

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Progression skills module 3: Getting ahead – strategies for success

Teacher notes



Progression skills module 3: Getting ahead – strategies for success

Teacher notes

Disclaimer

The Department for Children, Schools and Families wishes to make it clear that the Department and its agents accept no responsibility for the actual content of any materials suggested as information sources in this publication, whether these are in the form of printed publications or on a website.

In these materials, icons, logos, software products and websites are used for contextual and practical reasons. Their use should not be interpreted as an endorsement of particular companies or their products.

The websites referred to in these materials existed at the time of going to print.

Please check all website references carefully to see if they have changed and substitute other references where appropriate.

Contents

Preface to Progression skills modules	3
Key themes and objectives addressed in this skills module	5
1. Introduction – You can make it happen!	6
2. Visualising the future	8
3. My future	11
4. What’s my journey? – tackling barriers	13
5. Time line – steps to my goal	16
6. Removing barriers	18
7. Close (use at end of each workshop)	21
Handouts	22
Progression workshop contract	22
Handout 1: Top tips for action	23
Handout 2: The good word guide	24
Handout 3: The learning diary	25
Handout 4: Visualising the future	31
Handout 5: The GROW model	32
Handout 6: Types of question	34
Handout 7: What’s my journey?	36
Handout 8: Tackling barriers – using zones of influence	37
Handout 9: Anchoring technique	38
Handout 10: Conclusion – how to learn from this workshop	39

Preface to Progression skills modules

Aims of this series

Progression skills modules are designed to support schools in delivering practical pupil workshops to help focus gifted and talented (G&T) or potential G&T pupils to aim high and achieve their best. For example, over the course of the series, pupils will be asked to assess their prior achievements and successes, as well as some of the barriers they have overcome and may still face; they will reflect on what it means to be gifted and/or talented and how this may impact on their identity; they will be supported with strategies for learning and achieving the highest grades and they will be encouraged to think ahead and plan for an ambitious future. Although the materials are designed with Key Stage 4 in mind, they can easily be adapted for use with younger pupils as appropriate.

Each skills module comprises:

- a teacher or tutor guide with notes, plans and resources for a sequence of workshops;
- linked pupil handouts to accompany the activities. Pupils' handouts are also supplied in these teacher notes.

How to use these resources

Each Progression skills module consists of a number of workshops that are designed to last for up to 90 minutes. However, these can be adapted and used selectively, as separate activities, with gap tasks for pupils to complete independently.

It will be helpful to provide pupils' handouts as a workbook for them to keep and use. Pupils' handouts have been offered in Word™ format to provide schools with the flexibility to adapt and tailor them to their own needs. Some elements of the handouts, such as the *Progression workshop contract*, *Handout 1: Top tips for action* and *Handout 2: The good word guide*, are the same in every module, to encourage pupils actively to capture learning and apply it elsewhere. Similarly *Handout 10: Conclusion – how to learn from this workshop* is provided in every module for pupils to read for themselves. Teachers should prompt pupils to use these pages.

The activities can work with small groups of pupils or larger groups, but a minimum membership of six is recommended. The optimum group size is 10 to 15 pupils. The social networks built up in these skills workshops are a key to their success and it is important to try and create new friendships and peer groups by bringing different types of pupils together. For example, passive compliant pupils could be encouraged to work with more extrovert pupils; bright under-achieving pupils may benefit from working with highly able pupils. Schools and local authorities (LAs) may wish to consider pooling resources with other schools and working collaboratively on providing opportunities for their pupils to work together in the Progression Skills workshops. Teachers who run workshops for larger groups will find it helpful to recruit mentors to support small-group and paired work. Non-teaching staff or older pupils, for example, Year 12 and Year 13 students, can be briefed for this role. Ensure every adult in the room knows how to facilitate rather than tell; at every opportunity they should encourage pupils to think about how the topics link back to their everyday lives, and how they may use what they have learned to change their future.

Some practical tips

Before workshops start, set up the room with all the chairs in a U-shape or circle (or two U-shapes, one inside the other) around the centre of the room with the tutors' chairs at the front. The mentors' and teachers' chairs should be part of the circle or U-shape. Place name stickers on each chair and arrange for the pupils to be in mixed groups. Try to avoid friendship groups. Explain that the learning objectives include developing social skills and building new social networks. It is good for pupils to work with people they don't know.

Explain how important it is to build up friendships in life beyond school and that college and university students enjoy making new friends, once they get over the initial awkwardness.

Optional: Ask mentors (or a few pupils) to take responsibility for a camera and take pictures throughout the workshop. They can put these pictures onto a screensaver slide show and play this and music at the appropriate times, and in future workshops.

Useful resources

- Laptop, slides and music or relevant, illustrative movie clips
- Music list
- Slide presentations
- Camera
- Flipchart paper, pens and reusable sticky pads
- Sticky notes
- Paper
- Pens
- Glue
- Pupils' handouts
- Envelopes
- Name stickers

Key themes and objectives addressed in this skills module

Key theme or concept	Main aims and goals	Pupils' starting points	Outcomes
How do I manage the journey?	Building blocks to success – helping students to: <ul style="list-style-type: none"> ● visualise their future potential ● plan their goals and develop steps get ahead ● tackle barriers to success 	May lack a vision or direction for their future May not be able to break challenges down into small steps May feel completely passive as a recipient of teaching and unable to take responsibility or control of own learning	May feel more focused and motivated Can develop a pathway through learning challenges Can see the link between where they are and where they are going and can take steps to make progress

1 Introduction – You can make it happen!

Objectives

- To set the context and motivate and enthuse pupils
- To encourage pupils to start to think about the future, what the world might look like and how things will change
- To begin to explore their understanding of future options
- To explain that in this module they will begin to use their future goals to work backwards and plan for success
- To learn some strategies for tackling barriers to that success.

Resources

Progression workshop contract handout

Handout 1: Top tips for action

Handout 2: The good word guide

Handout 3: The learning diary

Flipchart paper and pens

Reusable sticky pads

Sticky notes

Important note: Make sure pupils are aware of and encouraged to use *Handout 1: Top tips for action* and *Handout 2: The good word guide*. Encourage pupils to keep *Handout 3: The learning diary* up to date at the end of each workshop.

Activity

Explain who everyone is, why they are all here and, in particular, why the pupils are here. Read the *Progression workshop contract* handout together to make the expectations clear to everyone.

Ask pupils what they think the world will be like when they finish their education, in five or seven years' time. Ask them to write their thoughts on sticky notes and attach these to flipcharts displayed around the room. Mentors should help.

Facilitate further discussion; keep the flipcharts for later use.

Reviewing change over time in the past

Explain that pupils are going to do a short exercise. Set the tone for an upbeat brainstorming session: *We're going to look at how the world has changed, by thinking about how people made new friends at different times in the past.* (Alternatively, choose any other appropriate topic, such as the jobs people do or the main means of transport.)

Split pupils into groups of four or five. Ask them to discuss, briefly, themes of change in communication, language and socialising. Allow them five minutes to share ideas about how people introduced themselves to strangers and made friends in different eras. This is meant to be light-hearted, but does make a serious point. They can role-play an example from the past to model their ideas.

Where would they go to meet people?

- now, in the early 21st century, we use mobile phones and the internet. International travel provides another opportunity;
- the 1950–60s – their grandparents' era, going to dances, youth clubs, and rock and roll or hippy festivals;
- the 1500s – the first Elizabethan era, the time of Shakespeare, fairs, markets, bear fights and farming;
- early humankind, pre-historic – hunters and gatherers, minimal language, small settlements.

Then ask pairs to give feedback, presenting their ideas to the whole group.

Facilitate discussion.

- Are there any similarities, any significant changes? Why?
- This course is all about preparing for the future, so how will people make new friends in five to seven years' time?
- How do you know?
- What are you basing your assumptions on?

Encourage them to start to explore and expand their thinking about the world in which they will start to work and establish their independence.

Allow the pupils to extend the discussion. This might go off at tangents but will start to engage them in the issues.

Bring the discussion back by asking them if they will have to develop new skills when they leave school and find a course or a job.

End by explaining that successful people make their luck and look for opportunities and don't just sit and wait for things to happen. It is about being proactive and optimistic; about self-belief and having the power of imagination and aspirations for their own future. They can do it!

2 Visualising the future

Objectives

- To think about their future lives, and start to identify their dreams, aspirations and goals through the visioning technique.
- To understand that there is plenty of help available.
- At the end of the workshop, to record, in a line or two, what they have learned in the workshop in their learning diaries.

Resources

Handout 3: The learning diary

Handout 4: Visualising the future

John's story (see below)

Activities

1 A man with no goals – John's story

Introduce the theme of goal-setting by reading this short story of the man (John) who didn't set any goals in life.

Read this story aloud.

John was always good with his hands. As a young boy he was keen to build sandcastles on the beach and spent hours digging trenches and delicately smoothing out the sand to create forts and ramparts, with moats that filled up with the incoming tide. As he grew, he enjoyed design and technology. He was good at creating useful objects from wood and metal; he was intrigued by shape and design and how to make an object more efficient – his teacher commented in his school report that he was the best in his class at problem solving, using numeracy and ICT. His passions were cars and Formula 1 racing.

As John moved on through school, he was getting reasonable grades. He enjoyed hanging out with his friends but rarely thought about the consequences of his actions, especially when it came to school. John's attitude barely changed during his school years and through sixth-form. Occasionally, a teacher would try to get him to look further ahead but there was no concerted effort, certainly not from him.

His A level results were also good but, without having thought about what to do beyond school, he drifted. He eventually left college to work in an automotive parts shop. He saw many of his friends leave college and go to university. Hearing about their stories of another life and new friends, he wished he had made some similar plans himself.

He was earning a regular – if not huge – wage. It seemed too difficult for him to leave his job and return to studying. He felt he had missed his chance. Although he successfully moved around the automotive retail industry in his home town, eventually becoming a manager of a shop, he always wished he could have designed cars instead of selling old parts.

Critical engagement

Ask pupils to think about how realistic this story sounds. *Do they know anyone who resembles John?*

Ask pupils why they think John didn't become a car designer or an engineer and fulfil his dreams. *What was missing?*

Ask the class to think of some of the things that John could have done to follow a career into engineering, design and technology.

Write their answers on the flipchart.

Task

Ask pupils, in twos or threes, to think of a 'plan B', an alternative pathway, for John. As a whole group, share a few of these and discuss the importance of having a back-up plan.

2 Visualisation: introducing the concept of visualisation and looking into the future – start with something familiar

As a light-hearted warm-up task, set the following scene, with the group as a whole or starting with a volunteer.

Imagine you are in your Monday morning class and something unusual happens, for example, a monkey comes in and starts leaping around. *What is happening? What do you see, hear and feel?*

Once pupils understand the idea of visualising a scene, ask them to look ahead, into the future, the world in five to seven years' time, and spend a quiet few minutes imagining themselves in this future place. Ensure they take an optimistic view; it is, after all, their 'realistic dream', their vision and their goal.

Work through some visioning techniques.

Ask the pupils to close their eyes, if they feel comfortable doing so. Ask them to imagine themselves five to seven years in the future; to 'look around' them. Ask what they are seeing (using the questions suggested below). Ask what they are feeling, hearing, thinking.

This is quiet time; explain that they need to focus fully on the visualisation task. Leave enough time for them to 'fully associate', to respond to the question, before asking the next.

Questions to support visualisation

A summary of this activity, with the questions, is supplied on *Handout 4: Visualising the future*.

- *Where do you live? Who with? Is it in a city or in the country? The UK or abroad?*
- *What are you doing? Job? Earning a lot? Working long hours? Are you working with other people or working independently?*
- *What are your hobbies?*
- *How are you making use of your gifts and talents? What value are you adding here and in other ways? What are people saying about you?*
- *What groups (professional or social, teams or networks) will you be in?*
- *Who are you? How do you define or describe yourself?*

Bring pupils back to a plenary. Ask how they are feeling. Recommend this as being a common technique for visualising the future.

Conclude by asking: *Have you come up with a goal for their future?*

Mention that they will return to goal-setting in *Workshop 6: Removing barriers*.

Take it further

Suggest that pupils try to gain inspiration from others. They could research another person's story as they struggled to succeed, using the example of a famous world figure such as Lewis Hamilton or Nelson Mandela. Alternatively, suggest they research someone who they admire, closer to themselves, such as a member of the family or an older friend. *Find out what obstacles they had to overcome and how they overcame these to achieve success. What lessons can you draw from their experience? Be ready to share your findings at a future workshop* (for example, *Workshop 4: What's my journey? – tackling barriers*).

Encourage pupils to keep *Handout 3: The learning diary* up to date.

3 My future

Objectives

- To articulate pupils' goals, using any medium that suits them, in order to establish where they are heading
- To describe their aspirations to others, in order to build confidence in talking about their skills, being positive about their skills and talents and appreciating each other's skills and talents
- To see and describe their place in society and how they can add value to a society of the future.

Resources

Handout 3: The learning diary

Flipchart paper and pens

Reusable sticky pads

Activity

Individual task

Ask pupils to continue thinking about the future in five to seven years' time. Let them use flipchart paper to complete one of the following:

- a Facebook-type profile of themselves (in the future these might be structured differently so they should feel free to follow the concept but be creative);
- portrait of themselves and their favourite things, foods, colours, clothes, etc. (explain that drawing can be a useful way of expressing ideas that are sometimes difficult to articulate – right brain/left brain);
- a collage made from magazine pictures and other 'junk' or 'found' objects.

Their pictures should express the aspects of their 'realistic dream', outlined above, and anything else they want to include.

Take photos of these images for pupils to add to their learning diaries or workshop display. If there is the capability to use ICT here, they can import images.

Give examples of people who have reinvented themselves or decided at an early age what their life would be like. Examples include Katie Price, Sarah Ferguson, Lewis Hamilton.

Take it further

Encourage pupils to add more detail to their pictures. Ask what is in their house, what type of furniture they have, what they see, hear and feel, what they are wearing.

1. Ask the pupils, in pairs, to talk to their partners about their creations. In particular, they should talk about their skills and talent(s) and how they will be using them in the future. The listener should encourage the talker to be positive and self-confident. They should encourage their partner towards expressing a clear goal. If the picture is quite broad, explore the most dominant part of the picture, or the centrepiece, or the brightest part. *What is the key thing they are doing – what is the impact?* If the goal is far off or quite big, encourage them to think about a smaller or short-term goal that helps to move towards the broader long-term goal.
2. Display the pupils' pictures around the room. Pupils, in groups of five (with one facilitator per group), spend 15 minutes in which the creators, in turn, explain their creations. The facilitator needs to encourage positive comments about the creation, the rule being 'you have to build on the one before'. In particular, encourage each pupil to say how they are using their gifts or talents. Overtly comment on and celebrate this positivity; remind them that 'feeling good starts with yourself'.
3. Ask pupils to make a note of how likely they think they are to become this person, using a scale of 1 to 10, with 10 being 'totally certain'.
4. Encourage pupils to look around, to comment on and appreciate the diversity within the small group. Make the point that a future society will need people with lots of different skills, roles and abilities, to function properly and face its challenges: 'a place for everyone and everyone in their place' – a truly social and economic system.
5. Allow pupils up to 10 minutes to return to their own pictures and add to them, incorporating any ideas they have received from the others and now want to include.

Encourage pupils to keep *Handout 3: The learning diary* up to date.

4 What's my journey? – tackling barriers

Objectives

- To think about what impact they want to have on the world – today and in the long term
- To learn about the GROW model (**G**oals, **R**eality, **O**ptions, **W**hat next) that they can use to help them plan for something they want to achieve
- To consider how they are going to make plans to make best use of their personal brand and measure their success
- To gain an appreciation that any journey starts with knowing where you want to go and then taking a step in that direction (*Start with the end in mind*, Covey)
- To look at barriers in their life: what holds them back and what can they do about it?

Important note: This workshop repeats and reinforces some elements of *Progression skills Module 1: Who am I?*, (00031-2010PDF-EN-01) workshop 9. Pupils who have not completed Module 1 will be able to learn about the GROW model and those who have completed it already can reinforce their coaching skills and review their earlier goals. In this workshop the key difference is that pupils are expected to focus on overcoming challenges, barriers and obstacles. The notes below reproduce some of the similar activity in Module 1. If this group has already been through that module, adapt these notes to vary the activity slightly, choosing alternative scenarios for the examples, as suggested.

Resources

Handout 3: The learning diary

Handout 5: The GROW model

Handout 6: Types of question

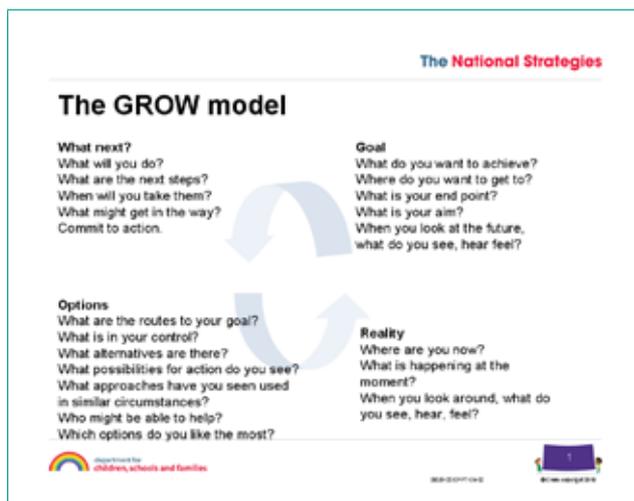
Handout 7: What's my journey?

Slide 1: The GROW model

A3 paper

Activity

1. Recap that GROW is a useful way of considering and making a plan as well as an effective coaching tool to support others. It can be used without any training, and it is widely used by adults in the business and sporting world.
Show slide 1.



GROW stands for **G**oals **R**eality **O**ptions **W**hat next. You can think of it as a journey...

Goal: Where do I want to go, get to and achieve? What is my end point?

Reality: Where am I now? What is my current situation?

Options: What options do I have to get to my end point?

What: What will I do **next?** Make a plan.

2. Model GROW with another teacher or tutor. Demonstrate by physically walking through the process for pupils, so that they can then follow the example in their paired work. First, use a literal journey that pupils can relate to, geographically mapped out on the floor and using the letters G, R, O, W written on pieces of paper; for example: '**G**oal: I'm in London and I want to get to Manchester.' Have another sheet of paper in the distance with the words – Arrived in Manchester – **G**oal achieved! Use the blank sheets of paper in between to discuss prompt questions on **Reality**, **Options** and **What** (next) to step over to get to Manchester. Repeat with a small goal, such as, 'Goal: I need to decide what to cook for tea', but, this time, without the papers on the floor.
If pupils have already used these examples, try modelling a more challenging example, such as 'Planning a family holiday'. Start with **G**oal – It is (*insert date*) and we want to go on holiday in (*insert date*). Have another sheet in the distance labelled '**G**oal Achieved – family enjoy a holiday'. Then use blank sheets of paper to prompt questions on **Reality** (*for example, constraints such as costs, ages of family, times of year*), **Options** (*various methods of travel and destinations; what activities would appeal to all members of the family*) and **What** next (*planning to include further research, costs, saving up*), obstacles to step over to get to their holiday.
3. Set pupils a paired GROW task, to coach their partner through the process of reaching their own goal, using *Handout 5: The GROW model*. They can ask questions, using their skills in open questions. Recap these, by quickly going through *Handout 6: Types of question*, if appropriate.
 - **Goal (as it will be)** They imagine their 'goal', as far ahead as they like – one month, one year, five years. *What will they have achieved with respect to their profile? How do they want to be seen by others? What will they be doing? What will they see, hear, and feel?*
 - **Reality (as it is now)** They complete the middle section of the handout to describe their 'reality': where they are now, describing their life and their current profile. *What are all the good things about how they are living and learning? Do they see any barriers to their progress?*

- **Options (listing and weighing up pros and cons of achieving their goal)** What are some of the alternatives to their chosen goal? What will they gain if they achieve their goal? What will they lose? They weigh up the pros and cons.
 - **What next? (making and carrying out an action plan)** They reflect on their 'reality' and identify some practical steps for achieving their goal. Finally, they decide what they can start now, and begin to draw up an action plan.
4. Plenary discussion: pupils, in pairs, share some of their goals and next steps and consider the barriers. Teachers can probe the responses: For example, ask: *So what are you actually going to do differently? What's holding you back? Did you notice any patterns with the GROW model of similar things always being a barrier to you? What are they? What can you do about it? Who has control? What or who can help you make progress?*

Take it further

Ask pupils who completed Module 1 if and how their goals have changed. *Have their coaching skills improved with practise? Have they been able to apply these skills to other areas of life?*

Pupils who have not completed Module 1 may wish to learn more about the GROW model and how it is used by professionals, by researching online. A starting point: the original author of the model is Sir John Whitmore.

Pupils complete *Handout 7: What's my journey?* They repeat the process by themselves but with a different goal.

Encourage pupils to keep *Handout 3: The learning diary* up to date.

5 Time line – steps to my goal

Objectives

- To look forwards in order to look back – to know what steps to take
- To understand that help is available and it is a good idea to know where to find it
- At the end of the workshop, briefly to record in their workshop learning diaries what they have learned – goal setting is a very powerful tool to make better life decisions.

Resources

Handout 3: The learning diary

A3 paper

Blank postcards

Activity

1. Recap

Run through what pupils have done so far.

- They have identified how the world might change; the place they want to occupy in this 'new' world and the impact they hope to make.
- They have looked at some of the areas that will help them to achieve their goal(s).
- They have looked at some factors that will hold them back and how to influence those areas.

Explain that the next exercise will help them further to feel and sense the goal and make it more powerful.

2. Introduce the idea of a personal time line

First, mention that this exercise will not be done as a whole group, but in pairs. Demonstrate with another tutor, before pupils do the activity themselves.

Explain that the task is to look at their life as a line on the floor; to point to its start and its end (encourage this to be a long way in the distance!), where they'll be in five or seven years, and today. Ask them to stand on the spot that represents today and talk briefly about themselves and who they are today. Then ask them to leave the line and 'disassociate', then stand on the line in the 'five or seven years ahead' time-slot and describe themselves there. Encourage them to go into more detail, using the information they identified earlier in *Workshop 2: Visualising the future*.

To keep the pupils engaged, encourage at least some of them to strive for non-career answers, rather than lawyer, doctor, computer programmer. Ask them to envisage a life-style and describe it; for example, living in a studio flat with a dog and a piano, member of a nearby dance club.

Encourage a degree of realism – there are limited openings for premiership footballers or astronauts. Ask them to check that this vision of themselves is really likely to make them happy. *Do they like leading people, working on their own, working under pressure or organising events?*

Finally, ask them to look back to the 'now' place and give themselves some advice. Suggest that they record the message, using whatever media are available.

Pupils can use sheets of A3 paper to create some life-step cards, to make some stepping stones to their future, perhaps with images of themselves and others. They can write down the various stages, for example, A levels, leaving home, going to university, first flat with friends, first job, getting the vote, first independent holiday. They should lay these down to create a pathway. Once they have compared their 'journey' to those of others, they may decide to move the steps around and change the order.

For example, if they want to be a teacher, they will need to achieve good grades at A level, obtain work experience at a local school or youth club and secure a place at university. However, some of them may take up work experience while they are still at school.

Take it further

A message from the future

Pupils send a message from their future vantage points back to their present self, for example, by writing a message, a postcard, an email, a video clip. The best will be displayed or played back during the next workshop. *What advice would they offer?*

Encourage pupils to keep *Handout 3: The learning diary* up to date.

6 Removing barriers

Objectives

- To identify any barriers to effectively getting top grades
- To introduce techniques for managing an emotional state, relevant to exams and/or studying.

Resources

Handout 3: The learning diary

Handout 8: Tackling barriers – using zones of influence

Handout 9: Anchoring technique

Slide 2: Tackling barriers – using zones of influence

Slide 3: Anchoring techniques

Flipchart paper and pens

Sticky notes

Reusable sticky pads

Activities

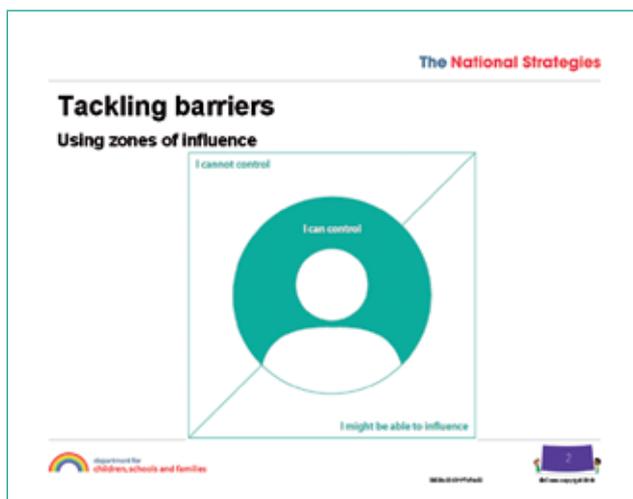
1. Individual activity: zones of influence

The purpose of this workshop is to remove any barriers to pupils effectively getting top grades. Provide pupils with a hook. *Can we get top grades more efficiently and effectively?*

Remind pupils that they have seen what will help them in previous workshops and modules.

Ask pupils to write, on separate sticky notes, any barriers that could hinder them in achieving their main goal. There should be ample material from previous workshops, including support and distractions inside or outside school, understanding material, prioritising, etc.

Show slide 2.



Draw the zones of influence on a flipchart. Explain that the inner circle represents things we can control, for example, putting in effort; the top zone things over which we have no control, such as the weather. The lower zone is the area of influence. Things in this area are not totally in our control, but they could be if we did or thought about things differently.

Work through some of the sticky notes and ask pupils to place them in position on the flipchart, according to where they think the issue sits.

Now ask pupils to fill in their own zones of influence on *Handout 8: Tackling barriers – using zones of influence*. Ask them to discuss their zones of influence and their zones of control with a partner. What strategies will they need to use to make good progress? Will they need any help? What are they going to do next?

2. Explanation: the concept of anchoring

Anchoring is a way of staying calm and thinking straight. It is based on remembering an occasion or place when we were very calm and trying to recall exactly how we felt. When we know a particular challenge is coming we try to put ourselves back into this state. It helps, for example, in staying calm in an examination, or when trying to concentrate. It can also be used as part of a preparation technique or routine; many athletes use it before races, to relax before getting themselves into a new state of being 'psyched up', focused and ready.

Show slide 3.

The National Strategies

Anchoring techniques

- Identify the state you want to be in: calm, alert and confident
- Recall a situation where you were in this state
- Relive it and make it vivid. Make it:
 - visual – enlarge, focus in, brighten or soften, make colours more dramatic or effective
 - audio – enhance the sound (e.g. clearer waves on beach), remove unnecessary noise, add music, etc.
 - kinaesthetic – create the feel, sense and touch

Department for Children, Schools and Families

Go through the steps for this anchoring technique.

- Identify the state you want to be in: calm, alert, confident, concentrating and taking in information.
- Recall a time or situation where you were in this state.
- Relive it and make it vivid.
 - Visual – enlarge, focus in, brighten or soften, make colours more dramatic or effective.
 - Audio – enhance the sound (e.g. clearer waves on beach), remove unnecessary noise, add music, etc.
 - Kinaesthetic – create the feel, sense and touch.

This can be further developed by noticing cues of being in the state (such as dilated pupils) and then anchoring it with a touch to a knuckle. Every time the knuckle is touched, it should trigger this state. Different states could be assigned to different knuckles.

3. Discussion: anchoring

Facilitate a discussion on these points.

- How realistic is it to use such a technique?
- When might you use it?
- What might prevent you using it? Why?

Point out that this technique will be used in the remainder of the workshop to help in communications and presentations and when trying to influence people. It is similar to the visualisation technique of the GROW model.

4. Individual activity: learning diaries and good words

Pupils update *Handout 3: The learning diary* with what they have learned today. Remind pupils to record new words in *Handout 2: The good word guide*.

5. Group discussion: action plans

Ask pupils to share one thing they have decided to do differently, more or less, to reach their goals.

Take it further

This technique is widely used in neuro-linguistic programming (NLP) and cited as 'being imported into NLP from family systems therapy' as part of the 'family systems therapy' of Virginia Satir (Satir, 1976). It is linked to 'classical conditioning' (Pavlov, 1927).

Suggest that pupils find out how the technique is used in different walks of life and by different types of people. Those who wish to can research the references above in more depth.

Encourage pupils to keep *Handout 3: The learning diary* up to date.

7 Close (use at end of each workshop)

Objectives

- To encourage pupils to engage further in the topics and apply the learning between workshops
- To ensure all pupils are clear about the key learning points and what they have gained from the workshop
- To check how everyone is feeling and address any unresolved issues
- Elicit feedback on the materials and check that aims have been met
- To check motivation for the task and programme in order to ensure continued attendance
- To finish on a high, so the pupils leave feeling upbeat and positive.

Activity

1. Encourage networking; ensure pupils have a buddy or group to support them in the use of new skills and knowledge between workshops. Mentors can help here.
2. Ask pupils to summarise key learning points, reiterating and clarifying if necessary.
3. Ask pupils to complete the handouts or learning logs as necessary. Mentors can also check how pupils are doing with this.
4. Encourage pupils who can, or wish to, to try the take it further tasks.
5. Ask pupils to congratulate each other (in pairs or groups) for something they did well during the workshops.

Encourage pupils to complete *Handout 3: The learning diary*.

Handouts

Progression workshop contract

I want to take part in a workshop that is fun and engaging, and where I feel free to relax, be myself, challenge myself and learn from everyone around me, with an open mind. To make this true for everyone I will do my bit to contribute. Specifically, I will:

- Show respect for others by looking at them and listening to them.
- Show respect for myself by not putting myself down.
- Be positive about the contribution of others by seeing what's good in what they say before I think of what I disagree with.
- Make others feel safe to speak their mind by not making fun of them, but by encouraging them.
- Think of how I can build on or add to the discussion (I may have a key link that will help everyone).
- Cooperate with the task instructions so the workshop can run as intended.
- Feel free to disagree or challenge (politely) anything I need to, so that I can understand the skills I'll need to succeed.
- Be curious and open-minded about others' opinions and ways of doing things.
- Ensure I allow the space for others to make contributions too and not hog all the air-time.
- Appreciate that what I, and others, are good at will differ; that it's not a competition and it's fine to just be myself.
- Realise that everyone learns at different speeds and in different ways; sometimes I'll get something done more quickly than others and sometimes it will take me longer.

So that's OK.

Signed:	Date:
----------------	--------------

Handout 1: Top tips for action

Record your big ideas and thoughts here to remind you and give you something to look back on.

Handout 2: The good word guide

Successful students use a wide vocabulary – sometimes called the academic word list. Keep a note of good words you can use again. Note down any you are not sure of and look them up in a dictionary. Ask your teachers for help in how to use the word if you are not sure.

Handout 3: The learning diary

This page summarises some of the key areas that are covered in *Workshop 1: Introduction – You can make it happen!* and poses some questions for you to consider.

The world I'll be part of in the future

What things strike you as being the key differences between your world today and your world in the future?

What implications does this have for you, and how you plan for your future?

This page summarises some of the key areas that are covered in *Workshop 2: Visualising the future*, and poses some questions for you to consider.

What surprised you in the visualisation exercise?

How do you think you might use visualisation techniques in the future?

This page summarises some of the key areas that are covered in *Workshop 3: My future*, and poses some questions for you to consider.

What did you get from doing the profile or picture of yourself? Did anything surprise you? Anything disappoint you?

What did you pick up from others and how they presented themselves?

This page summarises some of the key areas that are covered in *Workshop 4: What's my journey? – tackling barriers*, and poses some questions for you to consider.

What did you learn from using the GROW model?

What key points did you pick up about question types?

What's holding you back most or concerns you most about achieving your future ambitions?

This page summarises some of the key areas that are covered in *Workshop 5: Time line – steps to my goal*, and poses some questions for you to consider.

What were the key messages from your future self to you today?

What made those messages relevant and/or powerful?

This page summarises some of the key areas that are covered in *Workshop 6: Removing barriers*, and poses some questions for you to consider.

What are the key barriers to progress that I have to deal with?

What good ideas did I come up with?

What have I learned from using the zones of influence chart? How can I use it to help myself or others?

How can I use anchoring techniques to help myself or to help others?

Handout 4: Visualising the future

If you feel comfortable doing so, close your eyes. Imagine yourself five to seven years in the future. In your mind's eye, look around you. What you are seeing? What are you feeling, hearing, thinking? The workshop leader will read out the questions below. Use them to prompt your imagination.

This is quiet time; focus fully on the visualisation task.

- *Where do you live? With whom? Is it in a city or in the country? The UK or abroad?*
- *What are you doing? Job? Earning a lot? Working long hours? Are you working with other people or working independently? Hobbies?*
- *How are you making use of your gift or talent? What value are you adding here and in other ways? What are people saying about you?*
- *What groups (professional or social, teams or networks) will you be in?*
- *Who are you? How do you define or describe yourself?*
- *Pick a specific day in this future. What do you see, hear, feel?*

Handout 5: The GROW model

The **GROW** model is a very popular coaching tool. It represents a process of asking questions that serve to broaden someone's awareness and understanding of their current situation and provides them with the answers needed.

GROW stands for **G**oals **R**eality **O**ptions **W**hat next.

You can think of it as a journey...

Goal: Where do I want to go, get to and achieve? What is my end point?

Reality: Where am I now? What is my current situation?

Options: What options do I have to get to my end point?

What: What will I do **next?** Make a plan.

You can, however, start the questioning at any point and loop back if needed.

What next?

- What will you do?
- What are the next steps?
- When will you take them?
- What might get in the way?
- Commit action.

Goal

- What do you want to achieve?
- Where do you want to get to?
- What is your end point?
- What is your aim?
- When you look at the future, what do you see, hear, feel?

Options

- What are the routes to your goal?
- What is in your control?
- What alternatives are there?
- What possibilities for action do you see?
- What approaches have you seen used in similar circumstances?
- Who might be able to help?
- Which options do you like the most?

Reality:

- Where are you now?
- What is happening at the moment?
- When you look around, what do you see, hear, feel?

Question prompts for the GROW model coaching

Some examples of questions that can be used at each stage are given below.

Goal

- What do you see as your long-term goal?
- What do you aspire to do in five years' time? In 10 years' time?
- Is that realistic?

Reality

- Where are you now?
- What is happening at the moment?
- How do you know that this is accurate?
- When does this happen?
- How often does this happen? Be precise if possible.
- What other factors are relevant?
- Who else is relevant?
- What is their perception of the situation?
- What have you tried so far?

Options

- What routes are there to your goal?
- What could you do to change the situation?
- What alternatives are there to that approach?
- Tell me what possibilities for action you see.
- What approaches have you seen used in similar circumstances?
- Who might be able to help?
- Which options do you like the most?
- What are the benefits and drawbacks of these options?
- Rate the practicality of each of these from 1 to 10 (1 being the least practical and 10 being the most practical).

What will you do next?

- What are the next steps?
- Do you need to log the steps in your diary?
- What support do you need?
- How, where and when will you get that support?

Handout 6: Types of question

Questioning

Different types of question can be used for different purposes. Here are some examples.

Closed questions require only one-word answers and therefore do not encourage conversation. Closed questions often start with 'Do...' or 'Is...' and are useful for checking or clarifying facts.

- How old are you?
- Do you want to do that?
- Is it a good idea?

My examples

-
-

Open questions require more than a 'yes' or 'no' answer and therefore are used when you want to get more information. They encourage the other person to talk more freely and therefore give more away. Open questions are useful to help you understand more about someone and how they think and feel.

- What did you think of the film?
- When that happened, how did you feel?
- How did you get to Scotland?
- Tell me about your last party.

My examples

-
-

Hypothetical questions ask for imaginary responses; you use them to ask someone to imagine what they would do. They are good for encouraging creativity and generating ideas, but are less factual and reliable.

- If you were to go to the Mobo awards, what would you wear?
- What would you do if you won the lottery?
- What would you say if that happened?

My examples

-
-

Leading questions should usually be avoided as these assume there is a 'right' answer that you are looking for. These are useful if you want to give the illusion you are interested in someone's opinion but really you are giving information in disguise!

- Why don't you go there instead?
- Have you thought about dyeing your hair black?
- Wouldn't it be a good idea to ask the teacher first?

My examples

-
-

Probing questions encourage someone to give more information at a deeper level.

- When you say worse, in what way?
- Tell me more about your conversation.
- So then what happened, what did you do?

My examples

-
-

Linking the discussion to another area

- *Closed question:* So when he was telling you about that, did he say anything about me?
- *Linking question:* You said you were going but how are you going to get there?

My examples

-
-

Handout 7: What's my journey?

What is my goal for making the most of my gifts and talents?	
What options do I have?	
What are the barriers?	
What will I do?	

Handout 8: Tackling barriers – using zones of influence



Handout 9: Anchoring technique

You may find this technique helpful when you are feeling anxious, over excited, nervous, worried or distracted in some way. It is a useful life skill that is used successfully by many people.

- Identify the state you want to be in: calm, alert and confident.
- Recall a situation where you were in this state.
- Relive it and make it vivid (remember visual, audio and kinaesthetic prompts from *Workshop 2: Visualising the future*).
 - Visual – enlarge, focus in, brighten or soften, make colours more dramatic or effective
 - Audio – enhance the sound (e.g. clearer waves on beach), remove unnecessary noise, add music, etc.
 - Kinaesthetic – create the feel, sense and touch.

Handout 10: Conclusion – how to learn from this workshop

Your learning is your responsibility. You have probably heard the expression 'You can lead a horse to water but you can't make it drink'. It's the same with learning. You can give a pupil all the information they need but you can't make them learn; they have to do the majority of the work themselves.

Part of the learning process is considering the actual journey of learning as you build your skills and knowledge. Looking back at how far you have come is very rewarding and you will see patterns in your approach that can help you become an even more skilful pupil.

What can you do for yourself to build on the learning from this workshop?

Try out these techniques and apply them to other situations.

- When you meet someone for the first time, think about the initial impression you will make on them, and also that they make on you. Make a note of it somewhere and have a look back after you've known them a while to see how accurate you were.
- Before you ask a question, think about the kind of response you want, then phrase the question accordingly.
- Seek feedback about yourself; ask people what you do well and what you could do better in some areas, then thank them for sharing that with you.
- It's not easy for people to do this, so don't make it any more difficult for them.
- Pay attention and evaluate either another aspect of yourself or someone else, according to one of the models you learned about (such as the personality or the 'onion' model).
- Work on 'future-proofing' your brand. Starting today, develop aspects that you will need in the near future – it comes more quickly than you think.
- Look at profiles of other people and the way they present themselves. Consider what aspects would work for you and apply them to your profile too, if they fit.
- Think about some groups you could join that would help you develop some aspects of either yourself or your skills or gift or talent.

Audience: Teachers, tutors, mentors

Date of issue: 02-2010

Ref: **00039-2010PDF-EN-01**

Copies of this publication may be available from:

www.teachernet.gov.uk/publications

You can download this publication and obtain further information at: **www.standards.dcsf.gov.uk**

© Crown copyright 2010

Published by the Department for
Children, Schools and Families

Extracts from this document may be reproduced for non-commercial research, education or training purposes on the condition that the source is acknowledged as Crown copyright, the publication title is specified, it is reproduced accurately and not used in a misleading context.

The permission to reproduce Crown copyright protected material does not extend to any material in this publication which is identified as being the copyright of a third party.

For any other use please contact
licensing@opsi.gov.uk
www.opsi.gov.uk/click-use/index.htm



department for
children, schools and families



When you have finished with
this publication please recycle it