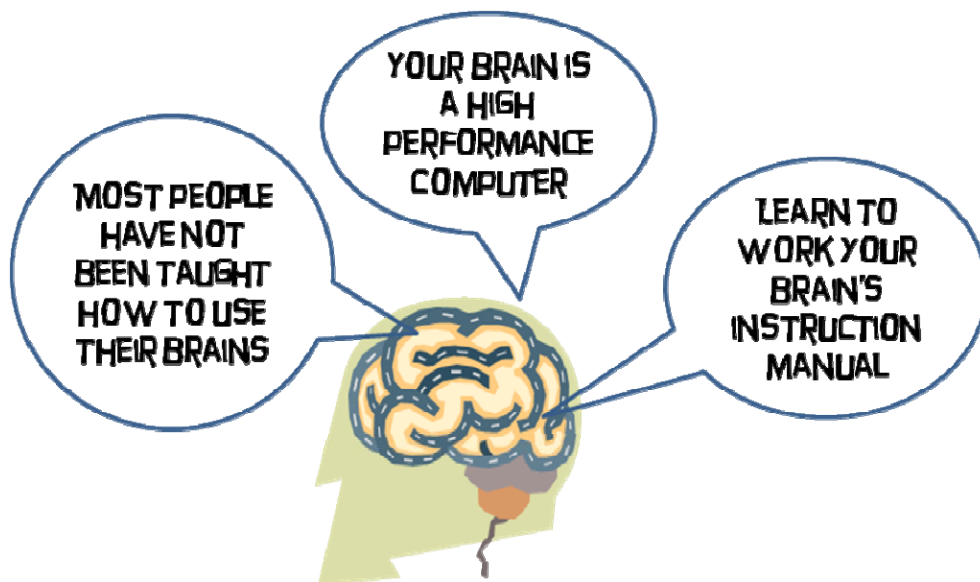


Chapter 7

Work It!

Part 1

***REVVING UP
YOUR THINKING***



Part One: Revving Up Your Thinking

Leader Notes for Module

As general objectives for this module, participants will:

- Examine a system for thinking through decisions
- Explore how decisions impact self and others

Rationale

Adolescent impulsiveness is recognized as a component in poor decisions that teens often make. In teaching teens to think more clearly, it is helpful to introduce a template for working through important decisions or solving problems. A mapping-based template is introduced that allows teens to work through and consider how different components of decision making are related.

Activities

Quick “Check In”	10 minutes
Magic Trick Ash Adams DVD Segment 3 – “ <i>Counting Candy</i> ”	20 minutes
Work It System (Brief didactic, group mapping)	25 minutes
Work It Yourself (Guide map activity)	25 minutes
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: Ash Adams

Ash Adams DVD cued to Segment #3 - "Counting Candy"

Work It Guide Map

Copies of the *Work It* guide map for participants (pages 123-125). Each participant will need 2 copies

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 126)

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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 Ash Adams DVD:

We'll get started today by watching a magic trick. (If appropriate) Some of you may remember watching Ash Adams, the magician in a previous group.

How many of you have ever watched a magician?

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Was it in person or on television?

Were you completely "fooled" or were you able to figure out how the magician was doing the tricks?

How many of you have ever tried a magic trick? How'd it work?

Today's magic trick by Ash Adams focuses on how paying attention and following a system can make magic. He will demonstrate the "trick" and then teach you how to do it yourselves. Let's watch - Mr. Adams has worked as a professional magician for many years.

Play Segment 3 "Counting Candy" of Ash Adams DVD.

Leader note: You will stop the DVD when the "pause" slide appears. You will then talk briefly with participants about what they saw. After this, start the DVD again for the conclusion and magic "tips" from Ash.

At the "pause" point, ask participants some of the following questions:

How do you think this trick is done?

How is Ash trying to fool you? What did he make you focus upon? What did he want you to ignore?

Do you think you could learn to do this trick?

Restart the DVD to complete the segment.

Summarize a few key ideas from the magic show:

Ash showed us a magic trick that was really just a system for counting candy. When you do the trick, you have to pay attention to details and make quick, but informed choices about moving the candy, so as to keep the audience amazed.

Today we will look at a system called Work It that is much like magic for everyday problems, concerns, and decisions. By learning to follow the Work It steps (much like following the system for moving candies around) you can take the pain out of decision making.

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STEP THREE

Distribute copies of the *Work It* Guide Map (pages 123-125). Introduce the *Work It* “system” with a discussion of the usefulness of having a “go to” formula when a problem or important decision needs to be handled:

*As you can read on today's brain board, none of us were actually taught how to think, so let's make up for lost time. The **WORK IT** system is a way to teach your brain to think. It is especially good for thinking about important decisions and ways to solve problems. Making good decisions is one of the main things we rely on our brains to help us do.*

Let's start by first reviewing the parts of the Work It System. Follow along with your handout:

*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.*

*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”*

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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 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?

At this point, you have “worked it.” More than likely, if you follow all the steps, you will have made progress in your decision or problem.

Lead participants in a “walk through” of *Work It* using a group problem described below. Encourage participants to write in their answers to the *Work It* questions as you go along:

*For practice, let’s walk through *Work It* using a case study. Let’s call the guy “John.” Here’s John’s problem:*

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John has been doing great in his treatment program and has been able to earn a week-end pass home. His parents have invited a bunch of family over. The problem: John's cousins still get high. In fact, the main people he used to use with before coming to treatment were his cousins. He's afraid being around them will make him want to use, and he knows he will be drug tested when he comes back. He also does not want to "narc" on his cousins by telling his parents.

How would you describe John's problem or decision? Write your answer in the "What's the problem?" balloon.

→ Once participants have had a chance to write in their descriptions, ask for a volunteer (or two) to read their descriptions aloud.

Continue walking participants through the parts of *Work It*:

A wise man once said: "No man or woman is an island." This means you are not floating all alone out in the world - you are connected and related to other people - friends, family, teachers, coaches, neighbors, counselors.

John, of course, is connected, also. And because we are all connected, what we decide to do can impact other people.

In the next box, write down who will likely be affected by John's decision about his problem. The best way to do this is to think about it for a minute. If you were John and you were facing his problem, who would be affected by your decision?

Write a few examples in the "who will be affected" box.

→ After participants have had a chance to write in their descriptions, ask for a volunteer (or two) to read theirs aloud.

Move on to the next component:

Finally, as we finish thinking about John's issue, it is useful to come up with a list of people who could help John with the decision. This would be

WORK IT PART 1

people he trusts and can talk with honestly (in other words, people who will take him seriously and care about him).

If you were John, and you were facing his problem, who are the people you feel you could call on for help and advice, or maybe just encouragement? Keep in mind that even if you don't actually talk with them you can imagine the advice they might give. Write in a few examples in the "helpful people" box.

➔Once participants have had a chance to write in their examples, ask for a volunteer (or two) to read theirs aloud.

Move on to the next section of *Work It*:

We have now completed the foundation or ground floor for using your brain to think and help make the best decision. Here's what you have done: After hearing John's problem described, you have helped John think about who besides himself will be affected by his decision and identified "helpful people" to help John think through the problem.

When we have an important decision to make, like John, it can be like being in a large cafeteria - there are so many choices. And just like a cafeteria - some of the choices may be good, but others... not so much.

*When you are doing some serious thinking about a serious decision, you will have to narrow down the options or choices. For most people facing a decision, out of all the millions of choices they **could** make, they usually narrow their choices down to 3 or 4 that seem most realistic or logical. In other words, choices that are "real" and possible.*

So let's practice by helping John with at least 3 possible solutions or choices for his problem.

For each one of the choices you come up with, think about the "benefits" of the choice (good things) and the "downside" of the choice (not so good things). Write your ideas for possible choices, and the good and bad for each in the boxes in the Options section.

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➔ **Once participants have had a chance to write in their descriptions, ask for a volunteer (or two) to read their descriptions aloud.**

Move on to the next section of *Work It*:

At this point, you have done some fine, high quality, powerful thinking. You were given John's problem and you identified people who will care about John's decision, and identified people who can help him. Then, turning up the brain-amps, you've come up with possible solutions or choices for John. And you've also looked at the possible good or bad in each choice.

The next step is to give each choice a rating. In the Rating section, write in the 3 possible choices from the previous page, then rate each choice using the questions on the rating scale.

Your rating will involve your judgment of the benefits and downsides of each choice, as well as thinking about the following ideas:

How do you think John will feel 10 minutes after he makes each of the choices? (How would you feel?)

How will John feel 2 weeks after he makes each of the choices? (How would you feel?)

How would John feel 1 year after each of the choices? (How would you feel?)

How would the person who would be most affected by John's choice rate each of the choices? (How would your person rate the choice?)

How would his #1 "Helpful person" rate each of the choices? (How would your helpful person rate it?)

The last step in this section is to total up the scores for each of the choices and see what this tell us. We simply add up the number scores for each question and add them to the final box.

I'll give you a few minutes to make your ratings for John's choices for solving his problem. Go ahead and make the ratings based on your own thoughts and feelings.

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- ➔ Once participants have had a chance to figure their ratings, ask for a volunteer (or two) to read their results aloud.

Continue the process:

Now is the time to bring all of this thinking together. You've been doing a great job across Work It so far, thinking and training your brain.

Take a deep breath. Exhale. Now, based on everything we have been talking about, what is the best decision or solution John could make?

Think about: What you listed as good and bad for each decision; what a person who cares the most might choose; what a "helpful person" might say; what is in John's long-term best interest.

What do you think is the best decision for John? This is the "Know" part of Work It.

Fill in your choice for John's best decision.

- ➔ Once participants have had a chance to write in their answers, ask for a volunteer (or two) to read theirs aloud.

Continue with the IT component of Work It:

The IT part is the ACTION part of Work It.

The "I" refers to "Imagine." It will be helpful for John to think about or "imagine" what steps he needs to take in order to make his solution happen. In other words, John needs a game plan.

The Imagine section is used to write out the steps and actions for a game plan. No matter how brilliant or wonderful a solution might be, without getting up and actually doing it, everything will stay the same.

So, John needs a game plan for the choice you selected for him. Think about some of the logical steps he will need to take in order to get the job done. Also think about when he should do the step, who could help him, and what roadblocks he might need to avoid.

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➔ **Once participants have had a chance to write in their game plans, ask for a volunteer (or two) to read theirs aloud.**

Conclude the activity:

The "T" stands for "Test," as in "test it out." John is now ready to put his choice into action, thanks to everyone's hard work.

The way to test any plan is to put it into action and see if it works. John will have to give himself some time to work through the steps and actions he needs to take. This will take time. John will want to look back over things at some point. The two big questions would be: "Have I made progress resolving the problem?" and "What else needs to be done?"

Briefly process the activity, using some of these questions:

What do you think about the Work It System?

What did the components of Work It force you think about?

How did Work It help you find a good choice for John?

STEP FOUR

Distribute fresh copies of the *Work It* guide map, as needed, and instruct participants to complete a *Work It* map for a problem or decision they are presently dealing with:

Now that we have walked through the Work It system with John's case study, it's time for you to "Work It yourself."

Follow the same step we followed for John and work on a current problem or decision that you are dealing with. Maybe it's something that's been on your mind a lot or something you have been worrying about.

Here's a fact - about 98% of teens that have learned to do Work It report that they feel better after going through the steps. Try it and see.

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

When participants have completed their *Work It* maps, ask them to pair with another group member to review their decision-making process. Encourage them to spend time discussing the action section and planning out steps.

When you get to the action section, where you imagine the specific steps needed to carry out your “best choice” solution, take the time to give your partner details about how you will make it happen. You can prompt each other for details that are realistic and doable.

Also spend some time explaining to your partner how you will overcome any “roadblocks” or things that might go wrong or not work out.

In other words, always have a Plan B. Remember, using fixed wings to lift an airplane into flight was Plan B. Plan A was floppy wings that moved up and down like a big bird (and never got off the ground).

Conclude the activity with some of the following ideas:

The Work It System you have practiced today is based on ideas about problem solving that are as old as the ancient Greeks and Romans. The fact that it's been around so long speaks to why it works.

Sometimes when we face problems, our brains just shut down. The stress or anxiety may cause us to simply not deal with the problem until it almost kicks us in the seat of our pants.

Learning to use Work It helps train the brain to not shut down and be more effective and creative in finding solutions and answers. Eventually, people who use the Work It guide map learn to go through all the steps in their heads. Good problem solving thinking and practices sort of become second nature.

WORK IT PART 1

STEP FIVE

Summarize the usefulness of having a problem solving planner and briefly review the opening map reflecting things participants stated they had been thinking about.

Today you have had the chance to practice using a planner for solving problems -WORK IT.

Ask for discussion: *What do you think about WORK IT?
How is it a useful "brain tool"?
How does it help our thinking?*

*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: *How can you use WORK IT to help with these issues?*

Offer participants a "to go" copy of WORK IT guide map:

Over the next few days, when you are thinking or worrying about a decision you have to make or a problem you need to solve, give WORK IT a try. The more you WORK IT, the more you memorize the steps, until it becomes part of how your brain works.

Here is your take away question to think about:

Ask: *Who do you know that could REALLY benefit from WORK IT?*

Distribute copies of the *Session Evaluation* (page 126) and ask participants to complete and hand in before leaving.

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

WORK IT PART 1

work it



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 1

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

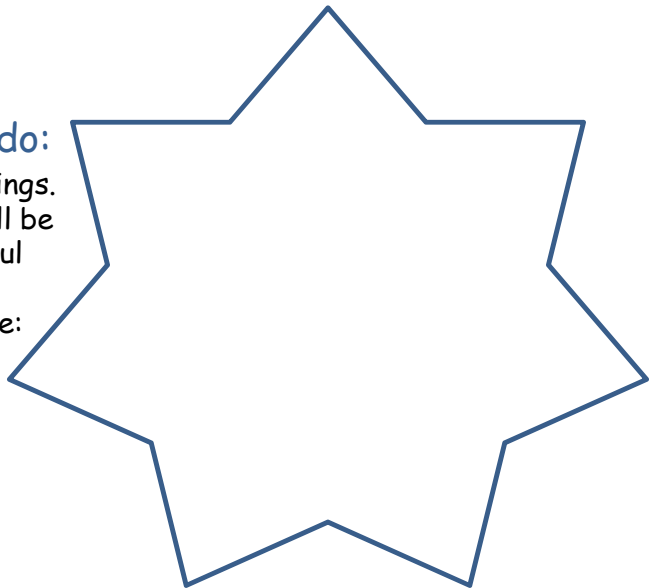
R
A
T
I
N
G
S

	Very Bad	1	2	3	4	Very Good	Very Bad	1	2	3	4	Very Good	Very Bad	1	2	3	4	Very Good
How will you feel 10 minutes after you make this choice?	0	1	2	3	4	0	1	2	3	4	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	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	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	0	1	2	3	4			
How would your #1 "helpful person" rate this choice?	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4			
TOTALS Add up your ratings for each choice																		



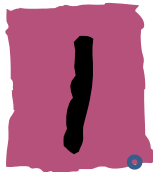
Know more about what to do:

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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workit



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 1

Session Evaluation *Work It Part 1*

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?