



Become a Professional Life Coach for Children and Teenagers



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There has been a noticeable increase in mental health issues among young people, necessitating early intervention and support. Research conducted by the NHS in the UK reveals a staggering 54% rise in young people seeking treatment for mental health concerns since February 2020. The surge in demand has overwhelmed the NHS, resulting in waiting lists of up to two years. This situation has also taken a toll on teachers, with a reported 90% of them facing mental health challenges. Only a quarter of school staff will be aware of a young person's mental health difficulties.

Early intervention is crucial, considering that 50% of mental health problems begin by the age of 14. This trend is observed worldwide. The number of skilled professionals working with young people falls far short of demand.

Introducing “Life Coaching to Children and Teenagers” - An Online Course

Life coaching provides a solution-focused approach that aims to foster self-awareness, build confidence, enhance resilience, improve social skills, and support achievement in many areas, including academics, sports, and personal growth. With nearly 30 years of experience working with thousands of young people, teachers, and parents, HelpingKids has developed a simple yet highly effective coaching method using three stages and four key strategies.

Stage 1: Building a Relationship of Mutual Trust.

Stage 2: Empowering Young People and Boosting Their Confidence.

Stage 3: Resolving Underlying Emotional Issues.



Strategy 1: Self-Awareness - We help young people understand the workings of their minds, the reasons behind their experiences, and how to effectively manage their emotions.

Strategy 2: Tools and Techniques - We provide specially adapted tools and techniques to address specific situations, ensuring success in different contexts.

Strategy 3: Experiences - We offer "light bulb moments" that transform young people's perspectives and feelings about themselves.

Strategy 4: Humour and Games - We create positive change within our young clients and have fun.

“Life Coaching to Children and Teenagers” provides comprehensive training on each of these strategies and stages, equipping practitioners with everything they need to support young people effectively from day one. The course is designed to be engaging and experiential. Students learn through practice. This ensures they feel fully prepared to assist their young clients.



Who Will Benefit from This Course?

This course is designed for individuals already involved with children or teenagers, and those who aspire to work with them. Whether you are a counsellor, a practitioner of other modalities seeking to expand your expertise, a youth worker desiring new tools, or a parent, teacher, or school staff member looking to better support young people, this course is tailored to you.

Your coaching expertise can then be utilised to establish a life coaching business, integrate into your current work, or enhance your family life.

The course prioritises experiential and participative learning, allowing practitioners to engage in guided practice sessions with peers. From the ninth class onward, practitioners can conduct supervised practice sessions with young people (subject to safeguarding documentation and required DBS or similar certification).

While the course demands a significant time commitment over four months, the personal rewards are immeasurable. Occasional absences are acceptable as long as they are justified. Active contribution and participation are integral to the assessment process.

We have made every effort to ensure this course is comprehensive, rewarding and enjoyable for practitioners. The outcome depends on the strong commitment of our students throughout the four-month duration.

About HelpingKids Instructors and the Course

Amy Moser and Javier Orti, the directors of HelpingKids Ltd and creators of this course, bring nearly 30 years of experience working with young people.

Amy is a Master Practitioner of Neuro-Linguistic Programming (NLP). Her diverse background includes an MSc in Communication and a BA in English Literature. Amy has trained with Relate in London and uses art therapy techniques for kids. She is a Certified Positive Intelligence (PQ) Coach and Self-Worth Academy Associate. Amy worked in London, Abu Dhabi and Chicago.

Javier is a Master Practitioner and trainer in NLP and a clinical hypnotherapist. After two decades in the corporate world, Javier pursued his passion for working with young people and founded HelpingKids in 2014. He collaborates with schools in West London and provides online support to young people worldwide. Javier is a member of the National Council of Integrative Psychotherapists and has specialised in life coaching for children and teenagers since 2010.

Amy and Javier firmly believe in teaching through experience and exposure to learning opportunities. This principle applies not only to their young clients but also to themselves and future practitioners. As a result, the course is designed to be highly experiential, combining different approaches.

While the comprehensive manual provides practitioners with the academic knowledge to become life coaches, experiential lessons ensure safe practice and continuous feedback. Required out-of-class practice sessions offer further experience and opportunities for learning from fellow students. Engaging in child-related out-of-class activities such as podcasts, movies, and books fosters self-reflection and adds an element of fun.





Course Structure and Content

There are 11 online classes scheduled between September and December 2023, following the structure outlined in the "Life Coaching to Children and Teenagers" course manual. Classes are Wednesdays, 6 - 9 pm (UK time) in Zoom. Note Daylight Savings time changes 29 Oct to 5 Nov.

- **13 Sept:** Introduction - Understanding the Role of a Life Coach for Children
- **20 Sept:** Lesson 1 - Gaining Insight into the World of Young People at Each Stage of Development and Meeting Their Needs
- **27 Sept:** Lesson 2 - Establishing Rapport and Building Connections with Children
- **4 Oct:** Lesson 3 - Identifying Patterns of Information and Understanding Young People's Perspectives
- **11 Oct:** Lesson 4 - Bringing It All Together: The Three Stages of the Coaching Process

Note: No classes will be held during the weeks commencing 16 and 23 Oct, due to the half-term break.

- **1 Nov:** Lesson 5 - Utilising the Four Strategies and 15 Tools/Techniques to Effectively Assist Young People
- **8 Nov:** Lesson 6 - Incorporating the Fourth Strategy: Coaching Young People with Humor and Games
- **15 Nov:** Lesson 7 - Involving Parents and Teachers: Sharing 10 Techniques for Effective Collaboration
- **22 Nov:** Lesson 8 - Working with Modern Families: Navigating Contemporary Family Dynamics
- **29 Nov:** Lesson 9 - Practising Safely: Understanding Safeguarding Measures, Document Management, GDPR Compliance, and Confidentiality
- **6 Dec:** Lesson 11 - Final Assessment

Practitioners are expected to thoroughly review the relevant manual lesson before each online class. Approximately half of the class time will be dedicated to teaching, while the remainder will consist of supervised guided practice sessions, including valuable feedback.

Between lessons, practitioners will be required to undertake a series of tasks to meet their learning hours. Some tasks are mandatory, while others offer freedom of choice.

Mandatory Tasks:

Observation and Reflection (Journaling): Practitioners will set goals for observing young people in various settings, such as playgrounds or homes, to gain insight into their behaviours and reactions. These observations will be documented using a reflection sheet.

Practice: Practitioners will collaborate with two other classmates to engage in practice sessions. Each practitioner will be assigned a task to deliver during these sessions, and feedback will be provided using the provided reflection and feedback sheet.

Free Choice Tasks:

Practitioners can select from a range of additional learning options to complete their required learning hours. These options include reading recommended books, watching suggested movies, viewing freely available videos, or listening to podcasts. A comprehensive list of suggestions will be provided, and practitioners may propose alternative materials, subject to validation. After engaging in these activities, practitioners will complete a weekly reflection form online.

Certain materials, such as books or movies, may involve additional costs. There are numerous free alternatives. Instructors are open to further recommendations from practitioners.





Certification

To obtain certification, practitioners must meet three criteria: accumulate proven and valuable hours of dedicated learning through out-of-class tasks, demonstrate strong performance during class through ongoing assessments, and participate in final in-class practice sessions.

Out-of-class task assessments will require practitioners to achieve the minimum hours of additional learning as recommended and validated by submitting online reflection forms. The criteria used for assessment include the usefulness and applicability of observations.

Ongoing assessments will take place each week, with instructors collecting observations from all students. Assessment areas will cover organisation, participation, preparation, interaction with clients (real or role play), technical understanding, delivery of information, and contributions to others.

The final assessment will be conducted on the last day of the course, where practitioners will be given specific tasks to perform during a role-play exercise with a classmate.

Throughout the course, practitioners will have access to their hours tracking and performance indicators. Ad-hoc feedback sessions will be provided to those who require additional support after the fourth and eighth lessons.

Accreditation

The course is currently undergoing accreditation for Continuing Professional Development (CPD). Additionally, in the coming months, the course will be certified by a UK Higher Education Institution. The process is well underway, but please note that the first cohort may not automatically receive certification from this institution.

Cost and Payment

The full course, which accounts for 600 hours of education, will cost £3,500. However, as part of the pioneer group, you will receive a significant discount of nearly 60%, reducing the final cost to £1,500.

**Only 20
spots available!**

If you are interested, we invite you to schedule a no-obligation introductory call with Amy and/or Javier. During this call, you can gather more details and have any questions you may have addressed. Contact us via email, phone or QR code.



We look forward to helping you embark on this transformative journey as a professional life coach to children and teenagers. Together, we can make a positive impact on young lives and contribute to their overall well-being and success.

