

SESSION

05

SORT It

A RED CHALLENGE
– EYES ON
THE PRIZE



Youth Work Ireland
Cork

A RED CHALLENGE – EYES ON THE PRIZE

Please ensure you have thoroughly read the introductory chapter and the literature review so that you are familiar with all of the concepts and models, and that you can confidently explain them simply and clearly to participants. Please also ensure you have reviewed the videos for this session (the Boxer and the Coach) to ensure you understand the key concepts.

LEARNING OBJECTIVES

By the end of this session participants will:

- ▷ Identify some of the key characteristics needed to stick with their objective through 'red' situations, where they have little or no capacity to influence change
- ▷ Review the skills needed for red situations through discussion stories and a video.



SESSION TIMETABLE

Section	Time
Trickle In	10
Welcome and Getting into New Brain	10
Who Said It?	20
Videos: The Boxer and the Coach	40
Close	10

MATERIALS NEEDED

- Copies of Hand-out Two: 7 Different Types of gNATs¹ : Negative Automatic Thoughts from the previous session
- SORT It Session 5 Powerpoint
- Flipchart, blu tac and markers for writing up discussion questions throughout the session
- A list of the 'red' scenarios that participants discussed in the last situation that the facilitator can refer to
- 5-6 copies of Hand-out 1: Who said it?
- A computer, projector and speakers to play the videos
- The Boxer and the Coach video loaded and ready to go

¹ This is adapted from www.peskygnats.com and the National Family Support Network's young people's support programme (www.nfsn.ie)

10 MIN TRICKLE IN

➔ SLIDE 1

The 'Take the Lesson' from last week was: *Ask participants to keep an eye out for their gNATS, and come back with a story of how they've beaten one of their gNATS during the week*

Give each participant a copy of 'Handout 2: 7 different types of gNATS' from last week as they come in

Invite them to review the list, and draw a circle around every gNAT that they dealt with in the past week

Invite participants to discuss:

- ▷ How many did you circle
- ▷ Does anyone have examples of them
- ▷ What worked or helped in managing the gNAT for you?"?

10 MIN WELCOME

➔ SLIDE 2

Welcome participants and:

- ▷ In the session two weeks ago, we looked at 'objective' this is where we figured out what we want, and how important it is to be clear about this
- ▷ Last week, we learned how to 'read the lights' and learned that challenges that arise can be viewed as red, orange or green, depending on how much we can influence them.
- ▷ In this session, we are looking at some red situations and the best way we can handle these kinds of situations (in the next sessions we will look at orange and green).
- ▷ Red situations are those over which we have little control, where we have to accept the decision of another person. The red situations we discussed in the last session included situations at work or school where the rules can not be changed or when someone has power and does not wish to negotiate with us.

5 MIN GETTING INTO NEW BRAIN

- ▷ Ask all participants to sit and focus
- ▷ Ask participants to become aware of their breathing
- ▷ Ring the mindfulness bell / bell on your app/phone and ask participants to listen carefully, and to notice when the sound disappears

20 MIN EXERCISE ONE: WHO SAID IT?

➔ SLIDE 3

AIM Students understand some of the characteristics you need to learn in order to stick with something when it gets tough in order to get what you need and achieve your goal.

OVERVIEW

There are two parts to this exercise

- 1) A quiz to match quotes to famous people
- 2) A discussion on grit and perseverance; the qualities needed to deal with a 'red' situation

INSTRUCTIONS: QUIZ

- ▷ Participants should form groups of two to three
- ▷ Each group should have a copy of Handout 1: who said it?
- ▷ The facilitator should read out each quote slowly and ask the participants to write the number of the person who said it in the space on the right beside the quote:
- ▷ The correct answers are: 1 = Albert Einstein / 2 = Beyonce / 3 = Barack Obama / 4 = David Beckham / 5 = Taylor Swift / 6 = Eminem
- ▷ Have a group discussion, and then summarise, using the points in the box below.

Question	Discussion Points
What do you think all of these quotes have in common?	All of the quotes talk about how things can get difficult but you have to stick with them and focus on what you want
What do you think 'grit' means... what are some phrases you might use when talking about 'grit'?	<ul style="list-style-type: none"> → Grit means being able to stick with something through a difficulty. → Grit means having a goal, and seeing it through hard times or hard situations → Grit means having perseverance → Some example phrases to describe grit: 'suck it up, it'll be worth it in the end' 'stick with it' 'I can do this'
Discuss: Can you think of a time when you had to put up with something you didn't like, in order to get what you needed?	→ Ask them to share one story or more from their group, and highlight the importance of grit or sticking with it in the participants' story.

SUMMARISE

➔ SLIDE 4

- ▷ There are lots of situations in our lives where we have to brave something out in order to get what we want.
- ▷ This is particularly important when we don't have control over the situation so we have to do what someone else wants.
- ▷ These are red situations, and having grit is very important for these.
- ▷ Sometimes, when we encounter a difficult situation, our old brain tells us we can't deal with it or makes us feel negative; remember we looked at gNATS and know there are ways to deal with this

40
MIN

EXERCISE FIVE: VIDEO OF THE BOXER AND THE COACH

➔ SLIDE 5

AIM That participants agree skills needed for 'red' situations, where they have no control and must show perseverance and grit. This is done by reviewing and discussing the 'One day at the Boxing Club video'.

OVERVIEW

The participants will review the two videos, the 'before' and 'after' the SORT It model is applied, and discuss as a group how the Boxer applied the steps.

INSTRUCTIONS: THE BOXER AND THE COACH - TAKE ONE ➔ SLIDE 5

- ▷ Write three questions up on a flipchart and stick it to the wall:
- ▷ Discuss the questions with the class and ask them to think about them while they are watching the video: (Slide 6)
 - What negative automatic thoughts is the Boxer having? (Participants can use their 'seven types of gNATS' sheet as a reminder)
 - How did the gNATS make him feel? If he had challenged his gNATS how may he have changed the situation?
 - What were the boxer's goals?
 - What were the coach's goals?
 - Do you think the Boxer got what he wanted from the situation?
- ▷ Play take one and have a have a group discussion:

Question	Points for Discussion
What negative automatic thoughts (gNATS) is the Boxer having? (Participants can use their 'seven types of gNATS' sheet as a reminder)	<p>For example...</p> <p>Personalising gNAT: thinking the coach doesn't like him, rather than understanding that the coach is just enforcing the rules</p> <p>Black and White thinking gNAT: because he didn't do well this week, the Boxer thinks he'll never do well in boxing again, instead of seeing room to improve</p> <p>Selective thinking gNAT: Rather than focusing on the support the coach has provided over the last few months, the boxer only thinks about the fact that coach wouldn't let him play.</p>
How did these gNATS make him feel?	He felt picked on, and angry that he had been treated unfairly.
If he had challenged his gNATS how may he have changed the situation?	He may have been able to see coaches point. He could have left the situation without losing his cool.
What were his short and long term goals?	His long term goal could have been to fight in competitions or be a very good boxer, his short term goals were to fight and then win this match.
Do you think he got what he wanted from the situation?	No way. He may have gotten some satisfaction from the situation, i.e. let the coach know what he thought of him right them, but it's likely that he felt even worse soon after. He would definitely have felt even worse if he gave up boxing for good.

INSTRUCTIONS: THE BOXER AND THE COACH - TAKE TWO ➔ SLIDE 7

- ▷ Write the following questions up on flipchart:
 - How did he shift from old brain to new brain?
 - Did he focus on his long-term goal? How do you know?
 - Did he show grit / what did he have to put up with?
- ▷ Watch the scenario and talking heads for the Boxer and the Coach Take Two and ask the participants to think about the three questions while they are watching it
- ▷ Ask participants discuss their answers in groups afterwards and feedback to the larger group
 - Discuss:

Question	Discussion Points
How did he shift from old brain to new brain?	He turned, took a breath, held onto his boxing glove as his 'anchor'
Did he focus on his long-term goal? How do you know?	It seems likely that he did. He wanted to curse and shout at his coach, but instead he shifted from old brain to new brain and focussed on his longer term goal, which was to keep boxing
Did he show grit / what did he have to put up with	He had to put up with the coach giving out to him, missing a fight, feeling humiliated or embarrassed
Is there any learning here for us, what kind of situations do we need to have grit for	Ask people to relate it to their own lives if they can, if the tutor can share a story about grit and the challenges of this – great.



CLOSE

Reflection: Ask everyone to name one thing they are looking forward to for the coming week

Take the Lesson: Ask participants to find one red situation they find themselves in this week and to apply the learning, to slow down, figure out their goal, plan a way to deal with the problem, and come back and tell us about it

Grounding: Ask everyone to sit quietly for a minute and to ask 'how am I and how is my breathing' and to make a goal for themselves for the coming week

HAND-OUT ONE: WHO SAID IT?

QUOTE	Who?
<p>1 “It’s not that I’m so smart; it’s just that I stay with problems longer.”</p>	
<p>2 “The reality is: sometimes you lose. And you’re never too good to lose. You’re never too big to lose. You’re never too smart to lose. It happens.”</p>	
<p>3 “Making your mark on the world is hard. If it were easy, everybody would do it. But it’s not. It takes patience, it takes commitment, and it comes with plenty of failure along the way. The real test is not whether you avoid this failure, because you won’t. It’s whether you let it harden or shame you into inaction, or whether you learn from it; whether you choose to persevere”.</p>	
<p>4 “I’m a very stubborn person. I think it has helped me over my career. I’m sure it has hindered me at times as well, but not too many times. I know that if I set my mind to do something, even if people are saying I can’t do it, I will achieve it”.</p>	
<p>5 “These days, I’ve been trying to classify my thoughts into two categories: “Things I can change,” and “Things I can’t.” It seems to help me sort through what to really stress about”.</p>	
<p>6 “Cause sometimes, you just feel tired. Feel weak. And when you feel weak, you feel like you wanna just give up. But you gotta search within you. You gotta find that inner strength, and just pull that shit out of you. And get that motivation to NOT give up and NOT be a quitter. No matter how bad you wanna just fall flat on your face and collapse”.</p>	



1. Eminem: Rapper



2. David Beckham: Footballer



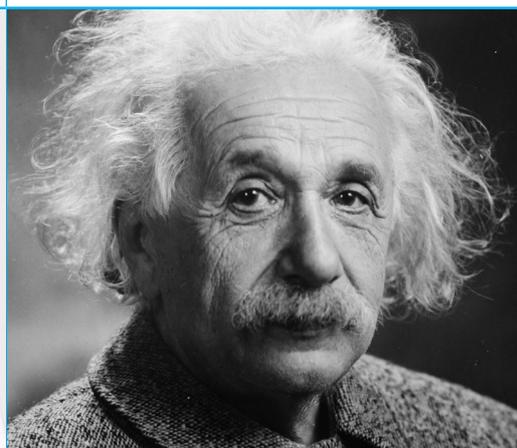
3. Barack Obama: American President



4. Beyoncé: Singer / Businesswoman



5. Taylor Swift: Singer



5. Albert Einstein: Famous Scientist