



Unit title	Unit 15: Developing Coaching Skills
Guided learning hours	180
Number of lessons	90
Duration of lessons	2 hours
Links to other units	
- Unit 1: Health, Wellbeing and Sport - Unit 2: Careers in the Sport and Active Leisure Industry - Unit 16: Applied Coaching Skills - Unit 29: Technical and Tactical Skills in Sport - Unit 35: Practical Sports Performance	

Key to learning opportunities			
AW	Assignment writing	RS	Revision session
GS	Guest speaker	V	Visit
IS	Independent study	GW	Group work



Lesson	Topic	Lesson type	Suggested activities	Resources
Learning aim A: Explore the responsibilities of an assistant coach				
1	Unit introduction A1: Assistant coaching roles	IS	• Tutor presentation: inform learners about the learning aims and the number of assignments to be completed, making reference to the unit specification and the content to be covered. • Tutor presentation: introduce the concept of assistant coaches using video clips of different assistants from different sports in action. Ask learners to note the roles that are seen. • Whole-class discussion: discuss what the assistant coach does. What are the key roles of the assistant coach? Do the roles vary between sports? Use key examples within the discussion. • Tutor presentation: introduce organisational structures and their role in the organisation of assistant coaches. • Small-group work: learners research an assistant coach (tutor to provide different groups with different assistant coaches) and present a short five-minute presentation of their role within the organisation of the club/sport that they work in to the rest of the group. • Plenary: question and answer session focused on the organisational structure and its role in the organisation of assistant coaches with the focus on the key elements of each.	Video clips (YouTube or similar)
2	A2: Assistant coaching responsibilities	IS	• Tutor presentation: recap of the roles of an assistant coach – class discussion. Introduce the responsibilities of an assistant coach ensuring learners understand the difference between a role and a responsibility. • Independent study task: learners to research an assistant coach and find examples of how they undertake each of the responsibilities that they have (customer service standards,	Video clips (YouTube or similar)



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			knowledge of participants and professional conduct). Learners should share their findings with a group of peers. They should take it in turns to discuss their findings with all. • Tutor presentation: play learners a preselected clip of how an assistant coach conducts themselves in a real-life coaching session. Learners should focus on the roles and responsibilities that they have covered and make notes on what these look like in real life. • Plenary: recap the role and responsibilities of an assistant coach and lead a class discussion on what these look like in practice.	
3–4	A1: Assistant coaching roles A2: Assistant coaching responsibilities	GW	• Tutor presentation: introduce the practical session. Learners to be placed in groups (around eight per group) and work in pairs to lead a short five-minute practical activity. Learners should take turns for one to coach and another to be their assistant whilst six are participants. Rotate regularly. • Practical session: learners to work in their groups to undertake the practical activity as laid out by the tutor. Learners to aim to implement the key roles and responsibilities of an assistant coach to the best of their ability and provide each other with feedback that is both positive and developmental. • Plenary: learners to discuss how they were able to implement the roles and responsibilities of an assistant coach within their practical activity.	Sports equipment Sports hall access/outdoor area
5	A1: Assistant coaching roles A2: Assistant coaching responsibilities	GS	• Guest speaker: an assistant coach from a local sports club should be invited in to the centre to speak to learners about how they implement their roles and responsibilities as well as touching on	Guest speaker



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			other aspects of their role, e.g. utilising legislation and policies and procedures. • Small-group work: learners to create a checklist for an assistant coach to remind them of their key roles and responsibilities. • Plenary: sharing of checklists – has anyone missed anything? Tutor to pull out key points to focus on.	
6–8	A3 Legislation and guidelines	GW	• Tutor presentation: introduce key legislation and guidelines for the country. Give an overview of the different areas that fall within A3 with a focus on key areas such as child protection. • Small group work: split class into groups of three. Learners to be given one or two areas of legislation or guidelines to research and produce information for the rest of the class. Ensure information is factual and presented in an eye-catching manner. One group may research the key guidelines of FIFA as well as first aid regulations and another research health and safety guidelines and keeping children safe. Allow around 90 minutes for research to be undertaken and up to an additional 30 minutes to decide on group presentation method. • Small group work: learners to take it in turns to share their information with the rest of the class. Peers should ask questions where necessary and the information produced copied for each learner to keep with their class work. • Plenary: play a game of 'Kahoots' or 'Quizzez' to gauge understanding and address any misunderstandings of the legislation and guidelines.	Pre-created quiz using an online platform such as 'Kahoots' or 'Quizizz'



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9–10	A4 Policies and procedures	GW	• Tutor presentation: introduce policies and procedures. Share information on each of the policies and procedures (apart from risk assessment) and organisational policies and procedures (apart from emergency action plans). Provide examples of what each of these may look like focusing on key pieces of information that must be included in each, e.g. risk assessment must include control measures etc. • Small group work: working in pairs, learners to create their own version of one of the policies. Where necessary, learners to conduct research and also utilise their notes made during the tutor presentation. • Tutor presentation: tutor to introduce risk assessments and emergency actions plans, looking in depth at what goes into each of these. • Small-group work: tutor to take learners to a typical sporting environment within the centre, e.g. sports hall, hard court area etc. Learners work in pairs to produce their own risk assessment and emergency action plan. • Plenary: discussion of the importance of policies and procedures for any organisation.	Pre-prepared policies and procedures as examples. Sporting areas
11	A1: Assistant coaching roles A2: Assistant coaching responsibilities A3 Legislation and guidelines	RS	• Tutor presentation: tutor to lead a revision session using small activities and games to help learners recall and deal with any misunderstandings in their learning. • Plenary: question and answer session to ensure learners understand the different between key aspects, e.g. a role and responsibility, key legislation etc.	Pre-prepared online games Focused worksheet Focused 'games'



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	A4 Policies and procedures			
12–16	Assessment of Learning aim A	AW	• Individual work: learners work independently to prepare and produce their training booklet aimed at assistant coaches for learning aim A. Learners should be provided with the assignment brief and access to their class notes to help them in producing their evidence.	Assignment brief Previous class notes
Learning aim B: Prepare sport and activity sessions				
Learning aim C: Explore and develop assistant coaching skills				
17	B1 Theories of coaching and learning - Participant journey - Leadership styles: - autocratic - democratic - laissez-faire	GW	• Tutor presentation: introduce the learning aim and the different leadership styles that can be utilised in coaching. • Practical session: tutor to split the session into three sections to provide learners with experience of being coached using each style (autocratic, democratic and laissez-faire). • Plenary: discuss the key attributes of each style of coaching as well as the participants' journey through the lesson.	Sports hall/practical area
18–19	B1 Theories of coaching and learning - Participant journey - Leadership styles - Coaching and learning theories	IS, GW	• Independent study: learners to create notes on leadership styles that they remember from last lesson. Class discussion to recap all key points and ensure all learners have and understand the key attributes. • Teacher presentation: introduce the different coaching and learning theories. Add clips of the theories in action if possible. • Group work: learners to work with a partner to research each of the four coaching and learning theories. Information gathered to be added to a whole-class compilation (poster paper at set points	Video clips (from YouTube or similar) Poster paper/flip chart paper Board markers for learner use



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			for learners to add to as they discover something new). Carry out a class discussion of the information discovered. • Independent study: use the information around the room to write at least one paragraph for each coaching and learning theory. Ensure that all key elements are incorporated. • Group work: tutor to lead into a group activity for learners to research how different coaches use the different coaching and learning theories. They should focus on one athlete and provide as much information as possible around their coaching and how they have been coached. How can they tell which coaching and learning theory has been used or works etc.? • Plenary: tutor to lead a game such as 'the price is right' etc. where students select the correct answer from a question posed about the theories of coaching and learning.	
20	B1 Theories of coaching and learning - Methods to assess progress - Classification of practice to improve skills and techniques	IS	• Tutor presentation: introduce the different methods used to assess progress using a presentation and video clips to demonstrate the methods in action. • Independent study: learners to produce their own template for two of the methods used to assess progress. These should be useable and fully prepared for use during the next lesson. • Tutor presentation: introduce the classification of practice to improve skills and techniques. Ensure learners understand the key features of each. Use video clips to help learners to understand. • Plenary: 'What is this', tutor to give an attribute of a method used to assess progress or a classification of practice and learners should guess which it is. This can be made competitive between small groups.	Video clips (from YouTube or similar)



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21–25	B1 Theories of coaching and learning	GW	• Practical sessions: tutor to lead several practical sessions focusing on the methods to assess progress. They should allow learners the opportunity to use the templates they produced in lesson 18 in order to assess their own and peers' performances. Learners will benefit from the tutor outlining the classification of the different skills focused on each session and allowing class discussions as to why each of these skills falls into each classification.	Sports hall/practical area Equipment relevant to the sport Templates produced during lesson 18
26–27	B2 Planning for participation	GW	• Tutor presentation: introduce planning for participation. Focus on what goes into session plans and how they should be produced. Explain the importance of planning and how this can also be adjusted in session if necessary. • Group work: in pairs, produce a session using a session plan template provided by the tutor. Each pair should plan for 30 minutes. • Tutor presentation: introduce contingency plans and risk assessing a session. Focus on the importance of these and why they are necessary to keep both the participants and coaches safe. • Group work: learners to produce a contingency plan and risk assessment for their session produced earlier. Learners should ensure they are fully created for delivery of this session further into the unit. • Plenary: question and answer recap of what goes into a well-planned session.	Lesson plan template Risk assessment template Contingency plan template
28	B3 Preparing the environment and participants	GW	• Tutor presentation: introduce how to prepare the environment and participants. • Group work: create a checklist of how you can fully prepare both the environment, equipment and the participants for your	Sports equipment Sports hall access/outdoor area



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			coaching session. Ensure you include all aspects that should be considered from checking the safety of the flooring – slippages to checking balls are pumped up etc. • Tutor presentation/group work: tutor to demonstrate in a sporting environment how the area, equipment and participants can be prepared. Tutor to demonstrate safe and effective use of equipment and allow learners the opportunity to practise preparing their area for the session they will be coaching. • Plenary: allow all learners the opportunity to discuss their checklists and make any final adjustments. Learners should ensure that they have their checklist, session plan, risk assessment and contingency plan fully prepared for next lesson.	
29–33	B2 Planning for participation B3 Preparing the environment and participants	GW	• Tutor presentation: introduce how the practical sessions will run. Each pair will lead their session to half of the group. Pairs will be allowed five minutes to prepare their area and ensure they are ready to deliver. Approximately three pairs per half per two-hour lesson. • Group work: learners to prepare their session and deliver this to their group. At the end of each session, learners to be provided with feedback by the participants. This feedback should focus on the planning and preparation, e.g. was the session well prepared? Was the session planned? How could you tell?	Sports hall/practical area Equipment relevant to the sport Templates produced during lessons 26–27
34	B2 Planning for participation C1 Assistant coaching skills	GS	• Guest speaker: invite a coach from a local sports club into the centre to discuss the importance of their assistants and the planning and delivery aspects of sessions.	Guest speaker Sports equipment Sports hall access/outdoor area



Lesson	Topic	Lesson type	Suggested activities	Resources
	C2 Delivering sport and activity sessions under supervision		• Practical session: guest speaker to lead a practical session demonstrating the key skills to learners that would be expected and utilised in sessions.	
35–36	B2 Planning for participation C1 Assistant coaching skills C2 Delivering sport and activity sessions under supervision	IS, GW	• Tutor presentation: introduce learners to assistant coaching skills and delivering sports and activity sessions. Explain the importance of skills and how each should look. • Independent study: create a coaching skill checklist of aspects to remember and skills to implement. This will be used to help support the learner in their development as a coach so should be personal to them. • Tutor presentation: recap topic B2 covered earlier in the unit. Discuss the importance of different elements to a successful lesson and the importance of an assistant coach role. • Small group work: in pairs, learners should create a coaching plan as the lead coach and one as the assistant coach. They should ensure that they create risk assessments and contingency plans for each. The assistant coach plan should support their peer's coaching plan and vice versa. Tutor to encourage learners to use different sports. • Plenary: what are the key skills required for an assistant coach? Set the scene for practice delivery during next sessions.	Coaching plan template
37–46	C1 Assistant coaching skills C2 Delivering sport and activity sessions under supervision	GW	• Tutor presentation: tutor to explain how the practical sessions will work. Each pair will be given a two-hour lesson to prepare and deliver their coaching sessions. One as the coach and the other as the assistant coach. Learners will have half of the class to deliver to and will be provided with peer feedback at the end of their	Sports equipment Sports hall access/outdoor area



Lesson	Topic	Lesson type	Suggested activities	Resources
			session with the focus on the assistant coach rather than the coach. • Practical session: learners to take turns to deliver their sessions to their peers. At the end of each session, feedback should be provided with the focus on the assistant coach rather than the coach. Learners should write down comments provided to assist in their development during next the planning session.	
47–48	B2 Planning for participation C1 Assistant coaching skills C2 Delivering sport and activity sessions under supervision	GW	• Tutor presentation: tutor to provide overall feedback to the group regarding their sessions. Key alterations required for improvements to be discussed. • Group work: learners to use their feedback to plan alternative sports and activity sessions with risk assessments and contingency plans. As with the previous session delivery, learners to work in pairs to create one session as the coach and the other as the assistant coach. The assistant coach plan should support their peer's coaching plan. • Plenary: recap key coaching skills and how these should look going into the next practical sessions.	Feedback templates
49–58	C1 Assistant coaching skills C2 Delivering sport and activity sessions under supervision	GW	• Tutor presentation: tutor to explain how the practical sessions will work. Focus of this round is to show development and work on feedback from initial sessions delivered. Each pair will be given a two-hour lesson to prepare and deliver their coaching sessions. One as the coach and the other as the assistant coach. Learners will have half of the class to deliver to and will be provided with peer feedback at the end of their session with the focus on the assistant coach rather than the coach.	Sports equipment Sports hall access/outdoor area



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			• Practical session: learners to take turns to deliver their sessions to their peers. At the end of each session, feedback should be provided and focus on the assistant coach rather than the coach. Learners should write down comments provided to assist in their future development.	
59–79	Assessment of learning aims B and C	AW	• Individual work: learners work independently to prepare and produce assessment evidence for learning aims B and C. - Planning for three sporting activities including risk assessments and contingency plans. - Demonstrating preparation of the environment prior to delivery and ensuring participants' needs are catered for. - Demonstrating ability to deliver sessions as an assistant coach. - Demonstrating use of theories of coaching and learning in delivery.	Assignment brief Previous class notes Sports equipment Sports hall access/outdoor area
Learning aim D: Review sport and activity sessions as an assistant coach				
80–81	D1 Personal development through review - Sources of feedback	IS/GW	• Tutor presentation: introduce feedback and its importance in reviewing and planning for future developments. Discuss the different types of feedback and share examples with learners. • Individual work: learners to research the methods of feedback and produce positives for each. Once completed they should also design their own feedback documentation. They should produce a questionnaire, comment cards and an order that could be utilised in a one-to-one feedback session. • Tutor presentation: tutor to provide learners with video content to watch and use one of their documents to record some feedback. This should then inform a class discussion.	Examples of feedback sources



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			• Small-group work: learners to work in a small group of others who they coached and practise using their feedback documents to obtain feedback. They should analyse their documents afterwards for effectiveness etc. and suggest how they could improve these for future use. • Plenary: show a short 2-3 minute sport clip, use targeted questioning to gain feedback from learners about the clip.	
82–83	D1 Personal development through review - Review of session	GW, IS	• Tutor presentation: introduce how to review a session. Discuss what goes into a review and how an effective review is completed. • Practical activity: lead learners in a short practical session. Learners should take note of what is good and what requires improvements. At the end of the session, learners should make notes on the session that they were involved with. • Individual task: learners should use their notes to write a review of the session that they were involved in. They should focus on the strengths and areas for improvements. Learners should state the information and provide evidence of why they have made the comment. • Tutor presentation: the tutor should lead learners in a class discussion about the session that they were involved in and what they felt were strengths and areas for improvement. The tutor should ensure explanations are given and that all can back up their statements. • Plenary: question and answer session focusing on what makes a review.	Sports equipment Sports hall access/outdoor area



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84–85	D1 Personal development through review - Professional development	IS	• Tutor presentation: introduce learners to professional development and how this can occur. Discuss the different methods for professional development. • Individual task: learners to research how they could improve their own coaching ability. Learners should consider NGB courses and understand the requirements of these, understand how a mentor can be crucial and self-reflection critical. Learners to produce a document that suggests various methods to improve their ability. • Tutor presentation: introduce learners to a development plan – how this should look and why it is important. • Individual task: learners to create their own development plan understanding that if they write it down it is more likely to be undertaken. Learners should consider their whole performance in the activities that they would include in this plan. • Plenary: recap on the importance of a development plan via a class discussion.	Development plan template
86–90	Assessment of learning aim D	AW	• Individual work: learners work independently to prepare and produce their reviews for learning aim D. Learners should be provided with the assignment brief and access to their class notes to help them in producing their evidence.	Assignment brief Previous class notes

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.