

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

## Progression skills module 1: Who am I?

Teacher notes



# Progression skills module 1: Who am I?

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. Stars in our school – my achievements in life so far...	7
3. Who on Earth do I think I am? (The 'onion' model)	9
4. Who on Earth do I think I am? (The 'personality' model)	11
5. First impressions – who do others think I am?	13
6. Exploring assumptions	16
7. Sharing assumptions	18
8. How would I like to be perceived? My personal brand	20
9. What's my journey?	22
10. Close (use at the end of each workshop)	24
Handouts	25
Progression workshop contract	25
Handout 1: Top tips for action	26
Handout 2: The good word guide	27
Handout 3: Stars in our schools – my achievements in life so far...	28
Handout 4: The 'onion' model	29
Handout 5: Personality	31
Handout 6: First impressions	39
Handout 7: Fact versus opinion	41
Handout 8: Who am I?	42
Handout 9: Types of question	43
Handout 10: Who do others assume I am?	45
Handout 11: Exploring and sharing assumptions	46
Handout 12: Who on Earth do I think I am? My personal brand	47
Handout 13: Who on Earth do I think I am? The 'onion' and 'personality' models	48
Handout 14: The GROW model	49
Handout 15: Conclusion – how to learn from this workshop	50

# 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 15: 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 explain 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
<b>Where have I come from?</b>	<p>To help the school understand pupils' prior achievements, successes and out-of-school experiences and challenges.</p> <p>What are their passions and dreams?</p>	<p>May not be able to draw on prior experiences to build confidence and use in future.</p> <p>May not realise that school can help them realise their ambitions.</p> <p>School may not realise what drives pupils and what they are capable of.</p>	<p>Can use prior success to build on strengths and tackle needs.</p> <p>Enable pupils to transfer skills and insights – making the link between past and future in a positive way.</p> <p>See school as a continuation or part of each pupil's journey.</p>
<b>Who am I now?</b>	<p>To help pupils to analyse themselves as people and as pupils.</p> <p>To help them begin to understand how others perceive them.</p> <p>To help them develop ambitions to aspire towards.</p>	<p>Lack self-confidence; may perceive themselves as either weaker or much stronger than the school's assessment suggests; low aspirations; may lack any thought as to the future.</p>	<p>Understand that they can achieve.</p> <p>Understand how they can influence the way they are perceived.</p> <p>Increase their confidence, self-esteem and social skills.</p>

# 1 Introduction – You can make it happen!

## Objectives

- To set the context and motivate and enthuse pupils
- To begin to explore their understanding of what it means to be G&T
- To consider how this relates to their own identity
- To help pupils to begin to see their peers through fresh eyes.

## Resources

Progression workshop contract handout

Handout 1: Top tips for action

Handout 2: The good word guide

Flipchart paper and pens

Reusable sticky pads

Sticky notes

## Activity

1. 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.
2. Ask pupils what they think the terms 'gifted' and 'talented' mean. Collect their thoughts on sticky notes and attach them to flipcharts around the room. Mentors should help.
3. Ask pupils to write a list of adjectives that they think could be used, or they would use, to describe themselves. Facilitate discussion on 'why it's useful to understand ourselves better' and record the responses on a flipchart.
4. Ask what they are expecting; what they have been told or have heard about the Gifted & Talented programme so far. Use this as a basis to build confidence and reinforce the message of individuality and individual journeys. If necessary, correct any erroneous assumptions about the programme. Talk about the aims of this series of workshops, in particular:
  - to gain increased self-awareness;
  - to understand how they project an image of themselves that can be shaped and influenced by choices they make;
  - to help them identify and develop their hopes and ambitions and begin to see a pathway towards realising them.
5. Lead a discussion about why it might be useful for pupils to understand themselves better. Record the responses on a flipchart for later reference. A pupil can be asked to do this for the group.

**Important note:** It can be useful to ask the same question at a later point (see, for example, *Progression skills Module 2, Introduction*) to see how their perceptions change over time. For this reason, teachers may want to save the responses for use later.

Make sure pupils are aware of and encouraged to use *Handout 1: Top tips for action* and *Handout 2: The good word guide*.



# 2 Stars in our school – My achievements in life so far...

## Objectives

- To develop pupils' self-awareness
- To encourage them to focus on what they have already achieved
- To promote a positive self-image.

## Resources

Handout 3: Stars in our schools – my achievements in life so far...

Optional: a selection of motivational music (see suggestions below)

## Activity

This is a useful warm-up activity that helps pupils to break down barriers and establish new friends. It sets the scene for the subsequent activities and provides pupils with a brainstorm to which they can add later. Because pupils can be reluctant to sing their own praises, it may be helpful to put them in pairs and so they can take turns to describe each other's achievements.

1. Remind pupils that they have already had many successes and overcome many challenges in life. Some of these will be in school, some at home, some with friends or family and some in sport or other hobbies. They may not have considered some of their greatest achievements as important. For example, they may have inspired others in some way.
2. Point out that all of these achievements and experiences provide a good basis on which to build their future.
3. Ask pupils to use *Handout 3: Stars in our school – my achievements in life so far...*, to begin to reflect on the positive things they have already accomplished.
4. Ask pupils to share one or two of their achievements, in pairs or groups. Take some feedback and ensure each pupil contributes at least one achievement. *What are they most proud of? What surprising things have they written down?* Begin to identify some emerging themes.

## Optional activity: My theme tune

1. Ask pupils, in small teams, to list as many tunes as they can that they feel represent their status as gifted or talented young people. Base this on the themes that have emerged in the previous Stars in our school activity. Pupils can note their ideas on their handouts. Their ideas can be serious or fun, whatever they like. Examples may include Tina Turner: 'Simply the Best', Queen: 'Don't stop me now' or S Club 7: 'Reach for the Stars'.
2. Ask each group to read out their list and explain the link. Award points for the length of the list, humour, good links.
3. Then ask each team to select one top tune to share. Ask teams to explain their choices, and award points or take votes on which should be the theme tune for the workshop. Ask for a volunteer to create this for the next workshop.

## Take it further: My life in a playlist

Aim: to create a playlist of songs that the pupils feel represent them best.

Any interested pupils can take responsibility for creating this between workshops if they wish. It will support *Workshop 8: How would I like to be perceived? My personal brand* that helps pupils to break down barriers and establish new friends.

Pupils can develop this further by creating a list of films, plays, books, or famous characters that they feel represent them well.

# 3 Who on Earth do I think I am? (The 'onion' model)

## Objectives

- Initiate self-reflection to provide an opportunity for pupils to think about who they are from a variety of different angles
- Introduce the 'onion' model as a basis of self-description: to structure, describe and therefore understand themselves better.

## Resources

Handout 4: The 'onion' model

Slide 1: The 'onion' model

Flipchart paper and pens

Reusable sticky pads

Optional: an onion

## Activity

1. Facilitate a short discussion, reminding pupils why it is useful to have self-awareness. Refer to the earlier exercises, and also to their 'me' list of adjectives, and ask how they have structured their thoughts (if at all). Explain that it is useful to have a structure and that there are many ways of doing this. The 'onion' model is useful because it demonstrates how things need to line up for you to feel happy and be the best you can be. It shows how each layer influences the others and it is a way of understanding yourself and others and your interactions.

Display slide 1.



2. Explain the onion model and levels (see *Handout 4: The 'onion' model*), using a celebrity as an example, and maybe even demonstrating with an onion as a visual aid.

*For example, David Beckham: Identity as one of England's best footballers, dad, husband, son, fashion icon. Beliefs and values relate to: family, looking good, trying hard, working hard, doing his best and not giving up, inspiring youngsters. Skills are: football, diplomacy (often chosen to represent England in an international sporting context) and kindness. Behaviours are, for example: plays football, films, advertisements, plays with his sons, spends time with his family. Environment: has been LA but likely to be Europe and England – how important is that in shaping his identity?..)*

Alternatively, use someone else, or yourself, as an example.

3. Ask pupils to complete their own 'me' chart, using the structure on the second page of Handout 4.  
**Important note:** These will be referred to again in *Workshop 7: Sharing assumptions*
4. Review feedback. What have pupils written in the different circles? Relate the words used during their sharing of information and giving feedback on the onion model. Ask them in pairs to reflect on how they see themselves as a result of this activity. Have they changed their views about themselves?

**Optional:** Scribe a group or plenary 'onion model' flipchart for reference.

**Important note:** Keep the pupils' own models for reference and editing in subsequent workshops. Pupils will have workbooks to keep their own versions, and it may also be useful to keep flipcharts.

## Take it further

Ask pupils to complete the 'onion' exercise for a member of their family. They can check it when they get home!

# 4 Who on earth do I think I am? (The personality model)

## Objectives

- To be aware that personality measures are another method of self-description and to understand that there is no one right answer to the question 'Who Am I?'
- To appreciate differences between people.

## Resources

Handout 5: Personality

Slide 2: Personality – three scales

Star stickers: to match the personality colours in Handout 3: Personality

## Activity

1. Display slide 2. Ask pupils how they would describe themselves using this template.

The National Strategies

### Personality – three scales

<b>Extroversion</b>	<b>Introvert</b> Likes to spend time alone or thinking quietly. Generally prefers work that doesn't have to involve others.	<b>Extrovert</b> Usually happier being with others or working in a team.
<b>Detail</b>	<b>Big picture</b> Less patience for routine tasks or details and prefers to see the wider view.	<b>Detail focus</b> Happy to get involved in working with all the details and specifics.
<b>Structure</b>	<b>Unconventional</b> Often wishes to do things differently and not to have to follow rules.	<b>Tried and tested</b> Likely to have a preference for set ways of doing things (e.g. rules or traditions).

Where would you place yourself on the table?

Department for Children, Schools and Families  
www.nps.gov.uk

Now ask pupils to complete and mark their own personality questionnaires on *Handout 5: Personality*. Mentors and teachers may help.

**Practical tip:** *It is important to take time and prepare well for this. Teachers or tutors and mentors should complete their own questionnaires and score themselves in advance.*

2. Introduce the concept of personality and the scales. Explain that one of the ways of describing people is in terms of their personality; this is helpful in order to understand ourselves better as well as to understand others. Basically, a person's personality reflects their preferred way of thinking, behaving and approaching life. There are no right or wrong personalities, although some preferences may fit better with some situations and people compared with others; therefore some may be more 'helpful', or perceived as such.

Go through the personality scales, explaining both ends of each scale. Emphasise the positive as well as the negative and be really clear that personality is about preferences (for example, preferred ways of interacting, preferred ways of learning) rather than definitions or labels or skills. **There are no right or wrong answers.** Give out coloured sticker stars to the pupils to add to their name stickers, to indicate their personality type.

3. **Personality task:** pupils consider questions in sub-groups of like types. Mentors and teachers support. Organise the pupils into like-type groups, for example, all the extroverts (E) in one group and all the introverts (I) in the other but, if this does not produce roughly equal groups, choose a different scale. Ask each group to consider these questions.

- What is really helpful about my preference?
- What is not very helpful?
- What do I value in the other type?
- What do I not understand about the other type and want them to explain?

You could focus pupils by asking these questions in the context of a specific situation such as dealing with arguments.

4. Call everyone together as a whole group and discuss responses to the questions, emphasising the need for positive language. Facilitate as each sub-group asks their opposite group the questions, again emphasising the need for positive language. Discuss the key points.

## Take it further

List all the results for a group together on one large sheet, without identifying individual scores. Ask each group:

- What are your combined characteristics?
- What could the impact of this be on how you work together? For example, if mostly extroverts they'll need to remember to allow airtime for the introverts.

Pupils may like to try this with a parent or sibling at home.

**Practical tip:** Have some spare sets of the personality papers printed for pupils to use at home.

# 5 First impressions – who do others think I am?

## Objectives

- To highlight the impact of first impressions
- To help pupils realise how they come across to others
- To increase their self-awareness and help pupils reflect on the accuracy of the first impression they make – this impression is important and they can alter it if they want to
- To enable pupils to get to know one another better.

## Resources

Handout 6: First impressions

Handout 7: Fact versus opinion

Slide 3: Human biases

Flipcharts and pens

Reusable sticky pads

A5 envelopes

**Important note:** The work in *Workshop 5: First impressions – who do others think I am?* is followed up in *Workshop 6: Exploring assumptions* and *Workshop 7: Sharing assumptions*. Pupils will need to refer back to material generated in this workshop and work with the same partner.

## Activity

**Ice-breaker:** The purpose is to help pupils to relax and get them to share some information about themselves. Ask pupils to talk in pairs about someone they admire and give the reasons why, relating these qualities to themselves. For example, 'I admire Barack Obama's determination to do what he thinks is right, even when others challenge him, or doubt his ability; I wish I cared less about what others thought.' Mentors help to facilitate.

1. Facilitate a discussion on *Why is it important to understand ourselves and how we come across to others?* Record responses, noting them on flipcharts.

Discussion needs to elicit the following points: self-awareness means we can:

- build on our strengths;
- work on our weaknesses;
- choose how we want to come across to others, especially those who might use this information to make decisions about us (such as friends, jobs or course interviews).

2. Model the *First impressions* exercise in front of the whole group. **Be clear about the ground rules for positive non-judgemental language and 'factual information'**. For example, referring to a co-tutor or mentor: 'Jane is a woman with long blonde hair and glasses. She looks like someone who enjoys life and it's important to her to have fun, but I don't think she has enough fun. I think she has

two children. I don't think she's artistic because her fingernails are too clean.' Make this relevant (and tactful) to your fellow tutor.

3. Ask pupils to practise a *First impressions* exercise, in pairs, either spontaneously or using *Handout 6: First impressions* as a prompt. They should mentally note key observations about each other, but not share them.
4. Regroup pupils so they are paired with someone they don't know, or at least not well. (It is very important to minimise preconceptions.) Using *Handout 6* as a guide, ask each pupil to look really closely at their partner and write down everything they can about who they think their partner is. What do they think their partner is good at? What do they think is important to their partner? (What they value and think is important.) They write this all down, put it in an envelope and hold onto it for the moment. They do not share it yet. It would be helpful to put their own name on the envelope, for future reference.
5. Introduce the idea of *Objective (fact) versus subjective (opinion)*. Illustrate the difference between fact and opinion by doing something dramatic, such as entering the room as if under an extreme emotion, such as anger, and throwing something down. Ask the pupils: 'What did I do?' and list all their responses, listing the objective facts ('You threw the book', 'You opened the door') on one side of the flipchart and the subjective opinions ('You were angry', 'You looked weird') on the other. If necessary, repeat with emphasis: 'What did I **do**?' Then ask pupils the difference between the comments in the two columns, unless someone has already spotted and pointed out these differences.
6. Ask pupils to review their first impressions, from the previous paired task, and mark whether they are fact or opinion, reflecting on their assumptions and possible biases, then replace the list in the envelope. The envelopes should be kept safe as they will be needed again in *Workshop 7: Sharing assumptions*. They can record their conclusions on *Handout 6: First impressions*.
7. Display slide 3.



Facilitate a short discussion on human biases. Talk through how everyone has biases and it helps if we know our own tendencies, such as being harsh or soft. Discuss other examples of stereotyping, such as fixed or dogmatic opinions (one or the other, no half-measures) or generalising (they did it once, therefore they will always do it). Consider how the impression they give of themselves may vary according to their situation and who they are with.



## Take it further

Consider what it is that gives teachers, other adults or strangers a good or bad impression of a person. What advice could they give to someone who wants to improve the way they are perceived? Produce a list of three top tips for giving a good impression of oneself.

Ask pupils to try the techniques learned using the *First impressions* exercise on a complete stranger, such as a newsreader or DJ – the subject does not have to be aware anyone is doing it. Then they analyse their responses, using the *Objective (fact) versus subjective (opinion)* approach, and spot their assumptions and biases, making notes on *Handout 7: Fact versus opinion*.

# 6 Exploring assumptions

## Objectives

- To explore how to give and get information from others within conversations, including using different types of questions
- To practise applying this skill to test hypotheses about first impressions
- To check hypotheses formed about other people, to consider if first impressions (see *Workshop 5: First impressions – who do others think I am?*) are always reliable – how to not ‘judge a book by its cover’
- To start to build relationships with other pupils and work closely with one another, getting to know more about each other on a personal level.

## Resources

Pupils will need to refer back to their ‘Me’ onion charts from *Workshop 3: Who on Earth do I think I am?* These will be in their handouts, workbooks or on flipcharts. They will also draw on the paired work from *Workshop 5: First impressions – who do others think I am?*, *Handout 6: First impressions* and *Handout 7: Fact versus opinion*.

Handout 8: Who am I?

Handout 9: Types of question

Flipchart and pens

Reusable sticky pads

Optional: sticky notes

## Activity

1. Lead a discussion on different ways to give and gain information from someone. For example, for giving information: note that first impressions of how we look are just one way we give information away about ourselves. What we say obviously gives away more. Our body language gives away a whole lot more about our attitudes.

Extend the discussion to include the types of conversation we have, how some are short and factual and others are more chatty. Ask the pupils to reflect on what the non-verbal cues add to this. Why does this matter? What factors influence this? Answers may include: the relationship or rapport, the purpose of the conversation and, most importantly, the way the other person seeks the information: the questions they ask.

2. Suggest to the whole group different types of question and the pros and cons of each type. Ask them what different types of question there are, and their purpose. Distribute *Handout 8: Who am I?* and *Handout 9: Types of question*. Make the link that pupils will be interviewed, in the future, for places at college or jobs and they can use this knowledge to work out what kinds of answer the interviewer is looking for, as well as how to get the information they want from others in any situation. The types of question they ask are linked to the kind of information they get back.

**Practical tip:** Ask the mentors to describe some of the questions they have been asked in interviews, including those that needed preparation or those that stumped them.

3. Pupils should work with the same partner as in *Workshop 5: First impressions – who do others think I am?* They could refer back to the information they put into envelopes in Workshop 5, but this should not be shown to their partner. They will need the envelopes and information again in Workshop 7. Pupils interview their partners to find out who that pupil thinks they are, what they are good at, like doing, believe to be important. Suggest that pupils take time to plan the questions first. They should do this with an open mind but bear in mind their first impressions. What were they right about? What were they wrong about? In the same pairs, they should then reverse their roles.

Ask pupils to consider their results and their accuracy. What have they learned about first impressions (probably that some assumptions are correct, but not all). Alternatively, they could have a 'free chat'. Compare how the discussions went if they'd planned it, compared with just chatted. Make the point that the more planned and deliberate you are in a conversation, the more specific information you will get.

4. Allow time for individual self-reflection and completion of *Handout 8: Who am I?* Ask pupils to write the key adjectives on sticky notes and place them on a 'Me' flipchart, or add them to *Handout 4: The 'onion' model* from the exercise in *Workshop 3: Who on Earth do I think I am?*

## Take it further

Consider the following scenario.

You are asked to join the interview panel for a new headteacher (or head boy or head girl) for your school. You can choose three questions to ask. What would they be? Why?

If you can find a partner, test the questions out. What sorts of responses did you get? Were they what you expected? How would you change your questions now?

# 7 Sharing assumptions

## Objectives

- To be aware of how to share information with each other in a gentler way, thinking of and taking care of the other person's feelings
- To consider others' first impressions of them and if this fits with what they want their first impression to be
- To use positive language and a way of categorising opinions to gain an understanding of why some feedback is acceptable to hear and other feedback hurts
- To appreciate the impact and appropriateness of different language and the need to think carefully about what words to use before describing someone else.

## Resources

Envelopes with *Handout 6: First impressions* from *Workshop 5: First impressions – who do others think I am?*

Handout 10: Who do others assume I am?

Handout 11: Exploring and sharing assumptions

'Me' charts from the 'onion' activity from *Workshop 3: Who on Earth do I think I am?*

Flipchart paper and pens

Reusable sticky pads

Sticky notes

## Activity

1. Set the ground rules. Ask pupils, in small groups, to list 'dos and don'ts' for sharing observations about each other. Mentors can help with prompts. Discuss these with the whole group and agree a list. Record it on a flipchart.

Ask them what they need to think about (honesty of information, saving feelings, intention: mean or kind, how helpful would it be, words chosen, how softened). Discuss these with the whole group and add in the mentors' and tutors' suggestions. Agree a list and record this on a flipchart.

Ensure that you cover the importance of:

- adopting the right mindset – their true intention will 'leak out' from their body language and non-verbal cues;
  - only ever sharing to help the person, never to punish or be mean, i.e. be positive;
  - thinking about and carefully choosing the words you'll use;
  - softening the message (i.e. use 'perhaps...' or 'it could be interpreted that...'; rather than 'you are...');
  - offering, not telling;
  - checking how they received the message.
2. Pupils review their first impressions and choose their wording carefully. You could model, or ask a volunteer to model, some of these messages.

Ask the pupils to look at their *Handout 6: First impressions* descriptions (from *Workshop 5: First impressions – who do others think I am?*) and consider how they might share their observations with their partner without offending them. Ask them to choose their words carefully and share some of their observations. Part of this exercise is to choose what to share – not everything needs to be or should be shared. Then they write each observation on a sticky note to put on their partner's 'me' flipchart.

3. Pupils now take part in a free-for-all sharing of pupil's impressions. Pupils write their first impressions on sticky notes and stick them on each other's 'me' flipcharts (or handouts in workbook) from *Workshop 3: Who on Earth do I think I am?* Remind the pupils of the rules and the need to be positive and affirming.
4. In the whole group, review how this went. Which messages were OK to hear, which weren't? Reflect on whether their observations were the 'truth'. Perhaps not, but others' perceptions will always be there, right or wrong. You can influence, up to a point, what others think, and may try if it would be useful to you to do so. Ask pupils to consider and call out the situations where they would like to be able to influence others' perceptions of them.
5. Review comfort levels of different types of feedback – list these and link to the onion model. For example, is it easier to hear others describe your behaviour, skills or identity?
6. Pupils complete one or both of *Handout 10: Who do others assume I am?* and *Handout 11: Exploring and sharing assumptions*, which include space for reflection and for recording key points, to keep between workshops. This will enable pupils to think back over their key 'light-bulb moments'. Mentors can check how effectively the pupils are completing this.

## Take it further

Pupils can write a short list of 'dos and don'ts' to offer support to others and provide themselves with useful reminders.

Pupils may like to consider how they could use what they have learned to give constructive feedback to an adult; for example, their parents or their teachers after a series of lessons. Could they start by giving feedback to the workshop teacher? Or a mentor?

# 8 How would I like to be perceived? My personal brand

## Objectives

- To become aware of their 'personal brand', to understand better how they present themselves and what they keep hidden
- To consider how best to use their brand
- To understand and practise how to present themselves to others with confidence and impact
- To understand how to listen to others with attention and respect.

## Resources

Handout 12: Who on Earth do I think I am? My personal brand

Handout 13: Who on Earth do I think I am? The 'onion' and 'personality' models

Flipchart and pens

Reusable sticky pads

Pictures of famous people (see below)

Optional: music and theme tunes

Optional (see Activity 6 below): Before the workshop, ask the mentors if they have any personal experience of re-inventing themselves and if they would be willing to share it. However, this needs to be upbeat and relevant so use with care.

## Activity

Show some pictures of famous people – see below.

Optional: Play music such as theme tunes from Doctor Who or The Simpsons, for example..

1. Introduce and explore the concept of 'personal brand'. Use a celebrity such as Richard Branson, Naomi Campbell or Nigel Kennedy. What is their personal brand (business guru, female fashion icon, classical musician but cool and funky, non-conformist but uncompromising on their authenticity). Consider how the same person is perceived differently by different groups of people. For example, young children, teenagers, young adults, older adults, parents and grandparents will all have different opinions about the same person. Ask what people associate with one of the famous names. Perhaps repeat for someone different such as Boris Johnson, Simon Cowell or Myleene Klass. As in *Workshop 3: Who on Earth do I think I am?*, the Onion model could provide some prompts and a structure for explaining the personal brand of someone like David Beckham.
2. Now let pupils develop their own personal brand collage, using *Handout 12: Who on Earth do I think I am? My personal brand* as a planning prompt.

**Optional:** Play appropriate music in the background.

Mentors can join the tutors in supporting the pupils. Pupils can design or brainstorm their ideas onto flipcharts, which they will use to present their brand to others. Pupils need to consider how visual and audio cues convey powerful messages, as symbols or metaphors about the person they are. Explore the concepts of metaphor and symbol.

Pupils need to consider for their brand:

- what music they would play;
- what colours they would choose;
- what images and styles to use;
- what props, for example, cars, food, buildings, climate they would show.

Ask pupils to be ready to explain their choices. If they were marketing themselves, how they would use these ideas to give a true view of themselves? Make the point that it may only be true for today because we all change over time and also are always free to keep reinventing ourselves.

### 3. Pupils prepare to present their brands.

Facilitate discussion to create a list of 'how to present with confidence and impact'. Then pupils role-play their lists, to embed the concepts they wish to present about themselves. Move the discussion towards presenting with impact and give some guidelines for this, for example, stand still, look at the audience, speak slowly and clearly and believe in what they're saying. If they want someone to feel an emotion during the presentation, such as curiosity, they need to feel it themselves first.

As they go through this part of the activity, ask pupils to suggest ideas on how to be a good audience, for the tutor to list on a flipchart. What does it mean to listen with attention and respect?

4. Let some pupils (depending on time available) present their personal brands to the whole group. Give positive feedback about their confidence and impact. Include one comment to stretch them.
5. Ask pupils to reflect briefly on what they didn't add, such as aspects they are less proud of. Tell the pupils they don't need to give any personal examples, but ask them to share the kinds of thing others didn't know; these are probably bad habits, aspects of their personality they are not happy with. What do they take away from this?
6. Lead a discussion based on the pros and cons of having a personal brand and how it can be reinvented at any time. If appropriate, ask the mentors to share any relevant experiences. Explore why having a personal brand is important. Ask: 'Is it worth it? How can you exploit it?' A personal brand should be flexible and changeable. It should be entirely up to the individual what it looks like – they are in control. Talk about people who have reinvented themselves, such as Britney Spears. If any mentors are willing to share their own experience, ask them to do so now (see optional resources above).
7. Ask how having a brand is going to help them use their skill, gift or talent. How they use it depends on their beliefs about it, whether or not they value it and if it is part of their identity (their choice). Link their brand to the identity level of the onion model and their skill or talent to the competency or behavioural level. Talk about the impact of both the beliefs and environment level. At the end of this workshop, ask pupils to record in their learning diaries what they have learned. They will find *Handout 13: Who on Earth do I think I am? The 'onion' and 'personality' models* useful to record their thoughts. Mentors can also check how they are doing with this.

## Take it further

After the workshop, pupils should make their collages. They can use magazines, junk and other suitable safe material to help represent who they are. If it is logistically possible, allow them to use music and ICT. Their collages can be displayed at a future workshop.

Ask pupils to consider how they think their personal brand will change as they go through school, college and university. What would they like to be associated with? Can they design an alternative personal brand for themselves five or ten years into the future?

## 9 What's my journey?

### Objectives

- To think about what impact pupils want to have on the world, today and in the long term
- To learn a model (GROW) that they can use to help themselves and others plan for something they want to achieve
- To consider how they are going to plan to make best use of their personal brand and measure their success
- To gain an appreciation that the 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 lives: what holds them back and what can they do about it?

### Resources

Handout 14: The GROW model

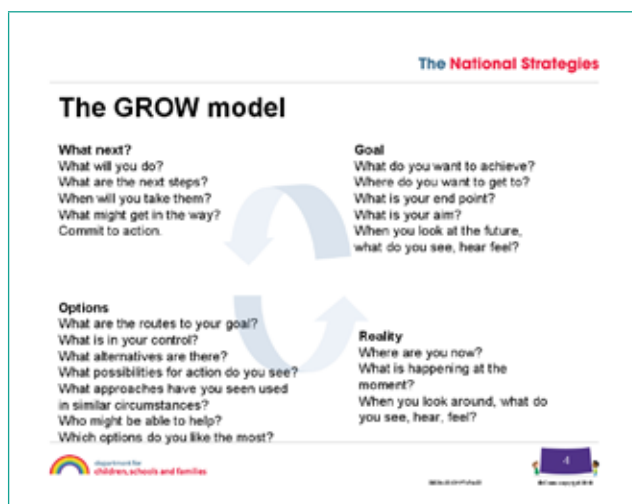
Slide 4: The GROW model

A3 paper

### Activity

1. Ask: 'Now you know so much more about yourselves, how does it help you to make choices? What decisions do you need to make, if at all, and how soon, about your gifts and talents?'

Display slide 4.



2. Introduce GROW as a useful way of considering and making a plan and also as an effective coaching tool to support others. It can be used effectively, even without any training, and pupils should know that it is widely used by adults in the business and sporting world.

**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.

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: 'Goal: 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 – Goal 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.

3. Set pupils a paired GROW task, to coach their partner through the process of reaching their own goal, using *Handout 14: The GROW model*. They can ask questions, using their earlier learned skill in open questions.
  - **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

Pupils repeat the process by themselves but with a different goal. They try using the GROW model to coach someone else.

Some pupils 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.

# 10 Close (use at the 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 that 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.

# 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 just to 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.

<b>Signed:</b>	<b>Date:</b>
----------------	--------------

## Handout 1: Top tips for action

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

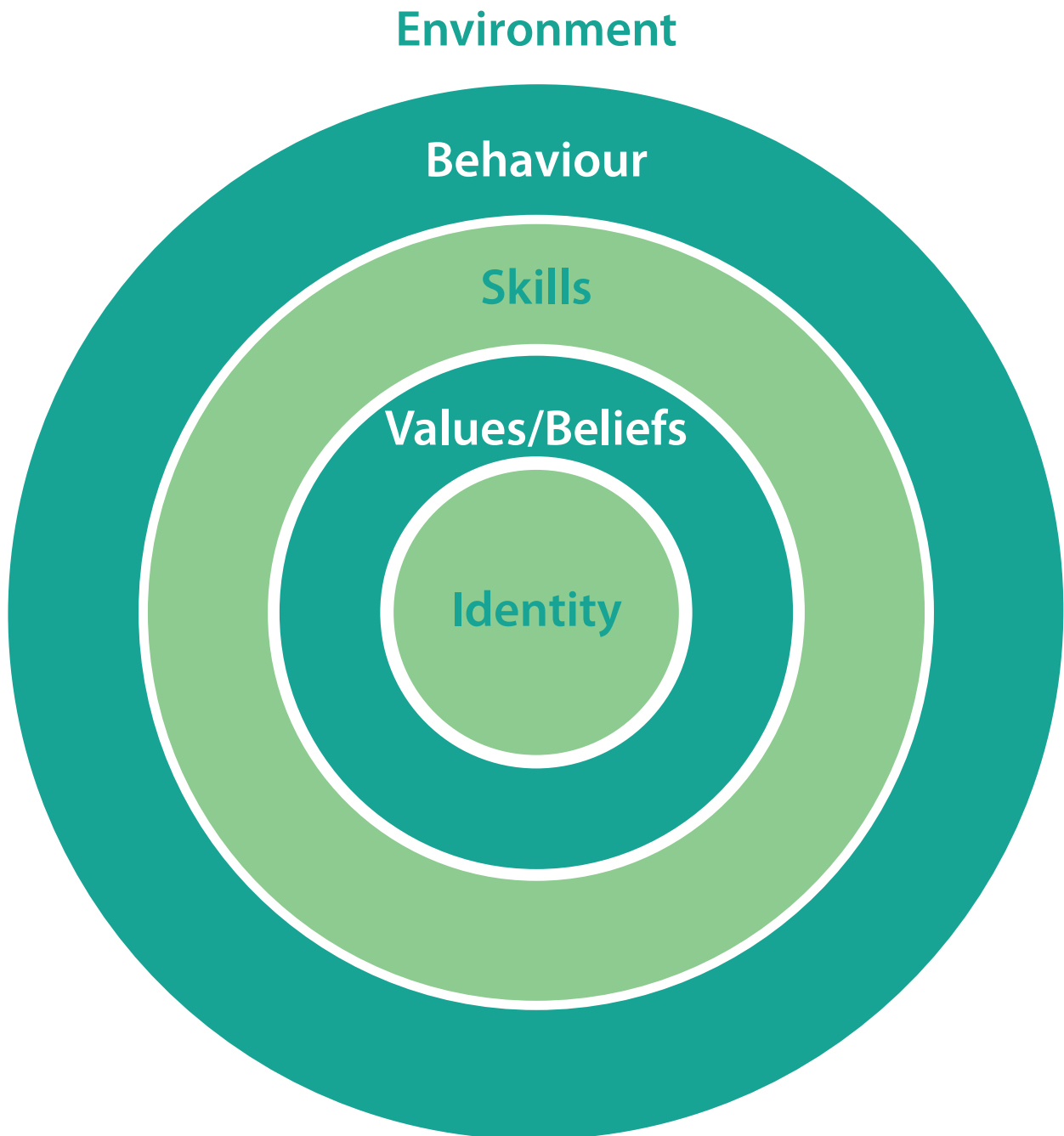
## Handout 2: The good word guide

*Successful pupils 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: Stars in our schools – my achievements in life so far...

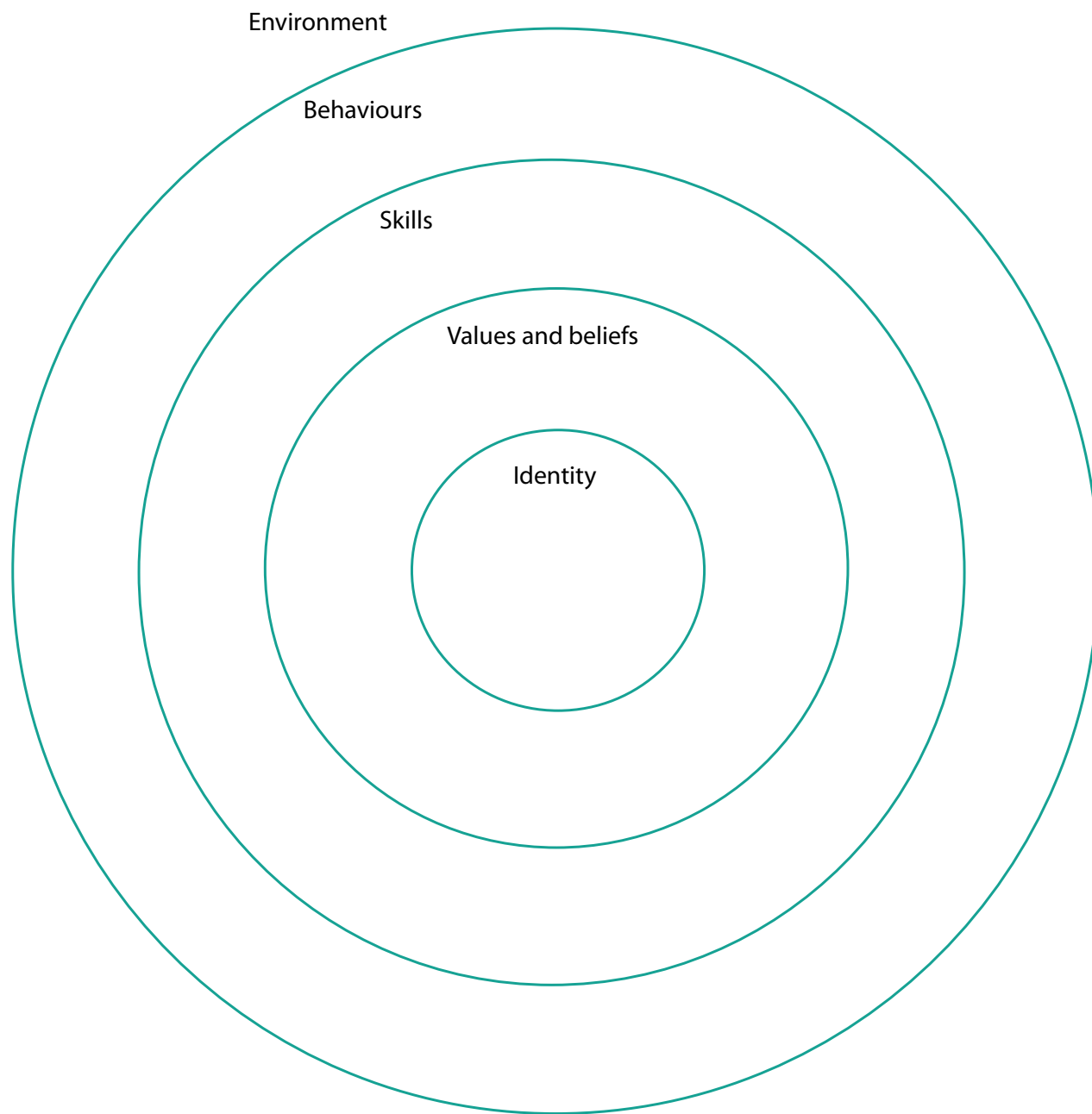


## Handout 4: The 'onion' model



Model developed from Ready, R. and Burton, K. (2004) *Neuro-Linguistic Programming for Dummies*, John Wiley & Sons

## The 'onion' model



Model developed from Ready, R. & Burton, K. (2004) *Neuro-Linguistic Programming for Dummies*, John Wiley & Sons.



## Handout 5: Personality

### How would you describe yourself?

<b>Extroversion</b>		<b>Introvert</b> Likes to spend time alone or thinking quietly. Generally prefers work that doesn't have to involve others		<b>Extrovert</b> Usually happier being with others or working in a team
<b>Detail</b>		<b>Big picture</b> Less patience for routine tasks or details and prefers to see the wider view		<b>Detail focus</b> Happy to get involved in working with all the details and specifics
<b>Structure</b>		<b>Unconventional</b> Often wishes to do things differently and not to have to follow rules		<b>Tried and tested</b> Likely to have a preference for set ways of doing things (e.g. rules or traditions)

Before you tackle the personality tasks, where would you place yourself on the table above?

For the purpose of this activity, just choose one side or the other. Now try the activities and tasks below to see how accurate your initial judgement was.

### What is personality?

Psychologists have used scientific methods to try to understand where people are different and where they are similar. One way to describe people is in terms of their personality. This helps us to understand ourselves better, as well as to understand others. Essentially, your personality comprises your preferred way of thinking, behaving and approaching life. There are no right or wrong personalities, although some aspects of personality may fit better with some situations and people, compared with others; therefore, some may be more 'helpful' or be perceived as such.

### Personality questionnaire

This section gives examples of statements you might make. Use the rating scale below to describe how accurately each statement describes you. Think of yourself as you generally are now, not as you wish to be in the future. Describe yourself as you honestly see yourself, in relation to other people you know of the same sex and roughly the same age as you. The responses you give to this questionnaire are just for your personal development and will remain confidential to you.

Read each statement carefully and then circle the number in the column that most closely reflects your personality. At this stage, do not pay attention to the value of the number in the column; this is used in the scoring process.

Do not spend too long thinking about your answers, since they should be your immediate reaction to the statement. Don't worry about trying to appear consistent, just answer each statement separately.

**For example, Statement 1 – I am the life and soul of the party**

If you felt that this statement was a very accurate reflection of yourself, you would circle the number **5** in the column headed 'Very accurate'. If you felt it was a completely inaccurate reflection of yourself, you would circle the number **1** in the column headed 'Very inaccurate'. Ignore the value of the number, just concentrate on the headings at the top of the columns.

**Questionnaire**

		Very inaccurate	Moderately inaccurate	Neither inaccurate nor accurate	Moderately accurate	Very accurate
1	I am the life and soul of the party	1	2	3	4	5
2	I am always prepared	1	2	3	4	5
3	I have a rich vocabulary	5	4	3	2	1
4	I don't talk a lot	5	4	3	2	1
5	I leave my belongings around	5	4	3	2	1
6	I have difficulty understanding abstract ideas	1	2	3	4	5
7	I feel comfortable around people	1	2	3	4	5
8	I pay attention to details	1	2	3	4	5
9	I have a vivid imagination	5	4	3	2	1
10	I stay in the background	5	4	3	2	1
11	I make a mess of things	5	4	3	2	1
12	I am not interested in abstract ideas	1	2	3	4	5
13	I start conversations	1	2	3	4	5
14	I do jobs properly	1	2	3	4	5
15	I have excellent ideas	5	4	3	2	1
16	I have little to say	5	4	3	2	1
17	I often forget to put things back in their proper place	5	4	3	2	1
18	I do not have a good imagination	1	2	3	4	5

19	I talk to a lot of different people at parties	1	2	3	4	5
20	I like order	1	2	3	4	5
21	I am quick to understand things	5	4	3	2	1
22	I don't like to draw attention to myself	5	4	3	2	1
23	I shirk my duties	5	4	3	2	1
24	I use difficult words	5	4	3	2	1
25	I don't mind being the centre of attention	1	2	3	4	5
26	I follow a schedule	1	2	3	4	5
27	I spend time reflecting on things	5	4	3	2	1
28	I am quiet around strangers	5	4	3	2	1
29	I am exacting in my work	1	2	3	4	5
30	I am full of ideas	5	4	3	2	1

Personality Questionnaire based on [www.ipip.ori.org/New\\_IPIP-50-item-scale.htm](http://www.ipip.ori.org/New_IPIP-50-item-scale.htm)

## Personality questionnaire scoring sheet

### Instructions

The table that follows is designed to help you work out your final scores. There are three categories along the top. The question numbers 1 to 30 are listed down the side.

For each question, there is one response box that is not greyed out. This blank box appears under the category (one of the three at the top) to which that question relates.

Now go down the list of questions numbers on the scoring table. Refer to the answers you gave in the questionnaire. In the blank box on the response sheet, write the number that you circled for your answer to that question in the questionnaire.

When you have filled in all the numbers, add them up to find the total for each column. This will give an overall total for each behavioural category. Finally, divide each column total by 10 to reveal your final score for each behavioural category.

### Example question

	Very inaccurate	Moderately inaccurate	Neither inaccurate nor accurate	Moderately accurate	Very accurate
I care about others	1	2	3	4	5

### Example answer sheet

Question	Extroversion	Detail	Structure
1	5		

The person in the above example thought that the statement was 'Very accurate' and therefore circled the number that appeared in that column. On the answer sheet, the number displayed in that column, in this case 5, is then entered into the **blank** box under question 1.

Question	Extroversion	Detail	Structure
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			
Sub-totals			
	÷ 10	÷ 10	÷ 10
1-2			
3			
4-5			

## Interpreting the scores

If you score below 3 on one of the dimensions, consider yourself as scoring lower on that scale. For scores above 3, consider yourself as scoring higher on that scale. If you score 3, you don't have a strong preference. Bear in mind this is not a comprehensive analysis of personality, just a way of exploring how people differ. So what might this mean in a team, group or work context?

It is important to note that there is no right or wrong personality. However, some personalities may be more suited to certain situations.

	Low score (1 or 2)	Middle score (3)	High score (4 or 5)
Extroversion	Likes to spend time alone or thinking quietly. Generally prefers work that doesn't have to involve others.		Usually happier being with others or working in a team.
Detail	Less patience for routine tasks or details and prefers to see the wider view.		Happy to get involved in working with all the details and specifics.
Structure	Often wishes to do things differently and not to have to follow rules.		Likely to have a preference for set ways of doing things (e.g. rules or traditions).

*Which colour combinations are you?*

## More details on each personality scale

### Extroversion scale

Introverted	1	There's nothing they like more than to work independently – performance is at its best under these circumstances. Will almost always choose to do things on their own rather than collaborate with colleagues. Not the kind of person who needs the company of others at work. Very quiet and dislikes being the focus of attention. Gossip is usually of little interest. Something of a loner.
	2	Able to work in a team but prefers to work independently. Will accept some supervision and collaboration with colleagues but work benefits from the freedom to get on with the task in hand. Does not need close contact with people to feel satisfied. Not the kind of person who likes to be the centre of attention. Will help others out but usually prefers to do things on their own.
	3	Able to work independently or as part of a team, as the need arises. Can work well with some supervision and collaboration with colleagues but does benefit from some guidance and contact with others. Would not thrive on constant interaction with others but some involvement is necessary. Can make themselves noticed when need be, but not generally the centre of attention. Will help out others who are in difficulty but sometimes prefers to get on with a task themselves rather than show others what to do.

Extroverted	4		Can work independently, but prefers to operate as part of a team. Does not need close supervision but likes to have guidance to hand. A moderate degree of collaboration with others is wanted and will willingly offer to help others when asked. Not the centre of attention but will not generally be ignored.
	5		Very well suited to working in a team. Greatly benefits from interacting with colleagues and always happy to show others what to do and to help out when they hit a problem. Extremely open person who thrives on frequent contact with others. Stands out in a crowd and is the kind of person that people will turn to for advice or to swap information. Extremely sociable and seeks company whenever possible – is likely to experience difficulties if required to work on their own.

## More details on each personality scale

### Detail scale

Big picture	1		An excellent ability to view issues in their wider context. Particular skill at seeing the broader implications, which prevents them from becoming distracted by unnecessary attention to detail. This suggests the potential to be a very good strategist. Conversely, may lack the attention to detail necessary for a successful tactician. Routine administrative tasks may be seen as trivial and disregarded.
	2		Ability to view work in its wider context. Very aware of the relevance of the task in hand for the overall strategy and understands which aspects are of particular importance. Can see the broader implications rather than becoming overwhelmed by unnecessary detail. Has an intuitive grasp of the overall picture – has potential to be a good strategic thinker, given the right circumstances. Routine administrative tasks are a necessary evil that are carried out with the least possible intrusion upon the more interesting aspects of work.
	3		Strikes a comfortable balance between conscientiousness and an ability to view work in its wider context. Combines a satisfactory but not unduly meticulous degree of attention to detail, with an understanding of the relevance of the task in hand for overall strategy. Concerned about the broader perspective of work, but also sufficiently interested in routine administration to see a task through to the end.
Detail focused	4		Has an interest in overall strategy, but on a day-to-day basis tends to concentrate more on detail. Aware of the wider context of their work but more concerned with the task in hand than its broader perspective. Conducts work with care and likes to see a task through to the end. Generally a well-ordered person who obtains satisfaction from a job well done.
	5		Very conscientious. Attention to detail is of the utmost importance. Very meticulous in all aspects of work; even routine tasks are carried out with the greatest of care. Completing a task to the highest standard gives greater satisfaction than understanding its position in the wider scheme of things. Extremely thorough; it would distress them to produce sloppy or unfinished work.

## More details on each personality scale

### Structure scale

Unconventional	1		It is of paramount importance that work is interesting. Needs a highly stimulating environment that offers a great deal of opportunity to develop new ideas. Dislikes repetition in working life. Nothing excites them more than trying out new ways of doing things. Prides themselves on the ability to be one step ahead. Very decisive and (generally) always feels in control, even when this may not actually be the case; consequently, they may take on too many commitments. An extremely innovative person whose strength is excelling in a rapidly changing environment.
	2		Generally prefers developing new ideas to carrying out tasks according to set guidelines. Tends to perform at best in a working environment that favours the expression of originality over the implementation of existing practice. Can tolerate a small amount of repetitive work but, in order to remain interested, needs to have the opportunity to think up new ideas and find new ways of doing things. May sometimes bend the rules when they feel that they constrain creativity.
	3		Combines a commitment to implementing existing practice with a moderate degree of innovation. Can generally be relied upon to carry out tasks according to the guidelines that have been set but also enjoys having some opportunity to develop new ideas. Performs best in a stable working environment that allows some scope for originality. Generally sticks by the rules but not in such a rigid way that creativity is stifled. Although would soon lose interest in work that was highly repetitive, they do not feel the need always to be generating new ways of doing things.
Tried and tested	4		Effective in carrying out tasks according to set guidelines and performs best in an environment that favours the implementation of existing practice over the expression of originality. Able to think up new ideas and find new ways of doing things, but is best suited to working according to established procedures. A practical person who can tolerate a moderate level of repetition in working life and can usually be relied upon to stick to the rules.
	5		Is likely to experience difficulties when change is required. It is of paramount importance that they should work according to set guidelines. Flourishes in a traditional environment where old values are respected. A very practical person who can tolerate a high degree of repetition in their working life. Good at implementing established procedures. Prefers to focus on one task at a time and can be relied upon not to be distracted by new ideas and novel ways of doing things. In circumstances where existing practices have proved successful, can be trusted to follow them and to not institute unnecessary changes.



## Handout 6: First impressions

Who do you think they are? (e.g. son, daughter, brother, cool dude)

What do you think is important to them?

What do you think they are good at? Why?

What sorts of things do you think they do in their spare time?

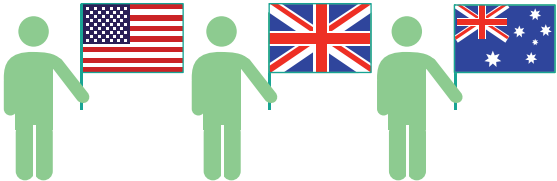
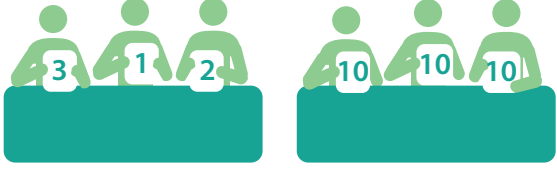

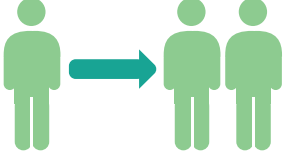
What sorts of things do you think they say?

Where do they live?

Where do they like to hang out?

## Human biases

We all have them, which are yours?

<ul style="list-style-type: none"><li>● Stereotyping</li></ul> 	<ul style="list-style-type: none"><li>● Harsh or soft</li></ul> 
<ul style="list-style-type: none"><li>● Either/or</li></ul> 	<ul style="list-style-type: none"><li>● Generalising</li></ul> 

## Handout 7: Fact versus opinion

<b>Objective fact</b>	<b>Subjective opinion</b>
<b>Assumptions</b>	
<b>Bias</b>	

## Handout 8: Who am I?

	What my partner might guess	My answer
Who am I? (e.g. son, daughter, brother, cool dude)		
What is important to me?		
What am I good at? Why?		
What do I do in my spare time?		
What do I often say?		
Where do I live?		
Where do I like to hang out?		

## Handout 9: 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 10: Who do others assume I am?

<p>What have you learned about the first impressions you have of others?</p>	
<p>What have you learned about the first impressions others may have of you?</p>	
<p>Where can you apply the idea of subjective and objective information? How does knowing this help you?</p>	

## Handout 11: Exploring and sharing assumptions

<p>How will you use different types of question in the future?</p>	
<p>What have you learned about your own questioning technique?</p>	
<p>How did it feel to hear assumptions about yourself? Why?</p>	



## Handout 12: Who on Earth do I think I am? My personal brand

What is my brand? What one word sums it up best?	
What is good and what is not so good about my brand currently?	
What can I do to change my brand if I want to?	
How will this benefit me?	
Is my brand future-proof?	

## Handout 13: Who on Earth do I think I am? The 'onion' and 'personality' models

How does the onion model help me understand myself?	
How might I use the onion model when talking with others?	
What have I learned about my personality? What has surprised me?	
What aspects of my personality are going to help me in life?	
Which might hold me back? When? What could I do about this?	
What have I learned about others? What do I value most in other 'types'?	

## Handout 14: The GROW model

The **GROW** model is a very popular coaching tool, that provides a simple but powerful framework for structuring a coaching workshop, relevant even for untrained coaches. It comprises a process of asking targeted questions that broaden someone's awareness and understanding of their current situation and helps to provide them with the answers they need.

**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. Use the question prompts below to start with. When you become more skilled as a coach you will want to vary these and add your own questions.

### 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?

## Handout 15: 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 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.

## Acknowledgements

Personality Questionnaire based on work from the International Personality Item Pool.

The Onion Model developed from Ready, R. & Burton, K. (2004) *Neuro-Linguistic Programming for Dummies*, John Wiley & Sons Ltd. Used with kind permission.

Audience: Teachers, tutors, mentors

Date of issue: 02-2010

Ref: **00031-2010PDF-EN-01**

Copies of this publication may be available from:

**[www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)**

You can download this publication and obtain further information at: **[www.standards.dcsf.gov.uk](http://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](mailto:licensing@opsi.gov.uk)  
[www.opsi.gov.uk/click-use/index.htm](http://www.opsi.gov.uk/click-use/index.htm)



department for  
**children, schools and families**



When you have finished with  
this publication please recycle it