



## Technical sheet for mentors



### 13. THE POWER OF THOUGHTS DIAMOND

Mentorvention Phase	Dimension	Duration (mins)	Number of participants (min/max)
Mentorvention circles	Self-awareness Initiative & Ownership	45 mins	1-5
Learning-2-Learn elements	<ul style="list-style-type: none"> <li>- What am I able to do?</li> <li>- What do I need to get better at?</li> <li>- Understanding my learning limitations &amp; possibilities</li> <li>- Taking responsibility for my own learning</li> <li>- Finding driving questions and analogies</li> </ul>		
Tags	Personal insight, awareness of own thoughts, behaviour, consequence, personal agency, emotional self-regulation, flexible thinking, build resilience and optimism.		

#### The aim of the activity

This activity helps the mentees increase their personal insights by becoming more aware of how their thoughts, emotions, and sensations related to certain behaviors or actions. This will help them take responsibility for their own lives and increase their personal agency, and to be able to complete tasks and projects that help them to achieve their goals. It also develops emotional self-regulation, flexible thinking, resilience, and optimism.





### Preparation

Print the diamond activity - one positive and one negative - for each mentee (they can also just draw a diamond on a sheet of paper, based on your example template/drawing).

Prepare an example of a negative and positive thought to tell the mentees.

Look at the guiding list of disputations to get the guidance.

### Application

#### Part 1

#### AWARENESS

- The first step in learning The Power of Thoughts is to create awareness of the connection between thoughts, emotions, physical sensations and related behaviour, using the illustration 'The Diamond'.
- Introduce and explain the basic cognitive principles using the Supporting Information: The Cognitive tree.
- Show an illustration of The Diamond on the board (using a projector or drawing) and go through an example of a positive and negative thought using the example from your own life or a fictional example. This will help define and distinguish each one of the concepts.
- Make sure the mentees understand the concept of The Diamond, then present and guide them through the activity: Diamond Illustration.
- Have the mentees fill in the diamond activity by giving an example of a situation.
- Ask the mentees to think of a situation where something went well and reflect upon which positive thoughts can be linked to this experience. Once they have done this, ask the mentees to fill in their diamonds (thoughts, emotions, sensation and behaviour).
- Then ask the mentees what they think could be some of the consequences of the thoughts that occurred during the situation.
- Share and reflect in plenum/pairs/groups, depending on the time available and the situation.
- Ask the mentees to think of a situation where they felt annoyed or unsatisfied (negative thoughts) and having negative thoughts. Ask the mentees to fill a new diamond of a negative situation. The mentees should document each situation in The Diamond and reflect upon the differences between the thinking and consequences from the two situations. (positive and negative situation)
- The participants must now analyse the situation and reflect upon the differences between the thinking, the feelings, the emotions and the outcomes they have experienced so far.

#### Part 2


#### DISPUTATION





## UPSIM Mentoring Tool

- Fill in 'The Diamond' using a situation that has been causing the mentees to postpone a project. You might think of and give an example from daily life that makes sense to this particular group of participants.
- Introduce the concept of disputations using The List of Disputations to have the participant learn how to question their thoughts and related behaviour.
- Let the mentees share their reflections from working with The Diamond.

 <p>Direct link to the activity handout on the learning platform</p>	<p><b>Learn more:</b></p>
<p><a href="https://upsim.aidlearn.eu/en/">https://upsim.aidlearn.eu/en/</a></p>	<p>Read more about cognitive behaviour: A. Beck (2010) and in E. H. Oestrich (2005) Cognitive Coaching the Disputation list is inspired by Tingleff, 2010.</p> <p>Further reading about the ABCDE model by Seligman "Authentic happiness" (2002).</p>





## Activity tool

### THE COGNITIVE DIAMOND

#### Instructions for the mentee:

**You are going to learn to see the link between your thoughts and your behaviour.**

This activity helps you to identify and illustrate the interaction between your thoughts and your actions, as well as to analyse the feelings and emotions that affect your behaviour.

**Think of a situation where you had success, or did something well, it can be in relation to learning/education/work or something else. Do the same for a negative experience, so a situation where you felt that you did really badly or failed completely.**

#### **Fill in The Diamond:**

Every situation that you experience has an effect on your thoughts, feelings, bodily sensations, and your behaviour. The way you face different types of situations may therefore influence your decisions. What was the situation? Think about the situation and share your reflections with your mentee group;

- What went through your mind? (thoughts)
- How did it make you feel? (feelings/emotions)
- What was your physical sensation response? (sensation)
- How did it make you act? (behaviour)

Next, fill in the diagram/draw your own Diamond.

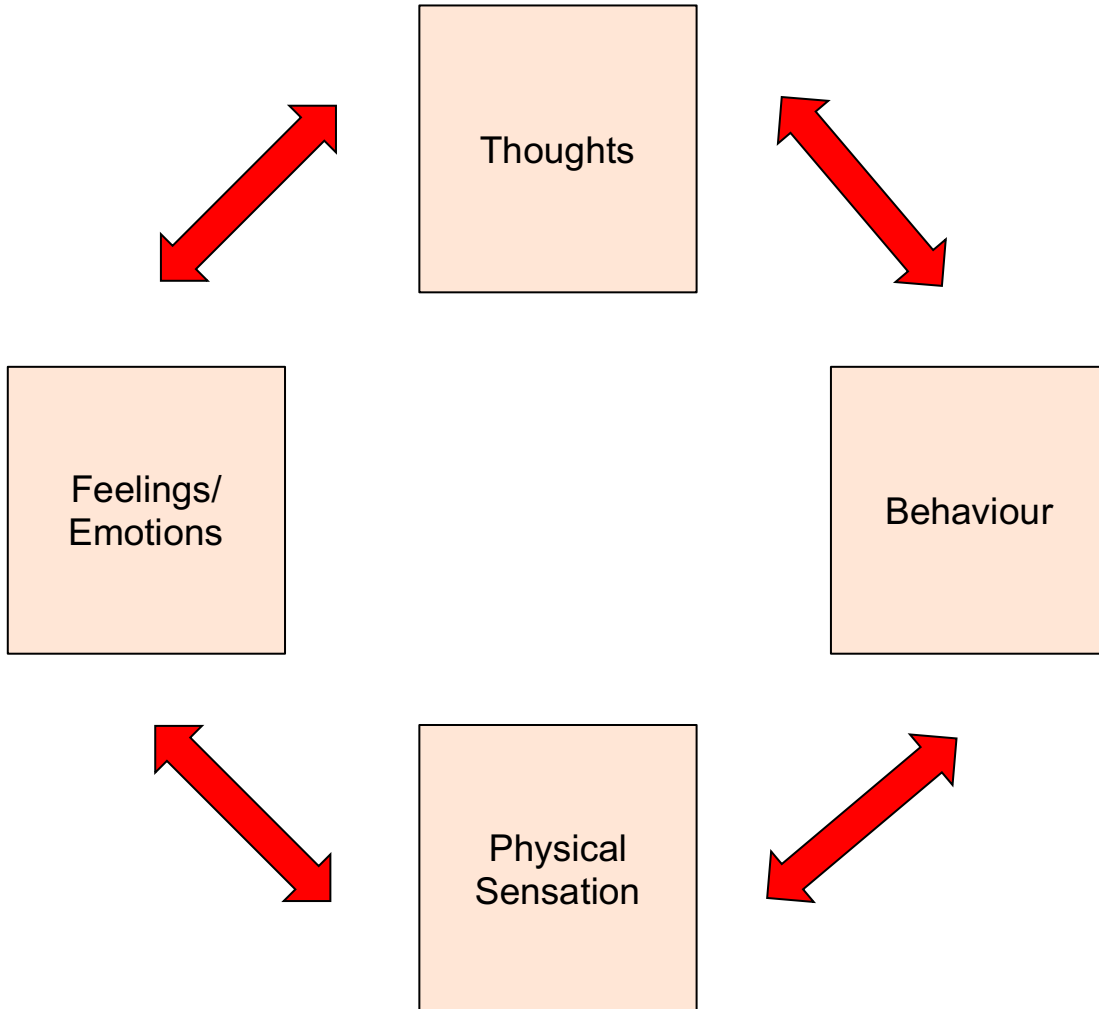




### Handout - The Diamond of Positive or Negative Thoughts

Situation:

\_\_\_\_\_



Once you have filled in your Diamond, fill in the table below based on one of the situations you described, what were the consequences for you or your surroundings and what were the thoughts that could have derived from this?

Positive learning situation	
Consequences; what happened as a result, either to you or your surroundings?	
Core belief; what do I tell myself to keep a positive mindset, and to motivate myself, when I'm struggling and finding it difficult?	

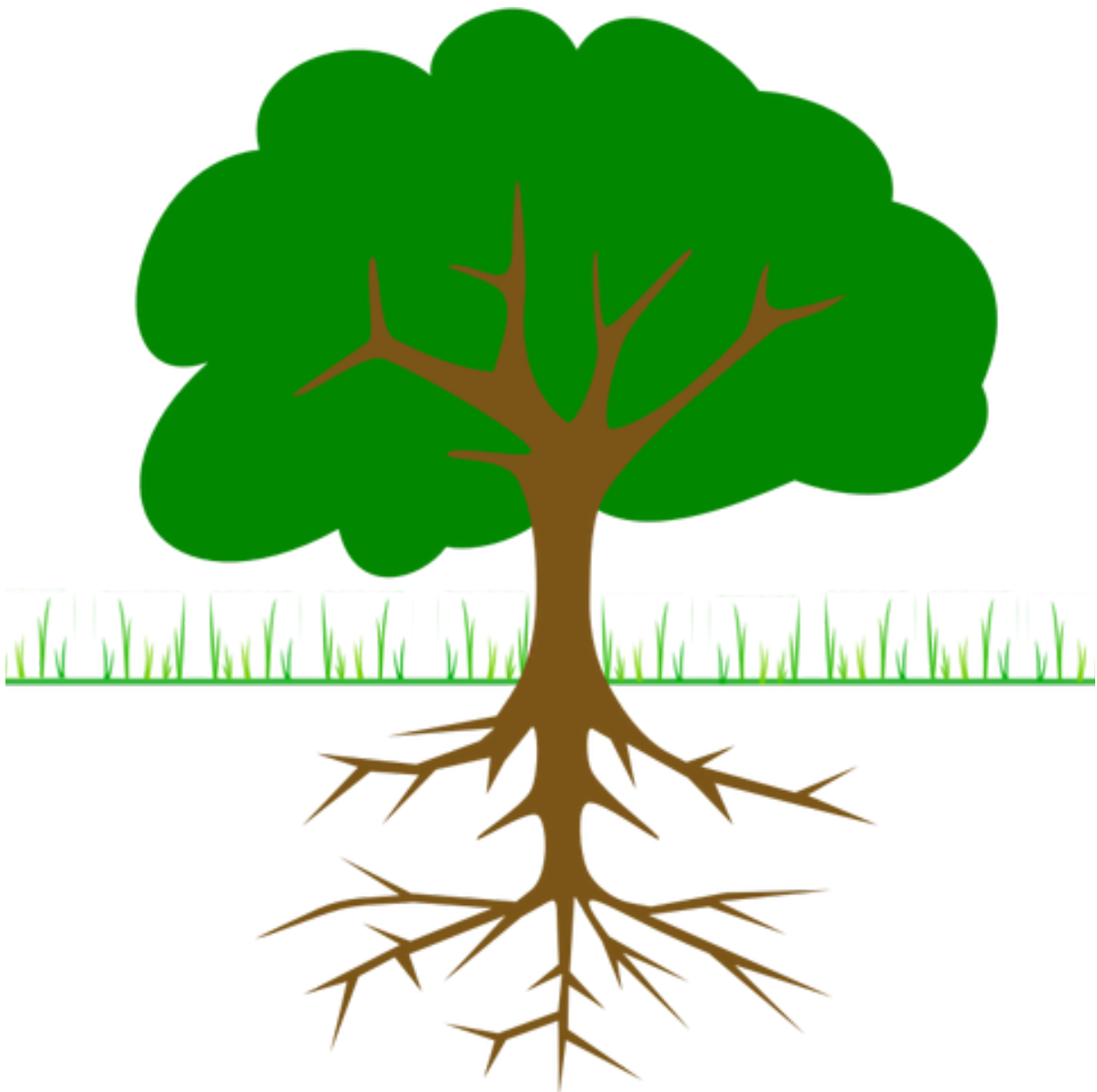




## THE COGNITIVE TREE

Basic principles of the cognitive methods

Use the illustration of the tree to talk about the different levels of cognition.





Level of the tree	Description
The <b>upper level</b> of the tree, the branches, and the leaves symbolise the many Automatic Thoughts	<p>The upper level of the tree, branches and leaves symbolise the thoughts of the mind. In addition to the thoughts that you are aware of having, there are also the unconscious, automatic thoughts, which flit through your mind without you noticing.</p> <p>Automatic thoughts are not inherently unconscious; they are just so common that you've become accustomed to having them and no longer notice them.</p> <p>Research shows that humans have approx. 60.000 thoughts a day.</p>
The <b>mid-level</b> of the tree, the tree trunk symbolises the Basic Assumptions	<p>The mid-level of the tree, the tree trunk - symbolises the basic assumptions, i.e. a layer of thoughts that are influenced by personal opinions and beliefs. Basic assumptions direct the thoughts, which control feelings or emotions, affect physical sensations, and consequently have an impact on behaviour</p>
The <b>lower level</b> of the tree, the roots of the tree symbolises the Core Beliefs	<p>The lower level - tree roots – symbolises the core beliefs that people have about themselves, others, and the world, often originating from childhood and family. The core beliefs are also related to one's values.</p>

**Speak for mentors:**

**Examine your thoughts and restructure them.**

The first task in restructuring is self-monitoring; learning to become more aware of your thought behaviours. By self-monitoring, you become more aware of your automatic thoughts and how they affect your life.

**Become aware of and restructure:** Every time you experience a situation that makes you feel bad, write down all the thoughts that go through your mind.

Automatic thoughts are often situation-specific instances of more core fixed beliefs about yourself and the world. While automatic thoughts reflect the reaction to a given event, core beliefs describe your general expectations and identity.

If you, for example, have recently done poorly on a test at school, or had a negative experience with a job interview, your immediate thought will probably reflect your situation: "I'm so embarrassed!





I should have done better!" while your core belief might reflect a deeper fear: I'm a stupid person! I'm not good enough. Core beliefs influence appraisals, and thus are a major source of bias.

These thoughts are not always obvious or conscious. The way to identify them is to examine multiple instances of your automatic thoughts over time for the repetitive themes that underlie them. You will most likely be able to distil some of your core beliefs by examining your self-monitoring thought records, and by asking yourself the question, "Why am I reacting or acting in this way?"

Writing down your automatic thoughts and core beliefs make it easier for you to get a handle on them; and then to view them from an outsider's perspective rather than your own.

When you actually get to look at what you are thinking and believe, you may find that your thoughts and beliefs are inaccurate, incorrect or irrational and that with a little work you can correct them so that they better reflect reality; from a shared social consensus.

## DISPUTATIONS

This part of the activity aims to increase emotional self-regulation, flexible thinking, build resilience and optimism. Before doing this activity, it is important that you have worked with 'The diamond'.

By challenging negative or irrational thoughts that hold us back, we can learn how to act more proactively and advance with our projects.

It may only take one negative criticism to make a person, who might otherwise receive regular positive feedback in life from friends, family and co-workers, feel worthless. Irrational thoughts provoked by a test in school or at work can dictate how one feels about oneself. By challenging these irrational thoughts, one can change the automatic thoughts, feelings, and related behaviour into a more positive outcome.

List of disputations to challenge your thoughts and beliefs		
Validity	Collect proof for and against	Which proof, facts and experience do I have that fit this statement (belief)?
Create distance	Creating distance	If others hear it, what would they say? Which advice would I give others in the same situation? Would they follow that advice?
Probability	How likely is it that the thought is true/false?	Has it previously proven to be true? How often?







Realistic	Are the thoughts realistic? Find nuances that fit the reality.	A more accurate way of seeing this could be ... It's not true because last time ... A more probable consequence is ...
Terrible	What are the actual consequences now and later?	Could anything else have happened? Are there relationships you have forgotten? What would someone else in the same situation think? If the worst happened? Can I still survive? How does it look in 3/6/9 months?
Appropriate	Even though I have made a mistake, failed the test, or let someone down - am I sure that my conclusion is right?	How useful is the thought of whether it's true for me?
Helpful	Does it help thinking this way?	I'm never going to be able to read all those pages for tomorrow! I'm never going to finish this assignment on time
Focus	Focus on what you can actually do or reach instead	I think if I rearrange the plan, and get some help for the other parts, that it is achievable.
Own Resources	Draw attention to your own resources	What have I done to handle a similar situation previously? Who can help me? Is there something I can do that I have forgotten?





## EXAMPLE SITUATION: PERFORMED POORLY IN A TEST

<p><b>Learnings from The Diamond (negative and positive thoughts) How the Automatic Thoughts affect your behaviour.</b></p>	<p>I'm so STUPID! I should have done better in the test. That's so typical of me to do badly.</p>
<p><b>Core Belief: What I say to myself. (from the diamond activity)</b></p>	<p>I'm a bad learner. I'm stupid.</p>
<p><b>Critique of the thoughts/disputations</b> <b>Ask yourself:</b></p>	<p>Do I have evidence for my thoughts? (Validity) Is there evidence contrary to my thoughts?</p> <p>If I ask my friend or others who support me, what would they say or think about this critique?</p> <p>Please look at the list of disputation questions if you need more guiding questions.</p>
<p><b>Dispute your thoughts = Corrected Response</b> <b>What else could you think about yourself?</b></p>	<p>I did poorly in this test, but I have passed other tests in the past. My grades overall have been okay. I'm not the smartest person around, but there are certainly people doing worse than me...</p> <p>This specific area is challenging for me; I do better in other classes. I didn't prepare for this test very well; I could perhaps improve my grades if I studied more effectively.</p>
<p><b>The new way of interpreting the situation = Energisation</b></p>	<p>I'm OK; I can succeed at this, I'm a clever enough person. What I don't know, I can learn!</p>





## DISPUTATION OF THOUGHTS AND BELIEFS - ACTIVITY

Now use your diamond to analyse your thoughts:

<b>Learnings from The Diamond (negative and positive thoughts) How the Automatic Thoughts affect your behaviour.</b>	
<b>Core Belief: What I say to myself. (from the diamond activity)</b>	
<b>Critique of the thoughts/disputations Ask yourself:</b>	
<b>Dispute your thoughts = Corrected Response What else could you think about yourself?</b>	
<b>The new way of interpreting the situation = Energisation</b>	

