

STEVE ADAMS PRESENTS

Clean language Questions

X and Y represent the person's words or non-verbal signals

Developing Questions

- (And) What kind of X (is that X)?
- (And) is there anything else about X?
- (And) where is X?
- (And) that's like what?
- (And) is there a relationship between X and Y

Sequence (Strategy) and Source Questions

- (And) then what happens? Or (And) what happens next?
- (And) when X, what happens to y?
- (And) what happens just before X?
- (And) where could X come from?

Intention Questions

X can be replaced by "You" in the first instance.

- (And) what would X like to have happen?
- (And) what needs to happen for X?
- (And) can X happen?

Question	Purpose
(And) What kind of X (is that X)?	Attributes
(And) is there anything else about X?	Attributes
(And) where is X?	Location
(And) that's like what?	Metaphor
(And) is there a relationship between X and Y	Relationship
(And) when X, what happens to y?	Relationship
(And) then what happens? Or (And) what happens next?	Sequence
(And) what happens just before X?	Sequence
(And) where could X come from?	Source
(And) what would X like to have happen?	Intention
(And) what needs to happen for X?	Necessary Conditions
(And) can X happen?	Necessary Conditions

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Activity 1.

Resources: none

Visit a store that sells something you are interested in. See how much information you can gather by using the two clean language questions:

What kind of X is that?
Is there anything else about X?

X can be the item itself, or a part of it, or one of its functions.

Activity 2

Resources: a partner with 2 identified problems. Nothing major, and not traumatic!

1. Ask your partner to state the first difficulty.
Respond with the best advice you can give based on your own experience of their problem.
(I tried, Have you tried, what you need to do etc)

2. Ask your partner to state their second difficulty
Respond by repeating back some or all of their words, and asking some of the clean language questions.

What would you like to have happen?

What needs to happen?

Is there anything else that needs to happen?

Swap roles

Debrief: What did you notice about the different responses?

Activity 3

Resources: partner or group of individuals. Notebook and pen

1. Think of a house.
Take a few minutes to note down some features of your house, and a brief description.

2. Ask someone else to think of a house and then ask them:
What kind of house is that house?
Is there anything else about that house?
Where is that house

Make notes about their houses. Repeat with a few more people.

Notice how the differences soon outweigh the similarities.

Debrief: When someone talks about an object/feeling/concept/ do we really know what they mean?

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Activity 4

Resources: Partners.

This activity could be run in two halves, one half eliciting the information in the normal conversational way, the other half using the clean language.

Each person should think of a hobby or pastime.

Ask your partner "What hobby or pastime do you enjoy"?

You then have 2 minutes to find out as much as you can about the other persons hobby using only clean language questions.

(And) is there anything else about X?

(And) what kind of X is that?

(And) where is X? or (And) whereabouts is X?

After the two minutes, Swap roles.

Debrief: Discuss how easy/difficult it was to elicit information.

Activity 5

Resources: Pen and paper.

1. Use clean language to develop your own personal metaphor for when you are listening at your best.

Examples: A heart to heart connection, a funnel for conversation,

2. Ask yourself the name and address questions:

(And) what kind of X is that?

(And) is there anything else about X?

(And) where is X? or (And) whereabouts is X?

3. Repeat these questions a few times, applied to your own metaphor.

As you discover and consolidate your metaphor, start to notice any opportunities in everyday life for you to listen in this way.

Debrief: Do you think this helps you identify times when you can utilise your own metaphor?

Activity 6

Resources: About 8 or 9 assorted coins or small objects.

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Take the coins and study them for a few moments, their shapes, textures, weight and colours.

Arrange the coins to represent you and your family or closest friends.

Imagine that for reasons beyond your control, you have to remove one of them. Which one will you choose?

Debrief: take a moment to discuss your thought processes and experience.

Activity 7

Resources: Set of cards with Clean Language questions on.

With a partner, choose a topic that you can talk about easily, preferably something you do well. The only unclean question will be the first one, "What do you do well?"

Shuffle the cards and pick a clean question, applying it to your partner's statement about what they do well. Pick on a word or phrase that you think is most appropriate.

After 10 minutes, swap roles.

Debrief: Discuss how easy it was to use the clean questions, were any questions easier to use than others?

Activity 8

Resources: TV, radio, person describing an enjoyable experience.

Listen to the person speaking about their experience and begin to build an internal representation of the experience.

As you build the experience, notice where you build the model. Are you associated/dissociated? What are the Submodalities of the internal representations?

Debrief: how easy was it to build the experience?

Activity 9

Resources: Pen and paper. Clock

Step 1: Discover your metaphor.

Start by considering the question: "When you are learning you are like what?"

The purpose of this step is to discover a metaphor about yourself when you are learning at your best, which can be used as a starting point for the rest of the activity.

Examples: Like a sponge, on a journey, knowledge magnet.....

Once you have the metaphor, write it down, better still draw it.

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Step 2: Develop the metaphor attributes

Use the developing questions (From the cards set) and mix them up.

Step 3: Find the Sequence of your metaphor.

Use only the sequence and source questions about your metaphor.

The objective is to discover the sequence of events up to and after the learning process.]

Step 4: Discover the best learning conditions for you to access the metaphor.

Ask the necessary conditions questions to establish what needs to happen to access the state of learning.

(And what needs to happen for me to experience X

(And) is there anything else that needs to happen?

Write down your answers every time you ask the questions.

Then ask:

(And) can Y happen? (Y is the list of conditions you have just written down)

If your answer is yes, great. If not ask:

(And) what needs to happen for Y to happen? (Y is the condition that can't happen)

Step 5: Draw what you know now.

Make a drawing of what you now know about how you learn best, including conditions that are necessary for you to achieve this state.

Activity 10

Resources: Pencil and a few sheets of paper

Step 1: Identify the area for change

Identify something positive that you want to change (more of, better at, etc)

Step 2: Develop the outcome

Use clean language to find out about the outcome. Ask the questions in any order from the list below:

What kind of X is that?

Is there anything else about X?

Where is X?

That's X like what?

Is there a relationship between X and Y

When X, what happens to Y

Step 3: Ask for a metaphor

Ask:

(And) when all of that, that's like.....what?

Step 4: Develop the metaphor

Use the developing Questions to discover and develop the metaphor.

Make sure you ask lots of 2Where" questions.

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Step 4a: Mature any changes

If the metaphor seems to have changed, rerun the development steps.

Step 5: Check the sequence and source

Use the sequence and source questions in any order, as many times as needed.

The aim is to find out how the metaphor starts, continues and ends.

Step 6: What needs to happen?

Establish the conditions necessary for the metaphor to happen.

Ask:

(And) what needs to happen for X?

Make a written list of the necessary conditions.

Keep asking the questions until all conditions have been covered, and developed.

Step 7: Get ready for action

Ask:

(And) can I (condition)?

Check all conditions one at a time.

If the answer is yes, then ask:

What needs to happen first?

If there's a problem, you may need to explore further, or backtrack a bit.

Activity 11

Practising full syntax

As you read books, magazines, listen to the news, watch TV practise applying the full syntax to statements.

For example: An advert might read: "Go to Work on an Egg"

Here's the full; syntax statements:

"And go to work on an egg" (1)

And when work on an egg, (2)

Is there anything else about that egg?" (3)