

# Mature Thinking Session 3 – TEACHERS PLAN



- Prepare the room. You will need a large class room or, preferably, a hall or studio. Tables need to be pushed to the side and the students are sitting on the chairs or floor. All the students need paper/note book and a pen. Have a cd player for music to play during tasks.
- Find out in advance if any of the students have prepared a power point presentation and make sure this is all set up ready to go in advance. If anyone else has got any specific equipment or props make sure they are to hand so that you do not waste time setting up when they get to present.

## SLIDE 1

A light blue rectangular box containing text. At the top, it says 'Mature Thinking' in a serif font, followed by 'A Programme That Moves People From Knowing To Doing' in a smaller sans-serif font. Below that, it says 'Session Three – Action' in a bold sans-serif font, and 'The Right Hand of Confidence' in a smaller italicized sans-serif font. At the bottom left is the 'REASSESSING RISK' logo with the tagline 'Combating quarry trespass by teenagers'. At the bottom right is the 'QUARRY PRODUCTS ASSOCIATION' logo.

Mature Thinking  
A Programme That Moves People  
From Knowing To Doing

**Session Three – Action**  
*The Right Hand of Confidence*

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- Introduce session 3.
- Depending on the numbers of the groups I would aim to divide the presentations into six stages (two or three presentations at a time).
- Do not do them all at once as most of us would not be able to cope with presentation over kill.

## 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).

● We are now at the final stage of action and will be focusing on what blocks from evolving and what the structure for maturity looks like.

A light blue rectangular box with the title 'Preparation' at the top. Below the title is a bulleted list of aims. At the bottom left is the 'REASSESSING RISK' logo with the tagline 'Combating quarry trespass by teenagers'. At the bottom right is the 'QUARRY PRODUCTS ASSOCIATION' logo.

Preparation

- Aims of the programme
  - Raise skills for managing success in life
  - Focus on individual learning preferences to support personal success in study and exams
  - 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

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### SLIDE 3

- Aims of the session
  - Five keys to confidence:
    - The difference between confidence and arrogance
    - Managing time
    - Getting a balance
    - Creating a state of 'flow'
    - Building networks of support

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• Go through the aims and then move to the next slide.

### SLIDE 4

• Review – did they do the multiple intelligence tasks?

### Review

- Have you done the M.I. tasks?
- Have and prepared for your presentation and have created a visual aid?
- Memory Matrix – quick quiz

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### SLIDE 5

### Review - Right Hand of Confidence

A STATE OF FLOW

BALANCE

LINKS

TIME MANAGEMENT

CONFIDENCE

Focus  
Openness  
Energy

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• In pairs or groups ask the students to quickly go through each of the fingers to assess their memory. Included below are earlier notes for your information.

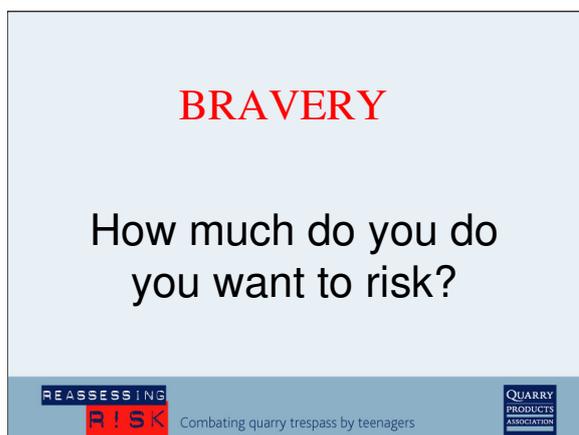
- Thumb – The difference between confidence (thumbs up) and arrogance (thumbs down) – Confident people give you energy and arrogant people steal it.
- Fore finger – confident people manage their time and focus on what is happening now. They do not dwell on the past but prepare for the future by engaging in today. Ask them to make a conscious choice to contribute with confidence. Get
- Middle finger – confident people are working at a balance between work and play, fun and challenge.
- Forth finger – confident people get into a state of flow – where learning and achieving in stress free by managing their Focus, Openness and Energy.
- Little finger – link. Confident people have links or a network of support.
- Go to the next slide and repeat the exercise to review the left hand of learning.

## SLIDE 6



- Review

## SLIDE 7



- Assess risk. 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.

## BRAVERY EXERCISE

# BRAVERY

## What's your problem?

### Rationale:

Acknowledging, and then saying, how we feel is the starting point of dealing with our fears. Fear is the biggest block to new experiences and therefore the key to unlocking courage. This exercise is about beginning the process. It is useful for opening up dialogue within a group and developing empathy.

The exercise may also help develop memory skills by 'chunking' information.

**Timing** 10 – 15 minutes

**Equipment** None

**Space** Open and empty if possible, but can be adapted for a classroom environment

### Learning styles

*Primary – Interpersonal, Logical, Intrapersonal*

*Additional – Visual, Linguistic, Physical*

### Process/Format:

- It may be necessary to raise the energy of group before beginning the exercise. Use an interpersonal, high energy activity which will help create a positive dynamic.

### STAGE 1

- Ask the group to stand in a circle. The leader begins by saying their name, the person to their left then says their own name. Continue around the circle.
- Then, ask each participant to decide on a school related subject, aspect or issue that they would like to improve. E.g. stay focussed in Maths, complete English coursework etc.
- Explain that the objective of the exercise is to develop their **Bravery**, by briefly saying the one thing they would like to change about their attitude/ability. It could be just one word or a short statement. This is a responsibility building exercise so they cannot deflect the problem. E.g. If the teacher was different, I would be happier. Encourage them to focus on their own actions and attitude. Further explain that the ability to express how you feel or acknowledge your weaknesses is the first step towards change.

- Once the participants have had time to reflect, begin the exercise; the leader says their name and how they feel, e.g. my name is **A** and I would like to be more confident so I can ask questions in Science.
- The person to **A**'s left then re-introduces **A** and repeats **A**'s statement then introduces themselves and their own statement e.g. this is **A** and he would like to be more confident about asking questions. My name is **B** and I would like to have more time to do homework.
- Continue around the circle, each person recalling all the names and information that has gone before them.
- Some participants may concentrate on whether they are able to remember names and statements, more than the ideas raised however, this is not entirely negative as they are less likely to worry about expressing their feelings.

## STAGE 2

- Ask each participant to reflect individually for a few minutes on what 1 positive action they can do in order to achieve their stated desire.
- Go around the circle again and repeat the exercise, this time replacing the statement with an action which will lead to a solution e.g. I'm **A** and I am going to speak to the teacher after the lesson if I haven't understood.
- Start from a different point in the circle and go around the circle to the right, in order to vary the dynamic.

## Reflection:

- Encourage participants to discuss the exercise with a supportive adult (teacher, parent, and friend) outside the session.
- This exercise required memory skills. How did they feel about being able to remember so much information? How could they use this technique in learning and revising?

**Source:** Roy Leighton

## SLIDE 8



- The last exercise required people to be risk taking and open.
- Ask for volunteers to be the first two/three people to deliver their presentation to the group.
- You may want to take photographs or video this for future reference. Offer encouragement, respect and loud applause after each contribution.

## SLIDE 9

- Explain that we are now going to share a structure which highlights the characteristics of maturity.
- Point out that this model is not saying that all people evolve to this level as they grow older. Only those that make effort to think and assess the risk involved and then take appropriate action will evolve.

We do not see the world as it is,  
we see the world the way we  
think it is.




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## SLIDE 10

Stages of maturity			
WORLD VIEW		MIND/ACTION	
H	Holistic and interdependent	Global, multidisciplinary	U
G	Complex and interconnected	Problem solving, analysis	T
F	People: equal, seek harmony	Community, communicate	S
E	Full of opportunities	Competitive, effort = reward	R
D	Chaos – needs order	Rules, loyal, order, systems	Q
C	Survival of the fittest	Impulsive, self, distrust others	P
B	Unsafe. Connect through ritual	Family, customs, symbols	O
A	Irrelevant. Pure Survival	Eat, sleep and sex	N




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- This is a simple slide that summarises the work of Dr. Clare W Graves work on human complexity.

- If you change your thinking or behaviour (mind/action) then you will change your view of the world. If something happens to change your view of the world then you will change your thinking and behaviour.
- Our view of the world informs our actions and visa versa.
- Graves split the alphabet in two stating that we are evolving and this model is likely to move beyond the levels he has stated. But, for the time being we are aware of the above.
- Work through the levels highlighting that once we have achieved one level then we will, depending on circumstances and our thinking, move between the levels experienced with one level dominating.
- We cannot jump a level. All the levels move from 'me' – AN, to 'we' – BO – then back to 'me' CP and so one.

*For more information go to [www.clarewgrave.org](http://www.clarewgrave.org)*

## SLIDE 11

Change your mind...  
...prove you've got one!

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- What the programme has sought, and is seeking to focus on in this session, is how to actually shift thinking from immature and self centred CP level to a higher awareness of the need for order (DQ), enterprise (ER), community involvement and responsibility (FS), consequences and complexity (GT) and, if we are really open, global awareness and ownership (HU).

## SLIDE 12

- Assess risk and delivery Energy exercise.

ENERGY

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## ENERGY EXERCISE

# ENERGY Zip, Zap, Boiling!

### Rationale:

This exercise is popularly used as an energy raising game which can help develop a sense of spontaneity and immediacy. It also helps create a positive group dynamic and can be used as preparation for group creativity.

**Timing** 5-10 minutes

**Equipment** None

**Space** Standard classroom arranged to allow an open and empty space

**Learning styles**

*Primary – Physical, Interpersonal*

*Additional - Visual*

**Process/Format:**

- Stand in a circle and explain that they have an invisible ball of energy which they are going to pass around the circle to each other.
- The energy can be passed to the person to the left or right by making eye contact and then gesturing (pointing but using the whole arm – a big action) to that person, with the left or right arm, as appropriate, and saying “**Zip**”.
- It also can be passed across the circle by gesturing with both arms and saying “**Zap**”. The ‘receiver’ then passes it on to the left or right using **zip**, or across the circle using **zap**.
- The energy can be ‘rejected’ or bounced back from the ‘receiver’ to the ‘passer’ by making a bouncing gesture with the whole body and saying “**Boiing**”\*. The ‘passer’ then has to send the energy ball to someone else, using **zip** or **zap** as before.
- The objective is keep the energy ball moving quickly and spontaneously around the circle without it being ‘dropped’ or lost.

*\* The exact nature of the gesture is not important. Devise an action which requires using the whole body rather just the arms, and physically suggests the concept of rejecting or sending back the energy.*

**Reflection:**

- Reflect on the emotional and physical effects of the exercise.

**Source:** Victoria Soto, adapted from widely used techniques.

**SLIDE 13**

Presentation Time



- Ask another few students to feedback their presentations.

## SLIDE 14

- Assess risk and then deliver 'Creativity Exercise' which summaries all the other fingers on the right hand.
- Give out the blank **Leighton Memory Matrix** sheets and get the students to fill in the topic as 'The Right Hand Of Confidence'. Ask them to draw around their right hand. Fill in the fingers.



## CREATIVITY EXERCISE

# CREATIVITY 5 Strategies for Success (The Right Hand of Confidence)

### Rationale:

This exercise is designed as a device for recalling, and engaging in, key behaviours and habits associated with success. Once participants have gained confidence with the exercise, they will only have to look at their hand to remind them of what they need to do in order to build their self esteem and engage in the present moment. Therefore allowing creativity to emerge and develop.

This exercise provides 5 core strategies for success and self esteem. It should be reviewed frequently and regularly over the following days and weeks. It also shows how powerful our ability to learn is and will raise, in a very practical way, the participants' recognition of their own potential.

**Timing** 10 – 15 minutes

**Equipment** None

**Space** Standard classroom

### Learning styles

*Primary –Visual, Physical*

*Additional –Intrapersonal, Logical*

### Process/Format:

- It is important to make this exercise recognisable to all the senses. Ask everyone to physically copy what you are doing (there is memory in the muscles – participants will remember the kinaesthetic activity), while listening to the information you give them. Encourage them to create visual images in their minds.

● Ask everyone to stand up and hold out their right hand. Explain that there are 5 significant strategies for success and self esteem. Review each finger as a key to recalling and then exploiting those strategies.

### 1<sup>st</sup> Strategy

- Hold your *thumb* – Explain that this represents ‘Thumbs up!’ for **Confidence**.
- The difference between confidence and arrogance is that confident people give energy to an activity and other people (Positive - Thumbs up!) and arrogant people take energy away from an activity or other people (Negative - Thumbs down!).
- Ask the group to copy what you are doing and repeat with you, several times; “**Confidence-Thumbs up!**”, “**Arrogance – Thumbs down!**”

### 2<sup>nd</sup> Strategy

- Hold your *forefinger* – Explain that this finger represents **Time Management**.
- Point the right *forefinger* to your watch on your left wrist. How are we managing our time? ‘Failing to plan is planning to fail.’

### 3<sup>rd</sup> Strategy

- Hold your *middle finger* – Explain that this finger represents **Balance** as it is in the middle of the hand.
- We should work towards having a balance between work and fun/relaxation.

### 4<sup>th</sup> Strategy

- Hold your *fourth/ring finger* - ‘Get in to a **state of flow** with your **F.O.E**’. Explain that we attain a **state of flow** when our **focus, openness, and energy** are strong and positive.
- When we are in **flow**, challenges are manageable and learning is stimulating. If one or more of the states are weak or negative, this will impact our creativity and ability to achieve success.
  
- Ask them to imagine that they are wearing 3 rings on their finger. Each ring represents a different ‘state of mind’ i.e. **focus, openness and energy**.
- Ask them to create a visual image of the 3 different rings – silver, gold and bronze or diamond, sapphire and ruby etc and assign one to each ‘state’.
- Use your left hand to make a circular motion around the base of your *ring finger*, as if you were twisting each of the rings. Ask the group to copy you and repeat several times; “**focus, openness, energy.**”

### 5<sup>th</sup> Strategy

- Hold your *little finger* – Explain that this finger represents **Links**.
- Ask the group to copy you as you link your *little fingers* together to create a chain link effect.
- Confidence comes when we are able to draw on, and give, support. All of us thinking and working together are stronger than one of us working on our own.

- Confident people ask for help when they need it and give help when they can.

### Reflection:

- Ask the group to immediately review the exercise - All together or using a volunteer, recall all the details of the 5 'Strategies for Confidence', using the fingers as a memory aid.
- In small groups, think of 2 examples of when it may be useful to recall the 5 'Strategies for Confidence'. E.g. when you're tired or can't be bothered with a lesson, use *fourth finger* to check what's stopping you from getting involved and then change it.

**Source:** Roy Leighton / Michael Cousins / Victoria Soto

### SLIDE 15



- Ask another few students to feedback their presentations.

### SLIDE 15



- Assess risk and then deliver 'Openness Exercise'
- Once the exercise has been done make the point that to make someone feel shamed or stupid in order to get them to do something that could be damaging to themselves or others (like breaking into a quarry) and is the action of a low-level, immature and arrogant individual (CP).

## OPENNESS EXERCISE

# OPENNESS YES AND..!

### Rationale:

This exercise is developed from widely known techniques associated with theatrical improvisation. The objective is to explore how refusing or inviting 'offers' from others changes the energy of an activity and attitudes towards other people. It also allows for self reflection and development of self-awareness.

**Timing** 10 - 15 minutes

**Equipment** None

**Space** Standard classroom – ideally with chairs arranged in a horseshoe around an open area.

### Learning styles

*Primary- Interpersonal, Linguistic,*

*Additional- Physical, Intrapersonal*

### Process/Format:

- The exercise involves 2 people or the group leader and 1 volunteer. The rest of the group sit and observe and then give feedback at the end of each stage of the exercise.

#### STAGE 1

- 1 person (**A**) makes the other person an 'offer' e.g. "Shall we go to the cinema tonight?"
- The other person (**B**) says, "No."
- **A** then continues to make further 'offers' and **B** always replies "No."  
E.g. **A**: "Shall we go to the cinema tonight?"  
**B**: "No."  
**A**: "Do you want to watch a DVD instead?"  
**B**: "No." Etc
- After at least 5 attempts from **A**, stop the exercise and explore how both **A** and **B** felt during the exchange. Ask the rest of the group to make comments and observations.

#### STAGE 2

- Repeat the process, replacing the reply "No" with "Yes but..."  
E.g. **A**: "Shall we go to the cinema tonight?"  
**B**: "Yes but I don't want to get the bus there."  
**A**: "We could take a taxi."  
**B**: "Yes but I haven't got any cash." Etc
- **A** then tries to build on this by making further 'offers' on the same theme. **B** always replies with "Yes but..." followed by a reason/excuse.

- Repeat the reflection process, noticing the similarities between the effects of “No” and “Yes but...”

### STAGE 3

- Repeat the process again replacing “Yes but...” with “Yes and...”

E.g. **A**: “Shall we go to the cinema tonight?”

**B**: “Yes and we could go for a pizza too.”

**A**: “Let’s try that new place.”

**B**: “Yes and we could ask Dan and Kelly to come with us.” Etc

- **A** builds on the reply and continues to make offers and **B** always responds with “Yes and...” followed by a further ‘offer’.

Repeat the reflection process, noticing the change in energy and attitudes.

- If there is time in the session, ask the participants to get into pairs and repeat the exercise. Then swap partners and roles (**A** or **B**) so that everyone can have the experience.

### Reflection:

- Ask the whole group to reflect individually on how they respond to the ‘offers’ made to them and/or the opportunities that they are given, in different situations and environments. Are they open to those ‘offers’? Do they refuse them? Do they make excuses not to take what’s on offer? What stops them from accepting offers and taking opportunities? Are they open to offers they should be resistant to and resistant to offers they should be open to.

- This could become a whole group discussion or remain an internal reflection process.

**Source:** Victoria Soto - adapted from widely used improvisation techniques.

### SLIDE 17

Presentation Time

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- Ask another few students to feedback their presentations.

## SLIDE 18



- Assess risk and deliver Motivation exercise.
- The five questions for the exercise are on the next slide (Slide 19). Just press return to reveal each question.

## SLIDE 19

- Go through the questions and exercise.



## MOTIVATION EXERCISE

### MOTIVATION Future Interview

#### Rationale:

This exercise focuses attention on the participants' current attitudes and behaviour, as a means of creating a future that they want. The objective of the exercise is to reveal a deeper understanding of what impact current actions and thinking have on short, medium and long-term goals. This can be a very powerful exercise in showing participants where they are **now** and what they need to do in order to get to where they want to be in the **future**.

When we know where we are going, we are more motivated to engage with where we are now.

**Timing** 20-30 minutes

**Equipment** If you are not using the prepared PowerPoint then you will need a flipchart/whiteboard and pen **or** printed sheets for interview questions.

**Space** Standard classroom arranged to facilitate pair work

**Learning styles**

**STAGE 1**

*Primary – Intrapersonal, Visual*

**STAGE 2**

*Primary - Linguistic, Interpersonal*

**Process/Format:**

PREPARATION

STAGE 1

- As individuals, ask the group to think silently about where they want to be in 10 years time. Verbally prompt their thinking by asking questions. E.g. what is their job? How did they get that job? Where do they live? What are they good at and enjoying? What are their personal circumstances like? Family? Friends? What are they doing for their community or the world?

STAGE 2

- Use the PowerPoint or write the following questions up on a flipchart or whiteboard. Alternatively, prepare copies of a printed sheet with the questions on.

Reveal the prepared questions.

1. Where are you now and what are you doing?
2. How did you become so happy and successful?
3. Who has helped you?
4. Looking back to your younger self all those years ago, what did you have to change about yourself in order to get where you are now?
5. What advice would you give to the young people watching who want to make a difference to their lives?

- If possible, keep the questions hidden until the appropriate time.
- In pairs, 1 person takes the role of 'interviewer' and the other takes the role of 'interviewee'.
- Explain that the interviewee is celebrating their birthday 10 years from now and they have been invited to a television studio to 'tell their story'. The interviewer asks the prepared questions, one at a time, and the interviewee must answer with as much detail and passion as possible, based on their ideas from STAGE 1.

- Once the interview has finished, swap roles and start the exercise again.
- The exercise could be run simultaneously or each pair could take it turns to present their interview to the rest of the group.

**Reflection:**

- What are they going to do **this week** to start to make their dream a reality?
- In their pairs, ask them to help each other to decide on a specific and realistic action to take as a step towards the future E.g. this weekend I will look for a holiday job which will give me experience of the fashion industry.
- Then ask each person to share their action with the whole group, thereby encouraging a sense of commitment.

**Source:** Roy Leighton

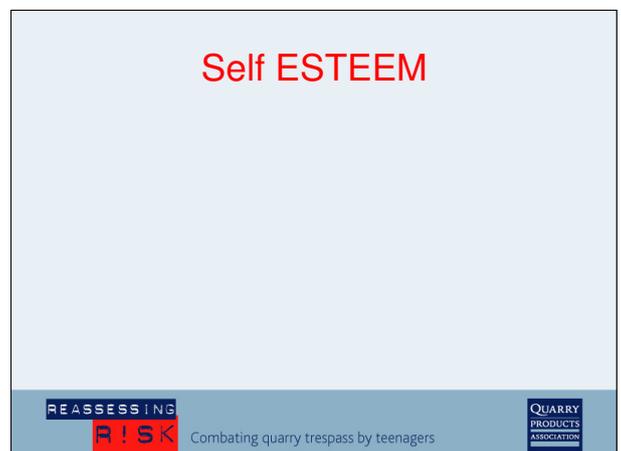
**SLIDE 20**



- Ask another few students to feedback their presentations.

**SLIDE 21**

- Assess risk and then deliver 'Esteem Exercise'.
- You will need a fresh BECOME sheet for each student to complete.



## ESTEEM EXERCISE

# ESTEEM Taking Away the Block

### **Rationale and Intended Outcomes:**

We have all had things said or done to us that make us feel less than valued. These memories and experiences, if left unchecked, can create an attitude or belief system that is hard to break.

This exercise is designed to explore any conditioning or 'beliefs' that past experiences may have created. It provides a focused and safe way of beginning to face and change these 'beliefs'. Obviously it will take more than a short exercise to make any fundamental changes, but it is a useful exercise for assisting in the emotional de-cluttering necessary to make lasting changes.

Participants should feel a sense of release from some of the negative 'beliefs' they may be holding. That in turn should allow them to feel confident in their ability to change negative habits and move on from negative experiences.

**Timing** 10 - 15 minutes

### **Equipment**

Pens

Pieces of A4, or smaller, paper.

Waste paper bin

BECOME Evaluation sheets

**Space** Standard classroom

### **Learning styles**

*Primary – Visual, Intrapersonal*

*Additional – Physical, Logical*

### **Process/Format:**

#### STAGE 1

- It is essential to establish a calm and quiet atmosphere before beginning the exercise – ask everybody to breath in through the nose (to the count of 3) and out through the mouth (to the count of 3). Repeat at least 3 times until the group is focussed. If you have time you can repeat the whole relaxation exercise shown in 'Energy Exercise One'.

#### STAGE 2

- Be aware that this exercise can draw out painful past experiences. Reassure the group that their thoughts and ideas will remain private and they will not be sharing them with anyone else.
- Give out a piece of paper and a pen to each person.
- Ask them to sit by themselves either on a chair or on the floor - wherever they are comfortable.

- Ask them to think of either a person or event in their lives that made them feel stupid, bad or angry. They are not to share this with other people but they should create a clear picture of the person or event in their own mind. Give them time to reflect deeply.
- Then ask them to write on the paper the name of the person, or a brief description of the event e.g. Uncle Henry or my 10<sup>th</sup> birthday party.
- Next, ask them to write a few words to describe how they felt at that time.
- Finally, write a few words to describe how they feel about the person/event now.

### STAGE 3

- Ask them to look at their notes and decide on one key word or phrase that best describes the 'belief' they hold of themselves as a result of the person/event. E.g. Stupid, ugly, unlovable, shy etc. Write this down on the paper.
- Remind them that they have a choice; either to carry this 'belief' around with them or to rewrite their 'beliefs' about themselves every day. Explain that they are going to take part in a symbolic destruction of their 'belief' and that this will assist them in 'letting go' of what happened, how they responded to it, and how they are still responding to it.
- Ask them to fold the paper in two and then tear it up slowly and deliberately. As they tear it, ask them to imagine the 'belief', written down as a word, being ripped up, melted, smashed, exploded or destroyed in some way.
- When they have all torn their papers up, go round with the waste paper bin and ask them to drop the torn up papers in and as they do to give you one positive word to describe how it feels to let the past go.

### STAGE 4

- Having let go of their negative 'beliefs', it is a good idea to replace them with positive ones. Dependant on time and the group repeat the process from STAGE 2, replacing negatives with positives i.e. Individually think of a person/event in their lives that made them feel clever, successful or happy.
- Instead of destroying the positive 'belief', ask participants to take the paper away with them and keep it somewhere accessible. When confidence is low or they feel daunted by a situation or task they can remind themselves of their positive 'beliefs'.

### Reflection

- In pairs or small groups, discuss how they felt about the exercise.
- Ask participants to think about how this technique can be used in general. Remind them that they can do this anytime as a way of 'letting go'. How might it be useful to them on a daily basis, as well as for significant moments? How can they use visualisation as a means of replacing negative images or fears?
- Give out the '**BECOME**' Evaluation sheets and, in light of what they have just experienced, choose a value they want to focus on in the next 24 hours. **These can be downloaded from the website.** The BECOME sheet can assist in putting an action plan into place to make sure that any ideas that manifest themselves during the session can be supported and followed through.

**Source:** Roy Leighton / Victoria Soto

## SLIDE 22

**To conclude**

The mature adult recognises that as we solve one set of human problems a new set will emerge in their place.

The quest, you will find, is never ending.

Clare W. Graves  
*Levels of Human Existence.*

**REASSESSING RISK** Combating quarry trespass by teenagers **QUARRY PRODUCTS ASSOCIATION**

- That is the end of the programme.
- You may wish to arrange another time for review and feedback but that is entirely up to you and the students.

# THIS IS THE END OF THE MATURE THINKING PROGRAMME

*I hope you have enjoyed delivering this programme as much as I have.  
Very best wishes  
Roy Leighton  
[www.royleighton.com](http://www.royleighton.com)*