



SURREY YOUTH FOCUS

Engaging underrepresented young people in physical activity

A report by Surrey Youth Focus

commissioned by

active^{as}**surrey**

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Engaging underrepresented young people in physical activity:

Main Report

8th May 2018

Executive Summary

The benefits of physical activity are well known. Like many health messages, encouraging the whole population to put this into practice is harder than it might first seem. In particular, young people from disadvantaged communities, girls and ethnic minorities do less physical activity than their peers.

Simply the label of “sport” can be a huge turn off for many young people even though young people know that physical activity is beneficial to them. *“Sport is not for young people like me”* said the girl who cycles 4 miles to school and back but doesn’t want to engage in sports clubs at school.

Taken from a combination of interviews with young people, sports organisations and youth organisations, it is clear that to increase the amount of physical activity that under-represented groups do we need to take a multi-faceted approach to changing mindsets and promoting activity.

Formal sports clubs will only ever be a route to physical activity for parts of the population. Therefore for many the best route to physical activity is by encouraging a range of activities in the places and with the people they already hang out in and by embedding physical activity in their daily routines.

We found a thread through all of the sports organisations who had rapidly increased their youth sections, namely a role model/coach on a personal mission to go above and beyond the norm in terms of reaching out to different groups. This can be hard for sports organisations to replicate, however some key lessons for sports clubs are:

- Whole club buy in to reach out to under represented groups is highly desirable.
- Think broadly about other organisations locally who already have relationships with young people.
- Relationships – with peers and coaches - are often more of a draw to young people, especially girls, than the sport itself. Market fun and social as well as sport.
- Young people are motivated by inspirational stories – personal or about the club – what can your club say?

- Young people from under represented groups often have financial or social reasons why they cannot make every week nor sign up for annual fees. Clubs which offer pay as you play and flexible approaches often work better for these groups.

For Active Surrey and other policy makers wanting to encourage more young people to be active for fitness reasons, our recommendations are:

- Sports promotion which focuses on selling the benefits of sport and uses methods such as leaflets often miss the point about what attracts people to do something. Relationships – between young people, between young people and coaches and between clubs and other organisations - are the key to tackling the underrepresentation problem.
- Taster sessions for young people are best done with people they know in familiar locations.
- Young people want choice about the activities that they do – put them in the driving seat to choose from a menu of activities, ideally with funding allocated to young people from disadvantaged backgrounds.
- Encourage schools to take a dual approach to sports and physical activity, with young people being offered a choice between traditional sports and a wider range of physical activity.
- Find out why young people are so interested in the gym and how this interest can be leveraged.
- Advocate at national level a young person centred approach to funding, especially for those from deprived backgrounds.

Engaging underrepresented young people in physical activity

1 Introduction

The Vision

- To understand how young people from disadvantaged communities, girls and from ethnic minorities who are under-represented in physical activity can be significantly more physically active, benefitting their mental and physical health.
- To highlight examples of successful engagement activities by sports clubs to make a difference to under-represented groups.

Aims

- Through insight recognise the needs of young people and the factors that influence them – particularly disadvantaged, girls and ethnic minorities
- Through “lived experiences” better understand the attitudes of Surrey’s young people towards physical activity and mental health
- Define the outcomes sport and physical activity can have for Surrey’s young people and how sport can be embedded in the wider young people and well being agenda
- Empower Surrey’s young people to have a voice in shaping sport and physical activity opportunities that are of most interest to them
- Understand what sports clubs and coaches need to do/ barriers to overcome to reach out to a broader range of young people, consider training needs make recommendations to influence positive change

Background

It has been widely reported under-represented groups find it difficult to engage with formal structures such as sports clubs, and despite efforts being made by some sports organisations to reach out more, there is often not significant take up from these groups.

According to Public Health England, 2017 “The number of children meeting the recommended amount of physical activity for healthy development and to maintain a healthy weight, which is 60 minutes a day, drops by 40% as they move through primary school.” Young people from disadvantaged backgrounds are significantly less likely to participate than their peers.

<https://www.gov.uk/government/news/number-of-children-getting-enough-physical-activity-drops-by-40>

2 Conclusions and Recommendations

We passionately believe that there would be huge benefits to individuals and society if lots more young people were much more active. We realise that some of these recommendations may not fit with existing funding streams, targets or structures. However, we would be doing a disservice to the young people of Surrey if we did not say it how we see it.

For many, traditional competitive sport is a very positive activity in their life, ensuring physical activity, providing friendships and sense of community: a “tribe” to belong to. However, this does not work for all. Many young people have a dislike for traditional sports – for a variety of reasons this is not, and never will be, the route to getting them to be more active. If we are serious about getting our underrepresented groups physically active, there is a huge need to create a parallel narrative that focuses on physical activity in its broader sense alongside that of the traditional competitive sports.

2.1 *Suggestions for sports clubs*

2.1.1 Understanding motivations of volunteers/club culture

Some clubs are satisfied to maintain their base of participants and if a young person comes to them to play, let them play. However, many of the clubs we spoke to were active in the promotion of sporting opportunities for young people under represented in sport. Some cited a desire to “give back” to their sport and community, whilst others had an interest in growing the base of participants to maintain the club and increase talent pool.

Success was gained when the culture of the club, its values (such as Cobham RFC values of respect, team work and enjoyment) and that of the coaches was shared. At your heart what does your club want to achieve? Have you got committee and club buy in?

2.1.2 Inspirational story to tell

Every club has a “hero” whether this is a player, a coach or a volunteer with a story to tell. Like in the case of Surrey Rams coach coming from a deprived background who made it to NBA professional player; or a female role model who has achieved commonwealth medal success.

These stories help the club connect with young people, it doesn’t have to be medals or sporting success, but simply someone who can demonstrate that the club is willing to develop and support people “like me”.

2.1.3 Wider reach

When asked about relationships clubs reported a low number of local relationships beyond schools, of those we spoke to the Dance Network works with Family Services and Surrey Young Carers and Surrey Scorchers with youth workers and Surrey Police. Can you nominate someone at the club to make the connections for you? What is on your doorstep? How can you make connections with wider networks.

2.1.4 Meeting the needs, food and social activities

Success engaging a broader range of young people has also been realised by clubs who work with local organisations such as Surrey Young Carers or Surrey Family Services where the activity meets a variety of wider needs. In these examples the clubs have provided the venue, coaches and equipment. The services have engaged/ transported the young people and provided food. This latter point, food, is a theme which has transpired to be a motivating factor for many young people.

Another success has been engaging the whole family in the sport, e.g. Scorchers offering free tickets to games, Cobham Rugby roles for parents in the club, Wey Kayak family introduction courses.

Clubs who offer food, social activities and other characteristics of a “family” were cited as good ways to build a trust, loyalty and not wanting to let each other down.

“Relationship building is as important as the sport itself”

For example, at Eikon’s doorstep sport session they offered young people food after 20minutes activity, initially it was the food that drew young people in, eventually the food became secondary and the coaching/ sport was the prime reason for attending.

2.1.5 Steps to engagement

From this research we can see steps that need to be taken to engage under-represented groups:

1. Promote what you have to offer e.g. what are the “local” opportunities, consider that as some young people have social anxiety is there an appropriate activity? How can the sessions be adapted, non-competitive, no labels.
2. Provide an introduction to the sport/activity, perhaps a video, in which they can see “people like me” and discuss anxieties/barriers before the session. This way they know what to expect. Try Youtube for content.
3. Introduce young people and the coaches in advance so the coach can listen to their needs, what is important to them and the pressures they face (caring, financial, exams etc.)
4. Create the conditions for them to come with someone (e.g. friends) or create incentives that involve the whole family (mum/older sibling)
5. Make the taster session easy to access and enjoy. An emotionally “safe” environment to give it a go – youth club/ safe closed session. Fun, informal, non-judgmental.
6. Ensure that there is clear information so that the young people know what to expect and how to get there etc. Location, cost, time, what do they need to bring? Also, is the session closed e.g. no boys watching.
7. First impressions and social benefits are very important e.g. opportunity to talk, socialize, eat! How about having some music?
8. Do not put pressure to sign up for a long time and do not expect regular attendance. Coaches who follow up to start building a positive, holistic, relationship are very effective. Coaches can often work with the young person’s trusted supporter e.g. youth worker.

9. Consider offering rewards, incentives and festivals e.g. reward cards or access to events such as “tough mudder” which if completed together form a bond between the participants of something they did together.

2.2 *Suggestions for Active Surrey*

2.2.1 Relationships and Tribes

Sports promotion which focuses on selling the benefits of sport often miss the point about what attracts people to do something. Relationships, in all their forms, are the key to tackling the underrepresentation problem:

- **The best way to access young people is through their existing relationships – with youth workers and parents as well as friends.** Furthermore, young people, especially girls, are much more likely to take up activity if done as a friendship group. Leaflets that tell people to turn up to a certain place on a certain day will at best only attract those who were already pre-disposed to activity and at worst attract nobody. They will not address those furthest from physical activity.

To inspire inactive groups, we recommend reaching out to existing friendship groups, through youth workers, faith groups, etc to seek to run activities for the group, preferably in the locations that they hang out.

- **Relationships between clubs and other organisations are key to driving up physical activity participation** e.g. a judo club reaching out to a mosque.

We recommend that Active Surrey runs and/or commissions a series of networking events to bring together youth practitioners and community groups with physical activity providers. These would include the wider voluntary sector such faith groups and ethnic community groups.

- **Relationships between coaches/activity leaders and the young people** are really important. The inspirational coach with a story to tell is much more likely to attract and retain young people. Also, having young leaders amongst the mix is useful ingredient.

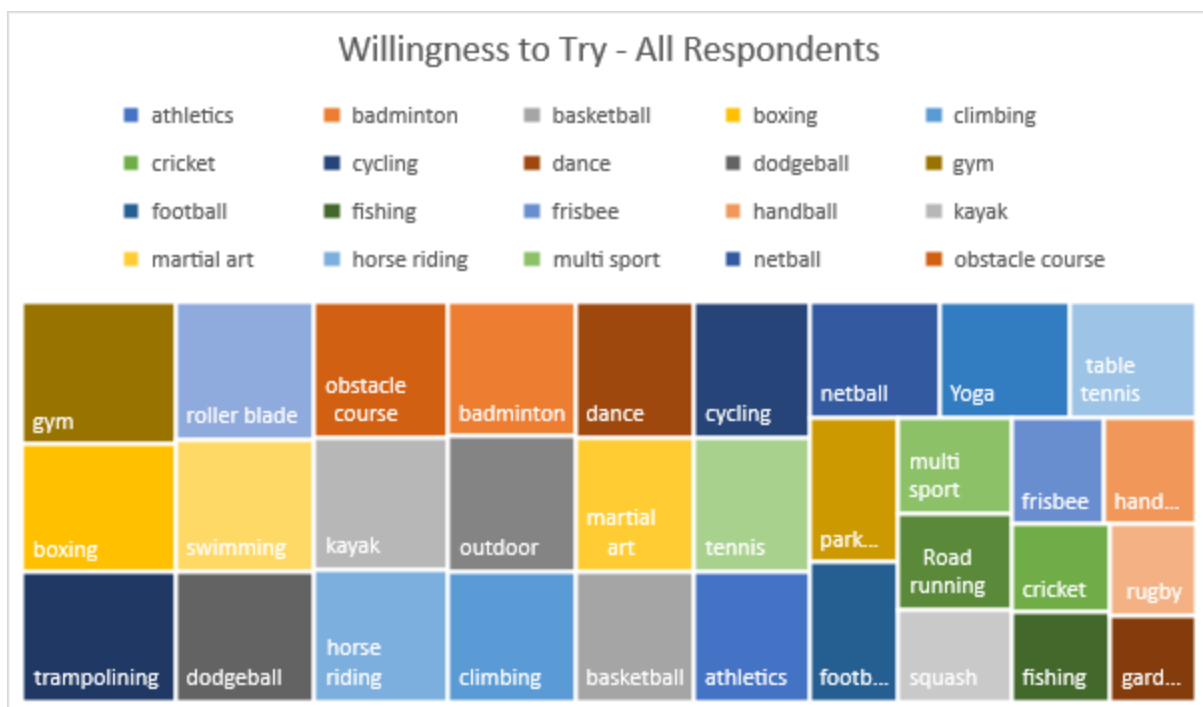
The young people we surveyed were positive when the activity was flexible and having a coach who is encouraging, positive and non-judgemental was seen as key to building good relationships with young people. Some young people have been “traumatised because of negative comments that have been said to them” and therefore coaches need to be patient, “meet young people where they are at” and “be kind, encouraging and make things fun” Also “be flexible and try to understand if someone can’t always make sessions. Build a rapport with the family, so they will tell you if things are difficult. Buddy kids up with others to encourage each other and maybe lift share if local. Try different activities for different kids – not everyone likes the same things. Mix it up each week.”

2.2.2 Wider range of activities and locations

Location is key to young people. By location we are not just talking about whether it is easy for the young person to get there, although obviously that is a part of it. We also mean whether the young person is already familiar with the location or whether it means venturing into an unfamiliar space amongst strangers. So, locations which individually enable young people to stay within their comfort zones (and, as previously said, amongst people they know) – schools, youth clubs, faith buildings etc. – are much more likely to get the desired response.

Choice and being part of the decision making process is much more likely to get the necessary buy in from young people. A youth club who asked a group of girls what sport they wanted to do, were able to provide the boxing that the girls asked for.

We got the clear message that the underrepresented groups are much more interested in a wider range of activities than the mainstream sports.



Items on the left (which are also the largest boxes) had the highest response rate. Those on the right (also the smaller boxes) had the lowest boxes.

2.2.3 Influence on schools

Lots of young people expressed a strong dislike for PE and sport at school, leading them to hold the belief that they are “not sporty” and therefore influencing their engagement with physical activity. However, many of these young people were participating in or expressed an interest in physical activities such as boxing, zumba and swimming.

Schools can be a huge positive or negative influence around a person’s involvement in physical activity, when young and also into adulthood.

As we have said before, the traditional competitive sport model serves a significant number of young people very well. However, for others significant exposure to sports they dislike can be a very negative influence on their lives.

We recommend that Active Surrey uses its funding, influence and other resources to encourage schools to take a dual approach to sports and physical activity, with young people being offered a choice between traditional sports – football, hockey, cricket, etc – and a wider range of physical activity, aqua aerobics, dodgeball, roller blading etc.

Nearly all clubs want more or better relationship with schools. What role does Active Surrey, local authority leisure team etc. play in co-ordinating, supporting clubs with the right contacts in schools. Chelsea FC have used their brand to give creditability to their local girl's football sessions, how can local organisations use their connections and influence to support clubs to better engage with schools and target young people?

2.2.4 Interest in gym

Attending a gym or an exercise class came at the top of the list of preferred sports and we would be interested to know more about this.

What do they mean by gym – machines or classes? Do underrepresented groups see these activities as more “social” and fun. Does their interest stem from adult role models or YouTube sensations such as Joe Wicks and his HIIT workouts? Do they see this as a solo or group activity? If there is indeed a significant interest in the gym, how might we use this to promote more activity? Would it be a question of opening up existing gyms to young people or creating new gym opportunities in existing spaces that young people go such as schools, community settings, etc.? How could local leisure centers be better engaged in “closed sessions” for target groups? What role does social media play? e.g. pokamon go

One point to note is that the gym may be of interest because body image is so important to young people and gym is seen as the best route to having a good body. If so, care would need to be taken about how to ensure that schemes promote healthy usage.

We recommend that Active Surrey commissions more research into why young people see a “gym” as an attractive option and how this opportunity could be maximized. It would be important that any solutions taken forward are based on the relationship principles outlined elsewhere in this report.

One idea is for sports clubs (e.g. football, cricket) to be funded to have more gym equipment in return for opening up sessions to young people in the local community, especially girls only sessions. If they can be attracted to the venue for gym, they may later be encouraged to try the sport.

2.2.5 Links to wider agenda – well being

It is well known that physical activity is a key contributor to mental wellbeing – indeed, it is one of the six key contributors as outlined in the Wheel of Wellbeing:

- Body: Be active
- Mind: Keep learning

- Spirit: give
- People: connect
- Place: take notice
- Planet: care

Being involved in a sports club typically gives young people opportunities to do at least the first four of these.

There are a number of initiatives across Surrey looking at how to improve young people's wellbeing, including CAMHS and Early Help Transformation. However, many of these focus on services, such as counselling, which whilst they provide immediate relief, do not provide the young person with the longer term support that they need.

Young people experiencing a range of issues – domestic abuse, neglect, divorce, bullying, etc – could find huge comfort from being involved in a sports club or regular group physical activity. Indeed, NESTA make it clear that 'Good help' is the way to have a real impact on vulnerable young people's lives:

'Good help' approaches rarely engage with people as isolated individuals. Instead, they attempt to understand wider context in which people live, including their immediate relationships and wider networks. Sometimes relationships may be absent or negative which may be part of the challenge people face. Good help seeks to deepen and enrich people's relationships, networks and communities, as vital enablers of action. Positive relationships expand our sense of what is possible, help us to things we wouldn't attempt alone and encourage us when things get tough. Often the most powerful relationships are with people we consider similar to ourselves. Opportunities for peer support or access to role models can create life long friendships and connections that can sustain confidence and motivation to act.

From Good and Bad Help: How purpose and confidence transform lives by Nesta.

https://www.nesta.org.uk/sites/default/files/the_art_and_science_of_good_help.pdf

<https://www.nesta.org.uk/publications/good-and-bad-help-how-purpose-and-confidence-transform-lives>

As mental health problems continue to rise amongst young people, the support given to young people needs to take a holistic view of young people's lives.

The importance of physical activity needs to be marketed around the Surrey system as a pillar of overall health and wellbeing of young people. Decision makers involved in programmes such as CAMHS, Early Help and Local Family Partnerships need to be influenced so that sport/physical activity is seen as key part of the solution to the issues that they are trying to solve. In particular, sports and activity clubs can be seen as a holistic vehicle for encouraging vulnerable young people to be active, have good relationships, learn new skills and contribute to a team.

2.2.6 Influence at National Level

Since many of the funding streams available to Active Surrey and other organisations around development of physical activity follow rules and formulas set out nationally, there is a need to influence these so that funding can be used more flexibly by different types of organisations according to local need.

In particular, we advocate a person centred approach to funding. In the same way that people who need care, now have control of their own funding, it would be far more powerful for funding to be made available to each individual to spend as they wish on relevant activities. For example, a “voucher” approach that could be spent by the young person on activities that they see fit. Whilst this might be seen by many as pie in the sky and lobbying is of course a long term issue, it is ultimately the way in which the biggest structural change could be achieved related to physical activity.

“How can we lobby decision makers to make a change in the emphasis towards serving those least likely to be doing physical activity in a way which meets their needs, rather than being just a numbers game”?

2.3 Suggestions to target our underrepresented groups

2.3.1 Ethnic minorities

“There needs to be more provision for sessions so that they are culturally and religiously acceptable” e.g. girl only. Affordable activities locally with low cost investment (table tennis, ball games, outdoor activities, Frisbee). *“Access to organised sports activity in local neighbourhoods would be useful.”*

From our sample the top sports were badminton and dodgeball, with athletics, cricket, football, fishing, road running/jogging, rugby and gardening scoring less favourably.

For people from Black, Asian, Minority Ethnic (BAME) communities it takes a lot of work to build up relationship with the family and then the child – whole family activities such as mums and daughters are more likely to continue. Some examples of successful practice include building relationship with the mosque or supporting existing groups such as Hungarian Dance.

2.3.2 Girls

The view amongst girls was to engage them in “girls only” sessions where they had both a choice and interest (e.g. classes/ boxing).

“young women in [this estate] wouldn’t do sport around boys so didn’t want to seem uncool, but [do] engage if we run a separate session”

A number of people reported a distinct lack of “girls only” sessions locally which were recreational and enabled them to “Have fun” e.g. not competitive/ serious. The social side of the sport “fuelled by chat” was also important so making time for this in the sessions was appealing to the girls.

For girls exercise classes/gym was top followed by roller blade/ ice skating and then trampolining. yoga, dance and martial arts – judo/ karate were added to the list where 50% or more were positive. Girls reported less positively on cricket, fishing, frisbee, rugby and gardening.

Of particular note was the way schools can engage girls in activities beyond the traditional sports and meet their needs by offering a wider array of options. E.g. at Guildford High girls are offered 6 week blocks of activity based on their expressed interests e.g. Zumba, Climbing, Swimming.

How about a #SurreyGirlsCan campaign? Of all those who responded the girls were more likely to use social media than those from deprived backgrounds or BME. With 66% reporting social media and the remaining 33% mentioned text message or other media as the best way to communicate.

2.3.3 Deprived backgrounds

For young people from deprived backgrounds the importance of local opportunities was highlighted.

“13 – 15’s need incentives e.g. food and won’t travel off [the estate] has to be local if they are to attend”

Having to “sign up” or commit to one activity is a barrier both financially and socially.

They had very limited access to sport outside the curriculum as they perceived it due to cost/ location.

And although there was evidence of the opportunity through clubs for free and local offers – there was reportedly poor take up (e.g. cricket) this may in part be due to young people not having a say in the sport being provided, or that the sessions conflicted with other activities. It is suggested that greater success might be found by targeting established youth group/young carer only groups. This worked for the Dance Movement who worked with family services to provide an opportunity.

3 Scope of Project and Method

For the purpose of this project under-represented groups in sport and physical activity are defined as young people from disadvantaged communities, girls and young people from ethnic minorities.

This project engaged with 64 young people, 8 community youth organisations and 10 sports organisations, to find practical ways to inform, upskill and influence the sports sector to reach out and engage with young people in under-represented groups. The findings will also help the youth sector to engage young people in opportunities to “Be Active”.

We collected responses via survey (young people/youth workers), telephone interviews and face to face meetings (clubs).

Of the 64 young people we surveyed, 76% were girls, 23% were from ethnic minorities, and 50% from disadvantaged communities (with some overlap). There was a sizeable group of Girls not from a deprived background or a minority ethnic groups and these could be considered as a Control group. Ages were between 10 and 20 with over 50% being concentrated in the 12-14 age band. The majority lived in Guildford, Leatherhead, Farnham and Camberley but with representatives from other areas, though East Surrey was under represented compared to West Surrey. More detail can be found in the initial charts in Section 6.

Our questions to the young people essentially came into two categories:

- a) What motivates and influences you to take part (or not) in physical activity;
- b) Given above what types of sport might you be interested in trying?

An example of the survey questionnaire can be found in Annex A.

For the Youth Organisations (called Service Providers) and the Sports Clubs a different questionnaire was used (with just slightly difference language used between the two types). This questionnaire asked for views on motivation and influences but also requested examples (both positive and negative) and how better provision could be made.

In the sections below, we report firstly on the motivations and influences; from both the young persons view and that of the youth worker/sport clubs. This is the heart of the report. We then talk a little about what other sports could be provided to more deeply engage the target group before drawing some overall conclusions and recommendations for future action. Section 6 contains our findings as a series of charts; firstly giving information about the actual survey (numbers, gender breakdown etc.) then showing the influences and finally how willing respondents were to try sports/activities and how these were perceived overall (balance of positive versus negative).

4 Findings from Research

4.1 Experience and choice of sport

Young people's past experience of sport has a large bearing on their attitude to engagement. Negative experiences primarily at school affect young people's willingness to take part in sport sessions or stop engagement altogether.

"I have seen at my group how negative experiences at school around competitive sport have effected how young people see any physical activity. Whether that be people laughing, having to wear PE kit or even losing" and "if they have had a bad experience it really can affect the way they feel about sports/exercise. Many need a lot of encouragement to try something." Youth worker.

"During a conversation about how everyone's day was one young person said how they had taken part in a PE lesson and others had made fun of them for not being good at sport which lead onto how some members of the group feel that there are certain people who are good at sport 'the popular kids' and how they often feel that they are being judged while trying to take part in sports. The young person stated that during sport they don't feel like it's a safe space or that people are very understanding."

Other responses included: "Fears and anxieties about taking part"; "doing something and not being good at it"; "Being laughed at"; "Not wanting to fail"; and "Feeling judged by teachers and peers" were all cited as reason for not participating in an activity.

It also appears young people see "physical activity" and "sport" as one and the same thing and the label of "sport" can be a huge turn off for many young people "Sport is not for young people like me" said the girl who 'commutes' by bike 4 miles to school and back.

We found that young people from under represented groups "see the importance and benefits of physical activity particularly the positive benefits to your mental health but many of them don't engage in regular physical activity" youth worker, but they do recognise that "Getting fitter which is good for my health" young person.

Youth workers report how important it is that young people have a "voice in that they want to do and need to not be forced" also to "Let them try different things. Maybe do taster sessions" This was reinforced by young people who said they have "No voice and choice in what sports activities they can be involved in (PE is a good example of no choice)" and "the Lack of range of sports - I do not like netball or hockey - but school has no other options" which impacts of their willingness and ability to engage further.

Case Study 1: Girls and School Sport

A group of girls wanted to use the gym after school to get fit and to save cost of using public gym. Told couldn't as needed to be with a member of staff at lunchtime. School does offer session but not girls only and they didn't feel confident to go during the day

Another school a group of girls weren't taking part in sport outside of lessons, so they ran a survey to find out the girl's interests. The school then designed a 6 week programme per activity which encouraged the girls to attend.

4.2 Peers and other influencers

By far the biggest influence on a young person's willingness to engage in physical activity was their peers. 41% of young people responding to the survey stated peers as their number one most influencing factor as opposed to parents, teachers and coaches.

"my young people will only participate in a sports activity if their friends were there."

"Friends and peers [are the biggest factor], if supportive make a huge difference to their confidence. Encourage them to bring a friend."

This was particularly marked for girls as a whole and for young people from deprived backgrounds.

The young people's survey said that teachers and youth leaders were at or near the bottom of influencing factors and parents did not have much more impact. However, we have other evidence that youth leaders, parents and other adults who already have a relationship with the young person can be a very positive influence in getting him/her to try a physical activity.

The key to engaging underrepresented groups is not so much about sport, but more about relationships and understanding of different peoples' and organisations' perspectives. Youth clubs, mosques, churches, schools: the best way to engage young people from the underrepresented groups is in the places where young people already hang out. We need to encourage and empower youth workers, religious leaders, etc, to play a part in getting young people active.

The influence of responsible adults is important for young people under-represented in physical activity, particularly who they trust and how willing and able that person is to help find the activity, cover the costs and provide transport.

For young people with deprived backgrounds:

"parents often can't take them to activities and so they do miss out. They often don't take part themselves in any activities/sports"

"young people won't travel out of our local area" it would help if clubs could "Let them know the nearest station and bus or if other parents car share"

“Particularly in the winter my group find traveling away from their area difficult parents and carers are often not keen on their young person taking public transport when it is dark and can’t come and pick them up themselves because they work long hours, have other children to look after or don’t drive”.

In a number of instances youth workers have not been able to get permission letters signed by parents for young people from deprived areas to participate in activities. This can be attributed to a fear of the longer term financial commitment, lack of relationship with the activity provider or simply just too busy.

Examples of good practice include youth workers who *“would not ask a young person to do something I would not be prepared to do/try myself so always take part in all activities including sport”.*

“My young people need encouragement.”

Parents, teachers, youth workers and other adults can be key to helping young people to build physical activity into their everyday lives.

Whole family engagement is a very useful tool towards encouraging activity, whether this be mother/daughter activities or other ways of engaging the parents.

e.g. Scorchers offering free tickets to games, Cobham Rugby roles for parents in the club, Wey Kayak family introduction courses.

Quotes from Youth Workers: Attracting Young People

“Keep the activity simple to start with. One that doesn’t need special equipment/clothing. Let them know if there are changing/washing facilities. What they need to bring. Make the first session quite short. Feed them! Ask them what they would like to do. Be prepared to be flexible. Make it fun. Look at how you’re inviting them. Letters, email, text, whatsapp. Be prepared to keep asking them – they don’t always reply. Get the parents on board – especially if they are under 18. Tell them to bring a friend. Have young people who can coach come along. Don’t let the coaches just be ‘older’ Split the age groups up.”

“Keep the opportunities varied and FUN- non competitive!!”

Case Study 2: Girls Youth Project - Boxing

- The girls live in an area of deprivation which is a challenging place to live in due to the poverty.
- All the girls struggle with self-esteem issues which has led to a few self-harming cases.
- The girls have either attended the sessions because they themselves were victims of bullying or the perpetrator of bullying
- Some are victims of domestic violence and abuse
- Some of the girls live with family members instead of parents and are not allowed to see their biological parents due to abuse

When asked the girls decided they wanted to try a boxing session. However, they felt uncomfortable with the idea of boxing with people that they don't know because they struggle with body confidence. The youth project made a connection with a local boxing club so we were able to provide a private session. Only 6 out of the 14 girls attended the sports sessions. There were various reasons why the other 7 girls didn't attend boxing – some were unable to attend due to family matters, a couple was due to body confidence and others because they forgot their sportswear.

The girls that attended the boxing session all enjoyed it.

- "Boxing helps me with anger"
- "Boxing made me happy"
- "Boxing was positive because I was with mates"
- "Boxing was positive because I got fit and I was with my friends"

They asked if they could attend a regular session but due to funding, but the youth club needs easy access to appropriate funding which has not yet been identified.

4.3 Availability, Location, Times, Cost and Transport

The availability of their choice of sport was in the top three influencing factors for most groups (and was the top factor for young people from ethnic minorities). The location was also seen as important by young people.

Times of availability and provision of transport to get to the location were also top 10 influencing factors with transport being important for ethnic minorities (in 4th place).

Overall, for our survey group the costs (transport, equipment and clothing) were secondary consideration (a middling to low influencing factor) and the impact of clothing generally was low. However, not surprisingly, the youth workers highlighted this as being a key factor for their young people, from deprived backgrounds:

“For some if it costs money or money to travel to get to a session they cannot afford to consider doing that activity. The stress of feeling they don’t fit in because they can’t afford the activity/need help is sometimes too much and they just will not go. The gym is a prime example.”

“Even if I do [want to do] sports it can actually cost quite a lot of money to join”

Both youth workers and sports clubs reported that raising funds to cover costs of providing opportunities based on need is a huge barrier, the volunteer time to complete lengthy applications and monitoring outcomes. They reported that when money is available it is often short lived and doesn’t account for time building relationships with young people nor the ongoing costs e.g. certificates, badges and belts etc. Another challenge has been a focus on numbers of young people and cost per head, instead of impact and depth of experience.

Case Study 3: Cobham Rugby Club

At the end of each season all the lost property is collected, cleaned and sorted. This enables the club to provide kit for the whole girl’s team.

Other successful interventions have been to add a small % to everyone’s memberships as well as applying for local charity grants to provide sufficient funding to cover opportunities for all.

Often, where monetary help is available from clubs, young people don’t often know about it. Also, it was highlighted the importance of keeping it quiet if offers of help are made “don’t make it obvious. Tell everyone, so they don’t feel that they are being made to stand out”.

We found the sports clubs that have ‘provision’ for young people from disadvantage, ethnic minorities or girls the clubs have found they are limited by the capacity of their volunteers to reach out to this wider group, and they often don’t have the networks or contacts to realise the opportunities available. One example is a martial arts club who train out of a youth centre, but don’t have links with the youth workers who could connect in projects etc.

4.4 The wider context of young people's lives

A young person's home, school and social life can have a huge influence on their capacity to engage in sport and physical activity. We investigated the wider context of young people's lives and what influence that has on whether they participate in activity, including body image, homework and whether they perceived sport/activity to be good for them.

How physical activity fits with these other influences and pressure is key to engaging underrepresented young people.

All groups were keen on sport as an opportunity to socialise and for its health benefits. However, fear of injury was reported by young people in survey.

Youth workers reported that body image could make or break participation. They *"care a lot about what others think of them, especially what they're wearing"* and *"Young people have commented on how putting tight sports clothes on like the models in magazines/online is something that worries and scares them as they don't look like these models. The idea of stepping into a gym with very fit people is something that makes them they say feel worse about themselves which would prevent them from going."*

Body image concerns were more of an influence for young people from deprived backgrounds than either of the other two groups.

According to the young people's survey, homework and other commitments were not a strong influence over whether they did physical activity. A lot of free time activities involve things they can do at home *"most of their activities revolve around technology, watching tv, going on their phones, talking to friends over social media."*

However, some young people have significant commitments which do impact their ability to participate particularly young carers. *"Young carers have their caring responsibilities, school/college/friendships and sometimes this leaves them little free time."* and it is important for them to schedule their time, so *"let them know what their commitment will be, so they can plan things"* summer holidays are best.

Also, *"Some young people have said that they feel so tired after school that they find it hard to motivate themselves to go but have said they would like to do some kind of physical activity."*

There is a need for flexibility in their commitment and joining costs, particularly those taking exams or with other responsibilities.

Young people are often keen to take part in challenges or sporting events – such as Go Ape or "tough mudder". These activities are also good for personal growth and the sense of belonging.

Case Study 4: Woking Boxing Club

The club offers community sessions each week, these are “pay on the night” and there is no requirement for young people to pay a joining fee. There is no pressure to come each week, however the coaches show an interest in the young people to pick up any additional issues or support needed beyond the sport.

The club is so popular they need to expand, but with volunteer coaches “availability and capacity” is sometimes an issue.

4.5 Capacity Building

Youth clubs, churches, mosques, etc could play a much greater role in getting young people into sport. However, they typically have a lot on their plate already and hence need it made as easy as possible for them to encourage young people to be active. From our research we have found that aside from time, the barriers include lack of knowledge of local opportunities and key contacts to engage with and difficulty in getting funding for the activities that young people want to do.

We see significant potential in making introductions and building relationships between different organisations, perhaps through a series of local networking events (sports clubs, youth organisations and funders) and associated materials.

- A menu of physical activity opportunities in the local area which the youth workers can let young people choose from.
- Easy access to flexible funding
- Access to equipment/kit

4.6 Sports clubs: more than just sport

“Relationship building is as important as the sport itself”

During this research we came across some great clubs, going the extra mile in a variety of ways.

Success engaging a broader range of young people has been realised by clubs who work with local organisations. In some examples the clubs have provided the venue, coaches and equipment. The community services have engaged/ transported the young people and provided food. This latter point, food, is a theme which has transpired to be a motivating factor for many young people.

For example at Eikon’s doorstep sport session they offered young people food after 20minutes activity, initially it was the food that drew young people in, eventually the food became secondary and the coaching/ sport was the prime reason for attending.

Clubs who offer food, social activities and other characteristics of a “family” were cited as good ways to build a trust, loyalty and not wanting to let each other down. For many young people their friends, youth workers or coaches become their family. Someone to talk about everyday life, understand pressures (exam/ caring etc) and accept they might not be able to commit each week.

The influence of a supportive coach was in the top 10 influencing factors for all groups and 4th such for girls and a whole and those from deprived backgrounds.

Overall, we found that sports organisations who used their own “story” to engage young people experienced a good degree of success in recruitment. Whether this is a coach who told their story about coming from a deprived background who made it to NBA professional player (Surrey Rams), or a female role model who has used sport as a way to commonwealth medal success (Camberley Judo Club). By using your story, you connect with young people which can motivate and inspire them.

What is your club's story, it doesn't have to be medals or sporting success, but what people from your club have achieved as a result of your sport.

When discussing the role of schools to help engage young people under-represented in physical activity 100% of club respondents mentioned they had tried to engage young people through schools and found this a challenge. Either not getting through to the right person or a lot of time chasing. Those who had found a champion/ supporter within the school found it easier to engage. Surrey Scorchers took 3 years to engage disadvantaged young people at one school via numerous meetings and engagements, eventually they found a youth worker who was working in the school who could take the clubs offer the right person.

In general, clubs wanted more information about who to talk to in the local community, since this provides a good alternative to going through schools.

Knowledge of individual young people's circumstances can help unlock their ability to attend. Although most clubs we spoke to can offer flexibility such as reduced membership fees, this is often not promoted within the club or elsewhere and if it is available the club are not sure who decides whether it is needed or not. The result is little or no take up. Also, young carers are a group which is particularly excluded whom clubs could help by offering transport (subject to appropriate safeguarding):

"I would love to do sports again but my caring role gets in the way because it causes me to not be able to get to and from places."

Knowledge of local networks (beyond sport) to engage young people before planning a session – is it needed, when, where, how often etc. Some clubs have had success with Family Services and Surrey Young Carers (Dance Movement). Youth workers are also a good way to engage with the hardest to reach young people. And as young people will rarely come on their own some clubs have developed buddy systems or offer end of term 'bring a friend for free' (Flair Gymnastics)

Clubs identified how they could be helped to better serve our underrepresented groups:

- Funding to cover extra coaching, bursaries for subs, equipment to be able to equip a young person from disadvantaged background.
- Knowledge of local networks beyond sport to engage young people before planning a session – is it needed, when, where, how often etc
- Co-ordinated bidding for funding to support particular target groups (lots of good will to support the same groups of young people!)
- Support promoting their club opportunity to schools/ target young people
- Treasurers and other volunteers – Surrey wide promotion business response.
- Funding – social aspect of the club (this includes wider benefit)
- Better knowledge of teachers, GP, Youth workers to free/ low cost opportunities at clubs (activity finder on AS website not widely know outside of sports circles)

Clubs identified the following training needs:

- Mental Health First Aid/ Well being/ understanding modern pressures on young people
- Cultural Awareness and local connections
- Engaging the whole family
- Peer mentoring

- Specialist knowledge for particular groups e.g. low self esteem
- Dealing with difficult and challenging behaviour/ different personalities
- Social media
- Recruiting female coaches/ role models

“volunteers don’t have time to go to courses, but often the best coaches are those who transfer their life skills to deal with difficult behaviour etc”

Case Study 5: Personal Connections

Bridget from Surrey Scorchers Basketball is part of the Surrey Home School Network and used this personal connection to set up a session for 23 home educated young people. The Head Coach at Cobham Rugby connected with local schools in a deprived area via her personal connections living and working locally, she also engage young Muslim girls via a Muslim friend who connected them into the mosque to speak to the elders, who gave their approval.

In Wandsworth they have developed parent champions from the local deprived communities, who can be consulted and help shape local provision.

4.7 Sport preferences

4.7.1 Overall views

One of the questions we asked our respondents concerned their willingness or interest to try other sports or activities. They were asked to indicate either a positive view, an ambivalent or unsure view or a negative view for a range of sports and activities (32 in total) as well as a “write in” other (though in actual fact this was not used by anyone). The full list can be seen in Question 6 of the Young Person’s survey in Annex A, but ranged from classic sports such as athletics/cricket/football, though minority sports e.g. kayaking/table tennis, to activities such as Parkour/Yoga or Gardening.

Nearly all the respondents indicated a full set of views on all of these. The most popular was Exercise Classes/Gym, both in terms of the numbers who had a positive view on trying this and in terms of an overall rating (scored as 2 for Positive, 1 for Ambivalent and 0 for Negative). In terms of positive views the top 3 such were completed by Boxing & Trampolining (equal 2nd) and Roller Blade/Ice Skating. For the overall rating, it was Swimming and then Trampolining & Roller Blade/Ice Skating (equal 3rd).

Looking more in depth, the following had a 50% or greater positive view: Badminton, Boxing, Climbing, Dodgeball, Exercise classes/Gym, Kayak/Rowing, Horse Riding, Obstacle course/running challenges (tough mudder, colour run etc), Outdoor Activities e.g. geocaching / walking, Roller Blade/ Ice Skating and Swimming/ Aqua sports. None of these are the “classic” sports as undertaken in most schools (with the possible exception of Swimming). Some of the sports/activities had a marked negative view (over 50% expressing the view that they had no interest in trying them); these being: Cricket, Fishing, Frisbee, Handball, Rugby, Squash and Gardening. Not surprisingly, these all

had an overall rating which was less than 1 i.e. tending to the negative; along with Football, Multi-sports, Parkour, Road running/Jogging/ Parkrun and Table Tennis.

Now, not too much should be drawn from the above. Some of the negative views may simply reflect uncertainty, but never the less it is interesting that there does seem to be a marked preference for minority sports or more unusual activities. The charts in Section 6 contain our detailed findings and also broken down as below.

4.7.2 Disadvantaged Communities

For respondents from disadvantaged communities, Boxing was the most popular choice for a try out, followed by Exercise classes/Gym & Trampolining (equal 2nd) and then Roller Blade/ Ice Skating. Only Swimming also achieved a 50% positive rating. In overall terms Swimming was the highest ranked activity, with Boxing and then Outdoor Activities e.g. geocaching / walking & Roller Blade/ Ice Skating (equal 3rd). Many more of the activities achieved an overall score more than 1 which at first sight seems counter intuitive to the positive rating scores, but these were affected by a relatively large number of respondents who did not complete this question. However, it is clear that young people from disadvantaged communities were markedly less interested in trying other sports and activities.

4.7.3 BME

In complete contrast (albeit with a smaller sample), BME respondents were enthusiastic about trying most other sports and activities. Two such (Badminton and Dodgeball) achieved a 80% positive rating with many other being over 70%. Nearly every activity achieved an overall rating which was more than 1 i.e. positive, with only Athletics, Cricket, Football, Fishing, Road running/Jogging. Rugby and Gardening scoring negatively.

4.7.4 Girls

Taking just Girls on their own, the list of positive views and overall ratings were not that dissimilar to the total sample. For positive views, Exercise classes/Gym was top followed by Roller Blade/ Ice Skating and then Trampolining. Yoga, Dance and Martial Arts – Judo/ Karate were added to the list where 50% or more were positive. In overall terms, Exercise classes/Gym and Roller Blade/ Ice Skating were equal top with Swimming and Trampolining also in the Top 3. Girls were more likely to be positive than negative on most of the sports/activities though cricket, fishing, frisbee, rugby and gardening were not liked.

“The vulnerable nature of the girls means the barriers are more often than not confidence and self-esteem related. i.e. not trying new things, feeling judged and meeting new people rather than practical issues like transport, money and clothing.” and “Self-expectation, not being seen as any good”

If we look at the control group of girls i.e. those not from Disadvantaged Communities or BME then Kayak/Rowing and Pilates/Yoga were the most popular followed by Exercise classes/Gym and then Climbing & Outdoor Activities e.g. geocaching / walking (equal 3rd). However, it must be noted that a good proportion of these responses came from members of Wey Kayak Club where Pilates/Yoga are also encouraged. Much the same applied to the overall ratings which were broadly the same as the positivity ones.

Looking at differences in the girls between the control and the full group (ignoring the Kayaking/Pilates/Yoga impact) the only major differences were that the control group were markedly less keen on trying Cricket, Martial arts, Roller Blade/ Ice Skating, Swimming, Tennis and Trampolining but were keener to try Gardening.

Unless the sessions were specifically targeted at girls, the clubs reported a low turn out of girls, e.g. 25% in Camberley Judo. It was hard to retain these girls due to the male domination in the session. There was a fear that there wouldn't be the sufficient girls to warrant a girl only session.

One solution identified by some of the clubs (Chelsea, Camberley Judo, Cobham Rugby) was to increase the number of female coaches and build a pathway for other girls to take on leadership/ mentoring (Park Run) of younger players. E.g. at 15yrs Cobham Rugby encourage the girls to become coaches and support the weekly coaching sessions.

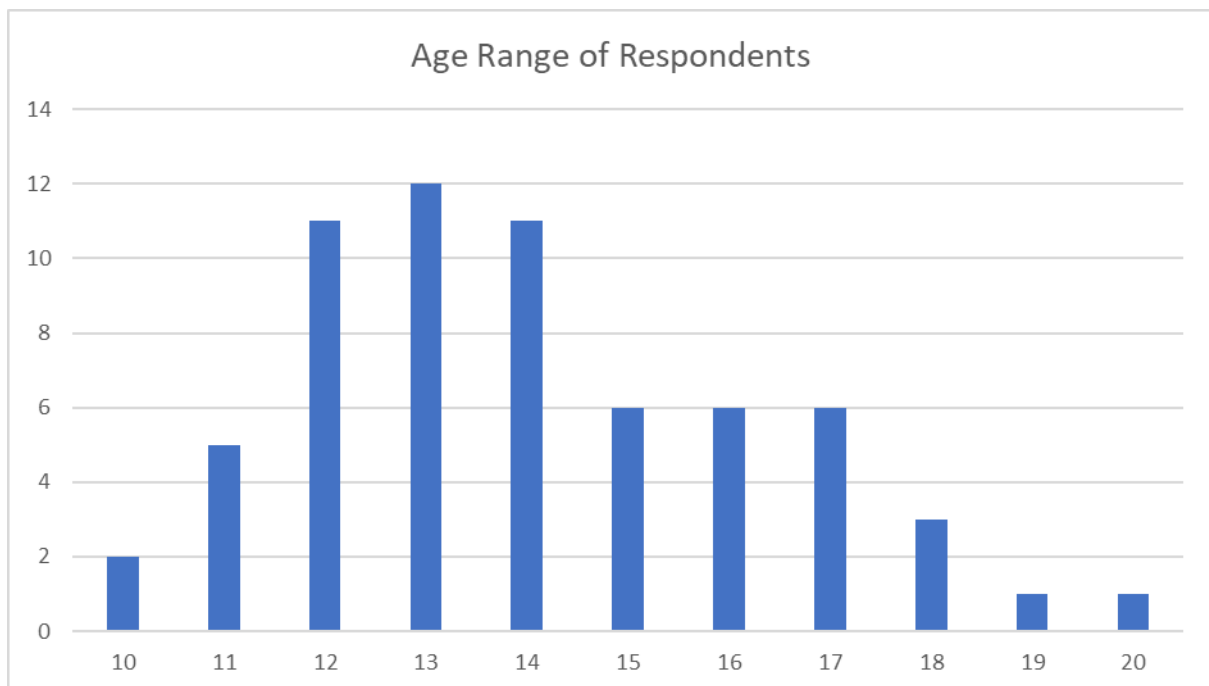
5 Acknowledgements

Our thanks to the following organisations for their help with this research:

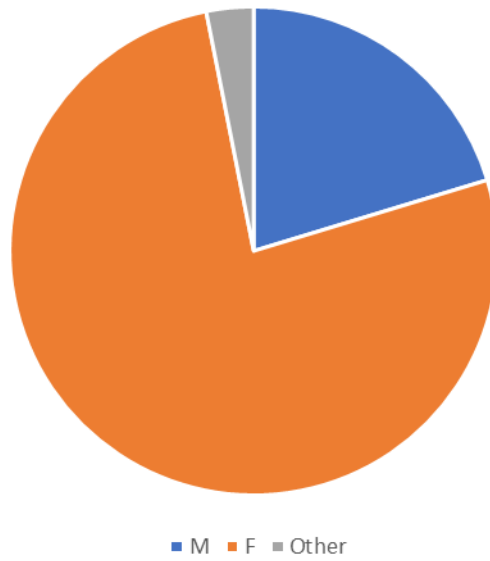
Athena Martial Arts	Ashford Table Tennis
Cobham Rugby Club	Camberley Judo Club
Junior Park Run (Guildford)	Flair Gymnastics
Dance Movement	Guildford Archery Club
Surrey Rams Basketball	Surrey Scorchers Basketball
Wey Kayak Club	Chelsea Football Foundation
Woking Boxing Club	Surrey Young Carers
Leatherhead Youth Project	East to West
Surrey Minority Ethnic Forum	Eikon
YMCA East Surrey	Matrix
Girl Guiding Surrey West (Farncombe)	Surrey Heath Youth Council

6 Survey Results

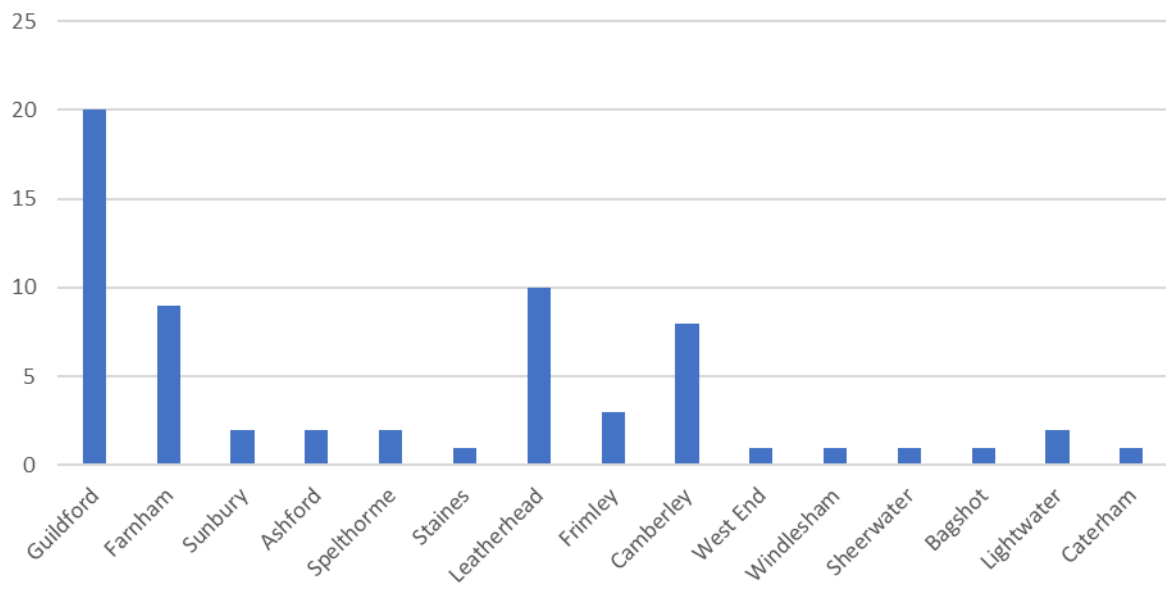
The survey used for ascertaining the views of the young people came up with a number of scores, both for showing the relative influences on why a sport/activity would be attractive and which particular sport/activities are attractive (both in terms of a positive response to trying it, and as an overall score balancing positive and negative responses). These are shown in this section, but firstly there are some simple charts to show details of the respondents.



Gender of Respondents



Location of Respondents

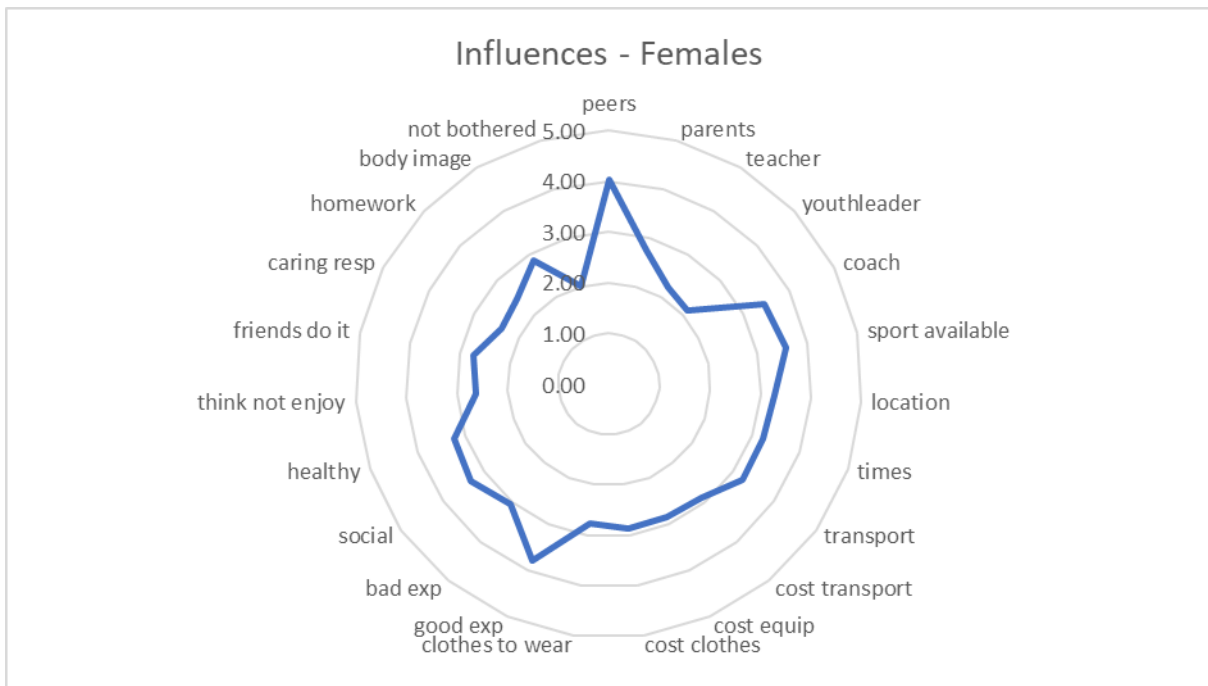
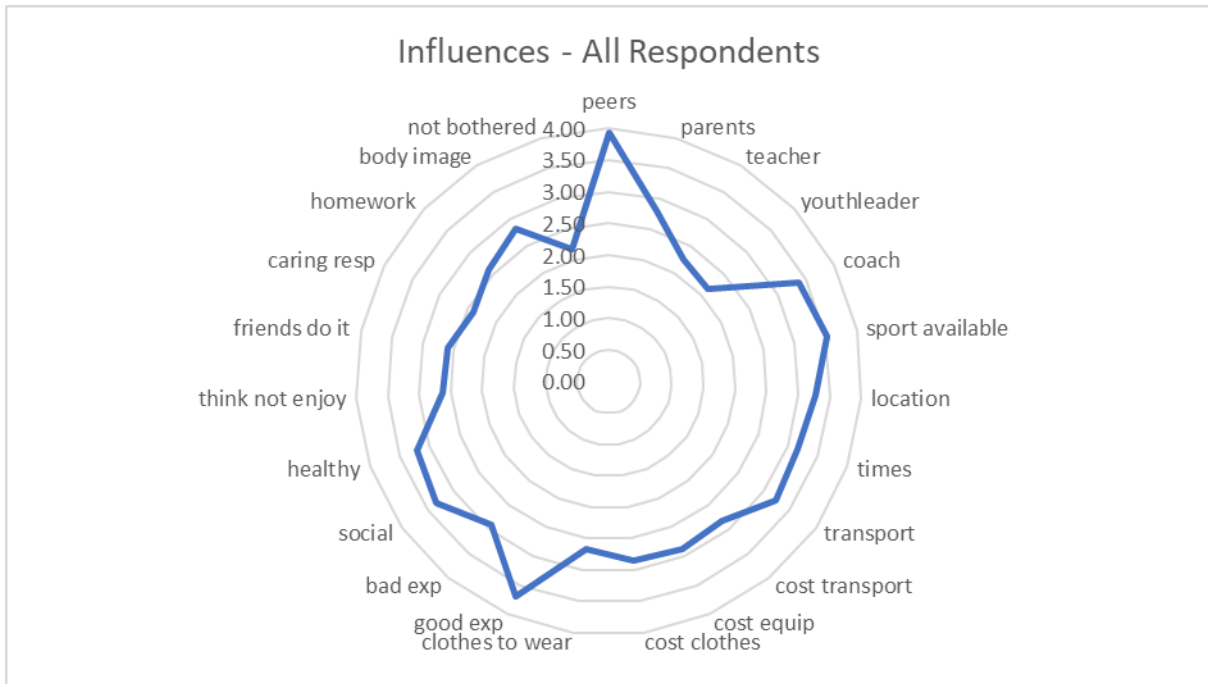


Categorisation of Respondents

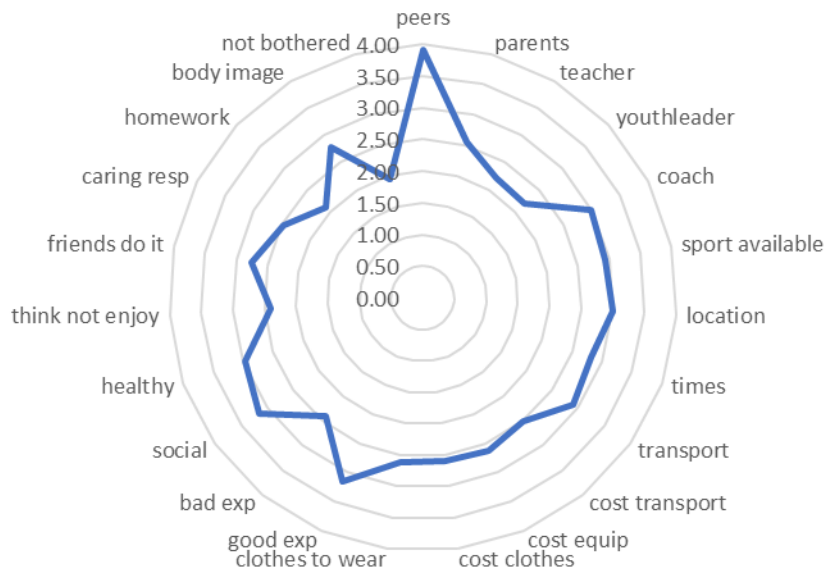


■ Dep ■ Eth ■ Girls

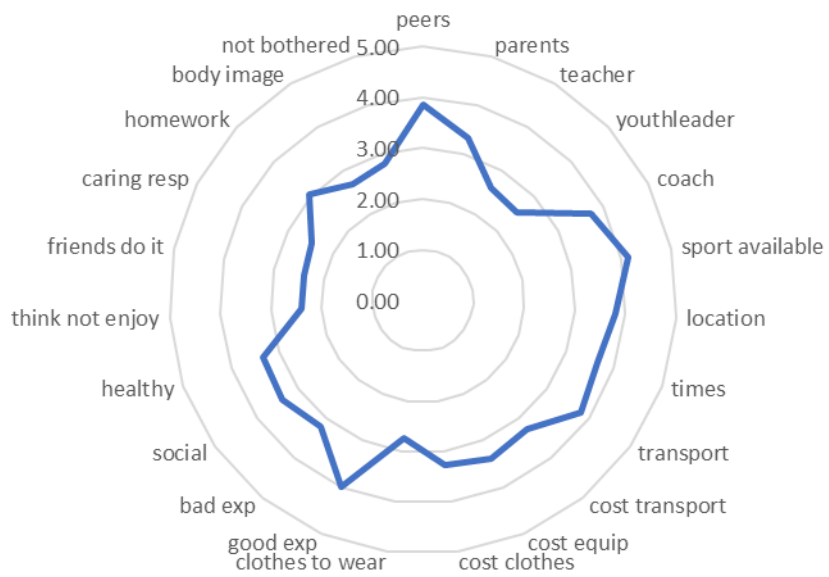
Influences



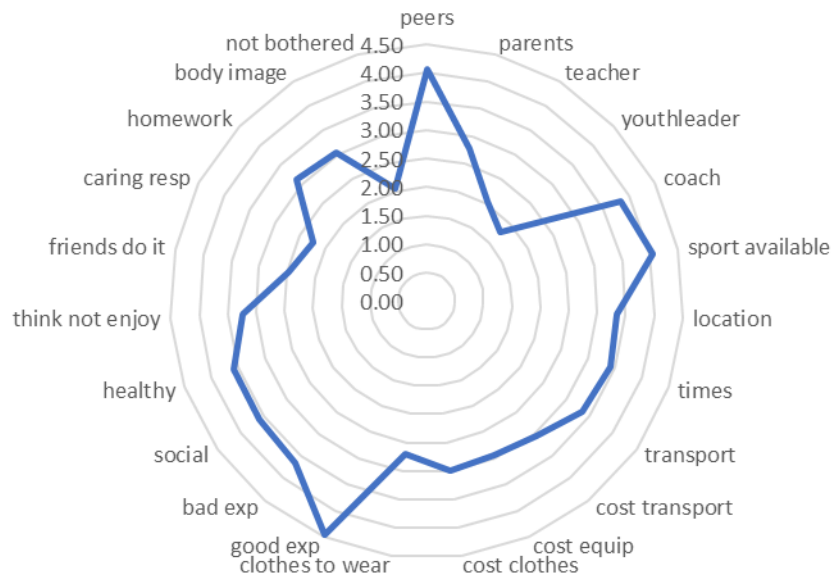
Influences - Deprived Communities



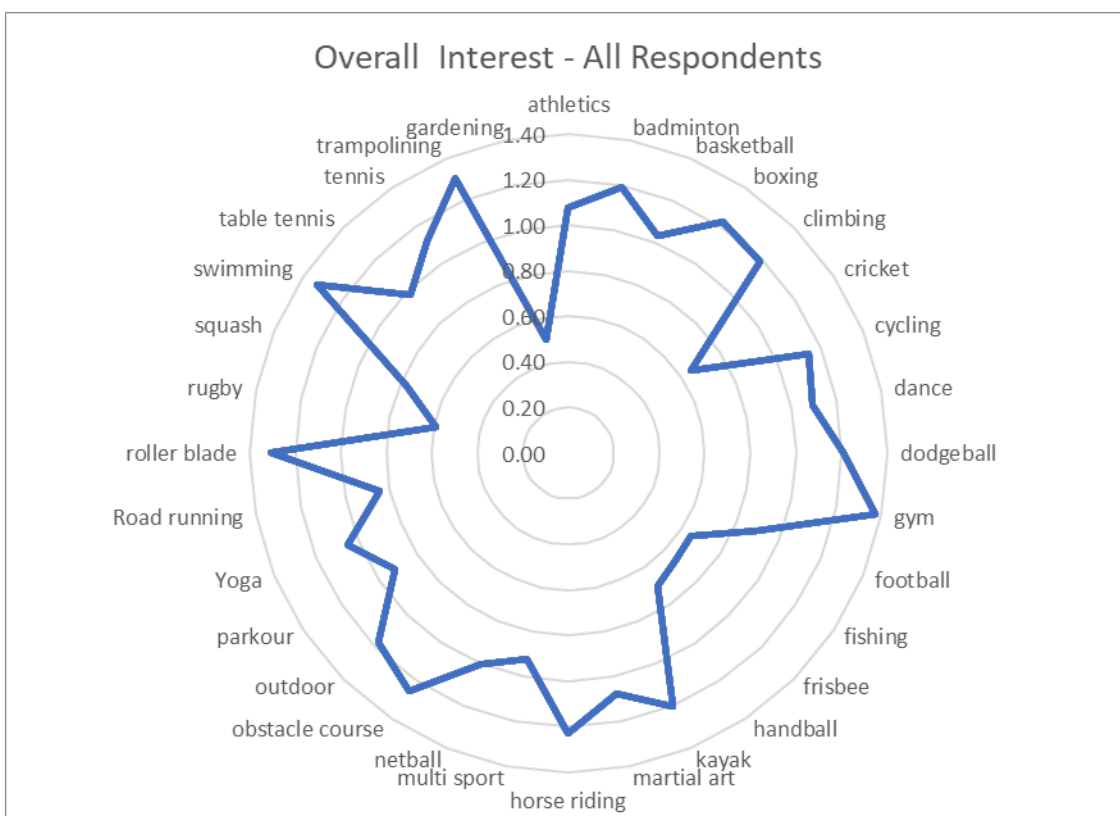
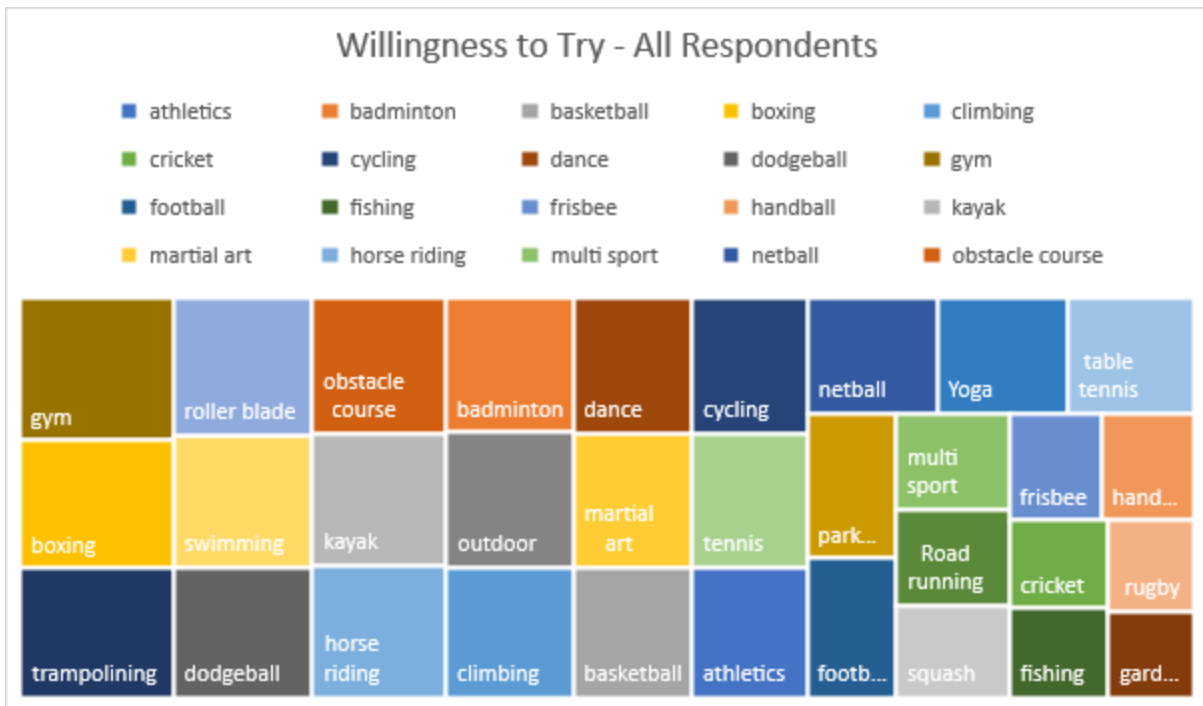
Influences - Ethnic Minorities



Influences - Girls (Control Group)



Scoring



Willingness to Try - Females

- athletics
- badminton
- basketball
- boxing
- climbing
- cricket
- cycling
- dance
- dodgeball
- gym
- football
- fishing
- frisbee
- handball
- kayak
- martial art
- horse riding
- multi sport
- netball
- obstacle course



Overall Interest - Females

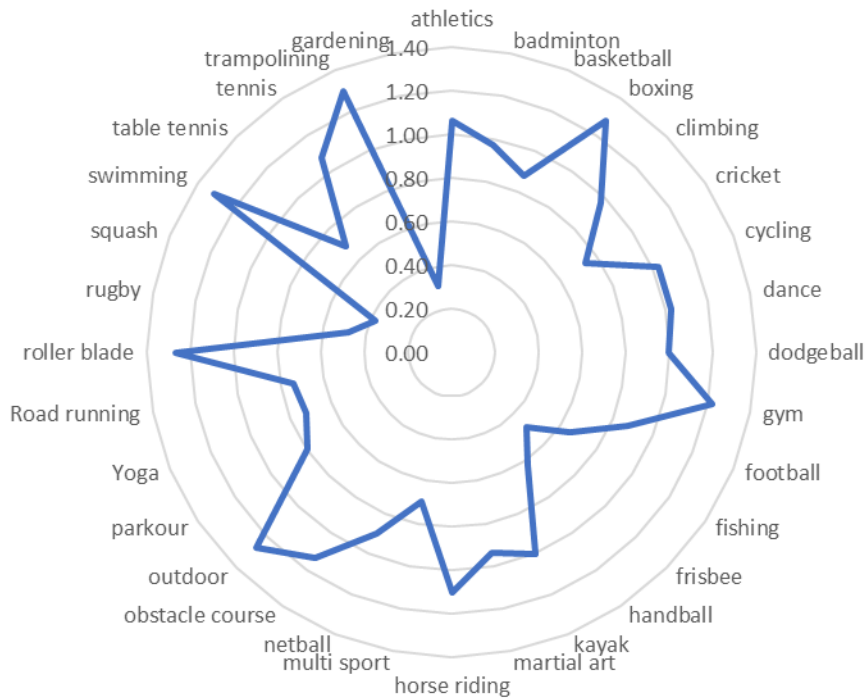


Willingness to Try - Deprived Communities

- | | | | | |
|---------------|----------------|---------------|-------------|-------------------|
| ■ athletics | ■ badminton | ■ basketball | ■ boxing | ■ climbing |
| ■ cricket | ■ cycling | ■ dance | ■ dodgeball | ■ gym |
| ■ football | ■ fishing | ■ frisbee | ■ handball | ■ kayak |
| ■ martial art | ■ horse riding | ■ multi sport | ■ netball | ■ obstacle course |



Overall Interest - Deprived Communities

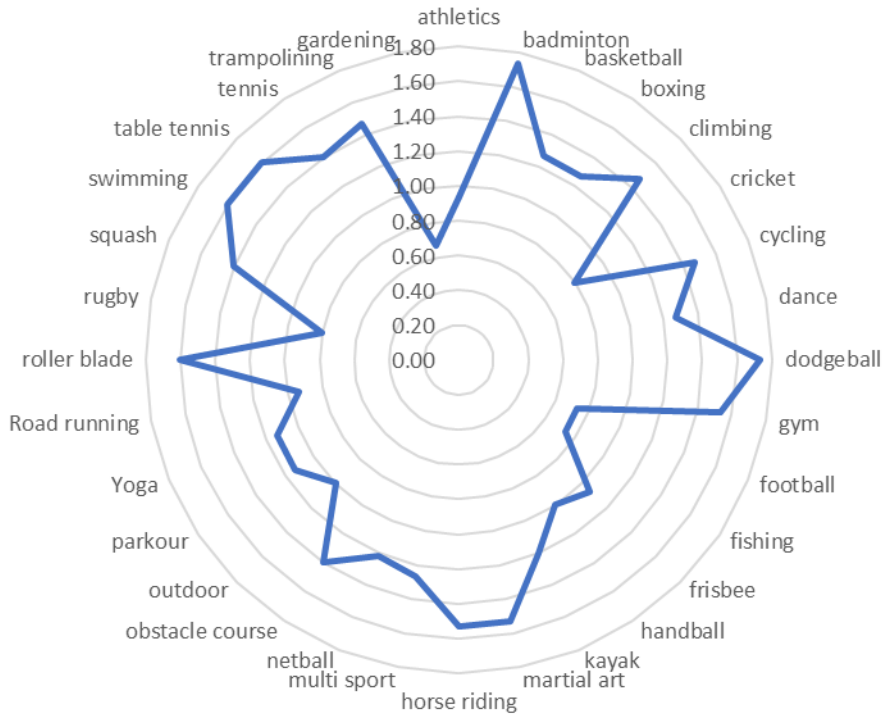


Willingness to Try - Ethnic Minorities

- | | | | | |
|---------------|----------------|---------------|-------------|-------------------|
| ■ athletics | ■ badminton | ■ basketball | ■ boxing | ■ climbing |
| ■ cricket | ■ cycling | ■ dance | ■ dodgeball | ■ gym |
| ■ football | ■ fishing | ■ frisbee | ■ handball | ■ kayak |
| ■ martial art | ■ horse riding | ■ multi sport | ■ netball | ■ obstacle course |



Overall Interest - Ethnic Minorities



Willingness to Try - Girls (Control Group)

- athletics
- badminton
- basketball
- boxing
- climbing
- cricket
- cycling
- dance
- dodgeball
- gym
- football
- fishing
- frisbee
- handball
- kayak
- martial art
- horse riding
- multi sport
- netball
- obstacle course



Overall Interest - Girls (Control Group)



7 Annex – Survey Questionnaires

The survey used for ascertaining the views of the young people is shown overleaf as is that used for the Youth Organisations and Sports Clubs.



SURREY YOUTH FOCUS

activesurrey

Young People's Survey

Hello! Thank you for agreeing to take part in this survey, your views are really important to us and will help inform how we invest money in the future.

This survey is confidential so we encourage you to be as honest as you can be.

1) Can you tell us about a really POSITIVE experience you have had of sport and physical activity? What happened? What made it good?

.....
.....
.....
.....

2) Can you tell us about a really NEGATIVE experience you have had of sport and physical activity? What happened? Why was it so bad?

.....
.....
.....
.....

3) Please tell us about your motivations:

If you are <u>already regularly</u> taking part in Sport/Physical Activities	If you are <u>NOT regularly</u> taking part in Sport/Physical Activities
What sport do you do and what motivates you to continue doing that sport/physical activities?	What makes you reluctant to get involved in sport/physical activities? What are the biggest barriers?

4) How would you like new sport/ physical activity opportunities to be communicated to you? (e.g. via youth worker, social media platform, text messages)

5) How influential are the following factors on your involvement in sport/ physical activity? (please fill in ALL boxes) 1 being the LEAST influence, and 5 being the MOST influence

	1 (least)	2	3	4	5 (most)	Comments (if any)
Friends / Peers						
Parents						
Teacher						
Youth leader						
Coach						
Sport I want to do is available						
Location of Sport/Activity						
Times activity is available						
Transportation – easy to get to						
Cost - transport						
Cost - equipment						
Cost - clothes						
Clothes you have to wear						
Previous experience (good)						
Previous experience (bad)						
Opportunity to socialise						
See as a way to be 'healthy'						
Think you might not enjoy it						
Only want to do it if friends doing it too						
Caring responsibilities - sibilings or other family members						
Amount of homework / other commitments						
Good body image						
No bothered/ Have other stuff to do						

6) What types of sport/physical activity might you like to try? (please fill in ALL boxes- yes/?/no)

	Yes	?	NO		YES	?	NO
Athletics				Multi-sports			
Badminton				Netball			
Basketball				Obstacle course/running challenges (tough mudder, colour run etc)			
Boxing/Box fit				Outdoor Activities e.g. geocaching / walking			
Climbing				Parkour			
Cricket				Pilates/Yoga			
Cycling (BMX/Mountain bike/Road)				Road running/Jogging/ Parkrun			
Dance				Roller Blade/ Ice Skating			
Dodgeball				Rugby			
Exercise classes/gym				Squash			
Football				Swimming/ Aqua sports			
Fishing				Table Tennis			
Frisbee				Tennis			
Handball				Trampolining			
Kayak/Rowing				Gardening			
Martial Arts – Judo/ Karate				OTHER (please list)			
Horse Riding							

7) About you

(Age: _____) (Gender: _____)
(Town: _____)

THANK YOU



SURREY YOUTH FOCUS

activesurrey

Youth Worker Survey

Thank you for agreeing to take part in a new piece of research to learn more about the benefits and challenges to young people from disadvantage, ethnic minorities, or girls engaging in Sport and Physical activity.

1.) Overall how do you think young people you work with view of sport/ physical activity?

2.) From your experience can you give us some “lived examples” of a young people’s attitude and experiences of sport and physical activity (positive and negative)

3.) What contribution do you think the following have on young people’s participation (particularly those who are disadvantaged, BME and Girls):

	Comments
Friends/ peers	
Role models (parents/ youth workers/others)	
Cost	
Transport	
Past experience	

Other commitments	
Body image	
Attitude of clubs/coaches	
Location / Time / availability	
Choice of sport/ physical activity	
Other	

- 4.) What do you think are the biggest barriers for young people accessing sport and physical activity? What do you think puts them off?
- 5.) What sport & physical activity opportunities do you think are lacking for young people who are disadvantaged, BME and Girls aged 13 – 19yrs?
- 6.) Does sport/ physical activity feature in your current youth work provision? If so how?
- 7.) What would help you increase the amount of sport/ physical activity on offer to your young people?
- 8.) Do you have any current relationships with local sport and physical activity providers?
- a. Yes: Which local organisation do you have a relationship with? How did the relationship come about? How is it a success?
 - b. No: Would you like to have a relationship with more local sports organisations? YES/NO, what are the barriers?

9.) What do you think sports clubs/ organisations can do to engage more disadvantaged, BME and Girls?

10.) Any other comments?

Name.....

Organisation.....

Supplementary question: *If Active Surrey were to offer you a chance of free coaching in your setting/ local venue to create a team to take part in Specsavers Surrey Youth Games 2018, which of the following would be most appealing:*

Badminton (mixed) U11 & U14	Cricket (girls) U11	Judo (boys) (girls) U13	Touch Rugby (girls) U11
Boccia (mixed) U13 & U18	Football (girls) U9	Lacrosse (mixed) U15	Squash (mixed) U10 & U13
Boxing non-contact (mixed) U16	Football (girls) U11	Netball High 5 (girls) U11	Tennis (mixed) U8
Boxing contact (mixed) U16	Hockey (girls) (boys) U11	Netball (girls) U13	

What sport do you think should feature in the future? _____



SURREY YOUTH FOCUS

activesurrey

Service Providers Survey

Thank you for agreeing to take part in a new piece of research to learn more about the benefits and challenges to young people from disadvantage, ethnic minorities, or girls engaging in Sport and Physical activity.

1.) Overall how do you think young people you work with view of sport/ physical activity?

2.) From your experience can you give us some “lived examples” of a young people’s attitude and experiences of sport and physical activity (positive and negative)

3.) What contribution do you think the following have on young people’s participation (particularly those who are disadvantaged, BME and Girls):

	Comments
Friends/ peers	
Role models (parents/ youth workers/others)	
Cost	
Transport	
Past experience	

Other commitments	
Body image	
Attitude of clubs/coaches	
Location / Time / availability	
Choice of sport/ physical activity	
Other	

4.) What do you think are the biggest barriers for young people accessing sport and physical activity? What do you think puts them off?

5.) What sport & physical activity opportunities do you think are lacking for young people who are disadvantaged, BME and Girls aged 13 – 19yrs?

6.) Does sport/ physical activity feature in your current youth work provision? If so how?

7.) What would help you increase the amount of sport/ physical activity on offer to your young people?

8.) Do you have any current relationships with local sport and physical activity providers?

c. Yes: Which local organisation do you have a relationship with? How did the relationship come about? How is it a success?

d. No: Would you like to have a relationship with more local sports organisations? YES/NO, what are the barriers?

9.) What do you think sports clubs/ organisations can do to engage more disadvantaged, BME and Girls?

10.) Any other comments?

Name.....

Organisation.....

Supplementary question: *If Active Surrey were to offer you a chance of free coaching in your setting/ local venue to create a team to take part in Specsavers Surrey Youth Games 2018, which of the following would be most appealing:*

Badminton (mixed) U11 & U14	Cricket (girls) U11	Judo (boys) (girls) U13	Touch Rugby (girls) U11
Boccia (mixed) U13 & U18	Football (girls) U9	Lacrosse (mixed) U15	Squash (mixed) U10 & U13
Boxing non-contact (mixed) U16	Football (girls) U11	Netball High 5 (girls) U11	Tennis (mixed) U8
Boxing contact (mixed) U16	Hockey (girls) (boys) U11	Netball (girls) U13	

What sport do you think should feature in the future?
