StreetGames

Scoping Exercise Into Young People's (14-16) Attitudes & Engagement In Sport

April 2013

diva✱

Contents

1.0 Executive summary

In January 2013, diva were commissioned by StreetGames to undertake a social marketing scoping project to gain insight into how to increase participation in sport amongst young people in disadvantaged communities across England.

Qualitative and quantitative scoping work took place, focussed on exploring and understanding the motivations, barriers, and opportunities to inform the approach of engaging 14-16 year males and females in deprived areas across England in sport. Qualitative research was undertaken with six focus groups at secondary schools across England. This was followed by 360 surveys undertaken by the target audience. The scoping work for this project has highlighted a number of motivators, and barriers that impact upon the target audiences' engagement in sport.

Barriers
For the target audience, limited free time, low self esteem (for females), a lack in confidence (for males and females), a negative perception of their abilities, negative experiences (especially from school), and cost, were barriers that prevented the target audience from taking part in sport outside of school.

Motivators
Key motivators include, being fit and healthy, improving performance, fun and socialising, achieving personal goals, and teamwork and leadership. It is important that services are developed inline with these motivators so that they fall inline with the target audiences' core motivations to take part in sport.

Service development
To be encouraged to attend new services, it was reflected that it would be important that if services are developed; they are local (close to school or home), take place at convenient times (straight after school, in the summer holidays, or at weekends in the morning), offer the target audience a choice of activities they are interested in, and offer the target audience value for money.

Having routine, focussed sessions is also an important aspect of how services are developed, so the target audience know where, and when they should be attending and what they should be doing. The target audience also believe that focussing on one sport allows them to improve their skills, and become better at sport as opposed to trying multiple sports.

Fun and socialising is also a key aspect of how services should be developed and promoted, because regardless of the whether the target audience considers their engagement in sport as casual, or as a way to improve their skills, fun should always be a key element.

diva*

2.0   Introduction

In January 2013, StreetGames commissioned diva to undertake a social marketing scoping project to gain insight into how to increase participation in sport amongst young people in disadvantaged communities across England. diva were instructed to focus on young males and young females aged 14 to 16.

This report has been produced to compile the findings of the scoping work. It highlights the key actionable insights alongside what interventions can be taken forward to increase participation in sport amongst the target audience.

An iterative approach was taken to the project and the insights gained from each stage informed the next stage. The report is structured chronologically to reflect this approach and highlight how the key insights emerged to shape the recommendations.

3.0   Background

StreetGames is a sports charity whose aim is to grow and sustain the numbers of people taking part in sport, specifically providing sport and volunteering opportunities to young men and women from disadvantaged communities across England.

This scoping work with 14-16 year olds follows a piece of work commissioned in October 2011 looking at how to engage 16-18 year olds in further education in sport. According to the Office of National Statistics[1] there were 995,900 boys aged 14-16 and 944,200 girls aged 14-16 living in England when the 2011 census was undertaken.

The purpose of this piece of work is to explore the motivations, barriers and opportunities to inform the approach of engaging 14-16 year olds in deprived areas across England in sport, and to inform the development of appropriate services for this target audience.

---

[1] http://www.ons.gov.uk/ons/publications/re-reference-tables.html?edition=tcm%3A77-257414
[2] (Revised) Total Process Planning Model, NSMC, 2010.
[3] Social Marketing and Public Health - Theory and Practice, French et al, 2010.

4.0 Aims and objectives

The overall aim of the project is to increase participation in sport amongst young people in disadvantaged communities across England.

To achieve this objective, diva were commissioned to deliver a social marketing scoping project with the following aims:

1. Gain a greater understanding of the young people's current 'commitment to activity'.
2. Establish as far as possible what forms of physical activity they may take up in future.
3. Identify how we can communicate effectively to promote the benefits of physical activity and ultimately encourage the target audience to take up and maintain a healthy level of physical activity into adulthood.

5.0   Approach

A social marketing approach was adopted to deliver this project, which was insight led and evidence based. Using 'insight' allows us to identify and understand the audience and what they require in order to change their behaviour.

diva applied a systematic social marketing approach, which adheres to the National Social Marketing Centre (NSMC) Total Process Planning Model[2]:

| Getting started | Scope | Develop | Implement | Evaluate | Follow-up |

This framework is a useful tool to use when planning a social marketing intervention as it enables the intervention to be undertaken as a staged process where each stage is a necessary undertaking to inform the following stage. This is an iterative process that requires constant evaluation as it evolves to ensure any issues are addressed and opportunities are capitalised upon.

"The primary purpose of scoping is to examine and decide on which intervention(s) to take into the development stage, based on a sound understanding of the audience and their correct behaviours."[3]

Some social marketing practitioners regard the scoping phase as the most important single stage in a social marketing project as "*it can make the difference between a powerful intervention that has strong, tangible impacts, and one that is ill-conceived and ineffective*".[4] Therefore it is vital that sound insights are gained from the scoping that can be labelled 'actionable insights' and can be developed into behavioural goals.

---

[2] (Revised) Total Process Planning Model, NSMC, 2010.
[3] Social Marketing and Public Health - Theory and Practice, French et al, 2010.
[4] Social Marketing and Public Health - Theory and Practice, French et al, 2010.

5.1   Behavioural Theory

5.1.1 Social Norms Theory

Social Norms Theory[5] suggests that people's behaviour is strongly influenced by their perception of how their peers behave and their level of desire for conformity within the group.

Assumptions of Social Norms Theory:
- Actions are often based on misinformation about or misperceptions of others' attitudes and/or behaviour.
- When misperceptions are defined or perceived as real, they have real consequences.
- Individuals passively accept misperceptions rather than actively intervene to change them, hiding from others their true perceptions, feelings or beliefs.
- The effects of misperceptions are self-perpetuating, because they discourage the expression of opinions and actions that are falsely believed to be non-conforming, while encouraging problem behaviours that are falsely believed to be normative.
- Appropriate information about the actual norm will encourage individuals to express those beliefs that are consistent with the true, healthier norm, and inhibit problem behaviours that are inconsistent with it.
- Individuals who do not personally engage in the problematic behaviour may contribute to the problem by the way in which they talk about the behaviour. Misperceptions thus function to strengthen beliefs and values that the "carriers of the misperception" do not themselves hold and contribute to the climate that encourages problem behaviour.
- For a norm to be perpetuated it is not necessary for the majority to believe it, but only for the majority to believe that the majority believes it.

5.1.2 Transtheoretical (Stages Of Change) Theory

The Transtheoretical (Stages of Change) Theory[6] highlights the importance of the different stages in the decision making process that an individual undergoes when (often unconsciously) deciding on whether to participate in sport. The different stages are as follows:

1. **Pre-contemplation** – The individual is not currently considering or intending to participate in sport.

---

[5] The Social Norms Approach: Theory, Research, and Annotated Bibliography, Berkowitz, 2004.
[6] French et al (2010). Social Marketing and Public Health - Theory and Practice.

2. **Contemplation** – The individual has not recently participated in sport and may not know what the options are, but they are beginning to understand reasons why they should and may be prepared to seek more information.
3. **Preparation** – The individual is actively considering participating in sport and is looking for information and opportunities to take up an activity.
4. **Action** – The individual begins to (occasionally) participate in sport.
5. **Maintenance** – The individual regularly participates in sport and is keen to encourage peers to participate too.

5.1.3 Achievement Goal Orientation Theory

Originally developed in relation to educational attainment, Achievement Goal Orientation Theory is a sociocognitive theory that focuses on student's self set goals in achievement situations and is interested in the student's reasons to engage with learning tasks. Achievement Goal Orientation Theory has been extensively explored within the context of sport participation motivation and in particular when relating to competitive youth sport.

The theory suggests that motives for participation are as a result of an individual's underlying goal orientation. Those who are identified as task oriented tend to participate for reasons of skill development or accomplishment, affiliation and fitness. By contrast those identified as ego oriented tend to cite participation motives of social status, competition and recognition. In reality an individual can possess both goal orientations to a greater or lesser extent; that is they can be highly task and ego oriented, low in both task and ego orientation or high in one and low in the other orientation. It has been noted that with onset of adolescence there is an increase in ego orientation toward involvement.

6.0   Methodology

The project has been completed through the following steps:

1. **Project set up** – the project was planned and key logistical elements were organised.
2. **Secondary research** – secondary sources of information and examples of best practice were identified and analysed.
3. **Qualitative phase** – primary research with the target audience was conducted to obtain key insights.
4. **Quantitative phase** – an online survey was set-up and conducted with students across secondary schools in England.
5. **Reporting** – A report summarising the key insights of the qualitative and quantitative scoping phases is produced including conclusion and recommendations.

6.1   Project set up

At the outset secondary schools were selected as a vehicle to access 14-16 year olds for the qualitative scoping work, using the following broad demographic:
- One girl group and one boy group from a deprived area in the North.
- One girl group and one boy group from a deprived area in the Midlands.
- One girl group and one boy group from a deprived area in the South.

6.2   Secondary research

Following the set-up of the project the initial activity focussed upon locating and reviewing relevant secondary research to gain an initial insight into young people's attitudes, motivations and engagement in sport. Please see section 6.0 for a summary of the key findings from the secondary research.

6.3   Qualitative phase

The initial scoping stage was conducted using a qualitative approach. This was felt to be the most appropriate approach to achieving the project objectives as it allowed for those in the discussion group to take part in an informal and interactive discussion guided by the facilitator. The sessions aimed to gain an in-depth understanding of participant's experiences, perspectives and opinions in the context of their personal circumstances, giving the research team the ability to understand each individual's perceptions within their wider context.

6.3.1 Discussion guide development

The focus group discussion guides were developed to cover a 60-minute session with students at schools to guide discussion around the following key topic areas:
- Sport overview (attitudes, perceptions, engagement).
- Motivators and perceived benefits of sport/exercise.
- Barriers to participation in sport.
- Parental influence on sport engagement.
- Service development.
- Communication (channels, key messages).

6.4   Quantitative phase

The survey for the quantitative work was designed to test the findings of the qualitative scoping work. At the request of StreetGames the survey was deliberately kept similar to that of the survey that was undertaken with 16-18 years olds in further education to allow for comparison of insights across age groups. diva contacted 64 schools to aid in distributing the surveys, and out of these, 16 schools agreed to take part. In total 600 surveys were sent out via post. A total of 361 surveys were fully completed and returned for analysis.

6.5   Reporting

The interpretation of insights from the qualitative research phase is inductive, and aims to reflect both the balance of views across interviews, and when possible the concurrence of similar insights between different individuals alluding to trends which may be occurring across the board – which can be used to create key insights.

The findings are presented as follows:
- Qualitative insight – young females
- Qualitative insight – young males
- Quantitative insight – young females
- Quantitative insight – young males
- Quantitative insight – comparisons of key female and male insights
- Conclusion
- Recommendations

diva✳

7.0   Secondary research

Following the set-up of the project the initial activity focussed upon locating and reviewing relevant secondary research to gain an initial insight into young people's attitudes, motivations and engagement in sport.

A review of available grey and published literature was undertaken, including:
- Publications and reports available online
- Academic research
- Media articles

Below is a summary of the key findings of the secondary research.

6.1   Barriers

The secondary research has highlighted many different barriers that young people face around participating in sport.

Lack of access to financial support
According to studies carried out by Mulvihill et al both parents and young people agreed that organised forms of physical activity were expensive especially for families with several children.[7] A 15-year-old female interviewed remarked "*you need money around here if you want to do anything*".[8] Research conducted by the University of Birmingham and Middlesex University[9] identified that a lack of financial support from parents or carers can have a significant influence on whether or not young people participate in physical activity. Costs involved in activities include those for specialised clothing, equipment and membership. It was found that those with financial support from parents or carers participated in more of a variety of activities on a more regular basis than those without financial support.

Lack of access to transport
A 2002 study conducted by the Centres for Disease Control and Prevention[10] found transportation problems to be one of the most significant barriers to physical activity in children. According to the study, an average total of 26 percent of surveyed parents noted transportation problems as a significant barrier.

---

[7] 'Physical activity at our time' Qualitative research among young people aged 5 to 15 years and parents. 'Mulvilhill, Rivers and Aggleton (2000)
[8] 'Physical activity at our time' Qualitative research among young people aged 5 to 15 years and parents. 'Mulvilhill, Rivers and Aggleton (2000)
[9] 'Exploring social and environmental factors affecting adolescents' participation in physical activity.' Dagkas, Symeon & Stathi, Afroditi (2007)
[10] Centres for Disease Control and Prevention: Physical Activity Levels Among Children Aged 9 – 13 years U.S.

Research carried out by Mulvihill et al[11] also found transport was a barrier to physical activity. Poor access to, or lack of transport is a big barrier for children participating in extra curricular physical activities. The cost of public transport is also a problem for the parents that lack a car, as is the absence of late night buses.

Lack of spare time

According to Mulvilhill et al[12] a lack of both the children's and parental time was seen by many to prevent them from undertaking more physical activity. When questioned about activities that they would like to do more, lack of time tended to be a barrier. Respondents expressed a desire to play basketball and football more with fathers or to play in the park more as a family. Many parents worked long hours, including shift work, making it harder for family based activities.

Cultural influences

Research suggests that cultural differences have an impact on participation in sports and exercise, and that there is a link between cultural and gender difference. In a recent study investigating inequality in access to local environments, Mulvilhill et al found that there were also cultural differences in parental roles. A comparison of Asian and non – Asian girls showed that Asian parents perceived their urban environment to be more hostile and were therefore more restrictive towards their daughters. These restrictions were also found to increase with age. A study carried out by Jones[13] concluded that greater parental restrictions and reduced independence of young Asian women could account for their lower physical activity levels.[14]

In research undertaken by Scott Porter for SportScotland[15] (2001), with a sample of Muslim girls, it was felt that their religion stipulated that women are not to undertake sport in any form whatsoever. This can be related both to the undertaking of sport per se (seen as appropriate for males only) as well as to what the activity may entail (such as wearing 'inappropriate' clothing). For some, there was an expectation that the running the household and caring for the family should take precedence over and possibly exclude any extra-curricular activities, including sport. However the research highlighted that this was more prelevant in the Pakistani community, whereas within the Indian community the rules were a

---

[11] Physical activity at our time' Qualitative research among young people aged 5 to 15 years and parents. 'Mulvilhill, Rivers and Aggleton (2000)

[12] 'Physical activity at our time' Qualitative research among young people aged 5 to 15 years and parents. 'Mulvilhill, Rivers and Aggleton (2000)

[13] 'Inequality in access to local environments – the experiences of Asian and non-Asian Girls' Jones, L (1998)

[14] Physical activity at our time' Qualitative research among young people aged 5 to 15 years and parents. 'Mulvilhill, Rivers and Aggleton (2000)

[15] Sport and Ethnic Minority Communities: Aiming at Social Inclusion: Research Report no. 78.(2001) A report for sportscotland. Scott Porter Research and Marketing Ltd.

lot less strict with women given a lot more freedom to choose the activities they would like to participate in outside of school hours.

'The girls are restricted to a certain time they have got to be in and lots of other things… There's much more freedom for the guys'.
(Female, 15 years, Pakistani community)

Gender and stereotyping

According a report by Oliver and Hamzeh[16] girls report feeling some angst about the will and need to remain feminine and the less feminine demands of physical education. Constant exposure to media images of non- sweaty and slender "feminine" females was found to further confound girls' dilemmas of what is important.

According to Rees et al[17], young women might be discouraged from taking part in physical activity because of dominant constructions of femininity and masculinity perpetuated in society. These include the assumptions that young women are not as physically capable as young men and that young women need to be protected from the 'rough' physical contact in sports and the possibility of over development of muscles which would make the females look less feminine.

Allender et al[18] discovered that trying to impress boyfriends and other peers was higher on the list of priorities for many young women. The report also stated that many girls actually wish to be physically active but they are not because they would rather appear feminine and attractive than be associated with the sweaty muscular image attached to active women. The same report[19] also highlighted that some boys actively discouraged their girlfriends from taking part in sport and physical activity as it made them look 'butch'. It is argued that gender stereotyping can have a serious negative effect on the participation of girls in physical activity.

Socio economic status

Studies carried out by Woods et al[20] found that the higher a child's social class the more likely they were to participate in extra-school sports and physical activity clubs. Extra-school sport or physical activity is the most discretionary type of activity; children have to choose to engage in it and frequently there is a monetary commitment. Girls from higher social classes were more likely to walk

---

[16] Oliver K.L and Hamzeh M. Girly girls can play games: co-creating a curriculum of possibilities with fifth-grade girls, Journal of Teaching and Physical Education (2009) 288:90 – 100)
[17] Young People and Physical Activity: A systematic review of research on barriers and facilitators. (2011)
[18] 'Understanding participation in sport and physical activity among children and adults: a review of qualitative studies' Allender, Steve, Cowburn, Gill & Foster, Charlie (2006)
[19] 'Understanding participation in sport and physical activity among children and adults: a review of qualitative studies' Allender, Steve, Cowburn, Gill & Foster, Charlie (2006)
[20] The Children's Sport Participation and Physical Activity Study (CSPPA Study) Woods, Moyna, Quinlan, Tannehill and Walsh (2001)

to and from school compared to girls in lower social classes. This is thought to be due to perceptions of safety.

Maturation

According to Mulvihill et al[21], participation in physical activity changed with maturity. Young men felt their level of physical activity increased with age as they were given more freedom by parents to go out. In contrast, young women believed that their involvement in physical activity decreased and they did less compared to when they attended primary school. The main reason was that they felt more self–conscious and were more aware of their image amongst their peers. It was also suggested that as girls mature they develop other interests instead, such as boyfriends.

Lack of encouragement and motivation

A study[22] in the UK found that young people are more likely to partake in some form of physical activity if they receive encouragement and motivation from their key influencers. It was found that a lack of encouragement from parents or carers, teachers and peers could act as a barrier to physical activity. This was found to link to a lack of financial support.

The study also found that young people are likely to take part in physical activity if a sibling or parent does so or did in the past, if they have a parent or carer that can drive them to their activity and if family activities such as countryside walks are integrated into everyday life.

Lack of interest

A study[23] by Dagkas et al conducted in the UK highlighted that a simple lack of interest in becoming more physically active could be a barrier for some young people to take part in physical activity. Some young people suggested that they would rather take part in other activities such as 'hanging around' with their friends.

Competing priorities

Competing priorities such as part-time employment or caring for a younger sibling were found to be barriers to physical activity by a UK study carried out in 2007[24]. It was identified that some people have particularly busy lives and do not have any spare time to participate in tasks perceived as less essential, such as physical activity, even though they may have a desire to do so.

---

[21] Physical activity at our time' Qualitative research among young people aged 5 to 15 years and parents. 'Mulvilhill, Rivers and Aggleton (2000)
[22] 'Exploring social and environmental factors affecting adolescents' participation in physical activity.' Dagkas, Symeon & Stathi, Afroditi (2007)
[23] 'Exploring social and environmental factors affecting adolescents' participation in physical activity.' Dagkas, Symeon & Stathi, Afroditi (2007)
[24] 'Exploring social and environmental factors affecting adolescents' participation in physical activity.' Dagkas, Symeon & Stathi, Afroditi (2007)

The view of parents

Research conducted by Mulvihill et al[25] showed that parents considered physical activity important to keep young people fit and healthy. A number of parents felt they had to persuade 11 – 15 year olds to be physically active. Many parents reported that by the time children reached secondary school, they had little or no influence in encouraging physical activity.

Negative experiences

In a review of qualitative studies published in 2006 by Allender et al[26], it was highlighted that negative experiences in the past such as in school physical education (PE) lessons could contribute as a major factor in discouraging young girls to participate in physical activity.

Transition to adulthood

A study highlighted that the transition from childhood to adulthood can be a key risk time for dropping out of sport activities. It found that teenagers would rather participate in activities that would make them appear more independent and adult-like, than be associated with activities they described as 'childish'.[27]

Body Image

Research conducted by Benaroch[28] found that children today are inundated with media images that present thinness as a standard of beauty and elegance. Seeing these images over and over may lead them to think that their own bodies are not acceptable, leading them to develop unhealthy body images.

According to a 2003[29] obesity study, overweight children and adolescent girls are more likely to report body-consciousness as being a barrier. According to research, body image among adolescents over the past four decades has shown a continual progression towards a more distorted and negative perception of the body, despite more adolescents being of a normal body weight. A 2010 study[30] highlighted that body image emerged as the top concern among the 29,000 young people aged 11 – 24 years who participated.

---

[25] 'Physical activity at our time' Qualitative research among young people aged 5 to 15 years and parents. 'Mulvilhill, Rivers and Aggleton (2000)

[26] 'Understanding participation in sport and physical activity among children and adults: a review of qualitative studies' Allender, Steve, Cowburn, Gill & Foster, Charlie (2006)

[27] 'Understanding participation in sport and physical activity among children and adults: a review of qualitative studies' Allender, Steve, Cowburn, Gill & Foster, Charlie (2006)

[28] Building a healthy body image in children: Benaroch, R. (2012)

[29] Overcoming Barriers to Physical Activity: Helping Youth Be More Active
Pate, Russell R. Ph.D., FACSM; Saunders, Ruth P. Ph.D.; O'Neill, Jennifer R. M.P.H.; Dowda, Marsha Dr.P.H., FACSM (2003)

[30] Studies of obesity, body image and related health issues among Australian adolescents: how can programs in schools interact with and complement each other. O'Dea 2010

Mulvihill et al[31] found that young people aged between 11 to 15 identified a number of barriers, however among the older girls, being self-conscious about their body was one of the greatest barriers.

6.2 Motivators

The secondary research highlighted many different motivators for young people to participate in sport.

Fun and Enjoyment
Participating for fun and enjoyment was highlighted as an important participation motivator. However this factor can often be poorly defined and may be misinterpreted. Csikszentmihalyi[32] (1990) defines enjoyment in terms of flow or a process and proposed that enjoyment occurred when a persons ability or skill matched the demands of the activity whereas boredom resulted from a mismatch where the activity was either too difficult or too easy[33]. Alternatively, Scanlan and Lewthwaite[34] (1986) have a different perspective as they defined enjoyment as a positive response or product that arises from participation.

Boyd and Yin[35] (1996) have suggested that adolescents had a greater sport enjoyment in physical activity when there was greater task orientation, greater perceived competence and increased number of years involved in the activity. Similarly Scanlan et al[36] (1993) found sources of enjoyment in young athletes such as effort, mastery, satisfaction with performance, as well as peer and coach support.

Support of Family and Peers
Research has shown that parents play an important positive role in the early development of young children's participation in sport. They can be supportive of involvement in particular activities, for example, by providing money and transport. [37]

---

[31] Physical activity at our time' Qualitative research among young people aged 5 to 15 years and parents. 'Mulvilhill, Rivers and Aggleton (2000)

[32] Journal of Sport Psychology. Social Psychological Aspects of the Competitive Sport Experience for Male Youth Sport Participants: IV Predictors of Enjoyment. Scanlan, T. K. & Lewthwaite, R. (1986)

[33] Flow: The Psychology of Optimal Exercise. New York: Harper & Row, Csikszentmihalyi, M. (1990)

[34] Journal of Sport Psychology. Social Psychological Aspects of the Competitive Sport Experience for Male Youth Sport Participants: IV Predictors of Enjoyment. Scanlan, T. K. & Lewthwaite, R. (1986)

[35] Cognitive-affective sources of sport enjoyment in adolescent sport participants. Adolescence, 31, 383 – 395. Boyd, M. P. & Yin, Z. (1996).

[36] Peadiatric Exercise Science. Sources of Enjoyment for Youth Sport. Scanlan T. K., Carpenter, P.J., Lobel, M. & Simons, J. P. (1993)

[37] Mason, V.(1995). Young people and sport in England, 1994: the views of teacher and children. A report on in- depth interviews carried out by Social Survey Division of OPCS, on behalf of the Sports Council London: Sports Council.

It was identified that having support from family and significant others at 'key' transitional phases (such as changing schools) was essential to maintaining participation. The young women that continued participation in sport after these transitionary periods highlighted the importance of positive influences at school in becoming and staying physically active. Also it was important for them to have peers to share their active time with.[38] Also as the European Physical Review[39] states, *'It was evident that an active parent or an active sibling (brother or sister) was a motivational factor to participate in physical activity and leisure settings'*.

Social

The social factor was highlighted as a key participation motivator by Buonamano and Mussino[40] (1995) as young people like to gain a sense of belonging or feeling affiliated to an organisation or a group. Duncan[41] (1993) highlights that peers will influence enjoyment, companionship and recognition which then influences the perception of competence and the affective emotional responses to participation.

Fitness

Fitness was highlighted as an important participation motivator by Buonamano and Mussino[42] (1995) as young people like to improve their strength, shape or stamina.

Competition and Feedback

Skill and competition were highlighted by Buonamano[43] (1995) as important motivation factors as young people like to achieve success either through seeing competition or seeing progress. For adolescents, feedback or knowledge of results provides reinforcement on how they are performing compared to their peers, as research indicates that knowledge of results is essential for proper skills acquisition[44].

Body Shape and Weight Management

A 2006 study by Allender et al[45] highlighted that the main reasons for participation of young girls in sport were identified as body shape and weight management. As a number of studies have found that pressure to conform to popular ideals of beauty as important reasons for teenage girls being physically active.

---

[38] 'Understanding participation in sport and physical activity among children and adults: a review of qualitative studies' Allender, Steve, Cowburn, Gill & Foster, Charlie (2006)

[39] European Physical Education Review, Dagkas S. & Stathi A. (2007)

[40] 'Participation motivation in Italian youth sport' Buonamano, R., Cei, A & Mussino, A. (1995)

[41] Research Quarterly for Exercise and Sport. Duncan, S. C. (1993)

[42] 'Participation motivation in Italian youth sport' Buonamano, R., Cei, A & Mussino, A. (1995)

[43] 'Participation motivation in Italian youth sport' Buonamano, R., Cei, A & Mussino, A. (1995)

[44] Journal of Experimental Psychology, Bilodeau, E. A., Bilodeau, I. M. & Schumsky, D. A. (1959)

[45] 'Understanding participation in sport and physical activity among children and adults: a review of qualitative studies' Allender, Steve, Cowburn, Gill & Foster, Charlie (2006)

Fun and Enjoyment without Competition

The Adolescence and Health report highlights the gender gap in terms of types of activities and believes that community organisations should be encouraged to widen the opportunities for non-competitive activities. As it explains that this type of exercise would appeal to young women and they would need to be imaginative in regards to available resources.

dıva✳

7.4 Secondary research key insights

Below is a summary of the key findings from the secondary research review:

7.4.1 Motivators

- **Fun and enjoyment** as the target group get to take part in the physical activities with their friends and peers.
- **Good support network** from family and friends allowed the young people to participate in various activities without any barriers. This included car journeys to venues, and also expenditure.
- **The social aspect** of physical activities outside of school was also appealing as through school socialising was difficult with friends.
- Young people felt the **competition** aspect of taking part was a big motivator, this included winning on sports such as football.
- **Body shape and weight management** also seemed to be a motivator for the target audience to get involved in physical activities outside of school.

7.4.2 Barriers

- **Lack of access to financial support** meant even if the young people wanted to take part in physical activities they were restricted to do so as they had no means of paying for it.
- **Lack of access to transport** was a big issue for young people as many of them struggled to find access to a means of transport to get to the venue to participate.
- **Stereotyping** meant young males and females resisted in playing certain sports outside of school as they felt this was not accepted.
- **Cultural influences** were an issue amongst certain backgrounds. From the secondary research it was discovered that certain backgrounds restricted women from participating in physical activities.
- **Maturation** - a lot of the research suggested school children grew out of certain physical activities they were used to doing when they were young. They seemed to enjoy spending more time with friends but not participating in physical activities.
- **Body image**, young people seemed to be afraid of wearing items of clothing that might show others their bodies.

8.0 Qualitative insight

The following section highlights the key insight from the qualitative phase.

8.1   Sample

diva were asked to conduct six focus groups. diva recruited for the focus groups through schools; one school based in London, one school based in Leicester and one school based in Hull. Each school held two focus groups – one with male students, and one with female students, all consisting of 14-16 year olds. Students were selected by their teachers who were asked to invite students with a mix of sporting engagement, although preferably those who were less engaged with sport.

The focus groups achieved a sample size of 53 with a fair distribution of age groups, gender, and ethnicity.

The following table shows the breakdown of the sample spoken to:

Location	Gender	14 years	15 years	16 years	Total
London					
	Male		6	4	**10**
	Female		2	3	**5**
Leicester					
	Male	8			**8**
	Female	5	5		**10**
Hull					
	Male	3	3	4	**10**
	Female		6	4	**10**
Total		**16**	**22**	**15**	**53**

- The London groups had a high percentage of British African, British Caribbean and White British participants.
- The Leicester groups had a high percentage of British Indian and British Pakistani participants.
- The Hull groups had a high percentage of White British participants.

8.2 Qualitative insight – young females

The following is a summary of the discussion groups with the London females group, the Leicester females group, and the Hull females group.

8.2.1 Hobbies

The participants were asked to introduce themselves, and talk about their hobbies and how they spend their free time outside of school.

The majority of the female sample reflected that after school they would usually go straight home, have dinner, complete any homework, and then take part in a casual non-structured activity, usually within their own home.

The main activities mentioned within the female group were listening to music, watching television, and watching films. There were similarities across all the groups about what types of music artists and television shows they liked. The London sample in particular spoke about spending hours with friends listening to music, and across all of the groups there was mention of the different music artists that they liked, and would spend time 'following'.

Computers and consoles were also mentioned throughout the female groups. A fair proportion of the sample enjoyed playing video games (Call of Duty, FIFA, Assassin's Creed).

Facebook and Twitter were also mentioned as tools that the female sample would use to keep in touch with friends, however this was not something that was highly placed in comparison to other activities. It is worth noting that even though the sample may potentially spend a large proportion of time accessing applications such as Facebook or Twitter, they may not consider this sort of activity as a hobby, thus it was not mentioned in accordance to potential usage as much as other activities were.

Other casual activities that the sample spoke of doing at home were, drawing, painting, cooking, reading, nail art, and singing.

The groups also discussed that socialising with friends was a big part of their life. During weekdays it would seem that this type of activity would happen at their house, their friends' houses, or at a local park.

At the weekend there was reflection that they would venture into the town centre, or local shopping centre's with friends, as well as spending time at their, or their friends' homes. Some of the sample also reflected that the weekend would be a

time where they would have more concern for their appearance and would spend more time 'dressing up' when going out to meet friends.

Going out for food was also seen as a fun activity, and the sample made it clear that eating food such as Nando's, burgers, pizza and sweets, felt like a treat.

There was some mention of the sample attending more structured activities, such as attending sports clubs (football, athletics, climbing wall), a youth club, or cadets, however it would seem from the discussions that most of their activity would be non-structured activities taking place at home.

Below are the activities mentioned throughout the discussion groups in order of popularity:
• Listening to music (Olly Murs, Basehunter, Drake, Lady Gaga, JLS, One Direction)
• Watching television (Geordie Shore, TOWIE, Hollyoaks, Keeping Up With The Kardashians, Eastenders)
• Watching films (Taken, Taken 2, Les Miserables, Twilight)
• Art (painting, drawing and colouring)
• Computers (video games, Facebook, Twitter)
• Socialising with friends (at friends houses, at shopping centres, local fields, in town centre)
• Food (cooking, Nando's, burgers, sweets, pizza)
• Shopping/ Fashion
• Sport (swimming, jogging, football, dance)
• Reading
• Singing
• Nail art
• Cadets
• Photography
• Looking after siblings

8.2.2 Perceptions of sport

The groups were all asked what their impressions of sports and exercise were.

The Leicester group had a clear idea of what sports and exercise meant to them, with reflections including '*keeping fit*', '*losing weight*', '*moving around*' and '*injuring yourself*'. Mostly all of the participants within the Leicester group felt that they took part in sport three or more times a week. The Leicester group thought that it was important to take part in sport to keep yourself fit and healthy, and to make sure you have a '*healthy heart*' in later life.

The London groups' initial reflections about sport and exercise were *'running'*, *'sweating'*, *'stretching'*, *'aerobic exercise'* and '*muscles*'. A couple of the participants within the group felt that they were fairly sporty, and were vocal about finding the 2012 Olympics inspirational.

There was some conflict in the groups' impressions of sport. Two group members reflected that they disliked sport if it was too *'intense'*, whereas another member of the group found '*intense*' exercise satisfying '*You know that you have done something'*. When asked whether they thought it was important to take part in sports and exercise, the group felt that it was, and that taking part in physical activity helps people stay healthy, can help people become more confident, and that group work helps young people work on their communication skills.

The Hull groups initial reflections of exercise were '*P.E'*, *'fitness'*, and they then went on to list the sports that would initially come into their mind when thinking about sport and exercise (football, jogging, gym, dance and walking to school). The Hull group thought it was important to keep fit and not be *'lazy'*, *'You don't want to be a beast in like 10 years time'*. There were also negative reflections about those who would not take part in P.E at their school, '*They don't bring their kit or anything'*. The group identified that those who would not take exercise would be '*girly girls'*, who would be more concerned with how they look. '*They just don't put the effort in, they're like; Oh my nails'*, *'In case they get hurt and then they look daft'*, '*Girly girls don't play sport properly'*.

All the female groups recognised the overall importance of leading a healthy lifestyle and reflected that having a healthy diet, and exercising would both be part of this.

8.2.3 Sport in school

All of the female groups were asked to discuss sport at school, including what types of sport they did, and whether they enjoyed it.

The Leicester group reflected that they mostly took part in basketball, netball, handball and dance at school. Most of the participants in the Leicester group said they would like to do more sport inside of school, however they felt there was not much variety on offer *'The variety of sports inside school isn't that great, you don't really get to pick and choose'*.

The London group discussed mostly doing trampolining and netball at school. One of the students reflected that as they were in their final year, and not taking sport as a GCSE, it meant there was not much effort made to engage them in sport at the school. *'They can't be bothered with us anymore. When we was younger we used to do like badminton and cross-country, ping-pong, table tennis*

and occasionally football. We're just there because it's the law', 'I think they should switch it up a bit, obviously you put the effort to come, it's not like we're bunking off somewhere'.

The Hull group discussed that they took part in football, trampolining, gym, basketball, netball, dodge ball and handball at school. There was a mix of opinions about whether there was enough choice or not. The Hull group felt that there was an element of sexism when they would play sports such as football with boys. *'They wouldn't let the girls play football cos they thought we messed about but we're better than half the boys', 'When they put us on teams they'll put us, like one girl on each team', 'They're sexist about it, they wouldn't let us play last week'.* The group were asked which sport they enjoyed the most. Football, handball, tennis and badminton were the four main responses.

8.2.4 Sport outside of school

The young female groups were also asked to reflect on the types of sport and exercise that they do outside of school.

The Leicester group reflected that the sports they did outside of school were swimming, badminton and basketball, mostly at local pools and local sports centres. The majority of the group said they preferred to take part in sport outside of school. *'In school someone teaches you it, and then talks you through it, but if you have a hobby outside of school then you can just get to it', 'You have no restriction, you can do as much as you can do. You do it coz you enjoy it, which makes it even better', 'In school you're like restricted to certain sports, you don't do all the sports, like if you go out and did it you can get a variety of sports'.*

The London group said that outside of school the exercise they mostly do was jogging, athletics, and football. The group spoke about taking part in sport at local clubs and local youth centres. The London group reflected on whether they preferred sport inside or outside of school. On the whole the group preferred sport outside of school because you could have coaches to '*guide*' and '*push*' you, and that activity outside of school would be more like '*actual exercise*' giving you the opportunity to '*get better at a sport you like*'. '*I like to do it outside so I can focus more, less distractions', 'Outside of school is like, actual exercise'.* They felt that the benefit of sport inside school was that being with friends would make it fun. '*At school you are with friends so you can do things with them, outside of school you can get better at a sport you like'.*

Within the Hull group there was a mix of engagement levels in sport and although the majority of the students reflected they did more sport inside of school than they did outside of school, this was the sportiest female group out of the three schools spoken to. The group discussed playing football outside of school (some

of the young females were part of a local team), and other members of the group spoke about going to local gyms.

The Hull group were asked whether they preferred to take part in sport inside, or outside of school. There was an even split of those who liked sport at school, and those who liked sport outside of school. It was reflected that at school the benefits would be good facilities, and having the fun factor as you would be with all your friends. *'You get more facilities and stuff', 'Yeah cos you're with all your friends', 'We like playin' with us mates', 'You can't do what you do inside, outside cos you don't have the facilities'.* Outside of school it was discussed that you would be able to choose what sport you can do, and that sessions would feel less strict as there would not be any teachers present. *'Cos you're doing something that you like to do so everyone else joins in', 'Outside you go to a club and it's like dedicated to the sport you wanna do but in school you have to do what ever you get told to'.*

8.2.5 Motivations

All three groups were asked to talk about what they liked about taking part in sport, and what motivates them to take part in sport.

Being healthy – the students reflected that taking part in exercise is a good way to keep your body fit and healthy in the short term, and the long term, but also on a day-to-day basis in terms of feeling energised and refreshed.
'*Later on in life, it will benefit you, say you do lots of cardio exercises later on your heart is going to be healthy and you won't die young*'.
'You get to keep fit'.
'It helps you stay healthy'.
'It's keeping the balance of being healthy'.
'Healthy diet'.
'Walking to school instead of getting the car'.
'Gives you energy'.
'If you keep fit in the day you feel like you've done something'.

Fun/ social time – across the groups there were reflections about the fun aspects of taking part in sport, especially taking part in group activity with friends, or when able to meet new people and make new friends.
'*When you're on the same team as your mates it's good*'.
'It's sort of fun, if you've got nothing to do it's like a hobby'.
'When you're with friends it's much more fun',
'It's fun and outside of school you can make new friends'.
'You can socialise with new people'.
 'It's like with a group sport it's nice to know if you put the effort in and enjoy it you achieve something really'.

Freedom – when discussing taking part in activities inside and outside of school the young females made it clear that they enjoyed the freedom of doing things outside of school

'Outside of school you can just express yourself, there is no right or wrong answer if there is no one watching you'.

'There is no one telling you what to do so you can just get on with what you're doing. If someone is telling me what to do it's not as fun'.

Relax/ de-stress – one group reflected that taking part in sport would be a good way to de-stress and relax.

'Take your anger out'.

'Sports in school is fun because you're with friends, it's not as serious and you can just relax'.

'You can keep your mind off it' [schoolwork].

Improving performance - when asked what the main motivations for them to take part in sport were, one of the young females felt that being able to win something would be motivating, or being able to 'go up a level' in sports such as gymnastics. Another participant felt that it would be motivating to show others that you are capable of doing things and prove to those that may doubt you what you are capable of achieving.

'When you move up a level it feels really good'.

'I feel like everyone's thinking, she can't pull that weight'.

'Like someone said you will not be able to do it and then you can do it and prove them wrong'.

'If you want to win something, like if there is a prize'.

'It teaches you skills, communication, working well in a group. If you're a shy person you will come out. You always get that one person you don't expect to be good, and they are good'.

8.2.6 Barriers

The groups were asked to reflect on whether there was anything they disliked about taking part in sport and whether there was anything that would discourage them to take part in sport.

Physical exertion – sport being intense and tiring was something that was reflected throughout the female groups as something that they did not like about taking part in sport.

'It's too like…you had to do something every second…too tiring'.

'Whenever you play certain games you get hurt, like bench ball'.

'I used to do gymnastics before and got injured'.

'After you work out, your muscles hurt'.

Time – a key barrier discussed was a lack of time due to school, homework and other responsibilities at home such as chores or looking after siblings which would leave less time for other personal activities.

'Homework, coz it's due in that week and you can't even do it at the weekend'.

'You have brothers and sister you can't really leave them'.

'Giving up your time'.

'Laziness and TV'.

'I just don't have enough time'.

'Coursework, schoolwork'.

'Music and chores'.

'I just haven't got enough time'.

Atmosphere – there was a differentiation made between taking part in fun competitions and taking part in sport in competitive environment. Although it was thought that competitions, and the chance to show what you can do would be fun it was discussed that being in an environment with competitive people would be off-putting.

'They think they're the best and make you feel like you're not good enough'.

'Competitive people'.

'Just makes it not as fun'.

'Might be intimidating if there's people who are taking it a bit serious'.

Low-self esteem - another reflection made linked to body confidence, and not wanting to get changed and wear shorts, or being conscious about the impact sport and exercise has on a developing body.

'You are in a skin tight uniform, everyone sees you get hot, your hair gets messy, especially when you have a weave'.

'Your body changes as a female, we are meant to be curvy, but if you do sport you're down to a six pack so it's kind of off putting'.

'Getting changed and wearing shorts'.

'I always think girls get self conscious about boys and when people watch 'em and that'.

'I think also what you have to wear cos boys will just put a pair of shorts and a t-shirt on whereas girls are like…ooooh someone will see'.

Weather – the groups disliked the thought of activities outside if the weather is cold or if it is raining.

Being left out – not wanting to feel left out.

'All the boys play football and then they sorta leave the girls out cos they think they're crap and don't play properly'.

Negative experiences – previous experiences of sexism or not being taken seriously when taking part in sport inside and outside of school impacts upon impressions of sport.

8.2.7 Parental guidance

The groups were asked whether their parents, or carers encouraged them to take part in sport and whether this had any impact.

The majority of the Leicester group said that their parents encouraged them to take part in sport by telling them that sport is good for them and reinforcing that sport is part of staying fit and healthy. *'It's good for you', 'Get healthy', 'Stay fit and healthy'*. The Leicester group discussed that their parents would also encourage them to do chores at home and homework. The group spoke about taking part in activities with their families, and were the most receptive group of all about doing activities with their family – potentially this is because the participants in this group were the youngest.

Within the London group, one of the participants stated that their parents would relay the importance of being healthy and active, and another participant reflected that their brother was their main support for taking part in sport, and that sport came *'second'* for her parents. '*To parents it's always second, education first and I think that is why a lot of people don't do as much sport as they want to do'*. Another participant reflected that her uncle encouraged her to do sport. *'My uncle understands that I'm not going to be a doctor. He encourages me on the sport side, it's good that he understands'*. Overall it was felt to be good to have the support of family.

The majority of the Hull group responded that their parents did encourage them to take part in sport, by buying equipment, helping to coach them, and a couple of the participants mentioned they would do activities such as running with their parents. Some of those whose parents did not encourage them felt it did not matter, *'I encourage myself'*. The majority reflected that they would not want to take part in more activities with their family *'That would be embarrassing'*, *'It's like some parents when they run are embarrassing'*. It was thought to be better to do activities with friends as it gives you fun company without feeling embarrassed by parents or family members.

8.2.8 Service development

For the development section of the discussion, the groups were asked to reflect on a variety of different areas:
- Where to host activities
- When to host activities
- The cost of activity sessions
- Types of activities
- Mixed gender sessions
- Coaches
- Incentives
- Multi-sport session development

Where
The group were asked where they thought the best location for activity sessions would be:
- At a location near school.
- At a location that is a maximum of a 30-minute walk from school or home.
- Activities can take place inside or outside depending on the weather.
- Local school halls or local sport centres.

'If you did it in the local school it would be easier, say the students are late they can come straight there rather than be late'.
'If you want to stay after school you can go straight after school'.
'Somewhere close, coz when I go to athletics it takes me an hour and forty five to get there, coz there is only one bus that goes there'.
'20-minutes to walk'.

When
The group were asked when the best time for activity sessions would be:
- After school 16:00 – 18:00.
- In the mornings at weekends as this would still allow time for chores and homework to be done.
- Weekends would be good if activities are further afield.
- Sundays were reflected as a lazy day – and it was discussed that it would be good to spend the time doing more useful things in their free time on this day.

'Straight after school, if I go home I'd be to lazy too come back'.
'People might disagree but I say Sunday morning. It can get you out of church, and it's just something different when you're having a lazy Sunday, which always go so long. If it's like 10-12 you will still have time to do school work'.
'I need to go home'.
'I need to go home charge my phone, get changed'.

Cost

The group were asked what they thought activity sessions should be priced at:

- £2 - £3 a session.
- Flexible depending on whether refreshments are provided.
- Preference for pay monthly.

'Pay monthly, it really depends, is there water or biscuits'.
'£36 pounds a month'.
'Cos like at football we pay but I don't even know what that money gets us'.

Type of activities

The group were asked what type of activities they would like to do at activity sessions. The following is the activities listed that the sample would be interested in in the future:

Field sports, gymnastics, football, basketball, rock climbing, kayaking, abseiling, zip wiring, going on walks, zip lines, paintballing, going on trips (Big Fun, Escape, Dolby Forest), surfing, skiing, dance (hip hop, street), swimming, athletics, netball, hockey, bench ball, tennis, rugby, ping pong.

Mixed gender sessions

The group were asked whether they would prefer female only sessions, and their thoughts on having mixed sessions with males.

The majority of the London group said they would prefer female only sessions, as they felt that from their experiences, boys had a tendency to '*make fun*' of girls. One participant within the group also reflected that having mixed gender sessions would make her feel too self-conscious to take part.

The Leicester group said they would prefer to do sport with other girls because *'boys take over', 'They just think they're better, and then they're always telling us what to do'.* They also reflected that they would get on with girls better, and felt that they would more likely to be at the *'same level of ability'* as other females, making sport more enjoyable.

Coaches

The groups were asked whether they had a preference of male or female coaches.

The London group reflected that male coaches would be *'harder to please'* and would not always pay attention to the girls and would focus on training the boys. *'In ways it's rude, like sexist in a way. Just coz we are girls, we are good as well you don't have to think we are any less. We could be better than the boys'.*

The Leicester group felt that it would not matter whether coaches were male or female but they thought a good coach *'would have to be nice'*, would be able to *'motivate'* and *'wouldn't scream at you if you get it wrong'*. They would also need to be fun. *'Fun, you can't just say something really boringly and do it really boring, they have to talk a lot and get into it and encourage you'*.

The Hull group said they would prefer a male coach as female coaches might be *'bitchy'* although some of the female participants said they had never had a female coach but felt they might not understand certain sports such as football as much.

Incentives
The groups were asked to reflect on whether incentives would encourage them or their friends to take part in sport and exercise sessions in their free time.

When asked whether incentives would be good the London group said medals, certificates to put in record of achievement folders, vouchers for shops, and the opportunity to go train or take part in sport at a good venue would be good incentives. *'If someone really stands out in what they are doing and there aren't any opportunities for them, then they can go to this elite coach and have an opportunity.'* Although another participant disagreed and thought that it might demotivate those who would want to go for fun. When asked whether there could be rewards for consistent attendance this was thought to be good idea.

The Leicester group said they would be more likely to take part if there were competitions and mentioned *'sweets and chocolates'*, but also sport based prizes*, 'If you were playing tennis then you get a tennis ball, a variety of things to do with sport'.*

The Hull group thought that competitions and prizes would be an incentive. They reflected that iPods, vouchers, money, and tickets to see events would be good. *'Man of the match' prizes for those who have done really well at sessions'.* The Hull group wanted the giving of incentives to be fair. *'Some people might not be good at it but they put the effort in', 'People who go they should vote who should get it'.*

Multi-sport services
The groups were asked whether they knew what was meant by a 'multi sport' session.

All the female participants knew what a multi-sport session would mean, and the majority thought that others would also know. There were mixed opinions about whether it would be preferable to have multi-sport sessions, or single sport sessions.

Preference for single sport sessions
'Say if it's like two similar sports like netball and basketball, you're going to get confused'.
'Say if you have a test or something like a competition, you learn the routine, you wouldn't be able to concentrate'.
'If you have one sport you can get into it instead of stopping and changing'.
'They should try different sports to start, and the you find something you want to focus on and you can do that'.
'If there is a sport you like, you can go to that and you can focus more on the one you do like'.
'You can get better at it'.
'It's something you're dedicated to'.
'I'd just wanna focus on what I want to do'.

Preference for multi-sport
'I don't like doing the same sport, I would just get bored'.
'It's like shopping they can see the one they like and the one they want'.
'I'd like to do loads of different sports'.
'You would probably try something you wouldn't normally'.

The groups were asked to reflect on three different service ideas:
1. To attend a weekly session which offers opportunities to take part in a different activity each week.
2. To take part in different activities within one session (so for example a 1.5 hour session might offer 3 x half hour slots of activity)
3. A single venue which offers different sports on different nights of the week (e.g. Football on Mondays, Basketball on Wednesday, Cricket on Thursdays)

1. To attend a weekly session which offers opportunities to take part in a different activity each week.

Positive reflections
- Good to try different things because it can be boring to do the same thing.
- It gives you something to do in the evenings.
- If it was inside, you would not need to worry about the weather
- You get to try a variety of sport
- A good way of finding a hobby

'You get to try a variety of sport'.
'Say if you don't have a hobby that way you can find a hobby'.
'I like trying different things. It's boring doing one thing'.
'Something different'.
'It wouldn't be boring'.

Negative reflections
- Would not feel like a routine
- Would not feel like you were taking the sport seriously
- Might be boring
- Would depend on whether you liked the sport or not
- Too much effort to try new things
- If you liked something you would not be able to stick to it
- Confusing to have lots of sports

'It's too much, it's like every week you do something different. If you wanted to stick to one you couldn't'.
'It can be quite confusing having lots of sports'.
'It doesn't feel like a routine, you know like anything serious'.
'Depends if you don't like it'.
'Like one week it could be a sport that you don't wanna go to'.

2. To take part in different activities within one session (so for example a 1.5 hour session might offer 3 x half hour slots of activity)

Positive reflections
- It gives you the opportunity to try 3 different things in one night
- You might get bored if you just did 2 hours of same sport – this would be a good alternative
- You can rest if you do different activities (different levels of impact)
- You can learn the rules of new games
- You could get better at more sports

'There are different things to do'.
'You get better at more sports'.
'If the sessions were a little bit longer then it's worth it coz you have time to get changed'.
'It's three different things you could try in one night;
'You get bored if you do two hours straight of football'.
'You get a rest if you do different activities'.
'You learn some of the rules in different games'.

Negative reflections
- It would be tiring to keep changing over
- If you were enjoying a sport you would not want to leave it
- There might not be enough time to logistically switch groups around three times
- Half an hour for each sport would not be enough

- It takes half an hour to get ready so the session would not be long enough to play enough sport – if the session was 2 hours that would give more time for sport.
- You might prefer to do one sport
- Tiring to keep changing sports

'Half an hour for each sport isn't enough'.
'It usually takes half an hour to get ready'.
'Say if you're doing hip hop dancing and then swimming you might enjoy hip hop dancing more'.
'It would be a bit tiring doing 3 different sports one after each one'.
'It isn't long so by the time you get us all in groups and section us there is no time'.
'It might be tiring to keep changing'.
'If you like a sport you won't want to leave it'.

3. A single venue which offers different sports on different nights of the week (e.g. football on Mondays, Basketball on Wednesday, Cricket on Thursdays)

Positive reflections
- You would know which day to go on for the sport you like
- You could get into a routine
- If you wanted to just do one thing you could turn up on the day
- You can choose when you want to go, and you do not have to do sports you do not like
- If you were busy doing other things on one night, there would be opportunities to go on another night
- It would encourage you to go out if there was a sport you liked
- You get to do different sports everyday
- You can pick which one you like and go
- You can have a break and would not have to go every week
- You can try different activities then stick to ones you like
- You would know which sport was on which day
- Easy to plan which activity you are going to
- Spreads the sport out throughout the week

'You get to do different sports everyday. It's good because you get to do different sports'.
'You can pick which one you like and go'.
'I like it because you know which day to go on'.
'There is a routine'.
'You want to try something different then you can go to it'.
'You know which day the sport is'.

'Easy to plan'.
'Spread through the week'.
'Then you could choose which you wanted to go to and you wouldn't have to go the all those sports you did not like'.
'If you've got something on on a Wednesday you've still got a sport to do for the rest of the week'.
'Make you want to go out'.

Negative reflections:
None mentioned throughout groups.

8.2.9 Communication

Communication channels
The groups were asked where they thought the best place to find information would be:
- Through schools (assembly, head of year, tutors, noticeboards, leaflets, posters).
- Internet (Facebook, Twitter, email).
- Text messages.

Key information
The group were asked what information they thought should be given to encourage young people to attend activity sessions:
- Time.
- Cost.
- Types of activity.
- What you can get out of it.
- Incentives being offered.
- Pictures of activities taking place to encourage others to go.

'You can see what fun people have had and stuff'.
'On the materials would need to be when it is, the prizes you could win, what you'd do'.

8.3 Qualitative insight – young males

The following is a summary of the discussion groups with the London males group, the Leicester males group, and the Hull males group.

8.3.1 Hobbies

The participants were asked to introduce themselves, and talk about their hobbies and how they spend their free time outside of school.

There was consensus across the male groups, and similarities with the female sample in that typically after school, the sample will go home, and take part in casual non-structured activities. From their discussions it is clear that a lot of time would be spent watching television and playing video games (FIFA, Call of Duty, Assassin's Creed). Throughout the discussion with males it was felt that video games would also be a social activity that they would do with friends as well as individually. It was felt that as they have video games to play this reduces their desire to take part in other activities, and is mentioned within section 7.3.6 as a barrier to the sample taking up more exercise or sporting activities.

Throughout the male sample, sport was mentioned more than within the female sample. Across the sample there was mention of taking part in physical activity with friends at local parks after school (sports such as, football, BMX, skateboarding), and at the weekend, but also playing sport more formally as part of a team after school, or at the weekend (sports such as, rugby, cricket, football).

The sample also spoke about following sports, sport teams, and sporting figures. When the sample talked about football teams such as Manchester United, Madrid, Barcelona, and sporting figures such as Wayne Rooney and Van Persie, it is clear that there is an element of aspiration in how they feel about these teams and sporting figures.

Within the male group there seemed to be more of a distinction between the different levels of engagement in sport.
- Those who play traditional sports as part of a team, or take part in structured sport as an individual outside of school, but also have interest in a variety of non-sport activities.
- Those who are sport spectators, and follow sports, and teams but do not take part in structured sport, but may play casually with friends, and have primarily non-sport based hobbies such as consoles, television, socialising and music.
- Those seen within the Hull and Leicester male groups who had a more 'alternative' outlook in the forms of the music they liked, personal style, and

the types of non-traditional sporting activities that they liked (martial arts, skateboarding, BMX).

Similarly to the female sample, the males also made reflections about food being something that they like and enjoy, with mention of KFC, Nando's, McDonalds and Subway. Throughout their reflections it was clear that they enjoy the taste of this type of food, but they also enjoy the opportunity at the weekend to choose food that they like in an environment where they can hang out with friends. Potentially being able to go to fast food restaurants gives them an element of independence, and choice that they do not get while at school which makes going to fast food restaurants feel like a fun activity.

Below are activities discussed throughout the groups shown in order of popularity:
• Watching television
• Video games (FIFA, Call of Duty, Computers, Assassins Creed)
• Music (emo, heavy metal, rap)
• Socialising with friends
• Sport (football, rugby, basketball, volleyball, table tennis karate, cricket, BMX, Skateboarding)
• Facebook, Twitter
• Food (KFC, Nando's, McDonalds, Subway)
• Supporting football teams + following football players

8.3.2 Perceptions of sport

The groups were all asked what their initial impressions of sport and exercise were.

The Leicester group had a clear understanding of what exercise meant to them. For them, exercise was about *'increasing stamina'*, *'keeping fit and healthy'*, and *'being active'*. The favourite physical activity from the group was football. There was a mixed response in regards to the amount of physical activity done, around half the group discussed doing some form of physical activity at least every day, and the rest of the group took part in physical activity less than three times a week.

The London group were asked to reflect what they thought counts as exercise – they mentioned *'feeling out of breath'*, *'fitness'*, *'running'*, *'being active'*, '*push ups', 'going to the gym*' and '*swimming'*. There were mixed levels of engagement, although the majority of the group said they would take part in physical activity at least three times a week.

The Hull group's initial reflections were *'running'*, *'sweating'*, *'training'*, *'gym'*, *'fit'*, and *'getting tired'*. There were mixed levels of sport engagement within the group, although the majority took part in physical exercise more than 3 times a week.

8.3.3 Sport in school

All the male groups were asked to discuss sport at school, including what type of sport they did, and whether they enjoyed it.

The London group reflected that they did different kinds of sport in P.E at school, and football was the main sport they did in school. They felt that sport in school would be more competitive because you would be with your peers that you had known for a long time. It was reflected that sport inside school could be boring because they would just play matches. The young males said they would prefer to start with training and then a match at the end. *'It's boring…coz we'll only do matches, we don't do no training'.*

The Leicester group said that they took part in football, basketball, rugby and gym at school. The favourite sport for the majority of the group was football. It was reflected that sport inside school might be restrictive. *'When you play in school, in P.E lessons, if you're playing football you might only do drills. Say you go play for a football club, you might do something else so you have more chance of doing other things'.*

The Hull group said at school they played football, badminton, basketball, trampolining, dance, rugby and lacrosse. They felt that there was not enough variety at school, especially those in Year 11. Activities that they would like to try were horse riding and going to a firing range. It was also reflected that time would be spent waiting around in P.E while other groups had their turn which was felt to be frustrating. *'You can't do running or ought'*, *'It's just the same, say if it's loads of P.E groups together it's just a 5 a side it's just a same, and coz there's a lot of groups you're waiting most of the time'.*

8.3.4 Sport outside of school

The young male groups were also asked to reflect on the types of sport and exercise they did outside of school.

The London group spoke about playing casual games of football and cricket outside of school, and they reflected that the locations for this type of activity would be in local parks with friends. This group liked sport outside of school because they felt there was more time for them to play, and more choice of what they could do. *'More time'*, *'More choice of where to play and that'.* The London

group also felt that playing sport outside of school would provide more opportunity for those who would want to get scouted, *'Yeah you got to be watching for opportunity', 'Really important if you really wanna like play football for the rest of your life'.*

In the Leicester group, half the sample said that they took part in sport and exercise out of school – a mix of different activities were discussed including boxing at a local gym, attending a badminton club, and riding BMX in a local skate park and through dirt tracks. The majority thought that sport outside of school was better, *'Coz you ain't got no one watching you', 'More freedom', 'You can play what you want when you want',* and *'There is no restrictions'*. When asked to explain what was meant by restrictions, the following was reflected, *'When you play in school, like in P.E lessons if you're playing football you might only do drills or something, say you go play for a football club you might do something else', 'There is no one watching you, you can just do like what you want'.*

The Hull group were the most active group and discussed taking part in rugby, football, judo, swimming, squash and golf outside of school. The majority of the group did more sport outside of school, and the majority also preferred taking part in sport outside of school. *'Outside you can do what you want', 'You've got more freedom', 'Inside you just tend to mess around with your mates', 'In school, it's not really taken seriously, it's more just of a mess about like it is if you go to the park'.*

The Hull group felt that although the facilities were good at school, and that being with friends would make sport fun, it was felt there was not much motivation from teachers at school. *'Like when we was in younger years we got coached a bit and when we start things they show us how to like do the basics and then they just send us off with games', 'They'll just stand there and blow the whistle don't they, for when someone scores', 'Like in the fitness suite they just stand there and watch you do stuff'.*

8.3.5 Motivations

All three male groups were asked to talk about what they liked about taking part in sport, and what motivates them to take part in sport.

Fit and healthy – there was much reflection throughout the groups about the importance of being fit and healthy.
'Important if you want to be healthy'.
'To not be fat'.
'Leading a healthy lifestyle'.
'You can burn some fat if you're fat'.

'Not getting fat'.
'Keeping healthy'.
'You know you're getting fit'.

Teamwork and leadership – throughout the young male groups, teamwork and leadership were thought to be important, and many of the male participants spoke about being the leader of the group, and the importance this would have in the outcome of matches.
'You can keep things organised'.
'When I take charge they listen to me, they know what they are doing and then we start scoring more goals and then we beat them'.
'I'll teach you how to get better'.
'Making sure everyone sticks together and all that'.
'You can like make sure that they do it correct in the future so that they didn't mess it up in the game or something'.
'I'd say it was important cos like it's not just, cos when you're in a team you've got to think of everyone as a whole'.

Challenge – the groups reflected on the importance of personal challenges.
'You make a plan… because when you reach it you can be happy'.
'Do your best and keep succeeding'.
'It's about being the best'.
'Learning something new that you don't already know'.
'To learn something new'.
'Good to know you are achieving something'.
'You're not just sat about doing nothing all day'.
'You know you are doing something with your life'.
'Achieving new things'
'Obviously you're gonna be scared to do it the first time but then when you've done it you're just gonna love it'.

Fun and socialising – this was a key motivator for those taking part in sport.
'Socialising' 'communication'.
'It's fun'.
'Meeting, getting to know new people'.
'To have fun'.
'You don't want to be sat at home'.
'You're doing something with your mates'.
'It's the only thing you can do'.
'A way to spend your time'.
'Spending your time somewhere you enjoy'.
'Spending time with friends'.

Confidence – the young males reflected that taking part in sport would help raise their confidence.
'I say, like you play more sport and you get more confident'.
'To be yourself, to show off'.
'I think it raises your confidence levels as well if you do sport'.

Opportunity – the young males were aware of the opportunities that come along with being good at sport.
'Most of the time when you do something and you don't know if you're good at it, if you try it you turn out to be good at it you can turn it into a profession'.

Competition – it was felt that competition and matches were a good way of showing off your skills at sport.
'Competition, so you're determined to be the best you can'.

Inspiration – there was reflection in the young male groups about the sport stars that inspired them such as Muhammad Ali and Fabrice Muamba.
'People who inspire you to do something'.

8.3.6 Barriers

The young male groups were asked to reflect on whether there was anything they disliked about taking part in sport and whether there was anything that would discourage them to take part in sport.

Physical exertion – it was felt that sport being tiring would put them off, although it would depend on what sport, and how tiring it is.
'Effort'.
'Tiring'.
'You get tired'.
'Your muscles hurt'.
'Do simple stuff'.
'Something simple but something new'.
'Sports that are easy'.

Lack of time – a key barrier was having a lack of time to take part in further activities.
'Maybe not enough time, because you have a lot of schoolwork to do, like you might not have enough time'.
'Too much on'.
'The time schedules and availability to go to classes'.
'Weekdays, mostly everyone has homework on weekdays'.
'Other hobbies'.
'PS3'.

'Get rid of the XBOX'.
'Yeah, some of 'em they just go home and they're on their games consoles'.
'Cos I've got a job'.
'I train and have got the gym and stuff so I don't have much time'.
'Homework'.

Quality – there was awareness throughout the young male groups about wanting quality, which potentially comes from previous negative experiences.
'Don't want to play boring sports'.
'If you're playing badminton and there is loads of people, then people won't get the chance to play so it's better to have less people'.
'I reckon you get people in there coming and spoiling it you know and mucking around and stuff like that'.
'Take it seriously but have fun at the same time'.

Parents – it was reflected by some of the participants that their parents might discourage them to take part in sports if they perceive it would be dangerous, or would not be encouraged to take part in sport in general.
'Parents, like I don't know they will be like don't do it'.
'It depends on what you wanted to do, say it's like something dangerous they will convince you not to do it'.
'Ain't been encouraged at home by their mum and dad'.

Ability – it was felt that people who perceive that they are not good at sport would not want to take part.
'Sometimes they don't have the abilities'.
'If people aren't very sporty they're not gonna try it cos they're not gonna think they're any good at it'.
'They're just gonna think there's no point doing it'.

Cost – cost was brought up as a barrier for taking part in sport and exercise activities.
'It can be expensive'.
'No just need the gear'.
'It can get really expensive'.

8.3.7 Parental guidance

The groups were asked whether their parents or carers encouraged them to take part in sport and whether this had any impact.

The majority of the young males reflected that their parents would encourage them to take part in sport. *'You'll go or you're grounded', 'Get out of the house',*

'They say that if you want to get better you might as well go. If you like it you keep going and you'll get better at it'.

It was also discussed that some parents would support them by watching them play at matches, or support them if they were at competitions, but also take them places and support them financially. Those who did not feel supported thought that more support would be nice, but they were happy to get on with playing without the support. *'It would be nice of 'em, suppose you just get on with it don't ya'.*

The majority of young male's reflected that they used to take part in activities with parents when they were younger, but that they did not take part in family activities at the moment, although some students commented on running with their parents, or having a '*kick about'*. It was felt that doing activities with parents might be embarrassing and that it is more fun to do sport activities with friends. *'My dad embarrasses me, he'll just stand there and start dancing', 'It's more fun and you can be yourself more'.*

8.3.8 Service development

For the development section of the focus groups, the groups were asked to reflect on a variety of different areas:
- Where to host activities
- When to host activities
- The cost of activities
- Types of activities
- Mixed gender sessions
- Coaches
- Incentives
- Multi-sport session development

Where
The group were asked where they thought the best place to host activity sessions would be:
- At a location near the school
- At school
- At a local youth club
- At a local hall, or church hall
- Near a local park
- At a local sports centre, if there is one
- Inside or outside activities would be dependent on weather

'Near the school'.

'School'.
'We know where it is, we wouldn't get lost going there'.
'Near a park, near KFC'.

When
The group were asked when the best time to host activities would be:
- Between 17:00 and 19:00
- Straight after school
- At the weekends in the morning
- In the school holidays (lots of time to take part in activities, more free time, to prevent boredom, able to have longer sessions)

'Maybe just after school'.
'So we wouldn't have to go back'.
'After school I just want to sleep'.
'School holidays'.
[School holidays] 'Lots of free time to do stuff'.
'Weekdays, mostly everyone has homework on weekdays'.

Cost
The group were asked how much they thought the price to attend activity sessions should be:
- From free to £3 a session
- £12.50 a month

'Youth clubs are usually 50p or a pound when you go so I think that it should be like that'.
'Majority of teenagers don't have money'
'It depends on how good the club is'.
'Pay £3 per session'

Type of activities
The groups were asked to discuss what types of activities they would be interested in doing if activity sessions were developed. The following is a list of activities that the young males would be interested in taking part in, in the future:

Football, basketball, table tennis, trampolining, badminton, cricket, ice hockey, hockey, javelin, swimming, karate, martial arts, tennis, boxing, volleyball, table tennis, rugby, dodge ball, skateboarding, mini golf, gym, beach volleyball, snow boarding, bungee jumping, climbing wall, parkour running, paintball, shooting targets, mountain biking, quad bikes, circuit training.

However there were also reflections throughout the groups that many participants would still only want to do football.

'Yeh, but they would probably just go on the days football is'.
'I'd rather spend more time on football coz I like it'.

Mixed gender sessions
There were mixed opinions within and across the groups about whether it would be good to have mixed gender sessions.

It was felt that taking part in activities with females could be more fun, and you could learn skills from *'the girls'. 'You get to see the girls', 'It's more fun', 'Meet the females', 'Girls are better than boys at some sports', 'They can teach us stuff'.*

However it was thought that male only sessions would be good as some participants felt that they would be able to take the sport more seriously, and be more aggressive as they would be playing with people on a similar skill level to themselves. *'You can go more aggressive', 'You can take sport more seriously', 'You can have banter'. 'I think it's better to have just boys, coz it's just like the ability', 'It depends on the sport'.*

Coaches
The groups were asked whether they had a preference for male or female coaches.

There were mixed opinions and discussions about the advantages and disadvantages of having a male or female coach. It was felt that female coaches might not be as strict as male coaches, and that female coaches would be better at coaching some sports, and male coaches would be better at coaching other sports such as football. *'If there's a group of boys there should be a male teaching', 'If it is football it should be male', 'If you want a female coach or one of them people that watch you, then you should either choose trampolining or you should choose fitness because men can't bend there body'.*

Some of the participants felt it would not matter if a coach were male or female as long as they were a good coach. When asked to describe a good coach the reflections were as follows:
'You must take it pretty seriously to be a coach'.
'Someone who knows what they are doing'.
'Someone who guides you and tells you how to improve and what you are weak on'.
'And they don't tell you off, they try and help you'.
'Experience, playing sports and stuff like that'.
'Say like GCSE's and stuff you need to pass'.
'Motivation'.
'Discipline'.
'Taking control of the situation'.

'Makin sure everything is done properly'.

Incentives
The young male groups were asked to reflect on whether incentives would encourage them or their friends to take part in sport and exercise sessions in their free time. It was felt that incentives would be a good idea, and when asked what kind of incentives they thought would be good, the participants reflected the following:
'Match tickets'.
'Trophies or medals'.
'A weeks holiday out of the country'.
'A ticket to KFC'.
'Vouchers'.
'Tickets to the Olympics'.
'Tickets to Download Festival'.
'Money'.
'Sports equipment'.
'Free membership to gym'.

Multi-sport services
The groups were asked whether they knew what was meant by a 'multi-sport' session. All the young males knew what this meant and thought that other people would also know what it meant. When asked whether they would prefer single sport, or multi-sport sessions the participants had the following reflections:

Preference for single sports:
'So you don't get confused'.
'You're more into the game'.
'You don't lose concentration'.
'You are more into it, instead of focussing on multi sports it's focussing on one and being better at one'.
'You can get your skill level really high'.

Preference for multi-sports:
'Learn new things'.
'You can benefit from different sports in different ways'.

The groups were asked to reflect on three different service ideas:
1. To attend a weekly session which offers opportunities to take part in a different activity each week.
2. To take part in different activities within one session (so for example a 1.5 hour session might offer 3 x half hour slots of activity)
3. A single venue which offers different sports on different nights of the week (e.g. football on Mondays, Basketball on Wednesday, Cricket on Thursdays)

1. To attend a weekly session which offers opportunities to take part in a different activity each week.

Positive reflections:
- Some people might like the variety.
- There are different sports that you can learn from.
- There is opportunity to become good at a variety of sports.
- There are a variety of sports to try.
- Each week is different and you are not doing the same sport over and over.
- It is refreshing to try something different.

'Variety of sports'.
'Some people might like different sports'.
'Different sports you can learn from'.
'Say you play football, and you went to another club, like maybe table tennis and found you liked that then you get good at that'.

Negative reflections
- You would only go on the week where there is a sport you like.
- If you wanted to go every week but did not like the sports that were on offer you would not go.
- It might be difficult to keep track of the scheduling of which sport happens on which night – people would not know what is on.
- If you only liked one sport you would have to wait to play it again

'If you only like one sport and don't like the other sport, you'd have to wait to play again'.
'You'd just choose the week you wanna go on'.
'If you want to keep going every week, but you don't like the sport'.
'Some people might not know what is on, say basketball is on one week and not the other, you won't know what is on'.

2. To take part in different activities within one session (so for example a 1.5 hour session might offer 3 x half hour slots of activity)

Positive reflections:
- If you like variety it would be good.
- You would not get bored trying different things.
- They could see how peers perform at different activities.
- They can try three different sports in one session.
- They can learn more than they would just doing one.

'It's good coz you're doing like 3 different sports'.
'Learn more than you would than doing just one sport'.

'It's good to switch it up'.
'You won't get bored if you do different things'.
'See how different people act in different sports'.

Negative reflections
- If you want to focus on one thing
- You might lose focus when switching round.
- If you really like one sport and then have to move onto one that you are not interested in.
- You might want to carry on in the sport you start playing.
- It will not work if people turn up and are picky about what they want to do.
- People attending might not want to push themselves and try new things.
- People just want to do the sport they like.
- If you just started to enjoy something you would have to change.
- There are limits to what you can achieve in 30 minutes.

'Say like someone's doing a sport, and another sport is there to replace it then they are just going to stand out and they can't do the sport they wanted'.
'People breaking their barriers coz they're too lazy. People who are lazy just won't do it'.
'The time, I'd rather spend more time on football coz I like it'.
'It would be bad if you want to focus on one thing and you won't have time to do that'.
'It's bad, coz if you really love football, and then you're going on to play another sport, and then when your going back to football it looses your focus a bit'.
'Say you're getting into one sport and you want to carry on doing it, you have to change that'.

3. A single venue which offers different sports on different nights of the week (e.g. football on Mondays, Basketball on Wednesday, Cricket on Thursdays)

Positive reflections
- People can choose the sport they like and attend that session.
- Easy to keep track of what is on.
- You can go each week and do not have to wait for a sport you like.
- It would not be as crowded as the 3 sports in a night session (perception that that would be crowded).
- You can concentrate on the sport you like.
- It can become a routine.
- Able to concentrate and get better at the sport you like.
- If you only have one free night a week you can still go and do something.
- There are different sports to try.

- You can try something you have never tried before.

'That would be better because if someone likes football, they can just go on Tuesday'.
'That would be much better'.
'The time difference between the sport isn't long so you don't have to wait for ages'.
'It won't be as crowded, 3 sports on different nights that would be too crowded'.
'Best idea I think'.
'The time, like each sport is on each day'.
'More concentration'.
'The different days they run so you could like just choose which one'.
'Each sport is on a different day so there won't be many people'.
'It becomes a weekly thing, so the sports you like you can do regularly'.
'Focus on one area of sport'.
'That would be much better'.
'There should be a time table up so you know what's going on'.

Negative reflections
No negative comments throughout groups.

8.3.9 Communication

Communication channels
The groups were asked where they thought the best place to find information would be:
- Noticeboard at the local park.
- Through school (posters, assembly, flyers, tutors, letters to parents).
- Through the Internet (Facebook, Twitter, service website, sports websites).
- Leaflets in the post.
- Advertisements at bus stops.
- Billboards.
- TV adverts on sport channels.

Key information
The group were asked what information they would need to be available to encourage young people to attend activity sessions:
- Time.
- Cost.
- Whether there is a free trial.
- What types of activities.
- Incentive information and whether there are competitions/matches.
- Images of students doing the activities and having fun.

diva*

9.0 Quantitative insight

To test the findings of the qualitative scoping work, quantitative scoping work was undertaken from March 2013 until April 2013. In total 360 participants completed the survey – a sample of this magnitude provides results accurate to approximately ± 5% at the 95% confidence interval.

9.1 Sample

The sample size is representative of gender and age
- 44.4% Male
- 55.6% Female
- 36.7% 14 year olds
- 30.8% 15 year olds
- 27.2% 16 year olds
- 5.3% older than 16

The BME sample is as follows:

Ethnic group	UK Population	Survey Sample (360)
White: British	82.79%	80.2% (287)
White: Irish	1.08%	1.4% (5)
White: Other White	3.59%	0.8% (3)
Mixed: White and Black Caribbean	0.58%	1.7% (6)
Mixed: White and Black African	0.25%	0% (0)
Mixed: White and Asian	0.56%	0.8% (3)
Mixed: Other Mixed	0.45%	0.3% (1)
Asian or Asian British: Indian	2.73%	2.5% (9)
Asian or Asian British: Pakistani	1.91%	1.7% (6)
Asian or Asian British: Bangladeshi	0.74%	0.8% (3)
Asian or Asian British: Other Asian	0.73%	0.6% (2)
Black or Black British: Black Caribbean	1.18%	0.8% (3)
Black or Black British: Black African	1.52%	1.7% (6)
Black or Black British: Other Black	0.24%	1.1% (4)
Chinese or Other Ethnic Group: Chinese	0.85%	0.6% (2)
Other	0.80%	1.7% (6)
No answer	N/A	3.4% (12)

9.2 Quantitative insight – young females

9.2.1 Lifestyle

To gain an understanding of how the sample view their lives, and what they feel is important, they were asked to select three areas which they see as a priority in their lives. The categories that the sample were asked to select from are broad and open to interpretation. For example, the results can indicate which areas are seen as important, but does not necessarily tell us the type of engagement/activity that happens within that category, or amount of time spent within each area.

The three areas selected most frequently are:

1. **Friends:** 66.5% of the sample selected 'friends' as a key priority in their life.
2. **Family:** 62.5% of the sample selected family as a key priority.
3. **School:** 45.5% selected school as a key priority.

A fair proportion of the sample (37.5%) selected that hobbies and interests are a key priority in their life, and 21.5% selected that shopping, and personal image are a priority. A small proportion of the sample (11.5%) selected that sport and being active was a priority.

The graph below depicts the results of the survey question: 'Which of the following are your priority? Select your top three.'
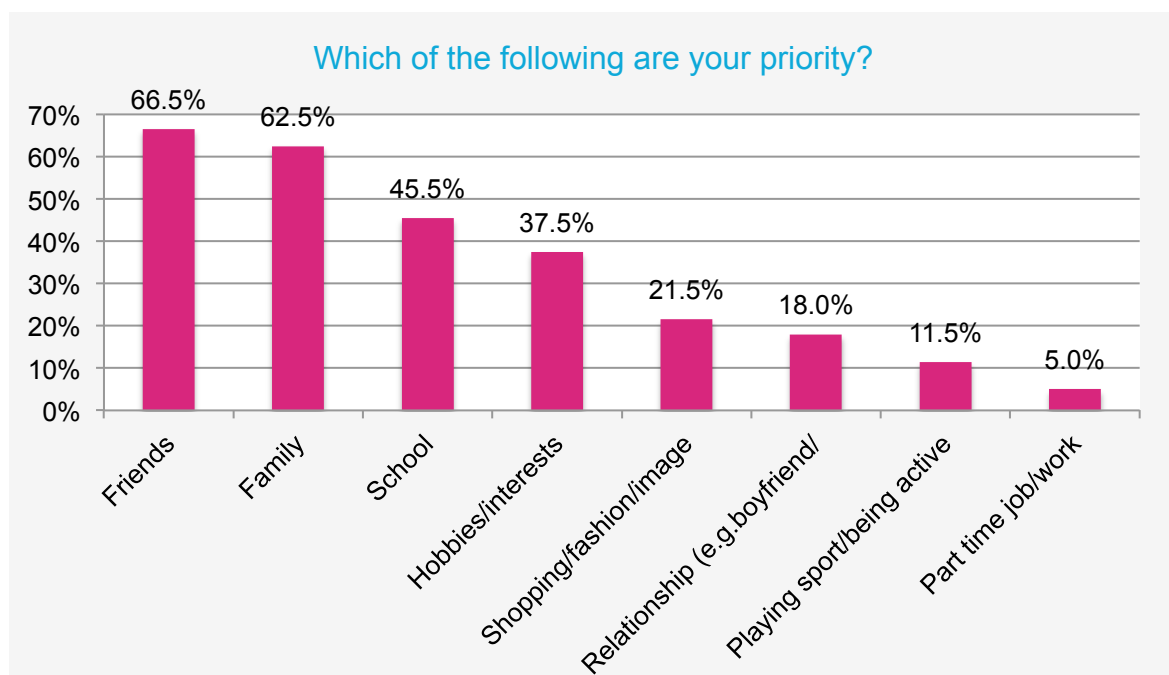
9.2.2 Sports overview

9.2.2.1 Levels of engagement in sport

To gain an understanding of the sample's engagement with sport, they were asked to select how often they took part in sport and physical activity.

The results from the female sample would suggest that participants are active and regularly take part in sport with 88% of the sample taking part in sport at least once a week, and 45.5% of the sample taking part in sport three or more time a week.

The graph below depicts the results of the survey questions: 'How often do you take part in sport/physical activity?'
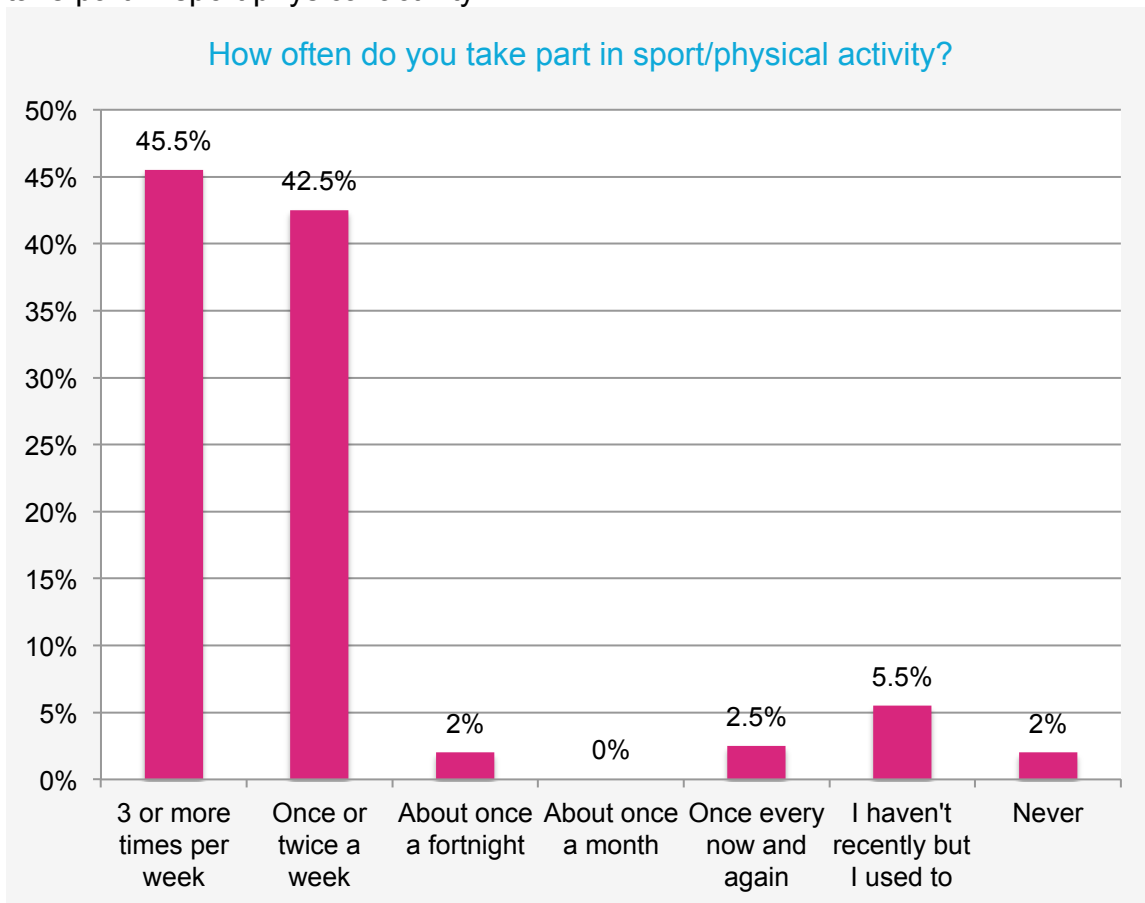
How often do you take part in sport/physical activity?

9.2.2.2 Sport occasions

To illustrate when, and how the sample are taking part in sport and physical activity they were asked to fill in an activity matrix. To highlight the key findings, the results have been categorised into:
- **Frequently**: '3 or more times a week' and '1 or 2 times a week' responses.
- **Infrequently**: 'I haven't recently but I used to', 'Once every now and again', 'About once a month' and 'About once a fortnight responses' responses.
- **Never**: 'Never' responses.

The activity matrix below highlights where, and when the target audience are taking part in sport and physical activity.

Activity Matrix

Category	Frequently	Infrequently	Never
In the school holidays at a summer activities club	12%	33%	55%
In the school holidays at a leisure centre/ youth club/swimming pool	26.2%	38	35.8%
In the school hoidays at home/park/friend's house	41.3%	30.4%	28.3%
At the weekend at home/park/ friends house	34.5%	34.8%	30.7%
At the weekend at a leisure centre/youth club/ swimming pool	16.5%	46%	37.5%
In the evenings at home/park/friends house	34.8%	34.2%	31%
In the evening at a lesiure centre/youth club/swimming pool	22.9%	40.1%	37%
After school club/activities	30.9%	29.3%	39.8%
At school in P.E	87.3%	8.7%	4%

- Frequently
- Infrequently
- Never
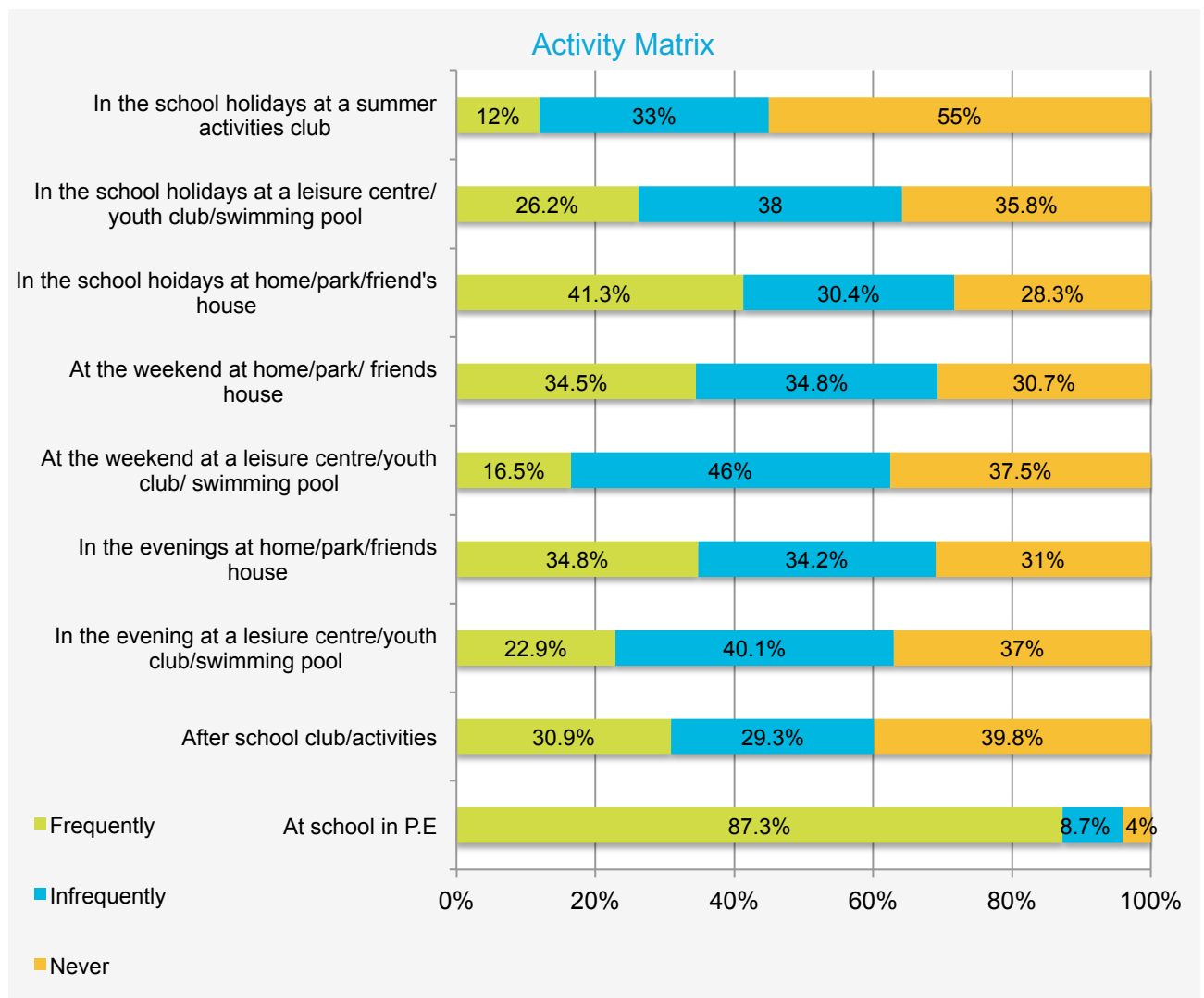
Top 5 sport occasions

- **87.3%** of the sample takes part in sport at school in P.E frequently.
- **41.3%** of the sample frequently takes part in sport at home, the park or at a friend's house in the school holidays.
- **34.8%** of the sample frequently takes part in sport at home, the park, or at a friend's house in the evenings.
- **34.5%** of the sample frequently takes part in sport at home, the park, or at a friend's house at the weekend.
- **30.9%** of the sample frequently take part in sport at an after school club.

87.3% of the sample selected that they would frequently take part in sport at school in P.E. This was by far the highest selection, and considering that **88%** of the sample selected that they take part in sport more than once a week, it is fair to assume, that for the majority of the sample, most of their physical activity takes place at school in P.E. **30.9%** of the sample also selected that they take part in sport at an after school club.

In addition to taking part in school based sport, the matrix highlights that the sample also take part in some physical activity outside of school, and this would seem to be non-structured sport at home, at the park or at a friends house in the school holidays (**41.3%**), in the evenings (**34.8%**), or at the weekend (**34.5%**). This suggests that potentially the sample are more likely to interact in sport if they have more free time, such as in the school holidays or at the weekend.

5 most infrequent sport occasions

- **55%** of the sample have never taken part in sport or exercise at a summer activities club in the school holidays.
- **39.8%** of the sample have never taken part in exercise or sport at an after school club.
- **37.5%** of the sample have never taken part in sport at the weekend at a leisure centre, youth club or swimming pool.
- **37%** of the sample have never taken part in sport or exercise in the evening at a leisure centre, youth club or swimming pool
- **35.8%** of the sample have never taken part in sport or physical activity in the school holidays at a leisure centre, youth club or swimming pool.

The results of the sample's most infrequent sport occasions show us that there is a high proportion of the sample who never, or infrequently engage with sport outside of school – especially sessions at leisure centres, youth clubs, or swimming pools at the weekend, in the evenings or in the school holidays.

9.2.2.3 Frequency of engagement within sport types

To gain an understanding of the types of sport and exercise that the sample currently take part in, they were asked to select the sports and activity that they currently do. It is worth noting that the outcome for the sports they currently do may be dictated by the sports that the sample are exposed to at school.

The most frequently selected sports were:

- Team sports 39.5%
- Individual sports 39.5%
- Keep fit and gym 34.5%
- Dance 34%

'Other' responses included: horse riding, walking, ice-skating, diving and gymnastics.

The graph below depicts the results of the survey questions: 'What type of sport/physical activity do you currently do?'

What type of sport/physical activity do you currently do?

Sport type	Percentage
Team sports (e.g football, netball, rugby, hockey)	39.5%
Individual sports/ activities (e.g swimming, cycling, running, jogging)	39.5%
Keep fit and gym (including aerobics, yoga, classes)	34.5%
Martial arts/ combat sports (e.g judo, fencing)	34%
None	18%
Other (please tell us)	9.5%
Winter sports	5%
Dance (e.g street dance, cheerleading, modern, ballroom etc)	3.5%
Roller sports	2%

![diva* logo]

The female sample were also asked an open ended question to find out which sport out of the ones they currently do is their favourite.

20% of the sample noted that dance was their favourite activity that they currently take part in. This is followed by netball, swimming, running and football (9%,8%,7% and 7% respectively). The remaining selections show a variety of different activities that smaller sections of the sample (between 5%, and 1%) noted as their current favourite activities, the majority of which seem to be non-team based activities.

The graph below depicts the results of the survey questions: 'What is your one favourite sport/physical activity that you currently do?'

What is your one favourite sport/physical activity that you currently do?

Activity	Percentage
Dance	20%
Netball	9%
Swimming	8%
Running	7%
Football	7%
Horse riding	5%
Gym	5%
Badminton	5%
Trampolining	4%
Gymnastics	4%
Walking	4%
Jogging	3%
Ice skating	2%
Basketball	2%
Zumba	2%
Aerobics	2%
Athletics	2%
Rounders	2%
Rugby	2%
Bike	1%
Tennis	1%
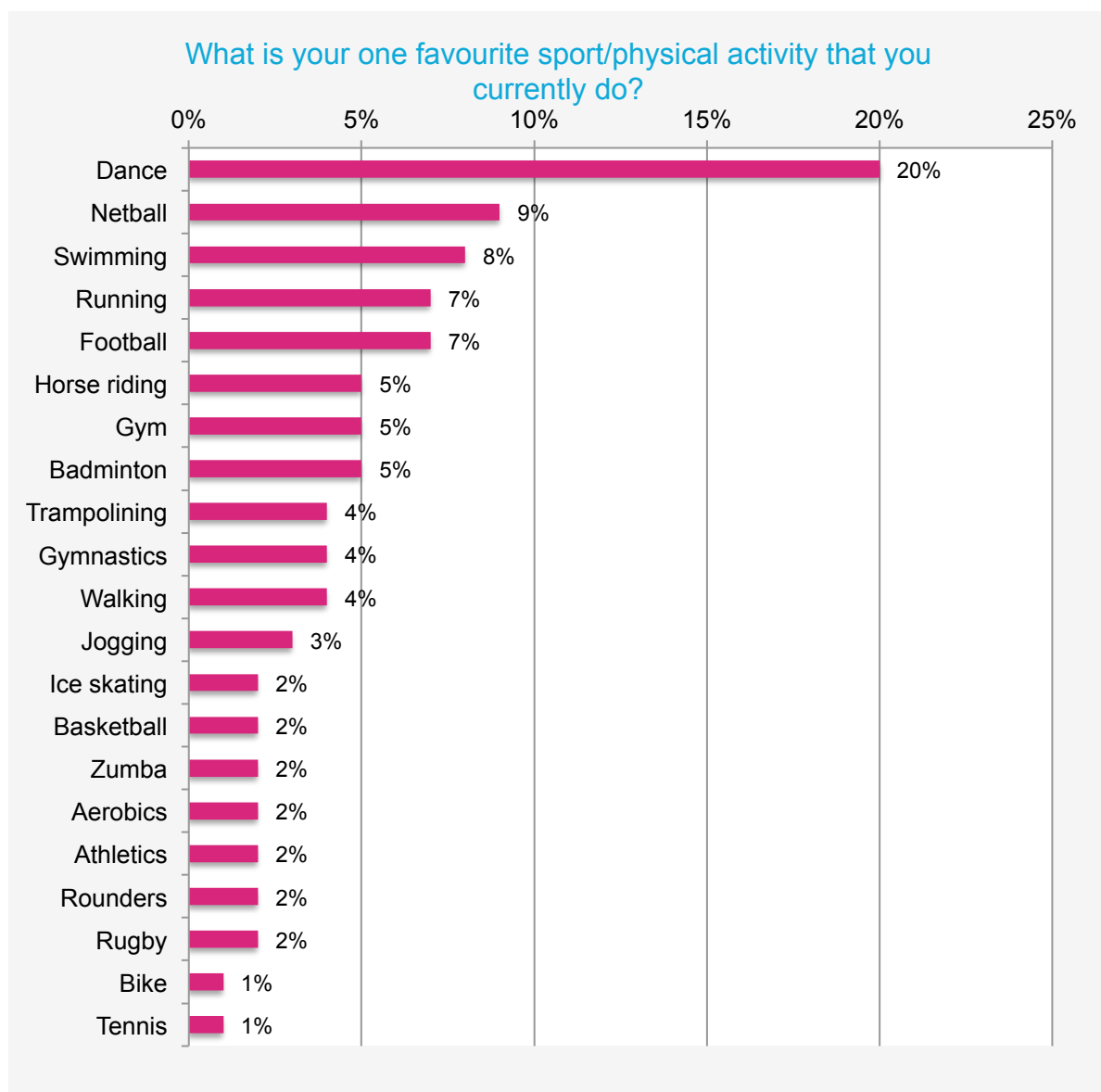
9.2.2.4 Future sports

The sample were asked to select which activities they would be interested in taking part in, in the future. The ten sports that participants would most like to do in the future are: swimming (36.5%), gym (35%), dance (30%), classes (28.5%), trampolining (25%), running/jogging (22.5%), adventure sports (20.5%), netball (17.5%), badminton (17.5%), and roller-skating (17.5%). Across the selections, individual and group-based sports are more popular than traditional team sports with the exception of netball.

The graph below depicts the results of the survey question: 'What types of sport/physical activity would you like to do in the future?'

What types of sport/physical activity would you like to do in the future?

Activity	Percentage
Swimming	36.5%
Gym	35%
Dance	30%
Classes	28.5%
Trampolining	25%
Running/jogging	22.5%
Adventure sports	20.5%
Other (please specify)	18.5%
Netball	17.5%
Badminton	17.5%
Rollerskating	17.5%
Tennis	16.5%
Boxing	15%
Football	14%
Volleyball	13.5%
Cycling/BMX	12%
Basketball	12%
Bootcamp/military style	11.5%
Martial arts	11.5%
Rugby	9.5%
Squash	7%
Skateboarding	7%
Cricket	5%
Golf	4.5%
Table tennis	0.5%
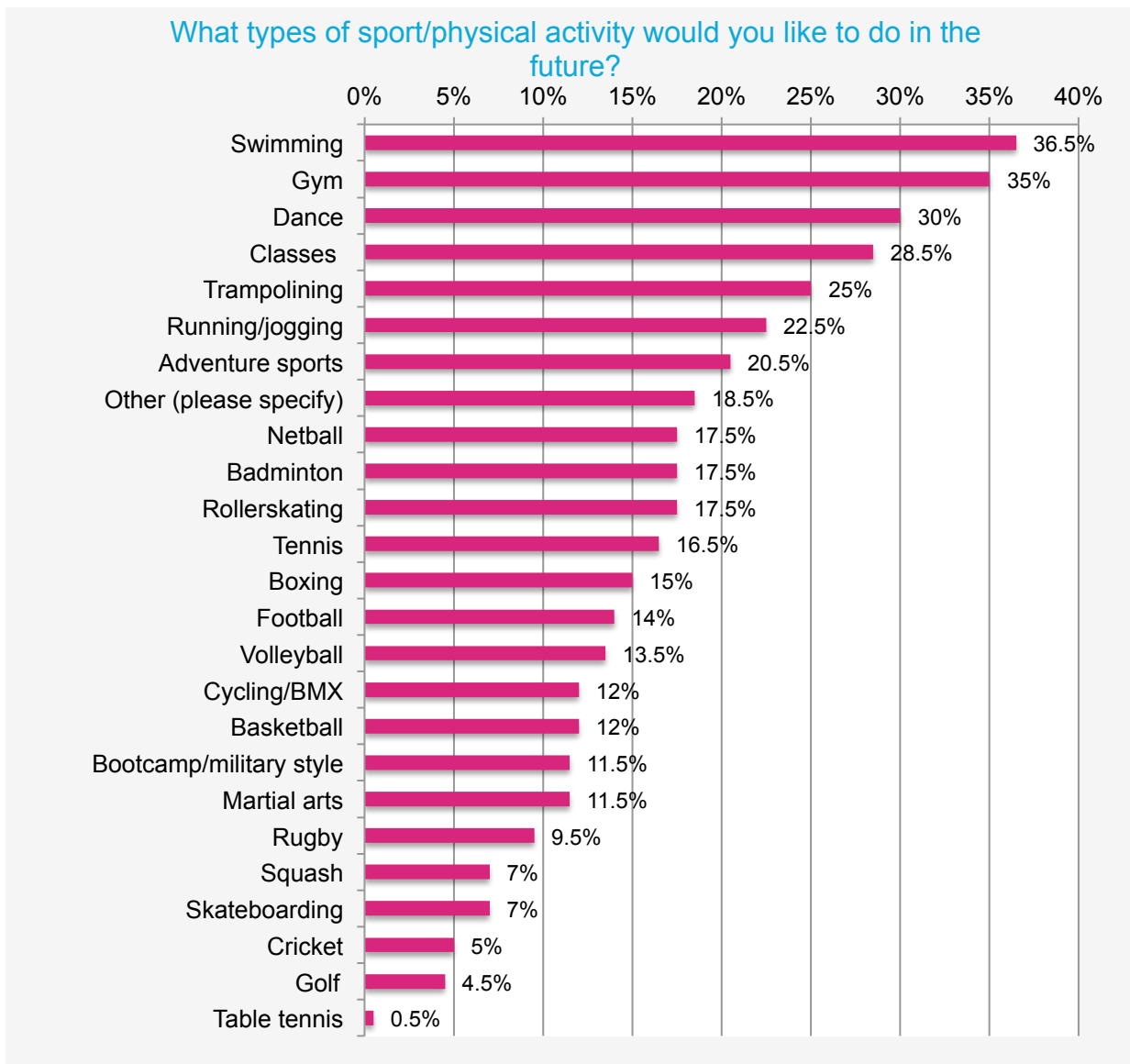
On reflection of the activities that the sample favour currently, and the activities that they would most like to do in the future, it is important to note that the sample were instructed to enter one answer for 'What is your one favourite sport/physical activity that you currently do?', but were encouraged to select multiple answers for 'What types of sport/physical activity would you like to do in the future?', thus comparison is made through the ranking of activities.

There are some similarities within the sample's selection of their current favourite activities, and the activities they would most like to do in the future. Dance, swimming and running are ranked highly within the sports that the sample favour currently, and within the sports they would like to take part in, in the future. These activities can be classified as individual activities, or activities that the sample can take part in as a group, but are not traditional team-based sports that the sample may be exposed to at school.

For the sports they would like to do in the future we see higher ranking of gym, classes, trampolining and adventure sports. We also see reduced ranking for football and netball. Potentially there is a difference here due to netball, and football being sports that the sample favour out of the sports they take part in at school, but if they had the choice they would prefer other activities.

9.2.3 Barriers

The sample were asked whether there were any barriers preventing them from taking part in sport. The five highest-ranking barriers preventing the sample from taking part in sport are:

1. Too much school work 60.5%
2. No one to go with 37.5%
3. Too busy seeing friends/socialising 27%
4. Not confident enough to take part 22.5%
5. I don't think I'm sporty 21.5%

The results show that different elements appear to prevent the sample from taking part in more sport.

1. **Limited free time:** As found within the focus groups, free time seems to be a key barrier, with 60.5% of the sample saying too much school work prevented them taking part in more sport and physical activity, and 27% of the sample saying they are too busy seeing friends and socialising to take part in more sport. These findings are also inline with their key priorities of friends (66.5%), and school (45.5%) as seen on page in section 9.2.1 on page 51.
2. **Confidence**: 37.5% of the sample selected that not having any one to go with prevented them from taking part in more sport. It was reflected within the secondary research, and the focus groups that motivation to attend sessions is increased when young individuals are encouraged by friends or family. 22.5% of the sample felt that they would not be confident enough to take part in more sport. This selection could potentially relate to a number of different issues, including their perception of their sporting ability or body image.
3. **Social norms**: 27% of the sample said they are too busy seeing friends and socialising to take part in sport, and again 37.5% of the sample selected that not having any one to go with prevented them from taking part in more sport. Potentially this relates to social norming, in that the sample may be led by activities that are popular within their friend/peer group rather than initiating new experiences within their friendship circle. Additionally if none of their friends take part in sport, or would attend sport activities with them this may negatively impact upon their perception of what their experience would be like if they attended a sport session, and reduce their intention to attend.
4. **Perception of abilities**: The results show that within the sample there is the perception with some that they are not good at sport, with 21.5% thinking that they are not sporty, 20% believing that they are unfit, and 15.5% believing that they are not good enough to play for a club or team. Potentially a proportion of the sample hold the belief that sport outside of school, or in fact sport in general is solely for those who are good at sport, and because they believe that they are not good at sport they do not believe they would have a place, or would fit in at a sports session.

5. **Perception of body**: Unlike in the focus groups, a fair amount of the sample also selected that negative body image would prevent them from taking part in more sport, with 20% selecting that they are embarrassed about their body, and 16.5% selecting that not wanting to show off their body would prevent them from taking part in sport.

The sample's self-concept ('I'm not confident enough to take part'), perception of their role ('I'm unfit', 'I don't think I'm sporty'), and perception of social norms ('No one to go with', 'Too busy seeing friends/socialising') all impact upon the target audiences intention, and motivation to engage further in sporting activities.

The chart below depicts the results of the survey questions: 'Is there anything that is currently preventing you from doing sport/physical activity?'

Is there anything that is currently preventing you from doing sport/ physical activity?
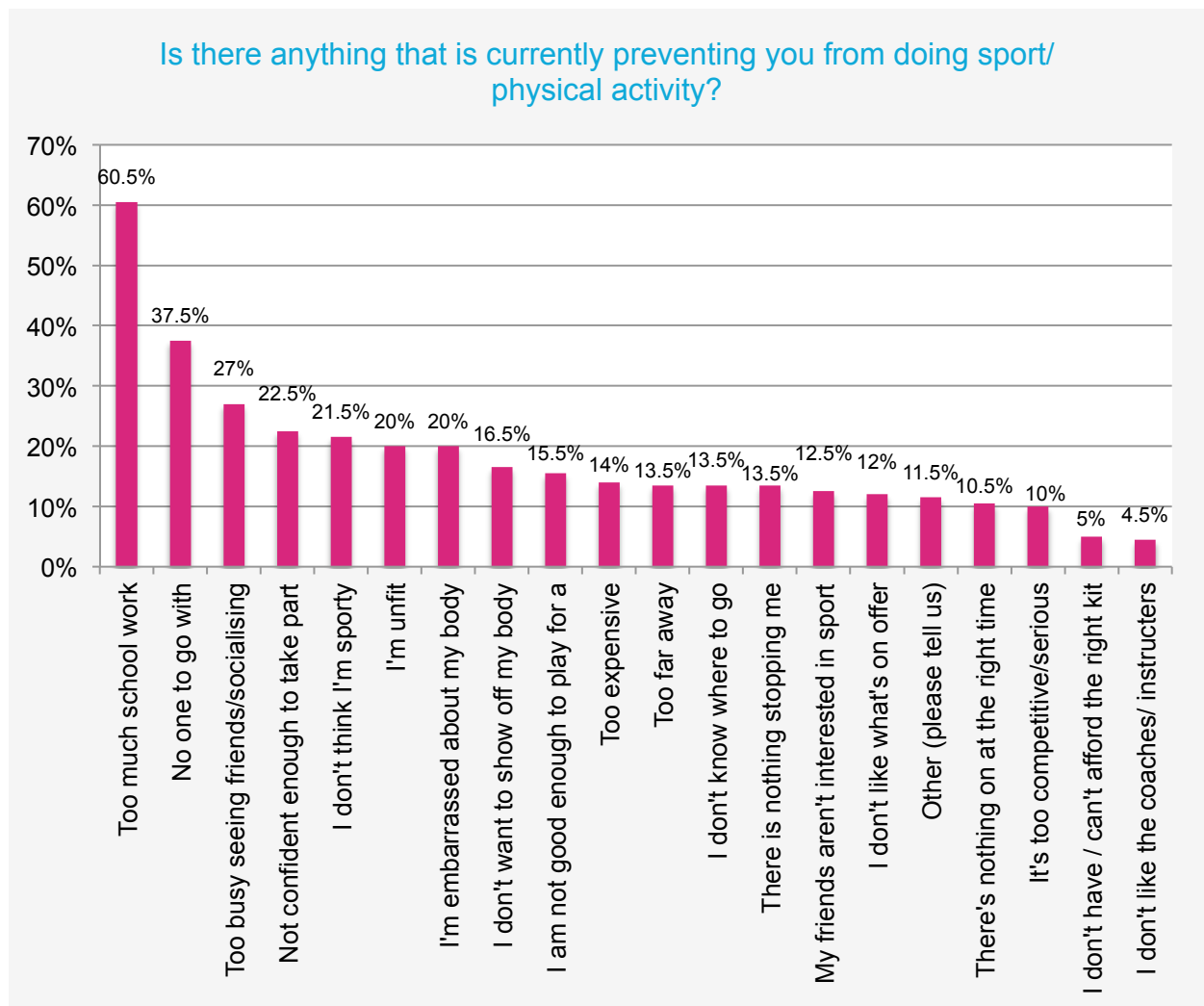
9.2.3 Motivation

9.2.3.1 Motivations to engage in sport

The sample were asked to select their main motivations for taking part in sport and physical activity. These are the five most selected answers:
1. To keep fit 71.5%
2. To lose weight 58%
3. To feel good about myself 43%
4. For fun/enjoyment 34%
5. To challenge myself 23.5%

The graph below depicts the results of the survey question: 'What is/would be your main motivation for taking part in sport/physical activity?'

What is/ would be your main motivation for taking part in sport/ physical activity?

Motivation	%
To keep fit	71.5%
To lose weight	58%
To feel good about myself	43%
For fun/enjoyment	34%
To challenge myself	23.5%
To meet friends/socialise	19.5%
To train/compete	17.5%
To gain new skills	16%
To improve performance	15.5%
To enjoy the outdoors	10.5%
To learn self defense	10%
My family encourage me to	8%
I have to do it at school	6.5%
To relax/as a release or diversion	5.5%
My friends encourage me to	4.5%
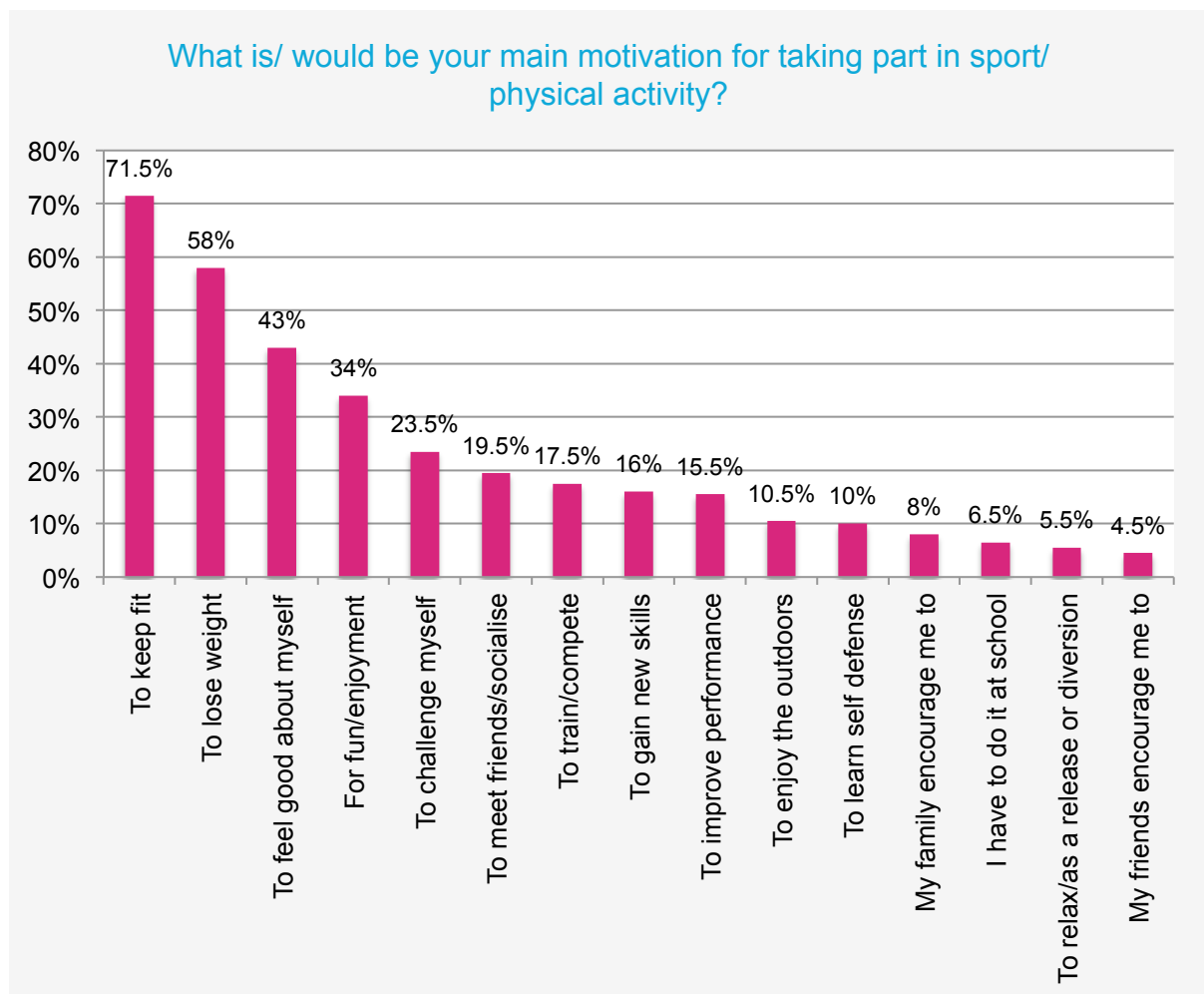
Core motivations to take part in sport

1. **Health benefits:** 71.5% of the sample selected that keeping fit was their key motivation to take part in sport. This is inline with the focus group participant findings where being healthy and keeping fit were also at the forefront of the sample's motivation, and understanding of engaging with sport.

2. **Body image:** 58% of the sample selected that losing weight was a key motivation for them to take part in sport. There was more emphasis within the survey sample on losing weight than reflected within the focus groups.

3. **Experience:** 34% of the sample selected fun/enjoyment as a key motivation for taking part in sport, and 19.5% of the sample selected that meeting friends and socialising was a key motivation for them. These motivations relate to having a positive, fun experience when taking part in sport.

4. **Aims and goals:** 23.5% of the sample selected that challenging themselves was important, 17.5% placed to train and compete as important, 16% of the sample selected gaining new skills, and 15.5% place to improve performance as an important motivation. This highlights that aims and goals are important for a section of the target audience.

5. **Self-perception:** 43% of the sample selected that a key motivation to take part in sport would be to feel good about themselves, which could stem from any of the above motivations.

9.2.3.2 Motivations to engage in more sport

To gain an understanding of how the target audience could be motivated to engage in more sport and physical activity outside of school, the sample were asked to select what would motivate them to take part in more sport activities. The top five selections were:

1. If it was cheap to do 37%
2. If sessions focused on getting fit and healthy/ losing weight 33.5%
3. If it was easy to get to 32.5%
4. If sessions were close to where I live 32.5%
5. If there was a really good coach/instructor 31.5%

The graph below depicts the results of the survey question: 'What would encourage you to take part in regular sport/physical activity?'

What would encourage you to take part in regular sport/physical activity?

Category	Percentage
If it was cheap to do	37%
If sessions focused on getting fit and health/ losing weight	33.5%
If it was easy to get to	32.5%
If sessions were close to where I live	32.5%
If there was a really good coach/ instructor	31.5%
If sessions were girls only/ boys only	28%
If the sessions included 'social' time to talk and meet new friends	27.5%
If there was a wider range of activites (not just traditional team	23%
If the sessions were suited to my fitness level (easy, medium, hard)	19%
If a specific kit or equipment was always provided	15.5%
If there were more social leagues/ fun matches	13%
If I could turn up already changed or if I knew the changing facilities	12%
If taking part meant that I might learn skills (teamwork, motivation	11.5%
Other (please specify)	11%
If there was more opportunity to take part in competitive matches	10%
If there were incentives for loyalty/ attendance	4%

diva✱

Core motivations to take part in more sport
Below are the core motivations for the sample to take part in more sport, which should be considered when developing services for the target audience.

1. **Cost:** 37% of the sample selected that they would be encouraged to take part in more sport if it was cheap.

2. **Being healthy:** 33.5% of sample selected that they would take part in more sport if sessions focussed on getting fit and healthy or losing weight. Findings from the focus groups highlighted that 'being healthy' is an important notion for the sample.
   Aims and goals: Having 'focused' sessions potentially feels more formal and falls inline with the sample's desire to improve their performance which closely relates to the Achievement Goal Orientation Theory (section 4.1.3 page 7). Additionally, having a really good coach/instructor also rated highly, inline with suggestions from the focus groups that it can be beneficial to have someone who can encourage you, motivate you, and essentially teach you how to improve performance and reach health goals.

3. **Convenience:** 32.5% of the sample selected they would be encouraged to take part in more sport if sessions were easy to get to or close to where they live. It is clear from the sample's selection that convenience is important for them, as they rank having sessions that are easy to get to, and sessions close to where they live both highly. This is inline with the findings from the focus groups where having sessions close to school, or a maximum of thirty minutes away was felt to be important part of developing a sport service.

4. **Experience:** Experience at sessions is also seen to be important, with experiencing deriving from a number of different areas:
   Coaching: 31.5% of the sample selected that they would be motivated to take part in more sport 'If there was a really good coach/instructor'. Within the focus groups, the participants believed that experiences at sport session could vary (from being fun, boring, frustrating, or unsatisfying) depending on who is coaching, and how they are running the session thus, having a good coach is seen as important in forming the way they perceive sessions.
   Environment: 28% of the sample selected that having girl only sessions would motivate them. This is inline with feedback from the focus groups where groups felt that female only sessions would be good because it would be more enjoyable, and some would feel less self conscious.
   Social: 27.5% of the sample would be motivated by having social time to meet new friends.

9.2.3.3 Responsiveness to aims and goals

The sample were asked to select whether having something, such as a sport event or fun run to work towards would help to motivate them to take part in sport or physical activity. The majority within the sample 68.5% felt that this would be something that would motivate them, only 7% of the sample felt that this would not be motivating. These findings are inline with the survey sample's motivations (focused sessions, challenging themselves) and emphasis on improving performance within the focus group participants.

The graph below depicts the results of the survey question: 'Would you be more likely to take part in sport/physical activity if you had something to work towards (e.g. Race for life, Fun Run, Tournament, Event or Festival)?'

Would you be more likely to take part in sport/physical activity if you had something to work towards?

Response	Percentage
Yes	68.5%
No	7%
Don't know	24.5%
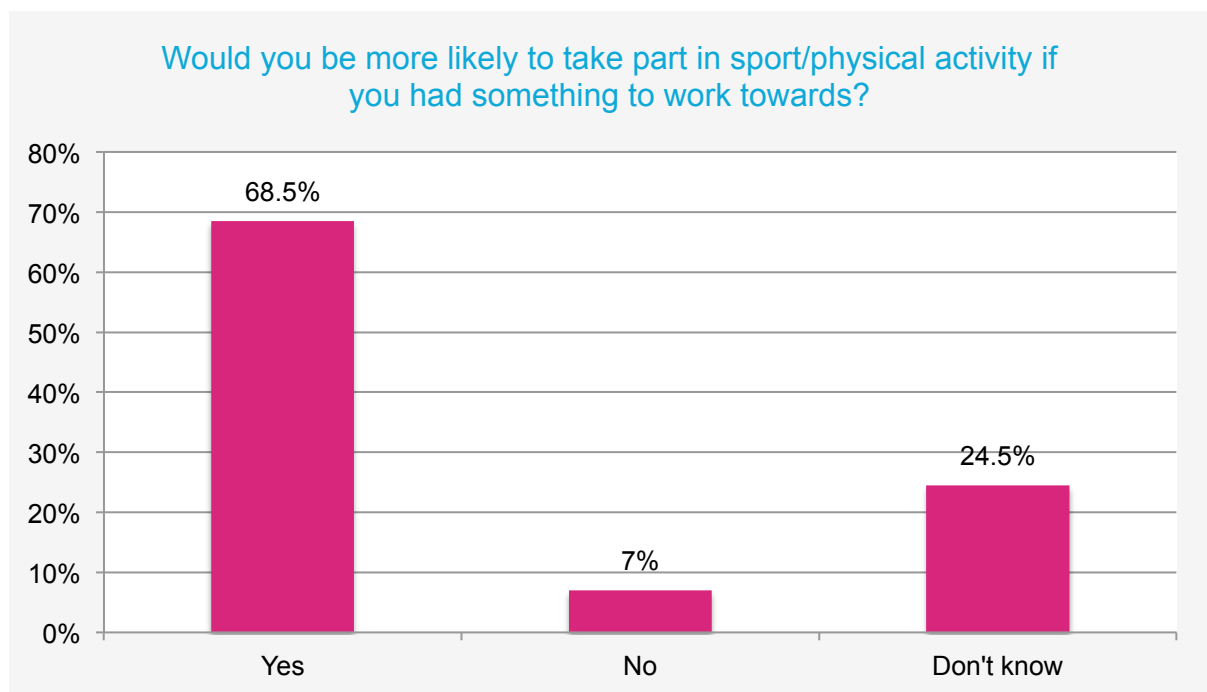
9.2.3.3 Inspiration

The sample were asked to select whether the 2012 London Olympics and Paralympics had inspired them to take part in sport and physical activity. There was an even mix of opinions across the sample, from those who were inspired 36.5%, those who were not inspired 36% and those who were not sure either way 27.5%.

The graph below depicts the results of the survey questions: 'Did the 2012 London Olympics and Paralympics inspire you to take part in sport/physical activity?'

Did the 2012 London Olympics and Paralympics inspire you to take part in sport/physical activity?

	Yes	No	Don't know
	36.5%	36%	27.5%

diva*
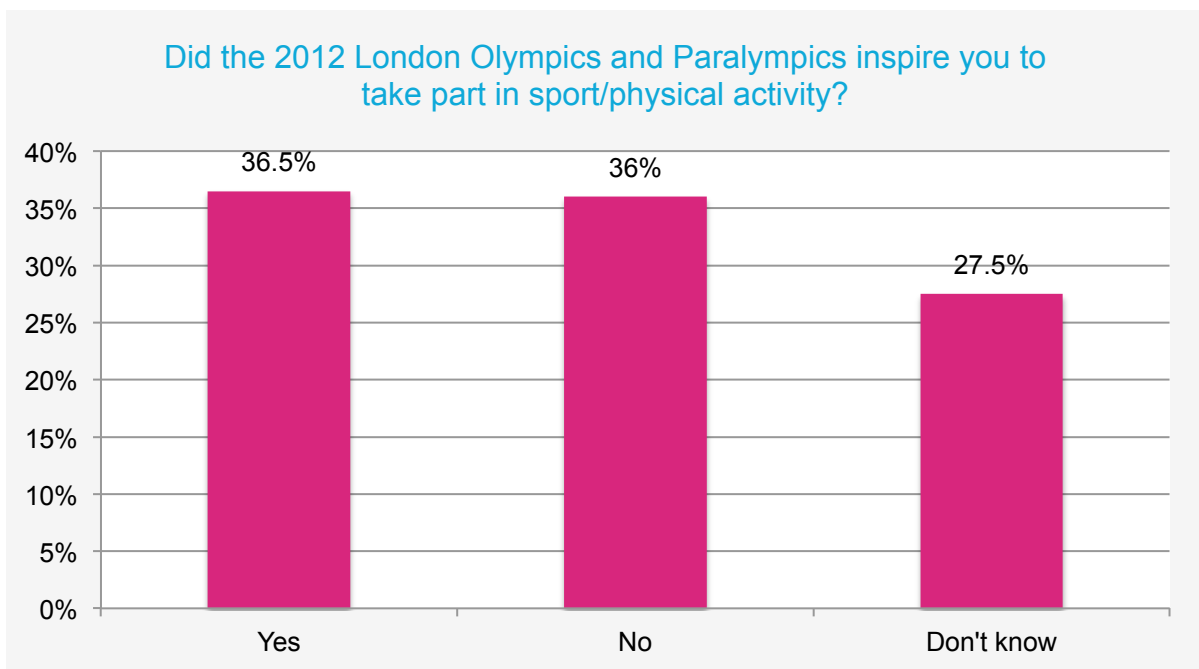
9.2.4 Development

The group were asked to select what type of activity session they would be most interested in. The survey sample results show that 'A single venue which offers different sports on different nights of the week' is the most popular idea, closely followed by 'Attending a weekly session which offers opportunities to take part in a different activity each week'.

The graph below depicts the results of the survey question: 'If we were to develop some new activities for you and your friends what kind of sessions do you think you would like the most?'.

If we were to develop some new activities for you and your friends what kind of sessions do you think you would like the most?

40%	13.5%	46.5%
To attend a weekly session which offers opportunities to take part in a different activity each week	To take part in different activities within one session	A single venue which offers different sports on different nights of the week
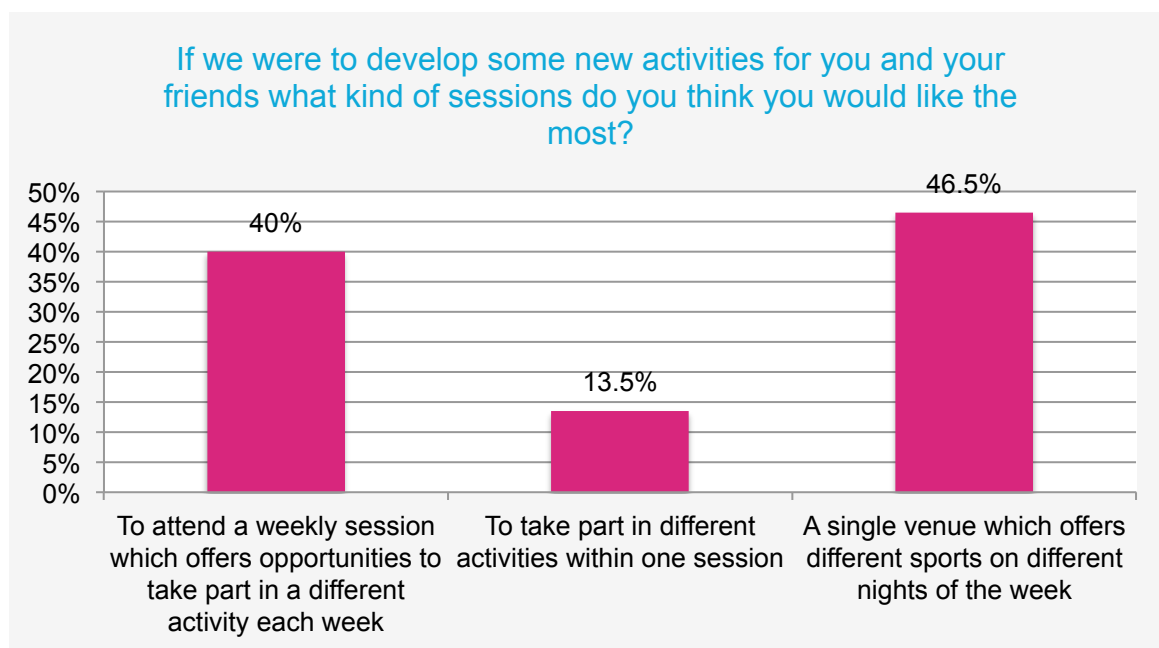
9.2.5 Communication

9.2.5.1 Need for information

The sample were asked whether they would like to know more about where they can take part in sport and physically activity locally. Just under half the sample 46% said they would be interested in finding out more, 26% of the sample were not interested in more information, and 28% of the sample were not sure whether they wanted more information about sport taking place locally or not.

The below graph depicts the results of the survey question: 'Would you like to know more about where you can take part in sport/physical activity locally?'
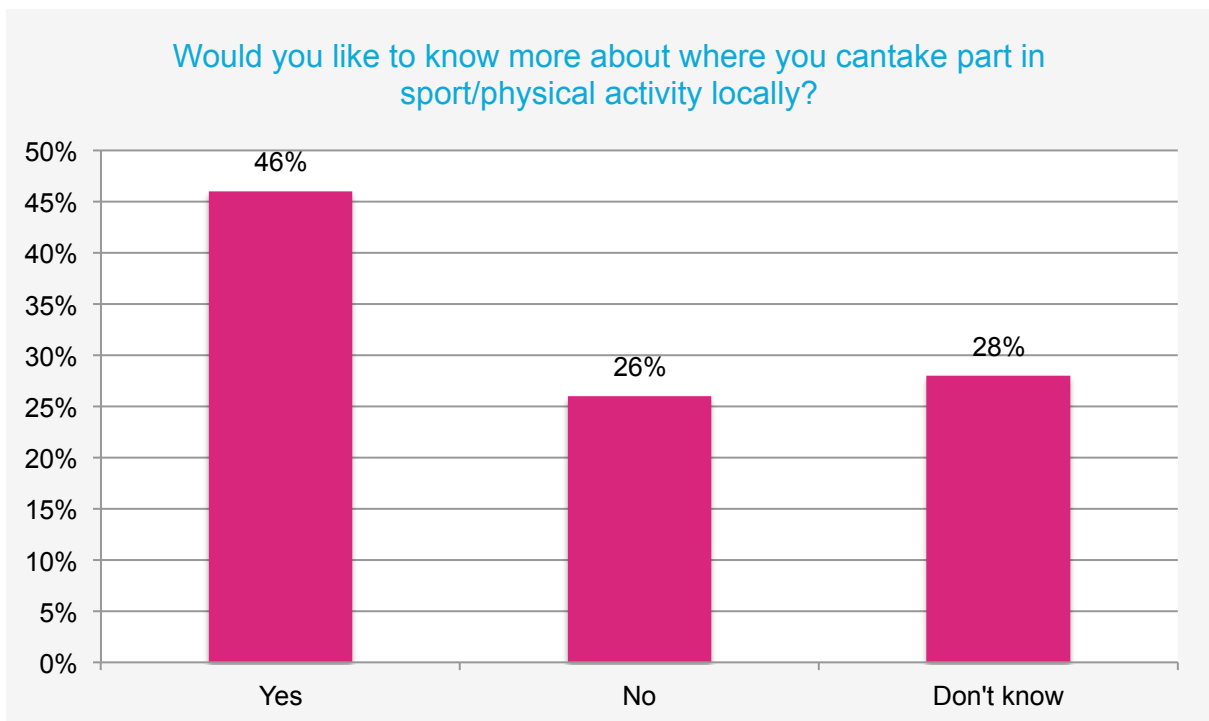
9.2.5.2 Communication channels

When asked where they would be most likely to look for information about local activities the top three communication channels were:
1. Posters and leaflets at school or in the local area 50%
2. Ask friends 43.5%
3. Social media (Facebook, Twitter) 38.6%

The graph below depicts the results of the survey question: 'Where would you be most likely to look for information on taking part in sport/physical activity?'

Where would you be most likely to look for information on taking part in sport/pysical activity?

Channel	Percentage
Posters and leaflets at school or in local area	50%
Ask friends	43.5%
Social media (Facebook, Twitter)	40.5%
Internet search	38.5%
Noticeboard at sports club or fitness centre	25.5%
Ask parents/family	23%
Other (please specify)	10%
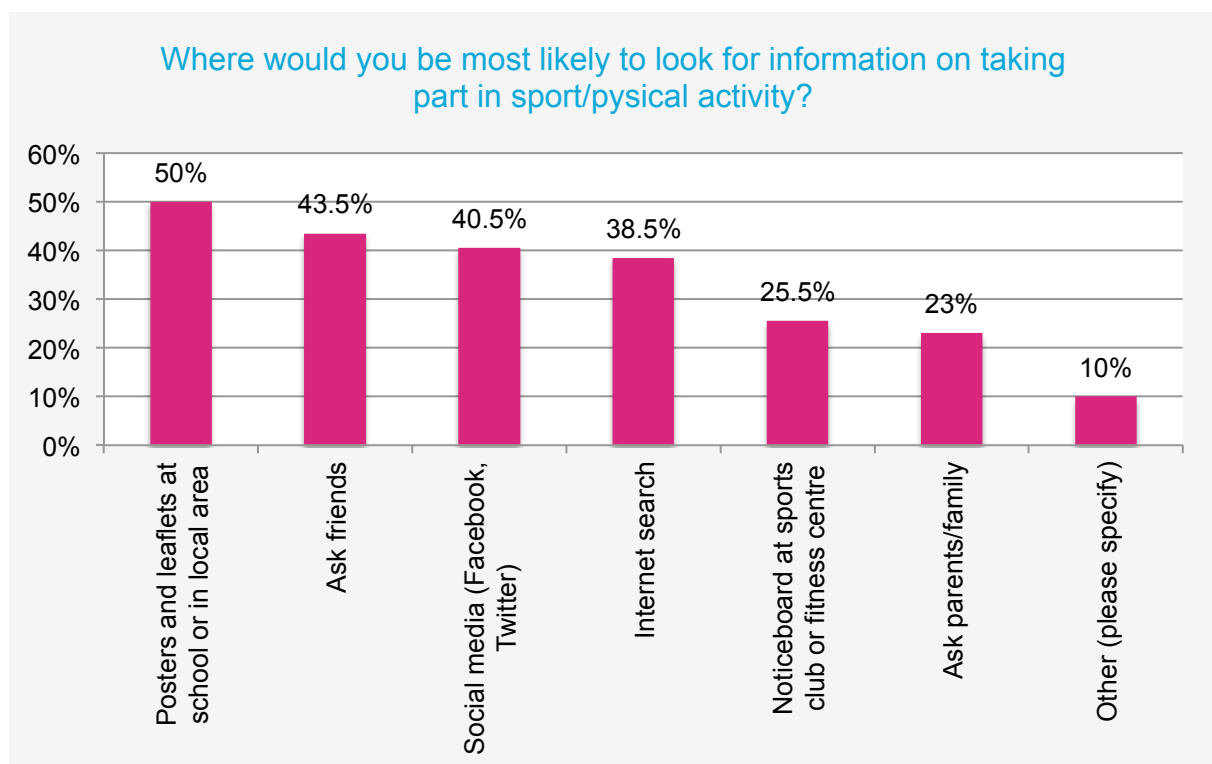
9.3   Quantitative insight – young males

9.3.1 Lifestyle

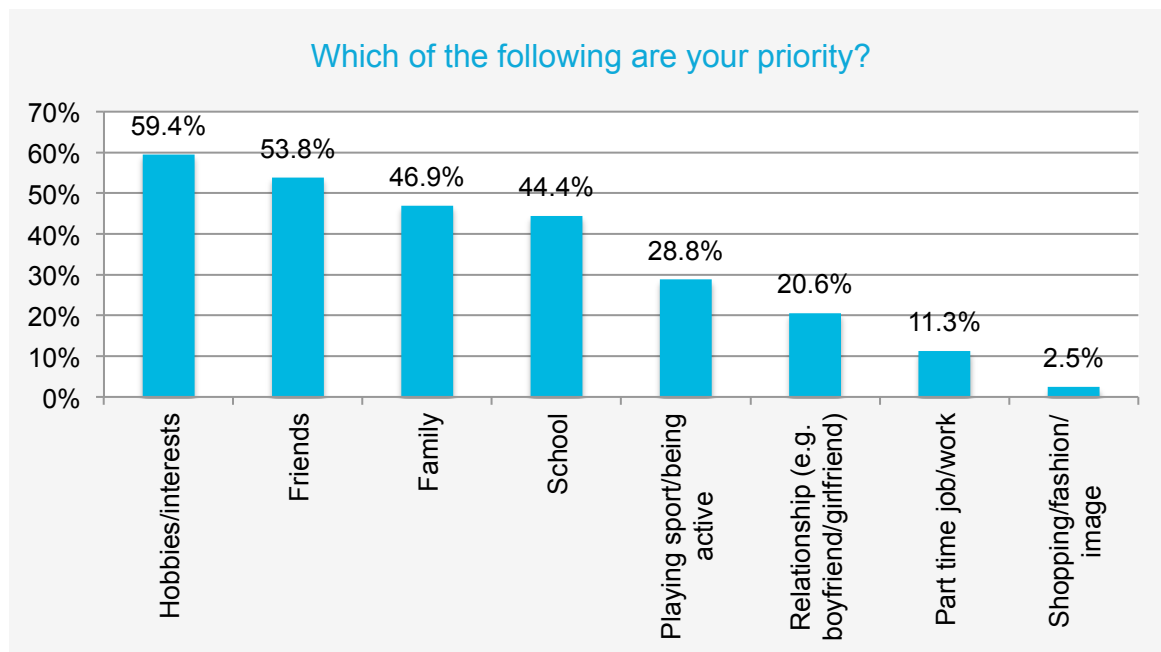To gain an understanding of how the sample view their lives, and what they feel is important, they were asked to select three areas which they see as a priority in their lives. The categories that the sample were asked to select from were broad and open to interpretation. For example, the results can indicate which areas are seen as important, but does not necessarily tell us they type of engagement/ activity that happens within that category, or the amount of time spent within each area. The three most frequently selected priorities were:
1. **Hobbies/interests**: 59.4% of the sample selected that hobbies and interests were a key priority.
2. **Friends**: 53.8% of the sample selected that friends were a key priority.
3. **Family**: 46.9% of the sample selected that family were a key priority.

A fair proportion of the sample also selected school (44.4%) as a key priority, and 28.8% selected that sport and being active was an important part of their life, highlighting that although they rank lower than hobbies/interests, friends and family, they are still seen as important by a fair proportion of the sample.

The graph below depicts the results of the survey questions: 'Which of the following are your priority? Select your top three.'
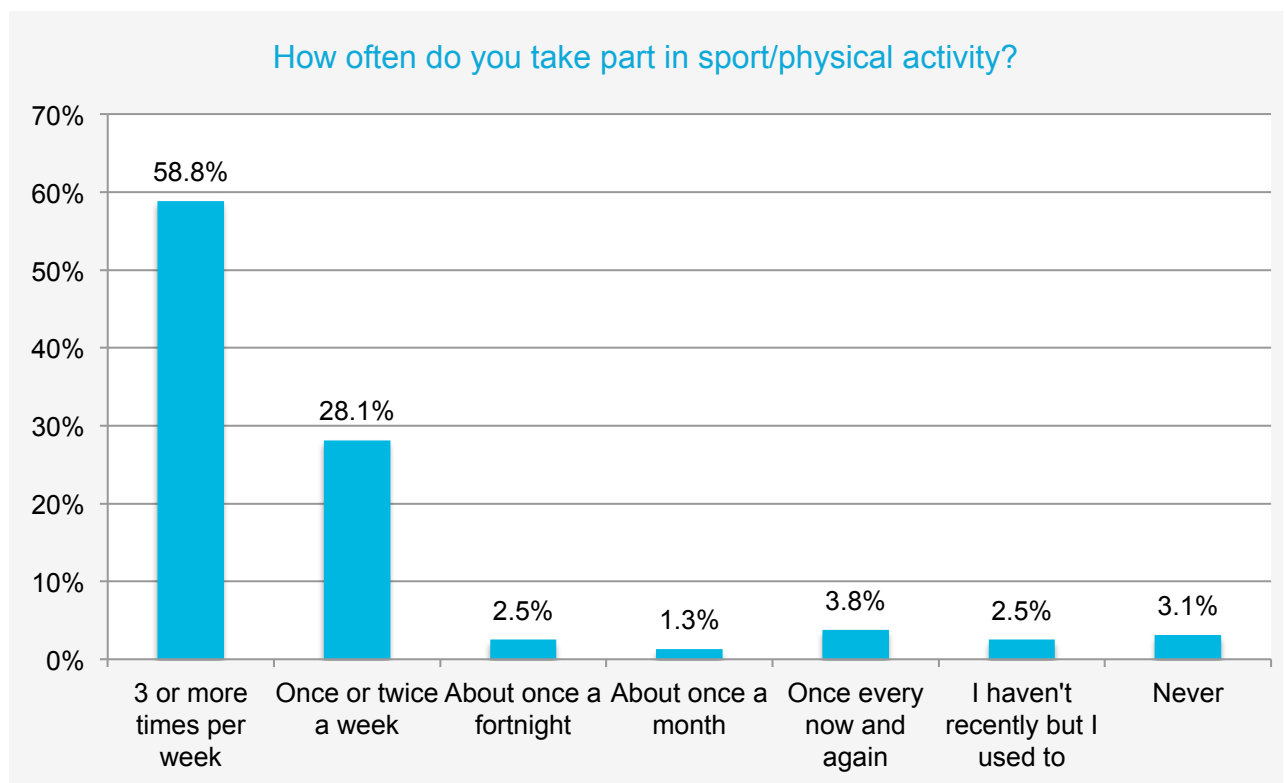
9.3.2 Sport overview

9.3.2.1 Levels of engagement in sport

To gain an understanding of the sample's engagement with sport, they were asked to select how often they took part in sport and physical activity.

The results from the male sample would indicate that the participants are active, and regularly taking part in sport with 58.8% of the sample taking part in sport 3 or more times per week, and 28.1% of the sample taking part in sport once or twice a week. Only 10.7% of the sample said they would take part in sport less than once a month.

The graph below depicts the results of the survey question: 'How often do you take part in sport/physical activity?'

How often do you take part in sport/physical activity?

Category	Percentage
3 or more times per week	58.8%
Once or twice a week	28.1%
About once a fortnight	2.5%
About once a month	1.3%
Once every now and again	3.8%
I haven't recently but I used to	2.5%
Never	3.1%

9.3.2.2 Sport occasions

To illustrate when, and how the sample are taking part in sport and physical activity they were asked to fill in an activity matrix. To highlight the key findings, the results have been categorised into:

- **Frequently**: '3 or more times a week' and '1 or 2 times a week' responses.
- **Infrequently**: 'I haven't recently but I used to', 'Once every now and again', 'About once a month' and 'About once a fortnight responses' responses.
- **Never**: 'Never' responses.

The activity matrix below highlights where, and when the target audience are taking part in sport and physical activity.
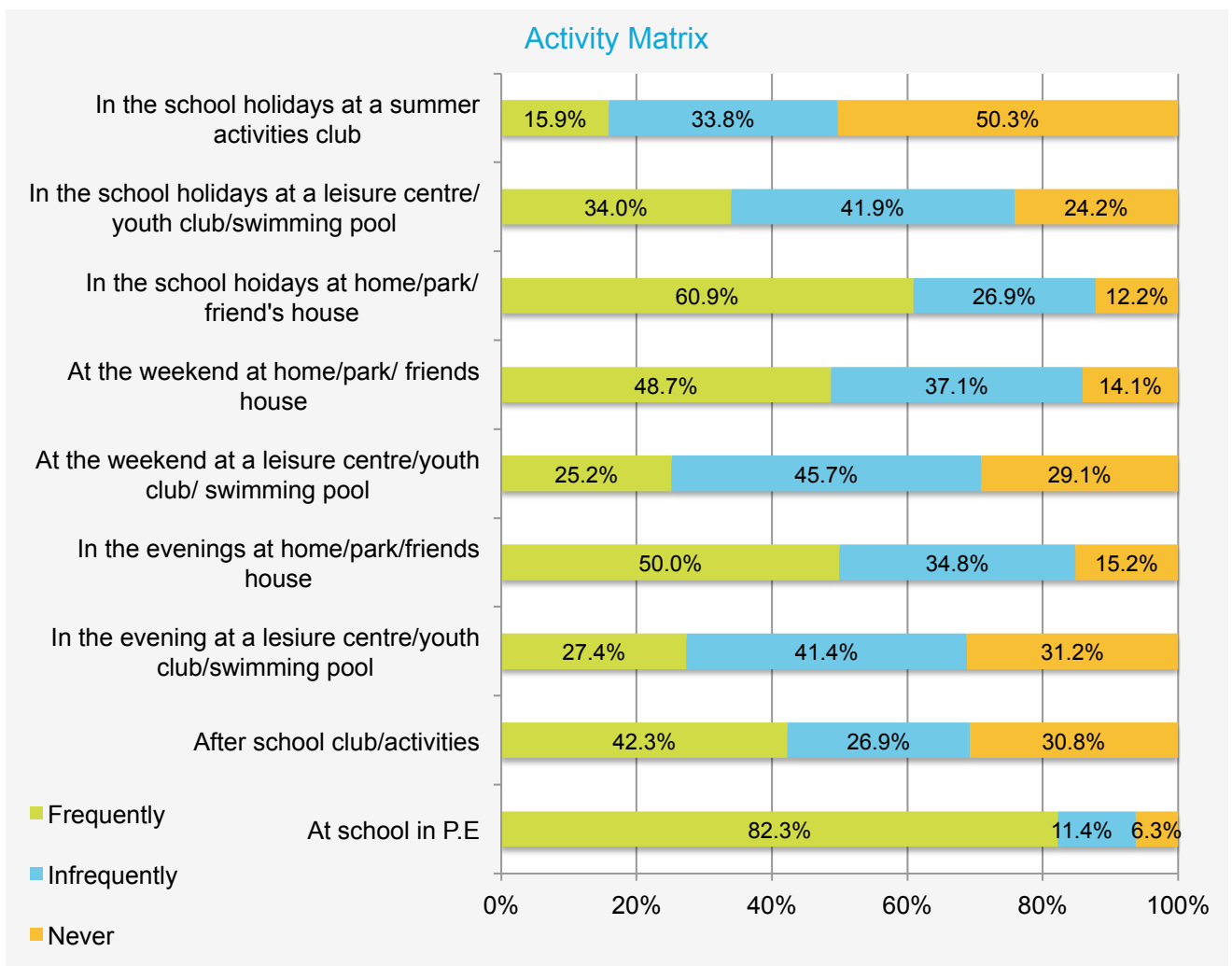
Most frequent sport occasions
1. 82.3% of the sample take part in sport at school in P.E frequently.
2. 60.9% of the sample take part in sport in the school holidays at home/park/friends house frequently.
3. 50% of the sample take place in sport in the evenings at home/park/friends house frequently.
4. 48.7% of the sample take part in sport at the weekend at home/park/friends house frequently.
5. 42.3% of the sample take part in sport at after school clubs frequently.

82.3% of the sample selected that they take part in sport in P.E frequently – so a large proportion of the target audience are active at school. A fair proportion of the sample (42.3%) also selected that they take part in sport at after school clubs.

The matrix also highlights that a significant proportion of the sample are also active outside of school. Taking part in sport at their homes, at a park or at a friend's house was a frequent selection with the sample selecting that they would do this in the school holidays, the weekend, and in the evenings after school (60.9%, 48.7%, 50% respectively). This is inline with the focus group findings were there were reflections about playing sport casual at local parks.

The matrix also highlights that there is a proportion (between 34% and 25%) of the sample who take part in sport at leisure centres, youth clubs, and swimming pools in the school holidays, in the evenings, and at the weekend.

Least frequent sport occasions
1. 50.3% of the sample never take part in sport at summer activity clubs in the summer holidays.
2. 31.2% of the sample never take part in sport in the evening at a leisure centre, youth club or swimming pool.
3. 30.8% of the sample never take part in sport at after school clubs.
4. 29.1% of the sample never take part in sport at a leisure centre, youth club or swimming pool at the weekend.
5. 24.2% of the sample never take part in sport at a leisure centre, youth club or swimming pool in the school holidays.

The result of the sample's most infrequent sport occasions show us half the sample have never taken part in a sports activity club in the summer holidays, and a fair proportion of the sample have never or infrequently take part in sport at a leisure centre, youth club or swimming pool, in the evenings, at the weekend or in the school holidays.

9.3.2.3 Frequency of engagement within sport types

To gain an understanding of the types of sport and exercise that the sample currently take part in, they were asked to select the sports and activity that they currently do. It is worth noting that the outcomes for the sports they currently do may be dictated by the sports that the sample are exposed to at school. The most frequently selected sports were:

1. Team sports 61.0%
2. Individual sports 39.4%
3. Keep fit and gym 38.1%
4. Martial arts/combat 13.8%

'Other' responses included fishing, shooting, walks, canoe, weight training, snowboarding and skateboarding.

The graph below depicts the results of the survey question: 'What types of sport/physical activity do you currently do?'

![diva* logo]
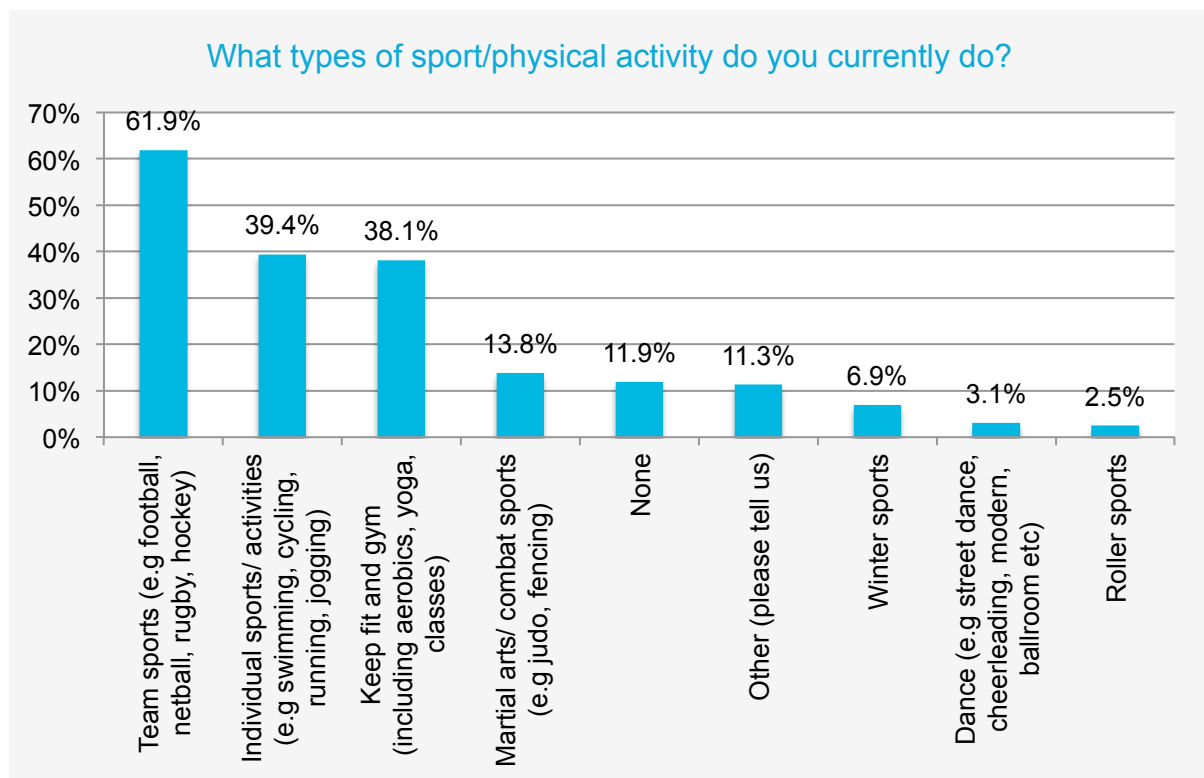
The male sample were also asked an open ended question to find out which sport out of the ones they currently do is their favourite. Football had the majority percentage at 33%, followed by gym (10%), boxing (9%), and rugby (8%). The remaining selections highlight a mix of individual, team, group and martial art sports.
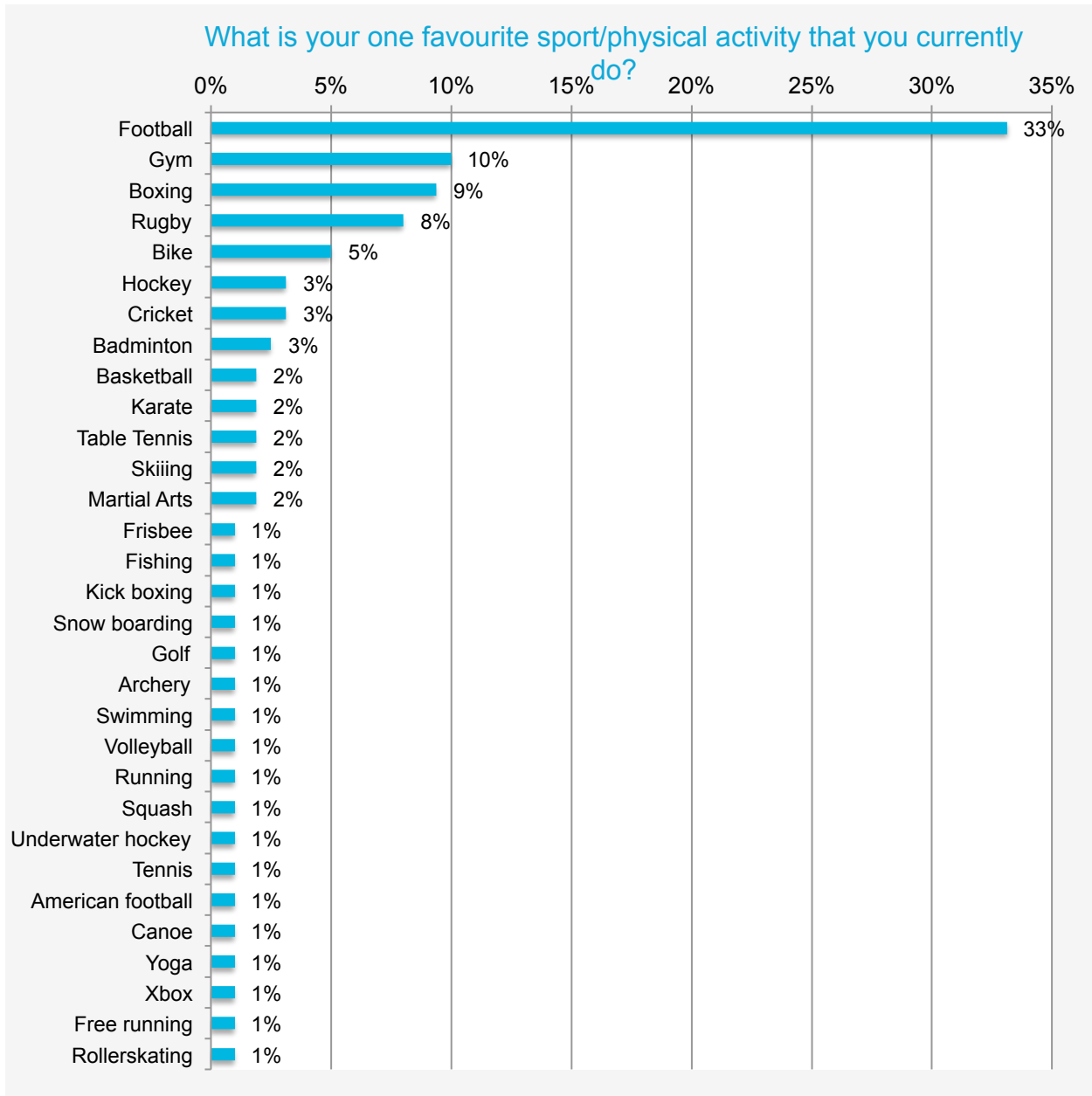
The graph below depicts the results of the survey question: 'What is your one favourite sport/physical activity that you currently do?'

What is your one favourite sport/physical activity that you currently do?

Sport	Percentage
Football	33%
Gym	10%
Boxing	9%
Rugby	8%
Bike	5%
Hockey	3%
Cricket	3%
Badminton	3%
Basketball	2%
Karate	2%
Table Tennis	2%
Skiiing	2%
Martial Arts	2%
Frisbee	1%
Fishing	1%
Kick boxing	1%
Snow boarding	1%
Golf	1%
Archery	1%
Swimming	1%
Volleyball	1%
Running	1%
Squash	1%
Underwater hockey	1%
Tennis	1%
American football	1%
Canoe	1%
Yoga	1%
Xbox	1%
Free running	1%
Rollerskating	1%

9.3.2.4 Future sports

The sample were asked to select what types of sport they would be interested in taking part in, in the future. The top ten sports that the participants would most like to do in the future are: football (40%), gym (36.9%), cycling/BMX (30%), boxing (28.8%), running/jogging (24.4%), rugby (21.3%), adventure sports (20.6%), swimming (20%), tennis (20%) and golf (18.1%).

The graph below depicts the results of the survey question: 'What types of sport/physical activity would you like to do in the future?'

What types of sport/physical activity would you like to do in the future?

Sport	%
Football	40%
Gym	36.9%
Cycling/BMX	30%
Boxing	28.8%
Running/jogging	24.4%
Rugby	21.3%
Adventure sports	20.6%
Swimming	20%
Tennis	20%
Golf	18.1%
Martial arts	16.9%
Badminton	16.3%
Bootcamp/military style training	15.6%
Basketball	15.6%
Trampolining	14.4%
Cricket	13.8%
Other (please specify)	11.9%
Squash	9.4%
Skateboarding	8.8%
Volleyball	8.1%
Table tennis	6.3%
Classes	5%
Dance	4.4%
Rollerskating	3.8%
Netball	2.5%
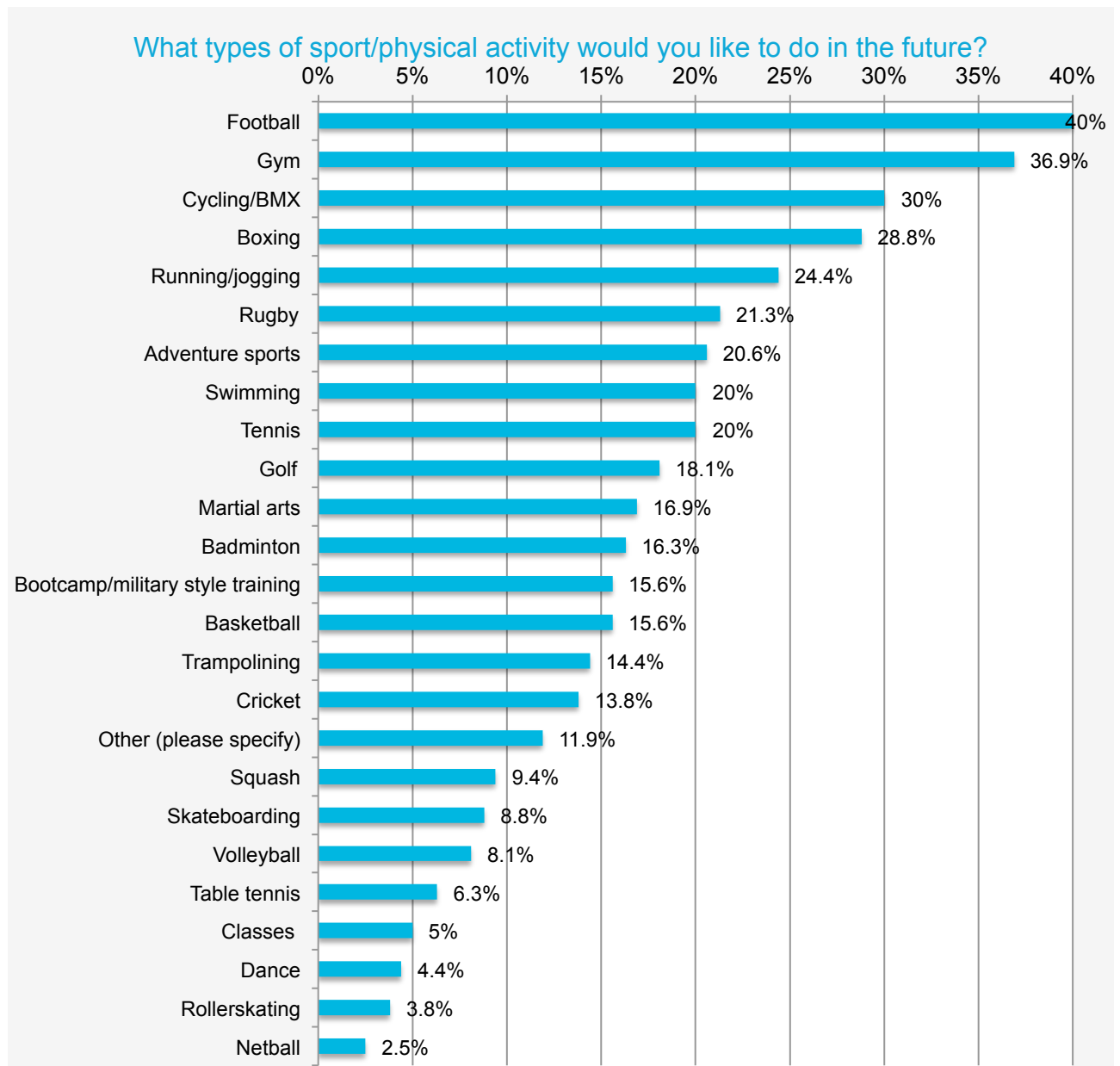
There are similarities within the sample's selection of their favourite current activities, and the activities they would like to do in the future. Football is ranked the highest across both 'What is your favourite sport/physical activity that you currently do' and 'What types of sport/physical activity would you like to do in the future'. Similarly, gym, cycling/BMX, boxing and rugby also rank highly across both questions, as activities that the sample currently enjoy, and would like to do in the future.

Running is ranked much higher within activities the male sample would like to do in the future, compared to its relatively low placement within favourite activities that the sample currently do. Basketball, badminton, and cricket are also further down the ranking in the activities that the male sample would like to do in the future compared to their favourite activities that they do currently. As with the female sample, potentially this is a result of the choosing their favourite choice out of sports they are exposed to at school.

9.3.3 Barriers

The sample were asked whether there were any barriers preventing them from taking part in sport. The five highest ranking barriers preventing the sample from taking part in sport are:
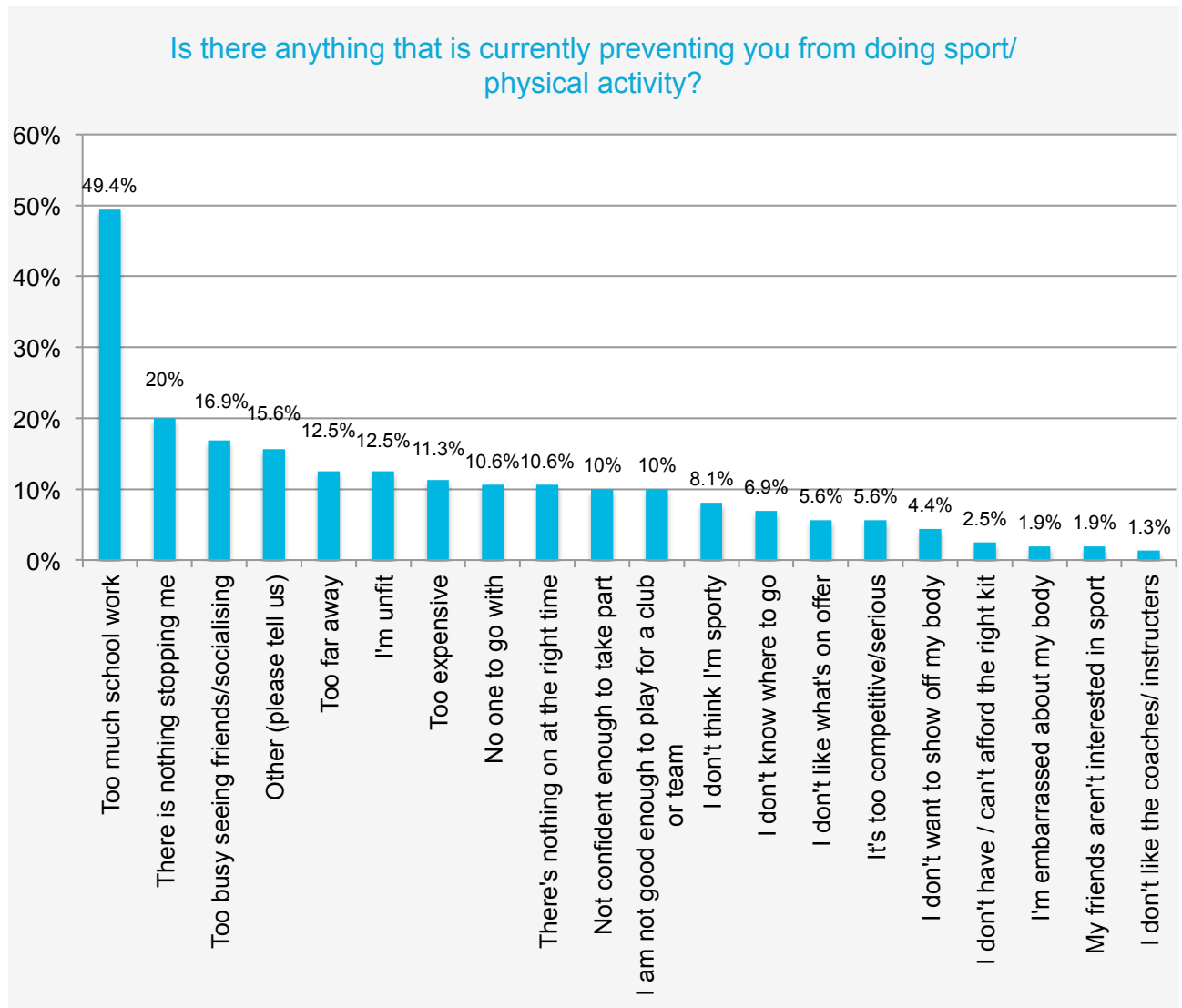1. Too much school work 49.4%
2. There is nothing stopping me 20%
3. Too busy seeing friends/socialising 16.9%
4. Too far away 12.5%
5. I'm unfit 12.5%

20% of the sample reflected that there was nothing stopping them from taking part in more sport, and the chart highlights that although the sample have made selections across the variety of barriers, most of the selections fall under 15%, which potentially highlights that barriers are less significant to the male sample than to the female sample.

1. **Limited free time**: Limited free time was reflected as a barrier to the target audience engaging in more sport outside of school. 49.4% of the sample reflected that having too much schoolwork would prevent them in taking part in more sport, and 16.9% of the sample reflected that they would be too busy seeing friends and socialising to take part in more sport.
2. **Lack of convenience:** Lack of convenience was reflected as a barrier to the sample taking part in sport. 12.5% of the sample felt that they lived too far away to take part in more sport and physical activity outside of school and 10.6% said there was nothing on at the right time. These findings are inline with the focus group findings where the sample said that if services are developed they should be close to school or home.
3. **Cost:** Although not a high ranking barrier, cost was selected by 11.3% of the sample who felt if activities were too expensive they would not attend.
4. **Perception of abilities**: 12.5% of the sample selected that they thought they were unfit, thus would not take part in more sporting activities. 10% of the sample also selected that they thought they were not good enough to play for a club or team, and 8.1% selected that they did not feel they were sporty thus would not want to take part in more sport.

It would seem that there is a proportion of the sample who do not see any barriers preventing them from taking part in sport or physical activity, however for the rest for the sample, the key barriers preventing them from taking part in sport would seem to be convenience, and limited free time.

The chart below depicts the results of the survey question: 'Is there anything that is currently preventing you from doing sport/physical activity?'
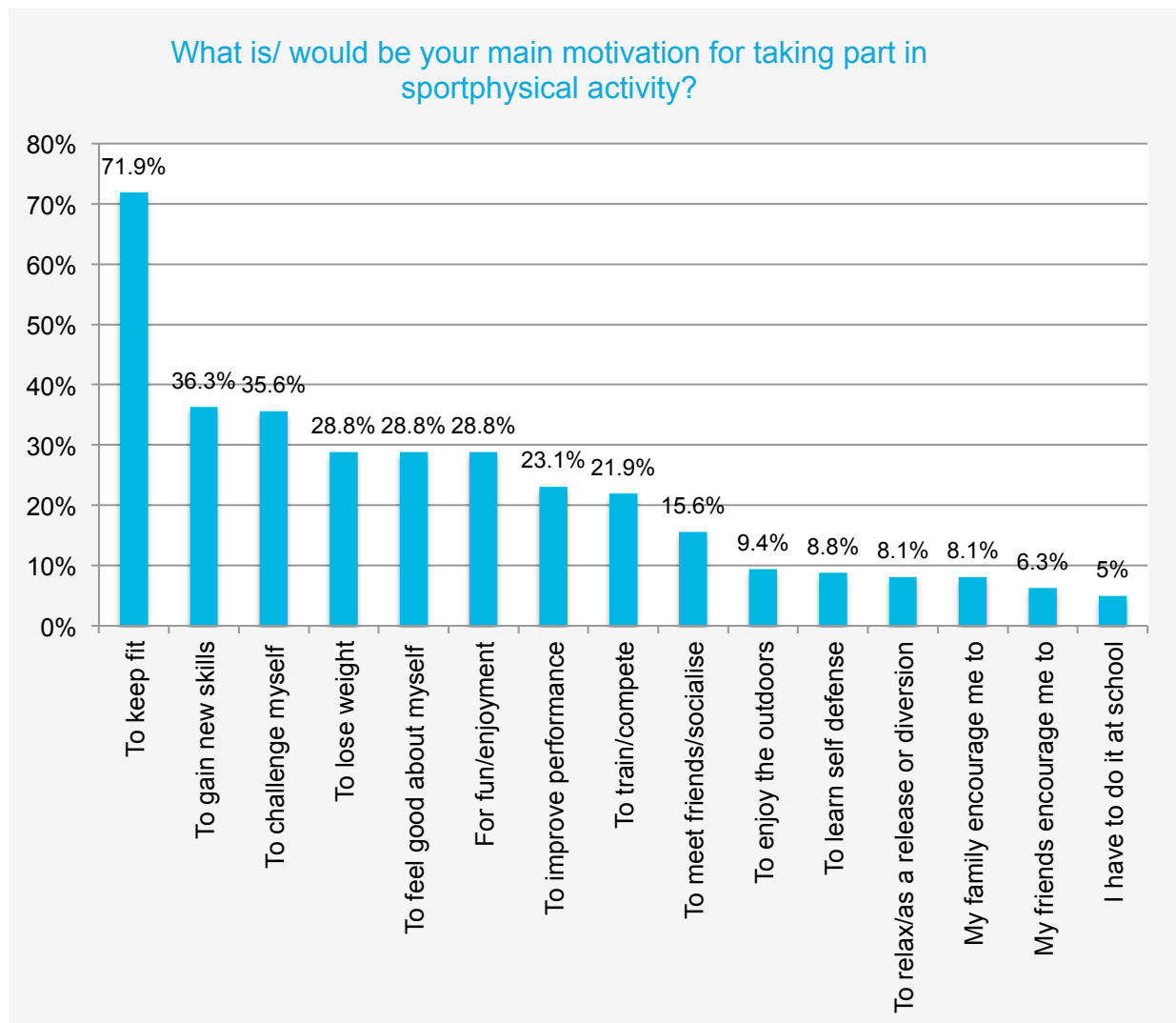
Is there anything that is currently preventing you from doing sport/ physical activity?

Category	Percentage
Too much school work	49.4%
There is nothing stopping me	20%
Too busy seeing friends/socialising	16.9%
Other (please tell us)	15.6%
Too far away	12.5%
I'm unfit	12.5%
Too expensive	11.3%
No one to go with	10.6%
There's nothing on at the right time	10.6%
Not confident enough to take part	10%
I am not good enough to play for a club or team	10%
I don't think I'm sporty	8.1%
I don't know where to go	6.9%
I don't like what's on offer	5.6%
It's too competitive/serious	5.6%
I don't want to show off my body	4.4%
I don't have / can't afford the right kit	2.5%
I'm embarrassed about my body	1.9%
My friends aren't interested in sport	1.9%
I don't like the coaches/ instructers	1.3%

9.3.4 Motivation

9.3.4.1 Motivations to engage in sport

The sample were asked to select their main motivations for taking part in sport and physical activity. These are the five most selected answers:
1. To keep fit 71.9%
2. To gain new skills 36.3%
3. To challenge myself 35.6%
4. To lose weight 28.8%
5. To feel good about myself 28.8%

The graph below depicts the results of the survey question: 'What is/ would be your main motivation for taking part in sport/physical activity?'

What is/ would be your main motivation for taking part in sportphysical activity?

Motivation	Percentage
To keep fit	71.9%
To gain new skills	36.3%
To challenge myself	35.6%
To lose weight	28.8%
To feel good about myself	28.8%
For fun/enjoyment	28.8%
To improve performance	23.1%
To train/compete	21.9%
To meet friends/socialise	15.6%
To enjoy the outdoors	9.4%
To learn self defense	8.8%
To relax/as a release or diversion	8.1%
My family encourage me to	8.1%
My friends encourage me to	6.3%
I have to do it at school	5%

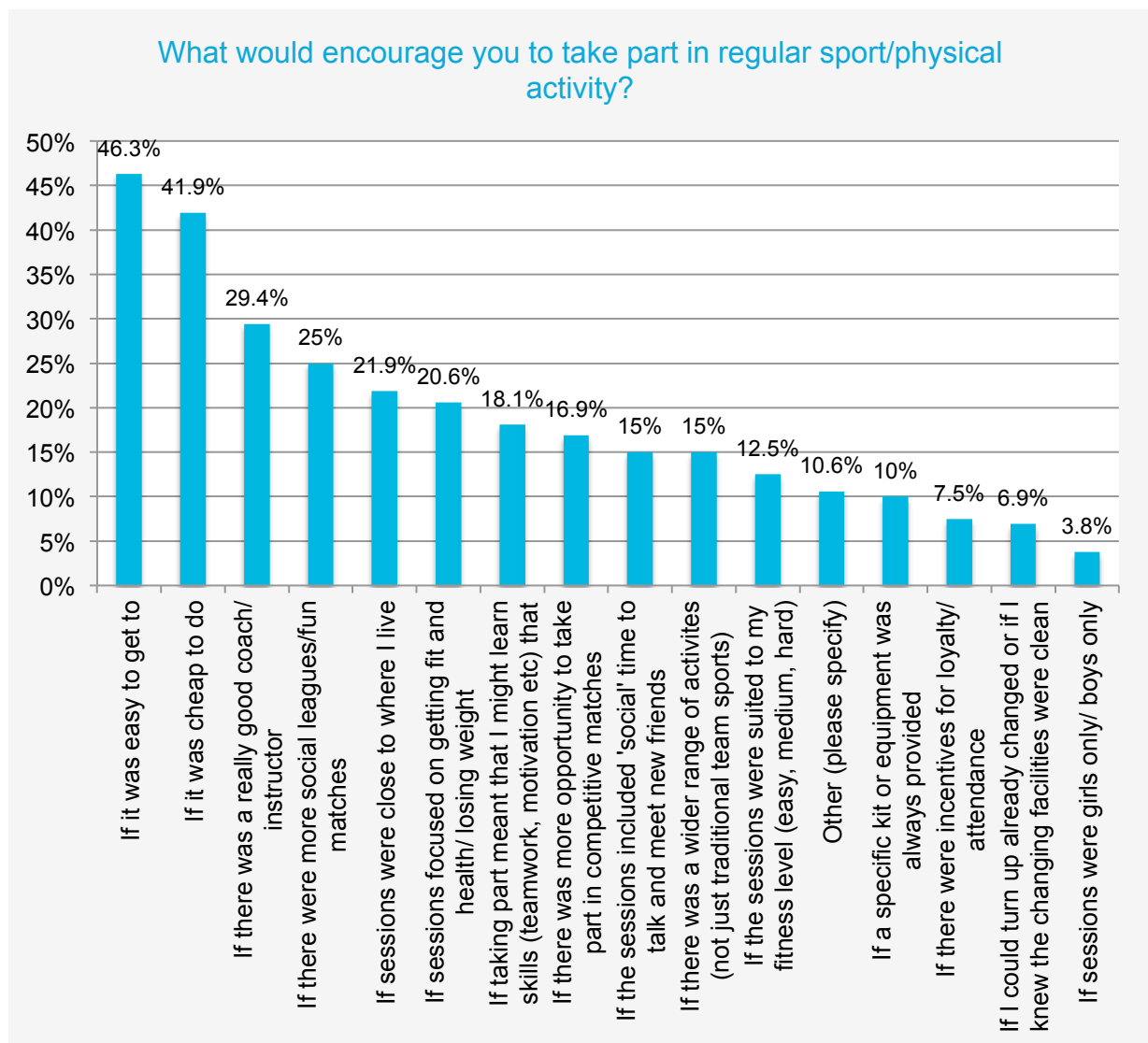**Core motivations to take part in sport**

1. **Health benefits:** 71.9% of the sample selected that keeping fit was their key motivation to take part in sport. This is inline with the focus group participant findings where being fit was seen as an important part of having a healthy life.

2. **Aims and goals:** There were a number of selections across motivations related to aims and goals. 36.3% of the sample selected that gaining new skills would motivate them, 35.6% of the sample selected that personal challenge would be a motivater, 23.1% selected that improving performance would be a motivator, and 21.9% selected training and competing would motivate them to take part in more sport. It is clear that there is a fair proportion across the sample who are motivated by achieving aims and goals.

3. **Body image:** 28.8% of the sample selected that losing weight would be a motivation for them to take part in sport.

4. **Experience:** 28.8% of the sample selected that they would be motivated to take part in sport for fun/enjoyment. This was inline with findings from the focus groups where having fun was seen as a key motivator for taking part in sport, especially if there are social opportunities as well.

5. **Self-perception:** 28.8% of the sample selected that they would take part in sport and physical activity to feel good about themselves.

9.3.4.2 Motivations to engage in more sport

The sample were asked to select what would motivate them to take part in more sport activities. The top five selections were:
1. If it was easy to get to 46.3%
2. If it was cheap to do 41.9%
3. If there was a really good coach/instructor 29.4%
4. If there were more social leagues/ fun matches 25%
5. If sessions were close to where I live 21.9%

The graph below depicts the results of the survey question: 'What would encourage you to take part in regular sport/physical activity?'

Core motivations to take part in more sport

Below are the core motivations for the sample to take part in more sport, which should be considered when developing services for the target audience.

1. **Convenience:** 46.3% of the sample selected that having sessions that were easy to get to, and 21.9% selected that having sessions close to where they live would encourage them to take part in more sport. This is inline with focus group reflections on how new sport services should be developed.

2. **Cost:** 41.9% of the sample said they would be encouraged to take part in more sport if it was cheap. Throughout the focus groups with the male sample, cost and value for money seems to be a key theme.

3. **Aims and goals:** 29.4% of the sample selected that having a really good coach or instructer would motivate them to take part in more sport, and 18.1% of the sample selected they would be encouraged to take part in more sport if they could learn new skills. In reference to the focus group reflections, having a good coach is felt to be important to help motivate and guide you to ensure everything is being done properly, thus facilitating improvement for the target audience.

4. **Experience:** Experience at sessions is also seen to be important, with experience deriving from a number of different areas.
   Competition: 25% of the sample selected they would be motivated to take part in more sport if there was more social leage/fun matches on offer.
   Social: 15% of the sample said they would be encouraged to take part in more sport if sessions offered time to be social.
   Coaching: 29.4% of the sample selected that having a really good coach or instructer would motivate them to take part in more sport. Reflections from the focus group highlight that coaches impact upon target audience experiences at sessions.

5. **Being healthy:** 20.6% of the sample that they would be encouraged to take part in more sport, if sessions were focussed on being fit and healthy.

9.3.4.3 Responsiveness to aims and goals

The sample were asked to select whether having something, such as a sport event or fun run to work towards would help to motivate them to take part in sport or physical activity. The majority within the sample (58.8%) felt that having an event to work towards would help to motivate them. 15% felt that it would not motivate them, and 26.3% of the sample were not sure either way.

The graph below depicts the results of the survey question: 'Would you be more likely to take part in sport/physical activity if you had something to work towards (e.g. Race for Life, fun run, tournament, event or festival?'

Would you be more likely to take part in sport/physical activity if you had something to work towards?

Answer	Percentage
Yes	58.8%
No	15%
Don't know	26.3%

![diva* logo]
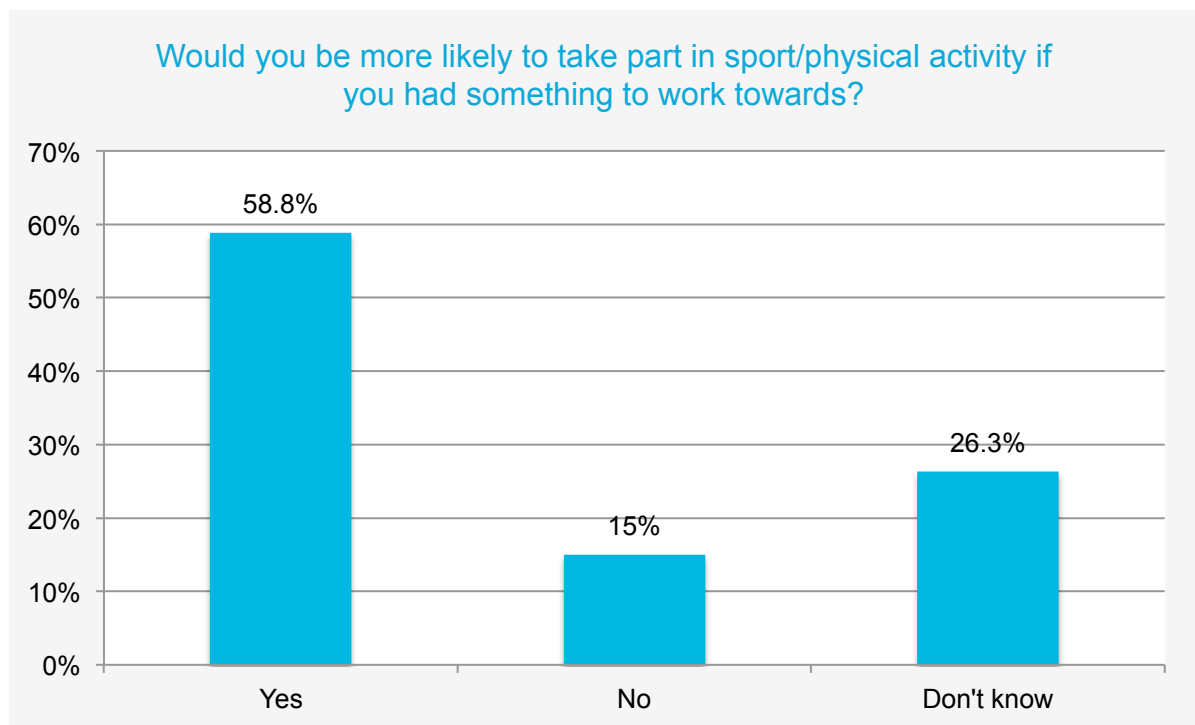
9.3.4.4 Inspiration

The sample were asked to select whether the 2012 London Olympics and Paralympics had inspired them to take part in sport and physical activity. There was an even mix of opinions across the samples. 42.4% of the sample said they were not inspired, 41.1% said they were inspired, and 16.5% were not sure either way.

The graph below depicts the results of the survey questions: 'Did the 2012 London Olympics and Paralympics inspire you to take part in sport/physical activity?'

Did the 2012 London Olympics and Paralympics inspire you to take part in sport/physical activity?
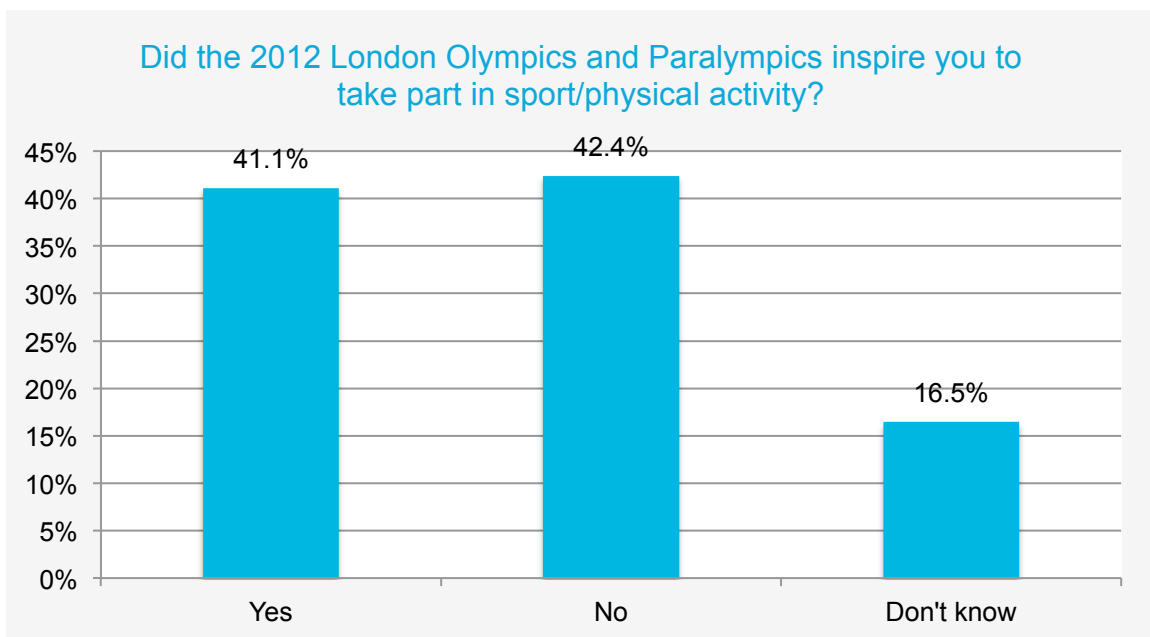
9.3.5 Development

The group were asked to select what type of activity session they would be most interested in. The majority of the male sample were more interested in attending a weekly session which would offer the opportunity to try different sports, closely followed by idea three, a single venue which offers different sports on different nights of the week.

The graph below depicts the results of the survey question: 'If we were to develop some new activities for you and your friends what kind of sessions do you think you would like the most?'

If we were to develop some new activities for you and your friends what kind of sessions do you think you would like the most?

Session type	Percentage
To attend a weekly session which offers opportunities to take part in a different activity each week	43.1%
To take part in different activities within one session	19.4%
A single venue which offers different sports on different nights of the week	37.5%
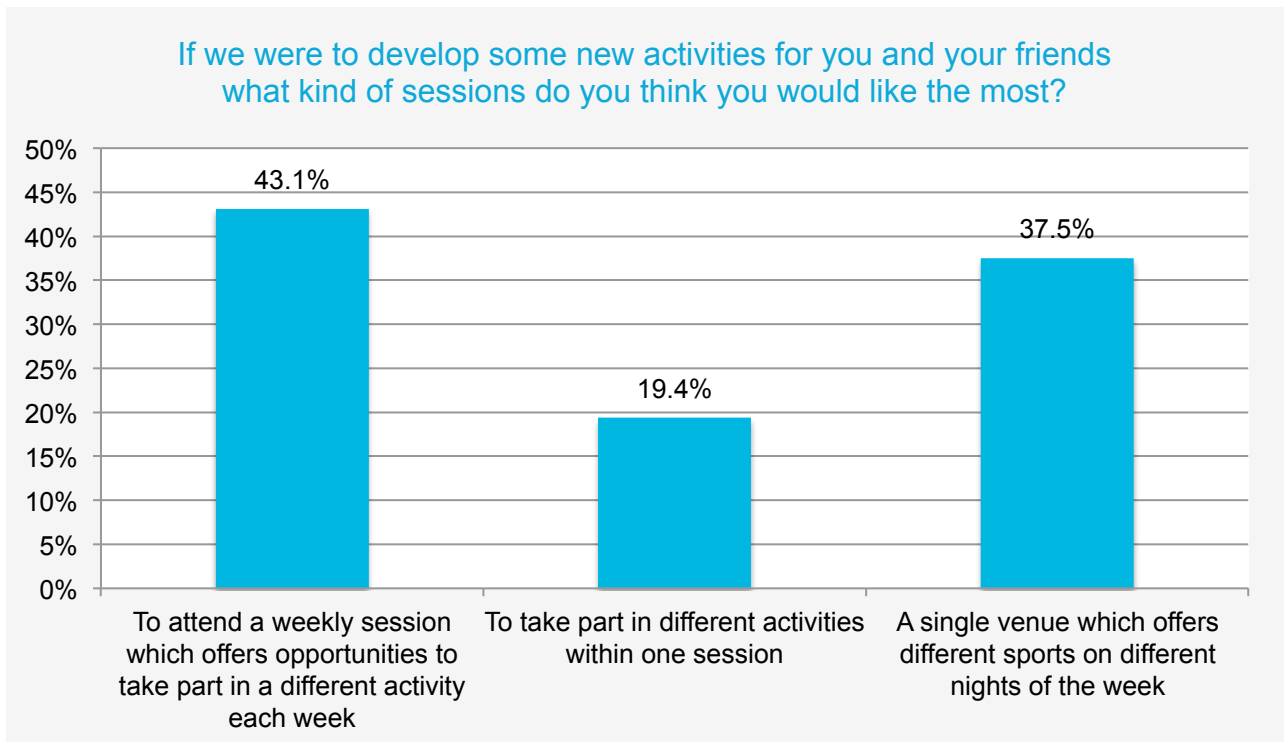
9.3.6 Communication

9.3.6.1 Need for information

The sample were asked whether they would like to know more about where they can take part in sport and physical activity locally. The majority (57%) felt that more information would be useful, 24.1% of the sample felt more information would not be needed and 19% of the sample were not sure either way.

The below chart depicts the results of the survey questions: 'Would you like to know more about where you can take part in sport/physical activity locally?'

Would you like to know more about where you can take part insport/physical activity locally?
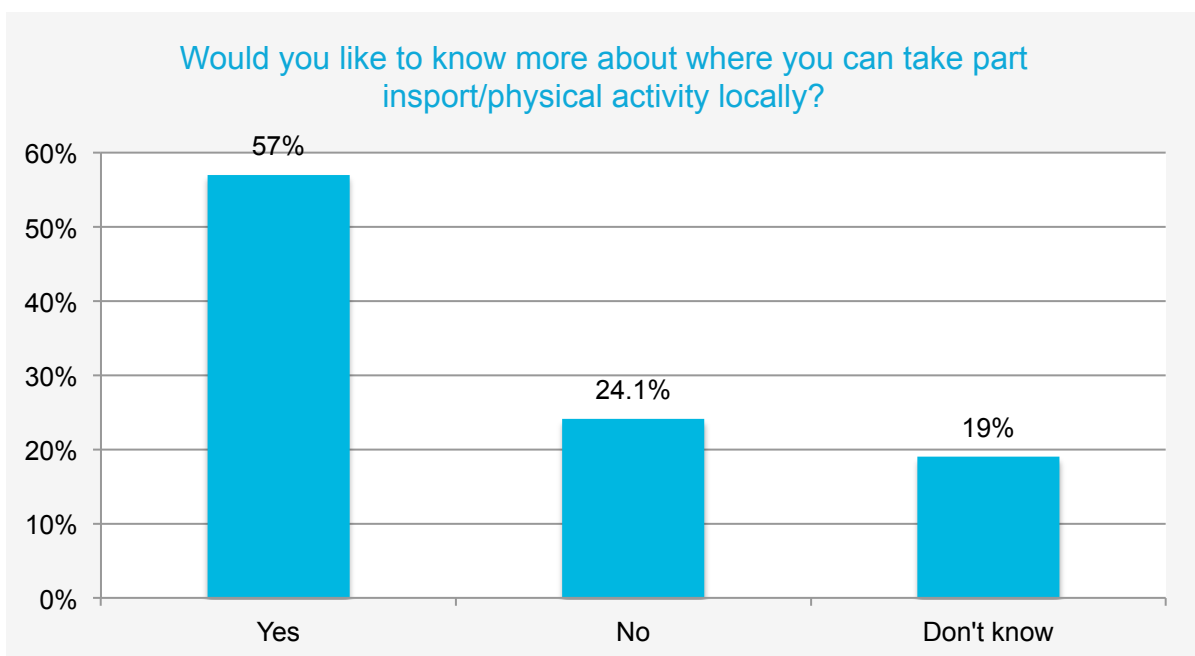
9.3.6.2 Communication channels

When asked where they would be most likely to look for information about local activities the top three communication channels selected were:
1. Asking friends 47.5%
2. Internet search 43%
3. Posters and leaflets at school or in the local area 38.6%

The graph below depicts the results of the survey question: 'Where would you be most likely to look for information on taking part in sport/physical activity?'

Where would you be most likely to look for information on taking part in sport/physical activity?

Channel	Percentage
Ask friends	47.5%
Internet search	43%
Posters and leaflets at school or in local area	38.6%
Social media (Facebook, Twitter)	38.6%
Ask parents/family	19.6%
Noticeboard at sports club or fitness centre	17.7%
Other (please specify)	5.1%
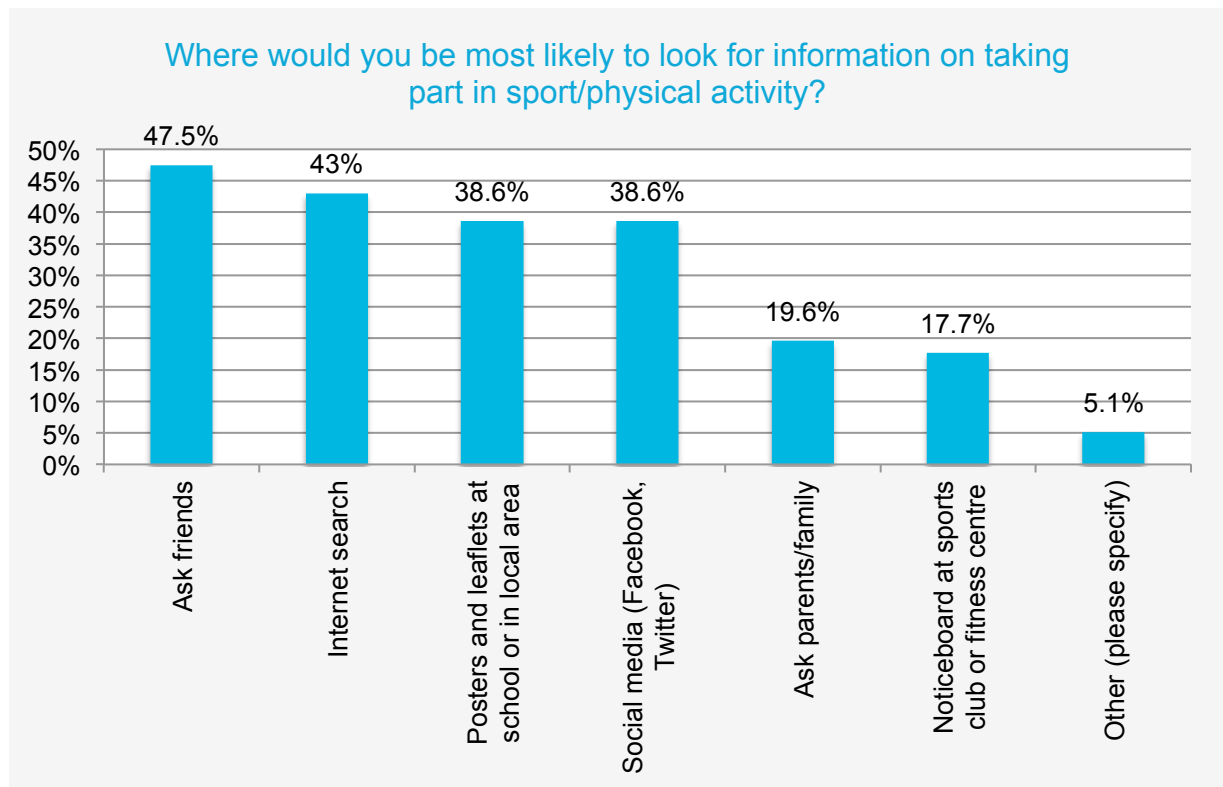
10.0 Male and female sample comparison

There was a fairly even sample of males and females, with 44.4% of the sample male, and 55.6% of the sample female.
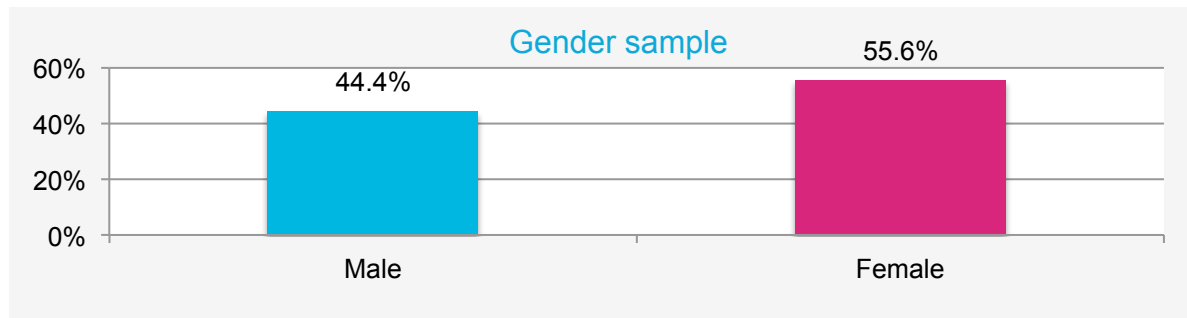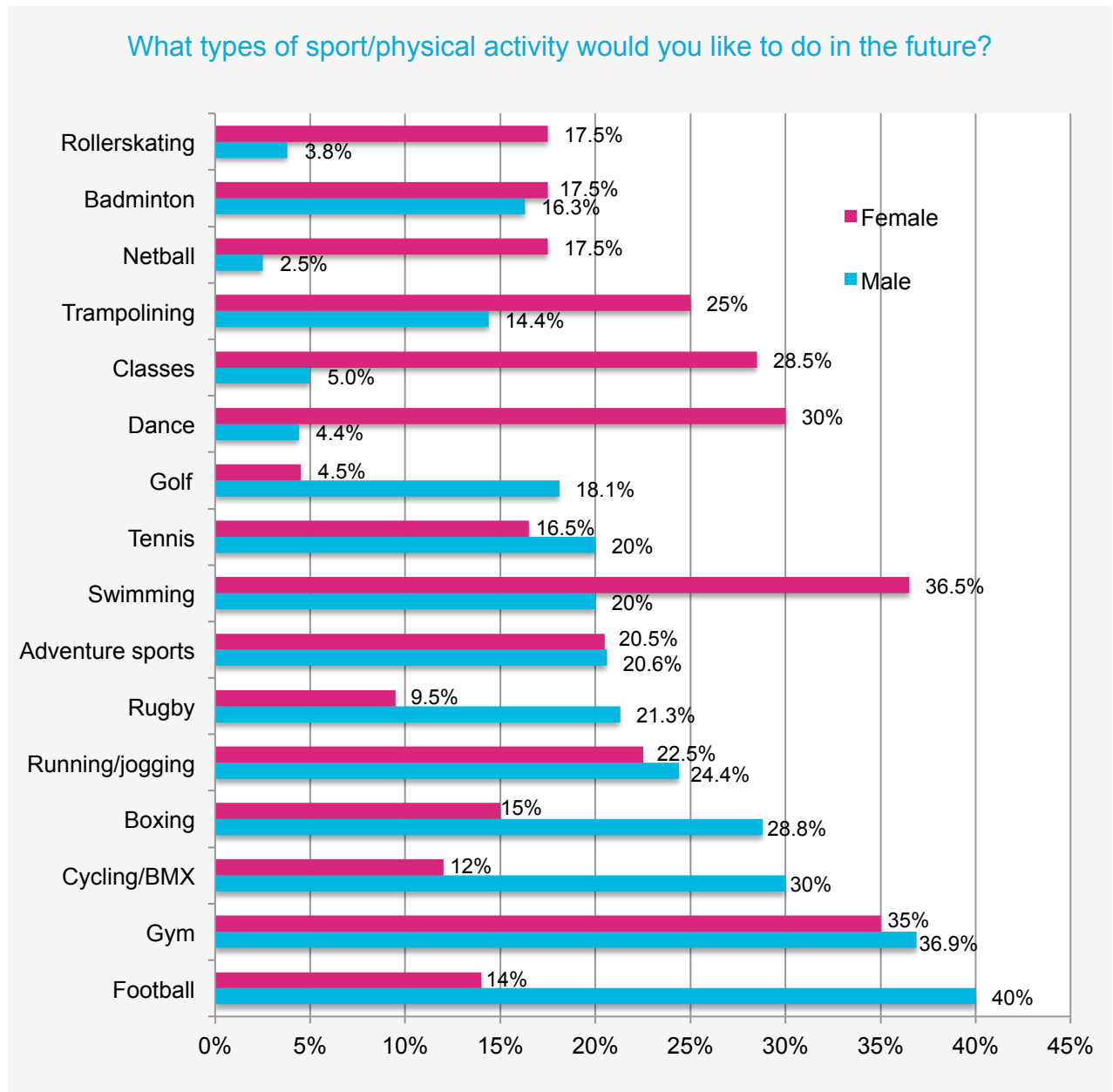

10.1 Sports overview

The graph below shows us that the majority of the male sample 58.8% take part in exercise 3 or more times per week compared to 45.5% of the female sample taking part in exercise 3 or more times per week. 42.5% of females selected that they were taking part in physical activity once or twice a week compared to 28.1% of males who selected that they took part in this amount of exercise. This shows us that male sample are slightly more active than the female sample, however in total 86.9% of males, and 88% of females are taking part in physical activity more than once a week.
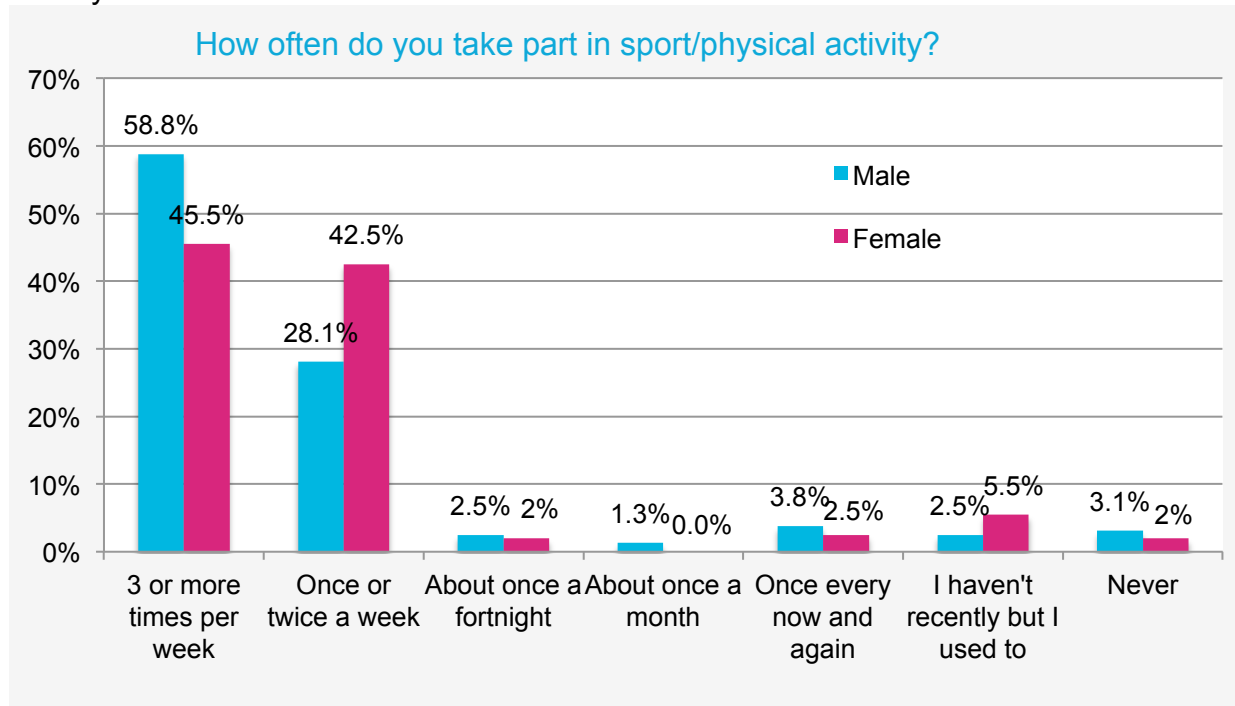
The graph below shows us that 61.9% of the male sample take part in team sport compared to 39.5% of the female sample. The largest difference between the samples is 'dance' as an activity, with 34% of the female sample taking part in this type of activity compared to 3.1% of the male sample. The male and female sample took part in a fairly even amount of individual activities (39.4% and 39.5% respectively), and keep fit and gym activities (38.1% and 34.5% respectively).

What types of sport/physical activity do you currently do?

diva✳
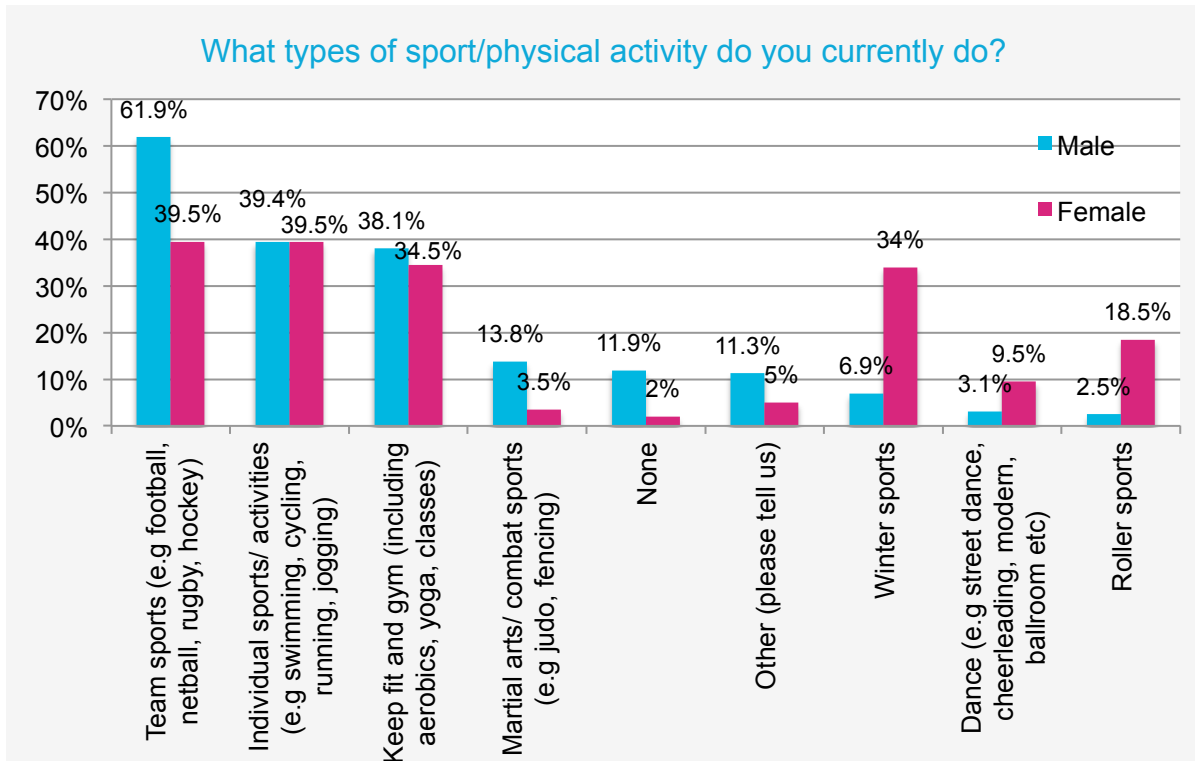
The graph below shows us the differences in the types of sport that the sample would be interested in taking part in in the future. The male and female samples both showed interest in gym (36.9% and 35% respectively), running and jogging (24.4% and 22.5% respectively) and adventure sports (20.6% and 20.5% respectively). There were variety in the other sports selected throughout the sample, with the male sample showing preference for football 40%, cycling 30% and boxing 28.8% compared to the female sample that preferred swimming 36.5%, dance 30%, and classes 28.5%.

What types of sport/physical activity would you like to do in the future?

Activity	Female	Male
Rollerskating	17.5%	3.8%
Badminton	17.5%	16.3%
Netball	17.5%	2.5%
Trampolining	25%	14.4%
Classes	28.5%	5.0%
Dance	30%	4.4%
Golf	4.5%	18.1%
Tennis	16.5%	20%
Swimming	36.5%	20%
Adventure sports	20.5%	20.6%
Rugby	9.5%	21.3%
Running/jogging	22.5%	24.4%
Boxing	15%	28.8%
Cycling/BMX	12%	30%
Gym	35%	36.9%
Football	14%	40%

10.2 Motivations

The chart below highlights that the key motivation for both the male and female sample to take part in sport and physical activity is to keep fit. Both the male and female sample had similar top six motivations with the inclusion of 'to gain new skills' for males, and to 'to meet friends/socialise' for females.

To keep fit - male sample 71.9% / female sample 71.5%
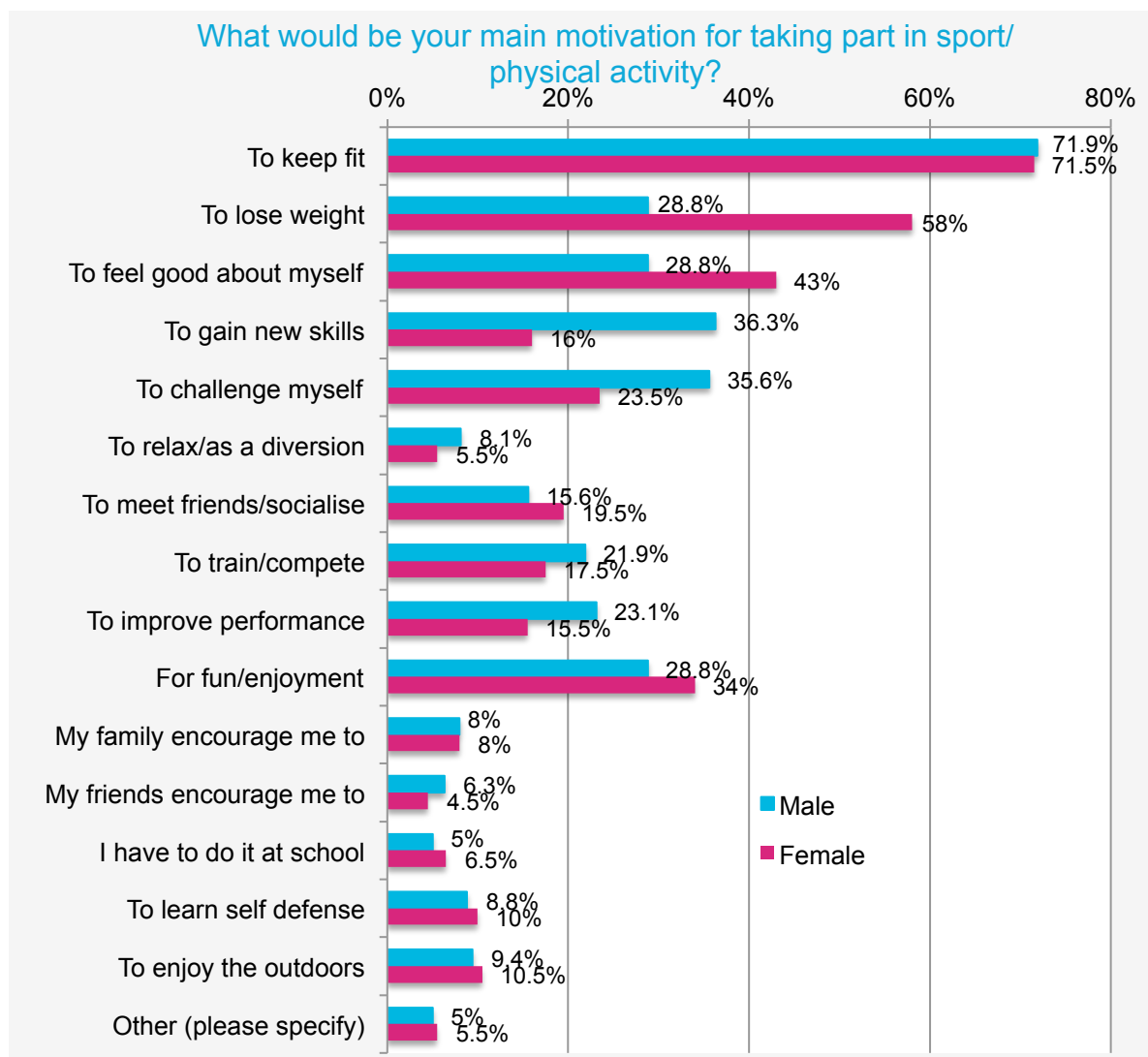To gain new skills – male sample 36.3% / female sample 16%
To challenge myself – male sample 35.6% / female sample 23.5%
To lose weight – male sample 28.8% / female sample 58%
To feel good about myself – male sample 28.8% / female sample 43%
For fun/ enjoyment – male sample 28.8% / female sample 34%
To meet friends/ socialise – male sample 15.6% / female sample 19.5%

What would be your main motivation for taking part in sport/ physical activity?

| Motivation	Male	Female
To keep fit	71.9%	71.5%
To lose weight	28.8%	58%
To feel good about myself	28.8%	43%
To gain new skills	36.3%	16%
To challenge myself	35.6%	23.5%
To relax/as a diversion	8.1%	5.5%
To meet friends/socialise	15.6%	19.5%
To train/compete	21.9%	17.5%
To improve performance	23.1%	15.5%
For fun/enjoyment	28.8%	34%
My family encourage me to	8%	8%
My friends encourage me to	6.3%	4.5%
I have to do it at school	5%	6.5%
To learn self defense	8.8%	10%
To enjoy the outdoors	9.4%	10.5%
Other (please specify)	5%	5.5%

![diva* logo]

The sample were asked to select their priorities in life. Both male and female sample place 'friends' (53.8% and 66.5% respectively) and 'family' (46.9% and 62.5% respectively) highly. The key difference between the selections were that 'hobbies and interests' were a main priority within the male sample 59.4% (compared to 37.5% of the female sample). 'School' was listed as a key priority for the female sample 45.5%, however a similar percentage of the male sample 44.4% also felt that school was an important priority, however it did not place as highly as their other priorities, but it is still seen as important within the sample.

Which of the following are your priority?

Male | Female bar chart:
- Hobbies/interests: Male 59.4%, Female 37.5%
- Relationship: Male 20.6%, Female 18%
- Friends: Male 53.8%, Female 66.5%
- School: Male 44.4%, Female 45.5%
- Playing sport/being active: Male 28.8%, Female 11.5%
- Part time job/ work: Male 11.3%, Female 5%
- Family: Male 46.9%, Female 62.5%
- Shopping/fashion/image: Male 2.5%, Female 21.5%
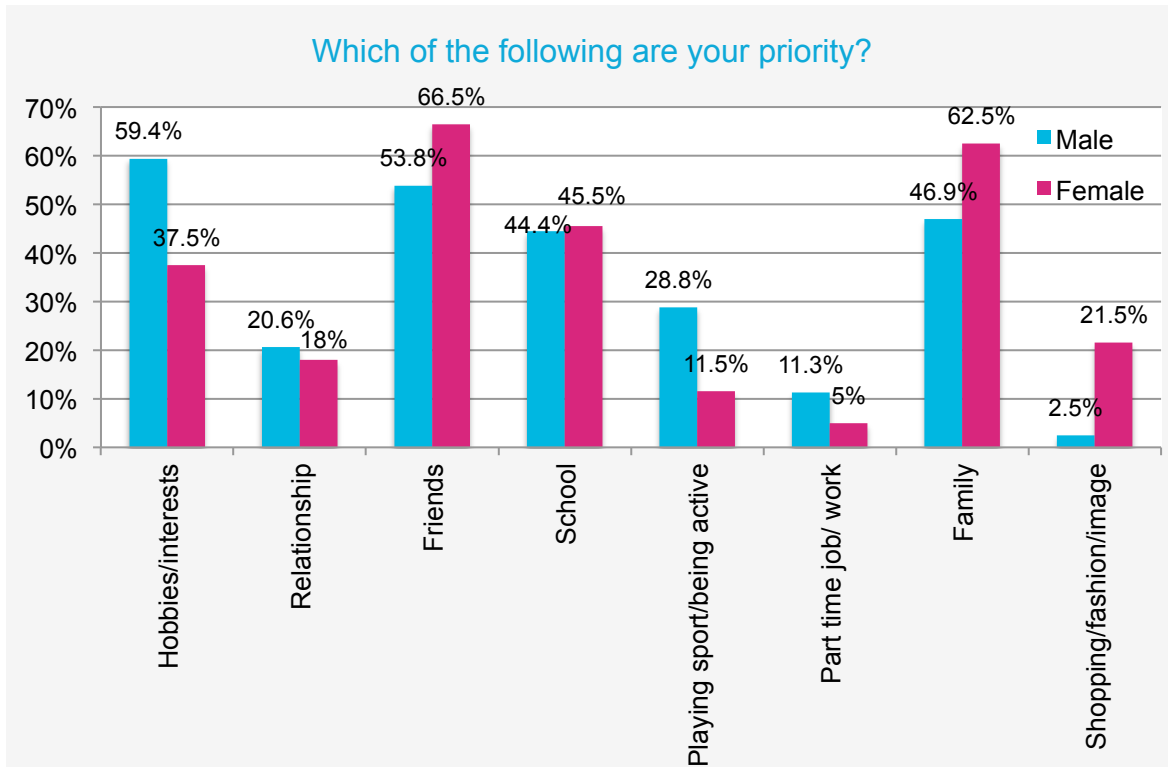
10.3 Barriers

The chart below highlights the key barriers for participation in sport for the male and female sample. 'Too much school work' was a key barrier for both the male and female sample (49.4% and 60.5% respectively). The female sample also selected barriers such as 'not confident enough to take part', 'I don't think I'm sporty', and 'no one to go with' (22.5%, 21.5% and 37.5%). The male sample selected 'too busy seeing friends/socialising', 'too far away', and 'I'm unfit' (16.9%, 12.5%, and 12.5%). 20% of the male sample also selected 'there is nothing stopping me' compared to 13.5% of the female sample.

Is there anything that is currently preventing you from doing sport/ physical activity?
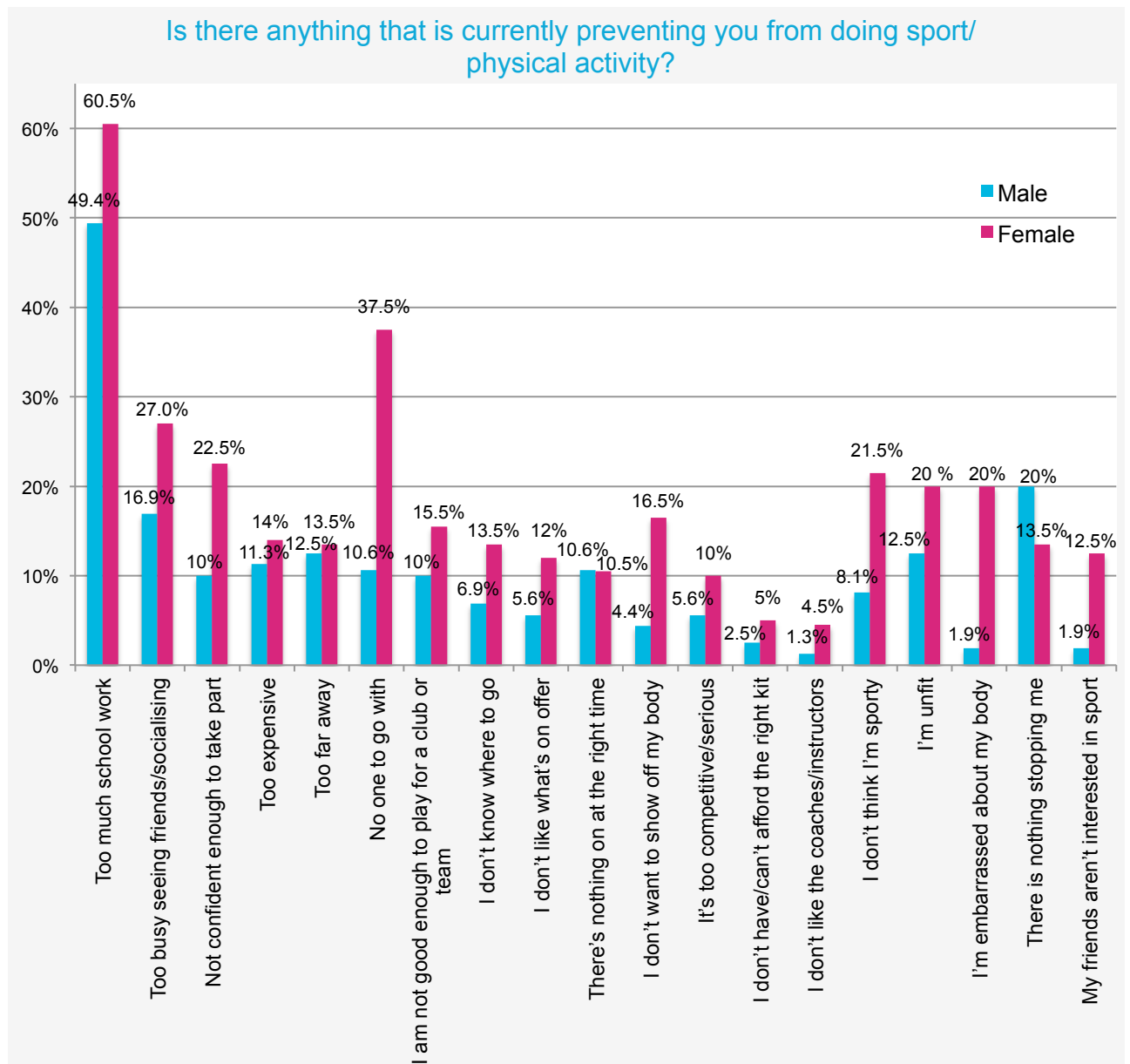
11.0 Conclusion

To conclude this report it is important to refer back to the original aims of the research and identify the key insights that relate to each objective.

1. Gain a greater understanding of the young people's current 'commitment to activity'.
2. Establish as far as possible what forms of physical activity they may take up in future.
3. Identify how we can communicate effectively to promote the benefits of physical activity and ultimately encourage the target audience to take up and maintain a healthy level of physical activity into adulthood.

1. Young female's current commitment to activity

- The young women understood the importance of an active lifestyle and saw this as an important part of leading a healthy lifestyle and having a healthy life.
- The young women showed a commitment to sport and physical activity, although the majority of their activity takes place in P.E, or at an after school club.
- The target audience also take part in casual sport at the weekend at home, and in the park and with friends, with slightly higher participation in the school holidays as well.
- The target audience had frustrations about sport at school (lack of choice, lack of engagement) and preferred the freedom and choice of taking part in sport outside of school.
- The sports that the sample take part in most are team sports and individual sports, however it is important to note that a large proportion of this activity takes place within school, and when asked to select their favourite sports, and sports they would like to do in the future, individual sports, such as swimming, gym, dance, classes, and trampolining were ranked highest.
- Key priorities in their life are friends, family, and school.
- Key barriers to taking part in sport were limited free time, a lack of confidence, negative perception of their abilities, and environment (mixed gender sessions).
- Key motivators to taking part in sport are being fit and healthy, having fun experiences, and improving performance.

1 Young male's current commitment to activity

- The young men understood the importance of an active lifestyle and saw this as an important part of leading a healthy lifestyle and having a healthy life.
- The sample were active, however a large percentage of activity takes place in P.E at school, although the young males were more active outside of school than the young women.

- There were a number of reflections about sport in school. There were comments about the fun aspects of taking part in sport with friends, and the good facilities available when taking part in sports at school, but overall there was a feeling that sport at school was not taken seriously. The young male sample enjoyed the freedom and choice of sport outside of school.
- The sports that the young males take part in most are team sports, individual sports, and keep fit and gym. The male samples favourite current sports are football, gym, and boxing, and the sport that the male sample would most like to do in the future are football, gym, cycling and boxing.
- Key priorities in their life are hobbies and interests, friends, and family.
- Key barriers to taking part in sport were limited freetime, negative past experiences, perception of their ability, lack of convenience and cost.
- Key motivators to taking part in sport are being fit and healthy, having fun experiences, having personal challenges, gaining new skills and working in a team and being a leader.

2. Forms of activity for 14-16 year old females
- The young women would be interested in a variety of traditional and non traditional activities, including swimming, gym, dance, classes, trampolining, running, adventure sports, netball, and badminton.
- The young women would also be interested in going on trips to locations such as Dolby Forest, Big Fun, athletics tracks, rock climbing trips, zip wire/zip line opportunities.
- The young women would be interested in female only sessions.
- The young women would be interested in local sports sessions close to school, and are willing to pay up to £3. Value for money is important for this audience – they do not mind paying more, to get more in return (such as refreshments or good facilities and equipment).
- The young women are interested in activities that are fun, but that give them the chance to improve their skills in a non-competitive environment, although fun competitions would be received well.
- Being able to focus, and get better at single activities is more important to this audience than trying lots of different sports

2. Forms of activity for 14-16 year old males
- The young men would be interested in a variety of traditional and non traditional activities including football, gym, cycling, boxing, running, rugby, adventure sports, swimming, tennis and golf.
- The young men would also be interested in non traditional activities such as snow boarding, bungee jumping, parkour running, BMX, quad bikes, paintball and shooting targets.
- The young males were interested in activities that are fun, but offer the chance for them to grow their skills. For example sessions could incorporate a mix of training, drills and matches.

diva *

- The target audience are interested in local sports sessions and would want to pay up to £2 a session. Cost and value for money are important to this audience.
- Having sessions at time that allow the target audience to get into a routine and focus on one sport that they like, and can get better at is important to this audience.

3.Effective Communication to encourage participation and maintenance of sporting activity for 14-16 year old females
- Messages to focus on are having fun, learning new skills, and improving performance.
- Messages should be fun, vibrant and non-competitive.
- Materials should show images of the target audience having fun.
- Incentives that can be offered should be mentioned.
- Communications should be delivered through school channels, or it is worth exploring ways to communicate online as the target audience also pick up on recommendations from friends on Facebook and Twitter.

3.Effective Communication to encourage participation and maintenance of sporting activity for 14-16 year old males
- Messages to focus on having fun, and promoting social activity sessions.
- Messages to promote that activity sessions can help the target audience learn new skills in an environment that can challenge them to achieve their personal goals, or in an environment that lets them decide their own personal goals within sport.
- Good to promote elements of competition such as social matches.
- Good to promote incentives such as match tickets, sports equipment, or vouchers.
- Communication through school channels, and through the Internet.

12. Recommendations

1. Develop services aligned to the target audiences' motivations
The scoping phase has highlighted that there are a number of different motivations that should be used as a way to encourage the target audience to take part in sport outside of school:

- Fun and socialising.
- Teamwork and leadership.
- Improving performance.
- Personal challenge.
- Being fit and healthy.

Fun and socialising is a key aspect of how the services should be developed and promoted, because regardless of whether the target audience considers their engagement in sport as casual, or as a way to improve their skills, fun should always be a key element of how services are developed.

Improving performance, and setting personal challenges are also strong motivators. Throughout discussions with the target audiences, it seems clear that there is a desire to have the opportunity to build their skills, and set themselves personal challenges. It is therefore important to develop a service that is targeted at those who want to take sport 'seriously', offering the target audience the chance to improve their skills and build their confidence. There is a need to offer a more structured sporting opportunity than just casual, purely fun based activity sessions.

The scoping work has also highlighted that although the target audience admit that they would like to, and enjoy trying new things, there is the perception that if you want to improve your skills, it is better to focus on one singular sport as this allows you to focus your energy on improving, and gaining achievements in one area, whereas there was reflection that engaging in multiple sports felt less 'routine' and less 'focused'. This leads to the perception that they would be less likely to improve their skills, or gain achievements if taking part in multiple different sports.

It would seem that although the target audience hold an expectation that all types of sporting activity should be fun, they perceive that there is a difference in taking part in 'casual sport' and 'serious sport', and their motivations to engage in sport are linked to both these categories.

When developing and promoting activities it is important to tap into these core motivations. There is potential to develop sport sessions that are a combination of the two ideas discussed throughout the focus groups, and tested within the quantitative research. Idea one (to attend a weekly session which offers

opportunities to take part in a different activity each week) gives the target audience the opportunity to explore new activities, and find sports that they like, and might be good at. Idea three (a single venue which offers different sports on different nights of the week) would allow the target audience to pick a single sport that they like, and focus on improving their skills at that activity.

2. Transitioning lives

Throughout the groups there were limited reflections about how the target audience would see sport being a part of their life after leaving school. This is important, as the quantitative research has highlighted that the majority of sporting engagement is taking place at school. Although there is a fair percentage of sporting activity taking place outside of school, it is important to create an awareness and a desire to continue sport once the target audience leaves school and their lives become less structured and routine and they have more determination and control over their activities and what they do with their time.

There is a need to create awareness that once they leave school there will be a change in where and when they are currently accessing sport, and tapping into this window to increase participation once the target audiences have left school by understanding their motivations for sport, but also their non-sport motivations - looking at their non sport related goals and interests in their life.

For females, school, family and friends are their key priority, and across the sample a variety of activities were discussed although, music, following music artists online, watching reality television shows and socialising with friends seem to be key hobbies across the board. For males, hobbies and interests, friends and family were selected as their three key priorities, and watching television, playing video games, listening to music, socialising with friends and playing casual and structured sport were popular hobbies.

A communication campaign to promote the notion of carrying on with sport and exercise after school, and outside of school could be used to raise awareness.

3. Give the target audience choice

Two of the key frustrations that were reflected through the scoping work that relate to the target audience taking part in sport at school are:

- The target audience felt that they were not able to choose what sports they could take part in.
- The target audience felt that there was limited variety in the sports that are offered to them in P.E.
- The target audience felt that there was a lack of effort to motivate and engage them in sport at school.
- The target audience felt that sport was not taken seriously at school.

It is important that the activity sessions are developed and promoted in a way that offers the target audience choice in what they can do, but is within the selections of sports they would be interested in doing. With the exception of football, it is fair to say that the target audience would enjoy the opportunity to learn, and take part in sports that they are not offered at school.

Within activity sessions it is important to allow for an environment where the target audience feel supported and motivated to learn new skills and challenge themselves – so that they feel the sessions are focused, and that they will have the opportunity to improve their performance in a fun, secure environment.

4. Develop services aligned to the target audiences' lifestyle
The target audience indicated a number of preferences about when and where their ideal sport session would take place, as well as what activities they are interested in taking part in.

The target audience were keen for sessions to take place at school, or close to school because this type of location is both familiar and convenient for them to get to. There was clear indications that straight after school, or between 16:00-18:00 in the evenings would be the best time to have activities. In the morning, at the weekend was also suggested as an area of free time where it would be good to have activity sessions. The target audience were interested in a mix of traditional, and non-traditional sports, with the opportunity to go on trips outside of their locality.

Throughout the focus groups, there was also emphasis on 'routine' where the target audience know where and when they need to attend sessions each week, as well as what they will be doing.

It was reflected that in-between free to £3 would be the ideal cost per session. Value for money is important for the target audience, and they want to make sure they are paying for quality sessions. Quality can relate to being provided with refreshments, having a good coach or instructor, being in an environment with good facilities and having quality 'play' time at sessions.

5. Communicate to the target audience through places they trust
It was clearly expressed throughout the discussion groups, and reflected within the quantitative survey, that schools are a trusted place for the target audience to receive information. Many of the target audience said they would be more likely to read information that came through school.

It was also reflected throughout the scoping work that recommendations from friends and family, in person or online are also a trusted source of information. Many of the target audience reflected that they would be more likely to look at

Facebook groups, websites, or Twitter links if they had been recommended by friends or people that they know.

6. Communicate to the target audience in a way that gives them interest
It is also important to consider the tone of voice and the way messaging can be used to promote sporting activity that takes place outside of school. The scoping work shows that the target audience are open and receptive to be communicated with.

The target audience have a large variety of interests, although music, watching television and films, socialising with friends, and playing video games were popular across both the male and female sample – it may be worth using elements of these popular hobbies to gain the target audiences' interest.

Throughout the qualitative, and quantitative work, key motivators for taking part in sport were being fit and healthy, improving performance, cost/value for money, gaining new skills, and having fun experiences. These motivators should be used within communications to attract the target audience.

Developing a communication based campaign using key messages that align with the target audiences' motivations, and include key information that the target audience feel would encourage themselves and others to engage with sport sessions outside of school are vital in attracting the attention of the target audience.

13.0 Appendices

Appendix A: Discussion Guides

StreetGames, Sport England & Us Girls scoping
Focus group discussion guide: Young Men's Attitudes & Engagement In
Physical Activity and Sport
14 – 16 years

At diva we take an iterative approach to research work. It is essential that the research is flexible and able to adapt, based on the findings of each phase. This applies not only to the methodologies we use to engage with each of the audiences over the course of the project, but also to the development of the research materials and data analysis. For this reason, the focus groups and interview structure presented here will change as new themes arise.

The wording will not be standardised, as the researcher will try and use the participant's own vocabulary when framing supplementary questions. To make the participants feel more comfortable and able to share their opinions, projective questioning is used, for example, what do you think someone would do if...?

The following draft programme is based on a 60-minute session. On arrival, participants will be asked to sign a consent form.

Topic area	Question	Time
Welcome	Facilitators introduce themselves explaining that although we are conducting the research on behalf of StreetGames, Sport England & Us Girls we work for an independent company called diva. Explanation of: • Why we are conducting the research • Why valuable to have participants views: emphasis on how **valuable** their input is to our work • How the interview will be structured - with anonymous recording Confidentiality of answers: Emphasis on the fact that we are **only** conducting this research to gain an insight as to how we can improve their services. We are not there to make any judgements about anyone and we are not sharing the personal information of	5 mins

Topic area	Question	Time
	anyone. Any questions answered. Explain that to begin with its always good to get everybody to introduce themselves, ask each person to introduce themselves, state their age, where they live and what their favourite subject at school is.	
Icebreaker	Exercise quiz.	5 mins
Physical activity/sport	Provide short introduction on the discussion topic – 'as you know we are here to discuss exercise and sport…' • Tell me what you think counts as exercise? • How often do you do sport or exercise? • What sports do you do at school? • What sports do you do outside of school? Where? Who with? • Do you do more exercise inside or outside of school? • Is there difference in the sport you do inside school and outside of school? How? Why? • What do you like about taking part in sport/ exercise? • Is there anything you don't like about taking part in sport/ exercise? • Do you think taking part in sport and exercise is important? Why? • Would you like to do more sport/exercise? If so what, and when?	5 mins
Benefits	• What do you feel are the benefits of sport and exercise? • For you, is sport and exercise about having fun, having social time, getting fit etc.? • [If mentioned] When you talk about keeping fit, do you mean being healthy, loosing weight or looking good? Which is more important to you? Why? • Is being the leader of a team and helping your friends learn new skills something you would like to do or not? • What type of sports do you enjoy the most? Why?	10 mins
Barriers	• Why do you think some people don't like to do sport and exercise?	10 mins

Topic area	Question	Time
	• Is there anything that puts you or your friends off taking part? • What other commitments do you have to do that mean you can't do sport and exercise? Is there anything that could be done to reduce those commitments? • Is there enough sport and exercise for you to do where you live? • What do you think would be the best way to encourage other people like yourselves to do sport and exercise (type of activity, offers, location, incentives, competition etc.)? • Do you have any role models, either in sport or not? Who are they and why? • Have any of you started taking part in new hobbies or activities that aren't sport related recently? How did you hear about them and get into it? • Are there any sports/exercise you used to do before but now don't? Why?	
Parents	• Do your parents/carer encourage you to do sport and exercise? • What other things do they encourage you to do? • Does it make a difference to have their support? • Do you think your parents should know more about the benefits of you doing sport and exercise, and where you can do it? • Would you take part in family activities?	5 mins
Development	• If new services were created for young people in your local area what would be your perfect sport or exercise to take part in? (time, place, cost, etc.)? • Would it be better to have a focus on one specific sport or activity or would it be better to have a range of different sport activities to take part in? If so what activities would you want to see included? • What do you think I mean if say 'multi- sport' sessions? • [Explain what 'multi - sport' means and ask them whether they think other people would know what it means]	10 mins

Topic area	Question	Time

	• Ask the students their thoughts on the following multi-sport offers individually
	    o What do you like/ dislike about this format? Why?
	    o What activities/ sports should be included? [Probe swim activities if not mentioned]
	    o Which do you think would appeal the most for you and your friends? Why?
	
	1) To attend a weekly session which offers opportunities to take part in a different activity each week
	
	2) To take part in different activities within one session (so for example a 1.5 hour session might offer 3 x half hour slots of activity)
	
	3) A single venue which offers different sports on different nights of the week (e.g. football on Mondays, Basketball on Wednesdays, Cricket on Thursdays)
	
	• Would you prefer male only sessions? Would the instructor need to be male too?	

Communication	• Do you have enough information about sport and exercise you can take part in? • Where have you previously got information about sport and exercise (teachers, website, friends and family, TV, magazines, radio, banners, online, leaflets and posters, smartphone app etc)? • Where would you like to find information in future? • What would make you want to try a new sport/ exercise? • What would you say to convince someone like yourself to do sport and exercise if they hadn't before?	5 mins
Close	Thank participants . Answer any questions.	5 mins

Appendix B: Online Survey

Would you like to enter a free prize draw to win a £20 high street shopping voucher? Then answer our short survey. It will take less than five minutes to complete.

1. How often do you take part in sport/physical activity?
Select one option:
- 3 or more times per week
- Once or twice a week
- About once a fortnight
- About once a month
- Once every now and again
- I haven't recently but I used to
- Never

2. Please let us know how often you take part in different types of sport/physical activity?
Select one option on each row:

	3 or more times a week	1 or 2 times a week	About once a fortnight	About once a month	Once every now and again	I haven't recently but I used to	Never
At school in P.E							
After school club/activities							
In the evening at a leisure centre/youth club/swimming pool							
In the evenings at home/park/friend's house							
At the weekend at a leisure centre/youth club/ swimming pool							
At the weekend at home/park/friend's house							
In the school holidays at home/park/friend's house							

In the school holidays at a leisure centre/youth club/ swimming pool							
In the school holidays at a summer activities club							

3. What types of sport/physical activity do you currently do?
Select all options you do:
- Team sports (e.g. football, netball, rugby, hockey)
- Individual sports/activities (e.g. swimming, cycling, running/jogging)
- Keep fit and gym (including aerobics, yoga, classes)
- Martial arts/combat sports (e.g. judo, fencing)
- Roller sports
- Winter sports
- Dance (e.g. street dance, cheerleading, modern/ballroom etc.)
- None
- Other _____

4. What is your one favourite sport/physical activity that you currently do?
_____

5. What types of sport/physical activity would you like to do in the future?
Select all options you would like do:
- Running/jogging
- Swimming
- Cycling/BMX
- Gym
- Classes (e.g. step, tone, zumba, boxercise etc)
- Bootcamp/military style training
- Dance
- Martial arts
- Football
- Netball
- Tennis
- Badminton
- Squash
- Table tennis
- Volleyball
- Basketball
- Rugby
- Cricket
- Boxing
- Rollerskating
- Skateboarding
- Trampolining
- Golf
- Adventure sports

Other _____

6. Is there anything that is currently preventing you from doing sport/physical activity?
Select all options relevant to you:
- Too much school work

- Too busy seeing friends/socialising
- Not confident enough to take part
- Too expensive
- Too far away
- No one to go with
- I am not good enough to play for a club or team
- I don't know where to go
- I don't like what's on offer
- There's nothing on at the right time
- I don't want to show off my body
- It's too competitive/serious
- I don't have/can't afford the right kit
- I don't like the coaches/instructors
- I don't think I'm sporty
- I'm unfit
- I'm embarrassed about my body
- There is nothing stopping me
- My friends aren't interested in sport
- Other (please state) _____

7. Which of the following are your priority?
Select your top three:
- Hobbies/interests
- Relationship (e.g. boyfriend/girlfriend)
- Friends
- College
- Playing sport/being active
- Part time job/work
- Family
- Shopping/fashion/image

8. What would encourage you to take part in regular sport/physical activity?
Select a maximum of 5 options:
- If it was cheap to do
- If it was easy to get to
- If there was a really good coach/instructor
- If sessions included 'social' time to talk to and meet new friends
- If there was a wider range of activities (not just traditional team sports)
- If sessions focused on getting fit and healthy/losing weight
- If there was more opportunity to take part in competitive matches
- If there were more social leagues/fun matches
- If a specific kit or equipment was always provided
- If there were incentives for loyalty/attendance

- If taking part meant that I might learn skills (teamwork, motivation etc) that help me get a job in the future
- If I could turn up already changed or if I knew the changing facilities were clean and modern
- If sessions were girls only/boys only
- If sessions were close to where I live
- If the sessions were suited to my fitness level (easy, medium, hard)
- Other (please state) _____

9. What is/would be your main motivation for taking part in sport/physical activity?
Select a maximum of three options:

- to keep fit
- to lose weight
- to feel good about myself
- to gain new skills
- to challenge myself
- to relax/as a release or diversion
- to meet friends/socialise
- to train/compete
- to improve performance
- for fun/enjoyment
- my family encourage me to
- my friends encourage me to
- I have to do it at school
- To defend myself
- To enjoy the outdoors
- Other (please state)

10. Would you be more likely to take part in sport/physical activity if you had something to work towards (e.g. Race for Life, Fun Run, Tournament, Event or Festival)?
- Yes
- No
- Don't know

11. If we were to develop some new activities for you and your friends what kind of sessions do you think would you like the most?
(Please select your favourite option)
- To attend a weekly session which offers opportunities to take part in a different activity each week
- To take part in different activities within one session (so for example a 1.5 hour session might offer 3 different half hours slots of activity)
- A single venue which offers different sports on different nights of the week (eg. football on Mondays, dance on Tuesdays, swimming on Wednesdays)

12. What do you like most about this option? [Repeat selected option]
_____

13. Would you like to know more about where you can take part in sport/physical activity locally?
- Yes
- No
- Don't know

diva✳

14. Where would you be most likely to look for information on taking part in sport/physical activity?
Select a maximum of three options:
- Posters and leaflets at college or in local area
- Noticeboard at sports club or fitness centre
- Internet search
- Ask friends
- Ask parents/family
- Social media (Facebook, Twitter)
- Other (please state) _____

15. Did the 2012 London Olympics and Paralympics inspire you to take part in sport/physical activity?
- Yes
- No
- Don't know

16. Gender
- Male
- Female

17. Age
- 14
- 15
- 16
- Older than 16

18. Ethnicity
White
      British
      Irish
      Any other White background
Mixed
      White and Black Caribbean
      White and Black African
      White and Asian
      Any other mixed background
Asian or Asian British
      Indian
      Pakistani
      Bangladeshi
      Any other Asian background

diva*

Black or Black British
        Caribbean
        African
        Any other Black background
Other Ethnic Groups
        Chinese
        Any other ethnic group

19. Postcode (We won't send you anything or pass this information on)
_____

20. Which school do you attend?
_____

1.1.1   21. Thank you for completing the survey. If you would like to enter the free prize draw to win a £20 high street shopping voucher, please provide us with your name and email address:

Name _____
Email _____

(We will not share your personal information, and will only contact the prizewinner)

Prize draw terms and conditions:
- The promoter of the draw is StreetGames UK Ltd, Unit G3, Barton Hall, Hardy Street, Eccles M30 7NB.
- The prize draw is only open to people who complete and return this survey between Wednesday 6th February and midnight on Sunday 14th April 2013.
- The winner of the prize draw will receive a £20 high street shopping voucher. One entry per person. The prize is not transferrable. There is no cash alternative.
- The winner will be selected at random. The winner will be notified by email by Monday 1st April 2013.
- The name of the winner will be available on request by post to: StreetGames UK Ltd, Unit G3, Barton Hall, Hardy Street, Eccles M30 7NB.

Appendix C: Target audience activity
Please see excel spreadsheet.