

**BRT**

(But Reduction Treatment)

**Purpose:** Helping students understand that often the biggest obstacle between their goals and their achievements will be their butts.

**Materials:** Video capabilities, internet connection & link to video:

<http://www.youtube.com/watch?v=QC9nRRVOfJc&feature=youtu.be>

Student Materials: Pencil & Paper

**Time:** 25 Minutes.

**Key Words/Concepts:** Intentions, Goals, Obstacles, Buts & But reduction.

**Introduce/reintroduce:** If the kids don't know who you are yet, this activity will allow them to get to know you and your sense of humor! It's a fun activity to conduct and participate in. The activity is designed to avoid defensiveness in students yet points (in a fun way) to the biggest obstacle many of them will face...their own butts.

**Part 1.**

Ask: Students to number their papers 1-5 on the left hand column of the page.

Instruct: Students to write their first name on line number 1 and the first names of four friends from within the classroom on lines 2-5. One name per line only.

**Part 2.**

Play: Video from beginning to the end.

Classroom Discussion Topics:

1. How does the word But separate the goal (or intent) from the outcome in explaining what someone wants to do BUT has failed to do?
2. Does the word But invalidate, render useless or discount in anyway the speaker's *intention* of doing something BUT not following through?

Look: At the list of names on your paper (including your own) while I read five examples of But. If the example sounds like something you've said or one of your friends had said, tally it as a hit on the top of your paper. That is, one example can have a maximum of five hits (one hit per person.) If you've heard or can imagine you or any of your friends having said something like the example for all five examples given, that would tally up to be 25 hits. Then again, you might not have any hits for any examples given. Let's try it!

Examples: Read aloud.

1. I was going to call you but...
2. I had your money but...
3. We were supposed to meet up with you but...
4. I had an extra ticket for you but...
5. I know that person was your ex but...

Direct: Students to tally their hits and write that number on top of the page.

Call: On several students to share their tally number.

### **Part 3.**

Look: Closely at your list of names again.

Rank: Your friends in order 1 through 5 with friend number one (1) being Most likely to set And achieve a goal to friend number five (5) being Least likely to set And achieve a goal.

Direct: Students to either rewrite their friend's names in rank order or to indicate their rank to the right of their friend's names.

Allow: A minute or two for completion.

Call: On several student volunteers to stand and read in rank order the list of their friend's names. (This is a mild confrontation/reality check done within the context of playful fun between friends.)

Instruct: Students to turn their papers over.

Challenge: Students to set three goals for themselves to be completed by the end of the month.

Ask: Students to write their three goals down on their sheet of paper.

Gather: Student papers when completed for future reference.

Share: With students that one of the reasons people go to counseling is because they have a challenging time achieving their goals. Counselors can help people realize and understand that sometimes:

1. They're just like they're friends are when it comes to setting goals and achieving them. Friends tend to get caught up in and do what their friends are doing.
2. Other times it just might be because they're trying to achieve so many goals that the goals are competing with and tripping over one another.
3. Sometimes people slide into bad habits of not following through with their intentions and counselors can help break counterproductive habits.