

Breakdown of Original Learning Activity

Understanding by Design - Example

(G) Goals

- Students will be able to, with the aid of a logical levels diagram, explain each of the levels, their importance, and ask questions at that level.
- Student will have a basic ability to "hunch" or detect at what level answers to questions are at.
- Student will also have a basic ability to "hunch" or detect the logical level that people are speaking at, when conversing a project, problem, or goal.
- Students will be able to explain the concept that Neurological Levels is a hierarchy and higher levels will organize and control the information on the lower levels.
- Students will start to shift their habitual manner of asking questions to one more aligned with the Neurological levels hierarchy, with an intention to support a conscious awareness and understanding through the complete lens of the Neurological Levels.

(U) Understandings

- When most people have a problem or goal they tend to focus on "environment", "actions" and "capabilities".
- When people have a clear understanding of their goal at all of the neurological levels, they will be more successful, creative and efficient in achieving that goal.
- As people become more aware of their answers at the levels of "values", "identity" and "vision", they will make better informed choices regarding their goal.
- As people develop an understanding of the importance of their goal to themselves, how it aligns with who they are or want to be and the positive benefits to others, they will have greater motivation, drive to succeed, ownership, and creativity with their goal.
- If a person's awareness shifts at one neurological level, this will also cause a reorganization and new awareness at all the neurological levels below the one where the shift occurred.
- When questioning people for awareness at all the neurological levels they will resist at times going to certain logical levels, usually the higher ones. This is especially true in a business or corporate setting.
- Some people may not have much flexibility in being able to jump around between the different logical levels. When questioning them it may be more effective to move up or down one level at a time. Theoretically, it is more efficient to start the questioning at the "vision" level and work down, while practically we end up starting at the "values" level.
- The positive impact that using Neurological levels questioning will have on their coaching, their client's lives, as well as their own.
- The importance of bringing coaching, and life, conversations up into the higher Neurological levels.
- The simplicity of the organization of Neurological levels.

(Q) Essential Questions

- What is the impact of allowing the conversation to stay at the lower logical levels or at one level?
- What is the impact of supporting the conversation to cover all the Neurological levels especially at the higher levels?
- As you reflect back through your life, what are examples where having a fuller Neurological level awareness would have benefitted you? What would have been the difference?
- As you support yourself and others to have a full Neurological Levels awareness, what will it do for the world around you? How will it change your family, your workplace?

(K) Students will know or be able to...

- Ask basic questions at each of the logical levels.
- Ask questions at the logical level they intend to.
- Be able to listen to a person speaking and be able to "hunch" the logical level their language is focused at.
- At a basic level be able to question manoeuvring up and down through the Neurological levels.
- When coaching, detect when someone answers at a different Neurological Level than the level you asked the question at.

(T) Performance Tasks

- N/A

(OE) Other Evidence

- Demonstrating their knowledge and competency in the breakout exercise with the teacher observing. This would be quite "hit and miss"
- Demonstration when students are asking Neurological Level Questions in class exercise.

(L) Learning Plan

- **W** There is only informal assessment of prior knowledge/ experience by students
- **H** There is no formalized plan to hook students and hold interest, only teachers ability to bridge and introduce the topic.
- **E** Students are told, shown, demonstrated to, engaged in a practical activity and then given a task to do utilizing the type of questioning they are learning
- **R** No formalized opportunity
- **E** Only informally
- **T** This is done "in the moment" by the teacher. More of a focus on broad cultural distinctions
- **O** The intent is to keep students engaged throughout the learning activity. The students also expect to be engaged. Many students do not truly understand the power of the tools they are learning.