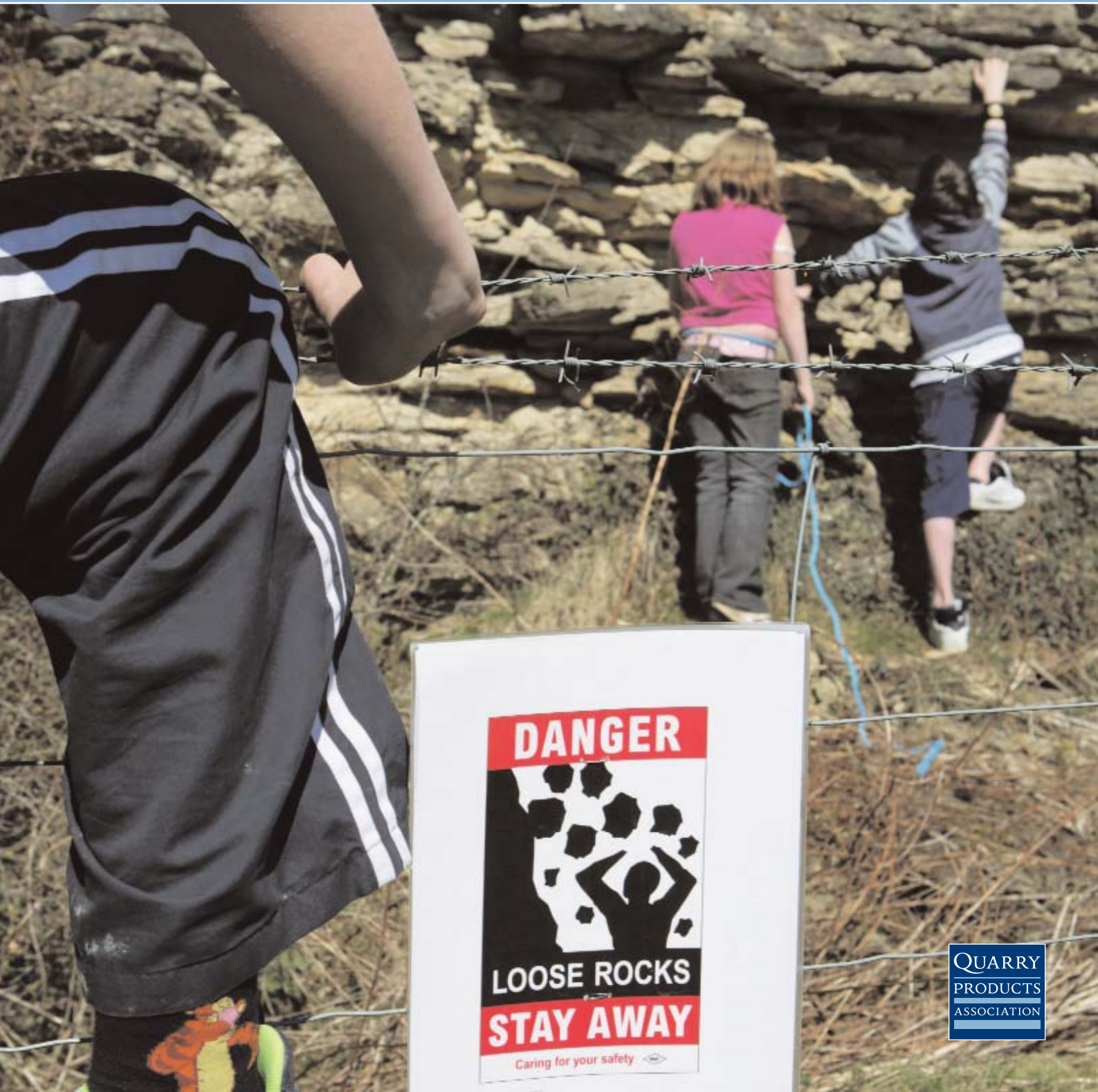


REASSESSING
RISK

Mature Thinking

A LIFE-CHANGING TEACHING RESOURCE



Mature Thinking

Mature Thinking is a practical, creative and enjoyable programme for key stages 3 and 4. Its aim is to help students to manage maturity and learning. The programme can dynamically affect pupils' performance - not just at school, but in life - by providing activities that encourage them to reflect, review and take action. The programme encourages an element of risk-taking in a safe and structured way in order to highlight the difference between emotionally-driven and calculated risk.

Who is behind it?

Mature Thinking is brought to you courtesy of the Quarry Products Association, which represents an industry with particular concerns about teenage trespassers risking their lives. While QPA believes the programme will help its cause in key quarrying areas, the materials are valid for any school in any area and will generally help young people to make mature decisions. The starting point is a belief that willingness to take calculated risks is essential to a fulfilled life. The real challenge is to separate good risk from bad.

The programme has been devised for QPA by Roy Leighton. Roy is one of the UK's leading learning experts. He has been instrumental in developing and delivering enterprise programmes for the whole school community. He works directly with senior leadership teams, staff, governors, parents and students as part of government's *Enterprise Advisors* initiative. As well as working on transformational leadership programmes with national and international companies, Roy jointly devised the successful BBC2 series *The Confidence Lab*. An author, his latest



Roy Leighton

collaborative work, *The Big Book of Independent Thinking*, will be published during 2006.

What does it cost?

The *Mature Thinking* programme with related exercises and activity sheets is available free of charge. There is, however, a nominal cost for each student and teacher wishing to go beyond session one as they will need to complete an on-line profile to assess their learning styles. For more information on learning styles analysis and related costs, go to www.networkcontinuum.co.uk.

The programme does, of course, involve an investment of teacher time. Those wanting to use the programme as a one-off Personal, Social and Health Education (PSHE) lesson in managing risk can just do the introductory session.

Lesson plans and resources are, however, provided for those wishing to run a more comprehensive (half-term long) programme.

Who is it for?

Mature Thinking is for key stage 3 and 4 students and teachers that want to deepen their skills base in the practical

application of multiple intelligences, learning styles and managing maturity.

Where does it fit into the curriculum?

As well as providing a resource to support PSHE, the programme directly links into current requirements from Government and OFSTED, drawing from the *Developing Enterprising Young People* document (OFSTED publication 2460).

There is a strong focus on supporting and developing teaching and learning skills. The programme provides exercises and activities that can be adapted for use in other subject areas. The programme is 'competences-driven' to enable students to develop practical skills as well as theoretical understanding.

How much time will it need?

The time commitment can range from a single 90-minute to two-hour session to a detailed three-stage programme run over a half-term with multiple intelligent tasks and activities for students to complete on a weekly basis.

How does it work?

All the session notes and presentations are downloadable from the youth zone of the QPA website www.qpa.org and from its newly-launched Virtual Quarry www.virtualquarry.co.uk. If you decide to go beyond the introductory lesson, students then go on-line to

www.networkcontinuum.co.uk to complete online profiles which set the scene for the remainder of the programme. All sessions are rooted in sound theory and practice so books, websites and research will be suggested throughout the programme for teachers keen to do further research.

Key stages

The programme stages are:

SESSION 1: Introduction to *Mature Thinking*

In this session, students are introduced to the model for values and maturity, based on the work of Dr Clare W Graves. Graves stated that we change our world if we change our thinking. And if we change our thinking **and** our actions, that will change our world.

The programme explores, through a series of games, exercises and reflections, how to move from a low level of maturity to a higher one and identifies the blocks to personal, organisational and cultural evolution.

By focusing on games and group work, students highlight their strengths and limitations in terms of maturity. They are encouraged to challenge where they are today, and to determine where they will need to be as adults of the future.

At the end of the session, they will have the chance to engage in a journey of personal transformation and learning. Even if the group doesn't move to the next level of the programme, this session will give them a better self-

understanding and food for thought about their futures.

- Personalised learning
- The importance of review.



Piloting the project at Anthony Gell School

By the end of the session, students will have a greater understanding of how learning works for them in particular, and for others in general. They will also be set eight tasks to complete between sessions two and three. Each task focuses on one of the key 'multiple intelligences' outlined by Dr Howard Gardner.

SESSION 3: Confidence – taking action to sustain a life of risk

As a conclusion to the programme and a focus for the future, students will explore the five keys to confidence:

- The difference between confidence and arrogance
- Managing time and living your life
- Maintaining a life of dynamic balance
- Creating the optimum state for success
- Building networks of support.

By the end of the programme, students will have reviewed their values, assessed how they have developed their maturity and thinking skills, and created an action plan for their own personal and professional evolution.

SESSION 2: Understanding risk by deepening learning skills

Building on session one, the students will complete on-line learning profiles. This will form the basis for session two, enabling students to recognise that we all learn in different ways and need to work from our areas of strength while challenging our weaknesses.

They will, again through games and exercises, explore:

- The brain and how to use it
- Creating the conditions for mastering memory
- Multi-sensory learning



Case study

Roy Leighton ran the *Mature Thinking* programme for the first time at Anthony Gell School at Wirksworth in Derbyshire. Here is his feedback:

The pilot programme at Anthony Gell was an exciting and rewarding experience for

me and my colleagues as well as for the students and staff involved.

The aim was for the pupils to understand maturity and to appreciate how it can be managed. My approach was to draw from the work that I deliver to senior business managers, whose 'maturity' is essential for company success and is often

confused with power and control.

The response from the Anthony Gell students was amazing – they lived up to all our expectations for the programme. They further reinforced my belief that, when you provide a structure that challenges immature beliefs and behaviour, there are no limits to what an individual, organisation or community may achieve.



Get me the materials

You can download all you need from www.qpa.org/youthzone or from www.virtualquarry.co.uk.

More information?

If you need further information, please contact the Communications Team at the Quarry Products Association.



**Providing Essential
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