Session 3 Agenda

Session Objectives

• Introduce the CBT Model
• Distinguish between situations, thoughts, feelings, and behaviors
• Understand how situations, thoughts, feelings, and behaviors interact

Topics Covered

• Cognitive behavioral therapy model

Manual Information

Grades 9-12
CBT and Mindfulness
Depression and Anxiety
10 Sessions

What You’ll Need

Access Session Agenda, accompanying Google Slide Deck and Resource PDFs under What You’ll Need on our website.

Review:

☐ Icebreaker: Stand by Me
☐ Applying the CBT Model
☐ CBT Model Activities

Print:

☐ Check-In Sheet

Print or prepare to display:

☐ CBT Model

Preview and load:

☐ TRAILS Short Film Series - Psychoeducation on CBT

Session Overview

1. Warm Up and Session Preview
2. What is CBT?
3. CBT Model Activities
4. Wrap-Up and Homework
5. Suggestions for Virtual Adaptation
Warm-Up and Session Preview  
(5 minutes)

**Do:** Have group members pick up a Check-In Sheet when they arrive to the group and fill it out as they wait for the group to start.

**Leader Tip:** Encourage group members to use specific feeling words.

**Do:** Ask group members to pull out their homework; the Daily Feelings Log. Ask group members how hard it was to remember to check in once a day and record their feelings. If able, provide small rewards for anyone who completes homework.

**Say:** “It is helpful for us to check-in with ourselves and identify what we are feeling and how intense our emotions are. Once we are able to notice and describe our feelings, we can choose tools to help us manage them better!”

**Do:** Help the group engage with one another by completing the Icebreaker: Stand by Me.

**Do:** Preview today’s agenda:

**Say:** “In our last group we discussed symptoms of depression and anxiety and learned how to identify different emotions with different degrees of intensity. This week we will learn how our thoughts about a situation impact our feelings and how our feelings then impact our behaviors. Today we will be learning about the cognitive behavioral therapy model (think-feel-do cycle).”

What is CBT?  
(10 minutes)

**Do:** Watch the TRAILS video explaining CBT: Psychoeducation on CBT

**Do:** Introduce the CBT Model: Situation > Thoughts > Feelings > Behavior

**Say:** “We don’t need to remember the name of the model, but it will be helpful for us to understand the different parts of the model and how they are connected as we learn skills to help us manage thoughts, feelings, and behaviors.”

**Do:** Share handout, draw the cycle on the board or project it in the room, and walk through several examples (more examples outlined in the Applying the CBT Model resource):

- Fear of dentist appointments
- Teenager doesn’t know where to sit in the lunchroom
- Fear of flying
- Group’s own examples

**Do:** Provide the rationale for understanding the CBT Model:

**Say:** “Why is it important to understand this model? The model shows us that our thoughts, feelings, and behaviors are all interconnected. We can interrupt the cycle at any point to help us better manage our anxiety, stress, and depression. In our group, we will be talking...”
about skills for intervening at each piece of the model: thoughts, feelings, and behavior. Changing our behavior makes the biggest impact in our lives but changing our thoughts and feelings can help us too.

"Before we can start making these changes, we need to understand the CBT model (think-feel-do cycle), how it works, and how this cycle is behind everything we do. To start, we need a clear sense of the difference between situations, thoughts, feelings, and behaviors."

### CBT Model Activities

(15 minutes)

**Do:** Engage group members in the [CBT Model Activities](#) to better understand how thoughts, feelings, and behaviors are all connected.

- First activity is to differentiate between thoughts, feelings, and behaviors. Thoughts are what we say in our head; feelings are words to describe our emotional and/or physical state; and behaviors are what we do or do not do.
- Second activity is an interactive activity for members to understand the CBT model.

### Wrap-Up and Homework

(2 minutes)

**Explain:** Many times, we won’t even notice how our thoughts play a role in how we feel or what we do.

- We might first notice that we are feeling awful or behaving in ways that get us in trouble – without even noticing what we are thinking. That’s because thoughts can come and go so quickly, or we just accept our thoughts as true, so we don’t even question them.
- Even if our thoughts are outside of our awareness, they can affect how we feel and behave.

**Leader Tip:** Offer an example of a time when you went straight from the situation to behavior without noticing your thoughts and feelings. Share what your thoughts were when you went back to identify them.

- One of the goals of this group is to learn to slow down and pay attention to our thoughts, feelings, and behaviors. This takes practice and it’s something that we will work on together.

**Do:** Assign homework for the week: Students will take home a [CBT Model Worksheet](#) and fill it out for one situation that occurs this week. Preview the homework as a group. Anticipate and problem solve barriers to completing homework with the group.
Suggestions for Virtual Adaptation

Use the suggestions below to modify this lesson for virtual formats.

- Consider using the accompanying TRAILS slide deck for this lesson.
- Use screen sharing to display the lesson’s video Psychoeducation on CBT and worksheets, specifically the CBT Model worksheet. Alternatively, provide links to students before the lesson to preview beforehand.
- To adapt Icebreaker: Stand by Me, allow each student to verbally state an interest or fact about them and instead of standing by that person, encourage the rest of the group to display an emoji (if available) or show by a thumbs up, if they also share that interest, characteristic, etc. with the volunteer.
- To complete the “CBT Model Activity #1”, read aloud the sample thoughts, feelings, and behaviors and encourage students to vote on which it is using hand signals (e.g., hands on head for thoughts, hand on heart for feelings, and pretending to run in place for behavior) or to put their answers into the chat feature.
- To complete the “CBT Model Activity #2,” select 3-4 volunteers prior to reading aloud each scenario allowing them to offer a thought, feeling, or behavior that may follow the scenario and encouraging the rest of the group to offer alternative ideas verbally or in the chat feature.
- For homework, students can complete fillable online versions of CBT Model Worksheet or write down their own ideas on a separate piece of paper or on their devices.
Session 3:
Leader Reflection

Topics Covered
- Cognitive behavioral therapy model

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Learning About Emotions
- Used the CBT model to explain cognitive behavioral therapy skills
- Helped group members distinguish between thoughts, feelings, and behaviors
- Emphasized that we can learn skills to interrupt the CBT model at each point: thoughts, feelings, and behaviors
- Applied the CBT model to at least two example situations
- Helped a group member to use the CBT model with a personal example

Group Skills
- Spent 20-30 minutes preparing for the group, reviewing activities, becoming familiar with content, resources to share, videos, activities, etc.
- Used materials from the TRAILS website, including videos or worksheets, while working with group members
- Protected time for the group and stayed focused throughout (did not multi-task)
- Set an agenda at the beginning of the group
- Kept the group on task related to content and did not go into unrelated topics
- Encouraged group member participation, particularly among those who are generally quiet
- Created a warm, inviting, respectful space for the group