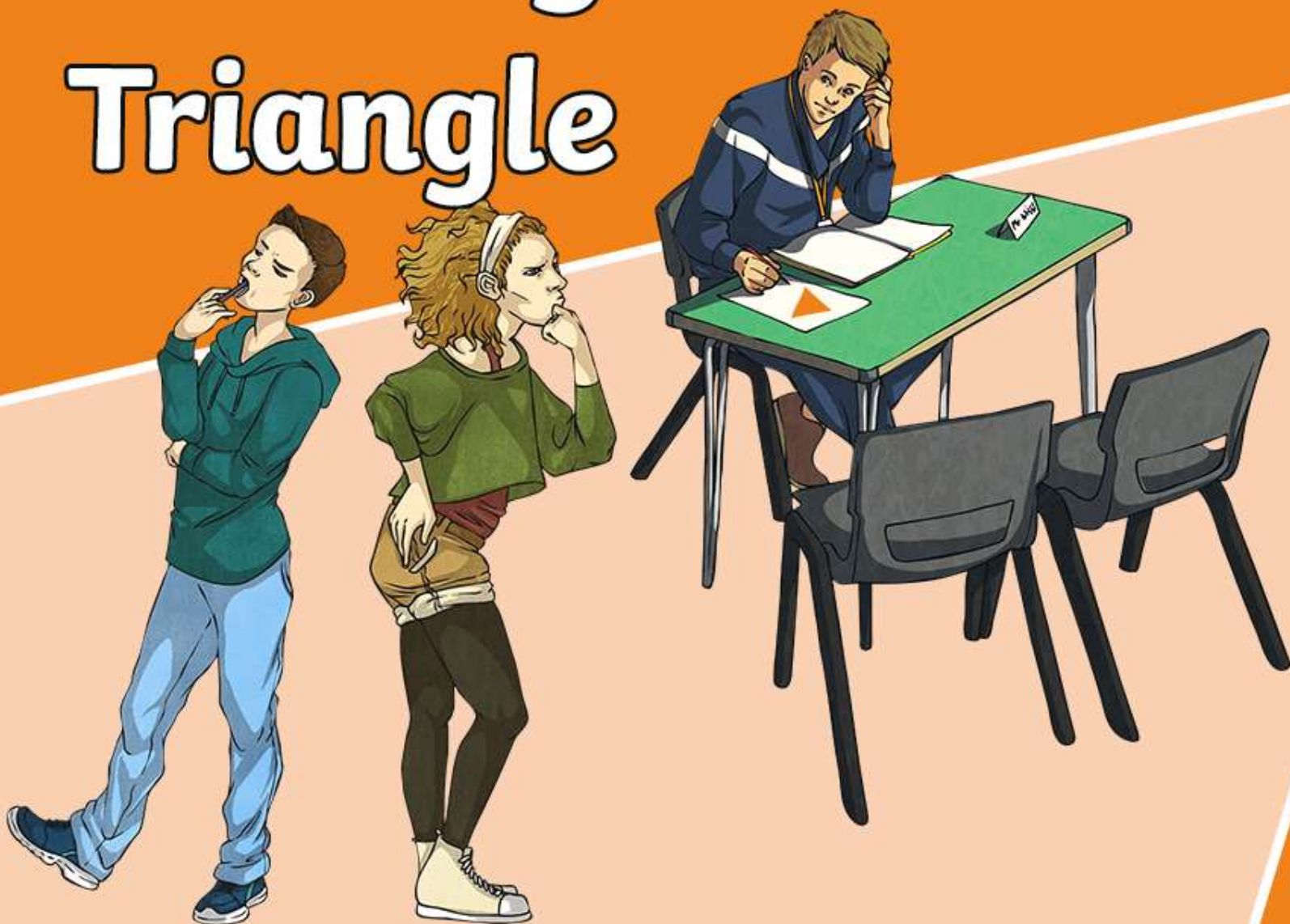


# The Cognitive Triangle



# Aim

- I understand the link between thoughts, feelings and behaviours.

# Success Criteria

- I can discuss and describe a range of thoughts, feelings and behaviours.
- I can discuss the impact negative thoughts can have on ourselves and others.
- I can turn negative thoughts into positive thoughts.

# **The Big Questions**



What are thoughts, feelings  
and behaviours?

How do thoughts, feelings  
and behaviours influence  
each other?





# Reconnecting

# Positive and Negative Thoughts



To start today's lesson, we all need to draw a line going down our whiteboards.

- 1 On one side write as many positive thoughts as you can that you might have in the morning, before school.
- 2 On the other side write as many negative thoughts as you can that you might have in the morning, before school.

For now, just focus on the thought, rather than how you might be feeling, or what you might do.

Let's share some of your ideas...

The background of the slide is a solid orange color. Overlaid on this is a repeating pattern of a white line-art illustration. Each illustration depicts two hands, palms facing each other, holding a globe. The hands are stylized with simple lines for fingers and palms. The globe is also stylized with horizontal lines representing latitude and longitude. The pattern is arranged in a grid-like fashion across the entire slide.

# Exploring

# Thoughts, Feelings and Behaviours



Different thoughts we have can trigger a range of emotions.

Think about the negative thoughts that we have just shared and look at the feelings words below. Think carefully about one of the negative thoughts and decide which feelings word best describes how you would feel if you had that negative thought.

embarrassed

worried

overwhelmed

angry

nervous

tearful

stressed

frightened

jealous



# Thoughts, Feelings and Behaviours



Let's look at an example of a negative thought someone might have and how that thought might make them feel.



Oh no, it's our class assembly today.  
I hate speaking in front of people.

How do you think this thought will make the person thinking it feel?

What emotion will they experience, connected to this thought?

# Thoughts, Feelings and Behaviours



The thoughts we have can make us feel a certain way.  
And the way we feel can affect our actions (what we decide to do).

The child who is not looking forward to speaking in the class assembly is probably feeling nervous, worried, anxious and even frightened.



How might these feelings affect their actions?

What might they do?

Why might they behave in this way?

# Thoughts, Feelings and Behaviours



The way we feel can influence our behaviour.

There are lots of things that might happen when someone is feeling nervous or anxious.

Something that often happens is that the person **avoids** doing the things that make them feel that way.

The child in our example might decide they simply cannot speak in the class assembly, so they don't participate.

This is called **avoidance** and it doesn't help in the long run. If we keep avoiding things that make us feel bad, then we never get better at doing them and we don't allow ourselves the chance to build confidence.





# The Cognitive Triangle



What does **cognitive** mean?

The word **cognitive** means to do with the process of thinking and other mental processes – that means things we do with our minds.

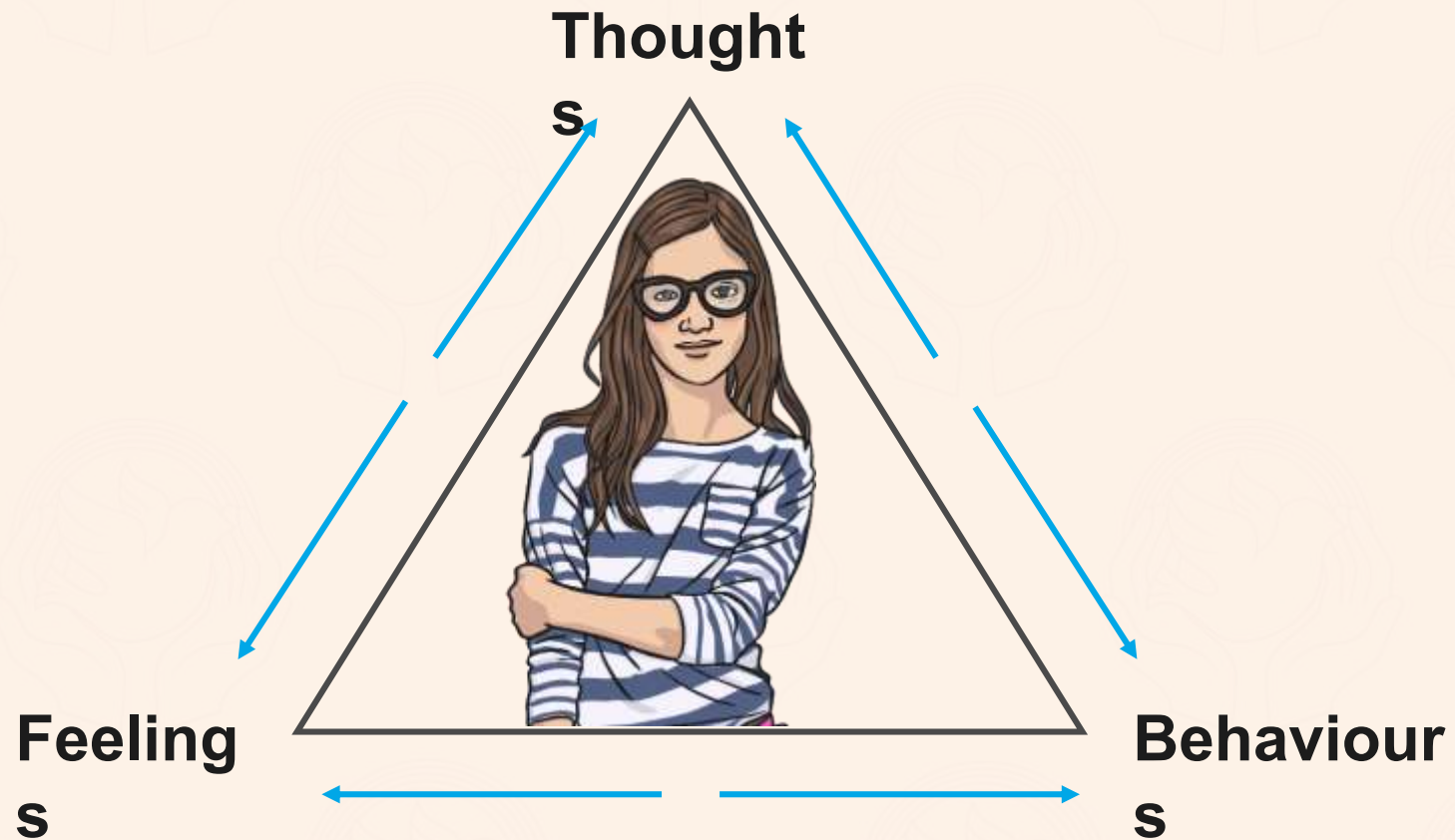
Our **cognitive** functioning includes memory, judgement, reasoning and emotional responses.



# The Cognitive Triangle



Our thoughts, feelings and behaviours are all closely linked and each one affects the other two. It can be shown in a diagram using a triangle.

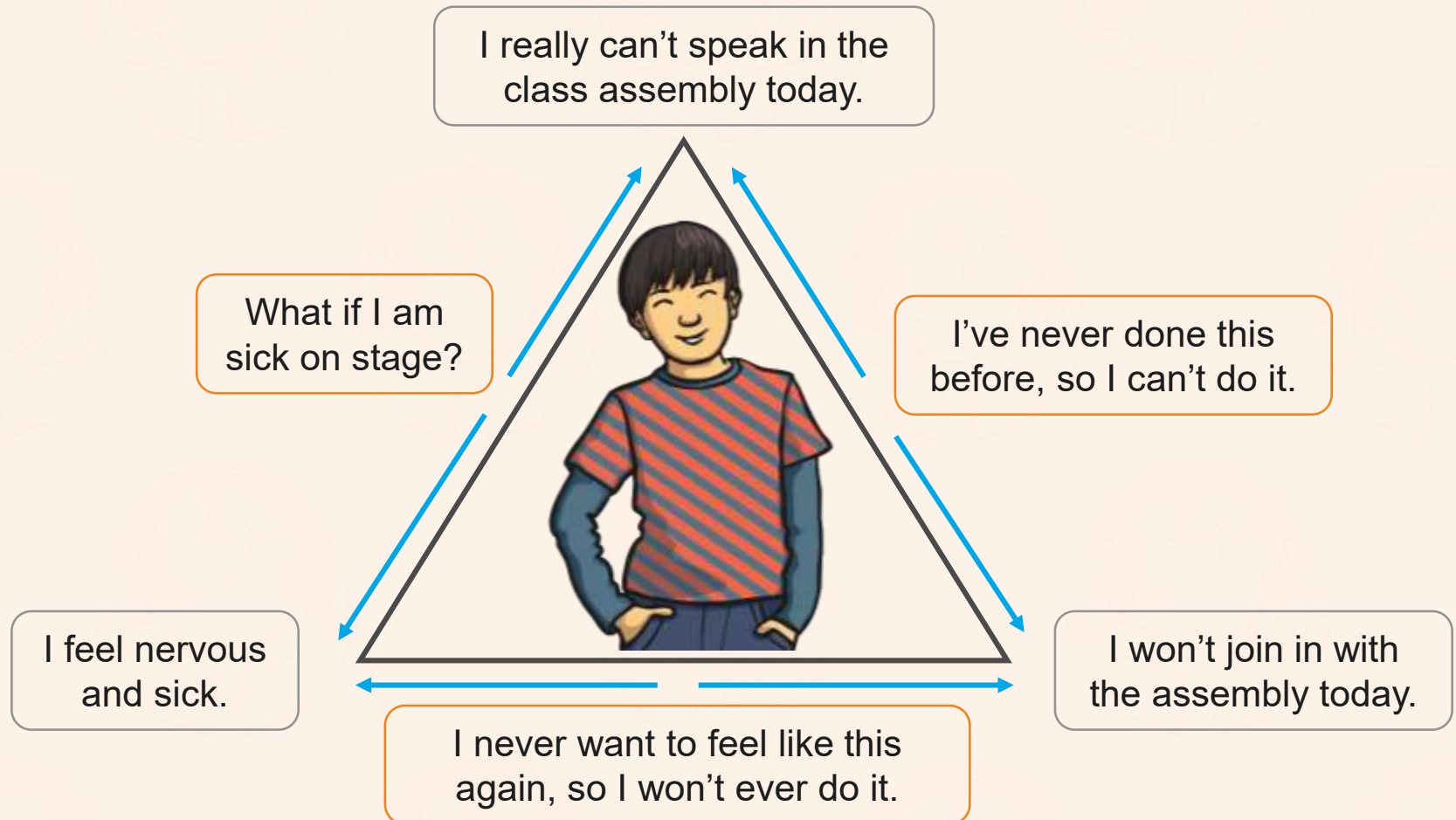




# The Cognitive Triangle



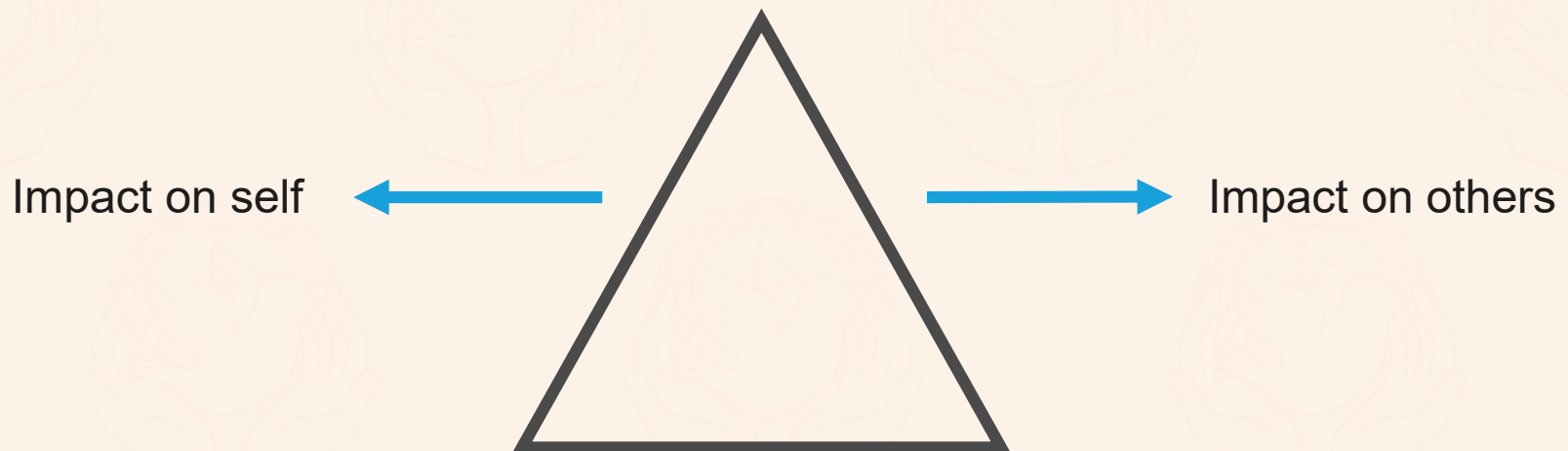
Let's look at the example of the child and the class assembly.



# The Cognitive Triangle



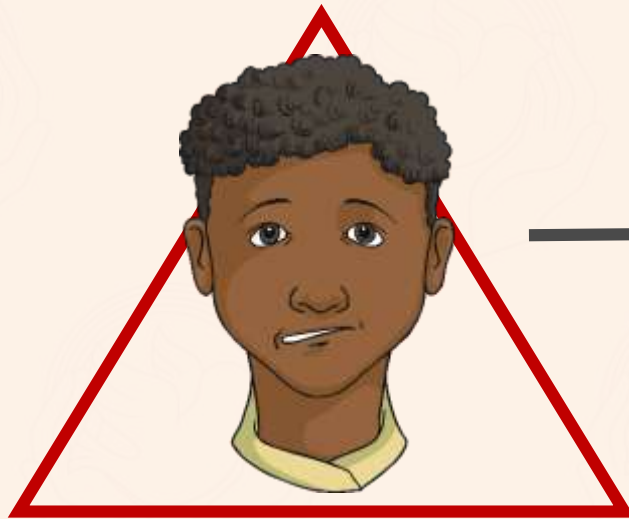
- What impact has this negative thought had on the child and their behaviour?
- Will anyone else be affected by this child's behaviour?
- Will it help the child next time they are faced with a similar situation?



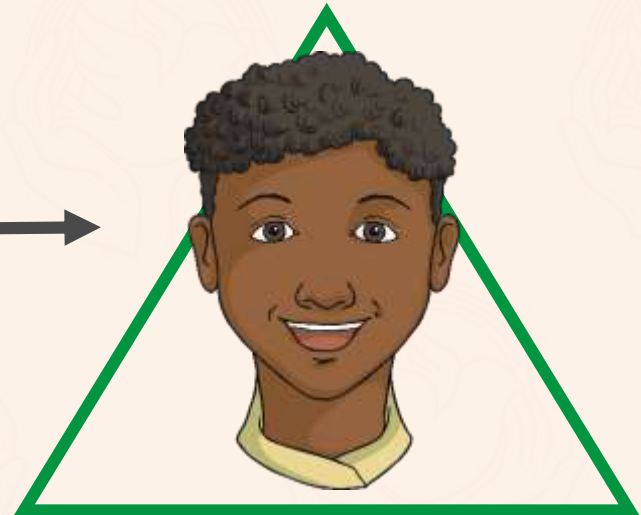
# The Cognitive Triangle



This cognitive triangle can be positive or negative. If it is negative, it can be hard to break the cycle. Recognising that we are having negative thoughts and how they are impacting on our feelings and behaviour is the first step to changing it into a positive triangle.



Negative thoughts,  
feelings and behaviour



Positive thoughts,  
feelings and behaviour

# The Cognitive Triangle



You are all now going to have a go at fitting a scenario into the cognitive triangle – thinking about how our thoughts, feelings and behaviours can all be linked and can affect each other.

Look at the scenario that you and your partner have been given. Use the sheet to write down the thoughts, feelings and behaviours that the person in the scenario might experience.

**The Cognitive Triangle**

Thoughts

Feelings

Behaviours

twinkl

Full and Complete | Use at home or in school | This resource is for personal use only | Visit twinkl.com



# The Cognitive Triangle



**Consolidating**

**Reflecting**



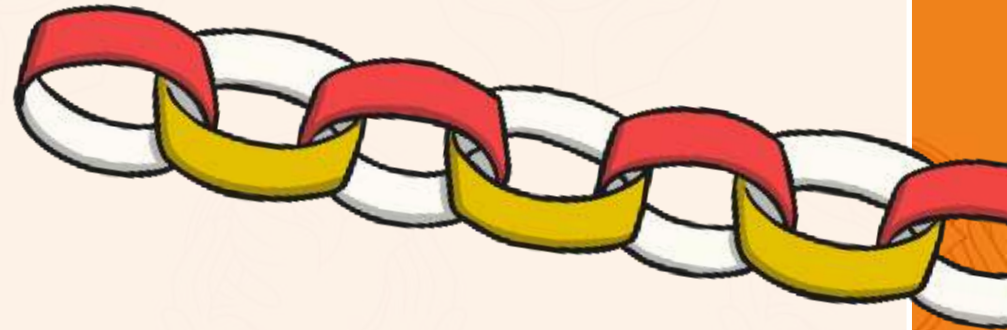
# Consolidating

# The Chain Reaction



The way we think affects the way we feel and the way we feel affects the way we act, or behave.

Our behaviour reinforces the way we think and so the chain goes on and on.



<b>thought</b>
<b>feeling</b>
<b>behaviour</b>

Today, you are going to make a paper chain, showing a typical negative thought that you have had, how it makes you feel and how you then react.

# The Chain Reaction



Think carefully about a negative thought that you recently had or one you often have.


Write the thought on the top strip, then think about how that thought makes you feel.

Write that on the second strip, then consider how this thought and feeling might make you behave.

Write the behaviour on the last strip. Cut them out and fasten together to form a chain.

**Think Positive**

I understand the link between thoughts, feelings and behaviours.  
Think about a negative thought you have had recently. Write the thought on the top strip, the feeling you felt on the second strip and what you did or how you behaved on the third strip. Then cut out the three strips and make them into paper chain links.



Three horizontal strips for writing, each with dashed lines for cutting.

twinkl  
Proud and Copyrighted © 2015. twinkl is a VET Award. Twinkl is a member of The Copyright Clearance Center (CCC).  
VISIT TWINKL.COM

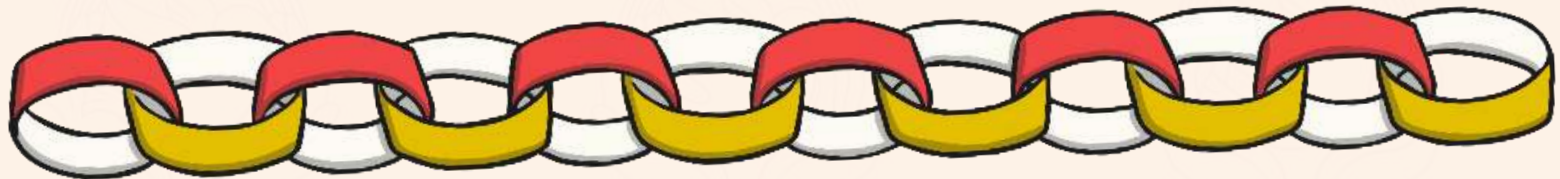
# The Chain Reaction



Once you have made a negative paper chain, you are going to make a positive one, on the same subject.

Think about how you could change the initial thought from a negative one to a positive one.

Consider how you would then feel differently and how you would behave differently.



# Reflecting



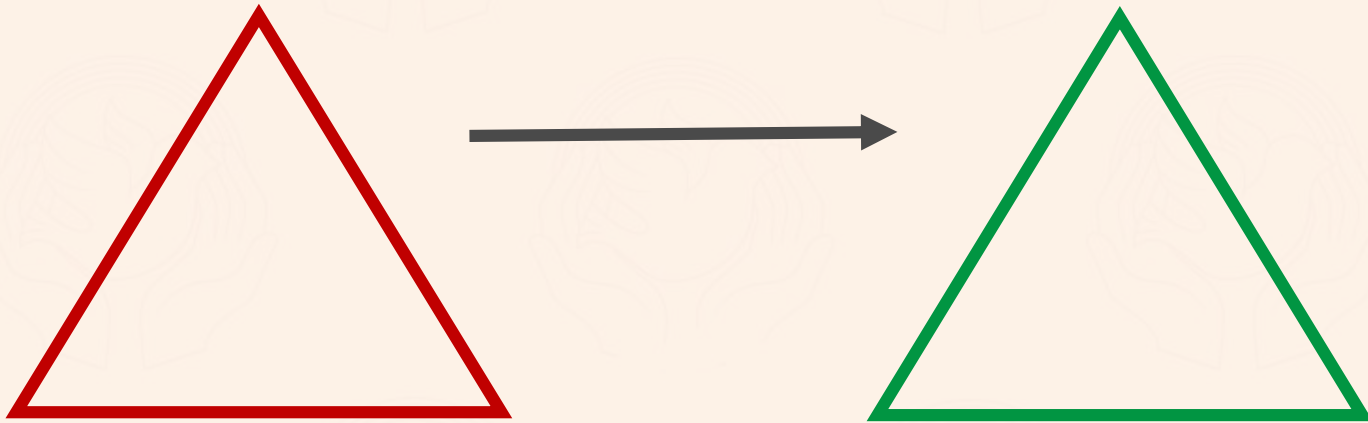
# Turn a Negative into a Positive



Let's think again about the child who didn't want to speak in the class assembly.

With your partner, discuss how the thought, feeling and behaviour could all be positive, instead of negative.

Use your whiteboards, or spare paper, to draw a triangle and label the thought, feeling and behaviour on the three corners.



# **The Big Questions**



What are thoughts, feelings  
and behaviours?

How do thoughts, feelings  
and behaviours influence  
each other?



# Aim

- I understand the link between thoughts, feelings and behaviours.

## Success Criteria

- I can discuss and describe a range of thoughts, feelings and behaviours.
- I can discuss the impact negative thoughts can have on ourselves and others.
- I can turn negative thoughts into positive thoughts.

