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Young People's Participation in Sport

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Executive Summary

Curricular Activities

- The number of curricular activities that the average young person will undertake increases with age.
- Among secondary school boys football, rugby and athletics remain the most commonly undertaken curricular sports.
- Netball, athletics and gymnastics remain the most commonly undertaken curricular sports by secondary aged girls.

Extracurricular Activities

- Forty-seven percent of secondary age pupils take part in extracurricular sport regularly (at least once a week); this is up 5 percentage points since 2004.
- The gender gap has closed, and there is now very little difference between boys' and girls' participation in extracurricular sporting activity.
- The proportion of young people participating in extracurricular activity decreases with age.

School Sport and Competition

- Fifty-three percent of pupils had represented their school in a sports competition or a match against another school; an increase of 5 percentage points compared with 2004. A greater proportion of boys (59%) had played for their school than girls (47%).
- The proportion of young people representing their school decreases with age. There appears to be similar opportunities to play competitive school sport across regions.

Sports Clubs and Leisure Centre Usage

- Eighty percent of young people have taken part in club based activity in the previous year; this is up 7 percentage points since 2004. Regular club participation has also increased to 61%.
- Football (47%) remains the most popular club activity for boys by a considerable margin, followed by rugby (32%).
- Dance and swimming are the most popular activities for secondary school girls.
- Regular leisure centre usage remains relatively high with forty-nine percent of young people visiting leisure centres at least once a week.

Coaching and Latent Demand

- Eighty-one percent of young people surveyed had received coaching over the past year. This equates to a 15 percentage point rise since 2004.
- Ninety percent of pupils had taken part in activities during the previous year that they would like to do more of.
- Eighty-seven percent of pupils also identified activities they had not tried but would like to take part in.
- An equal proportion of boys and girls now receive coaching at school.

Physical Activity

- Thirty-five percent of young people aged 11-16 in Wales are sufficiently active to meet current guidelines, an increase of eleven percentage points since 2004.
- There appears to be a strong relationship between parental involvement in sport and physical activity and the physical activity levels of their children.
- Club members are generally more likely to be physically active than non-members.



Introduction

The Sports Council for Wales (SCW) has always had a strong focus on developing opportunities for children and young people to take part in sport. In 1998 SCW published the 'Young People First' strategy. This raised the issue of the need to encourage schools to provide more time for Physical Education (PE) in the curriculum, and to ensure teachers were prepared in their initial teacher training to deliver quality PE lessons. It highlighted the importance of working in partnership with schools, local authorities, governing bodies and new partners to develop sport in the community. The strategy also recognised the inequalities of opportunity that existed and proposed to focus resources in the areas of disability sports provision, and to ensure that there were equal opportunities for boys and girls to take part. There was also recognition of the pattern of drop out from sport in teenage years, particularly among girls.

The main goals set in the strategy were to increase levels of participation in extracurricular sport and club membership, and to address the imbalance between male and female participation. These needs are still present but there has been much progress, and this is evidenced through the trend data that is collected by SCW surveys.

The Welsh Assembly Government's strategy 'Climbing Higher', published in 2005, brought a renewed focus on these important issues and in addition set targets for raising young people's levels of moderate physical activity over the next twenty years (see Table 1). In line with current health guidelines (Department of Health, 2004), Climbing Higher states that all children and 90% of young people should undertake at least sixty minutes of moderate physical activity on at least five days of the week, in order to promote and to maintain health. As the Welsh Assembly Government's advisory and delivery agent on sport and physical activity, the Sports Council for Wales is taking the lead in meeting this challenge.

Table 1: Climbing Higher targets for secondary school-aged children

Target 3	At least 90% of boys and girls of secondary school age will participate in sport and physical activity for at least 60 minutes, five times a week; All secondary schools will provide a minimum of 2 hours of curricular based and 1 hour of extracurricular sport and physical activity per week.
Target 7	80% of children will be junior members of sports clubs or centres.
Target 9	In the next 20 years, all children in Wales will have experienced an outdoor adventure activity before the age of 12 and a further experience before the age of 16.

Source: Welsh Assembly Government (2005): *Climbing Higher*

Meeting the demand

In 2000, the Dragon Sport¹ programme for 7-11 year olds was launched. As more and more schools and children became involved in the programme, its success created an expectation and demand for opportunities that couldn't always be met following the transition of pupils into secondary schools. With 95% of primary schools now involved in Dragon Sport, the programme has provided tens of thousands of children with extracurricular opportunities but the same capacity was not available in secondary schools to provide for this demand.

To address this, with the support of the Assembly Government, the 5x60 programme is being rolled out across secondary schools in Wales. 5x60 was launched in 2005 with the overall aim of increasing the number of children who take part in extracurricular sport and physical activity on a regular basis; and in doing so, contribute to achieving the Assembly Government's target of 90% of children taking part in regular and frequent activity by 2020.

5x60 was piloted in eight schools from January 2005. Twenty seven schools started the programme in September 2006 and a further 12 schools joined the scheme in January 2007. Every local authority in Wales has at least one 5x60 school and there are currently 218 schools in Wales involved with the programme. Based on the success of initial pilots (Bolton et al. 2007), the Assembly Government plans to invest in the programme over the next three years. There are now 5x60 officers working in 99% of secondary schools.

The ethos of the 5x60 is similar to Dragon Sport, one of the key objectives being that pupils have fun while taking part. It is hoped that enjoyment of the opportunities provided will be a catalyst to increased and maintained participation and a vehicle for encouraging lifelong participation. Through this programme pupils will have the opportunity to try a range of activities either not currently offered or available to them in school.

5x60 officers are based within secondary schools and it is their role to consult with the pupils, identify needs and the barriers to participation and as a result, timetable a programme of activities that deliver to the identified needs. Activities are aimed in the main at young people who do not currently participate in regular activity. Providing club links and exit routes for the pupils will be

vital to make the programme sustainable. The 5x60 officers will need to make the links with the community and sports development teams to be able to meet this demand. More information on 5x60 can be found on the SCW and 5x60 websites.

Meanwhile, the well established Physical Education and School Sport (PESS) programme focuses on developing the skills of teachers and leaders to deliver quality PE sessions. Development Centres have been established across Wales, consisting of a secondary school in partnership with feeder primary schools, and HE providers or leisure centres where applicable. This is aimed at improving the quality of opportunity through the curriculum and the PESS programme has recently received a very positive report on its progress from Estyn, available at the following link: http://www.estyn.gov.uk/publications/Sport_Action_Plan_progress_03_07.pdf

These three programmes all aim to contribute to improving the opportunities available for children and young people by offering varied, inclusive, quality sport and physical activity experiences. Over the past few years these investments have all seen a resulting increase in participation levels in extracurricular and club sport, although there is still much to be done in terms of encouraging young people to be more physically active, more often. SCW has conducted biennial surveys into participation in sport and physical activity by young people aged 11-16 in Welsh secondary schools since 1999. The survey is a means of monitoring this progress and can identify gaps where there is a need to focus more attention. Results from the latest survey, conducted in the autumn term of 2006, are presented in this report.

- Curricular participation;
- Extracurricular participation;
- School competition;
- Sports club participation;
- Physical activity levels;
- Leisure centre usage;
- Barriers to leisure centre use;
- Barriers to participation;
- Latent demand;
- Coaching received;
- Free swimming.

¹ Dragon Sport is the Sports Council for Wales' initiative to offer children aged 7-11 fun and enjoyable sporting opportunities. Modified versions of eight focus sports – athletics, cricket, football, golf, hockey, netball, rugby and tennis – have been developed to meet the needs and skill levels of primary school-aged children. These activities are delivered by trained teachers, parents and volunteers, introducing children to coaching, skill development and appropriate competition. The Dragon Sport website can be found at www.dragonsport.co.uk.

² www.sports-council-wales.org.uk

³ www.5x60.org.uk

⁴ The PESS Project was set up in 2000 to raise standards in physical education as a result of a task force report outlining the key actions required to improve standards of PE. Access a copy of the report and more information on the PESS Project at www.sports-council-wales.org.uk.

Method

Self-completion questionnaires were administered to 12,929 young people in school years 7 to 11, at 110 maintained secondary schools. Pupils of independently funded schools and special educational needs schools were excluded from the survey.

A representative sample of schools was selected using the following criteria: gender, school size and economic profile (using free school meals as an indicator of economic deprivation). Responses were weighted by age, local authority and school size to ensure results were representative of young people in Wales. Prior to the full commencement of the main survey, a series of pilot interviews were conducted to test the questionnaire. The questionnaire was revisited in light of the pilot interviews and necessary adjustments were made.

A series of focus groups was also conducted during the fieldwork phase with a selection of young people from several sub-groups to support and add to the survey findings. Regular participants and non participants took part and boys and girls were consulted separately in case issues of self-confidence and body image arose.

The focus groups covered the following topics:

- Participation rates and patterns;
- Enjoyment;
- Barriers to participation;
- Attitudes towards competition and informal exercise;
- Diet and general health;
- Peer and family influences;
- Confidence, self-perception and self image.

For more information on the methodology for the focus groups, please see Appendix A.

Table 2 displays headline data from the 2006 survey and previous trends that reflects the goals outlined in the Sports Council's original Young People First strategy. It is encouraging to see extracurricular and club participation increasing and also the percentage of people participating more regularly.

Table 2: Key trends from SCW Young Peoples' Participation Surveys (1999 – 2006)

	1999 (%)	2001 (%)	2004 (%)	2006 (%)
Undertaking 60 minutes of physical activity on five or more days of the week	n/a	24	24	35
Any extracurricular participation	72	72	71	77
Regular⁵ extracurricular participation	n/a	43	42	47
Any club participation	67	73	73	80
Regular club participation	50	52	53	61
Any sports/leisure centre usage	81	92	90	85
Regular sports/leisure centre usage (at least weekly)	42	53	55	50

These headline indicators will each be explored in more detail below.

⁵ Regular is defined as at least once a week.



Curricular Activity

This section considers curricular participation in Wales. Curricular participation is recognised as one of the cornerstones of young people's physical activity in *Climbing Higher*, with Target 3 requiring that all secondary schools provide a minimum of two hours of curricular-based sport and physical activity per week (WAG, 2005).

The 2006 survey results show that secondary school pupils in Wales had undertaken an average of 8.3 different curricular activities in the previous year. There was a small difference between girls (8.5) and boys (8.1), with both groups encountering slightly less variety in curricular activity in 2006 compared to 2004.

Generally the number of curricular activities that the average young person will undertake increases as they progress through the school years, starting at 7.1 in year 7 and peaking at 9.0 in year 10. This trend is consistent with the findings from the 2004 survey.

Differences exist in the average number of curricular activities undertaken by young people in the SCW regions (see Appendix B); ranging from an average of 8.8 in the Rural North to 7.8 in the Valleys. The average number of curricular activities in Metropolitan Wales and the Rural Heartland is 8.4 and 8.5 respectively.

Table 3 shows the percentage of boys taking part in various curricular activities. Among secondary school boys, football, rugby and athletics remain the most commonly undertaken curricular sports. Although there appears to be a general fall in participation rates for all the most common curricular activities, there is little change among the activities in the top ten. Swimming is replaced by tennis as the 10th most commonly undertaken activity. Fitness classes have been measured in the 2006 survey as a curricular activity for the first time and 33% of male pupils reported taking part in these classes.



Table 3: Percentage of boys in secondary school undertaking different curricular activities over the course of a year

Sport	2004	2006	Change
Football	91%	81%	-10
Rugby	85%	80%	-5
Athletics	75%	70%	-5
Basketball	66%	58%	-8
Gymnastics	67%	58%	-9
Cricket	58%	55%	-3
Baseball / Rounders / Softball	56%	55%	-1
Cross country running	48%	48%	+/-0
Circuit training	48%	45%	-3
Tennis	39%	35%	-4

The focus group work revealed that some of the younger boys in Year 7 could be put off curricular sport and particularly competitive team games, as there was felt to be pressure from others if you weren't particularly good at a sport. These boys preferred to do activities out of school, and individual activities which included riding their bikes, trampolining and playing golf.

- I like things I can do on my own: cycle, run and things like that. When I play football, they don't pass the ball to me and I don't want to play then;*
- When I play golf, there's nobody to shout at me if I do it wrong.*

Another participant commented on the embarrassment of being shouted at, and a further pupil commented:

- You feel ill, upset when people say things like that to you.*

The transition from primary to secondary school was also a factor in these cases because there was a move to a more competitive outlook:

- Games were better at primary school, more fun. It's more serious now;*
- It's more challenging now in this school. You need more confidence.*

A group of Year 8 boys known by their teachers to be keen on sport and members of community sports clubs also had similar thoughts about curricular sport and found it more challenging in secondary school:

- We always played football and rounders at primary school. It gets harder in PE now. We do bleep tests, and cross-country.*

Similarly, the choice of activities available was an issue for some.

- If you don't like football or rugby and you're not like really good, there's not much for you to do.*

This group therefore avoided taking part in activities outside of curricular time with the school and also cited the need to work for GCSEs as a reason they didn't get involved in sport at that time.

Table 4 shows the percentage of girls taking part in various curricular activities. There has been relatively little change in the most common curricular activities since 2004. Similarly to boys, most activities have seen a small fall in curricular participation rates. Fitness classes replace badminton as the 10th most popular curricular activity for girls. This is the first time fitness classes have been measured as a curricular activity. Swimming (38%) and badminton (39%) fall just outside the top 10. The remaining nine most popular activities appeared in the 2004 list. Netball remains the most commonly undertaken curricular sport by secondary aged girls.

Table 4: Percentage of girls in secondary school undertaking different curricular activities over the course of a year

Sport	2004	2006	Change
Netball	89%	80%	-9
Athletics	74%	69%	-5
Gymnastics	75%	68%	-7
Baseball / Rounders / Softball	72%	65%	-7
Hockey	73%	65%	-8
Dance	55%	53%	-2
Tennis	46%	48%	0
Cross country running	46%	43%	-3
Circuit training	44%	42%	-2
Fitness classes (e.g. aerobics)	n/a	42%	n/a

In the focus groups, girls of all age groups almost unanimously cited dance as their most favoured sport or activity and would like to do more dance in the curriculum. Swimming was another popular activity. However, activities that were disliked were hockey, running and athletics, although both hockey and athletics are more prevalent in the curriculum than dance. One girl commented:

- *Hockey's too aggressive.*

Others mentioned that they found athletics and running boring, and they would be keener to take part if the activities were fun and interesting.

Some of the girls found that doing exercise at school was embarrassing and as with the boys, often preferred to do individual activities away from the school environment.

- *It's embarrassing to do things when you're in front of your friends;*
- *Yeah... if something goes wrong. It's worse when it's in front of boys.*

These comments came from Year 8 pupils and were in contrast to younger pupils who had enjoyed doing activities with their friends. It may be that in Year 8 girls at this stage start to become more aware of peer pressure, feel more embarrassment and have more inhibitions to doing sport.

Even sporty Year 10 girls acknowledged that they were sometimes embarrassed playing sport and didn't like playing with overtly competitive people:

- *When I play tennis, I don't like certain people watching me as I don't want them to see me messing it up;*
- *It depends on what people I'm doing a sport with; sometimes you get put in with people from the older years and are really competitive and I don't like that.*

Year 11 girls also preferred out of school activity:

- *I like walking and swimming and rounders, although not in school;*
- *Netball, but not in school.*

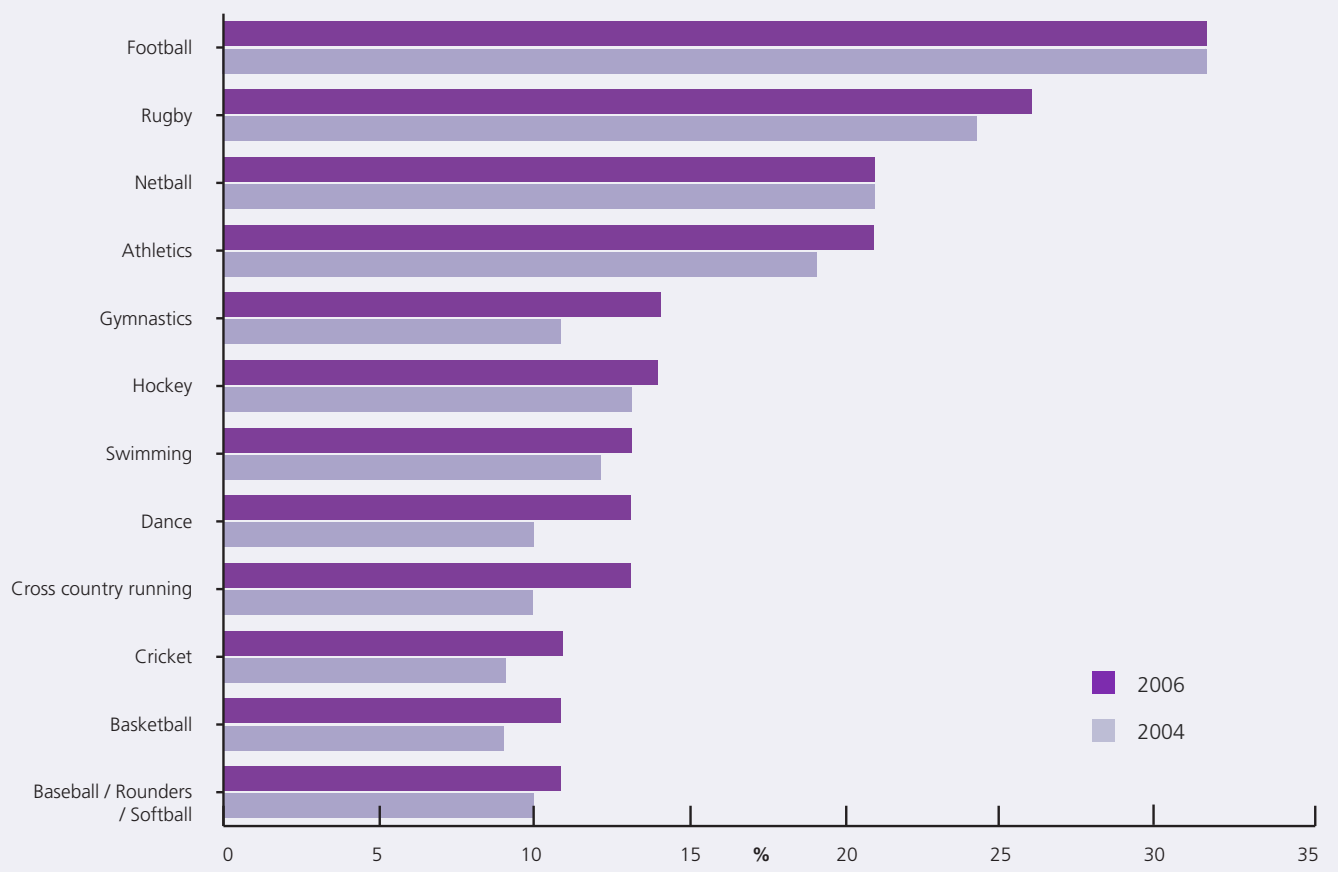
This older group also did not like having to exercise with or in the proximity of boys because they felt embarrassed. They did not appear to like curricular activities for these reasons or because they felt they would be 'shown up' in front of their peers, but encouragingly they enjoyed exercising when they felt comfortable; which on this occasion was out of school.



Extracurricular Activity

Seventy-seven percent of young people had taken part in extracurricular sport in the previous year. This represents an increase of six percentage points since 2004. Forty-seven percent of secondary age pupils take part in extracurricular sport regularly (at least once a week); this is up five percentage points since 2004. Figure 1 displays the most popular extracurricular activities and the percentage of young people participating.

Figure 1: Percentage of young people aged 11-16 undertaking different extracurricular activities over the course of a year



Consistent with the previous 2004 survey results, more boys take part in extracurricular activities than girls. The gender gap has, however, closed for both any extracurricular and regular extracurricular sporting activity.

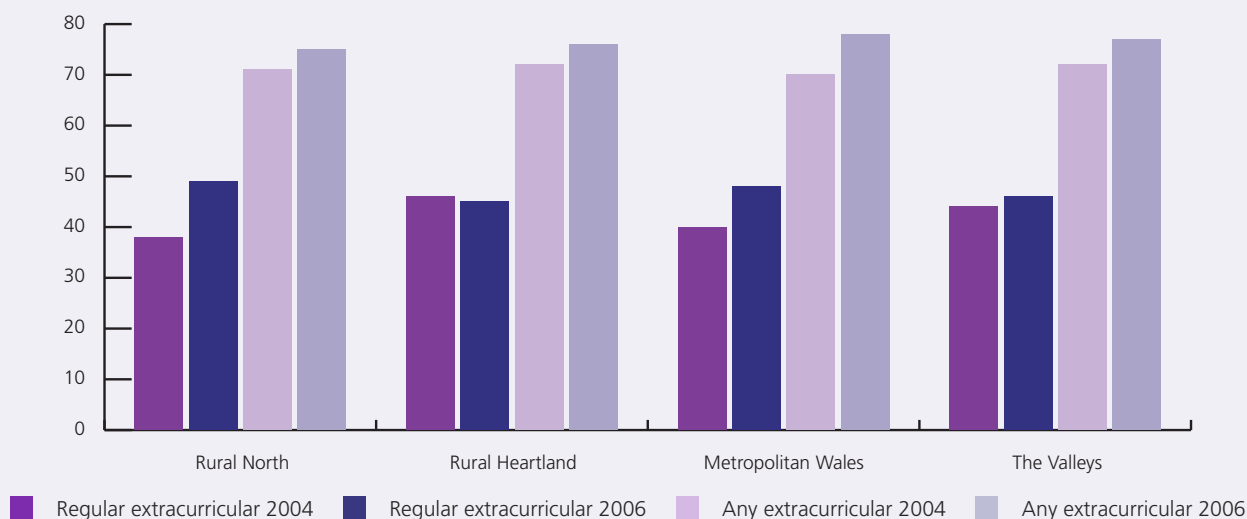
Football (32%), rugby (26%) and netball (21%) are the most commonly undertaken extracurricular activities in secondary schools. On average those young people that do engage in extracurricular activities take part in 3.6 different activities. The average number of extracurricular activities undertaken decreases with age from 4.1 in year 7 to 3.3 in year 11, the opposite of the relationship seen between the number of curricular activities undertaken and age.

There is a negative correlation between advancing years and participation in extracurricular sporting activities. Eighty-five percent of young people in year 7 participate in extracurricular sporting activities (54% regularly), compared with 69% of young people in year 11 (38% regularly). Although there is an increase in extracurricular participation at each age group, the greatest increase since 2004 is seen in year 8 and 9 where there have been an 8 and 9 percentage point increase in regular extracurricular participation respectively.

At the SCW regional level there is little difference in the levels of extracurricular participation. There has been an 11 percentage point increase in the proportion of young people taking part in regular extracurricular participation in the Rural North since 2004. In Metropolitan Wales there has been an eight percentage point increase for both any and regular participation. The changes for the Rural Heartland and the Valleys are less prominent. Figure 2 shows the results.



Figure 2: Percentage participating in extracurricular activity in 2004 and 2006 by SCW region



Extracurricular activity – boys

The most popular extracurricular activities among secondary school boys remains similar to those seen in 2004; football (48%) and rugby (44%) are by far the two most popular extracurricular activities (see Table 5). Fitness classes replace badminton in the list of most popular activities.

Table 5: Percentage of boys aged 11-16 undertaking different extracurricular activities over the course of a year

Secondary Schools Boys			
Sport	2004	2006	Change
Football	47%	48%	+1
Rugby	44%	44%	0
Athletics	19%	22%	+3
Cricket	15%	19%	+4
Basketball	14%	16%	+2
Cross country running	9%	14%	+5
Swimming	11%	12%	+1
Tennis	9%	12%	+3
Fitness classes	n/a	11%	n/a
Gymnastics	8%	10%	+2



Extracurricular activity – girls

Amongst girls the same ten activities appear in the list of most commonly undertaken extracurricular activities as in 2004 (see Table 6). Netball remains the most popular activity by some margin. Dance is now more popular than hockey and athletics and has become the second most undertaken extracurricular activity by secondary school aged girls. Most of the popular activities have benefited from increases in participation since 2004; the largest change has been with dance where there has been a six percentage point increase.

Table 6: Percentage of Girls aged 11-16 undertaking different extracurricular activities over the course of a year

Secondary Schools Girls			
Sport	2004	2006	Change
Netball	38%	38%	0
Dance	18%	24%	+6
Hockey	21%	22%	+1
Athletics	18%	20%	+2
Gymnastics	14%	18%	+4
Football	17%	18%	+1
Swimming	13%	15%	+2
Cross country running	10%	13%	+3
Baseball / Rounders / Softball	13%	13%	0
Tennis	8%	10%	+5

School Sport and Competition

Young people were asked if they had represented their school in a sports competition or a match against another school. 53% of pupils replied that they had taken part, an increase of 5 percentage points compared with 2004. A greater proportion of boys (59%) had played for their school than girls (47%).

The proportion of young people exposed to inter-school competition appears to decrease with age. Following year 7, there is a sizeable drop off in school competition which then remains fairly constant for the remaining school

years. In year 7, 65% of pupils said they competed for their school compared with 47% in year 11.

There are few differences between the SCW regions and school sport competition shown in Table 7, in contrast to the variation seen in 2004.

Table 7: Percentage of young people representing school in competition by SCW regions

	Rural North	Rural Heartland	Metropolitan Wales	The Valleys
2004	46	52	45	49
2006	51	55	54	51

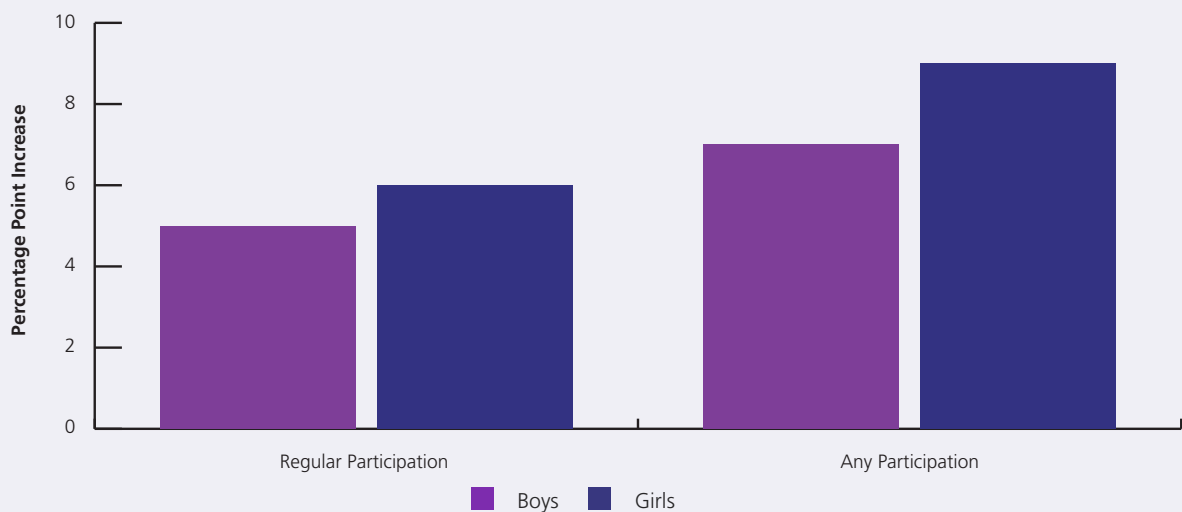




Club Based Participation and Club Membership

Eighty percent of young people have taken part in club based activity in the previous year; this is up 7 percentage points since 2004 (see Figure 3). Regular club participation has also increased from 53% in 2004 to 61% in 2006. The gender difference for both any and regular club participation has decreased slightly.

Figure 3: Percentage point increase of boys and girls participating in club based sports



Both regular and any club based participation decline with age more gradually than the results from previous surveys have shown. The more gradual decline can be attributed to the increases in rates of club participation particularly in years 10 and 11.

'Any' club participation rates show little variation across the SCW regions and range from 79% in Metropolitan Wales to 81% in the Rural North and the Valleys. Regular club participation rates range from 58% in the Rural Heartland and 62% in both Metropolitan Wales and the Valleys.

On average, young people that engage in club activities take part in 3.1 different activities. The average number of club activities undertaken decreases with age from 3.7 in year 7, to 2.9 in year 11, this pattern is similar to age and extracurricular activity and is the inverse of the relationship seen between the number of curricular activities undertaken and age.

Most of the popular club participation activities have considerable gender differences; only athletics, tennis and martial arts have similar rates amongst boys and girls (see Tables 8 and 9). Table 8 details the percentage of boys aged 11-16 undertaking different club based activities over the course of a year. The club sports listed have recorded an increase in participation since 2004. The most notable increase is in cycling participation, where there has been a nine percentage point increase, rising from 1% in 2004 to 10% in 2006.

Prompts for cycling and horse riding were added to the 2006 survey following consultation with the survey steering group. Cycling and horse riding were frequently reported in previous surveys although not listed; both activities were more popular than many of the previously listed activities, justifying their addition to the list. They may have therefore, been under-represented in the past due to the lack of a prompt.

Football (47%) remains the most popular club activity for boys by a considerable margin, followed by rugby (32%). The gap between these two sports and other activities has widened; there is now a 40 percentage point difference between the first and third most popular activities.

Many of the boys who took part in focus groups played for various clubs outside of school, including football, rugby and boxing. Their enjoyment in this was clear and they recognised the benefits of participation:

- *It keeps you fit. You don't get tired, and you feel like you can do more with your time;*
- *When we play away from home it gives you confidence;*
- *You get more confidence as you get better;*
- *It keeps you from hanging about with nothing to do. Stops you getting into trouble.*

As can be seen in Table 9, dance and swimming are the most popular activities for secondary school girls. The biggest increase since 2004 is seen with horse riding club participation, where there has been a 12 percentage point increase.

Girls also cited the benefits of being in a sports club:

- *When I'm playing footie and I score a goal it gives you such a buzz!;*
- *Dancing relaxes me; it makes me feel better;*
- *With surfing I love it, it's dangerous and fun.*

Table 8: Percentage of boys aged 11-16 undertaking different club based activities over the course of a year

Sport	2004	2006	Change
Football	47%	47%	0
Rugby	29%	32%	+3
Swimming	17%	17%	0
Cricket	10%	14%	+4
Golf	11%	14%	+3
Tennis	10%	12%	+2
Cycling	1%	10%	+9
Martial arts (e.g. Judo karate)	10%	10%	0
Basketball	7%	10%	+3
Athletics	7%	9%	+2

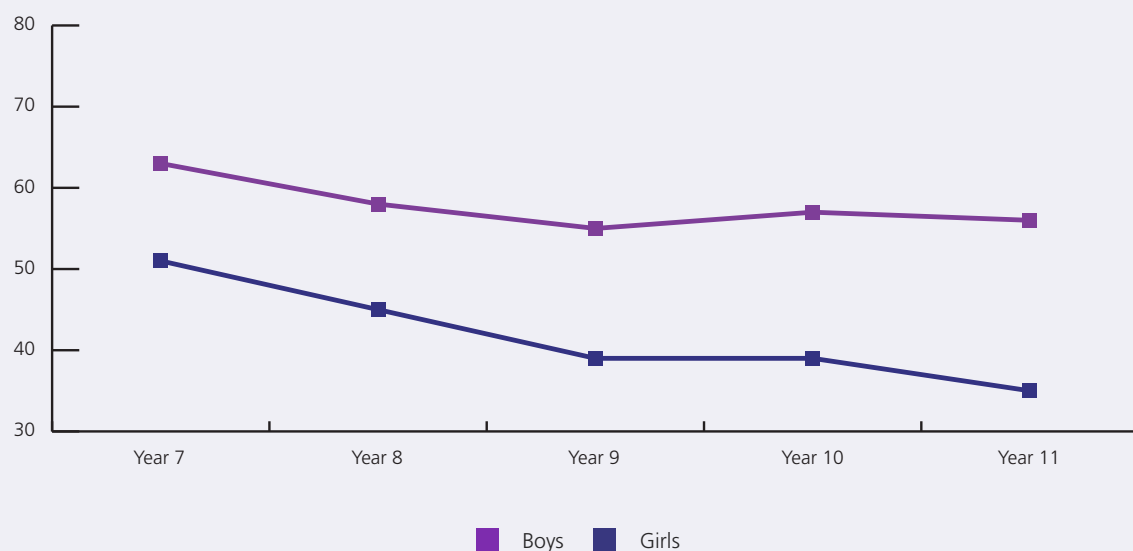
Table 9: Percentage of Girls aged 11-16 undertaking different club based activities over the course of a year

Sport	2004	2006	Change
Dance	26%	30%	+4
Swimming	27%	27%	0
Football	16%	16%	0
Netball	15%	15%	0
Horse riding	2%	14%	+12
Trampolining	8%	11%	+3
Gymnastics	11%	11%	0
Athletics	9%	9%	0
Cycling	2%	9%	+7
Hockey	8%	9%	+1
Tennis	10%	9%	-1

Forty-nine percent of young people aged 11 to 16 reported being **members** of specific organised sports clubs rather than the measure described above which describes **participation** in a club. This is an increase of nine percentage points since 2004 where 40% of pupils reported being members of sports clubs. Young people that were members of sports clubs were more likely to participate regularly than non members. In year 7, over half of young people (57%) are members of sports clubs; there is a decline in membership with age and in year 11 forty-five percent of young people are members.

There is some disparity between girls' and boys' membership of sports clubs. Boys are more likely to be members of sports clubs than girls and the gender gap increases with age (see Figure 4).

Figure 4: Club membership percentage and age





Latent Demand

Ninety percent of pupils had taken part in activities during the previous year that they would like to do more of. As can be seen in Tables 10 and 11, there were significant gender variations in the demand for activities. Dance (35%), netball (32%) and swimming (28%) were the activities most girls wanted more of. Football (46%), rugby (39%) and basketball (21%) were the activities most boys had taken part in and would like more of.

Eighty-seven percent of pupils also identified activities they had not tried but would like to take part in. Trampolining was the most requested/desired activity girls had not done but would like to try, with 38% of respondents expressing an interest to try trampolining. Horse riding (26%) and dance (22%) were the second and third most requested activities respectively. Trampolining was also the most requested new activity for boys with 23% expressing a will to try the activity. Cycling (20%) and golf (19%) were the next most requested new activities.



Table 10: Latent demand for sports and activities expressed (boys)

Activities would like to do more of		Like to try	
Football	46%	Trampolining	23%
Rugby	39%	Cycling	20%
Basketball	21%	Golf	19%
Swimming	19%	Table tennis	17%
Cricket	19%	Basketball	16%
Athletics	18%	Water-based outdoor pursuits	16%
Tennis	16%	Tennis	15%
Golf	15%	Swimming	15%
Cycling	13%	Squash	15%
Badminton	13%	Martial arts (e.g. Judo karate)	15%
Baseball / Rounders / Softball	12%	Football	14%
Fitness classes (e.g. aerobics)	11%	Street sports (e.g. skate boarding)	14%

Table 11: Latent demand for sports and activities expressed (girls)

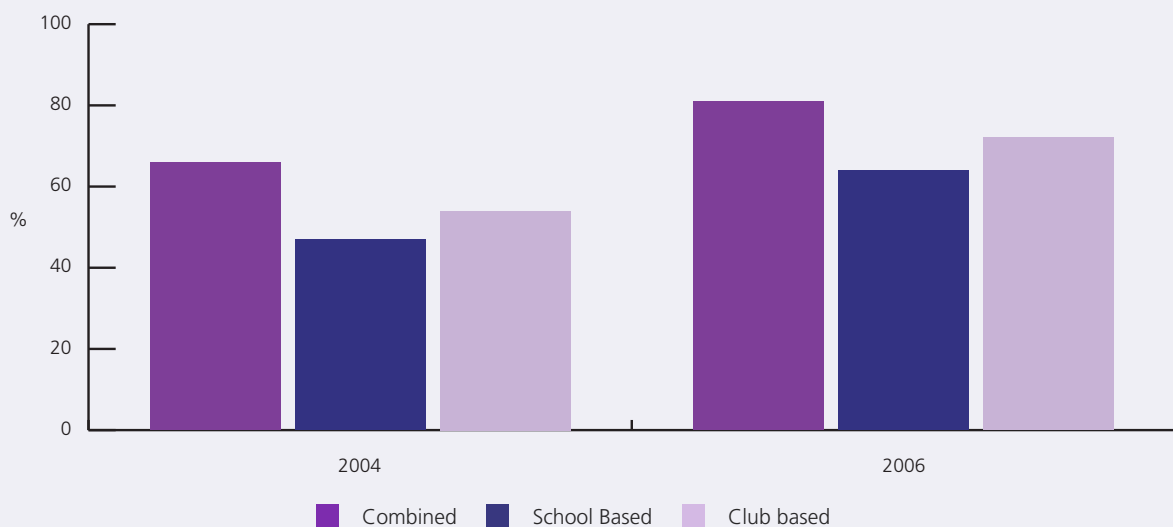
Activities would like to do more of		Like to try	
Dance	35%	Trampolining	38%
Netball	32%	Horse riding	26%
Swimming	28%	Dance	22%
Gymnastics	24%	Volleyball	19%
Trampolining	22%	Water-based outdoor pursuits	18%
Athletics	20%	Swimming	17%
Football	19%	Martial arts (e.g. Judo karate)	15%
Hockey	18%	Tennis	14%
Baseball / Rounders / Softball	17%	Cycling	14%
Tennis	17%	Fitness classes (e.g. aerobics)	13%
Fitness classes (e.g. aerobics)	15%	Gymnastics	13%
Badminton	15%	Basketball	12%
Horse riding	14%	Table tennis/Football	12%



Coaching

Pupils were asked to specify if they had received coaching over the past year either at school or at a club. Eight-one percent of young people surveyed had received coaching over the past year. This equates to a 15 percentage point rise since 2004. Young people are more likely to receive coaching at a club rather than at school (see Figure 5).

Figure 5: Percentage of young people who have received coaching over the past year at school or at a club



The gender gap has closed since 2004; an equal proportion of boys and girls now receive coaching at school. Table 12 demonstrates that the gender gap for club coaching has also closed from 13 percentage points in 2004 in favour of boys to 4 percentage points in 2006.

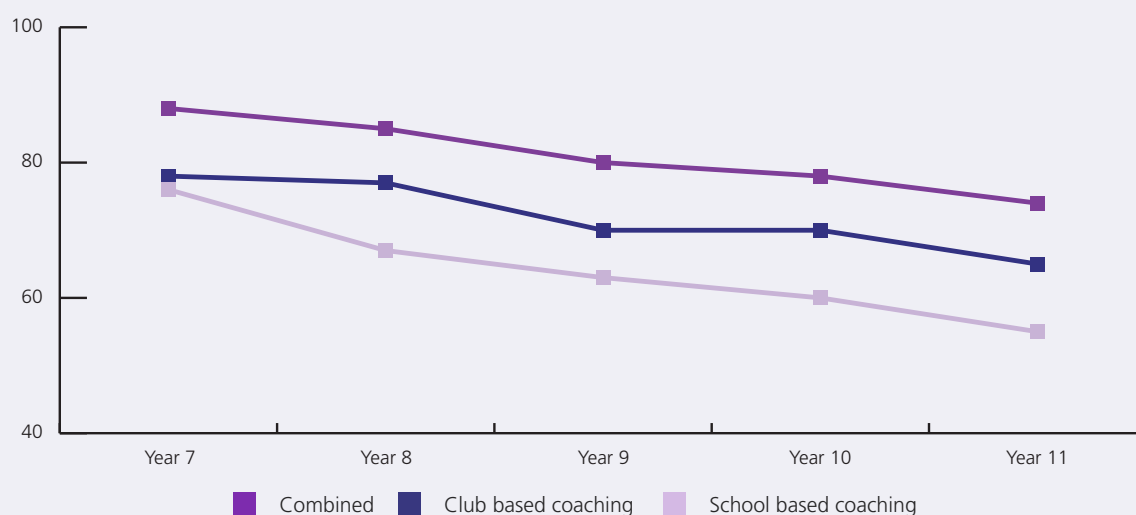


Table 12: Gender difference in the percentage of young people who have received coaching over the past year at school or with a club

	2004		2006	
	Boys	Girls	Boys	Girls
School based coaching	50%	45%	65%	64%
Club based coaching	61%	48%	74%	70%
Any coaching	70%	62%	82%	80%

Age appears to be negatively correlated to coaching; with advancing school years the likelihood of receiving coaching gradually decreases (see Figure 6).

Figure 6: Age related differences in receiving coaching

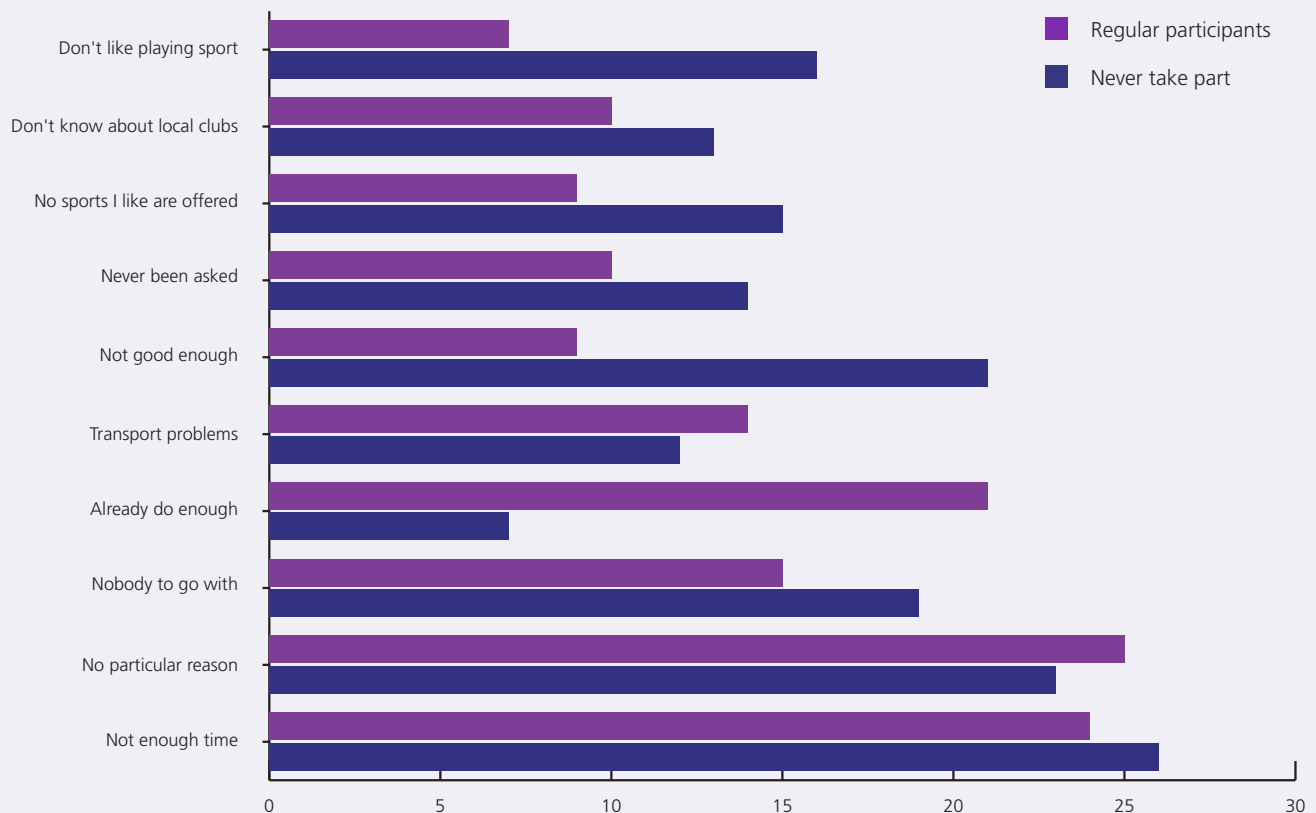


Barriers to Extracurricular and Club Sports Participation

As with previous surveys the most common barrier to taking part or doing more extracurricular and club participation is the lack of spare time (see Figure 7). A similar proportion of young people were unable to identify a particular reason for not taking part in more activity. For girls, one of the most cited barriers to activity

or additional activity was not having anyone to go with. When barriers were analysed by those who regularly take part in extracurricular or club activities and those who don't take part at all, 'not good enough' is the third most frequently cited barrier for non participants.

Figure 7: Barriers to (increased) extracurricular and club participation among young people - percentages



Similar issues were raised in the focus groups. Peer pressure and not being good enough was frequently mentioned. Some of the girls mentioned transport problems – their families did not have a car and they couldn't take part in after school activity:

- *Staying after school means that you miss the bus and have to walk a long way.*

Other interesting issues that were raised in the focus groups were that sometimes sport was off-putting because of injuries, rain and unsporting behaviour. One group of boys had the following discussion:

- *You do get aggressive people when you're playing football;*
- *One of our boys got punched in the face;*
- *It's just silly. It's sport. You're supposed to enjoy it, not fight!*

Girls also raised this as a barrier:

- *It can sometimes be a bit too competitive, and a bit violent.*

A practical barrier that was noted by both boys and girls was that GCSEs, options and school timetables restricted pupils from taking part as much as they wanted to:

- *If we choose PE, we won't get to do another subject, but if we don't we won't get as much PE as we want to do;*
- *I used to play rugby for the local side but I don't have time now. I want to get good GCSEs and there's no time for training and things;*
- *I'll go back and will go to competitions again. It's too important to me. But for now, I've got GCSEs and I want to go to University.*

Clearly, despite the barriers mentioned it seems that the majority of pupils are keen to do sport or physical activity if they feel it is accessible and the right opportunity for them. It is hoped that 5x60 may start to address some of these issues, by exploring the local needs and barriers of the pupils and arranging activities that can overcome the problems.

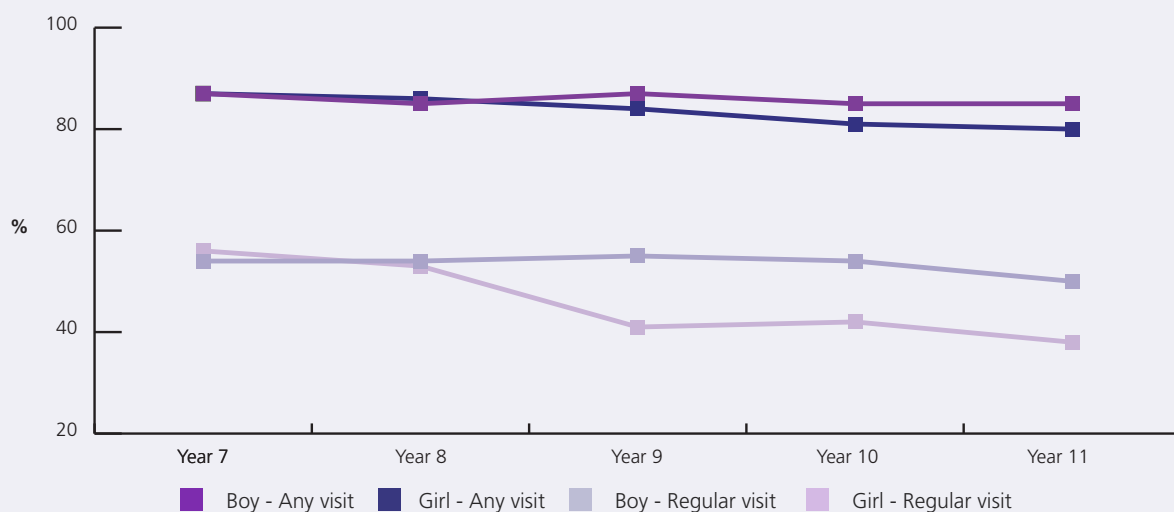


Leisure Centre Usage

Forty-nine percent of young people visit leisure centres on a weekly basis, 84% had made a visit to a leisure centre in the past year. Both regular and any leisure centre usage rates remains relatively high although there has been a six percentage point drop since 2004.

Figure 8 shows that boys' leisure centre usage rates remain constant with age, in contrast to girls' regular usage rates which declines with age. As a result, the gender gap for regular usage rates increases with age.

Figure 8: Age and gender related differences in any and regularly leisure centres usage rates

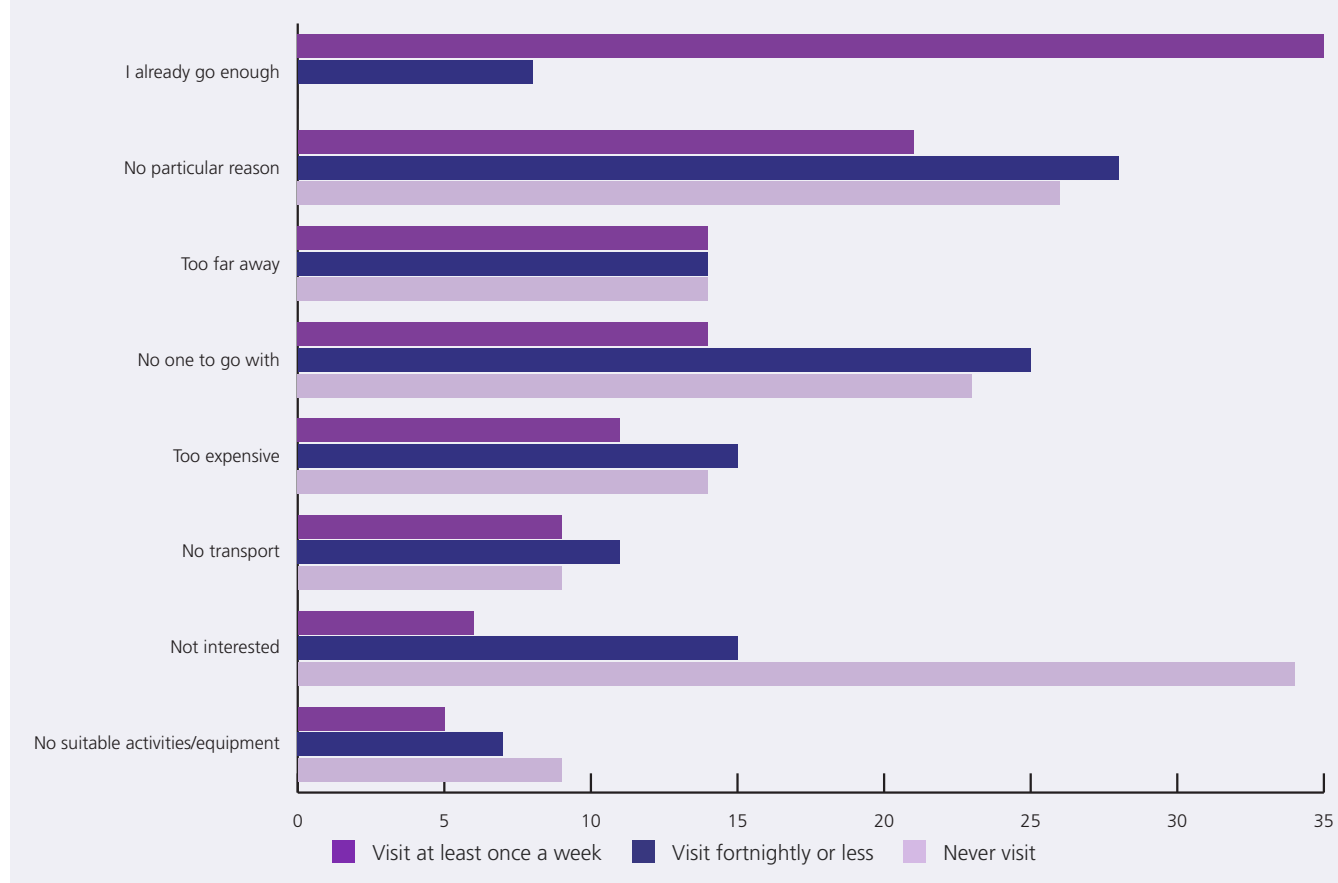


Barriers to leisure centre usage

Young people were asked to identify the barriers to visiting leisure centres more than they currently did. Figure 9 displays the most frequent barriers for those who had visited leisure centres at least once a week, fortnightly or less and those who never visit in the previous year. Young people that hadn't visited a leisure centre in the previous year said they were 'Not interested' (34%) as the main reasons for not attending. 'No particular reason' (26%) and 'no one to go with' (23%) were the other cited barriers by non users. 'I already go enough' (35%) was the most frequently reported reason those who visit at least once a week gave for not visiting more often.



Figure 9: Barriers to increased leisure centre use by frequency of use



The quality of facilities was an important factor to girls. In the focus groups, several commented that swimming pools were dirty, there were shabby changing rooms and that the leisure centre was old and not very good and that they had to travel to a town half an hour away to swim somewhere nice. Groups in other geographical areas also commented on poor changing rooms, and the fact their local leisure centre was not welcoming,

it was also cold. Improving the condition of facilities may encourage increased usage.

The motivating factors that were highlighted by the younger age groups were to take part for enjoyment and they felt that exercise should be fun. The social aspects were also highlighted and being able to play with groups of friends was an important factor.

Free Swimming

Free Swimming is a Welsh Assembly Government initiative which commits to providing "free access to local authority swimming pools for children in the school holidays and older people during term time" (Welsh Assembly Government, 2003). This initiative is the first of its kind in Europe. For further information regarding Free Swimming, see Bolton et al (2008). Evaluation reports are available from www.sports-council-wales.org.uk.

Over half (53%) the young people surveyed had taken part in Free Swimming or used the scheme at least once in the previous summer. A third had used Free Swimming at least once a week. There is little gender difference with the rates of participation in Free Swimming. 'Lack of information about the scheme' and 'no one to go with' were the main reasons given for not using the scheme. Like most activities reported, participation decreases with age. Regular participation

in Free Swimming varied across SCW regions; there is a 10 percentage point difference between the regions with the highest and lowest rates. The highest rates were seen in the Valleys, where 38% of young people took part once a week or more in Free Swimming compared with 28% in the Rural Heartland (33% in the Rural North and 34% in Metropolitan Wales).

Outdoor Activity

Fourteen percent of secondary school aged pupils had experienced an outdoor activity at least once in the previous year, either through their school or a club. This is a slightly smaller proportion than in 2004 when 17% of young people had taken part in such experiences. Rates of outdoor activity participation decrease with age (see Figure 10).

Figure 10: Age related differences in taking part in outdoor activity



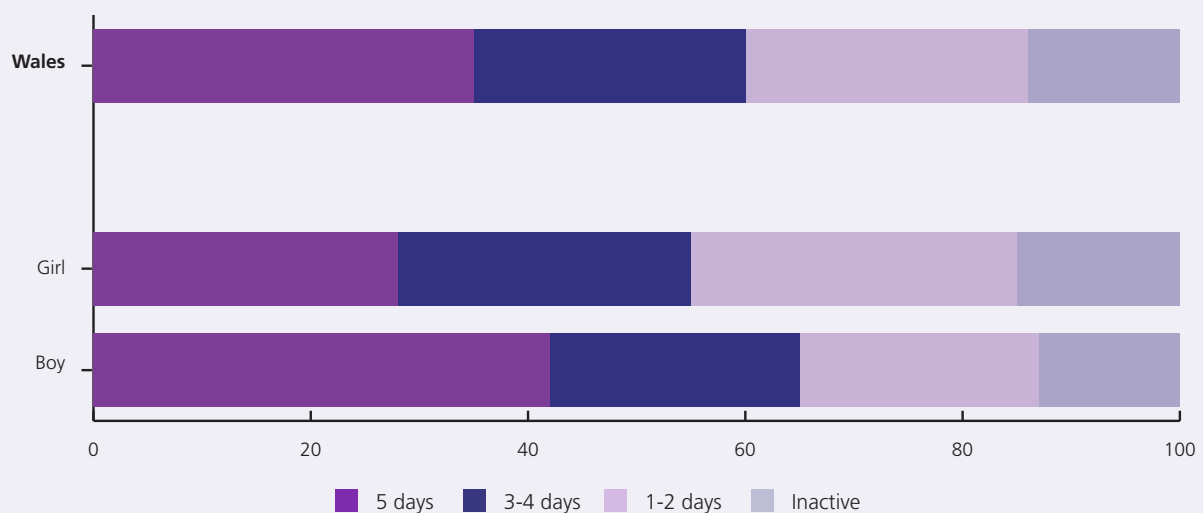


Physical Activity

Approximately a third (35%) of young people aged 11-16 in Wales are sufficiently active to meet current guidelines of sixty minutes of physical activity on at least 5 days a week (5x60). This represents an increase of eleven percentage points since 2004. Forty-two percent of boys and 28% of girls are sufficiently active (see Figure 11).

Similar to the national trend, boys are more likely to be sufficiently active than girls in the SCW Regions. The gap between girls and boys achieving the recommended levels is greatest in the Rural North where there is a 17 percentage point difference. The gap is least in the Rural Heartland (12 percentage points).

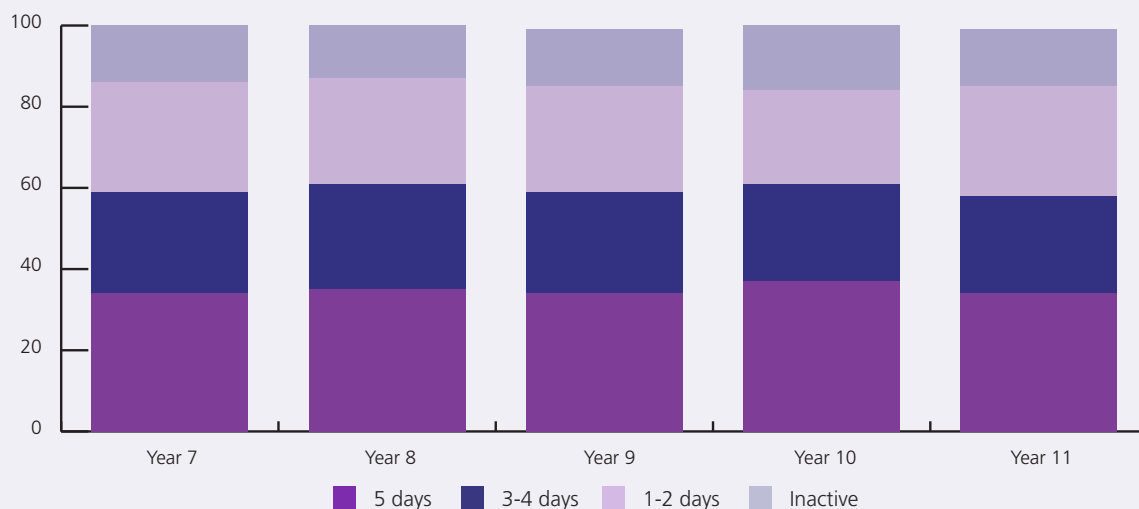
Figure 11: Gender differences in undertaking of physical activity



The highest levels of physical activity are in Metropolitan Wales and the lowest levels in the Valleys where 37% and 33% of young people achieve recommended levels in the regions respectively. The highest and lowest levels of inactivity are also recorded in Metropolitan Wales (14%) and the Valleys (15%). There is relatively little difference in the proportion of young people constituting the remaining two physical activity groups, those who are sufficiently active on either one to two or three to four days of the week.

The data suggest there is relatively little difference in overall physical activity levels with increasing age (see Figure 12). When analysed by gender, however, there are significant differences in the activity levels of boys and girls across the years. Girls' physical activity levels show a slight negative correlation with age and boys' activity levels show a slim positive relationship with age. As a result there is greater disparity between boys and girls achieving the recommended levels of physical activity with increasing age. The variance is greatest in

Figure 12: Age-related differences in undertaking of sufficient physical activity



year 9 where there is a 21 percentage point difference between boys and girls. Inactivity and age show a very small positive relationship, with increasing levels of inactivity with advancing years.

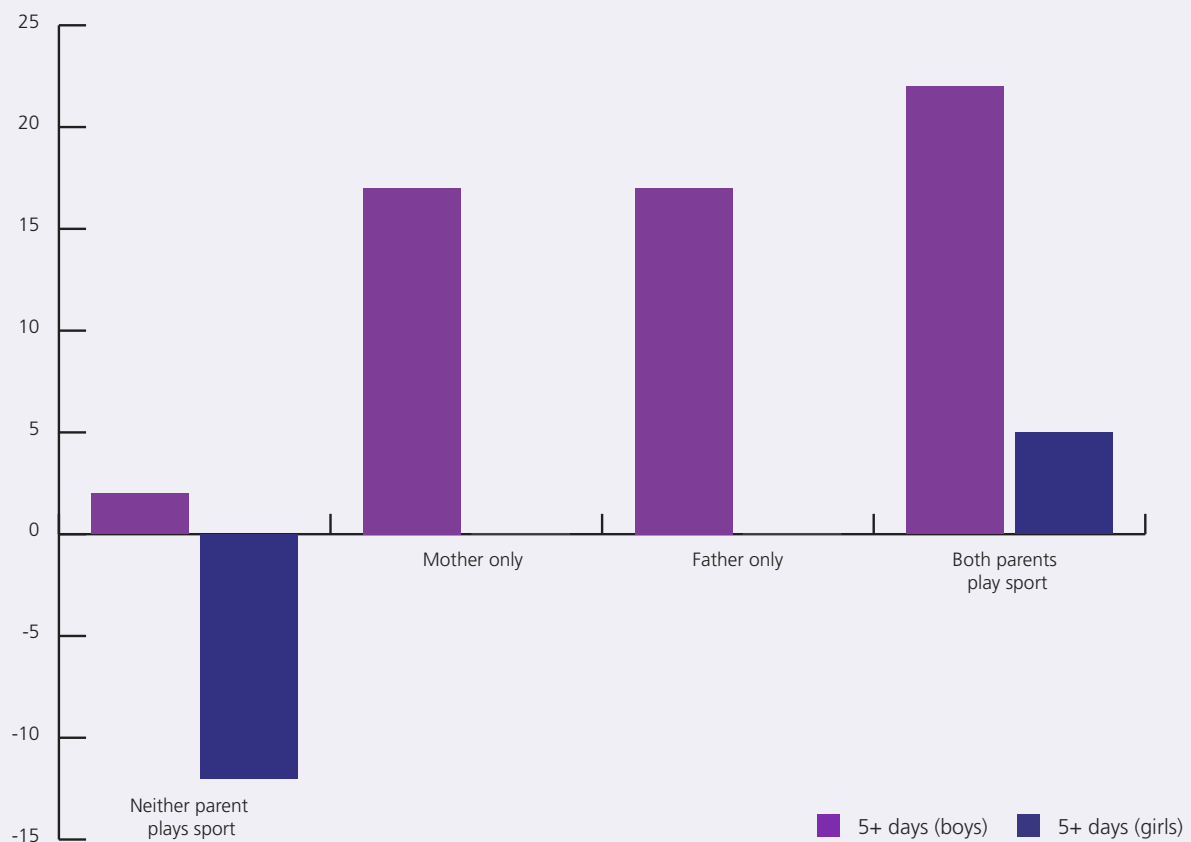
There is a strong relationship between parental involvement in sport and physical activity and the levels of their children (see Figure 13). Forty-seven percent of young people who reported that both of their parents or guardians played sport were sufficiently active on at least five days of the week; in comparison to 30% of those who reported neither parent played sport achieved the 5x60 target. For boys, there was little difference in activity levels when only one

parent/guardian is active; boys' physical activity levels were the same regardless of whether the active parent is the mother or the father. There was less of an influence on girls unless both their parents/guardians took part in sport. In comparison with boys, girls were far less likely to be sufficiently active when neither parent took part in sport or other physical activities.

Trost et al. (2003), recognises parental support as an important correlate of youth physical activity. A number of plausible mechanisms through which parental exercise may influence children and young people's extracurricular sports participation have been put forward. These mechanisms include; role modelling,



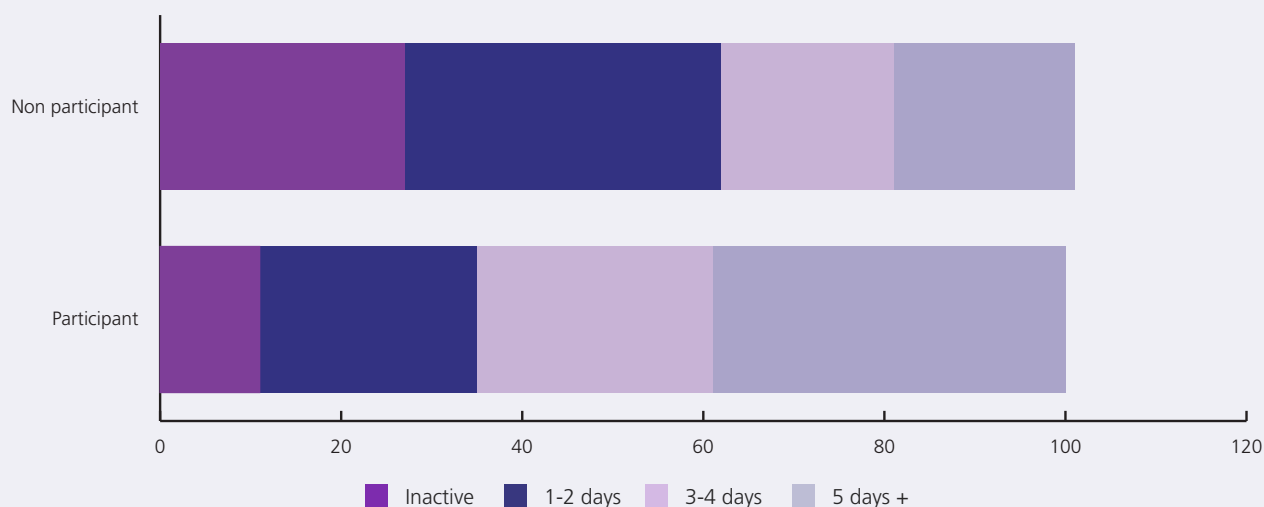
Figure 13: Percentage of young people who are sufficiently active (5x60), by level of activity undertaken by their parents/guardians, compared to average levels



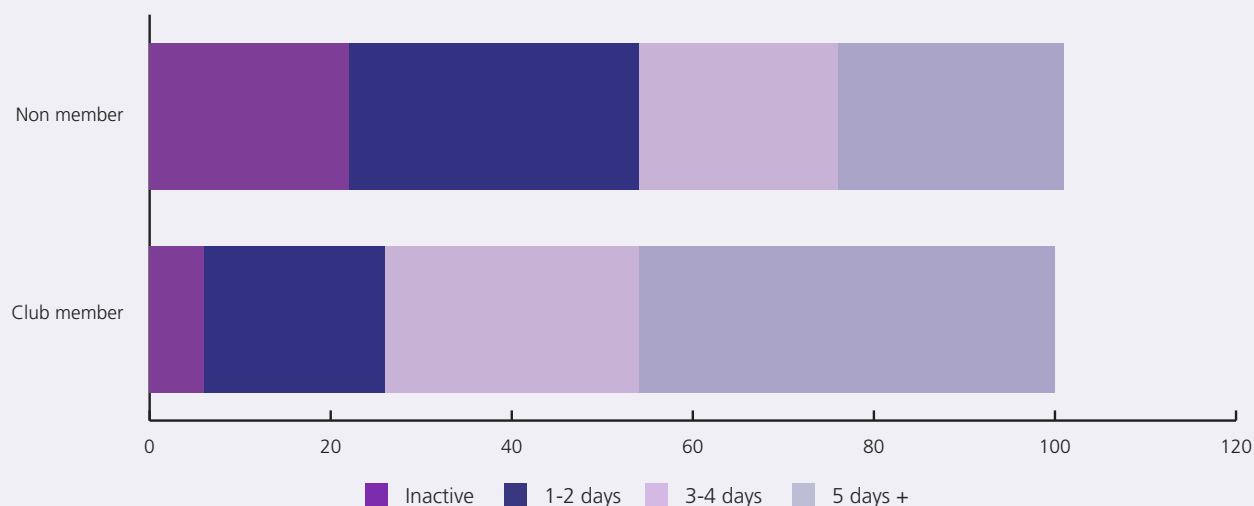
young people observe that their parents are actively involved in and value sport and exercise, they may adopt these values and behaviours themselves; and parental support and encouragement, physically active parents provide more support and encouragement for their children to be active and influence their children's activity levels in this way (Cleland et al., 2005). Further investigation of these mechanisms and the practical implications of this knowledge may help to achieve increased physical activity and participation in Wales.

Club participation not surprisingly influences physical activity levels. Club participants appear far more likely to be physically active than non members. Only 11% of club members are not sufficiently active on any days of the week. Sixty five percent of young people who are club participants are active on at least 3 days of the week or more (see Figure 14).



Figure 14: Club Participation and Physical Activity


Club membership has an even greater impact on physical activity levels. Only 6% of club members had not done any activity in the previous week, and 46% of members had been active for at least 60 minutes on five or more days of the previous week. Almost three quarters of club members had been active on 3 or more days in the previous week. Figure 15 shows the results.

Figure 15: Club membership and Physical Activity


Conclusions

The results of the 2006 Young People's Participation Survey illustrate overall increases in sport and physical activity participation amongst eleven to sixteen year olds. These increases may be partly attributed to the Sports Council for Wales' previous strategy, Young People First which outlined a holistic approach to the development of sport for young people, linking curricular, extracurricular and community activities. There is also an increase in physical activity levels, with 35% of young people now achieving 5x60, a rise of eleven percentage points since 2004.

The positive increases in the proportion of young people becoming club members, taking part in extracurricular and club based activity is greatly encouraging. It is hoped that this trend continues with the development of the 5x60 scheme and ultimately contribute to Climbing Higher physical activity and club membership targets.

Eighty percent of young people participate in club-based activities, and 49% of young people are club members. The Climbing Higher target for 80% of children to be junior members of sports clubs or centres is supported by the apparent relationship between membership and physical activity; club members appear far more likely to be active at some level contributing to the attainment of 5x60 than non club members. The survey results revealed that just 11% of club members were not sufficiently active on any day of the week compared to 27% of non club members.

More than half the young people in Wales regularly participate (at least once a week) in either club based or extracurricular activity; this suggests that participation is very often not a one-off event, but forms part of a weekly routine. These activities have the power to promote physical literacy, develop social skills, creative intelligence, physical development and fitness (Whitehead 2001; Department of Health; 2004).

The long term goal of promoting exercise for young people is to establish regular exercise behaviours which can be maintained through to adulthood and by doing so incurring the associated benefits throughout life (Riddoch 1998). There is increasing evidence to suggest that active children and young people become active adults (Janz et al. 2000; Telama et al. 2005a). In turn, research points to the underdevelopment of basic motor skills in childhood as a major contributor to inactivity and latency, corresponding to Deci and Ryan's (1985) hypothesis that an individual's motivation can vary in accordance with changes in perceptions of competence. Telama et al. (2005b: 131) emphasise "the significance of perceived competence and goal orientation for motivation and physical activity ... the groups that were most active also had the highest means in perceived competence and task orientation". Thompson et al. (2003: 375) found that inadequate skill development led to negative experiences and a "lasting impact on adult physical activity experiences", while Jess et al. (2004: 25) state that "children who possess inadequate motor skills are often relegated from organised and free play experiences of their peers, and subsequently, to a lifetime of inactivity because of their frustrations in early movement behaviour".

Physical education in schools, delivered through curricular and extracurricular activity, can perform a crucial role in developing physical literacy and sports literacy, as well as allowing access to those who might have become disillusioned about physical activity. In a study of schools in the North East of England, Waring et al. (2007) found that, while PE was not delivering its full potential in terms of physical activity, a large proportion of time was dedicated to developing motor skills. Thus while debates continue regarding the impact of physical education on the quantity of physical activity undertaken by children (Wilkin et al. 2006 vs. Dale et al. 2000), the role of PE is somewhat broader and its value

to children and young people, and their development may not be visible for some time after participation.

The programmes put in place by the Welsh Assembly Government and delivered by the Sports Council for Wales continue to be a major contributor to the quantity and quality of physical activity provision. The successful pilot and establishment of 5x60 across secondary schools in Wales will increase the number of opportunities for young people to take part in extracurricular sport and physical activity on a regular basis. The PE and School Sport initiative is also growing: as of February 2009, there are now 187 Development Centres.

According to current guidelines on physical activity the majority (two-thirds) of young people are insufficiently active to incur health benefits. A third of young people are active for 60 minutes on at least five days of the week. Similar to the study by Cleland et al. (2005), the Sports Council for Wales 2006 data suggest that parental involvement in sport is positively associated with young people's extracurricular sports participation.

In conclusion, there are still major challenges to be overcome before the vision set down in Climbing Higher of a generation of active children and young people in Wales, building towards a healthier and more active nation is to be accomplished. Fourteen percent of young people are still classed as inactive, while only a third are currently sufficiently active. Nevertheless, the upward trend of participation in sport and physical activity as seen in previous survey results has continued, giving young people the skills, attributes and opportunities needed to live a full, active and healthy life.

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Appendix A: Method

8 focus groups across years 7-11 in a range of secondary school sites across Wales. The groups took place at a mix of rural and urban locations in south, mid and north Wales.

School selection

Three principal factors were used in the selection of the 8 schools chosen to host the focus groups, they were:

1. Regional balance – the schools were chosen in order to ensure a mix of perspectives across Wales;
2. Free School Meals (FSM) – using the 2005 schools census, the schools were selected on the basis of the proportion of pupils between years 7 and 11 who were in receipt of free school meals. This ensured that there was a purposive mix of schools from both deprived and affluent areas. The proportion of pupils in receipt of FSM for the whole of Wales is 17% according to the last figures available. Each school was placed into 1 of 4 categories on the basis of where it stood in relation to this percentage mid-point figure. Category 1 contains schools in more affluent areas, whereas Category 4 contains schools in more deprived areas.

Category 1: 0%-8.5% FSM

Category 2: 8.6%-17% FSM

Category 3: 17.1% - 25.5% FSM

Category 4: 25.6% + FSM

3. Medium of teaching – the schools were selected in order to ensure that there was a representation of both English and Welsh-medium and bilingual schools. Although it is impossible to be wholly representative of all communities and groups with a small, purposive selection of research sites, the schools were selected in order to provide an in-sight into the diversity of experience across Wales. The school sites were as follows:

- An English-medium inner city school in south Wales with a category 4 FSM intake;
- An English-medium school on the outskirts of a large city in south Wales, serving an economically deprived area with a category 4 FSM intake;
- An English-medium school, serving a deprived area of the valleys of south-east Wales with a category 4 FSM intake;
- An English-medium school serving a town of medium size in south Wales with a category 3 FSM intake;
- A Welsh-medium school in south-west Wales serving a category 2 FSM intake;
- A naturally bilingual school in mid-Wales serving a rural community which has an FSM quota within the category 2 band;
- A naturally bilingual school in north-east Wales serving a relatively affluent community in FSM band 1;
- A naturally bilingual school in rural north-west Wales with a low FSM quota in band 1.

The schools were approached firstly by letter then telephoned to request that they take part in the research. The head of PE was, in most cases, the initial point of contact; although for some schools assistant head teachers were approached. This depended entirely on the internal arrangements within the school with regard to authorising external visits.

Selection of Pupils

The selection of pupils to form focus groups was subject to clustering. At each research site teachers who acted as the point of contact within the school randomly selected a group of pupils for each group. However, this selection was also subject to initial clustering criteria: it was also requested that the pupils in each group were either **regular participants** or **non-participants** in sports and physical activities, and that teachers exercised their discretion in not drawing attention to the selection process. This process was managed with the sensitivity required to avoid upsetting pupils:

- Non-participants, who may lack confidence and face barriers, were consulted in separate groups to frequent and confident participants;
- No groups of non-participants were selected en masse from a particular class, in order to avoid it being obvious that they were being selected for being nonparticipants. This was in order to avoid these pupils being teased or it feeling that they had been targeted;
- Boys and girls were consulted separately given the sensitivity of discussing issues such as confidence, self-perception and body-image;
- All pupils were given the option to refuse to participate if they did not want to do so. At the outset of each group, the facilitator pointed out that taking part in the group was not compulsory, and that participants were welcome to leave at the outset if they so wished. However, no participants exercised this right.

Topics covered

A topic guide was prepared for each focus group. The topic guide covered issues relating to:

- Participation rates and patterns
- Enjoyment
- Barriers to participation
- Attitudes towards competition and informal exercise
- Diet and general health
- Peer and family influences
- Confidence, self-perception and self-image.

Appendix B: SCW regions

The SCW breaks Wales into four distinct regions, as follows:

Metropolitan Wales:

Wrexham, Flintshire, Newport, Cardiff, Vale of Glamorgan, Bridgend, Swansea

Rural North:

Anglesey, Conwy, Denbighshire, Gwynedd

Rural Heartland:

Powys, Ceredigion, Pembrokeshire, Carmarthenshire, Monmouthshire

The Valleys:

Neath Port Talbot, Rhondda Cynon Taff, Caerphilly, Torfaen, Merthyr Tydfil, Blaenau Gwent

