

Dear Half-way through People,

Actually, the above time suggestion is probably rubbish, given that "experienced" time can be very different from clock-face time. I would hope that at this point we are about one third of the way through the course, as many things should move faster now we somehow know each other a bit better.

I hope you had a refreshing and relaxing week-end. I did some sleeping, some walking, some entertaining, a little bit of writing (4 books currently uncompleted) and catching up with a stack of e-mails etc. I did not really talk to the garden much. With the low temperatures of the past week there has been less to say to it than would normally be the case in mid July. It is time to lift the garlic and maybe the onions. (The last two sentences are in the naturalistic intelligence, but expressed interpersonally. I do have "personal" feelings to maturing lettuce and weeny carrots)

(the last sentence is an example of what NLP calls "disassociation", I stand outside what I have just written and look at it as an external object- we had other examples of this last week when I told the story of the jug and the leak: I think it was M who became the woman as he listened (associated) while M saw the story as a middle sized picture: she was outside the space and the picture- she was disassociated. Control of these two states is very useful for a teacher in the classroom- you can be too much of either.)

Given the general wish from the four groups last Friday to learn some more about NLP maybe it would be good if I looked back with you over last week a picked out the moments when we were in NLP-land, but which I did not flag up as NLP.

1. Monday morning: two circles, one facing in, the other facing out: My house seen from outside
Smells and tastes of my kitchen
My house acoustically

Here we were working on VAKOG (Visual, Auditory, Kinaesthetic, Olfactory and Gustatory, the sensory portals to the mind/ brain.

(when I look at my fantasy notes (planning notes) for last Monday it is amazing just how much we did not do of what I had planned... this suggests to me that it was a pretty good first day.... I did not find myself "burning" exercises)

2. Tuesday morning was very intrapersonal and very quiet.... The Daydream dictation was the sort of exercise that you will not find in the classical NLP canon but which could not have been created without the NLP mindset..... a mindset thrilled by asking **HOW**, rather than **what** or **why**.
NLP is vitally interested in how processes unfold... Where do you day dream?
How do you enter the altered state
How long is your day dream?
Are your day dreams V, A, K, O or G? etc...
3. When on Tuesday I asked you how you managed your own thinking and feeling during this workshop, I was working from NLP. NLP is of course a body of knowledge, [Eg: your eye movements tell me which sensory area you are accessing internally] but it is also a bundle of skills and a belief system. And one of the beliefs I have from NLP is that by becoming more aware of what you are doing inside you can both wonder at your native brilliance and improve it
I wonder how much you have found out about how you manage yourself during and after these sessions in this room?
4. The word dictation we did in the four sensory areas is NLP as were the sensory indicators from Michael Grinder's " Righting the Educational Conveyor Belt ". I used this work from NLP as a way into the Kinaesthetic Intelligence.
5. On Friday A felt I had put her down in one exchange in the first period.....she went to the sea in the second period to cool down. We talked at lunchtime and I was fully able to see the situation from her side (rather than from my own) by using the powerful NLP belief that:

Communication is the feed-back you get.

NLP holds that, as far as communication is concerned, my communicative intention is of little interest- what is of interest is my interlocutor's reaction. This allowed me to understand A's position

and see things from her end of the telescope. It helped me down play my defensive egoism that was also there.

This bit of NLP thinking was hard for me to swallow at first, having been brought up a Roman Catholic: I thought that the communicator's intention was of huge importance.

Now I think that NLP is much more inter-personally intelligent.

So, this week, when using NLP ideas, I will flag them and make them explicit.

We will also spent some sessions directly on NLP (in a ratio of 4 MI to 1 NLP?)

Your Wednesday texts from last week:

There is a high, blue mountain with snow on its peak. The sky is light blue behind it and at the bottom there is a blue lake. There are shadows of pine trees and the sun is shining- You can feel the fresh air and you can hear the birds singing. (I)

This piece, which in Gardner terms is in the spatial intelligence, would in NLP terms be taken as very visual. The first sentence deals with colour. The second with colour and depth (perspective).

The third deals with colour and light. So far the piece leaves you outside the scene, looking in.

This is typical of visual thinking. For the first three sentences the reader is invited to be disassociated.

(Of course the reader may ignore the invitation and become associated.)

The last sentence of the text evokes temperature and freshness (kinaesthetic) and asks you to hear.

This last sentence also asks the reader to enter that space, to be in it, to be associated.

(Though, in MI terms, the invitation of I 's words is spatial, her words cannot stop me reacting by hearing a snatch of Sibelius, or stop me feeling my body's reactions as I walk across her landscape. Her spatial invitation may provoke in me a musical or kinaesthetic response. Neither MI nor NLP are mechanistic frames).

I am surrounded by mountains and a lake. I am swimming in the lake; it is so cold and refreshing. I feel so relieved when I look at the majestic mountains. My heart bursts out with joy. I am listening to the voice of nature and I feel one with the fresh air. (H)

For Gardner, H is fully in her naturalistic intelligence. The piece is about her as part of nature.

In NLP terms, though you may visualise from her words, the piece is minimally visual. A person in kinaesthetic mode will start from her own sensation and work outwards. Kinaesthetic vocabulary predominates: *surrounded by, swimming, cold, refreshing, relieved, bursts out with joy,*

I feel one with.

The reader is invited to be associated... it is hard to read Hayal's piece and not to react sympathetically with the body. (or am I reacting unscientifically because kinaesthetic writing goes straight to my gut while visual evocation does not? In all VAKOG literary criticism I have to bear my own proclivities and preferences in mind.)

I walk along a lot of trees listening to the birds singing. The sun is shining and I am looking forward to a new day. (M)

I walk Kinaesthetic

along a lot of trees kinaesthetic and visual

listening/singing auditory

the sun is shining visual (light) + K (heat, maybe)

I am looking forward to visual (internal)

The piece is written in the "I" form and you may read it as if you were M , associated, or you may note what she says intellectually and from outside, disassociated.

Do you see that the sensory analysis part of NLP can be an extra tool in your bag when doing literary criticism? VAKOG thinking allows you see an text in a different light and become especially rich when you go into the sub-modalities of visual, of auditory etc....

Here are some of the sub-modalities of auditory:

stereo or mono

words or sounds

volume (loud or soft)

tone: (soft or harsh)

timbre (fullness of sound)

location of sound

distance from sound source

duration

continuous or discontinuous

clarity (clear or muffled)

(as you will notice the analysis of the sound world inevitably brings in time, while visual does not have to deal with time in the same way)

Shit, as I write this, I begin to wish this were a NLP course, not an MI one. There is so much of fascination in NLP.

Mario , can you hear your father's voice saying " diishipline" (discipline- he had a gross Italian accent in English). I have a major brief for this course, which is MI, and I need to bear this in mind.

(the above paragraph is intensely auditory as it is exteriorised inner monologue - a) I hear my father speaking to me
b) I tell myself what I should do. In MI terms I am in the intra-personal intelligence.)

You asked me to tell you about current applications of MI thinking around the world. For the US, its main centre of application, ask Bonnie Tsai (Tuesday + Thursday pm)

In UK the biggest experiment in State Education is the Birmingham **University of the First Age**. I enclose some info about this. When you finish reading the letter, please ask me to tell you more about the UFA. The woman who pioneered the project is Maggie Farrer <maggie_farrer@birmingham.gov.uk.>. She is a very open and friendly person, should you want to contact her direct. I would have loved to have got her here to speak to you, but this time of year is impossible for her. Nadine Lemaitre works in a secondary school up in Jesmond, Northhumbria, and heads up the ML dept. The whole of the school works the MI way. It was pioneered by the head and by the science teachers who reckoned they needed to teach their students in a scientific ways as well as in scientific ones. Nadine's address is: 38 Sunbury Av/ Jesomnd NE 2 3HE.

Today I want to give you a chance to find out more about which MI intelligences you spend most time in and which ones are your special friends.

We will do that once questions raised by this letter have been dealt with.

From 11.00 to 3.30 you will have an escape from me as Simon Marshall will be teaching you some of the thinking and practical exercises that arise out of Gattegno's work. This will keep you strongly in the linguistic intelligence area. I will be around as a participant for the first period and will withdraw people for one-to-ones in the second period. (three people, half an hour each). This will enable me to nearly finish the first round of one-to-ones.

Mario.

Ps: M..., it would be fun for Simon if you collared him at lunchtime to talk about colours- he is strongly into this.
(one of my jobs as a teacher is to remember things I am told, and I think I heard you talking about colours last week, si no me equivoco)

Homework PS: to finish up our work around the language intelligence, could I ask you to please write a couple of pages of introspection about how many sub-areas this intelligence breaks up into inside you. Let me suggest a few:

- awareness of ambiguity (eg: can I have a taxi for five, please)
- love of the sounds of a language (euphony-vowel harmony etc)
- feelings about grammar
- awareness of the look and shape of words on the page...

As a group we should be able to come up with a wide range of sub-areas.

Please don't dream up ingenious excuses about there being too much on in the evening programme!!!!

Ps: Francis is, I hope going to write an article for our web-zine <www.hltmag.co.uk> about how these foreign teacher training courses affect him when he is back in his classroom in Spain. I would love to discuss articles with any of you. I edit HLT. Have a look at HLT on the web.