

**Emotion Awareness Lesson Plan:**

**Cognitive Triangle**

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| **SMART Goal** | By [DATE], [EDUCATOR] will provide explicit instruction on the cognitive triangle, showing the relationships shared among thoughts, feelings/sensations, and actions. [STUDENT(S)] will learn that thoughts influence feelings/sensations and behavior. [STUDENT(S)] will learn that while feelings/sensations are not in our control, thoughts and behaviors can be changed, so that we feel differently. By the end of the lesson, [STUDENT(S)] will be able to share a personal example of how thoughts, feelings/sensations, and actions relate. |
| **Planning** | Date | [DATE] |
| Context: | 1:1 time with [STUDENT] or group session formatEstimate 20-30 min |
| Materials needed  | Depending on instructional strategies to be used, materials may include:* white board or large paper pad, with pens/markers,
* emotion examples for instruction and student independent practice,
* visual supports to depict emotion examples, including pictures, story/books, and videos,
* video projection equipment as needed for examples,
* data collection form.
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| **Instructional Format & Strategies** | Lesson Opening: | Use all the following strategies to open the lesson. Check off as completed:* Gain student attention/use attention signal.
* Review schedule.
* Review behavioral expectations.
* State lesson goal: *to learn about the thought, feeling, action triangle.*
* Review any prerequisite. vocabulary/understanding/skills/strategies.
* Define/describe the concept/skill/strategy to be taught: *to learn about the relationships between our thoughts, our feelings and body sensations, and our actions; to understand how thoughts can change our feelings and actions/behavior; to learn what we can change to feel better.*
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| Lesson Body:  | Use all the following strategies to conduct the lesson. Check off as completed:* Teacher provides an explanation with visual support of the cognitive triangle, consider the following:

Examples: “*Our thoughts, feelings, and actions have a special relationship that work together in a triangle [depict visually]. Thoughts make us feel emotions and body sensations.* [Pause for example(s) of concept illustrated on triangle]. *If I think, ‘If no one talks to me at the party, my day will be ruined,’ how might I feel?* *If [character] thinks, ‘I’ll never be able to defeat the villain, I’m too weak,’ how might they feel?**“Those thoughts and feelings drive our next actions and behavior.*[Pause for example(s) of concept illustrated on triangle] *If I think, ‘If no one talks to me at the party, my day will be ruined,’ and I feel sad, grumpy, anxious, how might I act? What would others see me doing?* *If [character] thinks, ‘I’ll never be able to defeat the villain, I’m too weak,’ and feels sad, hopeless, what do you see [character] doing?**This triangle shows us that our thoughts change our feelings, which drives our actions. If we think a certain way, we feel a certain way, and we act a certain way.* * Provide additional model(s)/example(s)/ demonstration(s) of concept, as needed for understanding. Provide independent practice opportunities using pictures, story/book examples, and/or video resources for student practice.
* Teacher provides prompted/guided practice opportunities for students by prompting students to identify their own thoughts that influence feelings and actions. Use both comfortable and uncomfortable emotion examples.
* Teacher provides explanation with previous triangle visual support: *“We have learned that thoughts can create our feelings, which drive our actions. If we change our thoughts, we might feel and act differently, too. If we change our actions, we might think and feel differently, too.”*

[Pause for example(s) of concept illustrated on triangle] *If I think, ‘If I can’t find anyone to talk to at the party, I know I can ask the host for help introducing me to someone new,’ how might I feel differently? How might I act differently?* *If [character] who thinks, ‘I’ll never be able to defeat the villain; I’m too weak,’ starts training and practicing anyway, how might [the character] feel over time (more hopeful?)? Might [the character] start to think differently?”** Provide additional model(s)/example(s)/ demonstration(s) of concept, as needed for understanding. Provide independent practice opportunities using pictures, story/book examples, and/or video resources for student practice.
* Teacher provides prompted/guided practice opportunities for students by prompting students to change their previously identified uncomfortable thoughts that influence feelings and actions.

Instructional strategies & supports used:* visual supports\*✝, such as story/book examples, video examples of character thoughts relating to emotions, and actions,
* video-modeling✝ of emotions,
* role-play,
* social stories\*\* or social narratives, and
* other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
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| Lesson Closing with Generalization: | Use all the following strategies to close the lesson. Check off as completed:* Assess student understanding, as evidenced by independent practice during lessons (can illustrate cognitive triangle with 2 personal *or character* examples).
* Do a quick review of what was learned.
* Assign independent practice/homework, such as:
	+ bringing examples of emotions from favorite media to next meeting with ideas on how to change thoughts,
	+ bringing additional personal examples of both comfortable and uncomfortable thoughts (relating to emotions and actions) to next meeting,
	+ bringing observed examples of thoughts (relating to emotions and actions) to next meeting, and/or
* Other practice opportunities: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
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| **Behavior Management\*** | Choice of reinforcement for student engagement: | * Individual reinforcement✝
* Group reinforcement
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| **Data Collection** | Measurement Method: | Percentage of correct answers during independent practice opportunities (# correct answers / total # of questions) |
| Collection Procedure: | Recorded live during student independent practice  |
| **Data-based evaluation and adjustment** | Mastery Criteria: | [STUDENT(S)] can illustrate cognitive triangle with 2 personal or character examples |
| Adjustment Criteria: | [STUDENT(S)] can illustrate 0-1 cognitive triangle illustrations  |

For further Information:

\*A detailed review of these strategies can be found online by registering for a free account at  [triad.vkclearning.org](https://triad.vkclearning.org/en-us/) and accessing the information in the school-Age Services folder, with special attention to resources related to Academic Instruction, Classroom Supports, and Reinforcement in the Classroom.

 \*\*Visit <https://carolgraysocialstories.com/social-stories/> for more information on Social Stories

✝These topics and strategies are comprehensively addressed in the following AFIRM modules (<https://afirm.fpg.unc.edu/afirm-modules>):

* *Modeling*
* *Video modeling*
* *Prompting*
* *Peer-mediated Instruction and Intervention*
* *Social Narratives*
* *Visual Supports*
* *Reinforcement*