



Workshop Name: **Mental Actions**

Number of Class: **1/1**

Name of Class: **Mental Actions**

Date:

Teacher:

Duration: a one-hour and 15 minute long session

Development Key: Our thoughts become possibilities. These possibilities can be explored in words and further drawn out in a variety of scenarios. The drawn out thoughts and scenarios can more easily be put into action.

Lesson Objective: Putting ideas into mental actions, and writing out a potential scenario (s).

Materials Needed: Paper, pencils and erasers / white board / white-board markers / eraser / timer

Parts Methodology

Preparation of students, their motivation, context, coming from

Introduction – After allowing the class to settle in the facilitator asks–“ Does everything always go our way?” - The general answer – No. The facilitator continues “Why not?” – a small class discussion ensues. (3- 5 minutes)

Main hook – The facilitator say something along the lines “It’s true things don’t always go our way and that is life. Sometimes however we can perhaps help to change the outcome. How could we help to change the outcome?” – (The can be a lot of answers for example – “The way we say things, our tone of voice, our actions, our reactions, etc. can all help to change an outcome” – have the students give examples – for example asking nicely as opposed to rudely – for something).

The facilitator says “These are all great responses – but another is – Practice – Overtime we can often / sometimes (not always) change outcomes with practice – because with good consistent practice we learn and we get better with scenarios, and we learn where the holes or missteps are.”

The facilitator continues “It is often said that thoughts become actions (so for example if we think that we will mess something up will will) – but this is not always true –Sometimes we have difficulty controlling our thoughts, so to make it easier while possibly influencing future scenarios, we can write out our thoughts and go through this writing and detail it and make it easier to understand the process, so that it can more easily be put into action when the time comes.

By writing out possible outcomes in detail and considering variables (various scenarios) – in regard to what could go wrong with the original idea and revising it - This in itself becomes a form of practice. (10-15 minute discussion)

(The language used above can be changed to suit different age groups – interestingly younger minds are quite easily adapted to take in abstract thoughts and complexities if they are broken down well and into bite sized chunks, or against things that are easily relatable)

* If the crowd needs something to relate these ideas to some ideas are level video games, other video games, sports – competitive or team, chess

Presentation – main
concept, lecture,
discussion, presentation,
activity, evaluation,
revision

Conclusion

Activity 1: The facilitator gives students an outcome dilemma – such as (you want to get a bike – young students, you want to go to a friend’s house for a sleepover – middle school students, you want to move to a new city – high school students, you are aiming to get a new job that you are not quite qualified for – adults)

The facilitator has students brainstorm with them, what might happen if they for example asked for a bike –The answer might be yes or no or why – If the answer is no? We need to know why our parents or those we asked may have said no – And we can ask! – they might give us a reason – it’s too expensive right now, I don’t know how to ride so who will teach you, you don’t know how to look after things, you are too young, or just no, or even something else. What if we go further into each scenario – if it’s too expensive or just no - can we do chores and make money and save up if we really want it to buy it ourselves? If we are too young – at what age will that change? If we don’t care to look after things especially well but want to show we can – how can we show our parents (guardians) that we can change and look after things well – if they don’t know who will teach me – maybe a friend or a relative can help with that – if the answer is still no – is there a way to ride a bike at school or to ride a friend’s bike? – Essentially let’s look towards what it is we can do – rather than what we cannot change. (10-15 minutes)

Activity 2: The facilitator says now let’s make this a game – someone else give me an idea of something you want or want to ask but might be scared to or don’t know how to.

A student volunteers a question or answer. The facilitator states to the class or group of students - Ok now you have 3 minutes to give me scenarios of what could happen when we ask this question or ask for this item – if you give me 4 possible (actual possibility) scenarios within this time – you get an extra 2 minutes of break. Now if you give me 6 possible solutions to this scenario you can have an extra 4 minutes for break.

The facilitator goes on to play this game twice more with students. (12-15 minutes)

Activity 3: The facilitator asks if we are terrified of asking someone something or for something because they might yell at us, or just say no –

without giving us a chance to speak – how does writing down and detailing the scenario help us further?

In writing and drawing we can deal a bit with the emotions of a hard situation or question or possible rejection, and we can, in advance practice what we are going to say or do depending on which outcome we are faced with.

Let's all think of something we want to ask about or for, that we are scared to. The facilitator then says "Let us write about it. I can start with writing it down– and then begin to brainstorm all of the maybe answers – and write those down – and then begin to think about how I can respond to the various answers – an write those down." (15-20 minutes)

At this time the facilitator hands out the paper and pencils for students to write and can then go around to help students who need a bit of extra support.

Analysis and Conclusion: Students are asked to write one or two sentences about what they learned today or about something they wish they could learn or practice. (5-7 minutes) Students are given a half sheet each to write their name and 2-3 sentences.

Analysis - How did the class go and how will this inform the next class?

Accommodations for students with difficulties

Games and interaction help students with ADHD to focus their energy and movement.

Writing, along with games and question and answer periods can help instill ideas learned, in a few ways for students that may need various ways to integrate and include new information into their repertoire.

Accommodations for advanced students

Advanced students can think about how such in-depth thinking can further apply to real world scenarios and in helping them to achieve their desired outcomes.

Evaluation:

Participation. Evaluation of writing done by students at the end of the session.