

Mature Thinking Session 2 – TEACHERS PLAN



Prior to the session, all the students will have completed their learning profiles. If this has not been done, worry not. Just go through the session slides and delete the one that refers to the profiles. You could get the students to complete the profiles in preparation for session three, or not do them at all if they have already completed similar profiles from another source. This programme has been designed so that you can adapt it to suit your group, your time and your skills base. It is not set in stone.

- Prepare the room. You will need a large classroom or, preferably, a hall or studio. Tables need to be pushed to the side with the students seated on chairs or floor.
- All the students need paper/notebook and a pen.
- Have a cd player for music to play during tasks.

SLIDE 1

The slide has a light blue background. At the top, it says 'Mature Thinking' in a large, bold, black serif font. Below that, in a smaller black serif font, is 'A Programme That Moves People From Knowing To Doing'. Further down, in a bold black sans-serif font, is 'Session Two – Preparation', followed by 'The Left Hand of Learning' in a smaller italicized black sans-serif font. At the bottom left, there is a logo with 'REASSESSING' in white on a dark blue bar and 'RISK' in white on a red bar. To the right of this logo is the text 'Combating quarry trespass by teenagers'. At the bottom right, there is a logo for the 'QUARRY PRODUCTS ASSOCIATION' in white text on a dark blue square background.

- Ask the students what they want to gain from this session in relation to improving their study skills.

SLIDE 2

- Review the programme to keep the 'big picture.'
- The programme is split into three stages of learning: Preparation (why are we doing what we are doing); Understand (the rationale, theory and skills development); Action (how can we put this new knowledge into action).
- Ask if there are any questions

The slide has a light blue background. At the top, the word 'Preparation' is written in a large, bold, black serif font. Below it, there is a bulleted list. The first bullet is 'Aims of the programme', followed by three sub-bullets: 'Raise skills for managing success in life', 'Focus on individual learning preferences to support personal success in study and exams', and 'Highlight the process of moving from childish to adult behaviour to make success of our relationships inside and outside school for the rest of our lives'. At the bottom left, there is a logo with 'REASSESSING' in white on a dark blue bar and 'RISK' in white on a red bar. To the right of this logo is the text 'Combating quarry trespass by teenagers'. At the bottom right, there is a logo for the 'QUARRY PRODUCTS ASSOCIATION' in white text on a dark blue square background.

SLIDE 3

- Aims of the session
 - Five keys to learning:
 - Three part brain
 - Four conditions for the brain to work
 - Five senses for memory
 - Individual learning styles
 - Creating a lasting memory
 - Learning Styles Analysis

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- Talk through the slide to give the overview of the session.
- Ask if there are any questions.

SLIDE 4

- Get feedback on the questions. Give everyone the chance for feedback, letting them know that they have about 30 seconds to one minutes each. Allow 10 – 15 minutes for this.

- Do the BECOME review as a quiz, working in pairs or groups.

NB Do not allow hands up (for further research see the work of Dr. Paul Black on assessment and the negative impact on hands up culture – 80% of questions are answered by 20% of the students).

Reference: Inside the Black Box: Raising Standards Through Classroom Assessment

Review

- Who did you ask the questions set at the end of the last session and what kind of feedback did you get?
- Did you complete the profile?
- What are the six factors for managing maturity? Think B.E.C.O.M.E.

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- Get them to feedback in pairs/small groups.
- The most important thing is to create a sense of achievement as well as reviewing the key skills for maturity.

SLIDE 5

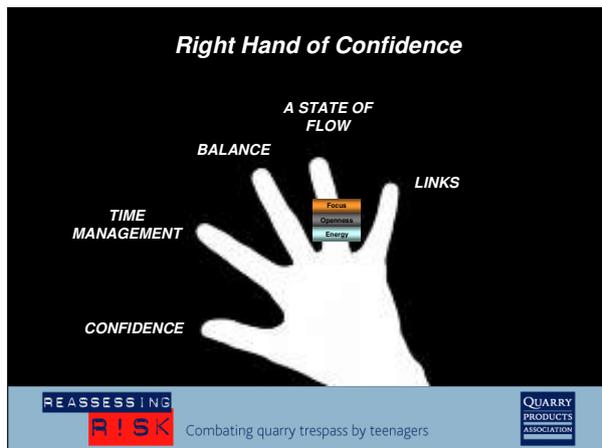
Six factors for managing maturity

- Bravery
- Energy
- Creativity
- Openness
- Motivation
- Esteem

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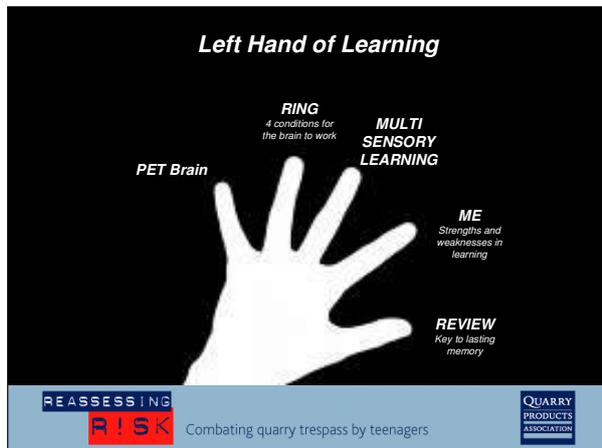
- Work through the BECOME to assess their memory and application of the tasks.
- Did they do their SMART task and what was the outcome? What worked? What didn't?
- Explain that the session, although focusing on practical learning techniques, will work around the BECOME skills to further support their development in managing maturity.

SLIDE 6



- In order for people to develop their potential they need to understand the importance of confidence.
 - Go through each of the fingers we a brief explanation of each (see below). In session three we will return to the right hand of confidence but the students do need to understand and make an effort to remember these fingers and what they represent.
-
- I would suggest that working in pairs or threes you give a brief explanation of the fingers and then they quiz each other.
 - Thumb – The difference between confidence (thumbs up) and arrogance (thumbs down) – Confident people give you energy and arrogant people steal it. Ask them to review with each other and to make a conscious choice to contribute during the session.
 - Fore finger – confident people manage their time and focus on what is happening now. They do not dwell on the past but prepare for the future by engaging in today. Ask them to make a conscious choice to contribute with confidence. Get them to review both fingers.
 - Middle finger – confident people are working at a balance between work and play, fun and challenge. The session will be a balance between play and learning (plearning)
 - Forth finger – confident people get into a state of flow – where learning and achieving in stress free by managing their Focus, Openness and Energy.
 - Write Focus Openness and Energy on the board and ask them to score them selves at this moment (remember the forefinger) where 1 is low and 10 is high. If they are scoring low on any of the three then they need to do something about it. If they are very low in energy as a group then get them to do an energy raising game. Likewise if focus or openness is low then you need to say or do something to encourage a rise in the levels.
 - Finally, the little finger – link. Confident people have links or a network of support. For the rest of the programme they need to build a network of friends and family who will discuss and help them in achieving their goals and dreams.
 - Move now to the next slide that will give an overview of this session on Learning using the left hand as a guide.

SLIDE 7



- The main focus for this session is going to be on learning.
- To get the students to grasp the big picture ask them to hold up their hand. Quickly go through each finger highlighting the fact that each finger represents one of the five key skills for learning.
- During this session you will go through each of these in more detail.

SLIDE 8

- Re-introduce the 'risk-o-meter'.
- Ask the students to stand and show their openness to taking a risk:
 - keeping their hands on their thighs to represent zero:totally risk averse
 - five: I will do it if everyone else is
 - ten: Bring it on.
- Remember, this activity not only indicates willingness on behalf of the students but will also show a, hopefully, growing openness to take risks.



BRAVERY EXERCISE

BRAVERY

“Yes. Let’s!”

Rationale:

This exercise is designed to encourage positive risk-taking. It also demonstrates that risk-taking can increase confidence.

Often, the biggest obstacle in our attempts to change is F.E.A.R. (False Expectations Appearing Real). We often imagine that things will go wrong or that we will look silly to others and it is that which stops us from trying something new or different. This exercise helps people to just get past the first obstacle to change, ie having the experience.

Timing 10 – 15 minutes

Equipment None

Space Classroom arranged to allow an open and empty space

Learning styles

Primary – Physical, Interpersonal

Additional – Visual

Process/Format

- It is important that everyone engages enthusiastically with the exercise. Explain that we are 'psycho-physical' beings – if we adopt a high energy, positive attitude, both physically and emotionally, we can convince our bodies and minds to remain in that state.
- Stand in the open space and ask each member of the group to think of a physical action which they will ask the rest of the group to perform simultaneously eg 'Hop on one leg'.
- The exercise begins when one person calls out their 'instruction' – the instruction must always begin with "Let's ..." eg "Let's hop on one leg!" / "Let's touch each others' feet!"
- Before beginning the action, the whole group must respond **enthusiastically** with the phrase, "Yes. Let's!" and then start immediately.
- To stop that action and move on, another person must give an 'instruction' and the exercise continues. The calling out should be random and spontaneous rather than planned. Keep the energy high, moving quickly from one 'instruction' to another until everyone has had a turn to call out their instruction or until the leader stops the exercise.

Reflection

- Link this exercise to the three stages of The Cycle of Change explained in the first session:
The 3 stages are:
 - **Opportunity**
 - **Experience**
 - **Learning**

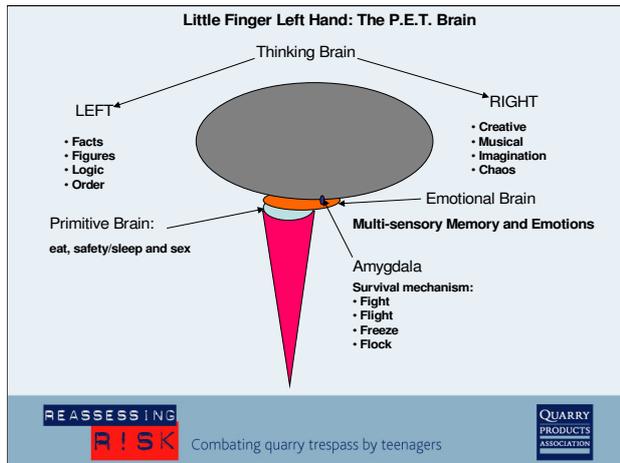
If we take the **opportunities** offered to us in the present moment, we will have the **experience**, which in turn will enable us to **learn**.

As a group, reflect on the following;

- Did they all take the **opportunity**? ie did everyone engage fully in the exercise?
- What was the **experience** like? Explore how people felt about 'just doing it'? Was it as bad or difficult as they imagined it would be?
- What did they learn from the **experience**? What positive opportunities in their lives are they avoiding because of fear of failure or humiliation?

Source: Victoria Soto/Roy Leighton

SLIDE 9



• In the first session we looked at how FEAR – False Expectations Appearing Real could prevent people from challenging and changing their thoughts/behaviour.

• We will now begin to cover the Left Hand of Learning. Start with the little finger on the left hand. Go through this slide to highlight what is happening to the brain.

• Each time you hit the return key, a bit more of the brain and it's function is briefly explained.

• The main point being: when we are thinking clearly, the amygdala gland does not overwhelm our brain and we can take thoughtful, mature action. However, when we feel we are being challenged, the immature individual resorts to flight, fight, freeze or flock (three-year-old behaviour). Those with a mature brain, whilst they might initially want to fight or run away, are petrified and want the reassurance from those close to them that their behaviour is acceptable.

• For more information go to Google and do a search for 'amygdala'. At the last count, there were over 4,000,000. Type 'The Brain from Top to Bottom' into Google as this was a good one for a clear explanation of the function of the amygdala.

Slide 10



• Raise the energy and prepare them for the next bit of learning.

• Deliver energy exercise two

ENERGY EXERCISE

ENERGY Group Count

Rationale

This exercise can be useful in focussing group energy so that group work is more productive. Alternatively, it can be used as a transition exercise from high energy/physical activity to discussion/quiet work or from individual study to whole-group work.

Timing 10 -15 minutes

Equipment None

Space Standard classroom – ideally arranged to allow an open space

Learning styles

Primary – Interpersonal, Intrapersonal

Additional – Physical

Process/Format:

STAGE 1

- You can either go straight into this exercise or do one of the variations of the energy exercise shown on the energy sheet for exercise one. It depends if the group is low on energy. You decide.
- Also, if you have time, go into the relaxation part of the exercise shown in the first session and then move to this stage. Again, you know the group, you decide.
- Ask the group to stand in a circle, facing inwards. It is essential to establish a calm and quiet atmosphere before beginning the exercise – ask everyone to breathe in through the nose (to the count of three) and out through the mouth (to the count of three). Repeat at least three times until the group is focussed.

STAGE 2

- The objective of the exercise is for the group to count from one to 20, one person speaking at a time without pre-arranging an order or technique. **Each individual can speak more than once or not at all.** The key to its success is to work as a whole group while individually sensing when it is and is not appropriate to speak. If two people speak at the same time, start again from one.
- It is not always easy to achieve the objective. Success can depend on when it is used during a session, the group dynamic or the atmosphere in general. Try at least three attempts before moving on and then, if possible, return to it at a later point in the session. As the group becomes familiar with the exercise, raise the count to 25 or 30.

Reflection

- Ask the group to reflect on why the exercise did or did not work. Explore that idea in the context of the general group dynamic – what are its positive and negative elements?

● As individuals, did they feel comfortable with the lack of structure/planning or was it exciting to work instinctively? Who found it difficult to keep quiet and who found it difficult to speak up? If you didn't speak – why not? Just because you didn't, did you feel less engaged with the group/exercise?

● Discuss how energy can be 'hard power' ie physical/external and 'soft power' ie focussed/internal.

Source: Victoria Soto, Roy Leighton

SLIDE 11

Left Hand Ring Finger: Four Conditions for the Brain to work

- R – Relevant – how is this experience going to help my survival or success?
- I – Interesting – is this experience raising curiosity, questions and interest?
- N – Naughty – is this experience challenging, rule breaking, rude or cheeky?
- G – Giggle – is this experience fun?

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● Get the students to sit down. Explain the conditions for the brain to work, using the left hand ring finger using the slide.

● Having explained this, back space to remove the answers and get them to review this and the little finger with their friends.

● They are to make sure that they know what the fingers represent and if they do not then they are to find out. They can ask anyone in the room.

● Having done this, quiz their understanding.

● Next, give them all a copy of the '**Leighton Memory Matrix**' and get them to draw their left hand on the back of the paper and write/draw what the little and ring fingers represent. Music, to focus on the task and the timing, would be helpful.

● In the 'topic' space, they should write 'five keys for learning'. The '**Leighton Memory Matrix**' is on the website and can be downloaded.

SLIDE 12

● Assess risk

CREATIVITY

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SLIDE 13

Left Hand Middle Finger – Multi-sensory Learning

We recall more the more senses we engage.

The three key learning styles that should form every learning experience

What we see
What we do
What we hear

The other two should not be forgotten
as they may be the most powerful for an individual learner

What we smell
What we taste

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- Explain multi-sensory learning using the middle finger.
- Get the students to write/draw the information on the middle finger drawing that they have put on the back of the memory matrix.
- Deliver Creativity exercise.

CREATIVITY EXERCISE

CREATIVITY Preferred Learning Styles

Rationale

The section on the 'Memory Matrix' has columns to tick to make sure that the review is Visual, Auditory and Kinesthetic. This exercise will help focus their minds as well and ensure that the learning is embedded in all three core sensory learning styles.

This exercise provides participants with the opportunity to explore their own preferred learning styles. By identifying the means through which we best take in information, we can often improve our ability to manage our own learning and to access knowledge.

For the purpose of this exercise, learning styles are categorised as **Visual, Auditory** or **Kinaesthetic**. It is important to make participants aware that, although we tend to have a *preferred* learning style, we should not restrict ourselves to only learning in one particular way. Also, although they are not included, we also use our taste and smell as memory enhances and this should be stated. It is just that, in most learning environments, the latter two are more difficult to include.

Timing 10 - 55 minutes

Equipment 'Preferred Learning Styles' (PLS) Questionnaire + pens

Large pieces of paper

Coloured pens

(IT/Media equipment if required)

Space Standard classroom

Learning styles

STAGE 1 Primary – Intrapersonal, Logical

STAGE 2 *Primary* – Visual, Linguistic, Interpersonal

Process/Format

STAGE 1

- Give out 'Preferred Learning Styles' (PLS) questionnaire which can be downloaded from the website. Ask the group to sit quietly and individually complete the questionnaire.
- When the questionnaires have been completed, go around the group and ask each person to feedback their result.

STAGE 2

- Ask participants to get into groups with others who share the same PLS ie **Visual, Auditory** or **Kinaesthetic**.
- In their group, using the paper and pens, make two lists; one list of techniques, resources, methods etc of learning which suit their style ('Things to Try') and another list of potential distractions, obstacles etc ('Things to Avoid')
- As groups, create a poster (or another medium eg web page, short film, slide show etc) which provides advice and guidance on how to approach tasks, for others who share their PLS.
- Display posters etc in a prominent place.

Reflection

- You could, if you have time and want to take this exercise further, ask members of the group to find a partner who has a different PLS to their own. In pairs, decide on one specific project/task which is challenging each of them. Together, devise a strategy for completing each project/task using their individual PLS.

Source: Victoria Soto / Roy Leighton

SLIDE 14



- Assess risk

SLIDE 15

- Using the left hand forefinger, highlight that mature individuals are seeking to continually develop their awareness of themselves and how they engage with others and the world around them. They are constantly asking the questions: what are my strengths and weaknesses as a person and a learner?
- Fill in the finger on the back of the matrix
- Deliver the 'Openness' exercise.

Left Hand Forefinger – Me:
my strengths and weakness as learner and as a mature person

Learning style – do I know how I learn and am I working to my strengths?

Maturity level – three influences on mature behaviour:

- Self
- Others
- Environment (where you are and what you are doing)

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OPENNESS EXERCISE

OPENNESS Problem Solving Ping Pong

Rationale

So often, the cause for negative behaviour or results is negative personal belief. This exercise is designed to assist the process of personal change. The exercise begins to unlock the solutions to our problems that already reside in our sub-conscious.

It shows, in a physical and fun way, that we may know more than we think. It requires spontaneity and instinctive responses. The objective is to reveal that, through experience and instinct, we know more than we may previously have realised.

The activity encourages participants to be open to self-reflection, constructive criticism, advice from others, and to change.

Timing 10 - 15 minutes

Equipment None

Space Standard classroom arranged to allow and open and empty space

Learning styles

Primary – Interpersonal, Logical, Linguistic

Additional – Physical, Intrapersonal, Visual

Process/Format

STAGE 1

- In pairs, give them a few minutes to brainstorm a list of things they each would like to achieve within the next year eg better grades in maths, argue less with parents, more confidence to try something new etc.
- Give them a further five minutes to choose three key objectives from each of their lists that they want to focus on.

STAGE 2

- Ask them to stand a short distance away from each other and imagine they have a ping pong table between them.
- Start with Person **A** 'serving' one of the objectives from their list to Person **B**.
- Person **B** then makes a 'return' by offering a solution or some advice.
- The game continues by exchanging advice and obstacles etc until **A** decides on a solution.

E.g. **A**: "I want to do better in Maths."

B: "Work harder."

A: "I do work hard at it."

B: "Ask the teacher for help."

A: "He doesn't like me."

B: "If you ask for help he might change his mind about you. You're always messing around in lessons."

A: "I'll concentrate more in lessons."

- The players then 'swap ends' ie physically exchange places and **B** 'serves' an objective and the game begins again. Continue for six games ie until each player has served each of their objectives.

Reflection:

- Ask them make a note of the solutions found and advice given. Each person should make a commitment to take specific action to help them achieve their objectives and share this with their partner eg "I will concentrate more in my next maths class". "I won't mess around".

Source: Roy Leighton

SLIDE 16

Multiply Intelligent Tasks

- In order to prepare for the final session an eight stage programme of sustainable challenge has been devised.
- This can be adapted to suit your timetable but the best way is to spread it over a term or half-term if you can manage the timing.
- It is very straight forward. Each week (or thereabouts) you do a task using each of the 8 multiple intelligences.

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- We are moving into motivation and real maturity.

- Go through the stages clearly to make sure people know what is expected of them over the coming weeks.

SLIDE 17

- Between this session and the final one, the students will complete eight exercises based on multiple intelligences.
- They are to keep a personal record of what they did and what they learned as the final session will be focusing on reviewing how they have challenged their thinking and behaviour to improve confidence and learning.

The tasks will give each person the opportunity to 'shine' and be challenged.

- Interpersonal
- Musical
- Intrapersonal
- Physical
- Analytical
- Naturalistic
- Visual
- Verbal

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- Give the exercises to them over the following weeks in the order set out above.
- Be clear on dates when the exercises are going to be given out and prepare a sheet for the students to take away with them.

SLIDE 18

Task One

Interpersonal or Social Learning

- Work with one or two of your friends who have been part of the programme and agree to meet up once a week to review your learning for the programme.
- Be clear where and when you are meeting and make a commitment to them and yourself that you will get together for at least 20 minutes to do this task.
- When you meet review the left hand of learning and the right hand of confidence and make sure that you know all facts.
- Discuss how you have or could be using the information to further develop learning, confidence and maturity.
- Once a week send a text, email or hand written note to the other person or persons in your learning team to encourage, question and support them.
- The final session will be given over to everyone sharing their learning experiences with the rest of the group and, if you feel more comfortable, you might want to do this in pairs or as a small group.

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- Highlight and go through the first task.
- Have hard copies of the first task ready to give to the students before they leave the session.

SLIDE 19

- Explain that they will be required to present what they have done and what they have achieved in the final session. It will be in the form of a short (three-minute) presentation to the rest of the group.

Keep a journal

Make regular entries in a journal or diary to review preparation, understanding, action and outcomes.

The journal is a powerful tool but will not be assessed (it is there for your own personal thoughts, feelings and doodling) and will assist you in delivering your progress report at the final session.

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THE TASKS ARE SET OUT AT THE END OF THESE SESSION NOTES

SLIDE 20



- Focusing on the tasks will challenge their motivation and this exercise is about making them aware of the blocks.
- Assess risk and then deliver 'Motivation Exercise'

MOTIVATION EXERCISE

Motivation Value Creation Man

Rationale Change feelings/attitude by changing action.

Timing Between 10 – 15 minutes

Equipment None

Space Anywhere

Learning styles

Primary – Intrapersonal, Physical

Additional – Interpersonal, Visual

Process/Format:

- Ask the students to stand in a circle.
- Get them to slouch, droop and sag and then begin to move around the room in a slow 'can't be bothered' way. Keeping them in this state, go around the circle and ask them to come up with a word to describe how they feel when they stand and move like this. You will get 'tired', 'bored', 'apathetic' etc.

- Next, tell them that they are going to slowly, to the count of ten, transform their extreme negative body into an extremely positive state. They are to become some value-creating super hero as you count. When you reach ten, they are to be in a mega positive pose.

- Begin the count (they can join in) counting down from ten to one. When they have attained this 'super human' state, get them to move around the room with determination and focus. Bring them back into a circle and ask them for one word to describe how standing and moving like this made them feel. You will get 'alive', 'determined', 'focused' and probably 'embarrassed' or 'stupid'.

Reflection

- Whatever the response, remind them that to do that exercise, especially if moving and talking is not their preferred learning style, required all the BECOME skills.

- How does it feel to change an action? What are the benefits and blocks? How can they use this technique to motivate themselves to greater challenge.

Source: Roy Leighton

SLIDE 21



- Finally, get the students show their thumb and bend it to make an 'r' shape. This will remind them that, in order for the connections in the brain to form strong connections, then they have to review little and often.

- Get them to take out the **Leighton Memory Matrix**, complete the information to record what the thumb does. Next, fill in the timing for review. Take the time for review from the point of learning.

- They are to come back at these times and tick of not only if they reviewed them but if they reviewed them using all three key learning styles: Visual, Auditory and Kineasthetic.

- An example of a completed **Leighton Memory Matrix** can be downloaded from the website entitled '**Leighton Memory Matrix – Completed**'.

SLIDE 22

- Assess risk and then deliver 'Esteem Exercise'



ESTEEM EXERCISE

ESTEEM SMART Goals

Rationale

In order to sustain the programme, students need to set personal goals. This technique gives them a framework for knowing the difference between a 'vision' and an 'illusion'.

Timing Between 10 - 15 minutes

Equipment Paper or note book and pens

Space Standard classroom – arranged to facilitate group discussion

Learning styles

Primary — Intrapersonal and Visual

Additional – Interpersonal

Process/Format:

STAGE 1

- On a piece of paper or in a notebook, ask the students to write the word: 'Specific'.
- Under this heading, they are write one thing that they intend to challenge in terms of their learning, attitude or maturity based on what they have been taught or experienced during the session. It has to, as the title says, be 'specific'. So needs to include 'what', 'when', 'how' etc and not 'try', 'hope', 'think' etc..
- When they have completed this stage (don't spend too long here because the faster they can do this the better), ask them to write the word 'measurable' as the next heading. How are they going to measure the success or impact of their new action on

the thinking (mind) and action (world) of themselves, others and the environment? For example, they might say that they would be more confident, others would listen to them and school would be less boring.

- Again, give them a couple of minutes to do this and then get them to write 'achievable' as the heading. Get them to check that what they are seeking to do is achievable in the timeframe they have set themselves. If it is, they can move on. If not, they need to adjust the 'specifics'.

- Write 'realistic' as a heading and ask them if the goal is realistic. For example, if they have said they are going to move from 'D' to 'A' in a subject in three weeks, they may want to do a reality check. The goal may be achievable but is the time-frame realistic.

- When are they going to do what, with whom and where? Unless there is a time commitment to taking action, the danger for procrastination is huge. To move from thinking to action, they do not just need to know what they want or how their success can be measured, that it is achievable and realistic, but it has to be begun. If you don't start it ain't smart.

Reflection

- As a whole group, reflect on the following questions;

- How did they feel about the exercise? Are they used to make goals? Who is more likely to evolve the person with a plan or the person with wish?

Source: Roy Leighton

Slide 23

From theory to action – what to do between now and the next session

Use the memory matrix to review this session and the key points- there will be a quiz at the beginning of the next session

Go on the internet and complete your learning profile if you have not done so already.

Print a copy and bring it to the next session ready to discuss it and to give a short summary of your unique learning style to assist you in managing your independence as a thinker and learner.

Complete all the multiple intelligent tasks and make entries in your journal about what you did and how you felt. Get ready to feedback to the rest of the group.

Review the learning and clarify the tasks.

SLIDE 24



- Students can present in a whole variety of ways. If they do make something and it is too delicate or problematic to bring into the session, get them to take photographs of the model and put it onto PowerPoint.

- The picture is from a student from the Anthony Gell School in Derbyshire who went through this programme.

- His presentation was using Lego to indicate his journey from not feeling confident (little guy on the left in the helmet) and being self-conscious, to throwing himself into the tasks (super hero outfit); having to continue putting in the effort even when no-one was about (fire fighter) and finally reaching a higher level of awareness, confidence and maturity.
- This might inspire them to think creatively.

SLIDE 25

“In times of change, learners inherit the Earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists.”

Eric Hoffer

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- In the next session, we look at the link between confidence and learning to assist them in surviving in a world that is changing faster than ever and where the focus will be to regularly ‘unlearn’ and ‘re-learn’.

THE TASKS

Task One – Interpersonal or Social Learning

Interpersonal learners are "people-persons". They enjoy being around other people, like connecting and talking, have many friends, and engage in social activities. They can develop genuine empathy for the feelings of others. They learn best by relating, sharing, and participating in cooperative group environments. The best salespeople, consultants, community organisers, counsellors and teachers have a high inter-personal intelligence.

Task

- Work with one or two of your friends who have been part of the programme and agree to meet up once a week to review your learning for the programme.
- Be clear where and when you are meeting and make a commitment to others and yourself that you will get together for at least 20 minutes to do this task.
- When you meet, review the left hand of learning and the right hand of confidence and make sure that you understand all the key elements.
- Discuss how you have or could be using the information to further develop learning, confidence and maturity.
- Once a week, send a text, email or hand-written note to the other person or persons in your learning team to encourage, question and support them.

The final session will be given over to everyone sharing their learning experiences with the rest of the group and, if you feel more comfortable, you might want to do this in pairs or as a small group.

Longer term action

Once you recognise the importance of a supportive group, then you might want to timetable regular study time together.

Perhaps you may need to have a different group for different subjects to further develop your support network.

Share the information from your learning styles analysis sheets with teachers and parents, so they can help create a supportive network and environment to encourage you to further deepen your individual and independent approach to learning.

Further investigation

Go to Google and do a search for 'interpersonal learning techniques' .

Task Two – Musical or Rhythmic Learning

Musical-rhythmic learners are sensitive to the sounds in their environment, including the inflections in the human voice. They enjoy music, and may listen to music when they study or read. They are skilled at recognising pitch and rhythm. Learning through melody and music works well for people with high musical-rhythmic intelligence. Singers, conductors and composers obviously have a high musical-rhythmic intelligence.

Task

- Work either on your own or with one or two of your friends who are now acting as your learning support team.
- Find a popular song that you like and find a way to replace the lyrics with a summary of the programme – including the left hand of learning and the right hand of confidence. You can write it out by hand or as a Word document, then give them to the teacher co-ordinating this programme. The teacher will then distribute the 'study songs' amongst the whole group.

You can do this in pairs if musical learning is not your strength. However, the whole point of the programme is for you to challenge all your learning styles, so do not just hand the task over to the more musical members of the group. They can take the lead but don't just sit back and expect someone else to do it – take ownership and be surprised by your own creativity!

Longer term action

Once you have seen how speedy and effective this learning method is, find a subject or topic that you are studying and do the same thing. Re-write the lyrics to a song to summarise the learning.

If you are very enterprising, do what a group of my past students did and work on a wide range of subjects to create lyrics, then burn the tunes onto a CD and sell them as study aids to the rest of the year group. (I think they made nearly £400.)

Further investigation

Go to Google and do a search for 'musical intelligence'.

Task Three – Intrapersonal Learning

Intrapersonal learners are aware of their own strengths, weaknesses and feelings. They are creative, independent, and reflective thinkers. They usually possess self-confidence, determination, and high motivation. They may respond with strong opinions when controversial topics are discussed. They learn best by engaging in independent study projects rather than working on group projects. Pacing their own instruction is important to them. Entrepreneurs, philosophers and psychologists all possess strong intrapersonal skills.

Task

- Go through your diary and book in at least ten minutes a day (and I mean every day) so you can have time on your own to look through the notes you've made and the songs you've written.
- Look at the Leighton Memory Matrix. Review the information and reflect on how much effort you have or have not put into your own personal development as a learner.
- If you have not done so, start keeping a journal. You do not have to write much, but try to reflect on how you are feeling about the programme and what action you are taking to further challenge your thinking and behaviour. Draw pictures if that is more useful to you.
- Bring your journal/diary to the final session and be prepared to show that you have actually done the task.
- You will need to use the journal to assist you in preparing for your feedback to the rest of the group on what you have achieved.

Longer term action

When you see the benefit of self-reflection, you may want to create daily and/or weekly time to review all your learning in this way - first on your own and then with your support group of friends, family and teachers.

Further investigation

Go to Google and do a search for 'intrapersonal learning'.

Task Four – Physical Learning

Physical/practical or bodily-kinaesthetic learners use physical sensations to gather information. They have good balance and coordination and are good with their hands. Learning activities that provide physical activities and hands-on learning experiences work well for them. People with highly developed bodily-kinaesthetic abilities include carpenters, mechanics, dancers, gymnasts, swimmers and jugglers.

Task

- Stand up and point to ten areas around the body:
 1. Head
 2. Ear
 3. Nose
 4. Mouth
 5. Shoulder
 6. Down your pants
 7. Knees
 8. Feet
 9. Left hand
 10. Right hand
- Using these physical locations, place the information from the 'left hand of learning' and the 'right hand of confidence' on these points.
 1. Head – PET Brain
 2. Ear – R.I.N.G.
 3. Nose – Multi-sensory Learning
 4. Mouth – My strengths and weaknesses as a learner and a person
 5. Shoulder – Review a little and often
 6. Down your pants – Confidence or arrogance?
 7. Knees - Time
 8. Feet - Balance
 9. Left hand – Flow – F.O.E.
 10. Right hand – Network of support
- Go round them in order and using the R.I.N.G. principle (relevant, interesting, naughty and a giggle) spend a few moments embedding the learning in your mind.
- Wait for 20 minutes and then come back and review, going in order around the body, trying to recall the facts.
- Wait for another hour and then review again.
- Review it the next day and then every few days. You should get faster each time.

Longer term action

Try this technique for remembering information, ideas and facts for one other subject. Combine the structure and physicality of learning with the Leighton Memory Matrix and you will soon speed up your brain. Remember: if you are physical and like sport, you can use this gift for study and success in exams!

Further investigation Go to Google and do a search for 'kinaesthetic learning'.

Task Five – Logical-mathematical Learning

Logical-mathematical intelligence is often linked with the term "scientific thinking." Logical-mathematical people like to explore patterns and relationships, like to experiment, ask questions and enjoy well-ordered tasks. They like to work with numbers and relish opportunities to solve problems via logical reasoning. They learn best by classifying information, using abstract thought, and looking for common basic principles and patterns. Many scientists have a high degree of logical-mathematical intelligence.

Task

1. Get a fresh 'Leighton Memory Matrix' sheet
2. Choose one subject that you find challenging.
3. Make a list on the back of the matrix of the key learning points. Seek clarity from the teacher on any points that you find vague or confusing. If you are shy, then speak to the teacher privately, sharing the matrix and your learning style analysis to highlight the fact that you are taking your learning seriously.
4. Once you have grasped the key points, complete the matrix and **STICK TO THE TIMES!!!**
5. Also, make sure that you have used visual (see it), auditory (hear it) and kinaesthetic (do it) to re-enforce the learning.

Longer term action

If you find that this intelligence is very 'you', then here, in an analytical structured format, is a list of how you should or should not approach learning.

Do:

- Organise information sequentially or hierarchically. Both patterns can help you compare and contrast the material for similarities and differences.
- Copy key information from your notes and textbook into your computer. Use the print-outs for visual review.
- To aid recall, make use of "colour coding" when studying new information in your textbook or notes. Highlight different kinds of information in contrasting colours.
- Make flashcards of words and concepts that need to be memorised. Use highlighters to emphasise key points on the cards. Limit the amount of information per card so your mind can take a mental picture of the information.
- When learning information presented in diagrams or illustrations, write out explanations for the information.
- When learning mathematical or technical information, write out in key phrases how to do each step.
- Use large square graph paper to assist in creating charts and diagrams that illustrate key concepts.
- Translate words and ideas into symbols, pictures, and diagrams.
- If you are experiencing difficulty in a class where most of the material is abstract and theoretical, do not get discouraged. Ask your teacher for specific examples of key concepts, or try to find some in your course text or other references.

- If you have a teacher who jumps around from topic to topic or skips steps, do not worry. Ask the teacher to fill in the skipped steps, or fill them in yourself by looking at your textbook. When you are studying, take the time to outline the lecture material for yourself in logical order. Doing so will save you time in the long-run.
- Do not 'tune-out' in class. Learn to develop your listening skills by concentrating on what is happening and taking clear notes. With practise, your mind will wander less, and you will pay attention more.

The above is from "Learning Styles and Strategies" by Richard M. Felder & Barbara A. Soloman <http://www.metamath.com/lswweb/dvclearn.htm>

Further investigation

Go to Google and do a search for 'logical-mathematical learning'.

Task Six – Naturalistic Learning

The so-called "Eighth" Intelligence, Naturalistic learners are in touch with nature and the outdoors; in terms of geography, animals, conservation, etc. They sense patterns and are good at categorisation. They are also keen planners and organisers of living areas. Naturalistic learners learn best studying natural phenomenon in natural settings, understanding how things work. They may express interest in biology, zoology, botany, geology, meteorology, paleontology, or astronomy - fields directly connected to some aspect of nature.

Task

6. Go outside and draw a simple garden design
7. Make sure there are ten key parts of the garden. They could be a patio; water feature; vegetable patch; children's play area; shed; compost heap; rose bush; oak tree; herb garden; lawn
8. Whatever your design, make it colourful and imagine the joy of actually creating it. Allow yourself a few moments of day-dreaming...
9. Go round your garden and write the key words, or whole explanation if you have room, for the five keys to learning (left hand of learning) and the five keys to confidence (right hand of confidence).
10. Review your 'learning garden' after 20 minutes.
11. Review again after one hour.
12. Bring your garden design to the final session.

Longer term action

Create a 'learning garden design' for another subject and topic.

You may want to use a 'learning garden' design to summarise the programme when you do your presentation in the final session.

Further investigation

Go to Google and do a search for 'naturalistic learning'.

Task Seven – Visual-Spatial Learning

Visual-spatial people work well with maps, charts, diagrams and visual arts in general. They are able to visualise clear mental images. They like to design and create things. They learn best by looking at pictures and watching videos. Sculptors, painters, architects, surgeons and engineers are usually people with well-developed visual-spatial abilities.

Task

13. Draw, design, photograph or make a short animation or PowerPoint presentation to summarise the programme. Show what you have gained and how you have been able to move from 'knowing' to 'doing'.
14. Show the journey that you have been on, the challenges that you have had and how you have overcome them.
15. Do this either on your own, in pairs or in a small team.
16. Prepare a short (no more than three minutes) presentation that you will give to the whole group, plus invited staff and parents, governors or any other interested parties.

Longer term action

Use visual images, designs and colour to record and recall your learning. I personally find 'mind mapping' very effective. Do a search for 'mind mapping' and you'll find lots of very useful sites.

Further investigation

Go to Google and do a search for 'visual-spatial learning'.

Task Eight – Verbal-linguistic Learning

Verbal-linguistic learners have highly developed auditory skills, enjoy reading and writing, like to play word games, and have a good memory for names, dates, and places. They like to tell stories, and get their point across. You learn best by saying and hearing words. Poets, writers and people who speak a great deal in their jobs (like teachers) probably have a high degree of verbal-linguistic intelligence.

Task

- Using your 'visual' aid that you have created as part of your assessment of the program, prepare to give a focused and clear presentation to the rest of the group
- You can present your summary with others or on your own, but make sure that you have rehearsed how you are going to present it at least three times before the day.
- Liaise with your teacher to make sure you have all that you need on the day in the way of technical support, space and equipment. Try and do a technical rehearsal in the space you are going to do the actual presentation if possible.
- Make sure that your presentation is in three clear sections:
 - Introduction – who are you, what are you going to talk about etc
 - Delivery – do your presentation
 - Summary – briefly summarise the main points and what the next steps could be
- Speak clearly and not too fast.

Longer term action

Show what you know – sit with your parents, study group or family members daily and talk through what you are going to study and, when you have done your study/homework, talk through and share what you have done.

A fun way for verbal people to learn is to record the key points and listen back to them. Better still, get someone you know and like to read the key points. Grandparents reading your study notes can be a very positive means of recall. Get them to read without their teeth in for a more advanced comedy element to enhance learning further (just think R.I.N.G.).

Further investigation

Go to Google and do a search for 'verbal-linguistic' learning.