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# StreetGames, Us Girls & Sport England

Scoping Exercise Into Young People's Attitudes & Engagement In Sport

Final Report

January 2012

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## 1.0 Introduction

In October 2011, StreetGames, Us Girls and Sport England commissioned diva to undertake a comprehensive 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 16 to 18 currently in Further Education (FE) college.

According to Department for Education statistics<sup>1</sup> there are currently 1,947,700 young people aged 16 to 18 in England. Of this figure, 1,375,076 are in full time education, with 438,649 in general FE, tertiary and specialist colleges studying full- and part-time.

StreetGames, Us Girls and Sport England share the priority to grow and sustain the numbers of people taking part in sport, specifically working to provide sport to young men and women from disadvantaged communities.

Using the Sport Market Segmentation<sup>2</sup> developed by Sport England, the focus was on targeting those young people most closely aligned to the 'Jamie' and 'Leanne' segments of the model.

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.

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<sup>1</sup> Participation in Education, Training and Employment by 16-18 Year Olds in England (SFR 15/2011 data released in June 2010)

<sup>2</sup> Sport England 2010

## 2.0 Background

In accordance with national guidance, 'sport' is defined as all forms of physical activity which, through casual or organised participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels.<sup>3</sup>

The relationship between adolescent participation in sport and life-long participation is well documented, with the general conclusion that childhood and adolescent participation in sport and physical activity makes adult participation much more likely than non-participation.<sup>4</sup>

Young people's participation in physical activity is important for their healthy growth and development. It can reduce the risk of chronic conditions (for example, obesity) and improve their general health and wellbeing.

Current guidelines recommend that children and young people should do a minimum of 60 minutes of at least moderate-intensity physical activity each day. At least twice a week, this should include activities to improve bone health (weight-bearing activities that produce high physical stresses on the bones, such as running and jumping), muscle strength and flexibility.<sup>5</sup>

Physical inactivity in England is estimated to cost £8.2 billion a year. This includes both the direct costs of treating major, lifestyle-related diseases and the indirect costs of sickness absence<sup>6</sup>. A sedentary lifestyle is also estimated to cause 54,000 premature deaths a year.<sup>7</sup> These costs are predicted to rise.

The 16 – 18 age range is a key time for drop off in sport participation. At the age of 16, 25,000 young people drop out of sport each year.<sup>8</sup> Sport England has a strategic target for 2013 to reduce this drop off in participation by 25per cent in nine key sports: badminton, basketball, football, gymnastics, hockey, netball, rugby league, rugby union, and tennis.

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<sup>3</sup> Promoting physical activity for children and young people (PH17), National Institute for Health and Clinical Excellence, January 2009

<sup>4</sup> Participation and life-long participation, Sport England & UK Sport. Professor Fred Coalter, Department of Sports Studies, University of Stirling. August 2011

<sup>5</sup> Department of Health, 2004

<sup>6</sup> Department of Health, 2004

<sup>7</sup> Department for Culture, Media and Sport 2002

<sup>8</sup> Sport England, 2008

### **3.0 Aims and Objectives**

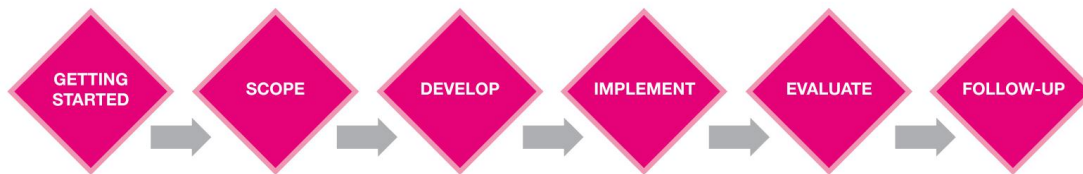
The overall objective for this project is to increase participation in sport amongst young people in disadvantaged communities across England.

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

1. To gain a greater understanding of young women and young men aged 16 to 19, living in areas of deprivation UK wide to establish their current 'commitment to activity'.
2. To establish as far as possible what forms of sport they may take up in future.
3. To identify how we can communicate effectively to promote the benefits of sport and ultimately encourage them to take up and maintain a healthy level of sport into adulthood.

## 4.0 Approach

To deliver this work, diva applied a systematic social marketing approach that adheres to the National Social Marketing Centre (NSMC) Total Process Planning Model<sup>9</sup>:



This framework is a useful tool to use when planning a social marketing intervention as it follows a staged process where each stage is a necessary undertaking to inform the next 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 stage of the process diva were commissioned to deliver is the ‘scoping’ phase. The following statement summarises the purpose of the scoping phase:

*“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.”<sup>10</sup>*

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”*.<sup>11</sup> Therefore it is vital that sound insights are gained from the research that can be labelled ‘actionable insights’ and can be developed into behavioural goals.

## 4.1 Applying Behavioural Theory

Behavioural theories and models exist to help us understand different human behaviours and can be extremely useful when applied pragmatically to different issues such as physical exercise. They help to put behaviours into a contextual framework and can be used to review insights gained during the scoping phase.

There is no behavioural theory that works universally to understand different behaviours. Each behavioural issue should be looked at independently to assess which theories can aid the understanding of the issue. Below is a summary of the key behavioural issues that were considered from the outset of this project.

### 4.1.1 Transtheoretical (Stages Of Change) Theory

The Transtheoretical (Stages of Change) Theory<sup>12</sup> highlights the importance of the different stages in the decision making process that an individual undergoes when (often

<sup>9</sup> (Revised) Total Process Planning Model, NSMC, 2010.

<sup>10</sup> Social Marketing and Public Health - Theory and Practice, French et al, 2010.

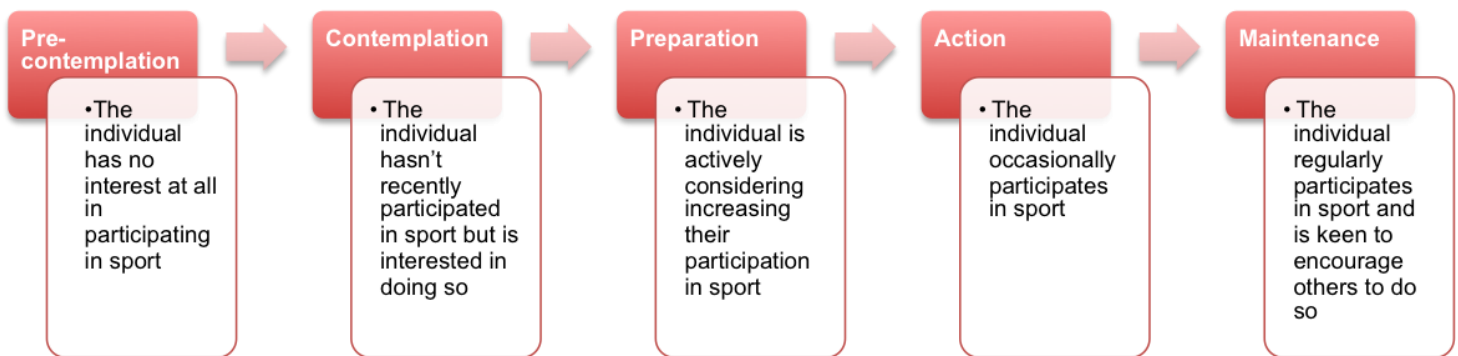
<sup>11</sup> Social Marketing and Public Health - Theory and Practice, French et al, 2010.

<sup>12</sup> French et al (2010). Social Marketing and Public Health - Theory and Practice.

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.
2. **Contemplation** – The individual hasn't 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.

At each stage of the process, intervention activities can take place to influence an individual's decision, the model below represents how this works:



#### 4.1.2 Achievement Goal Orientation Theory

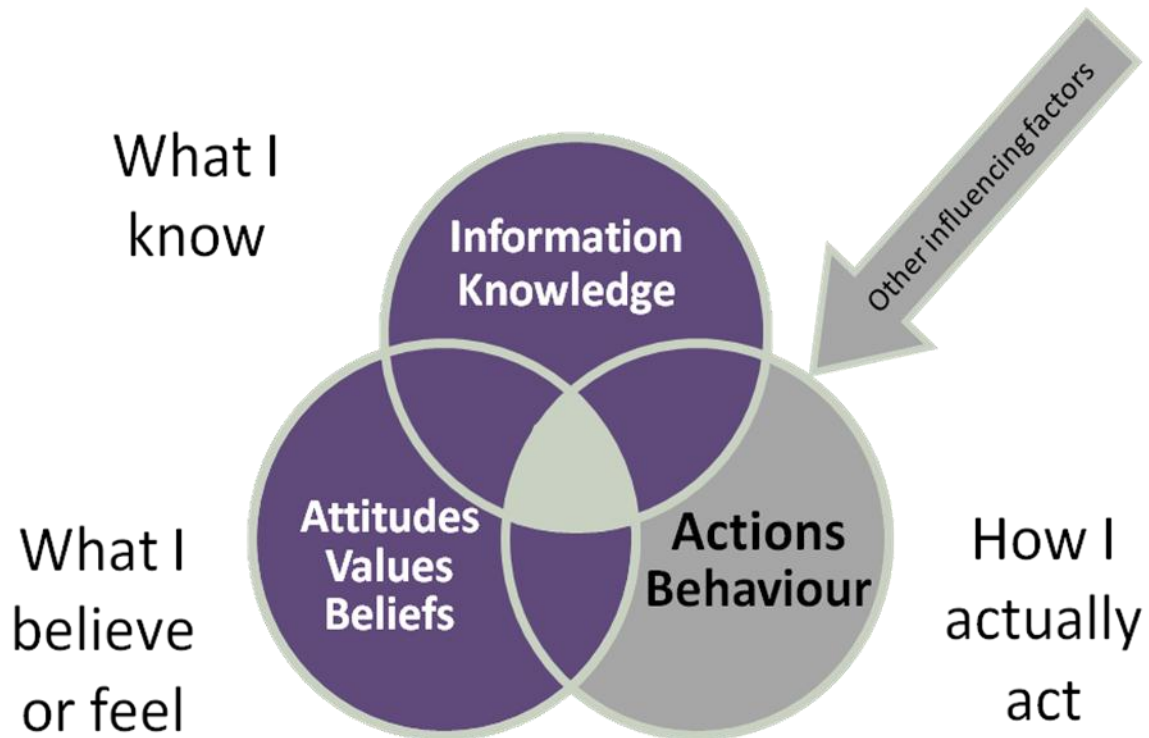
Originally developed in relation to educational attainment, Achievement Goal Orientation Theory is a sociocognitive theory that focuses on student's self set goals in achievement situations and is interested in the student's reasons to engage with learning tasks. Achievement Goal Orientation Theory has 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.



### 4.1.3 Social Cognitive Theory

One of the key factors to defining individual behaviour is determining the influence family, partners, friends, peer group and community can have on an individual's decision making process, as determined by Social Cognitive Theory (SCT) <sup>1314</sup>:



This theory states that in spite of environmental factors, understanding, beliefs and feelings we can be heavily influenced by observing the behaviour and listening to the opinions of those closest to us or by peer group opinion makers. One such example is evidenced in BME communities where parents and grandparents, whose first language is not English, rely on children to determine if they need to respond to an invitation to attend a medical appointment.

By learning behaviours through observation, modeling, and motivation (such as positive reinforcement) it has been found that this type of social learning was strengthened if the observer identified with their "model". This suggests that young people are more likely to repeat behaviours they have seen their peers do, although they might model adults as well. Learning is also strengthened if someone models a behaviour he or she has seen rewarded. This leads to a motivation for the person to model the behaviour in order to get a similar reward.

SCT has been found to demonstrate a strong understanding of physical activity behaviours due to the centrality of self-efficacy (a person's confidence to perform a certain behaviour). As a construct within SCT, self-efficacy explains how individual perceptions of ability effect behaviour, level of motivation, thought patterns, and

<sup>13</sup> Bandura, A. (1986). Social Foundations of thought and action: A social cognitive theory.

<sup>14</sup> Bandura, A. (1997). Self-efficacy: The exercise of control.

emotional reactions. Self-efficacy is specific to a given situation and does not refer to a personality characteristic or trait. A person's self-efficacy may vary depending on the specific task and context.

Furthermore, by linking SCT to the Mastery Hypothesis<sup>15</sup>, it can be seen that any exercise that involves the mastery of particular skills (e.g. sport) is likely to have a positive effect on self-efficacy, which in turn will reflect in heightened self-esteem and a positive affective state. The critical variable here is likely to be perceived success or achievement associated with the physical activity rather than the activity per se. In the case of sport participation, this may lead to the maintenance of participation in the sport.

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<sup>15</sup> Lowry, Kremer and Trew (2007). Young People: Physical Health, Exercise and Recreation.

## 5.0 Methodology

diva planned the project as a staged process, with each activity directly impacting the next activity to ensure all insights gained were incorporated and reacted to. The table below represents the key milestones of the project:

<b>SET UP</b>
Inception Meeting
Supply background information to diva
<b>SECONDARY RESEARCH</b>
Conduct Secondary Research Review
Identify colleges to be involved and pass details to diva
Summarise Secondary Research Findings
<b>QUANTITATIVE INSIGHT</b>
Draft survey and college letter
Sign off survey
Set-up online survey
Contact colleges, issue letter and survey link
Survey live
Cleanse survey data
Analyse findings
diva internal project meeting
<b>QUALITATIVE INSIGHT - PHASE 1</b>
Confirm focus group times/dates
Purchase incentive vouchers
Confirm focus group participants attendance with colleges
Draft focus group discussion guides
Sign off focus group discussion guides
Conduct focus group risk assessments
Conduct focus group 1 - Chesterfield College
Conduct focus group 2 - Chesterfield College
Conduct focus group 3 - NW London College
Conduct focus group 4 - NW London College
Conduct focus group 5 - East Durham College
Conduct focus group 6 - East Durham College
Conduct focus group 7 - Sunderland College
Conduct focus group 8 - Sunderland College
Conduct focus group 9 - Gateway College
Conduct focus group 10 - Gateway College
Write-up focus group findings
diva internal project meeting

Present initial findings at the Active Women Conference
Entire project team meeting
<b>QUALITATIVE INSIGHT - PHASE 2</b>
Confirm college participating in Creative Workshop
Draft Creative Workshop plan and discussion guide
Sign off Creative Workshop plan and discussion guide
Develop materials for Creative Workshop
Conduct Creative Workshop risk assessment
Confirm Creative Workshop participants attendance with college
Deliver Creative Workshop 1
Deliver Creative Workshop 2
Write-up Creative Workshop findings
diva internal project meeting
<b>REPORTING</b>
Report writing
First draft of report produced
Feedback on first draft of report
Entire project team meeting
Final draft of report produced
Final report signed off
Sign off project end

The key stages of the project were:

1. **Set up** – the project was planned and key logistical elements were organised. Initial research was conducted to understand the issue and the context.
2. **Secondary research** – secondary sources of information and examples of best practise were identified and analysed, along with demographic profiling.
3. **Quantitative insight** – an online survey was set-up and conducted with students from colleges across England.
4. **Qualitative insight phase one** – primary research with the target audience was conducted to obtain key insights.
5. **Qualitative insight phase two** – creative workshops were developed and delivered with the target audience to pre-test an intervention strategy.
6. **Reporting** – all results were presented back to a client steering group and a final report was produced.

The following sections of this report document how each stage was delivered and highlight the insights gained from each stage.

## **6.0 Secondary Insight**

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

### **6.1 Methodology**

A review of available grey and published literature was undertaken, including:

- Publications and reports available online
- Academic research
- Media articles

### **6.2 Findings**

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

#### **6.2.1 Barriers**

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

##### **Lack of access to provision, opportunity and location**

Research carried out by University of Birmingham and Middlesex University found that the lack of access to provision, opportunity and location were major barriers for one group of young people when it came to participating in physical activity. It was found that young people were far more likely to take part in some form of physical activity if there was a wide range of activities available, held at facilities that were local to them.<sup>16</sup>

##### **Lack of financial support**

Research conducted by University of Birmingham and Middlesex University 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.<sup>17</sup>

##### **Lack of encouragement and motivation**

A study 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 can act as a barrier to physical activity. This was found to link to a lack of financial support.

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<sup>16</sup> 'Exploring social and environmental factors affecting adolescents' participation in physical activity.' Dagkas, Symeon & Stathi, Afroditi (2007)

<sup>17</sup> 'Exploring social and environmental factors affecting adolescents' participation in physical activity.' Dagkas, Symeon & Stathi, Afroditi (2007)

The study 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.<sup>18</sup>

### **Lack of interest**

A study conducted in the UK highlighted that a simple lack of interest in becoming more physically active can be a barrier for some young people to taking part in physical activity. Some young people suggested that they would rather take part in other activities such as 'hanging around' with their friends.<sup>19</sup>

### **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. It was identified that some people have particularly busy lives and don't have any spare time to participate in less essential tasks such as physical activity, even though they may have a desire to do so.<sup>20</sup>

### **Negative experiences**

In a review of qualitative studies, 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.<sup>21</sup>

### **Gender and stereotyping**

Research found 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.<sup>22</sup>

A further study found 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.<sup>23</sup>

### **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'.<sup>24</sup>

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<sup>18</sup> 'Exploring social and environmental factors affecting adolescents' participation in physical activity.' Dagkas, Symeon & Stathi, Afroditi (2007)

<sup>19</sup> 'Exploring social and environmental factors affecting adolescents' participation in physical activity.' Dagkas, Symeon & Stathi, Afroditi (2007)

<sup>20</sup> 'Exploring social and environmental factors affecting adolescents' participation in physical activity.' Dagkas, Symeon & Stathi, Afroditi (2007)

<sup>21</sup> 'Understanding participation in sport and physical activity among children and adults: a review of qualitative studies' Allender, Steve, Cowburn, Gill & Foster, Charlie (2006)

<sup>22</sup> 'Understanding participation in sport and physical activity among children and adults: a review of qualitative studies' Allender, Steve, Cowburn, Gill & Foster, Charlie (2006)

<sup>23</sup> 'Understanding participation in sport and physical activity among children and adults: a review of qualitative studies' Allender, Steve, Cowburn, Gill & Foster, Charlie (2006)

<sup>24</sup> 'Understanding participation in sport and physical activity among children and adults: a review of qualitative studies' Allender, Steve, Cowburn, Gill & Foster, Charlie (2006)

### **Limited improvement**

Research by Gould found that a lack of progress or noticeable improvement in the skills required for the specific sport or activity may act as a barrier for young people to continue to participation.<sup>25</sup>

### **Feeling of pressure**

The research by Gould also found that pressure on a young person from people such as their coach; a parent or other players could also become a reason for them to drop out.<sup>26</sup>

## **6.2.2 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.<sup>27</sup> However this factor can often be poorly defined and may be misinterpreted. As Csikszentmihalyi (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.<sup>28</sup> Alternatively, Scanlan and Lewthwaite (1986) have a different perspective as they defined enjoyment as a positive response or product that arises from participation.<sup>29</sup>

Boyd and Yin (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.<sup>30</sup> Similarly Scanlan et al (1993) found sources of enjoyment in young athletes such as effort, mastery, satisfaction with performance, as well as peer and coach support.<sup>31</sup>

### **Support of Family and Peers**

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 transitional 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.<sup>32</sup> Also as the European Physical Review states, 'It was evident that an active

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<sup>25</sup> 'Understanding attrition in children's sport' Gould, D (1987)

<sup>26</sup> 'Understanding attrition in children's sport' Gould, D (1987)

<sup>27</sup> 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)

<sup>28</sup> Flow: The Psychology of Optimal Exercise. New York: Harper & Row, Csikszentmihalyi, M. (1990)

<sup>29</sup> 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)

<sup>30</sup> Cognitive-affective sources of sport enjoyment in adolescent sport participants. Adolescence, 31, 383 – 395. Boyd, M. P. & Yin, Z. (1996).

<sup>31</sup> Paediatric Exercise Science. Sources of Enjoyment for Youth Sport. Scanlan T. K., Carpenter, P.J., Lobel, M. & Simons, J. P. (1993)

<sup>32</sup> 'Understanding participation in sport and physical activity among children and adults: a review of qualitative studies' Allender, Steve, Cowburn, Gill & Foster, Charlie (2006)

parent or an active sibling (brother or sister) was a motivational factor to participate in physical activity and leisure settings.<sup>33</sup>

### **Social**

The social factor was highlighted as a key participation motivator by Buonamano and Mussino (1995) as young people like to gain a sense of belonging or feeling affiliated to an organisation or a group.<sup>34</sup> As Duncan (1993) highlights that peers will influence enjoyment, companionship and recognition this then influences the perception of competence and the affective emotional responses to participation.<sup>35</sup>

### **Fitness**

Fitness was highlighted as an important participation motivator by Buonamano and Mussino (1995) as young people like to improve their strength, shape or stamina.<sup>36</sup>

### **Competition and Feedback**

Skill and competition were highlighted by Buonamano (1995) as important motivation factors as young people like to achieve success either through seeing competition or seeing progress.<sup>37</sup> For adolescents feedback or knowledge of results provides reinforcement to how they are performing against their peers. As research indicates that knowledge of results is essential for proper skills acquisition.<sup>38</sup>

### **Teenagers and Young Women's Specific Motivations**

It was identified that young women have slightly different motivators for participation in sport compared to young men.

### **Body Shape and Weight Management**

The main reasons for participation of young girls in sport was 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.<sup>39</sup>

### **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.

## **6.2.3 Opportunities**

The secondary research has identified a range of possible solutions and best practice to be explored further through primary research with the target audience.

### **Change for Life Sports Clubs**

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<sup>33</sup> European Physical Education Review, Dagkas S. & Stathi A. (2007)

<sup>34</sup> 'Participation motivation in Italian youth sport' Buonamano, R., Cei, A & Mussino, A. (1995)

<sup>35</sup> Research Quarterly for Exercise and Sport. Duncan, S. C. (1993)

<sup>36</sup> 'Participation motivation in Italian youth sport' Buonamano, R., Cei, A & Mussino, A. (1995)

<sup>37</sup> 'Participation motivation in Italian youth sport' Buonamano, R., Cei, A & Mussino, A. (1995)

<sup>38</sup> Journal of Experimental Psychology, Bilodeau, E. A., Bilodeau, I. M. & Schumsky, D. A. (1959)

<sup>39</sup> 'Understanding participation in sport and physical activity among children and adults: a review of qualitative studies' Allender, Steve, Cowburn, Gill & Foster, Charlie (2006)



Change 4 Life Sports Clubs focus on building a network of new school sport clubs based on seven Olympic and Paralympic sports. The sports are badminton, boccia, fencing, handball, table tennis, volleyball and wheelchair basketball. This new network of sports clubs aims to attract young people who might be inspired by the 2012 Games to take up and participate in a range of Olympic and Paralympic Sports. The target groups are aged 13-19 year olds.

**Club Characteristics:**

- Clubs are 'owned' by young people and the school
- Clubs happen once a week
- Clubs takes place regularly at the same time and place beyond the current OSHL provision (not replacing current provision)
- They will be planned and delivered across the whole year
- Clubs will be in a single sport
- The club will have subscription and affiliation/membership
- Clubs will include coaching and an element of competition
- There will be opportunities for young people to lead and volunteer
- Each club will have a brand/name

**Issues that this programme tackles:**

- Engaging and increasing participation among those young people, not yet engaged or only partly engaged in sport
- Building a network of modern new School Sport Clubs
- Increasing the 3rd hour opportunities nationally<sup>40</sup>

**The Agita São Paulo Programme**

The Agita São Paulo programme was developed in 1996 to combat the low levels of physical activity amongst residents of the Brazilian state of São Paulo. The Portuguese word 'Agita' means to move the body, but the term also includes considerations of the mind, social health and citizenship. The programme encourages residents of São Paulo to accumulate at least 30 minutes of moderate physical activity per day, and this message is supported by the programme's mascot – the 'half-hour man'.

To encourage people to become more physically active, the Agita São Paulo programme seeks to deliver interventions that impact on interpersonal, social and physical environmental factors. This has included: mass media; promotional giveaways; mega-events; creating access to sporting facilities; influencing policies, statutes and laws; improving physical environments; and working with health professionals to 'prescribe' physical activity.

**The Results of the Programme:**

- Proportion of inactive individuals declined from 10 per cent in 2002 to 3 per cent in 2008
- Proportion of very active individuals increased from 7 per cent in 2002 to 16 per cent in 2008
- 37 per cent of the state's population was aware of Agita São Paulo in 2002, rising to 60 per cent in 2008.<sup>41</sup>

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<sup>40</sup> Change 4 Life Sports Clubs, Youth Sport Trust (2012) <http://www.youthsporttrust.org/page/c41/index.html>

<sup>41</sup> Agita Sao Paulo Case Study, ShowCase, NSMC (April 2011)

## **VERB™**

Is a 'for-kids-by-kids' multicultural campaign aimed to increase and maintain physical activity among 'tweens' (children aged 9 to 13). Launched in 2002 by the Centers for Disease Control and Prevention in the US, VERB™ used commercial methods of youth marketing to promote being physically active as cool, fun and a chance to have a good time with friends.

In addition to its strong brand identity and communications presence, the five-year campaign offered opportunities and support for active and rewarding participation, including: community-based activity events; activity start-up kits; innovative teaching materials; 'street teams' to engage tweens at events; small grants to support physical activity in schools; and contests, competitions and sweepstakes.

### **The Results of the Programme:**

After 1 year, effects were found in free-play physical activity in sub-populations, notably younger tweens (9 to 10 years) and girls. In years two and three, effects were found for the entire target population for free-time physical activity. Findings from year four (2006) showed that the level of exposure to VERB™ by tweens was significantly associated with physical activity the day before the survey and on each of the psychosocial variables.<sup>42</sup>

## **Mall Walking**

Something that has recently become popular in North America is the activity of 'mall walking' where people are encouraged to use the indoor, safe space of the shopping centre out of normal working hours to walk and exercise.<sup>43</sup>

## **Being 'Girl Friendly'**

The Youth Sports Trust/Nike Girls Project 'Girls in Sport' identified several changes that could be made with the intention of making PE more 'girl-friendly'. These included 'girl-friendly' changing rooms, positive role models for girls in sport, extended and new types of activities, relaxed emphasis on PE kit and an emphasis on rewarding effort as well as achievement. The review of qualitative studies added that easy, realistic changes to PE such as changing PE uniforms, providing single sex classes and offering alternate, non-competitive forms of PE could improve long-term participation.<sup>44</sup>

## **6.3 Sport Market Segmentation**

The Sport Market Segmentation data builds on the results of Sport England's Active People Survey, the Department of Culture, Media and Sport's Taking Part survey and the Mosaic tool from Experian. The nineteen sporting segments are designed to help organisations understand the nation's attitudes to sport, their motivations and barriers.

The segments most closely aligned to the target audience for this scoping project are Leanne and Jamie. Below is an overview of both segments.

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<sup>42</sup> VERB™ Case Study, ShowCase, NSMC (March 2011)

<sup>43</sup> The Complete Mall Walkers Handbook. Minneapolis: Fairview Press, Bland, J. H., & Colby, J. (1999)

<sup>44</sup> Fit for Girls Case Study Pack, Youth Sport Trust

### **6.3.1 Jamie**

The Jamie segment is made up of young blokes enjoying football, pints and pool. Mainly in the age range of 18 – 25, Jamie is single and a vocational student.

#### **Jamie's sporting activity**

Jamie is an active type that regularly takes part in sport. The sport that Jamie would most likely participate in would be football, with 28 per cent of this segment participating in this sport. The next most popular activities are keep fit and gym (22 per cent), athletics and cycling (12 per cent each) and swimming (10 per cent).

Badminton, tennis, cricket, basketball and golf are other sports Jamie may take part in to a lesser extent. Whilst 31 per cent of this segment will do a moderate intensity sport for 30 minutes per session three times a week, 59 per cent will only participate once a week and a further 36 per cent will not do any sport at all.

Jamie would like to do more sport, with 64 per cent of this segment indicating so. Specifically, 14 per cent would like to do swimming, followed by cycling (nine per cent), football (eight per cent), keep fit and gym (eight per cent) and athletics (six per cent).

#### **Motivators for Jamie**

Jamie is mainly motivated to play sport by the enjoyment factor as 54 per cent of the segment state they participate just to enjoy it. A further 37 per cent will participate to keep fit and 22 per cent to socialise. Training, taking part in competition and improving performance are not significant motivational factors for this segment.

#### **Barriers for Jamie**

The main barrier for Jamie participating in sport is 'other' factors (left school, no opportunity and economic reasons) with 33 per cent indicating this. Work commitments are also a barrier for twenty-seven per cent of this segment. Health, injury and disability are a barrier for 13 per cent of the segment, with 12 per cent also indicating that they have a long-standing illness, disability or infirmity.

#### **Satisfaction for Jamie**

Jamie is most satisfied by the 'release and diversion, 'exertion and fitness' and 'social' aspects of his sporting experience. He is least satisfied with the coaching and facilities aspects.

#### **Competing priorities for Jamie**

There are many competing factors for Jamie's time, with watching TV, spending time with friends and family and listening to music his highest priorities. As Jamie is a younger segment of the population he is more likely to spend his free time using the internet, emailing, going to pubs, bars and clubs, cinema and playing computer games. Jamie classes sport as a relatively high priority as he spends 63 per cent of his spare time playing sport.

#### **Opportunities for Jamie to do more sport**

Jamie claims he would do more sport if he was less busy (40 per cent), if he had people to go with (23 per cent) and admission to facilities and activities was cheaper (20 per cent). Childcare is not a significant issue.

### **How to reach Jamie**

Jamie is most responsive to the internet and emails and preferred to receive information via SMS text with the preferred service channel being his mobile. His decision style is 'experiential' as he is open to new ideas and offers as long as they are presented in an original and entertaining way. His preferred marketing tone is: young, off-the-wall, experiential, relaxed, edgy, funky, cutting-edge, transitory, urban and informal.

### **6.3.2 Young Jamie**

As Jamie is mainly aged 18 – 25, the segment is older than our target audience of 16 – 18 (the key drop off age for sport participation). For the purposes of this project we renamed our male target audience 'Young Jamie'.

### **6.3.3 Leanne**

The Leanne segment is made up of young busy mums and their supportive college mates. Mainly in the age range of 18-25, she would most likely have children and be a student on a part-time or a vocational course.

#### **Leanne's sporting activity**

Leanne is the least active segment in her age group. The exercise that she is most likely to participate in is keep fit and gym, with 23 per cent of this group participating in this sport. The next most popular activities are swimming (18 per cent), athletics or running (nine per cent) and cycling (six per cent).

Football, badminton, netball, horse riding, tennis and volleyball are other sports Leanne may take part in to a lesser extent. Whilst 17 per cent of this segment will do a moderate intensity sport for 30 minutes per session three times a week, 53 per cent of this segment will not do any sport at all.

Leanne would like to do more sport, with 72 per cent of this segment indicating so. Specifically, 27 per cent of this segment would like to do more swimming and 14 per cent would like to do more keep fit and gym.

#### **Motivators for Leanne**

Leanne is mainly motivated to play sport by the enjoyment factor, as 44 per cent of the segment state they participate just to enjoy it. Participating to keep fit is the motivator for 34 per cent, followed by socialising for 24 per cent and losing weight for 13 per cent. Training, taking part in competition and improving performance are not significant motivational factors for this segment.

#### **Barriers for Leanne**

The main barrier for Leanne participating in sport is work commitment with 34 per cent of this segment indicating this. Other factors preventing Leanne from taking part are leaving school, economic and work factors with 25 per cent indicating this. Of this segment, six per cent indicate health, injury and disability as a barrier, with a further 10 per cent describing themselves as having a long-standing illness, disability or infirmity.

#### **Satisfaction for Leanne**

Leanne is most satisfied with the 'release and diversion' and 'social' aspects of her sporting experience. However Leanne is least satisfied with the 'performance', 'value for money', 'officials' and 'coaching' aspects of her experience when participating in sport.

#### **Competing priorities for Leanne**

There are many competing factors for Leanne's time, with friends, family and TV being her highest priorities. As Leanne is a younger segment of the population she spends a lot of her free time on the internet, emailing and going to the cinema. Sport ranks as the lowest to priority to Leanne, with only 47 per cent of playing sport in their spare time.

#### **Opportunities for Leanne to do more sport**

Leanne claims that she would do more sport if she were less busy (42 per cent), if it were more affordable (28 per cent) and if she had people to play sport with (21 per cent). Having help with childcare would also enable Leanne to participate more in sport, with eight per cent requiring better childcare facilities.

#### **How to reach Leanne**

Leanne is most responsive to post and her preferred information channel is via SMS text as her preferred service channel is mobile. Leanne's decision-making style is 'experiential' therefore she is open to new ideas and offers as long as they are presented in an original and entertaining way.

Her preferred marketing tone and message is: sociable, value, kids, young, chatty, entertaining, free trial, time saver, practical and uncomplicated.

#### **6.3.4 Young Leanne**

As Leanne is mainly aged 18 – 25, the segment is older than our target audience of 16 – 18 (the key drop off age for sport participation). For the purposes of this project we renamed our female target audience 'Young Leanne'.

## 7.0 Population Profiling

Following the completion of the secondary research, the first stage in setting-up the primary research was for diva to work with StreetGames to identify FE colleges to participate. It was essential to target colleges across the breadth and depth of England to ensure a representative sample was achieved. In line with the Sport Market Segmentation, the focus was on targeting areas of deprivation across England where those young people most closely aligned to the 'Jamie' and 'Leanne' segments of the model would live.

### 7.1 Areas of Deprivation

The map below depicts the most deprived areas of England. The target areas for primary research were limited to the areas in blue (those most deprived):

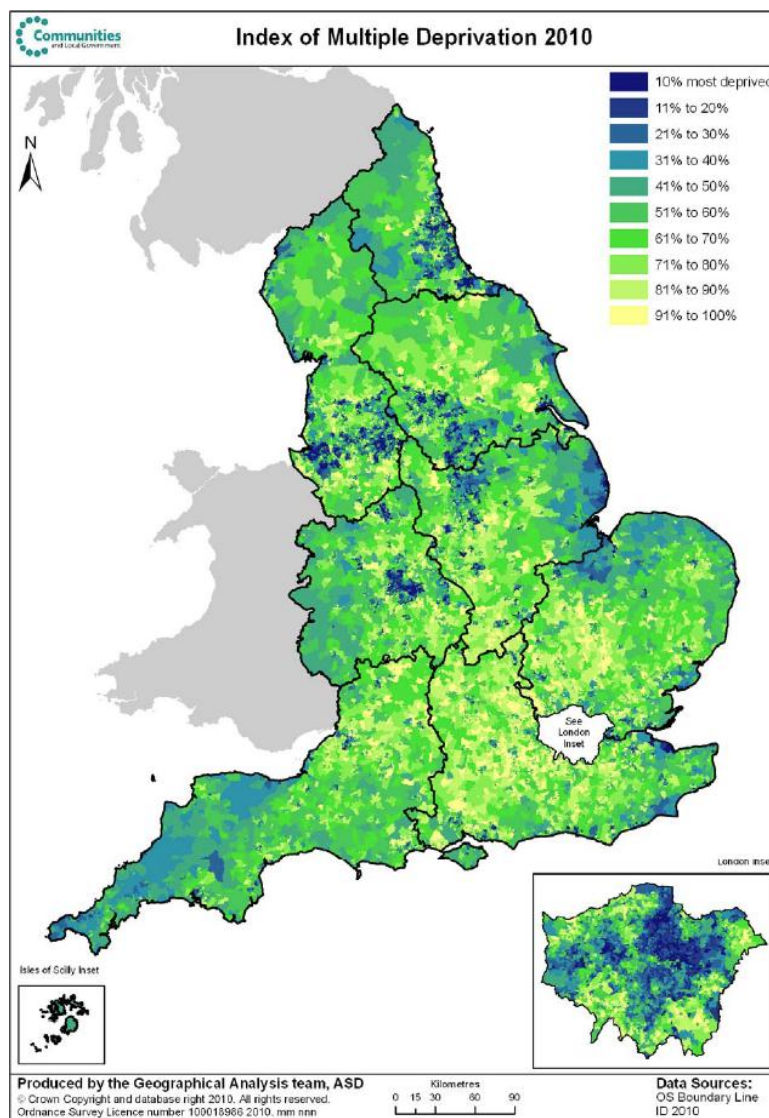
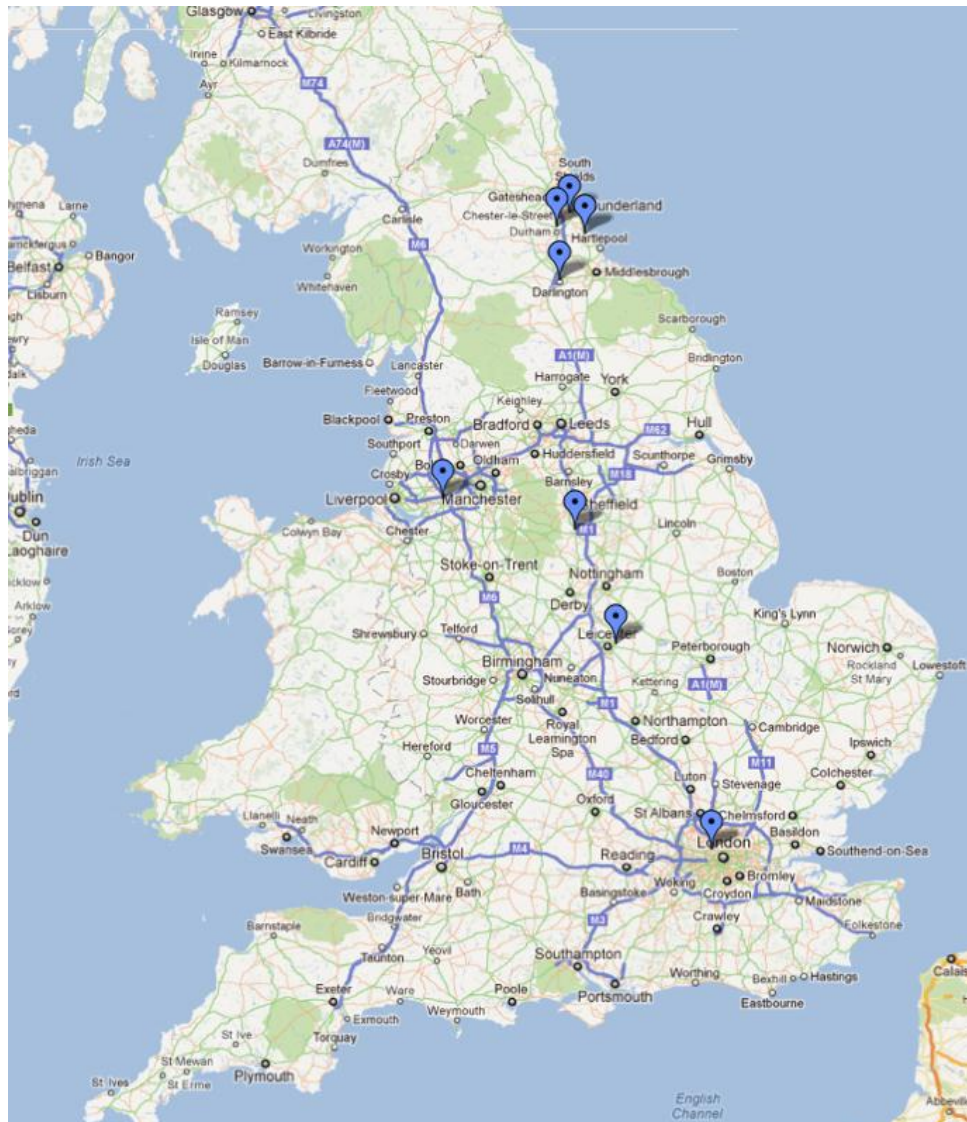


Diagram 1 – Map of areas of deprivation in England

The eight colleges chosen to participate in the primary research were split across the North, Midlands and South of the country:

- New College, Durham
- Queen Elizabeth Sixth Form College, Darlington
- East Durham College
- Sunderland College
- Warrington Collegiate
- Chesterfield College
- Gateway College, Leicester
- NW College of London

The map below depicts the colleges that participated in the primary research:



*Diagram 2 – Map of colleges that participated in primary research*



## 8.0 Quantitative Insight

After completing the secondary research it was necessary to establish an overall impression of young people's current attitudes towards sport and their levels of engagement in physical activity. This would facilitate an understanding of any differences between gender, geographical location and other factors.

### 8.1 Online Survey Method and Delivery

A survey (see appendix A) was developed based on insights gained from the secondary research review. The client steering group signed this off before it was issued. The survey was uploaded to Survey Monkey and a link issued to the chosen colleges for distribution to their students. As an incentive to complete the survey, all participants were entered into a prize draw to win an iPod nano.

### 8.2 Online Survey Sample

The sample size achieved was 469. This number exceeds the representative sample size of 384 statistically required, allowing 5% margin of error. The map below depicts each online survey participant:



Diagram 3 – Map of online survey participants



When compared to the areas of deprivation map (diagram 1) there is a clear correlation between survey participants and areas of deprivation. This suggests the approach for targeting young people at FE colleges in areas of deprivation was successful in identifying an adequate targeted sample size.

### 8.2.1 Demographics

The sample size is representative of ethnicity, with a weighting to each ethnic group that reflects the demography of the UK population:

<b>Ethnic group</b>	<b>UK Population</b>	<b>Survey sample (469)</b>
White: British	82.79%	69.1% (324)
White: Irish	1.08%	0.6% (3)
White: Other White	3.59%	5.8% (27)
Mixed: White and Black Caribbean	0.58%	0.4% (2)
Mixed: White and Black African	0.25%	0.4% (2)
Mixed: White and Asian	0.56%	1.3% (6)
Mixed: Other Mixed	0.45%	0% (0)
Asian or Asian British: Indian	2.73%	3.6% (17)
Asian or Asian British: Pakistani	1.91%	1.7% (8)
Asian or Asian British: Bangladeshi	0.74%	0.2% (1)
Asian or Asian British: Other Asian	0.73%	3.2% (15)
Black or Black British: Black Caribbean	1.18%	4.3% (20)
Black or Black British: Black African	1.52%	4.5% (21)
Black or Black British: Other Black	0.24%	0.2% (1)
Chinese or Other Ethnic Group: Chinese	0.85%	0.4% (2)
Chinese or Other Ethnic Group: Other	0.80%	4.3% (20)

The sample size is representative of gender, with an even weighting between male and female participants:

- 52.9% male (248 respondents)
- 47.1% female (221 respondents)

The sample size is representative of different age groups (although 149 people did not specify age):

- 16.8% (79) aged 16
- 30.1% (141) aged 17
- 17.3% (81) aged 18
- 35.8% (168) aged 19+

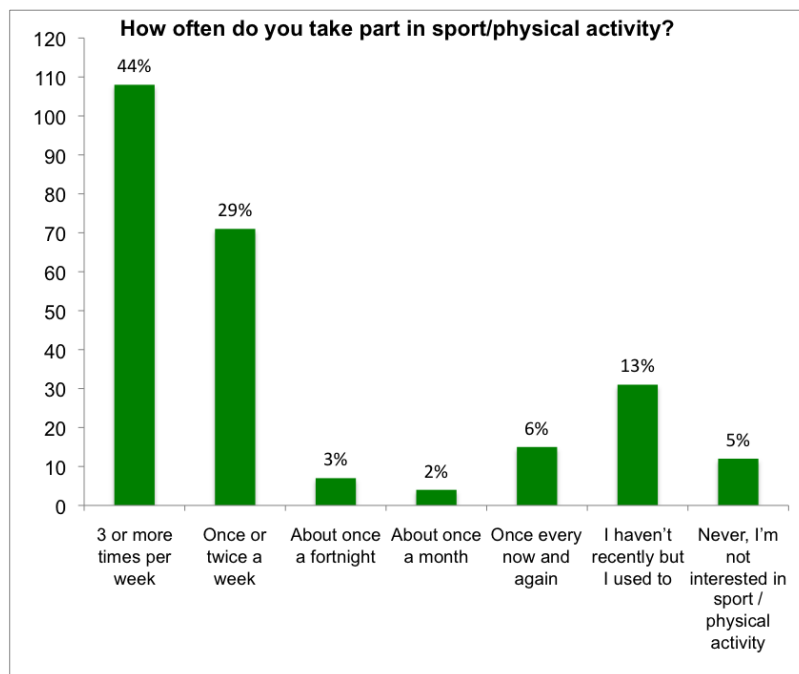
## 8.3 Findings

This section highlights some of the most notable findings from the survey. Below is a summary of the key findings from the online survey segmented by gender and key themes. Comparisons have been made between our survey findings and the Sport Market Segmentation profiles for Jamie and Leanne, which build on the results of Sport England's Active People Survey. However it should be noted that the Active People Survey focused solely on sport and sessions lasting longer than 30 minutes. Our survey included sport and physical activity (e.g. walking) and did not state that sessions should last for longer than 30 minutes.

### 8.3.1 Young Men

The participants are active and regularly participate in sport, with forty-four per cent doing physical activity three times a week. This is higher than the Jamie segment within which twenty-eight per cent participate in sport this frequently. Only seventeen per cent of participants stated that they do not sport at all. This is fewer than the Jamie segment within which thirty-six per cent do not participate in any sport at all.

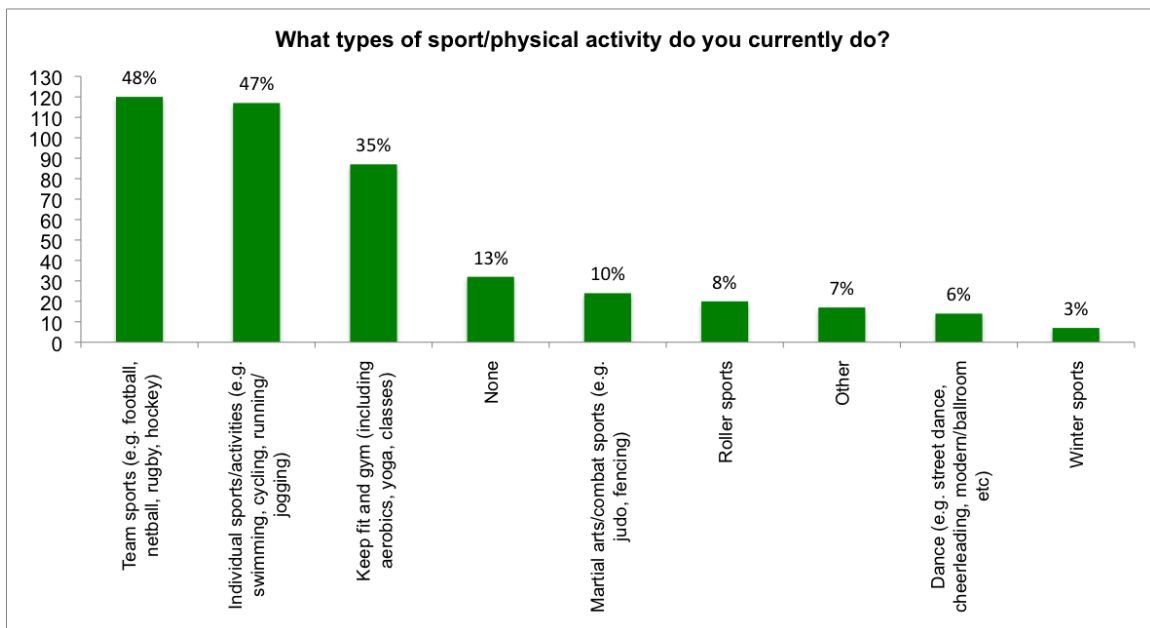
The graph below depicts the results of the survey question: "How often do you take part in sport / physical activity?"



Team sports were the type of activity participants were most likely to currently do. This finding is in line with the Jamie segment, with which football, basketball and cricket are popular. The next most popular activities the participants currently do are individual sports such as swimming, keep fit and gym. This is also in line with the Jamie segment.

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

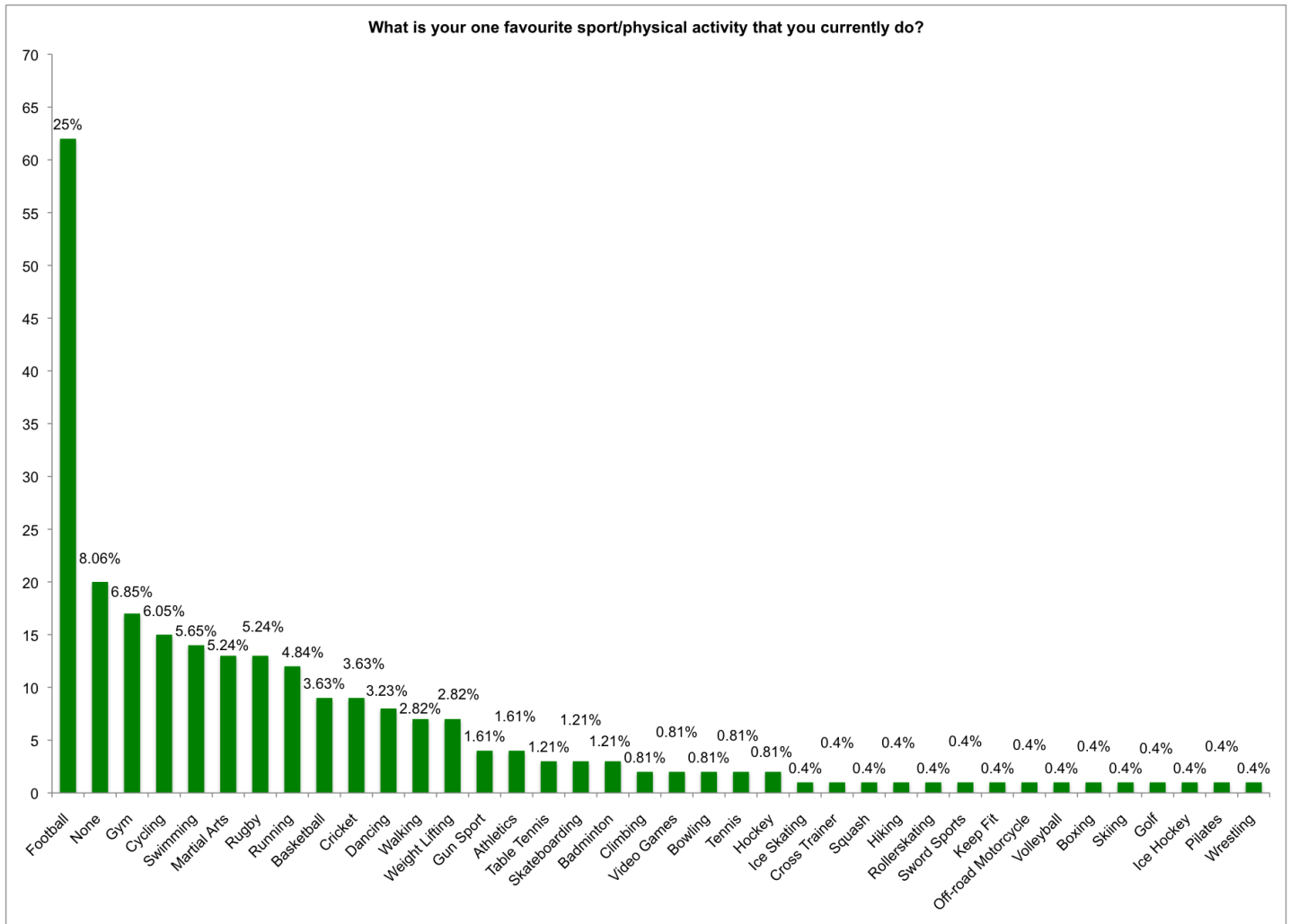
‘Other’ responses included: walking (4), athletics (3), airsoft (2), video games (2), drama (1), squash (1), hiking (1), motorbikes (1), referee (1) and badminton (1).



The favourite sport that the participants currently do is football. This matches the top sport of the Jamie segment. Other popular sports the participants currently do which match the top sports of the Jamie segment include gym, cycling, swimming, basketball and cricket.

Popular sports the participants currently do which are different to the Jamie segment include martial arts, rugby and running.

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



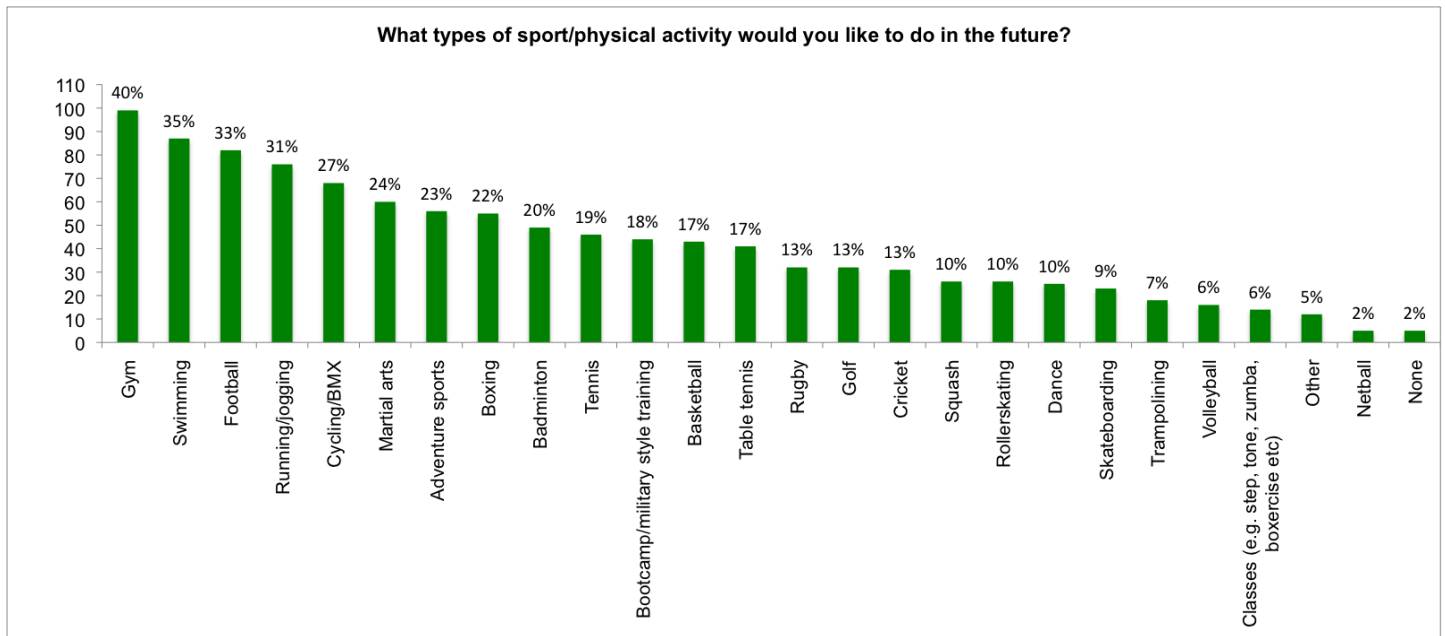
The sport that participants would most like to do in the future is going to the gym. This is the fourth top sport that the Jamie segment would like to do more of. The second most popular sport that participants would like to do in the future is swimming. This is the top most popular sport the Jamie segment would like to do more of.

Other popular sport participants would like to do which match the Jamie segment include football, cycling, martial arts, badminton and tennis.

Popular sports participants would like to do which do not match the Jamie segment include running, boxing and adventure sports.

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

'Other' responses included: swordcraft, video games, darts, rowing, wrestling, athletics, dodgeball, fishing, hockey, archery, fencing and motocross.

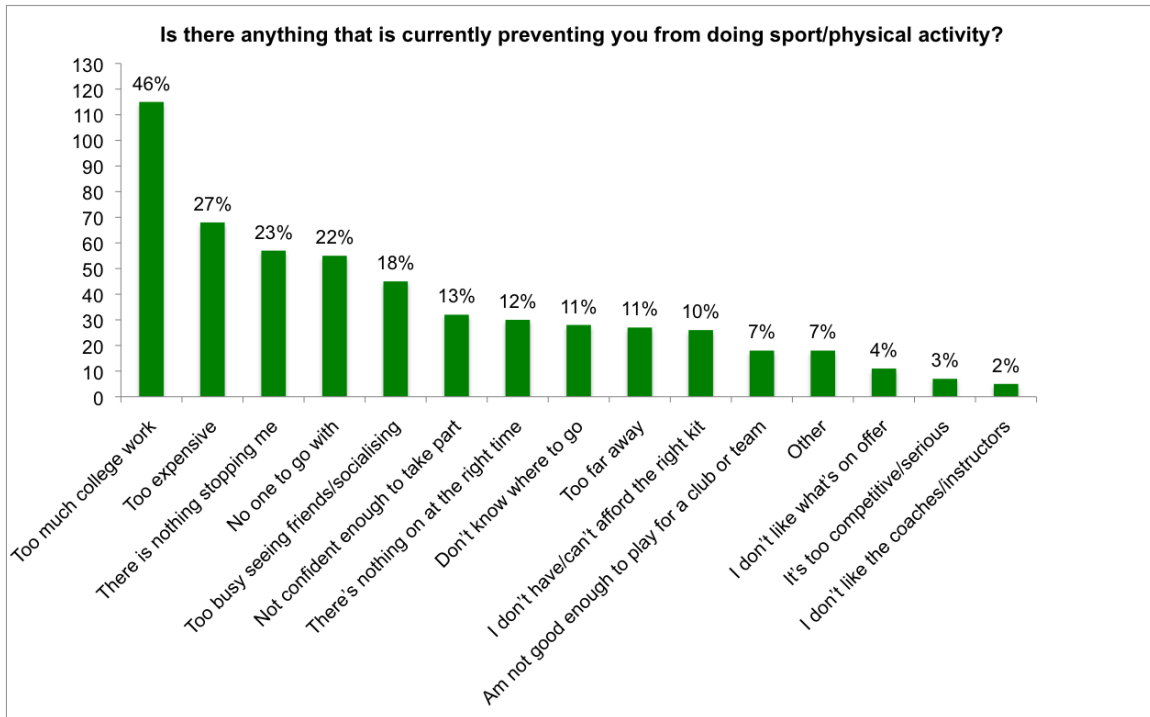


The participants identified many barriers that were preventing them from doing sport, with too much college work being the biggest barrier. As expected, this finding is different to the main barrier for the Jamie segment as Jamie is mainly aged 18 – 25 and is not at college. However, the second largest barrier for Jamie is work commitments, which is a similar theme.

The other main barriers for the participants were that participating in sport is too expensive, that they have no one to go with and that they are too busy seeing friends and socialising. Notably, the third largest response from participants was that 'nothing is stopping me'.

The graph below depicts the results of the survey question: "Is there anything currently preventing you from doing sport / physical activity?"

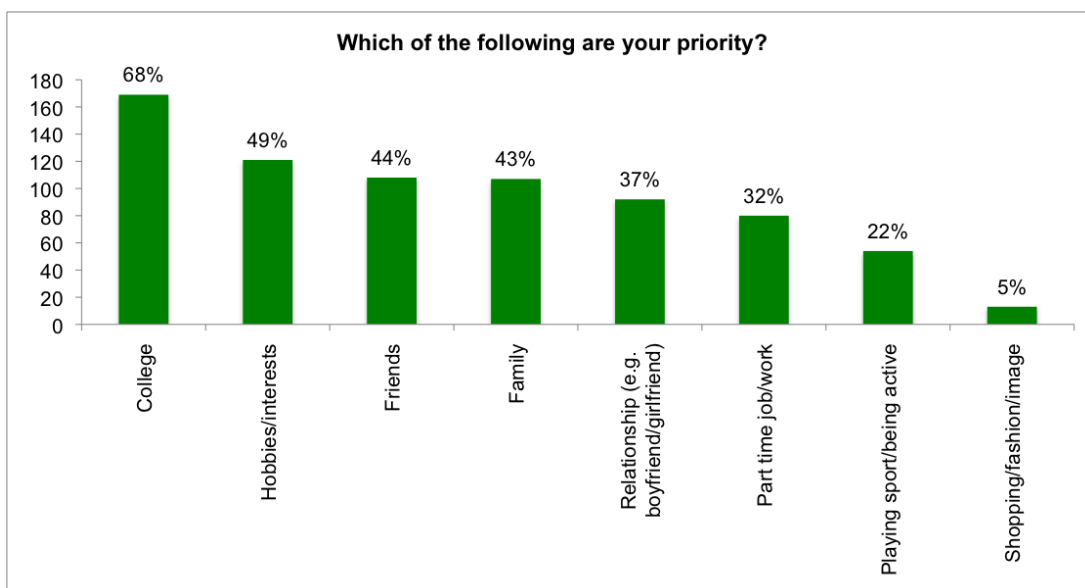
'Other' responses included: disability / injury / illness (7), lack of time e.g. working (5), too busy doing other things e.g. video games (4), need childcare (1) and lack of motivation (1).



The participants have many competing priorities that are more important to them than participating in sport. The main priorities for participants were college, followed by hobbies / interests, friends, family, relationships and part time jobs.

Again, whilst college is a different response to the Jamie segment due to age range, Jamie has similar competing priorities which include watching TV, friends and family, listening to music and internet / emailing.

The graph below depicts the results of the survey question: "Which of the following are your priority?"

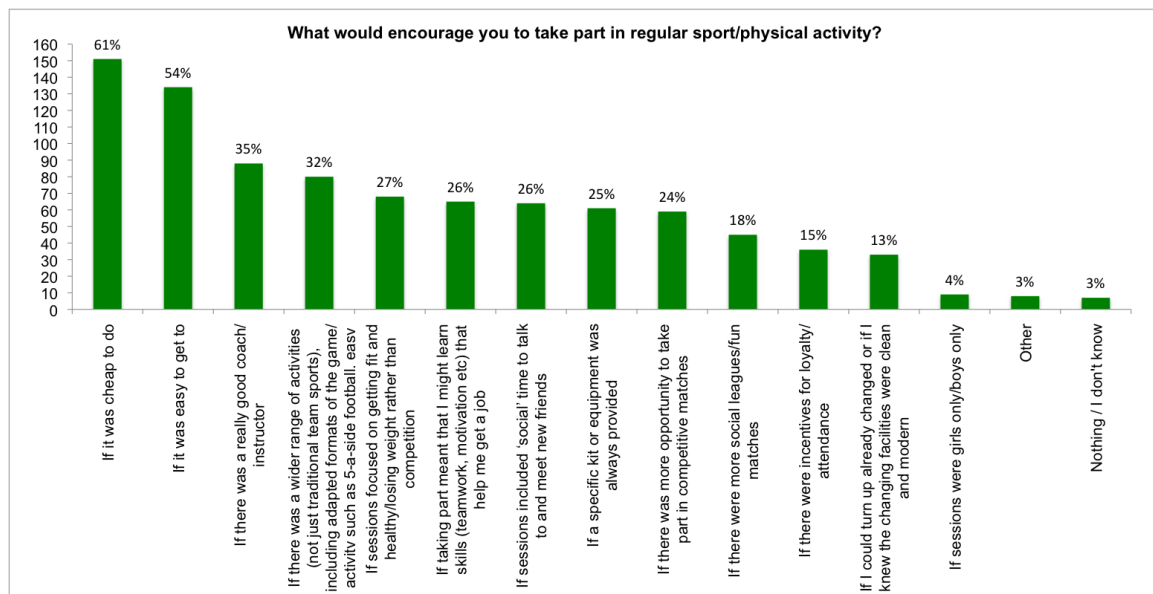


Participants identified several opportunities that may lead to an increase in sport participation. The most appealing opportunity for participants would be to make sport cheaper to do. This is the third highest ranking opportunity to the Jamie segment.

Making sport easy to get to was the second highest ranking opportunity for participants. This bears some similarity to the Jamie segment who would like improved transport. Other top opportunities participants identified include having a good coach / instructor, having multi-sport sessions, focusing on fitness and if participation might give them key skills that could help with a future career.

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

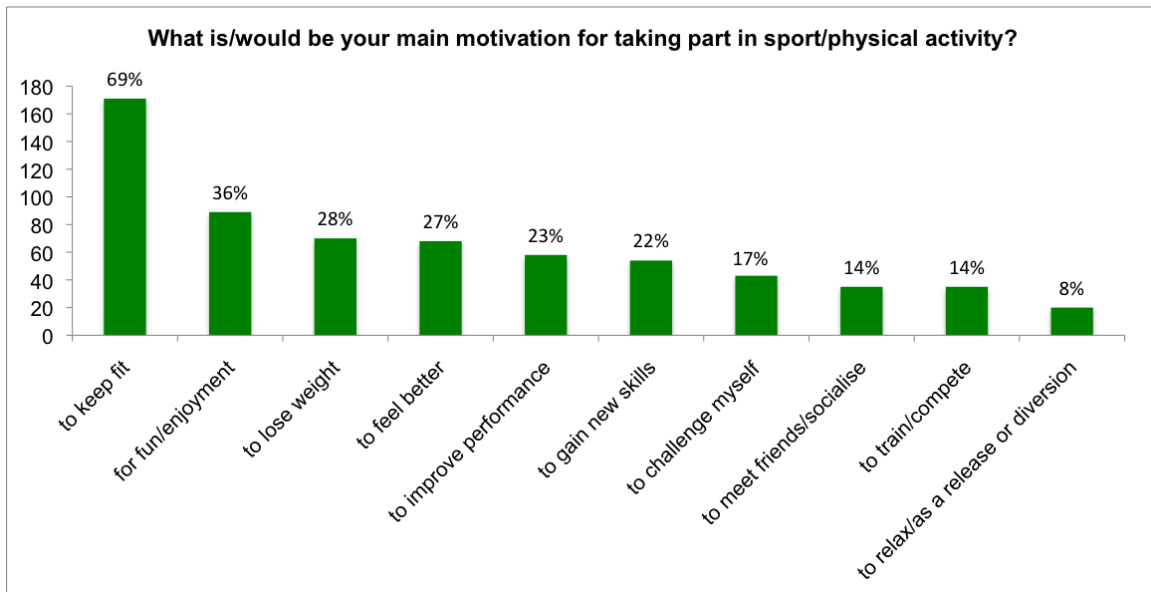
‘Other’ responses included: if it was linked to a video game (2), if I had more time(2), if other people with the same disability did it too (1), if it was free (1), if there was childcare (1) and if there were people to organise it / attend with.



Participants identified key motivators that would encourage them to take part in sport. The top two motivators were keeping fit and fun / enjoyment. These are also top two motivators for the Jamie segment. The third highest ranked motivator for the participants was to lose weight, which is not a motivator for the Jamie segment.

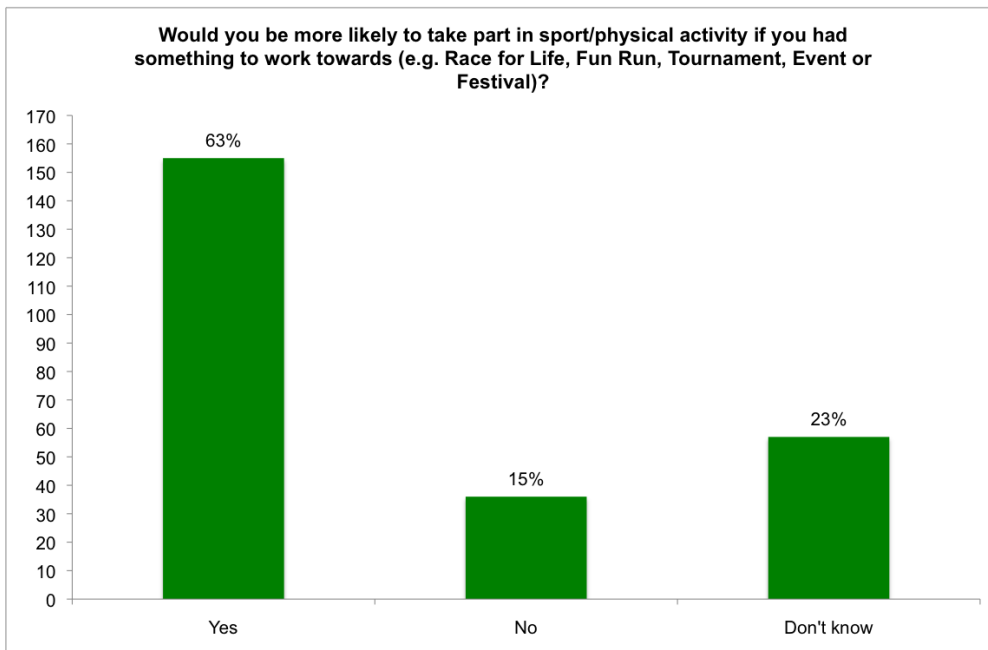
‘Other’ top motivators for the participants include to feel better, to improve performance and to learn new skills. Unlike the Jamie segment where socialising is the third highest ranked motivator, the participants ranked it eighth.

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



The majority of participants (sixty-three per cent) said that they would be more likely to take part in sport if they had something to work towards.

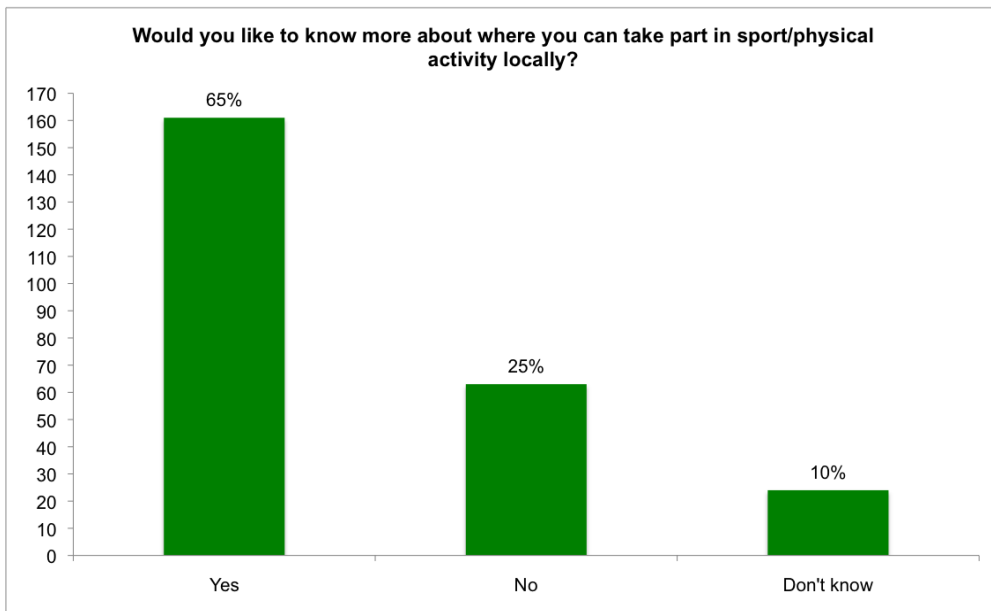
The graph below depicts the results of the survey question: “Would you be more likely to take part in sport/physical activity if you had something to work towards? (e.g. Race for Life, Fun Run, Tournament, Event or Festival)”



The majority of participants (sixty-five per cent) stated that they would like to receive more information about taking part in sport in their area.

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

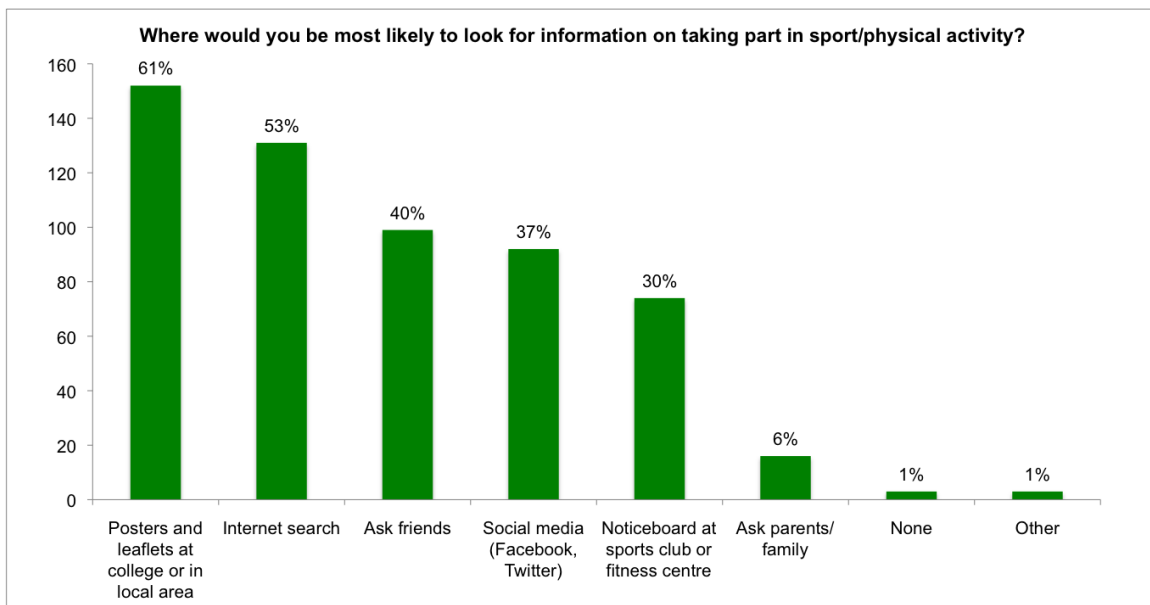




Posters and leaflets were the top way in which participants said they would like to receive information about taking part in sport. This was followed by internet, asking friends, social media and noticeboards at sporting venues. The Jamie segment is most responsive to internet and email, however all other information channels differ to the preference of the participants.

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?”

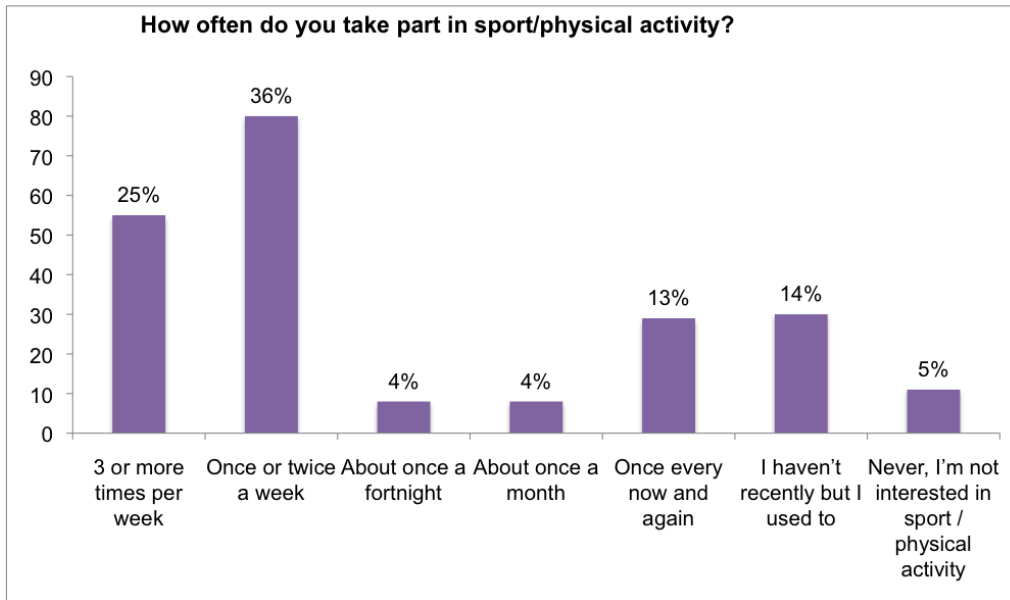
‘Other’ responses included: email, college website and I wouldn’t look, I would just take part.



### 8.3.2 Young Women

The participants are moderately active and participate in sport once or twice a week (thirty-six per cent), with a further twenty-five per cent doing physical activity three times a week. This is similar to the Leanne segment within which forty-two per cent participate in sport at least once a week. Nineteen per cent of participants stated that they do not sport at all. This is fewer than the Leanne segment within which fifty-three per cent do not participate in any sport at all.

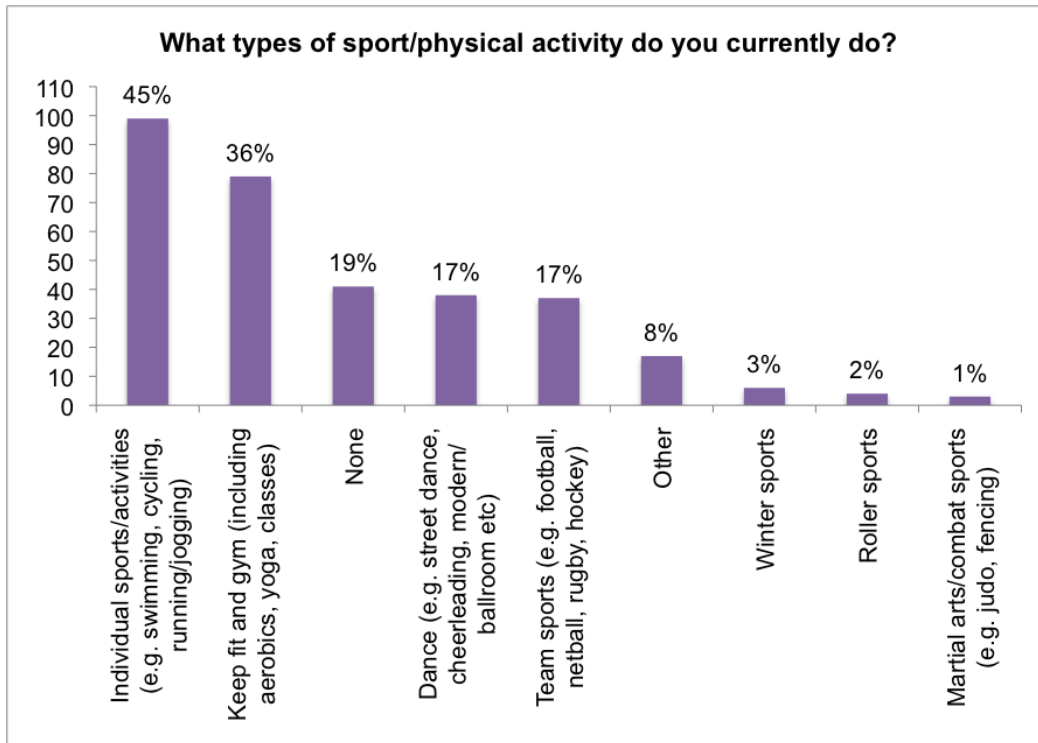
The graph below depicts the results of the survey question: “How often do you take part in sport / physical activity?”



The type of sporting activity that that participants currently do is individual sports followed by keep fit and gym. This is similar to the Leanne segment, which prefers swimming, cycling, keep fit, gym and athletics.

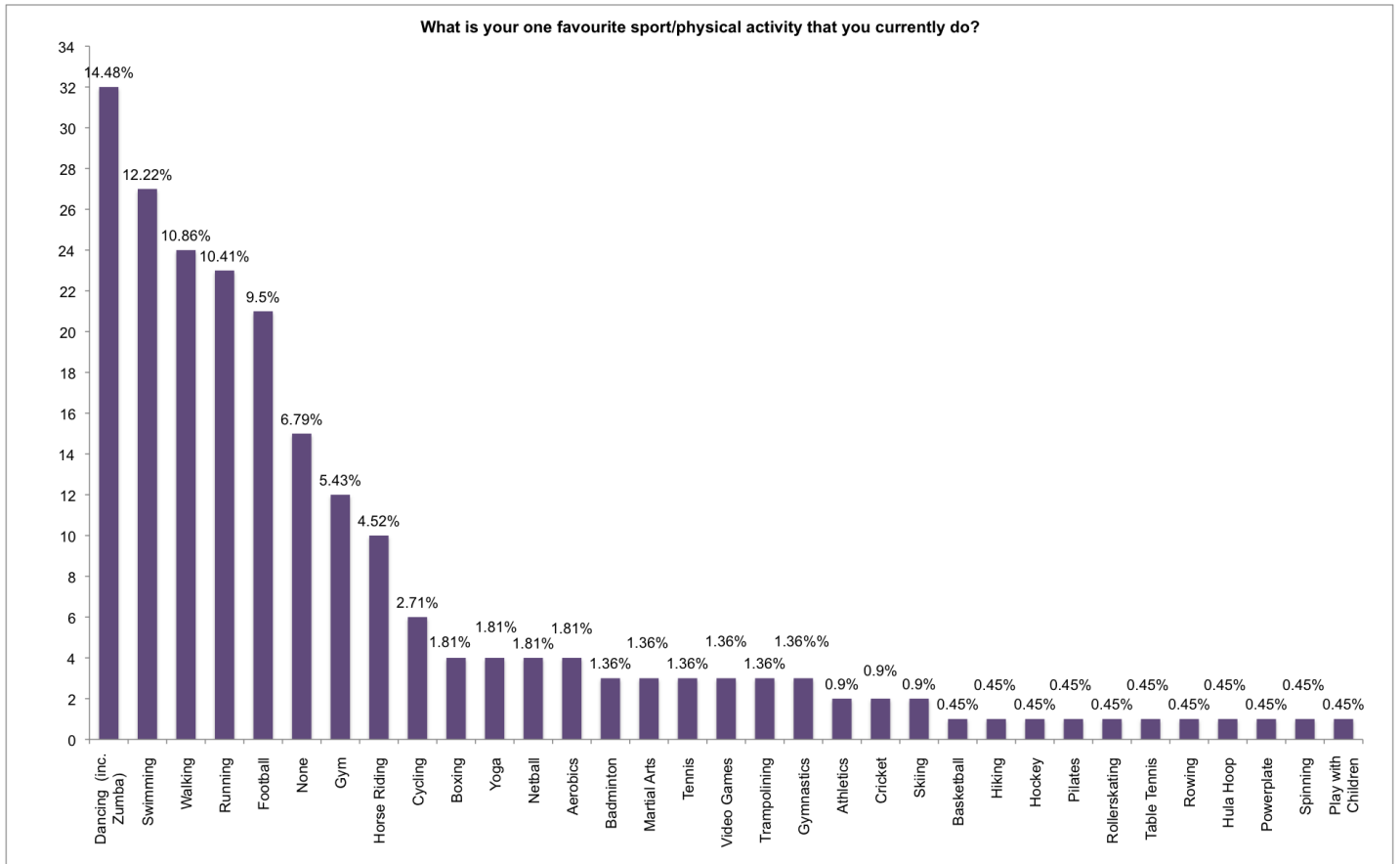
The graph below depicts the results of the survey question: “What types of sport / physical activity do you currently do?”

‘Other’ responses included: walking (8), badminton/squash (2), dog sport/agility, parkour, physiotherapy/stretchers, gymnastics, video games e.g. Wii fit, table tennis and tennis.



The participants' favourite sport that they currently do is dancing (e.g. zumba), followed by swimming, walking, running and football. Dancing is not listed as an activity for the Leanne segment, but swimming and football are also top activities.

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



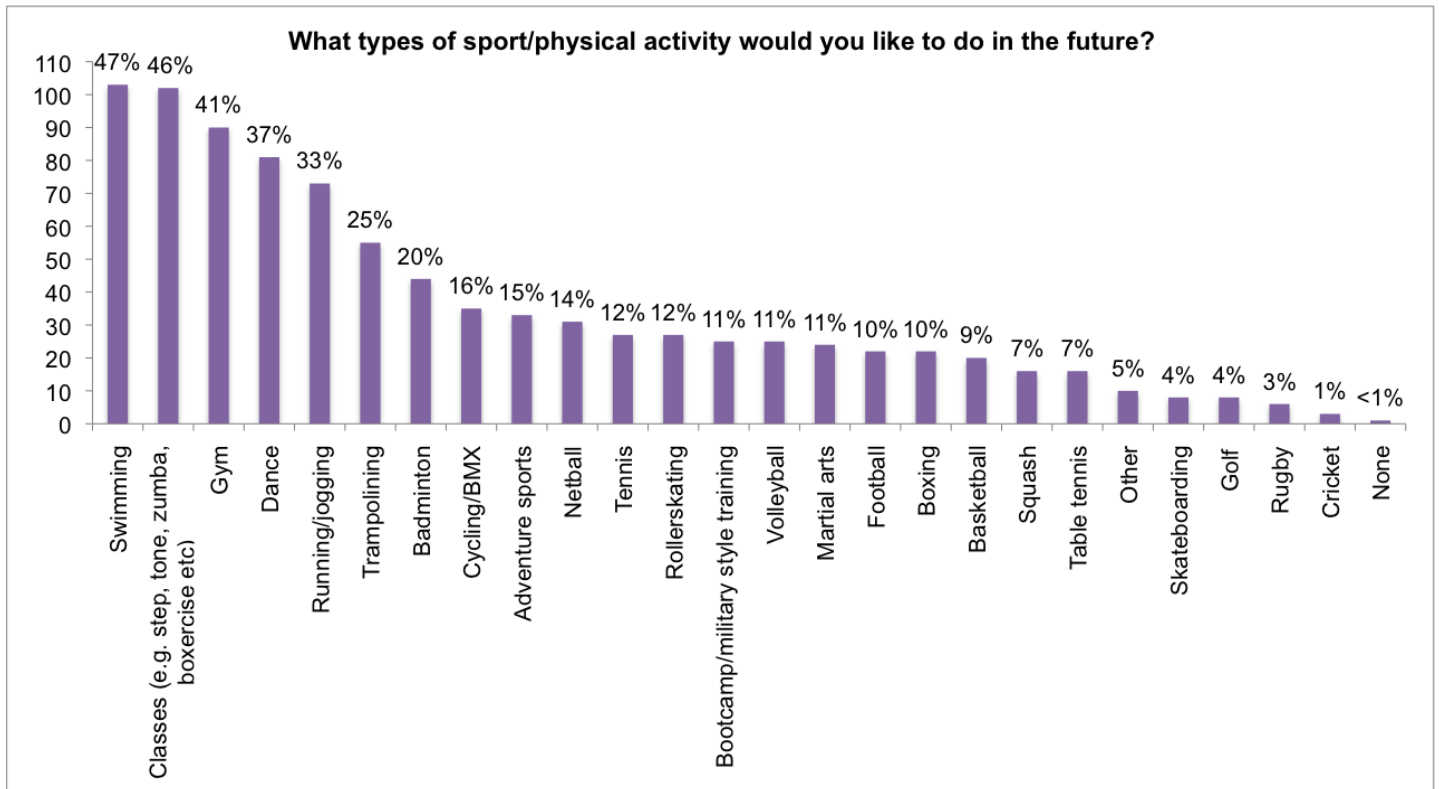
The sport that participants would most like to do in the future is swimming. This is also the top sport that the Leanne segment would like to do more of. The second and third most popular sports that participants would like to do in the future is keep fit classes such as step, tone and zumba, and gym. Keep fit / gym is also the second top sport the Leanne segment would like to do more of.

Other popular sports participants would like to do which match the Leanne segment include badminton, cycling and netball.

Popular sports participants would like to do which do not match the Leanne segment include running, dance, trampolining and adventure sports.

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

'Other' responses included: climbing (2), ice-skating, hockey, hiking, walking, horse riding, video games e.g. Wii fit, handball and pole dancing.



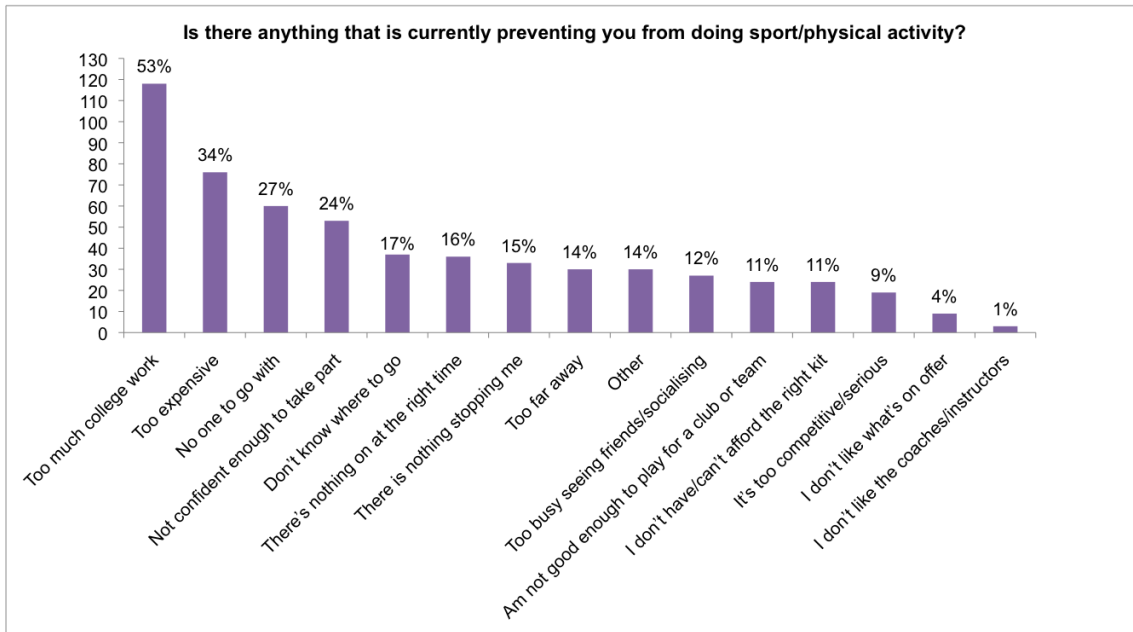
When asked “What is your one favourite sport / physical activity that you currently do?” football was the fifth most popular response (21 participants). When asked “What types of sport / physical activity would you like to do in the future?” football was 16<sup>th</sup> (22 participants). A crosstab analysis of the survey responses shows that 59 per cent of the participants who stated football is their one favourite sport / physical activity they currently do also stated they would like to do it in future. The latent demand for football is much lower than other activities.

The participants identified many barriers that were preventing them from doing sport, with too much college work being the biggest barrier. As expected, this finding is different to the main barrier for the Leanne segment as Leanne is mainly aged 18 – 25 and is not at college. However, the second largest barrier for Leanne is work commitments, which is a similar theme.

The other main barriers for the participants were that participating in sport is too expensive, that they have no one to go with and that they are not confident enough to take part.

The graph below depicts the results of the survey question: “Is there anything currently preventing you from doing sport / physical activity?”

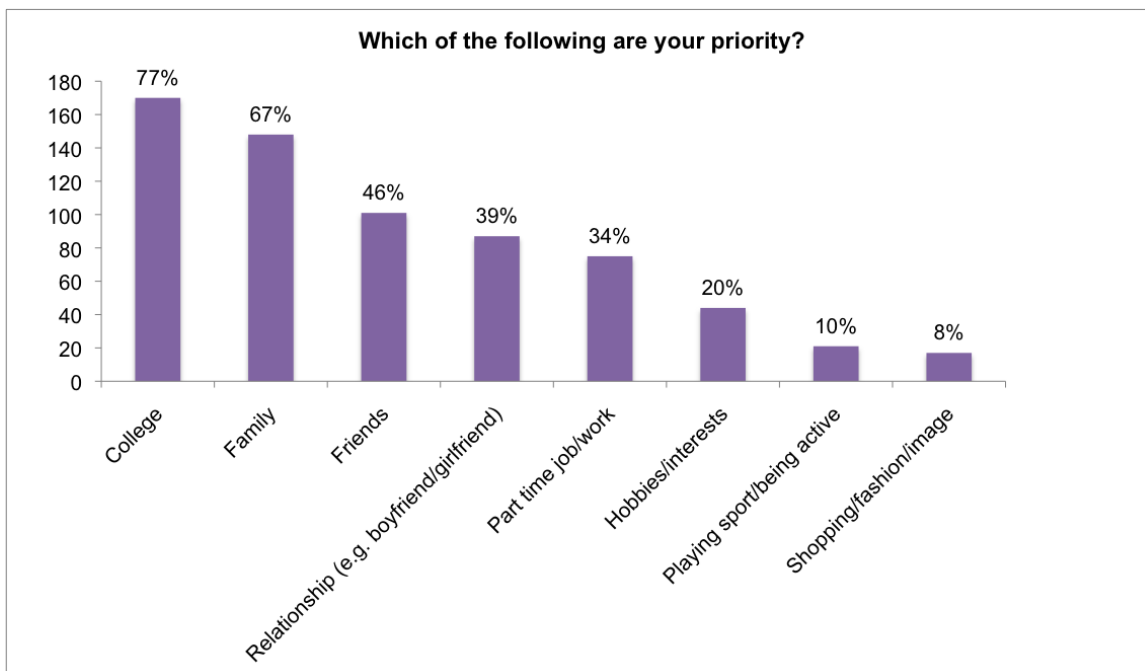
‘Other’ responses included: lack of time e.g. working (13), need childcare (6), disability / injury / illness (6) and too busy doing other things e.g. video games.



The participants have many competing priorities that are more important to them than participating in sport. The main priorities for participants were college, followed by family, friends, relationships and part time jobs.

Again, whilst college is a different response to the Leanne segment due to age range, Leanne has similar competing priorities around spending time with friends and family.

The graph below depicts the results of the survey question: "Which of the following are your priority?"

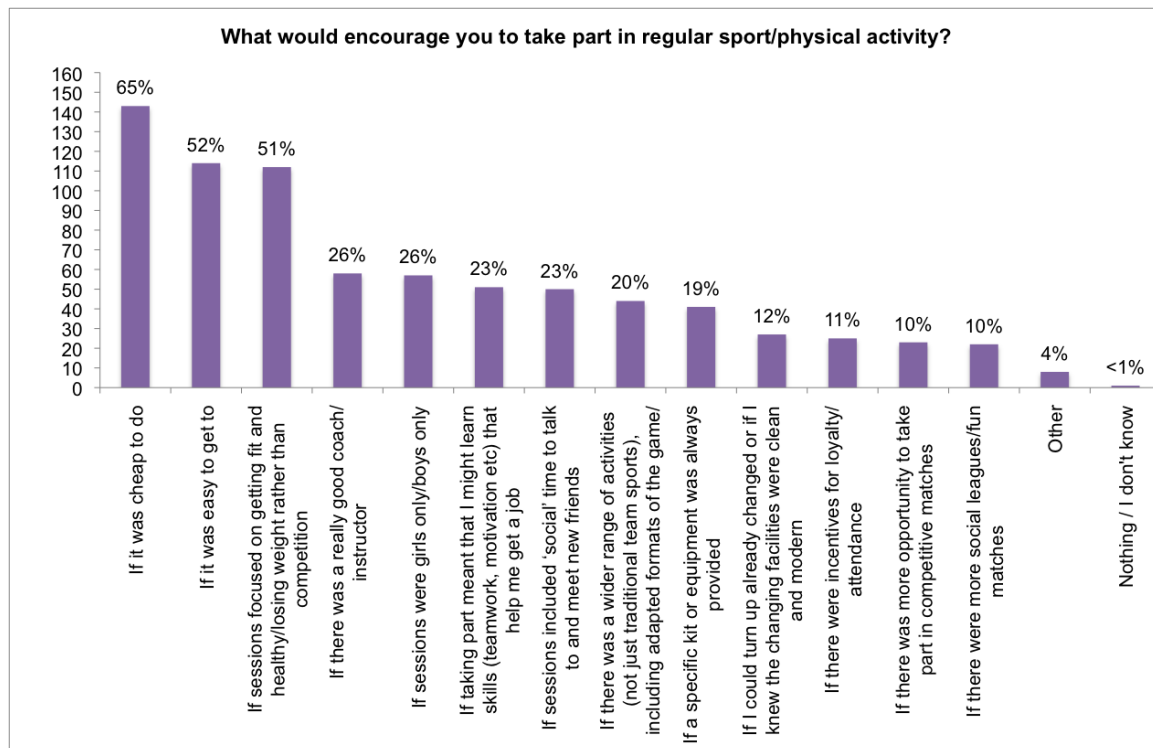


Participants identified several opportunities that may lead to an increase in sport participation. The most appealing opportunity for participants would be to make sport cheaper to do. This is the second highest ranking opportunity to the Leanne segment.

Making sport easy to get to was the second highest ranking opportunity for participants. This bears some similarity to the Leanne segment who would like improved transport. Other top opportunities participants identified include focusing on losing weight and improving fitness rather than competition, if there was a good instructor / coach, if sessions were female only and if participation might give them key skills that could help with a future career.

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

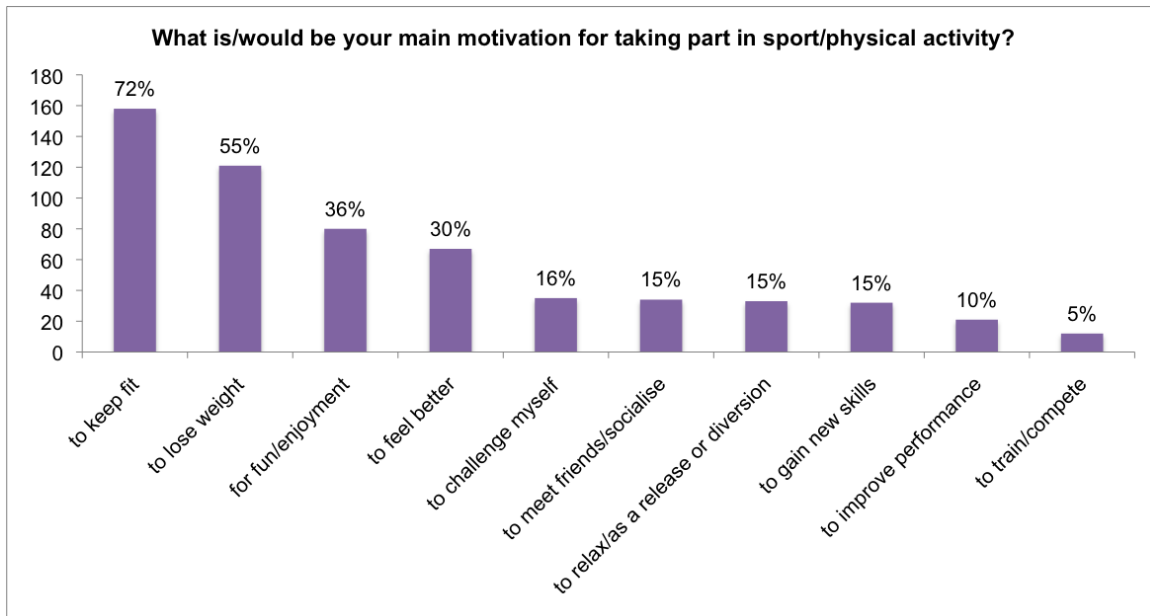
‘Other’ responses included: if there was childcare, if I had more time, if it was free, if I had help and support, small groups, mixed girls and boys sessions, activities for older students, and if activities were at more varied times.



Participants identified key motivators that would encourage them to take part in sport. The top two motivators were keeping fit and losing weight. Whilst keeping fit is the second highest ranking motivator for the Leanne segment, losing weight is a lower priority. Leanne's top motivator is enjoyment. This was the third ranked motivator for participants.

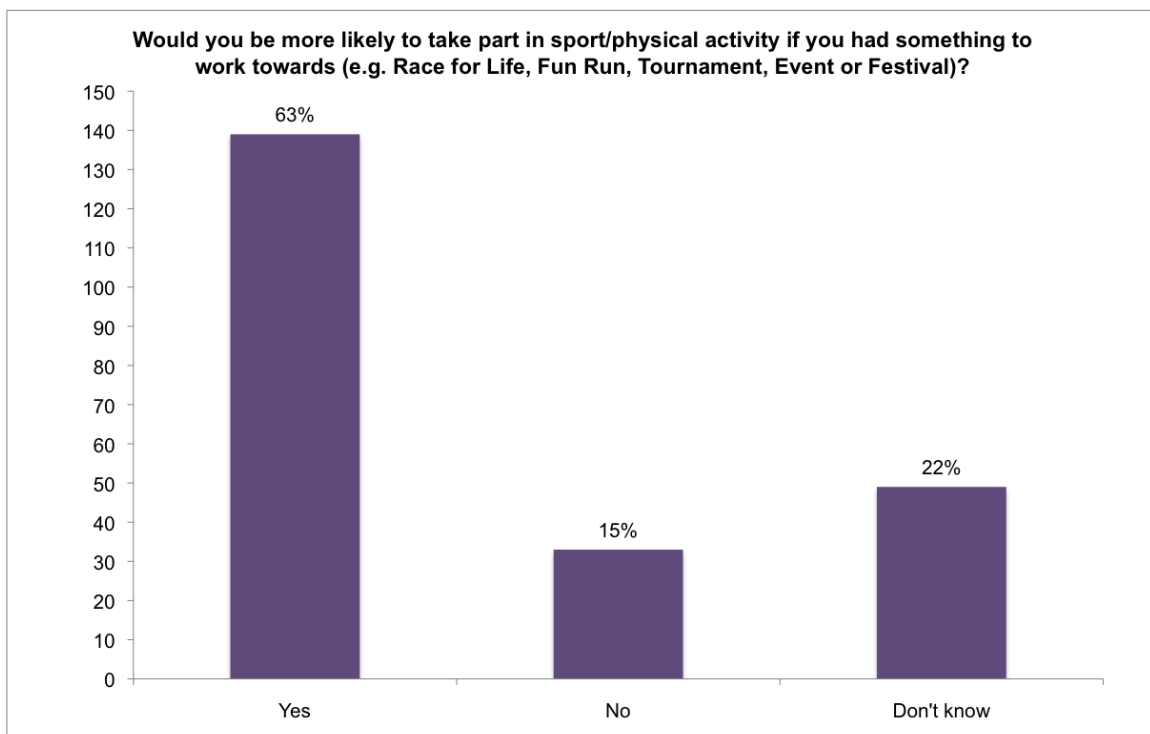
Other top motivators for the participants include to feel better, to challenge myself and to meet friends and socialise.

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



The majority of participants (sixty-three per cent) said that they would be more likely to take part in sport if they had something to work towards.

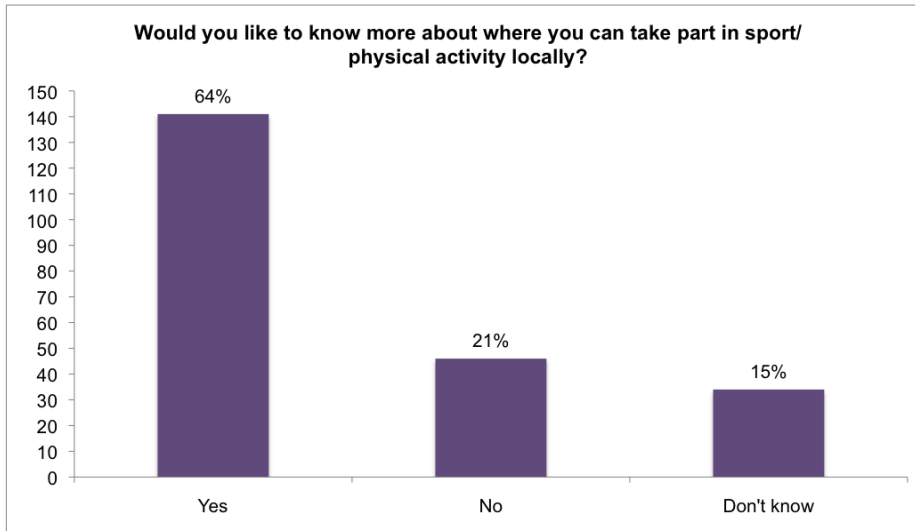
The graph below depicts the results of the survey question: “Would you be more likely to take part in sport/physical activity if you had something to work towards? (e.g. Race for Life, Fun Run, Tournament, Event or Festival)”





The majority of participants (sixty-four per cent) stated that they would like to receive more information about taking part in sport in their area.

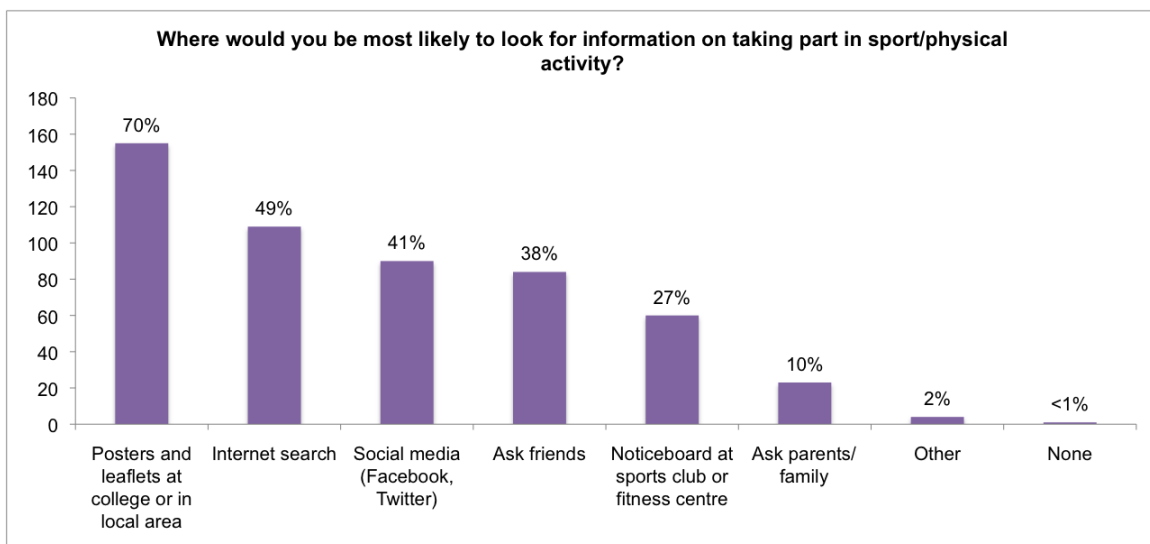
The graph below depicts the results of the survey question: “Would you like to know more about where you can take part in sport/physical activity locally?”



Posters and leaflets were the top way in which participants said they would like to receive information about taking part in sport. This was followed by internet, social media, asking friends and noticeboards at sporting venues. The Leanne segment is most responsive to post and SMS text, which both differ to the preference of the participants.

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?”

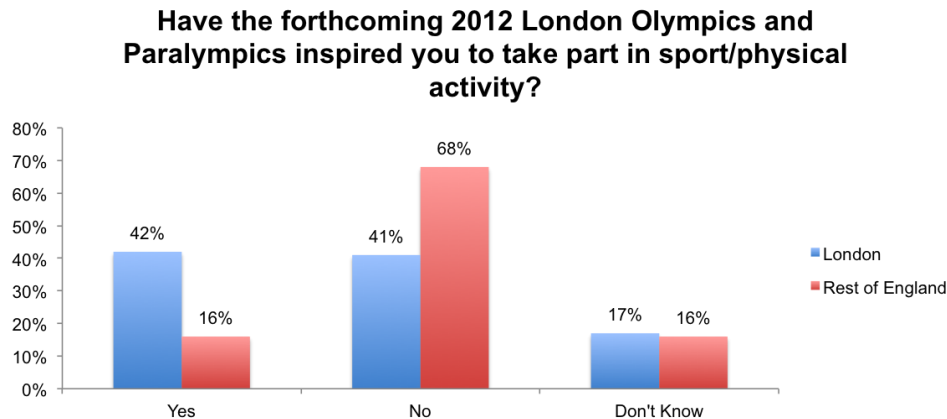
‘Other’ responses included: email, letters, go back to previous club and taster sessions.



### 8.3.3 2012 Olympics

Both male and female participants were asked if the forthcoming 2012 London Olympics and Paralympics had inspired them to take part in sport. The responses to this question have been split by geographical location. Participants from London were significantly more inspired by the 2012 London Olympics and Paralympics than participants from the rest of the country.

The graph below depicts the results of the survey question: “Have the forthcoming 2012 London Olympics and Paralympics inspired you to take part in sport / physical activity?”



### 8.4 Key Insights

As suggested by secondary research, the results of the online survey identified significant differences between young men and young women’s attitudes and engagement in sport. It was decided that all further scoping would be segmented by gender.

The key insights from the online survey are summarised in the table below:

Insight	Young Men	Young Women
Sports overview	Active and regularly participate in sport several times a week  Top current sports: football, gym, cycling, swimming, martial arts  Would like to do: gym, swimming, football, cycling, martial arts	Moderately active, maybe participating in sport once a week  Top current sports: Dancing, swimming, walking, running / jogging, football  Would like to do: swimming, keep fit classes, gym, dancing, running / jogging
Barriers	Too much college work, cost, ‘nothing is stopping me’, no one to go with, too busy with friends / socialising  Competing priorities: college,	Too much college work, cost, no one to go with, not confident enough to take part, don’t know where to go  Competing priorities: college,

	other hobbies and interests, friends, family, relationships	family, friends, relationships, part-time job
Motivators	Keeping fit, fun / enjoyment, losing weight, feel better, improve performance	Keeping fit, losing weight, fun / enjoyment, to feel better, challenging self
Opportunities	<p>Make sport cheaper to participate in, make sport easier to get to, make people aware of really good coaches / instructors, provide multi-sport activities, make clear connections between sport and key skills to help future careers</p> <p>Improve knowledge and awareness of sporting activities locally through traditional print methods (posters, leaflets) in college, online information, social media channels and peer influence</p>	<p>Make sport cheaper to participate in, make sport easier to get to, focus sessions on getting fit and losing weight rather than competition, make people aware of really good coach / instructors, hold female-only sessions</p> <p>Improve knowledge and awareness of sporting activities locally through traditional print methods (posters, leaflets) in college, online information, social media channels and peer influence</p>

These insights were further analysed during the next stages of research.

## **9.0 Qualitative Insight**

Qualitative research in the form of focus groups was used to examine the key insights from the secondary research and qualitative research in more depth. The following sections describe how this research was conducted before identifying and analysing the key insights gained during the qualitative research.

### **9.1 Focus Groups**

Five of the eight colleges that participated in the online survey were approached to conduct focus groups at. Each college held two focus groups – one with male students aged 16 – 18 and one with female students aged 16 – 18. All students were recruited from vocational courses, including Construction and Engineering, Brick-laying, Mechanics, Public Services, Plastering, Health and Beauty, Travel and Tourism, Hairdressing and Health and Social Care.

Each focus group lasted for one hour and participants were offered a £20 high street shopping voucher as an incentive to take part.

The focus groups were held at:

- Chesterfield College on Monday 28<sup>th</sup> November 2011
- North West College of London on Tuesday 28<sup>th</sup> November 2011
- East Durham College on Thursday 1<sup>st</sup> December 2011
- Sunderland College on Friday 2<sup>nd</sup> December 2011
- Gateway College, Leicester on Wednesday 14<sup>th</sup> December 2011

Discussion guides were developed for male and female focus groups (see appendix B for male and C for female) to guide discussions around the following key topic areas:

- Sport overview
- Motivators and perceived benefits
- Barriers to participation
- Parental influence
- Services
- Communication

A copy of the detailed notes from each session with young men can be viewed in appendix E and a copy of the detailed notes from each session with young women can be viewed in appendix F.

Participant were also asked to complete a short questionnaire at the end of each session to provide further details about the types of sports services they would like. A copy of the questionnaire can be found in appendix D.

## 9.2 Focus Group Sample

The focus groups achieved a sample size of 96 (47 male and 49 female), with the majority of participants aged 16 – 18 (one female focus group included three students aged 19+).

The sample size is representative of ethnicity: 65 White participants, 23 Asian participants, 8 Black participants.

## 9.3 Findings

The primary qualitative research with the target audience highlighted a number of key themes of note. Each section below highlights the key findings from each topic area, split by gender.

### 9.3.1 Young Men

#### **Sport overview**

All participants understood that it is important to be active and play sport as part of a healthy lifestyle.

Popular sports that the participants would like to do include gym and fitness, rugby, five-a-side football tournaments, running competitions, tennis, badminton and cycling.

Participants enjoyed playing sport at school. Popular sports included rugby, climbing, basketball, rounders and swimming. Participants stated they would consider taking these activities up again.

*“Best lesson in school, PE”*

*“I loved sport at schools”*

#### **Motivators and perceived benefits**

Participants discussed a number of perceived benefits about participating in sport and indicated what would motivate them to increase their participation.

Learning key skills / helping future career

*“I was in a band before and I was a drummer and I’ve experienced doing gigs for like an hour and that and it proper kills you after like thirty minutes and you just want to give up, so it’s good to have the exercise so you can keep on going” – music student*

*“It would look better on your CV ‘cos if someone had the same stuff as you, you might have that one extra thing”*

*“It shows you’ve got dedication to achieve a goal”*

Competing to win

*“A footy tournament. A massive footy game with all of us, right here, right now”*

*“Trophies and medals – if you’ve got something to show for it you’re more likely to go back”*

*“Team games as a tutor group” – at an allotted time on the college timetable*

*“It makes you proud of it as well”*

Staying healthy / keeping fit

*“You can keep yourself healthy”*

Relax / de-stress  
*"It's stress relieving"*

Being the leader of a team  
*"It gets your mind working"*  
*"I'd organise football practice"*

Social time  
*"You have a kick about for fun and meet new people"*

Role models  
*"Messi and Van Persie, the two best strikers in the world"*  
*Ex-servicemen who have overcome adversity e.g. injured soldiers who walked to the North Pole*

Financial incentives  
*"If you got paid or won something like an iPod or gig tickets"*

### **Barriers to participation**

Despite knowledge of the benefits of taking part in sport, the majority of participants were inactive. They listed a number of barriers that they perceive to be currently presenting them from participation in sport.

Lack of information  
*"I don't know how to get involved"*  
*"I want to do the gym thing but I don't know how to get the slips you need"*  
*"We just got one email at the beginning of term with a list of all activities"*  
*"I don't think it's really publicised enough"*

Transport  
*"I go straight home after college on a free bus"*  
*"People need to get home and the only way you can do it is through the college bus... If transport was funded I think a lot more people would do it"*

Lack of parental support  
*"It would help if they knew where stuff was going on"*

Joining a club is too much commitment  
*"If you don't turn up they'll notice and ask, but if you just go to the park you don't have to worry about that"*

Low self-esteem / lack of confidence  
*"I'm crap, me"*  
*"I think people can be intimidated by those who are better at the activity"*  
*"There's no failing on videogames, but there is in real life"*  
*"You don't want to be on a losing team"*  
*"At school we were split into groups of different ability... it gave people more confidence"*

Cost  
*"I'd rather buy a sarnie than pay for that"*

*"Swimming used to be £2 a session and now it's double that"*

*"It's a cheaper option to stay in and play on computer games rather than pay to join the gym or go paintballing... and you get the same adrenaline buzz"*

Socialising with friends is more important

*"I'm out all the time with my mates"*

### **Parental influence**

The most active participants in the focus groups tended to have active parents and participated in sport with them.

*"I train (in martial arts) with my mum and sister"*

*"I used to go on runs with my dad"*

*"My dad gets me to play golf"*

*"I'm on my dad's (cricket) team"*

*"My dad plays for a cricket team on Saturdays and I play with him"*

Those participants who were least active also had inactive parents and were rarely encouraged to get involved in sport.

### **Services**

Participants identified a number of preferences regarding the provision of sporting activities. As well as identifying changes to local services that would increase the likelihood of them participating, participants also suggested ideas for new activities they would like to try.

Sessions during the evenings and on weekends

*"Would have to be after college 'cos you don't want to be sweating loads then go to your lesson"*

*"After college – five, six or seven o' clock"*

Duration

*1-2 hours*

Cost

*£2-3 per session*

*50p per person to enter a tournament*

Adventure weekend / residential taster

*"I'd pay for doing that...definitely"*

*"If we did mountain biking, climbing, canoeing"*

Educating/involving parents

*For those young people who were engaged in sport, their parents were also active or participated with their son*

*"My dad tells me to play golf" – dad also plays golf*

*"I play for his (dad's) team" – cricket*

*"I used to go for runs with my dad"*

*"When I did archery that was my mum encouraging me, 'cos she's in the national team or something"*

*"Dad goes to the gym and I used to"*

Coaching underprivileged children

*This idea was most popular with participants in London*

*"It makes you feel good that you've taught somebody to do something new"*

*"I used to coach Year 7s to play football, that was good"*

*"I've been helping out my uncle whose got his own club on Saturdays and Sundays for little children, under twelve's, helping him set up and doing drills"*

*"You're actually teaching them something you already know so then they can build it up with their strengths"*

*"It would give you confidence"*

## **Communication**

Participants discussed key messages that would influence them and their peers to participate in sport. Participants also identified key communication channels they regularly access and would like to receive information via.

Messages

*"It's fun and you get to try new sports"*

*"You'll stay healthy and live longer"*

*"It's about getting fit"*

*"Learn new skills every time you play"*

*"You can meet new people"*

*"It gives you more of a challenge"*

Communication channels

*Word of mouth (peer influencers)*

*Facebook*

*Taster sessions*

*Tutors*

*Student intranet login screen*

## **Survey findings**

The majority of participants (68 per cent) said they like the idea of taking part in an event such as Race for Life, a fun run or sport festival.

The most popular sport event activities were:

- Sport Tournament (57 per cent) *"Competitiveness, more interactive and fun"*
- Fun Run (13 per cent)

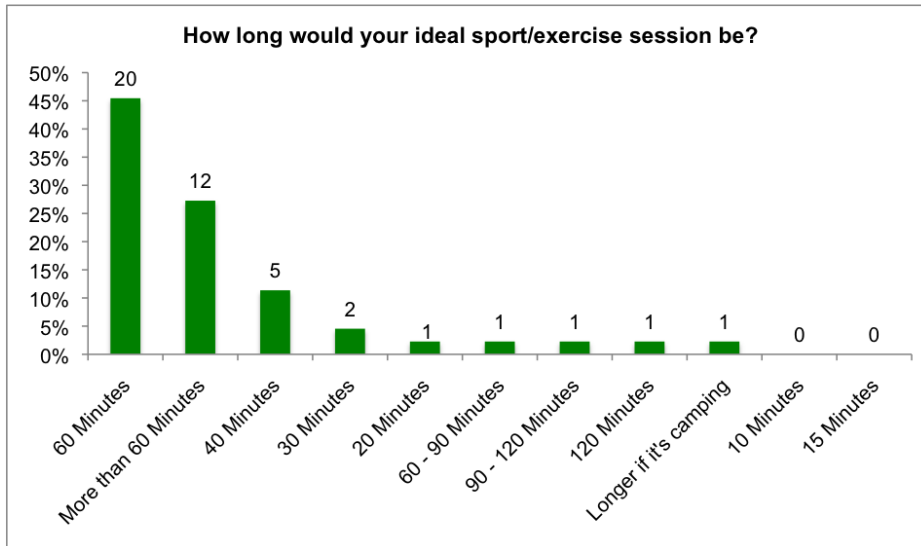
The least popular sport event activities were a Sport Festival and Race for Life. 66 per cent of participants indicated they would continue with a sport after the event had finished because *"I would want to be better for when the next competition comes"*.

The majority of participants (68 per cent) said they liked the idea of taster sessions because they are a *"good opportunity to try a sport at a basic level before getting competitive"*. The majority of participants (77 per cent) also said they would like to try multi-sport sessions where they could do lots of different activities because *"it adds variety to a session"* and *"you can get a feel for what you like and don't like"*.

Participants indicated that they would prefer to do 'new' sports such as street dance, BMX and skateboarding (77 per cent) rather than play traditional team sports (23 per cent).



Participants stated that their ideal length of sport session would be 60 minutes (43 per cent). The graph below depicts the responses to the question: “How long would your ideal sport / exercise session be?”



### 9.3.2 Young Women

#### Sport overview

All participants understood that it is important to be active and play sport as part of a healthy lifestyle.

Popular sports that the participants would like to do include dance (street dance, Zumba), swimming, ice-skating, trampolining, badminton and rounders.

Participants enjoyed playing netball, dance and rounders at school and would consider playing these sports again.

#### Motivators and perceived benefits

Participants discussed a number of perceived benefits about participating in sport and indicated what would motivate them to increase their participation.

##### Losing weight

*“I do it so I don’t get fat”*

*“You end up looking like a fat heffer if you don’t”*

##### Relax / de-stress

*“It clears your mind, takes your mind off things”*

*“It’s a break from college work”*

##### Learning key skills / helping future career

*“You can get good key skills from it (sport) and it’d be good to put on your CV”*

*“I volunteer for Connexions and I’m a member of the Youth Council because I want to be a youth worker”*

Fun / social time

*"I think it'd be good if you made things fun 'cos then if it's fun and you're having a good time it takes your mind off it and you don't realise that you're doing exercise"*

*"You get friends out of it"*

Being Healthy

*"You feel more energetic, 'cos when you just sit you just become lazy"*

*"It make you feel good after you've done it"*

Improving confidence

*"Sports can make you a more confident person but it's just getting that confidence to start with"*

### **Barriers to participation**

Despite knowledge of the benefits of taking part in sport, the majority of participants were inactive. They listed a number of barriers that they perceive to be currently presenting them from participation in sport.

Time

*Too much college work / part-time job*

Cost

*"If you go to the gym it's pretty expensive and you think 'well am I really gonna go that much for it to be a benefit?'"*

*"Swimming's gone up to £4 and that's a lot for an hour"*

Travel

*Many of the participants rely on college buses and are unable to get to facilities*

Lack of parental support

*"If mum was more supportive about it and actually pushed me into doing something then I would actually have done it"*

*"My dad discourages me, he doesn't like me going to dance"*

*"If I had someone to make me then I would"*

Need a friend to go with

*"If you're on your own you feel stupid doing stuff"*

*"If you've got friends you can make it fun"*

Low self-esteem

*"I want to learn to ice-skate... I would never go there because everyone is looking over from the balcony and I can't ice-skate so I don't wanna go there for everyone to laugh at me"*

*"I feel like everyone's looking at you. If you're chunky it's like 'oh my god everyone else is skinny'"*

No strong female role models in sport or community

*Young people engaged in sport mentioned various female athletes but those not engaged had no role models, or mentioned celebrities like "Katie Price, she got rid of all her baby fat"*

Lack of information  
*"It's not really advertised"*

### **Parental influence**

The most active participants in the focus groups tended to have active parents and participated in sport with them.

*"My mum does gym classes like spinning and she's always at the gym. She watches me play rugby."*

*"My mum does yoga with me. She finds it really stress-releiving."*

*"My mum watches me in dance competitions and buys my costumes"*

*"I do zumba with my mum"*

Those participants who were least active also had inactive parents and were rarely encouraged to get involved in sport. In some cases, young women who were least active were discouraged to take part by their parents.

*"My dad discourages me. He doesn't like me going to dance."*

*"My mum is against my belly dancing because of our religion"*

*"If my mum were more supportive about it and actually pushed me into doing something then I would."*

*"My mum said 'What have you joined the gym for? You don't need too' (I'm thin)"*

### **Services**

Participants identified a number of preferences regarding the provision of sporting activities. As well as identifying changes to local services that would increase the likelihood of them participating, participants also suggested ideas for new activities they would like to try.

#### **Cost**

*£1.50 - £2.50, possibly up to £3*

*Hire/ use of any equipment should be included (racquets etc)*

*Pay per session*

#### **Women-only sessions**

*"Some people are embarrassed, especially girls don't want to do it (exercise) in front of boys"*

*"I'd feel more confident if it was only girls"*

#### **Sessions during the day**

*"I wouldn't do it after college, 'cos at the end of the day that's my time"*

*"During lunch hours, there's nothing to do"*

*"Wednesday when we finish college early"*

*"Weekends are really busy though"*

#### **Duration**

*Sessions should last 1-1.5 hours, with 5-10 minutes either side to change*

*"Anything less than an hour isn't really gonna do anything"*

*"Twenty minutes is a waste of time coming"*

*"It takes about 15 minutes for your metabolism to kick-start anyway"*

#### **Taster sessions**

*"A talk in college with taster sessions would be good"*

*"Yeah taster sessions at a lunchtime where you do a bit of everything to get an idea"*

Linking sport to future careers

*"If you're gonna have backache all the time, you're not gonna earn money. You're gonna be lazy doing the hair so you should do it (exercise to help build strength)"*

*"It's important to be fit for work"*

Student and group discounts

*Participants are used to receiving student discounts*

*Participants like the idea of a discount for bringing more people (e.g. £3 for one person or £4 for two)*

Exercise with mum

*"It's good to have a laugh as well with your mum sometimes like a good girly session"*

*"Mother and daughter bonding time"*

*"I'm joining the gym in the new year with mum 'cos I don't want her going on her own"*

*"I might go to the gym with mum if she wanted me to"*

*"My mum watches me in dance competitions and buys me costumes"*

Coaching underprivileged children

*"It would be rewarding 'cos you're making them happier"*

*"I don't think there's that many opportunities around for people to do it"*

*"I learn young kids to ride their horses, ones that had disabilities, like some of them have been in house fires and really burned and it helps with movement of their arms and things like that...I loved it"*

Disco exercise

*"Spinning class in the dark with disco lights and music"*

*"No one can see you"*

## **Communication**

Participants discussed key messages that would influence them and their peers to participate in sport. Participants also identified key communication channels they regularly access and would like to receive information via.

Messages

*"Do it together"*

*"Come with me"*

*"We'll have fun"*

*"You'll meet new people"*

*"You'll lose weight"*

*"You'll feel fresh, alive and confident"*

*"You'll live longer and be healthy"*

Communication channels

*Word of mouth (peer influencers)*

*Facebook*

*Taster sessions*

*Student intranet*

*Tutors*

### Text message

Posters promoting sporting activities are ineffective

*"I don't think they (posters) are attracting people. I might walk past it but I don't read it"*

*"I don't really read them (posters)"*

*"If they were on the back of the toilet door I might look"*

### Survey findings

Almost all of the participants (96 per cent) said they like the idea of taking part in an event such as Race for Life, a fun run or sport festival.

The most popular sport event activities were:

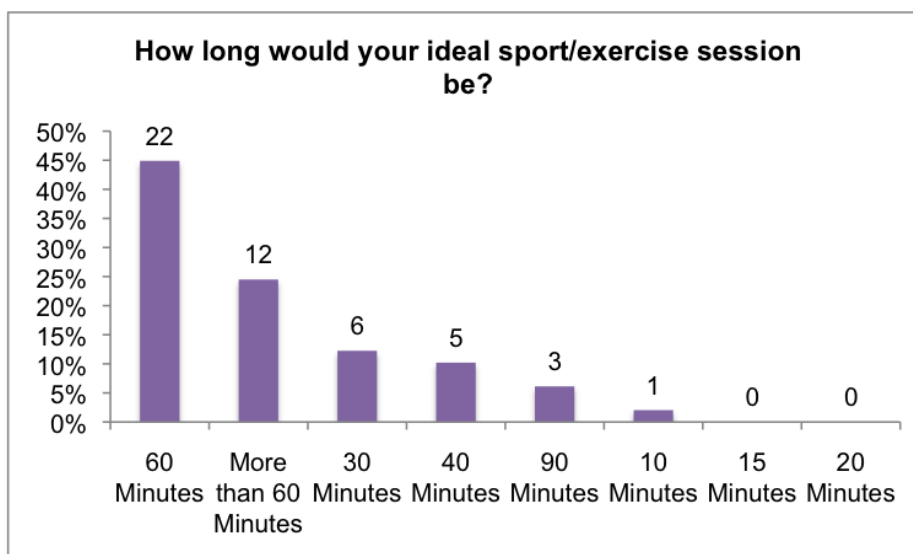
- Race for Life (57 per cent) *"Because it's for charity so you're helping other people as well as keeping yourself healthy"*
- Sport Festival (18 per cent)
- Fun Run (16 per cent)

The least popular sport event activity was a Sport Tournament. Whilst 71 per cent of participants indicated they would continue with a sport after the event had finish, 29 per cent said it would be unlikely *"Because I would have no reason to do it no more"*.

The majority of participants (88 per cent) said they liked the idea of taster sessions so they could try some new types of sporting activities and *"it's not so boring (as just doing one sport)"*. The majority of participants (80 per cent) also said they would like to try multi-sport sessions where they could do lots of different activities.

Participants indicated that they would prefer to do 'new' sports such as zumba, streetdance, BMX and skateboarding (69 per cent) rather than play traditional team sports (31 per cent).

Participants stated that their ideal length of sport session would be 60 minutes (45 percent). The graph below depicts the responses to the question: "How long would your ideal sport / exercise session be?"



## 9.4 Key Insights

The key insights from the focus groups are summarised in the table below:

Insight	Young Men	Young Women
Sports overview	<p>Participants understand the importance of an active lifestyle</p> <p>Top current sports / would like to do: Gym and fitness, rugby, five-a-side football tournaments, running competitions, tennis, badminton, cycling, climbing, basketball, rounders, swimming</p>	<p>Participants understand the importance of an active lifestyle</p> <p>Top current sports / would like to do: dance (street dance, Zumba), swimming, ice-skating, trampolining, badminton, rounders, netball</p>
Barriers	Lack of information, no transport, lack of parental support, joining a club is too much commitment, low self-esteem / lack of confidence, too expensive, socialising with friends is more important	Not enough free time, too expensive, no transport, lack of parental support, need a friend to go with, low self-esteem, worried about appearance, no strong female role models, lack of information
Motivators	Learning key skills / helping future career, competing to win, staying healthy / keeping fit, relax / de-stress, being the leader of a team, social time, role models	Losing weight and looking good, relax / de-stress, learning key skills / helping future career, fun / social time, being healthy, improving confidence
Opportunities	<p>Sessions during the evenings and on weekends, duration of 1-2 hours, cost £2-3 per session or 50p per person to enter a tournament, adventure weekend / residential taster, educating/involving parents, coaching underprivileged children, sport tournaments, medals and trophies, multi-sport sessions, taster sessions</p> <p>Key messages about: fun, social aspect, learning new skills, improving, competing, getting fit and healthy</p> <p>Key communication channels: Word of mouth (peer influencers), Facebook, taster sessions, tutors, student intranet login screen</p>	<p>Women-only sessions, sessions during the day, duration 1-1.5 hours, cost £1.50 - £2.50, pay up to £3 with use of any equipment included, pay per session, taster sessions, linking sport to future careers, student and group discounts, multi-sport sessions, tasters in college exercise with mum, coaching underprivileged children, Race for Life</p> <p>Key messages about: being with friends, fun, losing weight, feeling confident and fresh, looking good</p> <p>Key communication channels: word of mouth (peer influencers), Facebook, taster sessions, student intranet, tutors, text message</p>

These insights were further analysed during the next stages of research.

## **10.0 Creative Workshop**

To develop the established key insights into 'actionable insights' which could be used in a subsequent intervention, two creative workshop sessions were held.

Designed and delivered by diva, each creative workshop lasted for two and half hours. Participants for the workshops were recruited from Chesterfield College and offered a £20 high street shopping voucher as an incentive. The workshops were held on Thursday 12<sup>th</sup> January 2012.

The activity guide for the young men's creative workshop can be found in appendix G. The activity guide for the young women's creative workshop can be found in appendix H.

The focus during the workshops was to design sport service interventions, prioritise messages and inform creative design. Each workshop was structured according to previous research.

## **10.1 Creative Workshop Sample**

Ten young men aged 16 – 18 participated in the first creative workshop. All participants were studying Auto Engineering.

Eight young women aged 16 – 18 participated in the second creative workshop. Participants were studying either Hairdressing or Travel and Tourism.

## **10.2 Findings**

The creative workshops led to the development of a number of proposals for interventions. Each section below highlights the key findings from each topic area, split by gender. A copy of the detailed notes from the creative workshop with young men can be viewed in appendix I. A copy of the detailed notes from the creative workshop with young women can be viewed in appendix J.

### **10.2.1 Young Jamie Service Design**

The participants were asked to develop ideas for four potential new sports services, the ideas for which were suggested via insights gathered in the online survey and focus groups:

- Leading and coaching (underprivileged) children
- Sport competition programme
- Adventure weekend / residential taster programme
- Fitness programme

For each service, participants were asked to develop the following details:

- Service name
- Time of day
- Day(s) of week

- Location
- Cost
- Duration
- Description of how a typical session would be run
- Reasons why people would like to come to the session

Participants were split into groups to develop ideas and presented back to the group for discussion. The participants' suggestions for each new service are detailed in the tables below, along with feedback from the other participants:

#### **Leading and coaching (underprivileged) children**

Service name:	None
Time of day:	10am – 12 noon
Day(s) of week:	Summer holiday club Monday – Friday or on Saturday/Sunday throughout term time
Location:	Artificial pitch or indoor five-a-side facilities
Cost:	£2 for children to attend, participants would want to be paid for coaching
Duration:	2 hours
Description of typical session:	Teaching children to play football
Reasons why people would come:	By delivering coaching sessions, participants would improve their skills in communication, leadership and organisation whilst earning money.
Feedback from creative workshop participants:	Participants were not interested in taking part in a coaching programme as they felt it would be too much commitment.

#### **Sport competition programme**

Service name:	Striker
Time of day:	6 – 8pm
Day(s) of week:	Wednesday
Location:	Park
Cost:	First week free, £3 per person afterwards
Duration:	2 hours
Description of typical session:	Warm up with coach to test skills of participants before being split onto mixed ability teams. Several friendly matches played at once in a mini-tournament style. Prizes each month for most goals, progress and commitment. Prizes include hoodies and football shirts with your name on. At the end of every month you are given the chance to progress to a local competitive team as a route to progress.
Reasons why people would come:	Entry-level sport regardless of ability. Opportunity to progress if you wish, or to stay at this session and have a fun kick-about every week with mates.
Feedback from creative workshop participants:	Participants were a little interested in this activity, particularly the prizes.



**Adventure weekend / residential taster programme**

Service name:	Weekend Spectaculaaar
Time of day:	All weekend
Day(s) of week:	All weekend
Location:	No longer than one hour away (coach travel to be provided)
Cost:	£10-20
Duration:	Friday night – Sunday evening
Description of typical session:	Go camping for the weekend and do a range of sports. Participants chose what activities to do from a range of options, including: abseiling, orienteering (in the dark), climbing, clay pigeon shooting, quad bikes, 4 x 4 driving whilst blindfolded, mountain biking / BMX, kayak / canoe. Could include a competition with prizes for each activity e.g. fastest time. If participants really enjoy a particular activity there would be the opportunity to continue back at home
Reasons why people would come:	Opportunity to do things you'd never tried before. Get a thrill and excitement.
Feedback from creative workshop participants:	The majority of participants would like to do this activity and stated they would continue with any sports they enjoyed after the event.

**Fitness programme**

Service name:	Feel Better Fitness
Time of day:	12 noon
Day(s) of week:	Saturday and Sunday
Location:	Anywhere
Cost:	£2 per session
Duration:	45 – 60 minutes
Description of typical session:	A bootcamp style programme that would be different in Winter (indoor, gym fitness) and Summer (outdoor, sport fitness). A coach would offer support to help participants to lose weight, improve fitness or look better. The first session would start with a health check so participants have targets to improve. Participants would be encouraged to come with friends and compete amongst one another to win prizes. There would be the opportunity to take part in regular events so that participants have something to work towards (e.g. 10k run, cycling competition)
Reasons why people would come:	Participants would look better, feel better, keep fit, have fun and release stress.
Feedback from creative workshop participants:	Participants were not interested in the fitness programme.

Participants ranked the services designed in order of preference as follows:

1. Adventure weekend / residential taster programme
2. Sport competition programme
3. Fitness programme
4. Leading and coaching (underprivileged) children

Participants were shown a range of mood boards containing different images and promotional materials relating to youth sport or other activities aimed at the target audience.

- Illustration rather than photography
- Bold colours
- Urban-style graphics
- Minimal amount of text
- Catchy, 'to the point' slogans

The collage consists of 10 individual images arranged in a grid-like fashion. The top row features four images: a Nike logo on a black background, a Nike logo on a red background, a Nike logo on a blue background, and a Nike logo on a pink background. The second image in the top row shows a basketball player in a black jersey and white shorts, dribbling a basketball. The third image in the top row shows a person in a black shirt and white pants, jumping over a wall. The middle row starts with the X Games logo, which is a red 'X' with a globe in the center and the words 'X GAMES' below it. The second image in the middle row is a graffiti-style illustration of a person in a black shirt and white pants, holding a basketball. The third image in the middle row shows a person in a black shirt and white pants, performing a street dance move. The bottom row starts with a person in a white shirt and black pants, skateboarding. The second image in the bottom row is the Army logo, featuring a Union Jack flag and the text 'ARMY BE THE BEST REGULAR & TERRITORIAL'. The third image in the bottom row is the Red Bull Drifting World Championships logo, featuring a red bull and the text 'Red Bull DRIFTING WORLD CHAMPIONSHIPS'. The fourth image in the bottom row shows a person in a black shirt and white pants, performing a street rugby move.

Participants were shown a series of messages and slogans that could be used to promote sport and asked to pick the best ones. The messages and slogans were developed from insights gathered in the online survey and focus groups.

The following messages were the most popular and had the highest impact:

**Dedication + Motivation = success**

*"It's quite good, that"*

*"That would be alright in a maths classroom"*

*"Short, simple and to the point"*

**Discover your potential**

*"To the point"*

*"Makes you think 'how can they make me discover my potential?' so then you might want to go and do it and see how they do it"*

**Don't just chase your dreams...run them down!**

*"Everyone's got dreams so everyone can relate to it"*

**Get fit, have fun**

*"Have fun at the same time as getting fit"*

**Let's kick some balls!**

*"That's to the point"*

**Look good, feel great**

*"I think it's the fact that you can associate with it. So like feeling great is better...everyone wants to feel better and great so I suppose you can relate to it"*

**£3 per person, or £4 for two**

*"You'd go with your mate wouldn't you"*

*"You might end up liking it"*

*"Might encourage people to go with friends"*

*"Best offer"*

**Loyalty scheme – your 5th visit is free**

*"It motivates you to keep going"*

The radio adverts designed and communications channels selected are detailed below.

**Radio advert script for adventure weekend / residential taster:**

*"Do you fancy thrilling, adrenaline and blood-pumping activities? If yes, come on our Weekend Spectacular to challenge your levels of sport / activities in abseiling, climbing, mountain biking, 4X4, quads, canoeing / kayak and orienteering. Book now! Visit our website at [www.adrenalinejunkies.co.uk](http://www.adrenalinejunkies.co.uk)"*

**Radio advert script for sport competition programme:**

*"Let's kick some balls at Strikers! Get down to Tupton Hall School AstroTurf, on Wednesday 6 – 8. Prove your skills at our five-a-side matches. All under 20's accepted, the first week's free, come as a group or on your own. No need for booking, just turn up and play."*

As can be seen from the adverts created by participants, key messages focused on skills, competition and challenging yourself as well as providing basic information about times, dates, costs and contact details.

Participants selected a Facebook page and experiential taster sessions in college as their main communication channels. Facebook was chosen because all the participants regularly use Facebook and it has the potential to easily share information through their peer group. The taster sessions were chosen as they offer an exciting, accessible introduction to new sports or a refresher in lapsed sporting activity. Participants stated that taster sessions should be promoted via college tutors, text message, leaflets, posters and on banners in local areas.

#### 10.2.4 Young Leanne Service Design

The participants were asked to develop ideas for four potential new sports services, the ideas for which were suggested via insights gathered in the online survey and focus groups:

- Exercising with mum / family
- Fun / social exercise with friends
- Leading and coaching (underprivileged) children
- De-stressing / relaxing and re-energising sport programme

For each service, participants were asked to develop the following details:

- Service name
- Time of day
- Day(s) of week
- Location
- Cost
- Duration
- Description of how a typical session would be run
- Reasons why people would like to come to the session

Participants were split into groups to develop ideas and presented back to the group for discussion. The participants' suggestions for each new service are detailed in the tables below, along with feedback from the other participants:

##### Exercising with mum / family

Service name:	Fun Fam
Time of day:	6pm
Day(s) of week:	Sunday and Wednesday
Location:	Leisure Centre
Cost:	£3
Duration:	1 hour
Description of typical session:	A variety of group activities on a three-week rota, including salsa, gym and step aerobics. Loyalty card offered with a free session after you've attended a few times. Music would be used to motivate you and there would be a relaxed, friendly atmosphere. Female-only sessions.
Reasons why people would come:	Participants would enjoy a range of different, fun activities and get to spend quality time with their family.
Feedback from	Most participants liked the idea of exercising with their mum and

creative workshop participants:	would join a service like this. They preferred the idea of a loyalty scheme where you get a free session to the idea of getting a free water bottle, voucher or t-shirt.
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### **Fun / social exercise with friends**

Service name:	Fitness Rhythm
Time of day:	5-7pm
Day(s) of week:	Monday – Thursday
Location:	Local park or in college
Cost:	£3
Duration:	2 hours
Description of typical session:	Different circuits – timed and group activities. Similar to boxfit-style training. Women-only session. Circuits change each week. Set to music.
Reasons why people would come:	Different every week, the music is fun. Women-only means you don't feel intimidated. It's cheap and at a convenient time for participants.
Feedback from creative workshop participants:	Participants liked the idea. They did not mind if the instructor was male or female.

### **Leading and coaching (underprivileged) children**

Service name:	Dancalicious
Time of day:	10-11am
Day(s) of week:	Saturday / Sunday
Location:	Youth Centre
Cost:	£2 for children, participants do not need paying for their time
Duration:	1 hour
Description of typical session:	Teach dancing to children aged up to 13 years. Participants would require training before leading the sessions. The classes would work towards entering competitions and putting on shows.
Reasons why people would come:	Get a good workout whilst enjoying volunteering. It's fun and gives you the opportunity to make friends and learn new skills.
Feedback from creative workshop participants:	Some of the participants said they would like to do this activity.

### **De-stressing / relaxing and re-energising sport programme**

Service name:	Aqua Energise
Time of day:	6.30pm
Day(s) of week:	Wednesday
Location:	Local swimming pool
Cost:	£3
Duration:	45 – 60 minutes
Description of typical session:	Six-week course (pay in advance). Sessions begins with 15 minutes of aerobics in the water set to up-tempo music, followed by 30 minutes lane swimming with calming music. Female instructor and women-only in the pool so everyone feels confident and not body-conscious.

Reasons why people would come:	Keep fit in a fun way and de-stress. Good combination of relaxing and high-energy.
Feedback from creative workshop participants:	Participants liked the service idea and said they would attend. Swimming was popular with the group, however they currently have little access to a swimming pool locally.

Participants ranked the services designed in order of preference as follows:

1. Exercising with mum / family
2. De-stressing / relaxing and re-energising sport programme
3. Fun / social exercise with friends
4. Leading and coaching (underprivileged) children

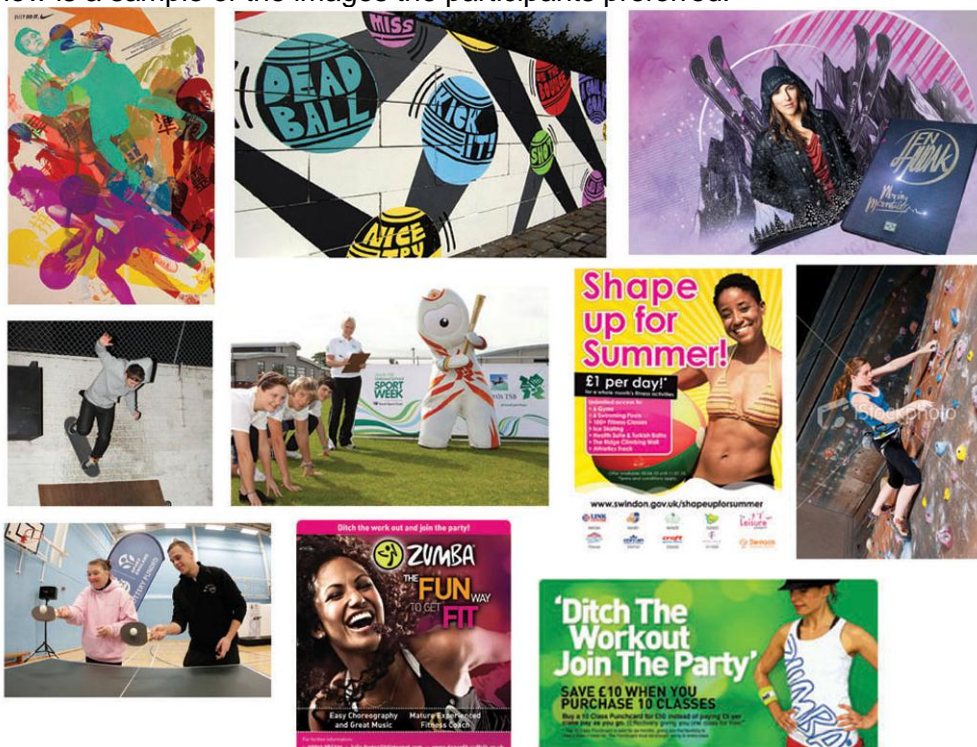
### 10.2.5 Young Leanne Mood Boards

Participants were shown a range of mood boards containing different images and promotional materials relating to youth sport or other activities aimed at the target audience.

Participants agreed on the following preferences:

- Photography rather than illustration
- Bold, eye-catching colours
- Images of people they can identify with having fun, rather than competitive / serious sport images
- Images of women looking good because of exercise
- Slogans about 'shaping up' and having fun

Below is a sample of the images the participants preferred:



### 10.2.6 Young Leanne Message Prioritisation

Participants were shown a series of messages and slogans that could be used to promote sport and asked to pick the best ones. The messages and slogans were developed from insights gathered in the online survey and focus groups.

Participants were then asked to create a radio advert and define the communication channels they would use in a promotional campaign to promote the two most popular services they had developed earlier in the workshop. This activity was used as a technique to get the participants thinking about the immediacy of getting a succinct, effective message across in a limited amount of time, the finding from which could be used to inform future message design and prioritisation.

The following messages were the most popular and had the highest impact:

**Get in shape with a mate**

*“That’s a good one”*

**Join our class – it’s our duty to kick your booty**

*“Like this – it has attitude”*

*“That’s like our age as well isn’t it?”*

**Give it back! Are you ready to pass on your dance skills?**

*“Like ‘are you ready to pass on your dance skills?’”*

**Lose weight with a mate**

*“Like this one”*

**Look good, feel great**

*“This needs to be placed with something else”*

*“I think that if you think you look good, you feel good”*

**£3 per person, or £4 for two**

*“Best offer”*

**Loyalty scheme – your 5th visit is free**

*“Good idea”*

The radio adverts designed and communications channels selected are detailed below.

**Radio advert script for exercising with mum / family:**

*“Come join our female only Fun Fam facilities at your local leisure centre and receive a loyalty card full of discounts and rewards. We have activities to suit every woman, packed full with fun. Salsa dancing, gym sessions, fitness classes, step aerobics and many more. Lose that weight having fun with your family. Open seven days a week six while seven, only £3 a session. Join now!”*

**Radio advert script for fun / social exercise with friends:**

*“Booked a holiday? Do you want that beach body? Come along to Fitness Rhythm, only £3 per session at Queen’s Park Sports Centre. Look good; feel great. Join our class, it’s our duty to kick your booty.”*

**Radio advert script for leading and coaching (underprivileged) children:**

*“Get Dancelicious this year with our new dance team located at Carsington Street Youth Centre, Chesterfield. Ages start from 3 – 13, females only! Prices range from £2 - £3 for an hour or £3 for two. It’s a chance to dance and show of your moves. This is no ordinary dance school! For more info call now on 01246 220 333 or add us on Facebook. Dancelicious – see you soon!”*

**Radio advert script for de-stressing / relaxing and re-energising sport programme:**

*“Too much work? Getting tired? Come and de-stress in our female only six week class for 16 and overs for only £18 on first visit or if you bring someone along with you for £15 at your local leisure centre.”*

As can be seen from the adverts created by participants, key messages focused on fun, variety of activities, women-only sessions, discount offers and looking good as well as providing basic information about times, dates, costs and contact details.

Participants selected Facebook, taster sessions, tutors and posters on the back of toilet doors as their main communication channels. Facebook was chosen because of the peer recommendation it enables and the ability to use sponsored stories and adverts. Participants liked the idea of taster sessions at freshers’ fairs to give people an introduction to new activities.

Using tutors to inform participants was seen as a direct, easy way to communicate and encourage students to tell their friends. Posters on the back of toilet doors were chosen as the participants often read posters in the college toilets but do not pay much attention to them elsewhere.



## 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. To gain a greater understanding of young women and young men aged 16 to 19, living in areas of deprivation UK wide to establish their current 'commitment to activity'.
2. To establish as far as possible what forms of sport they may take up in future.
3. To identify how we can communicate effectively to promote the benefits of sport and ultimately encourage them to take up and maintain a healthy level of sport into adulthood.

### 1. Young Jamie's current commitment to activity

- Reasonably active – participates in sport at least once a week
- Participates in significantly less sport than when at school – enjoyed sport at school and would continue to do sport if it were built in to college routine
- Top current sports are football, gym, cycling, swimming, martial arts
- Priorities ahead of participation in sport are college, other hobbies and interests, friends, families and relationships

### 1. Young Leanne's current commitment to activity

- Not very active – may participate in sport occasionally
- Top current sports are dancing, swimming, walking, running / jogging, football
- Priorities ahead of participation in sport are college, family, friends, relationships and part-time jobs

### 2. Forms of activity Young Jamie may take up in future

- Would like to do fitness, rugby, five-a-side football, tennis, badminton, running competitions, climbing, basketball and rounders
- Would participate in an adventure weekend / residential taster programme as a pathway in to sport
- Would be interested in sport competition programmes (offering medals and trophies), fitness programmes and multi-sport sessions
- Leading and coaching (underprivileged) children could be explored further with this group, particularly with the target audience in London
- Sport sessions should be run on evenings or weekends and cost up to £3

### 2. Forms of activity Young Leanne may take up in future

- Would like to do keep fit, gym, other types of dance, ice-skating, trampolining, badminton, rounders, netball
- Would participate in exercising with mum / family
- Would be interested in de-stressing / relaxing and re-energising sport programmes, fun / social exercise with friends and charity sport events like Race for Life
- Leading and coaching (underprivileged) children could be explored further with the target audience
- Sport sessions should run in early evening or during free time at college and cost up to £3

- Sport sessions should be women-only

### **3. Effective communication to encourage participation and maintenance of sporting activity for Young Jamie**

- Messages should focus on fitness, improving skills, affiliation, fun and competition
- Messages should demonstrate the expertise of a coach / instructor
- Messages should be direct, bold and sharp
- Communications materials should use illustration and have an urban feel
- Communication channels and tools include peer influencers, tutors, Facebook, taster sessions and student intranet
- Offer group discount schemes for bringing friends

### **3. Effective communication to encourage participation and maintenance of sporting activity for Young Leanne**

- Messages should focus on losing weight, looking good, relaxing, de-stressing, feeling confident and spending time with friends and family
- Messages should be fun, vibrant and non-competitive
- Communication materials should use images of young women that the target audience identifies with who are having fun
- Communication channels and tools include peer influencers, Facebook, taster sessions, tutors, text messages and student intranet
- Offer loyalty cards to earn free sessions and group discount schemes for bringing friends

## **11.1 Behavioural Theory**

It is clear that the behavioural theories explained in section 4.0 of this report work alongside the insights to aid understanding of the target audience's behaviour around sport participation.

In terms of the Transtheoretical (Stages of Change) Theory any immediate intervention should focus on the contemplation phase. A significant proportion of participants from the target audience are in the contemplation phase (inactive but is interested in doing some sort of sport), with very few in the pre-contemplation stage (not interested in doing any sport or physical activity). By positioning the right types of sporting activities for the target audience in a way that will appeal to their motivators, we should be able to move them along the stages of change towards preparation, action and maintenance.

Without wishing to over-generalise or gender-stereotype, it can be seen that Achievement Goal Orientation Theory plays a key role in influencing the behaviours of young men and Social Cognitive Theory plays a key role in influencing the behaviours of young women around sport participation.

Young men are driven to participate in sport by a mix of task oriented goals (skill development, accomplishment, affiliation and fitness) and ego oriented goals (social status, competition and recognition) as explained by Achievement Goal Orientation Theory. An individual can possess both task and ego orientation to a greater and lesser extent. Whilst Young Jamie is driven by the ego of competition, he is much more greatly task oriented. By positioning sport for Young Jamie as a way to improve skills, being part

of a team and improving fitness, as well as taking part in competition, there should be an increase in participation amongst the target audience.

Despite young women being well informed about the health benefits of participating in sport, they are highly influenced by the opinions of their peers and family, and model their behaviour around the actions of these key influencers as explained by Social Cognitive Theory.

By positioning sport for Young Leanne as a social activity rather than a competitive event and by involving friends and family members in sessions, there should be an increase in participation amongst the target audience. As young women are concerned about their appearance (both how they look whilst participating in sport and how they imagine they will look as a result of participating), focusing sessions for Young Leanne on looking good and losing weight should lead to an increase in participation amongst the target audience.

There is also evidence that both young men and young women model their level of participation in sport on the behaviour of their parents. Taking Social Cognitive Theory into account, working with parents to shape their attitudes and involve them in more physical activity should lead to an increase in participation amongst the target audience.

## **12.0 Market Segment profiles**

Similar to the Sport England Market Segmentation data, market segment profiles for the target audience have been developed.

### **12.1 Young Jamie**

Young Jamie is aged 16 – 18. He is studying a vocational course such as mechanics, bricklaying or construction at his local FE college.

#### **Young Jamie's sporting activity**

Young Jamie is a reasonably active type that takes part in sport on a regular basis: 44% participate in sport or physical activity three times a week, 29% once a week.

The top sports that Young Jamie currently participates in are:

- Football
- Gym and fitness
- Cycling
- Swimming
- Martial arts

He may also participate in rugby and running.

Other activities Young Jamie would like to do in future are:

- Five-a-side tournaments
- Tennis
- Badminton
- Climbing
- Adventure sports
- Basketball

#### **Motivations for Young Jamie**

The main motivations for Young Jamie playing sport are:

- Keeping fit and healthy
- Having fun
- Competing to win
- Losing weight
- Feeling better (relax and de-stress)
- Improving performance
- Learning new skills
- Spending time with friends
- Aspiring to role models (including top footballers and ex-servicemen who have been injured but have overcome adversity to still compete in sport)

#### **Barriers for Young Jamie**

The main barriers for Young Jamie are:

- Too much college work
- Not enough information
- Poor transport

- Too expensive
- Socialising with friends is more important
- Lack of confidence / low self-esteem
- Would rather spend time doing other hobbies (e.g. playing computer games)
- Spending time with a girlfriend is more important
- Part time job takes up spare time
- Joining a club is too much commitment

### **Opportunities for Young Jamie to do more sport**

Young Jamie would like sport sessions to:

- Offer taster sessions in college before joining
- Take place in the evening and on weekends
- Cost up to £3 per session
- Last for 1 – 2 hours
- Include multi-sport sessions
- Focus on fitness, setting goals and improving your skills
- Have competitions with trophies, medals and named hoodies/sports shirts to be won
- Give prizes to people for effort and commitment, not just ability
- Offer the opportunity to go away camping as a reward and try new adventure sports

### **How to reach Young Jamie**

To effectively communicate with Young Jamie about sporting activity and encourage participation, communications should:

- Be direct, bold and sharp
- Focus on fitness, improving skills, affiliation, fun and competition
- Demonstrate the expertise of a coach / instructor
- Use illustration and have an urban feel on all materials
- Offer group discount schemes for bringing friends

Communication channels and tools that Young Jamie is responsive to include:

- Peer influencers
- Tutors
- Facebook
- Taster sessions
- Student intranet

## **12.2 Young Leanne**

Young Leanne is aged 16 – 18. She is studying a vocational course such as hairdressing, beauty or health and social care at her local FE college.

### **Young Leanne's sporting activity**

Young Leanne is not very active and may take part in sport or physical activity occasionally: 40% participate in sport or physical activity once a fortnight or less.

The top sports that Young Leanne currently participates in are:

- Dancing

- Swimming
- Walking
- Running / jogging
- Football

She may also participate in gym / fitness and horse riding.

Other activities Young Leanne would like to do in future are:

- Ice-skating
- Trampolining
- Badminton
- Netball
- Rounders

### **Motivations for Young Leanne**

The main motivations for Young Leanne playing sport are:

- Losing weight
- Looking good
- Feeling better (relax and de-stress)
- Having fun
- Socialising with friends
- Learning skills that may help with a career
- Being healthy
- Improving confidence

### **Barriers for Young Leanne**

The main barriers for Young Leanne are:

- Too much college work
- Too expensive
- No one to go with
- Lack of confidence / low self-esteem
- Worried about unattractive appearance whilst participating
- Not enough information
- Poor transport
- Lack of parental support
- No strong female role models
- Spending time with family is more important
- Part time job takes up spare time
- Socialising with friends is more important

### **Opportunities for Young Leanne to do more sport**

Young Leanne would like sport sessions to:

- Offer taster sessions in college before joining
- Take place in the early evening after college
- Cost up to £3 per session
- Last for 1 – 1.5 hours
- Female-only
- Pay per session

- Include multi-sport sessions / a variety of activities
- Focus on working towards an event like Race For Life (giving back to someone)
- Include exercising with mum or a close family member

### **How to reach Young Leanne**

To effectively communicate with Young Leanne about sporting activity and encourage participation, communications should:

- Be fun, vibrant and non-competitive
- Focus messages on on losing weight, looking good, relaxing, de-stressing and feeling confident and spending time with friends and mums (close family)
- Use images of young women who are similar to Young Leanne – they should be having fun and looking confident
- Offer loyalty cards to earn free sessions and group discount schemes for bringing friends

Communication channels and tools that Young Leanne is responsive to include:

- Peer influencers
- Facebook
- Taster sessions
- Tutors
- Text messages
- Student intranet

## 13.0 Recommendations

Based on the insight gathered it is considered that the following recommended interventions would lead to increased participation in sport amongst the target audience.

### **Communications to reposition sport and promote activities in a targeted way**

Drawing on the key insights established in this report, sport for Young Jamie and Young Leanne should be positioned in a way that aligns with their respective motivators. For Young Jamie this includes positioning sport as being about fitness, improving skills, affiliation, fun and competition. For Young Leanne this includes positioning sport as being about the social aspects, spending time with friends and family, losing weight, looking good, relaxing, de-stressing and feeling confident.

### **The right types of sport to be offered at the right time, place and cost**

The target audience have indicated a preference for sports they would like to try and how these should be run. For Young Jamie, local sport providers should offer sports including gym, fitness, swimming, cycling, martial arts, football (including five-a-side), tennis, rugby, badminton, running competitions, climbing, basketball and rounders. For Young Leanne, local sport providers should offer sports including dancing, swimming, running / jogging, football, ice-skating, trampolining, badminton, rounders and netball.

### **New services to be tested with the target audience as possible interventions**

Insights from the target audience have informed the development of several concepts for sport provision, which were then further designed through a co-creation approach with the target audience. These services should be further developed and tested with the target audience to establish successful interventions that can be launched in areas of deprivation across England.

For Young Jamie interventions include: adventure weekend / residential taster programmes as a pathway in to sport, sport competition programmes offering medals and trophies, fitness programmes and multi-sport sessions featuring the key sports the target audience would most like to do. A possible intervention for Young Jamie to lead and coach (underprivileged) children should be tested with the target audience in London.

For Young Leanne interventions include: exercising with mum / family, de-stressing / relaxing and re-energising sport programmes, fun / social exercise with friends and charity sport events like Race for Life. A possible intervention for Young Leanne to lead and coach (underprivileged) children should be explored further with the target audience.

### **Work with colleges and tutors to provide appropriate sport for the target audience**

Young Jamie enjoyed sport at school and would continue to participate if it were built into the college routine. Young Leanne indicated a preference to participate in sport during the day whilst at college. Sport providers should work with colleges to make improvements in provision that align with these insights.

Furthermore, tutors can act as a key communication channel to inform the target audience about sport and encourage participation. Sport providers should incorporate tutors into their marketing and communications strategy.



**Further research required with parents of target audience**

A key insight from the scoping is that parents are a key influencer on the attitudes and behaviours of the target audience and can therefore significantly influence sport participation behaviour. Further research should be conducted with parents to gain more insight and identify how target support, guidance and interventions can be provided to them.

## **Appendices**

Appendix A – Online Survey

Appendix B – Focus Group Discussion Guide for Young Men

Appendix C – Focus Group Discussion Guide for Young Women

Appendix D – Focus Group Questionnaire

Appendix E – Focus Group Notes for Young Men

Appendix F – Focus Group Notes for Young Women

Appendix G – Creative Workshop Outline for Young Men

Appendix H – Creative Workshop Outline for Young Women

Appendix I – Creative Workshop Notes for Young Men

Appendix J – Creative Workshop Notes for Young Women

## Appendix A – 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, I'm not interested in sport / physical activity

### **\*2. 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 (please state)

### **\*3. What is your one favourite sport/physical activity that you currently do?**

### **\*4. What types of sport/physical activity would you like to do in the future?**

**Select all options you would like to 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

**\*5. Is there anything that is currently preventing you from doing sport/physical activity?**

**Select all options relevant to you:**

Too much college work  
Too busy seeing friends/socialising  
Not confident enough to take part  
Too expensive  
Too far away  
No one to go with  
Am not good enough to play for a club or team  
Don't know where to go  
I don't like what's on offer  
There's nothing on at the right time  
It's too competitive/serious  
I don't have/can't afford the right kit  
I don't like the coaches/instructors  
There is nothing stopping me  
Other (please state)

**\*6. 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

**\*7. 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), including adapted formats of the game/activity such as 5-a-side football, easy cricket  
If sessions focused on getting fit and healthy/losing weight rather than competition  
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

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

Other (please state)

**\*8. 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 better

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

**\*9. 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

**\*10. Would you like to know more about where you can take part in sport/physical activity locally?**

Yes

No

Don't know

**\*11. 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)

**\*12. Have the forthcoming 2012 London Olympics and Paralympics inspired you to take part in sport/physical activity?**

Yes

No

Don't know

**\*13. Gender**

Male

Female

**\*14. Age**

16  
17  
18  
19+

**\*15. Ethnicity**

White - British  
White - Irish  
White - Any other  
White background  
Mixed - White and Black Caribbean  
Mixed - White and Black African  
Mixed - White and Asian  
Mixed - Any other mixed background  
Asian or Asian British - Indian  
Asian or Asian British - Pakistani  
Asian or Asian British - Bangladeshi  
Asian or Asian British - Any other Asian background  
Black or Black British - Caribbean  
Black or Black British - African  
Black or Black British - Any other Black background  
Chinese  
Any other ethnic group

**\*16. Postcode**

(We will not use your data for anything other than mapping survey responses)

**\*17. 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.**

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 16th November and midnight on Wednesday 30th November 2011. 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 Friday 2nd December 2011. 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 B – Focus Group Discussion Guide for Young Men

### Focus group discussion guide: Young Men's Attitudes & Engagement In Physical Activity and Sport

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 and complete a questionnaire.

Topic area	Question	Time
Welcome	<p>Facilitators introduce themselves explaining that although we are conducting the research on behalf of StreetGames, Sport England &amp; Us Girls we work for an independent company called diva.</p> <p>Explanation of:</p> <ul style="list-style-type: none"><li>• Why we are conducting the research</li><li>• Why valuable to have participants views: emphasis on how <b>valuable</b> their input is to our work</li><li>• How the interview will be structured - with anonymous recording</li></ul> <p>Confidentiality of answers: Emphasis on the fact that we are <b>only</b> 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 anyone.</p> <p>Any questions answered. Request mobile phones are switched off and people speak one at a time. Explain free voucher to be given out at the end. 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 in the area what course they are studying.</p>	5 mins
Physical activity/sport	Provide short introduction on the discussion topic – 'as you know we are here to discuss exercise and sport...'	5 mins

Topic area	Question	Time
	<ul style="list-style-type: none"> <li>• Tell me what you think counts as exercise?</li> <li>• How often do you do sport or exercise?</li> <li>• Do you think taking part in sport and exercise is important? Why?</li> <li>• How much sport and exercise do you do now compared to when you were at school?</li> </ul>	
Benefits	<ul style="list-style-type: none"> <li>• What do you feel are the benefits sport and exercise?</li> <li>• What do you think you would benefit from most?</li> <li>• For you, is sport and exercise about having fun, having social time, getting fit, being in a team, or helping you get a job etc?</li> <li>• Is being the leader of a team and helping your friends learn new skills something you would like to do or not?</li> <li>• Are there any sports you did at school that you'd like to take up again?</li> </ul>	10 mins
Barriers	<ul style="list-style-type: none"> <li>• Why do you think some people don't like to do sport and exercise?</li> <li>• Is there anything that puts you or your friends off taking part?</li> <li>• 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?</li> <li>• Is there enough sport and exercise for you to do where you live?</li> <li>• Why don't you do any sport/exercise provided at college?</li> <li>• What time would best suit you for taking part?</li> <li>• How much should it cost? (Include travel and kit)</li> <li>• 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)?</li> <li>• Would you prefer male only sessions? Would the instructor need to be male too?</li> <li>• Do you have any male role models, either in sport or not? Who are they and why?</li> <li>• 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?</li> <li>• Are there any sports/exercise you used to do before but now don't? Why?</li> </ul>	15 mins
Parents	<ul style="list-style-type: none"> <li>• Do your parents/carers encourage you to do sport and exercise?</li> <li>• What other things do they encourage you to do?</li> <li>• Does it make a difference to have their support?</li> </ul>	5 mins



Topic area	Question	Time
	<ul style="list-style-type: none"> <li>Do you think your parents should know more about the benefits of you doing sport and exercise, and where you can do it?</li> <li>Would you take part in family activities?</li> </ul>	
Services	<ul style="list-style-type: none"> <li>Describe your perfect sport or exercise to take part in (time, place, cost, theme, skills or drills, games, social time etc)?</li> <li>What would your perfect sports club look like (virtual, ages, girls/boys, location etc)?</li> </ul>	5 mins
Communication	<ul style="list-style-type: none"> <li>Have you heard anything in college about non-compulsory sport and exercise you can take part in?</li> <li>Do you have enough information about sport and exercise you can take part in?</li> <li>Where have you previously got information about sport and exercise (tutor, website, friends and family, TV, magazines, radio, banners, online, leaflets and posters, smartphone app etc)?</li> <li>Where would you like to find information in future?</li> <li>What would you say to convince someone like yourself to do sport and exercise if they hadn't before?</li> </ul>	10 mins
Close	<p>Thank participants and issue 'services mini-survey' for completion.</p> <p>Collect survey and issue vouchers.</p> <p>Answer any questions.</p>	5 mins

## Appendix C – Focus Group Discussion Guide for Young Women

### Focus group discussion guide: Young Women's Attitudes & Engagement In Physical Activity and Sport

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 and complete a questionnaire.

Topic area	Question	Time
Welcome	<p>Facilitators introduce themselves explaining that although we are conducting the research on behalf of StreetGames, Sport England &amp; Us Girls we work for an independent company called diva.</p> <p>Explanation of:</p> <ul style="list-style-type: none"><li>• Why we are conducting the research</li><li>• Why valuable to have participants views: emphasis on how <b>valuable</b> their input is to our work</li><li>• How the interview will be structured - with anonymous recording</li></ul> <p>Confidentiality of answers: Emphasis on the fact that we are <b>only</b> 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 anyone.</p> <p>Any questions answered. Request mobile phones are switched off and people speak one at a time. Explain free voucher to be given out at the end. 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 in the area what course they are studying.</p>	5 mins
Physical activity/sport	Provide short introduction on the discussion topic – 'as you know we are here to discuss exercise and sport...'	5 mins

Topic area	Question	Time
	<ul style="list-style-type: none"> <li>• Tell me what you think counts as exercise?</li> <li>• How often do you do sport or exercise?</li> <li>• Do you think taking part in sport and exercise is important? Why?</li> <li>• How much sport and exercise do you do now compared to when you were at school?</li> </ul>	
Benefits	<ul style="list-style-type: none"> <li>• What do you feel are the benefits sport and exercise?</li> <li>• What do you think you would benefit from most?</li> <li>• When you talk about keeping fit, do you mean being healthy, losing weight or looking good? Which is more important to you?</li> <li>• For you, is sport and exercise about having fun, having social time, getting fit, helping you get a job etc?</li> <li>• Is being the leader of a team and helping your friends learn new skills something you would like to do or not?</li> <li>• Are there any sports you did at school that you'd like to take up again (e.g. netball/hockey)?</li> </ul>	10 mins
Barriers	<ul style="list-style-type: none"> <li>• Why do you think some people don't like to do sport and exercise?</li> <li>• Is there anything that puts you or your friends off taking part?</li> <li>• 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?</li> <li>• Is there enough sport and exercise for you to do where you live?</li> <li>• Why don't you do any sport/exercise provided at college?</li> <li>• What time would best suit you for taking part?</li> <li>• How much should it cost? (Include travel and kit)</li> <li>• 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 etc)?</li> <li>• Is there anything that could make you feel more confident to take part?</li> <li>• Do you think there are good female role models in sport, both locally and nationally? Do you have any role models who aren't from the sporting world?</li> <li>• Would you prefer female only sessions? Would the instructor need to be female too?</li> <li>• What do you think of traditional team sports? What could make them more popular?</li> <li>• 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?</li> <li>• Are there any sports/exercise you used to do before but</li> </ul>	15 mins

Topic area	Question	Time
	now don't? Why?	
Parents	<ul style="list-style-type: none"> <li>Do your parents/carers encourage you to do sport and exercise?</li> <li>What other things do they encourage you to do?</li> <li>Does it make a difference to have their support?</li> <li>Do you think your parents should know more about the benefits of you doing sport and exercise, and where you can do it?</li> <li>Would you take part in family activities?</li> </ul>	5 mins
Services	<ul style="list-style-type: none"> <li>Describe your perfect sport or exercise to take part in (time, place, cost, theme, skills or drills, games, social time etc)?</li> <li>What would your perfect sports club look like (virtual, ages, girls/boys, location etc)?</li> </ul>	5 mins
Communication	<ul style="list-style-type: none"> <li>Have you heard anything in college about non-compulsory sport and exercise you can take part in?</li> <li>Do you have enough information about sport and exercise you can take part in?</li> <li>Where have you previously got information about sport and exercise (tutor, website, friends and family, TV, magazines, radio, banners, online, leaflets and posters, smartphone app etc)?</li> <li>Where would you like to find information in future?</li> <li>What would you say to convince someone like yourself to do sport and exercise if they hadn't before?</li> </ul>	10 mins
Close	<p>Thank participants and issue 'services mini-survey' for completion.</p> <p>Collect survey and issue vouchers.</p> <p>Answer any questions.</p>	5 mins

## Appendix D – Focus Group Questionnaire

1. Do you like the idea of taking part in an event such as Race for Life, Fun Run, or a Sport Tournament or Festival? (Please circle one option)

Yes    No    Unsure

2. Which type of event appeals to you most? (Please circle your favourite option)

Race for life

Fun Run

Sport Tournament

Sport Festival

Other (please state).....

Please tell us why:

.....  
.....

3. How likely would you be to continue with a sporting activity after an event has finished? (Please circle one option)

Very Likely

Likely

Unlikely

Very unlikely

Please tell us why:

.....  
.....

4. Do you like the idea of taster programs? This would be short introduction sessions where you get to try a new activity. (Please circle one option)

Yes    No    Unsure

Please tell us why:

.....  
.....

5. Would you be interested in multi-sports sessions? This would be one session where you would be able to do a number of different sports/ activities. (Please circle one option)

Very Interested      Interested      Uninterested      Very Uninterested

Please tell us why:

.....

.....

6. What kind of activities would you prefer to take part in? (Please circle one option)

New activities (such as zumba, street dance, BMX or skateboarding etc)

Traditional activities (such as netball or football)

Other? (Please tell us)

.....

.....

7. How long would your ideal sport/exercise session be? (Please circle one option)

10 Minutes

15 Minutes

20 Minutes

30 Minutes

40 Minutes

60 Minutes

More than 60 Minutes

Other? (Please tell us)

.....

.....

## **Appendix E – Focus Group Notes for Young Men**

**Monday 28<sup>th</sup> November 2011 (11:00 – 12:00)**  
**Chesterfield College – Young Men**

Participants were enrolled on the following courses:

- A-levels
- Construction and Engineering
- Public Services
- Brick-laying
- Mechanics

Demographics:

- White (10)
- Aged 16 - 19

### **Physical activity/sport**

What counts as exercise?

- Any kind of physical activity

What types of sport activities or exercise do you take part in and how often?

- Public Services course – exercise is on timetable once a week
- Football – in the park at the weekend
- Gym (free session at college gym on Wednesday afternoons)
- Swimming
- Weightlifting
- Mountain biking
- Archery
- Karate
- Dancing activities on Nintendo Wii
- Used to do badminton and football at college
- All participants take part in some kind of physical activity on a regular basis
- A few participants do more exercise now compared with when they were at school
- The majority of participants feel they have become lazier since starting college

Is physical activity important?

- Participants agreed that physical activity is important for everyone, but to different extents depending on the job they want to do

### **Benefits**

Benefits of sport and exercise:

- Kills boredom
- To socialise
- To have fun
- Good health
- For a buzz (particularly mountain biking)

- For the competition
- Confidence building
- Add onto CV -dedication to achieve a goal
- Goal setting – important in general, with no goals, where is your outlook?

Is being a leader of a team something you would like to do or not?

- “Being in charge, you really do feel respected and everything, so I think that’s really good.”

Sports at school that you'd like to take up again:

- Athletics
- “There are things that I didn’t do at school that I’d like to do at college – opportunities that weren’t offered to you like unusual sorts of sports... archery.”

## **Barriers**

Reasons for not taking part:

- Bad timing of sessions; lunchtime – eat, after college – catch college bus half an hour after lessons finish
- Lack of motivation from college
- Nobody to go with
- Lack of confidence
- Too much effort
- Intimidated by people that are better
- Don't want to lose / afraid to lose
- Would only play sport if I knew I would win
- Worried that I wouldn't be any good
- Lack of time – college and work
- Family issues at home
- Would rather play on videogames for an adrenaline rush, such as Xbox; more competitive as compete with people from across the world, sense of commitment and achievement and even if you lose you can keep going until you win without much physical effort
- Can't be bothered – staying in is the easy option
- Can be expensive - memberships, pass, equipment etc
- Swimming used to be £2 for a session and it's now double that – can't afford to go a few times a week now
- No relevant local activities – ie paintballing
- Alternatives such as Nintendo Wii exercises/dancing
- “Too busy on the Xbox.”
- “I’m more of a rugby player than football, but where I live there’s nothing to do with rugby so I’m out of the area to do rugby so I have to play football.”
- “It might be their confidence to step out and break out of their shell to go and do it.”
- “I think people can be intimidated by those who are better at the activity...”
- “You don’t want to be on a losing team.”
- “A lot of people are balancing college and a job, so if you’ve got that, it’s trying to find the time to do it.”
- “Staying in could be the easy option sometimes for people.”



- “It’s a cheaper option for people our age to sit at home and play on their games rather than pay to join the gym or pay to do some paintballing or laserquest.”
- “Sometimes videogames can be more competitive than other sports.”
- “There’s no failing on videogames whereas in real life there is.”

When would you prefer to take part in sport activities?

- Would have to be after college cos during college you don’t want to be sweating loads then go to your lesson.”
- 16:30 / 17:00 start
- Lunchtime has been shortened to 45 minutes – not enough time to take part in sport

Mixed/female only sessions?

- Mixed sessions – equal opportunities and a good chance to socialise

What do you think would be the best way to encourage people to take part in sport and exercise activities?

- Team games as a tutor group – allotted time
- Every Wednesday – play football as a tutor group
- Split into ability groups
- “It’s like motivation. Some people, if they think they can’t do something then they won’t do it or they won’t try to do it, whereas if you’ve got someone stood there saying you can do it if you do this or whatever, it might improve how you do whatever, then it’s obviously gonna make feel a little bit more confident.”
- “I think it would be nice, in our tutor groups, to be given an allotted time, that if we wanted to, as a tutor group we could go and do a team game.”
- “Our tutor’s just done a new thing where every Wednesday afternoon we’ve got to go to Clowne, well we don’t have to but everyone in our group says they want to go to Clowne and play football.”
- “At school, we were split into groups of different ability... it gave people more confidence.”

New hobbies/sports?

- Golf – through friends
- Motor racing in waste woodland – Dad used to do it
- “Everything’s all down to cost again. Anything practical like paintballing, go-karting and all that, it gives you a right buzz doing it, it’s just being able to afford to go out and do it regularly.”

Male role models:

- Christopher Hitchens – anti-religion debater (one participant)
- No particular role model – set own standards
- Service personnel are an inspiration
- Injured service personnel that can achieve things such as walking in North Pole
- “I think anybody that achieves something that’s beyond their own capabilities is something that should be admired.”

The Olympics:

- Not interested

- Waste of money
- It won't influence people to do physical activity
- It gets people together - positive
- "I don't really think it'll influence anyone."

### **Parents**

- Dad used to do motor-racing
- Dad plays golf
- The majority of participants agreed that their parents are inactive and that they don't do any activities as a family
- The majority of participants agreed that their parents must be aware of the importance of physical activity and healthy eating but they don't encourage exercise
- "My Mum's tried getting me to do horse-riding but that's never gonna happen!"
- "Archery – when I did archery that was my Mum encouraging me, cos she is in the national team or something."
- "When you're younger you don't really care as much cos like you sort of look for guidance from your parents, but as you get older you sort of go your separate ways and you want to do what you want not what they're trying to lead you into."
- Too late now to get good habits

### **Services**

Perfect sport or exercise to take part in:

- Team sports – competitive nature
- Athletics
- Rugby
- Football
- Badminton
- Martial arts
- Some participants prefer independent sports
- After college; 18:00/19:00
- Funded transport – some people rely on college bus
- £2 / session was affordable
- Team games as a tutor group – allotted time on college timetable (one participant said that his tutor group already play football on a Wednesday afternoon)
- "If it's to do with college, it's all to do with timings really. Cos if people need to get home and the only way you can do it is through college bus, and they might not want to do it at lunch time cos obviously you need to eat your food and that, so in the evenings or whatever. If transport was funded, I think a lot of people would rather do it that way."

### **Communication**

Where have you previously got information about sport and exercise?

- Freshers' fair
- One email at beginning of term with a list of all activities
- Advert on desktop – always just about football
- Noticeboard in workshop – stays there for two days

- Plasma screens
- Posters
- A sign outside a room – while the activity is already going on
- Advertising boards

Where would you like to find information in the future?

- Regular emails
- Smartphone app – although not everyone has a smartphone
- Posters – some people would look – need to be placed in areas such as near lifts and in reception
- Noticeboard for each department where notices stay there all week
- Login screen on student email

What would you say to someone to encourage them to do sport and exercise if they hadn't before?

- You can meet new people
- “It gives you more of a challenge as well when you’re with other people...”
- “You can go at your own pace if you’re doing a sport as an individual.”

**Tuesday 29<sup>th</sup> November 2011 (09:00 – 10:00)**  
**NW College of London, Willesden Centre – Young Men**

Participants were enrolled on the following courses:

- Plastering
- Bricklaying
- Construction

Demographics:

- Black (6), Asian (2), White (2)
- Aged 16 –19

**Physical activity/sport**

What types of sport activities or exercise do you take part in and how often?

- Football – at weekends
- Gym – using free vouchers from college (1 participant)
- The majority of participants didn't take part in any sport activities
- All participants take part in physical activity less often now compared with when they were at school

Is physical activity important?

- Yes

**Benefits**

Benefits of sport and exercise:

- For health
- To keep fit
- To look good
- Social time
- To add skills to CV (one participant)

Is being a leader of a team something you would like to do or not?

- A few participants said they would like the responsibility of leading a team
- The majority of participants said they wouldn't mind organising football practice
- "I wouldn't mind." (organising 5-a-side football practice)

Sports at school that you enjoyed:

- Football
- Basketball
- Rounders

**Barriers**

Reasons for not taking part:

- Lack of information on what's out there and at college
- Not part of the new college routine
- College work

- Injury
- Don't know how to get involved – lack of information
- “A computer game isn't really a challenge compared to real life stuff.”
- “I think it's cos like in high-school your always with friends and there's always break times and it's like a routine, but whereas with college it's a new routine and you kind of have to get used to the new routine and there's the college work as well.”
- “I can't play football cos I injured my knee.”
- “I don't know how to” (get involved in the activities)

When would you prefer to take part in sport activities?

- Evenings – after college (all participants)

Mixed/male only sessions?

- Mixed
- Male or female instructor
- “You wouldn't be able to tackle as rough if it was mixed.”

What do you think would be the best way to encourage people to take part in sport and exercise activities?

- The majority of participants said that they would be more likely to take part in sport activities if they were rewarded with things like gig tickets
- Medals and trophies
- Certificates
- “Getting paid.”

New hobbies/sports?

- ✶ None (all participants)
- ✶ “I want to do the gym thing but I don't know how to get the slips.”

Male role models:

- Messi and Robin van Persie – “The two best strikers in the world.”

The Olympics:

- Doesn't make people any more interested in sport (all participants)
- World Cup – makes us more interested in football and we play more often

## Parents

- Tell me to eat fruit
- Not much encouragement from parents
- Used to tell me when I was younger but they don't need to now as I already know and do it anyway
- Would help if parents knew where things are going on
- Not interested in family activities (all participants)

## Services

Cost:

- Two hour / an hour and a half session = £2
- Equipment – no more than £20
- “One pound an hour.”

Time:

- Two hour session
- An hour and a half session
- At weekends

Perfect sport or exercise to take part in:

- Rugby (one participant)
- Gym (four participants)
- Five-a-side football tournament (four participants)
- Running competitions etc – individual sports
- Virtual sports club – “With people you know like close friends and stuff. Some random people - you’re not really gonna communicate.”
- “I’d rather do fitness.”
- At weekends (all participants)

## Communication

Where have you previously got information about sport and exercise?

- Posters
- Letters from school (in the past)
- Word-of-mouth from tutors

Where would you like to find information in the future?

- Not emails – never check them (all participants)
- Letters sent home
- Website – only one participant would look on a website for information
- Never click on sponsored adverts (all participants)
- “I used to read the Metro but I walk it so don’t catch the bus anymore.”
- Don’t read leaflets
- Posters – don’t really look at them
- One participant said they would use a smartphone app
- The majority of participants don’t use Facebook – “I use it a lot less now than before.”

What would you say to convince someone to do sport and exercise if they hadn’t before?

- “It’s about getting fit.”
- It’s for health – “living longer.”
- “You’ll stay healthy.”
- “Have fun, get fit.”

**Thursday 1<sup>st</sup> December 2011 (14:15 – 15:15)**  
**East Durham College – Young Men**

Participants were enrolled on the following courses:

- Motor Vehicle

Demographics:

- White (9) – one female
- Aged 16 - 19

**Physical activity/sport**

What counts as exercise?

- Gym
- Martial arts
- “Anything physical”
- “Everyday moving”

What types of sport activities or exercise do you take part in and how often?

- Martial arts – 16 hours a week
- Play football at night with mates
- Bike riding
- Don’t do anything (majority of participants)
- Gym – 3 days a week (1 hour sessions)
- “Loads of walking” – at the weekend (female)
- “If I’m not here (college), I’m on my bike”

Is physical activity important?

- Participants agreed that physical activity is important.

**Benefits**

Benefits of sport and exercise:

- “You get fat if you don’t” (female)
- “To keep healthy”
- “Keeps you fit”
- “Cos I enjoy it”
- Social
- Defense
- “To have a kick about for fun – to get better at it”
- Gym – to build up
- “To try and learn new skills” – football tricks
- Participants hadn’t thought about the key skills they could develop through sport and exercise
- “It might look good on your CV if you’re doing teambuilding work” (female)
- Participants had never thought about taking part in exercise to get fit to help with their job
- The majority of participants take part in physical activity less often now compared with when they were at school - “because at school you had to do it”

- “Best lesson in school, PE”

Is being a leader of a team something you would like to do or not?

- “I like doing stuff like that. I like telling people what to do and stuff” (female)
- A few participants liked the idea of being the leader of a team

Is coaching disadvantaged children something you would like to do or not?

- “It’s hard”
- “I couldn’t really do it”
- A few participants would be interested in coaching disadvantaged children

Sports at school that you enjoyed:

- “I used to play football in a football team... I used to do dancing as well” (female)
- Tennis
- “I like badminton”

## Barriers

Reasons for not taking part:

- “Cos I wanted to spend more time with my friends” (female)
- Friends on same football team have given it up as well “cos most of them have got boyfriends” (female)
- “I’m cr\*p at everything” – unfit
- “I’m out roughly all the time with my mates”
- Busy – working
- “Where we live there’s nothing to do...just for little kids, not for older ones”
- “I’m always bored, there’s never anything to do”
- “It’s a fiver for induction” – used to be free
- Lack of information – didn’t know about gym at college, no tour of facilities, not promoted very well
- Cost – “I bring money me, I’d just rather buy a sarnie than pay for that (gym)”
- “Some people might feel embarrassed being around other people in the gym” (female)
- Go straight home after college (free bus)

When would you prefer to take part in sport activities?

- After college
- Lunchtime (female)
- Wednesday or Thursday morning

Mixed/male only sessions?

- “Mixed is better”
- “They should have a separate gym for the girls” female

Session length:

- “Minimum of an hour”
- “Footy and that, an hour”
- “An hour and a half”



Cost:

- “Fifty pence per person” – to enter tournament
- Participants agreed that £1.50 - £3 for a one hour session would be reasonable

What do you think would be the best way to encourage people to take part in sport and exercise activities?

- Women only gym (female)
- A few participants would like to receive medals for taking part in a sport
- “If it was a nice prize at the end”
- Trophy
- iPod
- Money
- A football

New hobbies/sports?

- No new hobbies
- Xbox
- Watch TV

Male role models:

- Bruce Lee
- “Alan Shearer was in his day”
- “Wayne Rooney is today”
- Mike Tyson
- Injured ex-soldiers in North Pole

The Olympics:

- Participants were aware of the Olympics
- A few participants will watch the Olympics on TV – pole vault
- A few participants would like to go to London to watch the Olympics
- Participants agreed that the Olympics doesn’t motivate them to take part in sport

## **Parents**

- “My Mum tells me to do stuff all the time... but I can’t be bothered”
- “She says I’m too lazy”
- The majority of participants said they don’t receive much encouragement from their parents
- “I used to go on runs with my Dad”
- “I used to go fishing with my Dad” (female)
- “I train with my Mum and Sister” (martial arts)
- Would like to – to build a relationship (female)

## **Services**

Perfect sport or exercise to take part in:

- Weights
- Indoor football (few participants)
- Five-a-side football

- Girls versus boys football tournament
- Basketball
- Boxing
- “They should get a skate-park in the college”
- Outdoor activities with overnight camping – gorge-walking, abseiling, bike riding, kayaking etc (two participants)
- Bike riding (two participants)
- Swimming
- Traditional karate

## **Communication**

Where have you previously got information about sport and exercise?

- Poster – rarely look
- Internet
- Leaflets from tutor – probably go in the bin, it depends if relevant and good
- Facebook – some participants use Facebook and find out about events on there
- Participants don’t use college email
- Word-of-mouth from friends
- Participants don’t use apps to find out information

Where would you like to find information in the future?

- “Posters in college that you can see” – next to pool table where everyone goes
- Word-of-mouth from teachers at the end of the lesson

What would you say to someone to encourage them to do sport and exercise if they hadn't before?

- “Please!”
- “Probably ‘you’ll get a prize at the end of it’ or something like that”

**Friday 2<sup>nd</sup> December 2011 (10:00 – 11:00)**  
**Sunderland College – Young Men**

Participants were enrolled on the following courses:

- BTEC & A-Level Music

Demographics:

- White (8), Asian (1)
- Aged 16 –19

**Physical activity/sport**

What counts as exercise?

- “Anything that involves moving”

What types of sport activities or exercise do you take part in and how often?

- I occasionally play tennis and basketball
- Cricket in summer and paintballing
- Cycling
- Golf lessons as a tutor group – skills development for the Duke of Edinburgh Award
- The majority of participants take part in physical activity less often now compared with when they were at school

Is physical activity important?

- “Yes it’s important”

**Benefits**

Benefits of sport and exercise:

- To develop skills
- “It would look better on your CV cos if someone had the same stuff as you, you might have that one thing extra”
- “You can keep yourself healthy”
- “It can be fun”
- Social
- “Stress relieving”
- Participants agreed that the most important benefits of sport and exercise are stress relief and being healthy and active
- Keeping on the move

Is being a leader of a team something you would like to do or not?

- “Being a leader of a team helps you make decisions instead of just kick back and everyone else do the work and you just do what they say. It gets your mind kind of working”
- Participants weren’t interested in being the leader of a team

Is coaching young children with disabilities something you would like to do or not?

- “It’s a new experience. I’m a keen person and I like to explore and find out about

- new stuff so I would"
- "I'm just interested in teaching so I'd probably do it"

Sports at school that you enjoyed:

- Climbing
- Trampolining
- Skiing and snowboarding
- Swimming
- Rugby
- "It was a good experience"
- Participants agreed that it is quite important what the instructor is like

## Barriers

Reasons for not taking part:

- Injury – knee
- Lack of time – music main focus now
- Session times clash with lessons
- Lack of knowledge about sessions in college
- "I don't think I know what's on to be honest"
- "I think there could be more in college"
- "I've just never fancied it really; it's not my thing"
- "I'd like there to be an indoor place but the only place that I know is Sunderland University but I've never really looked into it cos I think it's more like professional players who go there and stuff and I'd feel, you know, like downgraded cos they're of a semi-professional standard"
- Weather – cold and dark
- Need friends to join the club with

When would you prefer to take part in sport activities?

- "Probably on an evening"
- Participants would prefer to do a sporting activity as part of their course at college – "cos then you'd already be here for travelling and that"

Mixed/female only sessions?

- "Not bothered"
- Instructor – "it doesn't matter"

Session length:

- "An hour or two hours, not over that though"
- Half an hour isn't enough
- An hour doing the activity cos you wouldn't get bored or want more"

Cost:

- £1 - £2 for an hour's session
- Transport - "It'd be better if it was organised already"

What do you think would be the best way to encourage people to take part in sport and exercise activities?

- A few participants would be interested in taking part in team sports and competing
- Medals
- Gig tickets
- “Getting money, everyone likes money”
- Take part in sport activities to have a music event at the end
- The majority of participants would be interested in a weekend away to take part in a variety of sports, such as mountain biking and climbing - “I’d pay for doing that...definitely”
- Some participants agreed that it is important to be fit for their career – “It is actually, like cos I was in a band before and I was a drummer and I’ve experienced doing gigs for like an hour and that and it proper kills you after like thirty minutes and you just want to give up, so it’s good to have the exercise so you can keep on going”
- Participants weren’t interested in working towards a goal such as a 5k run, but more interested in competing to win

#### New hobbies/sports?

- Video games
- Writing music
- Band practice

#### Male role models:

- David Haye (retired boxer)
- People in bands; Dave Grohl (rock musician), the singer of Queens of the Stone Age
- ‘Bear’ Grylls (English adventurer)
- Ranulph Fiennes (explorer - ran seven marathons in seven days)

#### The Olympics:

- The majority of participants aren’t interested in the Olympics
- A few participants said they might watch some of the Olympics on TV
- “I’d rather just sit and watch paint dry!”

#### Parents

- “Not really, I just do what I want”
- “My Mum tells me to eat healthy but she doesn’t say ‘exercise’”
- “My Dad gets me to play golf” – Dad also plays golf
- “I play for his (Dad’s) team” – cricket
- A few participants would be interested in taking part in activities with their Dads but felt that their Dads wouldn’t want to – “I would but my Dad wouldn’t”
- Participants agreed that it would be beneficial for parents to be taught more about healthy lifestyles and exercise to help to advise their children

#### Services

Perfect sport or exercise to take part in:

- Football tournament (two participants) - "A massive footy game with all of us right here, right now"
- Outdoors activities (three participants) - "Different people from the class wanting to go away for a weekend and just doing different sports like; football, climbing, canoeing, all the different stuff like that, outdoors"
- "A big game of softball or something like that"
- Go Ape, gorge walking
- Tennis
- Paintballing
- Martial arts – judo

Would you ever be a member of a sports club?

- "If I enjoyed a sport enough, I'd be a member of it"
- "If you don't turn up, they'll ask you why you've not turned up and that, but if you just go down the park with your friends you don't have to worry about that"
- The majority of participants said they weren't very interested in becoming a member of a sports club

## **Communications**

Where have you previously got information about sport and exercise?

- Google
- Through the tutor (word-of-mouth)
- Posters – might look if relevant or interesting "if they're colourful you might have a look"
- Leaflets – in the bin

Where would you like to find information in the future?

- "If people came in and tell you about it, rather than just posters being on the wall..."
- Radio – "I listen to Galaxy, Capital FM", "I listen to Jazz FM and Classical"
- Participants don't use apps on smartphones
- Facebook – take notice of newsfeed, members of some groups, don't click on sponsored adverts
- "Everyone's on Facebook"
- College email – some participants didn't know they had a college email
- Personal email – the majority of participants regularly use their personal email
- "I'm on the emails all the time cos I'm trying to get a job"
- A few participants might sign up to a monthly newsletter to find out what sports and activities are going on
- Tutor – see them twice a week

What would you say to someone to encourage them to do sport and exercise if they hadn't before?

- "Show them a picture of a fat person and say 'that could be you if you don't do it'"
- "Just tell them it's like fun and you get to try new sports..."
- You get an hour off from college work

**Wednesday 14<sup>th</sup> December 2011 (15:00 – 16:00)**  
**Gateway College, Leicester – Young Men**

Participants were enrolled on the following courses:

- AS Chemistry, Biology & IT
- A-Level Biology, Psychology, Sociology & Maths and a GCSE
- A-Level Maths, English & Science
- ASP & BTEC Science
- Travel & Tourism, A-Level English and Maths
- A2 Sociology, History & Foreign Politics
- BTEC Fashion & Maths
- Business & Business Finance

Demographics:

- White (1), Asian (8)
- Aged 16 – 19

**Physical activity/sport**

What counts as exercise?

- “Playing a different variety of sports, gym”
- “Moving around, long distance”
- Cycling
- Walking
- Running
- Jogging
- Swimming

What types of sport activities or exercise do you take part in and how often?

- Basketball
- Cricket
- Badminton for the college
- Golf
- Football and cricket with friends
- Break-dancing – started recently
- Boxing
- Gym
- The majority of participants take part in physical activity less often now compared with when they were at school

Is physical activity important?

- Participants agreed that it is important to take part in physical activity

**Benefits**

Benefits of sport and exercise:

- “I think it’s important to keep healthy”
- Enjoy it
- Fills in spare time

- Socialise with friends
- Learn new things / skills – “you learn every time you play – learn new skills”
- Gain confidence and communication skills, as well as learning from and helping others in team sports
- Team sports are more fun and motivate you to take part
- The majority of participants prefer team sports to individual activities
- “You need to relax... every now and then”
- Skills for the future

Is being a leader of a team something you would like to do or not?

- Might not have time to do it but it's something new to do, organising things
- Good opportunity

Is coaching young children something you would like to do or not?

- Used to coach young people (Y7s) to play football
- Some participants would be interested in coaching young children - “I think it makes you feel good that you've taught somebody to do something you can do”
- “You're actually teaching them something that you already know so then they can build it up with their strengths”
- Would give you confidence
- “I've been helping out my Uncle, whose got his own club, on Saturdays and Sundays for little children, under twelve's, and helping him set-up and doing some drills with some kids”

Did you enjoy sport at school?

- Enjoyed sports I was interested in
- “I loved it”

Sports at school that you enjoyed:

- Tennis (few participants) – Wimbledon events inspire participants to play tennis – the same with football
- Swimming

## **Barriers**

Reasons for not taking part:

- Lack of time – college work, part-time job, hospital appointments
- “Time's just filled up by work and college”
- Winter – dark and cold - “you can't really do much outside”
- Lack of facilities / goal posts in parks etc
- Swimming pool busy at weekends
- “I don't think it's really publicised enough”
- Lack of information about what's going on and where
- Don't know where to search for information about available activities
- People don't feel fit enough

When would you prefer to take part in sport activities?

- Weekends



- Lunchtimes at college
- “It would be good in the morning as well, first thing”
- Breaks between lessons ‘frees’ (1 – 3 hours)
- Evenings

Mixed/male only sessions?

- “Guys only” - (two participants)
- “Mixed ‘cos it’s more fun that way” – (majority of participants)
- Participants agreed that they don’t mind whether an instructor is male or female – “as long as they do the same job”
- Qualities in an instructor – strict but can have a laugh
- Participants said they would be encouraged to attend if they knew the instructor was really good

Session length:

- 1 hour and 30 minutes, excluding time for getting changed
- “The closer it is, the better it is ‘cos then it’s more convenient for us”

Cost:

- £1.50 - £3 maximum for a session
- College gym / sessions should be free for students
- Participants didn’t raise any concerns for the cost of equipment

What do you think would be the best way to encourage people to take part in sport and exercise activities?

- Tournaments - “more serious about the sport and want to get to the top” – most participants would join a team for; football, badminton or cricket
- Participants agreed they would prefer to set up a new team to joining an existing one
- Beginners sessions so that everyone is at the same level
- Certificates & trophies - “something you can put in your record”, “it makes you proud of it as well”, “if you’ve got something to show for it you’re more likely to go back” – medals better. Regular opportunities to win a medal would be best
- Prize – voucher, gig ticket to encourage people to take part
- A few participants said that a discount for taking part with a friend might encourage them to attend an activity

New hobbies/sports?

- Facebook
- Voluntary work at Children’s Hospital
- Edit photos using Photoshop – creative
- Boxing

Male role models:

- “One of my friends, he got noticed in a park near me by one of them spotters that go round. And now he’s playing, he’s going up to play for England and Leicester City now, so I look up to him obviously, he’s doing really well”
- People of a similar age to them that are successful are motivating
- Friend that received a Young Person’s Lord Major’s Award for achievements in

sport

The Olympics:

- “Helping out in Loughborough for Japan” (two participants)
- A few participants said they will be watching the Olympics on TV – athletics, running
- A few participants said the Olympics might encourage them to do more sport

### **Parents**

- “My Dad plays for a cricket team on Saturdays and I play with him”
- Encourage to go outside and play sport rather than watch TV or play computer games
- Dad goes to the gym and I used to
- Brother – football
- The majority of participants don’t like the idea of taking part in family activities as they would be embarrassed
- Participants agreed that it would be helpful if their parents encouraged them more

### **Services**

Perfect sport or exercise to take part in:

- A trip with a variety of different taster sessions to take part in (most participants)
- Swimming
- Rock climbing
- Snowboarding
- Kayaking
- Skiing
- Multi-sports

Would you ever be a member of a sports club?

- “If a few of my friends were doing it then I would, but I wouldn’t really do it if it was just me”
- Most participants would rather keep it informal
- One participant would join and it’d make them want to keep going and improve skills
- Might be too much commitment – would join if more relaxed

### **Communication**

Where have you previously got information about sport and exercise?

- College email - “we got emails given at the start of the year saying when the enrichments are, what to do, which block they’re in”
- Word-of-mouth from friends
- Google
- A few participants might take notice of large, bright posters placed in areas that they are waiting in
- Word-of-mouth from tutor

- Participants agreed they don't listen to radio adverts – turn station over when adverts come on
- “Word-of-mouth works better than posters because posters can just be there, I don't look at them”
- Facebook
- Most participants don't take notice of Facebook adverts – they don't show up on a phone

Where would you like to find information in the future?

- Taster sessions in college
- Word-of-mouth from friends and tutors
- Facebook – groups, status' to spread the word to friends
- Leaflets – participants agreed that they might look at a leaflet if it is handed to them
- Some participants have an iPhone or Blackberry and might use an app
- Gateway College have an app – “but they don't update it”
- Some participants said they use broadcasts on Blackberry

What would you say to someone to encourage them to do sport and exercise if they hadn't before?

- “You can make new friends, learn new things”
- A prize might motivate people to join in
- “It's also a learning experience as well”
- “They might think they're going just for that (prize), but once you're there and after a few sessions they might start to like it and carry on with it even after getting a prize”
- “You don't know until you try”
- Emphasise the most important benefits of exercise and sport; fun and keeping fit

## **Appendix F – Focus Group Notes for Young Women**

**Monday 28<sup>th</sup> November 2011 (10:00 – 11:00)**  
**Chesterfield College – Young Women**

Participants were enrolled on the following courses:

- Health and beauty
- Hairdressing

Demographics:

- White (8), Asian (2)
- Aged 16 - 19

### **Physical activity/sport**

What counts as exercise?

- Walking
- Sweating
- Losing weight
- Running
- Any kind of physical activity

What types of sport activities or exercise do you take part in and how often?

- Walking to college / walking everywhere
- Kick-boxing
- General dancing
- Gym
- Zumba (£3)
- Ice-skating
- Activities on the Nintendo Wii
- Used to do athletics (£1.50)
- Race for Life
- Other charity walks / runs
- Did ice-skating as a college group, during college time
- All participants don't regularly take part in any type of physical activity
- All participants take part in physical activity less often now compared with when they were at school
- "If you enjoy doing sport, then you just do it all the time, don't you?"

Is physical activity important?

- No, not really
- "It is after Christmas, for a new year's resolution."

### **Benefits**

Benefits of sport and exercise:

- To lose weight
- To get fit
- For enjoyment

- To see boys
- For fun
- For keeping healthy
- So you don't get fat
- To tone up
- "I think it'd be good if you made things fun, 'cos then if it's fun and you're having a good time, it takes your mind off it and you don't think that you're doing exercise."
- "I do it so I don't get fat."
- "Sports can make you a more confident person but it's just getting that confidence to start with."

Sports at school that you'd like to take up again:

- Rounders
- Netball
- Table-tennis
- Rugby
- Football
- Volleyball
- Hockey
- Miss PE – it was fun
- Sport was free at school – have to pay to use the gym at college
- "They get you more involved at school, but when it comes to college, they don't really."
- "Where all your group got together and you socialised more 'cos you get in different groups and you've got to stick with them and work on your teamwork and stuff."
- "I think college should do it with their group, with the tutors and everything, at least every three weeks to like cool off students and get an hour or two of fun."
- "If it was like at school, if you just did like an hour of PE during college hours, I think everyone would start doing that."

## Barriers

Reasons for not taking part:

- Friends from school have gone separate ways
- Would rather do other things like see friends
- Don't have time due to other commitments – college, college work, working
- All older people in the class (Zumba)
- Too expensive – gym membership / class cost plus travel costs
- Nobody to go with
- It gets boring
- Lack of confidence to do something new
- Embarrassed of not being able to do it
- Gym is seen as more of a male thing
- Image – feel they need to look good when taking part and be good at the activity
- Don't like to show body – swimming in particular
- "I used to do athletics... Well basically it was just friends, so I got to that age where I just wanted to go out with friends. I used to go like three times a week, I used to train two days and I used to go to trials and stuff on weekends... When

you get to like thirteen / fourteen you think 'I want to start going out with my friends, going to town and things like that'."

- "If you do it on your own it's not as fun, but if you've got friends with you then you can make it fun."
- "I'd like to go to the gym and things like that but it's expensive, it's the journey to get there as well."
- "I always want to just stay at home and relax instead of going to the gym 'cos I've been at work all day or I've been at college all day."
- "There aren't many things going on really, there's a gym but you have to pay for it."
- "If you're on your own you just feel stupid doing stuff."
- "It gets quite boring after a while."
- "When it comes to gym, I think they (young women), think of it more as a male thing than a female thing."
- "I think with a lot of girls now, it's their image as well. When they do it, they want to look good doing it. If they don't look good when they're doing it, they don't want to do it... Like if someone says 'do you want to go swimming?' some people don't like it 'cos they don't like their body or whatever."
- "They might think they're a bit useless and they're not gonna be any good at it and everyone else is gonna look down on them and think they're a bit cr\*p."

When would you prefer to take part in sport activities?

- During college hours
- Could be competitions between different colleges
- Half hour sessions would be too short – by the time you've got changed etc, there'd be hardly any time left
- "I wouldn't do it after college, 'cos at the end of the day that's my time."

Mixed/female only sessions?

- Girls only
- "I'd feel more comfortable if it was only girls."

New hobbies/sports?

- None

Female role models:

- Kelly Holmes – when used to take part in athletics
- Blondie
- Katie Price
- Marilyn Monroe
- Participants agreed that their role models were more likely to be glamorous women rather than women who have achieved something in life
- "It's all about image really 'cos I want to be like her."

The Olympics:

- Boring
- Not interested
- "I'd rather see someone in concert."

## Parents

- Mum walks the dog
- Dad used to do dancing and encourages me to dance
- The majority of participants said their parents don't exercise themselves and don't encourage exercise
- The majority of participants said they wouldn't want to take part in family activities as they would rather be independent and might be embarrassed of their parents
- Will join in new year with my Mum – will do it for her as I don't want her going on her own
- “My Dad does badminton and he used to cycle to work, and my sister plays football. But me and my Mum are just... my Mum says she's gonna start after Christmas and I'll go with her if she wants me to 'cos I don't want her to go on her own, 'cos I feel sorry for her going on her own...”
- “I'm always on the go so it's either McDonalds or KFC for me so there's no point in even trying, is there?”
- “My Dad always says I'm over weight all the time.”
- “I think it'd be good to do a family activity, to get everyone involved.”

## Services

Perfect sport or exercise to take part in:

- Rounders
- Netball
- Tennis
- Participants agreed that the activities would need to be fun, not too serious but with a bit of competition
- Participants agreed that all-girls sessions would be best as they wouldn't have to think about their image
- Must know people who will be there or go with friends – don't want strangers
- Inter-college league competition
- Awards for taking part - “We all need motivation to do it.”
- “Everyone has to take part and you have to work as a team.”
- “I wouldn't like it if everyone was really serious about it.”
- “If it was just for fun, for charity or something then it'd be good.”
- “I wouldn't go if there were boys 'cos I'd have to think about my image then.”

## Communication

Have you heard anything in college about non-compulsary sport and exercise you can take part in?

- Cheerleading
- Street dance
- Zumba
- Needs better advertising
- “It's not really advertised is it?”

Where have you previously got information about sport and exercise?

- At taster sessions during PE at school
- Youth club

Where would you like to find information in the future?

- A talk at college
- TV adverts
- Leaflets through the post
- Newspapers
- Magazines – “all girls read magazines.”
- Smartphone app – “everyone’s got smartphones nowadays and the younger generation are always on their phones.”

What would you say to someone like yourself to do sport and exercise if they hadn't before?

- “Just come and try it, see if you like it and if you don't then we won't go again.”
- “We'll have some fun, we'll have a laugh, it doesn't have to be really serious.”
- “Sometimes you meet new people too.”



**Tuesday 29<sup>th</sup> November 2011 (13:30 – 14:30)**  
**NW College of London, Wembley Centre – Young Women**

Participants were enrolled on the following courses:

Hairstressing

Demographics:

Eastern European (4), Asian (4), Black (1)

Aged 16 – 19 plus three mature students

**Physical activity/sport**

What counts as exercise?

Running

Jogging

Rounders

Walking

Swimming

Trampolining

Cycling

What types of sport activities or exercise do you take part in and how often?

⤴ Swimming (once a week/once a month)

⤴ Jogging (once a week for 20/25 minutes)

⤴ Walking (two participants)

⤴ None (four participants)

⤴ All participants take part in physical activity less often now compared with when they were at school

⤴ "I try to walk instead of driving or using public transport, but that's all I do really."

Is physical activity important?

Participants agreed that physical activity is important

"If you have free time, yes."

**Benefits**

Benefits of sport and exercise:

To keep healthy

To relax

To feel more energetic

To get fit

To lose weight

To feel good

For fun/to socialise

Key skills for a job

To make friends

"To keep your heart healthy."

"It relaxes you."

"You feel more energetic, cos when you just sit, you just become lazy."

Participants agreed that the most important reasons to exercise are to keep healthy, to feel good and to lose weight.

“You can get good key skills from it and it'd be good to put on your CV and things like that.”

Is being a leader of a team something you would like to do or not?

The majority of participants wouldn't want that responsibility

It would depend if the team would turn up and work together – would need support

The majority of participants like the idea of coaching young children with a disability or who have underprivileged backgrounds

Sports at school that you'd like to take up again:

Rounders

Table-tennis

Badminton

Netball

## **Barriers**

Reasons for not taking part:

Inconvenient session times

Lack of facilities at the college; no gym, no courts, no pitches etc

Have other things to do – using the computer etc

Laziness

Personal choice – not interested, even if I had free time

Cost

Lack of spare time

Travelling to facilities at the other college

Would be embarrassed if I couldn't do the sport well – people would be looking

Participants agreed that they wouldn't take part in an activity on their own, without a friend

“I don't have time but if I really wanted to, I would find time.”

“I wanna learn to ice-skate... I would never go there because everyone is looking over from the balcony and I can't ice-skate so I don't wanna go there for everyone to laugh at me.”

When would you prefer to take part in sport activities?

During lunch hour – at the college

“During lunch hours, there's nothing to do.”

“Maybe Friday morning, we start at 11 o'clock.”

Mixed/female only sessions?

The mature students agreed that a mixed session would be fine

The younger students agreed that they would prefer women only sessions, especially in college

The majority of participants wouldn't mind a male or female instructor

Two participants would prefer a female instructor

What do you think would be the best way to encourage people to take part in sport and exercise activities?

The majority of participants weren't interested in medals and certificates

Participants suggested money, an iPad or music festival tickets as a reward for taking part / competing

Competitions such as a netball competition  
Pairing-up scheme with others from the community that would like to take part  
Discounts for attending as a pair; £3 for one person or £4 for two people – might be encouraging  
Career specific exercises – important to be fit for work  
“If you’re gonna have backache all the time, you’re not gonna earn money. You’re gonna be lazy doing the hair.”

New hobbies/sports?

- ⤴ None

Female role models:

- ⤴ Hicham – Moroccan long-distance runner
- ⤴ No other role models
- ⤴ “I’m my own inspiration; my own role model.”

The Olympics:

- ⤴ Participants agreed that they aren’t interested in or excited about the Olympics
- ⤴ “It’s all about money.”
- ⤴ Participants might watch the Olympics on television

## Parents

- ⤴ The majority of participants said they don’t receive any encouragement from their parents
- ⤴ Might go to the gym with Mum if she wanted me to
- ⤴ Useful to have something that parents can look at to find out what’s going on
- ⤴ “They don’t give you advice, they just give you like a tell-off!”

## Services

Cost:

- Depends on the age of the person as it’s free for under 18s at the college
- £2.50 is reasonable for one session

Perfect sport or exercise to take part in:

- ⤴ Run for charity – but wouldn’t continue to run afterwards
- ⤴ Running (one participant)
- ⤴ Swimming (five participants)
- ⤴ Badminton (two participants)
- ⤴ Ice-skating (one participant)
- ⤴ Tracking – walking (one participant)
- ⤴ All individual activities
- ⤴ “Maybe I would run for charity, but nothing else.”
- ⤴ “There’s no rules to swimming!”

## Communication

Where have you previously got information about sport and exercise?

- ⤴ Student room at college
- ⤴ Student intranet

- ⤴ Too many posters around college
- ⤴ "I don't think they (posters) are attracting people... I might walk past it but I don't read it."

Where would you like to find information in the future?

- ⤴ Personal email
- ⤴ Text messages
- ⤴ Leaflets in the salon
- ⤴ Information from tutors (word-of-mouth)
- ⤴ First page after login screen on student intranet
- ⤴ Newspaper – first page
- ⤴ "I never look at that (college email), unless a text message comes saying to."
- ⤴ "If I'm interested, I usually stick that leaflet somewhere and I know, I plan... Sometimes email, you read, you shut it down and that's it, you forget, and the texts as well."
- ⤴ "I open my (personal) email everyday."
- ⤴ "I scroll down, I look for jobs." – on the student intranet pages
- ⤴ "There's so much posters put up around (college), but you only read out the various ones, like that goes out to you, you're not gonna read the other ones."
- ⤴ Participants didn't seem interested in using Facebook

What would you say to convince someone to do sport and exercise if they hadn't before?

- "Come with me, it could work."
- "If you like it then maybe you want to go again."
- "Come, we can have a chat."

**Thursday 1<sup>st</sup> December 2011 (13:15 – 14:15)**  
**East Durham College – Young Women**

Participants were enrolled on the following courses:

- Health & Social Care

Demographics:

- White (10)
- Aged 16 – 19

**Physical activity/sport**

What counts as exercise?

- Walking
- Running
- Swimming
- Dancing – zumba
- Wind sailing
- Hobbies
- “Lots of things are exercise”

What types of sport activities or exercise do you take part in and how often?

- Wii Fit – once / twice a week for half an hour
- Used to go to a group called Cats at the community centre– basketball and other sports but had a baby so don’t now
- Walking along sea front – half hour / 45 minutes
- Used to play football
- Dance; tap, modern, ballet - twice a week and competitions
- The majority of participants take part in physical activity less often now compared with when they were at school - “you had to do it then”
- “Try to three times a week” – swimming for an hour
- “I’m starting the gym... soon!”

**Benefits**

Benefits of sport and exercise:

- Makes me feel better
- Clears mind
- Losing weight
- Getting healthy
- Work/life balance
- Get to see friends more at the gym
- Set goals for yourself
- Teamwork
- To get stronger
- Skills on CV
- Fun – “It can be but it depends who you play with”
- “I think it makes you feel better about yourself”
- “I wish I could just be motivated to do it and then I’d feel better about myself but I

- just can't
- "It clears your mind, like takes your mind off things"
- "It makes you feel better"
- "You're doing something for you"
- "I feel like everyone's looking at you, you're chunky and it's like 'oh my god, everyone else is skinny!'"
- The majority of participants said they would prefer team sports – "then you're not on your own are you, and you've got people to back you up a bit"
- Participants agreed that losing weight and being healthy are the most important benefits of exercise

Is coaching disadvantaged children something you would like to do or not?

- The majority of participants would be interested in coaching children
- "It would be rewarding cos you're making them happier"

Sports at school that you enjoyed:

- Football
- Street dancing
- Netball
- Basketball

## Barriers

Reasons for not taking part:

- Boxing – wanted to do it but the class was with men too – put off
- Personal trainers – too expensive (£20/hour)
- Injury – knee
- Everyone looking – other people are skinny – feel intimidated
- Can't be bothered now – had a baby
- No lockers – have to carry round bag, folders and gym kit
- No motivation
- Lack of time; lots of coursework, boyfriend
- College buses stop at 18:30 on a Friday
- Cost – expensive
- Free at college but have to pay for induction
- Not many centres
- Restricted hours
- Must be a certain age
- Embarrassed about body
- Lack of information about what's on at college
- Weather – cold and dark in winter
- "I think womens' boxing should be allowed cos I'd go boxing... cos I went to the boxing thing and you have to do it with men so I didn't really want to go"
- "If I had someone to make me, then I would do it"
- "Bringing your gym stuff to college as well as your files and everything, cos my bag's heavy enough. So it's having somewhere to put your stuff"
- "I think you enjoy things more if there's other people with you"
- "Coursework, we've got to do a lot of that"
- "There's not very many (gyms) around here"

- “They cost a fortune as well”
- “There was always people that I know there (leisure centre)” – off-putting

What activities are going on in college?

- Gym
- Boxercise
- Zumba
- Pilates
- Lack of information about any other activities
- “You can go to the gym, that’s all I know”

When would you prefer to take part in sport activities?

- Mornings
- Weekend
- Not evenings
- Wednesday – finish college at 13:15
- Monday – off college
- Thursday evening
- “Weekends are really busy though”

Mixed/female only sessions?

- Women only
- Nice male instructor – have to think about your image – “If I’m breaking a sweat, I don’t want him watching!”
- “You’d be working on your appearance before you got there”

Session length:

- One hour (includes time for getting changed)
- “In an hour you can get a good workout”
- “So you don’t get too tired and you don’t do too less”

Cost:

- Swimming currently £3 per session. Go three times a week – too expensive
- £0.50 - £2 for an hour’s session
- Paying upfront put some participants off but some felt it was good value when you can go as much as you want
- “It depends on the sport”
- You should get discounts on sports and clothes shops

What do you think would be the best way to encourage people to take part in sport and exercise activities?

- Women only gym
- Go with friends
- An activity to do as a class – gym during lessons – time to bond as a group
- £3 each or two people for £4 - would “probably” encourage people to go
- Buddy system – “I’d get nervous about meeting them and wouldn’t really want them to see my body”
- Wouldn’t mind older people in the gym
- “Do you not think we should get a little activity to do as a class, like a team

- thing?”
- “In these lessons, every couple of weeks or something, we all have a gym session, I think we should do that... It gives you time to like bond together as a group and stuff”
  - “Supersize versus Super-skinny on the tele’, I think that’s really good cos they swap meals and that makes them think ‘I wish I was like that’ or ‘I wish I could be’. That’d be really good, stuff like that”

#### New hobbies/sports?

- ▲ None
- ▲ “I used to learn how to play the guitar, but then when I came here (college), I stopped it”
- ▲ “I eat loads when I’m here (college)”
- ▲ “You get bored in the hour cos there’s nothing to do so you just sit and eat”

#### Female role models:

- Katie Price – got rid of baby weight
- Kerry Katona – got a personal trainer and lost weight
- Colleen Rooney – exercise video, fashion etc

#### The Olympics:

- Will watch the gymnastics
- Great North Run – more local – would walk it
- Midnight walk for cancer charity
- Race for Life – walked it – didn’t continue afterwards
- “I’d probably stop, cos I’d be like ‘I’ve done it now’”

#### Parents

- Encourage me to walk and eat vegetables
- Mum watches me in dancing competitions and buys costumes
- “Not really but I like eating healthily personally anyway so my Mum gets the food in that I like to eat...my Mum encourages me not to do too much (exercise)”
- Mum said ‘what have you joined the gym for? You don’t need to!’ (skinny)
- “When I wanna do the diet thing, my Mum comes in with a big massive chocolate trifle!”
- The majority of participants said they would do a family activity with their Mum or Auntie – gym, swimming etc

#### Services

##### Perfect sport or exercise to take part in:

- Womens’ boxing
- Zumba (three participants)
- Lots of different activities
- Running
- Swimming
- Contemporary dancing
- Ice-skating



- Street dance
- Mini-golf

## **Communication**

Where have you previously got information about sport and exercise?

- TV
- Internet
- Facebook
- Poster – on back of toilet door
- Leaflets/flyers – “in the bin straight away”. Will only read if relevant to them
- Don’t use college email or personal email
- Sponsored ads – sometimes click if interested

Where would you like to find information in the future?

- Internet – Google
- Ask friends
- Don’t really use apps
- “I think I’d Google it... you can find anything on Google, can’t you?”

What would you say to someone to encourage them to do sport and exercise if they hadn't before?

- “It’ll make you lose weight”
- Healthy lifestyle and more motivated
- “It will help you in the long-run, like with your heart and stuff. If you do exercise when you’re younger, you’ve got more chance of not having a heart attack when you get older, don’t you?”
- “It makes you feel fresh and like, alive”
- “If you look after yourself, you get a longer lifespan don’t you, that’s what they say”

**Friday 2<sup>nd</sup> December 2011 (11:15 – 12:15)**  
**Sunderland College – Young Women**

Participants were enrolled on the following courses:

- Hairdressing
- Hair and beauty
- Music

Demographics:

- White (11), Black (1)
- Aged 16 – 19

**Physical activity/sport**

What counts as exercise?

- “Stuff that gets your heart rate going”
- “Running, getting warmed up and that”
- Dance

What types of sport activities or exercise do you take part in and how often?

- “I walk to college”
- Rugby – three times a week for one to two hours
- Went for a jog but ended up walking
- Walk the dog
- “I do like ten minutes a day, if that”
- Horse riding – every night for 45 minutes
- The majority of participants take part in physical activity less often now compared with when they were at school
- Hip-hop dancing on Sundays; 4:30pm – 7pm
- Duke of Edinburgh – did climbing, walking, golf etc - fun

Is physical activity important?

- “Yes, cos you end up looking like a fat heffer if you don’t!”
- “You get fat and you die”

**Benefits**

Benefits of sport and exercise:

- To lose weight (four participants)
- Keep healthy (four participants)
- Friends (one participant)
- Fun
- Skills can help with getting a job
- “It keeps you healthy”
- “You get friends out of it and stuff and it learns you different ethnic groups”
- “Some people enjoy it”

Is being a leader of a team something you would like to do or not?

- The majority of participants were not interested in being the leader of a team

- “No cos I’d be really bad at it”

Is coaching children with disabilities something you would like to do or not?

- Some participants would be interested in coaching children
- I learn young kids to ride their horses, but ones that had disabilities, like some of them have been in house fires and really burnt and things like that and it helps with movement of their arms and things like that... I loved it”
- “In school I used to teach kids in PE and stuff, playing like, rounders and daft stuff like that”

Sports at school that you enjoyed:

- Dance
- Netball

## Barriers

Reasons for not taking part:

- “I used to go with my Mum but she stopped so I stopped”
- “I’m too busy to do any exercise – I’m either here or at work”
- Can’t be bothered
- Injury – knees
- Weather – it can be too cold and dark in winter and too hot in summer
- Too much work
- “They’re probably too attached to their phone”
- Cost - “the indoor things cost money”
- Don’t want people to see them exercising - “they might be too self-conscious”
- Would rather play on computer games
- Lack of team sports for girls
- Lack of information about activities going on at college
- Lack of motivation

When would you prefer to take part in sport activities?

- “Every two weeks”
- An hour straight after college – 5pm (majority of participants)
- Weekends (few participants)

Mixed/female only sessions?

- “I don’t know cos it’s quite b\*tchy having loads of lasses around, isn’t it?”
- “I think you should have a choice, like there should be some male sessions, some female sessions and some mixed and then at least you’ve got the choice to go to either one”

Would you want to go with your friends or would you go by yourself?

- The majority of participants said they wouldn’t want to take part in sport or physical activity on their own
- “I used to jog on my own”
- “I’m better by myself cos then I don’t get distracted”
- “If it’s like Zumba or something I’d rather do it with my friends so you can have a laugh at the same time”

- On your own - boring

Session length:

- Two or three times per week for two to three hours per session
- One hour plus time for getting changed (majority of participants)
- At least an hour - "Anything less than an hour isn't really gonna do anything"
- Twenty minutes – "It's a waste of time coming!"

Cost:

- £5 per week
- "You could pay a certain amount for a whole term"
- "If you do it a couple of times a week, that's like ten quid in two sessions"

What do you think would be the best way to encourage people to take part in sport and exercise activities?

- Spinning class in the dark with music and disco lights – fun and didn't realise you were exercising (majority of participants liked this idea)
- Changing rooms to get ready and a bus to take people to town (majority of participants liked this idea)
- A fit male instructor would put off most participants as they would be worried about their image
- £3 for one person or £4 for two people – wouldn't make much difference
- Some participants would rather pay upfront to go as many times as they want
- Competitive sports; netball, rounders, dodge-ball

New hobbies/sports?

- Hip-hop dancing
- None

Female role models:

- Kelly Holmes (sport)
- Mum, Nan
- Cousin – travelled, sky-dived etc

The Olympics:

- "When's that? I didn't even know it was on!"
- "I couldn't care less"
- The majority of participants aren't interested in watching the Olympics on TV

**Parents**

- Mum watches participant play rugby - "My Mum does loads of gym classes like spinning and she's always at the gym"
- Mum has health problems so can't exercise
- Did Zumba with Mum
- "If my Mum was more supportive about it and actually pushed me into doing something then I would actually have done it..."
- The majority of participants aren't interested in taking part in activities with their Mums

## Services

Perfect sport or exercise to take part in:

- Hip-hop dancing – energetic
- Contemporary dancing
- Ice-skating (majority of participants)
- Archery (two participants)
- Dance (three participants)
- Trampolining
- Spinning
- Netball
- Running club
- Climbing (three participants)
- Boxercise
- Weekend away with adventure sports
- More adventurous activities such as skiing, snowboarding etc

Would you ever be a member of a sports club?

- “Wii Fit and Just Dance to college”
- Free and don’t have to go every week – some participants would be interested in joining
- “No cos nobody would be pushing me to go, I need motivation to go”
- Need motivation from coach and friends

## Communications

Where have you previously got information about sport and exercise?

- Tutor
- Friends
- TV
- Posters – “I don’t really read them. I just glance at them and walk away”, “if it was big and colourful then I’m more likely to read it”
- Don’t read leaflets
- Facebook – all participants use Facebook but don’t usually click on adverts
- Newspapers – participants don’t read local newspapers
- Smartphones – participants don’t use smartphones and apps
- College email & personal email – participants make more use of Facebook than emails
- A talk in college with taster sessions – the majority of participants like this idea

Where would you like to find information in the future?

- Facebook
- Taster sessions
- Tutors

What would you say to someone to encourage them to do sport and exercise if they hadn’t before?

- “It’ll make you feel better about yourself and stuff”

- “If somebody told me... the benefits, I won’t listen to something like that. You’ve got to physically show me a picture of what will happen if you don’t exercise, and I’d think ‘oh Christ!’”
- “I’d do it with them. I’d say “I’m going to the gym, wanna come?””
- “I think more people would be interested in exercise if it wasn’t just like the playing rugby, football, but if it was like abseiling and rock-climbing, things like that...”

**Wednesday 14<sup>th</sup> December 2011 (13:30 – 14:30)**  
**Gateway College, Leicester – Young Women**

Participants were enrolled on the following courses:

- Biology & BTEC Science, A-Level English Literature
- Health & Social Care AS, BTEC Level 3 Sport
- A-Level Art Graphics, Fashion Textiles & BTEC Media
- A-Level Chemistry, Psychology, Geography
- A-Level Maths, Chemistry & Biology
- A-Level English, Media & GCSE Maths
- BTEC Science & AS Law
- A-Level Law, Media & Sociology

Demographics:

- White (2 – one disabled in a wheelchair), Asian (6)
- Aged 16 – 19

**Physical activity/sport**

What counts as exercise?

- Running
- Jumping
- Walking
- Biking
- Dancing
- “All sorts of sports”

What types of sport activities or exercise do you take part in and how often?

- “I go to the gym, that’s all I do” – three times a week for one to two hours (cardio & occasionally weights)
- Basketball every Saturday
- Play five-a-side football at Goals every Friday
- Wheelchair tennis & fencing
- Badminton with friends & dance at home
- Dancing - streetdance
- “I do dance (all types) sessions for one hour a week and I do yoga and pilates and some aerobics sometimes”
- Hot yoga
- The majority of participants take part in physical activity less often now compared with when they were at school – “in school it’s compulsory, here it’s your choice so you have to choose to do it or not”

Is physical activity important?

- Participants agreed that physical activity is important

**Benefits**

Benefits of sport and exercise:

- “It keeps you busy”

- For health
- "It makes you feel good after you've done it as well"
- A break from college work
- Meet new people
- Fun with friends
- Most important - keeping healthy (looking good & healthy heart), "how it makes you feel as well, a lot of the time when you do exercise you feel so much better, you feel like more awake, whereas if you didn't, you feel sluggish"
- Stress relief

Sports at school that you'd like to take up again:

- "I used to play cricket for a team and then I had to give that up as well because I didn't have time to do it"
- Cross country
- Trampolining club
- Boxing
- "I miss doing swimming a lot"

Is being a leader of a team something you would like to do or not?

- The majority of participants like the idea of being a team leader
- "Just being in charge"
- Power
- Organising things
- "And then you can see the development of people, when they start off maybe as a beginner in some particular sport and work up and you see that they've kind of blossomed in some respects"

Is coaching young children something you would like to do or not?

- "That's really good"
- "Good experience"
- "I don't think there's that many opportunities around for that many people to do it"

## **Barriers**

Reasons for not taking part:

- Lack of time – lots of college work
- "I had to give up a lot of sport because it became too much then altogether, so it was easier when you were at school"
- Classes don't fit in with schedule – all at night
- Classes stop – "didn't know how to carry on with it"
- Dark at night in winter
- Laziness
- Don't want to sweat
- "They don't know about what's on, when" – not promoted enough
- "People aren't willing to try different sports, they just don't like one sport, they hate the whole thing"
- "I think some people are embarrassed to do it, especially girls, don't want to do it in front of guys" – feel self conscious
- Would rather do other things in spare time



- “Sometimes money, because a lot of things like swimming have now gone up in price”
- Cost - especially being a student – “It’s like if you go to the gym it’s pretty expensive and you think ‘well am I really gonna go that much for it to be a benefit?’”
- Tired from college
- “I think it’s once you get out of that routine, you’re out and you have to motivate yourself even more to get back into it”
- Part-time jobs
- Not much going on locally – have to travel (time consuming)
- Traditional team sports like football – “it’s more male dominated”, more focussed on men, girls don’t turn up
- Alternatives such as exercising at home where nobody can see, on Nintendo Wii or Xbox Kinect

When would you prefer to take part in sport activities?

- Lunchtimes
- Daytime
- Weekends
- Wednesday – enrichment in afternoons (13:00 – 16:00)

Mixed/female only sessions?

- The majority of participants would prefer girls only sessions
- Participants agreed that they wouldn’t mind a male or female instructor

Would you want to go with your friends or would you go by yourself?

- Some participants would go to an activity by themselves – can meet new people, especially in team sports
- Better to go with friend – less self-conscious

Session length:

- One hour to one hour and thirty minutes – including time to get changed (5-10 minutes)
- “It takes about 15 minutes for your metabolism to kick-start anyway”

Cost:

- “I just wish they did it per session, or per hour”
- “Swimming’s gone up to £4 and that’s a lot for one hour”
- £2 - £3 per session is OK
- “Students should get some sort of discount”
- Equipment should be included in cost, eg badminton racquets

What do you think would be the best way to encourage people to take part in sport and exercise activities?

- “Trophies... they kind of make you feel good”
- Certificates – “shows you’ve achieved something”
- The majority of participants like the idea of having space to get changed and a bus into town after the activity – “that would save time as well”, “people would look at you”

- £3 for one person or £4 for two people – would encourage some participants to go
- Feel an achievement when you can see how many calories you have burnt
- Instructor shouldn't be too strict or participants wouldn't attend again

#### New hobbies/sports?

- Volunteer for Connexions and a member of the Youth Council – want to be a Youth Worker
- Part of student council for college – looks good on CV and personal statement
- Learning Dutch - useful

#### Female role models:

- "Heather Knight... she's kind of my idol"
- "The American goalkeeper... Hope Solo, and the swimmer, Rebecca Adlington"
- "I quite like the ice-skater, I think her name is Kristi Yamaguchi... she's really cool and I like watching her"
- "I kind of look towards a lady who's a wheelchair sprinter who's called Tanni Grey-Thompson. She's like an ambassador for disability sport and stuff like that, and she's been to the Olympics, and I've met her quite a few times and that's kind of why I got involved in sport 'cos it was like... you can kind of look up to someone and it's something you can achieve"
- Women's role models should be promoted more – not tomboys

#### The Olympics:

- Five participants are excited about the Olympics
- "I've got tickets to go with my Mum"
- Tried volunteering for it
- Watch gymnastics on TV – used to do gymnastics
- "I like the swimming and I'm going to see the men's football semi-finals"
- "I like both the Olympics and the Paralympics, and we're gonna go and watch the Paralympics for the fencing and archery so I'm quite excited about that"
- Excited that it's happening in England but don't know much about it
- "Maybe after all this we'll have more opportunities"
- The majority of participants agreed that the Olympics will inspire them to do more sport

#### Parents

- "My Dad discourages me – he doesn't like me going to dance"
- Mum encourages exercise and healthy eating
- Mum against belly-dancing because of religion
- "My Mum does hot yoga with me, she finds it really stress-relieving cos it's in a hot room"
- "My Dad used to go bike-riding with my brother"
- "My Dad goes to the gym and my Mum used to go to some 'Fab Club' or something, it's part of the NHS"
- "My parents go to the gym... twice a week or something"
- Mum – treadmill at home (half an hour a day)
- "I think that if your parents encourage you more to take part, like not all parents"

- encourage students to take part in sport, that's why they're like lazy and stuff"
- The majority of participants would like to do a family activity with their Mum - "It's good to have a laugh as well with your Mum sometimes and it's like a good girly session", might have different tastes in sport, "it'd be nice to go to the gym with her (Mum)... Mum and daughter bonding time"

## Services

Perfect sport or exercise to take part in:

- Badminton
- Swimming (few participants)
- "It's got to be between football, swimming and cricket"
- Dancing (street dance, break-dance) – fun
- Gymnastics or trampolining
- Fitness and dancing combined, eg Zumba
- Disability sports for young people

Would you ever be a member of a sports club?

- "I think it's good 'cos it'll make you more committed"

## Communications

Where have you previously got information about sport and exercise?

- "Usually word-of-mouth"
- Tutor – see them twice a week
- Radio
- TV
- Text – from college "everyone's always checking their texts"
- Posters – don't look at them

Where would you like to find information in the future?

- "They should make a Facebook group 'cos everyone's always on their Facebook"
- Outdoor taster sessions to promote activities
- Flash mob – dance in city centre to promote something, then give out credit-card sized flyer to promote the Facebook group
- Might throw leaflets away – credit-card sized leaflets are best to keep
- Gateway College has an iPhone app – most participants don't have an iPhone (they have Blackberrys)

What would you say to someone to encourage them to do sport and exercise if they hadn't before?

- Point out the benefits of doing it
- "You build your confidence more if you're fit and active"
- "Give them the option, not pressure to do certain things and they'd do it"
- Tell them how much better it makes you feel and that you can meet new friends
- "Tell them to try it out first, have a session and if you don't like it, change to something else"
- "Taster sessions are really good"

## Appendix G – Creative Workshop Outline Young Men

### StreetGames Creative Workshop – Young Jamie

January 2012, 10.00am – 12.30pm

#### Schedule

10.00am* – 10.10am	Welcome, introduction and ground rules
10.10am – 10.20am	Icebreaker game
10.20am – 10.40am	Design a service
10.40am – 11.00am	Present back service ideas
11.00am – 11.10am	Break
11.10am – 11.30am	Mood boards
11.30am – 11.50am	Key messages
11.50am – 12.20pm	Radio advert
12.20pm – 12.30pm	Closing, next steps and thank you

*\*Consent forms will be completed on arrival*

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#### Welcome, introduction and ground rules (10 minutes)

- Welcome, thank you for coming – introduce team and workshop theme.
- Run through structure for the session. Highlight when the break time will be and explain that refreshments will be provided. Request that toilet breaks are taken during the set break time.
- Go round circle for group to introduce themselves.
- Ground rules:
  - The session will be recorded and is confidential.
  - It's ok to have a laugh, but not at the expense of other people.
  - No personal questions – we are here to discuss your general opinions, not reveal personal information or specific experiences you may have had.
  - Show respect to other people here – if you disagree with someone's opinion, present your view in a polite way, disagree with the opinion not the person.
  - Do not make derogatory comments or swear at one another.
  - Talk one at time – we know you all have lots of really great things to say, but if you talk over one another we won't get to hear them.
  - Mobile phones should be switched off.
  - There is no such thing as a stupid question.
- Talk through what we have discovered from the research – these findings will be the starting point for today's activities to develop further. Each point will be written on a flipchart at the front of the room as a reminder for the session:

- Barriers: Lack of information; Transport; Lack of parental support; Joining a club is too much commitment; Low self- esteem or lack of confidence in ability; Cost; Socialising with friends is more important.
  - Motivators: Learning key skills to help future career; Competing to win; Staying healthy and keeping fit; Relax or de-stress; Being the leader of a team; Social time; Role models.
  - Opportunities: Leading and coaching (underprivileged) children sports programmes, family sport programme, sports competition programme, adventure weekend / residential taster, fitness programme.
  - Services: Sessions during the evenings and on weekends; Duration 1-2 hours; Cost £2-3 per session; Popular activities.
- 

### **Icebreaker Game (10 minutes)**

The Sports Charades game has been designed to engage and 'warm up' the participants. The answers will get the participants thinking about different types of sport and physical activity.

Participants will be divided into two teams of equal size. Each team will be given 8 cards (one per team member) with the names of the most popular sports / physical activities young men said they would like to do in the online survey:

Team A	Team B
Gym	Swimming
Football	Running
Cycling	Martial arts
Adventure sports	Boxing
Badminton	Tennis
Bootcamp / military training	Basketball
Table tennis	Rugby
Golf	Cricket

Taking turns, each player from Team A must act out the sport/activity on their card for their team to guess. They will be timed to see how long it takes to complete. This is then repeated with Team B and the winning team announced.

At the end of the game, both teams will be congratulated and thanked. Participants will be encouraged to applaud one another.

---

### **Design a service (20 minutes)**

The 15 participants will be split into five groups of three. Staff will work with the groups to develop ideas and complete a pro-forma explaining how the new service would work. Each group will be given a different brief to develop a new sport / physical activity service, building on ideas suggested in focus groups:

- Leading and coaching (underprivileged) children sports programmes - *Claire*

- Family sport programme - *Ceris*
  - Sports Competition programme - *Karen*
  - Adventure weekend / residential taster - *Katie*
  - Fitness programme - *Helen*
- 

### **Present back service ideas** (20 minutes)

Each group will be asked to present back their service idea to the rest of the participants. Staff and participants will be able to ask questions at the end of each presentation and discuss the idea.

At the end of all presentations, participants will be asked to place the new activities in order of preference, from those they would most like to do, to the least.

---

### **Break** (10 minutes)

Refreshments provided

---

### **Mood boards** (20 minutes)

Participants will be shown promotional materials and designs on mood boards. The materials will show promotional materials used for sport / physical activity as well as a range of other marketing materials targeting young people.

Participants will be asked to choose what styles they prefer, and to discuss what they think works best and why.

---

### **Key messages** (20 minutes)

Participants will be shown a range of key messages, developed from findings in focus groups. Participants will be asked to place the messages in order of preference, discussing which have the most impact and which are most effective.

---

### **Radio advert** (30 minutes)

The participants will be split back into the five groups they were in to develop service ideas. Each group will be asked to create a radio advert (20-30 seconds long) to

promote their service, using the key messages they liked from earlier in the session. Each group will be given a proforma to write the script on.

Groups will also be asked to explain how their advert will link to one of the following communication channels, as identified in the surveys and focus groups:

- Facebook
- Taster sessions
- Student intranet
- Tutors
- Word of mouth

Staff will go from group to group, guiding discussion and helping form ideas. After 20 minutes, each group will take their turn to perform their advert and explain their idea to the other participants. Participants will be encouraged to give a round of applause at the end of each advert. A discussion will be held to decide which elements they like most of all the ideas and which works best overall.

---

**Closing summary, next steps and thank you (10 minutes)**

- Thank the group for taking part.
- Explain their feedback will now shape services across the country.
- Issue vouchers and certificates.

## Appendix H – Creative Workshop Outline for Young Women

### StreetGames Creative Workshop – Young Leanne

January 2012, 1.30pm – 4.00pm

#### Schedule

1.30pm* – 1.40pm	Welcome, introduction and ground rules
1.40pm – 1.50pm	Icebreaker game
1.50pm – 2.10pm	Design a service
2.10pm – 2.30pm	Present back service ideas
2.30pm – 2.40pm	Break
2.40pm – 3.00pm	Mood boards
3.00pm – 3.20pm	Key messages
3.20pm – 3.50pm	Radio advert
3.50pm – 4.00pm	Closing, next steps and thank you

*\*Consent forms will be completed on arrival*

---

#### Welcome, introduction and ground rules (10 minutes)

- Welcome, thank you for coming – introduce team and workshop theme.
- Run through structure for the session. Highlight when the break time will be and explain that refreshments will be provided. Request that toilet breaks are taken during the set break time.
- Go round circle for group to introduce themselves.
- Ground rules:
  - The session will be recorded and is confidential.
  - It's ok to have a laugh, but not at the expense of other people.
  - No personal questions – we are here to discuss your general opinions, not reveal personal information or specific experiences you may have had.
  - Show respect to other people here – if you disagree with someone's opinion, present your view in a polite way, disagree with the opinion not the person.
  - Do not make derogatory comments or swear at one another.
  - Talk one at time – we know you all have lots of really great things to say, but if you talk over one another we won't get to hear them.
  - Mobile phones should be switched off.
  - There is no such thing as a stupid question.
- Talk through what we have discovered from the research – these findings will be the starting point for today's activities to develop further. Each point will be written on a flipchart at the front of the room as a reminder for the session:



- Barriers: Time; Cost; Travel; Lack of parental support; Need a friend to go with; Low self-esteem; No strong female role models in sport or community; Lack of information.
  - Motivators: Losing weight; Relax or de-stress; Learning key skills to help future career; Fun and social time; Being Healthy; Improving confidence.
  - Opportunities: Exercise with mum/family, Fun/social exercise with friends, Leading and coaching (underprivileged) children's sports programmes, Destressing/relaxing but energizing sport and physical activity programme, Disco exercise (music and sport together)
  - Services: Women-only sessions; Sessions during the day; Duration of 1 hour; Cost £1.50 - £2.50/ £3; Popular activities.
- 

### **Icebreaker Game (10 minutes)**

The Sports Charades game has been designed to engage and 'warm up' the participants. The answers will get the participants thinking about different types of sport and physical activity.

Participants will be divided into two teams of equal size. Each team will be given 8 cards (one per team member) with the names of the most popular sports / physical activities young women said they would like to do in the online survey:

Team A	Team B
Zumba	Streetdance
Swimming	Trampolining
Running	Rollerskating
Netball	Rounders
Gym	Aerobics class
Cycling	Athletics
Badminton	Yoga
Tennis	Bootcamp / military-style training

Taking turns, each player from Team A must act out the sport/activity on their card for their team to guess. They will be timed to see how long it takes to complete. This is then repeated with Team B and the winning team announced.

At the end of the game, both teams will be congratulated and thanked. Participants will be encouraged to applaud one another.

---

### **Design a service (20 minutes)**

The 15 participants will be split into five groups of three. Staff will work with the groups to develop ideas and complete a proforma explaining how the new service would work. Each group will be given a different brief to develop a new sport / physical activity service, building on ideas suggested in focus groups:

- Exercise with mum/family - *Ceris*

- Fun/social exercise with friends - *Katie*
- Leading and coaching (underprivileged) children's sports programmes - *Claire*
- Destressing/relaxing but energising sport and physical activity programme - *Karen*
- Disco exercise (music and sport together) - *Helen*

---

### **Present back service ideas** (20 minutes)

Each group will be asked to present back their service idea to the rest of the participants. Staff and participants will be able to ask questions at the end of each presentation and discuss the idea.

At the end of all presentations, participants will be asked to place the new activities in order of preference, from those they would most like to do, to the least.

---

### **Break** (10 minutes)

Refreshments provided

---

### **Mood boards** (20 minutes)

Participants will be shown promotional materials and designs on mood boards. The materials will show promotional materials used for sport / physical activity as well as a range of other marketing materials targeting young people.

Participants will be asked to choose what styles they prefer, and to discuss what they think works best and why.

---

### **Key messages** (20 minutes)

Participants will be shown a range of key messages, developed from findings in focus groups. Participants will be asked to place the messages in order of preference, discussing which have the most impact and which are most effective.

---

### **Radio advert** (30 minutes)

The participants will be split back into the five groups they were in to develop service ideas. Each group will be asked to create a radio advert (20-30 seconds long) to promote their service, using the key messages they liked from earlier in the session. Each group will be given a proforma to write the script on.

Groups will also be asked to explain how their advert will link to one of the following communication channels, as identified in the surveys and focus groups:

- Facebook
- Taster sessions
- Student intranet
- Tutors
- Word of mouth

Staff will go from group to group, guiding discussion and helping form ideas. After 20 minutes, each group will take their turn to perform their advert and explain their idea to the other participants. Participants will be encouraged to give a round of applause at the end of each advert. A discussion will be held to decide which elements they like most of all the ideas and which works best overall.

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**Closing summary, next steps and thank you (10 minutes)**

- Thank the group for taking part.
- Explain their feedback will now shape services across the country.
- Issue vouchers and certificates.

## Appendix I – Creative Workshop Notes for Young Men

StreetGames Creative Workshop with Young Men  
Chesterfield College  
Thursday 12<sup>th</sup> January 2012, 10:00am – 12:30pm

### Schedule

10.00am* – 10.10am	Welcome, introduction and ground rules
10.10am – 10.20am	Icebreaker game
10.20am – 10.40am	Design a service
10.40am – 11.00am	Present back service ideas
11.00am – 11.10am	Break
11.10am – 11.30am	Mood boards
11.30am – 11.50am	Key messages
11.50am – 12.20pm	Radio advert
12.20pm – 12.30pm	Closing, next steps and thank you

*\*Consent forms will be completed on arrival*

Ten white males aged between 16 and 18 from the Auto Engineering course attended the creative workshop.

### Icebreaker Game

An icebreaker game, similar to charades, was used to engage and 'warm up' the participants. Team B completed the task in the shortest time, with a time of one minute 17 seconds. The game was successful in engaging the participants, ready for the next part of the workshop.

### Design a Service

The participants were divided into four different groups and asked to design a new sport / physical activity service, following a particular brief with the guidance of a member of staff. One group managed to come up with ideas for two briefs. The briefs were:

1. Leading and coaching (underprivileged) children sports programmes
2. Sports Competition programme
3. Adventure weekend / residential taster
4. Fitness programme

1. Leading and coaching (underprivileged) children sports programmes

**Service name:** None

**Time of day:** School holidays (10:00am – 12:00am) "...cos parents sometimes have to go to work and leave the kids"

**Day(s) of session:** Saturday or Sunday or summer holiday club

**Location:** Astro turf, indoor (5-a-side)

**Cost:** £2 "...’cos most families can’t really afford to like send children to stuff like that"

**Duration:** 2 hours

**Description:**

- Would make it appealing if we got paid for it
- A lot of commitment involved
- If you want to advance in coaching, would get more experience
- Ref is a better way to make some money
- Improves your communication skills
- Improves your leadership skills
- Improves your organisation skills
- Gives you better knowledge of reputation

**Why people would attend session:** None

**Feedback:** Participants were not interested in taking part in this activity

2. Sport Competition programme

**Service name:** Striker

**Time of day:** 6:00pm – 8:00pm

*"it's out of school time, out of college time and most people finish work at that time so it'd be easy to get transport, to say a park"*

**Day(s) of session:** Wednesday "in the middle of the week"

**Location:** Park

**Cost:** First week free, £3 per person afterwards

*"If you want to try it and see if you like it, then you can. And if you don't, you don't have to go, so it's just like a trial"*

**Duration:** 2 hours

**Description:**

- Warm up with coach
- Everyone turns up and then they get put in a team
- A game to see the skills of the players (mixed ability teams)
- Have more than one game at the same time
- Prize each month for things like – most goals, most progress, most commitment
- Have a chance to be able to join a team
- Personalised prizes for whole team for taking part – hoodies / football shirt with name on

- Link to other sport clubs – *“Once you’ve played for a couple of months, they’ll have like a coach from a proper team, like come in and like offer you a chance to join their team, so you’ve got something to move on after...”*
- *“...would boost their confidence to get them to go (to a more advanced team)”*
- Important to meet coach before you join a club

**Why people would attend session:** None

**Feedback:** Participants were a little interested in taking part in this activity

### 3. Adventure weekend / residential taster

**Service name:** Weekend Spectaculaaar

**Time of day:** Throughout weekend *“It could be like Halloween or Christmas or something to make it a bit better (special theme)”*

**Day(s) of session:** Weekends

**Location:** 1 hour (maximum) away – Peak District

**Cost:** £10 if lots come, or £20

**Duration:** Weekend; Friday - Sunday

**Description:**

- Choose what to do from selection:
  - Abseiling
  - Orienteering (in dark)
  - Climbing
  - Clay pigeon shooting
  - Quads
  - 4 x 4 (blindfolded)
  - Mountain biking / BMX
  - Kayak / canoe
- Could bring in a competition element, eg fastest time
- If found something they like, they would carry on after the weekend
- *“At the end of it, you get like, a prize”*

**Why people would attend session:**

- Thrill
- Getting chance to do stuff couldn’t usually afford / access
- Exciting / adrenalin
- Prize

**Feedback:**

- The majority of participants would be interested in taking part in this activity and would carry on any activities they enjoyed if there was provision to do so
- One participant doe this type of activity with youth club
- *“I’d do that”*

- *“It’d be right good”*

#### 4. Fitness programme

**Service name:** Feel Better Fitness

**Time of day:** Midday (same time each week)

**Day(s) of session:** Weekend

**Location:** Anywhere (willing to travel if not too expensive)

**Cost:** £2 / session (could pay upfront if cheaper) *“more affordable for people”*

**Duration:** 45 minutes – 1 hour

**Description:**

- Programme would be different in winter / summer:
  - Winter – indoor – gym-based fitness (group)
  - Summer – outdoors – sport based fitness
- Structure is important, routine
- Same time each week, set day
- Support, guidance from somebody (leader) – need to know what to do – *“could help you lose like weight or get fit or look better”*
- Health checks / fitness testing at start – set realistic targets, progress updates. Fitness test at end *“...hopefully you’d be better for it (exercising)”*
- Group fitness sessions *“want to do it with your mates ‘cos you’d challenge each other and see who got the best”*
- Compete with each other to ‘be the best’
- Having an event / tournament to aim for to improve fitness session
- Need something to aim for
- *“You can be like just as one or you can do it in a group”*
- *“Bootcamp style”*
- Running, cycling, 10k runs

**Why people would attend session:**

- Feel better
- Look better
- Keep fitter
- Enjoyment
- Affordable
- Would do for enjoyment / stress release

**Feedback:** Participants were not interested in taking part in this activity

#### 5. Sport Competition programme (Extra)

**Cost:** £70 - £75. Pay more because it’s a competition – show you’ve won

**Description:**

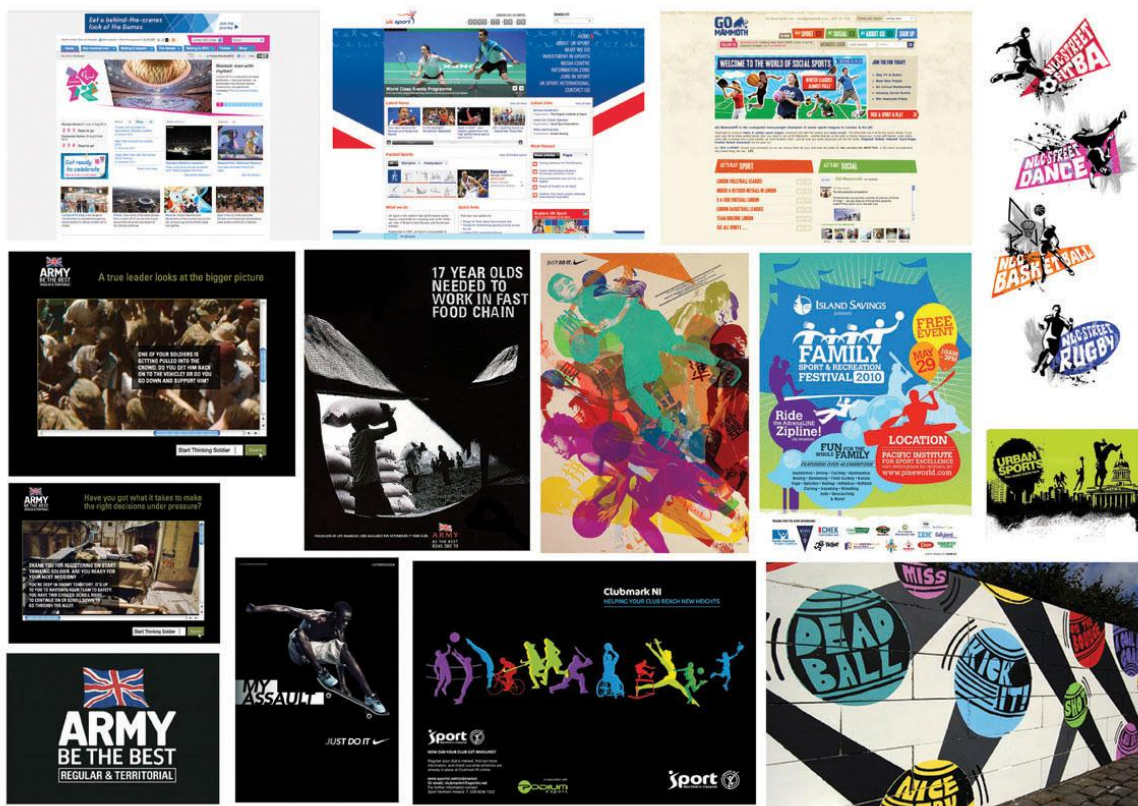
- Mountain biking / BMX competition
- Skill level – enter your level
- Get bike hire
- Do a course, downhill (quarter of a mile) and cross country (30 minutes) – variety
- Medals and trophies
- Winner of each category – final of all winners head-to-head

Participants agreed that their favourite activity was the adventure weekend / residential taster and that their least favourite activity was leading and coaching (underprivileged) children.

## Mood Boards

Participants agreed on the following preferences:

- A mix of photographs and illustration – but illustration preferred
- Posters must stand out and be interesting to look at to catch the eye – *“if it stands out to me then I will, but apart from that”*
- Get straight to the point and be obvious as to what is being promoted – *“I’d say one that gets straight to the point instead of loads of little writing on it”*



- The Olympic website – *“that 2012 one looks quite good with a picture of the stadium”* recognise the logo
- The Army website – *“it gets to you”*
- The Nike advert stands out – all different colours
- The Nike advert looks like a mess
- The graffiti on the wall image looks quite good



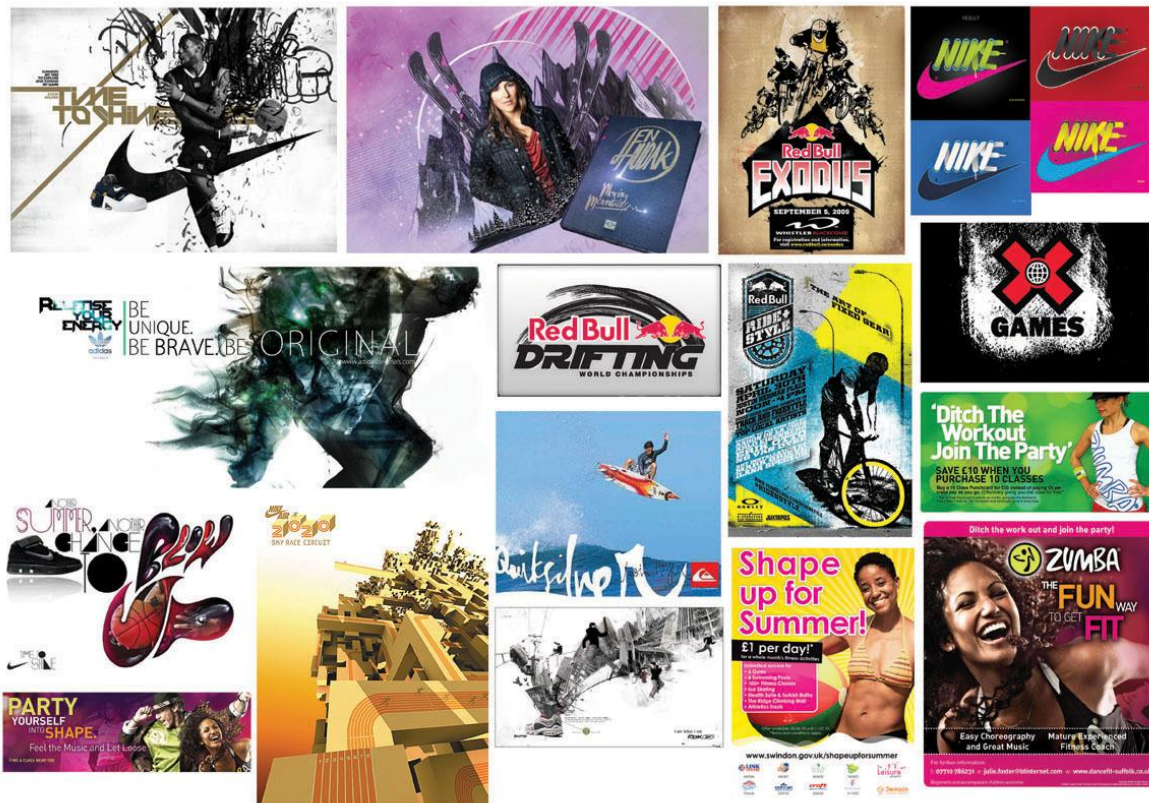


- The rock-climbing image makes me want to try rock-climbing again
- The top skateboarding image stands out
- The footballing on grass image stands out – *“it’s a good shot of him kicking the ball”*
- The fencing image makes fencing look fun and it’s done in public



- The image of smiling runners – *“that looks a bit silly”, “that were proper set up that, come round the corner smiling, eyy!”*
- Like the style of the skateboarding image - *“it looks quite good”*
- Like both military course images





- The bright colours used in the Nike logo images stand out
- Xgames image stands out
- Like the Red Bull Drifting image - simple
- Like the Quiksilver image
- The Nike Air Sky Race Circuit advert is boring
- Don't like all the writing on the Red Bull bike poster

## Key Messages

Message	Comments	Rating
<b>Messages about competition and improving performance:</b>		
Rise to the challenge	<ul style="list-style-type: none"> <li>Rubbish – need a reason to do it (get fit, etc)</li> <li>Too much, must already be taking part</li> </ul>	x
Unlock a new level of fitness	<ul style="list-style-type: none"> <li><i>“It’s a good slogan for fitness but it doesn’t really stand out a lot”</i></li> <li><i>“Achieve your potential”</i></li> </ul>	?
Be at the top of your game	<ul style="list-style-type: none"> <li><i>“I suppose that would be more to people who are more into sport...”</i></li> <li>Too much, must already be taking part</li> </ul>	x
<b>Messages about skills and leadership:</b>		
Give it back! Are you ready to pass on your football skills?	<ul style="list-style-type: none"> <li><i>“It’s a bit long”</i></li> <li>Like ‘give it back!’</li> </ul>	x
Dedication + Motivation = success	<ul style="list-style-type: none"> <li><i>“It’s quite good, that”</i></li> <li><i>“That would be alright in a maths classroom”</i></li> <li>Short, simple and to the point</li> </ul>	✓
We’re in this together – that’s how we roll	<ul style="list-style-type: none"> <li><i>“That’s Highschool Musical! The first bit is”</i></li> <li>Sporty, young people and groups of friends</li> </ul>	?
<b>Messages about key skills / helping future career:</b>		
Discover your potential	<ul style="list-style-type: none"> <li>To the point</li> <li><i>“Makes you think ‘how can they make me discover my potential?’ so then you might want to go and do it and see how they do it”</i></li> </ul>	✓
Give yourself the edge	<ul style="list-style-type: none"> <li><i>“Sounds like a Lucozade advert”</i></li> <li>It could relate to anything</li> <li><i>“It sounds good”</i></li> </ul>	?
Don’t just chase your dreams...run them down!	<ul style="list-style-type: none"> <li><i>“It’s a bit physical!”</i></li> <li><i>“Everyone’s got dreams so everyone can relate to it”</i></li> </ul>	✓
Dedication, teamwork, success. Got the skills?	<ul style="list-style-type: none"> <li><i>“That’s got to have something to do with 2012”</i></li> <li><i>“It’s got too many big words in it”</i></li> <li>‘Got the skills?’ – makes you think</li> <li>Lose the first three words</li> </ul>	?
<b>Messages about adventure:</b>		
Be part of the adventure	<ul style="list-style-type: none"> <li><i>“Sounds like something off a</i></li> </ul>	?

	<i>Butlins advert</i> <ul style="list-style-type: none"> <li>• Might work towards younger kids</li> </ul>	
Venture into sport	<ul style="list-style-type: none"> <li>• <i>"It sounds a bit boring"</i></li> <li>• <i>"Sounds dull"</i></li> </ul>	✗
Discover a new passion	<ul style="list-style-type: none"> <li>• <i>"Sounds like something you'd get at the bottom of a pottery leaflet"</i></li> <li>• A hobby rather than a sport</li> <li>• <i>"It's not really a sporty slogan"</i></li> <li>• Like 'discover'</li> <li>• Should be 'talent' rather than 'passion'</li> </ul>	✗
<b>Messages about fitness and health:</b>		
Get fit, have fun	<ul style="list-style-type: none"> <li>• <i>"Have fun at the same time as getting fit"</i></li> <li>• Not serious</li> <li>• Like it</li> </ul>	✓
Super fitness programme - be the best	<ul style="list-style-type: none"> <li>• <i>"It sounds a bit serious"</i></li> <li>• Like 'be the best'</li> </ul>	✗
Get fit for your future	<ul style="list-style-type: none"> <li>• <i>"It doesn't really stand out"</i></li> </ul>	✗
<b>Messages about being part of a team:</b>		
Together Everyone Achieves More	<ul style="list-style-type: none"> <li>• <i>"A bit silly"</i></li> <li>• <i>"No 'cos if you think though, working as a team like, you can compete against each other, you're gonna achieve more, 'cos you wanna be the best out of the team"</i></li> <li>• Makes sense</li> <li>• Stands out for a team, eg football</li> </ul>	?
Let's kick some balls!	<ul style="list-style-type: none"> <li>• <i>"That's to the point"</i></li> <li>• <i>"It's a bit cheesy"</i></li> </ul>	✓
One spirit, one team, one win	<ul style="list-style-type: none"> <li>• <i>"It's a bit over the top"</i></li> <li>• Too long</li> </ul>	✗
<b>Messages about looking good:</b>		
We're the fit lads	<ul style="list-style-type: none"> <li>• Inbetweeners tee-shirt</li> <li>• Bigheaded</li> </ul>	✗
Get your body into shape	<ul style="list-style-type: none"> <li>• Depends how you are</li> <li>• Should be a question – 'want to get your body into shape?'</li> <li>• It's telling you – should be your choice</li> <li>• To the point</li> </ul>	?
Look good, feel great	<ul style="list-style-type: none"> <li>• <i>"I think it's the fact that you can associate with it. So like feeling great is better...everyone wants to feel better and great so I suppose you can relate to it"</i></li> </ul>	✓
<b>Messages about cost:</b>		

£3 per person, or £4 for two	<ul style="list-style-type: none"> <li>• <i>"You'd go with your mate wouldn't you"</i></li> <li>• <i>"You might end up liking it"</i></li> <li>• Might encourage people to go with friends</li> <li>• Best offer</li> </ul>	✓
10% student discount	<ul style="list-style-type: none"> <li>• Makes you go and have a look</li> <li>• <i>"Doesn't stand out as much"</i></li> </ul>	✗
Loyalty scheme – your 5 <sup>th</sup> visit is free	<ul style="list-style-type: none"> <li>• <i>"It motivates you to keep going"</i></li> </ul>	✓

## Radio Advert

### Script 1

"Let's kick some balls at Strikers! Get down to Tupton Hall School astro-turf, on Wednesday 6 – 8. Prove your skills at our five-a-side matches. All under 20's accepted, the first week's free, come as a group or on your own. No need for booking, just turn up and play."

### Script 2

"Do you fancy thrilling, adrenaline and blood-pumping activities? If yes, come on our Weekend Spectacular to challenge your levels of sport / activities in abseiling, climbing, mountain biking, 4X4, quads, canoeing / kayak and orienteering. Book now! Visit our website at [www.adrenalinejunkies.co.uk](http://www.adrenalinejunkies.co.uk)"

## Promoting the service

### Facebook

- Make a page on Facebook that people can 'like'
- Status updates
- Add pictures
- Message will get around quickly
- Link to website

### Taster sessions

- Can try out activities before signing up
- Advertise via leaflets and posters on notice boards – must be catchy
- Freshers' fair
- Must be visible
- Banner
- Outside at lunchtime in summer
- Buses
- Information from tutors
- Text messages – can do it through college – we read them

### Other

- School buses
- Video clips
- Big posters on motorways – go to Facebook page

## Appendix J – Creative Workshop Notes for Young Women

StreetGames Creative Workshop with Young Women  
Chesterfield College  
Thursday 12<sup>th</sup> January 2012, 1:30pm – 4:00pm

### Schedule

1.30pm* – 1.40pm	Welcome, introduction and ground rules
1.40pm – 1.50pm	Icebreaker game
1.50pm – 2.10pm	Design a service
2.10pm – 2.30pm	Present back service ideas
2.30pm – 2.40pm	Break
2.40pm – 3.00pm	Mood boards
3.00pm – 3.20pm	Key messages
3.20pm – 3.50pm	Radio advert
3.50pm – 4.00pm	Closing, next steps and thank you

*\*Consent forms will be completed on arrival*

Eight white females aged between 16 and 18 from either the Hairdressing course or the Travel and Tourism course attended the creative workshop.

### Icebreaker Game

The icebreaker game wasn't played as several participants turned up to the session half an hour late. It was felt that most of the participants were quite familiar with one another already so were confident in speaking in front of each other.

### Design a Service

The participants were divided into four different groups and asked to design a new sport / physical activity service, following a particular brief with the guidance of a member of staff. The briefs were:

1. Exercising with mum / family
2. Fun / social exercise with friends
3. Leading and coaching (underprivileged) children's sports programmes
4. De-stressing / relaxing but energising sport and physical activity programme

#### 1. Exercising with mum / family

**Service name:** Fun Fam

**Time of day:** Evening (around 6:00pm)

**Day(s) of session:** Sunday and Wednesday

**Location:** Leisure Centre

**Cost:** £3

**Duration:** 1 hour

**Description:**

- Dance – salsa, gym, fitness class – step-aerobics
- Five week sessions on each activity
- A group activity
- Loyalty card – get a free session after so many times of going - *“to get people to go”*
- Travel; 10 – 15 minutes in car
- A group interaction
- A good and relaxed atmosphere
- Music to get you motivated

**Why people would attend session:**

- Because it'd be different and fun
- Spending time with family

**Feedback:**

- Most participants like the idea of doing exercise with their mum and might join a class like this
- *“At least with that you're doing something different”*
- *“Five weeks might be a bit too long though, say like three weeks...”*
- *“If you didn't like something, you've got five weeks of it”*
- *“Anything that's free is brilliant really isn't it?”*
- A free session would be better than other incentives such as a water bottle, a T-shirt or a voucher
- Idea - the more people you bring, the cheaper it becomes

2. Fun / social exercise with friends

**Service name:** Fitness Rhythm - *“cos you're working out to music”*

**Time of day:** Evening time (5:00pm – 7:00pm)

**Day(s) of session:** Monday - Thursday

**Location:** Local – Queen's Park or College

**Cost:** £3 - *“so like £1.50 an hour”*

**Duration:** 2 hours

**Description:**

- *“Different things going on that you can choose from”*
- Circuits



- Timed circuits
- Music
- Females only – *“you don’t have to worry about eyeing up or anything like that”*
- Any age group
- Different thing every week
- Group activity circuits

**Why people would attend session:**

- Different things every week - *“so you’re not bored”*
- Has to be local - *“you can just walk down then walk back home”*
- Cheap
- At evening times – *“so it’s not bothering with your work schedule during the day or anything and you don’t bother with weekends so you’re not messing with your weekends or anything”*
- Doesn’t bother with weekends
- Doesn’t last too long – *“you can go home and relax after”*

**Feedback:**

- Instructor could be male or female

3. Leading and coaching (underprivileged) children’s sports programmes

**Service name:** Dancalicious

**Time of day:** 10:00am – 11:00am (7 years and under), 11:00am – 12:00pm (7 – 13 years)

**Day(s) of session:** Saturday / Sunday morning

**Location:** Youth Centre

**Cost:** £2 (7 years and under), £3.50 (7 – 13 years)

**Duration:** 1 hour

**Description:**

- Volunteering is enjoyable
- Get a workout while teaching and having fun
- Good group to work with
- Access to training
- T-shirts for dancers – pink / blue – different coloured for leaders
- More advanced younger children can stay through to 12 o’clock (£3 for 2 hours)

**Why people would attend session:**

- Trust
- Reasonable price
- Time out for parents
- Gives young people opportunities and hobbies
- Make friends

- Fun
- Build up to do shows from practices
- *“Giving opportunities out that you couldn’t have when you were younger”*

**Feedback:**

- A few participants might be interested in taking part in this activity

4. De-stressing / relaxing but energising sport and physical activity programme

**Service name:** Aqua Energise

**Time of day:** 6:30pm

**Day(s) of session:** Wednesday – *“cos it’s like half way through the week”*

**Location:** Local swimming pool – nice!

**Cost:** £3

**Duration:** 45 minutes

**Description:**

- 6 week course, pay up front *“it encourages you to go next week”* and *“pay £18 up front but then you know people are gonna come cos with ours we need to know how many numbers of people we have in our group basically”*
- Start with 15 minutes of aerobics in the water, upbeat dance music – every week
- Similar routine and music
- 15 people per class maximum
- Females only 16+ - to make people feel more comfortable
- Instructor – female, young and upbeat
- Then 30 minutes lane swimming – *“split the pool into lanes, like eight lanes”*
- Each group of people have a lane each for personal space – *“30 minutes to just do your own thing”*
- Calming music on low

**Why people would attend session:**

- Keep fit in a fun way
- De-stress
- *“You get both sides of it – you get the relaxing side and the energy side”*

**Feedback:**

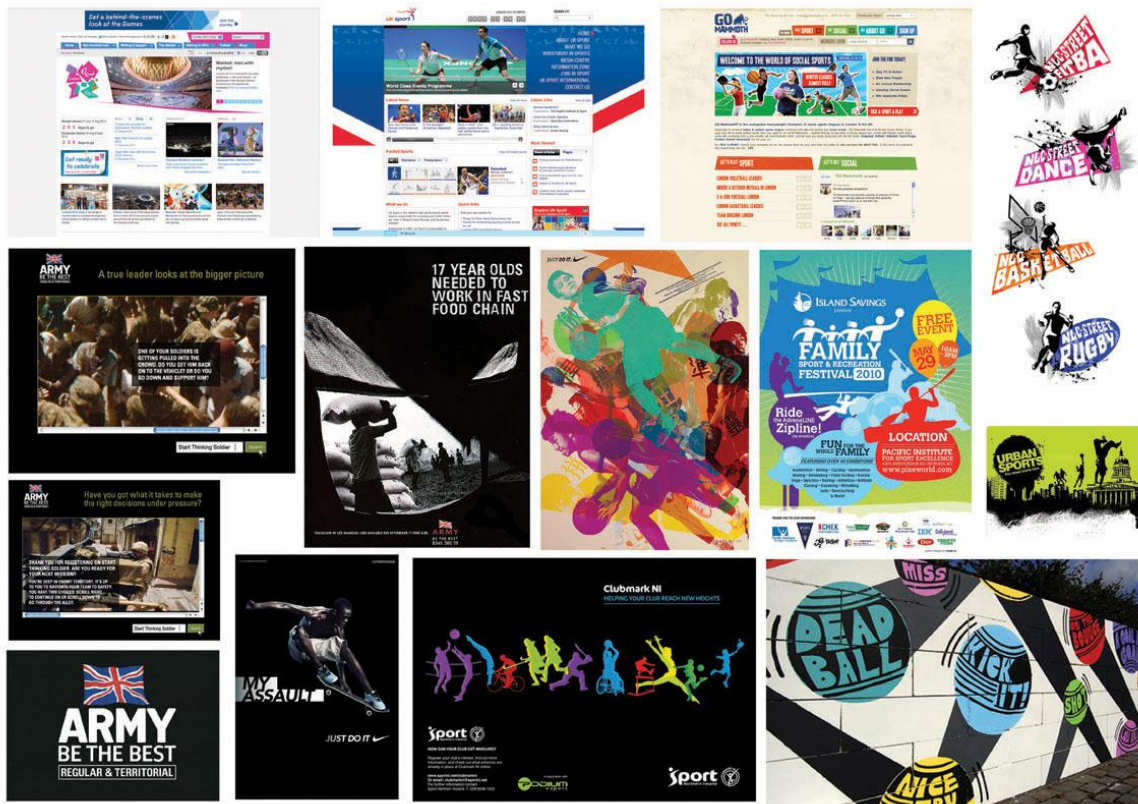
- *“I’d come to it ‘cos I like swimming”*
- *“I think it needs to be a bit longer, like an hour”*
- *“Some people might be put off by an hour”*

Most participants like swimming but don’t go at present – because there’s nothing local

## Mood Boards

Participants agreed on the following preferences:

- Photographs are better than illustrations as they show real people taking part in activities - *"For girls, the best ones is to actually put in proper people on it and showing what you do"*
- Show that the activities are fun



- The graffiti on the wall image looks quite good but not sure what it's for
- Like the bright colours

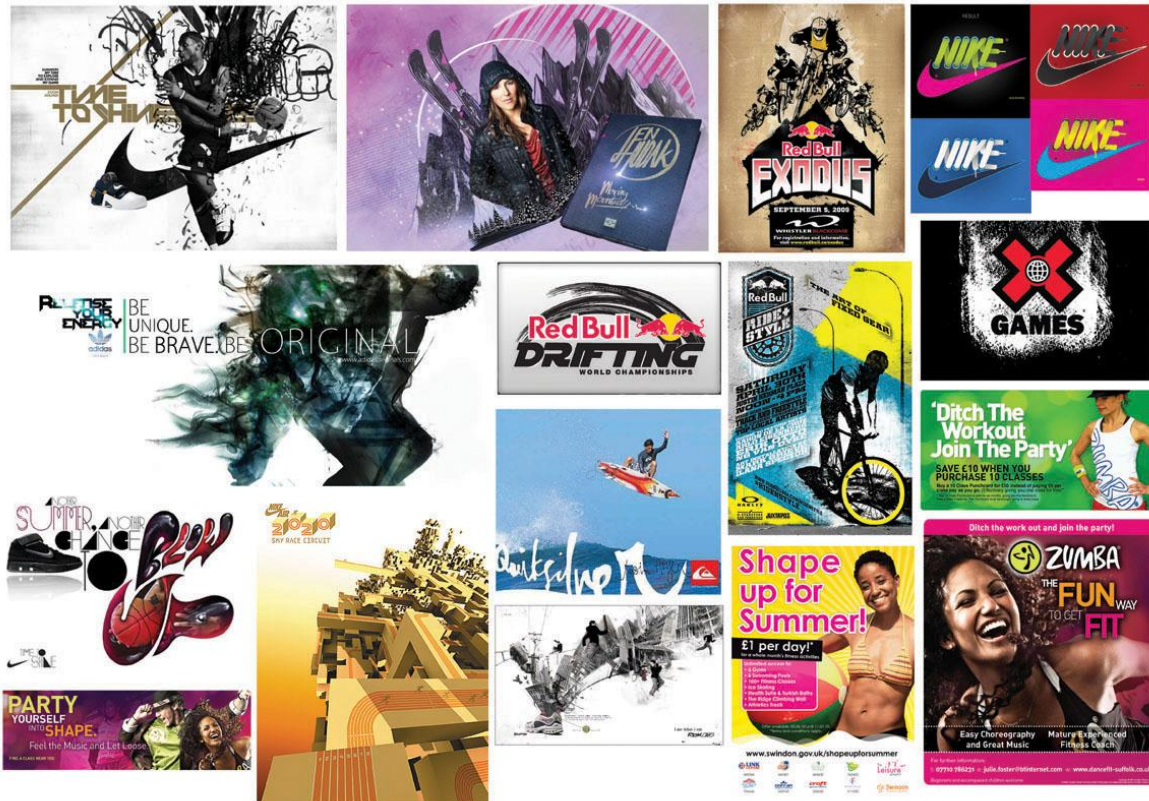


- The table tennis image was well liked
- *"I like the skateboarding one"*





- The long jump Sport Week image looks more relaxed than the running Sport Week image (top left)
- The image of smiling runners looks relaxed
- The image of the girl climbing looks cool
- The swimming image was well liked
- The skateboarding image – *“you can’t do that on your first go, can you!”*
- A few people liked the military course images
- *“I like the skateboarding one”*



- The skiing image was liked but one person said “we wouldn’t ski”
- The Nike advert (top left) and the Adidas advert were said to be too dark and for men
- The ‘Shape up for Summer!’ poster was well liked because of the message and the image which shows good results on the woman’s stomach

## Key Messages

- *"It just needs to be short, quirky and 'attitudey' not long sentences"*

Message	Comments	Rating
<b>Messages about spending time with friends / doing activities together</b>		
Groove with your Gals	<ul style="list-style-type: none"> <li>• <i>"I think it's trying to be too slang, too cool"</i></li> <li>• No</li> </ul>	✗
Get in shape with a mate	<ul style="list-style-type: none"> <li>• <i>"That's a good one"</i></li> </ul>	✓
Bringing out the best in each other	<ul style="list-style-type: none"> <li>• <i>"It's boring"</i></li> <li>• Not about sport</li> </ul>	✗
<b>Messages about relaxing / de-stressing and getting re-energised / healthy:</b>		
Dance to de-stress	<ul style="list-style-type: none"> <li>• No</li> <li>• <i>"It's saying the obvious"</i></li> </ul>	✗
Feel Fresh, Feel Alive!	<ul style="list-style-type: none"> <li>• <i>"That one's alright"</i></li> <li>• Fresh - really awake</li> </ul>	?
Get fresh, get fit, get fun	<ul style="list-style-type: none"> <li>• Doesn't make sense – 'get fun'</li> <li>• Should be 'have fun'</li> </ul>	✗
<b>Messages about looking fit / attractive:</b>		
Nice moves! Get your body into shape	<ul style="list-style-type: none"> <li>• <i>"No 'cos they don't even know you and they're saying you've got nice moves"</i></li> </ul>	?
Join our class – it's our duty to kick your booty	<ul style="list-style-type: none"> <li>• Like this</li> <li>• It has attitude</li> <li>• <i>"That's like our age as well isn't it?"</i></li> </ul>	✓
We're the fit girls	<ul style="list-style-type: none"> <li>• <i>"No!"</i></li> </ul>	✗
<b>Messages about key skills / helping future career:</b>		
Discover your potential	<ul style="list-style-type: none"> <li>• <i>"That's like a university advert"</i></li> </ul>	✗
Be fit for your future	<ul style="list-style-type: none"> <li>• <i>"That's goof for older people"</i></li> <li>• Should be 'get fit for your future'</li> </ul>	✗
Dedication, teamwork, success. Got the skills?	<ul style="list-style-type: none"> <li>• Like a university advert</li> </ul>	✗
<b>Messages about skills and leadership:</b>		
Give it back! Are you ready to pass on your dance skills?	<ul style="list-style-type: none"> <li>• Like 'are you ready to pass on your dance skills?'</li> </ul>	✓
Dedication + Motivation = success	<ul style="list-style-type: none"> <li>• No</li> <li>• Sounds like it's related to maths</li> </ul>	✗
<b>Messages about losing weight:</b>		
Lose weight with a mate	<ul style="list-style-type: none"> <li>• Like this one</li> </ul>	✓
Look good, feel great	<ul style="list-style-type: none"> <li>• This needs to be placed with something else</li> <li>• <i>"I think that if you think you look good, you feel good"</i></li> </ul>	✓

The best way to lose weight	• Rubbish	✗
<b>Messages about cost:</b>		
£3 per person, or £4 for two	• Best offer	✓
10% student discount	• 10% isn't enough • Should be 20% then there would be no excuse not to exercise	✗
Loyalty scheme – your 5 <sup>th</sup> visit is free	• Best offer	✓

## Radio Advert

### Script 1

“Come join our female only Fun Fam facilities at your local leisure centre and receive a loyalty card full of discounts and rewards. We have activities to suit every woman, packed full with fun. Salsa dancing, gym sessions, fitness classes, step aerobics and many more. Lose that weight having fun with your family. Open seven days a week six while seven, only £3 a session. Join now!”

### Script 2

“Booked a holiday? Do you want that beach body? Come along to Fitness Rhythm, only £3 per session at Queen’s Park Sports Centre. Look good; feel great. Join our class, it’s our duty to kick your booty.”

### Script 3

“Too much work? Getting tired? Come and de-stress in our female only six week class for 16 and overs for only £18 on first visit or if you bring someone along with you for £15 at your local leisure centre.”

### Script 4

Get Dancelicious this year with our new dance team located at Carsington Street Youth Centre, Chesterfield. Ages start from 3 – 13, females only! Prices range from £2 - £3 for an hour or £3 for two. It’s a chance to dance and show of your moves. This is no ordinary dance school! For more info call now on 01246 220 333 or add us on Facebook. Dancelicious – see you soon!”

## Promoting the service

- Facebook – sponsored adverts
- Taster sessions at Freshers’ Fair
- Word-of-mouth through tutors – *“and then you’ll tell your friends”*
- Radio
- Posters at college and on the back of toilet doors
- *“With a logo or something, so it stands out”*