

Sport and Physical Activity Educational Journal



Who are we?

We are students and staff from the Sport department who are enthusiastic to share our experience and knowledge in sport and physical activity.

Why is our journal important?

Representation. We understand that it is our responsibility to promote students' voices and create an inclusive environment. We aim to break down stereotypes in sport and physical activity and educate staff and students on the role that sport plays in our society.

What can you find here?

You can find passion for sport and physical activity. You can find curiosities in our sector, our journey, and inspirational stories that will show you that everything is possible and how diversity brings us together.



Sport department philosophy

In our department, we promote respect by creating an inclusive environment in which everyone accepts and cares about the diversity of our students.

Our purpose is to prepare our students for the world and guide them to achieve their dreams. We want to support a culture of health at CWC.

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The Marathon Continues

Author: Lucas Williams, Curriculum Manager, Public Services and Sport

There was a time when I was starting my college journey having just finished school, I felt like an adult already, but I was in for a shock! The sudden responsibility and requirements to be organised and mature were overwhelming. Being a young energetic and overly confident teenager meant that I still wanted to have fun and test the rules and the patience of my teachers, after a few disciplinary's and a suspension, I soon got into the swing of things and began to use my failures as my greatest motivation. College was a safe place for me to enhance my own understanding of the role I can play in society and allowed me to develop my knowledge of myself and my awareness of my surroundings.

I went to Burlington Danes secondary school and then studied at Kingston college in my 1st year before I transferred to Saint Charles 6th form for my second year, something which turned out to be a great decision in the long run as I was fortunate to meet a teacher who really changed my direction in life. I studied the exact same subject that I currently teach, I have been in your shoes and understand what you are going through and want to make sure the



time spent here is beneficial to your life aspirations. I studied at Roehampton university, BSc sport and I truly value and champion education as a whole and appreciate the value it brings to individuals and society, I am grateful to be given the opportunity to positively impact our learners in this equation of life.

Ask yourselves this: where do you fit in, in this equation? what role you can play to positively impact the environments you are currently in?

My Teaching career began here at CWC, I studied my teaching qualification here and then started as a sports tutor, I am a product of the college and firm evidence that if you believe in and trust the processes, you can be successful.

The Marathon Continues

Author: Lucas Williams, Curriculum Manager, Public Services and Sport

Before teaching, I had worked in many industries, including health and fitness, sports retail, e-commerce, construction, strength and conditioning coach at Watford FC and one of my most enjoyable jobs, as a London bus driver, if you or your parents ever travelled on bus routes 14, 22, 74 or 430 in the years between 2015-2017 chances are you were one of my passengers, a clear reminder that we should give the best account of ourselves no matter where we are, because we never know when our passengers might become our students.

Since starting my role, and as cliché as it sounds, I have always felt that I am answering a direct calling in teaching, I love supporting learners through their journey and find a lot of value in this, I also

enjoy the continual learning and development culture which exists in education.

This is further strengthened by the fact that we get to work with learners and colleagues from all over the world, our differences are what makes us so great so we should really embrace these nuances and learn from one another.

My personal experiences competing in sports such as amateur boxing, athletics and semi-pro football have allowed me to build a great network of friends and associates, the relationships built by playing, managing and coaching in sport have been instrumental in supporting my career aspirations and providing me with role models to base my own approaches on. I really do champion the notion that health equals wealth and I encourage (and challenge) you all to make the same connections on your journey.

If I was to offer advice, first I would say to you, don't be afraid to fail, some of our most valuable lessons come to us because of failure, just be sure to learn from them.

Secondly, Sometimes the best you can do; is the best you can do!

and lastly, slow down, life is a marathon not a sprint!

3 Books recommended by our Curriculum Manager to promote positive thinking and resilience

- *Natives: Race and Class in the Ruins of Empire* by Akala
- *EGO is the enemy* by Ryan Holiday
- *Ikigai* by Hector Garcia and Francesc Miralles

More Than Movement: My Journey Through Sport, Struggle, and Strength

*Author: Hajera Suniya, Level 3 Diploma in Sport and Physical Activity- Coaching path.
BSc Hons Public Health, University of Greenwich.*



Introduction

My name is Hajera Suniya, and I've always had a deep passion for sport. Growing up, physical activity was more than just movement—it was my outlet, my joy, and a part of who I was. But everything changed around the age of 13, going into 14, when my mental health started to decline severely.

I was diagnosed with a condition called Functional Neurological Disorder (FND), which took a serious toll on my body. I lost mobility for long periods of time. I experienced non-epileptic seizures, and my symptoms

didn't stop there—I had difficulty speaking, seeing, and hearing. I even experienced hallucinations, alongside depression and anxiety. It was overwhelming. My mind and body felt like they were no longer mine.

The most heartbreaking part was losing the ability to physically take part in the sports I loved so much. But I wasn't ready to let go. Even when I couldn't participate, I still chose PE as one of my GCSE subjects—not to play, but to stay connected. Whether it was through instructing, helping, or just learning, I refused to walk away from the thing that gave me purpose.

That decision shaped my future. I went on to study a two-year Sports Coaching Diploma in college, not because it was easy, but because I still believed I had something to offer. I wanted to be involved in sport—not just for myself, but for others like me, who feel left out or unseen. And although I was often the only girl in a male-dominated class, and despite how self-conscious I felt, I showed up. Because my love for sport meant more to me than the fear of standing out.

My Experience in Sport: Between Passion and Pain

Being in a PE class where I couldn't physically participate was already hard. But what made it even harder was the environment. Most of my classmates were boys, and I often felt like I didn't belong.

More Than Movement: My Journey Through Sport, Struggle, and Strength

They were running, jumping, competing—meanwhile, I was on the sidelines, trying to hold on to the last piece of myself that hadn't been taken by my condition.

But one thing that gave me hope was the support I received from my teachers. They never once made me feel like I was in the way or out of place. They checked in on me. They made sure I had everything I needed, especially around exam time. They helped me stay on track with assignments and made sure I was always included. In moments like those, I felt seen. I felt heard.

They understood that I was trying—even when it didn't look like everyone else's "trying." Just showing up some days was a victory for me. And they saw that. That kind of support helped lift me up. It helped me believe in myself again. It reminded me that being unable to do something doesn't make you incapable. Sometimes, the greatest strength is staying in the room when everything inside you is telling you to give up.

Starting college felt like turning a new page. I was ready to leave the chaos of the past behind and focus on a future I could be proud of. My time in college changed me in ways I didn't expect. I had teachers and staff who genuinely looked out for

me—not just as a student, but as a person. I'll never forget the way they made me feel supported and cared for.

In college, I got to rebuild myself. I began to believe that I could still grow, still succeed, and still be happy. It wasn't always easy—I had relapses, I missed classes, and there were still many tough days. But something I learned was the power of communication. As long as I kept talking to the people who cared, I wasn't alone. And with their help, I not only made it through—I graduated with a Distinction.

I can honestly say that the sports department gave me more than just education. They gave me a sense of belonging. They encouraged me to push past limits I didn't know I could cross. They helped me overcome fears, try new things, and build trust again. And when I was struggling most, they never walked away. They checked in. They believed in me—even when I didn't believe in myself.

And now, I'm going to university to study Public Health—something I never would've thought possible during those darkest moments.

Reflection: What Sport Taught Me About Mental Health and Inclusion

If there's one thing I know now, it's that sport isn't just about ability—it's about heart. It's about connection. And it's about being seen.

Mental health can steal everything from you, without anyone even noticing. And in

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the world of sport, where strength and speed are celebrated, people often forget that there's courage in simply surviving. In simply turning up.

For a long time, I didn't fit the "typical" image of an athlete. I couldn't run, jump, or play. But I still had the passion. I still had the fight. And I still deserved to be included.

Inclusion doesn't just mean being allowed in the room—it means being welcomed, understood, and supported. It means creating environments where students like me don't have to feel embarrassed or isolated just because our path looks different. It means understanding that everyone's journey with sport is unique.

I was lucky to have teachers who showed me what real support looks like. They didn't just give me space—they gave me value. That's the kind of mindset we need more of. Because when sport is inclusive, it becomes a place of healing. A place of hope.

We need to do more to talk about mental health openly—not just after things go wrong, but before. We need coaches and staff trained not just in technique, but in empathy. We need young people to feel safe saying, "I'm struggling," without fear of judgment.

"Because if sport is meant to bring people together, then we have to make sure everyone has a place in it."

It changed my life. It saved my life. And it can do the same for someone else—if we make room for them.

Final Thoughts

To anyone who's ever felt like they don't belong—please don't give up. Your story isn't over. You are not weak for needing help. You are not less for moving at your own pace. Strength comes in many forms, and sometimes the quietest kind is the most powerful of all.

To every teacher, coach, and supporter out there: never underestimate what your kindness can do. You might be the reason someone keeps going.

And to the girl I used to be—scared, broken, unsure—you did it. You made it here.

And this is just the beginning

My journey in sport as a student with cerebral palsy

*Author: Anonymous. Level 3 Diploma in Sport and Physical Activity- Science path.
BSc Sport and Exercise Science, University of Durham*



My journey in sport started as a spectator; Cricket, Football, basketball and Field Hockey are popular sports in my life due to the fact they are popular in the country I am from and the country I live in. I enjoyed reading books on specific techniques and skills such as bowling and batting and identifying the mechanics of the skill, such as finger placement and seam presentation on the cricket ball. Gym became an important activity as I grew up, it allows me to increase my overall fitness and it promotes good physical and psychological wellbeing as I find the challenge enjoyable, something

which I believe should be important to all. Watching analysis shows such as 'The zone on sky sports' which analyses aspects of Cricket intrigued me and encouraged to take up further interests in sports.

Some of the units I studied and really enjoyed studying while at City of Westminster college include Ethics and values and Psychology of sports performance, I enjoyed the activities such as debates and discussions and appreciated the insights into team cohesion, psychological traits such as anxiety and aggression and how they impact performance. I also enjoyed watching and creating the character review of Coach Herman Boone from the movie 'Remember the Titans' we were fortunate to explore the race issues during the 1970s and the impact this had on team cohesion, this also showed me the value sports holds in achieving unity but also the positive impact of being open minded and inclusive.

Inclusivity is something which is important to me, my own experiences having a physical disability and overcoming challenges and barriers which I face, has built my resilience and confidence, which in turn has allowed me to explore and challenge my own physical limits and capabilities. Kayaking was a new activity to take part in which I thoroughly enjoyed and really challenged my own perception of my limits; my advice is take risks and you will prosper.

My journey in sport as a student with cerebral palsy

Anatomy and Physiology and Biomechanics were both very useful for me to learn more about my own body and has given me a better understanding of how the various systems interact, this has further allowed me to identify areas I may need to improve on. I use a walking aid to support my independence and have an increased interest in the design of ergonomic devices in general, such equipment which can make mine and others, daily lives easier. As of late I am specifically interested in developments of gym equipment and attachments which can improve accessibility for all.

Another area where I have been inspired to research is the use of supportive and preparatory equipment such as a 'Molli suit' and Electronic Muscle Stimulation (EMS) as an aid to support limb movements in cases such as injury or illness.

Industry changes I would like to see include, seeing an increased representation of coaches with both visible non visible physical disabilities, this extends to operational and management staff in elite sport settings such as academies and development phase teams, I will be starting a degree in sports and exercise science, with the aim of graduating and having a

career in elite sports environments, ideally this would be creating a sports business for custom ergonomic aids.

to support participation in sport with the further aim of supporting Paralympians to perform at the highest level. I also hope that this will motivate others who may face similar barriers as myself to challenge themselves and be successful.

“An increased representation of coaches with both visible non visible physical disabilities”

My message to future sports students, balance your time studying with activities you enjoy, some of my favourites are going to restaurants and exploring world cuisines as well as travelling within and outside the UK. Develop an adaptable plan which can support your goals and targets over the next few years. And from my own experience; communicate and get to know your tutors, they are here to support you with your studies and the next step of your future, lastly, identify areas of improvement and aim to improve these gradually, nothing happens overnight.

Healing beyond borders

Author: Bruno Robinson Arias Chunchu. Year 1 Level 3 Diploma in Sport and Physical Activity- Science path.

My name is Bruno Robinson Arias Chunchu, currently studying level 3 sports science. Throughout my 2 years at the college, I have grown as a student and as an individual mentally and physically. I've made new friends and met a variety of well-mannered individuals who have helped me get to where I am today and I am forever grateful to them.

The main reason I decided to study sports at CWC was to support my aspirations of studying physiotherapy at university, the opportunity to work with people with disabilities and elderly people, excites me as much as the chance to work with athletes of all levels. My goal is to set up a foundation for children in my hometown in Ecuador, as they do not receive enough help for any disabilities and many do not have the correct equipment to play sports and enjoy themselves.

The report made by the Technical Secretariat summarise the key findings by The United Nations Partnership on the Rights of Persons with Disabilities Multi-Partner Trust Fund and it suggests that many countries are still having difficulty implementing the convention on the rights of persons with disabilities (CRPD) into effective laws, procedures,

initiatives, and services that protect the rights of people with disabilities. I aim to establish therapeutic sessions for children and the elderly worldwide, along with schools that provide sports equipment, to improve many people's lives.

“provide Physiotherapy support for underprivileged children and communities in Ecuador and beyond. Physical and emotional impact worldwide.”

I built my critical thoughts because I've seen how there is a big difference in governmental backing and help for young people with disabilities and funding for sports environments for all ages, whilst in many countries worldwide for example, Ecuador and other South American countries, the government is more worried about other political matters than implementing strategies to help this sector. Physiotherapy can benefit children with disabilities such as autism, hydrocephalus, and arthritis, as it improves their movement and independence. In the UK, the National Health Service supports children with disabilities in getting general medical attention with physiotherapy, assessment, treatment clinics and private practices.

Healing beyond borders

In the UK, the National Health Service supports children with disabilities in getting general medical attention with physiotherapy, assessment, treatment clinics and private practices. Whilst in other countries, children with disabilities are often neglected by parents and teachers. It is sad to know that in Ecuador, for example, it is still a long journey to change the vision that society has about people with disabilities. I have the experience of seeing how people have been treated unfairly, like thinking that the child is sick. This requires an investment in education and prepares teachers to support students with disabilities and improve awareness about the types of disabilities worldwide.

My personal belief is that anyone, no matter how big or small the difference in disabilities and problems, we are all humans; we shouldn't feel like we need to all be perfect because, at the end of the day, everyone faces problems along the journey of life and I believe studying physiotherapy will help me improve many people's lives.

Next year is my final year in Level 3 Diploma in Sport and Physical Activity Sports Science, and I hope to learn many more new skills and communicate more effectively, as I

want to go to university and study physiotherapy so I can go through new challenges in life and learn new techniques to help many underprivileged children in different countries worldwide.

I would like to be able to support my parents with my brother, who has a total of 12 diagnosis; ex premature 26 week gestation, asymmetric quadriplegic cerebral palsy with dystonia and hypotonia, post haemorrhagic hydrocephalus, bilateral hip dysplasia, symptomatic seizures, significant visual impairment, severe intellectual disability, microcephaly, thoracolumbar scoliosis, feeding difficulties, gastroesophageal reflux disease, allergic rhinitis and hay fever and he needs a lot of medical attention. This personal situation has impacted my decisions and inspired me to help him with rehabilitation and help many people around the world in the future.

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Leaving Home and Chasing Goals

Author: Anonymous. Year 1 Level 3 Diploma in Sport and Physical Activity- Science path

I was born and raised in Barcelona, Spain, where football is famously known. However, I come from Bolivian parents who left everything back home to give me and my siblings a better quality of life. This big decision that my parents made has been reflected in my perseverance to pursue my dreams. My passion for sport started in primary school when I realised how much I enjoyed participating in PE; especially when we played football. My interest in football increased for the fact that my older brother used to play football and he became a role model for me.

I have been through many changes that impacted my life, such as seeing my older sister go on “holiday” with my Mum to London and never come back. In that moment, I felt deeply upset and I couldn’t understand it, but later, I realised that I would be joining her soon.

Moving to London, meant leaving behind the routine I had followed for the previous eight years. Adjusting to a new country was challenging at first, especially with the language barrier. I left my school, friends and family and I needed to overcome the feeling of starting over. An experience that many people who left home can

relate to; it is the feeling of being nervous of not knowing what is next but also excited because changes are opportunities. One of the beautiful moments in this process it was that I understood how my parents must have felt when they had to leave Bolivia and how grateful I was of having these new opportunities.

In the beginning, I was worried since I didn’t know how to speak English and that I would have trouble making friends. However, I enrolled in an excellent primary school that helped me develop my language skills and with classmates that wanted to practise the few Spanish words they knew. Shortly after, I started playing football like I used to.

“One of the good things about football is that you don’t need to speak much and I see it as an excellent environment for inclusivity.”

Additionally, I started being part of the after-school sports clubs. We had a girl’s football team, and it was my first experience of being in a football team. I learnt the challenges of a match and how to support each other when the game is going well.

Leaving Home and Chasing Goals

I believe sport brings you extraordinary values such as perseverance, tolerance and teamwork and I highly recommend to everyone to take part of any activity. I was very enthusiastic this year to be part of the creation of a female football team in City Westminster College and we have plenty of new ideas for the new academic year.

There is a reality for some people like me and it was that outside my education, joining a girl's football club was difficult since there weren't a lot of options and they were either too far or too pricy. Plus, my family had to work as well as study, so they were busy. Therefore, I mostly played football with my friends or my family when they were available. These are some of the challenges that young people are facing if they need to continue in sport clubs and they have not enough resources, and it looks like sport is not available for everyone.

As you know, in secondary school there are more subjects to study and sometimes it can get too stressful. Especially, in Year 11 since the GCES take place. Doing physical activity, was like catching a break from all the sitting down and writing. Moreover, you learn

about more sports compared to what you did in primary school. For example, I remember when I had to take part in rugby. At first, I was a bit intimidated but then I started to enjoy it. This is what sport brings you, new opportunities and it is great to see yourself in different situations because you learn about yourself.

When I started college, at the beginning of the year, I did a course that didn't suit me. I realised that doing sports science was a better choice, so I ended up changing. Even though I started late, I managed to catch up with the help of my two teachers and my determination. I received a distinction as for my final grade. I know that if you have clear goals, you can achieve them, but you are required to put everything into them.

Furthermore, this year, as I mentioned, a girl's football team has been created in the college, and I am excited to know what it will grow into!

Disadvantages of Being a Female Footballer

Author: Dream Mykels. Year 1 Level 3 Diploma in Sport and Physical Activity—Science Path.



Financial support/Funding

Due to the lack of marketing and advertising of female football matches, it leads to less funding. This is because the low visibility of female football results in little to none attention from the public.

Marketing/Adverts

Marketing and Advertising have an impact on the funding used for stadiums and prize money in tournaments.

However, because there is barely any marketing, it reduces the amount of sponsorship that female clubs have. This means that the funding for competition tournaments is less. So currently, female footballers in tournaments only earn a fraction of what male footballers do.

Media coverage

Although the media coverage in women's football isn't awful due to social media having a positive impact, it isn't entirely great either.

The media seems to be more interested in female footballers appearances and stereotypes when they are on the pitch. However when the male footballers are on the pitch the media analyses their tactical skills and overall performance in the pitch.

The media also inconsistently broadcasts female footballers in comparison to the men.

The issues I have mentioned are the result of leadership roles in football being held by men. These Leadership roles are coaching, management, executive boards, and officiates. These leaders do not treat both genders equally and prioritise men football which overshadows women's football.

In 2025, there have been signs of progress and it's not as bad as back then. For example, currently attendance at women's football matches has increased. However, the majority of women footballers and fans experience sexism and online abuse from men.

However currently, it is not as bad in comparison to how it was back in the day. But it is still happening.

Conclusion

I strongly believe that representation of female footballers is not just about visibility; it is also about power, accessibility, and equality/respect. As some of the public community, fan and societies continue to rally behind the women's football it can make the sport not just more inclusive, but more just and ultimately, more beautiful to watch.

Through the eyes of the referee

*Author: Sebastian Lally, Level 3 Diploma in Sport and Physical Activity- Coaching path
UCFB Wembley—University of East London*

Football, at all levels, is witnessing a worrying surge in poor behaviour - dissent, abuse, even threats directed at referees. This trend not only endangers officials' welfare but also erodes the authority and credibility of officiating standards across the game.

Recent PGMOL and FA data confirm a troubling rise in dissent and misconduct. In the 2023–24 season, Premier League matches witnessed an 88% spike in yellow cards for dissent, according to Sky Sports - particularly targeting both players and coaches.

Yet this disciplinary uptick has had a dual effect: while more cautions are being issued, serious incidents such as mass confrontations, have dropped sharply. In the Premier League's first five months of 2023–24, charges for surrounding match officials plunged by 80%, mass confrontations fell by 100%, and technical-area misconduct declined by 83%. This provides early evidence that stricter enforcement can yield behavioural change.

Such behaviour has profound effects. Many referees report burnout, declining mental health, and reduced job satisfaction. Nearly one-third of grassroots referees have quit over the last five



years, with the numbers dropping from 32,000 to just 23,000. Over 90% of referees have experienced verbal abuse.

In conclusion, poor behaviour in football threatens to destabilise officiating from grassroots to the Premier League. But with firm measures, psychological care, and a united stance, positive progress is visible: more dissent cards, fewer confrontations, and stronger protective frameworks. The challenge now is to sustain this momentum, ensuring referees receive respect, support, and the

Through the eyes of the referee

authority to keep the game fair and safe.

As an active referee, I agree there are issues throughout the game with player behaviour which needs to be stamped out. However, when such incidents occur, there is a fantastic support network for referees like myself. We have county FAs who have people who work specifically in refereeing. There is a 24/7 support there if I or somebody else need to report something or to speak about how they are feeling about an incident that occurred in their recent match.

***“referees have been
abused
by parents on the
side line”***

This issue does not just occur in the professional game but also at grass roots where children play. There have been many reports where referees have been abused by parents on the side line. Thankfully, in my nearly 4 years of refereeing I never experienced this but many do. From the age of 14 is when you can be illegible to start refereeing and this can be a very daunting task. It has occurred many times when a fellow child (the referee) has been abused and as a result stopped refereeing.

The professional game is a product and industry worth billions of pounds. For this value to be sustained and grow, the game needs young referees otherwise they will be older, poor quality which will lead to more inaccurate decisions meaning that less people will watch as the product is decreasing in its quality.

Challenge yourself, inspire others

Author: Airina Trinchieri Gordon, Lecturer in Sport



Many of you already know me, and, as you know, I always start with, “Hola equipo!” I'm glad to share my unique, intense, and challenging journey, both personal and professional.

I always explain to the students that, ultimately, we are all role models for someone, which is why I decided to compile everyone's words and create a space for sharing them. All of us have something to say and this is the beauty of humanity: growing together in thoughts and reflections. My intention is to dismantle the social constructs that cause us to fear discovering our true selves and to ensure that all my students feel safe to live as they wish. Sport brings us together and it is inevitable to discuss the role that sport has in our society and the promotion of values.

One of the questions I always need to answer is, Why teaching? Why sport? Since I was little I always found myself

playing outdoor activities out of the “stereotypes of what a young girl should be playing”; I preferred climbing trees, riding my bike in the mountain and playing football, and of course I liked Barbies, but I used to like everything, and after many years I started to understand that this is who I am, a person who likes to explore different ways of living and activities and taking risks, because only doing it, I know what I am able to do and learn about myself. This is the message I share with my new students when they ask me what trips I am planning, and I always have the same answer: “Something that is scary or that you have never tried before, because I am here to support you to go through it and maybe it is the only time that you have this opportunity. Do it even if you are scared.” I found myself motivating many people through my experiences; I observed that others started to see me as a role model, and I became passionate about human interactions, cognitive development, and social construction. At that moment, I realised that I could contribute to society and promote positive values through education and sports.

It was inevitable to acknowledge that my personal experiences influenced my decisions. I migrated twice in my life;; the first was hard because I was

Challenge yourself, inspire others

at the age where I have created many childhood memories and connections as well as approaching my teenage years. During that time, I felt lost, and I fully understand my students and their parents who faced similar challenges. When we migrate at that age, we need to live with the pain of leaving our home and the new situation we will face. Experiencing bullying, discrimination, and the feeling of not fitting into societal expectations was very common, but I learnt to persevere and pursue my goals. Finally, I went to the University of Leon, in Spain, and I studied BSc Sport Science and Physical Activity. The experience was both amazing and challenging. I always remind my students that everything is possible, but we need to understand that the path can be particularly challenging if you come from a low-income home, as I did. I needed to work and study at the same time to cover my expenses and university costs. It was hard but it was a lesson I learnt, and when I look back, I am happy that everything occurred in the way it did because it prepared me for my second moment of migration.

It is funny, because between the lines I am writing, there is more and more but my intention with this is to show you how life could be. The effort or different situations have a meaning, and helping many students grow and see how they are going to study at university after dealing with difficult moments makes

me very grateful, which is why I am a teacher. Working with people is not just about the sector; it is the humanistic part—the conversations, debates, listening, reflecting, and appreciating other journeys, whatever their age.

Once I arrived in London, I just had a small bag and was not clear where I could start. I only knew a few words in English and I had a big dream: to be a physical education teacher. However, after spending half a year trying to build a life in this country, I made an important decision that would change my path. I saw an advertisement, and I moved to Bangladesh for six months. I volunteered as a PE teacher in a primary school, where I experienced many adventures that I will share at another time. The most important outcome of this situation was understanding that once I came back, I was able to understand better my students, their culture, religion, and customs, and the positives and negatives that every country can face. This helped me to build a positive connection and take responsibilities as an educator and even as a traveller. I came back from Bangladesh in a very unhealthy condition, but someone like me doesn't have time to recover, and it took me a month to pack my stuff and come back to London.

Challenge yourself, inspire others

I had that look of self-determination; I knew what I needed to do and after a year, I got accepted to complete the PGCE as a physical education secondary teacher at the University of East London. What a journey!

I will define this period of learning about the education system and types of educational organisations as disappointing and questionable. I fully understand that some of my students come to our college traumatised from secondary school, and the lack of inclusivity in the PE lessons has been a debate during my PGCE. At the end of this article, I will leave some book recommendations for teachers that gave me guidance and strengths. Inclusivity in my lessons is a must. Inclusivity in sports means not judging anyone by drawing a conclusion on what they can or cannot do. Everyone can take part in sport and physical activity, and everyone should make every effort to adapt the environment to make it accessible to everyone. Teachers have a responsibility, and we cannot ignore the fact that we are here to protect our students and promote their voices. My desire to be heard encouraged me to study for an MA in Leadership in Education with the aim of implementing strategies in the workplace to protect students learning.

This is part of who I am and the conclusion is that I challenge myself every day with every decision I make. It can be challenging at times, and it's acceptable to experience feelings of uncertainty, fear, or discomfort. However, by taking even a small step, you can unlock your potential. When you have the courage to make the right decisions, you make an impact, and that could be so simple and significant, such as inspiring others.

3 books recommended

- *Restorative Justice in Education* by Howard Zehr
- *Pedagogy of the Oppressed* by Paulo Freire
- *Brave New World* by Aldous Huxley