

WOOP

Facilitation Guide

CRITERIA FOR SUCCESS

WISH

- Specific
- Can be accomplished in time frame
- Challenging but feasible

OUTCOME

- Fulfilling and motivating
- Clearly visualized
- Reduced to most crucial aspects

OBSTACLE

- Inner obstacle, not outside barrier
- Clearly visualized
- Reduced to most crucial aspects

PLAN

- Stated as “when ... then...”
- Observable action rather than internal decision
- Participant possesses all resources or skills needed to implement plan

To begin: Hand out the **PREP ACTIVITY**.

- In question 2, students will likely think Student A will succeed.
- In question 3, play the [WOOP video](#), [Hidden Brain podcast](#), or explain the steps of WOOP.
- In question 4, guide students to discover that positive thinking (student A) is not the best approach
- Student B is the closest to using WOOP because they consider an obstacle and plan.

SAMPLE SCRIPT

When you're ready to WOOP, try saying something like this to the class:

“WOOP is a strategy that will help you gain insight into your daily life and fulfill your wishes. Relax while I guide you through WOOP. The next few minutes are just for you.”

“WISH: Write a wish that is important to you. The wish should be difficult but achievable. State it briefly.”

“OUTCOME: How will it feel when you accomplish this? Close your eyes and really imagine it.”

“OBSTACLE: What is an internal obstacle? This must be something that you have control over. Close your eyes and imagine your obstacle.”

“PLAN: What is your specific plan? What is the exact thing you will do? This plan should be easy to remember.”

“We just completed WOOP. We'll check in on (date, time) again. WOOP is most helpful when it becomes a habit, so we'll practice WOOP more and you'll find it easier each time.”

FAQ

WHAT'S THE BEST WAY TO BRING WOOP INTO MY CLASSROOM? WHAT ENSURES I'LL DO IT WELL?

The best approach is to use WOOP yourself first. Then, work with small groups of students to practice facilitating. When you are ready to use WOOP with the whole class, you could introduce WOOP in a mini-lesson before guiding the class through the WOOP process.

AS A FACILITATOR, HOW DIRECTIVE SHOULD I BE?

In order for WOOP to be successful, the participant needs to think through and identify their own wish, outcome, obstacle, and plan. You might see the wish and obstacle as obvious for this person, but you want the person to work it out and have their own breakthrough. Be patient.

CAN I MAKE CHANGES TO THE WOOP PROCESS?

No: the science behind the success of WOOP has to do with the exact formula. The sequence, language, imagery and state of mind created are all critical to the method's success.

WHAT MAKES WOOP DIFFERENT FROM OTHER GOAL-SETTING STRATEGIES?

WOOP focuses on mental contrasting, which asks participants to contrast their wishes with potential obstacles. The visualization process helps participants vividly experience their desired futures in contrast with the obstacles. Then, when an obstacle arises, a nonconscious signal triggers a participant's effective action.