

The *Mature Thinking* Programme



A programme that moves people from knowing to doing

Summary of the Mature Thinking Programme

***Mature Thinking* is a practical, creative and enjoyable teaching programme for key stages 3 & 4, aimed primarily at Year 11 students.**

Objectives

- Help students to manage maturity and learning.
- Assist them in making mature decisions in life, to reflect, review and take appropriate actions.
- Assist in understanding risk-taking in a safe and structured way.

There are three sessions to the programme:

Session 1 – Introduction to *Mature Thinking*

- Introduces students to BECOME – a model for values and maturity via a series of games and exercises.

Session 2 – Understanding risk by deepening learning skills

- Students complete on line learning profiles, to identify strength areas and challenge their weaknesses.

Session 3 – Confidence. Taking action to sustain a life of risk

- Students explore five keys to confidence.

At the end of the programme, students will have reviewed their values, assessed their level of maturity and thinking skills, and created an action plan for personal and professional evolution.

Session 1 – Introduction to Mature Thinking

Aims

- Raise skills for managing success in life
- Focus on individual learning preferences to support success in study and exams
- Highlight the process of moving from childish to adult behaviour in order to be successful in our relationships throughout life.

This session revolves around the **BECOME** model, a model for values and maturity based on the work by *Dr Clare W Graves*. Graves stated

“we change our world if we change our thinking and if change our thinking we change our actions that will change our world.”

BECOME identifies six factors for managing maturity. The aim of session 1 is to identify and raise understanding of each of these factors through exercises and games.

The six factors are:

Bravery

Energy

Creativity

Openness

Motivation

Esteem

Session 1 consists of slides and exercises that cover each of the **BECOME** competences required to make decisions on mature and insightful risks.

SESSION 1 – TEACHING PROGRAMME

This session has been designed to take two hours but you can expand and adjust as you need. The associated resources of the PowerPoint slides and exercises are detailed in this teaching document.

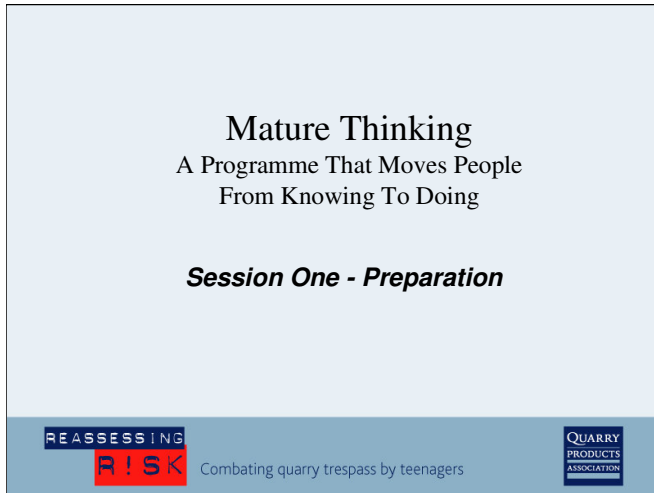
Approx Timing	Section	Powerpoint Slides
00.00	Preparation	Slides 1-4
00.15	BRAVERY	Slides 5- 8 & Bravery Exercise
00.30	ENERGY	Slides 9-10 & Energy Exercise
00.50	CREATIVITY	Slides 11-12 & Creativity Exercise
01.10	OPENNESS	Slides 13-15 & Openness Exercise
01.30	MOTIVATION	Slides 16-17 & Motivation Exercise
01.45	ESTEEM	Slides 18-19 & Esteem Exercise
01.55	Conclusion	Slide 20

Mature Thinking Session 1 -TEACHERS PLAN

The PowerPoint slides shown can be used as a resource for the session. Notes for each slide are alongside to guide your session.

Preparation

SLIDE 1

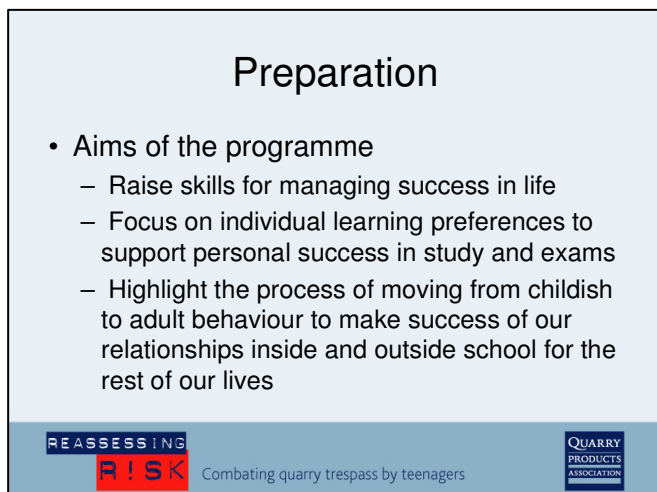


- Prepare the room. You will need a large classroom or, preferably, a hall or studio. If you are working in a classroom, the tables need to be pushed to the side and the students are to have a chair each to sit on. All the students need paper/note book and a pen. Have a cd player for music to play during tasks.

Ask the students what they want to gain from the session and list these on a flip chart or white board. Make sure that your own outcomes are added to their list and should include:

- fun
- learn something useful
- discover the keys for a lifetime of happiness and success
- think about what it means to be a mature adult
- Raise skills for managing success in life

SLIDE 2



- 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).
- Request any questions and respond accordingly.

SLIDE 3

- Ask them if they know who said it or to say who they would like to have said it. Give them a brief moment to chat about the task with their friends and feedback ideas.
- Reveal the name and touch on the fact that Mandela and others were able to transform their situation because of their capacity to handle situations maturely rather than immaturely.
- Have a short discussion as to what the characteristics of an 'adult-teenager' and a 'childish-teenager' would be.

Who Said?...

"Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mineworker can become the head of the mine, that a child of farm workers can become the president of a great nation. It is what we make out of what we have, not what we are given, that separates one person from another."

Nelson Mandela
The Long Walk to Freedom

REASSESSING
RISK Combating quarry trespass by teenagers

QUARRY
PRODUCTS
ASSOCIATION

This slide can open up a lot of interest and discussion but keep it tight and remember that this stage is preparing the students to think so don't get dragged down the path of trying to answer all their questions.

SLIDE 4

Six factors for managing maturity

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

REASSESSING
RISK Combating quarry trespass by teenagers

QUARRY
PRODUCTS
ASSOCIATION

- Ask the students to get into pairs or small groups (no more than four) and, on a sheet of paper, write the word BECOME down the left hand margin.
- Tell them that each of the letters represents a characteristic required for an individual, organisation or culture to mature and evolve. Give them a few minutes to work together to come up with the list of what they think the letters stand for.

Play music during the task that is vibrant and exciting. Not too loud and preferably without lyrics. Repeat the same piece of music for other group tasks and after a while the students will, in a 'Pavlovian' dog kind of way, return quickly to a focused learning state. They will also, if you get a piece of music around three minutes, help them manage the time as they will get an awareness of when the music is going to end.

Review what they have come up with, giving value to all. If they come up with 'confidence' that is fine. We use 'Esteem' rather than 'Confidence' for the E in BECOME.

BRAVERY

SLIDE 5

- Show the slide and ask the students to stand and show their openness to take a risk by
 - 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.
- They then position their hands on this personalised 'risk-o-meter'. This risk assessment device can (and will) be used regularly throughout the session prior to all games and exercises.

REASSESSING RISK Combating quarry trespass by teenagers QUARRY PRODUCTS ASSOCIATION

This not only indicates willingness on behalf of the students but will also show a (hopefully) growing openness to take risks. Once a general level of risk has been highlighted, move on to the next slide.

SLIDE 6

REASSESSING RISK Combating quarry trespass by teenagers QUARRY PRODUCTS ASSOCIATION

- Make the point that more people leave work because of lack of personal fulfilment or value than do so because of money.
- People who are open to development will fight against an environment where there is no challenge or opportunity for their growth. Therefore, if a company wants to keep its best people, it has to build in excitement, challenge and managed risk.

Those people who are closed to risk and challenge will find surviving in the work place of the 21st century a real challenge. Highlight the fact that the programme is a practical guide to giving them an awareness of the skills that they need to manage decision-making and maturity by working through, in this session, all the **BECOME** skills.

note: This, as indeed all the exercises, are meant as a guide. If you think the level of each exercise needs to be adjusted, then please do so. The main thing is the 'learning outcome' of the exercise, not the exercise itself. You may have others that you think would work better. Feel free to adjust to suit you and the students.

BRAVERY EXERCISE

Doing what you know is right

Who Am I And What Do I Want?

Theme: taking positive risks, ie being prepared to have a go

Rationale

This is a good exercise for developing a positive group dynamic. It is energy-raising but also requires concentration.

Timing

Between five and ten minutes

Equipment

Minimum of six juggling balls or bean bags. (Avoid using balls that bounce so that, when they are dropped, they don't travel too far from the circle.)

Space

Empty space

Learning styles

Primary – Physical, Interpersonal

Additional – Visual, Intrapersonal

Process/Format:

STAGE 1

- Stand in a circle and ask everyone to think of a word/short phrase to describe what they want from the session eg 'fun', 'confidence', 'learning' etc. Explain that they are going to share this information with the whole group and they must listen carefully to everyone's ideas regarding what they want from this session. Go around the circle, each person in turn saying their name and 'phrase'.
- The leader chooses someone across the circle to whom they can throw the ball. He/she then says that person's name and word/phrase clearly before throwing them the ball. The catcher chooses another person across the circle and repeats the process.
- Continue until everyone has received the ball (only once each), with the leader being the last person to receive the ball. This exchange of the ball ensures that each person's idea has been acknowledged.

STAGE 2

- Throw the ball again, using exactly the same sequence - throwing to the same person that you threw to last time - using the name only to attract attention.
- Make it clear to the group that the exercise is not about catching other people out, it is about keeping the ball in the air and establishing a rhythm.
- Remind them that it is as much the responsibility of the thrower to make sure the ball is caught, as it is the catcher's to catch the ball. Only throw the ball when they have caught the eye of the other person. Remind the group to make eye contact and use names to maintain focus.
- After repeating the sequence at least twice to ensure that it is established, the leader should gradually introduce more balls to the circle, until at least six balls are being passed around the circle.
- Encourage people to focus on the throwing and catching of one ball at a time and not to be distracted or worried about what is happening around them.
- End the game by not forwarding the balls when they come to the leader.

Variations

- The group stands in a circle as before. The leader introduces the first ball and explains that it must be passed to the person standing to the left of each player. The name must be said before the ball is passed.
- Allow the ball to travel once around the circle. Try and keep the energy high and the pace lively. Explain that this 'regular' ball (it is useful if it is distinguishable from the others in some way) must travel continuously around the circle. It mustn't be held on to or dropped whatever else happens.
- Explain that other balls will be introduced to the circle and are to be passed around randomly, by throwing them across the circle rather than to the player next to you. It is important that each player calls the name of their intended catcher first and waits until they have their attention before throwing the ball.
- Start the 'regular' ball off again around the circle. Once it is going, the leader introduces the 'random' balls one by one.

Reflection

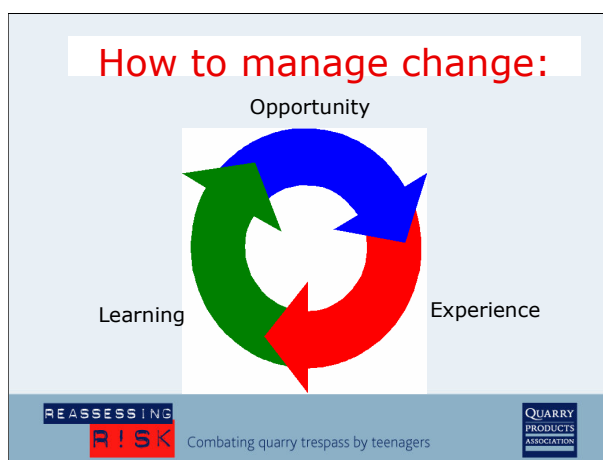
- How did they feel about the exercise? Bravery sometimes means just throwing yourself into some situations and not worrying too much about things that have not yet happened.

- Reflect on some of the things that were said at Stage 1: encourage some elaboration regarding what students want from the session/BECOME programme; challenging any glib response.

- Also reflect on the sense of achievement derived from successful team work, the challenges that were presented and the communication skills that were used.

Source: Victoria Soto

SLIDE 7



- Having completed the exercise, ask the students how many felt a little nervous once they were informed that they were going to play a game. Ask them if the exercise was as bad as they imagined. Nine times out of ten they will say it was not. If someone says it was worse, thank them for contributing despite their reluctance as that is a real sign of maturity.

- If, however, they did not contribute or do the exercise, then they cannot judge because they did not do it.

- This is the point of the exercise: at any moment we can either change our thinking or behaviour and, therefore, we change our understanding or view of the world. It is this continual process of re-thinking and re-doing that is the key to maturity and evolution. The danger is that we get to a point where our thinking and our world is comfortable and ordered and we stop evolving.

- The whole programme is designed to bring the students to the point of re-thinking and re-doing in a safe environment and provide them with activities between sessions (should you do sessions two and three) for them to put the theory into practice.

- Ask them what has or could stop them from taking action to change their thinking or change their world. Whatever they come up with, it comes back to,,,...(show slide 8)

SLIDE 8

- Fear is a good thing if it allows us to stop and assess the risk we are facing. If, however, our “fear” is built more on perception than reality it is a negative fear and should be challenged.
- This capacity to challenge is what separates a child mind from an adult mind.
- Make the point that this mature mind set does not come without effort. There are a lot of so called adults who have not ‘grown up’.

The Block to change is
F.E.A.R.
FALSE EXPECTATIONS
APPEARING REAL

REASSESSING
RISK Combating quarry trespass by teenagers

QUARRY
PRODUCTS
ASSOCIATION

ENERGY

SLIDE 9

ENERGY

REASSESSING
RISK Combating quarry trespass by teenagers

QUARRY
PRODUCTS
ASSOCIATION

- We are now into the ‘Understanding’ stage of the workshop and can pick up the pace a little.
- Assess risk (hands on thighs or hands in the air or anywhere in between) and then deliver the ‘Energy Exercise’. Remind them that they may have to challenge their ‘bravery’ as well as their ‘thinking’ and their ‘action’ but not to allow their ‘False Expectations Appearing Real’ to get in the way.

ENERGY EXERCISE

ENERGY – making the most of the moment

Fruit Bowl followed by Focus

Theme: being aware of different types of positive energy

Rationale:

It is so important that the students get the chance just to stop and reflect. This exercise is designed to highlight the necessity for students to have conscious control over their use of energy. Most people think of energy as running and jumping about and don't think of the quieter flow of energy that is required for

reflecting and preparing for action as being “energetic”. It may help to identify the two as “hard power energy” and “soft power energy”.

This exercise assists students in making the most of the moment to gain mastery of their physical, emotional and mental state. Effective mental performance requires all three states.

Timing

Between ten and 20 minutes

Equipment

A large circle of chairs, one chair for each person minus one.

Space

Standard classroom – arranged to allow a large open space to fit the chairs.

Learning styles

Stage 1

Primary – Physical, Interpersonal

Additional - Visual, Linguistic

Stage 2

Primary – Intrapersonal, Visual

Additional - Physical

Process/Format:

STAGE 1– hard power

- Seat everyone in a circle of chairs facing inwards, except for one person who stands in the middle of the circle.
- The group randomly chooses three fruits eg apple, orange, banana.
- The leader goes around the circle, assigning each player a fruit following a group of three pattern eg apple, orange, banana, apple, orange, banana and so on until each player, including the leader has a fruit. It doesn't matter if numbers in groups are uneven.
- The object of the game is for the person standing in the middle to find a seat.
- They do this by calling out one of the chosen fruits. Every player who has that fruit must get up and find a different seat (not the one they have just come from, nor the seat either side of them), the person in the middle has to try and find a seat as well. One person, hopefully someone different, will be left in the middle and the game begins again.
- If 'fruit bowl' is called, everyone in the circle must move.

Variations:

(1) Replace the fruits with other categories relevant to the group or the lesson objectives eg pop groups, football teams, types of triangles, poets etc. As a group, decide on a significant phrase which replaces 'fruit bowl'. Once the group is confident with the concept, you could use two or more categories simultaneously.

(2) The person in the middle of the circle begins to tell a story. Their stories must use the fruits chosen and the phrase 'fruit bowl'. As soon as a fruit or 'fruit bowl' is mentioned, the relevant players have to stand up and find another chair. The player left in the middle continues the story.

(3) Change the focus slightly by replacing categories with statements which start with 'Anybody who ...'

The person in the middle begins by making a statement which is true of himself/herself like 'Anybody who had cereal for breakfast?' or 'Anybody who has been to America?' If a player can agree with the statement, he/she must get up and find a new seat. Players can get the whole group to move by choosing appropriate statements eg anybody who is in Year 10 etc

STAGE 2 – soft power

- Ensure that everyone has a chair. Ask them to turn their chairs around so they are facing out of the circle and begin Stage Two.

- This exercise, if repeated regularly, will provide the students with a routine for achieving a positive and relaxed state to return to when they are about to engage in an event that requires concentration and confidence, such as an exam or interview. It will raise their appreciation that energy can be stored for a slow, focused release and is not just spent in dynamic activity. Managing their energy will help prepare them for dealing with the anxiety of tests and exams by assisting them to get into a physical and mental 'state' of their choosing.

- Explain that you are going to introduce them to an exercise that is over 2,000 years old and originates from ancient Egypt. It will enable them, if they practise it regularly (ideally daily), to compose their minds. This will help them in many situations but it is a particularly good exercise for reducing panic in exams and interview situations.

- Ask them to sit up straight, (making sure that their backs are supported by the chair). Ask them to lengthen their spines and hold their heads balanced on top of their necks. Ask them to imagine that they have an invisible thread holding them up from the crown of their heads, keeping it steady and free of tension. Ask them to rest their hands on their legs and their feet flat on the floor. It is important that they are not so much 'relaxed', as free of tension and firmly balanced.

- Ask them to breathe in to the count of four seconds, hold it for two seconds, and then exhale for four seconds. Their breath should come through their noses, imagine it going down their spines to their stomachs,

where it is held for the count of two and then exhaled coming up the front of their bodies and out of their mouths. Talk them through their breathing, counting their breath in and out. If anyone is showing obvious signs of physical tension eg raised shoulders, stiff neck, head tilted back or chin pointing upwards, encourage them to stretch and release their muscles and try to visualise the thread giving them support.

- When they have got into a rhythm of breathing, ask them to drop their right hand so their arms are hanging limply by their sides. Keep reminding them to focus on their breathing.

- Explain that you want them to imagine the flow of blood from their hearts. The blood is being pumped from the heart up to the right hand side of their bodies. It is travelling down the arms till it reaches the fingertips, where it changes direction, travels up the arms and continues on its journey around the body. Ask them to focus on their fingertips.

- They will begin to feel a tingling sensation in the tips of their fingers; they are to focus on this. If the muscles in their arms are relaxed, the tingling will get stronger. Encourage them to release the arm even more, to breathe deeply and regularly and develop a stronger tingling sensation.

- When they reach this state, they are physically ready to engage their imagination, logic and memory. That is to say they are ready to create new possibilities, solve problems and recall facts.

Reflection

- Encourage the group to share their experiences of the two exercises. What did the sensation feel like? Was it a good or weird sensation? How do they feel, physically and emotionally, having had the experience? Do they feel they have new energy in the softer sense of the word and are relaxed but alert?

- How have they felt, physically and emotionally, in the past when taking an exam or in another stressful situation?

- How could they practically employ this technique in the future?

- Share other techniques they may know or use with the group.

RECOMMENDATION

The participants should now be in a good state to begin preparation for Esteem Exercise “WHICH NUMBER? - Taking away the Block”.

Source: Stage One – Victoria Soto/ Roy Leighton/ Stage Two - Roy Leighton

SLIDE 10

It is worth noting that anything that produces strong feelings of fear tends to kill ideas. This includes fear of criticism, of ridicule or failure, of yelling bosses, of being fired. Overtime, this fear undermines confidence and erodes allegiance, creating a climate of uncertainty, suspicion, and sabotage.

Robert Cooper and Ayman Sawaf
Executive E.Q.

REASSESSING
RISK

Combating quarry trespass by teenagers

QUARRY
PRODUCTS
ASSOCIATION

● Review. Adults are aware of their energy, whereas 'children' are not aware of the impact that they have on others, believing that they are the centre of the universe. Whilst it is perfectly understandable for a three-year-old to have this self obsessed disregard for the feelings of others, this behaviour is not to be tolerated in anyone over three.

● There are many so-called 'grown-ups' who behave like children, especially if their world and thinking is challenged. This fearful tendency can come out as bullying and intimidation at work. When they come across someone behaving in this way, they should recognise that they are dealing with a three-year-old, and respond accordingly.

● Try and keep this section to five minutes but it can open up all manner of wonderful questions and observations.

CREATIVITY

SLIDE 11

● Assess risk and then deliver 'Creativity Exercise' below.

CREATIVITY

REASSESSING
RISK

Combating quarry trespass by teenagers

QUARRY
PRODUCTS
ASSOCIATION

CREATIVITY EXERCISE

CREATIVITY – knowing you are smart and using your skills

Who is a success? And why?

Theme: knowledge of the BECOME values as characteristic of the way successful and mature people behave

Rationale

This exercise helps focus the students on what skills make someone a success and, therefore, what they need to focus on to develop their own creativity and success.

Timing

Between 15 and 20 minutes

Equipment

Coloured pens
Large pieces of paper

Space

Standard classroom – arranged to facilitate group discussion

Learning styles

Primary – Visual, Linguistic, Interpersonal

Additional – Intrapersonal, Musical

Process/Format:

- Give each member of the group a large piece of paper and some coloured pens.
- Ask everyone to think of someone who they believe to be successful. That person could be famous or someone who is significant personally eg a relative or friend. In what ways have they been successful? Introduce or remind them of the six BECOME values. In what ways can they identify these qualities and behaviours in the person they choose?
- Ask them to use the paper and pens to brainstorm the qualities of that person. They can use pictures and/or words. They should include an image or the name of the person at the centre of the page. *Music can be played in the background during this time.*

- When they have finished, ask them to join up with two or three others to compare 'heroes'. Then, as a group, elect one of the chosen 'heroes' to be their group's representative. It is important to stress that they are not choosing a 'winner' but using one of them as a good example of BECOME values in practice.

- If you have time, you can develop this exercise further. As a group, on a new sheet of paper create a poster for **SUCCESS** using the 'hero' as an icon ie 'the face of BECOME'. Encourage them to define the success in terms of the BECOME skills, giving examples of how each skill is demonstrated by their 'hero'. It may be helpful to have one you have prepared before based on one of your heroes, as an example. *Music can be played in the background during this time.*

- The members of each group should use their poster to make a presentation about their person, identifying their BECOME qualities.

- Display the posters in a prominent area of the space and use them as ongoing reference points.

Reflection

- Observe and comment on the various posters and how each character demonstrates some of the BECOME values.

Source: Roy Leighton/ Victoria Soto

SLIDE 12

We evolve if we change our thinking or something changes to reshape our world and visa versa.

When we get to the point where we are comfortable or safe in what we think we know or where we are, the danger is for us to plateau and to cease our evolution.

REASSESSING
RISK

Combating quarry trespass by teenagers

QUARRY
PRODUCTS
ASSOCIATION

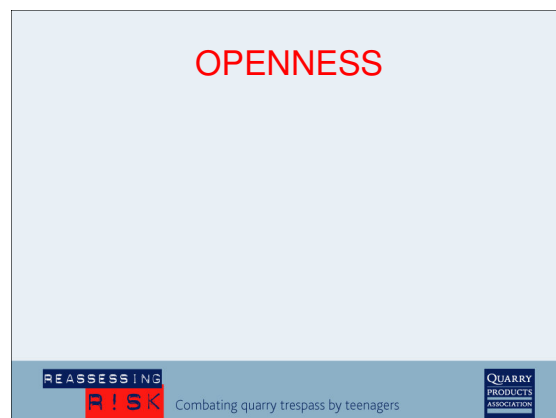
- Review and remind them that they would have had their perception and thinking challenged by this and their job as 'young adults' is to re-think and re-do.

- Back to Bravery, the cycle of evolution and energy.

OPENNESS

SLIDE 13

- Assess risk and then deliver 'Openness Exercise'



OPENNESS EXERCISE

OPENNESS – being prepared to learn and change

SMART Goals

Theme: what is involved in becoming a SMART learner?

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 and 15 minutes

Equipment

Paper or notebook and pens

Space

Standard classroom – arranged to facilitate group discussion

Learning styles

Primary — *Intrapersonal and Visual*

Additional – *Interpersonal*

Process/Format:

- On a piece of paper or in a notebook, ask the students to write the word: **'Specific'**. Put some 'beta' (up beat and rhythmic) music on to get them buzzing.
- Under this heading, they are to write one thing that they intend to change or improve in terms of their own learning, personal attitude or personal development based on what they have been taught or experienced during the session. This goal has to, in line with SMART thinking, be 'specific' with regard to the details of 'what', 'why', 'when', 'how' etc. The language of their goals also needs to be clear and positive, ie words like 'will' and not 'try', 'hope', 'think' etc.
- Ask them to write the word **'measurable'**. How are they going to measure the success or impact of their new behaviour? What will be the likely outcomes from their new action?
- Get them to write **'achievable'** as the next heading. Get them to check that what they are seeking to do is achievable in the timeframe they have set themselves. If it is, then 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 need to do a reality check.
- Give them time to reflect and adjust the details if necessary, then move on to the last heading **'time'**. **When** are they going to take their action, ie what, with whom and where?
- To move from thinking to action, they do not just need to know what they want or how their success can be measured, or even that it is achievable and realistic. It has to be begun. **If you don't start, it ain't smart.**

Reflection

- As a whole group, reflect on the following questions;
- Are they used to setting goals? How did they feel about the exercise? Who is more likely to evolve, the person with a plan or the person with a wish? Could they commit to planning and working **SMARTly**?

Source: Roy Leighton

SLIDE 14

As humans our neurology is wired to first survive not to learn. Indeed if we perceive new ideas, influences and knowledge as threatening to our status, comfort or stability our reflex response is to dis-engage and block.

Only those at a suitably evolved level of emotional intelligence will seek to rethink, unlearn and redirect their lives to a higher level.

REASSESSING
RISK Combating quarry trespass by teenagers

QUARRY
PRODUCTS
ASSOCIATION

- Review the exercise and highlight the fact that having an 'open mind' is the starting point of evolution but the brain was not designed to learn it was designed to survive and if the threat is greater than the reward then we are drawn to 'play safe'.

SLIDE 15

- Open up the questioning around this point.....
- *Who is the more mature and independent, the person that does whatever their friends say and encourages stupidity and danger in themselves and others, **or** the person that has the motivation and confidence to do 'the right thing'?*

It is not a question of growing wiser as you grow older. This is a thoroughly misguided concept.

There are, after all, some very stupid old people.

REASSESSING
RISK Combating quarry trespass by teenagers

QUARRY
PRODUCTS
ASSOCIATION

MOTIVATION

SLIDE 16

MOTIVATION

REASSESSING
RISK Combating quarry trespass by teenagers

QUARRY
PRODUCTS
ASSOCIATION

- Assess risk and then deliver 'Motivation Exercise'.

N.B. This exercise needs a blank BECOME sheet for each student printing out in advance.

MOTIVATION EXERCISE

MOTIVATION - focusing on doing your best

BECOME Evaluation sheet

Theme: taking responsibility for one's learning

Rationale

This exercise provides students with the opportunity to reflect on how they contributed to a session previously completed. They will be asked to explore how they personally contribute to their own learning. The objective is to stimulate a sense of responsibility and personal motivation. Feel free to repeat this exercise after any of the sessions in the BECOME model to aid learning.

Timing

Between 10 and 15 minutes

Equipment

BECOME Evaluation sheets & Pens

Space

Standard classroom

Learning styles

Primary — Intrapersonal, Logical

Additional – Interpersonal, Linguistic

Process/Format:

- Once an exercise is concluded, distribute the BECOME evaluation sheets to each person and ask them to reflect on how they engaged in the session just concluded.
- In pairs, take it in turns to help each other complete the sheets. In each category, they should consider whether or not they contributed in that way. eg did they show **Bravery** in any task or activity?
 - If they did not, just tick the **No** box.
 - If they did, give an example in the **Yes** box. Eg. 'I spoke about myself in front of the group'.
 - If they did more than just contribute the minimum required, or more than they usually would, give an example under the **And Then Some** box. E.g. 'I volunteered to go first'.
- Encourage them to be constructive with each other, rather than just agreeing with whatever is put down.

Reflection:

- Once they have both completed the sheet, work out which areas need most improvement from each individual.
- You can either leave the exercise there or, dependant on the group and if you are seeking to build the programme into the future, ask each individual to set their partner a reasonable challenge to raise their achievement in the relevant categories. This can be a challenge that can be directly related to learning or to the BECOME skills in preparation for the next session, where they can feedback on what they challenged and how it went.
- It is vital that their partner's response to the challenge is witnessed by their partner before or during the next session and noted on the next BECOME* sheet. This process should be repeated each session.

Source: Roy Leighton / Victoria Soto / David Keeling/ Mike Cousins

SLIDE 17

Three Influences on motivation

1. Self
2. Others
3. Environment

REASSESSING RISK Combating quarry trespass by teenagers

QUARRY PRODUCTS ASSOCIATION

- Ask the students to talk about who or what would prevent them from completing the SMART task or goals they have set for themselves? They are to look at each of the three influences and come up with one example of what can encourage or discourage evolution in their own lives.
- They should do this in pairs or threes. Get feedback.

List the specific positive and negative influences on a board or flipchart. This can be done as a mind-map or list. Get their input first then add your own.

Include:

- Self – ego, fear, do/do not believe I have the skills or talent etc
- Others – parents, teachers, friends
- Environment – physical layout of room to study (home/school)/too noisy/too quite etc

ESTEEM

SLIDE 18

- Assess risk and then deliver 'Esteem Exercise'



ESTEEM EXERCISE

ESTEEM – believing you can succeed

30-Second Advert

Theme: I believe I can succeed

Rationale

This exercise shifts the focus from other people's success to personal success. Although some individuals may find this a particularly challenging exercise, the process is part of the learning. The exercise focuses less on the personal qualities of an individual and more on the process of identifying achievements and feeling positive about oneself.

Timing

Between 15 and 25 minutes

Equipment

Coloured pens
Large pieces of paper

Space

Standard classroom – arranged to facilitate group discussion

Learning styles

Primary — *Intrapersonal, Linguistic, Interpersonal*

Additional – *Visual, Physical*

Process/Format:

Remind the group that there are times in life when we have to market ourselves: job applications, interviews etc. Explain that the following activity will explore how we feel about opening up about ourselves to others.

STAGE 1

- Give each member of the group a large piece of paper and some coloured pens.
- Ask them to write down the six BECOME categories and ask them to note down their positive achievements in each area eg *Creativity - I can make cakes/ Openness – I'm good at making friends*
- In pairs, ask them to read aloud **each other's** notes/examples so that they hear positive comments about themselves.

STAGE 2

- Each student then stands up and 'sells' themselves in a 30-second commercial for themselves, using their ideas from STAGE 1.
- Get a piece of suitable music in the background. Play it before so students have an awareness of time.
- When the 30 seconds are up, stop them and encourage applause.

Reflection:

As a whole group, reflect on the following questions;

- How did they feel about the exercise? Did they feel embarrassed about saying positive things about themselves? Was it a bit like 'showing off'? Why do some people not feel comfortable in celebrating their own success and talents?
- Does a lack of self knowledge lead to lack of fulfilment? Does keeping your head down and not expecting too much, lead to a life of disappointment?
- What is the difference between *confidence* and *arrogance*?
- Should "doing the best you can" be reserved only for special occasions and interviews?

Source: Roy Leighton/Ros Taylor

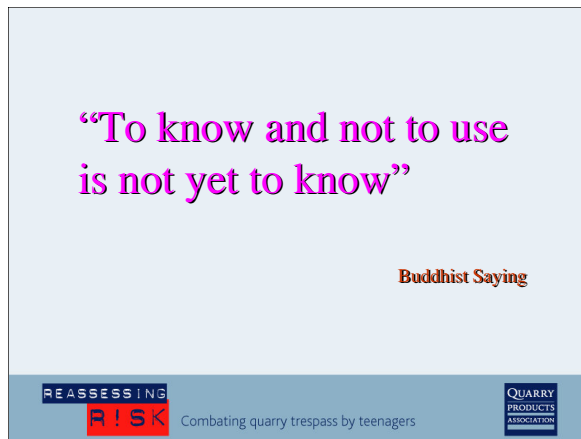
SLIDE 19

Three questions you need to ask your friends, family members and teachers if you want to honestly assess your maturity and begin to manage it.

1. What are my strengths and best qualities?
2. What are my areas for development?
3. How can I be more aware of how my behaviour impacts others?

- Final action is to take this BECOME and see how others see them.
- They are to write down the three questions and ask at least three people. They need to be at least one family member, friend and teacher.
- It is a listening exercise and they are to write down the key points and think on what is said and then take action to manage their own thinking and maturity.

SLIDE 20



“To know and not to use
is not yet to know”

Buddhist Saying

REASSESSING
RISK Combating quarry trespass by teenagers

QUARRY
PRODUCTS
ASSOCIATION

- Make the point that, as the Buddha said, if we know something but do nothing with that knowledge then that is not knowledge that is storage.

SESSION 1 COMPLETED.

NEXT STEPS

- If you are going to go on to the next stage, you need to get each student to complete a ‘Learning Styles Analysis’. Go to www.networkcontinuum.co.uk for information on the profiles and how to create an account.
- Ideally staff will have had some experience of learning styles prior to using this tool. If not, some research on the rationale and process will be needed.
- Teachers can go to the networkcontinuum website for more information on books and one-day training courses. One member of staff trained up using this tool will be able to act as support for other staff members wishing to deepen their teaching and learning skills.
- In preparation for the next session, create a ‘group profile’ so that you can see the preferred learning styles and weaknesses of the group and adjust the session to make sure that you deliver the message in a way that takes this into consideration. This is a very quick process, using the profiles generated by the students, and gives the teacher a clear picture of group and individual learning preferences so they can design an accurate and effective lesson plan to assist effective teaching and learning.