PC 101 Life Skills
Gathering Agenda for Week 10

Gathering Purposes
- Discuss the BYU-Pathway Worldwide devotional
- Review the ten thinking errors from the course
- Role play a few thinking errors and try to discern what initial stress or primary emotion lies at their origin

Preparation
- For *face-to-face Gatherings*, arrive early to setup the room, prepare any visual aids, and greet students as they arrive.
- For *virtual Gatherings*, start the meeting early, share your screen with a message welcoming them to the gathering and letting them know you'll start soon.
  - When the Gathering Agenda asks that students meet in small groups, use Breakout Rooms.
  - When the Gathering Agenda asks you to display things on "the board," you can use the whiteboard.

Min.	Activities		Teaching Tips
Welcome and Devotional			
10	Welcome	Welcome, announcements, and housekeeping	
	Hymn or Thought, Prayer	Please sing one or two verses of a hymn. If you meet with a virtual gathering, the lead student or another student should be invited to share a brief spiritual thought. A volunteer will then give an opening prayer.	
	BYU-Pathway Worldwide Devotional	Students were asked to watch the BYU-Pathway Worldwide devotional this week, as contained in the course. They should have done this prior to the gathering. As a class discuss the devotional using the discussion questions provided in the course.	Look up the questions in advance so you are ready.
Math Gathering Activity			
10	Read and Discuss	You are working on family history and want to figure out the number of genetic ancestors you have for any number of generations back. If your parents are one generation back and your grandparents are two generations back, how can you go about finding the number of genetic ancestors you have for any number of generations back? Question 1: Based on what you've learned about exponents, find the equation to calculate the number of ancestors for any generation. Question 2: Use the equation to answer how many genetic ancestors you have 7 generations back?	

You are Generation 0. You are 1 person.
Your parents are Generation 1. They are 2 people.
Your grandparents are generation 2: 4 people
Your great-grandparents are generation 3: 8 people
And so on…

Question 3: Imagine you have the records of all your ancestors for 7 generations and you know that 16 of your ancestors from 7 generations back came from the same place. What percentage of your ancestry is from that place?

Hint:
You are Generation 0: $2^0 = 1$
Your parents are Generation 1: $2^1 = 2$
Your grandparents are Generation 2: $2^2 = 4$
Your great-grandparents are Generation 3: $2^3 = 8$
And so on…

Answer:
1. $2^{(n)}$

   You are Generation 0: $2^0 = 1$
   Your parents are Generation 1: $2^1 = 2$
   Your grandparents are Generation 2: $2^2 = 4$
   Your great-grandparents are Generation 3: $2^3 = 8$
   ….
   Let n = the number of the generations
   Generation n: $2^{(n)}$

2. 7 generations back is: $2^{(7)} = 128$
3. There are 128 total genetic ancestors 7 generations ago. 16 out of the total are from the same place, then the percentage can be found by $\frac{16}{128} = \frac{1}{8} = 0.125 = 12.5\%$

Thinking Errors Review

| 20 | List | Write the following list on the board. | |

- Victimization
- Pride
- Entitlement
- Powerlessness
- Giving Up
- Justification
- Scarcity Mentality
- People Pleasing
- Minimize/Catastrophize
- Deceit

	Read	This week, we have learned about thinking errors. The course has focused on these ten on the board. I'm going to read five short stories. In small groups, decide which story represents which thinking error and why. You may also notice more than one thinking error in each story.	
	Read and Match	Divide the class into groups of about 3-5 people. Read each story to the entire class one at a time then allow the groups to decide which thinking error each story represents and why. Once groups have finished deliberating, allow each group to share their response.	If virtual, consider providing each group with a copy or slide of each story and having them review each story as a group before coming back to discuss each story as a whole class.
		Story #1 Jazmin is trying to quit smoking. She has gone three weeks without smoking. Then one day, she has a relapse and smokes one cigarette. Afterwards, she is so disappointed in her relapse that she decides her efforts to quit smoking are not good enough. She smokes the rest of the pack before the day ends. Soon, Jazmin resumes smoking a pack of cigarettes a day. **Story #2** Sheila feels exhausted. In addition to her duties with her own family of five, this week she has made a meal for two families in the ward, cared for the children of another mother who was sick, volunteered to serve at the local school on two afternoons, planned a Relief Society dinner, and baked bread for the five sisters she ministers to in the ward. She feels like she can't ever say "No" when someone invites her to serve. If she does, she won't be seen as a contributor to the ward's success. **Story #3** Pedro is driving his motorcycle on a busy road when a car suddenly swerves in front of him, forcing Pedro to quickly apply the brakes and nearly crash. The driver of the car realizes his error and signals an apology to Pedro with a hand wave and a "Sorry" mouthed in the rearview mirror. But Pedro quickly transforms his shock into anger and speeds up alongside the car. He fiercely pounds on the driver's window while yelling his displeasure to the mortified driver. For the rest of the day, Pedro is angry with everyone he meets. **Story #4** Alex teases his little sister by making fun of her. She bursts into tears and runs out of the room. When confronted by his mother, Alex replies, "It's not a big deal! She's so sensitive! Why can't she learn to take a little joke?" **Story #5**	When groups share their responses, make sure to ask them why. Continue asking follow-up questions so that the discussion fully explores the thinking error(s) in question. Here is an example of good follow-up questions: "Can you think of a time when you experienced a story like this one? What happened? How does that show a thinking error?"

		Alana tears open her mission call envelope with excitement. Quickly scanning the letter inside, her heart sinks when she realizes she will be serving in an area that she does not like. For the next week, Alana's parents can't seem to cheer her up. She is convinced that her life for the next 18 months will be utterly miserable.	

Role Play

20	Read	Now, we need four volunteers to perform in two role play scenarios. During each scenario, try to identify the thinking errors the moment they occur. You may shout them out as soon as you suspect one of the actors is using a thinking error. After each role play scenario, discuss what stress seems to be causing the thinking errors. The volunteers will perform the scenario a few times so you can have time to listen and think.	
	Read	In the first scenario, Jazmine and Sheila are cousins who live together. Their grandmother is visiting for dinner tomorrow night.	
	Role Play 1	Have two volunteers perform the following role play scenario. **Sheila:** What should we make for dinner tomorrow night? **Jazmin:** I think we should make pasta. We NEVER have it. **Sheila:** That's not true! We had it last week. **Jazmin:** Yes, but after I made it I could tell that you didn't like it. **Shelia:** I ate it, didn't I? **Jazmin:** You smiled and said you liked it, but you only ate two bites. If you don't like something, just tell me! **Sheila:** Jazmin, I love your cooking. I'm just not sure Grandma will like pasta tomorrow. **Jazmin:** Why not? **Sheila:** Well, she is a picky eater, and she might prefer soup. **Jazmin**: Will you just tell me that you don't like my pasta! **Sheila:** If you're going to be mean to me, I don't want to continue this conversation. I'm going to bed. I hope you're not this rude to grandma tomorrow! After identifying the thinking errors in this scenario, speculate what might be the stress that is causing them.	Encourage the class to stop the performance each time they suspect a thinking error. If the performance proceeds with no interruptions from the class, do it again until some people begin recognizing the thinking errors.
	Read	Pedro and Alex have just concluded a group project where members of their group gave each other scores on their performance. Dominic, a shy group member, gave a score of C to Pedro, the group leader.	
	Role Play 2	Have two volunteers perform the following role play scenario. **Pedro:** I can't believe Dominic gave me a C on our group project! **Alex:** Well, you didn't do much work.	Encourage the class to stop the performance each time they suspect a thinking error. If the

		Pedro: I was the leader! Somebody had to be the leader. Besides, Dominic is just a poor kid who doesn't know what it means to be at the top. Like a good worker, he followed my instructions, and we got the job done. **Alex:** Yes, we got the project done, but Dominic did a lot of the work. **Pedro:** Of course he did. That was *his* job. *My* job was to lead. **Alex:** So what do leaders actually do? **Pedro:** I made sure everyone knew what their instructions were. That wasn't so easy you know. Hey, why should I have to lead AND do the work?	performance proceeds with no interruptions from the class, do it again until some people begin recognizing the thinking errors.
		After identifying the thinking errors in this scenario, speculate what might be the stress that is causing them.	
	Read	Thank you for your participation in tonight's gathering. Remember that thinking errors are a lapse of good judgement and they are fueled by stress. They keep us from seeing things as they really are. We hope that you will continue to identify the stress and the thinking errors in your life so that you can feel more peace. In next week's learning materials, we will learn some specific ways to do this.	
	Testimony and Prayer	Bear a 30-90 second testimony of the power of God to help us deal with stress, and end with a prayer by invitation.	