



The Next Step to My Success

Developed by the Points of You Team, this activity represents one of the infinite ways educators worldwide can use The Coaching Game to support their teaching and learning objectives. The Next Step to My Success can be used as an individual or group activity.

Facilitator:

Teachers, counselors, principals and support personnel

Supplies:

Points of You - The Coaching Game, recorded music (iPod and speakers, CD player, etc.), customized action plan/insight worksheets (if desired), timer

Number of Participants:

One (1) to 20 students aged 9 and up

Objectives:

- To help students observe and explore how and where they would like to see themselves at school --academically, with peers, in relationships with teachers, as well as their overall attitudes toward school and education.
- To allow students to take a “positive” time out from the school’s daily routine, to meet or encounter themselves, from a variety of perspectives, and to encounter classmates through unique points of view as well.
- To help students clarify effective next steps in achieving personal success at school





NOTE: You can focus on any of the objectives outlined, or, adjust them as needed for the specific outcomes you desire.

Time: Two-to-3 hours total, depending on number of participants. This time can be divided into three, 35 to 60-minute sessions or equivalent class periods, where the schedule does not allow for an uninterrupted session.

Room/space Set-up:

The ideal room set-up is a circle of chairs or cushions with no tables or desks serving as a barrier between students. In cases where this kind of circle seating is not possible, try to make even subtle changes in desk/chair placement to change the atmosphere and help students move out of their regular states of being.

Facilitator Preparation:

At least 20 minutes before conducting this activity, sit down and review the session plan.

Consider the following questions:

- What do I want to achieve from this activity?
- What are the exact aims I'm going to communicate to the participants?
- On which issue or objectives am I going to focus?
- Have I allotted sufficient time to accomplish the desired outcomes including time for:
 - Participants to share meaningfully
 - To complete each stage of the process
 - Breaks
- Which stories/quotes/question from the Coaching Book will I use while facilitating the activity and why?
- Do I have all the materials I need to conduct this activity, such as the Coaching Ticket note pad/pre-designed worksheets on which students will record their insights and action plans?



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Activity Process - Step-by-Step:

1. Introduction

Explain the aims and importance of this activity and what students can gain from it! Describe the time frame and the process as follows:

“We have a total of two (2) hours for this activity. Don’t worry, we will take breaks. In fact, I’m going to conduct this activity in three stages. In the first stage, we will focus on _____ (identify the objective). In the second stage, we will focus on _____ and so on...”

The most important thing I want you to remember is that this activity is a game - it is an interesting and powerful game, during which there will be lots of fun.”

2. Define the game rules: (our suggestions)

a. Each participant will have time to share his/her own point of view. He/she can share and say whatever they want, everything appropriate is ok. The Points of You team recognizes that teachers and other educators must support and endorse school rules, so please adjust this rule accordingly.

b. Each participant will decide within him/herself how deep and sincere he/she wants to share. If a participant decides not to share and be involved, it is also ok, so long as s/he plays and listens.

c. This game offers you a great opportunity to express yourself, and each student is encouraged to do so. To demonstrate support for one another, no talking is allowed while someone is sharing. This rule allows you to really listen deeply, so that you can hear and accept different points of view with less judgment. NOTE: As the facilitator, you are allowed to speak and ask questions. Explain this distinction to students.

d. Once a participant is finished his/her sharing, there will be time for the classmates to ask clarifying questions and the offer their own points of view on what the each participant has shared.



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NOTE: Allowing time for each student to share consumes a great deal of time, so make certain you have time for this in advance. Further, when allowing students to offer their points of view on what classmates have said, you should introduce the concept of “feedback,” to help them understand that their opinion and perspective is just that, theirs alone. Stress that our individual points of view are part of infinite number of perspectives. They are not right or wrong and we need no try to force others to our “side.” In the Coaching Game, each person decides for him or herself what to take from this session and embrace, and what to leave behind.

Stage 1- Exploration and expanding of points of view

1. Spread the cards on the floor, facing up and ask each participant to choose 3 cards: (You can write on the board the focus for each card as below so they can see it all the time)

Card 1: reflects my place in school at the beginning of the year

Card 2: reflects\represents my place in school now.

Card 3: reflects the place I wish to be in (by “x” period of time).

2. Give the participants five (5) minutes to go over the cards and to choose the ones that suit them. (Option: Play soft music while they are choosing their cards. Select music that will support the ambience you want to create in the room).

- Tell students that they can choose cards based on the topic that appears on the card, the photo, the topic and photo together, or for some other reason.
- It is okay for participants to choose more than three cards if they find it difficult to decide. Don't suggest this at the beginning of the activity, but certainly allow it if a student asks, or if you think it will help a student participate more fully in the process.



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3. After all participants have selected their cards, ask them to return to their seats and place the cards in front of them. When the group has settled, begin the sharing session.

- In cases where two participants want the same card, give them time to develop a solution by themselves. If they are unable to do so, suggest they both use the same card.

4. When a participant is sharing, use the following questions to help him or her go deeper and to keep the rest of the group connected:

- Can you describe to us the photo on the card?
- Do you like the photo? Why? If not, why not?
- What is the topic or word on the card?
- How do you relate to the topic? What does it mean to you?
- How does this card reflect your place in the school in the beginning of the year/ today/where he/she wants to be?
- Why you chose these cards? Which other cards did you consider?

5. Once a participant finishes his/her sharing, you can allow the group to relate their perspectives and/or ask questions. In between the sharing (every 3-4 participants) you can read a relevant story, question or quote from the Coaching Book. Just read the selection, let it echo through the room and move on.

After all participants have had a chance to share, ask them to place the cards back in the center of the room, facing up.

Facilitation Option:

To help individuals work on planning for success, guide them in using the Past, Present, Future process chart found inside The Coaching Game kit.



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Stage 2 – The bridge from here to there

Ask each participant to choose two (2) cards that represent the tools, skills or resources that they believe would help them achieve their success. Have the group follow the processing steps outlined for Stage 1.

Stage 3 - Taking an action, making a change!

1. Ask a volunteer to briefly summarize the task or objectives of Stage one or Stage two. Have this same participant (or another) share the next step(s) they need to take in order to achieve their success (or in the case of Stage 2, the step(s) they wish to take to get them from “here to there.”)
2. Explain to the group that the “next step” is a metaphor or call for taking action. When making a change, it is often wise to start small, doing something over which they have control, and that is not dependent on someone else or outside sources.

Continue to explain that their “next step” or action is very powerful, because it will be an expression of their willingness to trust in themselves and to “go with” themselves, doing what they think they should do. Finally, taking action or considering next steps can be uneasy task for participants because:

- It is focusing them to be practical
- It can be confronting to declare in front of the group
- Encouraging him/her to move through the block and connect to the power of intention by first “thinking the action”, then saying it quietly to himself or just one other person, and then saying it out loud.
- Helping the student clarify which small action is totally up to him or her. Being clear about one’s ability to act purposely and determine one’s own course can be the beginning of the change he/she desires.



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- Asking other participants if they have suggestions or advice for their friend. Inviting the group to applaud all after each participant declares his/her first small action toward success.
 - Offering a series of ongoing meetings designed to help and support participants in taking the steps as well as in sharing success and difficulties
4. Close this activity by wishing participants good luck in achieving their goals. Remind the group that anything is possible and that small actions can lead to big results! You might also read selected text on taking action or making change in the Coaching Book.

Enjoy and pay it forward...



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