



Yes Futures  
New Coach Training  
*Congratulations!*

# Yes Futures Team



## Yes Futures Head Office Team Changes

From Administrative Officer...



Tracy

To Finance and Administrative  
Officer

From Programmes and Marketing Officer...



Ollie

To Community Manager

From Impact Manager...



Sophie

To Director of Impact

# Yes Futures Team



## Yes Futures Programmes Team Changes

From Programme Executive...



Hannah



Beccy



Sharon

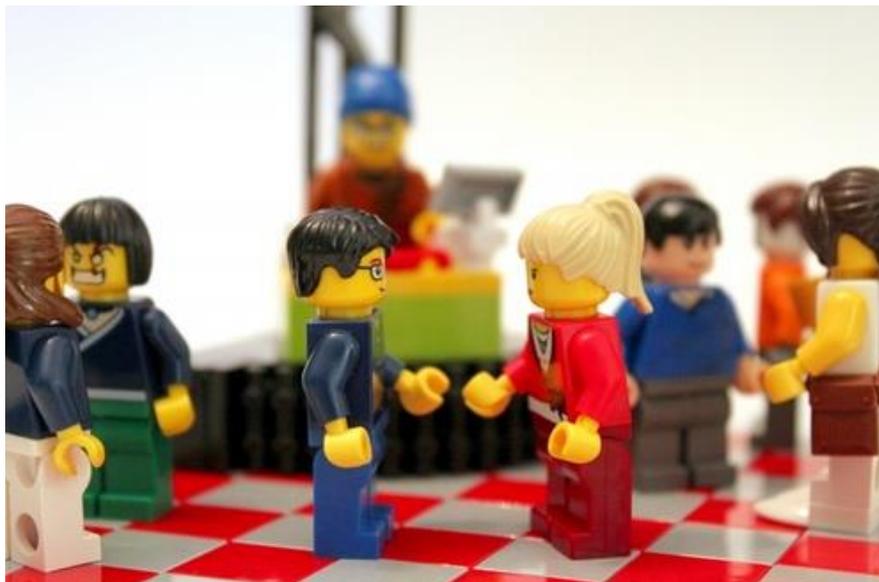
To Programme Manager



# What's happening today

- Getting to know each other
- Introduction to Yes Futures and our IMPACT
- Introduction to the programme
- What is Coaching?
- Practising your first introductions with students
- The online community
- What to expect for your next training session

# Introductions



What is your name?

Where do you live?

What's your favourite animal?

Why you are interested in coaching with Yes Futures?

# The Yes Futures Programmes

## Finding Futures:

- Year 5 & 6 (ages 8-11)

## Rising Futures:

- Years 7-11 (ages 11-16)



# Our IMPACT values



Positivity is at the heart of Yes Futures: a **positive attitude** underpins all our values.

**I**nclusivity - We value the input of our entire community and embrace diversity.

**M**otivation - We are inspired by the results we achieve

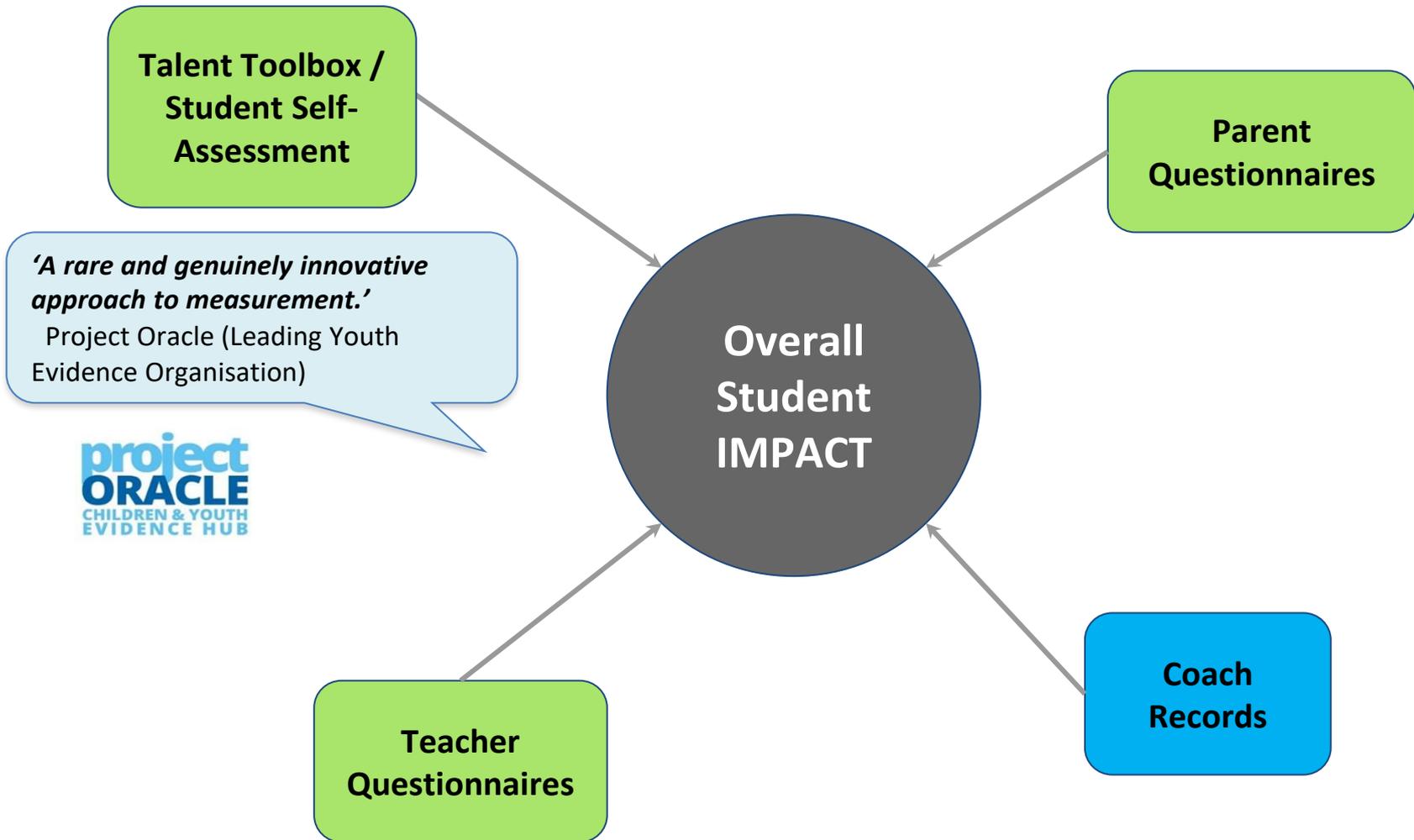
**P**rofessionalism - We are dedicated, passionate experts who deliver excellence.

**A**mbition - We inspire ambition in all the people we work with.

**C**ollaboration - We work together to create lasting impact.

**T**rust - We believe in our programmes and trust each other.

# Impact Measurement





# How will you make an IMPACT?

- Coaches are central to the impact Yes Futures has on young people. This is done through coaching.
- Having open, honest conversations and listening carefully to students
- Keeping clear records of student progress - will explore this more later!
- Sharing feedback during the debrief sessions to the Programme Manager



## Student selection

**Which students can we have the most impact on?**

# Yes Futures Community



We are working together to support one another as a community to have the maximum possible impact on students.

We do this through:

- Engaging with inspirational partners through our World of Work and Play Your Part trips
- Encourage Coach - Coach support through shadowing and feedback during **briefing/debriefing sessions**
- Programme Managers provide ongoing support and optional **Coach Development Plan**
- Head Office team support



## Breakout Rooms:

**What do you think the impact of the pandemic has been on young people?**



# How we have supported students through Covid-19

- Launched our Home Grown Skills - free resources available for every family in April 2020 shortly after school closures. Reached over 12,000 people across the world.
- Developed the My Strengths Toolbox for parents to use at home to support student wellbeing and personal development.

We have early signs of the really positive impact our October programme has had on the 166 students we coached.

**87% of Rising Futures students said that being part of the programme has a positive impact on them**

**75% of Finding Futures gave the programme 5/5 for enjoyment**

**88% of Rising Futures students agree they enjoyed the programme**



## Introducing our March 2021 Programme!

- Welcome session - PM meets the students
- **4 Coaching sessions** - delivered remotely via Zoom
- World of Work - remote session with our WOW partners
- **Play Your Part** - a day trip or in school event
- **Into The Wild** - a day trip or 3-day residential (to be reviewed)



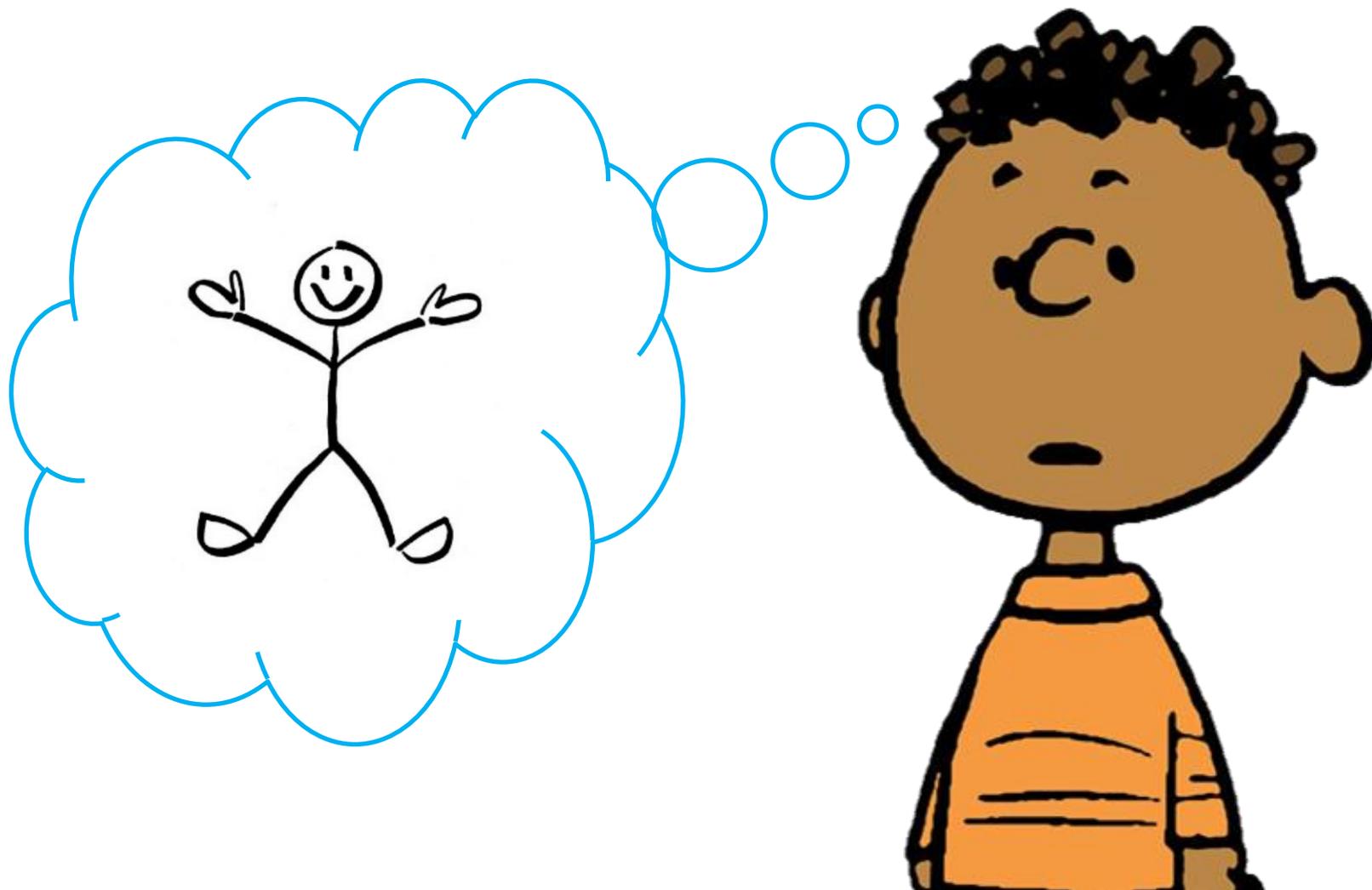
## Introducing our March 2021 Programme!

|                       |                               |       |
|-----------------------|-------------------------------|-------|
| Welcome Session       | PM meet students              | March |
| Coaching 1            | Online                        |       |
| World of Work         | Online                        | April |
| Coaching 2            | Online                        | May   |
| Play Your Part        | Day trip or in school event   |       |
| Coaching 3            | Online                        | June  |
| Into The Wild         | Day trip or 3 day residential | July  |
| Coaching 4/Graduation | Online                        |       |

# Breakout Rooms: What is Coaching?



What makes an effective Coach when working with young people?





# What is Coaching?

*“Supporting someone to come to their own decision or action by asking effective questions.”*

It's a transformative approach with young people because it develops agency and ownership, independent thinking and responsibility.





# Should Coaching be Directive or Non-Directive?

**DIRECTIVE**



**NON-  
DIRECTIVE**

# Open and Closed Questions

*What is the difference?*





# Goal Setting

*S*pecific

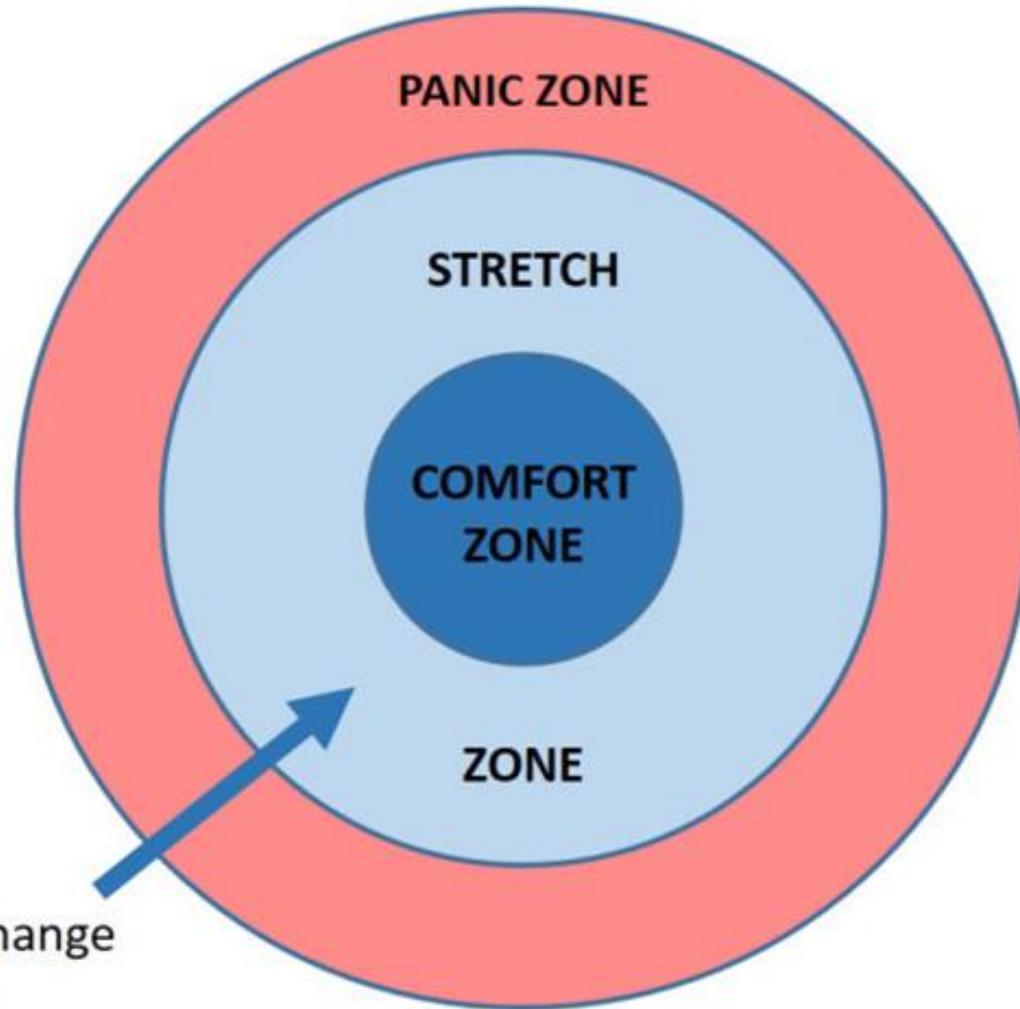
*M*easurable

*A*chievable

*R*ealistic

*T*ime-bound

# Development / Goals



Where change happens

# Coaching, Confidentiality and Safeguarding



## Safeguarding = Child Protection (Child = Under 18)

All staff and volunteers have a responsibility to safeguard children from harm and abuse. This means following procedures to protect children and report any concerns about their welfare to appropriate authorities.

- Regular review of good practise
- DBS checking

- Involvement of parents and carers

- No discrimination or abuse

- Report **facts** not opinions

- **Deciding** abuse – **not** our responsibility.
- **Reporting** suspicions of abuse – incredibly important.

**NSPCC Helpline on**  
0808 800 5000  
**or email**  
help@nspcc.org.uk



## What to do in the event of a disclosure...

- Remember the **confidentiality statement** if a child begins disclosing confidential or sensitive information:

*“It is good that you feel able to tell me this. I do need you to know that if I am worried about you or someone else, I might have to tell [PM NAME] or one of your teachers what you are you are telling me.”*

- Stay calm, listen, reassure, stay positive, record and report.
- Report to your Programme Manager as soon as possible.
- **Confidentiality** is paramount – only share on a ‘need to know’ basis.



# What will your coaching day look like?

| <b>Activity</b>   | <b>Duration</b> |
|---|-----------------|
| Briefing  | 30 minutes      |
| Coaching session 1<br><br>(Programme Manager to deliver introduction followed by one to one coaching session) | 50 - 60 minutes |
| Coaching session 2<br><br>(Programme Manager to deliver introduction followed by one to one coaching session) | 50 - 60 minutes |
| <b>Repeat depending on number of students</b>   |                 |
| De-brief  | 30 minutes      |

Timings will vary between different schools



# Writing coaching case notes

| fx   Example School |                 | Coaching 1 |                             |                                    |                                    |   |                                    |                              |                             |                                    |                                    | Coaching 2                                      |                                    |                              |                             |                                    |  |  |  |  |  | World of Work |  |
|---------------------|-----------------|------------|-----------------------------|------------------------------------|------------------------------------|---|------------------------------------|------------------------------|-----------------------------|------------------------------------|------------------------------------|---|------------------------------------|------------------------------|-----------------------------|------------------------------------|--|--|--|--|--|---------------|--|
| 1                   | Example School  | Coaching 1 |                             |                                    |                                    |   |                                    |                              |                             |                                    |                                    | Coaching 2                                      |                                    |                              |                             |                                    |  |  |  |  |  | World of Work |  |
| 2                   | Example Student | Coaching 1 |                             |                                    |                                    |   |                                    |                              |                             |                                    |                                    | Coaching 2                                      |                                    |                              |                             |                                    |  |  |  |  |  | World of Work |  |
| 3                   | Student name    | Coach      | What did you discuss today? | Breakthroughs/concerns/follow ups? | What goal did they set themselves? | Student reflected well on their skills/progress | Student engaged well with coaching | Programme Executive Comments | What did you discuss today? | Breakthroughs/concerns/follow ups? | What goal did they set themselves? | Student reflected well on their skills/progress | Student engaged well with coaching | Programme Executive Comments | What did you discuss today? | Breakthroughs/concerns/follow ups? |  |  |  |  |  |               |  |
| 4                   | 1 Student A     | Coach A    |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |  |  |  |  |  |               |  |
| 5                   | 2 Student B     | Coach A    |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |  |  |  |  |  |               |  |
| 6                   | 3 Student A     | Coach A    |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |  |  |  |  |  |               |  |
| 7                   | 4 Student B     | Coach A    |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |  |  |  |  |  |               |  |
| 8                   | 5 Student A     | Coach A    |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |  |  |  |  |  |               |  |
| 9                   | 6 Student B     | Coach B    |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |  |  |  |  |  |               |  |
| 10                  | 7 Student A     | Coach B    |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |  |  |  |  |  |               |  |
| 11                  | 8 Student B     | Coach B    |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |  |  |  |  |  |               |  |
| 12                  | 9 Student A     | Coach B    |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |  |  |  |  |  |               |  |
| 13                  | 10 Student B    | Coach B    |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |  |  |  |  |  |               |  |
| 14                  | 11 Student A    | Coach C    |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |  |  |  |  |  |               |  |
| 15                  | 12 Student B    | Coach C    |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |  |  |  |  |  |               |  |
| 16                  | 13 Student A    | Coach C    |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |  |  |  |  |  |               |  |
| 17                  | 14 Student B    | Coach C    |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |  |  |  |  |  |               |  |
| 18                  | 15 Student A    | Coach C    |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |  |  |  |  |  |               |  |
| 19                  | 16 Student B    | Coach D    |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |  |  |  |  |  |               |  |
| 20                  | 17 Student A    | Coach D    |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |  |  |  |  |  |               |  |
| 21                  | 18 Student B    | Coach D    |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |  |  |  |  |  |               |  |
| 22                  | 19 Student A    | Coach D    |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |  |  |  |  |  |               |  |
| 23                  | 20 Student B    | Coach A    |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |  |  |  |  |  |               |  |
| 24                  | 21 Student A    | Coach A    |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |  |  |  |  |  |               |  |
| 25                  | 22 Student B    | Coach A    |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |  |  |  |  |  |               |  |
| 26                  | 23 Student A    | Coach A    |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |  |  |  |  |  |               |  |
| 27                  | 24 Student B    | Coach A    |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |  |  |  |  |  |               |  |
| 28                  | 25 Student A    | Coach A    |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |                                    | ++  | ++                                 |                              |                             |                                    |  |  |  |  |  |               |  |



Guide to Completing Coach Records ▾

Coach Records ▾

Explore





## Have a think about your very first conversation online

- How do you want to introduce yourself?
- How will you set the right boundary and explain what your role is?
- What do you want students to know/not know about you?
- How will you break the ice?
  - What questions could you start with?
    - What year group are they in?
    - What lesson they have they just come from?
    - What did they get up at the weekend?



# Introductions...

- Your name
- Your role - and what does 'Coach' mean?  
What will you do and not do together?
- Our conversations - private but not confidential
- I am a volunteer
- It's just as new and exciting for me!



Breakout Rooms:  
How are you going to  
introduce yourself?



# Yes Futures

## All Coach Training

*March 2021 programmes*



# What's happening today

- Getting to know each other
- Introduction to the March programme
- Role plays: practising Coaching Session 1  
*11:30am - Repeat Coaches option to leave here*
- Role plays: Challenging scenarios
- Top tips: Behaviour management and safeguarding
- Any outstanding admin

# Meet your team



Your name?

Where do you live?

Who would be your number one dinner party guest?



# Programme Managers

**Sharon Armfield**

**Programme Manager**

**Mobile Number: 07535 738292**

**Email Address: sharon@yesfutures.org**

**Hannah Wilkinson-Tough**

**Programme Manager**

**Mobile Number: 07908 687 788**

**Email Address: hannah@yesfutures.org**

**Beccy Somers**

**Programme Manager**

**Mobile Number: 07535 738 293**

**Email Address: beccy@yesfutures.org**

**Twitter: @yesfutures**

**Instagram: @yes\_futures**

**Facebook: Yes Futures**

# Introducing our March 2021 Programme!



|                       |                               |       |
|-----------------------|-------------------------------|-------|
| Welcome Session       | PM meets students             | March |
| Coaching 1            | Online                        |       |
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# Coaching Sessions

## There are 4 Coaching sessions throughout this programme

Students will be split into small groups of between 2 and 9 depending on the full cohort size, school timetables and 'bubbles'.

Each group will have an approx 45-60 minute session which will be split into two parts:

**Part 1 - Group workshop facilitated by the Programme Manager**

**Part 2 - 1-1 online Coaching with allocated Coach (one of you!)**

Generically, all Coaching Sessions include:

- Check in with student - How have they been, etc.
- Review Goal (not in session 1)
- Choose and review one of the Talent areas in the Talent Toolbox
- Set a SMART goal in this Talent area and ask the student to make a note of it in their planner or notebook



# Coaching session 1

## In C1 you will cover:

- Introducing yourself
- Getting to know each other more
- Helping the student understand their strengths and areas of development (using the Talent Scorecard)
- Setting a first goal

Let's get on mural!

# Behaviour Management Top Tips!



## With individuals:

- Praise and positivity early on
- Let students complete the TT themselves
- Show them you are human!



## Remember:

- There is ALWAYS a reason for behaviour.
- Behaviour is something a child does, not something they are.
- You can ask your Programme Manager for support at any time.

## Beyond the sessions:

- Keep reviewing coach records and do them on the same day (or the next).
- Take notes of goals, progress, special things happening in each session so you can show you care/remember in your next session.



# Back to introductions...

- Your name
- Your role - and what does 'Coach' mean?  
What will you do and not do together?
- Set boundaries
- Our conversations - private but not confidential
- I am a volunteer
- It's just as new and exciting for me!

# Social Media



- Like, Share and comment on any photos we post from the Yes Futures Social Media Accounts
- Engage with us! If you've had a great coaching session - tag us and let us know!
- Join our Yes Futures Coaches Facebook Group
- Share any photos you have taken of students on your personal accounts. Only Yes Futures has permission to share photos of the students
- Share private information about students online

# Example



Unsent Tweets



Just had a fantastic coaching session with students from @ExampleSchool with @YESfutures.

This week we set goals to develop confidence.  
#RisingFutures |

 Everyone can reply



Tweet



# Online community

- Join the Yes Futures Coach Facebook group
- Follow us on social platforms
- Through our monthly community newsletter
- Via Whatsapp groups



Yes Futures



Yes\_Futures



@YesFutures



Yes Futures



# Homework

1. Complete the Feedback Survey.
2. Sign the Covid-19 Addendum and Declaration Form (coming to your inbox).
3. Optional: Write a 50 word bio about yourself and send to Ollie, alongside a photograph, to feature as a Yes Futures Coach on our website.



[www.yesfutures.org](http://www.yesfutures.org)

# Thank You & Good Luck!

