



Yes Futures Volunteer Coach Induction Pack



Welcome to the Yes Futures team!

We are extremely excited to have you as a part of our dedicated and talented team at Yes Futures.

Your main point of contact throughout the programme will be your **Programme Manager** who is responsible for managing the day-to-day running of the programme and will be present at all coaching sessions and trips. Should you have any questions, or need any support throughout the programme, please don't hesitate to contact your Programme Manager (you will be provided with their contact details before the start of the programme).

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About Yes Futures

Yes Futures is a multi-award winning charity, established in 2012. Our successful programmes have made a proven difference to the lives of over 1900 young people, and we are rapidly expanding to more schools across the country.

Our vision is a future where all young people are confident, resilient and lead fulfilling lives.

We are achieving this vision through our award-winning personal development programmes, which empower 8-16-year-olds to fulfil their potential. Our **Finding Futures** programme (for primary school students) and **Rising Futures** programme (for secondary school students) focus on building four essential skills: Confidence, Resilience, Communication and Self-Awareness.

All Yes Futures programmes are based on our unique **Yes Futures Curriculum**, composed of four key areas: Personalised Coaching, Play Your Part, World of Work and Into the Wild (see 'What happens during the programme?'). You can read more about our Theory of Change and impact later in this document.

Your Role as a Yes Futures Coach

As a Coach, you are integral to the success of the students on the programme. By working with the same students throughout, you really get to build a relationship with them and see their progress.

As such, **your commitment and attendance at all sessions is crucial**. In exceptional circumstances, if you are unable to make a session, please notify your Programme Manager as soon as possible.

Please refer to your [Role Description](#) for more information about your responsibilities over the course of the programme.

What happens during the programme?

In light of Covid-19 restrictions, we are currently running a slightly adapted version of our programmes. This is subject to change as we regularly review updated guidance, but your Programme Manager will communicate any changes to you.

Our Finding Futures (primary) and Rising Futures (secondary) programmes are run slightly differently but have the same core elements.

Welcome Session: An informative session for students and parents to introduce them to the programme and the Yes Futures team.

Coaching Sessions: Over the six months of the programme, you will have five coaching sessions with each of your students. You will help students to use Yes Futures' award-winning **Talent Toolbox** to document experiences and skills they are developing during the programme. The Talent Toolbox focuses on four key talent areas: **Confidence, Resilience, Communication, and Self-Awareness**. Students set themselves challenging targets throughout the programme and work hard to achieve these.

World of Work: Students join a series of webinars, videos, and live sessions with a variety of employers where they develop a clearer understanding of working life and key employability skills. Students will put their skills into practise in a workshop session, working in small groups.

Play Your Part: Students take part in a social action project focused on the environment, campaigning and advocacy or fundraising.

Into the Wild: The Into the Wild weekend is a celebration for all students taking part in the programme. For this fun, action-packed weekend, students from different schools come together to continue working on their personal goals and, in many cases, overcome their fears.
(Exact details TBC depending on Covid-19 guidelines at the time.)

Graduation Celebration: Students celebrate their achievements throughout the programme and are presented with a certificate, in front of an audience of parents/carers and teachers.
(Option to run online if Covid-19 restrictions are in place.)

Between July – December 2021

Over to You: Students begin their self-coaching journey, taking responsibility for setting goals for themselves.

December 2021 (Optional for Coaches)

Follow-up Day: Run five months after the Graduation, this is a chance for the Programme Manager to check in with students' progress through one-to-one or small group **Coaching Sessions**, prompting students to continue their positive developments and assess longer-term impact.

Progress Presentation: A whole-group session, enabling students to reflect on their development since the programme and share their next steps for the future with their peers.

You will soon receive a detailed timetable with all dates specific to your school(s).

Coach Checklist

Please use the **Coach checklists** below to help you prepare for each session and take note of actions expected of you.

If you have any questions, please contact your Programme Manager who will be happy to help.

Pre-Programme

Before the programme starts, Coaches should:

- Ensure you have provided and completed all paperwork required to Head Office including:
 - Two appropriate references (See [Guidelines on Personal References](#));
 - A scanned copy of an Enhanced Child Workforce DBS Certificate issued within the last three years *or*;
 - Applied for a DBS Check [online](#) and sent three appropriate forms of ID (See [DBS Check Identification Documents](#));
 - Your Coaching Declaration;
 - A photograph for your ID card (for in-school sessions and trips only).
- Reach out to your Programme Manager to confirm you are happy with the dates and arrangements for sessions.

Optional:

- Look at your Coach Development Plan. Think about and send your Programme Manager your own personal goal.
- Write a short bio (no more than 50 words about yourself and send to oliver@yesfutures.org so you can be added to the [team page](#) on our website.
- Write about us on social media! We have accounts with:
 - Facebook – [Yes Futures](#)
 - Instagram – [yes_futures](#)
 - LinkedIn – [Yes Futures](#)
 - Twitter – [@YESfutures](#)
- Join our [Yes Futures Coaches' Community](#) on Facebook.

Before all Coaching sessions:

- Read the email/session plan overview provided by your Programme Manager.
- Ensure you have the Zoom links for your Coaching sessions ready.
- Be ready for your online briefing (approx. 15 mins) with your team.

After all Coaching sessions:

- Complete your Coaching session reflection notes on the Coach Records spreadsheet that would have been shared with you.
- Participate in the reflective debrief (approx. 30 mins) with your team.

Coach Toolbox

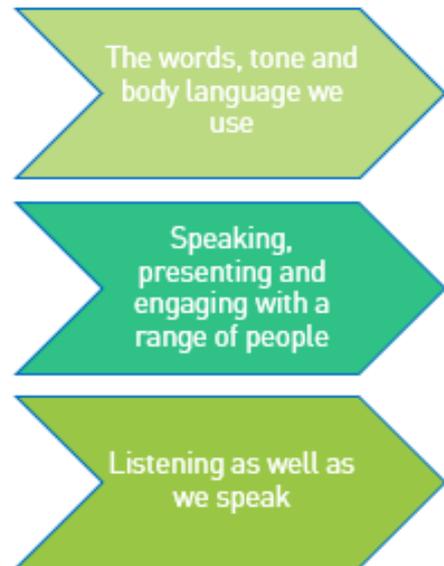
A Guide to the Yes Futures Talents

We find that sometimes our students struggle to understand what is meant by the Yes Futures Talents. Below is some guidance on how you can describe the four Talents in different ways to help guide students if they are struggling to find examples or set targets.

Confidence



Communication



Resilience



Self-Awareness



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An extra note on Self-Awareness

In many ways, Self-Awareness is the hardest Talent to describe and identify. Yet, it is a crucial skill which enables young people to improve in all other areas. Below is some extra guidance to help you when discussing Self-Awareness with your students.

What is self-awareness?	Why is it important?	How can we improve self-awareness?
<ul style="list-style-type: none"> • Knowing strengths and weaknesses. • Understanding triggers (for anger/sadness). • Understanding emotions, beliefs and thoughts. • Learning what makes you unique. 	<ul style="list-style-type: none"> • To recognise negative behaviour and thoughts and change them to positives. • To increase self-confidence. • To help us understand how others see us. • To help us talk about our feelings. • To know how our behaviour affects others. 	<ul style="list-style-type: none"> • Talk openly. • Point out positives. • Have a balanced perspective. • Don't compare yourself to others. • Join a team and identify how your role compares to others.

Effective Coaching Questions

Starting

What would you like to talk about today?
 Where would you like to get to in the next 30 minutes?
 What is the most important thing we should be talking about today?
 How would you like to feel when we leave this session today?

Deepen

Tell me some more about that.
 You mentioned that... Where does that come from?
 What is it about that that is important to you?
 Imagine it is a week/six months/two years from now – what has changed?
 What is the thing that, if changed, would have the biggest impact on your work/time/energy?

Challenge

What are some barriers you might face?
 What might get in the way of you reaching your goal?
 What would it mean to not take that action?
 What would you like to stop doing?
 What are you learning the most from?
 What will happen if things do not change?
 What is the ideal outcome for this problem?

Empathise

What would X say if they were here?
 Who would be the first person to notice a change?
 Who might be impacted by this?
 What reaction might they have?
 What opportunities does it give for X?

Wrapping up

How can I best support you moving forward?
 What do you understand now that you did not 30 minutes ago?
 What do you need to work on in the next week to achieve your goal?
 Who do you need to speak with to make that happen?
 What are you most worried about?
 What do you feel most confident about?

Other useful questions

What do you wish you had more time to do?
 What are you doing best now? Where are you excelling?
 Where are you facing challenges?
 What experience and skills do you need to get to where you want to be/reach your goal?
 Are you getting these experiences and skills now? If not, what can you do?

Remember: ask questions – don't give advice!

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Support throughout the programme

You will have the opportunity to talk to your Programme Manager and other Coaching colleagues through the programme. Please use this opportunity to share feedback and ideas, keep each other informed of changes, and discuss aspects of your role that you are enjoying or need support with.

Your Programme Manager should be your first point of contact if you have any problems or issues. We encourage you to stay in touch with your team and communicate on a regular basis to promote strong teamwork and collaboration.

Additionally, should you need to contact our head office please find the contact details below:

Telephone: 020 8144 4393

Email: info@yesfutures.org

Address: Yes Futures, 3Space International House, Canterbury Crescent, Brixton, London SW9 7QD

Please **ALWAYS** ask if you need help or additional support.

Training

Yes Futures believes strongly in investing in its team members, whether paid or voluntary. You will be given training when you begin your Coaching role which will include an orientation of your role and an introduction to the Yes Futures policies and procedures that are relevant to you.

Your Programme Manager will give you direction and guidance to help you settle into your role. You will receive ongoing support and feedback from them and be kept informed about training opportunities that may benefit you. Please let them know if there is any particular support or training from which you feel you would benefit.

Working environment

All Coaching sessions will be delivered by Coaches remotely (at least to start with) for our March 2021 programmes.

We encourage you to stay in touch via your **WhatsApp group**, our [Yes Futures Coaches' Community](#) on Facebook and the online Coaching team briefings to promote strong teamwork and collaboration.

Benefits to you

Yes Futures is a small, and rapidly growing, charity. By joining us at this critical stage in our development you will have a significant impact on our growth and future success. Please refer to your role description for details on how volunteering with Yes Futures can benefit you.

Your Coach Development Plan

Introduction

Our award-winning programme provides Yes Futures Coaches with full training and ongoing support, enabling you to thrive and develop your coaching skills in a collaborative environment.

As a Yes Futures Coach, you will support your students to set goals, achieve new successes and ultimately learn how to self-coach, so that they are able to continue to practise self-reflection and personal development in the future. Regular self-reflection and positive role modelling enable our students to become more prepared for the challenges of the 21st century. Our programmes have a significant positive impact on our young people, and in turn, will lead them to have a lasting impact on society.

As well as having a tangible, life-long impact on a group of young people, being a Yes Futures Coach will enable you to develop a range of key skills, which will benefit you personally and professionally.

We see our programmes as a unique and hugely valuable opportunity for volunteer Coaches to gain practical coaching experience, whilst being supported by an experienced, dedicated Programme Manager throughout. In this way, our Coaches practise what they preach – by focusing on personal development targets and by being coached themselves!

Your Programme Manager will tailor your development plan to your needs and work with you on a one-to-one basis throughout the programme.

Structure

- **Introduction to the Coach Development Plan:** After the Welcome Session, your Programme Manager will introduce you to this process and how it will work for you Coaching team in more detail.
- **Set your personal goal:** Before the first Coaching session, you Programme Executive will ask you to think of, and share with them, you own development goal(s) for the programme. You will set this on the page overleaf.
- **Ongoing development of coaching skills:** At the coaching sessions, there will be opportunities for your Programme Manager to observe your conversations with students on an informal basis. They will provide you with continued support to help you to develop your skills so that you can provide the best possible experience to your students.
- **Review your progress:** At the midpoint of the programme, you will have the chance to have a 121 call with your Programme Manager to discuss your progress towards your goals, your general reflections on the programme so far, and discuss how your Programme Manager can support you further.
- **General team review:** On the day of the Graduation (your last programme session), your Programme Manager will arrange some time for the full team to celebrate as well as review the programme.
- **Final review of your progress:** After the final session, you will have the chance to have a 121 call with your Programme Manager to review your goals and discuss next steps for your development.

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Your Goal Record

Set your personal goal

My goal is...

Notes

Reflections on coaching sessions

My reflections:

My Programme Executive's feedback:

Mid-programme review

How well are you progressing towards your goal?

How can your Programme Executive help you?

What are your next steps?

End-programme review

To what extent have you achieved your goal?

Any reflections?

What are your next steps?

Managing Challenging Behaviour

This section may be useful if you have the opportunity to experience in-person Coaching sessions or other elements of the programme.

Although we do not anticipate any negative behaviour from our students, we have put together some strategies in case you are required to deal with a child who displays challenging behaviour. These guidelines aim to promote good practice and to encourage a proactive response to supporting students to manage their own behaviour. The following strategies and actions can help with managing behaviour:

1. Rewards:

Some students are rewarded prizes for effectively demonstrating the Yes Futures Talents, but another simple way to reward students is through praise. Being praised for positive behaviour is important for all students, but for children who have behavioural problems it is particularly valuable in keeping them motivated and on task.

2. Build a relationship:

The first thing you can do is try to learn students' names as quickly as possible. Make sure that you are compassionate, friendly, and respectful and try to engage in conversations with students, especially about things that they are interested in.

3. Keep a calm demeanour:

Calmly and clearly explain what you need students to do using non-aggressive and neutral language and tone.

4. Repeat your instructions if necessary:

If a student has not followed your instructions straight away, repeat them more firmly but still calmly. This ensures that the students have heard you and, if they have, it gives them a little extra time to respond. It also lets them know you are prepared to insist on what you want them to do.

5. Take away to the audience:

Young people will act very differently alone than when with their friends. If you have something serious to say – especially if it involves them losing face – take them aside.

6. Get down the students' eye level:

Being on the same eye level with students helps them feel safer and more in control. You show that you are giving them your full attention and it signals that you are willing and ready to engage with them.

7. Remind students that they have a chance:

If a child is engaging in unwanted behaviour remind them that they are in control of this. Remind them of the consequences of unwanted behaviour and give them encouragement and time to display positive behaviour instead.

8. Tell one of the Yes Futures team:

We are here to support you, if you need assistance, or to report an incident that has happened, please tell one of the Yes Futures team.

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Yes Futures' Policies

If you would like to be able to access the full versions of these policies, please contact Tracy, our Finance and Administrative Officer (tracy@yesfutures.org). A summary of the important areas is given below:

Expenses

As a Coach on our March 2021 programmes, you are unlikely to incur expenses. However, we would still like you to know the process in case you attend one of the sessions in person.

Yes Futures offers to reimburse you for reasonable travel costs to and from the venues at which you carry out your role. We expect you to use the cheapest form of transport appropriate for you. If this is by car, we cover mileage **up to 45p/mile**. We expect you to work out a mileage cost that is appropriate to your vehicle and submit a Google Map image of your journey route.

You should not be left out of pocket through supporting the work of Yes Futures. Please notify your Programme Manager if you are incurring other expenses not stated above.

Yes Futures is a registered charity, therefore we need to account for all expenditure and keep costs to a minimum. Claims must be made **within one month** of the expense using an Expenses Form which can be obtained by emailing finance@yesfutures.org. Receipts, tickets and/or your Oyster/Contactless statement must be provided as proof of expense in order to be reimbursed. We aim to reimburse all expense claims within one month. If you are finding that you need your expense claim processed more quickly than this, please contact finance@yesfutures.org.

Expenses are to be emailed to finance@yesfutures.org. Please ensure you have signed (electronically is fine) and dated the expense form before sending having attached all relevant receipts etc.

Insurance

Yes Futures has Employer Liability and Public Liability insurance to cover you while you undertake any work with us. Our insurance does not cover you for driving while working for us.

Health and Safety

Yes Futures' duty to its team members and beneficiaries is to provide a safe and healthy environment in which to work/volunteer and to provide appropriate training and support for you to fulfil your role safely. In return, your duty is to ensure that your actions do not jeopardise your own safety or that of others, and if working on a site (e.g. at a school or partner organisation), to report anything that is unsafe to your supervisor or the person responsible for health and safety if it is not appropriate to resolve it yourself.

In the event of an accident, injury or incident, whilst working on site at a Yes Futures session (e.g. at a school or partner organisation), you should inform your supervisor who will take you through the correct procedures and paperwork.

We prohibit and discourage the use of drugs, alcohol, and firearms. Coaches and students are prohibited from using drugs or alcohol or possessing firearms while engaged in the Yes Futures programmes. Any suspected violations should be reported to your Programme Manager.

Complaints

Yes Futures aims to treat everyone fairly, objectively and consistently. Most difficulties that arise can be resolved between colleagues swiftly and effectively. The Programme Manager is responsible for helping you to solve any problems that you have and resolving your complaints and is also responsible for dealing with any issues relating to your conduct.

If the above route is exhausted or not suitable, please submit your complaint in writing to the Chief Executive of Yes Futures, Sarah Sewell who can be reached on sarah@yesfutures.org.

Equal Opportunities

Yes Futures is committed to treating all team members, beneficiaries and stakeholders fairly. No person will receive more or less favourable treatment on the grounds of race, colour, religion, nationality, ethnic origin, gender, sexuality, disability, marital status or age.

Whilst in your Coaching role, we expect you to demonstrate a respect for diversity and uphold the Equal Opportunities Policy.

Yes Futures recruits team members based on merit and their suitability to do the specified task, subject to its needs and the specific location.

Disaster Recovery Plan

In the event of a serious accident or any other significant incident of any nature that may occur at a Yes Futures session or event that Yes Futures team members/participants attend, it is possible that media interest may follow. If you are approached by the media, the public or professional bodies seeking information or quotes regarding the incident, all members of paid and voluntary staff are directed to very clearly state that they have no comment to make to all questions and that all queries should be directed to the Chief Executive, Sarah Sewell.

Failure to adhere to this process could seriously jeopardise Yes Futures' public reputation and therefore a breach of this could be considered a disciplinary matter.

Confidentiality

You must maintain confidentiality during your time with Yes Futures. By volunteering with us you agree not to use or disclose to any person and confidential information concerning:

- the business of Yes Futures and which comes to your knowledge during the course of or in connection with your role.
- the business of any young person, client, agent, supplier or distributor having dealings with Yes Futures and which is obtained either directly or indirectly in circumstances subject to a duty of confidentiality.

This shall not apply to information which:

- is used or disclosed in the proper performance of your duties or with the consent of Yes Futures.
- is ordered to be disclosed by a court of competent jurisdiction or otherwise required to be disclosed by law; or
- comes into the public domain (otherwise than due to a default by you).

Two important elements of a coaching relationship are trust and respect. During the programme, the student may, at times, confide personal and/or sensitive information about themselves and/or their environment for which they may request confidentiality.

You must not ever promise confidentiality in such situations. Should you come across information which may compromise the student's health or safety in any way, or the health and safety of others in any way, it is your responsibility and requirement to make this known to Yes Futures immediately.

Child Protection

Please read our Safeguarding Policy for full details of our child protection procedures.

DBS Checks: As a Coach you will be in direct contact with young people and will come into contact with sensitive information about young people. For this reason, all our team members are required to undergo DBS Checks.

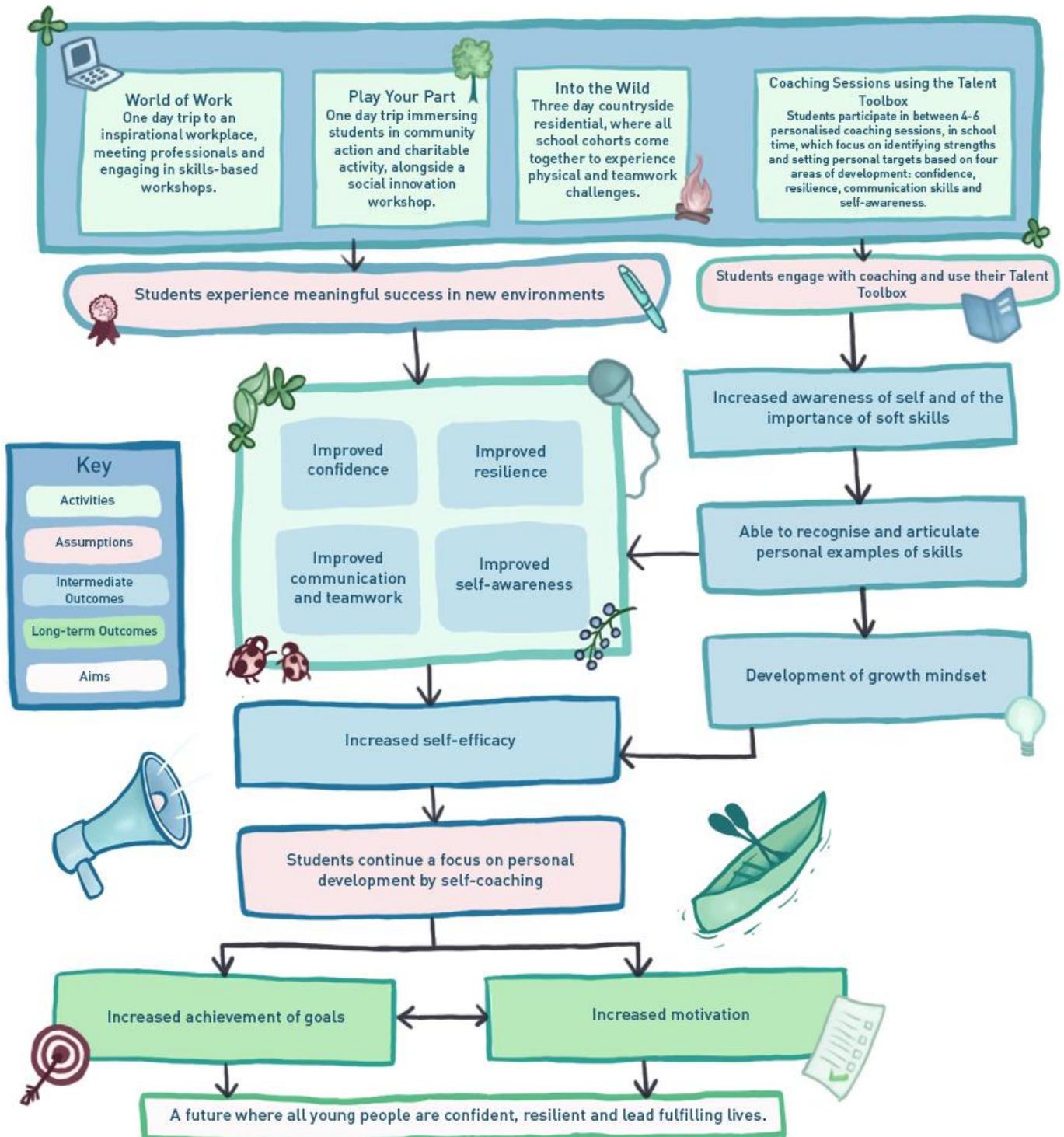
Social networking: For your own protection and that of the young people you work with, please do not communicate with Yes Futures' young people on any social networking sites or accept friend requests or communication from them, unless it is publicly open communication on the official Yes Futures social media sites.

Further communication: Any communication with students beyond the planned programme should be discussed and agreed in advance with Yes Futures and signed off by the student's Headteacher and/or parent/guardian. Any unconfirmed meetings or communications between the Coach and student are not permitted. If they occur, this is not the responsibility of Yes Futures.

Dress code: Remember that you are a role model for your students, and for many of them you will be a key adult figure in their lives. Your choice of clothing and appearance whilst engaging with students, either in person or during an online Coaching session, must not be construed as unprofessional, offensive, inappropriate to a younger audience, or overly promoting of an external product, service, religion, philosophy or brand.

The Yes Futures Theory of Change

All students on the Yes Futures Programmes experience three unique trips and personalised coaching support. Coaching methods are embedded throughout the programme and the Talent Toolbox is referred to during trips as well as actively used during Coaching Sessions.



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The Talent Toolbox

Our award-winning Talent Toolbox provides a structured approach to the development of soft skills and allows you to accurately measure and monitor students.

Students use the Talent Toolbox to create personalised targets and drive their own development. It helps students to familiarise themselves with the type of language they will need to talk about their skills in future university and job applications. Through using the Talent Toolbox, students become excellent self-reflectors, often achieving above and beyond their expectations.

Our approach is endorsed by Project Oracle who named us winners of their 'Evidence Competition' in 2015:



"A rare and genuinely innovative approach to measurement."

Project Oracle (Leading Youth Evidence Organisation)



What does the Talent Toolbox measure?

The tool measures four key areas: Confidence, Resilience, Communication and Self-Awareness. All assessments are evidence-based. This approach avoids biases and ensures reliable, comprehensive data.

Our unique approach was developed through a wealth of primary and secondary research, in consultation with leading organisations in this field: Teach First, Project Oracle and the Centre for Youth Impact.

It has been praised by teachers and impact measurement experts for being rigorous, innovative and impactful as it places students at the heart of the measurement process.

The Talent Toolbox is used to structure conversations during your coaching sessions. We will discuss the Talent Toolbox and its use in more details on the Coach Training Day.

Impact Measurement

Why is Impact Measurement important?

Impact Measurement is at the core of Yes Futures' purpose and values.

We continually use our data to learn, refine programme delivery, and to improve outcomes for the young people with whom we work.

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Our impact data enables us to:

- Produce detailed, school-specific Impact Reports outlining students' progress throughout the programme. These are shared with Teachers, Parents and Students, supporting students to continue their development after the programme.
- Monitor students' progress throughout the programme and ensure the programme is meeting their needs.
- Understand the impact of our programmes and refine our delivery model to have maximum impact.
- Collate impact data across our cohorts to draw conclusions about our impact which we can share with wider stakeholders.

Your Role in Measuring Impact

As a Coach, you have an integral role in our Impact Measurement:

- Supporting students to complete their Talent Scorecards accurately, ensuring they have a good understanding of the questions asked.
- Providing regular feedback on students in Coach Records, highlighting students' breakthrough moments, any areas of concern and their engagement in Coaching.
- Yes Futures Head Office will send out surveys asking your feedback on the programme. Your honest, constructive feedback is crucial in enabling us to continually improve our programmes.
- Yes Futures is an open and flexible organisation, operating with the belief that every member of the team has a role to play in our development. As such, we appreciate your feedback at any point throughout the programme.

Our Approach to Measuring Impact

We use a range of methods to evaluate outcomes: our award-winning Talent Toolbox, questionnaires designed internally to measure specific skills and qualities, and qualitative observations of students' progress.

Much of our data is self-reported and relates to students' perception of their progress throughout the Yes Futures programme. This is critical to our approach since our programmes aim to improve students' reflection skills and enable them to recognise their strengths and areas for development. In order to add robustness to these results, we also ask parents and teachers to report on the changes they have seen in students throughout the programme.

Our impact measurement spans across three areas:

Students' progress in our four key Talent areas

- Students use their Talent Toolbox to measure progress in the development of four key skills: **Confidence, Resilience, Communication** and **Self-Awareness**. Students give a numerical indication of how many examples they have of demonstrating each skill, providing an **evidence-based approach** to self-evaluation. Students complete this at the beginning, middle and end of the programme.
- Parents/carers complete a baseline and end of programme questionnaire where they are asked whether they have observed an improvement in their child's development of the four Talents.
- Teachers complete a baseline and end of programme questionnaire where they are asked whether they have observed an improvement in their students' development of the four Talents.
- Coaches give observational feedback on students' progress in the four Talent areas throughout the programme.

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Students' experience on the Yes Futures programme

- Students complete a pre- and post-programme questionnaire, responding to a series of statements with either strongly agree, agree, neutral, disagree or strongly disagree.
- These statements give an indication of students' enjoyment of the programme and its role in preparing them for the future.

Changes in students' attitudinal views

- The pre- and post-programme questionnaires also ask students to respond to a series of questions which give more information about attitudinal dispositions, such as perceived levels of motivation and achievement.
- Coaches also give observational feedback on students' progress in these areas through the programme.

Throughout the programme, we expect students to become more aware of their strengths and weaknesses and this improved judgement in itself is a key outcome of the programme. This means that students are likely to become more critical and reflective of themselves towards the end of the programme than at the start.

As with all approaches to impact measurement, there are limitations in our ability to counteract bias and we sometimes find that the comparison of students' judgements at the beginning and end of the programme is not reflective of the progress they have made, because of their improved self-awareness. We use a range of measurement methods, including triangulation of students' self-evidenced responses with responses from teachers and parents, as a way to reduce bias.

You can find our latest [impact data](#) on our website.

My Strengths Toolbox

In March 2020, along with the rest of the UK, the Yes Futures team went into lockdown and the way we worked changed dramatically. Our school programmes were paused, and we looked for a way to continue supporting young people during this time.

Research found that almost half of young people did not feel they have control of their lives, greatly impacting their overall wellbeing. The lockdown presented many challenges, and some young people were worried about returning to school.

Behind the scenes, members of the Yes Futures team had been working on a new workbook that could be used outside of our usual programmes and we quickly worked to complete it ready to pilot with 30 schools. The pilot was evaluated by ImpactEd. Please ask our Director of Impact Sophie if you would like to read their final report.

My Strengths Toolbox for Parents

Following the initial pilot, we created a package for parents to share with their children over the summer break. Presented in a colourful box, alongside a pen, stickers, inspirational post-it notes, and other free gifts, it was promoted as a reflective workbook to support young people as they prepared to return to school following lockdown, as well as flourish in their futures.

My Strengths Toolbox was launched for pre-order in July 2020 with orders being delivered in early August to allow young people and their families to see the benefits before the return to school in September.

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Benefits to the Child:

- Establish routines to manage stress and maintain positive wellbeing.
- Build resilience and boost self-esteem.
- Become confident in their strengths.
- Establish a habit of goal setting.
- Set ambitious targets for the future.
- Feel prepared for returning to school.

Benefits to the Family:

- Start open conversations with your child about their strengths.
- Develop the language to discuss wellbeing as a family.
- Set goals to work towards together.
- Identify challenges being faced.
- Build meaningful routines into your home life.
- Develop tools to draw upon in the future.

Strengths System

Launched in September 2020, the Strengths System evolved out of the My Strengths Toolbox pilot and is our second product for schools.

The Yes Futures Strengths System is a package of personal development resources, designed to support Key Stage 3 students to understand their strengths and how they can use them to be successful. It is a comprehensive personal development curriculum, perfect for tutor time or PSHE lessons. The package consists of 12 weeks of lesson plans with PowerPoints and resources, including group discussion ideas and activities, and a copy of My Strengths Toolbox for each student.

The Strengths System was developed in response to the understanding that there were going to be new challenges to face upon the return to school in September 2020. It was developed to assist teachers with their worries about their students' mental health, and young people who are worried about their futures.

Designed to support students as they return to school after lockdown, the Strengths System enables students to:

- Develop techniques to manage stress and maintain positive wellbeing.
- Build resilience and boost self-esteem.
- Become confident in their strengths.
- Establish a habit of goal setting.
- Set ambitious targets for the future.

You can read more about the [Strengths System](#) on our website.

We are always looking to support more young people, so if you are interested in finding out more about any of our products or programmes or know of any schools that you think might be interested, please contact Sophie our Director of Impact (sophie@yesfutures.org).