



Coaching & Student Success

INSTRUCTOR / EDUCATOR PROGRAM - Unit 12

Applies to: Instructor / Educator

Suggested time: 3 hours (theory and practice)

How to use this plan: The lines under "Say" are scripted word for word so every class hears the same information - read them aloud. *Italic in brackets is what you do.* The jade "Teaching move" names the method; the "Students" line is their involvement.

Learning Objectives

By the end of this lesson, students will be able to:

- Coach struggling students effectively.
- Build student confidence and motivation.
- Help students set and reach goals.
- Intervene early to support student success.

Materials and Equipment

- SGS chapter slide deck, projector, and whiteboard
- Coaching handout and coaching role-play scenario cards
- Student-educator workbook

Key Terms

coaching, encouragement, confidence, goal-setting, early intervention, constructive guidance, growth mindset, student success.

Lesson Sequence

1. Opening Hook - 10 min

Teaching move: *You can be the reason a student doesn't quit.*

SAY (read aloud):

Some of your students will hit a wall - a skill they cannot get, a confidence crisis, a hard week. In those moments, a coaching educator can be the reason they push through instead of quitting. Coaching is where teaching becomes personal. Today we learn to lift students when they struggle.

- **Students:** recall a time encouragement kept them going.

2. Coaching the Struggling Student - 25 min

Teaching move: *Private, specific, supportive.*

SAY (read aloud):

When a student struggles, you coach - privately, never publicly. You identify exactly where they are stuck, break the skill into smaller pieces, demonstrate again, and give them a clear, doable next step. You are honest about what needs work but always with belief in them. Public criticism crushes; private coaching builds. Specific guidance plus genuine belief is the formula.



- **Students:** describe how to coach a student who cannot get a skill.

3. Building Confidence and a Growth Mindset - 20 min

Teaching move: Effort over fixed talent.

SAY (read aloud):

Confidence is built, not given. You celebrate progress, not just perfection, and you teach a growth mindset - the belief that ability grows with effort and practice, that 'I cannot do this' is really 'I cannot do this yet.' When students believe they can improve, they put in the work that proves it. Your belief in them becomes their belief in themselves.

- **Students:** reframe 'I cannot do a fade' with a growth mindset.

4. Goal-Setting and Early Intervention - 20 min

Teaching move: Plans and timely help.

SAY (read aloud):

Help students set clear, reachable goals and a plan to get there - small wins build momentum. And intervene early: the moment you see a student slipping in skill, attendance, or attitude, you reach out, because problems are far easier to solve early. Catching a struggling student in week three beats discovering it at the final. Early, caring intervention saves students.

- **Students:** name one early warning sign that a student needs support.

5. Role-Play, Check, and Recap - 25 min

Teaching move: Practice coaching and recall.

SAY (read aloud):

Role-play a coaching conversation from a scenario card. Quick check: do you coach a struggling student publicly or privately? *[Pause.]* Privately. What does a growth mindset say about 'I cannot'? *[Pause.]* Add the word 'yet.' To recap: coach privately with specific guidance and belief, build confidence and a growth mindset, set goals, and intervene early.

- **Students:** role-play a supportive coaching conversation and debrief.

Assessment

- Performance: a coaching role-play.
- Written: quiz on coaching and student success.
- Verbal: participation in the role-plays.

Assignment

Read Coaching & Student Success and complete the workbook. Plan how you would coach a student stuck on a specific skill.

Instructor Notes and Safety

Model private, specific, belief-filled coaching.

Reinforce early intervention and the growth mindset.