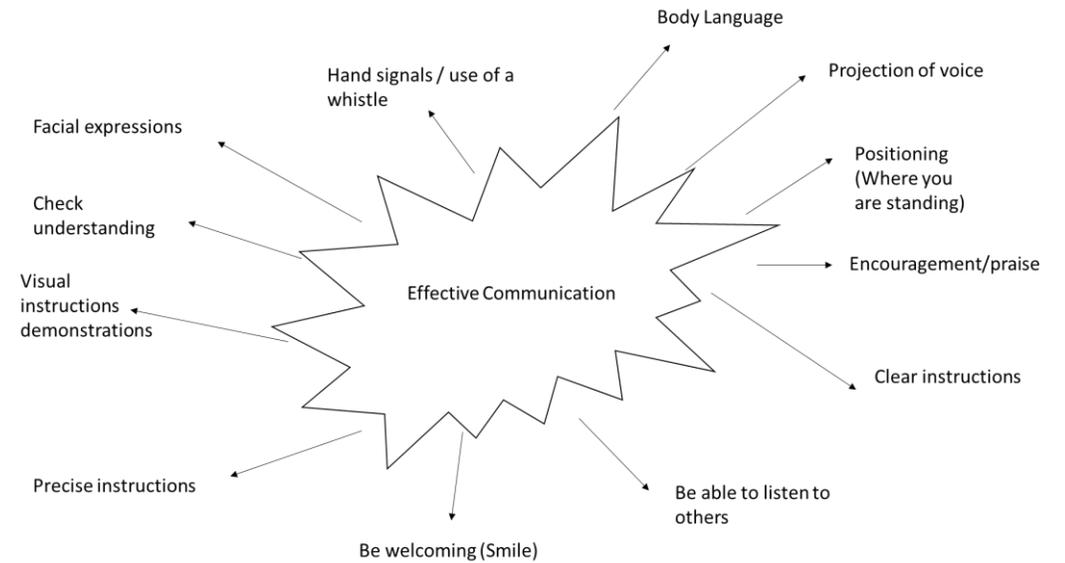
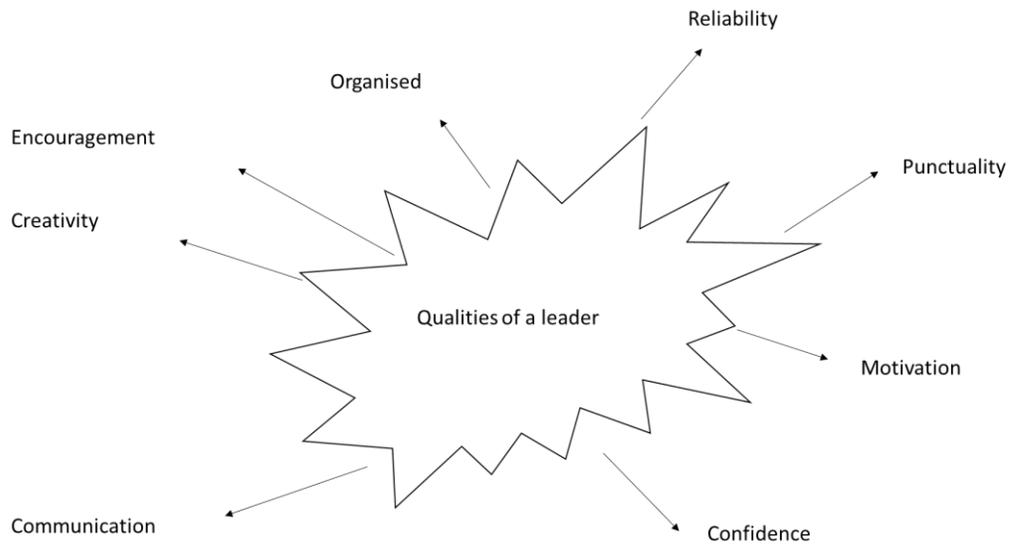




# Year 10 CNAT Sport Autumn Knowledge Organiser



### Democratic Style:

The leader will facilitate decision making and goal setting with the input of the athlete. The athletes will have input but the coach/leader will have the final decisions.

### Laissez-faire Style:

The leader will make only a few decisions which gives the participants freedom to make the decisions about their learning and development within the session.

### Leadership Styles

### Autocratic Style:

The leader gives the instructions and the participants follow the instruction. Used especially when safety needs to be considered. E.g. throwing a javelin, refereeing a football game where decisions need to be made quickly and stuck to



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**Leadership roles and opportunities in sport**

<p><b>Captains</b> Help to make decisions for their team and influence and motivate people around them. A good captain will listen to the viewpoints of others but will make decisions when required.</p>	<p><b>Managers</b> Help to manage the processes and procedures, tactics and strategies that a team or sports performer uses. In football, managers play a key role and have many media duties to fulfill.</p>	<p><b>Teachers</b> Are in a position of authority and have the opportunity to lead and guide those they are teaching. PE teachers often lead extra-curricular sports teams.</p>
<p><b>Coaches</b> Coaches can work on a 1-1 basis or may coach large groups. Their leadership role is to guide and help performers to reach their potential. Coaches usually have official coaching qualifications.</p>	<p><b>Expedition leaders</b> Expedition leaders may well hold responsibilities for the group they are leading, such as guiding them down a mountain. An example would be someone leading an activity for the Duke of Edinburgh award.</p>	<p><b>Role models</b> Role models can be positive or negative. Sports men and women, managers and PE teachers can all be role models. Sports people should act as positive role models, however this does not always happen.</p>

**Role-related responsibilities**

<p><b>Knowledge of activity</b> Any sporting leader must fully understand the rules. Sports leaders should understand how to plan appropriate training sessions.</p>	<p><b>Enthusiasm for activity</b> A sports leader has to show an appropriate amount of motivation and enthusiasm for the activity. An uninterested sports leader is unlikely to get the best out of their group.</p>	<p><b>Knowledge of safety</b> Sports leaders should have knowledge of: - How to reduce risks. - What clothing and footwear is appropriate. - The techniques to be used. - What equipment is deemed safe.</p>	<p><b>Knowledge of child protection</b> Children should feel safe and supported when playing sport. Coaches and teachers, for example, have to have a DBS check before coaching children.</p>	<p><b>Knowledge of basic first aid</b> Sports leaders often attend first aid courses so they know what to do if someone gets injured.</p>
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## Factors to consider when planning a session:

- Facilities available
- The number of players in a group
- Equipment available
- The sport/activity you will be doing
- The aim of the session (What do you want to improve)
- How long you have for the session
- Activities (Warm up, skill practice, game & cool down)

