

ARCHBISHOP HOLGATE'S SCHOOL

WHAT DID THEY DO?

12 leaders from Years 8 and 9 from Archbishop Holgate's School were involved in Barclays Game On – GO Lead. All the leaders were invited by their teacher to participate in the programme. Some of the girls chosen were surprised at being selected, such was the lack of confidence that some of the girls started the programme with.

After attending the Inspire session, the group went through what a leader looks like and what session delivery would look like. Each week, the group met after-school and leaders delivered football sessions to one another.

They were given 10 minutes to deliver a session that they had either planned themselves or using resources given by the teacher. The group would reflect on their delivery using a feedback sheet and the next leader would then step up to do their delivery.

The teacher felt this opportunity to lead uplifted the girls and they were given their Barclays Game On hoodies as a reward for delivering a session. This was something which has given them drive and helped them to feel part of something.

IMPACT

Participants

Confidence, leadership and teamwork were the three life skills the girls felt they had developed through participating the Barclays Game On – GO Lead. This was reflected by the lead teacher who felt that the girls had developed their confidence and respect for each other, particularly the 'less sporty' girls.

In addition to their life skills, the girls said the programme had given them the opportunity to meet new people. The lead teacher noted that the year 9s have become role models to the year 8 pupils and the hierarchy that was there before has been broken down and respect between the two groups has been built.

Practitioner

The programme came at a perfect time for the lead practitioner who was new to the school. It was discussed how it has really helped her to get to know the pupils of the school and show her expertise in, and the value of girls' football.

FUTURE ASPIRATIONS

The leaders want to continue encouraging their peers to come to extra-curricular football and play by promoting the club in assemblies and form time. They are going to continue developing their confidence and using their leadership experience and it is hoped that they will deliver extra-curricular sessions to next years' Year 7 and 8 pupils.

HARRIS CHURCH OF ENGLAND SCHOOL

WHAT DID THEY DO?

13 girls across year 8 and 9, were selected to participate in the programme. The girls were buddied up to provide peer support and to hold one another accountable for completing the activities.

After Inspire, the girls were taken off timetable for 6 hours to complete Develop. Every girl took on a role of deliverer and marketeer, as the teacher felt it was important to allow the girls to have the opportunity at both. The lead teacher felt the girls took these roles on really well and other teachers were surprised that the pupils were displaying good leadership skills.

The girls planned and delivered two lunchtime year 7 girls' football clubs during National School Sports Week, attended by approximately 35 girls. Afterwards the year 8 leaders delivered football sessions to two primary school classes (years 3 and 4). The girls managed their own 'stations' in groups of 2/3 and the classes rotated around each of the 'stations'. The primary school teachers gave positive feedback on the session, in particular it was noted how confident and competent the girls were at supporting primary aged pupils with Special Educational Needs.

'it's been amazing for the girls, the whole experience... they've become really passionate about it really quickly' - Lead Practitioner

IMPACT

Participants

As expected, Covid-19 has been very difficult for all of the pupils at the school. The teacher felt that Barclays Game On – GO Lead had a positive impact on the girls in developing:

- Interpersonal skills
- Confidence
- Self-assurance
- Listening to and taking on board feedback

Confidence was noted as the skill that had developed the most through the programme, with the teacher sharing anecdotes on multiple girls whose confidence had gone from strength to strength due to their participation.

'I've learnt team work and how to explain things and communicating with more people' - Football Activator

'Not only have I been inspired but I've learnt how to inspire others' - Football Activator

Practitioner

The lead practitioner had a PGCE student with her, whom she was able to provide an invaluable experience and inspirational induction to girls' football.

FUTURE ASPIRATIONS

A board advertising the extra-curricular girls' football club which will be run by the girls has already been put up in the PE department, which the group is hoping will inspire people and get them interested in playing football. This, along with the lunchtime football club that the girls are hoping to run, will be advertised on the extra-curricular timetable.

The teacher is hoping to have the time to target year 8 girls for the programme next year, to ensure a steady flow of students can lead football throughout the school.

The school is excited to have been part of the programme and begin their girls' football journey, as already they can see attitudes towards girls' football is changing and more are interested. They have already contacted their School Sports Partnership about exit routes into community-lead football and are hoping it will take off as many girls have now seen women playing football on TV.

MANCHESTER HEALTH ACADEMY

WHAT DID THEY DO?

In total 12 girls took part in Barclays Game On – GO Lead from Manchester Health Academy. All participating girls are in Year 9. Amongst the girls, there was a mixture of those who regularly played football and those who didn't play football.

Prior to participating in the programme girls reported feeling nervous and excited.

'It's like a big deal representing everyone and the girls'
– Football Activator

As for why the girls wanted to get involved, responses included:

'We're hoping to get involved in more activities. To inspire people and to increase our leadership skills. Want more girls to be involved in sport and want to let them know how to get involved – promoting it.' – Football Activator

COVID-19 has disrupted Manchester Health Academy's delivery of the programme. Having completed all the worksheet activities, the girls had planned a whole day of football activities for Year 7 students. Whilst this was not possible to deliver, the girls were able to deliver lunchtime football sessions to Year 7 students at the start of the programme. Furthermore, the girls have been able to design posters to empower peers to get active with slogans for the posters including "Do it like a girl".

IMPACT

Participants

'A place where you can encourage girls that are shy and to make them come out and no matter what sport it is they can do what they want and do it their own way.' – Football Activator

The girls summarised the impact the programme had on them:

- Teamwork: When the girls planned their activities, they worked together to plan easier and harder versions as so to be more inclusive and adaptable.
- Confidence: The girls described the programme as bringing them outside of their 'comfort zones' and 'achieving stuff we didn't think we could do'.
- Leadership: The girls describe that they had to be determined in their attempts to establish activities that will be engaging for Year 7 girls.

The leadership skills that girls learnt through the programme were also celebrated by the lead practitioner. The kit bundle, particularly the hoodies, supported the girls' confidence in being leaders.

COVID-19 was said to provide the girls with extra motivation to do well with the programme and the girls realised the importance of their work to girls who had not had an easy transition to Year 7 from primary school due to the pandemic:

'[The] pandemic has meant they're locked away, in a shell, need to feel confident in themselves. As a girl in sport, it's not common for year 7 girls to play sport so want them to feel confident.' – Football Activator

'Really grateful for experience and been able to help girls who can be better in the future because we've helped them.' – Football Activator

Practitioner

For the lead practitioner at Manchester Health Academy, the programme had considerable impact. The programme was praised for not enforcing more work on time-poor teachers.

'...as teachers we facilitate...[the programme] allows girls to lead it themselves...they're in charge of what they create... they take ownership over how the programme is designed... they know what they're doing is all them.' – Lead Practitioner

Barclays Game On – GO Lead the lead practitioner to think about other ways of girls getting involved in life-skills orientated Physical Education. 'Normally you put everyone in the same boat', yet Barclays Game On compelled the lead practitioner to consider other ways of involving girls, for example marketing. Similarly, the lead practitioner celebrated the cross-curricular elements of the programme, for instance reinforcing computer skills through creating posters.

'They've done things they wouldn't otherwise be able to do.' – Lead Practitioner

FUTURE ASPIRATIONS

The lead practitioner from Manchester Health Academy said that the school intends to run the programme again, because of the benefits that it can have on Year 7s.

GO LEAD

POOL ACADEMY

WHAT DID THEY DO?

All 11 of Pool Academy's Football Activators were from Year 7. All the worksheets were completed and some of the activities were also done at home, which demonstrated the commitment and engagement from the girls. The girls had a group chat on social media through which they could discuss what they were learning from the programme and what they could subsequently implement through the PE lessons which the Activators helped deliver to fellow Year 7 students.

'It's been an amazing programme from start to finish' – Lead Practitioner

IMPACT

Participants

The girls summarised the impact the programme had on them:

- Confidence: Through delivering sessions to their peers, the girls gained greater confidence in themselves and their ability.
- New friends: The girls described new friendships that had been forged.
- Sense of pride and belonging: the girls described how they felt part of the coaching community through participating in the programme. The girls were also proud of the feedback that they received in the delivery of their lessons.

'Exciting, active and it makes you more confident with everything because you can link it to other things.'
– Football Activator

'It's nice to be part of a team where you can talk to people and ask others for advice.' – Football Activator

Practitioner

The lead practitioner, an experienced football coach himself, described how this programme helped him to take a step back from his coaching responsibilities. Instead of coaching girls to play football, he was coaching them how to be coaches. The lead practitioner described how he enjoyed this challenge.

The practitioner has also been able to gain full school support behind the programme, which has helped with the profile and will improve its sustainability:

'They know it's a leadership programme; not girls bunking out to play a bit of football...it's proven that some of the girls that have participated have had a better attitude in class as they are role models, respected for delivering the sessions. Teachers give more responsibility to the individuals as they can handle the responsibility. Everyone has been fantastic about it.' – Lead practitioner

It was also celebrated that the virtual delivery, resources and subsequent support from a Youth Sport Trust Athlete Mentor was appreciated. It was acknowledged that such comprehensive digital support may not have been offered had the programme ran face-to-face.

FUTURE ASPIRATIONS

The Lead Practitioner described how he will always intend for Pool Academy to be a part of the programme as he understands the importance of it.

The girls recognised how girls may feel disempowered; 'feel that they're being judged, worried about skills and how they may compare to others' and so intend to use football as a vehicle to combat these social issues. The girls discussed that they intend to use assemblies and delivering more sessions in PE and after school to achieve this.

ST BERNADETTE CATHOLIC SECONDARY SCHOOL

WHAT DID THEY DO?

All the 12 Football Activators from St Bernadette were from Year 9 and described by the lead practitioner as 'oozing with natural ability to lead'. To participate in the programme, the girls had to apply using a google form, explaining why they would like to take part. Those chosen to participate had varied experience of football with most playing football at least in school. Two of the participating girls said they didn't play football at all.

The girls enjoyed the Inspire session, which they accessed after the live showing.

In particular, they recognised the importance of female role models. The subsequent delivery of the tasks and worksheets was also very popular with the participating girls.

The girls have been able to lead football sessions to one another. At first, the girls' delivery was quite reticent, but as a group they developed greater confidence. Through being buddied up also, this enabled the Activators to offer peer support to one another. The lead practitioner noted that the Head of Department was impressed with how the girls conducted themselves during the Sports Day.

IMPACT

Participants

The girls summarised the impact the programme had on them:

- Empathy: The girls have developed an awareness of being able to meet the peers' diverse needs and abilities.
- Confidence and communication skills: This was noted as being important to encourage other girls to participate.
- Greater sense of responsibility: The girls have had to be health and safety conscious when working on this programme during the Pandemic.

'Sport is great for the social side and makes you more confident, happy.' – Football Activator

When asked what they thought of the programme, the girls used words such as 'inspirational', 'enjoyable' and 'developmental'.

The lead practitioner felt that the girls had developed their confidence week after week and noticed that one girl, who had previously been quietly confident, was now much more confident and leading like a teacher.

Practitioner

The lead practitioner described how she didn't have any leadership training herself until university, and so celebrated the importance of the programme. It was also said how she feels more respected from the participants as a result of this programme, and that the participating girls have formed a better understanding of just how challenging teaching is!

Through having had the opportunity to lead, the girls have understood why teachers ask certain questions of them in order to challenge and improve their confidence, competence and motivation in PE.

FUTURE ASPIRATIONS

The girls described how next year they hope to run a football club for Year 7 and 8 pupils. The lead practitioner is hoping that the Activators will strengthen the link between the school and Bristol City Women's Football Club, to provide community exit routes for pupils.

The lead practitioner described how she was interested in what impact the programme may have on the girls in the next academic year when football is delivered in the curriculum.

'We've only just scratched the surface...I'm excited to see what happens next' – Lead practitioner