

Lesson 8 – Cognitive Self-Change: Step 2 – Recognize Risk



Summary and Rationale

This lesson uses a sample thinking report to explain step 2 of cognitive self-change – **recognize risk**. Then group members use their own thinking reports to practice identifying how their thinking led them to break a rule or hurt someone at some time in the past.

Note: This lesson may require two or more sessions to complete. It's very important for every group member to be given time to practice identifying his or her risk thinking during a group session. This process should not be rushed. This is an important foundation for cognitive self-change and a key piece of **Thinking for a Change**.

Concepts and Definitions

Risk thinking: Thoughts or attitudes and beliefs that lead you toward breaking a rule or hurting someone (getting in trouble). Risk thinking may be high risk (when the likelihood of doing something to get in trouble is very great) or low risk (when there is only slight risk of doing something to get in trouble). It is important that group members learn to pay attention to both.

Objectives - As a result of this lesson the group members will:

1. Identify thoughts, feelings, and attitudes and beliefs that have led them to trouble in the past.
2. Use an objective point of view when describing the risk in their thoughts and feelings.
3. Write a thinking report about a recent or past time when they broke a rule or hurt someone.

Major Activities

Activity 1: Homework Review

Activity 2: Overview of Lesson

Activity 3: Practice Steps 1 and 2 with Sample Thinking Report (Jim's Thinking Report)

Activity 4: Group Members Practice Step 1 – Pay Attention to Our Thinking, by Writing Thinking Reports

Activity 5: Group Members Present Their Thinking Reports to the Group

Activity 6: Group Members Practice Step 2 – Recognize Risk

Activity 7: Repeat Activities 5 and 6 with All Group Members

Note: If needed, activity 7 continues into a second session of lesson 8 until every group member has an opportunity to successfully practice steps 1 and 2 of cognitive self-change.

Activity 8: Wrap-up

Activity 9: Assign Homework

Supplements

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

Denoted in lesson plan with this symbol:



C-7-1-Jim’s Thinking Report**

Each group member will be charting thinking reports during this lesson**

**Keep all charts (C-7-1 and group members’ thinking reports) for use in lesson 9.

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

Denoted in lesson plan with this symbol:



H-8-1-Homework Sheet

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

Denoted in lesson plan with this symbol:



P-8-1-Lesson Title
 P-8-2-Homework Review
 P-8-3-Cognitive Self Change
 P-8-4-Step 2 – Recognize Risk
 P-8-5-Step 2 – Recognize Risk
 P-8-6-Homework

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: Homework Review

Today we are going to discuss step 2 of cognitive self-change – **recognize risk**.

In lesson 7 we practiced step 1 – **pay attention to our thinking**.

Your homework was to write a thinking report on a situation when you broke a rule or hurt someone.

Let's review your homework. I want each of you to:

1. Describe the situation informally, but briefly.
2. Read your thinking report, without further comment or explanation.

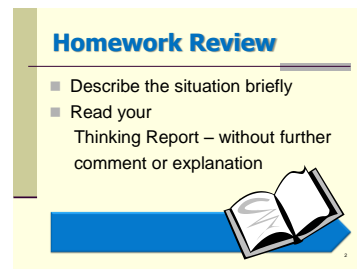
Who would like to start us off today?



P-8-1



P-8-2



This is an oral report. Do not write these reports on chart paper. This is similar to the thinking check-in process, which will be introduced in lesson 10.

Keep the exercise as simple as possible. Coach group members as necessary to get them to report the 4

Activity 2: Overview of the Lesson

You have learned how to do thinking reports. By doing thinking reports you practiced step 1 of cognitive self-change – **pay attention to our thinking**.

Today we will practice step 2. Can I please have a volunteer tell us what step 2 is?

*(Answer: **Recognize risk.**)*

That's right; step 2 is to **recognize risk**. Specifically, we focus on the risk that our thoughts, feelings, attitudes and beliefs may lead us into trouble.

Before doing step 2, we must first complete step 1. Why?

(Example answer: We have to know what our thinking is before we can try to identify what thoughts, feelings, attitudes and beliefs might get us into trouble.)

That's right, we must examine our thinking before we can try to identify which of these thoughts, feelings, attitudes and beliefs have risk of leading to trouble.

parts of a thinking report objectively.



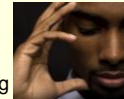
P-8-3

Cognitive Self Change

1. Pay Attention to Our Thinking

2. Recognize Risk

3. Use New Thinking



Activity 3: Practice Step 2 with the Sample Thinking Report (Jim's Thinking Report)

Let's review the content of Jim's thinking report from lesson 7, who was in trouble for being out of the area.

Remember, a thinking report is a way to objectively observe the thinking we had during a situation. By doing a thinking report, we do step 1 of cognitive self-change: We objectively **pay attention to our thinking**.

Practice Step 2 – Recognize Risk

Now let's practice step 2 – **recognize risk**. We can do this by answering 3 simple questions:

1. Did my thoughts, feelings, attitudes and beliefs lead me to do what I did?
2. Which thoughts, feelings, attitudes and beliefs were most important in leading me to do what I did?
3. How did these thoughts, feelings, attitudes and beliefs lead me to do what I did?

First I will ask you these 3 questions about Jim's thoughts, then about his feelings, and finally about his attitudes and beliefs.



C-7-1 – Jim's Thinking Report

Display the chart of Jim's Thinking Report (In trouble for being out of the area), from lesson 7.



P-8-4

Step 2 – Recognize Risk

1. Did my thoughts, feelings, attitudes and beliefs lead me to do what I did?
2. Which thoughts, feelings, attitudes and beliefs were most important in leading me to do what I did?
3. How did these thoughts, feelings, attitudes and beliefs lead me to do what I did?



Have group members identify the thoughts, feelings, attitudes and beliefs that led Jim to break the rule by leading them through these questions.

Thoughts

Question 1 - Looking just at Jim's thoughts, do you think these thoughts helped lead Jim to break the rule (being out of the area)?

(Answer: Yes. In fact there is a pretty obvious connection.)

Question 2 - Which thoughts seem most important in leading Jim in that direction?

(Examples answer: Several thoughts stand out: "I shouldn't have to follow these rules." "I feel like I'm not in charge of my life anymore.")

Question 3- How did these particular thoughts lead Jim to break the rule?

(Example answer: By breaking the rule Jim was taking back control over his life.)

Good work. Now, can we identify a key thought that was most instrumental in

Accept all reasonable answers.

Accept all reasonable answers.

After question 2 has been answered, put a check mark next to the thoughts identified as most important.

Accept all reasonable answers.

Facilitate a brief discussion about the thought that most

leading Jim to break the rule?

directly led to Jim leaving the area. Take a vote if necessary. Don't make it too big of a deal, and acknowledge that we don't know the answer for sure, as this is someone else's thinking report. Circle the identified thought.

The point here is to get group members to recognize how thinking connects to behavior—not to come up with specific “right answers.”

Feelings

Good work. Now what about his feelings?

Question 1 - Did Jim's feelings put him at risk of breaking the rule?

(Answer: yes, it's pretty obvious.)

Question 2 - Which feelings seem most important in leading Jim to break the

Accept all reasonable answers.

rule?

(Example answers: feeling controlled, feeling threatened.)

Question 3 - And how did these feelings lead Jim to breaking the rule?

(Example answer: It was painful for him to obey the rules because he didn't feel in charge of his life. When he broke the rule he felt better because he was in charge again.)

Good work. Now, can we identify one key feeling that was most instrumental in leading Jim to break the rule?

Accept all reasonable answers.

Accept all reasonable answers.

Facilitate a brief discussion about the feeling that most directly led to Jim leaving the area. Take a vote if necessary. Don't make it too big of a deal, and acknowledge that we don't know the answer for sure, as this is someone else's thinking report. Circle the identified feeling.

Attitudes and Beliefs

Great. Now let's do the same thing with Jim's

attitudes and beliefs.

Question 1 - Did Jim's attitudes and beliefs put him at risk of breaking the rule?

(Answer: Yes.)

Question 2 - Which attitude or belief seems most important in leading Jim to do that?

(Example answers: "I've got to be in control of my life." "Nobody can tell me what to do.")

Question 3: How did these attitudes and beliefs lead Jim to break the rule?

(Example answer: By breaking the rule he was not letting other people control his life.)

Good work. Now, can we identify one key attitude or belief that was most instrumental in leading Jim to break the rule?

Put a check mark next to the attitudes and beliefs identified as most important.

Facilitate a brief discussion about the attitude or belief that most directly led to Jim leaving the area. Take a vote if necessary. Don't make it too big of a deal and, acknowledge that we don't know the answer for sure; as this is someone else's thinking report. Circle

Activity 4: Group Members Practice Step 1 – Pay Attention to Our Thinking, by Writing Thinking Reports

You have practiced steps 1 and 2 of cognitive self-change by looking at someone else's situation. Now you will have the opportunity to practice with your own situation. You can use your homework, or another situation you just thought up.

You will do step 1 by writing a thinking report, which will provide a complete picture of your thoughts, your feelings, and your attitudes and beliefs.

Later, in step 2 you will identify how your thinking led you to do what you did.

To start, I would like each of you to write a thinking report on a sheet of chart paper. Be sure to pick a situation where you actually broke a rule, hurt someone or did something to get in trouble. Do this on a recent situation. The rule violation or hurtful behavior needs to have been intentional, for our purposes.

the identified attitude or belief.

Make the task as non-threatening as possible. Assure group members that this will be a simple task.



– Each group member charts a thinking report.

Provide each group member with chart paper and a marker to write a thinking report, all working at once.

Activity 5: Group Members Present Their Thinking Reports to the Group

Now each of you will take turns presenting your thinking report.

Who would like to begin?

(Group member name), thanks for going first.
Begin by telling us quickly about what was

Be sure to keep these thinking reports for use in lesson 9.

As they write their thinking reports, facilitators should circulate to help group members write objective situations and as many thoughts, feelings, attitudes and beliefs as possible.

After group members have completed their thinking reports, they will present them to the rest of the group.

Pick a group member to begin and post his/her thinking report.

Keep this general and BRIEF.

going on and what happened. We'll get to the situation statement and the rest of your thinking report in a minute.

Part 1 –Situation

So what did you write for a brief, factual situation statement?

Part 2 – Thoughts

Now read the thoughts you have written in your report.

Can you think of other thoughts that you haven't written down?

Okay group, can any of you guess at some thoughts (*group member name*) may have had that aren't already written down?

Do any of these guesses sound right to you, (*group member giving thinking report*)? Did the guesses help you remember any more thoughts?

Guide the volunteer group member through the thinking report process. Keep it quick and simple.

If they remember some additional thoughts, add these to the report.

For every guess from the group, ask the group member giving the thinking report if in fact he/she had this thought at the time. If he/she did, add it to the report. If not, don't write it on the thinking report.

Don't make the person reporting

Part 3 – Feelings

Now let's look at the feelings. Read your feelings.

Can you remember any more feelings that you haven't written down?

Can anyone guess at some feelings *(group member name)* may have had that aren't already written down?

Do any of these guesses sound right to you, *(person giving thinking report)*? Did the guesses help you remember any more feelings?

Part 4 – Attitudes and Beliefs

Good. Now let's look at your attitudes and beliefs. Read your attitudes and beliefs.

Group, can you guess at some attitudes and beliefs the person may have had that aren't written down?

Do any of these guesses sound right to you, *(person giving thinking report)*? Did

defend their choice.
He/she is the final authority regarding his/her thinking.

Use this same dialogue process to review feelings, then attitudes and beliefs.

the guesses help you remember any more attitudes or beliefs?

Activity 6: Group Members Practice

Step 2 – Recognize Risk

Now let's practice step 2 of cognitive self-change – **recognize risk**. We will use the same 3 questions we used before, with Jim's thinking report:

1. Did my thoughts, feelings, attitudes and beliefs lead me to do what I did?
2. Which thoughts, feelings, attitudes and beliefs were most important in leading me to do what I did?
3. How did these thoughts, feelings, attitudes and beliefs lead me to do what I did?

Let's begin with your thoughts.

Thoughts

Question 1 - Looking at your thoughts, do you think these thoughts helped lead you to do what you did?

Question 2 - Which thoughts were most important in leading you to do what you did?



P-8-5

Step 2 – Recognize Risk

1. Did my thoughts, feelings, attitudes and beliefs lead me to do what I did?
2. Which thoughts, feelings, attitudes and beliefs were most important in leading me to do what I did?
3. How did these thoughts, feelings, attitudes and beliefs lead me to do what I did?



Put a check mark next to the thoughts identified as most important.

Group, do you have any guesses on what thoughts were most important in leading (*reporting group member*) to do what he/she did? What do you think, (*reporting group member*)? You are the final authority on your thinking report.

Question 3- How did these particular thoughts lead you to do what you did?

Great work! Let's talk about these risk thoughts. We'll start with the group, but (*reporting group member*) will make the final decision. Group, what key thought do you think was most important in leading (*group member name*) to do what he/she did?

What do you think, (*reporting group member*)? What thought was most instrumental in leading you to do what you did?

And can you see a direct connection between that thought and that behavior?

Feelings

Okay. Now what about your feelings?

Always make the reporting group member the final authority.

Always emphasize the connection between the thinking and the behavior.

Facilitate a brief discussion about the thought that most directly led the group member to do what he/she did. Ask for ideas from the group, but the reporting group member is the final authority. Circle the identified thought.

Connect the thought to the behavior.

Use the same process

Question 1 - Looking at your feelings, do you think these feelings helped lead you to do what you did?

Question 2 - Which feelings were most important in leading you to do what you did?

Group, do you have any guesses on what feelings were most important in leading (*reporting group member*) to do what he/she did? What do you think, (*reporting group member*)? You are the final authority on your thinking report.

Question 3- How did these particular feelings lead you to do what you did?

Great work! Let's talk about these risk feelings. We'll start with the group, but (*reporting group member*) will make the final decision. Group, what one key feeling do you think was most important in leading (*group member name*) to do what he/she did?

What do you think, (*reporting group member*)? What feeling was most instrumental in leading you to do what you did?

with feelings, and then attitudes and beliefs.

Put a check mark next to the feelings identified as most important.

Always make the reporting group member the final authority.

Always emphasize the connection between the thoughts, feelings, and the behavior.

Facilitate a brief discussion about the feeling that most directly led the group member to do what he/she did. Ask for ideas from the group, but the reporting group member is the final authority. Circle the identified feeling.

Let's look at the key thought and then the key feeling. (*Reporting group member*), can you see how this key thought might lead to this key feeling?

And did your feeling this way contribute to your behaving this way?

Attitudes and Beliefs

Great. Now let's do the same thing with your attitudes and beliefs.

Question 1 - Did your attitudes and beliefs lead you to do what you did?

Question 2 - Which attitudes and beliefs were most important in leading you to do what you did?

Group, do you have any guesses on what attitudes and beliefs were most important in leading (*reporting group member*) to do what he/she did? What do you think, (*reporting group member*)? You are the final authority on your thinking report.

Question 3- How did these particular attitudes and beliefs lead you to do

It is very important to connect thinking and feelings. How we think about a situation influences what we feel about it.

Then connect both to behavior.

Put a check mark next to the attitudes and beliefs identified as most important.

Always make the reporting group member the final authority.

Always emphasize the connection between

what you did?

Great work! Let's talk about these risk attitudes and beliefs. We'll start with the group, but you, (*reporting group member*), will make the final decision. Group, what one key attitude or belief do you think was most important in leading (*group member name*) to do what he/she did?

What do you think, (*reporting group member*)? What attitude or belief was most instrumental in leading you to do what you did?

How about it, (*reporting group member*) can you see how the attitude and belief we circled on this thinking report is connected to the key thought and key feeling; and how it contributed to what you did?

Great work, (*reporting group member*)! You have completed step 1 of cognitive self-change – **pay attention to our thinking**, by doing a thinking report; and now you have completed step 2 – **recognize risk**, by identifying a key

thoughts, feelings, attitudes and beliefs, and the behavior.

Facilitate a brief discussion about the attitude or belief that most directly led the group member to do what he/she did. Ask for ideas from the group, but the reporting group member is the final authority. Circle the identified attitude or belief.

It is very important to connect the attitude and belief to thoughts and feelings, and to behavior.

In the end, you will have a complete thinking report with a circled thought, feeling, and attitude or belief. **Keep these thinking reports for**

thought, feeling, and attitude or belief that most directly led you to doing what you did.

the next lesson.

Note: This may be as far as you can go in this session of lesson 8, depending on time. If time permits, proceed to Activity 7 (Repeat Activities 5 and 6 with All Group Members). If time runs out before all group members complete activities 5 and 6, explain that you will continue this process in the next session until everyone has had an opportunity to practice steps 1 and 2 of cognitive self-change.

This explanation will be the wrap-up for this session of lesson 8. There is no

additional homework to do for the second session of lesson 8.

You will begin the second session of lesson 8 with a brief reminder of what you have done (“we were practicing steps 1 and 2 of cognitive self-change using your own thinking reports...”). Then continue with activity 7 until every group member has presented a thinking report and identified their risk thinking.

Lesson 8 is not complete until every group member has done activities 5 and 6.

End lesson 8 with activities 8 and 9 (Wrap-up and Assign Homework).

Activity 7: Repeat Activities 5 and 6 with All Group Members

Now, who would like to go next? Okay, (*group member name*) let's post your thinking report up here where we can all see it...

Repeat Activities 5 and 6 with each group member, using the thinking report he or she developed in Activity 4 (Group Members Practice Step 1 – Pay Attention to Our Thinking, by Writing Thinking Reports).

Every group member must present their thinking report and identify their risk thinking.

Activity 8: Wrap-up

Summary of Key Points

- You have learned how to do steps 1 and 2 of cognitive self-change.
- You have each picked out (at least) 1 key thought, 1 key feeling, and 1 key attitude or belief that led you to deliberately break a rule or hurt

someone in the past.

- By practicing with new situations and new thinking reports you will be able to recognize the thoughts, feelings, and attitudes and beliefs that have most often led you into trouble.
- These are the thoughts, feelings, and attitudes and beliefs that are “high risk” for you.

Preview

- When we begin the next lesson, you will practice steps 1, 2, and 3 of cognitive self-change together.
- You will use the same thinking reports you used today.
- We will quickly review step 1 and step 2. Then we will learn step 3 – **use new thinking**.
- You will be completely objective when doing step 3, just as you have been during steps 1 and 2.
- No one will make judgments of good or bad or what you should or shouldn't have done. And no one will tell you how you should think.

- We will practice step 3 – **use new thinking**. We will consider new ways of thinking that could lead to different behavior. At the same time, new thinking should help us feel good about ourselves when we think that way.

Activity 9: Assign Homework

For your homework, you need to think of another time in the recent past when you broke a rule or hurt someone.

Complete a thinking report on what happened.

Then circle 1 key thought, 1 feeling, and 1 attitude or belief that particularly influenced you to do what you did.

Remember that with thinking reports, we identify the thoughts, feelings, attitudes and beliefs that *led us* to do what we did – not our thinking after the situation.

Completing the homework assignment is critical.

It is an opportunity for each group member to transfer the skills he/she has practiced in the session to real life situations.

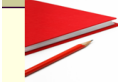
As he/she completes the homework, the new skills begin to integrate into his/her thoughts, feelings, attitudes and beliefs, and behavior.



P-8-6

Homework

- Write another thinking report about a recent or past time when you broke a rule or hurt someone
- Circle one key thought, feeling, and attitude/belief that led you to that behavior



H-8-1-Homework
Handout

**Keep Jim's Thinking
Report chart and
every group
member's thinking
report charts with
circled risk
thoughts, feelings,
attitudes and beliefs
for use in the lesson
9.**

