



# **RED2BLUE** **CERTIFIED COACH** **LESSON PLANS**



# 10 TRAINING GUIDELINES

1. When under pressure, establish agreement by chunking to shared principles.
2. Repetition is a critical aspect of skill acquisition. Good times to repeat and review material are at the start and end of modules.
3. The flip chart allows you to remain connected with your audience, whereas PowerPoint presentations can undermine this.
4. Attend to different learning styles by combining lists, visual elements, practical scenarios, and theoretical perspectives in each session. It is not critical (or possible) to maintain every delegate's 100% concentration or engagement throughout every session. Still, it would be best if you aimed to engage each delegate for at least part of every session.
5. Be bold and ask delegates to provide expert knowledge or expertise if you are unfamiliar with their domain.
6. Be professional in your demeanour: treat delegates respectfully and do not unnecessarily seek to undermine or expose them.
7. Be punctual – begin and end sessions on time, insofar as possible. This is within your control.
8. Establish ground rules at the outset (e.g. mobile phones switched off.)
9. Be organised: Proper preparation prevents poor performances (The 5 P's).
10. Trust the Map.


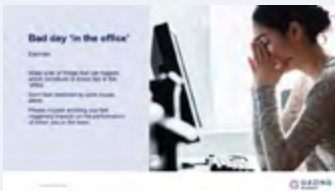

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## MODULE 01



# WHAT IS RED2BLUE?

Timing	Slide	What to say
These may vary depending on time available, group etc.	Use the slides provided to deliver your Red2Blue sessions. If you are unable to access the slides, you are welcome to draw the concepts in a whiteboard!	The following script is a standard Red2Blue delivery to a neutral group. You are welcome to adapt your script and examples to match the needs of your audience.
1 minute (1 minute in total)		This session is here to help you handle pressure better by improving your mindset. It will introduce practical concepts and tools that you can use straight away to get started.
1 minute (2 minutes in total)		Originates from Gazing Red2Blue, an organisation that helps enhance focus and mindset under pressure across different areas and sectors. What ties these sectors together? It's people. We prioritise working with individuals before focusing on specific fields. This is about human performance under pressure.
1 minute (3 minutes in total)		Let's begin by having everyone draw three shapes on their page. We won't delve into the concepts just yet. Instead, let's mention that our discussion will revolve around three things – performance, pressure, and mindset. As we progress through the session, these shapes will become clear, and we'll be able to engage in a conversation about mindset. Encourage everyone to take notes and keep some paper handy for exercises.
7 minutes (10 minutes in total)		It's important to note that how we feel doesn't always reflect our overall well-being. If we're not feeling okay, stuck, or overwhelmed by pressure, it often affects our performance in tasks, whether at work or elsewhere. Our feelings are not fixed; they constantly change, much like our performance.  First point – performance isn't an all-or-nothing scenario. Under pressure, we tend to think in extremes and loose perspective – it's either a total disaster or we're brilliant. Results can also distort our perspective. Considering performance in a scale can be helpful; think about where you currently see yourself. The key is movement.


		<p>Now, consider how you'd describe the team or yourself. Where would you place yourself or the team from 0-100? Acknowledge their responses. The main goal is to generate movement, not necessarily reaching 100 right away. It's about taking small steps to improve.</p> <p>Getting better often brings pressure. How does pressure influence your position on the scale? It can go both ways. What factors make you move up or down the scale? Think of a time you did well under pressure...</p>
<p>5 minutes (15 minutes in total)</p>		<p>Discuss the top 3 factors from each group.</p> <p>In the past, you either did well or not so well under pressure, and it usually depends on the quality of structure, skills, and mindset. Provide or ask for examples.</p> <p>Which of the three is the most important? All three are important, but today we'll concentrate on mindset. The triangle is also handy for examining performance issues from a broader perspective.</p>
<p>15 minutes (30 minutes in total)</p>		<p>Let's take a moment to consider where our pressure comes from now.</p> <p>Why are we doing this exercise? These pressures will persist. We acknowledge that pressure is a reality. It's easy to discuss it now but challenging in those intense moments. Recognition is crucial; otherwise, we get stuck. We need something practical, accessible, and useful to keep progressing.</p> <p>Also, this is your specific situation. Anything we present must function in this context. If not, it might be interesting but not helpful.</p>
<p>5 minutes (35 minutes in total)</p>		<p>Review the top 3 factors from each group based on the Bad Day exercise. Relate these back to the examples of pressure or bad days, whether from exercise or examples from sports clubs or business teams that were discussed earlier.</p> <p>Typically, finding solutions for coping better in terms of structure and skill is straightforward. On the other hand, addressing mindset is often less obvious. People and organisations may not give it as much attention because it's perceived as 'harder' to describe, often treated as a problem to fix, or simply brushed off with 'think positive.'</p> <p>This approach aims to demystify the mindset element, starting with treating it as a skill. Breaking it down into parts allows for practice. Like any skill, there's usually one central organising principle (for example, riding a bike starts with balance). You can then ask participants for an example of a skill they know, emphasising that everything else follows from that one significant factor.</p>

2 minutes (37 minutes in total)		<p>The central organising principle in mindset as a skill is ATTENTION.</p> <p>If you want to do well, it starts with what you put your attention on.</p>
23 minutes (50 minutes in total)		<p>Let's explore that idea further.</p> <p>Draw 3 circles.</p> <p>List the things you can't control.</p> <p>List the things you can control.</p> <p>Elicit some examples from each person for each side.</p> <p>This is not a new idea.</p> <p>And it's obvious.</p> <p>Everyone knows that it's better to focus on what you can control.</p> <p>So does that mean the primary skill is don't worry about...just focus on...</p> <p>No.</p> <p>It's impossible not to think about something, where our attention goes can happen automatically and responsively.</p> <p>In a calm classroom setting, it's easy to distinguish between what we can and can't control and see where our attention should be focused. However, in the heat of the moment, we can all lose track.</p> <p>If we look back in terms of performance, the aim is to create movement – high performers can swiftly shift from losing focus to refocusing, or they can consistently maintain focus on what they can control.</p> <p>This ability is something you can develop and enhance, and it starts with being more aware of where your attention is. That involves recognising, accepting, and intentionally choosing. This is how we define the skill.</p>

<p>5 minutes (55 minutes in total)</p>		<p>We've created a map to help individuals and teams recognise where their attention is.</p> <p>This map simplifies things by suggesting attention is either on task or diverted. Although it's not entirely true, it's a useful way to clarify the map.</p> <p>The idea is that doing a task well requires attention and feeling more engaged in a task demands focusing on it. For example, consider driving. It might be routine, but in a new city, you need more concentration. If your attention is diverted, like looking at your phone, you might not perform well.</p> <p>Our mental state and feelings differ depending on where our attention is.</p> <p>During a red moment, there's internal dialogue (I can / I cannot, this is too much for me, it is not fair). You might feel hot and tense, focusing on something that has happened or something yet to come.</p> <p>In the Blue, things are calm, you feel connected, and there's less internal dialogue. While there can still be intensity and emotion, your mind is present and engaged. You have clarity on what to focus on – emphasising the process rather than the result.</p> <p>Pause and ask the audience if they recognise the two heads.</p> <p>Ask how the image can help (try and get to the answer that it just helps with recognition, which helps with choices. Try and get an answer to that to say it's gives a name to something we all do, normalises it, allows us to talk about it – it doesn't have to be a massive drama.)</p>
<p>5 minutes (60 minutes in total)</p>		<p>Allow individuals to reflect on the map and encourage any questions. Here are key points to emphasize:</p> <ol style="list-style-type: none"> <li><b>1. Not All or Nothing:</b> We're not always entirely Red or entirely Blue. However, the Bluer you are, the more likely you'll perform better.</li> <li><b>2. Critical Skill:</b> The crucial skill is swiftly recognising when we are in the red.</li> <li><b>3. Decision Point:</b> Being in the red or blue is a decision. You have control over your attention.</li> <li><b>4. Clarity is Key:</b> It's essential to be clear about where you choose to put your attention.</li> <li><b>5. Zoom Out Under Pressure:</b> When under pressure, it's beneficial to zoom out.</li> </ol>

		<p>Address these points proactively:</p> <ul style="list-style-type: none"> <li>• <b>Red2Blue vs. Positive-Negative Thinking:</b> The red-blue concept is related to where your attention is focused, not positive or negative thinking. Negative relates to judgement. It's not a judgement. It's an observation of normal human performance under pressure. Helpful/unhelpful for performance and enjoyment.</li> <li>• <b>Performance and Red Head:</b> We are all vulnerable to the Red, but the goal is not to stay exclusively there as unhelpful. The Blue is very emotional.</li> <li>• <b>"I Can" in the Red:</b> I can/I can't is based on the dialogue of the Red. Continued dialogue rather than doing the task.</li> </ul>
2 minutes (62 minutes in total)		<p>Skill development involves three key steps: Recognise, Accept, Choose.</p> <p>Recognition: Being aware helps normalise the Red. It's merely an observation, not a judgement. We anticipate individuals and teams will experience it, as it's a natural part of performance.</p> <p>Acceptance: Treating it as a normal occurrence makes it easier to talk about and address. The map and language facilitate these conversations.</p> <p>Choice: This process aids in skill development, progressing from the basics to mastery.</p>
2 minutes (64 minutes in total)		<p>Now that you understand what Red2Blue is, you can incorporate it into your existing methods for developing resilience and mindset or start that journey.</p> <p>This exercise focuses on the basic element of recognition. If the big question is 'am I red or am I blue,' this exercise will help you find the answer.</p> <p>On the template, you'll find various descriptions, feelings, and behaviours. Some may apply to you. You might have quirks that indicate your red or blue mindset.</p> <p>Your homework is to reflect on these and discuss them with others in the next session. You've likely transitioned from red to blue many times today. The goal is to have a common language for it, normalise it, and actively work on it.</p>

1 minute (65 minutes in total)		<p>Emphasise that everyone has their unique way of diverting and transitioning from Red to Blue. Introduce the Red2Blue Recognition tool as a standard set of general observations on how people make this shift.</p> <p>Changing your default positions requires effort. Begin by observing how you divert and what you do when you're focused on a task. You can use the tool to reflect on this or maintain a diary.</p> <p>Moving from Red2Blue involves shifting your attention, and this is a skill everyone can practice.</p> <p>Introduce some of the 'Control of Attention Exercises,' such as body checks and breathing exercises. Encourage them to devise their ways to practice these exercises.</p>
2 minutes (67 minutes in total)		<p>People already engage in various methods to practice mental skills, but using Red2Blue as the central framework helps keep things simple and avoid unnecessary complexity.</p> <p>When practicing, do it with intent! Aim for deliberate practice, investing time and resources, rather than treating it as a mere checklist exercise to show you're doing it.</p> <p>Remember, developing these skills takes time, just like any other skill.</p>
3 minutes (70 minutes in total)		<p>Ask individuals to tightly grip a pen and attempt to pick something up or let the pen go. It's just a metaphor, but it drives home the point. The challenging part is letting it go, representing the acceptance aspect of the skill. Sometimes, we get stuck or try to move forward in the red. This highlights how attention is vulnerable and can only focus on specific things at a time.</p> <p>Letting go is akin to zooming out or resetting.</p>
2 minutes (72 minutes in total)		<p>You can practice doing this.</p> <p>Try it now.</p> <p>Many notable well-published examples of sports people doing these sorts of rituals.</p> <p>Find a ritual that works in your setting. Practice often.</p>

2 minutes 74 minutes in total)		<p>Give this grounding exercise a go. It might feel a bit silly, but it's a way to bring yourself into the present moment, moving from your head to your body. Physiologically take control of your attention.</p> <p>During times of stress, our bodies can react in various ways. This exercise is particularly useful to counter feelings of excitement or panic. However, it's not recommended if you're already feeling flat.</p>
1 minute (75 minutes in total)		<p>The key is to find your ways for in the moment, shifting of attention.</p> <p>In the pack we will send out, there are ten starting exercises to try – the slide shows some that kids use.</p>
2 minutes (77 minutes in total)	 	<p><b>Key Points:</b></p> <p><b>1. In the Red Doesn't Stop You Completely:</b> Being in the red doesn't always bring things to a halt (though sometimes it can), but it does impact the quality and enjoyment of what you do, potentially affecting others.</p> <p><b>2. Shift Attention to What You Can Control:</b> When it feels like everything is closing in (like the red situation circle), shifting your attention to the one thing you can control changes the dynamic. You start working on the problem (like the Me circle).</p> <p><b>3. Find the Blue Dot Under Pressure:</b> The goal is to find that blue dot under pressure, but it doesn't guarantee everything will feel pleasant. Accepting discomfort is part of freeing up your attention.</p> <p><b>4. Acknowledging Discomfort for Better Management:</b> Acknowledging discomfort doesn't make it vanish, but it does empower you to manage it more effectively than pretending it isn't there.</p> <p><b>5. Shift Attention, Not Avoid Thinking:</b> It's not about avoiding thoughts; it's about redirecting attention to something else.</p> <p><b>6. Keep Attention Fluid and Keep Moving:</b> Like a kayaker navigating rapids, keep attention fluid. The kayaker knows what to do, scanning the scene, making decisions, and applying their process. The key is to keep moving.</p>

2 minutes (79 minutes in total)	<p>A great example of performance under pressure</p> 	Let's now look at one great example of performing under pressure.
2 minutes (81 minute in total)		<p>What were your thoughts about the video example?</p> <p>What did they notice?</p> <p>What score would you give Sully out of 100?</p> <p>Would you say he was blue head?</p> <p>Actually, he moved from Red2Blue (in our language)</p> <p>He describes an initial response of 'oh no... disbelief, before accepting it was going to be different and committing into the process... what needs to happen.</p>
4 minutes (85 minutes in total)		<p>The process for pilots is straightforward, and it needs to be.</p> <p>Under pressure, they follow a clear sequence: aviate, navigate, and communicate. Having an overview helps the pilot think clearly, essentially zooming out.</p> <p>In the end, all the pilot had to do was fly the plane. Having made the necessary decisions and communicated them, the focus shifted solely to flying.</p> <p>Meanwhile, the co-pilot delved into the manual, checking the details for restarting the engines. Both the big picture and the specific details are crucial, as reflected in the wisdom of Musashi.</p>
2 minutes (87 minutes in total)		<p>That's why the Blue head is always 2 x Blue – keeping moving between the overview and the detail.</p> <p>The Gazing Principle – zoom out / zoom in.</p> <p>It's not just about concentration. It's about switching attention on and keeping it moving. If not, you risk falling back into the Red.</p>






2 minutes (89 minutes in total)		<p>Today, our main focus has been simply explaining what Red2Blue is – a skill that everyone can work on and get better at.</p> <p>The key principle guiding this skill is the control of attention. The practice involves recognising whether you're in a red or blue mindset, owning your response to whatever is happening, and figuring out what you can control.</p> <p>It's not a breeze, but it's crucial, and the map can assist in making mindset practice a more regular and understandable part of our routine.</p> <p>Remember, improvement often comes when we face pressure head-on.</p>
1 minute (90 minutes in total)		<p>Suggested ways to keep practicing are to use the map, use the tools, do some exercises.</p>
1 minute (91 minutes in total)		<p>Set exercise for homework.</p>
1 minute (92 minutes in total)		<p>Ask if anyone has any questions about the session.</p>
1 minute (93 minutes in total)		<p>Final thoughts and next steps for session 2. Encourage people to follow Gazing on social media platforms.</p>







## MODULE 02

# HOW DO YOU USE RED2BLUE?

Timing	Slide	What to say
These may vary depending on time available, group etc.	Use the slides provided to deliver your Red2Blue sessions. If you are unable to access the slides, you are welcome to draw the concepts in a whiteboard!	The following script is a standard Red2Blue delivery to a neutral group. You are welcome to adapt your script and examples to match the needs of your audience.
1 minute (1 minute in total)		<p>Today, let's go over what we covered in the last session and put it into practice.</p> <p>In our previous session, we explored circles and the recognition tool. Today, our emphasis will be on introducing additional tools and start to put it into practice.</p>
1 minute (2 minutes in total)		<p>Before we begin, any questions about session one that may have popped up over the last few days?</p> <p>The first session was all about what Red2Blue is. You can separate that into two different sessions if you want.</p> <p>Then, we look into how we use it, scenario work, tools, and applications of Red2Blue in practice.</p>
3 minutes (5 minutes in total)		<p>Let's quickly go over what we covered in the last session.</p> <p>We began by discussing the idea that performance is not an all-or-nothing scenario; there's always room for improvement.</p> <p>Pressure can either boost or hinder performance; it acts as a catalyst.</p> <p>When it comes to performance, we broke it down into three key factors: structures, skillset, and mindset. While mindset might seem mysterious, we introduced a way to talk about it and practice it.</p> <p>At Gazing, we see mindset as a skill that can be developed, just like any other skill. The main component of this skill is control of attention.</p> <p>So, what's the skill we're focusing on? Recognise, accept, choose.</p> <p>The map serves as a tool to help us recognise and use the language associated with this skill.</p>

5 minutes (10 minutes in total)		Any questions about the map? Or any general observations about the words you see? Feel free to share your thoughts.  We understand it might seem a bit overwhelming initially, which is why we didn't present it right at the beginning. We unfold the story first and then introduce the map to provide context.  Additionally, we have a simplified child version that might be helpful. Have you had a chance to look at both the kid's version and the more advanced map?
10 minutes (20 minutes in total)		We asked you about self-reflection for homework and consider the last time you were in the Red.  Ask everyone (or a couple of people) to share their stories and answer the questions.
5 minutes (25 minutes in total)		Many of the things you mentioned are predictable; you know what might happen.  This predictability also extends to teams – you understand the individuals in your team, what can make them shift to the red, and how they might respond in that state.  Now, let's consider what factors make an event feel more pressurised. Any thoughts? Feel free to share with the audience.
10 minutes (35 minutes in total)		APE is part of another acronym that helps you identify pressure and understand its sources. You can also refer to it as the sources of pressure.  Here's what APE stands for:  Expectations: This involves setting goals or having expectations, anticipating things to be a certain way. We might slip into the red if things don't go as expected.  Scrutiny: This refers to the scrutiny we place on ourselves or the perceived scrutiny from others, such as coaches, teammates, or the media.  Consequences: What are the outcomes if I don't perform? What happens then?  These three aspects are essential for improvement. They're a positive force! However, if they become overwhelming, inconsistent, or frequently unpredictable, we often see three common responses:  Aggressive: This doesn't necessarily mean physical aggression but can involve being verbally aggressive or dismissive.

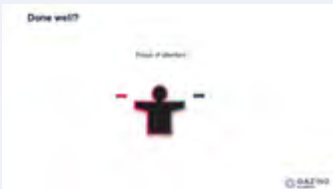
		<p>Passive: This might involve having a bit of a meltdown, adopting a victim mentality, not wanting to be there, blaming others, or feeling lethargic.</p> <p>Escape: Wanting the game or meeting to end, desiring to hide or escape.</p> <p>Recognising these patterns helps you observe the trigger. What source of pressure caused you to slip into the red, and what behaviour did it lead to? It's like having a recognition radar.</p>
15 minutes (50 minutes) (10 minutes do scenarios, 5 minutes debrief)		<p>Scenario practice.</p> <p>If we go back to the line, we are trying to get a bit of perspective of what has happened in this case.</p>
As above		<p>If we use the control circles here, we are using them to highlight what is the most important thing to focus our attention on now rather than a passive exercise.</p> <p>Zooming out, look from different angle, reset.</p> <p>Got attention in wrong things.</p>
As above		<p>Similar to above.</p>
5 minutes (55 minutes in total)		<p>Maps are handy tools created to encourage movement. Movement is a crucial aspect of performance. Without a clear structure to rely on during pressure situations, clarity diminishes, and movement slows or stops, causing us to get stuck.</p> <p>The Red2Blue Map is crafted to direct both thought and action in uncertain conditions and reignite movement. In the scenarios mentioned earlier, individuals found themselves stuck in a loop, making it challenging to break away and move forward.</p>
2 minutes (57 minute in total)		<p>Introduce the What If's tool</p> <p>This tool is designed to help us prepare, to help us practice</p> <p>If we can anticipate what might happen, we can resource ourselves to cope with it, to do well in that context.</p>

3 minutes (60 minutes in total)		<p>It's more than just having a contingency plan. It's about becoming familiar with the feeling – honing the mindset skill. Anticipating what red thoughts might arise and figuring out which techniques, processes, and rituals can help you stay or get into the Blue.</p> <p>Let's discuss some "what if" examples from each group. Feel free to share.</p>
25 minutes (85 minutes in total)		<p>What has changed since Covid? People now have improved skills and structures to handle these situations.</p> <p>However, there are numerous things individuals could have done to stay in the Blue. So, the key question is, do they have a tool at their disposal in the moment to shift back into the Blue? What could you do in that moment?</p>
2 minutes (87 minutes in total)		<p>Debrief the point of what if's...and that the next step is to actually practice them.</p>
5 minutes (92 minutes in total)		<p>Consider the possibility of being really bad at something. It's a useful way to recognise aspects you might not be aware of that contribute to poor performances.</p> <p>When you're dealing with a specific technique or situation, employing the SUC tool can be highly beneficial. If you picture teaching someone how to mess it up, it can effectively highlight what you might actually be doing yourself.</p> <p>This process provides valuable information about what changes you need to make.</p>
2 minutes (94 minutes in total)		<p>We would recommend doing What ifs on a regular basis.</p> <p>The next session will look at how you can practice Red2Blue with others.</p>
1 minute (95 minutes in total)		<p>Final thoughts and next steps for session 3. Encourage people to follow Gazing on their social media platforms.</p>


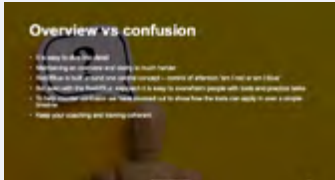



## MODULE 03

# HOW DO YOU PRACTICE RED2BLUE?

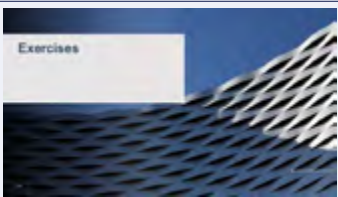


Timing	Slide	What to say
These may vary depending on time available, group etc.	Use the slides provided to deliver your Red2Blue sessions. If you are unable to access the slides, you are welcome to draw the concepts in a whiteboard!	The following script is a standard Red2Blue delivery to a neutral group. You are welcome to adapt your script and examples to match the needs of your audience.
1 minute (1 minute in total)		Welcome and introduction to the session.
1 minute (2 minutes in total)		Set out the agenda for the session.
3 minutes (5 minutes in total)		<p>Before we begin, any questions about session one or two that may have popped up over the last few days?</p> <p>The first session was all about what Red2Blue is. You can separate that into two different sessions if you want.</p> <p>Then, we look into how we use it, scenario work, tools, and applications of Red2Blue in practice.</p>
10 minutes (15 minutes in total)		<p>Introduce the IQ Test.</p> <p>Introduce the IQ test as a 'basis for assessing your ability to perform under pressure.'</p> <p><b>IQ Test:</b></p> <p>Studies from the Journal of Organisational Psychology have shown a link between IQ and performance.</p>

		<p>Kent Test and Wilson Test.</p> <p>IQ is linked to the ability to cope with complex situations.</p> <p>Series of questions.</p> <p>Will get answers immediately following the test.</p> <p>Please put your name on the test paper.</p> <p>Explain rules:</p> <ol style="list-style-type: none"> <li>1. Pace of questions fast by design.</li> <li>2. Each question will be repeated twice.</li> </ol> <p><b>QUESTIONS</b></p> <p>If a flag floats from the South, from which direction is the wind?</p> <p>At what time of the day is your shadow the shortest?</p> <p>Why does the moon look larger than the stars?</p> <p>If your shadow points to the northeast, where is the sun?</p> <p>What are houses made of?</p> <p>Tell me the names of 4 types of fish.</p> <p>Give the names of 4 large cities.</p> <p>What is sand used for?</p> <p>What metal is attracted by a magnet?</p> <p>How many stripes are in the United States flag?</p> <p>What is 2 x 6, What is 2 x 12, What is 2 x 24, What is 2 x 48, What is 2 x 96, What is 2 x 192, What is 2 x 384</p>
10 minutes (25 minutes in total)		<p>After the test, have participants exchange papers as if you're going to mark them.</p> <p>Okay, here's the twist: the task was a trick – no journal article supports this. There's no link between performance and IQ!</p> <p>So, why did we do it?</p> <p>Key Learning Points:</p> <p>Pressure means different things to different people.</p> <p>People respond uniquely to pressure.</p> <p>You have the power to choose how you deal with pressure.</p> <p>Success comes when you apply yourself to the task.</p> <p>The level of attention people give to the process varies, impacting performance.</p>



		<p>Responses to pressure:</p> <p>For example, thinking it's unfair!</p> <p>For example, not being informed!</p> <p>For example, feeling it's too fast!</p> <p>Some were thrown off because the test wasn't marked! Different triggers affect different people.</p>
5 minutes (30 minutes in total)		<p>Discussion Points:</p> <p>Some participants may stop, some may laugh, some may put in extra effort, and some may resist.</p> <p>The IQ test is just an example of what occurs regularly – pressure and diversions. However, responses differ among individuals.</p> <p>The Red and Blue dichotomy is applicable to everyday issues; it's not limited to significant diversions.</p>
5 minutes (35 minutes in total)		<p>For your final personal reflection, complete the following sentences. Feel free to keep your answers private, jotting down the first thing that comes to mind. In these sentences, 'they' can refer to anyone of your choosing.</p> <p>Remember, whatever you've written represents a myth. It's not an absolute truth; it's simply your truth. This is what shapes you and defines your responses to events and situations.</p> <p>While it's okay to act in defense of your rules, it's not always the most helpful approach for specific tasks or moments. Awareness of this can enhance your adaptability and prevent getting stuck. Your rules and values are driving forces for you; they are vital.</p> <p>Being conscious of them allows you to maintain perspective and avoid constantly sliding down the mental strength scale when you perceive a threat to them. We all assume different roles and identities in various situations. This exercise is useful for reflecting on why you might have turned Red in certain situations and how to mitigate it in the future.</p> <p>Ultimately, it is what it is, and so what? and who cares?</p>
		<p>How did you get on with this work?</p> <p>In groups share with each other one or two what ifs that you have come up with.</p>

2 minutes (37 minutes in total)		What if's are the basis of everything. This never ends. (Can speak to example of Alice Powell – does this for every race, every time).
3 minutes (40 minutes in total)		This slide is a reminder for you around the purpose of the timeline. Optional delivery.
5 minutes (45 minutes in total)		Begin in the middle, as that's when Red2Blue is most frequently applied. To improve and continue practicing, it's useful to consider both sides – the preparation and review processes. The tools and exercises will prove beneficial at various stages of the performance timeline.
5 minutes (50 minutes in total)		Begin in the middle, as that's when Red2Blue is most frequently applied. To improve and continue practicing, it's useful to consider both sides – the preparation and review processes. The tools and exercises will prove beneficial at various stages of the performance timeline.
5 minutes (55 minutes in total)		To enhance performance, it's crucial to have a clear understanding of the desired outcomes. A 'vision' or purpose not only gives direction but also allows individuals to connect their personal goals, ambitions, and aspirations with the performance objectives. This vision serves as a reference point for emotional alignment. Effective progress is dependent on having a simple and meaningful task. Maintaining a 'one pager' strategy is essential. As the primary concern is the control of attention, it's more valuable to concentrate attention on a few key building blocks and execute them exceptionally well, rather than spreading attention too thin, leading to a more moderate performance across a broad range of matters.

<p>5 minutes (60 minutes in total)</p>		<p>Envision the 'half time talk' as a concept. What can be effectively communicated in the heat of the moment under pressure? Often, not much... it needs to be BIG and CLEAR.</p> <p>Now, what needs checking?</p> <p>It's crucial to verify that people are listening from the BLUE side. If individuals aren't resetting, zooming out, or making a deliberate effort to listen, debriefs or reviews can be distorted, and information may be overlooked.</p> <p>Let's draw out an 'X Check' on the flip chart or whiteboard. The Mental Skills X Check is a valuable method for honestly reviewing, either in an immediate hot debrief or over time, to gain insights.</p> <p>Looking at the big picture, was it a Red or Blue mindset?</p> <p>Now, double-click on the Red side. What was the issue? Intensity, diversions, or both?</p> <p>On the Blue side, was it a strategy problem, an execution problem, or both?</p> <p>Here's a practical exercise: ask them to review a game or performance they just watched. Was it a Red or Blue example, and specifically, which quadrant needed adapting or adjusting for better results?</p>
<p>5 minutes (65 minutes in total)</p>		<p>Utilise the Mental Skills X-Check to evaluate performances from a Red2Blue perspective. This approach will steer you away from overly simplistic 'good' or 'bad' reviews and help you maintain a realistic perspective on your progress. Remember, everyone can improve, and everyone experiences both good days and bad days. Look for patterns and get excited about discovering areas for improvement.</p> <p>Think of this concept as a 'halftime' check. What's the issue that needs addressing? Is it related to being off-task – perhaps a lack of intensity or being over-hyped? Or is it a specific diversion? Alternatively, is it connected to our process – do we need to adjust our strategy and refocus our execution?</p>

2 minutes (67 minutes in total)		Use the exercises to help others – it takes away the heat and adds to the focus – allows for better dialogue.
3 minutes (68 minutes in total)		<p>When you start to become aware of yourself slipping into the 'Red'.</p> <ol style="list-style-type: none"> <li>1. Do some physical action – e.g. holding the wrist, brushing hands, stamping foot. The action will be largely dependent on the context and situation you're operating in.</li> <li>2. Place your attention on something external. Notice its shape, texture. Notice the space around it.</li> <li>3. Choose the next task.</li> </ol>
10 minutes (78 minutes in total)		<p><b>GROUNDING</b></p> <p>Place tongue on the bottom of your mouth.</p> <p>Feel ground under your feet.</p> <p>Feel your stomach move in and out as you breath.</p> <p>Hold the first two fingers of your left hand (optional).</p> <p>Learning Point: This helps take the emotional heat out of a situation and because you are engaged in a deliberate activity (placing tongue, feeling the ground) it facilitates a sense of control over the situation.</p> <p><b>STOP</b></p> <p>Stop</p> <p>Take one to three breaths, count of five in, count of seven out. The out breath needs to be longer than the in breath. This indicates that you're being</p> <p>deliberate which means you have regained control.</p> <p>Observe thoughts and feelings. When you're observing you're not participating, which means you're detached and not caught up in the moment unless you choose to do so.</p> <p>Proceed purposefully with the next steps.</p>

<p>10 minutes (88 minutes in total)</p>		<p><b>SPACES</b></p> <p>When you feel yourself drifting off or becoming busy inside your head with the voices, try looking up and noticing as many spaces around you as possible. Count them.</p> <p>Learning Point: The purpose of this exercise is to enable us to become aware of when we are fixating and to be able to shift our attention.</p> <p>The above exercise helps us become aware of our internal dialogue, our internal map and to snap out of it.</p> <p>It also helps you of course see spaces, which in some situations is useful.</p> <p><b>LASER GUIDED</b></p> <p>When you feel yourself drifting off or becoming busy inside your head with the voices, try looking up and noticing focussing on objects around you. As you see each one, imagine a laser dot (colour of your choice) right in its centre or wherever you want to put it. Then shift your attention to the next object and do the same thing, being as deliberate as possible about where you want to point the laser.</p> <p>In between placing the dot on each different object look up and around you.</p> <p>Learning point: You have control over your attention. Being specific about where you place it is your choice. Sometimes it helps to shift back up to an overview. But it's always useful to be as specific as possible.</p>
<p>2 minutes (90 minutes in total)</p>		<p>Clear thinking within teams is crucial. The image illustrates how Red2Blue was employed by a regiment in the British Army during a training exercise. One of their rituals involved starting each briefing with the Sgt Major declaring "Blue heads on." Everyone would then pause for 3 seconds of silence before commencing the briefing – a practical ritual to prepare individuals before delving into information. However, the leader of the operation must also be attentive to and assist in keeping people engaged.</p> <p>Establishing the Red2Blue framework and language contributes to fostering a conducive environment where the Red side is expected and managed rather than seen as a problem to be cured. Working on your responses and recognising Red2Blue in others can enhance decision-making and problem-solving, fostering better communication and interpersonal interaction.</p>

2 minutes (92 minutes in total)		Elicit final thoughts and invite questions.
1 minute (93 minutes in total)		Final thoughts and next steps. Encourage people to follow Gazing on their social media platforms.

## Notes

[illegible]

## Notes

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