

# Innerscope Online

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## FACILITATOR'S HANDBOOK

For Teachers and Parents/Guardians



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# Innerscope Online

## REMOTE LEARNING EDITION

### Welcome to Innerscope Online

#### Introduction

Our work with secondary school students nationwide, allows us to appreciate that student engagement can be a tricky science to master.

Arguably, this challenge can be intensified when students are being asked to reflect and share their own personal insights, perspectives and opinions.

In some instances, you might find that students are keen to participate and contribute to discussions and exercises, while others may appear more reluctant.

This handbook has been designed to accompany your existing toolbox of facilitation techniques that make for engaging learning discussions with the students you work with.

#### Contents:

1. The Innerscope Coaching Cycle
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8. Social reflection and personal reflection
9. Make it relevant!
10. The '3 R's' of Resilience - Helpful information for episode 9
11. 30 additional Innerscope coaching questions



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### The Innerscope Coaching Cycle

The Innerscope Coaching Cycle is a simple and effective way for Parents/Guardians, peers and Teachers to offer skilful support to students. Through the collaboration of high support and high challenge, the model is comprised of reflection based questions, problem solving, and creative thinking and then concluded with action steps and accountability.

Each aspect of the cycle is equally important, which is why we have provided you with additional coaching questions on the following page, should you need them. These additional questions can be used at home, in schools, colleges universities and even work.

Refer to these (plus the additional 30) questions at any point during your journey with Innerscope Online in order to enhance your progress.

### Reflection Questions

- What are you doing right now that is working well for you as a student?
- What are you doing or not doing that is not working for you as a student?

### Problem Solving Questions

- What can you do about the things which are not working so well for you as a student?
- What could you do differently? Using your imagination, what else can be done?
- Who could help?

### Action Question

- What can you do this week in order to make a start?



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### Innerscope Online Session Format

The following are the steps needed in order to facilitate your Innerscope Online programme:

Step 1: Play the episode at the beginning of the week.

Step 2: The coaching questions provided are to aid personal and academic reflection for your students.

Step 3: We have also provided coaching questions and challenges to be used/asked by Parents/Guardians or Teachers for students to use throughout the week. You can use these questions in order to aid follow up coaching sessions with your students or you can encourage your students to reflect independently during the week.

**\*Please note that students can type their answers to the questions directly into the workbooks from a laptop or desktop computer.\***



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### Setting High Expectations

At Innerscope we are often quoted for saying to students, “these coaching sessions are like sandwiches - you get out of them what you put into them”!

Setting high expectations for the reflective aspect of the programme is very important as the pre-designed coaching questions play a fundamental role in helping students shift from intention to action.

As a Facilitator, be intentional with spelling out what high engagement looks like for you and invite your students to adopt this approach by communicating that this attitude will in turn contribute to their progression and attainment.

**E.G.** "So as we start this programme, I really want to see you bring your best for the journey ahead. I am looking for thoughtful responses and creative solutions. Be sure to let me know if you need me to explain anything you are unclear about. Let's do this!"



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### A Culture of Celebration

At Innerscope we believe that an effective way to encourage and increase academic aspirations for students is through celebrating what we would like to see students replicate.

You will notice that throughout the programme, students are encouraged to celebrate wins and we define “a win” as achieving a milestone that is on track with a student’s WHY.

The following is a list of examples from past students that have participated in Innerscope programmes:

- **“ I stuck to my rhythm of revision this week”**
- **“ I spent time focusing on a subject that I have been avoiding for months”**
- **“ I give my phone to my mum when I study now”**

By celebrating the positive activities that students have accomplished outside of the coaching sessions, it implicitly encourages them to engage with the activities that take place during the sessions as they realise that there is a correlations between the reflective sessions and their wider school life.



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### Warm Up Questions (Engaging ALL students)

Our team has worked hard to design questions that can spark meaningful conversations with students, nevertheless, we appreciate that some students may need additional help in order to access this aspect of the programme.

We have found that simple warm up questions can help break the ice by fostering an initial conversation that can then transition to the pre - designed coaching questions.

Below are a list of simple, easy to access warm up questions which you can use to foster ice breaker conversations with your students.

- **What stood out to you from this week's video?**
- **Who can give me a detailed recap regarding what this week's episode was about?**
- **What was the name of the University that Kelvin was invited to as a visiting practitioner? (Episode One)**
- **What was Kelvin's Why? (Episode One)**



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### Stories Eat Boredom For Breakfast

When we deliver training to teachers, a mantra we often use is “stories eat boredom for breakfast”. As a result, you will notice that the use of narrative is a preferred method of teaching we use at Innerscope as opposed to a dry didactic methodology.

Remember, the stories don't have to stop with us. We have witnessed some very powerful moments take place when teachers have shared their WHY with students or reflected on their academic journey, for example. It's a great way to bring the sessions to life, so feel free to reflect on your own journey and share whatever you think is relevant and most importantly, useful for the students you work with.

### Affirmation goes a long way

At Innerscope we recognise that asking students to share their reflections and opinions with others is a very brave thing to do. As a result, we encourage that when students step out in this way, facilitators are to intentionally acknowledge their contribution consistently.

We have found that intentionally highlighting the contributions that students make during sessions, heightens the likelihood of future engagement and participation.

We also encourage that when doing so, being specific about particular comments that were shared by students, adds substance to the affirmation and decreases the chance of students feeling patronised by generic overenthusiastic affirming statements

E.G. Good point, Sam. A revision plan is a great way of reducing the likelihood of procrastination.





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### Social Reflection and Personal Reflection

When facilitating the reflection questions, it is common for some students to display reluctance when asked to make a contribution that involves their own experiences or perspectives. In such cases we have learnt that asking students to reflect more broadly enables them to draw on their personal insights at a latter point during the session.

#### Social reflection questions:

- What do you think is a common blind spot for students in your year group?
- What is a common distraction for students in your year group?
- What are common revision techniques that you have seen other students use?

#### Personal reflection questions:

- What is a blind spot for you?
- Name three of your top distractions as a student?
- What is a revision technique that you use that might not be working for you?



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### Make It Relevant

We have found that when students are clear that what they are being asked to reflect on, directly applies to their lived experience as students, they are more inclined to engage with Innerscope coaching sessions.

The recognition that our content is immediately applicable enables students to appreciate that what they are learning could add to their progression academically and personally.

Below are questions which can help facilitators draw out the significance of the content from the programme by making the themes relevant for students.

- Why is it **important** for students to know what their blind spots are?
- Why is it **helpful** to know what your WHY is a student?
- Do you think it is **useful** to think about the impact your friends have on your learning?



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## BOUNCE - WHAT ARE THE '3 R'S' OF RESILIENCE?

The concept of **resilience** seems to be an ever increasing buzz word and an essential aspect of many school environments today. However, it would appear that in many cases, as important as academic and emotional resilience is, many students have a limited understanding of the impact of this invaluable asset. At Innerscope, we have adopted an evidence based approach in order to unpack the concept of resilience for students. Research suggests that there are three characteristics that reoccur in the lives of those who display high levels of resilience in the midst of significant adversity. We refer to these characteristics as the three R's of resilience. Doing so makes this often under-utilised concept accessible and practical for your students.

**Responsibility** - We encourage students to take full ownership for their learning and to be active stakeholders in their academic progression. Through consistently challenging students to assume responsibility for their learning, they are encouraged to appreciate how the choices they make and actions they take can make a significant contribution to fulfilling their WHY. Links can also be made with the approach of the Participant and Pioneer from our 4P's framework.

**Reach out for help** - Research suggests that individuals who display significant levels of resilience often exhibit a willingness to ask others for help when needed. Throughout the programme, students are encouraged to think strategically about how their own social capital can contribute to their academic progression. They are asked to identify specific friends, relatives and teachers who they can approach for additional support for the academic year ahead.

**Reframe your challenges** - The ability to effectively reframe is a deeply advanced skill that is a great asset to the emotional intelligence of students. Throughout the programme, we encourage students to consider what it would look like to draw out learning from the challenges, mistakes and misfortune which has arisen from their learning, and in some cases, their lives.



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## INNERSCOPE COACHING QUESTIONS

Use these questions at any point during your journey with Innerscope Online in order to enhance your progress.

### 10 Reflection Questions

1. What has been a highlight for you recently and what can you learn from this?
2. What are your strengths and how have you made use of them recently?
3. What are you avoiding?
4. What is a key area that you need to take responsibility for?
5. Did you try your best this week?
6. Can you name an area in your learning where you have improved?
7. Name one thing that you are proud of right now?
8. What is a challenge that you are facing right now?
9. What does it look like when you are at your best?
10. What will you do to rest this week?

### 10 Problem Solving/Creative Thinking Questions

1. How could you describe this problem in another way?
2. Who could you reach out to for support in this area?
3. What is great about this problem?
4. How would Einstein solve this problem?
5. Can this challenge be broken down into sections?
6. What is one small thing you can do in order to approach this problem?
7. What type of support do you need in order to move forward?
8. Is there an opportunity for you to grow from this?
9. What would make your current approach even better?
10. What are you doing right now that is not working for you as a student?



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## INNERSCOPE COACHING QUESTIONS + CELEBRATING WINS

### 10 Action Based Questions

1. What is your plan?
2. What is one decision you can make TODAY that would make a big difference?
3. What is one small step that you can take which will get you started?
4. When will this be complete by?
5. What is getting in the way and what could be done moving forward?
6. How will you celebrate a win this week?
7. When will you rest this week? Or What will you do for fun this week?
8. What is one thing that you would like to do exceptionally well this week?
9. Who can you speak to who could help?
10. How will make use of your strengths this week?

### Continue celebrating WINS?

As you journey through the programme, continue to encourage your students to celebrate their WINS! As described on page 6 (a culture of celebration), this truly goes a long way!

Examples of personal wins could be:

“ I stuck to my rhythm of revision this week”

“ I spent time focusing on a subject that I have been avoiding for some time”

“ I give my phone to my Mum when I study now”



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## KEEP IN TOUCH

We trust that Innerscope Online is an easily accessible resource which can be gone through by any student with the support of a Parent/Guardian or Teacher. We understand, though, that you might have additional questions about the work your student is going through. In these instances, we would be more than happy to help.

**Please get in touch with us at: [info@innerscope.co.uk](mailto:info@innerscope.co.uk)**

We will endeavour to get back with you within 48 hours of your email being sent.

