

## contact us

For more information about the North East Collaborative Outreach Programme and FutureMe, please visit us online or contact us:

online [www.futureme.ac.uk](http://www.futureme.ac.uk)

email [info@futureme.ac.uk](mailto:info@futureme.ac.uk)

telephone 0191 208 3539

linkedin North East Collaborative Outreach Programme

twitter [@futureme\\_ne](https://twitter.com/futureme_ne)



This work is being carried out as part of the Office for Students' National Collaborative Outreach Programme.



# futureme mentoring sessions

2019/20

# welcome

## Welcome to the FutureMe Mentoring Sessions Brochure 2019-20.

Within this booklet you will find the full range of mentoring sessions available to your identified NECOP students, aimed at enabling their understanding of higher education through interactive and relatable sessions.

Year 9 students will be able to access interactive group sessions in small groups of seven, followed by one-to-one mentoring sessions with an undergraduate FutureMe Mentor.

Year 10 and 11 students will also work with a FutureMe Mentor, in small groups of seven, with a choice of higher education modules to suit their needs.

All FutureMe activities have been developed in line with the North East Regional Progression Framework and cover one or more of the following themes:

1. Introducing higher education
2. Routes to further and higher education
3. Attainment and how this supports progression
4. Financial support for further and higher level study
5. Applying to further and higher education
6. Transition to further and higher education.

Activities have been individually aligned to best practice frameworks, including the Gatsby Good Career Benchmarks, Career Development Institute Framework and the PSHE Association requirements.

Your FutureMe Project Coordinator will work with you, as part of your delivery planning processes, to plan FutureMe mentoring sessions to fit with your school priorities and the needs of your students.

**We hope you and your students find FutureMe mentoring engaging and worthwhile!**

## contents

04 year 9 mentoring sessions

06 year 10/11 mentoring sessions

10 what is needed to host futureme activities?

# year 9 futureme mentoring sessions

04

05

topic	description	gatsby benchmark	cdi framework	regional progression framework	pshe association
<b>Finding My FutureMe - Launch Event (Y9)</b>	An opportunity for students and their parents/carers to hear more about the FutureMe programme, how they will benefit from being involved, why they have been chosen to take part, and get to meet their undergraduate mentor.	7. Encounters with further and higher education	10. Making the most of careers information 14. Identifying choices and opportunities	<b>Phase:</b> Introductory <b>LO1.</b> Introducing higher education	<b>Social:</b> Use a range of social skills; Participate, volunteer and cooperate <b>Spiritual:</b> Explore beliefs and experience; Enjoy learning about oneself, others and the surrounding world
<b>Level 10 Me</b>	Students have the chance to think about what success or 'level 10' looks like in different areas of their school work. They'll reflect on how satisfied they currently are and how they can progress to the next level up!	3. Addressing the needs of each pupil 7. Encounters with further and higher education	1. Self-awareness 2. Self-determination 3. Self-improvement as a learner 17. Managing changes and transitions	<b>Phase:</b> Introductory <b>LO3.</b> Attainment	<b>Moral:</b> Offer reasoned views <b>Spiritual:</b> Enjoy learning about oneself; Reflect <b>Numeracy:</b> Use of tables/diagrams to display information and measure progress
<b>My Future Career</b>	In this session, students will complete a number of activities that will help them explore careers and professions. They will reflect on what is important to them when thinking about a 'career', with a specific aim of considering their futures and affirming what it is they love to do.	3. Addressing the needs of each pupil 7. Encounters with further and higher education	1. Self-awareness 4. Exploring careers and career development	<b>Phase:</b> Introductory <b>LO2.</b> Routes	<b>Social:</b> Using a range of social skills <b>Spiritual:</b> Enjoy learning about oneself, others and the surrounding world
<b>Onwards and Upwards</b>	Students will have the opportunity to explore and research a range of post-16 options and qualifications. Reflecting on their own career aspirations, students will be encouraged to consider their own post 16 options to prepare for their future journey.	3. Addressing the needs of each pupil 7. Encounters with further and higher education	1. Self-awareness 14. Identifying choices and opportunities 17. Managing changes and transitions	<b>Phase:</b> Introductory <b>LO2.</b> Routes <b>LO5.</b> Applying	<b>Social:</b> Participate, volunteer and cooperate <b>Moral:</b> Offer reasoned views <b>Spiritual:</b> Enjoying learning about oneself and others; Reflect <b>Literacy:</b> Speaking and listening
<b>The 5 Ws of Higher Education</b>	By the end of the sessions students will be able to answer the 5 Ws of higher education. What is higher education? Where can students go? When do you go on to higher education? Why do people choose higher education qualifications? Who goes to study in higher education?	2. Learning from career and labour market information 3. Addressing the needs of each pupil 7. Encounters with further and higher education	1. Self-awareness 4. Exploring careers and career development 14. Identifying choices and opportunities 17. Managing changes and transitions	<b>Phase:</b> Introductory <b>LO1.</b> Introducing higher education <b>LO4.</b> Finance <b>LO5.</b> Applying	<b>Social:</b> Appreciate diverse viewpoints <b>Moral:</b> Offer reasoned views <b>Spiritual:</b> Explore beliefs and experience
<b>Know My Strengths</b>	An interactive opportunity for students to consider their transferable skills and recognise their importance. The session concludes with a hands on discussion of GCSE choices and the link to future careers.	3. Addressing the needs of each pupil 7. Encounters with further and higher education	1. Self-awareness 2. Self-determination 17. Managing changes and transitions	<b>Phase:</b> Introductory <b>LO6.</b> Transition <b>LO5.</b> Applying	<b>Spiritual:</b> Enjoy learning about oneself and others; Reflect <b>Literacy:</b> Speaking and listening <b>Numeracy:</b> Use of graphs and diagrams to present information
<b>Taking Action</b>	As we come towards the end of the programme, in this session students will create their own action plan to help them achieve personal goals and achieve their best 'FutureMe'!	3. Addressing the needs of each pupil 7. Encounters with further and higher education	1. Self-awareness 2. Self-determination 3. Self-improvement as a learner 11. Preparing for employability 14. Identifying choices and opportunities 15. Planning and deciding	<b>Phase:</b> Introductory <b>LO2.</b> Routes <b>LO3.</b> Attainment <b>LO6.</b> Transition	<b>Social:</b> Use a range of social skills <b>Spiritual:</b> Enjoy learning about oneself; Use imagination and creativity; Reflect <b>Literacy:</b> Speaking and listening skills

# year 10/11

## futureme mentoring sessions

06

07

topic	description	gatsby benchmark	cdi framework	regional progression framework	pshe association
<b>Finding My FutureMe - Launch Event (Y10/11)</b>	An opportunity for students and their parents/carers to hear more about the FutureMe programme, how they will benefit from being involved, why they have been chosen to take part, and get to meet their undergraduate mentor.	<ul style="list-style-type: none"> <li>2. Learning from career and labour market information</li> <li>7. Encounters with further and higher education</li> </ul>	<ul style="list-style-type: none"> <li>10. Making the most of careers information</li> <li>14. Identifying choices and opportunities</li> </ul>	<p><b>Phase:</b> Introductory/ Development</p> <p><b>LO1.</b> Introducing higher education</p>	<p><b>Social:</b> Use a range of social skills; Participate, volunteer and cooperate</p> <p><b>Spiritual:</b> Explore beliefs and experience; Enjoy learning about oneself, others and the surrounding world</p>
<b>My Future Path</b>	During this session, students will reflect on their current subjects, highlighting those they are most interested in and using them as a foundation to map out how to identify and reach their future career goals. To help them, they will be shown how subjects can overlap and relate to different work sectors.	<ul style="list-style-type: none"> <li>2. Learning from career and labour market information</li> <li>4. Linking curriculum learning to careers</li> <li>7. Encounters with further and higher education</li> </ul>	<ul style="list-style-type: none"> <li>7. Investigating jobs and labour market information</li> <li>14. Identifying choices and opportunities</li> <li>17. Managing changes and transitions</li> </ul>	<p><b>Phase:</b> Development</p> <p><b>LO2.</b> Routes</p> <p><b>LO3.</b> Attainment</p> <p><b>LO6.</b> Transition</p>	<p><b>Social:</b> Use a range of social skills; Participation, volunteer and cooperate</p> <p><b>Spiritual:</b> Explore beliefs and experience; Reflect</p> <p><b>Literacy:</b> Speaking and listening</p>
<b>Student Finance Myth Buster</b>	Students' will increase their knowledge about the different elements of student finance. Through interactive activities and case studies, students will explore the impact of a student loan during and after their studies. By the end of this session, students will be able to challenge any misunderstandings and misconceptions that their friends and family may have with myth busting facts.	<ul style="list-style-type: none"> <li>3. Addressing the needs of each pupil</li> <li>7. Encounters with further and higher education</li> </ul>	<ul style="list-style-type: none"> <li>13. Developing personal financial capability</li> <li>14. Identifying choices and opportunities</li> </ul>	<p><b>Phase:</b> Development</p> <p><b>LO4.</b> Finance</p>	<p><b>Social:</b> Use a range of social skills; Participate, volunteer and cooperate</p> <p><b>Spiritual:</b> Explore beliefs and experience; Enjoy learning about oneself; Reflect</p>
<b>Time Management</b>	This session will put all that students know about time management in to practise, with a focus on how to use these skills to make the important transition into independent learning, ready for their exams and beyond.	<ul style="list-style-type: none"> <li>3. Addressing the needs of each pupil</li> <li>4. Linking curriculum learning to careers</li> <li>7. Encounters with further and higher education</li> </ul>	<ul style="list-style-type: none"> <li>1. Self-awareness</li> <li>2. Self-determination</li> <li>3. Self-improvement as a learner</li> <li>4. Exploring careers and career development</li> <li>15. Planning and deciding</li> <li>17. Managing changes and transitions</li> </ul>	<p><b>Phase:</b> Development</p> <p><b>LO3.</b> Attainment</p> <p><b>LO6.</b> Transition</p>	<p><b>Social:</b> Use a range of social skills; Participate, volunteer and cooperate</p> <p><b>Spiritual:</b> Explore beliefs and experience</p>

# year 10/11

## futureme online mentoring sessions

topic	description	gatsby benchmark	cdi framework	regional progression framework	pshe association
<b>Options after School</b>	This session will allow students to find out about the different options available to them after school, exploring both traditional study options and vocational routes.	<ul style="list-style-type: none"> <li>2. Learning from career and labour market information</li> <li>7. Encounters with further and higher education</li> </ul>	<ul style="list-style-type: none"> <li>4. Exploring careers and career development</li> <li>5. Investigating jobs and labour market information</li> <li>14. Identifying choices and opportunities</li> <li>15. Planning and deciding</li> <li>17. Managing changes and transitions</li> </ul>	<p><b>Phase:</b> Introductory</p> <ul style="list-style-type: none"> <li>LO2. Routes</li> <li>LO4. Finance</li> <li>LO5. Applying</li> <li>LO6. Transition</li> </ul>	<p><b>Social:</b> Use a range of social skills; Participate, volunteer and cooperate</p> <p><b>Spiritual:</b> Explore beliefs and experience; Enjoy learning about oneself; Reflect</p>
<b>A Day in the Life in Higher Education</b>	An insight into the life of students who have taken different journeys in to further and higher education, from their study experiences to what they get up to in their spare time. Students can explore what kind of student life would best suit them, including an insight into the differences in studying at home or away.	<ul style="list-style-type: none"> <li>2. Learning from career and labour market information</li> <li>7. Encounters with further and higher education</li> </ul>	<ul style="list-style-type: none"> <li>4. Exploring careers and career development</li> <li>13. Developing personal financial capability</li> <li>14. Identifying choices and opportunities</li> <li>15. Planning and deciding</li> <li>17. Managing changes and transitions</li> </ul>	<p><b>Phase:</b> Development</p> <ul style="list-style-type: none"> <li>LO1. Introducing higher education</li> <li>LO2. Routes</li> <li>LO6. Transition</li> </ul>	<p><b>Social:</b> Use a range of social skills; Participate, volunteer and cooperate</p> <p><b>Spiritual:</b> Explore beliefs and experiences; Reflect</p> <p><b>Literacy:</b> Speaking and listening</p> <p><b>Numeracy:</b> Consideration of managing budgets and money; Use of tables</p>
<b>Where do I want to be in 10 Years?</b>	Rounding up the other workshops, this session will provide students with the opportunity to explore and discuss their goals in detail and apply their knowledge of progression routes to make sure their 'FutureMe' is all they hoped it would be.	<ul style="list-style-type: none"> <li>3. Addressing the needs of each pupil</li> <li>7. Encounters with further and higher education</li> </ul>	<ul style="list-style-type: none"> <li>1. Self-awareness</li> <li>2. Self-determination</li> <li>3. Self-improvement as a learner</li> <li>15. Planning and deciding</li> <li>17. Managing changes and transitions</li> </ul>	<p><b>Phase:</b> Development</p> <ul style="list-style-type: none"> <li>LO1. Introducing higher education</li> <li>LO2. Routes</li> <li>LO5. Applying</li> <li>LO6. Transition</li> </ul>	<p><b>Social:</b> Use a range of social skills; Participate, volunteer and cooperate</p> <p><b>Spiritual:</b> Explore beliefs and experience; Enjoy learning about oneself, others and the surrounding world; Reflect</p>

## what is needed to host futureme activities?

All staff who deliver sessions on behalf of FutureMe will bring all resources for their event and will aim to make the activity as easy as possible for you to set up.

*However we will need some assistance with the following:*

### Room Setup

Mentoring activities are suited to delivery in a classroom to enable students to work collaboratively around tables to complete their interactive tasks.

Any one-to-one mentoring should take place in a safe, open environment to encourage discussion, with a staff member on hand in the event of any queries.

### Group Sizes

FutureMe mentoring is available to small groups of seven students in Year 9, 10 or 11 and will be delivered as small group sessions. For Year 9, the small group sessions will be supplemented with follow up one-to-one meetings with the FutureMe mentor.

### Staff Support

School staff arranging FutureMe sessions are asked to ensure that students arrive promptly and that staff remain on hand in the event that any queries or issues arise.

### Equipment

We ask that all rooms have a laptop/computer access, projector, internet access and sound where possible.

If there are circumstances when this isn't possible, please discuss this with your FutureMe Project Coordinator who will be able to discuss alternative solutions.

### Student Engagement

Whilst we understand that not all students will wish to progress to higher education, we request that all students identified for participation in FutureMe activities are fully informed of what they will be participating in and why they have been identified to take part.

Should any students be unable to attend a session as planned, please inform your FutureMe Project Coordinator as soon as possible as this may affect the delivery of the scheduled activity (e.g. mentoring).

