



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 INTRODUCTOR Y 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

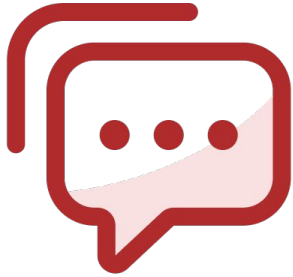


We work with a specific group of students, who their teacher selects to take part



You will work through handbook activities with your student

slido



Audience Q&A Session

① Click **Present with Slido** or install our [Chrome extension](#) to show live Q&A while presenting.



PART 1: BUILDING SKILLS

**ENGAGING
YOUR
STUDENT**

**SUMMARISING
AS YOU GO**

**ASKING
GOOD
QUESTIONS**

**PART 1:
BUILDING SKILLS**

**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
- Accept

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

Open questions

Give the person being questioned the chance to give detailed and thoughtful answers and opinions

What makes you feel this way?

Why do you think you would enjoy this job?

What do you like about this subject?

Closed questions

Require one word responses. Provide factual answers. Can be good for breaking the ice and building up information

What's your favourite subject?

Are you happy with your decision?

Do you participate in any hobbies outside of school?

**OPEN
QUESTIONS**

What do you like about...

Tell me more about...

Why do you think that...

Why are you interested in....

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.careerpilot.org.uk/information/buzz-quiz> to complete the quiz

HANDBOOK ACTIVITY - WHAT ARE YOU GOOD AT?

ACTIVITY 4a: 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
<input type="checkbox"/> Working with your hands	<input type="checkbox"/> Physical activity and fitness	<input type="checkbox"/> Other: <input type="text"/>	<input type="checkbox"/> Other: <input type="text"/>	<input type="checkbox"/> Other: <input type="text"/>	<input type="checkbox"/> Other: <input type="text"/>



**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.

Working with young people in practice

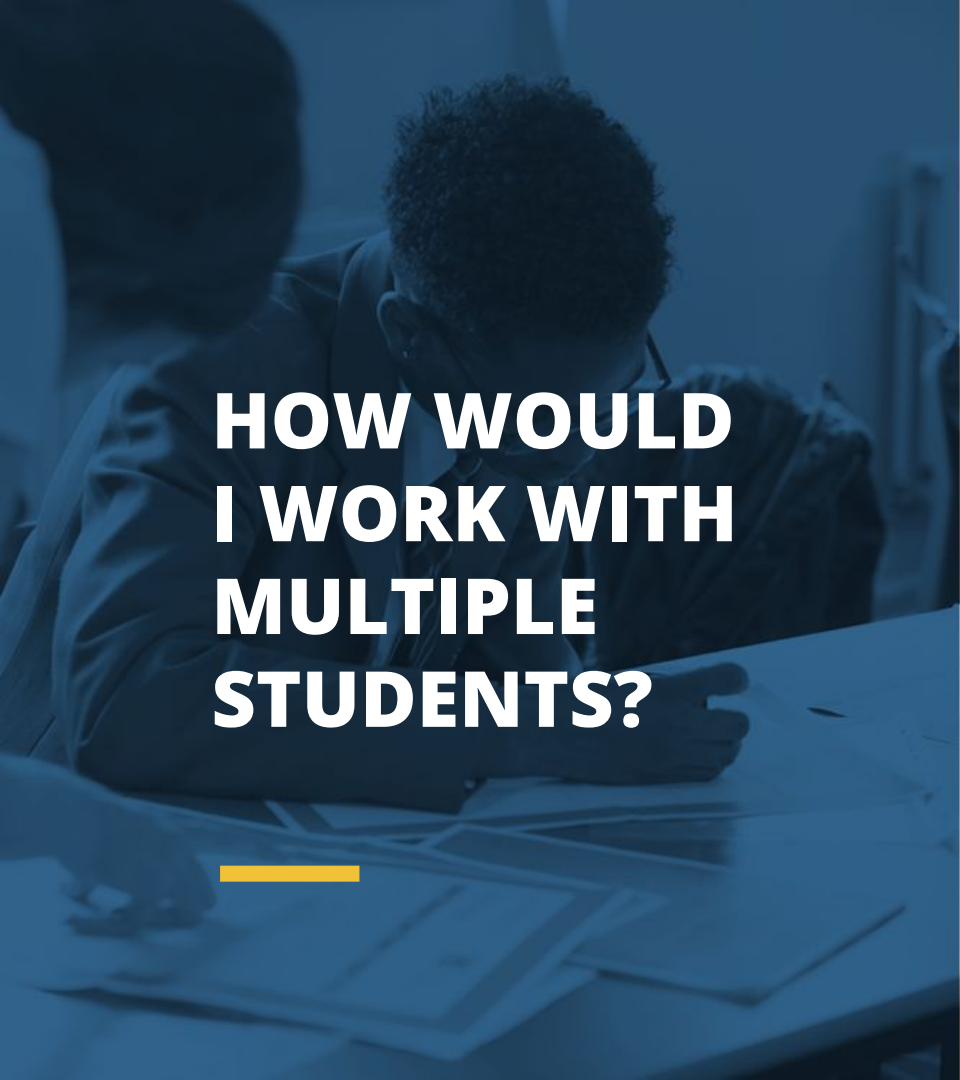
TYPES OF QUESTIONING

If they keep giving **one word answers**

If you are **struggling to get the information you need** for a specific task

Ask an **open question** to encourage a more detailed answer. Give them a scenario and ask them how they would respond based on two options

Use a **closed question** or the 'this or that' technique. Get them to summarise their view in 3 words



HOW WOULD I WORK WITH MULTIPLE STUDENTS?

1.

Explain the task to both students at the same time and then give them a chance to complete it at the same time

2.

Get them to take it in turns to share their learnings

3.

Prevent the louder student from dominating by asking specific questions directly to each person

4.

Consult our official guidance [here](#)

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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 4b: 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. <i>Helping others</i>	<i>Being a school ambassador and showing new students around school and helping them to settle in.</i>
e.g. <i>Being creative</i>	<i>Recording my own music at the studio in my youth club.</i>
1	
2	
3	

12



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

2.

The 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.

The 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?

1.

You ask the student what are their top three skills. The student selects 'working independently' and 'leading others'. They then say they don't think they are very good at any of the skills.

2.

The student says 'I play football' as an example for the skill 'physical activity and fitness'. You feel the example they give is brief & doesn't fully demonstrate this skill.

3.

You start by asking the student 'which skills would you like to put in your top three?' The student is very shy as it's the first session and they respond with a shrug.

HANDBOOK ACTIVITY - WHAT ARE YOU GOOD AT?

1.

The student has ticked all of the skills on the previous activity and they say 'I can't decide on my top three skills as I like lots of different things'.

2.

The student shares that they like maths as the example that they'd like to put for 'problem solving'. You feel that this example shows that the student doesn't fully understand what the activity is asking them to do.

3.

You start by asking the student 'which skills would you like to put in your top three?' The student responds very quickly and you don't feel they have reflected on the question.

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1	
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12



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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1	
2	
3	

12



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

ENGAGING
YOUR
STUDENT

SUMMARISING
AS YOU GO

**PART 1:
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ASKING
GOOD
QUESTIONS

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TO THEIR
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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**



HOW WOULD I SUPPORT A STUDENT WITH DECISION MAKING IF THEY HAVE MISSED A SESSION?

1.

Stick to activities that have a star in the top right hand corner

2.

Set time limits on how long you can spend on each activity

3.

Summarise the main themes of the missed session

4.

Don't try and cram everything into the session. Consult official guidance [here](#)

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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...”

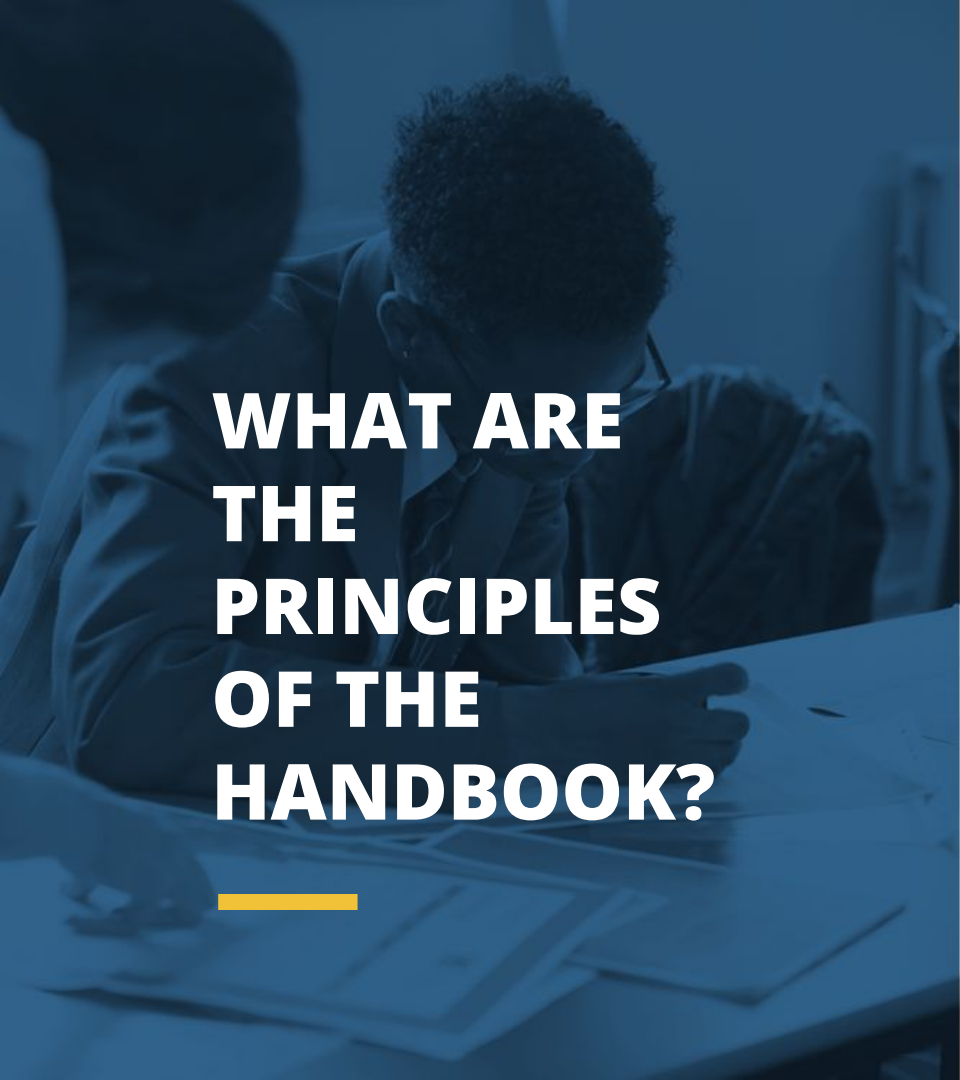
HANDBOOK ACTIVITY - JOB PROFILE SUMMARY

- 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).



WHAT ARE THE PRINCIPLES OF THE HANDBOOK?

1.

Repetition

Repeating questions and messages helps improve understanding and embed key learning

2.

Discussion

These activities build rapport and help you establish how much the pupil understands

3.

Written Tasks

These are needed to check and embed understanding, and help pupils recall key learning later on



**PART 2:
WHAT'S COMING UP AND NEXT
STEPS**

**POST-16
PATHWAYS
& SECTOR
ROLE
MODEL**

Find out
more on
the coach
portal

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. Acquaint yourself with our preventative measures regarding the use of personal devices, and our code of conduct
4. 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

YOUR FEEDBACK

Your feedback can help us to shape our training offer, to support more coaches to work with young people.



Please spend 5 minutes completing the Coach Training survey - this has been emailed to you.

Thank you! We really value your feedback.



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