



Exploring attitudes to and experiences of sport and physical activity among children and young people in Northern Ireland.
A mixed methods project



Evidence from the 2016 Young Life and Times (YLT) and Kids Life and Times (KLT) surveys.

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1 Background to the Study¹

Introduction

Funded by Sport Northern Ireland (Sport NI), in 2015 ARK's Young Life and Times (YLT) and Kids Life and Times (KLT) surveys included a comprehensive module of questions that asked children and young people about their experiences of and participation in sport and physical activities. The results of this study were published in a report by Sport NI (2016). The study results and recommendations were widely disseminated. This included a presentation and publication of a policy briefing paper as part of the Northern Ireland Assembly's Knowledge Exchange Seminar Series (KESS) (Schubotz, Lloyd and McKnight, 2016) and the publication of an ARK Research Update (Schubotz, Lloyd and McKnight, 2016).

This research feeds into ongoing policy development in Northern Ireland which acknowledges the positive role that sport and physical activity can play both at grassroots level, for example in the alleviation of poverty, social exclusion and disadvantage and in the promotion of equality and good relations, and at competitive top athlete level. Sport NI's (2015: 8) mission is therefore 'to lead sports development at all levels producing more participants and more winners', and this ties into the vision identified in Sport NI's Corporate Plan that Northern Ireland should be 'renowned as a place where people enjoy, engage, and excel in sport' (ibid).

Sport NI's overarching strategic government priorities are:

1. Growing a sustainable economy and investment in the future;
 2. Creating opportunities for tackling disadvantage and improving health and wellbeing;
 3. Protecting our people, the environment and creating safer communities;
 4. Building a strong and shared community; and
 5. Delivering high quality and efficient public services.
- (Sport NI, 2015: 9)

The aim of the present research is to contribute to evidence-based decision making in the area of sport and physical activity. As a follow-up to the 2015 surveys, Sport NI commissioned ARK to repeat some of the 2015 survey questions in the 2016 KLT and YLT surveys, and in addition, to explore children's and young people's experiences and attitudes in more depth. To this end interactive group discussions were conducted with P7 children and YLT respondents.



¹ This report was compiled by Dr Grace Kelly (ARK Research Fellow) and Dr Dirk Schubotz (YLT Director of ARK). The project team also comprised of Dr Martina McKnight (ARK Research Fellow), Dr Katrina Lloyd (KLT Director), Mike McCool (ARK IT Director) who provided support for the web surveys and the website presentation, and Eileen Gray who provided administrative support for KLT and YLT.

2 Methodology

This was a mixed methods study comprising of survey questionnaires and interactive group discussions with children and young people. The sections below detail the technical details of the KLT and YLT surveys as well as the activities used in the group discussions. The survey questions were a partial repeat of the survey questions asked in 2015. (For a list of questions asked in the KLT and YLT surveys see Appendix 1) Details of the interactive activities used during the group discussions can be found in Appendix 2.

Young Life and Times (YLT) survey

YLT is a postal survey conducted annually by ARK among 16-year olds in Northern Ireland (with optional online and phone completion where respondents prefer this). The survey sample for the YLT survey is taken from the Child Benefit Register (CBR). ARK receives the names and addresses of eligible YLT respondents directly from Her Majesty's Revenue and Customs (HMRC). Permission to access the addresses of recipients of Child Benefit for the YLT survey was granted to ARK after a statutory instrument and explanatory memorandum was approved by Parliament in Westminster in 2004.

Fieldwork for the 2016 YLT survey was undertaken from November to December 2016. All young people who celebrated their 16th birthday during February and March of 2016 were invited to take part in the survey. In 2016, there were 3,513 eligible respondents. An initial

information sheet on the study was posted to their home addresses and they were given an opportunity to opt out at this stage. Two weeks later those not opting out received further information and the paper questionnaire for completion; a link to an online version of the survey was also forwarded in case young people preferred to complete the survey online. Data input was contracted out to an independent data processing company.

Kids Life and Times (KLT) survey

KLT is an online survey whose target population is all P7-aged children in Northern Ireland. This includes all children, regardless of whether they attend mainstream schools, special schools, alternative education providers, hospital schools, or whether they are home-schooled. In 2016 this was approximately 23,062 children in 860 primary schools. Each is allocated a unique three-digit identification number and this number is included on all correspondence sent to the school. Consent to participate involved three levels:

- 1 Firstly, the school principal agreed that the school could participate;
- 2 Secondly, a parent or guardian of each P7 pupil within the participating schools received a consent form which they were asked to complete and return to the school if they did not wish their child to take part; and
- 3 Thirdly, at the start of the questionnaire, each child was asked if s/he agreed to take part.

Fieldwork started on 9 November 2016 and, on request of some schools, was extended to 20 January 2017. A dedicated telephone line was set up so that principals could contact the survey team for more information. Translations of the parental consent forms were produced on request.

The online questionnaire was designed and administered by the ARK team. ARK had obtained permission to use characters from 'Bang on the Door' to make the survey fun and interesting to complete. Throughout the design of the questionnaire, the KLT team worked closely with C2kNI which is the organisation responsible for the provision of an ICT-managed service to all schools in Northern Ireland.

The questionnaire took about 20 minutes to complete and each question had a 'skip' option which the children could use if they did not want to answer.

Interactive group discussions

Ten focus group discussions were carried out in February 2017 with children and young people in seven different locations across Northern Ireland. The nature of focus group research means that participants are not selected at random. The qualitative findings are therefore not intended to be generalisable in a statistical sense. Rather, the aim of the discussions was to explore in greater depth children and young people's attitudes to sport and physical activity and to understand how they can be encouraged to be more active.

Group discussions with 16-year olds

Focus groups with 16-year olds comprised up to 10 participants and lasted for approximately one and a half hours in total. Before coming to the group, participants were sent a short diary and asked to make a few notes, over the course of one week, on what type of activities they took part in, how often and where these activities took place, and whether they enjoyed the activities. Participants brought the diaries with them to the group. The main aim of this activity was to encourage participants to begin to think in advance about how active their own day-to-day life is in general and to get a sense of what young people count as being active (Figure 1).

Figure 1: Example of a physical activity diary (16-year olds)

Activity	How often do you do this?	Where it took place?	Enjoyed or not - why?
Swim > walk	3-4 times a week	Swimming pool	Yes - relaxing
WALK	2-3 times a week	Home	Challenging

One last thing, in terms of being active was today a typical day?

Yes it was a typical day No it wasn't a typical day

Please tell us why it wasn't a typical day (because, for example you might have felt sick and been less active or it might have been a special occasion like a birthday or something!)

To widen the discussion further, participants were asked to think of other young people their age and to consider a range of hypothetical scenarios intended to garner participants' thoughts on what constitutes physical activity and illuminate the factors involved in deciding when 'active' becomes 'active enough'. Participants were encouraged to identify any issues within the scenario that they thought might impact on individual decision-making in terms of being more active and to give advice on how these issues could be addressed. To close the discussion, participants were asked an "all things considered" question (Krueger and Casey, 2009: 40) which is a useful way to pin down an important aspect or area of concern. In this case, the ending question was phrased:

"Suppose you had one minute to talk to your local MLA about how you would encourage people to be more physically active - what would you say/what would you recommend?"

Group discussions with P7-aged children

The sample of P7-aged children was selected from schools who participated in the KLT 2016 survey. A number of participating schools was purposively selected to represent a range of circumstances thought to possibly influence attitudes to sport and physical activity and include a mixture of Controlled, Voluntary, Maintained, Integrated, and Special Schools across urban and rural areas in Northern Ireland experiencing varying levels of socio-

economic deprivation. The principal of each selected school was first approached informally, by phone, about the study. Every principal who was contacted expressed interest in taking part. This was followed up with a formal invitation letter, together with an information sheet, a consent form for parents to opt out if they wished, and a copy of the consent form which would be signed by each child before taking part in the focus group on the day. Each school nominated which children would participate in the group discussion beforehand. The only guiding advice from the researchers on selection criteria was the desire to speak with children who varied in their sporting involvement and ability levels. All children were told they could change their mind about participating at any time without giving a reason. Each child taking part received a pencil case or a jigsaw as a thank you for their contribution. The school was sent a signed certificate from the KLT team in recognition of their participation.

Discussion groups with P7 children typically comprised of up to ten participants and lasted approximately one hour. Each P7 group was shown a range of photographs and asked to judge on a scale of one to ten, how active they thought the person/people were in each photo. Children attending the special school used a 'thumbs up', 'thumbs in the middle' and 'thumbs down' scale to rate each photo. All children were then asked to explain their scores further before eventually reaching a consensus based on consideration of everyone's

opinion. The aim of this activity was to generate discussion about what counted as being active and to tease out opinions on intensity and duration of various activities.

A key group activity with this age group focused on the development of a very simple logic model, or strategic plan to **'get active'**. Logic models are sometimes referred to as a theory of change and are often used by organisations as a basis for designing evaluation research and interpreting evaluation findings (Bickman, 1987; Weiss, 1972). Increasingly, they are becoming a common tool used to support an outcomes approach to monitoring and evaluating public health interventions and understanding the impact of actions on people's health².

Children were asked to imagine that a friend approached them asking for their advice on how they could become more active. They were then asked to devise a three-step **'get active plan'** for this imaginary friend based on: what the friend needed to do to kick-start the plan (Inputs); what would happen once the plan was put into action (Outputs); and once these activities were undertaken, what difference would it make to their friend (Outcomes). The main aim of creating the logic model was to help participants visualise how the steps of the plan were inter-related and how positive effect in one step has positive effects in others. The activity also

prompted the children to think carefully about which inputs and outputs would be the most realistic in order to make the plan work, and that would also have positive outcomes.

The group discussions with children and young people were managed by two experienced researchers. One researcher acted as facilitator and directed the discussion while the other researcher took notes of the conversation, including observations of

non-verbal nuances such as group dynamics and such like. At the end of the focus group, a summary of the main points was read out and participants were asked if they agreed with this. Group discussions were also recorded and an abridged transcription was made by the facilitator. A debrief meeting with the researchers was held as soon as possible after the focus group took place. This approach both increased the amount of information collected and the validity of the analysis.



2 For further information see, for example, NHS Health Scotland <http://www.healthscotland.scot/> and Centre for the Development and Evaluation of Complex Interventions for Public Health Improvement (DECIPHER) <http://decipher.uk.net/>.

3 Survey Results

Sample characteristics

The 2016 YLT survey was completed by 1,009 16-year olds. The response rate was 29 percent. The majority of YLT respondents (82%) completed the paper survey which had been sent to their home address, whilst the remaining 18 percent completed the survey online.

One quarter (25%) of primary schools responded to the KLT survey. In total 5,094 completed the KLT survey - around 23 percent of all P7 children in Northern Ireland.

Both sets of respondents were asked a range of background questions. These questions can be used to get a sense of how well the respondents represent the general population of children and young people in the respective age groups. These questions are also used to analyse attitudes and experiences by, for example, family and school backgrounds.

KLT sample

The vast majority of children had been born in Northern Ireland. Almost eight in ten lived with both their parents in the same house. Six in ten schools (68%) who took part in KLT were located in urban areas (Table 1). Over one in ten children (11%) said they had a long-term illness or disability.

Table 1: Sample characteristics. KLT survey

Background variable	%
Gender	
Boy	52
Girl	48
Always lived in Northern Ireland	
Yes	91
No	9
Who the respondent lives with	
Their mum and dad in the same house	78
Their mum for most of the time	13
Mum for half the time and dad for half the time	8
Other	3
Long-term illness or disability	
Yes	11
No	77
Don't know	13
School management type	
Catholic Maintained	46
Controlled	48
Formally Integrated	4
Other	2
Location of school attended	
Urban	68
Rural	32
Family affluence³	
Low	11
Medium	58
High	31

3 Family affluence is measured using the Family Affluence Scale (FAS). This asks children about material goods and comforts available to them and their families, such as their own bedroom, computers, family holidays and cars.

YLT sample

Females were more likely to respond to the YLT survey than males. In total, 58 percent of respondents were female, and 41 percent were male. Just under one percent of respondents identified as neither male nor female, for example as gender-fluid or transgender. While it is important that respondents do not have to identify as male or female, the number of these respondents is so small that they cannot be identified separately as a group in the analyses in this report. The vast majority of YLT respondents (92%) had lived in Northern Ireland all their life, as Table 2 shows.

Table 2: Sample characteristics. YLT survey

Background variable	%
Gender	
Male	58
Female	42
Other (including gender-fluid and transgender)	<1
Always lived in Northern Ireland	
Yes	91
No	9
School type recently attended	
Planned Integrated	7
Grammar	55
Secondary	35
FE College	4
Other	1
Where the respondent lives	
A big city or its outskirts/suburbs	21
A small city or town	40
A country village or farm or home in the country	38
Has physical or mental health condition	
No	87
Yes, but not limiting	4
Yes, a little limiting	7
Yes, a lot limiting	2
Religious background	
Catholic	40
Protestant	30
No religion	29
Other religion	<1
Minority ethnic identity (self-assessed)	
Yes	11
No	89
Family financial background (self-assessed)	
Well-off	32
Average	48
Not well-off	14
Don't know	6
Sexual attraction	
Same-sex-attracted	12
Opposite-sex attracted	83
Never sexually attracted	5

District Councils

One of the aims of this study is to inform the newly formed District Councils in relation to their sport and physical activity strategies. In order to do this, a district council variable was calculated in both KLT and YLT. Table 3 shows the number of both KLT and YLT respondents who completed their respective surveys broken down by the District Council. As KLT is a school-based survey, the District Council variable is based on the school the children attended. In many cases, children will live in the same district council where they attend school, but in some cases this may not be so. As the YLT respondents are recruited via their home addresses, for 16-year olds the District Council variable is based on this. Where appropriate, District Council-based results are provided in the following sections.

Table 3: Number of participants from each District Council completing the KLT and YLT survey

District Council	KLT	YLT
Antrim and Newtownabbey	405	69
Ards and North Down	403	97
Armagh City, Banbridge and Craigavon	518	111
Belfast	723	162
Causeway Coast and Glens	293	59
Derry City and Strabane	531	84
Fermanagh and Omagh	307	78
Lisburn and Castlereagh	664	83
Mid and East Antrim	422	63
Mid Ulster	311	87
Newry, Mourne and Down	517	116
Total	5,094	1,009



Physical activity targets

Respondents were asked how many times during the week they spent at least 60 minutes playing sport or doing some physical activity. Sixty minutes every day represents the physical activity target set by the Public Health Agency and the Department of Health Social Services and Public Safety for young people under 18 years of age. Fewer than one in ten (8%) YLT respondents reached the physical activity target. As in the 2015 survey, male 16-year olds were much more likely to reach this target than female 16-year olds (14% and 5%; $p=0.000$) (Table 4). Among KLT respondents, boys (41%) were also much more likely to reach this target than girls (30%; $p=0.000$) – although compared to the 2015 survey both the proportion of girls and boys who exercised at the recommended level increased (Table 5).

Statistically, the school type attended was not significantly related to the level of activity undertaken, although among YLT respondents grammar school pupils were a little less likely to say they never spent 60 minutes a day being physically active. The 2016 YLT survey confirmed the 2015 finding that same-sex attracted YLT respondents are more likely than their opposite-sex attracted counterparts to say that they never reached the physical activity target. Almost one in four same-sex attracted young people (24%) said they never reached the 60 minutes target compared to one in ten opposite-sex attracted YLT respondents (10%).

Table 4: How many times during a normal week would you spend at least 60 minutes on doing some physical activity? By gender

	%					
	KLT			YLT		
	Males	Females	All	Males	Females	All
Never	7	6	7	8	14	12
Up to 4 times a week	26	36	31	50	61	56
4 – 6 times a week	25	28	26	28	20	24
7 times a week or more	41	30	36	14	5	8

Forty-four percent of P7 children from very affluent family homes said they undertook sport or physical activity for one hour or more every day compared to just 30 percent of children from low affluence backgrounds.

There were small differences between the different District Council areas in

relation to the proportion of children and young people being active at the policy target level (Table 5). However, Table 5 also illustrates that the proportion of P7 children saying they are active at this level was between three and five times higher than the proportion of 16-year olds in the respective Council areas.

Table 5: Proportion of KLT and YLT participants meeting the physical activity target level (60 minutes or more every day). By District Council area

District Council	%	
	KLT	YLT
Antrim and Newtownabbey	31	7
Ards and North Down	34	6
Armagh City, Banbridge and Craigavon	32	6
Belfast	33	11
Causeway Coast and Glens	32	9
Derry City and Strabane	31	7
Fermanagh and Omagh	28	8
Lisburn and Castlereagh	30	7
Mid and East Antrim	35	7
Mid Ulster	31	9
Newry, Mourne and Down	32	11
All	36	8

Types of sport and activities undertaken

As in 2015, both KLT and YLT respondents were asked to name the three main sports they played in a normal week. Figures 2 and 3 compare the diversity of responses given in both years. This is illustrated using word clouds where larger words represent a greater frequency with which this activity was mentioned by respondents.

Figure 2: Types of sport undertaken by 16-year olds in 2015 and 2016

Activities undertaken in 2015 (YLT)



Activities undertaken in 2016 (YLT)



Figure 3: Types of sport undertaken by P7 children in 2015 and 2016

Activities undertaken in 2015 (KLT)



Activities undertaken in 2016 (KLT)



Figure 2 shows that walking, running, cycling, football and gym-based activities were the most popular activities undertaken by YLT respondents in both 2015 and 2016. The word clouds suggest that there was very little difference between the two survey years.

For KLT respondents the result is much the same, as football, running and swimming dominate, followed by activities such as basketball, gymnastics and hockey (Figure 3).

Reasons for taking part in sport

As in 2015, both KLT and YLT respondents were again presented with five reasons why they might take part in sports and physical activity. These potential reasons were:

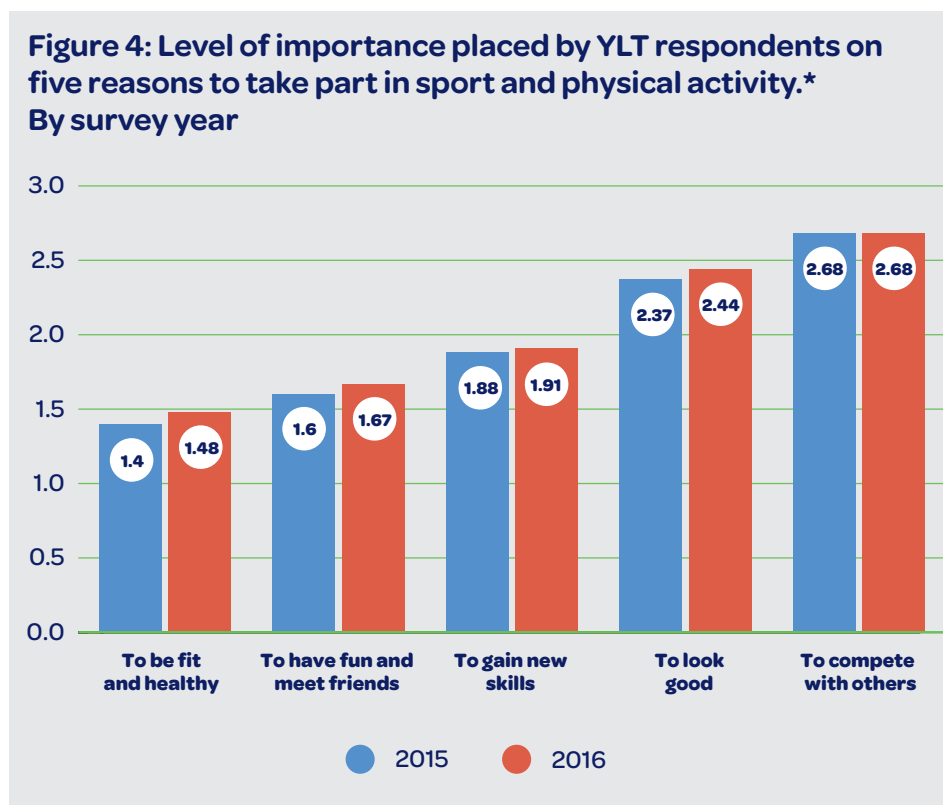
- 1 To be fit and healthy;
- 2 To gain new skills;
- 3 To have fun and meet friends;
- 4 To look good; and
- 5 To compete with others.

Respondents were asked to state whether these were ‘very important’, ‘somewhat important’, ‘not very important’, or ‘not important’ as reasons to take part in sport and physical activity. They were also given the option to say that they could not choose how important this was.

In order to facilitate a comparison with the 2015 data, means were calculated again which allow us to rank the reasons according to their importance for children and 16-year olds. ‘Don’t know’ responses were excluded. Lower mean scores represent an overall higher importance that young people place on this respective reason for participating in sport and physical activity. We also calculated the mode response for each reason, which represents the most common answer given for this question.

YLT

Figure 4 compares responses by 2015 and 2016 YLT respondents. The figure shows that the results are almost, or with regard to competing completely, identical.

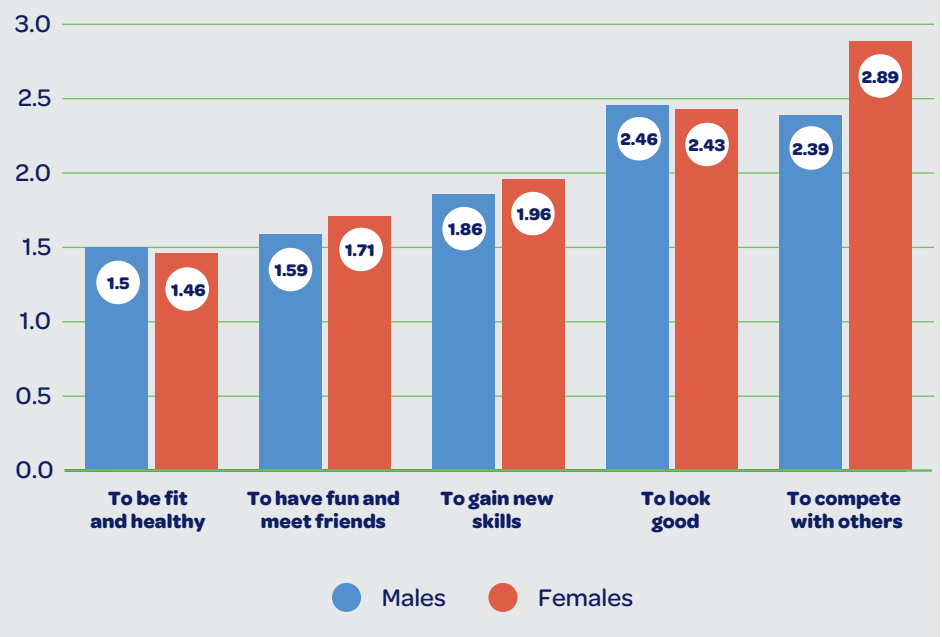


* **Meaning of scores:** 1=very important; 2=somewhat important; 3=not very important; 4=not important

'Being fit and healthy' was the main reason why 16-year olds took part in sport or physical activity in both 2015 and 2016, followed by 'having fun and meeting friends'. For both of these reasons the mode was one, which means that YLT respondents were most likely to say that these were 'very important' reasons for them to take part in sport or physical activity. 'Competing with others' remains overall the least important of the five issues why YLT respondents take part in sport or physical activity.

Figure 5 shows that male and female YLT respondents varied very little in relation to what motivated them to take part in sport and physical activity. As reported in 2015, the notable exception is 'competing with others', which is statistically much 'more important' to males than females. Over half of 16-year old males (55%) but just one third (34%) of 16-year old females (34%) said that 'competing with others' was a 'very important' or 'somewhat important' reason they took part in sport or physical activity ($p=0.000$).

Figure 5: Level of importance placed by YLT respondents on five reasons to take part in sport and physical activity.* By gender

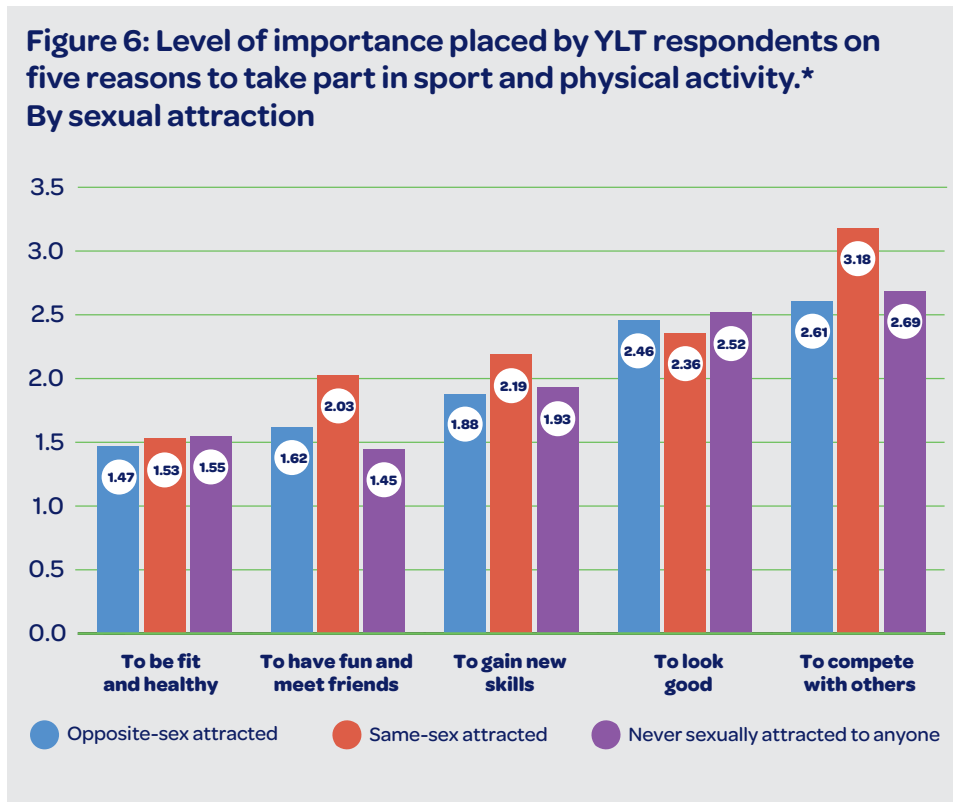


* **Meaning of scores:** 1=very important; 2=somewhat important; 3=not very important; 4=not important



The 2016 survey results confirmed the 2015 survey results which showed that 'being fit and healthy' had a slightly higher importance for grammar school pupils than those in other school types, with 65 percent of grammar school attendees saying that this was 'very important' to them. For respondents attending grammar schools 'being fit and healthy' was significantly 'more important' than for those attending secondary or formally integrated schools.

Same-sex attracted 16-year olds placed significantly less importance on 'having fun and meeting friends' and 'competing with others' as reasons why they take part in sport or physical activities as Figure 6 shows.



* **Meaning of scores:** 1=very important; 2=somewhat important; 3=not very important; 4=not important



'Looking good' was on the other hand more important for same-sex attracted 16-year olds than opposite-sex attracted 16-year olds. The differences between same-sex attracted and opposite-sex attracted YLT respondents with regard to these reasons to engage in sport and physical activity were statistically highly significant in relation to 'competing with others', 'having fun and meeting friends', and 'gaining new skills'.

16-year olds who said they had a disability or long-term illness were significantly less likely than those without disability or long-term health condition

to say that these five factors were 'very important' or 'somewhat important' reasons why they took part in sport or physical activity. This difference was particularly stark in relation to 'competing with others', which was a 'very' or 'somewhat important' factor for 45 percent of YLT respondents who had no disability or long-term health condition, but only 27 percent of those who had one.

The type of school attended did not have a significant influence on respondents' motivations to be physically active.

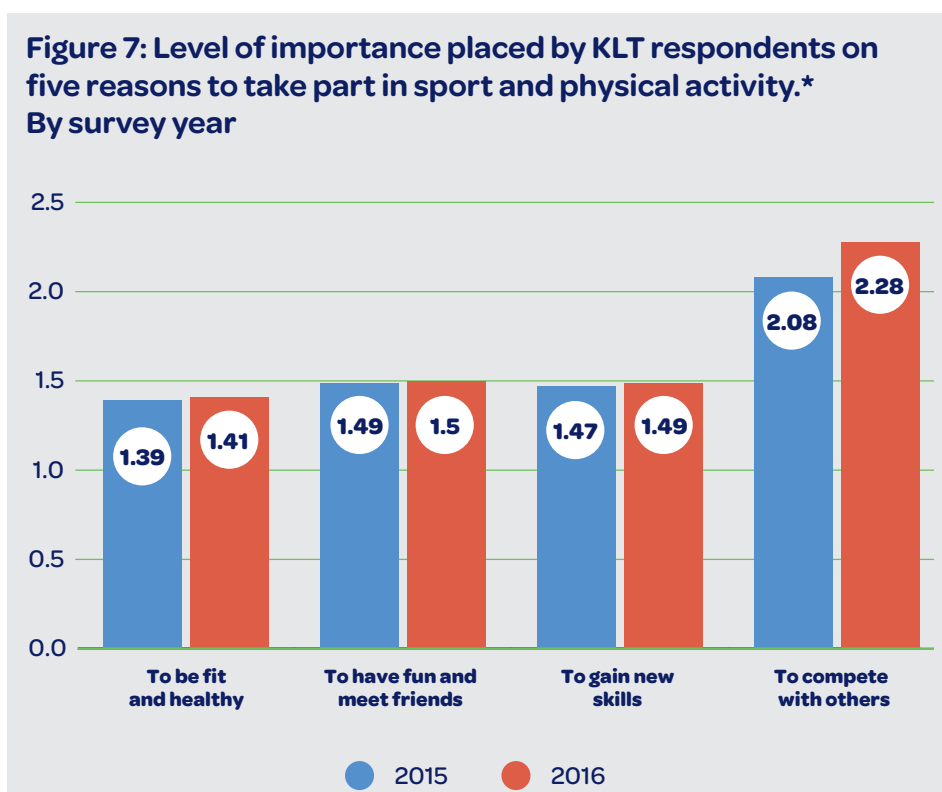
KLT

There was no significant difference between KLT respondents in 2015 and 2016 in relation to the importance they placed on the reason why they are physically active (Figure 7). The only slight difference – albeit statistically not significant – is the decrease in importance of ‘competing with others’ as an important reason to take part in sport and physical activity.

Generally, the proportion of KLT respondents who said that ‘being fit and healthy’ was a ‘very important’ reason for them to take part in sport and physical activity was slightly higher in 2016 than 2015, but statistically this increase is not significant. As in 2015, P7 children from high affluence families, place much greater importance on ‘being fit and healthy’ than children from low affluence families (70% compared to 65% saying this was ‘very important’). The same also applies to the level of importance placed on ‘gaining new skills’ (65% and 54% respectively). ‘Competing with others’ was a less important reason for being active and doing sport for children from low and medium affluent families than high affluent families for whom competing was most important.

Children who said they had a disability or long-term illness were less likely to say that ‘gaining new skills’ was a very important reason for taking part in sport and physical activity than children who reported no disability or long-term illness (57% and 62%). There was a similar and statistically significant difference between children with disability or long-term illness and those without in the value they placed on ‘having fun and meeting friends’ as a ‘very important’ reason to be physically active (61% and 65% respectively). This would suggest that sport and physical activity are less important means for children with disabilities or long-term illness to meet friends.

KLT boys (65%) were significantly more likely than KLT girls (58%) to say that ‘gaining new skills’ was a ‘very important’ reason for them to be physically active. A higher proportion of children from rural schools (66%) than urban schools (63%) said ‘gaining new skills’ was a ‘very important’ reason for being physically active. P7 boys were also much more likely than girls to say that ‘competing with others’ was ‘very important’ or ‘somewhat important’ to them (63% and 52% respectively).



* **Meaning of scores:** 1=very important; 2=somewhat important; 3=not very important; 4=not important

Prohibiting factors

The single most important factor why 16-year olds were not more involved in sports and physical activity was a lack of time, as Table 6 shows; two thirds of YLT respondents in 2016 (65%) said lack of time prevented them from being more active. There were only slight variations in responses between the two YLT survey years, and none of these were statistically significant. We added a question item on personal safety and security to the 2016 YLT survey.

For KLT, two question items showed no differences between respondents in 2015 and 2016. Almost identical proportions of P7 children in 2015 and 2016 said that not having enough time (ca. one in four) or not having anyone to go with (ca. one in seven) were reasons preventing them from taking part in sport or physical activity. However, there were very significant differences between 2015 and 2016 KLT respondents in relation to poor health and knowledge about activities being barriers to participation, as Table 6 shows. A much higher proportion of KLT respondents in 2016 also stated that nothing prevented them from being more physically active.

Table 6: Reasons preventing YLT and KLT respondents from taking part in sport and physical activity more often (Multiple response). By survey year

	%			
	YLT		KLT	
	2015	2016	2015	2016
Not enough time	69	65	25	24
Poor health or a disability	4	8	20	6
I don't have anyone I can go with	23	27	15	14
Difficulty getting there/lack of transport	26	27	n. a.	n. a.
Concerns about my safety	n. a.	3	n. a.	n. a.
Costs involved	24	27	n. a.	n. a.
Don't know where I can do activities	13	17	38	16
Other reason	7	10	n. a.	n. a.
Nothing stops or prevents me	9	12	12	59

Some of the factors preventing children and young people from being more physically active can be addressed to some extent at District Council level, such as transport provision, disability-friendly infrastructure or better information tailored specifically at children and young people about existing sports infrastructures and programmes. Table 7 therefore provides a breakdown of the proportion of KLT and YLT respondents indicating that lack of transport and costs involved in activities (YLT only) and lack of knowledge about activities and poor health or a disability (both KLT and YLT) prevented them from being more active.

Table 7 indicates that there are again only modest differences at Council level. Note-worthy is perhaps the very small proportion of P7 children from Newry, Mourne and Down (11%) indicating that they did not know where they can undertake the activities they would like to do, compared with a relatively high proportion of 16-year olds from Antrim and Newtownabbey (38%) and Lisburn and Castlereagh (35%) saying this. 16-year olds from Mid and East Antrim were more likely than respondents from any other District Council area to say that access to, or cost of, transport and cost of the activities were factors preventing them from being more active.

Table 7: Reasons preventing YLT and KLT respondents from taking part in sport and physical activity more often. By District Council

District Council	%					
	Poor health or a disability		Lack of knowledge about activities		Lack or cost of transport	Cost involved
	YLT	KLT	YLT	KLT	YLT	YLT
Antrim and Newtownabbey	*	7	38	18	19	32
Ards and North Down	6	5	33	17	18	31
Armagh City, Banbridge and Craigavon	7	8	30	18	17	28
Belfast	11	7	20	16	21	25
Causeway Coast and Glens	10	8	20	14	17	15
Derry City and Strabane	7	7	20	14	14	29
Fermanagh and Omagh	10	4	30	14	9	17
Lisburn and Castlereagh	10	5	35	14	17	29
Mid and East Antrim	*	6	25	19	24	35
Mid Ulster	6	7	22	19	15	25
Newry, Mourne and Down	4	5	26	11	13	26
All	8	6	27	16	17	26

* Cell count below n=5 and therefore too small to report

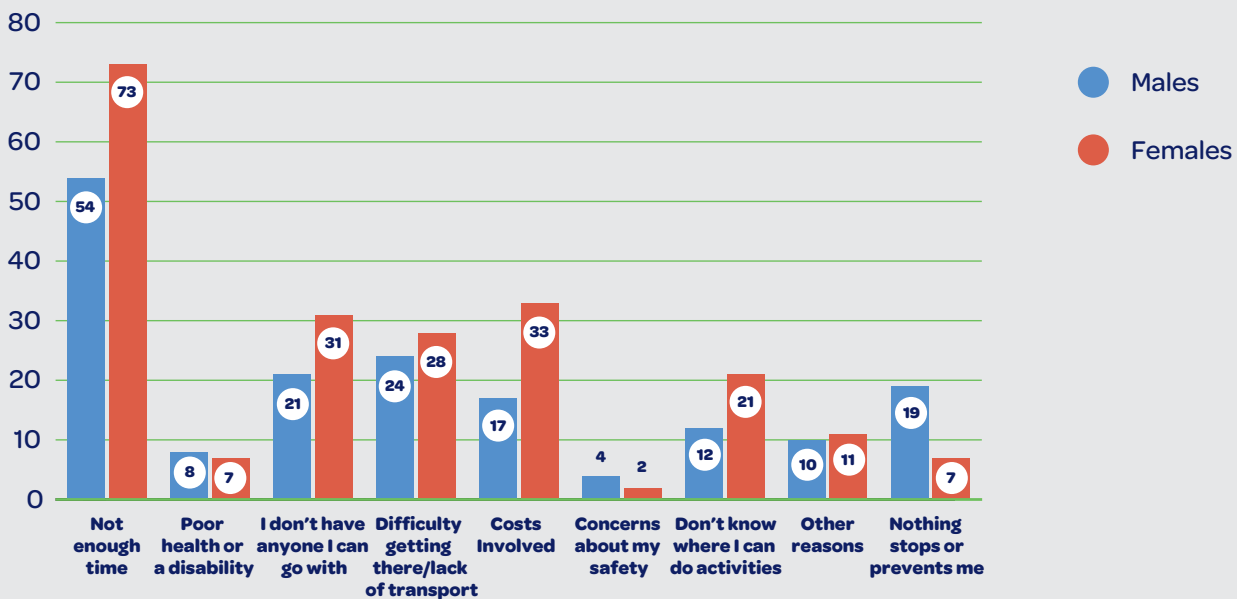
YLT

Except for concerns in relation to personal safety and poor health, female YLT respondents were more likely than their male counterparts to say that all the potential prohibiting factors listed in the survey prevented them from taking part in more sports and physical activity. Almost three quarters of females (73%) said lack of time was a preventative factor compared to just over half of males (54%). Costs involved in taking

part in sport and physical activity was a preventative factor for one third of females (33%), but only half that proportion of males (17%). Males, on the other hand, were much more likely to say that nothing prevented them from being more active (Figure 8). These gender differences were statistically significant, except for the factors related to poor health or disability, safety concerns and other reasons.



Figure 8: YLT respondents saying the following reasons prevented them from taking part in more sport. By gender (%)

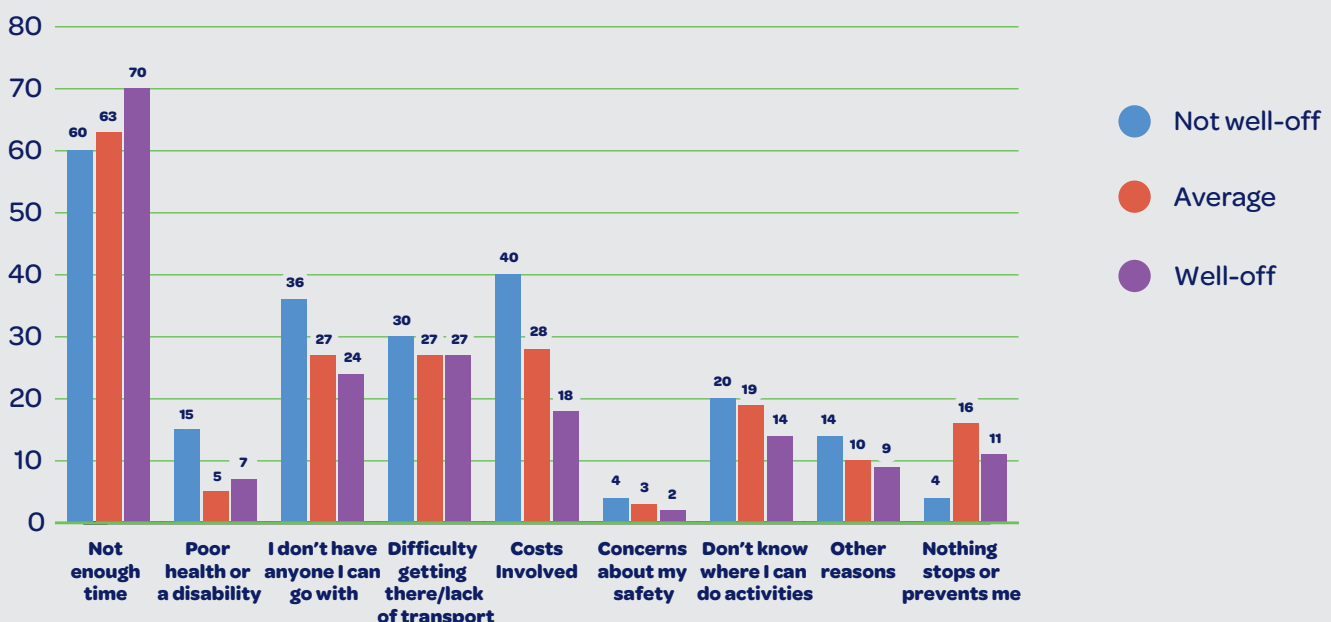


Difficulties in getting to the activities/lack of transport affected YLT respondents from rural areas significantly more than those from urban areas ($p=0.000$).

Seventeen percent of respondents from urban areas said that getting to activities/lack of transport prevented them from taking part in more sport and physical

activities, compared to 24 percent of respondents from small towns and 35 percent from rural areas.

Figure 9: YLT respondents saying the following reasons prevented them from taking part in more sport. By family financial background (%)



Respondents who had a disability or long-term illness were much less likely to say that 'nothing' prevented them from taking part in sport or physical activities than respondents without disability or long-term illness (5% and 14% respectively).

Some statistically significant differences are evident in relation to the factors preventing more involvement in sport and physical activities between respondents from different family-financial backgrounds (Figure 9).

As Figure 9 shows, YLT respondents from not well-off families were least likely to say that 'nothing' prevented them from taking part in sport or physical activity - five percent compared to 11 percent of respondents from well-off families and 16 percent of respondents from average well-off families ($p=0.007$). Forty percent of respondents from not well-off backgrounds said that 'costs' of the activities were a prohibiting factor, compared to 28 percent of respondents from average well-off backgrounds and just 18 percent of respondents from well-off backgrounds ($p=0.000$). Not well-off respondents were also disproportionately more likely to say they had 'no-one to go with' to the sport activities (36% saying this compared to 27% of average well-off respondents and 24% of well-off respondents; $p=0.019$).

On the other hand, 'lack of time', impacted those from well-off backgrounds most (70%). However, whilst 'lack of time' remained a factor disproportionately affecting well-off respondents' participation in sport and physical activity, when type of school attended was taken into consideration within groups of respondents attending the same school type these differences were not statistically significant.

KLT

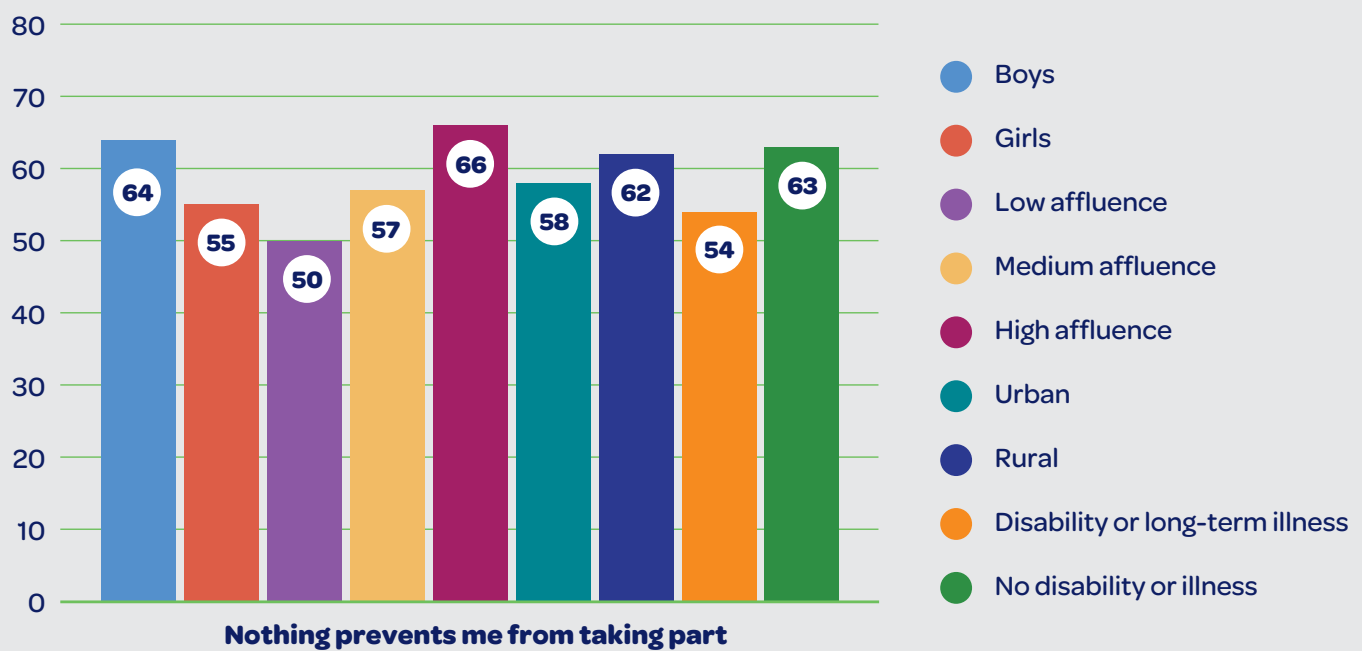
A significantly higher proportion of girls (27%) than boys (21%) said that that 'lack of time' was a reason they were not more physically active. Children from more affluent background were most likely to say that they lacked the time to be more active.

More girls (15%) than boys (12%) said having 'no-one to go with' prevented them from being more active. Girls (18%) were also more likely than boys (14%) to say that they 'did not know where they could do the activities' they wanted to do.

Having 'no-one to go with' was more often mentioned as a factor that prevented higher levels of activity among children in urban schools than rural schools (14% and 12%).

Children from low affluence backgrounds were more likely to give having 'no-one to go with' as a reason than children from high affluence backgrounds. The more affluent their parents were the less likely children were to say that they 'did not know where they could do the activities' they wanted to do (high affluence children: 11%; medium affluence children: 17%; low affluence children: 24% saying this).

Figure 10: KLT respondents saying ‘nothing’ prevents them from taking part in more sport and physical activity. By gender, affluence and rurality (%)



Boys, children from high affluence backgrounds, those attending rural schools, and those without disability or long-term illness were most likely to say that nothing prevented them from taking part in more sport or physical activity (Figure 10).

Poor health as a factor that prevented children from being more active was mentioned by nine percent of children from low affluence families compared to just five percent of children from high affluence families. Children with disabilities or long-term illness were much more likely to say that ‘poor health’ prevented them from being more active than children who had no disability or long-term illness (17% and 4%

respectively). On the other hand, those with no long-term illness or disability were much more likely to say that

‘nothing’ prevented them from being more active (63%) than those with a health condition or disability (54%).



4 Focus Group Results

Five group discussions were conducted with 16-year olds and five with P7-aged children. The largest number of participants were from Belfast, making separate male and female groups a possibility in this location. This presented an opportunity to explore whether mixed sex groups might have hindered or inhibited either boys or girls from expressing their opinions in front of each other. Table 8 presents a short profile of the participating groups.



Table 8: Summary profile of focus groups

Focus group	Group profile	N	Location
16-year olds			
A	All female group, all at school. Discussion group took place in an interface area of the city.	10	Belfast
B	All male group, all at school. Discussion group located in the same area as Group A.	10	Belfast
C	6 females and 2 males. 3 young people were attending further education college, 5 were at school. Group discussion took place in a public arts centre.	8	Newtownabbey
D	1 female, at school. Discussion group held in central location in the town.	1*	Lurgan
E	2 females and 1 male, all at school. Discussion group took place in the city centre.	3*	Derry
10/11 year olds			
1	All female group. School located in an inner city area with high levels of socio-economic deprivation as identified by The Northern Ireland Multiple Deprivation Measure (NIMDM) 2010.	10	Belfast
2	All male group located in the same inner city area as Group 1.	10	Belfast
3	6 girls and 4 boys. Mixed urban/rural location. Low level of deprivation.	10	Ballymena
4	6 girls and 4 boys. Urban area with 29% of children classified as income deprived as identified by NIMDM.	10	Antrim
5	3 girls and 4 boys. Urban area. Low levels of child deprivation.	7	Omagh

* Higher numbers had registered for these focus groups but failed to turn up on the day. It is thought the low turn-out may have been affected by the fact that schools were on mid-term break that week.

Participants' views were sought on attitudes to sport and physical activity on the basis of general discussion and more structured, age specific, tasks and activities. Every participant was asked their opinion on what the word 'sport' meant to them and then to comment on what the term 'physical activity' denoted. Participants were also asked to expand on what it means to them to be physically active; what the benefits of sport and being physically active might (or might not) be; how they believe young people their age might be encouraged to be more active; and what might put them off. Furthermore, if barriers to being physically active could be identified by the group, could the group collectively find solutions to overcome these obstacles?

The methodology is set out below. This is followed by the study's findings which are set out separately for both age groups. The main issues to arise, as articulated by 16-year old respondents, are discussed under four broad headings: **(1) How 'sport' and 'physical activity' is interpreted;** **(2) Barriers to participation;** **(3) Discouraging factors;** and **(4) Motivators**. A distinction has been made between 'barriers' and 'discouragement' to reflect the fact that certain barriers are more fundamental in nature and therefore more challenging to address, whereas certain discouraging factors could be more amenable to change, if considered necessary. The main issues to arise, as

articulated by P7-aged children, are discussed under: **(5) The difference between 'sport and 'physical activity';** **(6) What counts as being active;** and **(7) Our P7 'Get Active Plan'.**

Each heading draws out the most significant themes to emerge from the data. A final summary section discusses these themes in terms of their relevance to the overall aims of the research.

16-year olds

How 'sport' and 'physical activity' is interpreted

Participants were invited firstly to reflect upon the first thing that they think about when they hear the word 'sport' and then secondly, when they hear the phrase 'physical activity'. Young people across all groups (A – E) referred to thinking about sport as something you do as part of a team with a strong competitive meaning associated with the word. Typically, it was described by using the name of a specific vigorous sport such as football and netball. Sport was also described as being more structured, requiring advanced organisation, as opposed to being spontaneous.

"Sport is something you compete in with other people against like football, basketball, water polo, any kind of sport".

(Male, Group C)

"Training, competing, sweating, hard work...more on purpose".

(Female, Group C)

"Sport is competitive".

(Male, Group B)

There was a shared sense across all 16-year olds that a certain level of excellence and skill were prerequisites for taking part in sport. There were no discernible differences of opinion between males and females in this regard, all agreed that sport was something you had to be good at. There was a strong association made between sport and individual attributes – you were either **'sporty'** or you were **'not sporty'** depending on how good you perceived yourself at sport.

Gender differences were apparent in the role that competition played in sports, confirming the survey results which show a significant gender difference in relation to competitiveness in sport. While not universal, generally males thought competition was a positive thing while most females described team competition as off-putting. Every participant in the all-male group (B) said competition was a good thing. The following participant in Group B saw competition as a strong driving force and could not comprehend how it could be viewed as anything other:

"If you're just doing it [sport] and not getting anything out of it, you're thinking 'I'm just doing this for the craic'. If you think you're going to win, you'll try harder."

(Male, Group B)

But the gender differences of opinion in relation to competition are more complex than simply males favouring competition and females not being in favour. There was a lot of discussion, particularly noticeable among females, about the value of competing against oneself, rather than against another team. In this instance, competition was viewed as healthy, incentivising and a good thing overall. The setting of personal goals was viewed as beneficial for self-improvement. For example, the quote above linked winning with encouraging you to try harder. This is in contrast to the views of most participants in the all-female group (A), who talked about increased personal performance and seeing self-improvement as what keeps people motivated:

"You keep going until you see an improvement...because you see an improvement, it's like it's worth it."

Most young people in this group were in agreement, with one participant adding:

"With dance it's technique – what you couldn't do last week, you can do this week. With the gym, it's your body. You gain confidence as well."

On the other hand, **'physical activity'** was more likely to be viewed as *'normal', 'everyday stuff'* that you do like walking the dog or walking to school. It was described as *'some form of movement that was enough to raise your heart rate but 'not by a considerable amount'.*

(Female, Group C).

Typically it was described in an opposite way to sport, that is, it was unstructured, it did not require a skill excellence and you could do it by yourself, as the following excerpts indicate:

"I wouldn't see physical activity as going out and doing a sport or doing a class. I think it's just more everyday stuff."

(Female, Group E)

"Physical activity can just be by yourself, like going to the gym."

(Male, Group B)

"Sport is more a certain thing – in a category. Physical activity could be anything. With sport, you have to do something specific for it."

(Female, Group A)

Barriers to participation

School work

Among the main barriers to participating in sport (for 16-year olds) is the huge emphasis schools place on the importance of academic subjects compared to physical education (PE), reinforcing the message that academic subjects take priority. Other factors include the competing time demands placed on young people from homework and coursework and part-time employment.

These factors are not gender specific, and all young people described these issues as barriers to taking part in sport or engaging in more physical activity than they do already, confirming the YLT survey results which show that lack of time is the single most important factor among both males and females for not being more active. However, there is some supplementary evidence which suggests that girls may be more conscientious about their studies than boys of a similar age, and are therefore more inclined to devote a greater proportion of their time to studies at the expense of sport and physical activity. For example, the most recent examination performance results in Northern Ireland (Department of Education, 2015) indicate that females continue to perform better than their male counterparts. Furthermore, studies examining gender differences in pupils' study time show females spend more time on homework than males (Gershenson and Holt, 2015).

All young people agreed that their school placed greater emphasis on academic subjects than PE. It was also universally agreed that as you get older, you are less encouraged to do sports in school, with academic studies becoming more important. Even though it is compulsory up to fifth year, the majority of participants felt that PE was something that was encouraged from first to third year, after which it dropped off the school's radar. One girl from Group A explained it:

"That's the main age group [first to third year] they're targeting for activities because they think they'll get them in the mind set of 'physical activity is going to help you', but then as soon as you hit third year kind of everything goes so they kind of go back on their word. So they are pushing you towards it, but then everything's dropped and you just don't think of it like that anymore."

There was wide agreement across all groups that as pupils get closer to exam times, if there is a sense that more study time is required such as extra maths classes, it is PE lessons that are forfeited. It's the one subject you give up to get extra help with other subjects.

"In fifth year, we got PE but in January they took away our PE lessons to make us study. We had to do it like."
(Female, Group E)

"I used to do a lot of stuff after school like netball, football and stuff but once you get into fifth year the teachers almost tell you not to do it...it's like you have to study, they prioritise your studying, even if you want to do it..."
(Female, Group A)

There was a strong sense that even among non-science subjects like music and drama, in terms of importance PE still played a minor role in comparison.

"Definitely, in our school, drama is classed so much more than sport because the week we were doing [production], our year 4 hurling team were in the final, not one senior management staff was at that match, even though it was a final. It was because [production] was on and that's classed so much higher than the hurling team. My geography teacher, he trains the hurling team, and he was so angry about it because his team got that far and nobody was there. There was no Facebook post about it, or website post about it or nothing."
(Female, Group E)

Distinct to group C, a discussion emerged about the perceived differences between grammar and non-grammar schools regarding their attitude to sport. One participant who previously had attended a non-grammar school felt that grammar school pupils were under more pressure, at an earlier age, because of their school's emphasis on academic achievement compared to her own experience. She explained further:

"The grammar schools get way more homework than we ever had...up until about fourth year I was doing so much exercise, I was doing football, hockey, I had so much more time. It would obviously be different for them [others in the group] having so much homework."

(Female, Group C)

This view was supported by another two people in the group (who had/did attend a non-grammar school) insofar as they felt the situation depended on individual schools. No other groups made reference to grammar versus non-grammar schools attitudes to sport.

Teachers' expectations

Prevalent across all group participants was the comment that, for those who wanted to, it was "easy to get out of PE" because (according to a male participant in group B) all pupils had to do was "just leave their kits at home and they can't really do anything about it." This tactic appeared to be a regular occurrence reported widely across the groups.

It was perceived by several participants that avoiding PE was made easier by the notion that the school had higher expectations (in terms of involvement in sport) for those pupils considered more 'sporty'.

"The people that they notice who are into activities and all, they're like 'keep you going' but the rest of you...like people who were into hockey in my school, they were pushed into PE, whereas I didn't do any sport in school so they were like 'if you're not running, just sit there, it doesn't matter."

(Female, Group C)

Another participant in Group C agreed, adding:

"It's like you're expected to do the PE class if you do sport, but if you don't do it they just let you get out of it."

(Female, Group C)

It was common across groups for participants to make references to 'the sporty ones' or 'the sporty girls'. These were described as young people who excelled in team sports and who were renowned for their sporting prowess. When discussing the diaries and the daily activities undertaken in an average week, one participant (Group E) said she walked to school, did circuit training twice a week, goes to the gym about three times a week and sometimes goes for a swim after gym training, yet she made reference to 'the sporty girls' in her school, which she did not consider herself to be.

This distinction was underlined by how PE classes were often organised in school. For example, one young person in Group E explained how her school split PE classes between the 'sporty ones' and the 'non-sporty ones':

"They didn't tell us we were split because of our sportability, but we were – and we knew we were."

This distinction between 'sporty' and 'non-sporty' was marked again through the school practices described by a participant in Group C. In this case, the school offers early morning fitness training to the two top school teams. When asked whether these classes would be offered to other pupils, the participant thought they probably would let other pupils join in if they wanted to. However, she thought it would be unlikely because other pupils would know they would be working alongside others at a very high intensity level.

It emerged that many young people get the idea of themselves as being sporty or not at an early age, citing examples of being picked for a team and being one of the last to get picked in primary school. One group (B) believed strongly that this reinforces the notion of not being good at sports when children go on to secondary education:

"Because it would only be the kids who are the best at the sport getting picked at primary school and that's why in secondary school the numbers aren't up as much because the people who didn't get picked in primary school know that they're not going to get picked in secondary school so they don't even try."

Part-time work

In addition to the demands of school and course work, many participants had part-time jobs which left them little time to engage in after school sports or activities. In many ways this makes it more imperative that they are involved in physical activities during school hours.

"After school I work from 5.00pm to 10.00pm"

(Male, Group B)

Discouraging factors

Mixed PE classes

A common topic of conversation among 16-year old females whose school had mixed male and female PE classes was their general dislike of these joint classes. Most female participants whose school organised joint PE classes did not support them and their comments strongly suggest that this had a substantial effect on their decision whether or not to take part in PE.

"You're uncomfortable, you don't want to do it in front of them [the boys]."

"It's off-putting."

"It's not fair."

(Females, all Group A)

"My PE classes were mixed and I know some of the girls in that class would not take part in the PE for their GCSE because they were so conscious of what the boys would think of them – 'oh my gosh, look at her, I didn't think she looked like that under the school uniform' - or whatever."

(Female, Group C)

There was some debate among participants in Focus group E about the pros and cons of mixed PE classes in terms of whether or not they might put girls off from taking part in PE. The one boy in this group believed the mixed PE classes in his school did put girls off from taking part, adding that *"three-quarters of the girls don't do PE – the girls sit out on the bench"*.

The girls in group E attended an all-girl school so mixed PE classes was not an issue. Interestingly though, one girl who had attended a mixed sex primary school doubted it would personally put her off attending PE classes, while another girl who had attended an all-girl primary school said it definitely would put her off.

The males in group B were slightly less disapproving about mixed PE classes but all agreed that joint classes were *"sometimes quite annoying because the boys want to play football and the girls want to play netball"*. This group explained that they generally take it in turns but those that do not want to take part in either sport just sit about – *"most people don't bother if they don't want to"*.

In general, females were less supportive of mixed classes than males. However, some male participants talked about feeling self-conscious in mixed classes too, thinking the girls were looking at them. There was agreement, particularly in Group C, that body image among boys is not as widely recognised as an issue to the same extent as it is among girls. The male participants in Group C all agreed that they experienced body image issues but they try and hide it.

Although it was thought PE was not highly rated as a subject, Sport Studies was felt to be regarded as equal to other A Level subjects. The issue here was, however, that this subject is mostly theory driven, rather than practice-focused, with little opportunity for physical activity.

Sports facilities

Almost all young people still at school had access to a fitness suite in their school. One exception was a male (Group C) whose school was very small and had little sports facilities. However, there was a difference of opinion across groups regarding levels of satisfaction with the condition of this type of facility.

In Groups A, B, C and D the school gym was considered out of date in terms of the state of the equipment and lacked proper supervision or instruction. The exception was Group E, where the female participants all attended a recently built school which had excellent sports facilities.

The biggest complaint made about the school gyms was the lack of proper instruction. All participants felt that more young people would be encouraged to use the gym more if there was a specific trainer and organised programme or work-out.

"We used to do PE lessons and use the fitness suite. I think that's what failed the most. People hated going to them because there was no real guidance really...sometimes when the teacher isn't there pushing you to do something like it just becomes really boring. It's important to have variety rather than something really mundane like every lesson you go into the fitness suite and like, you're not really doing anything."

(Female, Group C)

There was a sense that the fitness suite did not work as a PE lesson. Rather it would be better if you went to the gym because you wanted to go. As another person in Group C added: *"It would have to be structured...planned...rather than us trying to figure it out."*

In Groups A and B, the gym also functioned as an after-school's club. However, this did not seem to work well because participants said that teachers also used the gym after hours and they believed it put pupils off using it. This was in contrast to Group E, where participants said their gym was *"brilliant and well-used, especially by A-level students."* Their teachers also used it, but this was not viewed in a negative way. Group E participants also said that they paid a fee if they wanted to use it after

school hours, although there was some confusion about the cost. However, it was not deemed to be too expensive.

Private fitness suites were popular with many young people. In almost every group, there were participants who were members of a private gym. This was not gender specific. Both males and females talked about the importance of building physical strength and also maintaining body image. However, more specific to females was the connection with a social aspect to belonging to a gym. Females were more likely to attend the gym with a friend or a member of their family and see it as a social occasion. It also presented an opportunity to set yourself individual goals where you were competing against yourself, trying to better previous results. Or alternatively, setting small group goals – between one or two friends for example – as a way of encouraging each other, rather than winning overall (this supports the finding in the previous section on how sport and physical activity is interpreted).

The following participant had a preference for a smaller venue, without the worry of having to work out beside ‘big muscle men’, and where friendships could be nurtured:

“I think the smaller gym’s better because there’s not as much people. With a big gym there’s a lot of people... because it’s small you talk to people more. I’ve made friends going to the gym because you actually talk to them and you’re like ‘right OK, will we do this.’”

(Female, Group A)

Males, on the other hand, were more likely to go to the gym on their own – a frequent phrase was ‘to get a six-pack’. Although here too, there was a concern about looking foolish if you did not know how to use the equipment properly:

“See when you’re in gyms and all, people know what they’re doing and all, and if you don’t know what you’re doing you feel self-conscious too in case you’re doing something wrong.”

(Male, Group B)

A second male participant added:

“And you feel like they’re all looking at you.”

But gym membership is expensive and prohibitive for many. All participants agreed that if their parents could not pay for them, or they did not have a part-time job, or they lost their Educational Maintenance Allowance (EMA) they would be unable to afford the fee.

The issue of outdoor gyms arose, but universally, all agreed that these facilities were not an option. They were deemed to be only for old people or for messing about on. As one person explained:

“Where I live, you go into the park and you see old people on them. Imagine if somebody you knew saw you using them!.”

(Female, Group A)

There was agreement among participants attending Further Education Colleges that there was a distinct lack of sporting culture in these establishments. For example, one participant said that there was a gym in the College he attended but almost no-one knew about it because the only people who used this gym were those doing body building and/or sports studies. For young people in College, their involvement in sport or physical activity hinged on whether or not they were members of outside organisations such as the Boys Brigade or a football/netball club. Without a connection to an outside organisation like this, young people at College had fewer opportunities or facilities to practice sport or participate in physical activities, compared to their peers at school.

Media focus

The role that the media plays in attributing both a gender status to specific sports and profiling certain sports above others was a significant topic of conversation in the all-male group B. Here, it was felt that the media is biased towards what it perceived as ‘male sports’ such as football, at the expense of other sports which are more associated with females, such as gymnastics. The group noted how the number of female football teams is increasing, alongside greater interest among females in football, yet the media do not give enough coverage to this sport. One participant explained further:

"You see a lot more men's football broadcast on SKY sports because it's worth more money to them."

This was thought to reinforce gender stereotypes and prevented organisations from welcoming females into sports that were perceived as male sports.

Motivators

To widen the discussion of what would act as motivating factors for increasing physical activity for all young people, each group was invited to discuss a number of hypothetical scenarios. These 'vignettes' put situations into context and participants were asked to determine what they believed was an acceptable level of physical activity for young people in different circumstances.

Each group was asked to identify any significant issues within the scenario that they thought might impact on individual decision-making in terms of being more active, and to give advice on how these issues could be addressed. The use of the vignettes proved fruitful in gaining more expansive discussion as group members often came up with concrete examples of real-life situations they had experienced, supporting the above findings and reaffirming the potential of the advice offered.

Scenario 1

Jenny is 15 years of age and lives with her mum and her younger brother John, aged 11.

John plays football twice a week in his local youth club. He goes swimming every Saturday in the Leisure Centre with two friends. It's half price for a swim if you're under 13 years of age.

Jenny used to play netball at the youth club but doesn't go anymore because she thinks the other kids there are too young. She doesn't want to spend her money on swimming because she likes to save it to go into town on Saturday with friends. She walks to school every day to save money on bus fares.

Regarding Scenario 1, all participants thought that Jenny was not getting as much exercise as her brother. This raised much debate on the degree to which walking could be classified as a physical activity. A lot of discussion focused on how far Jenny walked and the level of intensity involved. Most agreed that there was a difference between walking slowly and walking at an intensity that raises your heart rate. The following advice sums up well the majority view on walking as a form of physical activity:

"It has to be good intensity so you're not just dilly dallying about the place, not even like 100% intense but even if you're doing it 70 percent of what you're capable of, because you're still benefiting from it physically."

(Female, Group C)

Age was thought to be a significant factor in preventing Jenny from being more active. Almost everyone agreed that people are more comfortable with others their own age, especially as people reach their mid-teens. So it was important to have targeted sports or activities for specific age ranges. The impact that adolescence has on young people's self-confidence was noted, including a growing awareness at that age of body image, which might also influence participation levels.

"I think it's an awkward age, you're in-between an adult stage and you're trying to figure out your confidence and it takes a while to figure all that out and it can affect lots of parts of your life. And like sport as well – how you see yourself."

(Female, Group C)

An important issue to emerge during this discussion was how vulnerable this age group is to physical and structural influences such as self-consciousness, peer pressure, homework/course work,

all of which can impact negatively on physical activity levels. And yet, according to all participants in this study, this is exactly the age when schools downgrade their focus on sport and physical exercise lessons. The general understanding among focus groups was that teachers presumed once a pupil reaches fourth year (14/15 years) that they are old enough to make their own decisions about whether or not to take part in sport so they do not push the matter. However, the importance of being active for good mental and physical health was emphasised in participants' accounts and the sense was that a targeted incentive for this age group would be a good idea. It was widely recognised that opportunities for participating in physical activities after school was limited by the demands of school work and part-time employment. Hence, suggestions included activities that could be organised during school hours. As the following participant explained:

"Do more in school; you're there five days a week, seven hours a day."
(Male, Group B)

Ideas included setting-up walking clubs in school as an alternative to more competitive sports (some participants already did this in school and gave positive feedback). These were believed to have additional social benefits like mixing with peers and maintaining existing friendships. Again, intensity and endurance focused here with such advice as building up the group's walking speed and distance over time. Other

suggestions included having smaller, more focused gym training sessions in school. Peer coaching or mentoring of third year pupils by fifth/sixth year pupils was discussed as a beneficial motivational technique for both the coach and the coachee. Participants who were already involved in this activity in their school spoke about it positively. They felt the younger pupils were encouraged by the older students to maintain their interest in physical activity beyond what seemed to be the 'cut off age point' where sporting interest waned. Older students would then be encouraged by their 'role model' status to continue setting a good example of engagement with sport and activity. The following participant spoke positively about her experience of coaching netball to younger pupils. The coaching session had originally meant to last three weeks, but was extended because it was working well for both parties:

"As the weeks went on, you could see them getting more confident and they came up to you more and started talking to you more during the lesson."
(Female, Group A)

All participants were well aware of the health benefits of keeping active but felt the use of health scare stories as a way of encouragement does not work. What was thought to work better was for teachers to explain how the things you do normally during the day could be 'turned up a notch'. For example, if you like walking – you could walk longer or take a longer route, instead of getting a bus or taxi – walk or cycle. The main

emphasis was working something into your existing routine that was doable and enjoyable and focused on the positive:

Try and make it fun and enjoyable and give options rather than say 'do exercise, do this better' and trying to scare you. Make it fun with friends or people you enjoy being around. You're definitely going to want to do it more so you are.
(Female, Group C)

Outside school, suggested targeted incentives included reduced gym membership rates for young people. Less emphasis was placed on leisure centre facilities as the general feeling was that fitness suites in leisure centres were sub-standard compared to private gyms. Private gyms were said to update their equipment more regularly, had better qualified trainers and were cleaner. Some participants thought private gyms were also becoming more affordable, making them better value for money than leisure centres.

Offering taster sessions where a different sport or sporting interest could be explored before signing up for classes was discussed across all groups as a good way of enticing people to try something new – a sort of 'try before you buy' offer. The emphasis here was on variety and encouraging people to try something new. Variety was mentioned often across all groups, not just in terms of what activities were offered, but how they were presented. For example, 'Mother and Daughter' gym sessions which would help get family involved and where family members could encourage

each other. Another suggestion was 'Make it Mobile' – where facilities offered in large adventure centres (which are popular but expensive) could travel to local areas:

"Bring trampolines into youth clubs and get people to do it there. Then maybe if they could get enough funding and enough people to take an interest in it, they could start it here."

(Male, Group B)

'Keep it Local' was another motivational idea. Instead of putting funding into larger venues, participants felt that smaller local youth clubs should be supported. This would save money on travel costs and help the local community, although this view was more prevalent in groups A and B, which were situated in an interface area.

All participants agreed that there was a lack of awareness about what was happening in their area regarding physical activities. *"I couldn't tell you half the things going on down my way"*, was not an uncommon phrase. Participants thought better advertising was essential, in particular local advertising – leaflets through doors, posters in the area. As one participant explained:

"In primary school they get leaflets about Brownies/summer schemes things like that. You don't get that in the older school."

(Female, Group A)

Scenario 2

Paul is 16-years of age and lives with his mum. He's shy and finds it hard mixing with other people. He doesn't like sports in school because he thinks he's not good at it. He spends most of his time after school and at weekends at home playing computer games.

Paul's mum is worried that he's not getting enough physical exercise. His mum is trying to get him to join a swimming club. He went once, but it was too crowded and noisy and he never went back.

In response to Paul's situation in Scenario 2, all identified issues with self-esteem and highlighted the need for Paul to build up his confidence for the sake of his mental as well as physical health. Males and females jointly thought swimming was not a good sport for Paul to try at this stage. No references were made to competitiveness in swimming, all comments focused on body image implications. Trying an individual sport such as running, jogging or jujitsu to slowly build up confidence was thought to suit him better. Cross-country running was something that groups thought might work well:

"Maybe cross-country running because you're focusing on your own performance but still interacting with other people as well."

(Female, group A)

Setting individual goals that could be build up over a period of time was often cited here as a good motivational technique. Trying an activity where you can compete with yourself and not

others means you can go at your own pace and set goals suited to your personality. Groups mentioned running clubs that trained for events like 'Couch to 5k' and park runs (but definitely not outdoor gyms) as being beneficial. The advice was: *"small steps to begin with can lead to success, which leads to setting bigger goals"* – all of which was believed to help motivation.

Notable in the above quote is the reference to social interaction and its implicit role in confidence building. Overwhelmingly, participants stressed the importance of the support of a friend as one of the greatest motivational factors. All participants agreed that doing a sport or taking part in an activity with a friend was a great way to engage more in physical activity. Even at the start, going with a friend can help you get into the habit of being active and after a while, the habit becomes routine and you feel more comfortable about doing it yourself.

Most participants believed that Paul's mum was right to be concerned, with many seeing it as a parent's 'duty of care' to ensure their children were active and healthy. This directed the conversation to the influential role that family played in encouraging young people to be active. It was noticeable that participants who were more engaged in sport and more physically active tended to have family members who were also involved in sporting activity.

Participants were very reliant on parents/guardians for transport to, for example, football matches, netball tournaments, or hockey matches. However, they also stressed how important it was for parents to be emotionally supportive as well:

"I think your parents definitely have to be interested to come and watch you play in competitions. They have to be interested as much as you are as well."

(Female, Group C)

P7-aged children

The difference between 'sport' and 'physical activity'

As with 16-year old participants, P 7-aged children were asked to say what came into their mind when they heard the word 'sport' and what they thought of when they heard the term 'physical activity'.

Children's views were very similar to the older participant's views, that is, sport was associated with something you do in a team like football, netball, hockey, rugby, or hurling. Sports day in school was also mentioned. Sports equipment featured in many comments such as footballs, hockey sticks, shin guards, basketball nets and such like.

Meanwhile, 'physical activity' was typically described as running with the dog, exercise, any kind of movement, riding your bike, or playing outside. Most participants thought sport and physical activity were different things. These are common descriptions of the difference between the two:

"When you say 'physical activity', that can mean anything. That can mean me getting up on this chair – that's me being physical. When you say 'sport', the difference is you have to have certain things. It has to be done in a team, you have to have whatever equipment you need to play a certain sport."

(Male, Group 4)

"If you're doing physical activity, you can just move your arms, like you're not really doing sport while you're moving."

(Female, Group 1)

Generally, it was believed that sport required high levels of stamina and fitness, although there was some disagreement about levels of fitness required. On the one hand, it was considered a necessity to have high fitness levels. But others disagreed, explaining that sport could also be something that did not require physical fitness, but rather skill:

"If you're going to play sports you need to be happy and you need to be very fit and you're also going to have to have loads of stamina and speed."

(Male, Group 2)

However, his friend disagreed:

"I think for different sports you need different fitness. Like some sports you need to be fit and some sports you don't. I don't know what it's called but you have a ball and you have to fling it across and see who gets the highest scores...pool and snooker."

(Male, Group 2)

Other participants made similar comments linking sport to skill, rather than fitness:

“Whenever I hear ‘physical activity’ I think of getting fit. But ‘sport’, I think it takes more skill to do sports – like darts – you don’t really get fit by doing that, but it’s a sport and it takes a lot of skill to do it and be good at it.”

(Male, Group 4)

The general consensus was that everyone can be physically active if they want to, but not everyone can be good at sport. While the children did not make a distinction between ‘the sporty ones’ and ‘the not sporty ones’, there was an implicit association in the children’s accounts of what the words meant to them. This was summed up succinctly by a closing remark made by a boy in Group 4:

“You don’t have to be good at physical activity, you just have to do it.”

What counts as being active

Children were shown photographs and asked to score on a scale of 1 to 10⁴, how physically active they thought the person in the picture was being. Photos included young people walking to school and walking the dog, playing hula hoop, swimming, dancing, wheelchair karate,

wheelchair basketball and a boy and girl on the computer. The pictures that had the greatest levels of consensus were the wheelchair sports, which scored the highest (see for example Figure 11), and the boy and girl on the computer, which scored the lowest (see Figure 12).

Figure 11: Image of wheelchair karate



The main reason for scoring karate high was the fact that the people looked like they were having fun. Also, the people in the photo were showing determination and not letting their disability get in the way. An important aspect, noted by all participants, was that it was considered a good way of making friends. There was also a level of skill involved, which was given much credibility. Interestingly, most children said they scored it highly because it proved that anybody could do it if they wanted to.

Similar to the points raised in the 16-year old focus groups, groups believed this exercise would help encourage other young people to get involved. It was an activity that you could build up skill gradually and set yourself goals, as the following participant explains:

"All disabilities can do it. Even if you're stuck at something, there's different belts so I think that's what good about it because if you have football, there's no sort of grades and all that."

(Female, Group 4)

Figure 12: Image of children playing computer games



Participants were unanimous when deciding to give the boy and girl playing the computer the lowest average score and a big 'thumbs down'. The children noted that even though they were moving their arms and fingers they were not being active enough for this to count.

"If you sit in the house all day, you won't be healthy."

(Male, Group 2)

"Because they're just sitting there. You shouldn't be playing the laptop because it's not healthy for you, you need to run about."

(Female, Group 5)

Walking to school, walking the dog and swimming raised similar issues to those raised by older participants. Children wanted to know how far the person was walking or swimming and how often they did this. Was it every day? For how long? Intensity and duration mattered a lot in deciding how physically active the person was. There was general

agreement across groups that to count as being physically active, the person 'doesn't have to be pushing himself', but s/he does have to be doing the activity for long enough and on a regular basis.

The hula hoop activity scored highly and got a big 'thumbs up' (see Figures 13 and 14) by most participants: The main reasons for high scores was that it was fun and if you practice you can get good at it:

"I'd say 7 or 8 because they look happy in the picture. It's easy and if you practice you'd get the hang of it. It's fun to do."

(Female, Group 4)

"Do you think it's important to be happy?"

(Researcher)

"Yes, because if you're not happy with the sport that you're playing you'd have to stop because it makes you miserable. But if you're enjoying it, you keep going and you can achieve goals."

(Female, Group 4)

Figure 13: Thumbs up for the hula hoop activity (P7 Focus group participants)



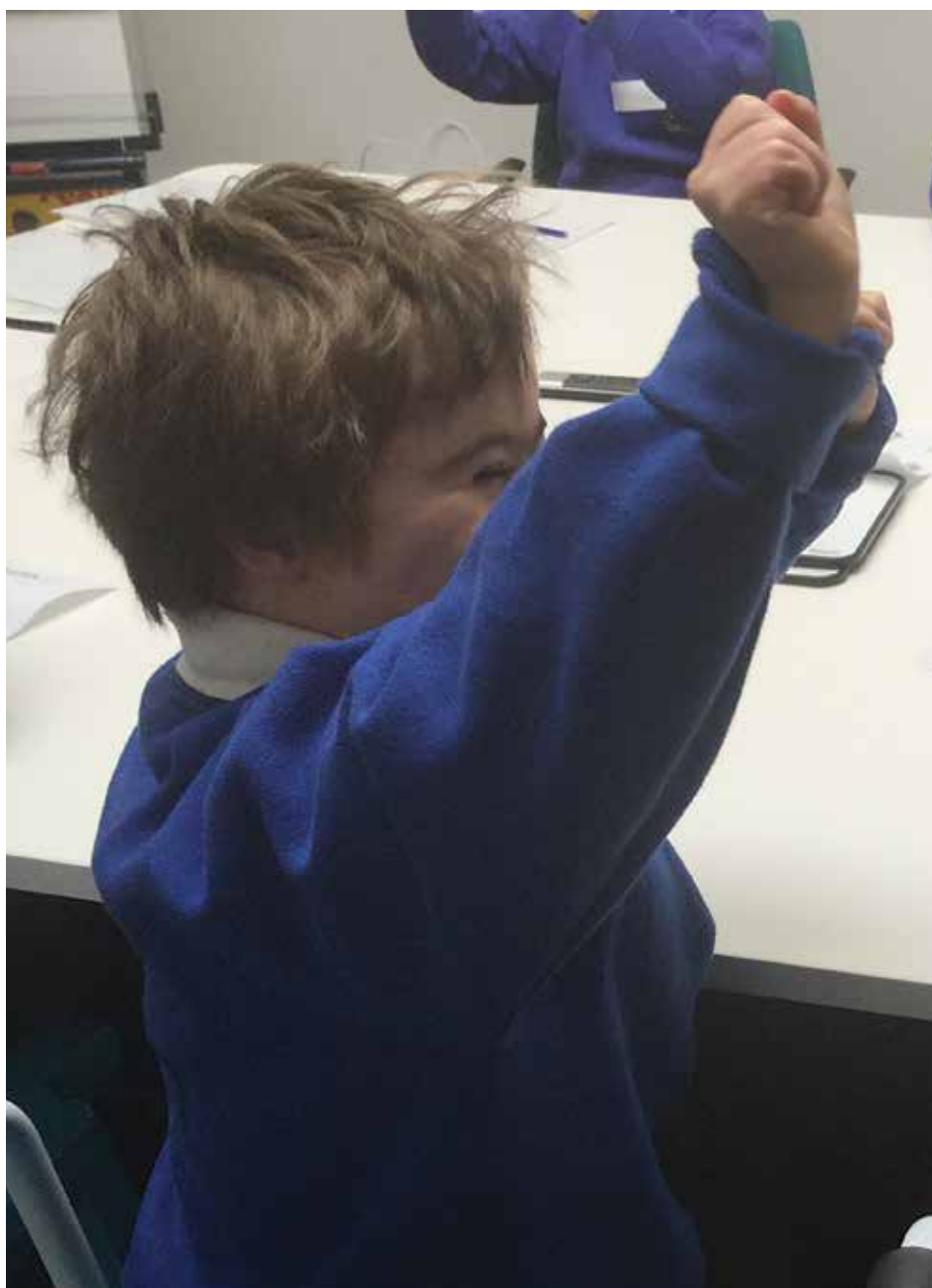
Overall, children in this study acknowledged that for an activity to count as physical, you had to be on the move, doing the movement for an acceptable length of time and vigour, and doing it regularly. This is exemplified by Group 3 and 4's debate about swimming and walking:

"OK, 7. Because he doesn't have to be pushing himself but he's getting enough exercise [swimming] to be fit and he's doing it regularly."

"I feel like if you walk for a long time...if you only do that once you would probably feel like you're getting more fit and healthy but you're probably not, probably only that day...but if you keep doing it and keep pushing your muscles – but not to pain – you'll get fitter and have more fun."

To count as being physically active, high value was placed on activities that allowed you to build up skill at your own pace, set individual goals, and was something that was fun and made you happy.

Figure 14: Thumbs up for swimming (P7 focus group participants)



P7's 'Get Active Plan'

Governments are under more pressure now, than ever before, to show that public money is spent wisely. That means they have to demonstrate how what they do benefits society and makes a real difference to people's lives. This has led to a greater shift towards accountability and monitoring of policies, programmes or interventions to make sure that the right outcomes are achieved (NIA, 2016).

In line with this increased outcomes based focus in public policy, it is now expected that private, public and voluntary organisations demonstrate good decision making, planning and value for money. A common tool used to do that is the logic model. A logic model is simply a visual diagram of a project or plan of action developed in response to an identified need or set of circumstances. It shows a causal link between the resources you need to invest, the activities that take place, and the benefits that will result. This makes it easier for organisations (or governments) to develop indicators or measures to evaluate whether or not their policies or interventions achieve the desired outcomes.

Logic models relating to child specific interventions or programmes are often designed by adults.⁵ Fewer logic models are developed by children for children, and fewer still by children with disabilities.

⁵ However, DECIPHer's public involvement work centres on ALPHA, a research advisory group of young people aged 14-21 skilled to advice on public health research.

In this study we wanted children to come up with their own logic model to see how closely it matched the assumptions that adults make, on children's behalf, about how best to increase physical activity among this age group and what the desired outcomes actually are. For example, were there any innovative resources or activities that children thought were necessary to put the plan

into action that would not automatically occur to adults? Were there any outcomes presumed by adults to be beneficial but not considered by children to be important?

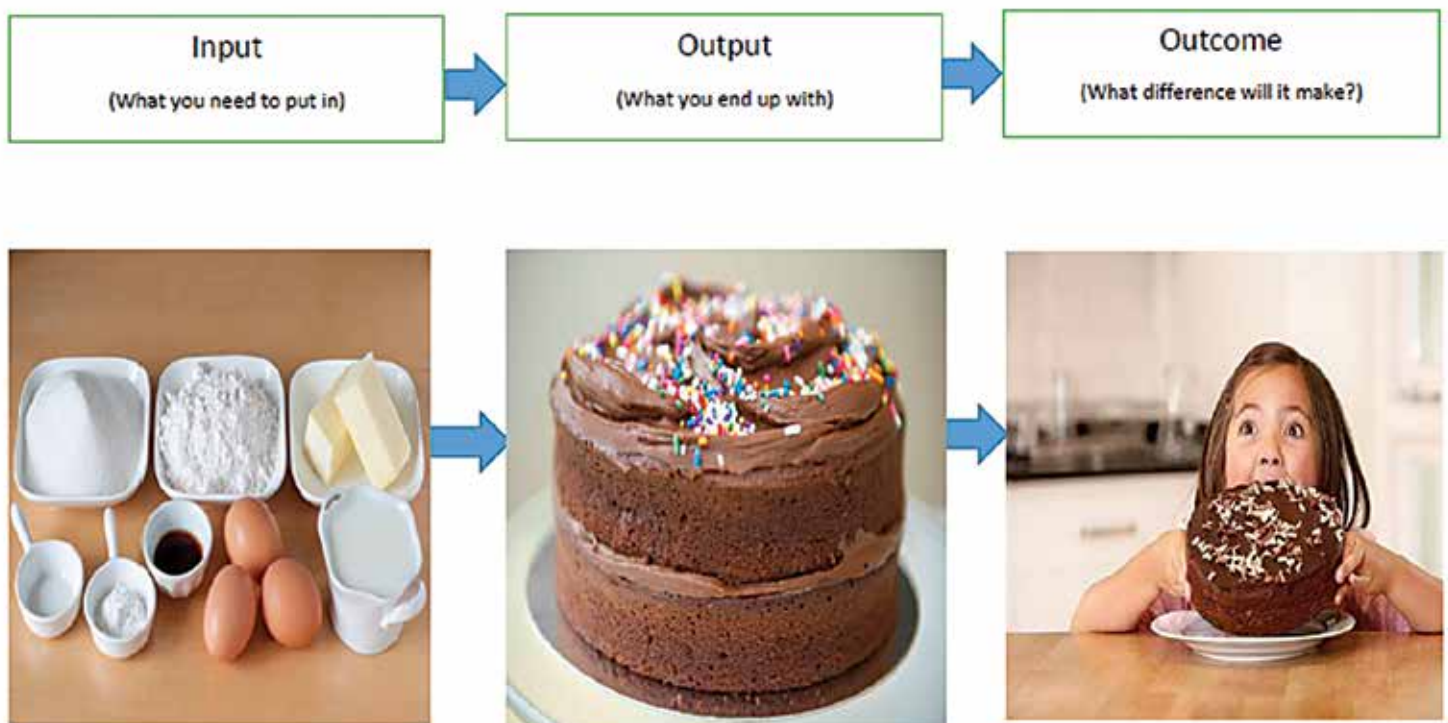
In this study, all the children worked in groups to create their 'get active plan'⁶ for an imaginary friend who had asked for their help to become more active.

Then the group as a whole came to a consensus on the best plan possible for their 'friend'.

Researchers used the familiar example of baking a cake to explain, in simple terms, the theory behind the logic model (Figure 15).

Figure 15: Example for a logic model - baking a cake

BAKING A CAKE



The children enjoyed this activity and most grasped the concept without too much difficulty, although some children took longer to understand the difference between outputs and outcomes, but the group helped each other. Overall, the plans showed a significant similarity across all groups and in many ways mirrored the older participants' comments. Get active plans were developed for the following friends: Skyler and Caitlin (Group 1); Ronaldo and Bobby (Group 2); Jack and Alan (Group 3); Jessica, Mark and Sprinkles (Group 4); and Hollywood (Group 5).

Many of the inputs were similar across all groups. Children believed the most important things needed to put the plan into action were: commitment (will power); determination (need to want to do it); a friend for inspiration; a healthy diet; a positive attitude; not giving in to peer pressure; some equipment (but not loads); knowing it's not going to be easy; transport; the right clothes; self-belief; and a prayer to God.

A lot of serious decision-making was involved in developing the plans. For instance, this is an extract of Group 3's decision-making on whether or not to include a friend as an input:

"Why does he need a friend?"

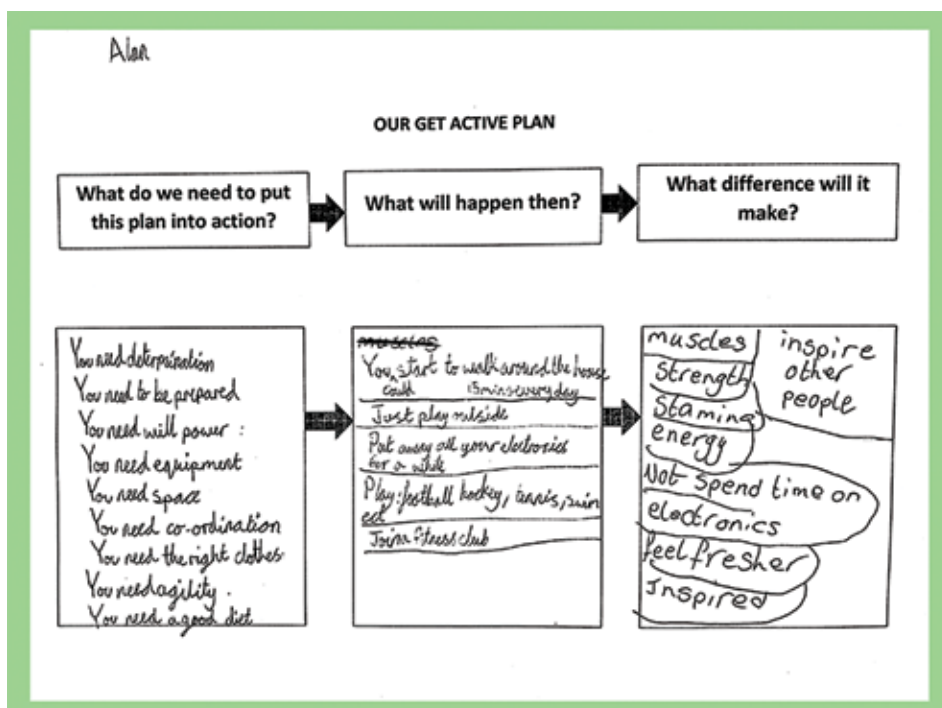
"Because he might not know people in the place he's going to, to help him get more exercise."

"At some point he might have been going through the same fitness thing as he was, and he could inspire him."

What would happen, subsequently, as a result of putting the plan into action (outputs) were also very similar across groups and included: eat more healthily; start walking; get a better lifestyle; get

more enthusiastic; encourage your friends to stay active; get lots of sleep; listen in school; will not be called fat; lose weight (be lighter); try new things; get a six pack; play outside; join a fitness club; put away all your electronics for a while; start skipping; and start jogging. See Alan's plan for example (Figure 16).

Figure 16: Alan's 'Get Active Plan'



The difference it will make (outcomes) were also similar. Desired outcomes were not just focused on beneficial health effects, they included a range of social, emotional and personal developmental outcomes. This was exemplified during a discussion Group 3 had when developing their plan where one boy thought 'sportsmanship' would be an outcome for Jack. Others in the group did not know what sportsmanship meant so he explained it further "It's like saying well done and stuff". The group

then decided this was an outcome that you would want.

Children could envisage the links between the steps. Affirmation of the level of understanding was when 'traffic lights' and 'turtle' were considered desirable outcomes in Hollywood's plan (see Figure 16). Both these behaviours are common emotional regulation techniques to help children replace negative emotions with more positive thoughts and better manage impulsive

behaviour. These are consistent with the social and emotional outcomes identified by other groups such as 'feel more happy inside', 'she'll have a smile on her face', 'feel better', 'get more self-esteem (sic)', 'feel proud', 'get more confidence', and 'get more friends'.

Embedded in a logic model framework is the space to ask questions about the feasibility of the plan and the external factors which might prevent the plan from working (a type of risk assessment)⁷.

Figure 17: Hollywood's 'Get Active Plan'

INPUT	OUTPUT	OUTCOME
WANT	lose weight	feel better
Think about health	exercise	healthy
Positive pray	jumping	good
	SKIPPING	traffic lights
	Running	turtle
	jogging	

7 <http://www.evaluationsupportscotland.org.uk/resources/127/>

This was carried out by asking children what they thought might put their friend off from carrying out the plan and how perceived barriers might be overcome. There were parallels between what children thought might put the plan at risk, with what older participants said would act as barriers to greater participation, but without the same time pressures as 16-year olds. These included: peer pressure; having an unhealthy diet; distraction from computer games; embarrassment at feeling not as good at sport as others; getting hurt (sport injury); temptation in the sweet aisle; thinking you could never reach what other athletes you see on TV can reach; and bullying.

One of the most significant ways to counteract potential barriers was to participate in activities with a friend. Other methods included: getting family members involved; having a better attitude about yourself and your ability; ignoring what other people say; focus on your own goals; don't give up; and keep at it.

"Knowing that if you keep going, by the end of it you'll have a healthier lifestyle."

(Male, Group 3)

"Stay healthy. If you did all the work don't go back to what you were. Stay healthy."

(Female, Group 1)

"When you're doing it [physical activity], don't be too hard on yourself, take it a step at a time."

(Female, Group 1)




canterbury



5 Discussion and Conclusions

KLT and YLT surveys

Extensive survey research was carried out among 16-year olds and P7 children in 2015 (Sport NI 2016; Schubotz, Lloyd and McKnight 2016; 2016²). The purpose of the much reduced question modules in the 2016 YLT and KLT surveys was to repeat some of the core questions in relation to the level of physical activity undertaken; the types of activity; the reasons why children and young people are physically active; and the prohibiting factors they experience. These questions also helped to sensitise children and young people who took part in the 2016 KLT and YLT surveys towards the issue of physical activity prior to the group discussions.

Gender and sport

As in 2015, the 2016 YLT and KLT surveys showed that there is a noticeable gender difference in the physical activity levels; how males and females experience sport and physical activity; and the factors they experience as inhibiting. Last year it was reported (ibid) that gender differences in activity levels appear to increase with age, and the focus groups helped to identify some of the reasons for this.

The survey finding that males value competitive encounters in sports more than girls was confirmed in the group discussion, but the group discussion also helped to reveal that females enjoy a different kind of competitiveness, namely the challenge to improve their own fitness levels rather than to compete with others.

Family affluence and access to sport

The 2016 YLT and KLT surveys confirmed again the relationship between family affluence and participation in sport and physical activity. Whilst 16-year olds from less affluent background were least likely to say that a lack of time prevented them from being more active, they were disproportionately more likely to reference all other reasons, including: the cost involved; access to transport; the lack of knowledge about activities; and the lack of someone to go with to the activities. Having no-one to go with, lack of knowledge about activities and poor health were also reasons quoted disproportionately by KLT respondents from low affluence backgrounds as factors that prevented them from being more active.

Other factors that impacted on the level and experiences of sport and physical activity were rurality and sexual orientation (YLT respondents only) confirming the 2015 survey results which were discussed in detail in our previous reports.

Making time for sport and physical activity

Sixteen-year olds – in particular 16-year old females – reported that a lack of time prevented them from taking part in more sport and physical activity, as also reported in 2015. The focus groups shed some light on the reasons why females in comparison to males perhaps prioritise other commitments over sport and physical activity. However, the focus

groups also showed that PE is often seen as a subject that many schools treat with less seriousness than other subjects.

Group discussion findings

Many of the findings in the group discussions were consistent with the quantitative YLT and KLT surveys. In combination with the survey data, the information collected in the group discussions give a better sense of the whole as the studies share the same issue of investigation – children and young people's attitudes to sport and physical activity. This supports the accuracy of the results and facilitates better understanding and interpretation of all the data.

Our findings reveal some important definitional issues relating to how children and young people interpret 'sport' and 'physical activity'. Sport was frequently understood to be something you did in a team, requiring excellence and skill. In comparison, physical activity was typically perceived as more casual and something you did instinctively. It could be any kind of movement provided it was carried out with some intensity and on a regular basis. This is significant because the idea that you are sporty or not is based on how skilled participants perceived themselves to be at certain sports, which tended to be of a competitive nature. Participants who thought they were not good at sport were less inclined to take part. Whether justified or not, there was a notion among all participants that teachers were more interested in young people

who were good at organised sport, paying less attention to those who were not so good. This is manifest in comments about how easy it is to get out of PE lessons. The younger children's comments also associated sport with excellence, suggesting that this impression is established early on. Consequently, emphasising organised sport over other forms of physical activity increases the risk that this message becomes reinforced when children reach post-primary stage.

Ostensibly, males favoured competition more than females. However, it was not competition *per se* that females found unpopular, but rather rivalry between teams. Most females discussed preferring to compete with themselves, or within a group, by setting individual or group goals where reaching a challenging target was motivational. This suggests that individual activities could be more appealing to greater numbers of young people because they provide scope for self-improvement at an individual pace. Suggestions from participants included cross-country running, jogging, walking groups, park runs, and fitness groups. There was also a focus on variety and the importance of thinking about physical activity from different perspectives. Perhaps a good source of reference for thinking alternatively are the activities young people noted in their diaries – martial arts, jujitsu, yoga, pilates, boxing and dancing for instance.

The prominence given by schools to academic achievement, evident in the accounts of young people, is a sensitive finding and more fundamental in nature. This is because we know that the pupils' best interests are central to a school's *raison d'être* and academic attainment has a substantial influence on outcomes in later life. However, the importance of being active for good mental as well as physical health was emphasised in participants' accounts. Young children also thought being happy and feeling good would come about from being more active. This reflects the growing awareness of the impact of happiness and wellbeing on our ability to thrive. Therefore, a more balanced approach to the school curriculum, where physical activity was viewed as equal in importance to academic subjects, could be a major influence on future positive life outcomes.

Participants who were at Further Education Colleges had little to no access to sport or physical activities during their normal day, even though they were the same age as their peers at school. Opportunities for physical exercise for these participants came about mostly through their attachment to external clubs or societies. This highlights the significant role that schools play in providing regular physical exercise for this age group. Given the lack of opportunities for sporting activities outside of school hours, it would make sense to do more in school, establishing good habits that young people can carry on after they leave school.

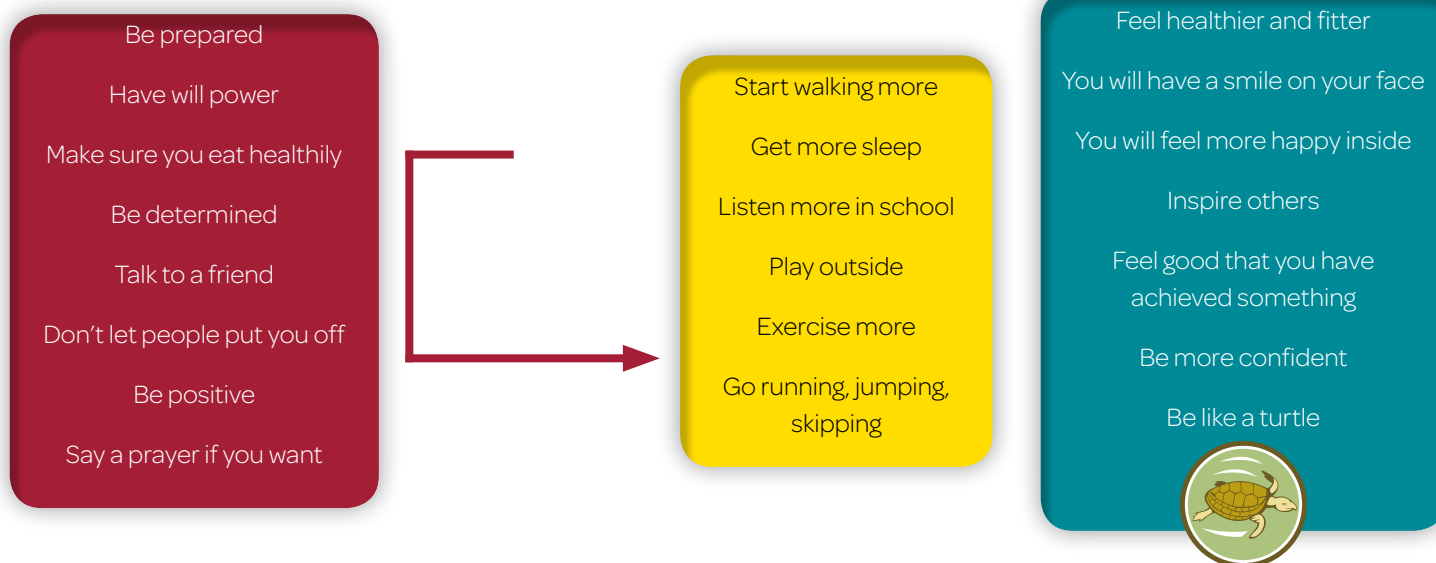
More amenable to intervention, if desired, is the way schools organise sports lessons and the variety of lessons they provide. Mixed PE classes were unpopular with females, but males also discussed feeling self-conscious and worried about body image. Participants noted how body image is too often an issue that is ignored among males. Perhaps a student council might be able to provide feedback from pupils on what they think works well and not so well, with scope for pupil input in organisational decisions.

To capture a reflective view of the discussion and help clarify important issues, every participant was asked their advice about increasing young people's activity levels and how perceived barriers may be overcome. Participants' views echoed the main points in the sections above. To sum up, in no particular order, these are:

- Make the benefits of physical activity clear.
- Do an individual sport if that suits your personality and set yourself personal goals.
- Variety is key.
- Advertise local events better.
- Target specific age groups and ability levels.
- Lower the price for family membership of leisure centre to encourage family participation. Centres should offer more varied activities and programmes. Have taster sessions.

- Keep it local – community fun runs, etc. and ensure community facilities are well maintained (e.g. basketball courts and running tracks).
 - Think mobile – travel costs and entrance fees to large activity centres are expensive. Bring equipment to local centres and youth clubs.
 - Friends are important.
 - Open up more sporting activities for girls to address gender stereotypes.
 - Do more in school.
- Finally, a P7 'Get Active Plan' that expresses the ideas from children that participated in the focus groups is set out below (Figure 18).

Figure 18: Our three step 'Get Active Plan'





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Appendices

KLT sport and physical activity survey module

The next few questions are about sports and physical activities. Physical activity can be done in school - in sports classes, school activities, playing with friends or walking to school. It can include many activities, for example, walking quickly, dancing, cycling, skateboarding, rollerblading, trampolining, football, gymnastics, and athletics.

Q1.

How many times during a normal week would you spend at least 60 minutes during a day playing sports or doing some physical activity? You don't have to do the 60 minutes all together, but you have to be active for at least 10 minutes at a time doing something that makes you sweaty or out of breath.

Never	1
Up to 4 times a week	2
4 - 6 times a week	3
7 times a week	4
More often	5

Q2.

Please name the three main types of sports you play or physical activities you do in a normal week.

1. _____
2. _____
3. _____

Q3.

Below are some reasons why people take part in sports or physical activity. How important are these reasons for you?

	Very important	Somewhat Important	Not very important	Not important	I can't choose
To be fit and healthy	1	2	3	4	5
To gain new skills	1	2	3	4	5
To have fun and meet friends	1	2	3	4	5
To compete with others	1	2	3	4	5

Q4.

Which, if any, of the following reasons prevent you from taking part in sports and physical activity more often?
(Please click on ALL that apply)

Not enough time	<input type="checkbox"/>
Poor health or a disability	<input type="checkbox"/>
I don't have anyone I can go with	<input type="checkbox"/>
I don't know where I can do the activities I want to do	<input type="checkbox"/>
Nothing stops or prevents me	<input type="checkbox"/>

YLT sport and physical activity survey module

Physical activity can be done in school – in sports, school activities, playing with friends or walking to school. It can include many activities, for example, walking quickly, dancing, cycling, skateboarding, rollerblading, trampolining, football, gymnastics, and athletics.

Q1.

How many times during a normal week would you spend at least 60 minutes during a day playing sports or doing some physical activity? You don't have to do the 60 minutes all together, but you have to be active for at least 10 minutes at a time doing something that makes you sweaty and/or out of breath.

(Please tick ONE box only)

- | | | |
|------------------|--------------------------|---|
| Never | <input type="checkbox"/> | 1 |
| Once a week | <input type="checkbox"/> | 2 |
| 2-3 times a week | <input type="checkbox"/> | 3 |
| 4-6 times a week | <input type="checkbox"/> | 4 |
| 7 times a week | <input type="checkbox"/> | 5 |
| More often | <input type="checkbox"/> | 6 |

Q2.

Please name the three main types of sports you play or physical activities you do in a normal week.

1. _____
2. _____
3. _____

Q3.

Below are some reasons why people take part in sports or physical activity. How important are these reasons to you?

(Please tick ONE box in each row)

	Very important	Somewhat important	Not very important	Not important	I can't choose
To be fit and healthy	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
To gain new skills	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
To have fun and meet friends	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
To look good	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
To compete with others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3

Q4.

Which, if any, of the following reasons prevent you from taking part in sports and physical activity more often?

(Please tick ALL that apply)

- Not enough time 1
- Poor health or a disability 1
- I don't have anyone I can go with 1
- Difficulty in getting there/lack of transport 1
- The costs involved 1
- I don't know where I can do the activities I want to do 1
- Some other reason (Please say what) 1
- Nothing prevents me. 1





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