

32. Education and Training Cluster - Coaching Careers (4 hours)

Purpose/Abstract: To introduce students to coaching careers with a special focus on mentors.			
NCCCS Adult Education Standards: R.3.2.7, S.1.2.6, M.1.2.11			
Learning Objective: <i>By the end of the session, students will be able to:</i> <ul style="list-style-type: none"> ● Speak with fidelity about a coaching/mentoring job ● Demonstrate enthusiasm and attitude when mentoring others ● Describe and define a fraction as part of a whole 			
Soft Skills	communication, enthusiasm and attitude	Resources	<p>Skills to Pay the Bills (STPTB) (for instructor reference to define each soft skill category)</p> <p>Boys & Girls Clubs of North Carolina Big Brothers Big Sisters of Western North Carolina</p> <p>Color the Fraction Worksheet Education.com Writing Fractions: Fraction Fundamentals Interactive Worksheet Education.com Fractions Learning Check Worksheet Education.com</p> <p>NC Career Clusters Guide (for instructor reference)</p> <p>Handouts: The Power of Coaching and Soft Skills - 1 for each pair Mentoring Roleplays - 1 for each group</p>
Additional Materials <ul style="list-style-type: none"> ● The Power of Coaching and Soft Skills handout, 1 for each pair ● Mentoring Roleplays handout, 1 for each group ● Art supplies (glue, glitter, markers, paint, etc.) ● Pencils, paper, and scissors ● Computers for student use ● Optional: Fraction Circles or pictures to illustrate the concept 			
Icons	Activity	Check-In	Review

PREPARATION

- Read through the websites and prepare to share information on the clubs and guide a class-wide discussion.
- Review the worksheets and games on [education.com](#) and print out the following worksheets:
- Review the [Instructional Support Guide](#) and print/prepare referenced scaffolds.



- Print handouts.
- Familiarize yourself with [O*NET](#)
- Familiarize yourself with [Skills to Pay the Bills](#), though it won't be used directly in this lesson.

INTRODUCTION (30 min)

Greet the students and express your excitement about the day's lesson on coaching careers. Explain that coaching and mentoring play important roles in various fields, such as sports, academics, and personal development. Emphasize that mentors play a vital role in guiding and supporting individuals to reach their goals.

Conduct an ice-breaker activity where students share their experiences with mentoring or being mentored. Divide the students into small groups.

Ask each student to take turns sharing a brief personal experience of either being a mentor or having a mentor. Encourage students to discuss the qualities and skills they believe a good mentor should possess. Provide some prompts to guide their discussion, such as:

What was your experience like as a mentor or mentee?

What qualities did you appreciate in your mentor or mentee?

How did the mentor or mentee contribute to your growth and development?

Ask a few students to share their experiences and insights from their discussions. Encourage other students to ask questions and provide additional input.

Connect the students' responses to the focus of the lesson, emphasizing how these qualities and skills align with coaching careers. Share the objectives of the lesson.

VOCABULARY, READING & WRITING (40 min)

Divide students into pairs and distribute the Power of Coaching and Soft Skills handout. Read and clarify the instructions.

REFLECTION (10 minutes)

- ✓ Ask 3-4 volunteers to create new sentences from the list of vocabulary words.

Lead a short discussion to allow students to share their understanding of the importance of the soft skills they read about in the passage.

Lower Level

Pair lower level students with higher level students.

Higher Level

Challenge students to write a short paragraph summarizing the main idea of the passage.

MATHEMATICS (45 min)

Introduce the concept of fractions as part of a whole. Use visual aids such as fraction circles or pictures to illustrate the concept.

Distribute the fraction worksheets to each student.

As students work on the worksheets, walk around the classroom and engage them in discussions to ensure their understanding of the quantity formed by a fraction and its relation to equal parts.

Ask questions such as:

- *Can you explain what a fraction represents in terms of a part of a whole?*
- *How would you describe the relationship between the numerator and denominator in a fraction?*
- *Can you provide an example of a real-life situation where understanding fractions would be useful?*

Provide additional support and clarification as needed, and encourage students to ask questions if they require further assistance.

 REFLECTION (10 minutes)

✓ Review the answers with the whole class.

Lower Level

Provide visual aids like fraction circles or pictures.

Higher Level

Provide this assessment sheet - [Fractions Learning Check | Worksheet | Education.com](#) for students to work on if they complete the other worksheets early.

GROUP WORK (60 min)

Begin by introducing the two organizations ([Boys & Girls Clubs of North Carolina](#); [Big Brothers Big Sisters of Western North Carolina](#)), highlighting their roles in mentoring and coaching children. Provide a brief overview of each organization, such as their mission, target audience, and the types of mentorship programs they offer. Use the links to gather relevant information about the organizations.

Organize the students into small groups of 3 members each.
Consider grouping students with a mix of abilities to foster collaboration and support.

Assign one of the scenarios in the Mentoring Roleplay handout to each group. Provide instructions for groups to discuss and prepare for the role-play activity. Each group will assign roles, with one mentor and others as children seeking guidance. Encourage students to think about effective communication, enthusiasm, and attitude while playing their roles. Emphasize the importance of active listening, asking relevant questions, and providing constructive feedback.

Tell students to switch roles so all of them get to practice being mentors.

Observe the interactions and dynamics within each group. Pay attention to students' communication styles, levels of enthusiasm, and positive attitudes during the role-play activity.

 REFLECTION (20 minutes)

✓ After all students in a group have had a chance to be the mentor, provide feedback to the groups based on their performances. Discuss the strengths and areas for improvement in terms of communication, enthusiasm, and attitude demonstrated by the mentors. Encourage students to reflect on their experiences and discuss how their actions as mentors can impact the children they are mentoring.

INDEPENDENT WORK TIME (45 min)

Provide the following prompt and ask students to write a short paragraph.

Write a short paragraph describing a coaching/mentoring experience they have had or would like to have.

Encourage students to use vocabulary words related to coaching/mentoring that they have learned in the lesson.

If students complete early, share the links ([Boys & Girls Clubs of North Carolina](#) ; [Big Brothers Big Sisters of Western North Carolina](#)) and ask them to read through the websites.

 REFLECTION (20 minutes)

✓ Have a few volunteers read their paragraphs and research.

Lower Level

Provide sentence frames such as: "I had a coaching/mentoring experience when..."
"One coaching/mentoring experience I would like to have is..."

Higher Level

To challenge students, ask them to conduct research on famous coaches or mentors and create a presentation highlighting their achievements and impact.

WRAP-UP & REFLECTION (15 min)

Ask students to share one thing they learned or found interesting during the lesson.
Reinforce the importance of effective communication, enthusiasm, and attitude in coaching careers.

Distribute exit slips to students.
Ask for a few volunteers to share their reflections.
Collect and review the answers.

The Power of Coaching and Soft Skills

Directions:

- Read the passage below with your instructor and the rest of the class.
- Take a few minutes to reflect on the passage and discuss how you demonstrate these soft skills in your daily lives.
- Vocabulary Activity: Read the list of vocabulary words given, find their definitions using a dictionary and fill them in the blanks for the sentences that follow.

Coaching careers involve guiding and supporting others to achieve their goals. Coaches serve as role models, providing guidance and encouragement in various fields, such as sports, education, or professional development. Effective coaches possess strong communication skills, allowing them to listen actively, ask relevant questions, and provide constructive feedback.

Soft skills play a crucial role in coaching careers. Enthusiasm and a positive attitude are essential to motivating and inspiring individuals. Coaches must demonstrate genuine excitement for their work and exhibit a positive demeanor. By cultivating enthusiasm and a positive attitude, coaches can create a supportive environment and help individuals overcome challenges.

Furthermore, effective communication is a vital soft skill for coaches. Coaches must communicate clearly, adapting their communication style to the needs of their mentees. They must listen attentively, understand the mentees' perspectives, and provide guidance and support accordingly. By fostering open and effective communication, coaches can build trust and rapport with their mentees.

In conclusion, coaching careers require a combination of coaching skills and soft skills such as communication, enthusiasm, and a positive attitude. By mastering these skills, coaches can make a positive impact on individuals' lives and empower them to achieve their full potential.

Vocabulary Activity:

Vocabulary Words

coaching	guidance	attitude	role models	constructive
enthusiasm	careers	communication	mentors	rapport

Sentences

1. Coaches play an important role as _____, guiding and supporting others to achieve their goals.
2. Effective coaches possess strong _____ skills, allowing them to listen actively and ask relevant questions.
3. Enthusiasm and a positive _____ are crucial in motivating and inspiring individuals.
4. Coaches must provide _____ and encouragement to help individuals overcome challenges.
5. By fostering open and effective _____, coaches can build trust and _____ with their mentees.
6. Coaches serve as _____ and exhibit a positive demeanor to create a supportive environment.
7. Effective coaches provide _____ feedback to help individuals improve and grow.
8. In coaching _____, mastering both coaching skills and soft skills is important for success.

Mentoring Roleplays

Directions:

- Read the scenario assigned to your group.
- Assign roles within your groups and act out the scenario. Focus on your communication skills. Practice approaching the conversations within the roleplay with a positive attitude.

Scenario 1: Leadership Development

You are mentors in a leadership development program for teenagers. Your task is to mentor a student named Alex, who shows potential for leadership but needs guidance in developing leadership skills. Alex is passionate about making a positive impact in their school and community. As mentors, you will work with Alex to enhance their communication skills, foster effective teamwork, strengthen their decision-making abilities, and develop problem-solving strategies. Together, you will identify opportunities for Alex to take on leadership roles and guide them in leading projects or initiatives that align with their interests and goals.

Scenario 2: College Preparation

You are mentors assisting high school students with college preparation. Your role is to mentor a student named Maya, who is planning to attend college. Maya is ambitious and wants to pursue a degree in a STEM field. As mentors, you will guide Maya through the college application process, helping her research and narrow down potential colleges that offer strong STEM programs. You will assist Maya in preparing an impressive college application, including crafting a compelling personal statement, gathering recommendation letters, and navigating financial aid options. Additionally, you will help Maya explore potential majors within the STEM field and provide guidance on how to make the most of college visits and admissions interviews.

Scenario 3: Career Exploration

You are mentors in a career exploration program for young teens. Your task is to mentor a student named Liam, who is interested in exploring different career options. Liam is curious and has a wide range of interests, including art, technology, and healthcare. As mentors, you will work with Liam to help him identify their passions, strengths, and aptitudes. You will guide Liam in conducting research on various careers aligned with their interests, providing resources such as informational interviews, job shadowing opportunities, and online career assessments. Through this mentorship, Liam will gain insights into different career paths, helping him make informed decisions about his future educational and professional pursuits.

Scenario 4 : Personal Development and Goal-Setting

You are mentors, focusing on personal development and goal-setting. Your role is to mentor a teenager named Ava, who wants to improve their self-confidence, develop healthy habits, and set and achieve personal goals. Ava is a driven and ambitious individual who sometimes struggles with self-doubt. As mentors, you will work with Ava to enhance their self-esteem, develop effective time management skills, and foster resilience in the face of challenges. Together, you will help Ava set meaningful and achievable goals, such as improving academic performance, developing a fitness routine, or pursuing a personal passion. Through regular mentoring sessions, you will provide guidance, motivation, and accountability to support Ava in their personal growth journey.

Reflection Exit Slip

In one sentence, describe what you learned in this lesson.

Today, I learned _____.

Is one of the careers discussed today of interest to you? Why or why not?

I liked / did not like _____ career because _____.

Is there anything you still need help understanding?

What's one question you have?

Circle the emoji that shows how you feel about your mastery of content in this lesson.



Happy



Smart



Confused



Sad



Angry