



Unit title	Unit 16: Applied 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 15: Developing Coaching Skills Unit 27: Sports Psychology Unit 29: Technical and Tactical Skills in Sport	

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: Assess participant needs for a coaching programme				
1	Introduction to the unit A1 Needs of participants <ul style="list-style-type: none"> Types of sport 	GW	<ul style="list-style-type: none"> Tutor presentation: outline the nature of the learning aims and the assessment task that learners will be expected to complete, using the specification, ensuring they understand relevant key terms from the specification. Tutor presentation: introduce learners to the importance of coaching to the sports industry. Recap the role of the coach and different coaching environments across a range of sports. Paired activity: ask learners to work in pairs to identify the coaching experiences they have had in different sports. They should discuss positive and negative experiences. Plenary: pairs to provide feedback on their experiences of coaching programmes within a range of sports and to build a list of positive traits of coaching programmes. 	Presentation Unit specification Reference to <i>Unit 15: Developing Coaching Skills</i>
2	A1 Needs of participants <ul style="list-style-type: none"> Barriers to participation 	GW	<ul style="list-style-type: none"> Tutor presentation: introduce learners to the common barriers to accessing sport and exercise. Small-group discussion: arrange learners in groups and get them to explore their experiences of coaching and balance against their knowledge of what prevents people from participating. Plenary: groups to provide feedback on their discussion and how they would make a coaching session/programme more accessible. 	Presentation
3	A1 Needs of participants <ul style="list-style-type: none"> Participant needs 	GW	<ul style="list-style-type: none"> Group activities: get learners to work in small groups. Ask each group to research one of the potential needs that participants may have to become engaged in a coaching programme: <ul style="list-style-type: none"> psychological/social needs technical/tactical mastery 	Computers for internet research Poster paper and pens



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			<ul style="list-style-type: none"> - health and fitness. <p>Learners will present their findings to the whole group in the next lesson as an annotated poster.</p>	
4-5	A1 Needs of participants <ul style="list-style-type: none"> • Participant types 	GW IS	<ul style="list-style-type: none"> • Tutor presentation: introduce learners to the different motivations different types of participant may have to become involved in a coaching programme. This will link the participant needs presentation information to different sections of the community. <ul style="list-style-type: none"> - This would include different performance levels (beginners, developing, advanced), different stages of maturation (younger children, adolescents, adults, older adults), gender, socioeconomic group, ethnicity. - Disability sport will also be covered in parallel to the different participant needs. There will be extra considerations of special equipment/facilities required to include this group. • Group activities: groups to reconvene and review their annotated posters against the different participant types. The poster should be revised to cover the motivations for one of the given participant types. Learners then present their findings to the whole group. • Independent study: Learners to be made aware of the guest speaker for the next lesson in advance so they can formulate questions for the speaker before the session. 	Presentation Poster paper and pens
6	A1 Needs of participants	GS	<ul style="list-style-type: none"> • Guest speaker: head coach from a local sport organisation or National Governing Body. Guest speaker will provide an overview of how they determine participant needs within their sporting environment. 	Access to coaching speaker



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7-9	A2 Profiling <ul style="list-style-type: none"> Data legislation Tests and assessment 	GW	<ul style="list-style-type: none"> Tutor presentation: introduce learners to the rules regarding the collection of personal data and data security, any relevant legislation. Tutor presentation: introduce learners to the principles behind profiling participants for a coaching programme and introduce different parameters of performance profiling: <ul style="list-style-type: none"> performance profiling (technical and tactical performance) physical profiling (fitness testing) psychological profiling (motivation, confidence, personality) nutrition and lifestyle (health and wellbeing). Group activities: <ul style="list-style-type: none"> Each group to be given one of the first three different parameters of profiling (performance, physical and psychological) and apply them to a chosen sport. They will need to suggest what data might be relevant for the chosen sport and how the coach could collect data from individuals. All learners to consider the nutrition and wellbeing parameter and develop a questionnaire to collect relevant data. Learners to then pair up and practise profiling each other to test out their questions. Plenary: learners will present their findings to the whole group in the next lesson. 	Presentations Computers for internet access for research and presentation development
10	A2 Profiling <ul style="list-style-type: none"> Interpreting participant data 	GW	<ul style="list-style-type: none"> Paired activity: ask learners to work in pairs to review the participant data from a set of case studies across a range of different sports. (Tutor to have pre-prepared the case study data sets in advance of the session.) 	Case study data sets



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			<ul style="list-style-type: none"> - Data sets to focus on demographics, personality types, amount of sports experience and personal motivation to take part in the coaching programme. - Learners to consider the data presented and determine what was significant in the data and how they would plan and manage the coaching activities based on it. 	
11	A2 Profiling <ul style="list-style-type: none"> • Interpreting participant data 	GW RS	<ul style="list-style-type: none"> • Group activities: groups to discuss the content of the previous profiling sessions and determine the key information they would need to create a case file on an individual for use in a coaching programme. 	Results of profiling activity
12-13	A2 Profiling <ul style="list-style-type: none"> • Interpreting participant data 	V	<ul style="list-style-type: none"> • Outside visit: to local authority sports development unit to find out how they use data to plan sports coaching programmes. • Plenary: learners to discuss their thoughts and findings following the visit and start to consider how they will use this in the planning of their coaching programmes. 	Access to local sports development/coaching unit and means to travel
Learning aim B: Plan a sport coaching programme				
14	B1 Preparing the coaching team for coaching	GW	<ul style="list-style-type: none"> • Tutor presentation: introduce the need for ensuring the coaching team are aligned to the aims and purpose of the programme, have a good understanding of the needs and nature of the individuals within the group and how the head coach intends to manage the programme. The practical application of the presentation is then how this information is transferred to the rest of the coaching team through a pre-programme briefing. • Paired activity: ask learners to work in pairs to discuss their experiences of working as part of a coaching team (or as a 	Presentation Flip chart/pens to record group activity



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			<p>player/performer who has received coaching) including their experiences of head coach briefings</p> <ul style="list-style-type: none"> - Pairs asked to develop a list of what makes this briefing positive and feed back to the group. 	
15-16	B1 Preparing the coaching team for coaching	GW	<ul style="list-style-type: none"> ● Group activities: groups will be given a communication challenge, where they have to work together to build an object based on verbal communication alone. This could be a Lego activity, with one group member explaining the steps and the rest of the team completing the building or drawing a picture based on instructions. ● Tutor-led review: groups to review the exercise and how the lessons learned relate to communication within a coaching team. 	<p>Lego kits and instructions.</p> <p>Screens to prevent group observing the instructions</p>
17-19	B1 Preparing the coaching team for coaching	GW	<ul style="list-style-type: none"> ● Group activities: groups will be given a series of challenges to complete, with a head coach leading a team of assistant coaches. This will enable learners acting as the head coach to apply their communication skills to the coaching scenario and enable the completion of the challenge through the actions of their team. ● Tutor-led review: groups to review the exercise and how the lessons learned relate to communication within a coaching team. 	<p>Plans for different activities</p> <p>Associated practical equipment</p>
20-21	B2 Planning a coaching programme <ul style="list-style-type: none"> ● Type of programme <ul style="list-style-type: none"> ○ Individual/team 	GS	<ul style="list-style-type: none"> ● Tutor presentation: reinforce the need for a robust planning process and its importance in ensuring the sessions are successful. This is then extended into the planning of a linked and progressive coaching programme. - Define differences in planning requirements for individual and team sports (e.g. progression, differentiation, opportunities for providing feedback). 	<p>Presentation</p> <p>Access to coaching speaker</p>



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			<ul style="list-style-type: none"> ● Guest speakers: a coach from a team sport and one from an individual sport to present their respective approaches to planning their coaching programmes. <ul style="list-style-type: none"> - Learners to be made aware of the session in advance so they can formulate questions for the speaker prior to the session. 	
22-23	B2 Planning a coaching programme <ul style="list-style-type: none"> ● Type of programme ● Periodisation 	GW	<ul style="list-style-type: none"> ● Tutor presentation: introduce the concept of periodisation and how it relates to a coaching programme. ● Group activities: each group to apply the periodised cycles (macro, meso and micro) to a chosen sport and identify the key considerations for each phase. <ul style="list-style-type: none"> - Groups to also consider how the different performance levels (beginners, developing, advanced) and different stages of maturation(younger children, adolescents, adults, older adults) impact on these considerations. ● Plenary: groups to feed back their discussions. 	Presentation Flip chart/pens to record group activity
24-25	B2 Planning a coaching programme <ul style="list-style-type: none"> ● Programme details 	GW	<ul style="list-style-type: none"> ● Tutor presentation: introduce the idea of the aims behind a coaching programme – what does the programme aim to achieve, what will the participants in the programme experience and gain from the programme etc. ● Tutor-led discussion: discuss the aspects that influence the coaching programme aims such as participant needs, coaching style and methods, what additional personal development is relevant (physical development, lifestyle, nutrition, psychology, leadership, feedback). ● Paired activity: ask learners to research the local marketing of coaching programmes through social media. Pairs to consider how 	Presentation Computers for internet research



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			<p>the programme is marketed, and how the aims are communicated in relation to their target participant group.</p> <ul style="list-style-type: none"> - Pairs to feed back to the rest of the group. 	
26–27	<p>B2 Planning a coaching programme</p> <ul style="list-style-type: none"> • Programme details 	GW	<ul style="list-style-type: none"> • Tutor presentation: what additional personal development is relevant as part of the coaching programme (lifestyle, leadership, feedback), how can this be built into the planning process. • Group activities: each group to identify additional areas within their sport and plan these into a programme and contrast between other sports. • Plenary: groups to offer feedback on their planning activity. 	<p>Presentation</p> <p>Flip chart/pens to record group activity</p>
28–32	B3 Planning individual coaching sessions	GW	<ul style="list-style-type: none"> • Tutor-led discussion: discuss the purpose and key features of a coaching session plan, that would include; clear aims and objectives, health and safety, timings, suggested differentiation of activities. • Group activities: practical coaching activity that takes simple practical tasks that can adapted to make them easier or more challenging to provide differentiated practice. • Paired activity: ask learners to plan a coaching session for a chosen sport. The second part of the activity is to extend the session to a linked and progressive three-session programme 	<p>Plans for different activities</p> <p>Associated practical equipment</p>
33–35	Assessment of learning aims A and B	AW	<ul style="list-style-type: none"> • Individual activity: time allocated for learners to write Assignment 1. Learners to be given access to computers with internet access, textbooks, journals and magazines. 	<p>Assignment brief</p> <p>Computers for internet research and assignment completion</p>



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Learning aim C: Lead a coaching programme				
36–37	C1 Leading a coaching programme	IS	<ul style="list-style-type: none"> • Tutor presentation: reinforce the importance of a consistent coaching process, especially when delivering a programme of coaching alongside support staff. This will cover the equipment requirements, health and safety processes and safeguarding. • Tutor-led discussion: lead a discussion on the coaching process, the structure of a coaching session (including warm up, main activities, cool down). This should enable the group to reflect on their coaching experiences and relate back to the strengths and weakness, either as a coach or player. • Tutor presentation: tutor to model an effective coaching session with the group, supported by a session plan (this could be delivered by a guest coach if relevant). • Tutor-led discussion: lead a discussion to review the previous session, linking knowledge of theory with practice. • Independent study: learners to be made aware of the guest speaker for the next lesson in advance so they can write questions for the speaker prior to the session. 	Access to practical sports facilities for the tutor-led session
38–40	C1 Leading a coaching programme <ul style="list-style-type: none"> • Coaching philosophy 	GW GS	<ul style="list-style-type: none"> • Tutor presentation: introduce the concept of coaching philosophy and provide guidance to the group as to how they can develop and articulate their own. • Paired activity: ask learners to draft their coaching philosophy then discuss with their peer. • Guest speaker: coach to share insight into their coaching philosophy. 	Presentation UK Coaching guidance https://www.ukcoaching.org/resources/topics/tips/your-coaching-philosophy-ideas-to-aid-its-developm



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41–42	C1 Leading a coaching programme <ul style="list-style-type: none"> Coaching behaviours 	GW	<ul style="list-style-type: none"> Tutor presentation: reinforce the importance of communication within coaching (verbal, non-verbal, listening, questioning) in relation to the nature and needs of the coaching group. Tutor-led discussion: discussion as to how coaches can create an ideal learning and development environment through their coaching behaviours – this could be their communication style, professionalism, inclusion, appearance, humour etc. Paired activity: ask learners to identify some behaviour traits that they think would be successful with different participant groups (age groups/ability groups/disability sport etc.). 	Presentation Flip chart/pens to record group activity
43–45	C1 Leading a coaching programme <ul style="list-style-type: none"> Coaching theories 	GW	<ul style="list-style-type: none"> Tutor presentation: reinforce the learning theories/leadership styles covered in <i>Unit 15: Developing Coaching Skills</i> (conditioning, observational, autocratic, democratic, laissez faire). Group activity: tutor to model some leadership styles when delivering a range of sports skills – learners also to contribute to some peer-to-peer sessions applying the different coaching approaches. Paired activity: ask learners to apply the skill classifications from Unit 15 (open/closed, gross/fine, simple/complex, discrete/serial/continuous) and suggest which styles/methods would be most appropriate to deliver them. 	Presentation Access to appropriate practical sporting facilities and equipment Flip chart/pens to record group activity
46–47	C1 Leading a coaching programme <ul style="list-style-type: none"> Coaching theories 	GW	<ul style="list-style-type: none"> Group activities: each group to be given a learning theory/ leadership style covered in the previous practical group activity(conditioning, observational, autocratic, democratic, laissez faire) and asked to apply it to the delivery of coaching in their chosen sport. Learners will be asked to show when the assigned 	Computers for internet access for research and presentation development



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			<p>style might be successful in their chosen sport and when other approaches may be more effective.</p> <ul style="list-style-type: none"> ● Plenary: The overviews will then be presented back to the group. 	
48–50	<p>C1 Leading a coaching programme</p> <ul style="list-style-type: none"> ● Problem solving 	GW IS	<ul style="list-style-type: none"> ● Tutor-led discussion: discussion as to how coaches can problem solve effectively to enhance the development of this in the programme. This would include the ability to observe (against an ideal technical model), analyse performance, adapt the session where required, and provide feedback to promote change. ● Group activities: practical activity where groups have a technical task to complete and the learner coach has to problem solve to enable success. This could be a competitive team challenge. ● Independent study: learners to be made aware of the guest speaker for the next lesson in advance so they can formulate questions for the speaker prior to the session. 	Developed physical tasks to be completed in small groups, along with associated equipment
51–53	<p>C1 Leading a coaching programme</p> <ul style="list-style-type: none"> ● Behaviour management 	GS GW IS	<ul style="list-style-type: none"> ● Guest speaker: identify a speaker that is involved in conflict management and resolution (e.g. police officer, prison officer, paramedic, referee) to speak on how they identify potential conflict, and manage and resolve conflict proactively. ● Group activities: each group to reflect on the speaker and how the content relates to the coaching situation. ● Independent study: learners to be made aware of the guest speaker for the next lesson in advance so they can formulate questions for the speaker prior to the session. 	<p>Access to relevant speaker</p> <p>Flip chart/pens to record group activity</p>
54–56	<p>C2 Feedback techniques and cycle</p>	GS	<ul style="list-style-type: none"> ● Tutor presentation: tutor to present the principles behind delivering feedback as part of the learning process and offer some different models of providing feedback. Tutor will explain the 	<p>Presentation</p> <p>Access to relevant speaker</p>



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			<p>features of effective feedback that are consistent across different sporting activities.</p> <p>These might include the use of questioning, being non-judgmental, appropriate detail, timing, relevance, specific.</p> <ul style="list-style-type: none"> ● Guest speaker: coach to share insight into how they plan and deliver their coaching feedback. 	
57–60	C2 Feedback techniques and cycle	GW	<ul style="list-style-type: none"> ● Group activities: practical activity where groups have a technical task to complete and the learner coach has to provide feedback with peers, offering their review of the feedback techniques used afterwards. ● Tutor-led discussion: discussion as to the role of feedback in the coaching process and how learners found providing feedback to each other in the task. 	Flip chart/pens to record group activity
61–63	C3 Leadership	IS	<ul style="list-style-type: none"> ● Tutor presentation: tutor to present the principles behind leadership and why it is important for the delivery of a coaching programme. Presentation will cover some common leadership styles, the process of delegation in a coaching setting, managing the coaching team and monitoring ongoing performance. ● Tutor-led discussion: discussion around learners' experiences of leadership in the coaching programmes they have been involved in as either a coach or performer. ● Independent study: learners to research a prominent coach/leader from a sport of their choice and explain what traits they have that make them successful. 	Presentation



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			Learners to then discuss their research to investigate the similarities and differences between the coaches/leaders.	
63–66	C3 Leadership	GW	<ul style="list-style-type: none"> • Group activities: practical activity where groups have a technical task to complete and the learner coach has to provide leadership to the rest of the group with peers offering their review afterwards. 	Plans for different activities Associated practical equipment
67	C3 Leadership	GS	<ul style="list-style-type: none"> • Guest speaker: senior coach (governing body, regional, national level) who runs a coaching programme that has support staff to offer insight into their leadership approach. <p>Learners to be made aware of the session in advance so they can formulate questions for the speaker prior to the session.</p>	Access to relevant speaker/ability to visit
68–75	C1 Leading a coaching programme	GW/RS	<ul style="list-style-type: none"> • Group activities: peer-reviewed practice coaching session delivery. Groups split with learners having the opportunity to lead the rest of the group in a coaching activity. The sessions will be led by an appointed head coach with the rest of the coach group being the assistant coaches. <p>The group being coached will be asked to provide peer review to the coaching group.</p>	Access to practical sports facilities for the learner-led sessions
Learning aim D: Monitor progress and adapt the programme				
76	D1 Monitoring participant progress	GW	<ul style="list-style-type: none"> • Tutor presentation: tutor to present the process of reflection and review of progress. The key aspect is to review the coaching against the aims of the programme – are the participants getting what they need from the programme? • Paired activity: ask learners to identify what areas can be monitored in the coaching programme based on review. 	Presentation Flip chart/pens to record group activity



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77	D1 Monitoring and adapting the programme	GW	<ul style="list-style-type: none"> • Tutor presentation: tutor to present the considerations of how and why to adapt the programme to suit the needs of the group. • Paired activity: ask learners to identify what areas can be adapted in the coaching programme based on review. 	Presentation Flip chart/pens to record group activity
78-80	Preparation for the practical assessment	IS	<ul style="list-style-type: none"> • Independent study: learners to revisit their planning documents developed from learning aims A and B, to ensure fitness for purpose in relation to the delivery of the coaching programme. 	
81-88	Assessment of learning aims C and D	AW	<ul style="list-style-type: none"> • Delivery of the coaching programme deliver a coaching programme based on the plan. The programme will involve a minimum of six linked and progressive sessions, and will show evidence of ongoing monitoring and adaptation in relation to the performance of the participants. 	Assignment brief Access to practical sports facilities for the learner led sessions
89-90	Unit completion	GW	<ul style="list-style-type: none"> • Group activities: reserve week for extra coaching session completion. • Tutor-led discussion: discussion around learners' experiences from their caching delivery. • Paired activity: ask learners to identify what areas they need to develop in the future. 	

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