



Lesson 1 – Introduction

Summary and Rationale

This critically important lesson sets the tone for the entire program by motivating the group members to actively participate in their own learning and taking responsibility for their own life situations. This is accomplished in part by empowering each group member using appropriate positive behavioral “reinforcers.”

The lesson provides each group member with an overview of Thinking for a Change and conveys the fundamental idea of Thinking for a Change: We can take charge of our lives by learning more effective ways of thinking.

Group facilitators demonstrate the three cognitive perspectives of the program: social skills, the skill of cognitive self-change, and problem solving skills.

The group members explore the course outline and the rules. Expectations governing participation are explained.

Concepts and Definitions

1. **Thinking** is what we say to ourselves inside our head.
2. **Internal control** is control of our thinking and feelings.
3. **Cognitive Self-Change** – Paying attention to the thoughts and feelings that go on inside of us to recognize risk and use new thinking to avoid trouble.

4. **Social Skills** are behaviors or abilities we use in situations involving other people.
5. **Problem Solving** is a set of skills to help us make better choices.

Objectives – As a result of this lesson, group members will:

1. Describe the 3 key parts of Thinking for a Change.
2. Describe their expectations for Thinking for a Change.
3. Agree to group rules and norms to follow during Thinking for a Change.

Major Activities

Activity 1: Introductions

Activity 2: Pocket Analogy

Activity 3: Overview of Course

Outcomes

Activity 4: Demonstration – Three Parts
of Thinking for a Change

Activity 5: Exploring Actions, Thoughts,
and Feelings – Iceberg Analogy

Activity 6: Presentation of the Course
Organizer

Activity 7: Wrap-up

Supplements

Charts – Make before facilitating Lesson. (See the supplement section in each lesson for full text of chart page.)

Denoted in lesson plan with this symbol:



*C-1-1-Rules and Expectations

*Note – Rules and expectations are unique to each facility and will need to be developed by the facilitator.

Handouts – Make copies before Lesson. (See the supplement section of each lesson for camera ready pages.)

Denoted in lesson plan with this symbol:



*H-1-1-Rules and expectations
*H-1-2- Thinking for a Change schedule and outline.

*Note – These handouts are unique to each facility and will need to be developed by the facilitator.

Presentation Slides – Make transparencies if a projector is not available. (See the supplement section of each lesson for camera ready pages.)

Denoted in lesson plan with this symbol:



P-1-1-Lesson Title
P-1-2-Taking Charge
P-1-3-Three Key Types of Skills
P-1-4-Types of Skills:
Cognitive Self-Change
P-1-5-Showing What Goes on Inside Our Head
P-1-6-Types of Skills: Social Skills
P-1-7-Types of Skills:
Problem Solving Skills
P-1-8-Iceberg
P-1-9-Cognitive Restructuring
P-1-10-Program Organizer
P-1-11-I Will Decide/I Am My Own Authority

Equipment	Supplies
<ul style="list-style-type: none"> ▪ Easel (chart stand) ▪ Projector to show presentation slides ▪ Projection screen or suitable surface 	<ul style="list-style-type: none"> ▪ Chart paper ▪ Markers ▪ Masking tape ▪ Copies of handouts

Activity 1: Introductions and Expectations

Prior to beginning

Lesson 1 - Conduct a brief (5 – 10 minutes) interview with each of your group members prior to the first session of the program.

The goals of the interview are to:

- Lay the groundwork for reasonable expectations
- Discuss ground rules (come to session ready to participate, have homework completed, and be ready to learn something new)
- Build rapport by getting to know the group member (where he/she is from etc.)

This program is called **Thinking for a Change**.

We'll talk about what **Thinking for a Change** means in a minute. First I want to introduce myself and have my co-facilitator introduce him/herself. Then, I will introduce each of you to the group.



P-1-1



Introduce yourself and mention some personal information (such as your job or where you come from).

Ask co-facilitator to introduce him/herself.

Introduce each member by name to the rest of the group (where they are from - town or state, not institution/facility).

Activity 2: Pocket Analogy

Each of us knows how to do something very well. One skill we use to get what we want is fighting. This is one way some of us have learned to survive. I am going to use my fist to represent fighting.

Let's pretend that you have the ability to pull out your fist, a knife, or a gun from this pocket, anytime you want to.

But, what do you have in this pocket?
NOTHING! And what do you have in this pocket? NOTHING! And this? NOTHING!
And this? NOTHING!

This program will fill up your pockets with tools you can use to do all kinds of things well. Sure, you can pull out your fist anytime you want to, but now you will have choices, and will be able to pull out other things to use.

Some of the tools we will give you to put in your pockets are social skills such as listening and asking questions. We will fill your

The goal of the "pocket analogy" is to give a feeling of empowerment to the group members. Say something like: "You can succeed at this." Be sure you have empty pockets that you can turn out as you complete this demonstration.

As you state this, make a fist and pull it out of one of your pockets.

Turn out one of your pockets each time you ask the question and give a response.

Each time you mention a new tool, turn a pocket

pockets with ways to think about your thinking and use your thinking. For example, tools such as identifying your thoughts or describing how you feel about a particular situation you have to deal with. We will also put some problem solving skills in your pockets.

Your pockets will be filled to the ripping point with skills you can use to improve your chances of *getting what you want*.

And what happens when you have more choices?

(Example answer: Feel in control.)

Transition

Let's take a look at the goals of this course and how we will achieve them.

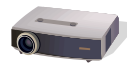
Activity 3: Overview of Course

Outcomes

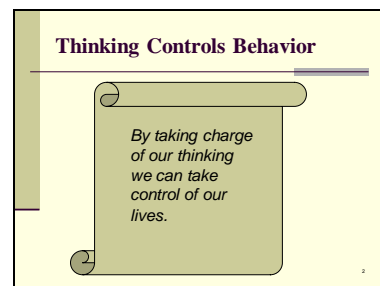
The idea behind the course is that we can learn to take charge of our lives and lead more productive and effective lives by taking control of the thoughts and feelings that go on inside us.

back in, until all of your pockets are turned back in.

Answers should reflect the idea that more choices lead to greater flexibility and feelings of empowerment.



P-1-2



This idea – that thinking connects to the way we feel and act - is the basic idea of the program.

Because thinking controls so much about us, we can learn to control our own lives by learning how to take control of our thinking.

Thinking for a Change has 3 parts: The skill of cognitive self-change, social skills, and problem solving skills.

Activity 4: Examples - Three Parts to Thinking for a Change

My co-facilitator and I will now demonstrate examples of each of the three parts of **Thinking for a Change**.

Cognitive Self-Change

Our first example is about the skill of cognitive self-change.



P-1-3

3 Key Types of Skills

- **Cognitive Self Change** - Paying attention to the thoughts and feelings that go on inside of us to avoid the kinds of thoughts and feelings that lead us to trouble
- **Social Skills** – Behaviors or abilities we use in situations that involve other people
- **Problem Solving Skills** – Skills to help us make better choices

It is essential to plan and practice demonstrations with the co-facilitator prior to the Lesson.



P-1-4

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Conduct the cognitive self-change demonstration.

Keep it brief, light and fun.

Act out a situation in which there is a personal conflict. You both get angry. One walks away angry and the other throws or breaks something (something small, like a pencil) in anger.

Make it realistic.

For example: One facilitator could act angry at the other for not preparing the handouts for today's session. The other facilitator could act defensive, claiming that he or she had clearly asked another person to prepare the handouts.

Discuss Example

This kind of conflict can really happen, can't it?

You saw what each person was saying and doing, right? That was the "outside" part of the situation – what you could see and hear. But the situation also had an "inside" part. Based on what you saw and heard you could guess something about what they were feeling and thinking, couldn't you? The inside part includes the private thoughts and feelings that other people might guess at but are only really experienced inside our own head.

Now let's look at the same scene. This time we will add the thinking (what is going on inside our heads) that connects to what we are saying and doing.

Key Concept

In this program when we want others to be able to see what we are really thinking in a situation, we will hold our fingers to our head and say what we are thinking.

This is what we do in cognitive self-change: We observe our thoughts and feelings and

Repeat demonstration.
This time, however, point to your head as you speak your private thoughts and describe your private feelings.

**Showing what goes on inside our head**

recognize how they can lead to trouble.

Paying special attention to the private thoughts and feelings going on inside of us can help us learn to have better control over what we do.

Transition

You have seen an example of the skill of cognitive self-change.

Social Skills

Now let's look at an example of a social skill. A social skill helps us handle situations that involve other people.

We will demonstrate the social skill of asking for help.



P-1-6

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- **Problem Solving Skills** – Skills to help us make better choices

Conduct the social skills demonstration

The facilitator (or co-facilitator) plays the part of a person that wants to ask another person for help.

Example: You want help preparing the handouts for this session. It's your

job but you haven't enough time to get it done. And (to make matters worse) the person you want to ask for help is impatient and in a bad mood.

Demonstrate a *lack* of skill in asking for help. For example, be abrupt, insensitive, and bossy.

Your co-facilitator should act offended and refuse the help.

Discuss Example

I didn't get the help, did I? What did I do that hurt my chances of getting help?

(Example answer: Not thinking very carefully at all.)

Give me some ideas of how I can ask for help that might result in a better outcome.

(Example answer: Ask a little more nicely.)

Let's try that last scene again.

Encourage suggestions. Don't write them down, but reinforce every appropriate idea.

Repeat the social skill demonstration. This time ask for help effectively

Transition

Now you have seen an example of the second part of **Thinking for a Change**: Social skills.

Problem Solving Skills

The third part of **Thinking for a Change** is called problem solving. It is something that can help us in tough situations.

Having good problem solving skills can help us think our way out of problems rather than letting our emotions control what we do.

and appropriately.

The co-facilitator should respond positively this time.

Be brief.

Note: Do not identify steps of the skill. This is just an introduction to the overall **Thinking for a Change** program.



P-1-7

3 Key Types of Skills

- **Cognitive Self Change** - Paying attention to the thoughts and feelings that go on inside of us to avoid the kinds of thoughts and feelings that lead us to trouble
- **Social Skills** – Behaviors or abilities we use in situations that involve other people
- **Problem Solving Skills** – Skills to help us make better choices

Conduct problem solving demonstration

Example: Have co-facilitator play the part of

Discuss Example

Help me figure out what to do. A big part of problem solving is being able to think of lots of possible actions to take in problem situations. Let's brainstorm what I can do.

your boss.

Your boss comes into your work area and demands that you get a project finished in one hour.

(For example: "I want you to prepare the handouts for this session ASAP!")

You explain that you don't have enough time, but the boss says he/she can't help it. Then he/she leaves the scene.

You then turn to the group and say, "I have a problem, don't I?"

Note: Don't go through all the problem solving skills. Work with the group to brainstorm ideas. Pick a socially acceptable one and act it out to demonstrate how to finish the situation successfully.

Modeling and Role Playing: Key Concepts

In each session we will show you how to use the steps of each skill by modeling them. This means we will act out an example of exactly how you are supposed to do the steps of the skill.

Then you will try what you see us model by role playing. Role playing means you will work with another group member using a real-life experience you to test out using the skill.

Transition

You can learn the skills I have demonstrated as well as all the others included in this program. These skills connect your thinking with the actions you take.

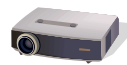
Let's spend a couple of minutes talking more about what I mean by this.

Activity 5: Exploring Actions, Thoughts, and Feelings

Here is picture of an iceberg. What are some things you know about an iceberg?

(Example answers: An iceberg is a large ice

End by deciding to ask your co-worker for help.



P-1-8

mountain. The biggest part is under the water, invisible to the eye. This is the part that is dangerous to boats, because they cannot see how wide the iceberg is under the water.)

Transition

In **Thinking for a Change**, we have an opportunity to look at what we do, both the parts we can see – actions – and the parts we can't see – thoughts, feelings, attitudes and beliefs.

Let's see how the iceberg relates to behavior and the skills we will learn in **Thinking for a Change**.

During the demonstrations you looked at physical behaviors: actions that everyone can see. For example, talking, yelling or breaking a pencil.

But we also looked at internal behaviors that are not observable to others. This is the thinking and the feelings inside our head.

Actions, the things others can see us doing, are like the tip of an iceberg.

The things going on inside of us that others cannot see are like the part of the iceberg that is under the water. These are our thoughts, feelings, attitudes, and beliefs.

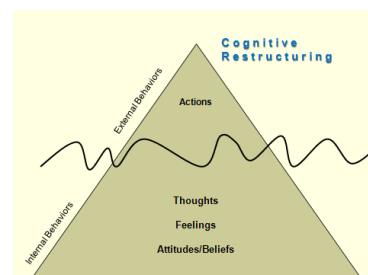
Iceberg Analogy



Relate comments to the scene you acted out.



P-1-9



Our behavior then, is like an iceberg. Everyone can see part of it, the actions part, but the biggest part (our thoughts, feelings, and attitudes and beliefs) is invisible to everybody but us.

Let's focus on what goes on "below the surface," which others cannot see.

We just demonstrated three situations to illustrate the three parts of **Thinking for a Change**.

When we showed you the first scene about cognitive self-change, we pointed to our head and showed you the thoughts that connected to our actions. That is part of cognitive self-change: learning how to identify the thoughts and feelings that connect to the actions we take.

Looking at the picture; what else is hidden that connects to actions?

(Example answers: Attitudes, beliefs)

Thoughts, feelings, attitudes and beliefs are important parts of the actions we take that lie below the surface. Others cannot see them. They are the hidden part of the actions we take.

In these sessions we will always point to our

Point to the lower half of the slide as you lead this discussion.

Point to the appropriate part of the slide.

Point to your head as you

head and say what thoughts we are having so others can hear what we are thinking.

Transition

Some of the most important parts of what we do are hidden from others because they are our thoughts and feelings.

We will learn to be more aware of these parts of ourselves.

Controlling our actions gives us the power to choose. It means understanding how we think and what sets our emotions off.

Underlying our thoughts and feelings, are our attitudes and beliefs, which we will learn more about in the cognitive self-change part of the program.

Activity 6: Program Organizer and Rules

Now that we have introduced you to some of the things we will be doing when we meet in our group sessions, I would like to ask you:

- How do you organize your own life? That is, what kind of tools do you have to keep track of what you need to do?
- What things would you like to have to help you better organize your life or affairs?

say this.

Accept any answer that reflects a tool to organize, such as a calendar, note book, diary, phone, to-do list, etc.

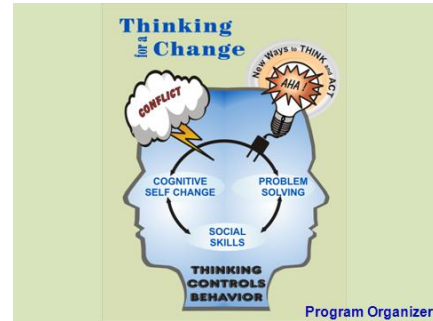
These are great responses. Yes, we use all sorts of tools and gadgets to organize what we have to do.

In **Thinking for a Change**, we have an organizer as well. Take a look at this picture.

Can you tell me some of the things or ideas that jump out at you as a result of seeing this program organizer?



P-1-10



Give the group a minute to study the program organizer.

Accept any and all reasonable responses that describe the organizer.



Write the responses on chart paper or have the co-facilitator write them on note paper to keep for later use. **Save this chart/these notes for future lessons.** You will be using and building on

These are some great ideas and observations about our program organizer.

We shall revisit this program organizer from time to time to explore what new ideas or things you may discover as a result of gaining more experience with **Thinking for a Change**.

Transition

Another thing we will do to help keep us organized and on track is to agree on some rules we will use to help us be successful.

Group Rules and Expectations

I want to start with a rule that I spoke to each of you about when I met with you individually. I asked all of you to come to session ready to participate. So, an important norm is to participate actively. By this I mean genuine, honest participation where you make every effort to truly learn the skills.

A second rule is to come to each session prepared, having your homework completed and ready to learn something new.

Other rules you will need to follow are to attend all sessions, and to be respectful.

this chart in future lessons.



C-1-1*

Rules and Expectations

Participate actively
Come prepared
Attend all sessions
Be respectful

Keep this chart to post during future lessons.

And:



H-1-1-Rules and Expectations*

We must follow these rules for the group to work.

Are there other essential rules that we all need in order to work effectively as a group?

Activity 7: Wrap-up

Thinking for a Change provides you with the opportunity to learn some new skills and learn ways you can have more power and control over the choices you make.

Summarize

Today I have introduced you to each other and to the **Thinking for a Change** program.

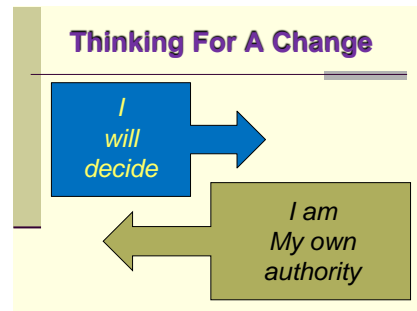
I am excited about working through this program with you. See you next time.

Include any agency/institutional/organizational rules.

*Note – Rules and expectations are unique to each facility and will need to be developed by the facilitator.



P-1-11



*H-1-2-**Thinking for a**

Change schedule and general outline.

*Note – The schedule is unique to each facility and will need to be developed by the facilitator.

Review the overall

schedule. Tell group members the specific date, time and place for the next lesson.