

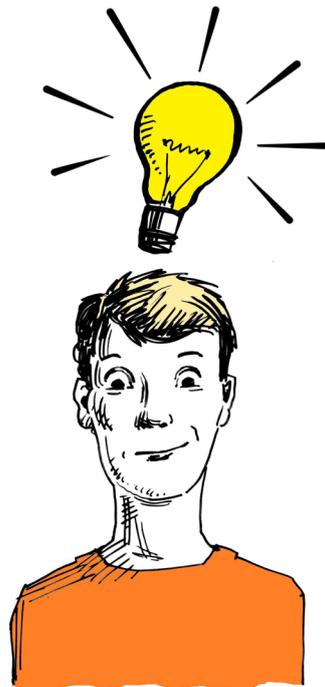


# MY I-D.E.A.S.<sup>®</sup>

Individual Development Education and Skills

## Bespoke Sessions

For Young People



**“The specialists in  
attitude change”**



## **Young People**

Intuitive Thinking Skills is a national, peer led organisation that provides a fresh approach to reinvigorating young minds by delivering alternative approaches to subjects people often perceive as complex.

Changes in our approach from guidance, education and nurturing has been replaced by treatment, therapies and labels. We counter this deficit based approach by starting off with **“what’s strong”** rather than “what’s wrong”.

Although these things are often thought of as complex, the answer is always simple because the solution is always about **empowering** the individual.

We have worked with young people in **Schools, Alternative Education Providers, Charities, Youth Offending Teams, Local Authority Services, National Citizenship Service and Young People Mental Health Teams** across England and Wales.

Our approach is as simple as ABC, **“Attitude, Behaviour, Consequence!”** Getting young people to understand the impact of the choices that they make, and educating them to live prosperous lives, free from labels, over support and negative attitudes.

## **My I-D.E.A.S**

The My I-D.E.A.S sessions are specifically written to deliver key personal skills sets which provide focus, motivation, and planning for Young People engaged across a range of public service environments, such as DWP Education Training & Employment, Drug and Alcohol Treatment, Health/Mental Health, Young People’s Alternative Education, and Criminal Justice services.

## **Sessions:**

Sessions can be customised to deliver either standalone modules or a structured programme of learning. They can be mixed and matched to achieve bespoke outcomes and are always age appropriate. Topics covered fall under the following 7 categories:

- ✓ Personal Development
- ✓ Thinking Skills
- ✓ Behaviour Change Skills
- ✓ Criminal Justice
- ✓ Physical & Mental Health
- ✓ Self-perception & Keeping Safe
- ✓ Education & Employment

We can create content specific to your needs. For a non-exhaustive list of topics available see the **Appendix**. Alternatively, we're able to work with you to create a bespoke package of content that speaks to the needs of your service users.

## **Delivery:**

Delivery is bespoke to the service required and built around your needs. Sessions can take place over 1 week or a number of weeks. Our specialism is to fit around your learners needs.

## **Possible Delivery Models:**

- Face to Face Group Classroom Environment
- Virtual Group Classroom using Zoom or Windows Teams
- Elearning through our Think Tank

## **NOCN Qualification**

Where an accreditation is desired, completing learners can achieve NOCN Level 1 Award in Developing Critical Thinking Skills to Enhance Decision Making

### **4.1 Mandatory Components**

<b>Title:</b>	<b>Critical Thinking Skills to Enhance Personal Decision Making</b>
<b>Level:</b>	<b>1</b>
<b>Credit Value:</b>	<b>1</b>
<b>GLH:</b>	<b>7</b>
<b>Ofqual Reference Number:</b>	<b>R/617/2661</b>

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand how critical thinking skills can change behaviour and improve decision making.	1.1 Describe what is meant by critical thinking. 1.2 Outline the stages of critical thinking as they relate to changes in behaviour. 1.3 Explain why critical thinking skills are important. 1.4 Give personal examples of using critical thinking skills to change behaviour.
2. Understand methods to improve critical thinking skills.	2.1 Describe methods for improving own critical thinking skills. 2.2 Explain, using examples, how critical thinking techniques can be used to change own beliefs.
3. Be able to use critical thinking skills.	3.1 Give examples of changed beliefs as a result of using critical thinking techniques. 3.2 Explain how critical thinking skills have been used to change own thoughts.

# Improving Behaviour

**Skills for Behaviour Change** - Examine how thoughts, feelings, and beliefs impact on behaviour. Learning the cognitive skills to change thoughts and emotions and resulting behaviour by looking at the science of the brain and understand where conflicting thoughts and feelings originate.

**Regaining Self-Control** - Learning passive voice recognition and where it originates from in the brain. Exploring active alternatives and encouraging accountability for thoughts and actions, understanding the locus of control lies within.

**Apathetic Attitudes** - Building relationships, understanding desires, taking an asset based view of an individual's passion and drive. Focussing on listening, assessing, understanding, defining challenging labels and planning to identify the causes and reasons for a young person's apathetic attitude to education, training, or avoiding criminal activity and understand that this is within the young person's control.

**Duty to the Community** - Distinguishing rights within society from responsibility towards society to stress the importance of everyone's duty to maintain fairness between rights, needs, economy, welfare and shared habitats. Young People will develop understanding of the importance of their contribution to society and the influence they have on their environment to identify their obligations to act for the benefit of the wider community.

**Equality and Diversity** - Looking at the 9 protected characteristics of the Equality and Diversity Act 2010. Understanding and valuing differences and the right not to be stereotyped, prejudiced, or treated differently because of a protected characteristic.

**Defining Values** - Understanding values and beliefs and how they guide choices and actions. Defining values through self-reflection and examining what they perceive to be right or wrong and whether that is in-line with their actions.

**Drugs, Alcohol, & Tobacco** - Highlighting the scientific effects on the human body and social and cultural effects in general. Young people to be equipped with enough information and able to make informed decisions when presented with the option of experimenting.

**Cannabis Awareness** - Looking at the psychological and physiological effects of cannabis on the mind and body, both short and long term. The effects on memory and the brain, how decision making can be influenced and recognising / acting on mental health warning signs. Also looking at anti-social and risk taking behaviour, dealing with peer pressure, and dispelling myths about the legal status of cannabis.

**Gangs, County Lines, Cuckooing, Knife Crime** - Educating young people about the dynamics of gangs and the wider consequences of being involved/ associated such as, criminal exploitation, victims of crime, being in risky situations, and the legal principle of joint enterprise. Dispelling myths and developing critical thinking skills and resilience to break free or disassociate from gang activity. Building confidence and utilising lived experience and developed skills in a positive way.

**Criminal & Sexual Exploitation** - Tackling peer pressure, identifying abuse and the art of control. To highlight the methods in which young people can be abused and groomed to commit acts of crime or complicit in abuse.

**Anger Management** - Learning the art of emotional control. Defining aggression, controlling and coercive behaviour. Demonstrating a structural approach to aggression, touching on brain science and looking at where aggressive thoughts and feelings originate and developing cognitive skills to address and change behaviour.

**Respect and Tolerance** - Understanding the importance of respect and tolerance and looking at key aspects of building a respectful and tolerant culture. Exploring ways to promote respect and tolerance and understanding the impact of discrimination, stereotyping, and lack of social responsibility.

# Improving Mental Health

**Understanding Stress** - Understanding when young people are ambivalent and acting against their better judgement. Understanding the stress created by ambivalence and the impact. Learning the structural approach to the brain to understand where conflicting thoughts originate, why ambivalence causes stress and how to reduce that stress.

**Critical Thinking Skills** - Young people develop critical thinking skills to examine their beliefs about themselves and understand how they impact on what they can achieve. Understanding how their beliefs reflect in their outlook and the way other people interact with them and the importance of questioning these beliefs.

**Healthy Relationships** - Promoting healthy relationships. Looking at relationship dynamics, when behaviour constitutes abuse (physical and mental) and LGBTQI+ issues.

**Happy Mind, Happy Life, Resilience** - Introducing concepts of managing mental health which links through to living healthy productive lives. Young people to become aware and realise the links between their mental health and their lifestyle with steps to manage positively and proactively. Also looking at suicide in young people, insecurities, anxiety, and depression.

**Emotional Intelligence** - Working with Young People to identify and develop emotional intelligence and self-awareness. Understanding the importance of managing their own and others emotions. Demonstrating how people with strong interpersonal skills are often more successful in both their professional and personal lives.

# Improving Confidence

**What Makes You Tick?** - Understanding what drives motivation and passion. Exploring young peoples' interests and ambitions and learning to focus and build on inherent cognitive skills positively, to drive young people to achieve their goals. Looking at the science of the brain to understand where motivation comes from and learning practical tools to gain momentum and sustain positive change.

**Enhancing Decision Making** - Exploring reasoning and effective decision making processes. Understanding the importance of overcoming fears and taking positive risks. Also looking at factors such as intuition awareness, critical thinking, and emotional input that affect or prevent effective decision making.

**Role Models** - Highlighting the value of personal image and establishing how role models may have a negative influence on the way in which young people interpret the world. Teaching young people to appreciate the importance of their personal image, analysing what makes a positive role model, and determining who their role models are.

**Social Media Awareness** - Looking at information shared online and how to use critical thinking skills to determine accuracy. Looking at the motives of the person sharing information and the social, cultural, and personal effects of sharing inaccurate information online such as mental health, suicide, extremism, and defamation.

**Communicating Appropriately** - Exploring all methods of communication and the benefits of having good communication skills. Includes the skill of listening and the art of persuasion, ensuring the best possible outcome from communicating effectively.