

o Being able to offer alternative, competing perspectives in arguments

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• Being able to identify exceptions to the rule

Key Student Activities

- Students match examples of automatic thoughts with Thinking Errors.
- Students guess at the possible feelings that come about as the result of various automatic thoughts.
- A group activity prompts students to use their flexible thinking skills

Discussion Points

- Ask your child if they notice any of the thinking errors in themselves.
- Who in your family is naturally good at flexible thinking, and who tends to be a bit more 'black-or-white'?
- Can you identify any common situations that might be ambiguous, but you or your child might tend to jump to conclusions? For example, if a friend is late to an agreed meeting, do you start thinking the worst case scenario, or does your thinking tend to be realistic or calm?

Parent Self-reflection Questions

- Am I a 'flexible' person in terms of my thinking?
- When I am discussing a problem or issue, do I tend to verbalise other people's perspective or alternative explanations, or do I tend to jump to conclusions?
- Can I relate to any of the common Thinking Errors?

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