Relax. Close your eyes, breathe deeply, and clear your mind.
- 2.** Mentally paint a picture or make a video in your mind that shows you succeeding at a goal. For example, if your goal is to give a great speech in front of a large audience, see yourself doing just that—poised, speaking clearly, and impressing the audience.
- 3.** Make your mental image detailed and visualise success. Do not allow negative visions such as fear, failure, or nervousness to enter the picture. See yourself as already successfully achieving your goal.

4. Add specific words, actions, and your senses to your visualisation. Practise what you want to do or say in your visualisation. Mentally rehearsing strengthens your real performance.
5. Keep your visualisation in your mind. Be ready to recall it whenever you choose. Repeat your visualisation as often as you can before the actual event.

AFFIRMATION STATEMENT TECHNIQUES

1. Make the statements personal. Use your name, “I,” or “you.”
2. Keep the statements short. You want to remember them. Long statements are harder to remember.
3. Use positive language. If you want to control your nervousness, say, “I am calm and confident. I am well prepared for this test.” Don’t say, “I will not be nervous about my interview tomorrow.”
4. State your affirmations as facts, as if they are happening, even if you have not achieved them yet. For example, say, “I will be offered this job because I am prepared for the interview.”
5. Repeat your affirmations at least once a day. Repetition stimulates your brain to help you reach your goals.
6. In your mind, say your affirmations often. Also, write down your affirmations and place them where you can see them often. Just like advertisements on television or the internet, the more you see or hear an affirmation, the more you believe it.

Here are some examples of affirmations:

- Everything will work out for me
- I’m good enough.
- I am blessed with an incredible family and wonderful friends.
- I choose to focus on the next step, not the entire path.