



Unit title	Unit 17: Inclusive Coaching
Guided learning hours	60
Number of lessons	30
Duration of lessons	2 hours
Links to other units	
<ul style="list-style-type: none"> • Unit 4: Ethics, Behaviours and Values • Unit 15: Developing Coaching Skills • Unit 16: Applied Coaching Skills • Unit 34: Sports Development • Unit 38: Coaching Football The Liverpool Way 	

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: Examine key concepts for inclusive coaching				
1	Unit introduction	IS	<ul style="list-style-type: none"> ● Introduce the unit: outline the nature of the topics and the examination that learners are expected to complete for this unit. ● Whole-class activity: learners to work individually, in pairs or in small groups to demonstrate prior knowledge of the subject. Suggestions include getting learners to independently recall prior knowledge before developing knowledge in pairs and finally small groups (using A3 paper as means to record findings). Learners to feed back with directed Q&A. 	
2-3	A1 Target groups for inclusive coaching	IS	<ul style="list-style-type: none"> ● Tutor presentation: target groups for inclusive coaching. ● Group discussion: learners should be encouraged discuss their experiences of working with inclusive groups or participating alongside people from target groups. ● Independent activity: learners should highlight some of the characteristics of these groups. ● Practical activity: learners to participate in a couple of sports that they have not competed in before. For example, if the class is predominately boys, then they could do netball. Learners should then choose a skill in their sport and try to coach it to a peer using only their non-dominant foot/hand. Tutor to raise discussion surrounding learning new skills/games and what coaches should consider. 	Tutor presentation Practical space and equipment
4-5	A2 Levels of participation	IS	<ul style="list-style-type: none"> ● Small-group work: learners should be given case studies of different types of performer and they have to decide which level of participation they would fit into and discuss the reasons for their choices. 	Practical space and equipment Tutor presentation



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			<ul style="list-style-type: none"> ● Tutor-led discussion: Levels of coaching and the effect of the skill levels of the participants. ● Tutor presentation: using an example from a selected sport, the tutor will give an example of each level of performance and what it looks like in that sport and how it is represented in the local area. ● Paired activity: learners can then identify the characteristics of participants at different levels and how that would impact on coaching this type of group. ● Practical activity: learners to participate in a sport. Where possible the tutor should let learners experience a skill/technique session that is suitable for beginners, intermediate performers and elite participants. Class to discuss the differences at the end of the session. 	
6	A3 Providers of sport	IS	<ul style="list-style-type: none"> ● Tutor presentation: the different providers of sport. ● Small-group activity: learners should then be given case studies of different sports businesses in their local area and they have to decide which type of provider they would be classed as and why. ● Independent research task: learners should choose a sport and identify a business for each of the five categories of providers and discuss: <ul style="list-style-type: none"> - what the aim of the business is - what the wages are like if they were to secure a job in this business - what qualifications they would need to work there - how good the accessibility is for different target groups - the standard of facilities. 	Case studies



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7	A3 Providers of sport		<ul style="list-style-type: none"> ● Visit: use an educational trip to allow learners to conduct research into the different providers of sport in their local area. This could be to a multi-activity site or a single-use site(s). Give learners a tutor-devised worksheet to complete during the trip. 	Visit worksheet
8-9	A4 International organisations responsible for ensuring inclusive practice	IS	<ul style="list-style-type: none"> ● Flipped learning activity: learners should be given information/videos about international organisations responsible for ensuring inclusive practice. ● Small-group activity: small groups are asked to feed back their summary of the organisations. They are then required to find examples of education, sanctions or policy change that the organisation has implemented to eradicate inequality. ● Whole-class activity: learners are given the scenario of being involved with a major sporting event like the Olympic Games. The class is split up into research teams and given responsibility for researching: <ul style="list-style-type: none"> - International Olympic Committee (IOC) or International Paralympic Committee (IPC) - World Health Organisation - National Governing Bodies of sport - International Governing Bodies of sport. The groups should research: <ul style="list-style-type: none"> - the role of each organisation at this major event - education programmes they run about inclusive groups - the sanctions they can impose that would impact on the event. Groups to feed back to the whole class. 	



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Learning aim B: Explore barriers to participation and methods of reducing barriers				
10–11	B1 Barriers to participation	IS	<ul style="list-style-type: none"> • Group discussion: learners should be encouraged to contribute to identify barriers to participation. • Group activity: learners to be shown the following video https://www.youtube.com/watch?v=TNoRwzi6GMS&list=PLPzf2kv8VV4sHJhN_HLltG1h8YrMnGpKh and the tutor to encourage group discussion about the barriers the video has highlighted. • Small-group activity: the class should be split into six groups and each group concentrate on a particular target group. They should then identify specific barriers for their target group and feed their findings back to the whole class. • Tutor presentation: specific categories of barriers to participation. • Practical activity: learners to experience a range of adapted or disability sports such as; boccia, seated volleyball, blind football. Tutor to highlight how these link to participation barriers and overcoming them. 	<p>Equipment on which to show videos</p> <p>Practical space and equipment</p>
12–13	B2 Methods of reducing barriers to participation	IS	<ul style="list-style-type: none"> • Lead-in: learners to watch the following video https://www.youtube.com/watch?v=JCRV4phF5eM&list=PLPzf2kv8VV4sHJhN_HLltG1h8YrMnGpKh&index=3 • Whole-class discussion: learners to answer these questions. <ul style="list-style-type: none"> - Why was Sporting Equals established? - What target group are they aiming to increase participation in? - What do they do? • Paired activity: learners to watch the following video https://www.youtube.com/watch?v=JCRV4phF5eM&list=PLPzf2kv8VV4sHJhN_HLltG1h8YrMnGpKh&index=3 . In pairs learners should highlight: 	<p>Equipment on which to show videos</p> <p>Case studies</p>



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			<ul style="list-style-type: none"> - the barriers the players may have experienced - the importance of positive role-models. ● Independent activity: the tutor should prepare case studies to illustrate the topics in B2. The case studies should include examples of participants with specific barriers for learners to overcome the barriers. ● Independent research: learners to identify examples of methods of reducing barriers. 	
14-16	Assessment of learning aims A and B	AW	<ul style="list-style-type: none"> ● Individual activity: learners work independently on the tasks on the assignment brief. 	Assignment brief
Learning aim C: Prepare sport sessions for inclusive coaching				
17-18	C1 Planning for inclusive coaching sessions	IS	<ul style="list-style-type: none"> ● Lead-in: learners to watch the following video https://www.youtube.com/watch?v=uxhMtaEEtgM. Tutor to stimulate discussion relating to the target groups included in the project and the work the football club is doing to increase equality. ● Small-group activity: learners are given a number of case studies with potential coaching projects on them. Learners must identify the group characteristics they would need to know in order to lead a successful project. ● Independent activity: learners should be given a coaching plan template and given one of the case-studies (including a specific target group) to prepare a session for. They should set aims and SMART targets for the session, followed by activities that would be suitable for their group. ● Peer review: in pairs, learners should justify the session plan they have created, discussing their choices. Their partner should feed back any changes they feel would be necessary. 	Case studies Coaching plan template Handout on coaching styles



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			<ul style="list-style-type: none"> ● Independent activity: learners to be given a handout that refers to coaching methods to develop participant performance. They should identify how they would try to establish: connection, confidence, concentration, motivation, emotional control and cohesion within their coaching session. 	
19–20	C2 Adaptations for inclusive coaching	IS	<ul style="list-style-type: none"> ● Practical activities: learners should participate in practical coaching activities to gain an understanding of adaptations for inclusive coaching. At the end of the session learners should be encouraged to identify how many would be appropriate for their group. The adaptations the tutor should bring in are: <ul style="list-style-type: none"> - size of area - equipment (size, specificity, technicality, visual aids) - style of delivery - communication strategies - ensuring welfare needs are met - use of technology. 	Practical space and equipment
21–22	C3 Leadership styles and suitability for different groups	IS	<ul style="list-style-type: none"> ● Tutor presentation: learners should be introduced to leadership and coaching styles. ● Individual activity: learners should list words that describe their leadership/coaching style. ● Group discussion: learners to discuss leaders and coaches they know and highlight positive and negative qualities they display. ● Lead-in: learners to watch the following video https://www.youtube.com/watch?v=1AZMiq6Mg-k Learners to take notes during the video. ● Independent activity: learners to write down descriptions of autocratic, democratic and laissez-faire leadership styles. 	Practical space and equipment



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			<ul style="list-style-type: none"> ● Practical activity: tutor to demonstrate different leadership styles through practical coaching activities. 	
23–24	C3 Leadership styles and suitability for different groups	IS/GS	<ul style="list-style-type: none"> ● Paired activity: learners to be given a range of coaching scenarios. Learners must apply a coaching style and discuss their choices. ● Tutor presentation: factors to consider when choosing a leadership style. ● Guest speaker: guest speaker would ideally be a sports coach(s) who works with an inclusive group. They will discuss their coaching/leadership style and why they use this style with their group. ● Practical activity: tutor to give learners coaching scenarios that they have to react to and implement a coaching style. 	Coaching scenarios Practical space and equipment
25–26	C4 Application of coaching style	IS	<ul style="list-style-type: none"> ● Lead-in: learners to watch the following video https://www.youtube.com/watch?v=_FAMKnrwo_s ● Independent activity: learners to write down their coaching philosophy. ● Independent activity: learners to be given a handout requiring them to identify how they will demonstrate personal attributes during coaching sessions: motivation, appearance, humour, personality, punctuality, courtesy, being inclusive, problem solving, being a role model, providing accessibility and rapport. ● Tutor presentation: organisational factors to consider in inclusive coaching. ● Practical activity: give learners coaching scenarios that require them to adapt sessions in response to dynamic risk assessment. 	Practical space and equipment Tutor presentation Coaching scenarios
27	C4 Application of coaching style	IS	<ul style="list-style-type: none"> ● Independent activity: plan a 15-minute skill drill coaching session to use with a specific target group. 	Practical space and equipment



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			<ul style="list-style-type: none"> ● Practical activity: learners to complete a micro-teach session to the rest of the class based on their coaching plan. If possible, this should be video recorded so they can watch it back afterwards and evaluate their own performance. ● Independent activity: learners should reflect on their coaching session and consider: <ul style="list-style-type: none"> - communication and how they adapted for different needs and participants – verbal, non-verbal, active listening, open/closed questioning - application of leadership style appropriate to the group - behaviour management: recognising conflict, conflict management techniques - influencing and using discretion - observation of participants - problem solving during the session - effectiveness of demonstrations. ● One-to-one: learners should be given one-to-one time with the tutor to select an appropriate target group to base their coaching session on. 	
28–30	Assessment of learning aim C.	AW	<ul style="list-style-type: none"> ● Individual activity: learners work independently on the tasks on the assignment brief. 	Assignment brief

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.