



FUTURE FRONTIERS COACH TRAINING



TODAY'S SESSION

1.

Quick recap of Introductory Training

2.

Building Skills

3.

What's Coming Up & Next Steps

SESSION AIMS

- Build skills that will help you to confidently deliver the coaching sessions
- Practise these skills using some of the handbook activities
- Understand your next steps to complete before Session 1

KEY MESSAGES FROM THE INTRODUCTORY TRAINING



We run a three-phase, two-year programme. You are the critical first step!



Students are in Year 10 - first year of their GCSEs



We work with a specific group of students, who their teacher selects to take part



You will work through handbook activities with your student

ANSWERING YOUR QUESTIONS



**YOUR
STUDENTS'
SCHOOL
CONTEXT**

- INSERT SOME SPECIFIC SCHOOL CONTEXT
- USE BULLET POINTS OR TEXT IN CIRCLES

CREATING A SAFE SPACE THROUGH LANGUAGE

**Check your
biases**

**Promote
positive
gender
messaging**

**Learn your
student's
name**

**Avoid making
assumptions
based on
physical
characteristics**



PART 1: BUILDING SKILLS



**ENGAGING
YOUR
STUDENT**

**SUMMARISING
AS YOU GO**

**ASKING
GOOD
QUESTIONS**

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**HELPING
THEM MAKE
GOOD
CHOICES**

**RESPONDING
TO THEIR
RESPONSES**

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WHY IS ENGAGING YOUR STUDENT IMPORTANT?

1.

Help them feel comfortable

2.

Get the most out of the programme

3.

Build their confidence

HOW TO WORK TOGETHER

- Acknowledge these expectations
- Physically refer back to them
- Ask them how they like to learn

Ask for help
if you don't
understand
something

Let your
coach
know how
you learn
best

Keep an
open mind
to new
ideas

Take a
break if
you need
to

GETTING TO KNOW EACH OTHER

To ask your coach

Why do you want to be a coach?

What are you most excited about?

What do you think you'll get out of coaching?

Your coach to ask you

Why do you want to take part in coaching?

What are you most excited about?

What do you think you'll learn about on the programme?

GETTING TO KNOW EACH OTHER

To ask your coach

Why do you want to be a coach?

What are you most excited about?

What do you think you'll get out of coaching?



4
mins

What might you say in answer to these questions? Role play this exercise in pairs

GETTING TO KNOW EACH OTHER

Your coach to ask you

Why do you want to
take part in coaching?

What do you
think you'll learn
about on the
programme?

What are you most
excited about?

KEEP IT SIMPLE

- Encourage
- Listen
- Be positive
- Empathise

Be patient - engagement will look different for every young person!



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WHY IS ASKING GOOD QUESTIONS IMPORTANT?

1.

Some students struggle to move beyond answering 'yes' or 'no'

2.

Helps us to think about the purpose of the question

3.

Helps us to check student understanding

4.

Encourages the student to further their thinking

TYPES OF QUESTIONING

Closed Questions	Open Questions
Answers are more factual	Answers are more descriptive
Start with: <i>would, do, what...</i>	Start with: <i>how, why, explain...</i>
Is nursing a good job for you?	Why do you think you'd be a good nurse?
What job would you like to do?	How do you feel about having an office-based job?
Shall we choose this course?	Why do you think you like this course?

TYPES OF QUESTIONING



Open questions

What makes you feel this way?

How do you feel about continuing to study this subject?

Why do you like this subject?

What's your favourite subject?

Closed question

Do you enjoy school?

**OPEN
QUESTIONS**

Why do you feel...

Tell me more about...

Why do you think that...

How do you feel about....

What's your opinion on...

HANDBOOK ACTIVITY - WHO AM I?

The **Buzz Quiz** will help students explore what they're good at and what they enjoy, so that they can pick a career that matches up with these.



5
mins

Go to
<https://www.coleggwent.ac.uk/buzz-quiz>
to complete the quiz

HANDBOOK ACTIVITY - WHAT ARE YOU GOOD AT?

ACTIVITY 3a: WHAT ARE YOU GOOD AT?

This activity will help you think about what you're good at and why. Understanding your skills will help you decide what you'd like to study in the future and what careers might suit you.

Look at the list of skills below and tick those which sound most like you (or add your own). Think about the skills linked to your animal type in the last activity to help you.

<input type="checkbox"/> Working as part of a team	<input type="checkbox"/> Being organised	<input type="checkbox"/> Maths and numeracy	<input type="checkbox"/> Coming up with new ideas	<input type="checkbox"/> Leading others	<input type="checkbox"/> Presenting to others
<input type="checkbox"/> Being creative	<input type="checkbox"/> Taking responsibility	<input type="checkbox"/> IT and computing	<input type="checkbox"/> Creative writing and English	<input type="checkbox"/> Solving problems	<input type="checkbox"/> Sticking to a task
<input type="checkbox"/> Learning new things	<input type="checkbox"/> Helping others	<input type="checkbox"/> Working independently	<input type="checkbox"/> Making things	<input type="checkbox"/> Communicating with others	<input type="checkbox"/> Performing



5
mins

Look at this handbook activity. What kinds of questions could you use to facilitate pupil thinking?

slido



What kinds of questions could you use to facilitate pupil thinking in this activity?

① Start presenting to display the poll results on this slide.

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WHY ARE OUR RESPONSES IMPORTANT?

1. Support students who aren't sure yet
2. Support students to develop their thinking

**SUPPORT
STUDENTS
WHO AREN'T
SURE YET**

- Either/or
- Start with a closed question
- I do, you do
- Recall information
- Sit with the discomfort

HANDBOOK ACTIVITY - WHAT ARE YOU GOOD AT?

ACTIVITY 3b: WHAT ARE YOU GOOD AT?

Being able to give examples of how you've demonstrated your skills can help prepare you for applications and interviews in the future. This activity will help you think about how you've developed different skills.

Add your top three skills from the last activity to the grid below and think of an example of a time you've demonstrated each skill. You could think about an example from school or an activity you do in your own time.

Your skill	How have you demonstrated this
e.g. Helping others	Being a school ambassador and showing new students around school and helping them to settle in.
e.g. Being creative	Recording my own music at the studio in my youth club.
1	
2	
3	



4
mins

Read the scenarios which outline pupil responses to this activity. Draft some responses *you* would use to support pupils in these situations

HANDBOOK ACTIVITY - WHAT ARE YOU GOOD AT?

1.

You start by asking your student 'which skills would you like to put in your top three?' and they respond by saying 'I'm not sure'

2.

Your student selects 'leading others' as one of their top skills. However, they then say they don't think they've ever actually demonstrated this

3.

Your student shares the example that they'd like to put for 'working independently'. However, you feel that this example actually demonstrates their ability to work as part of a team more effectively

HANDBOOK ACTIVITY - WHAT ARE YOU GOOD AT?

ACTIVITY 3b: WHAT ARE YOU GOOD AT?

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1	
2	
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8
mins

Role play these with a partner to practice responding and following up with a student. Take it in turns to be the student and the coach.

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ACTIVITY 3b: WHAT ARE YOU GOOD AT?

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1	
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**5
mins**

How would you adapt this activity if you were working with two pupils?

slido



How would you adapt this activity if you were working with two students?

① Start presenting to display the poll results on this slide.



BREAK



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WHY IS HELPING THEM TO MAKE GOOD CHOICES IMPORTANT?

1.

Weigh up different ideas

2.

Build confidence

3.

Support them to understand their skills and career values

HOW TO HELP WITH DECISION MAKING

- Ask open questions
- Remind them that this is about exploration
- Recap previous discussions
- Sit with the discomfort

HANDBOOK ACTIVITY - EXPLORING SECTORS AND JOBS

During Session Two you and your pupils will complete a Job Quiz and use the Career Pilot website to explore different careers.

We'll introduce three key concepts:

Sector

A group of related jobs that often work together

E.g. Art and Design

Sub Sector

Smaller groups of jobs within in a sector that are even more similar

E.g. Fashion

Job Profile

Information on separate jobs within a sub-sector

E.g. Costume Designer

HANDBOOK ACTIVITY - EXPLORING SECTORS AND JOBS

Go to <https://www.careerpilot.org.uk/job-sectors/>

1. Find the **Business and Finance** Sector
2. What are the three **Sub Sectors** within this Sector?
3. Read the 'What's this about' description of one of these Sub Sectors
4. Explore one of the **Job Profiles** under one Sub Sector



4
mins

HANDBOOK ACTIVITY - EXPLORING SECTORS AND JOBS

Imagine that their top Sector match is **Business and Finance**. Discuss the following in pairs:

1. How would you support your student(s) to evaluate which **Sub Sector** is the best fit?
2. What could some of the challenges be here and how would you approach them?



8
mins



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WHY IS SUMMARISING AS YOU GO IMPORTANT?

1.

Ensure both you and your student have the same understanding of your conversation

2.

Offers the space for the young person to change their mind

3.

Allows you to move the session along to keep to timings

TECHNIQUES TO USE FOR SUMMARISING

- Thank the student for sharing their thoughts
- Let them know you are about to summarise their words
- Repeat the topline information you have discussed
- Offer them a chance to clarify/disagree

“I may have to move us along to ensure we get through all the activities today...”

HANDBOOK ACTIVITY - JOB PROFILE SUMMARY

- Thank the student for sharing their thoughts
- Let them know you are about to summarise their words
- Repeat the topline information you have discussed
- Offer them a chance to clarify/disagree



5
mins

Look through the tasks for Sessions 1 and 2. In pairs, discuss where you think it will be beneficial to summarise learning when you are completing activities with your student(s).



PART 2: WHAT'S COMING UP AND NEXT STEPS

POST-16 PATHWAYS & SECTOR ROLE MODEL



Post-16 Pathways information

- Intro session for Coaching Session 3
- Coaches and pupils attend

Sector Role Model

- Pupils will speak to them during Session 4
- More information end of Session 2

Key Takeaways from Safeguarding Training

1. If you have a safeguarding concern, just report it
2. Don't share any personal information with young people or communicate outside the programme
3. Any questions, please get in touch with Rebecca Scott (Designated Safeguarding Lead)

COACH PORTAL



All slides from Coach Training



Pupil Handbook



Additional resources, such as a Session Guide with timings



Frequently Asked Questions



“Before I took part in the programme things felt quite vague. I had an idea of what I wanted to become before this, but I was completely lost and confused thinking, ‘how do I get there?’ - I didn't understand my pathways.

This has helped me a lot - I understand a lot more about my future. Now I am more confident and I can do my own research if I am stuck on something... I have learnt how I can get to where I want to be and what my pathway can be.”

- Pedro, Future Frontiers participant



TM - Insert
your name
here

Please spend 5 minutes
completing the Coach Training
survey - thank you!



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