

CBT Activities

FOR INDIVIDUAL COUNSELING

CBT STORY

Visual scene, counselor guide, and directions

This CBT technique helps students understand how thoughts and feelings are different and also how they are connected.

MINI LESSON

Time
7 minutes

Materials
Counselor Guide
CBT Science Scene
Response Slips

CBT STORY

Provide the student with a simple story of two children who are similar and are in the same situation. Use the enclosed guide to lead students through identifying how the children are experiencing the same event, but think and feel differently.

This activity isn't primarily for perspective taking, but rather to show how thoughts are separate from feelings and thoughts influence feelings.

If the included story is not relevant for your students, create your own story where two children can experience the same event and feel differently.

For example, students could be at an amusement park about to go on a rollercoaster, be chosen to have a solo in the concert, find out they are moving, have their first baseball game.

Same situation
from two different
points of view

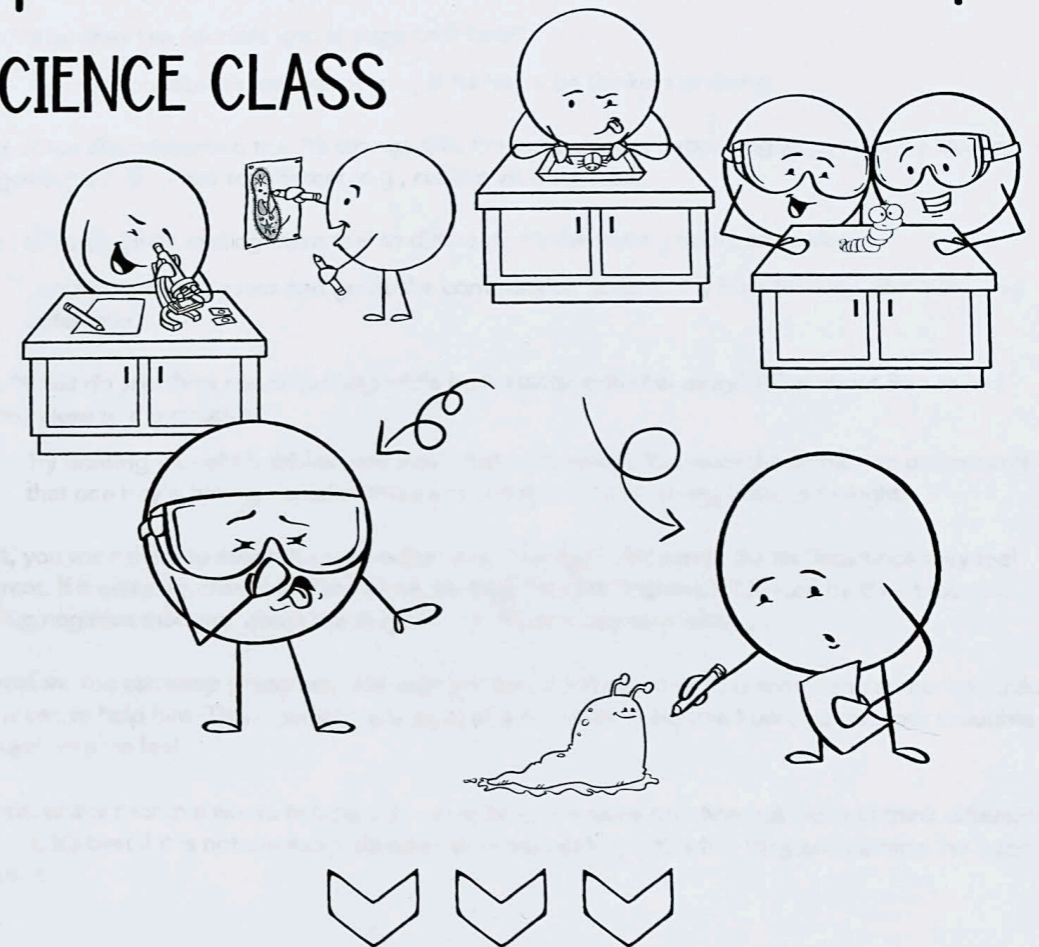
Social Emotional
Workshop

Counselor Guide

Start with two students in a science class studying a slug. Give them similar names (e.g., Ben & Len or Cindy & Mindy or Tim & Kim). Use the included cartoon scene or draw your own. If you are drawing, draw some students with science materials, a slug or an insect, draw one student who looks curious (i.e., getting close to the animal, big eyes, asking questions), and draw one student who looks disgusted or nervous (i.e., standing further away, making a disgusted face, saying eww).

Ask: "How does Ben (student who is curious) feel?"

SCIENCE CLASS



		disgusted		Eww! I'm not going near it!
		curious		I wonder why it doesn't have a shell like a snail.

GUIDED ACTIVITY

Thought sorting activity and visual

GUIDED ACTIVITY

THOUGHT SORTING ACTIVITY

For this activity, the student will tell which thought is negative and which is positive. They will determine if the thought will lead to a negative or positive feeling. They can also name the feeling that would likely happen after each thought.

You are using the metaphor where situations are flower pots. A student can plant seeds (negative or positive thoughts). If they plant negative thoughts they will get weeds (negative feelings and actions). If they plant positive thoughts they will get flowers (positive thoughts and actions).

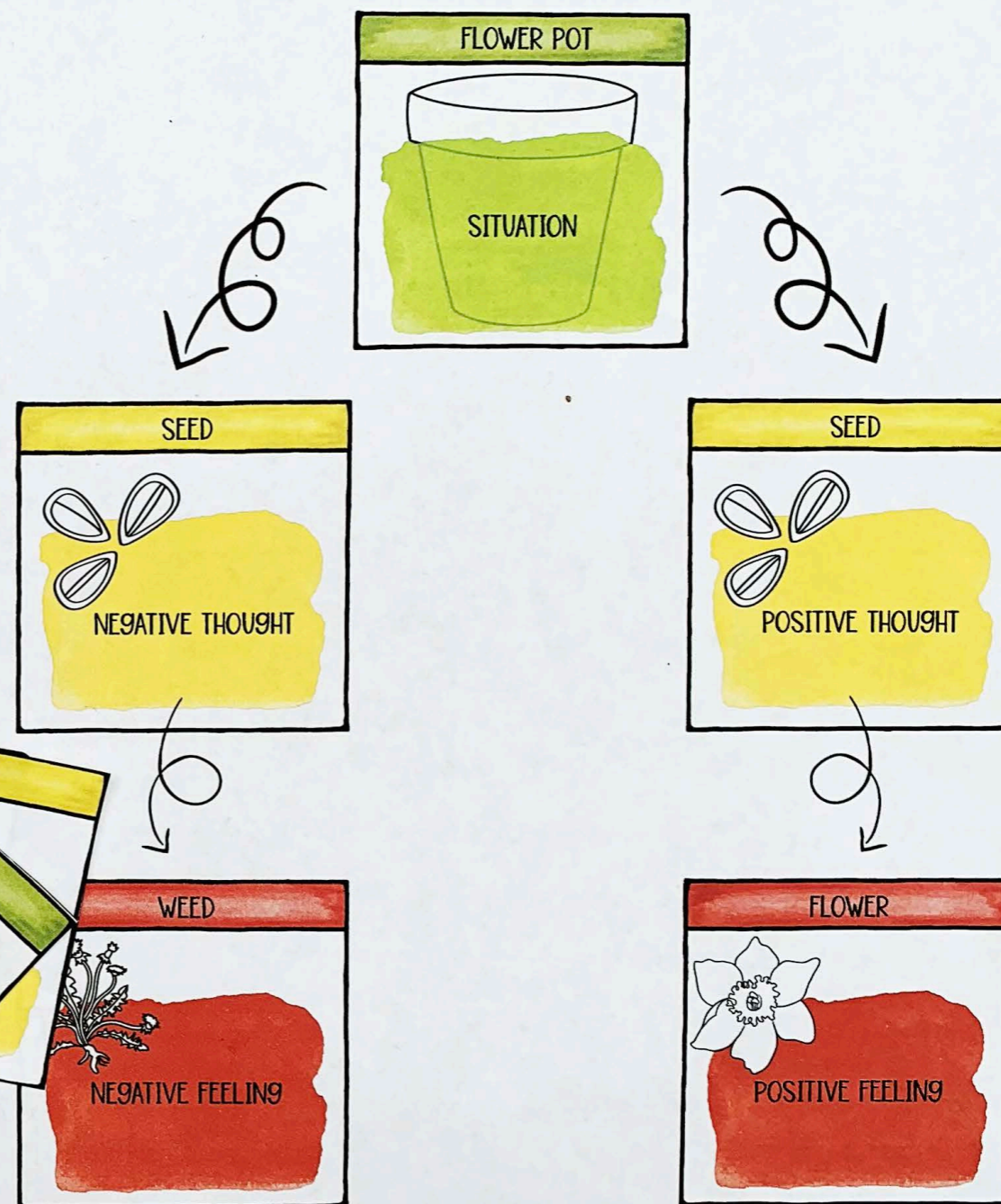
Additional cards are provided if you would like to create your own examples that might be more relevant to your student.

Time
5-7 minutes

Materials
Thought Cards
Situation Cards
Visual Map



WHAT ARE YOU PLANTING?



GUIDED ACTIVITY


Thought sorting activity and visual

12 scenarios with a positive thought and a negative thought.

Flower Pots & Seeds (Situations and Thoughts)

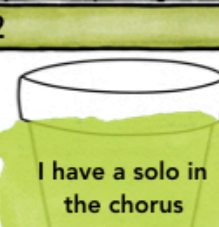
1	1	1
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1



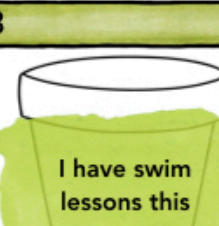
I have my first baseball game today.

2




I have a solo in the chorus concert.

3



I have swim lessons this summer.

4

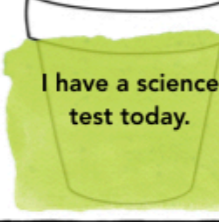


I didn't get picked to give my book report today.

Flower Pot Cards: Situation

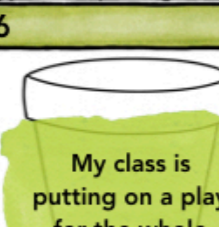
6	6	6
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6



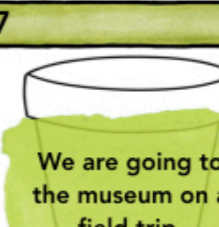
I have a science test today.

6



My class is putting on a play for the whole school.

7



We are going to the museum on a field trip.

8

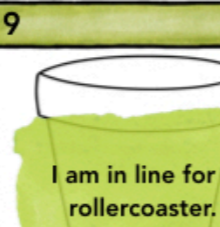


My mom made something new for dinner.

Flower Pot Cards: Situation


9	9	9
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9




I am in line for a rollercoaster.

9




That rollercoaster is way too high. It can't be safe.

9




Yes! This is my first rollercoaster this summer.

10




We have recess with the older kids.

10



They always hog all the good stuff on the playground.

10




Oooh, I wonder if they are going to be playing kickball?

11



I'm moving this summer.

11



This is the worst thing ever. I'm not going to have any friends.

11




I'm pretty good at making friends and my mom said that we can come back and visit.

12



We are starting a new art project today.

12






My projects always look like a three year old did them.

12












I can't wait to learn how to do a self portrait.

Extra Seed Cards: Thoughts

		
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Extra Flower Pot Cards: Situation

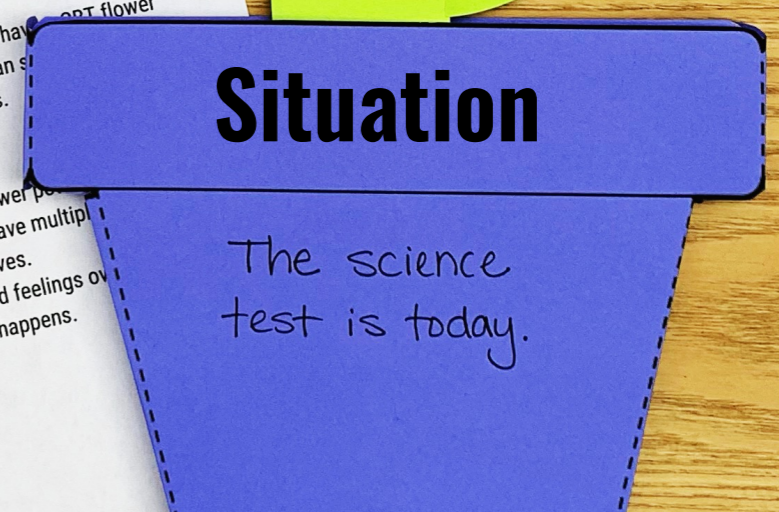
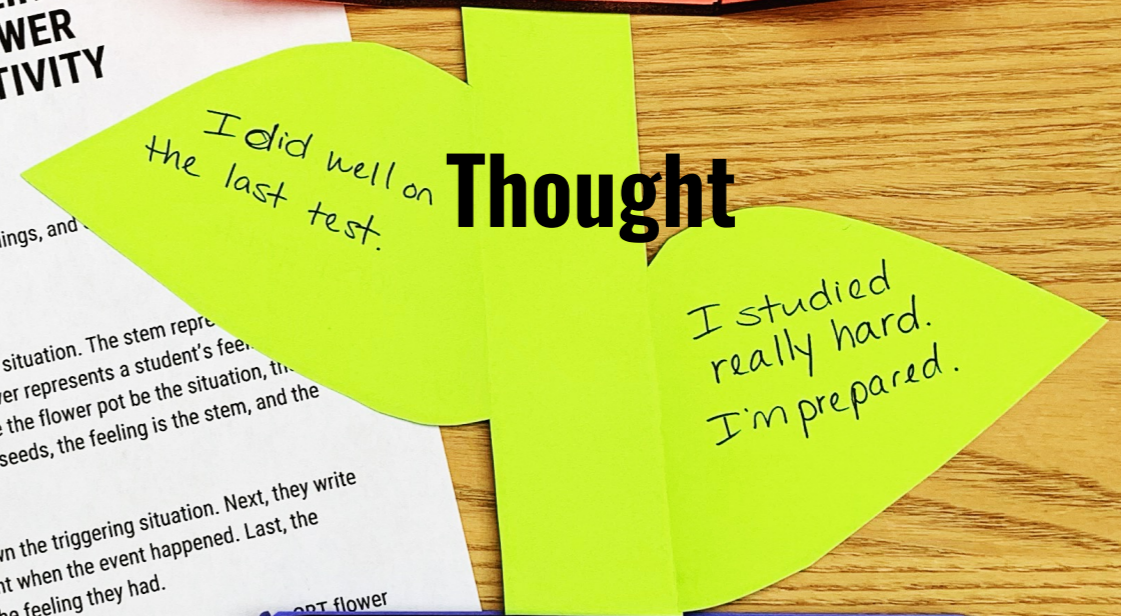
		
		
		

Blank cards to create your own scenarios and thoughts.

INDEPENDENT ACTIVITY

Connect thoughts, feelings, and actions

Great activity to help students see how their thoughts can turn into either positive or negative feelings and actions.



INDEPENDENT ACTIVITY

Time
10 minutes

Materials
Flower Pieces:
Flowerpot, Stem,
Flower, and Seeds

FEELING FLOWER ACTIVITY

BEFORE THE SESSION
Cut out pieces.
Prepare example thoughts, feelings, and actions from the guided activity.

SUGGESTIONS
The flower pots represent a situation. The stem represents a student's thought. The flower represents a student's feeling. Alternatively, you can have the flower pot be the situation, the stem have thoughts written on seeds, the feeling is the stem, and the flower is the action.

Students first write down the triggering situation. Next, they write down what they thought when the event happened. Last, the student writes down the feeling they had.

The student can decorate it and create more to have a garden. As with previous activities, students can share their thoughts and feelings lead to negative actions.

VARIATION

- Give students situations written on a flower pot and have them write down their thoughts and feelings and have multiple flower pots showing different perspectives.
- Have students track their thoughts and feelings over time by making a garden each time the event happens.

Alternative directions to extend activity

Perfect for Individual & Group Counseling

Three Part Session Plan with Counselor Guides

Materials to help extend activities or adapt them for your students.