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StreetGames

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

Short Report

June 2013

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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.

1.0 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 men and women 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.

2.0 Background

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 appropriate services for this target audience.

3.0 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.

[1] http://www.ons.gov.uk/ons/publications/re-reference-tables.html?edition=tcm%3A77-257414

4.0 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]:

4.1 Behavioural Theory

Behavioural theory is used throughout the report to help aid analysis and understanding of the findings within the qualitative, and quantitative scoping. Theories that have been used:

1. **Social Norms Theory**: This theory 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[3].
2. **Transtheoretical (Stages of Change) Theory**: This theory 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[4].
3. **Achievement Goal Orientation Theory**: This 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, accomplishment, affiliation, competition and recognition[5].
4. **Theory of Interpersonal Behaviour**: This theory seeks to explain people's behaviour by looking at variables such as attitudes, values, and situational factors assessing the impact they have on an individual's behaviour.

[2] (Revised) Total Process Planning Model, NSMC, 2010.
[3] The Social Norms Approach: Theory, Research, and Annotated Bibliography, Berkowitz, 2004
[4] French et al: Social Marketing and Public Health – Theory and Practice, (2010)
[5] French et al: Social Marketing and Public Health – Theory and Practice, (2010)

5.0 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.

5.1 Project set up

At the outset secondary schools were selected as 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.

5.2 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.

5.3 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.

5.3.1 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).

5.4 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.

5.5 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.

This report is a shortened version of the full project report to succinctly highlight the focus of the project, the key insights identified, conclusions and recommendations. Further detail can be obtained from the full project report.

6.0 Qualitative summary

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

6.1 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 years old. 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.

6.2 Hobbies

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 (primarily listening to music, watching films and television), usually within their own home. The target audience also socialise with friends in the evenings at their homes, their friends' houses, or at local parks. and at the weekend, where socialising is seen as more of an occasion where they will take more effort to dress up and go into the town centre or local shopping centres.

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. Popular activities across the sample were playing video games, watching television (including sport), listening to music and socialising with friends. Throughout the male sample, sport was mentioned more than within the female sample. There was mention of taking part in physical activity with friends at local parks after school (football, BMX, Skateboarding) and playing sport more formally as part of a team at the weekend (rugby, cricket, football).

6.3 Engagement in sport

The young females understood the importance of an active lifestyle and the overall importance of leading a healthy lifestyle and reflected that having a healthy diet, and exercising would both be part of this. The sample were asked to discuss their engagement in sport inside and outside of school.

The sample mentioned taking part in activities such as basketball, netball, handball, dance, trampolining, football and dodge ball at school in P.E. The sample felt that variety and choice of sport at school was limited, and also had frustrations that as females, sport at school was not always taken seriously for them. The sample liked sport in school as they would be with their friends, and there would be good facilities to use.

Outside of school there was a variety in the types of engagement with sport. Swimming, badminton, basketball, athletics, gym, and football were all mentioned. Some of the sample took part in sports casually, and infrequently, and some of the sample mentioned attending sports clubs, and leisure centres as part of a team of club on a weekly basis. Engaging in sport outside of school was preferred as it was felt they had freedom to choose what they wanted to do, could take exercise more 'seriously', and would be more likely to have a coach who could 'guide' and 'push' them.

The young males also understood the importance, and impact that having an active lifestyle would have on having a healthy life. The sample were asked to discuss their engagement in sport inside and outside of school.

All of the male participants took part in sport at school in P.E. In school the sample took part in football, basketball, rugby, trampolining, dance and lacrosse. Football was the favourite sport for the majority of the sample. The sample had frustrations about sport at school. They felt that if there was a large number of students, there would not always be a good amount of 'play' time, and they felt that they would want more variety of tasks in lessons such as a mix of training, drills and matches, rather than just playing matches.

There was mixed engagement across the sample in sport and physical activity outside of school. Some of the sample mentioned playing football and cricket, and BMX riding outside of school at local parks with friends. Some of the sample discussed attending local gyms, or boxing rings, and some of the sample mentioned attending badminton clubs, or being part of football, or rugby team that meet weekly. It was reflected that sport outside of school was good, as it could give you the opportunity to get scouted (and turn professional), would mean you had freedom to choose what they want to do without anyone watching them, and would give you them the opportunity to take sport seriously.

6.4 Motivations

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

Females	Males
Being fit and healthy Across the female sample there was reflection that taking part in exercise is a good way to keep your body fit and healthy in the short term, the long term, but also on a day-to-day basis in the form of feeling energised and refreshed.	**Being fit and healthy** There was much reflection across the male sample about being fit and healthy, especially in regards to getting fit, leading a healthy lifestyle and not being fat.
Fun and socialising Across the female sample there were reflections about the fun aspects of taking part in sport, especially taking part in group activities with friends, or when able to meet new friends.	**Fun and socialising** Having fun, and socialising was a key motivator across the male sample. Sport was felt to be a fun way to socialise and do something fun with friends, and to meet new friends.
Freedom When discussing taking part in activities inside and outside of school the young females made it clear that	**Team and leadership** Throughout the young male groups, teamwork and leadership were thought to be important, and many of the male

they enjoyed the freedom that came along with taking part in sport outside of school.	participants spoke about instances when they had been a leader in the group, and the positive impact this had had on the outcome of matches.
Relax/ de-stress Within one of the female groups it was reflected that taking part in sport would be a good way to de-stress and relax as you will be with your friends, and also because there is the opportunity to work some anger out through physical activity.	**Personal challenge** The male groups reflected on the importance of personal challenges throughout the sessions, and felt that 'being the best' and knowing you are achieving something are very motivating.
Improving performance Throughout the female groups, some of the sample thought improving performance was important. Being able to win something was felt to be motivating as was the prospect of going up a level and showing others that you are capable.	**Confidence** It was reflected across the male sample that taking part in sport would help raise their confidence, and offer them the opportunity to show what they can do.
	Opportunity The young males were aware of the opportunities that come along with being good at sport, such as being scouted and becoming a professional.
	Competition It was felt that taking part in competitions and matches would be good as it would be a good way of showing off your skills.
	Inspiration There was reflection across the young male groups about sport stars that inspired them such as Muhammad Ali and Fabrice Muamba.

6.5 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.

Females	Males
Physical exertion There was reflection across the female	**Physical exertion** The male sample made reflections that

sample that sport being intense and tiring was something that would discourage them to take part in sport.	if sport was tiring it would put them off taking part – although it was reflected that it would be dependent on which sport they were playing.
Time A key barrier reflected across the female sample was a lack of time to take part in more sport, 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.	**Time** Lack of time to take part in more sport was a key barrier, and the sample reflected that they were busy with school, homework, and other competing interests such as video games.
Atmosphere There was a differentiation made between taking part in fun competitions and taking part in sport in a 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.	**Quality** There was an awareness throughout the young male groups about not wanting to attend sessions if they are not 'quality' which potentially stems from negative experiences in the past.
Low-self esteem Throughout the sample there were some reflections to having low body confidence, such as, not wanting to get changed and wear shorts, or being conscious about the impact sport and exercise has on a developing body.	**Parents** Some of the male sample reflected that their parents might discourage them to take part in sport.
Weather The group disliked playing sport outside if the weather was bad.	**Ability** It was felt that people who perceive that they are not good at sport might not want to take part.
Being left out The sample reflected feeling left out, or not being picked at sessions discouraged them from taking part in sport.	**Cost** Cost was brought up as a barrier for taking part in sport and exercise activities.
Negative experiences Previous experiences of sexism or not being taken seriously when taking part in sport inside and outside of school impacts upon the female samples' perception of sport.	

6.9 Service development

To gain information on how to develop new services, the young males, and young females were asked to reflect on:

- Where to host activities
- When to host activities
- The cost of activities
- Types of activities

Where
• At school. • At a location near school. • At a local youth club, sports centre, or local park. • At a location that is a maximum of a 30-min walk from school or home. • Activities can take place inside or outside depending on the weather.
When
• Straight after school. • After school between 16:00 and 19:00. • In the mornings at weekends. • In the summer holidays.
Cost
• From free - £3 a session. • Preferences for pay monthly across both groups. • The target audience are flexible on cost if value for money is provided (refreshments, quality equipment, quality coaching, good 'play' time etc.).
Types of activities
Females Field sports, gymnastics, football, basketball, rock climbing, kayaking, abseiling, zip wiring, going on walks, zip lines, paintballing, going on trips, surfing, skiing, dance (hip hop, street), swimming, athletics, netball, bench ball, tennis, rugby, ping pong. **Males** 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.
Incentives
• Vouchers or money • Certificates or medals • Sweets and chocolate • IPod • Sport prizes (equipment, match tickets, sport event tickets, gym membership)

Multi-sport services

The groups were asked whether they knew what was meant by a 'multi sport' session. All groups knew what this meant and thought other people would know what it meant. The groups were also asked whether they would prefer single sport, or multi–sport sessions. Below is a chart highlighting the key thoughts across the groups on multi-sports and single sports:

Multi-sport	Single sport
• You will not get bored trying lots of different sports. • You can find a sport you like by trying different sports. • You can try something that you would not do normally. • You can learn new things. • You benefit from different sports in different ways.	• You can learn a routine (dance). • You can get into a routine. • You can concentrate on one sport. • You can focus on the sport you are doing. • You can get better at one sport. • You can dedicate yourself to one sport. • You can focus on a sport that you like. • It might be confusing to do lots of different sports. • You can raise your skill level higher when you focus on one sport.

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.**

Across all the groups it was reflected that this session would be good as it would allow you to try different things, and you would get to try a variety of sport, which was felt to be a good way of findings a hobby. Negative reflections were that it would be difficult to get in a routine, you would only want to attend sessions if you liked the sport that was being offered on that night, and you would feel like you are not taking sport seriously when taking part in multi-sports.

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)**

This was the least favourite idea across the male and female sample. Similarly to the above idea, it was felt that it would give you the opportunity to try out new sports, and learn new games, however it was felt that it would be tiring to take part in three sports, and that if you were enjoying a sport you would not want to change and move on to another. It was also felt that 30 minutes per sport would not be enough time and it was felt that it would be logistically difficult to organise, and that it might work better within a 2-hour time frame.

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)**

Idea three was the most popular across both the male and female sample. It was thought to be good because having set sports on different nights of the week would make it easier to plan around their lives and enable them to get into a routine. The sample also thought it was good because you could choose which activity you wanted to go to throughout the week and would be able to focus on one sport that you like, and get better at it.

6.10 Communication

Communication channels
The group were asked where they thought the best place to find information would be:

- Through school (assembly, head of year, tutors, noticeboards, leaflets, posters).
- Internet (Facebook, Twitter, email).
- Text messages.
- Noticeboard at local parks.
- Leaflets in the post.
- Advertisements at bus stops/ billboards.
- TV adverts on sport channels.

Communication channels
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 are on offer.
- Incentive information.
- Whether there are competitions/matches.
- Images of peers having fun.
- Images of the activities on offer.

7.0 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.

7.1 Sample

The sample size is representative of gender and age

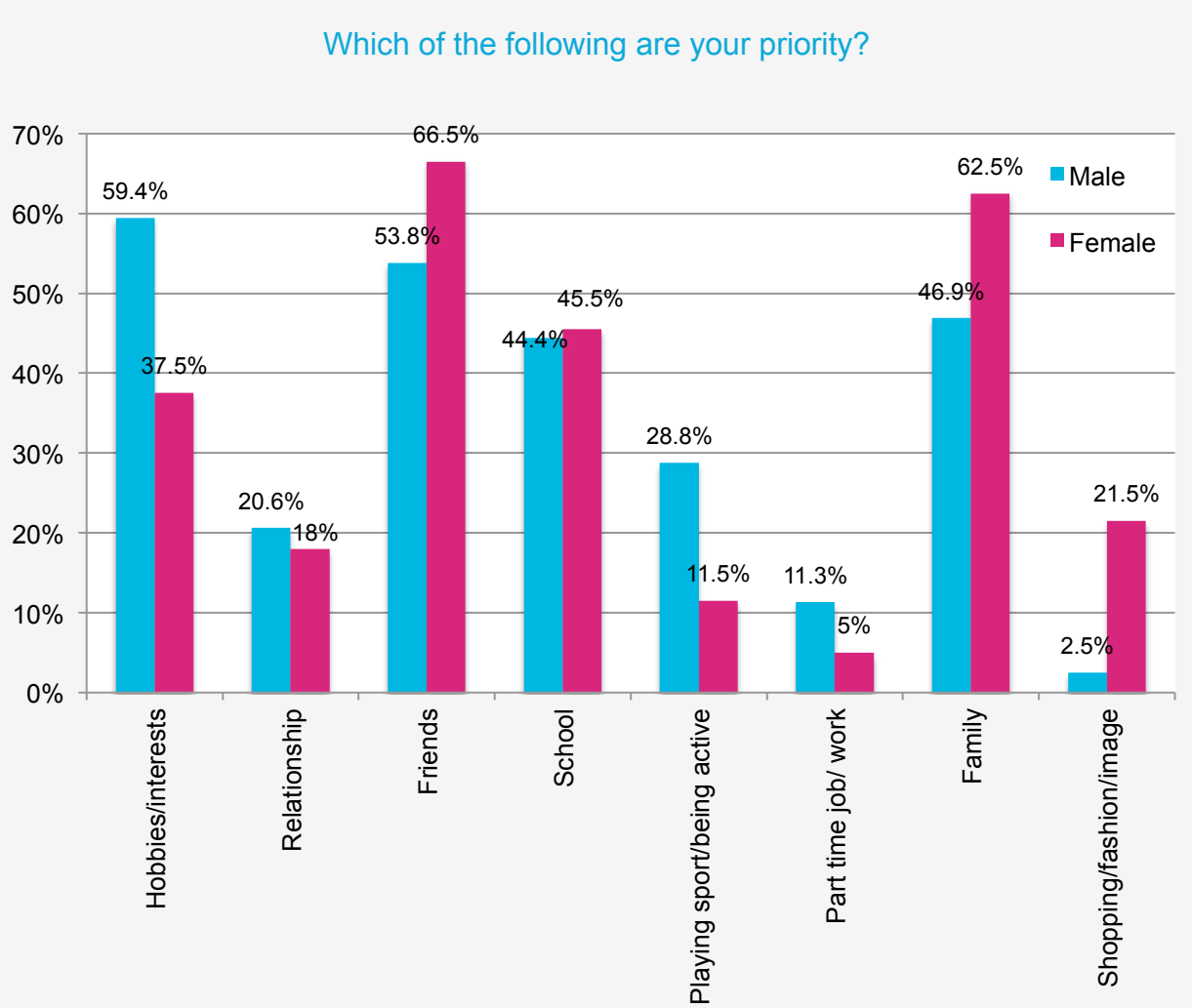
- 44.4% Male
- 55.6% Female
- 36.7% 14 year olds
- 30.8% 15 year olds
- 27.2% 16 year olds
- 5.3% older than 16

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)

7.2 Lifestyle

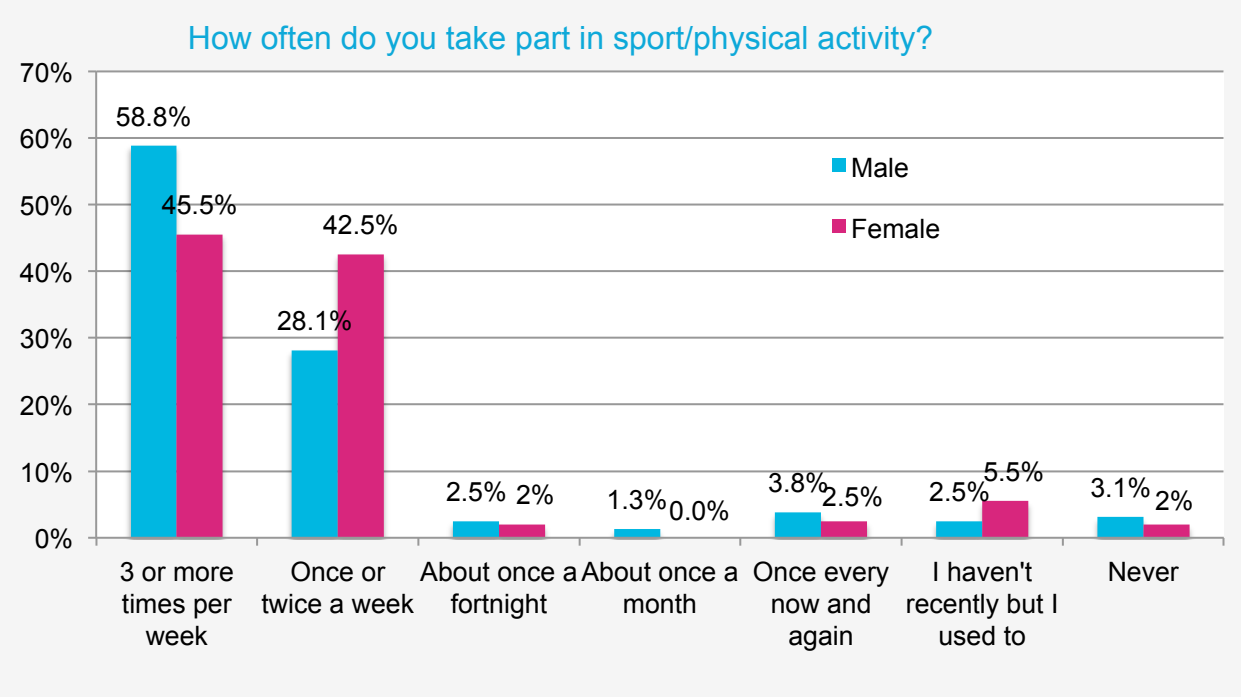
The sample were asked to select their priorities in life. Both male and female sample place 'friends' (53.8% and 66.5% respectively) and 'family' (46.9% and 62.5% respectively) highly. The key difference between the selections were that 'hobbies and interests' were a main priority within the male sample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



7.3 Sports overview

7.3.1 Levels of engagement in sport

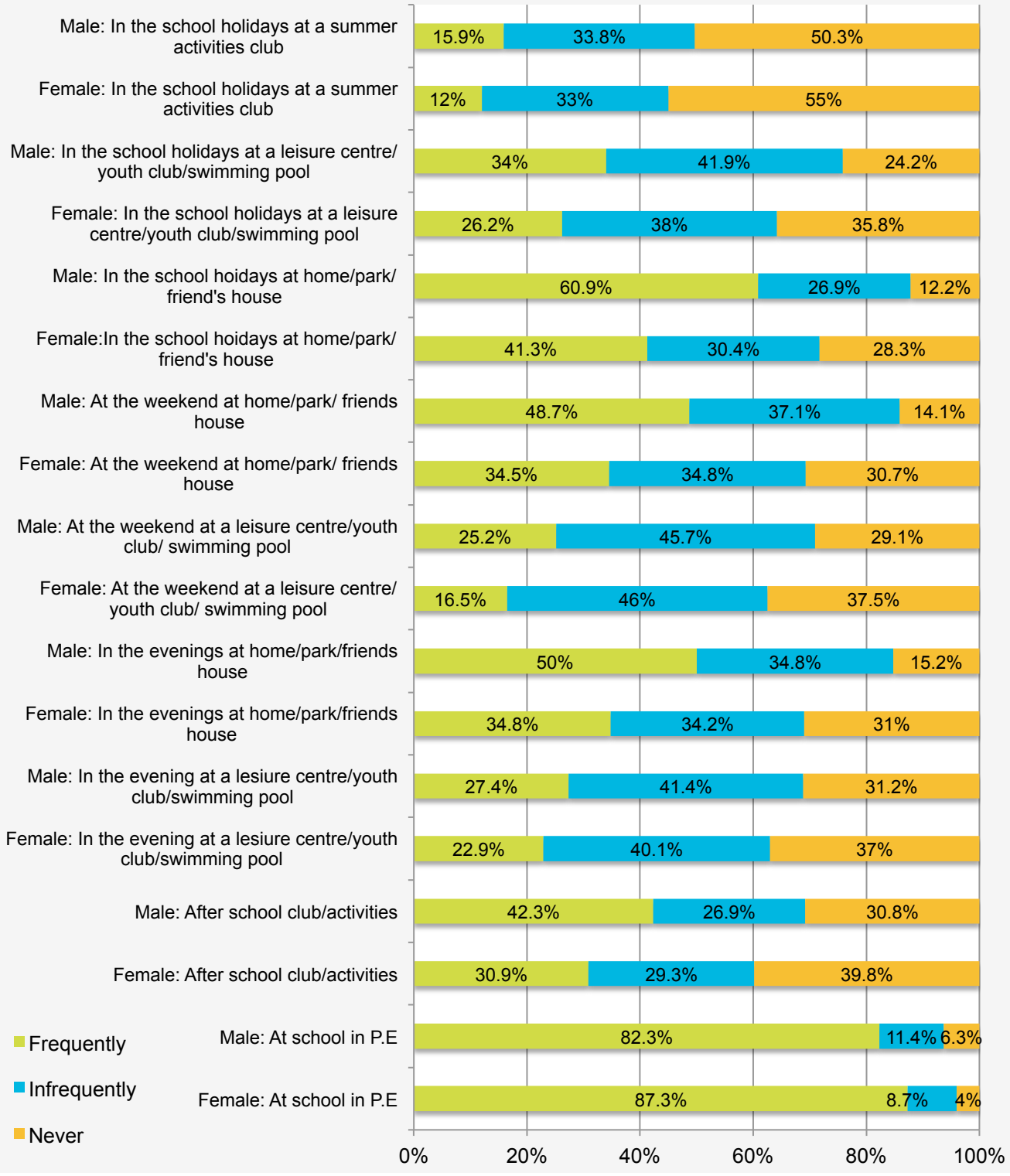
The graph below shows us that the majority of the male sample 58.8% take part in exercise 3 or more times per week compared to 45.5% of the female sample taking part in exercise 3 or more times per week. 42.5% of females selected that they were taking part in physical activity once or twice a week compared 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.



7.3.2 Sport occasions

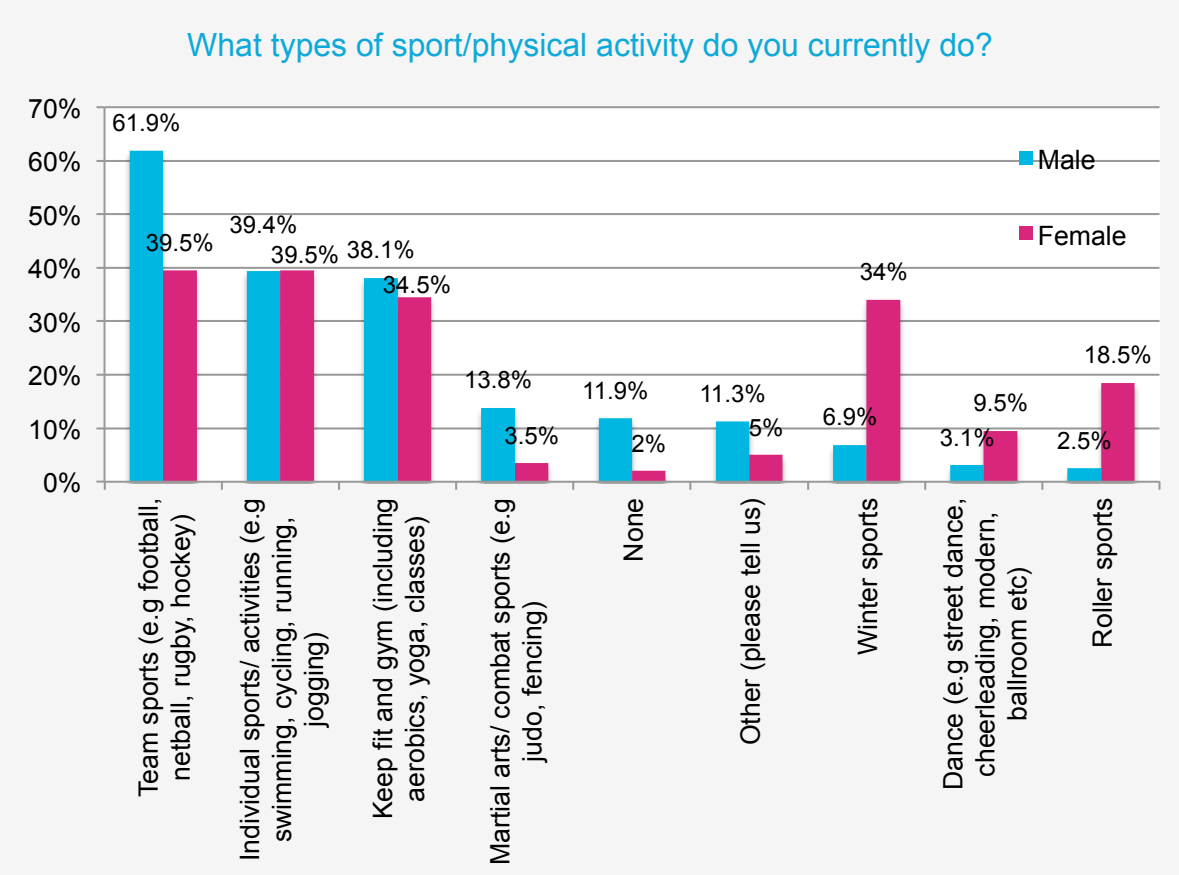
The survey sample were asked to fill in an activity matrix. Both the male and female sample take part in a high percentage of sport activity at school (82.3% and 87.3% respectively). Across the sport occasions outside of school, the male sample indicated that they were more frequently engaged across non school based occasions than the female sample. The top three frequently engaged activities for the female sample were taking part in sport at home, at the park, or at a friends' house, in the school holidays, the evenings, and at the weekend. For males, after sport in P.E the occasions they most frequently selected were the same as the female sample, albeit with higher levels of engagement.

Activity Matrix

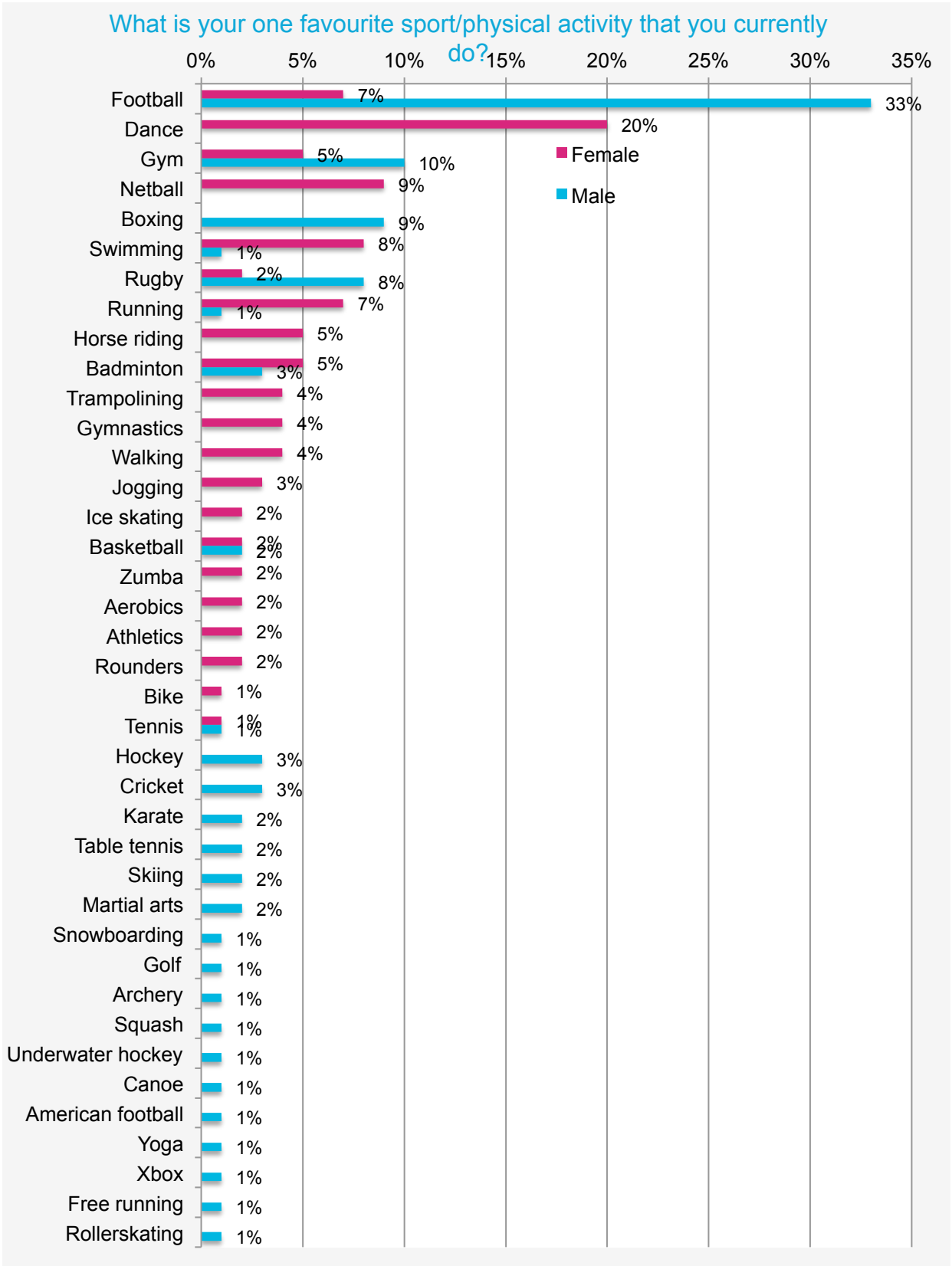


7.4 Frequency of engagement within sport types

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).

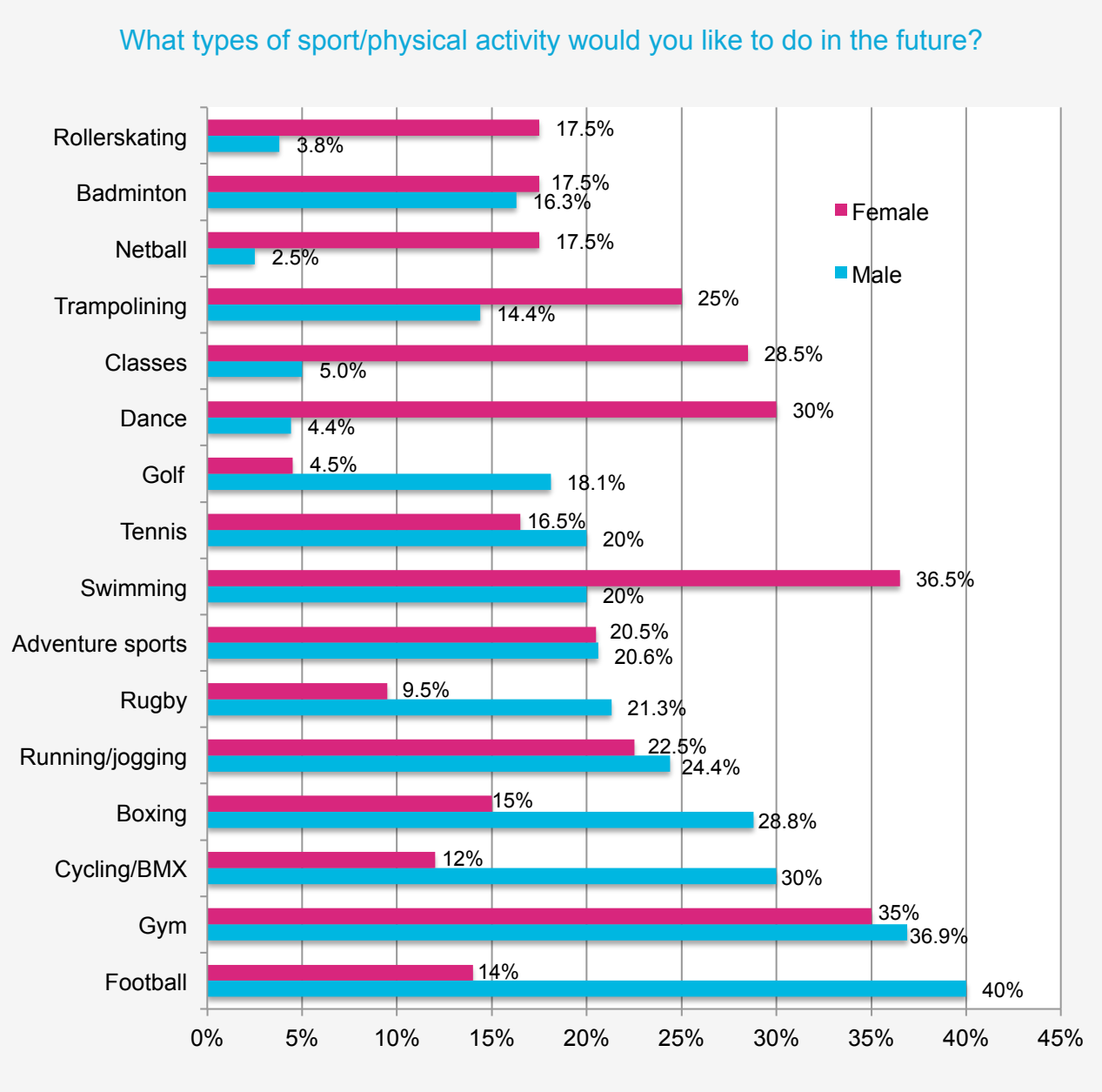


The sample were also asked to discuss their favourite activities that they currently do. For males, the most popular activities were football, gym, boxing and rugby. For the female sample, dance, netball and swimming featured highly. It is worth noting that the selections for the samples' current favourite activities may be dictated by the sports they are exposed to at school.


What is your one favourite sport/physical activity that you currently do?
0%
5%
10%
15%
20%
25%
30%
35%
Female
Male
Football 7% 33%
Dance 20%
Gym 5% 10%
Netball 9%
Boxing 9%
Swimming 8% 1%
Rugby 2% 8%
Running 7% 1%
Horse riding 5%
Badminton 5% 3%
Trampolining 4%
Gymnastics 4%
Walking 4%
Jogging 3%
Ice skating 2%
Basketball 2% 2%
Zumba 2%
Aerobics 2%
Athletics 2%
Rounders 2%
Bike 1%
Tennis 1% 1%
Hockey 3%
Cricket 3%
Karate 2%
Table tennis 2%
Skiing 2%
Martial arts 2%
Snowboarding 1%
Golf 1%
Archery 1%
Squash 1%
Underwater hockey 1%
Canoe 1%
American football 1%
Yoga 1%
Xbox 1%
Free running 1%
Rollerskating 1%

7.5 Future sports

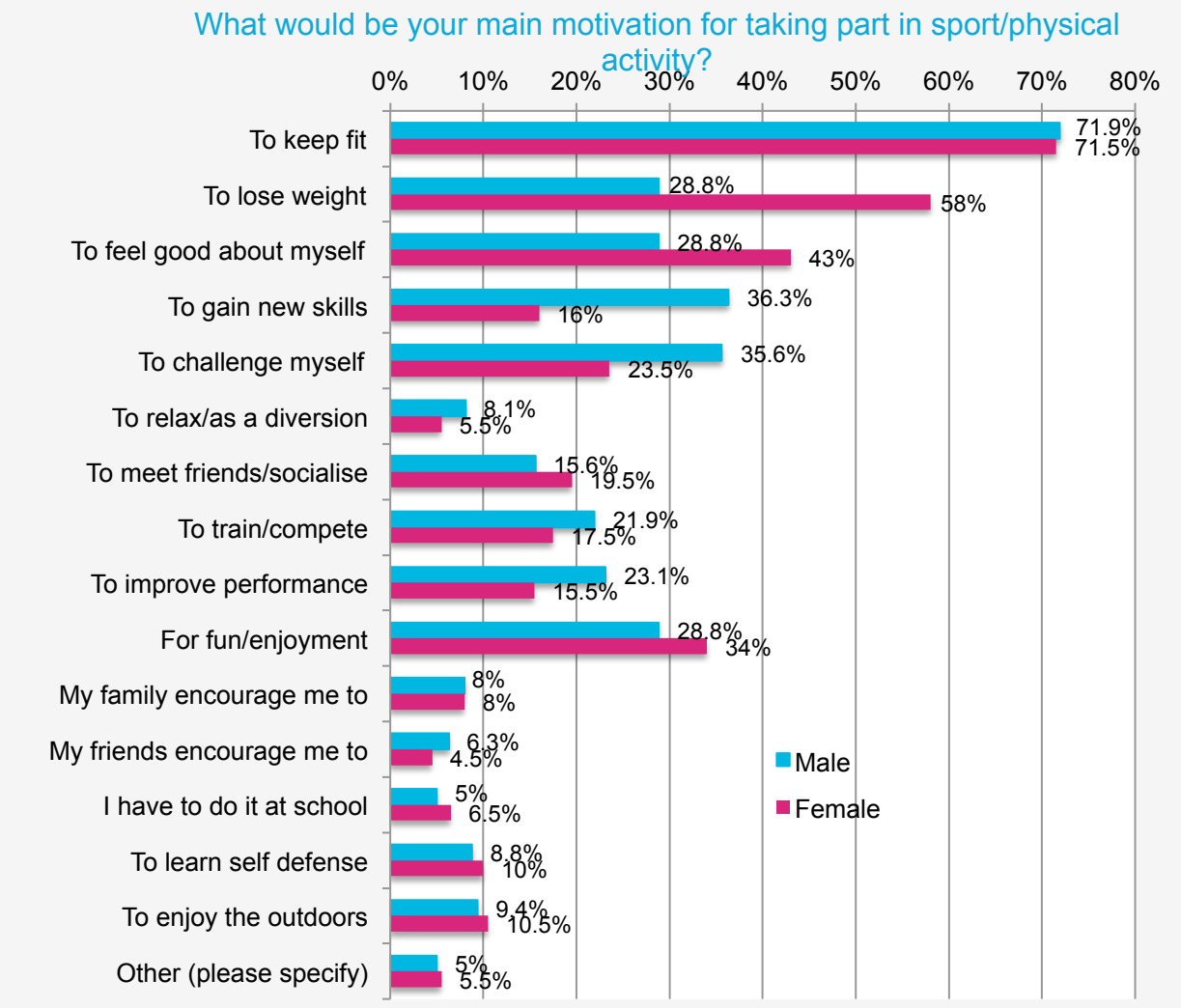
The sample were asked to select which activities they would be interested in taking part in, in the future. The male and female samples both showed interest in gym (36.9% and 35% respectively), running and jogging (24.4% and 22.5% respectively) and adventure sports (20.6% and 20.5% respectively). There 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%.



7.6 Motivations

The sample were asked to select their main motivations for taking part in sport and physical activity. The chart below highlights that the key motivations for both the male and female sample to take part in sport. 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.

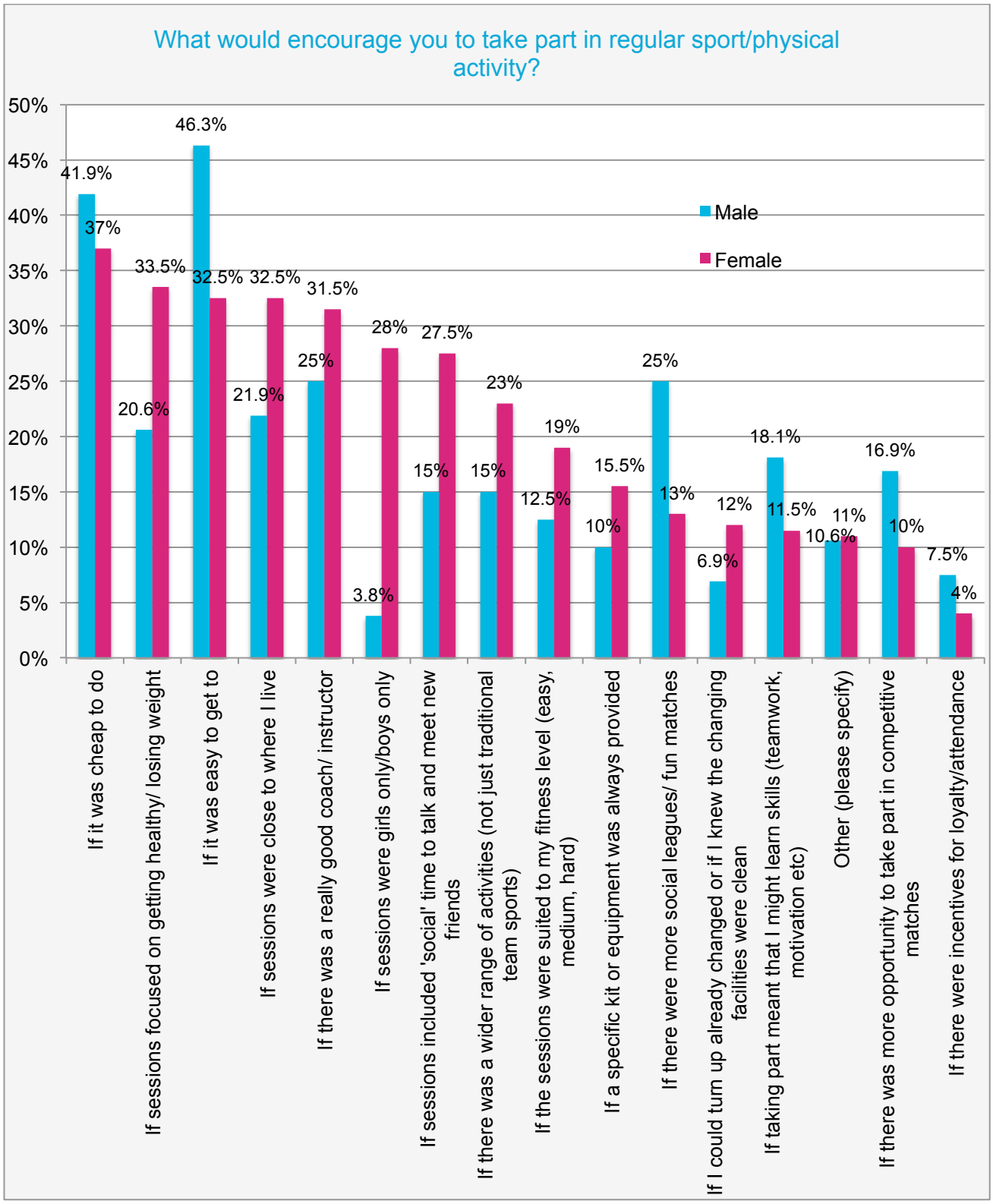
To keep fit - male sample 71.9% / female sample 71.5%
To gain new skills – male sample 36.3% / female sample 16%
To challenge myself – male sample 35.6% / female sample 23.5%
To lose weight – male sample 28.8% / female sample 58%
To feel good about myself – male sample 28.8% / female sample 43%
For fun/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



Core motivations to take part in sport

Females	Males
Health benefits 71.5% of the sample selected that keeping fit was their key motivation to take part in sport.	**Health benefits** 71.9% of the sample selected that keeping fit was their key motivation to take part in sport.
Body Image 58% of the sample selected that losing weight was a key motivation for them to take part in sport.	**Aims and goals** There was a number of selections across motivations related to aims and goals. 36.3% of the sample selected that gaining new skills would motivate them, 35.3% of the sample selected that improving performance would be a motivator, and 21.9% selected training and competing would motivate them to take part in sport.
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.	**Body image** 28.8% of the sample selected that losing weight would be a motivation for them to take part in sport.
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.	**Experience** 28.8% of the sample selected that they would be motivated to take part in sport for fun/enjoyment.
Self-perception 43% of the sample selected that a key motivation to take part in sport would be to feel good about themselves.	**Self-perception** 28.8% of the sample selected that they would take part in sport and physical activity to feel good about themselves.

The sample were asked to select their motivations for taking part in more sport and regular physical activity.

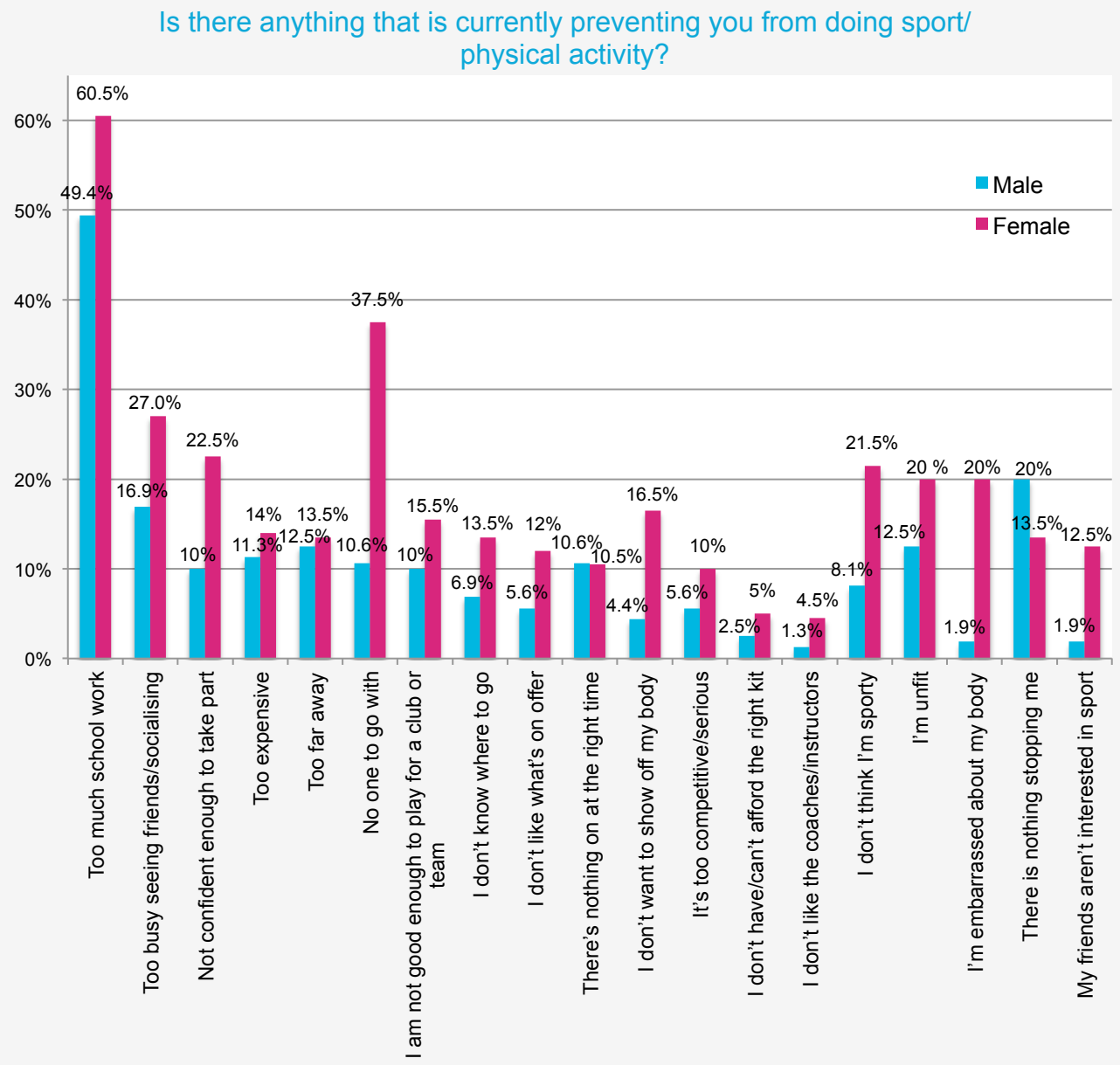


Core motivations to take part in more sport

Females	Males
Cost 37% of the sample selected that they would be encouraged to take part in more sport if it was cheap.	**Cost** 41.9% of the sample said they would be encouraged to take part in more sport if it was cheap.
Being healthy 33.5% of the sample selected that they would take part in more sport if sessions focussed on getting fit and healthy or losing weight.	**Convenience** 46.3% of the sample selected that having sessions that were easy to get to, and 21.9% selected that having sessions that were close to where they live would encourage them to take part in more sport.
Convenience 32.5% of the sample selected that they would be encouraged to take part in more sport if sessions were easy to get to or close to where they live.	**Aims and goals** 29.4% of the sample selected that having a really good coach or instructor 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.
Experience Experience at sessions is seen to be important and is derived from a number of different aspects such as having a good coach (31.5%) having female only sessions (28%) , and being able to have social time (27.5%).	**Experience** Experience at sessions is seen to be important, and elements of building a positive experience for the male sample are having good coaches (25%), having competitions (16.9%) and social leagues, and having social matches (25%).
	Being healthy 20.6% of the sample selected that they would be encouraged to take part in more sport, if sessions were focussed on being fit and healthy.

7.7 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.



Key barriers to engaging in sport

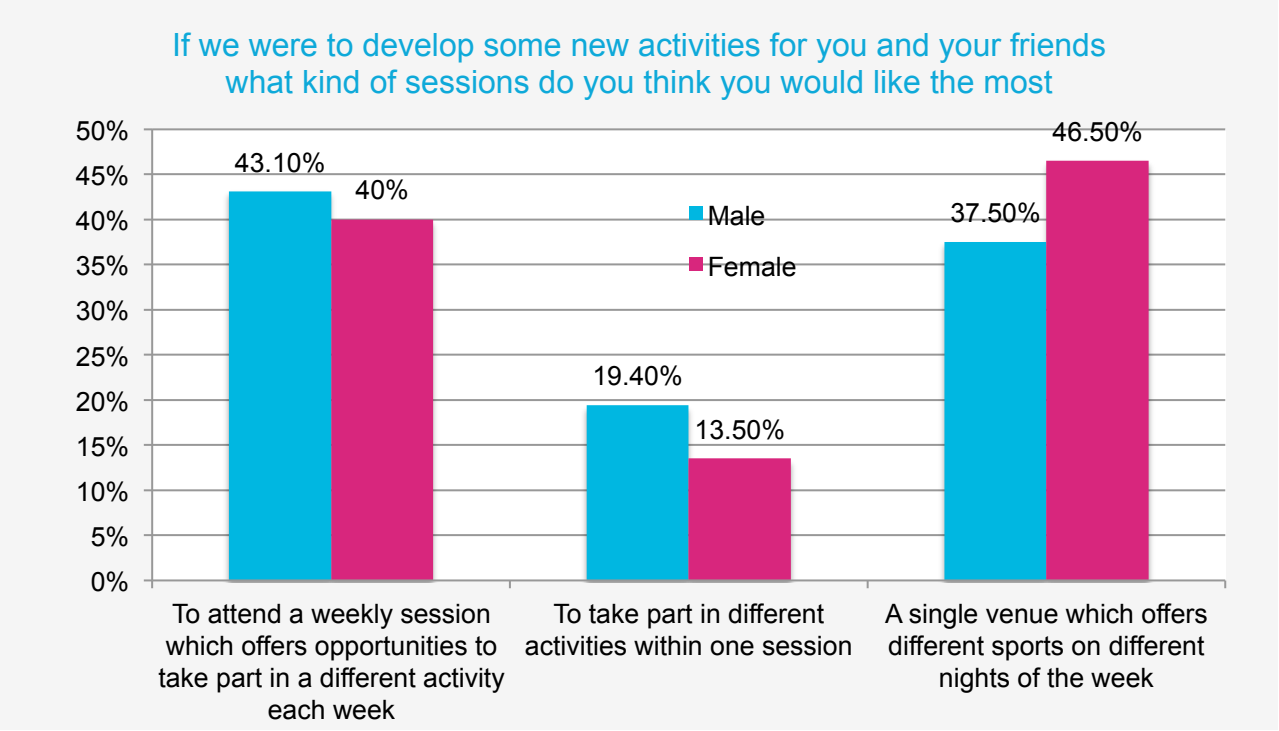
Females	Males
Limited free time 60.5% of the sample selected that too much schoolwork prevented them from taking part in more sport and physical activity, and 27% of the sample said they are too busy seeing friends and socialising to take part in more sport.	**Limited free time** Limited free time was reflected as a barrier to the target audience engaging in more sport outside of school. 49.9% 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.
Confidence 37.5% of the sample selected that not having anyone to go with prevented them from taking part in more sport, and 22.5% of the sample felt that they would not be confident enough to take part in more sport.	**Lack of convenience** 12.5% of the sample felt 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.
Social norms 27% of the sample said they are too buys seeing friends and socialising to take part in sport, and 37.5% selected that not having anyone to go with prevented them from taking part in more sport. Potentially the sample are led by activities that are popular within their friend/peer group rather than initiating new experiences (such as sport) within the group. Additionally if none of their friends take part 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.	**Cost** Cost was selected by 11.3% of the sample, who felt if activities were too expensive they would not attend.
Perception of abilities The results within the sample show 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 they are not good enough to play for a sport or team.	**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 a team, and 8.1% selected that they did not feel they were sporty thus would not want to take part in more sport.

Perception of body A fair amount of the sample 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.	

7.8 Service development

The sample were asked to select what type of activity sessions they would be most interest in, out of the choices given to them:

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)



Idea one, and idea three were the most popular across both the female and male sample.

8.0 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 free time, 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.

- 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.

9. 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.