Future Prospects - Shaping Aspirations through Sport

Future Prospects brought together students from a variety of backgrounds through sports leadership. Working in collaboration with Warwickshire Cricket Club and Birmingham City University, schools were able to equip students with a greater understanding of future career opportunities and develop lifelong skills on their journey to success. This four-tiered pathway generated confidence in the students' ability to deliver sports sessions, whilst broadening their knowledge of the sporting industry. One student said:

"Being part of Future Prospects made me realise how many different jobs there are in sport. I loved the sports coaching session. It has given me some great ideas to use when I go back to school and help younger pupils in my school".

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Shaping Aspirations through Sport

Objectives

- Provide students with increased confidence in delivering sports leadership activities
- Empower students with the knowledge of different career pathways in the sports sector to support their future careers.

Who was the target audience and how were they engaged?

The project supported Year 9 and 10 students from three secondary schools with a mixed demographic of students. It brought together students from different backgrounds and enabled them to develop their inter-personal skills whilst building social connections.

The students were inducted onto a four-tiered programme which progressed from internal leadership workshops, to visiting a university to participating in external workshops facilitated by university staff.

Why was the activity unique?

Each level of the programme developed the students by integrating ideas as a team within their workshop, to transfer these skills back to their school communities. Students were provided with a variety of resources, including a branded hoodie to create a community amongst themselves.

As the students grew in confidence, they unlocked delivered sessions themselves in external clubs, and visited Villa Park for a workshop with Warwickshire Cricket Club. The final level saw the students attend workshops led by academic staff at Birmingham City University which included fitness testing, physiology, and sports coaching. This opportunity was something many of the students had not considered or aspired to be a part prior to participating in the programme.

What was the impact felt in schools and by CYP?

When asked what they thought of the project, 100% of the students answered that they were more confident in delivering sports sessions and they enjoyed working with students from neighboring schools. When speaking to one of lead school, a teacher stated:

- “Being part of the programme allowed my students to experience different career pathways in sport in a way that wouldn’t be available to them in school.”
- “Working independently on these tasks gave my students’ confidence.”

As a result of this project, 90% of students would consider a career in sport and the university pathway.

Why is this an example of School Games best practice?

This case study is an excellent example of the impact a School Games project can have on a young person’s personal development and aspirations.

In addition to developing their leadership skills and encouraging the next generation to be active in their delivery, this project inspired young people to consider planning for their futures, thereby creating a sustainable impact on their lives.

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