



"If you don't control where you're heading, you'll end up somewhere you don't want to be"

Using NLP within the classroom

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The Fundamental basics of Neuro Linguistic Programming



Over the next hour we will cover

- *Communication and the teaching environment*
- *Values, beliefs and behaviour patterns*
- *Group dynamics*





*"the meaning of your communication is
the response you get"*



*"the quality of your communication is measured
by the understanding you pass on"*



Thinking & Communication Patterns



NLP Model of Communication





Internal Representational Systems

- **V** - Visual
- **A** - Auditory
- **K** - Kinesthetic (Feelings)
- **Ad** - Auditory Digital (Process)

*Does your teaching environment cater for the individual nature
of your students learning style?*





Internal Representational Systems - Visual

- Organised, neat and well groomed (Attention to detail)
- Will use visualisation methods to help with memory and decision making
- Will be more imaginative and creative with ideas
- Have difficulty putting ideas into words (picture too much detail / too fast)
- Will talk faster and prefer one to one contact so they can see a reaction
- Need to be shown new concepts, ideas and information (how it fits the picture)
- Struggle with information recall when given too many verbal information
- Good at remembering faces, bad at remembering names



- Will sit or stand upright
- Eyes will be pointing upwards



Internal Representational Systems - Auditory

- *Aware and very responsive to tone, volume and timbre of voice*
- *Will be able to remember verbal directions and / or instructions very easily*
- *Will learn by listening, asking questions and discussion with peers*
- *Prefer to communicate through spoken language rather than the written word*
- *Auditory people will do a lot of self talk (Internally and externally) – move lips*
- *Will talk through problems and bottlenecks / need a sounding board*
- *Easily distracted by other noises around them, need quiet when thinking*
- *Will sit with their eyes looking sideways and will tilt their heads*





Internal Representational Systems - Kinesthetic

- *More sensitive to their bodies and their feelings*
- *Respond to physical rewards, praise and touching (within reason)*
- *Different scenarios – either talk very slow or talk very fast*
- *Learn by doing, moving, touching, tasting, smelling*
- *They dress and groom themselves for comfort rather than for how they look*
- *They make decision based on their feelings towards someone or something*
- *They will stand close to someone to help feel their energy and sense their reaction*
- *They learn through memorisation and by doing or walking through a scenario*





Internal Representational Systems – Auditory Digital

- *Devoid of the senses, preferring instead to apply logic rather than emotion or feeling*
- *Will take their time learning, making comments and / or statements and commitment*
- *They have inbuilt desire to understand how something works before accepting it*
- *They will therefore ask lots of questions, challenge statements and need detail*
- *Will demonstrate some of the A / V & K traits, but only once they understand and agree*
- *They will usually stand back and look down when learning new information (process building)*





EXERCISE 1

- *In each of your groups*

Discuss and list as many different teaching techniques that could be applied to support a student who has a strong preference towards each of the 4 learning preference.

*i.e. Visual (handouts) / Auditory (Anecdotes) /
Kinesthetic (role play) / Auditory Digital (mind mapping)*

- *You will have 10 minutes to complete this exercise.*





Effective Learning Strategies

- *Information should be chunked based on the 7 (+/-) 2 rule*
- *Chunk information appropriately – i.e. chunk down to avoid overwhelming*
- *Learning should always be delivered in a positive state*
- *Always get feedback from the student relative to the task / lesson being taught*
- *Always focus on a students accomplishments (then and now)*
- *Avoid exiting a download of information during a lesson too soon*





Effective Learning Strategies

- *When students don't understand something, park it and come back.*
- *Do not let students get trapped in the negative about not understanding,*
- *this can compromise future learning for them and for the class*
- *Always look, listen and sense what is being communicated to you, use this back*





EXERCISE 2

- *Within your groups, split off into either pairs or 3's*
- *In each sub group one person should be nominated the sales person*
- *The others will play the part of the customer*
- *The sales person will be given 1 minute to sell a mobile phone to their customer*
- *The customers should take note of the language and communication style being used*
- *Repeat this exercise until everyone in your sub group has been the sales person*





Values

- Values are what are important to you
- They help you decide whether our behaviours, and those of others, are right or wrong
- Values are what motivates is and gives us a reason for doing what we do
- They are the standards by which we live, and the standards by which we judge others
- They develop out of personal experiences, or through family values passed down as a child
- Values can often change as get older
- Whether you agree or disagree with someone's values, they are unique to them (understand)



*"will you behave in a way that clashes
with you values probably not !!!"*



Why is understanding someone's values so important in learning ?

- It allows you to focus on an individual's motivation for learning (values alignment)
- What is important to them
- What is the bigger picture
- You can help ascertain how values impact learning behaviour
- You can modify your learning to help support this (within reason)
- Whether you agree or disagree with someone's values, they are unique to them (understand)

*"judge the behaviour, not by the behaviour itself, but by
the context and environment"*





Beliefs

- Beliefs are connected to your values and are very personal to each and everyone of us
- They are essentially the on / off switch that drives behaviour
- As with values, some of beliefs serve us well and others that do the complete opposite
- **Empowering Beliefs** – allow us to expand our potential
- **Limiting Beliefs** – prevent us from achieving or accepting new ideas or learning
- Beliefs can be both short terms and long term
- Our unconscious mind always looks for ways to reinforce our beliefs (positive or negative)

Superstitions

Sporting Achievements Or not!!!

Mind over matter???





Beliefs (Taking Response Ability)

- *Taking responsibility of achieving goals and outcomes at both the conscious and unconscious level is fundamental to our success.*
- *It is essential that you challenge a students values and behaviours*
- *They must also accept taking responsibility for their own learning journey.*
- *It critical that the lecturer also takes responsibility for their own results too.*
- *In NLP Terms this is caused*





Cause

versus

Effect

At Cause

You believe that you are the cause of your own results.

That the future is in your hands.

That you are responsible and will make your own decision based on achieving the outcomes you want.

YOU GET RESULTS

At Effect

You believe that others are the cause of your own failures.

That your are not in control.

That your outcomes and goals are influenced and limited by external factors which you are not responsible for.

YOU GIVE EXCUSES





Beliefs and the "Effect Mindset"

- **Limiting Beliefs** are usually associated with someone being in the Effect Mindset
- Some simple actions that can be taken include
 - *Always push students into the cause, never reinforce a limiting belief (probe questions)*
 - *Challenge the limiting belief (where did it come from, is it valid, evidence to support)*
 - *Cross match – place students in groups which mismatch cause and effect mindsets)*
 - *Use metaphors to reinforce reasoning – puts the learning into a third person context*
 - *Challenge behaviour against the action (How does this behaviour achieve your goal)*
 - *If effect mindset become too dominant within the classroom – break the state.*





EXERCISE 3

- *In your larger groups*

Discuss examples from your own experiences where “Limiting Beliefs” and / or “Effect Mindsets” have impacted the classroom environment.

Discuss actions that could be put in place to challenge these behaviours

- *You will have 10 minutes to complete this exercise.*





Understanding Group Dynamics (5 Stage Imago Structure)

Forming

Storming

Norming

Performing

Adjourning





Understanding Group Dynamics (5 Stage Imago Structure)

Forming

- First Stage of forming a group / team / class
- High dependence on the lecturer for guidance and direction
- There will often be very little group wide agreement on course aims and objectives.
- Lecturer must be prepared to set a clear and appropriate frame for learning
- Lecturer must also identify “Limiting Beliefs” and “Effect Mindsets” and nip in the bud
- Lecturer must take control of the class and pin point key rapport leaders





Understanding Group Dynamics (5 Stage Imago Structure)

Storming

- Students will attempt to establish position compared to other classmates and lecturer
- As a lecturer you will receive challenges to information, especially from mismatchers
- Lecturers should use very open and consultative questioning to help form agreement
- Lecturer must also test for thinking and communication patterns
- Feedback and sharing experiences / anecdotes is a good way of bonding students





Understanding Group Dynamics (5 Stage Imago Structure)

Norming

- At this stage students will be forming internal groups and cliques
- Those students who are in alignment will be forming agreement with the lecturer
- At this stage the lecturer can then expand into more detail
- Lecturers should start to let students self manage their learning
- This is a good stage to start bringing in group activities and project work





Understanding Group Dynamics (5 Stage Imago Structure)

Performing

- Students will want at greater degree of autonomy at this stage
- There may not always be agreement, but students will resolve issues themselves
- Students will support and look after each other in order to achieve collective aims
- Less control is needed as a lecturer, you are there to act as a tour guide
- Students will use the lecturer like an extended member of the group (Knowledge expert)





Understanding Group Dynamics (5 Stage Imago Structure)

Adjourning

- High degree of achievement reached / goals and objectives met
- You must celebrate success, review learning and achievement
- Level of bonding and established relationships is also high
- So too will be the feeling of vulnerability and low self esteem with some students
- Negative mindsets may kick in with lots of “What if” questions being asked
- This stage can have more of an impact on behaviour than the forming stage



*Thank you for listening
and taking part.*

Any questions

