

SESSION 07

SORT It

**GREEN MEANS
I CAN DO THIS**



GREEN MEANS I CAN DO THIS

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

LEARNING OBJECTIVES

By the end of this session participants will:

- ▷ Understand the range of tools at their disposal to solve problems (e.g. themselves, other people, books/the internet)
- ▷ Plan how to use different tools available to them to solve problems



SESSION TIMETABLE

Section	Time
Trickle in and Welcome	15
Revision	15
Read the Lights: Green means I Can Do This	30
The Student and the Teacher Videos	30
Close	10

MATERIALS NEEDED

- SORT IT Session 7 PowerPoint

- Three flipcharts/posters on the wall, each with one of the following phrases written on it: fixed and growth mind-sets / anchors and triggers / fight or flight

- Stickies/post-its and pens

- Copies of Hand-out 1: Scenarios for all participants

- Copies of Hand-out 2: My Problem Solving Toolbox for all participants

- Copies of Hand-out 3: Problem Solving Step by Step for all participants

- Copies of Hand-out 4: 'The Student and The teacher Take One' for all participants

- Copies of Hand-out 5: 'The Student and The Teacher Take Two' for all participants

- Copies of Hand-out 6: '7 Different Types of GNATS'

- Video 'The Student and the teacher' loaded and ready to go

- Computer, speakers and a projector so participants can see / hear the videos
 - 1) Tablet / phone with Dragon Racing game downloaded and ready to use
 - 2) Dragon game marking scheme
 - 3) PIPs connected to the device for dragon racing


TRICKLE IN

AIM Students are calm and ready to engage

TRICKLE IN

Last week's 'Take the Lesson' was: *Ask participants to practice negotiation skills this week. Pick a situation, plan your negotiation, try it out and report back to the class next week.*

As participants come in, ask them to share whether they did any negotiating this week and how it went. Do the exercise below with participants as they arrive into the bigger group

TWO FACED PHRASES

➔ **SLIDE 1**

- ▷ Look at the phrases on the PowerPoint slide
- ▷ In the group, take turns trying to say the statements in a calm and respectful manner and then using the SAME WORDS but in a negative manner (e.g. aggressive / sarcastic / mean etc.)
- ▷ Facilitate a group discussion, using the following questions:

v	Discussion Points
What makes the difference between a calm statement and an aggressive statement?	<ul style="list-style-type: none"> → Your tone of voice - this can be warm, cold, threatening, sinister, kind etc. → Your volume – louder can be more aggressive → The pace at which you speak – for example speaking very slowly can imply that you think someone is stupid, but speaking very fast can make you seem stressed → Your facial expression – this communicates even more than the words you are actually speaking.

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

Remind Participants of where we are on the SORT It model (slide 2)

- ▷ In the **last session**, we looked at:
 - ➔ The second Read The Lights challenge – Orange – when there is a possibility for us to negotiate. Orange situations were those where we thought ‘hmm, I might be able to explain my viewpoint and get a little compromise’, or ‘there may be wriggle room for some negotiation’ or ‘If I am understood better maybe the situation will change’.
- ▷ Today we are looking at ‘green’ challenges and we will come up with some ways to meet those challenges. Green challenges are the ones where, when we think about it, we know we can probably manage it.
- ▷ First, we’re going to remind ourselves of some of the things we learned over the past few weeks, because they are starting to really come together.

15 MIN EXERCISE ONE: OLD BRAIN TO NEW BRAIN REVISION

AIM ➔ Students are reminded of some of the key concepts of ‘triggers’, ‘anchors’ and ‘the growth mindset’.

OVERVIEW

There are two parts to this exercise,

- 1) The first is a group discussion
- 2) The second is a brief practice of some techniques to get into new brain

INSTRUCTIONS: DISCUSSION

➔ SLIDE 3

- ▷ Give all participants three stickies and a pen
- ▷ Ask participants to use one sticky for each of the posters on the wall
- ▷ Go through each of the three posters and ask them to draw the face that represents how much they remember (reference the faces on the slide)
- ▷ At each poster, ask some key questions (below) to help refresh everyone’s memories

Question	Discussion Points
<p>Do you remember the difference between a 'fixed' idea of intelligence and a 'growth' idea of intelligence?</p> <p>What does this mean? How does it impact on our problem-solving?</p>	<ul style="list-style-type: none"> → Intelligence and ability are things that can grow and develop, like our muscles, through exercise and work → When they meet a problem that they cannot immediately master, people who believe intelligence is fixed, think they are not capable of overcoming it. Research has found that people with this belief often sabotage success. Why? Because they believe that if they fail it means they are not smart. Whereas people with a growth idea of intelligence understand that if they fail its because they didn't do enough work. → Those with a growth mindset are more likely to problem solve and try to find a way around it. → Today, it is important that we realise that if we want to solve a problem, we may have to try a couple of things but with enough effort we have a good chance of getting it right.
<p>Do you remember what fight or flight means? When does it happen, and what happens to us in fight or flight?</p>	<ul style="list-style-type: none"> → Fight or flight' is a physical response in our body to fear or stress → It happens before we have even had time to think → The blood goes to our muscles and leaves our 'old brain' in charge → Our old brain isn't very good at problem-solving, and can either make us aggressive (fight) or make us unable to engage effectively or express ourselves (flight) so we have to do some work to let our new brain be in charge.
<p>Do you remember what triggers are? What types of things are triggers? How do we manage our triggers?</p>	<ul style="list-style-type: none"> → A trigger is something that sets us off thinking negatively, the way a trigger sets off a gun. → A trigger can be something external to us like an event or a situation, or it can be something internal like a thought or feeling. → Triggers are unique to each of us; what might set one person off feeling bad or stressed might not set another person off. → Triggers cause us to have negative thoughts about ourselves or situations around us. These thoughts often aren't true, or might be only a bit true. → These automatic thoughts, if we don't slow down and get into new brain, cause us to react in a way that may not be best for us at the time. → To manage triggers, we need to understand 'what pushes our buttons', so when we can calm ourselves when these things happen. We also need to be able to recognise in the moment when we are reacting to a trigger and going into fight or flight mode.



EXERCISE FOUR: GREEN MEANS I CAN DO SOMETHING

AIM Participants review the skills needed for 'green' situations. A green situation is one where we have the power to change the situation by changing their actions.

OVERVIEW

There are two parts to this exercise:

- 1) Discuss 'green' situations and learn about using different tools and experiences to help find the right solution to a problem
- 2) Review of The Student and the Teacher video to understand some skills that can be used

INSTRUCTIONS: MY PROBLEM SOLVING TOOLBOX

➡ SLIDE 4-5

Have a group discussion on how someone can identify a green situation – you may want to draw these points up on a chart.

Group Question	Points to Include for Discussion
How do you know if a difficult situation is a green one, i.e. you have the power to change it	<p>TIP - If you can answer yes to any of the following questions:</p> <ul style="list-style-type: none"> → If you did something differently would it change the situation? → Can you identify other people who have managed a similar situation and got a good result? → Is it possible that if you looked at the situation another way, you could find a way to solve it? (e.g. maybe there are gNATS stopping you from seeing it properly) → In the past, changing the way you acted or thought has a positive influence on this problem or a similar one

- 1) Ask everyone in smaller groups or in the larger group to discuss and to think about a problem that could be considered green
- 2) Read through the scenarios provided in **Hand-out 1: Green Scenarios** to get a sense of some other the problems that could fall into 'green' category – don't worry about analysing them or finding solutions, reading through them is just to get a sense of the type of problems that are 'green'
- 3) Using **Hand-out 2: My Problem Solving Toolbox** – discuss the three tools in the toolbox: **[slide 5]**
 - **Yourself:** what can you do or do differently to solve this problem?
 - **Others:** what can I ask of or learn from others to solve this problem?
 - **Things:** what else can I use, or learn about, to solve the problem?

Discuss this with the young people highlighting some key points highlighted on the hand out:

- ▷ In problem solving, there are lots of things we can draw on. The most important of these is ourselves – figuring out what we can do differently to resolve it. This is always our first port of call when it comes to solving a problem.
 - ▷ Another thing we can do is look to other people and see what they can help us with and what we can learn with them. It is usually best to ask for help when we have given some time to thinking about the problem, thinking about what we can do about it first, and then finding the best way that others can help us.
 - ▷ The last thing we can do is find more information from the world about what else would help us. By reading / learning we can find how others have managed this problem before.
- 4) As a group, using **Hand-out 3: Problem Solving Step by Step** go through the first practice scenario together from **Hand-out 1**. The table below includes ideas on how you would approach each step. This exercise helps to demonstrate breaking down the problem solving approach. **[slide 6]**

Tool	Practice Scenario Application: Working in a Garage
Yourself	<ul style="list-style-type: none"> → I could take a breath, shift into new brain because the customer is obviously in old brain and getting very annoyed → I can realise that maybe there's a 'personalising gNAT' in my head that's taking offence → I could try to think of his objective here, and tell him I understand → I could take time to explain that I'm not sure how to handle his complaint, but I'll try
Others	<ul style="list-style-type: none"> → I could call a manager and ask their advice about handling a complaint → I could ask the customer what he would like to happen
Things	<ul style="list-style-type: none"> → I could look around and see if there is a 'complaints policy' in the shop that I can use → Later, I could look up some tips on the internet about dealing with angry customers so that I'm better prepared the next time

- 5) Break participants into two groups and allocate one scenario each to them from **Hand-out 1** (Sleepy in Class / Battle of the Bands), and ask them to answer the questions on the slide / on **Hand-out Three** for the scenario.
- a. After 5 minutes, participants should tell the larger groups their approach
 - b. The group to be asked for what they thought was good about their approach and anything else that could be done by themselves, by asking others, or by looking at other things.
 - c. The facilitator can provide any additional commentary after the other participants have fed back



EXERCISE FIVE: THE STUDENT AND THE TEACHER VIDEO

AIM Participants review how the character in the video applies the skills needed for 'green' situations, where they have the ability to manage the problem.

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 student applied these skills.

INSTRUCTIONS: ONE THE STUDENT AND THE TEACHER TAKE ONE

- ▷ Distribute **Hand-out 4: The Student and The Teacher Questions** to participants, which includes questions for the group to consider during the video.
- ▷ Read out the questions with the class and ask them to think about them while they are watching the video.
- ▷ Give participants Hand-out 6: the pesky gNATS Hand-out again and ask them to look out for what gNATS are biting the student, when she is reflecting after the situation (during the talking head section)
- ▷ Play 'take one', then facilitate a discussion using the questions as a starting point.

Question	Points for Discussion
What was the student's objective? What was the teacher's objective?	<ul style="list-style-type: none"> → The student wanted to be able to do the task assigned to her. She didn't want to be embarrassed. → The teacher wanted the student to complete the assignment without disturbing others
Using the Problem Solving Toolbox: Did the student try anything herself to solve the problem?	<ul style="list-style-type: none"> → It doesn't seem like she could see the problem to solve; she thought the problem was the teacher → She tried, but very half-heartedly, before giving up → She started messing and throwing things around, which probably wasn't going to solve her problem?
Did she try to get help from other people to solve her problem?	<ul style="list-style-type: none"> → Not really, she half-heartedly called the teacher but then she started messing and gave up → She messed with her classmates but didn't ask for their help
Did she try to use other things, to help solve her problem?	<ul style="list-style-type: none"> → She looked at her page a bit but didn't really try to read it properly, look it up
Did anyone get what they wanted in that situation?	<ul style="list-style-type: none"> → Nobody seemed to get what they wanted; the teacher was frustrated and the student got asked to leave class
Thinking back to the pesky gNATS, what gNATS were biting the student?	<ul style="list-style-type: none"> → Jumping to conclusions gNAT: by thinking he hates her → Black and white thinking gNAT: because she couldn't do one exercise she presumed she'd fail the whole course → Personalising gNAT: presuming that the teacher doesn't like her

INSTRUCTIONS: THE STUDENT AND THE TEACHER TAKE TWO

Distribute **Hand-out 5: The Student and The Teacher Take Two Questions** to participants, which include questions for the group to consider when watching the video. Read out the questions and then, play 'Take Two'. Facilitate a discussion using the questions as a starting point.

Question	Discussion Points
Using her toolbox, what did she do, herself, to solve the problem?	<ul style="list-style-type: none"> → She shifted into new brain: she clasped her hands, focussed and took three deep breaths → She focussed on her objective; to finish the course and go to college → She tried writing it down in her own words so she could understand better → She decided to ask for help instead of giving up
What help or advice did she get from others?	<ul style="list-style-type: none"> → She raised her hands and asked Rob to help → She asked him to do it again → She works on it at home with her brother
What things did she use or other information did she get?	<ul style="list-style-type: none"> → She used the pen and paper to try to reframe it and she used the computer to try to practice it more
How do you think they both felt afterwards?	<ul style="list-style-type: none"> → They probably felt good. Rob felt like he understood her better and he thinks she is smart and motivated. → She feels like she understands herself as a learner and knows how to solve her problems. She feels like she can work to get to college.



EXERCISE SIX: CLOSE

AIM Close the session by helping to the group unwind and debrief. Remind the class that there are many things that can help us to become grounded and get into our new brain; this involves focussing on the present moment, our breath, focussing on what we are grateful for and many other things.

INSTRUCTIONS

Reflection: Ask everyone to name one thing they are looking forward to after this class, it could be something coming up soon or much later.

Take the Lesson: Ask participants to pay attention to their problem-solving this week and next week to report on one problem they solve, including what they did themselves, what they got from other people to solve the problem, and whether they read or learned something new to help solve the problem.

GROUNDING:

- a) Ask participants to sit still and bring their awareness to the room
- b) Ask participants to notice (and give time between each to allow them to think about it)
 - 3 things that they can see right now
 - 3 things that they can feel, right now
 - 3 things that they can hear, right now
- c) Thank the participants and wish them well for next week.

HAND-OUT ONE: GREEN SCENES: CASE STUDIES

PRACTICE SCENARIO: WORKING IN A GARAGE

You work in a garage and a customer comes in the door looking annoyed. He tells you that he was in yesterday and the person who was working was very rude to him and he wants to make a complaint. You don't feel like it's your problem and he's getting more annoyed at you because you say this.

SCENARIO ONE: SLEEPY IN CLASS

Your tutor is getting very annoyed and threatens to kick you out of the course because you're not paying attention. You keep falling asleep in class and not really taking part because you are exhausted. You've been staying up late watching a new show because it helps you escape the stress.

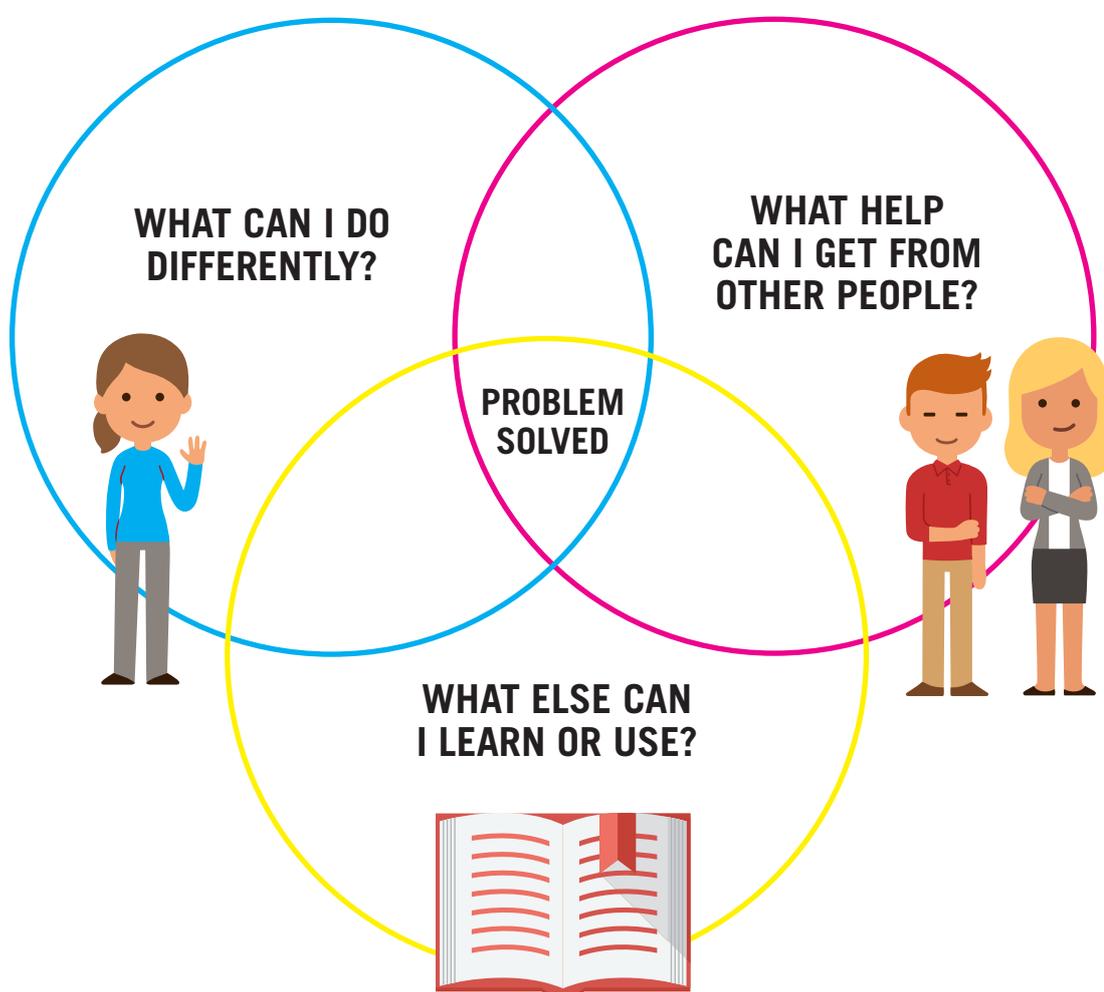
SCENARIO TWO: BATTLE OF THE BANDS

You are entering a battle of the bands competition with your group of friends. Your band-mate Alex is really good at remembering the words of songs and doesn't really have to practice very hard to do well at this. You keep forgetting the words of the song that you are supposed to be performing and it's embarrassing.

HAND-OUT TWO: MY PROBLEM SOLVING TOOLBOX

The most important tool in the problem solving toolbox is YOU! What can you do differently?

- 1) Other people can be a great help. Can you ask someone for advice or help?
- 2) You can also figure out ways to solve your problem by reading and learning from the world around you about how this problem has been solved before



**HAND-OUT THREE:
PROBLEM SOLVING STEP BY STEP**

Step	Questions to ask
Yourself: what can I do differently	→ Is there something I could do now, or later, to make this problem go away? → Can I think differently about this problem?
Others: when you have done all you can, can someone else help?	→ Can I get advice by asking someone? → Can I learn from someone else's experiences who might have had a similar problem before?
Things:	There is a lot of information in the world, in books and on the internet, that can help you figure out how to solve your problem. Many people have been through similar and have shared their learning and their ideas. You just have to go look for it.

**HAND-OUT FOUR:
THE STUDENT AND THE TEACHER TAKE ONE QUESTIONS**

1) What was the student's objective? What was the teacher's objective?

USING THE PROBLEM SOLVING TOOLBOX:

2) Did the student try anything herself to solve the problem?

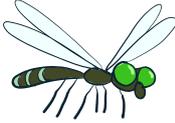
3) Did she try to get help from other people to solve her problem?

4) Did she try to use other things to help solve her problem?

5) Did anyone get what they wanted in that situation?

6) Thinking back to the pesky *gNATS*, what *gNATS* were biting the student?

HAND-OUT SEVEN: 7 DIFFERENT TYPES OF GNATS¹: NEGATIVE AUTOMATIC THOUGHTS

	<p>OVER-GENERALISING GNAT His sting makes you think: If something bad happens once, it'll happen again and again <i>Example:</i> after failing a maths test, Jamie says to himself 'I'll never be good at maths'</p>
	<p>SELECTIVE THINKING GNAT Her sting makes you: Only focus on the bad parts of stuff <i>Example:</i> At the end of a party at the youth club, with great music and food and loads of fun, Jenny got into trouble for horseplay. She told everyone what a terrible night it was and didn't point out any of the good stuff.</p>
	<p>BLACK AND WHITE THINKING GNAT His sting makes you: think everything is either good or bad, with no in between. <i>Example:</i> Jack's Dad told him that he didn't like one of the lads he was hanging around with and Jack is furious because he thinks his dad hates his friends.</p>
	<p>PERSONALISING GNAT Her sting makes you: blame people for doing things to you, even if what they were doing wasn't anything to do with you <i>Example:</i> Jenny tells Melanie she can't come over that evening because she has to go to her Nana's. Melanie decides that Jenny doesn't like her and that's why she's not coming over.</p>
	<p>JUMPING TO CONCLUSIONS GNAT His sting makes you: presume something, even if you don't have anything to back it up <i>Example:</i> Alex came home and found money gone from his bedside table. He presumed it had been stolen by his sister Lorraine (Alex forgot he had put it away somewhere earlier)</p>
	<p>PREDICTING THE FUTURE GNAT Her sting makes you: presume all the worst possible things are going to happen <i>Example:</i> Courtney says that her brother's never going to get off drugs</p>
	<p>CHEWING OVER IT GNAT His sting makes you: spend all the time thinking over and over about something bad that happened <i>Example:</i> Gary's mam told him that he was lazy before he left for school. Gary spent the rest of the day thinking about it and being angry about it</p>

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