

Student Complexity

A Vertical Development
Programme for Year 12



Helping 6th Formers recognise how they think in order to bring to awareness their unconscious patterns of thought and behaviour in order to effect change in their thinking habits, so they can make better decisions in the future.

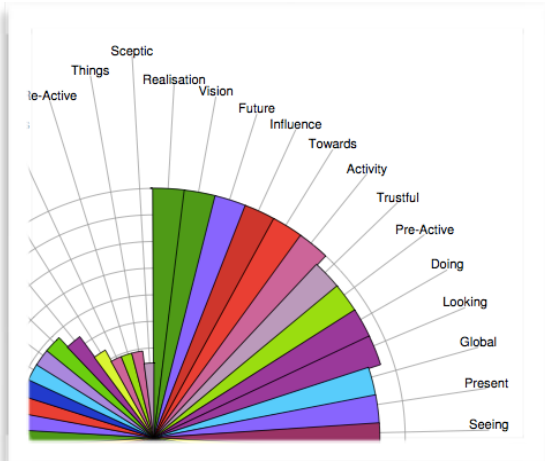
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Day One: Profile Feedback Day

Each student will have completed an Identity Compass profile prior to Day one, and we will use this day to feed back the results for each, so we can measure their current thinking and benchmark it for their future development.

I will point out the individual preferences that influence each student, and offer them a unique set of actions to best adapt and change their thinking going forward.

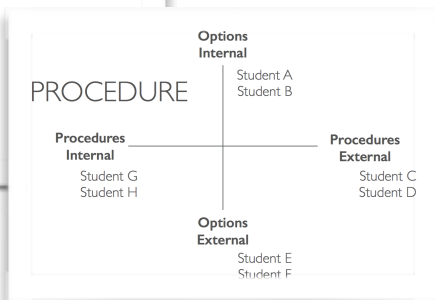
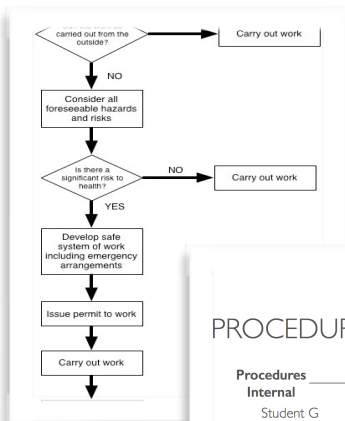


Day Two: Behaviour Day

Based on the results of the IC profiles, I will work with them in a 2 hour session to demonstrate just how their behaviour can be predicted. This will involve two bespoke exercises that see the group split into specific Thinking Preference categorisations and then asked to perform certain tasks.

They will present their results and I will demonstrate to the rest of the group how their results are predictable, even down to the specific language they will use whilst presenting.

This session has a great effect on students at the University of Coventry (LC) with very interesting results, from an awareness perspective.



Day Three: Communication Day

By now, the students will understand that an element of their thinking influences their behaviour, and if I've done my job properly, it will freak them out a little.

We will investigate how this happens in our communication by using specific exercises designed to allow people to "go inside" and understand how they are thinking about their communication, and how communication is projection.

Just because you say something one way doesn't mean it will be received that way.



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Day Four: Meaning-Making Day

The exercises we employ today will stretch the students beyond how they normally think and feel due to the second-position nature of the activity.

Asking a 16 or 17 year old to put themselves into another person's shoes and **act as if** they are that person will stretch them in the right direction.

Gaining multiple perspectives aids more complex thinking.

Day Five: ReFraming Day

The Magic of Conversational Belief Change



Day Five continues on from where Day Four left off. ReFraming is about changing the meaning we make in the same context. An example would be a causal statement, such as "A causes B".

I will pick the most appropriate "Sleight of Mouth" patterns to unpick with the students, so we can become good at listening for limiting beliefs in our own words, and have the appropriate thought ready when needed.

Reframing will make alternatives to behaviour and thinking available to the students, and become very useful over time.

Day Six: Mind Opener Day



The final day of the programme will be the toughest. I will introduce the students to Mind Opener questions that question how they think about their thinking, stretching their frames of reference and try to figure out with them (rather than for them) what they are not seeing.

We will look at theoretical and practical knowledge, as well as knowledge as a culture.

It will require their full cooperation and concentration. It might just work!

**Get in touch today to
find out more!**

Thank you



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