

SESSION

08

SORT It

TECHNIQUES TO
SOLVE GREEN
PROBLEMS



Youth Work Ireland
Cork

TECHNIQUES TO SOLVE GREEN PROBLEMS

Please 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.

Also, watch the video on mind mapping (and read/watch more videos if needed) to understand its value before you teach it https://www.youtube.com/watch?v=71YYINsBG_w

LEARNING OBJECTIVES

By the end of this session participants will:

- ▷ Have practiced additional problem solving techniques for a range of problems



SESSION TIMETABLE

Section	Time
Trickle In and Welcome	15
Learning Pyramid / Watch and Teach	25
Mind Mapping	20
Active Reading	15
Avoiding Distractions	15
Summarise	5
Close	5

MATERIALS NEEDED

- Paper, Flipchart, blu-tac and markers in different colours for writing up discussion questions / notes etc. throughout the session
- Copies of handout 1 'Being a Good Teacher' for HALF of the participants
- Copies of handout 3 for HALF of the participants
- Copies of handout 4 for all participants
- Copies of handout 5 for all participants
- Copies of handout 6 for all participants
- Video 'how to be a good teacher' loaded and ready to go: <https://www.youtube.com/watch?v=VfK7tfDCSik>
- Video 'how to remember people's names' loaded and ready to go: https://www.youtube.com/watch?v=XQgcpW_-_1E
- Video 'the importance of sleep' loaded and ready to go: <https://www.youtube.com/watch?v=xxxWv6PM4EM>
- Computer, speakers and a projector so participants can see / hear the videos



TRICKLE IN EXERCISE

➔ SLIDE 1

Take the Lesson: Last week it was: "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".

- ▷ Give participants paper and pens and
- ▷ Ask them to replicate the image on the slide and
- ▷ Either draw some pictures or use words to complete each section, in relation to a problem they solved this week
- ▷ Discuss it with the group as they are doing it



WELCOME

➔ SLIDE 2

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

Discuss the following: Highlight the SORT It model in the presentation

- ▷ In **this session**, we're going to focus on some tips and tricks for getting us through those 'Green' problems, ones where we know that with a little bit of work, we can resolve it.
- ▷ In this session, we are going to look at several ways to help us learn so we can problem solve properly
- ▷ In this session, it's important to know now that at the end of the class you will be **summarising the learning of today** so it's important to pay close attention and think about the most important points you are learning throughout the class.



EXERCISE ONE: TEACHING SOMEONE ELSE

AIM

- * Participants understand different techniques that can help them to learn
- * To practice some of these techniques

OVERVIEW

There are two parts to this exercise

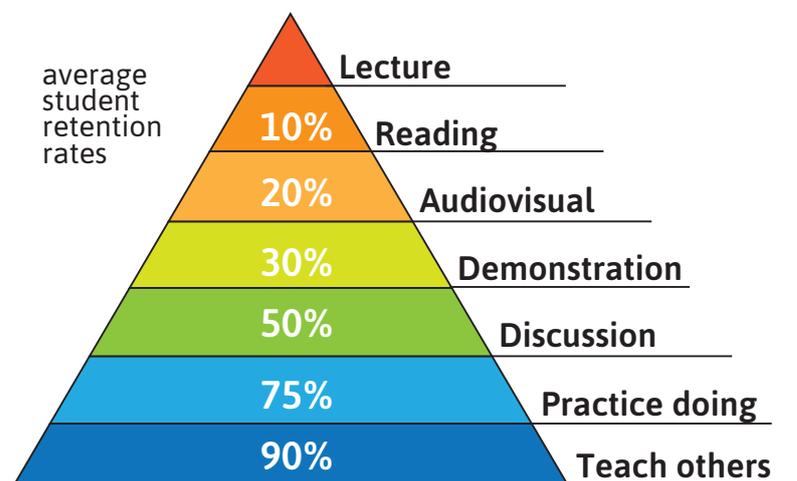
- a) A discussion on the 'learning pyramid' (5 mins)
- b) A 'watch and teach' exercise (20 mins)

LEARNING PYRAMID INSTRUCTIONS

➔ SLIDE 3

Show participants the learning pyramid on the slide and discuss the following points

Learning Pyramid



What do you think this pyramid shows?	It shows, on average how much information that people retain when they receive information in different ways
What are the ways we learn least?	If we ONLY attend a class and hear a lecture, that this is the least effective way to learn
In class, what could help us learn more, if you look at that pyramid	If we discuss it with others, if we practice doing it, and we learn best if we try to teach others about the thing we are trying to learn
Do you think doing one thing, or doing a mixture of things would be best	What is most important is that if we use a combination of these things, this will be the most effective way to learn
Whose responsibility is it to ensure that we are learning in the most effective way?	Some students may be tempted to think it is all the teacher's responsibility to ensure we are taught in multiple ways. As a tutor, challenge this. One way you can do this is by asking about the student who has a bad teacher who only ever gives lectures. What options does the young person have? Of course, they can choose to support their own learning. If they don't, they are likely to fail their class. In both cases, the teacher remains a fairly bad teacher, however if the student does not take responsibility for their learning, they are the ones who will deal with the outcome of having bad marks in their class.

WATCH AND TEACH INSTRUCTIONS

Explain to participants that we are going to practice the one that is most effective; teach others.

Prepare to play the video 'being a good teacher': <https://www.youtube.com/watch?v=VfK7tfDCSik>

- ▷ Ask participants to work in pairs
- ▷ After watching the video, one participant will be the teacher and one the participant
- ▷ The participant who is going to be the teacher should take notes as they will have to teach it back
- ▷ Watch 'being a good teacher'
- ▷ Now the teacher should explain 'being a good teacher' to the other participant
- ▷ The other participant uses 'Handout One: being a good teacher' to see how much of the information the person remembered to teach
- ▷ The participant being the student should feed back to the participant being the teacher how they did and what they missed using the checklist

Prepare to play the video 'How to remember someone's name' https://www.youtube.com/watch?v=X-QgcpW_-_1E

- ▷ Ask participants to reverse roles, the person who was the teacher should now be the student
- ▷ The participant who is going to be the teacher should take notes as they will have to teach it back
- ▷ Watch 'Being a good Teacher'
- ▷ Now the teacher should explain 'being a good teacher' to the other participant
- ▷ The other participant uses 'Hand-out Three: How to remember someone's name' to see how much of the information the person remembered to teach
- ▷ The participant being the student should feed back to the participant being the teacher on how they did and what they missed, using the checklist.

Summarise

- ▷ While participants may not have remembered everything in the videos, when they were in the teaching role, there is a very good chance they remembered a lot more than they would have otherwise, because they were preparing to teach the material.
- ▷ Ask the group how they would incorporate their learning into their own lives. This can be good practice for participants if they have to do an exam, or an exercise in class where they have to remember a lot of information.



EXERCISE TWO: MIND MAPPING

AIM To teach participants about mind-mapping as a useful tool for helping them to understand and learn new information

Discuss

- ▷ Ask participants to discuss some of the things they find difficult about learning new information
- ▷ Discuss that there are some tips and tricks that can make learning a bit easier and today we will look at one tool that can help us to do learn and study better
- ▷ Mind mapping is a way to visually represent information and can be very helpful in learning
- ▷ It makes learning easy and it encourages you to make connections between lots of different ideas
- ▷ Mind mapping can be used for taking notes in class, for studying and generally for organising your ideas
- ▷ Give participants Handout Four: Mind Map Example
- ▷ Discuss what the mind map is used for here:
 - The mind map was used to note all the person's thoughts about 'health'
 - We can see in the first instance that their first thoughts were about 'diet', 'sleep', 'stress', 'exercise' so they put these down first
 - Then each of these thoughts became like branches of a tree, with smaller thoughts coming off them
 - Any other points that the participants find interesting can be discussed
- ▷ Explain to participants that we are going to try mind mapping for ourselves.

PRACTICING MIND MAPPING

The topic given is an example, however if there is a topic that is more interesting to the group, you can skip the video and just work on another topic together

- ▷ Give all participants a flipchart sheet and some different coloured markers / sticky notes
- ▷ Ask them to write the word 'sleep' in the middle of the sheet
- ▷ Explain that we will watch a video about sleep and learning and as they watch the video, they can make their own mind-map for it
- ▷ Explain that they can **write** or **draw** their ideas as they go (i.e. they are watching the video)
- ▷ Put on the video on 'the importance of sleep' <https://www.youtube.com/watch?v=xxxWv6PM4EM>
- ▷ Ask participants to write or draw a mind map of some of the ideas in the video that they are particularly interested in or feel are important
- ▷ After the video give participants a couple of minutes to finish their mind maps
- ▷ Ask 2 – 3 participants to share their mind maps and discuss them as a group
- ▷ Ask participants if they felt like the exercise was useful, and when/how they might use it in the future



EXERCISE THREE: ACTIVE READING

AIM Participants consider what they can do when they have to read instructions or text to make sure they are taking it in and learning

OVERVIEW

There are two parts to this session:

- a) A brief group discussion on what we can do to check in with ourselves when we are reading something
- b) A brief exercise on 'Active Reading'



INSTRUCTIONS

➔ SLIDE 4

Discuss

Some of the 'green' situations were ones where we had to read, learn or pay attention closely in order to manage the situation

The girl in the computer class in the video wasn't concentrating and didn't take in the learning in the first video

Let's look at some of the things we can do to make sure we are paying attention and making the most out of reading instructions or a piece of text

Have a flipchart ready to write up examples of questions we can ask ourselves while reading, for the third question

Being smart about your reading and using techniques to make sure you are staying engaged is called Active Reading... let's discuss that...

Group Question	Points for Discussion
Ask participants to list situations where they have to read and learn in (e.g. in class / work)	Examples include → When we have to read something to study → When we have to follow instructions → In an exam where we have to answer questions on a piece of text
Ask participants whether they think being in old brain or new brain is better for reading text or following instructions and why	→ When we are in new brain, we are focussed and paying attention to what is in front of us → Taking a couple of breaths and focussing on what is in front of us means we are less likely to be distracted → This means we can take in what we are learning and be quicker and more accurate when we are trying to follow instructions or answer questions
Ask participants: when you are reading, what are some questions you could ask yourself –before, during and after reading the text - to make sure your reading is effective	→ Before: scan the text and say, 'what is this about?' → During: read a section and say → What did I just learn? → Did I understand all the words? → Is there something I need to note that I don't understand, and go look it up or ask questions → After: what was important about that text? What did I learn?
What else could you do when reading to help ensure you are taking it in and learning?	Examples include → Using a pen/marker to highlight important words → Rewriting a bit of it in your own words at the side of the page



ACTIVE READING EXERCISE

Instructions

- ▷ Give participants '**Handout Five: Active Reading on Happiness**'
- ▷ Ask participants to read the text, and use some of the techniques discussed while they are reading it
- ▷ Have group discussion on what they found useful and might use again
- ▷ Note; if there is a group member with literacy difficulties it may be useful to read the text aloud and have visual representations of key questions for them to think about



EXERCISE FOUR: AVOIDING DISTRACTIONS

AIM Participants consider some of the things that distract them from learning, studying and problem solving and ways to avoid these distractions

OVERVIEW

There is one part to this exercise: a discussion and worksheet on how to avoid distractions

INSTRUCTIONS

➔ SLIDE 5

Discuss:

- ▷ Ask participants what are some of the things that distract them when they are trying to focus on solving a problem, learning or studying?
- ▷ Write the distractions up as a list on a flipchart
- ▷ Ask participants to work in pairs and using '**Handout 6: Avoiding Distractions**', pick the top 5 distractions for them, and ways to avoid them. For the Facilitator, suggestions to support discussion are included in the table below.
- ▷ Ask each pair to feed back their ideas on 2-3 areas

My top five distractions (in class or when studying)	What I can do to avoid these
Your phone	<ul style="list-style-type: none"> → Turn it onto airplane mode for a specific time → Put it away, give it someone else to mind / leave it in another room → Time it out: 30 mins study, 15 mins on phone
Internet surfing (i.e. youtube)	<ul style="list-style-type: none"> → Say 'I'm not allowed to check snapchat/instagram/facebook etc. for the next 30 minutes → Put blocking software to stop you from visiting social media for a time period like 'coldturkey.com'
Talking to friends (in person or on the phone)	<ul style="list-style-type: none"> → Turn your phone onto airplane mode → Text/tell your friends you won't be talking to them for the next 30 minutes / 1 hour → Schedule time to talk or text your friends
Falling asleep	<ul style="list-style-type: none"> → Go for a walk → Open a window → Have a drink of water → Get enough sleep
Getting bored	<ul style="list-style-type: none"> → Change tasks and come back to it → Find a way to make the task interesting by setting yourself a time limit or another challenge
Day dreaming	<ul style="list-style-type: none"> → Do some anchoring exercises → Take some deep breaths to stay focussed on the task at hand → Jot down a note for yourself to come back to whatever it is you were thinking of later
Other:	

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EXERCISE FIVE: SUMMARISING LEARNING

AIM Participants summarise their learning from the session, a practical application of the final skill for learning, which is summarising.

OVERVIEW

There is one part to this exercise: a group discussion to summarise what participants learned in this session.

INSTRUCTIONS

➔ SLIDE 5

Discuss: A final practical tip for learning and problem solving is summarising what we already know and what we have learned

- ▷ Participants should break into pairs and write a list of five things that were covered in the session today
- ▷ Come back into the larger group and ask two pairs of participants to list the things they listed
- ▷ Write the key points up on a flipchart
- ▷ Ask other participants to provide anything additional to the list that the first two pairs did not list and add these to the flipchart list
- ▷ As a group, summarise anything else that has been left out and add to the flipchart list
- ▷ Discuss that doing this at the end of trying to learn something can help embed the learning in our brains and help us to remember what we need to learn

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MIN

EXERCISE SIX: CLOSE

Instructions

Reflection: Participants should take a minute to think about one time in their lives that they feel they have solved a problem – in a social, , school, family, work or other situation. It might have been a very small problem, or it might have been a big problem

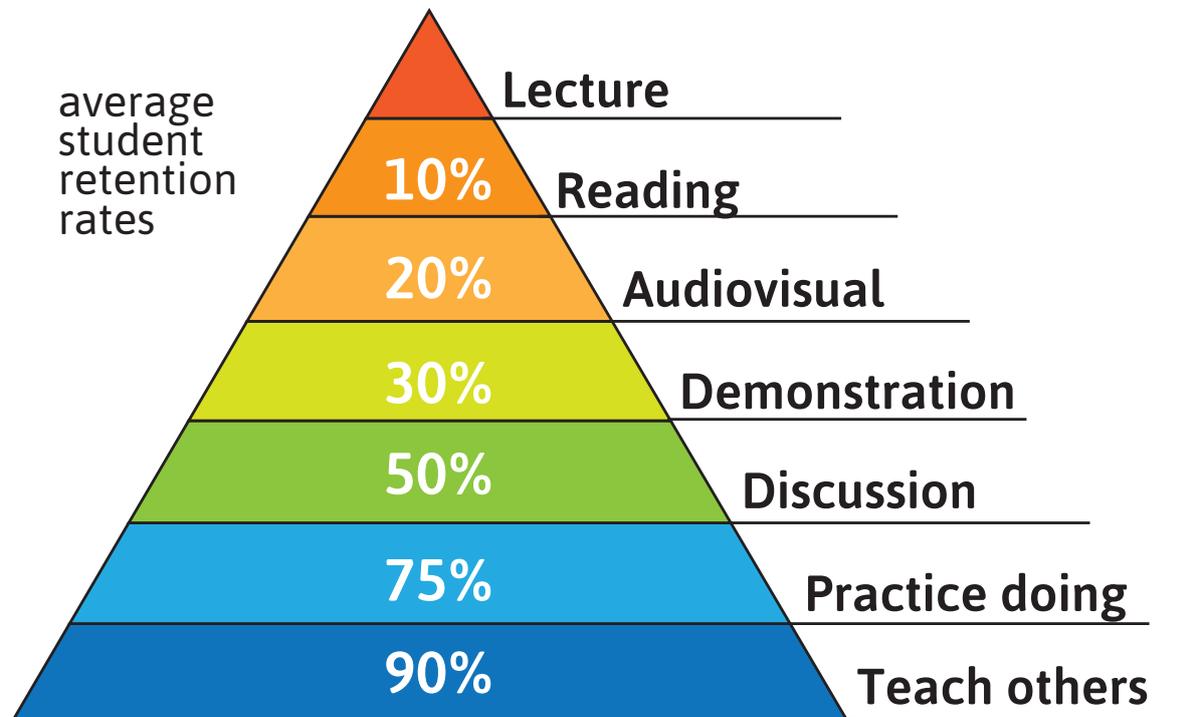
Take the Lesson: Ask participants to pay attention this week to 'feedback', meaning when people give each other opinions about how the other person is doing. This week they should pay attention and see are they the type of person who gives a lot of feedback to others; do they give more compliments or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

Grounding:

- a) Do a simple grounding exercise; for example, ring the bell and ask participants to pay close attention to the sound, and how long it rings for, and when they can stop hearing it
- b) Thank the participants and wish them well for next week.

HANDOUT ONE: LEARNING PYRAMID

Learning Pyramid



Source: National Training Laboratories, Bethel, Maine

HANDOUT TWO: HOW TO TEACH FEEDBACK

How many tips for remembering someone's name did the other person remember? Tick them as they get them, and then remind them of the others after they finish

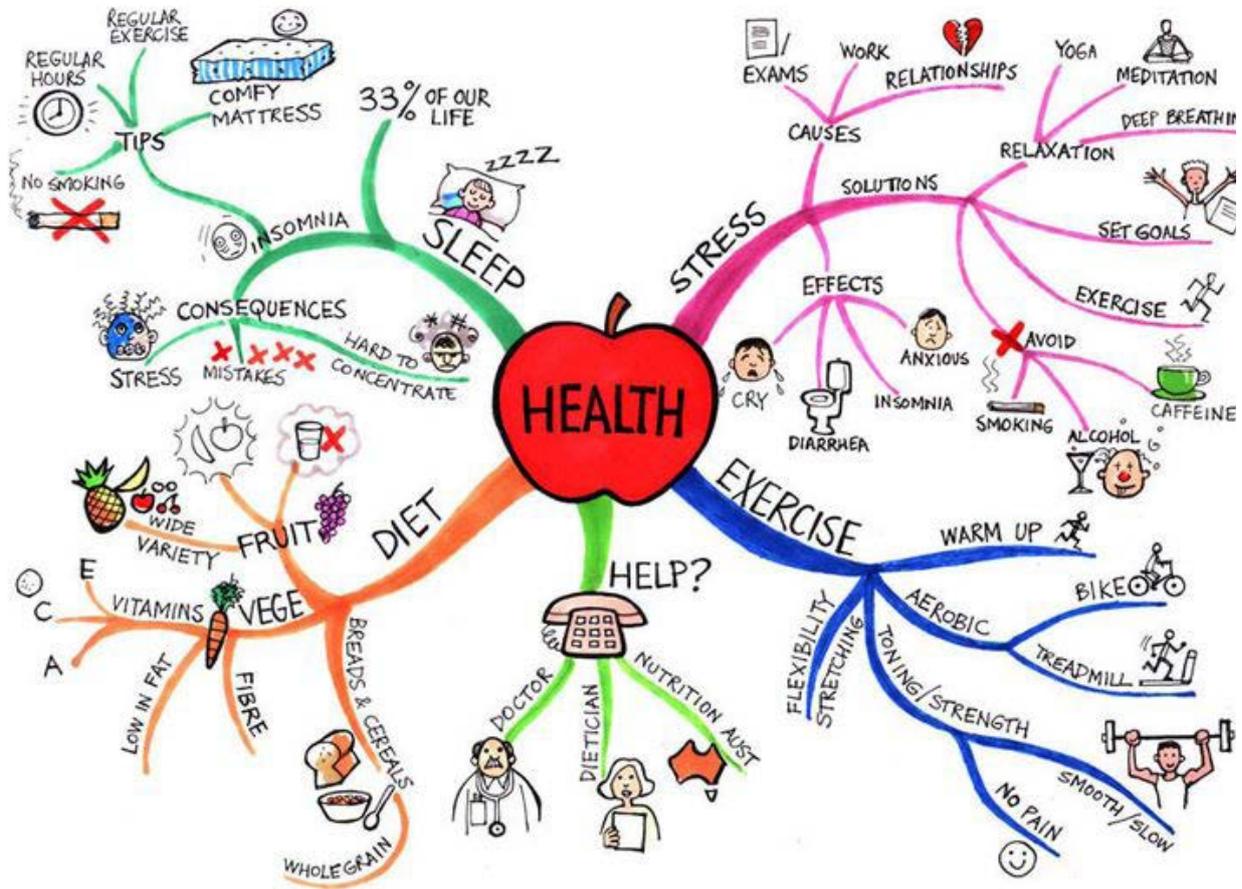
To be a good teacher you must be:	
Relaxed and easy going	
Be professional	
Be creative	
Keep it interesting and exciting	
Know your subject	
Learn from your participants	
Have a passion for your subject	
Participants learn differently so find the best way for them to learn	
Show empathy, show that it's OK to make mistakes	
Set goals and tasks	
Give positive feedback	
Encourage participants to think for themselves	

HANDOUT THREE: HOW TO REMEMBER SOMEONE'S NAME FEEDBACK

How many tips for being a good teacher did the other person remember? Tick them as they get them, and then remind them of the others after they finish

Take a few deep breaths before you are introduced to someone	
Look the person in the eye	
Making eye contact doubles your attention	
Say the person's name out loud when you first meet them	
The more senses you use the better chance you have of retaining information	
Tell your brain to remember the person's name when they tell you	
Exercising your brain with games improves your memory	
Picture the person's name across their forehead	
Play a game with the person's name; visualise something funny	
The average person forgets half of what they heard within 30 minutes	

HANDOUT FOUR: MIND MAP EXAMPLE



HANDOUT FIVE: ACTIVE READING ON HAPPINESS

“Happiness is not something ready-made. It comes from your own actions.”

That’s the secret to happiness. More specifically, your right actions will lead to increased levels of happiness. What are the right actions? The first one is gratitude. You cannot simultaneously hold emotions such as fear, loathing, jealousy, and hatred while also being grateful. If you are feeling stressed out, anxious, or generally bummed out, the fastest way back to happiness is a deep focus on gratitude. This can be accomplished with 10 to 15 minutes of focussed meditation. The focus of the meditation being, “What three things are you truly grateful for?”

But wait, deep thoughts of gratitude are not action, right? And the secret to happiness comes from your own actions, so it’s not enough to think thoughts of gratitude. Instead, actions must be taken. In this case, it is the act of expressing your appreciation to the people for whom you are most grateful. In fact, it’s more important to tell someone how much you appreciate them than to tell them you love them. That’s because love means different things to different people, but appreciation is universal. The act of expressing gratitude to those you love will immediately affect your level of happiness.

A second action that leads to happiness is the act of giving. Recall the classic wisdom, “It is better to give than to receive.”

The act of giving immediately changes your physiology, especially when you give to someone who is clearly in need. The selfless act of giving without any expectation of receiving brings out an emotional energy that fills you with a sense of purpose and accomplishment. The act of giving releases a feeling inside of you that you have made a real and significant difference in the life of someone else. You cannot help but feel happy when you have positively affected the life of someone else.

HANDOUT SIX: AVOIDING DISTRACTIONS

- 1) Pick in pairs your top five distractions
- 2) Come up with some ways to avoid these
- 3) Feedback to the larger group on 2 – 3 of these

Distractions when trying to learn, study or solve a problem.	What I can do to avoid these
1) Your phone	
2) Internet surfing (i.e. youtube)	
3) Talking to friends (in person or on the phone)	
4) Falling asleep	
5) Getting bored	
6) Day dreaming	
7) Other:	