

SESSION 03

SORT It SET YOUR OBJECTIVE



SET YOUR OBJECTIVE

Before starting the session, you need to thoroughly read (if you have not already) the introductory chapter and the literature review to ensure you are familiar with the key concepts and models that underpin the course. This will ensure you can confidently explain the key messages simply and clearly to your participants.

LEARNING OBJECTIVES

By the end of this session participants will:

- ▷ Undertake a 'pre' quiz (evaluation) to assess where they are at regarding key programme learning
- ▷ Understand the importance of goals and goal setting
- ▷ Set some of their own goals



SESSION TIMETABLE

Section	Time
Trickle In	10
Welcome	5
Getting into New Brain - Dragon Racing	30
Pre Quiz (evaluation)	20
Goals Make us Happy	35
Close	10

MATERIALS NEEDED

- A flipchart drawn into four sections, filled in as per the Trickle In exercise
- Coloured stickers or stickies
- Tablet or phone with Bluetooth connection
- Dragon racing game app downloaded to tablet or phone you will use
- Two PIPs
- Dragon game marking scheme
- Laptop, projector and screen
- SORT It Module 3 Presentation
- A small bell or a mindfulness app bell on a smartphone
- Copy per participant of handout one
- Flip charts and markers

10 MIN TRICKLE IN

➔ SLIDE 1

The Take the Lesson exercise from last week was: *apply one of the grounding exercises (deep breathing, anchoring, gratitude) at a time when they find themselves stressed*

- ▷ Have a flipchart on the wall stuck up, with four sections: deep breathing/anchors/gratitude/other or none
- ▷ As each young person comes in, ask them to put a sticky/sticker on the relevant place on the flip-chart for what type of technique they practiced this week
- ▷ Ask the young person to discuss how they applied it as they put the stickie down

5 MIN WELCOME

➔ SLIDE 2

AIM Participants are ready for the session

INSTRUCTIONS

- **Mindful Minute:** explain that instead of doing a mindful minute, we will start by practicing the dragon-racing game
- **Today:** explain that in today's session we will look at the psychology of goal setting and figuring out how to manage challenges using a 'traffic light' system
- **Making a Strategy to Solve a Problem:** remind participants that the overall objective is that participants develop a plan or strategy for solving problems, by understanding their own psychology and using a simple 4-step plan
- **SORT It:** using the slide with the model on it, let participants know that last week, we focussed on Shifting Old Brain to New Brain, and that this week we are on 'Objective' and 'Read the Lights'

25 MIN EXERCISE ONE: DRAGON RACING

AIM Participants should become conscious of the physiological sensation of relaxing/calming themselves. Participants will also become reminded of their heart rate, and what this means to their overall ability to engage effectively with things around them, i.e. a lower heart rate means you are better able to learn, and deal with challenges.

INSTRUCTIONS

- a) Remind participants about the purpose of the game:
 - ➔ You are racing your dragon against one other player
 - ➔ The winner is the person that can get their heart rate and stress levels to the lowest levels – therefore it pays to be calm!
 - ➔ This is measured using the PIP; each player will have one to use
- b) Remind participants about the grounding/calming exercises from the last session and simple techniques such as focussing on their breath and feeling grounded can help to calm them.

- c) Ask participants to form two teams and play the game as per session two
- 1) Agree a strategy as a team for how each person will prepare to race and what exercises they will do
 - 2) Choose the order of players for the game, there is 20 minutes so possibly not everyone will get to race, however should be part of the team working to calm each other and win the race!
 - 3) Ensure that every player gets a chance to look at their ratings before it moves on to the next pair of racers
- d) The facilitator will record participant scores and feedback to them on the difference between their scores in session two and this session. as well as asking the about how their relaxation techniques are working for them.

BRIEF GROUP DISCUSSION

➔ SLIDE 3

Example Group Questions	Points to Include in Discussions
If you had a lot of 'red' events or a low score, what were you thinking about? What was happening?	How participants feel affects will affect their performance in the game. 'Stress events'- these are the red areas in the report on how they did. The educational points in this exercise are getting people to realise what kinds of thoughts or feelings make their heart beat faster or their muscles tense. Also ask what enabled them to relax and reduce tension.
What was going on in the background that may have caused red events?	Maybe there was noise in the room. Maybe classmates were trying to distract you. Maybe you were focussed on winning and this made you stressed. What's the best way to manage these challenges? The most simple response is simply to return our focus to the relaxation exercise; getting distracted is a natural part of the process, so it's important to accept that this will happen.
What can they do to improve? Note framing red scores are a big learning opportunity.	Ask about the grounding exercises that student found worked best. This may be a good time to remind people that the following are effective ways to reduce stress and respond to potential fight or flight situations: <ul style="list-style-type: none"> → Deep breaths that come from the tummy and involve us focusing on the air coming in and out of our nose → Focusing our attention on where our body connects with the ground or chair, or possibly the feeling of loosely clasped fingers → Thinking calm thoughts such as things we are grateful for



EXERCISE THREE: OBJECTIVE - GOALS MAKE US HAPPY

TIME

Allow up to 20 minutes for this session.

AIM Participants understand that having personal goals helps us be happy. Being able to identify our goals helps us stick with things when they get tough.

OVERVIEW

This session involves three parts:

- a) A discussion on goals
- b) A critique of two examples
- c) Students identifying their own goals

GROUP DISCUSSION

Let the group know that psychologists have found that people who have goals that relate to their own personal achievement are far happier than people without goals. Facilitate a group discussion about why this might be. Some answers and thinking points from psychology to be provided in the discussion by the tutor:

Psychologists have found that people who have goals that relate to their own personal achievement are far happier than people without goals... why do you think this is?	Because setting goals and achieving them can make us happy and proud. Having a plan to do what we want can make us less stressed.
Are goals better to come from ourselves, or from other people? Why?	To make us happier goals have to come from ourselves (not parents or society, i.e. I need a big car to show I am powerful), these have to be about something that comes from ourselves, such as our knowledge or experiences rather than something from the outside money or status.
Are we best to have lots of different goals, or one big goal?	It can be helpful to make plans for the goals if they relate to particular things i.e. one goal for school or work and one for a hobby or interest or something social.
Do all goals take the same amount of time to achieve?	Goals can be long term or short term. Discuss examples e.g. a short term goal might be to get a job, a long term goal might be to save enough for a car Long term goals can be broken down into shorter term goals, these mark the things we have to achieve along the way to getting our long term goal. For instance, if my long term goal is to learn to play the guitar in a band, I have to borrow or buy a guitar, find someone to teach me, practice, and the work up the courage to play in front of someone, then I have to find or start a band. If I skip one of these steps I may not achieve my long term goal.

WHAT ARE THEIR GOALS?

➔ SLIDE 5

- ▷ Read out each story
- ▷ Ask participants to think about what the person's short term and long term goals are
- ▷ Have brief group discussion on each story afterwards

Tommy: Tommy wants to get fitter and eventually become a fitness instructor. He is great at going to the gym every week and has been running once a week also and feels his confidence growing, however he also loves eating burgers and chips and does this a couple of times a week, which he thinks is probably too often.

Question	Points for Discussion
What is Tommy's long term goal?	Develop six pack/win affection of Julie
What is Tommy's short term goal?	Grow confidence / run once a week / go to gym every week/eat less burgers

Jen: Jen wants to become a make-up artist and work in the movies. Her Auntie has a salon and will give her an apprenticeship, but says that Jen should finish the Leaving Cert first. But it's a tough choice for Jen because her best friend, Sarah, is leaving school and Jen is worried she will be too lonely to stay in school without Sarah. She also knows she will need grinds in maths if she is to get through the Leaving, as she hates maths.

Question	Points for Discussion
What is Jen's long term goal?	Become make-up artist/work in movies
What is Jen's short term goal?	get apprenticeship with aunt/get leaving cert/reconnect with friends/do maths grinds
For Jen and Tommy, what types of things will stop them achieving their short term goals?	E.g. Sarah trying to convince Jen to drop out, or Jen having a really hard time doing maths homework Tommy wants to sleep in rather going for a run.
Do you think that focussing on the long term goals will help them make the right decision when things get tough?	Yes. Focussing on the positive long term goal will help them realise that making a difficult choice now, will benefit them in the long run

MY PERSONAL GOAL

Finally, ask the students, to complete Handout 2: My Goal, as a personal exercise (Slide 6)

Summarise the session with the following points:

- ▷ Having a clear sense of our goals makes us happier.
- ▷ It's also good to be able to see how to achieve our long term goals; we need to break these into a series of shorter term goals
- ▷ It is important to be clear about our goals, so that when we face challenges we can make better decisions on what to do. Being clear about our goals helps us make good decisions.



CLOSE

➔ SLIDE 10

AIM

Reflection: Ask everyone to give a weather report on how they are feeling; three words only (e.g. like cold, dry and windy... they could be 'tired, happy, hungry')

Take the Lesson: Ask participants to make one new goal this week. It might be in relation to education, work, family, friends, health or anything else.

Grounding

- ▷ Explain that every week, to formally close the group that we will do the same exercise which is to ground ourselves and focus ourselves
- ▷ Ring the bell/mindfulness app
- ▷ Ask participants to look at their feet and feel them on the ground, and then concentrate on feeling their hands and feet and what they are touching.
- ▷ Ask them to think about a goal for themselves for the rest of the day as they leave the room
- ▷ Thank the participants and wish them well until next week

HANDOUT 1: MY GOAL WORKSHEET

A long term goal I have is:

The short term goals or objectives I have to get me there are: