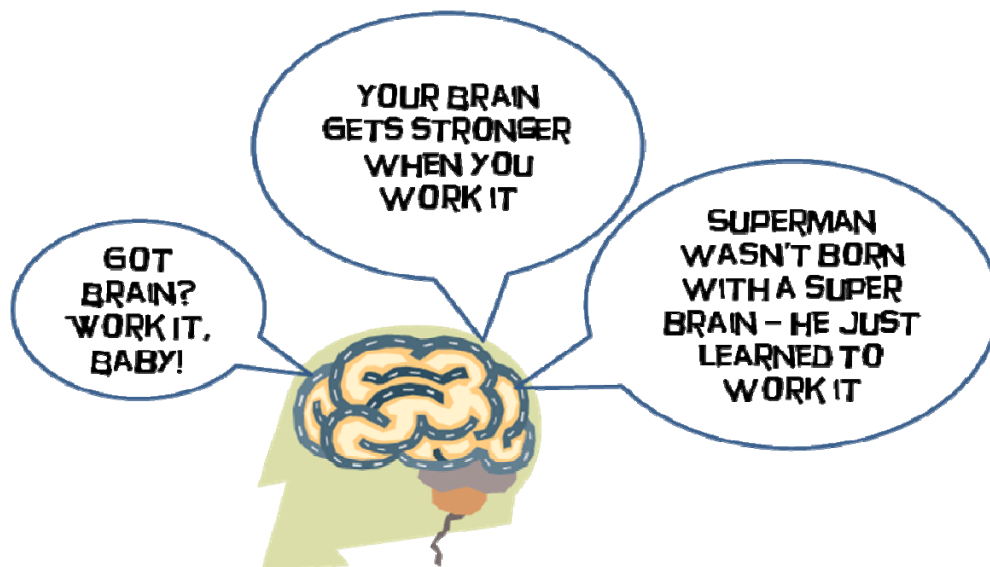


Chapter 8

# **Work It!**

## **Part 2**

***REVVING UP  
YOUR THINKING***



## ***Part Two: Revving Up Your Thinking***

### **Leader Notes for Module**

#### **As general objectives for this module, participants will:**

- Continue practice with the *Work It* guide map
- Explore ways to use *Work It* from memory

### **Rationale**

In helping adolescents practice thinking more clearly, it is helpful to have multiple exposures to a template for working through important decisions or solving problems. The *Work It* template is used in a different format that provides teens another perspective for considering problems and solutions.

### **Activities**

Quick “Check In”	10 minutes
Magic Trick	20 minutes
Alphabet Formula	
Work It System	30 minutes
(Brief review; team decision making)	
Work It for Yourself	20 minutes
(Mapping activity)	
Wrap Up/Thinking assignment	5 minutes

### Materials needed for this session



#### ***Opening Board***

Copy the brain map on the front cover of this session on erasable board or flip chart so participants can read it as they come in

#### ***Cognitive Magic Trick: Alphabet Game***

Flip chart or slide with set-up for Alphabet trick (page 139)

#### ***Work It Guide Maps***

Provide copies of the *Work It* guide map for participants (pages 140-142)

#### ***Mapping materials***

Make sure you have plenty of pencils, pens, markers, colored map pencils, crayons, and mapping paper for the group

#### ***TRIP Session Evaluation***

Provide copies of the Session Evaluation (page 143)

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### STEP ONE

**Welcome participants to the group. Take a minute to acknowledge any new members with a quick introduction:**

*If this is your first TRIP group - Welcome! In this group, we take some time to think about thinking. You heard right - it's all about learning more about the thinking process. It will be a little different from some of the other groups you attend here, but every session is different, so you won't have any trouble joining in.*

**Go around the room quickly and ask group members to introduce themselves to any new members.**

**Ask participants:**

*What has been on your mind the last few days?  
What have you found yourself really thinking about?*

**Use erasable board or flip chart to make a map of participants' thoughts or issues that they volunteer.**

**Summarize the check-in activity:**

*As always, it looks like there has been a whole lot of thinking going on over the last few days. Brains have been active. I have made a map or layout of your thoughts or the ideas you all have been having. We'll leave these posted here, and see what kind of influence today's activities might have on everyone's thinking before we leave.*

### STEP TWO

**Introduce *Alphabet Game* (page 139) by asking participants how well they feel they know the alphabet.**

*Have you ever heard the expression of “over-thinking” something. It’s one of the little stumbles all brains can make. Today’s “trick” is an example.*

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**Ask:** *How many of you know the Alphabet? Can I have a volunteer to sing it for us? (Encourage all to join in alphabet song.)*

*With that excellent introduction, I now challenge you to discover my special formula or system for arranging the alphabet across a straight line so that some of the letters go above the line and others go below.*

*Your challenge is to figure out the formula.*

**On erasable board or flip chart paper, create the following:**

**A            E F    H**

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**BCD        G**

**Ask:** *Where does the “I” go? Based on the special formula, does the “I” belong above or below the line? How come you see it that way?*

*(Leader note: Here's the code: letters with straight lines are place above and letters with any curved lines are placed below.)*

**Allow participants to give their ideas and see if there is a "consensus". However, add the “I” where it actually belongs.**

**Follow the same process with the K, L, M, N, O, P, Q - asking for guesses about whether the letter goes on top or bottom of the line.**

**If a participant "gets it," allow him/her to explain.**

**If participants are still struggling, ask them to take their eyes away (put head down) for a few seconds and not look at the chart. Then ask:**

*Now look at it again. Forget formulas for a minute. Just look closely at what you see as different between the letters above the line and those placed below. (Usually, at least one person will "get it".)*

**Process with a few discussion questions:**

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*What made this difficult to figure out?*

*How many thought they had it figured out differently? What was your "theory" about letter placement?*

**Summarize the activity with some of the following points:**

*Once it has been explained, this formula is fairly easy. It's been said that 3-year old children figure this out rather quickly. But as we get older, our brains get more complicated. We need to know about more than just straight or curved lines.*

*Luckily there are formulas that can help with the complexity of the things that the brain has to deal with - problems, decisions, making a choice about something. Some of you may remember the Work It formula - well we're going to Work It again!*

### STEP THREE

**Distribute copies of the *Work It* guide map (page 140-142). Review the *Work It* points by walking any newcomers through the steps:**

*We are going to continue working today with a thinking tool called Work It. Work It is a formula for teaching the brain how to think about decisions and solutions for problems. Something we all can use. Let's review the steps of the Work It system.*

**Use an erasable board or flip chart to write out the cue words for each step in *Work It*, as illustrated below:**

*The first letter – W – stands for “What’s the problem or issue?” that you want to work on. Another part of the W is “Who.” Who (besides yourself) will be affected by what you decide? And who can help you with your decision? (This would be “helpful people” you can ask for ideas or opinions.) It could be people you used to know or people you admire, but have never met. These people can serve as role models as you continue to think through your decision.*

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The next letter – **O** – stands for options. Options are choices or possible solutions. For any problem in life, there are always several choices about how to handle it. And underneath, for each choice, option, or possible solution, there are good things (benefits) and bad things (negatives) that could result. It's a good idea to brainstorm about those as part of making your decision.

Once we have examined some possible choices and options, and thought about all the possible benefits and negatives for each one, we can give them a score. The next letter – **R** – stands for Rate It. Enter your 3 choices, and circle your ratings for each one as the scale indicates. If your answer to a question is “very bad” for example, you would circle a “0” or “1.” If your answer is “very good” you would maybe circle a “3” or “4.” And if your answer is somewhere in the middle, you will circle a number in the middle.

At the bottom of the rating box, you add up the total points for each choice by adding up the numbers that you circled for each question.

The next letter – **K** – stands for know. By thinking about your problem, thinking about all the possible solutions, good and bad, and then rating them, you should now have a clearer idea about what the best choice might be. Use the big star at the bottom to describe your “best” choice.

The **I** in “It” stands for imagine. Once you have thought through your best choice, it is important to develop a “game plan.” This means imaging or thinking about the steps and actions that you will have to take in order to make your choice happen. It won't just happen on its own. For each step, you will want to think about – when will you do it? Also – who can help you? It is also a good idea to think about “roadblocks” – what could get in the way of doing the step and how you would handle the roadblock.

And last, but very important, is the **T**, which stands for Test the results. You've examined and rated your options, picked the best one, and developed a good game plan to make it happen or get it done. You must

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*give yourself time to carry out the plan and judge the results. At this time you would ask – Have I made progress? What needs to happen next? And that’s Work It. If we follow all the steps, we make progress in putting our decisions and solutions into action.*

**Have participants "pair up." If you have an odd number, you can have one group of 3 work together. If possible, pair newcomers with group members that were in the first *Work It* session.**

*The best way to get good at using Work It is to practice. Today we're going to use Work It to brainstorm a solution to an important decision that you will be called upon to make. I will explain what the decision is in a moment, and you will work with your partner (or team of 3) to complete the Work It process to help make the decision.*

*Here's how this works:*

*Once I've told you about the decision that you have to make, you and your partner will brainstorm ideas for each portion of Work It. You will fill in your Work It map with your best ideas and advice.*

*For some of the sections, you will have to come up with good ideas based on what you or your partner might do. You also will have to fill out some of the Work It questions based on what you or your partner might think or feel in a similar situation. In other words, put yourselves in the situation and complete Work It as if you and your partner were really making the decision.*

*The main idea is to follow each of the steps so that you become familiar with them. I will be walking around while you are working to help out if needed.*

*When each team has finished, we'll hear each team's results and see if we can decide which team came up with the best ideas.*

**Present the difficult decision that they are called upon to make:**

*Here is the story and the decision that you have to make:*



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**You are walking out in the country, far away from anywhere, when you hear a strange noise. It sounds like a high-pitched electronic sound. Naturally, you go to investigate. What you find startles you so much that you must sit down.**

**It's an alien space craft. Just like in the movies. It's sitting on the ground and there are several space creatures standing around.**

**You are about to run away and call the authorities, when one of the space creatures speaks to you. It says:**

**“We have come in peace. We are only here to gather some rock samples. We think we can help you solve many of your planet's problems in the future, but right now, we ask you to not tell anyone that we are here. We will leave by tomorrow. Please do the right thing and let us do our work in peace.”**

*So now you know the unusual situation and the decision you must make.*

*In the first box – “What's the issue?” – write:*

*“Should I tell or not tell the authorities that aliens have landed?”*

*Now you and your partner put your heads together and use Work It to come up with a good decision about what to do.*

**Allow time for participants to complete their worksheets, then go around the room and allow each team to explain how they approached the decision and what decision they reached.**

**Process the activity with some of the following questions:**

*What did you think about the Work It System?*

*How did it feel to use it with a “fantasy” decision?*

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*How did Work It help you think about what the best decision would be?  
What are some examples of different issues that came up as you worked  
with your partner?*

**Conclude the activity with some of the following points:**

*Of course, the decision we worked on is probably not one you will ever  
have to make, but, hey!, - if you ever run across any space aliens in the  
future, you will be prepared.*

*The main point, no matter what the decision, is to have a system of  
questions that you run through your brain before you settle on a decision.  
Decision-making questions, like the ones in Work It, help us think about  
some of the people and things that might be affected by our decision. It  
also helps you be more creative in different ways to solve problems. A  
lot of you brought that up in trying to decide how to handle the space  
visitors. When we take time to ask questions about a decision from  
different angles, we often can feel more confident about making a good  
or practical decision.*

### STEP FOUR

**Distribute sheets of blank paper and ask participants to put away their  
copies of the Work It map. Allow the Work It mnemonic to remain visible  
on the board.**

**Inform participants they have a chance to create a Work It map of their  
own design:**

*Let's briefly review the steps again, using the letters of Work It as our  
"cues." The **W** stands for "what's the problem." The **O** stands for  
"options" and "choices." It's good to have 2 or 3 choices to think about.  
The **R** stands for "rating" or giving a high/low score to each of the  
choices based on how we are likely to feel about a choice in the long run  
and what people we care about might think about the choice. The **K** is  
for knowing what choice to make. The **I** reminds you to "imagine" how  
you will carry out the choice you have made. In other words, imagine the  
plan and the steps you need to take. And the **T** is for "test" it or "try" it.  
In other words, put the plan in action and see how it goes.*

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*Now that we have walked through the Work It system again, I'd like you to create a Work It map of your own design. As long as it has all of the steps, you can make it look and flow anyway you want.*

*This will be easier if you have an issue to work on. So take a minute to think about a problem or decision you are facing right now and use it to work on creating a finished Work It map that is your own design.*

*You have paper, and there are colors and markers available to help you jazz up and customize your Work It map. Don't be afraid to be creative, just include the Work It steps as we have been practicing.*

*Work It for yourself. Design your own layout for the Work It steps and then fill in the answers for the decision or problem you are working on.*

**Allow time for participants to complete their Work It maps. Circulate the room as they work to provide encouragement or answer questions.**

**When participants have completed their Work It maps, ask them to come to the front of the room and tape up their maps for others to review. When all participants have finished, invite them to walk around and review other's maps.**

**Conclude the activity with some of the following ideas:**

*Probably the best thing about memorizing and using the Work It system is the power and control that it gives you. Now you may be thinking: "What!? Power and control? Me?? How?"*

*Work It helps you connect with your thinking brain – and there is nothing more powerful than a brain that knows what it is doing. Control means being in charge – and the truth is, the only thing we are ever fully in charge of is our brain and how we think.*

*Things come and things go. Stuff happens out there in the world that we can never control. But your thinking, how you choose to think and make decisions, that is yours. No one can ever take it away – unless you allow it. So, remember, got a brain? Work It, baby!*

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### STEP FIVE

**Summarize WORK IT and briefly review the opening map reflecting things participants stated they had been thinking about.**

*Today you have certainly learned to - WORK IT. This is a lifetime tool. If you can learn to Work It and practice using the steps when you have problems or decisions to conquer, your brain will start smiling. Your brain will love you. And as we all know, a happy brain is a healthy brain.*

**Ask for discussion:** *What do you like best about Work It?  
How is it a useful "brain tool"?  
How will you use Work It in the future?*

*Before we break for the day, let's review some of the things you were thinking about when you first arrived (**review each point on the map**).*

**Ask:** *Could Work It help with the things that were on your mind when group started?*

**Offer participants a "to go" copy of Work It guide map.**

*So here is your take away question to think about:*

**Ask:** *How could the President of the United States use Work It?*

**Distribute copies of the Session Evaluation (page 143) and ask participants to complete and hand in before leaving.**

**Thank members for their participation and encourage them to attend their next TRIP group.**

## **Alphabet Game**

**A      EF   H**

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**BCD   G**

## WORK IT PART 2

# workit



WHAT's the problem or issue?

Who will be affected by what you decide?

Who can help you with this decision?  
(Helpful People)

(1)

(2)

(3)



Think about your Options and Choices  
What would your "Helpful People" suggest?

Options	CHOICE A	CHOICE B	CHOICE C
Describe each Option or Choice			
For each choice, what <u>good</u> things might happen?			
For each choice what <u>not so good</u> things might happen?			

## WORK IT PART 2

# workit



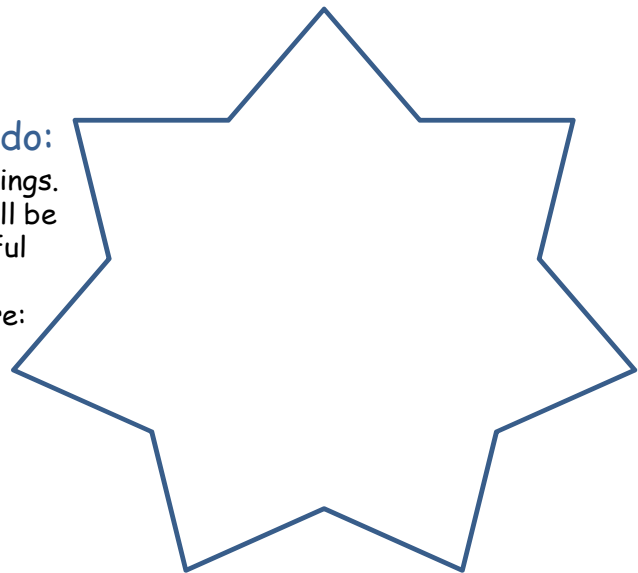
**Rate It**

	Options	CHOICE A	CHOICE B	CHOICE C
	Enter your Options or Choices from Previous Page			
C I R C L E  Y O U R  R A T I N G S	How will you feel 10 minutes after you make this choice?	Very Bad 0 1 2 3 4	OK 2 3 4	Very Good 0 1 2 3 4
	How will you feel 2 weeks after you make this choice?	0 1 2 3 4		0 1 2 3 4
	How will you feel 1 year after you make this choice?	0 1 2 3 4		0 1 2 3 4
	How would the #1 person most affected rate this choice?	0 1 2 3 4		0 1 2 3 4
	How would your #1 "helpful person" rate this choice?	0 1 2 3 4		0 1 2 3 4
	<b>TOTALS</b> Add up your ratings for each choice			



**Know more about what to do:**

Look over your choices and your ratings.  
Think about how other people will be affected and what your "helpful people" would say.  
Describe your best choice here:



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# work it



Imagine how you will turn  
your choice into action

What specific steps are needed? List them in order.	When will you do this step?	Who can help with this step?	What "roadblocks" might get in your way? How will get around them?



Give yourself time to carry out your plan  
Use this worksheet as a reminder  
Then see what else needs to be done



**TEST** the Results!

Have I made progress resolving my problem?  
What needs to happen next?





## **WORK IT PART 2**

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### **Session Evaluation** *Work It Part 2*

**INSTRUCTIONS:** Please take a minute to give us some feedback about how you liked this session.

1. Use one word to describe your feelings about today's class \_\_\_\_\_

2. What was the most important thing you learned today?

3. On a scale of 1 to 10, how do you rate today's class? (Circle your rating.)

<u>01</u>	<u>02</u>	<u>03</u>	<u>04</u>	<u>05</u>	<u>06</u>	<u>07</u>	<u>08</u>	<u>09</u>	<u>10</u>
Poor				Pretty Good				Excellent	

4. Do you have any suggestions to help make this class better?