

## Background to Positive Steps

Positive Steps is a charitable trust that delivers a range of support services for young people, families and adults in Oldham, Rochdale and Tameside. We are the commissioned provider for careers information, advice and guidance for targeted young people in those areas and deliver IAG to students in over 50 schools and colleges across those areas as well as Bury and Manchester.

We employ a Training & Development Manager who is a NLP Master Practitioner to develop resources and tools to enhance all the work that we do. The content of the sessions contributes to the Gatsby benchmark of Good Career Guidance and is delivered by qualified Career Advisers.

## Reaching Higher Programme

The programme uses tested techniques and practices from careers guidance, psychology, coaching and neuro-linguistic programming (NLP) to help young people to better understand how their brain functions so they can manage their progress towards achieving their goals – in this case accessing Higher Education. It draws upon collaborative work that Positive Steps has undertaken with Steve Peters, the well-known sports psychiatrist, whose clients include a range of famous sporting teams such as the GB 2012 Olympic Cycling team. Workshops will seek to challenge, encourage, inspire and promote aspirations of the young people involved. **Participants will each be provided with a range of resources, including a set of Power Cards and an overview of the learning points from the programme.**



### 5 X 1-hour sessions – INDIVIDUAL SESSIONS OR FULL PROGRAMME CAN BE PURCHASED

#### Session 1 – Jobs for the future:

*Gatsby Benchmark 2: Learning from career and labour market information*

We highlight how automation and advances in technology are phasing out low skilled jobs but creating jobs at a higher level. What does this mean for the students? We explore the skills that cannot currently be replaced by technology (tact, empathy, creative thinking, etc.) and help students identify what jobs might reduce and the job roles that might be created in the future based on labour market information.

#### Session 2 – The Chimp Paradox:

*Gatsby Benchmark 3: Addressing the needs of each student*

Introduction of The Chimp Paradox based on Steve Peters model. We highlight how the emotional brain (Chimp) can often make us feel anxious, stressed, low in confidence, angry etc. This can lead to rash decisions or actions that we later regret to which there are consequences. We use videos and activities to enable students to understand their emotional and rational brain.



## Session 3 – The Chimp part 2:

In this session we start to look at the influence of ‘the troop’. We highlight positive and negative influences of the troop with videos and discussion and ask students to identify people in their troop.

We introduce techniques to manage emotions to enable students to feel more confident about making rational decisions. This is particularly useful around exam situations, avoiding risky behaviour, feeling anxious or low in confidence.

## Session 4 – Higher Education

*Gatsby Benchmark 7: Encounters with further and higher education.*

We introduce Higher Education and ask students to consider their understanding of what Higher Education is. Using activities, quizzes and videos we help students to understand the different Higher Education pathways, as well as emphasising the points made in session one, that is, how automation is resulting in the creation of more jobs at advanced levels which can be accessed via Higher Education, either vocationally or academically.

## Session 5 – Power Cards/Planning for Success

*Gatsby Benchmark 3: Addressing the needs of each student*

We ask the students what their understanding of success is and then use positive role models including the GB Olympics team and Antony Joshua to visualise career success and how this can take several years to achieve: from having a dream and making this a goal, then creating and implementing a plan to help you to achieve success. We then link this to their education (school, FE, HE).

We use the power cards to illustrate the sigmoid curve and promote how the ‘plan, do, review’ model can increase their chances of achieving a set goal.

## Expectations from Schools and Colleges

- Identify relevant students, especially those from target areas
- Provide suitable facilities for delivery of the sessions including ICT
- Provide a member of staff to be in attendance at all sessions
- Agree dates and times for programme delivery

## Contact Details

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