**Leadership Diploma Qualification**

**Name: …………………………………………………….**

**Group: ……………………………………………………**

**Teacher: …………………………………………………**

A drawing of me as an excellent sports leader

**Term E –**

**Tag Rugby Leaders Award**

**Term F –**

**Student Led Tournaments**

**Term D –**

**Living For Sport**

**Term C –**

**Officiating & Primary School Festival**

**Term B –**

**Inclusive Activities**

**Term A –**

**Key Skills of a Leader**



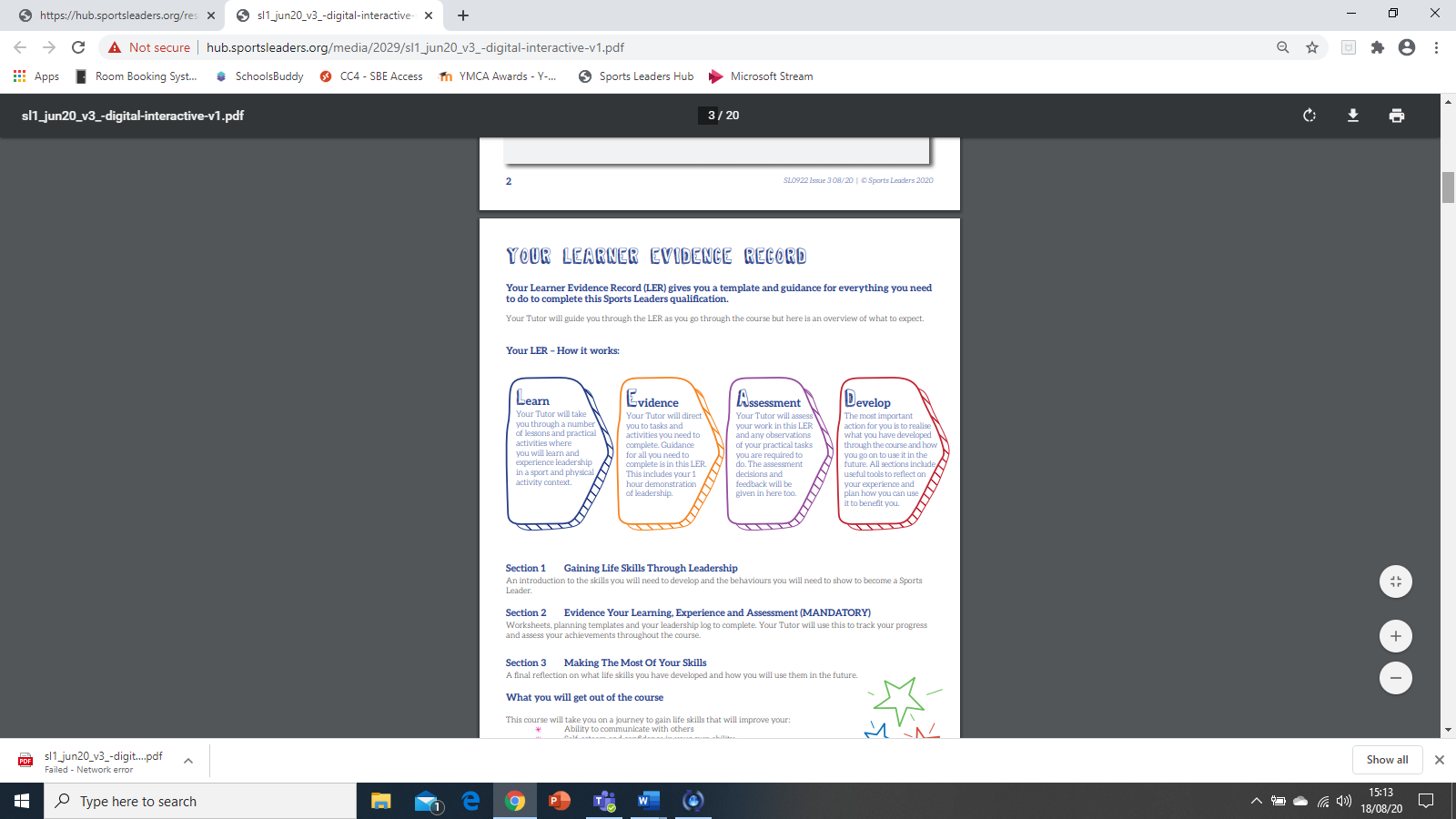
Why Sports Leadership Diploma?

This year you will be working under the learning framework provided in the SLQ Level 1 in Sports Leadership. You will undertake tasks and demonstrate your leadership skills in theory and practical situations. In exchange for your hard work and learning, you will receive:

1. New skills and knowledge that can be used to develop yourself
2. A Level 1 Sports Leaders Certificate
3. The ability & competence to apply for a role supporting a more qualified leader in a paid coaching environment

**What are you most looking forward to achieving this year?**

How will I get there?



­





**REDUCE TASK**

Marcus Rashford has proven to be a valiant leader on and off the field. Which **one** of the skills listed above do you think he possesses the most?

Which one of the skills above so you think **you** currently show the most?

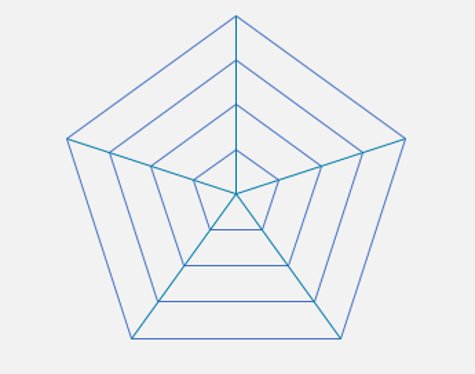


**Term A -**

**Key Skills of a Leader**

Term A - Theory Lesson 1

Pick 5 skills and place them in the diagram below. Rate yourself from 1 – 5 on how well you currently display that skill.



Term A - Theory Lesson 2

What is the difference in leadership style between the following people?

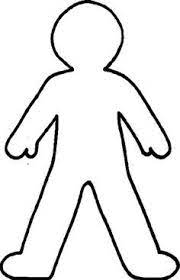


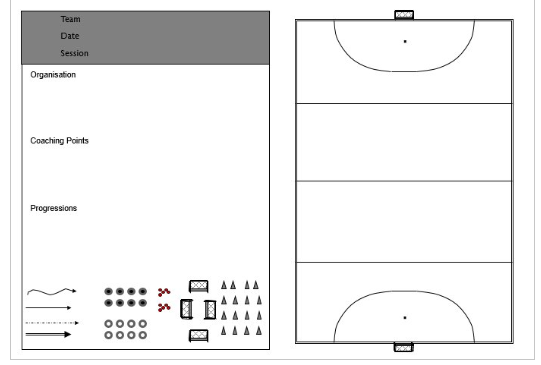
Gareth Southgate – England Football Manager

Dina Asher Smith – GB Athlete and Role Model

Owen Farrell – England Rugby Captain

Good leader Bingo



Term A – Theory Lesson 3



**Term B –**

**Inclusive Activities**

Term B – Theory Lesson 1

Complete the acronyms below for the 3 methods.

TREE Method

**TREE**

STEP Method/Framework

**STEP**

CHANGE IT Method

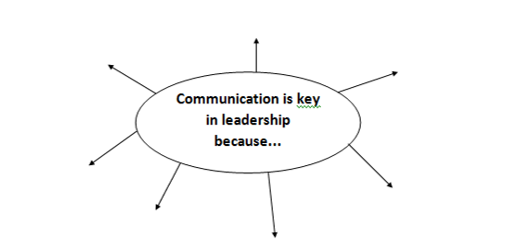
**CHANGE**

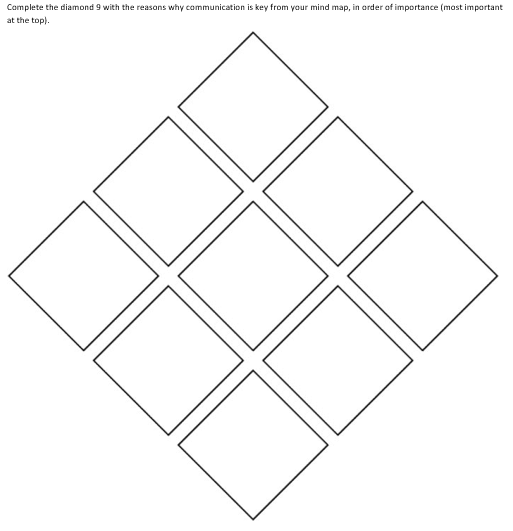
**I T**



Term B – Theory Lesson 2

Person A’s drawing Person B’s drawing





Term B – Theory Lesson 3

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group Members:** | | | | |
| **Date of session** | **Time and duration** | **Participants (who, number, age/ability, etc.)** | | |
|  |  |  | |
| **Focus/aim of activity** | | **Topic/sport/activity** | | |
|  | |  | |
| **Key Covid-19 guidance for this session** | | **Who is responsible for managing the Covid-19 guidance? (i.e. your supervisor)** | | |
|  | |  | |
| **Facilities/working space/environment** | | **Equipment list** | | |
|  | |  | |
| **Name and description of activity**  Use written descriptions and/or diagrams | | | **Adaptation**  Suggest 1 change to make each activity more/ less challenging | |
|  | | |  | |
|  | |

Term B – Theory Lesson 4

Nobody is perfect and even a session that was enjoyable and felt great will have some area for improvement.

Well done if you managed to deliver your first activity!

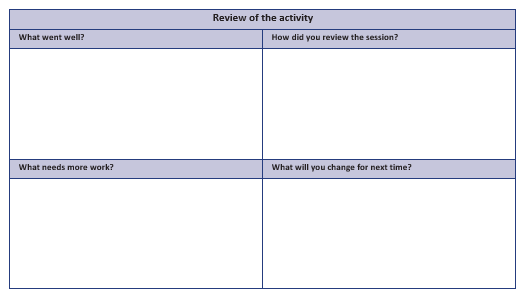
To ensure we learn from our experiences and develop our leadership ability through practice, it is useful to use a process to reflect:

**PLAN**

**DO**

**REVIEW**







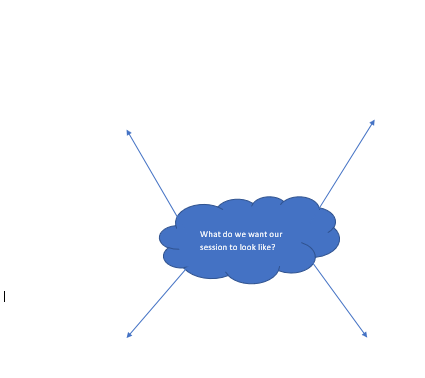
**Term C –**

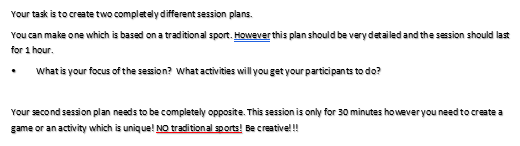
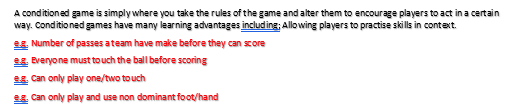
**Officiating & Primary School Festival**

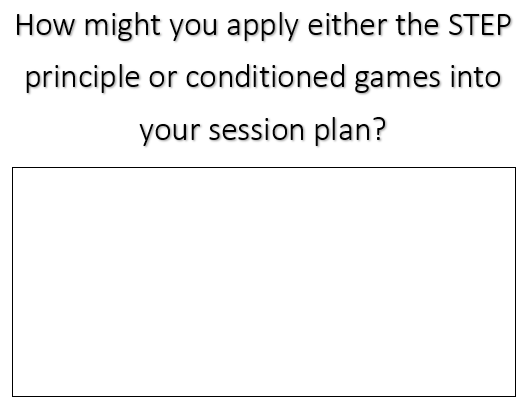
Term C – Theory Lesson 1

Notes space for information found on your chosen officiating sport

Term C – Theory Lesson 2







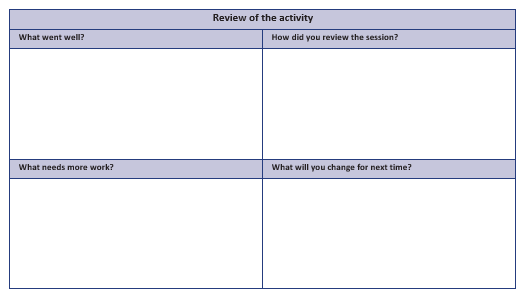
Traditional plan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
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| **Name and description of activity**  Use written descriptions and/or diagrams | | | **Adaptation**  Suggest 1 change to make each activity more/ less challenging | |
|  | | |  | |
|  | |

Unique sport plan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group Members:** | | | | |
| **Date of session** | **Time and duration** | **Participants (who, number, age/ability, etc.)** | | |
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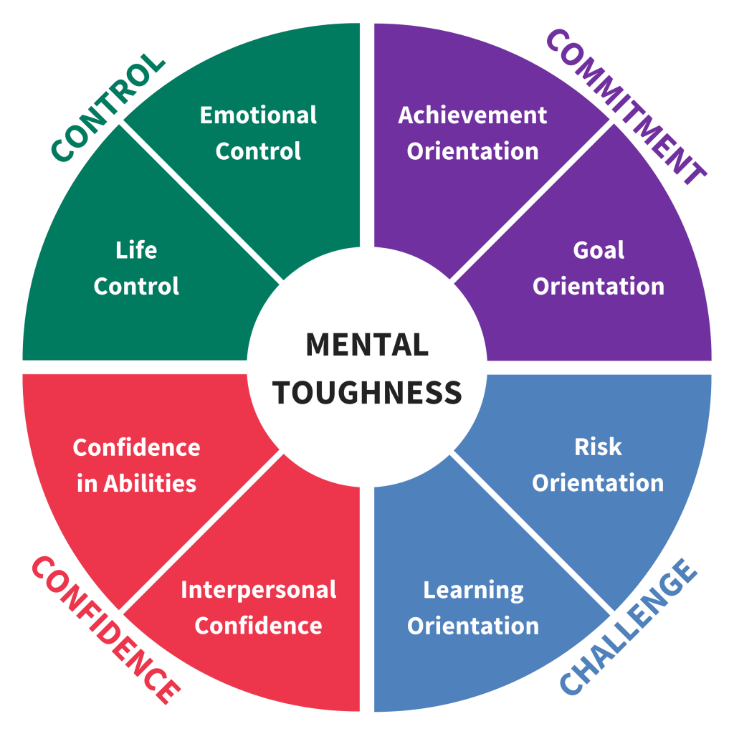
Term C – Theory Lesson 3





**Term D –**

**Living For Sport**

Term D - Theory Lesson 1

Rank the following, in your opinion, from most important to least important in terms of being mentally tough.

**1.**

Explain your reasoning here for your top 2 and bottom 2…

**8.**

**7.**

**6.**

**5.**

**4.**

**3.**

**2.**

Term D – Theory Lesson 2

Complete the Venn diagram for mental toughness and hunger to achieve.

Term D – Theory Lesson 3

What potential barriers could the following groups of people have in sport?





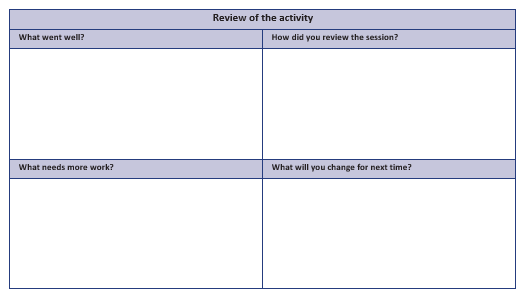
**Term E –**

**Tag Rugby Leaders Award**

Term E – Theory Lessons

Notes and planning section

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group Members:** | | | | |
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**Term F –**

**Student Led Tournaments**

Term F – Theory Lesson 1

Competition Types Activity

Rules:

Scores & Results:

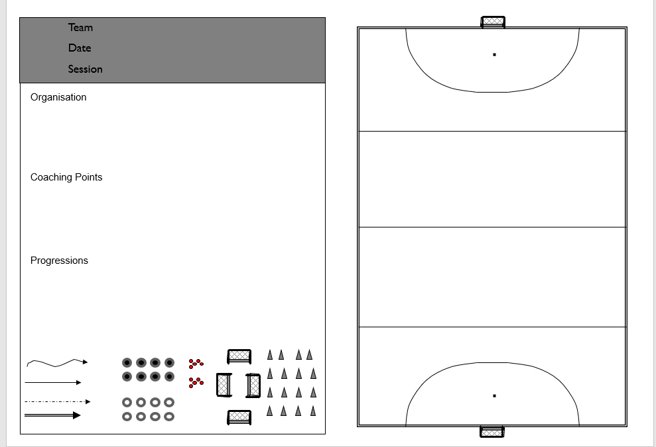
Events

From watching the ‘Sports Day at School’ video, make a list of the different activities you see:

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Questionnaire planning

Term F – Theory Lesson 2



Tournament notes section for planning

Term F – Theory Lesson 3

Starter: write down as many sports tournaments as you can think of…

Findings and planning of how to present findings