

# Role outcomes – specific



Bronze	Silver	Gold	Platinum
<p style="text-align: center;"><b>Leadership approach</b></p> <p style="text-align: center;">Shown below are the four leadership approaches that are assigned to each specific tier of the Young Ambassador progression pathway (bronze to platinum)</p>			
<p><b>Leading together</b> as a team, sharing roles and equal responsibilities, with a focus on supporting <b>individuals</b> to be healthy and active</p>	<p><b>Leading in partnership</b>, dividing roles and sharing information and ideas, with a focus on supporting <b>specific groups</b> to be healthy and active</p>	<p><b>Leading a team</b>, communicating effectively and collaborating with others, to support <b>multiple groups</b> to be healthy and active</p>	<p><b>Leading the movement</b>, within and across education and communities, to support <b>society</b> be healthy and active</p>
<p style="text-align: center;"><b>Roles</b></p> <p style="text-align: center;">Shown below are the four roles (Inspire, Influence, Lead and Mentor) that are assigned to each specific tier of the Young Ambassador progression pathway (bronze to platinum)</p>			
<p><b>Inspire individuals</b> e.g., to engage with and/or participate in sport, physical activity or play</p>	<p><b>Inspire specific groups</b> e.g., who may be inactive, disadvantaged, or under-represented</p>	<p><b>Inspire multiple groups</b> e.g., classes, year groups, cluster schools, or community groups</p>	<p><b>Inspire future generations</b> of young people to become leaders in sport, physical activity or play</p>
<p><b>Influence individuals</b> e.g., friends, peers, or family members, to be healthy and active</p>	<p><b>Influence specific groups</b> e.g., based on age, ability, disability, or gender of target audience</p>	<p><b>Influence senior leaders</b> e.g., educators, coaches, youth or play workers</p>	<p><b>Influence stakeholders</b> e.g., local authorities, national partners, or governing bodies</p>
<p><b>Lead together</b> multi-skill, sport, or play activities, providing a positive experience for all participants</p>	<p><b>Lead in partnership</b> inclusive activities that meet the needs and interests of specific groups</p>	<p><b>Lead a range of diverse activities</b> e.g., extracurricular clubs, school sport, or community activities</p>	<p><b>Project lead</b> campaigns, initiatives, training or events, at a local, regional or national level</p>
<p>Buddy up with other bronzes and informally support and <b>mentor each other</b></p>	<p><b>Mentor bronze young ambassadors</b> to support their leadership and development journey</p>	<p><b>Mentor silver young ambassadors</b> to support their leadership and development journey</p>	<p><b>Mentor gold young ambassadors</b> to support their leadership and development journey</p>



# Role outcomes – generic



## Integral skills

Shown below are a list of outcomes in each of the four **integral skills** that we aim for ALL Young Ambassadors (bronze to platinum) to develop as part of their role and leadership journey. Young Ambassadors are encouraged to continually recognise and reflect on the different skills they develop and utilise through the opportunities and experiences gained from being a Young Ambassador.

Planning and Organising	Personal Effectiveness	Critical Thinking and Problem-Solving	Creativity and Innovation
Set SMART goals and be self-motivated to achieve your personal best	Set high standards and be responsible, reliable, and a role model to others	Recognise issues or problems that affect or prevent young people participating	Be open minded, curious, and inquisitive, to explore new ways to get young people active
Work effectively with others, valuing the role and contributions they and others make	Encourage debate and discussion, and respect and empathise with young people's views	Ask meaningful questions, and search for answers to understand reasons why barriers exist	Have the courage to be creative, to develop innovative ideas or design new activities
Manage time, people, equipment, and resources, to ensure activities run efficiently	Build resilience by being self-disciplined, learning from challenges or setbacks faced	Co-create solutions with young people, with the aim of overcoming barriers identified	Test new ideas or activities, and seek feedback from young people, to measure impact
Make decisions and monitor results, to reflect on and adapt activities if required	Evaluate your own learning, identifying strengths and areas for development	Implement solutions, monitor the impact, and review and analyse the results	Evaluate successes and shortfalls of testing, making recommendations for improvement



# Role outcomes – generic



## Priority areas

Shown below are a list of outcomes in each of the four priority areas that we aim for ALL Young Ambassadors (bronze to platinum) to develop as part of their role and leadership journey. Young Ambassadors are empowered to select what factors in each of the four priority areas can be most impactful to them and their environment and implement change to support society be more active.

Facilitate Activities	Advocacy Focus	Building Belonging	Tackling Inequalities
<b>Plan activities</b> , which can provide positive opportunities and experiences for all	Raise awareness of <b>physical activity guidelines</b> , for children, young people, and adults	Create <b>fun, safe, and informal spaces</b> where people feel welcome, accepted, and included	Provide <b>equal access</b> and <b>opportunities</b> when leading activities, so everyone can benefit
<b>Promote activities</b> , either verbally, visually, or digitally, to increase awareness	Promote positive <b>health</b> and <b>wellbeing</b> (physical, mental, emotional, and social)	<b>Socially connect</b> by being approachable, friendly, and caring when communicating with others	Be flexible to <b>adapt</b> and <b>diversify</b> the activities offered to meet the needs of young people
<b>Lead activities</b> , which are fun, safe, and inclusive, to increase participation	Utilise <b>national campaigns</b> and <b>major events</b> to inspire others to be physically active	<b>Build relationships</b> with others to make them feel valued, respected, and positive about themselves	Promote or provide <b>exit routes</b> for young people into provision that exists locally to them
<b>Evaluate activities</b> , based on self-reflection and participant feedback, to review impact	Promote the benefits of <b>sport, physical activity</b> and <b>play</b> , in support of developing life skills	<b>Reward</b> participants who positively engage by <b>recognising</b> their progress and achievements	Champion <b>equality, diversity, and inclusion</b> , and use of <b>Welsh language</b> , when leading activities

