



## Chapter 13-16

# Putting Learned Skills into Action

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### The Thought-Mood Connection

Suggested Duration: 15 min

#### Lesson Objectives

Explore the five most common unpleasant moods we experience and help students to understand that specific thoughts will contribute to one's mood.

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#### Summary of Tasks/Actions

#### **Suggested Actions/Lesson Planning:**

1. Explain to students that five of the most common unpleasant moods that we experience as humans (and we all experience them!) are: sadness, worry/anxiety, anger, guilt and shame.
2. Students should understand at this point that their thoughts – or what they tell themselves about a situation/event – directly impact their mood. Reinforce this concept with the students by providing them with the worksheet attached. Explain that, to complete the worksheet, they need to identify which of the 5 most common unpleasant moods would be triggered by the thoughts listed.

# THOUGHT-MOOD CONNECTION

The way we think about things – or what we tell ourselves about a situation or event – impacts how we feel about it. By thinking about things in a different way, we can often improve our moods. First, though, we need to recognize “negative” (unpleasant and upsetting) thoughts when we’re having them.

Read through the negative thoughts people sometimes have below in the left column. In the right column, identify whether you think each thought would trigger someone to feel sad, anxiety/worry, anger, guilt or shame. These five unpleasant feelings (i.e., sadness, anxiety, anger, guilt and shame) are some of the most common unpleasant emotions that we **all** sometimes feel.

Note that guilt and shame are similar but guilt is feeling bad about something you have done while shame is feeling bad about who you are. Depending on the person, there might be more than one right answer.

The first one is done for you.

Thought	Sadness? Anxiety? Anger? Guilt? Shame?
No matter how hard I study, I’m never going to be able to do well on the test.	<i>Anxiety</i>
My teacher is so unfair!	
I wish I hadn’t done that.	
I might as well just give up.	
If people knew this about me, they wouldn’t like me.	
Everyone else understands what we’re doing...I’m the only one who doesn’t get it.	
My best friend didn’t even look at me in the hall today – she must be mad at me.	
When I give my speech, people will laugh at me and talk behind my back.	
If I don’t do well in this class, I’ll never get into university.	
I shouldn’t have said anything...	
He’s looking at my exam and cheating off of me!	
No one ever wants to hang out with me.	

# UNIT 9 (CH.13-16):

## GUIDING QUESTIONS & KEY LEARNING POINTS

### Guiding Questions

1. Should Harry have expected his distress to disappear immediately?
2. Is what we see here realistic in real life (for someone facing their real-life fears)?
3. What can we learn about resilience from how Harry approaches the situation?
4. Think of someone from your own life (it could be yourself) that you would consider to be a resilient person. How do you know that this person is resilient?
5. Do you think that overcoming challenges makes someone more, or less, resilient? Why?
6. Hermione is usually a very effective student. Why is she struggling so much? What can we learn from that?
7. What cognitive distortions (“thinking errors”) did Harry have earlier in the book that he no longer has in Chapter 16? How was he able to change his thinking?

### Key Learning Points/Did I Cover?

- How to put CBT skills into practice
- A review of resilience and how Harry gets there
- CBT Core Principle #7 – Don’t bite off more than you can chew**