

SESSION

09

**SORT It**

**TAKE THE  
LESSON**



Youth Work Ireland  
Cork

# TAKE THE LESSON

Please thoroughly read the introductory chapter and the literature review to ensure you are familiar with all the concepts and models, and that you can confidently explain them simply and clearly to participants. This is the final session, so it requires some preparation including developing individualised reports for participants, identifying someone to come and speak, and arranging for treats and a party atmosphere

## SESSION TIMETABLE

Section	Time
Welcome	5
Take the Lesson	55
Post Evaluation Quiz	20
Closing and certificates	40

## MATERIALS NEEDED

- Flipchart, blu-tac and markers for writing up discussion questions / notes etc. throughout the session
- Personal report from the tutor
- CEO / local sports person / role model to speak
- Pizza or some other treat
- A copy of 'Hand-out One' – 1 for every two participants
- A copy of Hand-out Two – 1 for every two participants
- A copy of Hand-out Three – 1 for EACH participant
- A completed 'certificate' for each participant – this should be done in advance

## 10 MIN TRICKLE IN

**Last Week's Take the Lesson was ...** Ask participants to pay attention this week to 'feedback', meaning when people give each other opinions about how the other person is doing. This week they should pay attention to see are they the type of person who gives a lot of feedback to others; do they give more compliments or criticism? There's no good or bad; it's just to start to understand the type of feedback we give, where, and to whom?

As people trickle in, have a discussion:

- ▷ Did you notice that you're the kind of person who gives a lot of feedback or not?
- ▷ Are you the kind of person who feeds back with compliments, or criticism?
- ▷ Do you think one type is more useful than the other? Why?

## 5 MIN WELCOME

### MINDFUL MINUTE

- ▷ Ring the bell to acknowledge the beginning of the session and focus participants into the room
- ▷ Do a body scan, observation exercise, square breathing or other mindful exercise for one minute to help participants to ground before the session

### INTRODUCTION TO THE SESSION

➔ SLIDE 2

**Discuss the following:**

- ▷ Looking at the SORT It model, we have gone through the model, except for the last step.
- ▷ Today we're going to focus on
  - Developing skills in reviewing and feeding back on learning
  - Do a quiz to help review some of our learning
  - Finished the programme and reflect on what we have accomplished

## 55 MIN EXERCISE ONE: TAKE THE LESSON

**AIM** Participants understand the importance of reflecting on their own success in managing a situation and learn to feed back to one another

### OVERVIEW

There are three parts to this exercise

- a) A discussion on the importance of feedback
- b) Practice on a case study, Melanie
- c) A structured feedback circle



## FEEDING BACK DISCUSSION

➔ SLIDE 3

- ▷ Last week, we looked at different things that could help us to learn, like mind mapping and summarising.
- ▷ This week we will study another important skill to help us learn. That is being able to reflect and feed back (to ourselves or others) on our experiences.
- ▷ Feedback can be both positive and negative
- ▷ We are going to practice reflecting on learning and providing positive feedback to ourselves and others after a challenge
- ▷ To do that, we are going to look at some scenarios, including scenarios in our own lives
- ▷ We're going to use two steps to do this.
  - ➔ **Step One:** listen to or read the scenario and compare what the person in the case study did compared to the SORT It model
  - ➔ **Step Two:** practice providing feedback using the three sentences in the column on the left, below, which are explained in the column on the right.

The sentence starts with	This means
Good on you (me) for...	<p><b>Things we did right</b></p> <ul style="list-style-type: none"> <li>➔ Finding the positive in your reaction to the problem, something that you feel proud of or are glad you did.</li> <li>➔ It's not always obvious, but there is a positive way to view most situations, even if the outcome wasn't great</li> </ul>
At least you (I) didn't...	<p><b>Things we didn't do that could have been worse</b></p> <ul style="list-style-type: none"> <li>➔ This can help us to see that even if what we did wasn't 100% right, that we could have done something that was worse and we chose not to do that</li> <li>➔ This helps us to find strength in what we did, particularly if we are struggling to find and answer to the first question</li> </ul>
I wonder if next time you (I) could...	<p><b>Things we might do differently to make it even better next time</b></p> <ul style="list-style-type: none"> <li>➔ This doesn't mean when the <i>exact</i> same situation arises, but when a similar situation might arise</li> <li>➔ It means that with the benefit of hindsight, is there something we could have done that would have made it even better for ourselves or others, or increased the chances of everyone getting what they wanted</li> <li>➔ The more we imagine acting differently the easier it will be to put this into action in the future</li> </ul>



## FEEDBACK FOR MELANIE

➔ SLIDE 4

- ▷ Ask participants to work in pairs
- ▷ Give each pair a copy of **Hand-out 1: Melanie's Story** and **Hand-out 2: Melanie's Feedback**
- ▷ Read through the feedback sheet together to ensure participants know what they are feeding back on, and how to do it
- ▷ Read through the scenario and ask participants to complete the feedback sheet
- ▷ Have a group discussion covering the following points:

Group question	Points for discussion
Did Melanie shift from Old Brain to New Brain? How?	Yes, she felt her feet on the ground and took two breaths
Did she identify her Objective? How?	Yes, she focussed on her goal of becoming a catwalk stylist. She also identified the goal of her trainer which was just to do her job
Did she read the lights? What colour were they?	She read the lights and saw that they were 'red'. There was no way she was getting out of this exam
Did she give herself feedback and Take the Lesson?	She congratulated herself on not losing the rag with her trainer
Good on Melanie for...	<ul style="list-style-type: none"> <li>→ Taking time to focus on the best way to deal with the situation</li> <li>→ Showing understanding to the tutor</li> <li>→ Showing grit/resilience</li> <li>→ Showing a commitment to her future self, who would be grateful</li> <li>→ Finding a way to help herself by asking the tutor for help</li> <li>→ Etc.</li> </ul>
At least you didn't...	<ul style="list-style-type: none"> <li>→ Storm out (she has in the past!)</li> <li>→ Start shouting at the trainer</li> <li>→ Hit the trainer</li> <li>→ Etc.</li> </ul>
I wonder next time if you could ...	<ul style="list-style-type: none"> <li>→ Not get fed up with the trainer in the first instance</li> <li>→ Have put more time into studying before the exam so she's not so stressed at this late point</li> </ul>



## FEEDBACK FOR EACH OTHER

➔ SLIDE 5

- ▷ Participants should think about one problem or difficulty that they have encountered since they started this course. This can be in relation to class, work, home or anywhere else.
- ▷ Participants should complete Hand-out 3: Good on Me; let participants know that they don't have to share what they have written but they will be invited to do so
- ▷ Participants should be invited to share their story about the problem they solved to the group (or if you prefer in small groups of 3 to 4). They should tell the story of what happened without saying what their feedback to themselves is, just telling the story.
  - This means the tutor should gently remind them if they say, 'I should have' or any other commentary on their story.

- ▷ Two other participants should feed back to them using the:
  - Good on you for...
  - At least you didn't...
  - I wonder next time if you could...
- ▷ After receiving the feedback, the participant should thank the others
- ▷ The facilitator should emphasise the importance of doing this for OURSELVES after every difficult scenario we have to manage
- ▷ If you have time you can get them to close their eyes and to visualisation the 'maybe next time you could scenario...'. To introduce this let them know that by playing out this role play in their mind they are more likely to be able automatically feel and act this way next time.

## SUMMARISE

## ➔ SLIDE 6

To end, thank everyone for their stories. Have a brief discussion about why it's good to make time to reflect and to learn from our actions, highlighting the key learning which is that we need to be kind to ourselves and to celebrate our small achievements. Below are some questions and points to help guide this group discussion.

Group question	Points for discussion
Why is it good to be kind to ourselves when we give feedback how do we do it?	<ul style="list-style-type: none"> <li>→ Research shows that we learn more when we receive positive reinforcement.</li> <li>→ Positive self-talk has also been shown to also reduces anxiety and confidence</li> <li>→ Positive self-talk does not mean lying to yourself it simply means focusing on what we did do well rather than what we didn't</li> <li>→ When you are giving feedback to yourself watch your gNATS – it can easy for these guys to sneak into your thoughts. To prevent this, be aware of your thoughts, actively keep them positive, and ask yourself structured questions. Keep it short and focused then think of something else.</li> </ul>
What's a visualisation and why might it be good to visualise another way of acting?	<ul style="list-style-type: none"> <li>→ A visualisation is a 'brain movie' which means you playing out an episode in your head, with you acting the role in the way you would like, concentrate on the feelings and the image</li> <li>→ Research has shown that if we visualise an action we are better able to later do that same action. This is a technique that Olympian athletes use this all the time to help them perform better. The same is true for a conversation or a feeling.</li> <li>→ It's also good to know that if you visualise a story or information when you read it, you are much better able to remember it</li> </ul>
How can you support each other?	<ul style="list-style-type: none"> <li>→ If you have a friend, you can support each other by using these exercises</li> <li>→ If you hear someone being negative about themselves, remind them of their gNATS and that there are other, more useful, ways to look at the situation</li> </ul>

## EXERCISE TWO: QUIZ

➔ SLIDE 7-15

**AIM** The aim of this quiz is to very lightly review the content of the programme and serve as a brief reminder of what was covered. This should be a fun and silly exercise. You can break the group into teams to do the quiz, have prizes etc. Show each question on the presentation and go through the answers at the end.

**1) What does SORT It stand for?**

- a) Stop, Open your Eyes, Run, Timing
- b) Shift from old brain to new brain, Objective, Read the Lights, Take the Lesson
- c) See, Observe, React, Triumph

Answer: b

**2) What does 'Fight or Flight' refer to?**

- a) A brand of runners
- b) What happens to your old brain when you are confronted with a threatening situation
- c) A boxing move

Answer: b

**3) Which of the following can help you Shift from Old Brain to New Brain**

- a) Taking a few deep breaths
- b) Observing your surroundings and using your senses
- c) Thinking about things you are grateful for
- d) All of the above

Answer: d

**4) What does the 'NAT' in Pesky gNAT stand for?**

- a) Naughty ant thoughts
- b) Negative automatic thoughts
- c) Never again thanks

Answer: b

**5) An objective can help you to...**

- a) Know what you want and make a plan to get it
- b) Take over the world
- c) Be immediately happy
- d) All except c

Answer: d

**6) A 'RED' situation means you probably have to...**

- a) Keep your eyes on the prize and get through something difficult
- b) Show some grit – that you can put up with discomfort to get what you need
- c) 'Suck it up' and do something you don't want to get what you ultimately need
- d) All of the above

Answer: d

**7) True or false... An orange situation is one where we can negotiate, and maybe change the situation?**

- a) True
- b) False

Answer: a

**8) True or false... A green situation means we have no control and have to just go with whatever is put in front of us**

- a) True
- b) False

Answer: b, a green situation is one where with a simple plan put into action you can change the situation

**9) Which of the following statements are true about giving feedback?**

- a) It helps us to acknowledge what was positive
- b) It helps us to figure out where we could have done better
- c) It gives us a big head
- d) It is very unhelpful

Answer: a, b and if you want, c!



## EXERCISE THREE: CELEBRATION AND CLOSE

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**AIM** Participants feel acknowledged and proud for having completed the SORT IT programme

### OVERVIEW

There are two parts to this exercise

- a) Opening speech by senior person in the organisation or local person of importance
- b) Presentation by the tutor

### OPENING SPEECH

A brief opening speech should be given by the lead person in the organisation covering points including:

- ▷ Thanks to the young people for their time, energy and participation
- ▷ An acknowledgement of the excellent work they have put in
- ▷ Hope that they will use the learning in their lives and other programmes

### CERTIFICATES

One by one, participants should be given a certificate completed by the tutor (template is below) with the tutor saying something unique about each individual using the sentence '**I was proud of you when...**'

## HAND-OUT ONE: MELANIE'S STORY

Melanie is on a hairdressing course. She asks her trainer if she can start the hair-colouring programme today, but her trainer reminds her that she's not allowed to move onto the hair-colouring bit of the course until she passes her health and safety exam which is next Monday.

Melanie is furious and tells the trainer she's sick and tired of having to do reading and exams, she didn't sign up for that, she just wants to be a hairdresser. The trainer reminds her that she did sign up for the exams because she was told that was a part of the course. Melanie is panicked because the exam is next week. She feels furious and wants to storm out or hit the trainer. So, she:

- ▷ Feels her feet on the ground and takes two deep breaths
- ▷ Thinks about her goal of being a catwalk hair stylist
- ▷ Realises there's no way out of this exam if she wants to reach her goal
- ▷ Thinks about the fact that the trainer is just doing her job and wants them all to pass
- ▷ Says to the trainer 'fair enough... I prefer the actual work but I know this is part of the course'
- ▷ Says to the trainer 'I find the exams really hard to be honest. Can you help me to get ready for them?'

The trainer says 'I'm very busy Melanie, but I can meet with you for an hour on Thursday to help. Melanie feels less stressed about preparing for the exam now and thinks to herself 'I'm proud now I didn't lose the rag'.

**HAND-OUT TWO: MELANIE'S FEEDBACK**

**SORT IT** – describe how Melanie did it

<b>SORT It Step</b>	<b>Did Melanie do this step? If so, how?</b>
Shift from Old Brain to New Brain	
Objective identified	
Read the Lights	
Take the Lesson	

1) Good on you for...

2) At least you didn't...

3) I wonder next time if you could...

**HAND-OUT THREE:  
GOOD ON ME**

<b>The situation/problem was:</b>	
Good on me for...	
At least I didn't...	
I wonder next time if I could...	

# **CERTIFICATE OF COMPLETION** **OF THE SORT IT PROGRAMME**

**AWARDED TO**

\_\_\_\_\_

**ON**

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