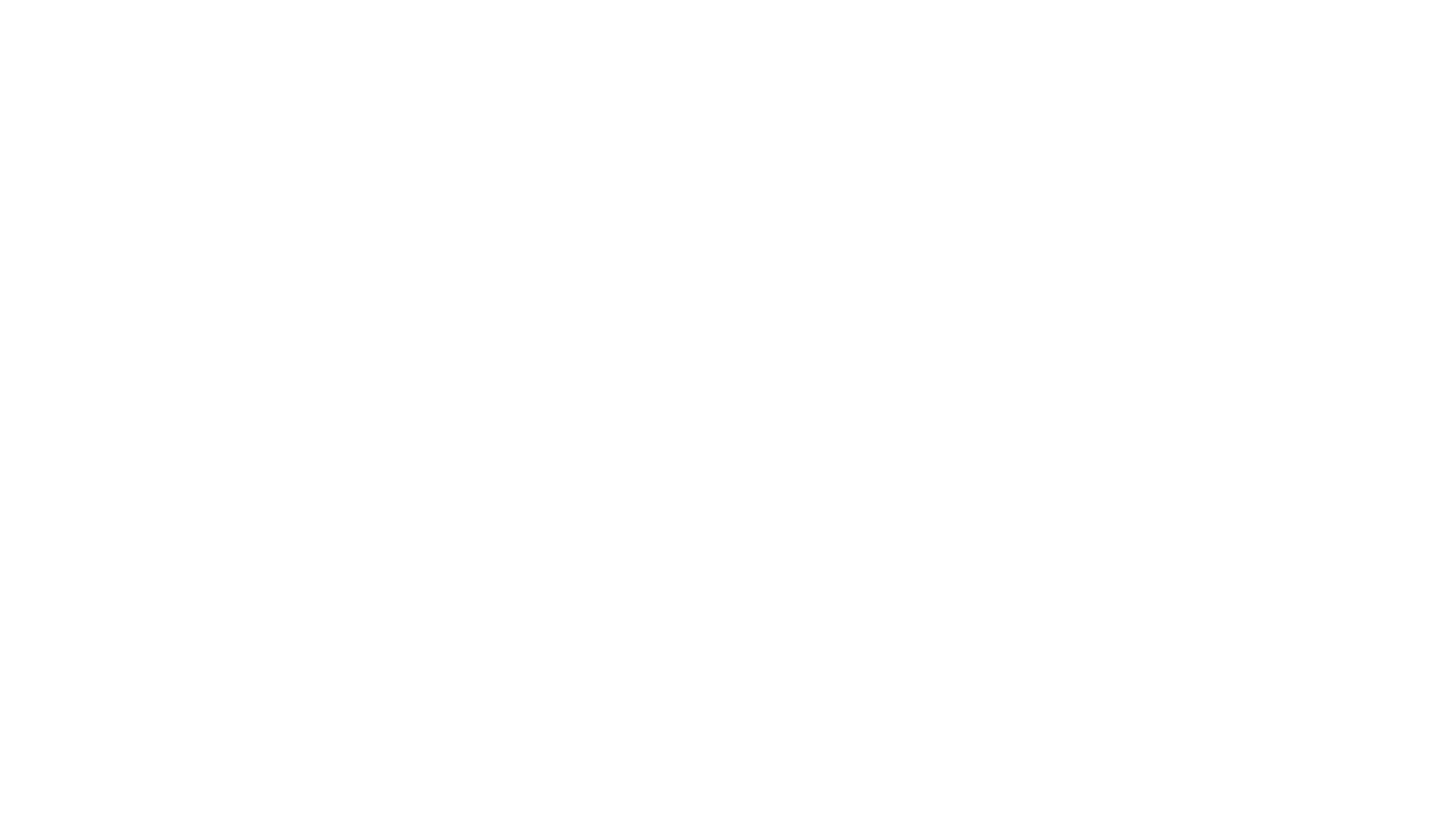
### Amended Specification - From 1st September 2019

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**SL3**



**Learner Evidence Record**

Level 3 Qualification in Sports Leadership (SL3)

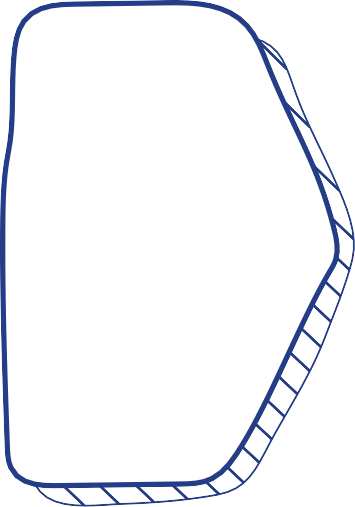
|  |  |
| --- | --- |
| **Learner name** |  |
| **Centre name** |  |
| **Course number** |  |
| **Tutor name** |  |

## Your Learner Evidence Record

### Your Learner Evidence Record (LER) gives you a template and guidance for everything you need to do to complete this Sports Leaders qualification.

Your Tutor will guide you through the LER as you go through the course but here is an overview of what to expect.

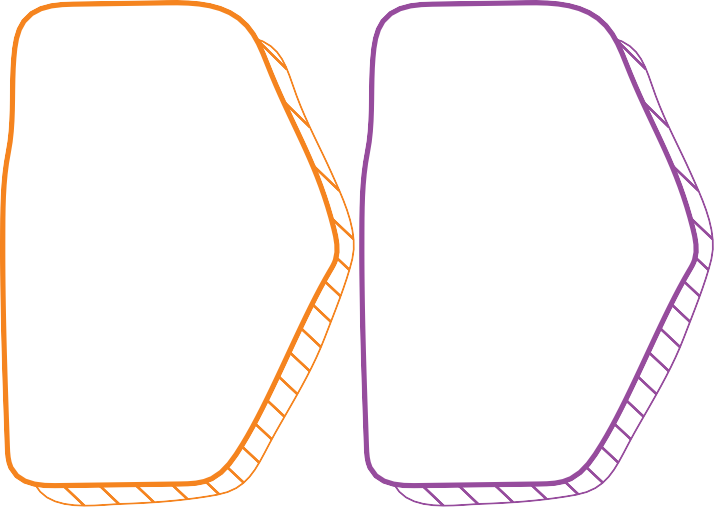
### Your LER – How it works:



L**earn**

Your Tutor will take you through a number of lessons and practical activities where

you will learn and experience leadership in a sport and physical activity context.



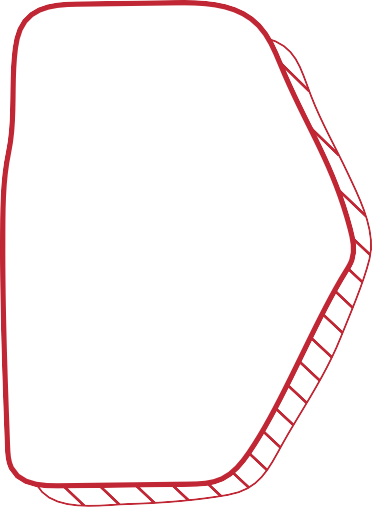
E**vidence**

Your Tutor will direct you to tasks and activities you need to complete. Guidance for all you need to

complete is in this LER. This includes your 30 hours demonstration of leadership.

A**ssessment**

Your Tutor will assess your work in this LER and any observations of your practical tasks you are required to do. The assessment decisions and feedback will be given in here too.



D**evelop**

The most important action for you is to realise what you have developed

through the course and how you go on to use it in the future. All sections include useful tools to reflect on your experience and

plan how you can use it to benefit you.

**Section 1 Gaining Employability Skills Through Leadership**

An introduction to the skills you will need to develop and the behaviours you will need to show to become a Sports Leader.

### Section 2 Evidence Your Learning, Experience and Assessment (MANDATORY)

Worksheets, planning templates and your leadership logs to complete. Your Tutor will use this to track your progress and assess your achievements throughout the course.

### Section 3 Making The Most Of Your Skills

A final reflection on what skills you have developed and how you will use them in the future.

### What you will get out of the course

This course will take you on a journey to gain employability skills that will improve your: Ability to communicate with others

Self-esteem and confidence in your own ability Ability to work with others as part of a team

Skills needed to manage your own work and personal development Ability to identify problems and what to do to problem solve

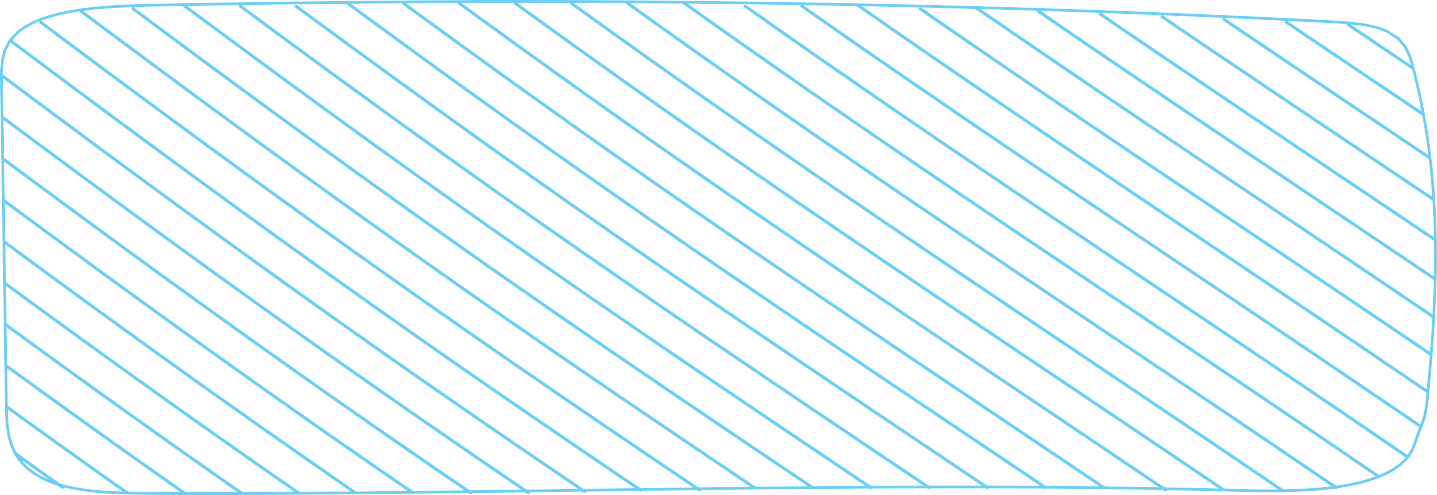
In achieving all these through this course you will be better prepared for your next steps in education and/or getting a job. So, let’s get started…

*What happens to your data - Go to* [*www.sportsleaders.org/privacy*](http://www.sportsleaders.org/privacy) *to find out more.*

## Section 1

**Gaining Employability Skills Through Leadership**

### This course will take you on a journey to gain Employability skills. Through showing a set of behaviours, you will develop 5 essential skills that will help you progress in other areas of interest to you.

**The 5 employability skills**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Communication** | **Self-belief** | **Teamwork** | **Self- management** | **Problem solving** |
| What this means to you | Your ability to listen and share | Building confidence in your own ability | Enabling you to work with others | Taking responsibility for | Understanding the problem and |
|  | information |  |  | your actions and | finding solutions |
|  |  |  |  | doing things to the |  |
|  |  |  |  | best of your ability |  |
| Behaviours shown on this course | Active Listening Questioning Articulate | Resilience Confidence Self-esteem | Integrity Empathy Inclusive | Accountable Determination Independence | Creative Analytical Innovative |
|  | Professional | Self-motivation | Inspiring | Initiative | Intuitive |
|  | Passionate | Positive attitude | Reliable | Motivated | Rational |
|  | Succinct |  | Respect | Self-starter |  |

Showing these behaviours on this course is great. The more impactful thing will be to be able to tell others about what you have done and what it means for you and your future. Complete Task 1.3 to rate your skills at the start and end of the course.

The focus behaviours on this course are important to you because you can use them to:

1. Make your skills more effective
2. Make you stand out from the crowd
3. Become more employable

In Tasks 1.1 to 1.3 of your Learner Evidence Record you will Review and Action. After the course you will Reflect, Transfer and Apply.



**Before the Course:**

**After the Course:**

**Review** Describe where your skills are

before this course

**Reflect**

What skills have you shown?

**Action** What are you going to do to

improve your skills?

Think about the focus behaviours you can show

**Transfer** Where else can you use

your skills?

**Apply**

Where will you try your skills out?

e.g. job application

## Section 2



**TUTORS complete the GREEN Sections**

**LEARNERS complete the BLUE Sections**

**Evidence Your Learning,**

**Experience and Assessment** (MANDATORY)

### You are required to complete all Tasks within this section to complete the course. This covers both the Evidence and Assessment stages of ‘Your LER – How it works’ guidance in the introduction.

It is important that the work within this section is your own and that your Tutor can assess all of your work and practical activities.

### Here is what you and your Tutor need to complete:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evidence – what tasks do you need to do?** | | | **Assessment – what your Tutor will do** | |
| **Task 1.1** – Understanding the skills and behaviours a Sports Leader needs | |  | Complete assessment boxes for Task 1.1, 1.2,  1.3 and 1.4 |  |
| **Task 1.2** – Using leadership skills and behaviours in other environments | |  |  |
| **Task 1.3** – Evaluate and develop leadership skills | |  |  |
| **Task 1.4** – Reflect on your development across the Sports Leaders course | |  |  |
| **Task 2.1** – Types of sports/physical activity events | |  | Complete assessment boxes for Task 2.1, 2.2 and Practical Observation Form for Task 2.2 |  |
| **Task 2.2** – Event plan and evaluation | |  |  |
| **Task 3.1** – Duty of care and safeguarding | |  | Complete assessment boxes for Task 3.1 and 3.2 |  |
| **Task 3.2** – Complete a risk assessment for a sport/ physical activity session | |  |  |
| **Task 4.1** – The effects of sports and physical activity on children | |  | Complete assessment boxes for Task 4.1 and 4.2 and Practical Observation Form for Task 4.2 |  |
| **Task 4.2** – Plan, lead and evaluate sport/physical activity sessions for children (three linked session plans required) | |  |  |
| **Task 4.2** – Leadership Log | |  | Sign off your Leadership Log |  |
| **Units to choose from – You must complete and be assessed for two of the following three units** | | | | |
| Unit 5 | **Task 5.1** – The effects of sport and physical activity in the community |  | Complete assessment boxes for Task 5.1 and 5.2 |  |
| **Task 5.2** – Plan, lead and evaluate community sport/physical activity sessions (three linked session plans required) |  |  |
| **Task 5.2** – Leadership Log |  | Sign off your Leadership Log |  |
| Unit 6 | **Task 6.1** – The effects of sport and physical activity on disabled people |  | Complete assessment boxes for Task 6.1 and 6.2 |  |
| **Task 6.2** – Plan, lead and evaluate sport/ physical activity sessions for disabled people (three linked session plans required) |  |  |
| **Task 6.2** – Leadership Log |  | Sign off your Leadership Log |  |
| Unit 7 | **Task 7.1** – The effects of sport and physical activity on older people |  | Complete assessment boxes for Task 7.1 and 7.2 |  |
| **Task 7.2** – Plan, lead and evaluate sport/ physical activity sessions for older people (three linked session plans required) |  |  |
| **Task 7.2** – Leadership Log |  | Sign off your Leadership Log |  |
|  | All done? |  | All done? |  |

**Learner Authenticity Statement**

**Only complete this statement once all of Section 2 is completed**

By signing this, you and your Tutor are confirming that:

1. All work within this Learner Evidence Record is your own
2. The Tutor/Assessor has observed you demonstrating the tasks that have been assessed in the practical observation form(s)
3. You have completed the:
   * 10 hours demonstration of leadership for Unit 4
   * 10 hours demonstration of leadership for two of Units 5, 6, and 7 (20 hours in total)

|  |  |  |  |
| --- | --- | --- | --- |
| **Your signature** |  | **Date** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Report on learner performance and progression throughout the course** |  | | |
| **Tutor/Assessor’s signature** |  | **Date** |  |

# Task 1.1

**6**

**Skills:** A skill is something that you can do e.g. communicating with others

**Behaviours:** What you need to show to make your skills more effective, e.g. being confident

### Understanding the skills and behaviours a Sports Leader needs

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Use the table below to consider what the role of the Sports Leader is and the other roles that can support or add to the development of your leadership skills and behaviours.

|  |  |  |  |
| --- | --- | --- | --- |
| **Role** | **Main responsibility** | **What makes this role unique** | **Is there anything about the role that is shared with another role?** |
| Sports Leader |  |  |  |
| Coach |  |  |  |
| Teacher |  |  |  |

Next, think about the skills and behaviours you will need to be a Sports Leader.

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key skill** | **Describe what this key skill is** | **Explain why this key skill will be necessary for a Sports Leader** | **Associated behaviours** | **Pick 2 behaviours and describe the effect they have on the key skill** |
|  |  |  | - Active Listening | 1) |
|  | - Questioning |  |
| **Communication** | * Articulate * Professional * Passionate |  |
| 2) |
|  | - Succinct |  |
|  |  |  |  | 1) |
|  | - Confidence |  |
|  | - Positive attitude |  |
| **Self-belief** | * Resilience * Self-esteem |  |
| 2) |
|  | - Self-motivation |  |
|  |  |  | - Reliable | 1) |
|  | - Respect |  |
| **Teamwork** | * Integrity * Empathy * Inclusive |  |
| 2) |
|  | - Inspiring |  |
|  |  |  | - Accountable | 1) |
|  | - Determination |  |
| **Self-management** | * Independence * Initiative * Motivated |  |
| 2) |
|  | - Self starter |  |
|  |  |  |  | 1) |
|  | - Creative |  |
|  | - Analytical |  |
| **Problem solving** | * Innovative * Intuitive |  |
| 2) |
|  | - Rational |  |

# Task 1.2

### Using leadership skills and behaviours in other environments

Use the table below to explain how and why 5 leadership skills and behaviours might be relevant in other environments. Explain the positive impact of each skill and behaviour on employability and success in a work environment.

|  |  |  |
| --- | --- | --- |
| **Skill** | **In what environment(s) and how could the skill be used** | **What positive effect could using the skill have on my employability and success in work** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **Behaviour** | **In what environment(s) and how could the behaviour be used** | **What positive effect could displaying the behaviour have on my employability and success in work** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

# Task 1.3

### Evaluate and develop leadership skills

Use the tables below to record the evaluation of your own leadership skills, ask someone else to review your leadership skills and evaluate another learner’s leadership skills. Highlight the skills in need of further development.

Create a personal plan to develop these identified skills for yourself only.

### Self Evaluation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluation of own leadership skills** | | | | |
| **Name 3 evaluation methods you can use** | | | **Describe how the evaluation might help you improve** | |
| 1)  2)  3) | | | 1)  2)  3) | |
| **Evaluation method(s)** | | | | **Date of evaluation(s)** |
|  | | | |  |
| **Leadership skill** | **Rating 1-10**  **1 = low, 10 = high** | **Evidence to support the score given** | | |
| **Communication** |  |  | | |
| **Self-belief** |  |  | | |
| **Teamwork** |  |  | | |
| **Self-management** |  |  | | |
| **Problem solving** |  |  | | |
| **Strongest skills** | | **Skills in need of further development (choose 2)** | | |
|  | |  | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Responsible person’s evaluation of your leadership skills**  *(The responsible person can be a peer, a mentor or another person with a similar relationship to you)* | | | |
| **Evaluation method(s)** | | | **Date of evaluation(s)** |
|  | | |  |
| **Leadership skill** | **Rating 1-10**  **1 = low, 10 = high** | **Evidence to support the score given** | |
| **Communication** |  |  | |
| **Self-belief** |  |  | |
| **Teamwork** |  |  | |
| **Self-management** |  |  | |
| **Problem solving** |  |  | |
| **Strongest skills** | | **Skills in need of further development (choose 2)** | |
|  | |  | |

|  |  |
| --- | --- |
| **Personal development plan**  *(Use your self-evaluation and the evaluation provided by a responsible person to create your plan)* | |
| **Focus skill(s)** | **Date of plan creation** |
|  |  |
| **Opportunities that you have identified to improve your skills** | **Steps that will be taken to improve identified skills** |
|  |  |
| **Timescale for plan and review points** | **Who can support the development plan?** |
|  |  |
| **How will success be measured?** | |
|  | |

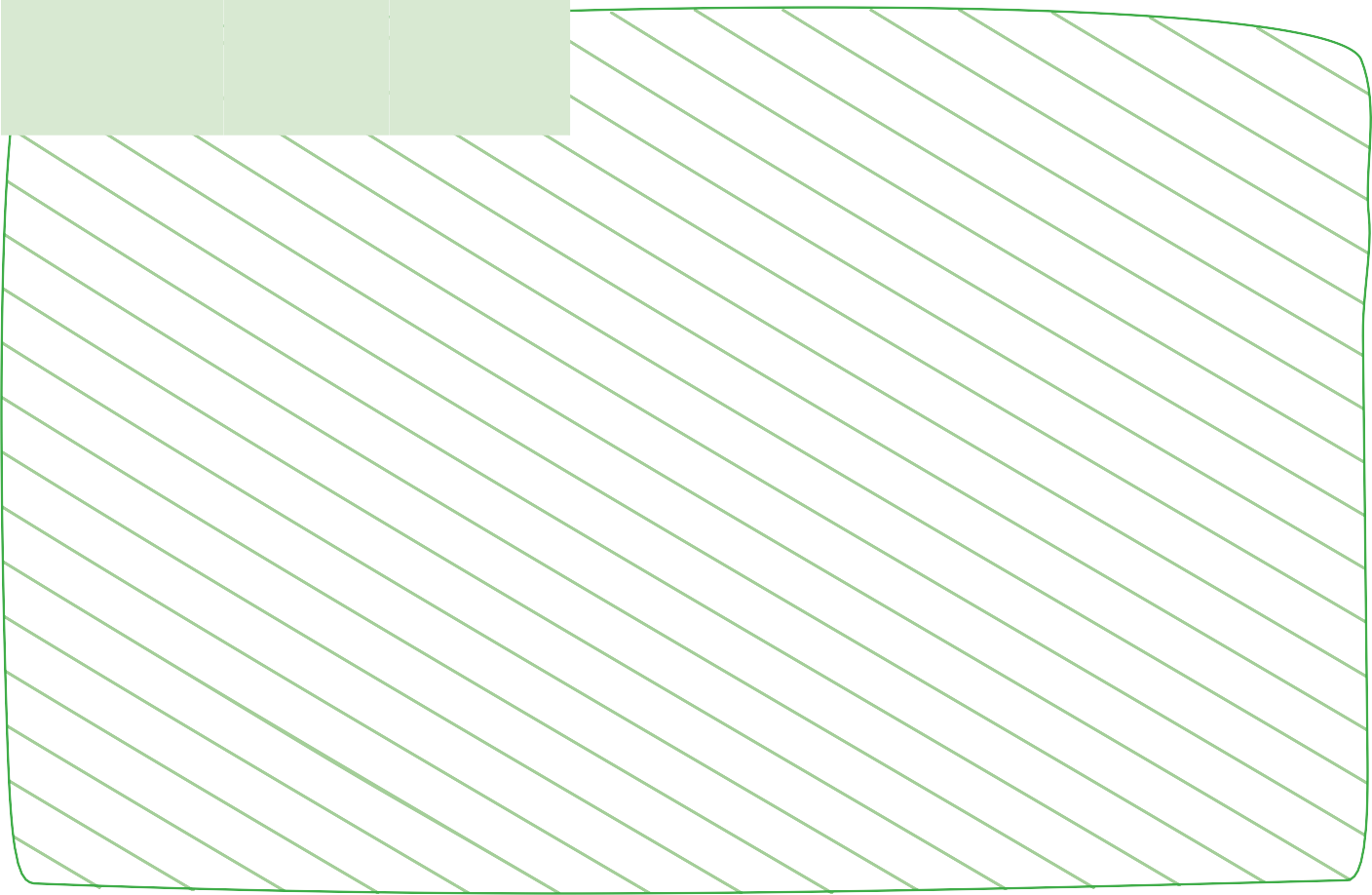
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Evaluation of another learner’s leadership skills** | | | | | |
| **Other learner’s name** | |  | | | |
| **Evaluation method** | | | | | **Date of evaluation(s)** |
|  | | | | |  |
| **Leadership skill** | **Rating 1-10**  **1 = low, 10 = high** | | **Evidence to support the score given** | | |
| **Communication** |  | |  | | |
| **Self-belief** |  | |  | | |
| **Teamwork** |  | |  | | |
| **Self-management** |  | |  | | |
| **Problem solving** |  | |  | | |
| **Strongest skills** | | | | **Skills in need of further development** | |
|  | | | |  | |
| **Suggested ways this learner could improve their weaker leadership skills** | | | | | |
|  | | | | | |

# Task 1.4

**Reflect on your development across the Sports Leaders course**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Your experience** | | **Reflect** | | **Transfer** | | **Apply** | |
| **Describe your achievements on this course. This should be in relation to the goals you set in your development plan in Task 1.3** | **What skills have you developed through this experience?**  e.g. Communication, Self-belief, Teamwork, Self-management or  Problem solving. | | **What does this experience mean to you? How has it made you better?** | | **How has this impacted your community (e.g. your school/ college) or the groups you have worked with?** | | **Where will you try your skills out?**  e.g. job application |
|  |  | |  | |  | |  |
|  |  | |  | |  | |  |
|  |  | |  | |  | |  |
|  |  | |  | |  | |  |
|  |  | |  | |  | |  |
| **Learner signature** | |  | | **Date** | |  | |

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mandatory for the Tutor/**  **Assessor (T/A) to**  **complete** | **Defer Date**  (If required) | **Pass Date** | **Comments by the T/A supporting the assessment decisions against all Tasks. If an assessment decision is deferred, the T/A must detail additional requirements set and achieved by the learner.** | |
| Task 1.1 |  |  |  | |
| Task 1.2 |  |  |
| Task 1.3 |  |  |
| Task 1.4 |  |  |
| Signature: | | | | Date: |

# Task 2.1

### Types of sports/physical activity events

Use the table below to describe at least 5 different types of sports/physical activity event.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Well known example(s)** |  |  |  |  |  |
| **Cons** |  |  |  |  |  |
| **Pros** |  |  |  |  |  |
| **Main aims/uses** |  |  |  |  |  |
| **Describe the key features of the event** |  |  |  |  |  |
| **Types of event** |  |  |  |  |  |

# Task 2.2

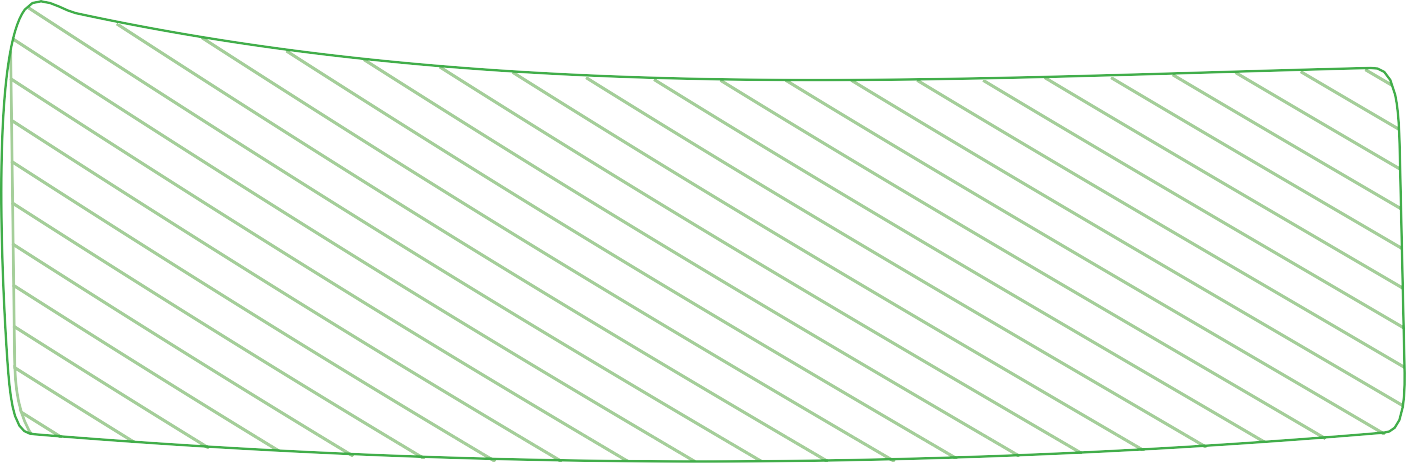
### Event Plan and Evaluation

**Event Plan** – to be completed by the learner

Copy and complete this template for any events you plan, lead and evaluate. You are required to plan, lead and evaluate at least 1 sport/physical activity event.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Event Plan** | | | | |
| **Type of event** | | | **Date of event** | |
|  | | |  | |
| **Event objective** | | | **Times (start/finish)** | |
|  | | |  | |
| **Key roles** | **Main responsibility(s)** | | **Who will take the role** | |
|  |  | |  | |
|  |  | |  | |
|  |  | |  | |
|  |  | |  | |
|  |  | |  | |
|  |  | |  | |
| **Complete equipment list** | | **Scoring and recording/reporting of results** | | |
|  | |  | | |
| **Purpose of activity** | **Name and description of activity**  Use written descriptions and/or diagrams | | | **Adaptation**  Suggest 1 change to make each activity more/less challenging |
| Introduction and warm up |  | | |  |
| Main event activities *(include how you will manage your time effectively)* |  | | |  |

|  |  |  |
| --- | --- | --- |
| Main event activities *(include how you will manage your time effectively)* |  |  |
| Cool down and close |  |  |
| Any specific safety considerations |  |  |



|  |  |
| --- | --- |
| **Evaluation of the event** | |
| **What went well?** | **What didn’t go so well?** |
|  |  |
| **What would you change for next time?** |  |
|  | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Mandatory for the Tutor/ Assessor (T/A) to complete** | **Defer Date**  (If required) | **Pass Date** | **Comments by the T/A supporting the assessment decisions against all Tasks. If an assessment decision is deferred, the T/A must detail additional requirements set and achieved by the learner.** |
| Task 2.1 |  |  |  |
| Task 2.2 |  |  |
| Signature: | Date: | |

# Task 2.2

### Event plan and evaluation

**Practical Observation Form** – to be completed by the Tutor/Assessor(s)

|  |  |
| --- | --- |
| **Learner name** |  |

### In order to meet the course requirements, learners must deliver at least 1 sports/physical activity event

|  |  |  |
| --- | --- | --- |
| **Event** | Type of event |  |
| Date of event |  |

|  |  |  |
| --- | --- | --- |
| **The learner must be assessed demonstrating the following assessment criteria** | | |
| **Assessment criteria/Action required** | **Date achieved** | **Notes on observations** |
| Carry out own allocated role/s and responsibilities |  |  |
| Time management |  |
| Adoption of plans as/when necessary |  |
| Communication with participants, peers and others involved |  |
| Use of equipment and resources |  |
| Management of health and safety |  |
| Response to situations and issues as they occur |  |
| Effective decision making |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Final comments and feedback for learner** | | | |
| Feedback to learner |  | | |
| Further areas/ opportunities for development |  | | |
| Tutor/Assessor signature |  | Date |  |

**Task 3.1**

**Duty of care and safeguarding**

As a sports leader you will have a ‘duty of care’ to ‘safeguard’ the participants you come into contact with. Answer the following questions to show your understanding of what it means to sessions you lead.

|  |  |  |
| --- | --- | --- |
| 1. Describe what is meant by the term ‘duty of care’ |  | |
| 2. As a sports leader, explain 2 responsibilities with regards to ‘duty of care’ |  |  |
| 3. Describe what is meant by ‘safeguarding’ |  | |
| 4. Describe 2 ways that you will fulfil the duty of care you have towards those you lead |  |  |
| 5. Describe 2 steps you can take to protect yourself from safeguarding incidents |  |  |

# Task 3.2

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### Complete a risk assessment for a sport/physical activity session

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Location** |  | | | **Date of risk assessment** |  | |
| **Session details** |  | | | | | |
| **Potential Risk** | **Who is at risk?**  List groups of people who may be at risk | **Risk level**  High, Medium or Low | **Control**  What steps can be taken to minimise risk? | **Further action required**  List further action required to control significant risks | | **Risk level after control**  High, Medium or Low |
|  |  |  |  |  | |  |
|  |  |  |  |  | |  |
|  |  |  |  |  | |  |
|  |  |  |  |  | |  |
|  |  |  |  |  | |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mandatory for the Tutor/Assessor (T/A) to complete** | | **Defer Date** (if required) | **Pass Date** | **Comments by the T/A supporting the assessment decisions against all Tasks. If an assessment decision is deferred, the T/A must detail additional requirements set and achieved by the learner.** |
| Task 3.1 | |  |  |  |
| Task 3.2 | |  |  |
| Signature |  | Date |  |

**Task 4.1**

**The effects of sport and physical activity on children**

|  |  |  |
| --- | --- | --- |
| 1. Describe the positive effects taking part in sport/physical activity has on children  *(Give at least 3 examples)* |  | |
| 2. Explain 2 psychological and 2 social barriers to participation for children. | **Psychological** | |
| Barrier | How to overcome barrier |
|  |  |
| Explain how each barrier could be overcome |
|  |  |  |
|  | **Social** | |
|  | Barrier | How to overcome barrier |
|  |  |  |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 3. Describe strategies which could increase the participation levels of children in sport/physical activity  *(Give 2 examples for each)* | School based examples | Local community initiatives | National projects/initiatives |
|  |  |  |
|  |  |  |
| 4. Analyse the link between experiences  of sport and physical activity in childhood and lifelong participation habits  *(Give 2 examples of the link)* |  | | |

**Task 4.2**

**Plan, lead and evaluate sport/physical activity sessions for children**

**Session Plan Template** - Copy and complete this template for any sessions you plan, lead and evaluate. You are required to plan, lead and evaluate at least 3 linked sport/physical activity sessions for children. Sessions must show progression from one session to the next.

|  |  |  |  |
| --- | --- | --- | --- |
| **Session Plan 1** | | | |
| **Date of session** | **Time and duration** | | **Participants (who, number, age/ability, etc.)** |
|  |  | |  |
| **Previous session(s)** | **This session - focus and objective(s)** | | **Following session(s)** |
|  |  | |  |
| **Facilities/working space/environment** | | **Equipment list** | |
|  | |  | |

|  |  |  |
| --- | --- | --- |
| **Purpose of activity** | **Name and description of activity**  Use written descriptions and/or diagrams | **Progression, regression and adaptation** Suggest changes to make each activity more/ less challenging |
| Introduction and warm up |  |  |
|  |
| Main session (show timings if applicable) |  |  |
|  |

|  |  |  |
| --- | --- | --- |
| **Session Plan 1** | | |
| **Purpose of activity** | **Name and description of activity**  Use written descriptions and/or diagrams | **Progression, regression and adaptation** Suggest changes to make each activity more/less challenging |
| Cool down and close |  |  |
|  |
| Other things to remember/be aware of, e.g. health and safety |  |  |

|  |  |  |
| --- | --- | --- |
| **Evaluation of the session** | | |
| **Evaluation method(s) used** |  | |
| **Strengths** | | **Areas in need of improvement/development** |
|  | |  |
| **How you plan to make improvements** | | **How improvements will be measured** |
|  | |  |

# Task 4.2

### Plan, lead and evaluate sport/physical activity sessions for children

**Session Plan Template** - Copy and complete this template for any sessions you plan, lead and evaluate. You are required to plan, lead and evaluate at least 3 linked sport/physical activity sessions for children. Sessions must show progression from one session to the next.

|  |  |  |  |
| --- | --- | --- | --- |
| **Session Plan 2** | | | |
| **Date of session** | **Time and duration** | | **Participants (who, number, age/ability, etc.)** |
|  |  | |  |
| **Previous session(s)** | **This session - focus and objective(s)** | | **Following session(s)** |
|  |  | |  |
| **Facilities/working space/environment** | | **Equipment list** | |
|  | |  | |

|  |  |  |
| --- | --- | --- |
| **Purpose of activity** | **Name and description of activity**  Use written descriptions and/or diagrams | **Progression, regression and adaptation** Suggest changes to make each activity more/ less challenging |
| Introduction and warm up |  |  |
|  |
| Main session (show timings if applicable) |  |  |
|  |

|  |  |  |
| --- | --- | --- |
| **Session Plan 2** | | |
| **Purpose of activity** | **Name and description of activity**  Use written descriptions and/or diagrams | **Progression, regression and adaptation** Suggest changes to make each activity more/less challenging |
| Cool down and close |  |  |
|  |
| Other things to remember/be aware of, e.g. health and safety |  |  |

|  |  |  |
| --- | --- | --- |
| **Evaluation of the session** | | |
| **Evaluation method(s) used** |  | |
| **Strengths** | | **Areas in need of improvement/development** |
|  | |  |
| **How you plan to make improvements** | | **How improvements will be measured** |
|  | |  |

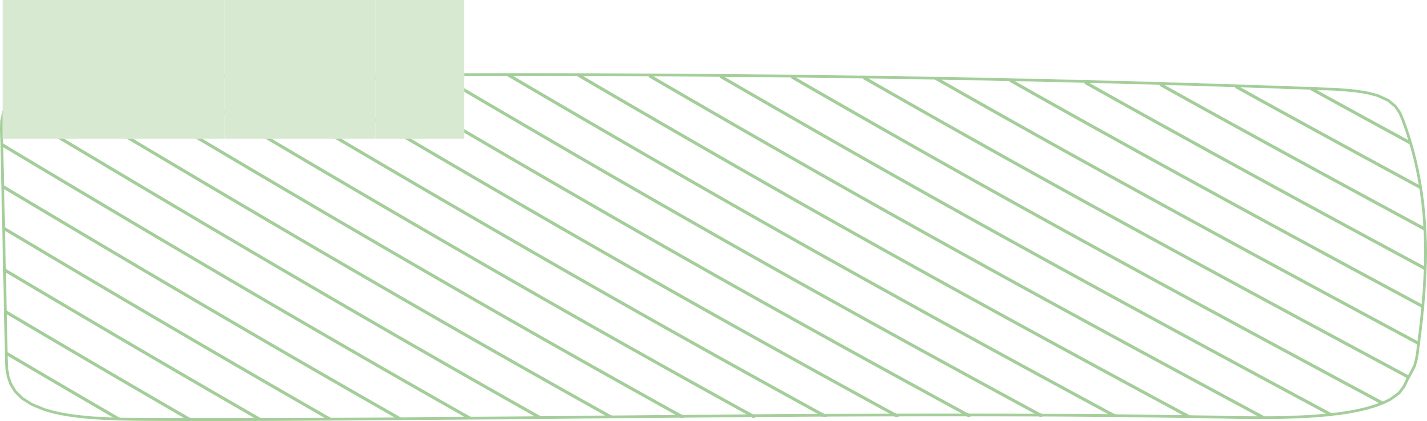
# Task 4.2

### Plan, lead and evaluate sport/physical activity sessions for children

**Session Plan Template** - Copy and complete this template for any sessions you plan, lead and evaluate. You are required to plan, lead and evaluate at least 3 linked sport/physical activity sessions for children. Sessions must show progression from one session to the next.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Session Plan 3** | | | | | |
| **Date of session** | | **Time and duration** | | | **Participants (who, number, age/ability, etc.)** |
|  | |  | | |  |
| **Previous session(s)** | | **This session - focus and objective(s)** | | | **Following session(s)** |
|  | |  | | |  |
| **Facilities/working space/environment** | | | **Equipment list** | | |
|  | | |  | | |
| **Purpose of activity** | **Name and description of activity**  Use written descriptions and/or diagrams | | | **Progression, regression and adaptation** Suggest changes to make each activity more/ less challenging | |
| Introduction and warm up |  | | |  | |
|  | |
| Main session (show timings if applicable) |  | | |  | |
|  | |
| Cool down and close |  | | |  | |
|  | |
| Other things to remember/  be aware of. e.g. health & safety |  | | |  | |

|  |  |  |
| --- | --- | --- |
| **Evaluation of the session** | | |
| **Evaluation method(s) used** |  | |
| **Strengths** | | **Areas in need of improvement/development** |
|  | |  |
| **How you plan to make improvements** | | **How improvements will be measured** |
|  | |  |



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Mandatory for the Tutor/ Assessor (T/A) to complete** | **Defer Date** (if required) | **Pass Date** | **Comments by the T/A supporting the assessment decisions against all Tasks. If an assessment decision is deferred, the T/A must detail additional requirements set and achieved by the learner.** | | |
| Task 4.1 |  |  |  | | |
| Task 4.2 Plan 1 |  |  |
| Task 4.2 Plan 2 |  |  |
| Task 4.2 Plan 3 |  |  |
| Signature |  | | | Date |  |

# Task 4.2

### Plan, lead and evaluate sport/physical activity sessions for children

**Practical Observation Form** – to be completed by the Tutor/Assessor(s)

In order to meet the course requirements, learners must be observed leading a minimum of 3 linked sports/physical activity sessions for children. Sessions must show progression from 1 session to the next.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Session 1** | Session title |  | Date |  |
| **Session 2** | Session title |  | Date |  |
| **Session 3** | Session title |  | Date |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **The learner must be assessed demonstrating the following assessment criteria**  The parts of the assessment criteria need to be met at least twice across the 3 observed sessions | | | |
| **Assessment criteria/Action required (AC)** | **AC first achieved date** | **AC second achieved date** | **Notes on observations** |
| Start the session effectively |  |  |  |
| Manage the structure, pace and flow of the session |  |  |
| Use 4 different motivational methods effectively |  |  |
| Use 5 different verbal and non-verbal  communication methods effectively |  |  |
| Use 2 different strategies to manage the behaviour of participants |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **The learner must be assessed demonstrating the following assessment criteria**  The parts of the assessment criteria need to be met at least twice across the 3 observed sessions | | | |
| **Assessment criteria/Action required (AC)** | **AC first achieved date** | **AC**  **second achieved date** | **Notes on observations** |
| Adapt the session effectively in line with the needs of the participant(s) |  |  |  |
| Conduct an appropriate cool down |  |  |
| Obtain feedback from participants |  |  |
| Issue instructions for future a session |  |  |
| Demonstrate progression in the session  from a previous session |  |  |
| Lead sessions which minimise risk and maximise safety |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Final comments and feedback for learner** | | | |
| Feedback to learner |  | | |
| Further areas/ opportunities for development |  | | |
| Tutor/Assessor signature |  | Date |  |

# Task 4.2

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### Plan, lead and evaluate sport/physical activity sessions for children

**Leadership Log –** Complete a minimum of 10 hours of sport/physical activity sessions for children (aged 4-11). Copy this page if you need more space.

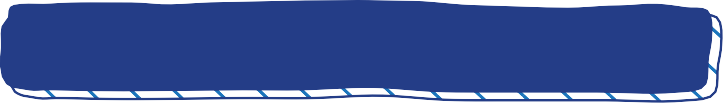
**31**

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| --- | --- | --- | --- | --- | --- |
| **Learner name** |  | **Centre** |  | **Course Number** |  |

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| --- | --- | --- | --- | --- | --- |
| Date | Location/ Organisation | Description of leadership  (Provide details of what activities you led, the participants involved and your role/s in this) | Length of session(s) | **Witness** – only required if Tutor/Assessor is not able to witness the demonstration of leadership | |
| Witness name and role | Witness signature |
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| --- | --- | --- | --- |
| Tutor/Assessor signature  To confirm the 10 hours demonstration has been completed by the learner |  | Date |  |

# Task 5.1



**You must choose, complete and be assessed for TWO UNITS from units 5, 6 and 7**

### The effects of sport and physical activity in the community

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Describe 2 physiological, 2 psychological and 2 social benefits to the participant of taking part in sport and physical activity in the community | Psychological | Social | | Physiological |
|  |  | |  |
|  |  | |  |
| 2. Describe 2 financial, 2 social and 2 medical benefits to society of people participating in sport/physical activity in the community | Financial | Social | | Medical |
|  |  | |  |
|  |  | |  |
| 3. Explain 2 psychological and 2 social barriers to participation in  community sport and physical activity  Explain how each barrier could be overcome | Psychological | | | |
| Barrier | | How to overcome barrier | |
|  | |  | |
|  | |  | |

|  |  |  |
| --- | --- | --- |
|  | Social | |
| Barrier | How to overcome barrier |
|  |  |
|  |  |
| 4. Describe strategies | Local community initiatives | National projects/initiatives |
| which could increase |
|  |  |
| the participation levels |
| in community sport/ |
| physical activity |
| *(Give 2 examples for* |
| *each)* |
|  |  |  |

**Task 5.2**

**Plan, lead and evaluate community sport/physical activity sessions**

**Session plan and evaluation** – to be completed by the learner

Copy and complete this template for any sessions you plan, lead and evaluate. You are required to plan, lead and evaluate at least 3 community sport/activity sessions. Sessions must show progression from one session to the next.

|  |  |  |  |
| --- | --- | --- | --- |
| **Session Plan 1** | | | |
| **Date of session** | **Time and duration** | | **Participants (who, number, age/ability, etc.)** |
|  |  | |  |
| **Previous session(s)** | **This session - focus and objective(s)** | | **Following session(s)** |
|  |  | |  |
| **Facilities/working space/environment** | | **Equipment list** | |
|  | |  | |
| **Purpose of activity** | **Name and description of activity**  Use written descriptions and/or diagrams | | **Progression, regression and adaptation** Suggest changes to make each activity more/less challenging |
| Introduction and warm up |  | |  |
|  |
| Main session  (show timings if applicable) |  | |  |
|  |

|  |  |  |
| --- | --- | --- |
| **Session Plan 1** | | |
| **Purpose of activity** | **Name and description of activity**  Use written descriptions and/or diagrams | **Progression, regression and adaptation** Suggest changes to make each activity more/less challenging |
| Cool down and close |  |  |
|  |
| Other things to remember/be aware of, e.g. health and safety |  |  |

|  |  |  |
| --- | --- | --- |
| **Evaluation of the session** | | |
| **Evaluation method(s) used** |  | |
| **Strengths** | | **Areas in need of improvement/development** |
|  | |  |
| **How you plan to make improvements** | | **How improvements will be measured** |
|  | |  |

# Task 5.2

**Plan, lead and evaluate community sport/physical activity sessions Session plan and evaluation** – to be completed by the learner

Copy and complete this template for any sessions you plan, lead and evaluate. You are required to plan, lead and evaluate at least 3 community sport/activity sessions. Sessions must show progression from one session to the next.

|  |  |  |  |
| --- | --- | --- | --- |
| **Session Plan 2** | | | |
| **Date of session** | **Time and duration** | | **Participants (who, number, age/ability, etc.)** |
|  |  | |  |
| **Previous session(s)** | **This session - focus and objective(s)** | | **Following session(s)** |
|  |  | |  |
| **Facilities/working space/environment** | | **Equipment list** | |
|  | |  | |
| **Purpose of activity** | **Name and description of activity**  Use written descriptions and/or diagrams | | **Progression, regression and adaptation** Suggest changes to make each activity more/less challenging |
| Introduction and warm up |  | |  |
|  |
| Main session  (show timings if applicable) |  | |  |
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| --- | --- | --- |
| **Session Plan 2** | | |
| **Purpose of activity** | **Name and description of activity**  Use written descriptions and/or diagrams | **Progression, regression and adaptation** Suggest changes to make each activity more/less challenging |
| Cool down and close |  |  |
|  |
| Other things to remember/be aware of, e.g. health and safety |  |  |

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| **Evaluation of the session** | | |
| **Evaluation method(s) used** |  | |
| **Strengths** | | **Areas in need of improvement/development** |
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| **How you plan to make improvements** | | **How improvements will be measured** |
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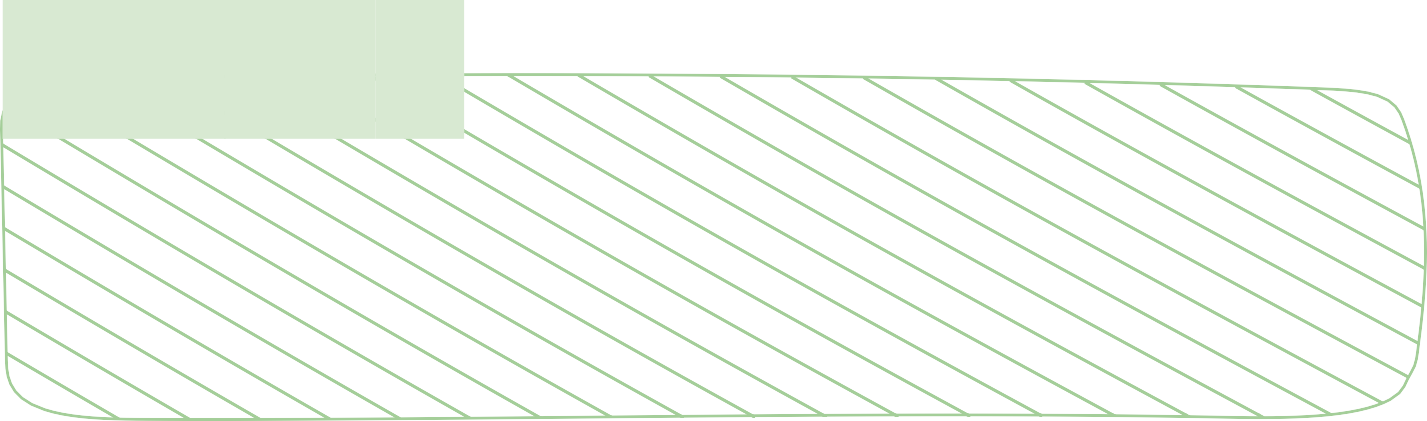
# Task 5.2

**Plan, lead and evaluate community sport/physical activity sessions Session plan and evaluation** – to be completed by the learner

Copy and complete this template for any sessions you plan, lead and evaluate. You are required to plan, lead and evaluate at least 3 community sport/activity sessions. Sessions must show progression from one session to the next.

|  |  |  |  |
| --- | --- | --- | --- |
| **Session Plan 3** | | | |
| **Date of session** | **Time and duration** | | **Participants (who, number, age/ability, etc.)** |
|  |  | |  |
| **Previous session(s)** | **This session - focus and objective(s)** | | **Following session(s)** |
|  |  | |  |
| **Facilities/working space/environment** | | **Equipment list** | |
|  | |  | |
| **Purpose of activity** | **Name and description of activity**  Use written descriptions and/or diagrams | | **Progression, regression and adaptation** Suggest changes to make each activity more/less challenging |
| Introduction and warm up |  | |  |
|  |
| Main session  (show timings if applicable) |  | |  |
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| **Session Plan 3** | | |
| **Purpose of activity** | **Name and description of activity**  Use written descriptions and/or diagrams | **Progression, regression and adaptation** Suggest changes to make each activity more/less challenging |
| Cool down and close |  |  |
|  |
| Other things to remember/be aware of, e.g. health and safety |  |  |



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| **Evaluation of the session** | | |
| **Evaluation method(s) used** |  | |
| **Strengths** | | **Areas in need of improvement/development** |
|  | |  |
| **How you plan to make improvements** | | **How improvements will be measured** |
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| --- | --- | --- | --- | --- | --- |
| **Mandatory for the Tutor/ Assessor (T/A) to complete** | **Defer Date** (if required) | **Pass Date** | **Comments by the T/A supporting the assessment decisions against all Tasks. If an assessment decision is deferred, the T/A must detail additional requirements set and achieved by the learner.** | | |
| Task 5.1 |  |  |  |  |  |
| Task 5.2 Plan 1 |  |  |
| Task 5.2 Plan 2 |  |  |
| Task 5.2 Plan 3 |  |  |
| Signature |  |  |  | Date |  |

# Task 5.2

**40**

### Plan, lead and evaluate community sport/physical activity sessions

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date | Location/ Organisation | Description of leadership  (Provide details of what activities you led, the participants involved and your role/s in this) | Length of session(s) | **Witness** – only required if Tutor/Assessor is not able to witness the demonstration of leadership | |
| Witness name and role | Witness signature |
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**Leadership Log –** Complete a minimum of 10 hours of community sport/physical activity sessions. Copy this page if you need more space.

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|  |  |  |  |
| --- | --- | --- | --- |
| Tutor/Assessor signature  To confirm the 10 hours demonstration has been completed by the learner |  | Date |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Learner name** |  | **Centre** |  | **Course Number** |  |

# Task 6.1

### The effects of sport and physical activity on disabled people

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Describe 2 physiological, 2 psychological and 2 social benefits for  disabled people taking part in sport/physical activity | Psychological | Social | | Physiological |
|  |  | |  |
|  |  | |  |
| 2. Analyse the current scope and range of physical activity provision for disabled people in the local community  *(Give 2 examples)* |  | | | |
| 3. Describe 2 psychological and 2 social barriers to participation for disabled people  Describe how each barrier could be overcome | Psychological | | | |
| Barrier | | How to overcome barrier | |
|  | |  | |
|  | |  | |

|  |  |  |
| --- | --- | --- |
|  | Social | |
| Barrier | How to overcome barrier |
|  |  |
|  |  |
| 4. Describe strategies | Local community initiatives | National projects/initiatives |
| which could increase |  |  |
| the participation levels |  |  |
|  |  |
| of disabled people in |
| sport/physical activity |
| *(Give 2 examples for* |
| *each)* |
|  |  |  |

**Task 6.2**

**Plan, lead and evaluate sport/physical activity sessions for disabled people Session plan and evaluation** – to be completed by the learner

Copy and complete this template for any sessions you plan, lead and evaluate. You are required to plan, lead and evaluate at least 3 sport/activity sessions for disabled people. Sessions must show progression from one session to the next.

|  |  |  |  |
| --- | --- | --- | --- |
| **Session Plan 1** | | | |
| **Date of session** | **Time and duration** | | **Participants (who, number, age/ability, etc.)** |
|  |  | |  |
| **Previous session(s)** | **This session - focus and objective(s)** | | **Following session(s)** |
|  |  | |  |
| **Facilities/working space/environment** | | **Equipment list** | |
|  | |  | |
| **Purpose of activity** | **Name and description of activity**  Use written descriptions and/or diagrams | | **Progression, regression and adaptation** Suggest changes to make each activity more/less challenging |
| Introduction and warm up |  | |  |
|  |
| Main session  (show timings if applicable) |  | |  |
|  |

|  |  |  |
| --- | --- | --- |
| **Session Plan 1** | | |
| **Purpose of activity** | **Name and description of activity**  Use written descriptions and/or diagrams | **Progression, regression and adaptation** Suggest changes to make each activity more/less challenging |
| Cool down and close |  |  |
|  |
| Other things to remember/be aware of, e.g. health and safety |  |  |

|  |  |  |
| --- | --- | --- |
| **Evaluation of the session** | | |
| **Evaluation method(s) used** |  | |
| **Strengths** | | **Areas in need of improvement/development** |
|  | |  |
| **How you plan to make improvements** | | **How improvements will be measured** |
|  | |  |

# Task 6.2

**Plan, lead and evaluate sport/physical activity sessions for disabled people Session plan and evaluation** – to be completed by the learner

Copy and complete this template for any sessions you plan, lead and evaluate. You are required to plan, lead and evaluate at least 3 sport/activity sessions for disabled people. Sessions must show progression from one session to the next.

|  |  |  |  |
| --- | --- | --- | --- |
| **Session Plan 2** | | | |
| **Date of session** | **Time and duration** | | **Participants (who, number, age/ability, etc.)** |
|  |  | |  |
| **Previous session(s)** | **This session - focus and objective(s)** | | **Following session(s)** |
|  |  | |  |
| **Facilities/working space/environment** | | **Equipment list** | |
|  | |  | |
| **Purpose of activity** | **Name and description of activity**  Use written descriptions and/or diagrams | | **Progression, regression and adaptation** Suggest changes to make each activity more/less challenging |
| Introduction and warm up |  | |  |
|  |
| Main session  (show timings if applicable) |  | |  |
|  |

|  |  |  |
| --- | --- | --- |
| **Session Plan 2** | | |
| **Purpose of activity** | **Name and description of activity**  Use written descriptions and/or diagrams | **Progression, regression and adaptation** Suggest changes to make each activity more/less challenging |
| Cool down and close |  |  |
|  |
| Other things to remember/be aware of, e.g. health and safety |  |  |

|  |  |  |
| --- | --- | --- |
| **Evaluation of the session** | | |
| **Evaluation method(s) used** |  | |
| **Strengths** | | **Areas in need of improvement/development** |
|  | |  |
| **How you plan to make improvements** | | **How improvements will be measured** |
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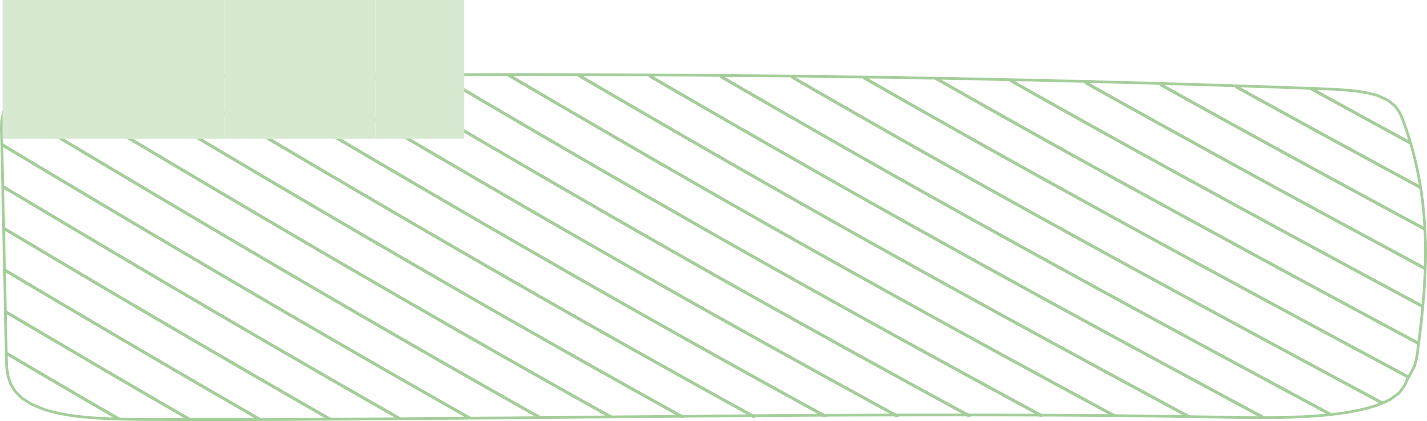
# Task 6.2

**Plan, lead and evaluate sport/physical activity sessions for disabled people Session plan and evaluation** – to be completed by the learner

Copy and complete this template for any sessions you plan, lead and evaluate. You are required to plan, lead and evaluate at least 3 sport/activity sessions for disabled people. Sessions must show progression from one session to the next.

|  |  |  |  |
| --- | --- | --- | --- |
| **Session Plan 3** | | | |
| **Date of session** | **Time and duration** | | **Participants (who, number, age/ability, etc.)** |
|  |  | |  |
| **Previous session(s)** | **This session - focus and objective(s)** | | **Following session(s)** |
|  |  | |  |
| **Facilities/working space/environment** | | **Equipment list** | |
|  | |  | |
| **Purpose of activity** | **Name and description of activity**  Use written descriptions and/or diagrams | | **Progression, regression and adaptation** Suggest changes to make each activity more/less challenging |
| Introduction and warm up |  | |  |
|  |
| Main session  (show timings if applicable) |  | |  |
|  |

|  |  |  |
| --- | --- | --- |
| **Session Plan 3** | | |
| **Purpose of activity** | **Name and description of activity**  Use written descriptions and/or diagrams | **Progression, regression and adaptation** Suggest changes to make each activity more/less challenging |
| Cool down and close |  |  |
|  |
| Other things to remember/be aware of, e.g. health and safety |  |  |



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| **Evaluation of the session** | | |
| **Evaluation method(s) used** |  | |
| **Strengths** | | **Areas in need of improvement/development** |
|  | |  |
| **How you plan to make improvements** | | **How improvements will be measured** |
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| --- | --- | --- | --- | --- | --- |
| **Mandatory for the Tutor/ Assessor (T/A) to complete** | **Defer Date** (if required) | **Pass Date** | **Comments by the T/A supporting the assessment decisions against all Tasks. If an assessment decision is deferred, the T/A must detail additional requirements set and achieved by the learner.** | | |
| Task 6.1 |  |  |  | | |
| Task 6.2 Plan 1 |  |  |
| Task 6.2 Plan 2 |  |  |
| Task 6.2 Plan 3 |  |  |
| Signature |  | | | Date |  |

# Task 6.2

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### Plan, lead and evaluate sport/physical activity sessions for disabled people

**Leadership Log –** Complete a minimum of 10 hours of sport/physical activity sessions for disabled people.

Copy this page if you need more space.

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| --- | --- | --- | --- | --- | --- |
| **Learner name** |  | **Centre** |  | **Course Number** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date | Location/ Organisation | Description of leadership  (Provide details of what activities you led, the participants involved and your role/s in this) | Length of session(s) | **Witness** – only required if Tutor/Assessor is not able to witness the demonstration of leadership | |
| Witness name and role | Witness signature |
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| --- | --- | --- | --- |
| Tutor/Assessor signature  To confirm the 10 hours demonstration has been completed by the learner |  | Date |  |

# Task 7.1

### The effects of sport and physical activity on older people

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Describe 2 physiological, 2 psychological and 2 social benefits for older people taking part in sport/physical activity | Psychological | Social | | Physiological |
|  |  | |  |
|  |  | |  |
| 2. Describe 2 financial, 2 social and 2 medical benefits to society  of older people participating in sport/ physical activity | Financial | Social | | Medical |
|  | | | |
| 3. Describe 2 psychological and 2 social barriers to  participation for older people  Describe how each barrier could be overcome | Psychological | | | |
| Barrier | | How to overcome barrier | |
|  | |  | |
|  | |  | |

|  |  |  |
| --- | --- | --- |
|  | Social | |
| Barrier | How to overcome barrier |
|  |  |
|  |  |
| 4. Describe strategies which could increase | Local community initiatives | National projects/initiatives |
| the participation levels |  |  |
|  |  |
| of older people in |
| sport/physical activity |
| *(Give 2 examples for* |
| *each)* |
|  |  |  |

**Task 7.2**

**Plan, lead and evaluate sport/physical activity sessions for older people Session Plan** – to be completed by the learner

Copy and complete this template for any sessions you plan, lead and evaluate. You are required to plan, lead and evaluate at least 3 sport/physical activity sessions for older people. Sessions must show progression from one session to the next.

|  |  |  |  |
| --- | --- | --- | --- |
| **Session Plan 1** | | | |
| **Date of session** | **Time and duration** | | **Participants (who, number, age/ability, etc.)** |
|  |  | |  |
| **Previous session(s)** | **This session - focus and objective(s)** | | **Following session(s)** |
|  |  | |  |
| **Facilities/working space/environment** | | **Equipment list** | |
|  | |  | |
| **Purpose of activity** | **Name and description of activity**  Use written descriptions and/or diagrams | | **Progression, regression and adaptation** Suggest changes to make each activity more/less challenging |
| Introduction and warm up |  | |  |
|  |
| Main session  (show timings if applicable) |  | |  |
|  |

|  |  |  |
| --- | --- | --- |
| **Session Plan 1** | | |
| **Purpose of activity** | **Name and description of activity**  Use written descriptions and/or diagrams | **Progression, regression and adaptation** Suggest changes to make each activity more/less challenging |
| Cool down and close |  |  |
|  |
| Other things to remember/be aware of, e.g. health and safety |  |  |

|  |  |  |
| --- | --- | --- |
| **Evaluation of the session** | | |
| **Evaluation method(s) used** |  | |
| **Strengths** | | **Areas in need of improvement/development** |
|  | |  |
| **How you plan to make improvements** | | **How improvements will be measured** |
|  | |  |

# Task 7.2

**Plan, lead and evaluate sport/physical activity sessions for older people Session Plan** – to be completed by the learner

Copy and complete this template for any sessions you plan, lead and evaluate. You are required to plan, lead and evaluate at least 3 sport/physical activity sessions for older people. Sessions must show progression from one session to the next.

|  |  |  |  |
| --- | --- | --- | --- |
| **Session Plan 2** | | | |
| **Date of session** | **Time and duration** | | **Participants (who, number, age/ability, etc.)** |
|  |  | |  |
| **Previous session(s)** | **This session - focus and objective(s)** | | **Following session(s)** |
|  |  | |  |
| **Facilities/working space/environment** | | **Equipment list** | |
|  | |  | |
| **Purpose of activity** | **Name and description of activity**  Use written descriptions and/or diagrams | | **Progression, regression and adaptation** Suggest changes to make each activity more/less challenging |
| Introduction and warm up |  | |  |
|  |
| Main session  (show timings if applicable) |  | |  |
|  |

|  |  |  |
| --- | --- | --- |
| **Session Plan 2** | | |
| **Purpose of activity** | **Name and description of activity**  Use written descriptions and/or diagrams | **Progression, regression and adaptation** Suggest changes to make each activity more/less challenging |
| Cool down and close |  |  |
|  |
| Other things to remember/be aware of, e.g. health and safety |  |  |

|  |  |  |
| --- | --- | --- |
| **Evaluation of the session** | | |
| **Evaluation method(s) used** |  | |
| **Strengths** | | **Areas in need of improvement/development** |
|  | |  |
| **How you plan to make improvements** | | **How improvements will be measured** |
|  | |  |

# Task 7.2

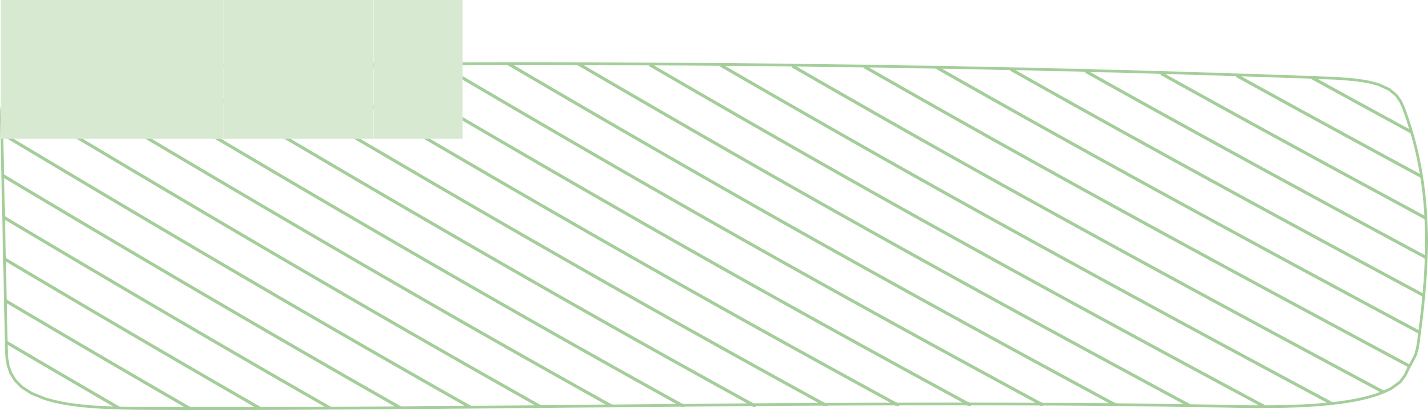
### Plan, lead and evaluate sport/physical activity sessions for older people

**Session Plan** – to be completed by the learner

Copy and complete this template for any sessions you plan, lead and evaluate. You are required to plan, lead and evaluate at least 3 sport/physical activity sessions for older people. Sessions must show progression from one session to the next.

|  |  |  |  |
| --- | --- | --- | --- |
| **Session Plan 3** | | | |
| **Date of session** | **Time and duration** | | **Participants (who, number, age/ability, etc.)** |
|  |  | |  |
| **Previous session(s)** | **This session - focus and objective(s)** | | **Following session(s)** |
|  |  | |  |
| **Facilities/working space/environment** | | **Equipment list** | |
|  | |  | |
| **Purpose of activity** | **Name and description of activity**  Use written descriptions and/or diagrams | | **Progression, regression and adaptation** Suggest changes to make each activity more/less challenging |
| Introduction and warm up |  | |  |
|  |
| Main session  (show timings if applicable) |  | |  |
|  |

|  |  |  |
| --- | --- | --- |
| **Session Plan 3** | | |
| **Purpose of activity** | **Name and description of activity**  Use written descriptions and/or diagrams | **Progression, regression and adaptation** Suggest changes to make each activity more/less challenging |
| Cool down and close |  |  |
|  |
| Other things to remember/be aware of, e.g. health and safety |  |  |



|  |  |  |
| --- | --- | --- |
| **Evaluation of the session** | | |
| **Evaluation method(s) used** |  | |
| **Strengths** | | **Areas in need of improvement/development** |
|  | |  |
| **How you plan to make improvements** | | **How improvements will be measured** |
|  | |  |

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| --- | --- | --- | --- | --- | --- |
| **Mandatory for the Tutor/ Assessor (T/A) to complete** | **Defer Date** (if required) | **Pass Date** | **Comments by the T/A supporting the assessment decisions against all Tasks. If an assessment decision is deferred, the T/A must detail additional requirements set and achieved by the learner.** | | |
| Task 7.1 |  |  |  | | |
| Task 7.2 Plan 1 |  |  |
| Task 7.2 Plan 2 |  |  |
| Task 7.2 Plan 3 |  |  |
| Signature |  |  |  | Date |  |

# Task 7.2

**58**

### Plan, lead and evaluate sport/physical activity sessions for older people

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date | Location/ Organisation | Description of leadership  (Provide details of what activities you led, the participants involved and your role/s in this) | Length of session(s) | **Witness** – only required if Tutor/Assessor is not able to witness the demonstration of leadership | |
| Witness name and role | Witness signature |
|  |  |  |  |  |  |
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**Leadership Log –** Complete a minimum of 10 hours of sport/physical activity sessions for older people (aged 50+). Copy this page if you need more space.

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|  |  |  |  |
| --- | --- | --- | --- |
| Tutor/Assessor signature  To confirm the 10 hours demonstration has been completed by the learner |  | Date |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Learner name** |  | **Centre** |  | **Course Number** |  |

# Additional Leadership Log

**59**

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### Use this leadership log if you run out of space on any of Tasks 4.2, 5.2, 6.2 or 7.2. Make sure you note which Task the leadership experience is for.

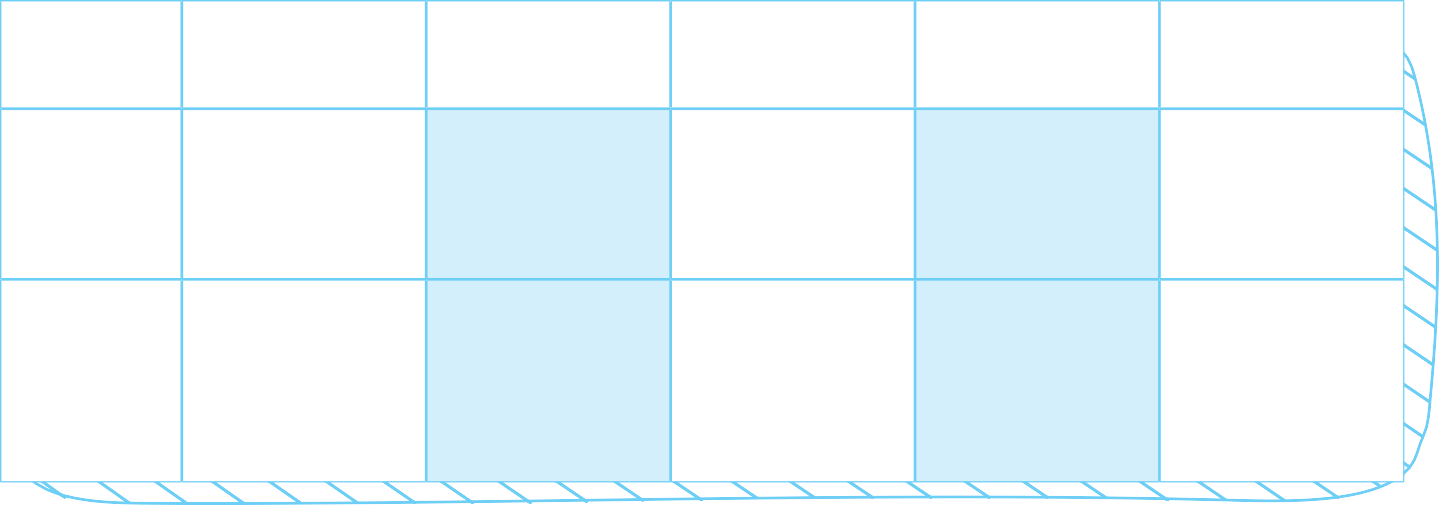
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Learner name** |  | **Centre** |  | **Course Number** |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Date | Location/ Organisation | Description of leadership  (Provide details of what activities you led, the participants involved and your role/s in this) Note the Task this leadership experience is for. | Task | Length of session(s) | **Witness** – only required if Tutor/Assessor is not able to witness the demonstration of leadership | |
| Witness name and role | Witness signature |
|  |  |  |  |  |  |  |
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| Tutor/Assessor signature |  | Date |  |

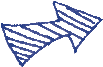
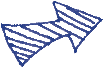
Section 3

**Making The Most Of Your Skills**

**Complete once you have completed all of Section 2 The 5 employability skills**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Communication** | **Self-belief** | **Teamwork** | **Self-** | **Problem solving** |
| What this means to you | Your ability to listen and share | Building confidence in your own ability | Enabling you to work with others | Taking responsibility for | Understanding the problem and |
|  | information |  |  | your actions and | finding solutions |
|  |  |  |  | doing things to the |  |
|  |  |  |  | best of your ability |  |
| Behaviours shown on this course | Active Listening Questioning Articulate | Resilience Confidence Self-esteem | Integrity Empathy Inclusive | Accountable Determination Independence | Creative Analytical Innovative |
|  | Professional | Self-motivation | Inspiring | Initiative | Intuitive |
|  | Passionate | Positive attitude | Reliable | Motivated | Rational |
|  | Succinct |  | Respect | Self-starter |  |

During this course, you will have shown many of the behaviours and gained a set of employability skills that will make you more effective in what you do. It is now important that you shout about your achievements and be ready to use them in future applications and interviews for jobs, education and university. You can use the statements from Section 3 to tell people about the 5 employability skills you have developed.



**Before the Course:**

**After the Course:**

**Review**

Describe where your skills are

before this course

✔

**Reflect**

What skills have you shown?

**Action**

**Apply**

Where will you try your skills out?

e.g. job application

What are you going to do to

**Transfer** Where else can you use

your skills?

improve your skills? Think about the focus behaviours

you can show

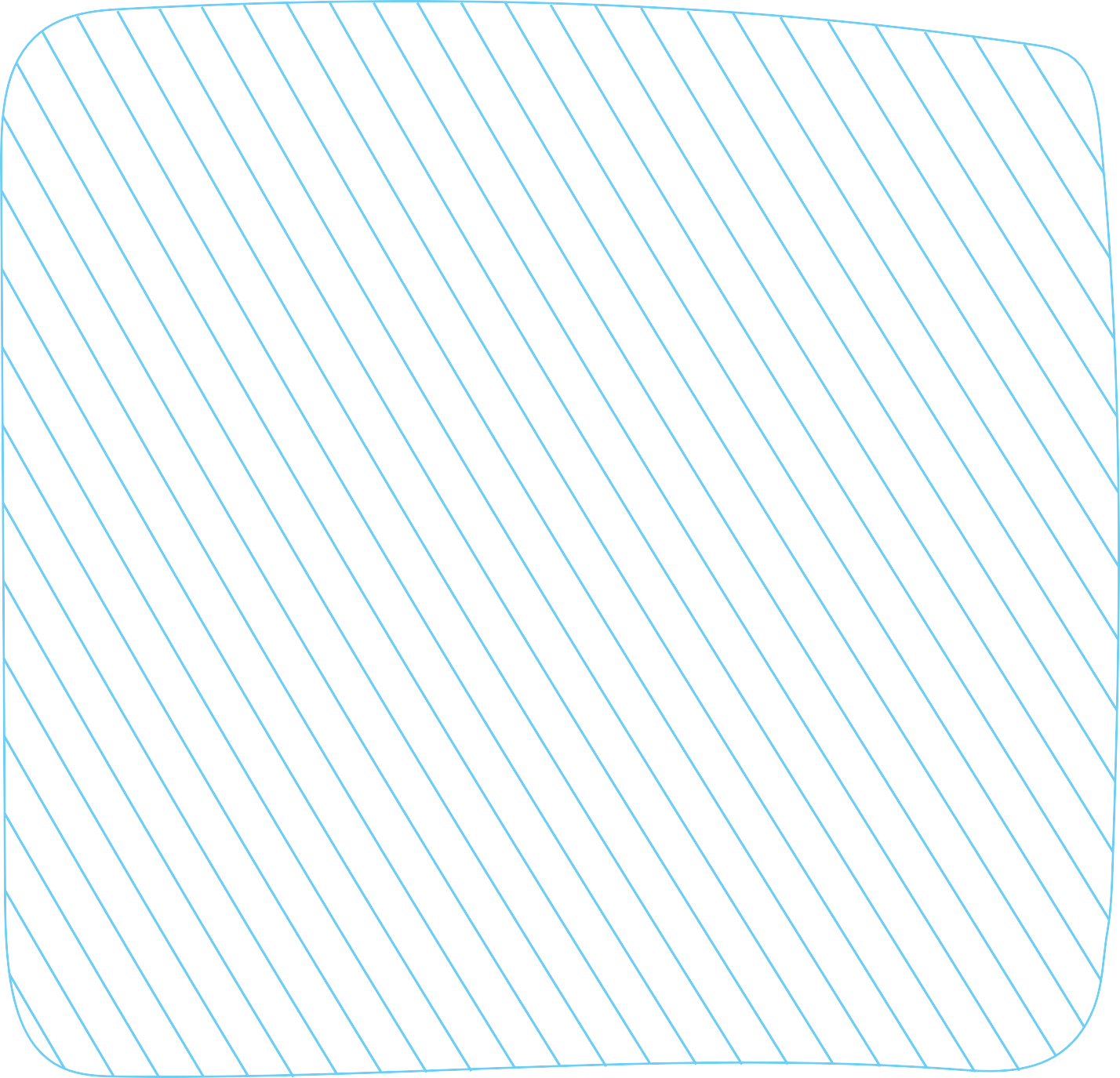
✔

# I’m Proud to Be A Sports Leader!

Your LER has given you the opportunity to evidence your learning and volunteering as well as recognise some fantastic skills and behaviours that the level 3 course has helped you to develop. On top of your Sports Leadership certificate, you’ve now even got **16 UCAS POINTS** to count on!

Take a look at the statements below and take some time to think about whether you feel they match your own feelings on the skills and behaviours that you now have on completing the course. If you agree, tick the boxes to recognise that you have ‘Given More’ and ‘Become More’. You might want to use these statements in future job applications and interviews, university personal statements or your CV.

### Employability skills I can now…



I show **passion** for the messages I try to get across to others and I enhance this by being **professional**, **succinct** and **articulate** so I can adjust my communication style to suit different audiences.

**Communication**

**Self-belief**

I **actively listen** to others and ask **questions** to make sure I understand the message they are giving.

This means that people will be able to understand and respond to my messages and I will be more able to respond to others.

I believe in myself and have **confidence** in my own abilities to succeed. I use my **positive attitude** to address challenges I encounter and I have the **resilience** to overcome disappointment and am **motivated** to achieve more than before.

I recognise my worth and am **confident** others see value in what I do. This increases my **self-esteem**.

**Teamwork**

**Self-management**

**Problem solving**

I am a **reliable** member of any team because I show others **respect** and find a way to **include** everyone and show **integrity**.

If someone is not feeling confident to take part, I am **empathetic** to their feelings and **inspire** them to contribute their skills to the team so that the whole team can achieve more.

I am **motivated** to do things to the best of my ability by being **determined**, showing

**initiative** and being **accountable**.

My **independence** means I can plan and **start** things on my own without being directed to do so.

I am **creative** and **innovative** in understanding problems and finding solutions. I can do this because I **analyse** the problem, make a **rational** decision and use my **intuition** to take action.

### Employable

I feel am more **employable** because I have developed a set of skills that are transferrable to any environment. Volunteering in my community has also given me a great opportunity to practice my skills in a real-life environment.

I am **proud** to have this Sports Leadership qualification and to show it on my CV as it can help me ‘stand out from the crowd’.

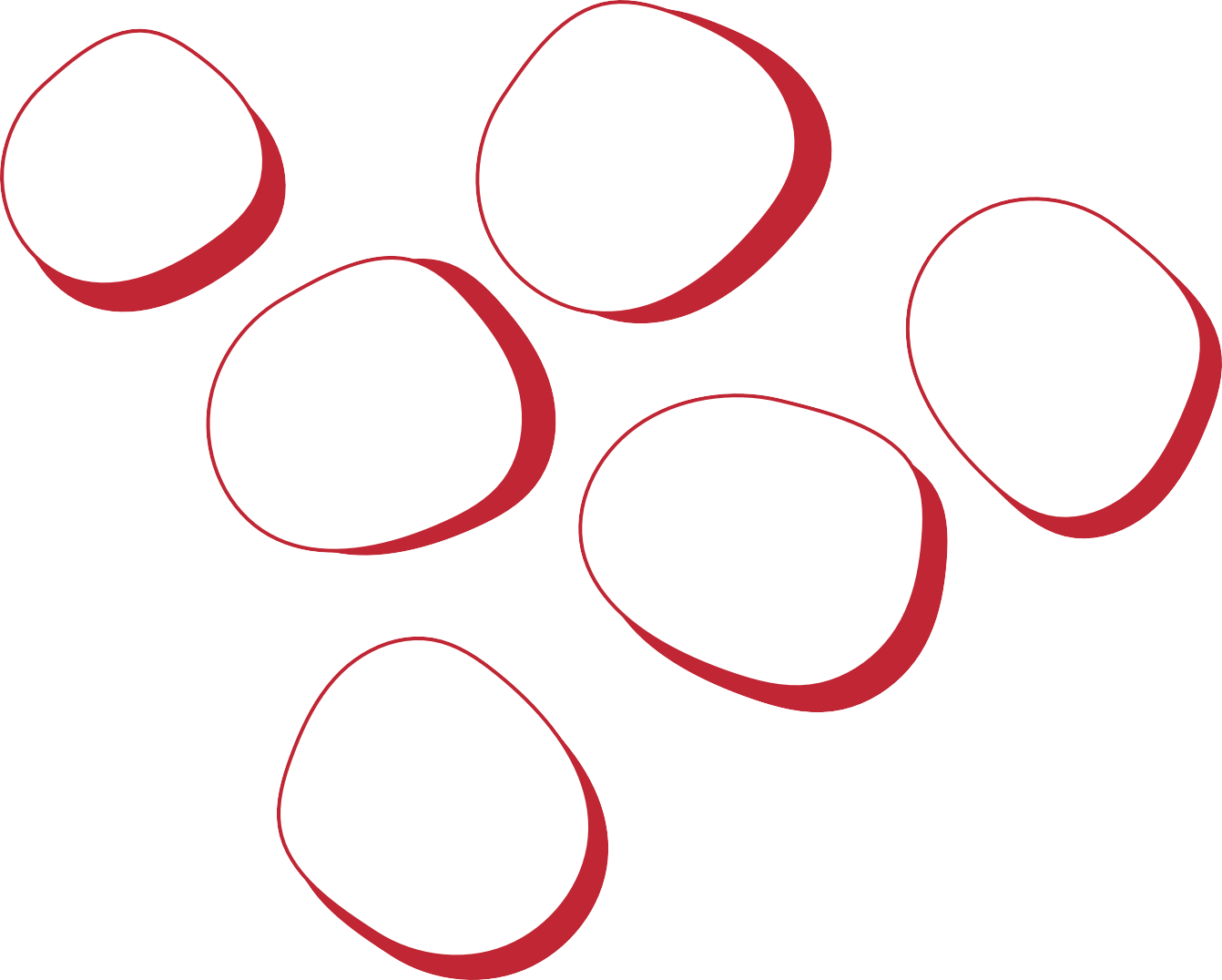
What next?

You will shortly receive a qualification certificate from Sports Leaders if you have passed all the assessment for this course and you have completed the 30 hours demonstration of leadership.

If you have gone the extra mile in your course and really demonstrated commitment and dedication to your role as a Sports Leader, your Tutor may give you an additional recognition certificate.

You can now use the back page of your Learner Evidence Record to help you show what you have developed through this course.

Your next steps could be:



Get a job you are

interested in

Helping out in your local community

Apply to a college or sixth form course you want

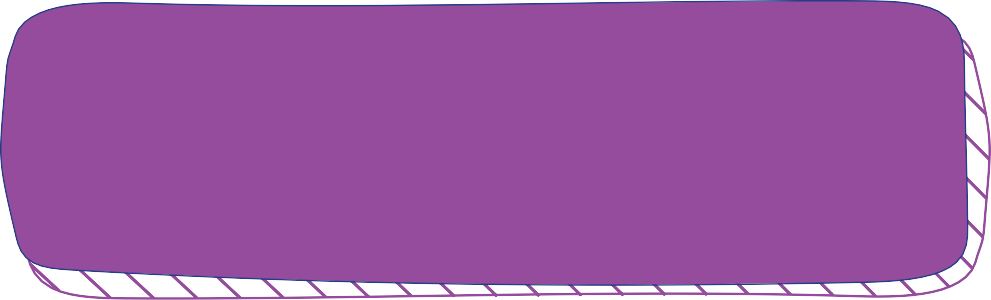
Gain a volunteering role to get more

experience

Take another leadership or coaching qualification

Use your UCAS points and write your personal

statement for University



**Why not follow us on social media and share your #LearnerJourney:**

**SportsLeaders @SportsLeaders**

**Notes:**

# I’m now a qualified Sports Leader… So what?

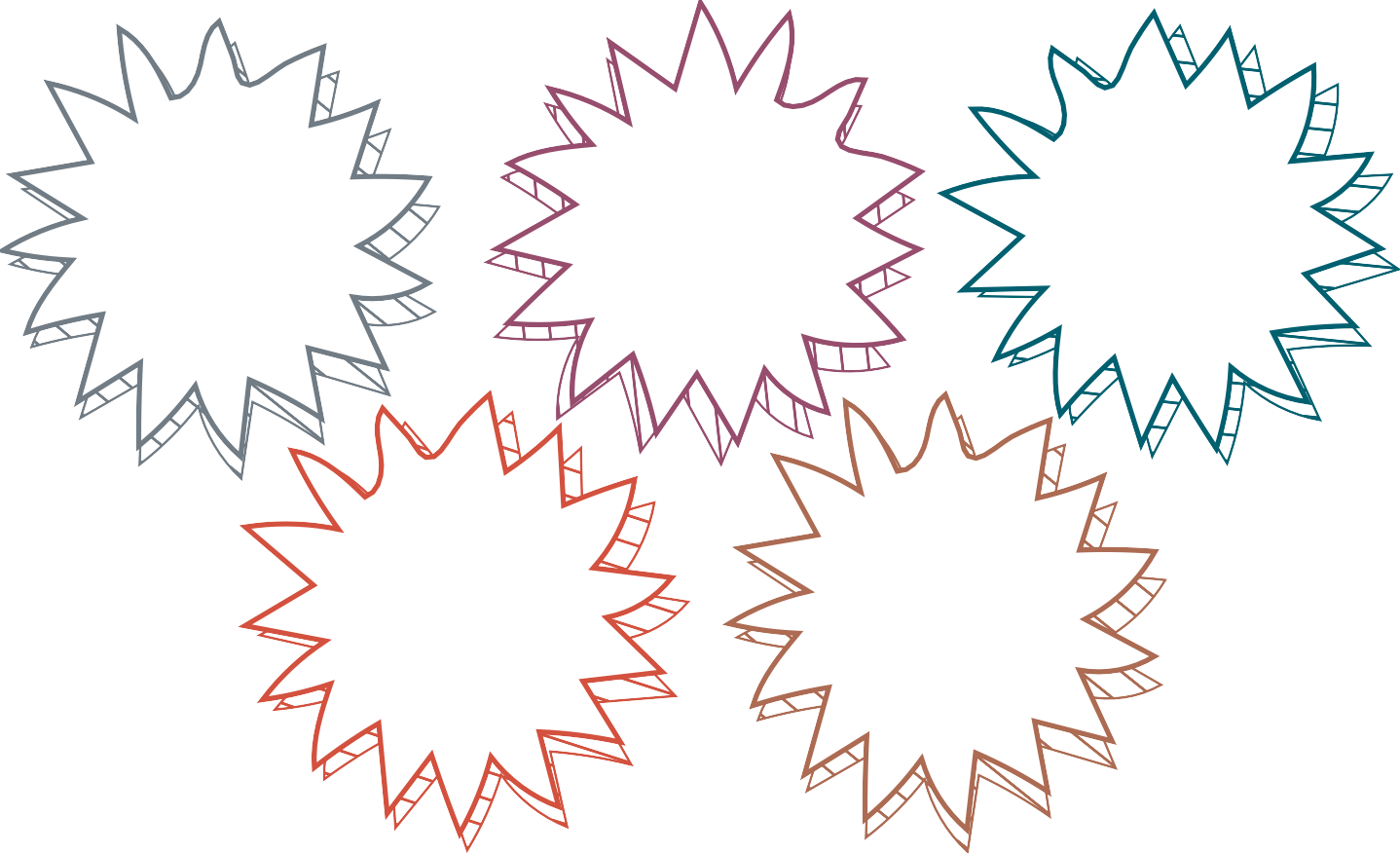
**64** *SL0924 Issue 2 09/19 | © Sports Leaders*



**Why not follow us on social media and share your #LearnerJourney:**

**SportsLeaders @SportsLeaders**

### Through this course you have developed your:



**Communication Skills**

Shown that you can communicate to individuals

and groups

**Self-belief**

Shown confidence in your abilities

**Teamwork Skills**

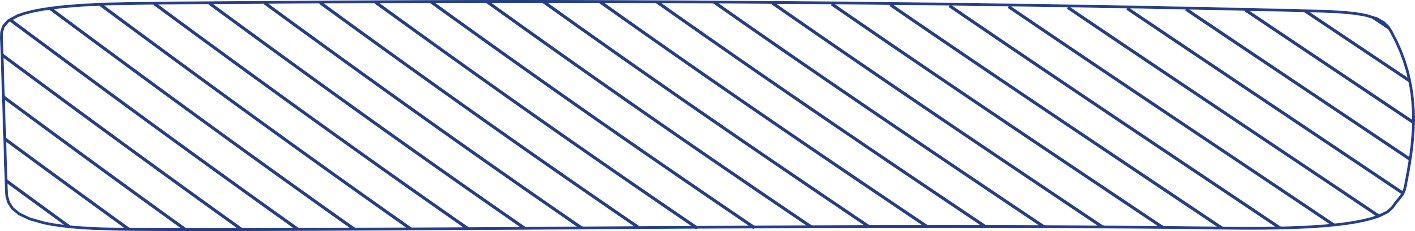
Worked effectively as part of a team

**Self-management Skills**

Do things to the best of your ability

**Problem Solving Skills**

Understand the problem and help find solutions

**Which means you have become:**

|  |  |  |
| --- | --- | --- |
| **More employable** | **More active in your community** | **More confident in your abilities** |
| **More focussed on your own development** | **More valuable to others** | **Someone who stands out from the crowd** |