

Working 2:1 Guidance

Context

You may be paired to work with 2 students initially or you may find yourself coaching two students to cover for an absent coach. We work in this way to ensure that every young person that is eligible to work with us, is able to access the opportunity.



We understand working with two students rather than one might be daunting, but 2:1s can actually be a really positive experience.

Top Tips

- Go into the session open minded. Lots of students work better in a small group and are able to support one another to complete activities
- Set expectations of how you will be working together from the outset
- Get pupils to work together - treat the activities like group work, or a conversation
- Get students to compare ideas with one another, and make use of follow up questions like “do you feel similar or different about this?” and “can you think of any other ideas your partner may have missed?”. Remember, this is a great opportunity for them to build their confidence and conversation skills as well
- Set one student off with an individual task from the handbook if you need to focus on the other student
- Split your time evenly between them
- We work closely with the school to pair students appropriately. If you are concerned about your pair working together, raise this with your Transition Manager as soon as possible
- During session 4 allow both pupils to attend both sector role model calls. It will be a great learning experience, and helps keep both pupils engaged.

Examples

<p>Session 1: Activity 3: Who am I?</p>	<p>Have students complete the Buzz quiz and spend time analysing their results by giving them space to compare their similarities and differences. <i>e.g. Student A it says that your strengths are ... Student B can you tell me a time when you might have seen them display this strength? What strengths have you got that are similar?</i></p>
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<p>Session 1: Activity 4a: What are you good at?</p>	<p>Take time to explain that no skill is better than others and different people will have different skills. Have them complete the activity independently, and then compare if they have any of the same boxes ticked. You can then ask them to help each other - identifying where the other has skills and thinking of examples for each other.</p>
<p>Session 2: Activity 2b: Your subsectors</p>	<p>Split your time with both students. Have one working independently filling in their handbook with information about their chosen sub sector and spend time discussing the results with your other young person. Then swap. If they have any that are similar or the same you can research together.</p>