Physical Activity, Extracurricular Sport and the '5x60' Initiative: Leisure Lifestyles and Young People in Wales, 2007-2009

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Thesis submitted to the University of Wales in fulfillment of the requirement for the degree of Doctor of Philosophy at Cardiff School of Sport, University of Wales Institute, Cardiff

March 2011
DECLARATION

This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

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STATEMENT 1

This thesis is the result of my own investigations, except where otherwise stated. Other sources are acknowledged by citations giving explicit references. A list of references is appended.

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ABSTRACT

The growing concern about health, obesity and social exclusion (Department of Health, 1992; Health Education Authority, 1998; Bramham, 2008), together with the recognition of sport’s wider societal role (Coalter, 2001), has resulted in the prioritisation of physical activity engagement for young people (Department of Culture Media and Sport and Strategy Unit, 2002; Welsh Assembly Government, 2005). Funded by Sport Wales (SW), this thesis presents a young person-centred approach and offers a leisure lifestyle framework for young people together with a Welsh School Sport Framework for the ‘5x60’ initiative in Wales. Managed by SW, the ‘5x60’ was launched in September 2006 in Welsh secondary schools with the intention of contributing towards Welsh Assembly Government’s targets for pupils to achieve 60 minutes of sport and physical activity five times a week. The ‘5x60’ initiative is delivered through ‘5x60’ Officers with the purpose of increasing extracurricular physical activity opportunities for pupils, especially those identified as non-active.

Fieldwork was conducted in two phases: (1) an exploratory study in six secondary schools geographically distributed throughout Wales between December 2007 and June 2008, in three-week periods; and (2) an in-depth focused study at two of the original six schools visited. Data were obtained from a mixed-method approach of focus groups with pupils, classroom activities with pupils, interviews with staff, and observations. The classroom activities helped identify different groups of young people: the Leisure, Sporty, Sporty-Arty and Arty pupils. The classroom activities also proved to be a useful tool for the ‘5x60’ Officers to get to know and establish rapport with the young people.

Based on the empirical findings, four theoretical themes emerged: a young person-centred approach; the young people’s leisure lifestyles; the heterogeneity of the young people; and gender. There were also two overriding operational themes; the social contact with the officer, and the experience of the club / activity. The influence of all of these varied according to the group of young people, the effect of school locality; and individual characteristics (specifically, the effect of a Welsh language school). Throughout the thesis there is a reflective commentary on the research journey which ends the thesis with a reflective epilogue.
ACKNOWLEDGMENTS

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ABBREVIATIONS

AL - Anna Leyshon (researcher)

AGSB - Assembly Government Sponsored Body

BHF - British Heart Foundation

CHD - Coronary Heart Disease

CSLA - Community Sports Leader Award

CSS - Cardiff School of Sport

DH - Deputy Head

E3 / E3+ - A community extracurricular school programme that aims to ‘extend’, ‘excite’ and ‘engage’ pupils.

HoM - Head of Music

HoPE - Head of PE

HoY - Head of Year

HT - Headteacher

ICT - Information communication technology

ISC - Irish Sports Council

IYS - Institute of Youth Sport
JSJA - Junior Sports Leader Award

LA - Local authority

LAPA - Local authority partnership agreement

LTPAD - Long-term player / athlete development

LTR - Long-term recreation pathway (LTR)

NGB - National Governing Bodies

NC - National Curriculum

PC - Point of contact in school for ‘5x60’ Officer

PDM - Partnership Development Manager (based in England)

PE - Physical Education

PESS - Physical Education and School Sport

PESSCL - Physical Education, School Sport and Club Links

PESSYP - Physical Education, School Sport and Young People

PLT - Primary Link Teacher (based in England)

QTS - Qualified Teacher Status

SM - Senior Manager
SCW - Sports Council for Wales now known as Sport Wales (since April 2010)

SW - Sport Wales

SSSC - Secondary School Sport Coordinator

SSCo - School Sport Coordinators (based in England)

SSSP - Secondary School Sport Pilot

UWIC - University of Wales Institute, Cardiff

WAG - Welsh Assembly Government

YST - Youth Sport Trust
CHAPTER 1

INTRODUCTION
1.1 The significance of physical activity

The health, physical, social, affective and cognitive benefits of participating in physical activity have been well documented in recent years (Fulton et al., 2004; Riddoch, 1998; Riddoch & Boreham, 2000; Strong et al., 2005). At the same time public health has been of growing concern to the Westminster Government and devolved administrations (Health Education Authority [HEA], 1998). In particular, obesity has been identified as one of the greatest health challenges in the 21st century (World Health Organisation [WHO], 2007). The prevalence of obesity has tripled in many countries since 1980, with a particularly alarming increase amongst children (WHO, 2007). In Wales, the Welsh Health Survey found that over half of men (62%) and women (53%) were classified as overweight (Welsh Assembly Government [WAG], 2008a). Alongside this, Welsh school children have been found to be amongst the most overweight and have the highest levels of obesity in Europe and North America, with 20% girls and boys recorded as being obese (WHO, 2006). Some cross-sectional evidence has indicated that physical inactivity in childhood is linked to the development of obesity (Steinback, 2001). The corollary is that some studies show that physical activity when young may impact on physical activity levels later in life (Aarnio et al., 2002; Kjønniskjen et al., 2009; Kjønniskjen et al., 2008; Telama et al., 1996).

The aetiology of many diseases such as coronary heart disease (CHD) originates during childhood (Riddoch et al., 2005) and children with lower levels of physical activity are more likely to develop higher risk factors of CHD, hence the importance of
establishing physical activity habits during childhood (Riddoch et al., 2005). Some studies have also found that engagement in regular physical activity has resulted in lower blood pressure readings and reduced body fatness (Andersen & Jackie, 2003).

Regular physical activity has been associated with many psychological benefits such as an improvement in self-esteem (Fox, 1988) and self perception, and a reduction in stress, anxiety and depression (Hassmen et al., 2000; Svoboda, 1994). Furthermore, Gill et al. (1983) found that fun and excitement were the main reasons for young people’s participation in sport and physical activity. Attributing cause to effect in studies like these is notoriously problematic, and some of them lack robust empirical evidence to corroborate theoretical arguments. Nevertheless, there is general agreement that there are numerous health benefits that can be acquired from active engagement in sport and physical activity.

A central part of UK Government policies has recently focused on the social benefits of physical activity, such as meeting new people and feelings of acceptance as part of a group (Donnelly & Coakley, 2002), developing social skills and developing a source of community identity and inclusion (Hylton & Totten, 2008a). Sport and physical activity are perceived as crucial sites to establish social and moral skills (Bailey, 2005) and are also suitable for the promotion of personal and social responsibility (Martinek & Hellinson, 1997). For disaffected, potentially deviant, or delinquent young people, sport and physical activity has the potential to help combat behavioural problems which (amongst others) may include crime, truancy, alcohol and drug abuse (Department of
Culture Media and Sport [DCMS], 1999; Hellinson et al., 2000; Lawson, 1997; Sandford et al., 2008). One notable shortcoming of these initiatives is that they fail to include adequate monitoring and evaluation methods or specify clearly the programme objectives or their impacts in potentially reducing the level of crime, delinquency or drug abuse (Smith & Waddington, 2004).

In addition, sport and physical activity can impact positively on disaffected pupils through an improvement in attainment and achievement (Sandford et al., 2004). In some instances physical activity programmes have resulted in small improvements in some pupils’ attendance, behaviour and attitude in school during curricular time (Loughborough Partnership / Institute of Youth Sport [IYS], 2008a; Sandford et al., 2004). When more time was allocated for physical activity in schools, small improvements in academic performance were also found (Sallis & Owen, 1999). Nonetheless, the behavioural and cognitive benefits reported have been fairly small which in turn reiterates the difficulty of asserting causality with confidence.

Increasing physical activity amongst adults and young people is proposed by WAG as one strategy to help address the obesity problem and help with social and psychological issues (WAG, 2008a, 2008b). The current recommendation for adults is to undertake a minimum of 30 minutes of moderate physical activity on at least five days in every week. However, the Welsh Health Survey in 2008 found that only 30% of adults undertook sufficient physical activity to achieve the 5 x 30 minutes recommendation (SCW, 2009a; WAG, 2008b).
In their Climbing Higher document WAG (2005, p.9) set a target for ‘at least 90% of secondary pupils to achieve 60 minutes of sport and physical activity five times a week’. In 2001, only 24% of young people in Wales achieved this target but by 2008 this percentage had increased to 35%, with 42% of boys and 28% of girls meeting the recommended guidelines (SCW, 2009a; WAG, 2008a, 2008b). One key setting identified for providing physical activity pathways for young people has been Physical Education (PE) and extracurricular activities in schools (Houlihan, 2000). From the five hour recommendation, WAG (2005) proposed that two hours should comprise curriculum time and one hour of extracurricular sport and physical activity for all young people. For some young people PE is the only opportunity to engage in moderate to intense physical activity (Trudeau & Shephard, 2004), thus it is necessary to understand its intended outcomes.

The Association for Physical Education (afPE) has defined PE as

Planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils. This includes both ‘learning to move’ (physical competence) and ‘moving to learn’ (learning through movement, e.g. co-operation). The context for learning is physical activity, with children experiencing a broad range of activities including sport and dance (afPE, 2008, p.9).

Physical education should provide young people with a broad range of different types of physical activity; though typically it continues to be dominated by competitive team games (Harris & Cale, 1997), which are often gender stereotyped (Smith et al.,
More recently, there has been a shift of emphasis to more lifestyle and recreational activities provided during PE, particularly at Key Stage 4 for 14-16 year-olds (Green et al., 2005; Roberts, 1996; Smith et al., 2007a).

Extracurricular PE has been defined as ‘the provision of physical activities outside of the formal PE curriculum, most often after school and at lunch times, but also in some schools at weekends and / or before school’ (Penney & Harris, 1997, p.42). Teachers have not been paid to undertake these activities for young people and therefore they depend on goodwill. Like the PE curriculum, extracurricular PE has also been dominated by gendered competitive team games with only a minority of pupils benefiting from the opportunity to participate (Penney & Harris, 1997) – though there has been some recent evidence of (modest) diversification in extracurricular PE activities (Smith et al., 2007b). In summary, these themes and issues provided the WAG, the former Labour Government at Westminster and the Scottish Parliament with the impetus to prioritise physical activity engagement for young people (DCMS & Strategy Unit, 2002; WAG, 2005). This resulted in separate school-based physical activity initiatives being established: in Wales – the ‘5x60’ initiative; in England – Physical Education, School Sport and Young People (PESSYP Strategies); and in Scotland – Active Schools Network. Each of these national initiatives aims to provide opportunities outside the curriculum with the overall aim of increasing physical activity and improving the health of young people. The English and Scottish programmes are outlined further in the Review Chapter. The Welsh initiative, the focus of this thesis, is introduced and explained in the next section.
1.2 Background to this thesis and the ‘5x60’ initiative

Sport Wales (SW), formerly known as the Sports Council for Wales (SCW), was established by Royal Charter in 1972 with four main aims to:

- Increase participation in sport and physical activity;
- Raise standards of performance and excellence;
- Improve the provision of sporting facilities; and
- Provide technical information and advice about sport, recreation and active lifestyles (SCW, 2009b).

As an Assembly Government Sponsored Body (AGSB), Sport Wales’ strategic leadership role is to provide advice to WAG on sport and physical activity. Sport Wales is funded largely by grant-in-aid from WAG and is also responsible for distributing funds from the National Lottery to sport in Wales (SCW, 2009b). As a joint initiative between SW and the University of Wales Institute, Cardiff (UWIC) this PhD was set-up as a funded bursary project to research the ‘5x60’ programme. At the outset both parties (SW & UWIC) agreed that the ‘5x60’ should act as a vehicle to develop a better understanding of the young people. The intention was to place young people themselves at the heart of the analysis in order to develop a sophisticated and nuanced understanding of ‘5x60’ – of how it was experienced and of its operation. Later, after a careful and critical review of the extant literature, as well as lengthy consultation with the project management team, some significant shortcomings in previous research were identified. In particular, there
had been too much emphasis placed on ‘single issues’ which failed to account satisfactorily for the complexity of young people’s lives (Penney, 2002), and insufficient attention had been paid to young people’s perceptions of sport, physical activity, and especially the ‘5x60’ initiative. A further purpose of the project was to develop a conceptual framework to understand young people’s perceptions of sport and physical activity and their relation to leisure lifestyles more generally. There was an explicit focus on the type and context of activities that young people preferred to do in their leisure time. The precise research question at the core of this programme of research was therefore: ‘What is the role of physical activity, extracurricular sport and the ‘5x60’ initiative in the leisure lifestyles of the young people?’ To answer this, the following sub-questions were set:

1. What are secondary school aged children’s views about physically active lifestyles?

2. What are young people’s patterns of participation in sport and physical activity, and what are the factors that encourage participation?

3. What is the role of ‘previous experience’ and transition experience (from primary school to secondary school) in young people’s sport and physical activity participation?

4. What typology of delivery, frequency and variety of activities works best in different local contexts?

5. What examples of good practice and what lessons from the ‘5x60’ initiative can be shared with policy makers, professionals, practitioners and academics?
Having established the intention of the research it is necessary to bring conceptual clarity to some key terms: young people / youth, leisure, physical activity sport and the ‘5x60’ initiative. Young people can be distinguished as a maturational group between childhood and adulthood; and ‘youth describes aspects of people’s social position which are an effect of their biological age but not completely determined by it’ (Frith, 1984, p.2). Quite often then the transition from childhood to adulthood is viewed as the development of the immature child to the independent employable adult. However, to differentiate ‘young people’ from ‘children’ and from ‘adults’ can be difficult for two main reasons. Firstly, the reference to ‘the immature child and the independent employable adult’ fails to identify the socio-cultural constraints of youth as a distinct stage in the life-course (Bynner, 2001). Secondly, Frith (1984) argues that ‘if the end of youth is marked by our taking on an adult role – marriage and children, work and a career, our own household – then people stop being young at a great variety of ages’ (p.2). There are two aspects associated with this: dependence / independence and responsibility. Some young people of the same biological age will often find themselves at different stages of dependence in different aspects of life such as family, education and leisure. The idea of responsibility is also closely associated with the transition from childhood to adulthood, and is linked to the idea of ‘legal responsibility’ which sets different age-related opportunity thresholds (e.g., the age to leave school, to buy alcoholic drinks, to drive a car, and stand for Parliament). Notwithstanding the conceptual and operational difficulties associated with defining ‘young people’, for the purpose of addressing this research question, young people are 11-18 year old secondary school aged pupils.
To understand young people’s association with leisure, it is also necessary to provide clarity about the latter. It is clear that leisure has blurred edges. For instance, the boundaries for separating spending on consumer essentials from pure leisure goods are unclear, for example, ‘spending on holidays and admissions to cinemas is clearly ‘in’ but it is less clear what proportions of meals-out and transport are classified as leisure’ (Roberts, 2004, p.2).

An important contribution to the debate has been made by Roberts (2004). Firstly, he proposed that leisure must be separated from work. This notion resonates with Rojek’s (1995) ‘decentring leisure’ concept and links to terms such as risk, contingency, fragmentation and speed that represent the complexity of leisure (Blackshaw, 2009). In this sense people must have their own time, place and opportunity to do things for the pure pleasure. Secondly, Roberts proposed that ‘family, community and religious controls that once prescribed entire ways of life must be relaxed’ (p.4), allowing individuals and households to make lifestyle choices. Thirdly, Roberts suggested that the laws that protect people’s freedom to form associations for religious, political and recreational purposes must be upheld and business should be able to market leisure goods and services.

Physical activity and sport are popular sites of expression of identity and meaning. For the purpose of this thesis physical activity has been defined as,

Any forces exerted by skeletal muscle that results in energy expenditure above resting level and includes the full range of human movement, from competitive
sport and exercise to active hobbies, walking and cycling or activities of daily living. (Department of Health, 2004, p. 10)

The different dimensions of physical activity illustrated by Wold (1989) include: frequency and intensity; duration (how long the activity lasts); regularity (every day, every week, or every month); type of physical activity (ball games, gymnastics, swimming, recreational, outdoor activity); social setting (team sport/ individual sport); organised / not organised; the physical context of the activity; the ‘value’ of the activity and its meaning to the individual. Wold’s conceptual distinctions are particularly helpful because some of the identified features relate directly to the ‘5x60’ initiative – specifically, the type of physical activity and importance of the social setting.

In contrast, sport has been defined as ‘all forms of physical activity which through casual or organised participation aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competitions at all levels’ (The Council of Europe, 2001, p.1). Although the definition is clear and useful for the practitioner it is not without difficulty. According to the definition all sporting activities should be a form of physical activity, but there are anomalies – for instance, darts and snooker do not satisfy the definition for physical activity used by the Department of Health (2004), yet both are classified by UK Sport and the SW as sporting activities (SCW, 2009b).

This thesis is mainly concerned with the recreational aspect of sport that links to many features of leisure, such as pleasant, playful activities desired for their own sake
associated with intrinsic motivation. For this reason, the thesis is not concerned with professional sport.

Over the last decade attempts have been made by SW to provide physical activity pathways for all young people as well as targeting specific groups, including, primary school pupils, girls, and more recently, hard-to-reach secondary school pupils (SCW, 2005). Funded by the National Lottery, Dragon Sport commenced in 1999 to promote extracurricular sport in primary schools. As a concept Dragon Sport was based on the New Zealand model of modified versions of adult games in eight main sports (rugby, athletics, cricket, tennis, football, netball, hockey and golf), and Dragon Sport has two main aims. Firstly, to establish extracurricular clubs at primary schools and community settings. Secondly, to recruit and train Dragon Sport volunteer sport organisers, leaders and coaches, particularly teachers and parents (SCW, 2005). According to SW, Dragon Sport has been successful with over 134,000 children participating, 90% of 1,478 primary schools and 800 community clubs participating in the initiative (SCW, 2005). However, what is not clear is how these numbers have been arrived at.

Introduced in 2000, Physical Education School Sport (PESS) was set up to improve the quality of PE in primary schools and to bridge the gap in participation into secondary schools. The vision for PESS was delivered through the provision of training, mentoring and resource materials for teachers in gymnastics, dance, health related exercise, ICT and adventurous activities (SCW, 2007c). This enabled many non-specialist teachers of primary school PE to improve their confidence in delivering PE and physical
activity. The logical extension from Dragon Sport and PESS programmes was for SW to address sport provision for the 11-16 year olds.

The Girls First Initiative was introduced in 2001 and was aimed at the 11-16 age group. It allowed secondary schools in Wales to apply for up to £1,000 to fund extracurricular programmes for girls. A particular strength of the scheme was the intention to raise the profile of sport and physical activity for girls in school and increase the number and range of opportunities for girls’ participation. The opportunity to recruit external coaches as part of the initiative was also identified as a positive feature by teachers (SCW, 2005). Dance was one of the most popular activities with a large number of schools employing a dance leader from outside school (SCW, 2006d).

Many secondary school pupils indicated that they wanted more opportunities to play in teams at their own standard (SCW, 2003b). The need to promote adequate extracurricular provision for the majority of pupils in Wales provided the context for developing the Secondary School Sport Pilot (SSSP) which became the ‘5x60’ initiative. This aspiration played a central part in the vision statement of SW:

To create schools where a broad range of sports and physical activity is offered in extracurricular time, particularly week-nights and weekends, to all children regardless of their ability. Non specialist staff, parents, Year 13 pupils, students and local coaches will work together to organise and provide this activity. The scheme will particularly target opportunities for children who currently do not take
part and seek to address some of the factors which discourage less able youngsters from participating. (SCW, 2003b, p.1)

Consequently, in 2004, the SSSP was established in eight secondary schools across Wales. Funded by SW, the SSSP was run by a Secondary School Sport Coordinator (SSSC) who was based at the school on a part-time basis (20 hours per week). The fundamental aim of the SSSC was to provide extracurricular physical activity opportunities for Year 7 and 8 pupils, targeting those less likely to participate in school teams (SCW, 2003b). The intention of the pilot was not to be prescriptive but to provide an opportunity to see what might work to encourage participation. The review of the SSSP (Bolton et al., 2007) found the pilot to be successful from three main perspectives. Firstly, pupils engaged in a range of different activities, such as surfing, dancing and climbing that they perceived as exciting. Secondly, the leaders and / or external coaches were successful in delivering activities. Thirdly, the role of key agents, such as the Headteachers (HT) in schools, was beneficial. The positive outcome of the review led to the launch of a similar national initiative derived from one of WAG’s (2005) ‘Climbing Higher’ targets. Managed on behalf of WAG by SW, the ‘5x60’ initiative was launched as an extension of the SSSP for 11-16 year olds to work towards the Climbing Higher target (SCW, 2006b). In September 2006, the initiative was launched in 37 secondary schools followed by another 133 secondary schools in September 2007. By the end of the academic year in 2009 / 2010, there were two hundred and eighteen schools (98%) involved in the ‘5x60’ initiative across Wales.
Sport Wales’s aspirations were for the ‘5x60’ initiative to sit alongside (but not replace) the traditional extracurricular PE activities and for young people to be central in the programme. The ‘5x60’ initiative embarked on an audit consultation process in the hope of encouraging active leisure participation. The audit sought to find out what the pupils wanted to be provided with in terms of activities, style of delivery, when and where to participate. In other words, this was a young person-centred approach, a theoretical theme to which the thesis will return in Chapter Two. The objectives of the ‘5x60’ initiative are to:

1) Provide additional physical activity extracurricular opportunities by targeting those currently not involved in school sport, school team sport and / or PE.

2) Recruit, support and retain volunteers i.e., parents, and develop young leaders.

3) Establish partnerships with the community, local clubs and further / higher education colleges (SCW, 2006c).

These objectives are delivered through the ‘5x60’ Officers who have been granted flexibility to co-ordinate their individual school programme (SCW, 2006c). The provision of activities is mainly based on pupil consultation through audit and informal conversations and the availability of activities within the locality (SCW, 2006c). The principle behind the audit process is valuable because it reflects the emphasis and importance placed by Smith et al. (2009) on choice, consultation and reflection with pupils.
The ‘5x60’ Officer is based part-time at the school (20 hours per week) and managed by the Local Authority (LA) but also has a school point of contact (PC). The PC is normally a member of the senior management (SM) team, or a member of the PE department. However, there are several possible modes of employment. For example, officers can be employed part-time and assigned to one school for 20 hours, or full time and assigned to two schools (SCW, 2006c). The intention was also for the ‘5x60’ Officer to be the interface between the community and the school providing a valuable stepping stone to build local capacity for successful partnerships and networks (Bolton et al., 2007).

The most recent SW management data (in August 2010) that relate to pupils and schools that have been involved in ‘5x60’ activities from 2006-2009 are shown in Table 1.

Table 1. Number of schools and pupils participating in ‘5x60’ (2006-2009)

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of ‘5x60’ schools</th>
<th>Number of pupils who have participated in ‘5x60’</th>
<th>Mean number of pupils per school</th>
<th>% of the pupil population involved in ‘5x60’</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>37</td>
<td>9,688</td>
<td>262</td>
<td>5%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>133</td>
<td>41,828</td>
<td>314</td>
<td>20%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>218</td>
<td>81,586</td>
<td>374</td>
<td>39%</td>
</tr>
</tbody>
</table>

(Source: SCW, 2009c)

The ‘5x60’ data show an increase in the mean number of pupils participating and in the overall percentage of schools’ populations participating per year. However, the data are limited in that they provide only very basic information on participation. It is difficult to
gain a full and detailed insight into the initiative and the young people involved for the following three reasons. Firstly, the sole use of numerical data does not provide information on the quality of the experience. Neither do they reveal the differences between schools and regions (Littlefield et al., 2003). This is somewhat problematic when considering the variation in participation that SW has reported across LAs (SCW, 2001). Secondly, some pupils might have made only one visit to ‘5x60’ clubs, which is a start, but is not sufficient for health benefits or to change behaviour. Thirdly, the ‘5x60’ Officers themselves may differ slightly in their approach to collecting participation figures.

Table 2 shows the frequency of ‘5x60’ activities. However, in future, to gain a true understanding of young people’s participation preferences these activities need to be presented alongside the traditional extracurricular physical activities that are provided by schools and what the young people wanted.
Table 2. Number of sessions run in top ten ‘5x60’ activities (adapted from SW, 2009c)

<table>
<thead>
<tr>
<th>Activity</th>
<th>2007 (37 schools participating)</th>
<th>2008 (133 schools participating)</th>
<th>2009 (218 schools participating)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>sessions</td>
<td>rank 1-10</td>
<td>sessions</td>
</tr>
<tr>
<td>Badminton</td>
<td>11</td>
<td></td>
<td>145</td>
</tr>
<tr>
<td>Basketball</td>
<td>63</td>
<td>1</td>
<td>236</td>
</tr>
<tr>
<td>Dance</td>
<td>54</td>
<td>2</td>
<td>277</td>
</tr>
<tr>
<td>Dodgeball</td>
<td>12</td>
<td></td>
<td>155</td>
</tr>
<tr>
<td>Fitness</td>
<td>25</td>
<td>6</td>
<td>122</td>
</tr>
<tr>
<td>Football (b)</td>
<td>38</td>
<td>4</td>
<td>215</td>
</tr>
<tr>
<td>Football (g)</td>
<td>44</td>
<td>3</td>
<td>161</td>
</tr>
<tr>
<td>Multi activ</td>
<td>25</td>
<td>6</td>
<td>66</td>
</tr>
<tr>
<td>Rugby (g)</td>
<td>27</td>
<td>5</td>
<td>124</td>
</tr>
<tr>
<td>Street dance</td>
<td>22</td>
<td>9</td>
<td>83</td>
</tr>
<tr>
<td>Swimming</td>
<td>25</td>
<td>6</td>
<td>131</td>
</tr>
<tr>
<td>Table tennis</td>
<td>22</td>
<td>10</td>
<td>109</td>
</tr>
</tbody>
</table>

(b) – boys; (g) - girls

Other ‘5x60’ activities run in schools include: Aerobics, Archery, Athletics, Baseball, Bowls, Boxercsize, Boxing, Canoeing, Cheerleading, Climbing, Cricket, Cycling, Fencing, Frisbee, Golf, Gymnastics, Hockey, Horse riding, Lacrosse, Martial Arts, Mountain Biking, Netball, Outdoor Activities, Rounders, Rowing, Rugby (boys), Skiing, Squash, Surfing, Tennis, Trampolining, Volleyball and Waterpolo.

There are three areas of research that relate to the ‘5x60’ initiative. First, the small scale evaluation commissioned on the SSSP pilot (see Bolton et al., 2007). Secondly, in March 2007 SW invested in this PhD research project. Thirdly, in 2008 an overarching evaluation of the ‘5x60’ was commissioned. By August 2010, the full evaluation of the
‘5x60’ has not yet been published, however, the interim report focused on operational matters listing good features and challenges (Greenstreet Berman, 2008). Some examples of the good features were the increased participation in sport, the increased number of ‘non-participants’ participating, and increased levels of self-esteem amongst participants.

The consultation process with pupils and the consistent use of the coaches were also identified as features of the initiative that worked well. Some difficulties of the ‘5x60’ included getting older pupils to participate and the part-time nature of the ‘5x60’ Officer’s post (Greenstreet Berman, 2008).

1.3 The structure of the thesis

This thesis is organised around five further chapters. The second chapter provides a critical review of the literature. The foundation for this chapter is built on young people and a young person-centred approach to sport and physical activity participation. Fox’s (1988) theoretical approach of the approachers, neutrals and avoiders of sport and physical activity is adopted as the theoretical starting point for this thesis, however, before this there is a discussion of the complexity of their lives in terms of their culture, lifestyles and participation in sport and physical activity is necessary. The review also contextualises sports policy and provides a background to physical activity and physical education in school. Given that ‘5x60’ initiative is part of a wider set of responses to young people’s physical activity participation in the UK, the PESSYP in England and Active Schools Network in Scotland are also reviewed. This chapter also discusses conceptual models proposed to explain participation in sport and physical activity.
Chapter Three is a full account of the methods used to answer the research question, and, in particular, the adoption of a young person-centred approach is explained within a broadly ethnographic research design. A rationale for the series of ethnographic studies and the sampling technique used for the selection of research schools is provided. The ethical procedures adopted, access and acceptance to schools, and fieldwork and data analysis method are also explained. Finally, in this chapter the multiple research agendas and the nature of the relationship between research and policy apparent in this project, specifically, between myself and SW, UWIC, WAG and the research schools is explored through a series of reflections.

The fourth and fifth chapters address the empirical research undertaken for the two studies. In the fourth chapter the first phase of the empirical work addressing young people's participation / non-participation in physical activity and extracurricular sport in seven schools is discussed. Particular emphasis is placed on the young people who are less likely to participate. A five-fold classification of lifestyles and segments of young people is presented in this section. A final section provides a narrative account based on my reflections during the fieldwork period.

The fifth chapter presents the second phase of the empirical work. The central aim of this study was to develop a better understanding of the young people and test the five-fold classification proposed in the first study. This involved various classroom activities and required a teacher-researcher role to be adopted. Building on the earlier five-fold classification four categories of young people were identified. In addition, there was a
closer examination of how ‘5x60’ initiative operates in practice. Some key issues emerged including the importance of the social contact with the ‘5x60’ Officer and the experience of the activities. An important feature from both studies is the heterogeneous nature of the young people and the effect of gender. As with Chapter Four there is a reflective account making up the final section.

The sixth chapter provides an overall discussion and conclusion of the key theoretical and operational themes derived from the research findings. The research findings are encompassed in an explanatory leisure lifestyle framework of four theoretical themes and two operational themes. The theoretical themes included a young person-centred approach; the young people’s leisure lifestyles; the heterogeneous nature of the young people; and the effect of gender. The operational themes included: the experience associated with the activity, the interaction with the officer; leadership; the activities themselves, and competitions and festivals. A number of peripheral themes to the thesis are also discussed because they are of importance to the ‘5x60’ initiative and contribute towards the proposed Welsh School Sport framework. In this chapter the practical implications, strengths, limitations, areas for future research and a reflective epilogue is also presented.

1.4 The research journey

During 2010, I was involved in delivering a ‘5x60’ national training session. As a result of articulating some of my thoughts, the key to the PhD and my research journey fell into place. Through a series of reflections in this thesis, the reader is invited to follow my
research journey and learning experience. However, to understand this journey it is necessary to gain an insight into the project background and my epistemological point of departure.

My qualified PE Teacher Status (QTS) and, importantly, my understanding of pedagogy, schools and young people’s physical activity participation proved advantageous when applying for the PhD bursary. I graduated from UWIC in 2002 with a first class honours degree in Sport and Physical Education and undertook a quantitative dissertation investigating the prevalence of CHD risk factors with 13-16 year old pupils in a school environment. This fuelled my interest in the health, well-being and physical activity participation of young people. I then undertook an MSc in Sport and Exercise Science on a part-time basis and this provided an opportunity to undertake further research whilst gaining valuable experience working with young people. From this I went on to do a PGCE and was appointed to a teaching post. It was during my two year period teaching PE at a Welsh language secondary school that I really began to build an understanding of young people, sport and physical activity participation. I experienced at first hand the competing demands of providing PE and physical activity for all young people, as well as maximising the results of extracurricular team sports. For me the announcement of the ‘5x60’ initiative was both welcome and timely. In January 2007 my school appointed a ‘5x60’ Officer and thus I experienced briefly its implementation in an educational environment. In view of this, I acknowledge through a series of reflections and a reflective log my role as an insider and the particular subjectivities associated with this.
Reflection is concerned with self-improving and self-awareness through a retrospective analysis of actions (Schön, 1983). An increasing body of research has advocated the value of reflection for: (a) developing practitioner effectiveness (Cropley et al., 2007); (b) understanding practice (Cropley et al., 2010); (c) developing positive behaviours in problem solving (Anderson et al., 2004); and (d) creating links between theory and practice (Knowles et al., 2007). An important aspect of this was my reflective log which served as a method of gazing inward at my own practice and development as a person (Schön, 1983). Reflections have been described in two main ways: reflection in action and reflection on action. Reflection in action happens during the event and means to ‘think about what one is doing whilst one is doing it’ (Greenwood, 1993, p.1183). In contrast, reflection on action is defined as ‘the retrospective contemplation of practice undertaken in order to uncover the knowledge used in practical situations, by analysing and interpreting the information recalled’ (Fitzgerald, 1994, p.67). A limitation of these views is that they fail to account for reflection before action, the process of planning before an event. This thesis therefore contains reflections before, in and on action. For instance, there are two accounts that follow which illuminate first, reflection in action during the transition period when I had been appointed, but while I was also serving notice at my school during my last two months of teaching. The second account illustrates reflection before action and relates to the period prior to commencing the PhD. Some consider that reflection is involved in the anticipation of an event and neither reflection ‘on’ or ‘in’ account for that (Hatton & Smith, 1995). Van Manen (1991) describes ‘anticipatory’ reflection’ as considerations taken before an event in attempts to plan to act
more effectively. It is suggested that the ability to anticipate key issues in light of previous experience will give an insight into planning and thus empower practitioners to make informed decisions about development of practice (Fleming, 2007).

**Reflection** (as a PE teacher, February, 2007) - As I locked the girls changing room and chatted to the ‘5x60’ Officer and external dance coach I was slightly surprised, but equally pleased, at some of the clientele for the ‘5x60’ street dance session. Common features of the Year 8 girls included experimenting with make-up and showing signs of ‘going off the rails’. They were not members of school netball or hockey teams ... At the ‘5x60’ street dance performance organised for parents, staff and friends of the school I recalled one of my Year 10 GCSE PE class presenting the dance evening in English and Welsh, I was amazed that this pupil normally lacking in confidence and without activity options for GCSE had got herself involved with the production. Equally, members of the Senior Management staff also began to appreciate the benefits of ‘5x60’. One comment from the Head of Year (HoY) 8 reflected the general consensus felt amongst the staff present at the performance: ‘I can’t believe some of the girls who are on that stage. A couple of months ago some of those girls would never have had the confidence to perform on stage. It’s really nice to see some of them develop, they now have a focus and are contributing to school life’. Furthermore, another HoY commented that: ‘some of the parents who came up to the school tonight are some

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1 Here and throughout, all quotations denoted in italics have been translated from Welsh
Reflection (February, 2007) - On embarking on a new career pathway, I was excited and slightly apprehensive of the prospect of what a PhD might bring. I was aware of the academic and cultural change ahead. At times the thought of ‘giving up a full time teaching post in a well established school’ appeared dramatic, particularly since teaching and working with children was something I enjoyed but then it did not provide me with an academic challenge that studying for a PhD would.

There are three important themes from these reflections. Firstly, my experience of working as a teacher alongside the ‘5x60’ initiative highlighted the importance of different activities in attracting some ‘hard-to-reach’ pupils. Secondly, the possibility for additional educational and school benefits that could emerge from the initiative were also apparent. Thirdly, embarking on this PhD was a significant cultural change to move from teaching to researching.

‘Insider’ research from the ‘initial position of subjective proximity with relations to one’s respondents’ (Hodkinson, 2005, p. 131) has recently become common in areas such as youth cultures (Bennett, 2002). From the start of the research journey I was aware that the insider role was known for producing strengths and weaknesses (Hodkinson, 2005) and as a result might have been perceived as a partial limitation to this project. However, I used the process of reflection as an integral part of the research to gauge, and
track, my positionality in relation to this. This role also afforded many benefits to the project such as knowledge of the logistical aspects of ‘5x60’ and PE in schools.

Ultimately, when gaining access and acceptance to schools, PE departments and pupils, I felt that the insider’s role was a strength and not a shortcoming to the project. The inclusion of a critical element to the reflection was also important to develop reflective skills and openly acknowledge the ‘insider’s perspective’ (Fleming, 1995). The two main aspects of Kim’s (1999) critical reflective enquiry were included. Firstly, the critique of processes and practices such as inconsistencies within the reflective log. Secondly, the critique of products, such as the process of learning and change in practice. The use of the reflective log helped me improve my use of recall and gain clarity of my thoughts and create a clearer and more transparent audit trail of data, thus, enhancing the trustworthiness of the data (Lincoln & Guba, 1985). Some have argued also that the use of reflective logs are a means of being accountable to their role, profession, or employer (Anderson et al., 2004). This is similar to the findings and methods reported in other research (Cropley et al., 2007; Husu et al., 2008).
CHAPTER 2

REVIEW OF LITERATURE
The purpose of this review is to outline and evaluate the research undertaken and current literature on young people’s physical activity participation in sports development, sports policy and sociology of sport and leisure. The chapter is divided into five sections. The first section sets the scene for a young person-centred approach which is the core theme running throughout the thesis. Specifically, Fox’s (1988) child-centred approach to approachers, neutrals and avoiders of sport and physical activity is drawn on and presented as a theoretical starting point. The second section provides an understanding of young people’s lifestyles and sport/physical activity participation. Within this section emphasis is given to an understanding of youth culture and the work of Ken Roberts. In the third section the key influences on young people’s participation in sport and physical activity are reviewed with the focus on gender, previous experience, social process, friends, family, social class and school context. Physical activity and sport policy initiatives are the subject of the fourth section, which in turn sets the scene for the policy background in physical activity and physical education in schools. This section also deals with different school physical activity based initiatives – PESSYP in England and Active Schools Network in Scotland – which complement the ‘5x60’ initiative in Wales, outlined in the introduction. Finally, the fifth section provides a critical review of conceptual models that have been proposed to explain sport and physical activity participation.
2.1 A young person-centred approach

This section outlines the rationale and background to a young person-centred approach by drawing on child-centred and child development literature. The section is chronologically organised and moves from the rationale to development approaches, child-centred education approaches, play, and finally, a child-centred and young person-centred approach to sport and physical activity.

Child-centred literature is theoretically grounded in child development and especially the work of Freud, Isaac, Piaget and Vygotsky (Wood, 2007; Woodhead & Faulkner, 2000). Of these, Piaget’s ([1932] 1975) work and his developmental theory tracing children from birth to adolescence and beyond has been the most influential (Woodhead & Faulkner, 2000). Importantly, he listened and encouraged children to talk in ‘clinical’ and ‘interrogatory’ interviews and exhibited many young child-centred principles:

It is of paramount importance … To play your part in a simple spirit and to let the child feel superiority at the game … In this way the child is put at ease, and the information he gives as to how he plays is all the more conclusive … The interrogatory, moreover, requires extremely delicate handling; suggestion is always ready to occur, and the danger of romancing is ever present. It goes without saying that the main thing is simply to grasp the child’s mental orientation. (Piaget, 1975, p. 14-16)
Piaget’s work has however been criticised by Margaret Donaldson, a Scottish psychologist. She argued that the experimental tasks were out of the ordinary for children’s normal every day experiences and as a result modified the experiments in the early 1970s to provide a more meaningful context for children. For example, children were asked to teach a toy panda to speak with correct grammar (Donaldson, 1978). This notion helped developmental psychologists to realise that ‘children’s true competencies were revealed only in a situation that made true sense to them’ (Woodhead & Faulkner, 2000, p.24).

Despite criticisms, early child-centred education in the 1960s and 1970s embraced many Piagetian developmental principles. The publication of ‘The Plowden Report’ by the Central Advisory Council for Education in 1967 was significant because it attempted to move child-centred education from the experimental, to the mainstream, of educational practice (Central Advisory Council for Education, 1967), whilst at the same time resonating with many of Piaget’s principles in practice (Wood, 2007). These included: readiness for learning; the primacy of learning through discovery and exploration; and the child’s own efforts to construct meaning and understanding from experience. Hence, there was a focus on the activities rather than outcomes, and less attention was paid to desirable knowledge, skills, understanding and dispositions (Wood, 2007).

Education principles such as differentiation, different types of learners, and different teaching styles, have developed into common practice today. These principles emphasise the teacher’s role to recognise and accommodate pupils’ needs. The concept of
differentiation refers to a method of combining a variety of learning options which tap into different levels of readiness, interests and abilities at appropriate times and in appropriate contexts (Lowe & Turner, 2009). To accommodate and differentiate between pupils’ learning requirements, a wide range of teaching strategies and styles are used (Lucas et al., 2002; Mosston & Ashworth, 2002). For example, pupils’ interests, motivation, activity and visual, kinaesthetic and / or auditory learning styles are taken into account when designing different learning pathways (Lowe & Turner, 2009). In this sense the application of a pupil-centred approach is significant for the young people to adopt a positive disposition to maximise their learning.

More recently, the concept of a child-centred approach has been reinvented in contemporary policy with documents such as ‘Every Child Matters’ (DfES, 2003, 2004), ‘Birth to Three Matters’ (DfES/ Sure Start, 2002), and the curriculum guidance for the Foundation Stage (Qualifications and Curriculum Authority [QCA]/ Department for Education and Employment [DfEE], 2000). Personalised learning, assessment for learning, raising standards, target setting, children’s well-being and the voices and rights of the child are key policy aspirations of these documents (Wood, 2007). In addition to these demands, WAG developed the ‘Framework for Children’s Learning’ (WAG, 2008c) with the introduction of a skill-based curriculum for 3-7 year olds. Learning in the outdoors and activities relevant to the children’s stage of learning were the focus of attention.
Play is an important part of learning, education and child development including physical activity (Bennett et al., 1997; Sutton-Smith, 1997), creative play and active play (Wood, 2007). Play allows children and young people to be themselves through free choice, discovery and exploration because the ‘naturally developing child finds its clearest expression within free play’ (Wood, 2007, p.124). Informal activity-based play is typically unstructured, loosely monitored by adults and can be inherently enjoyable for participants. The Sport Wales ‘In the Zone’ playground development initiative is a good example of promoting active play. The aim of this initiative is to get more pupils active at lunch time by allocating playground space and accessing equipment (SCW, 2007b).

Participation in play is influenced by gender. Heterosexual masculine and feminine behaviours are expected in most informal social settings (Roberts, 1996) and vigorous play tends to be considered inappropriate for girls (Maccoby, 1998). Despite the dated nature of some of the play literature, there are still some valuable contributions to help understand gendered play. Research based in England has shown girls engage more frequently in imaginative play and constructive play activities compared to the boys engage in tactile play with sand (Child, 1983). More boys played and preferred boisterous activities compared to girls engaged in more sedate activities (Lever, 1978) such as ‘walking and talking’ (SCW, 1995).

It was not until the late 1980s that the physical education profession put young people at the centre of their work (Talbot, 1995). More recently, in their research on young people’s activity choice and PE in England and Wales, Smith et al. (2009) set out
to locate the young people at the heart of their work and address the concern of Biddle et al. (2004) that more studies of PE ‘should take into account both the perceived needs of young people and those expressed by young people themselves’ (p.692). With this in mind it is timely, then, for sports development policies and practices to develop a differentiated understanding of their clients, and particularly of young people. This idea was recommended by MacPhail and Kirk (2003) and subsequently outlined by MacPhail et al. (2009) as part of their recommendations for a sports development framework.

Over twenty years ago, Fox (1988) adopted a child-centred approach and emphasised the need for a psychological perspective that considered the child’s perception of their sport and physical activity experience. He proposed three categories of the child’s psychological disposition towards sport and physical activity: approachers, neutrals and avoiders.

1) The approachers – are individuals who perceive sport and physical activity as uplifting, see some kind of reward in sport and / or exercise, and independently seek out physical experiences (Fox, 1988). It is important to note that not all youngsters who are psychologically-orientated towards sport or exercise will successfully negotiate all barriers and challenges that they are faced with in the adoption of activity as a lifestyle habit.

2) The neutrals – are ‘those who have no strong feelings or convictions about sport and / or physical activity, and activity patterns’ (Fox, 1988, p.35). This group’s sport and physical activity participation is likely to be sporadic and responsive to the social setting.
Given the right circumstances (for instance, being invited by friends to an activity), this audience might be persuaded to participate.

3) The avoiders – are individuals who perceive sport and physical activity negatively and stressful. They tend to perceive themselves as unco-ordinated and incompetent and are unlikely to choose to participate (without substantial persuasion). This group is the least likely to receive the benefits of physical activity, but is in most need of them. For the avoiders, even the most effective initiative / programme that has removed barriers will not engage them, for many of them will still choose not to participate (Collins with Kay, 2003).

The conceptual starting point of the approachers, neutrals and avoiders is evident in Sports England’s categorisation of ‘always’, ‘sometimes’ and ‘never’ participants (Sport England, n.d.), and is valuable for this thesis for the following important reasons. The neutrals and avoiders as terms are particularly useful to describe the hard-to-reach pupils who are of primary concern to this research. Since participation in sport and physical activity for the hard-to-reach pupils is likely to be sporadic or non-existent, it is necessary to gain an understanding of their leisure lifestyles in general, and not just their leisure-sport preferences (Green, 2002).

This section has provided an insight into child-centred literature in child development, child education, sport and physical activity as a base for adopting a young person-centred approach. Equally important is an understanding of their lifestyles and cultures and it is to this subject that attention now turns.
2.2 Young people and youth culture

This section sets out to develop a better understanding of young people and the complexity of their lives in terms of their cultures, leisure lifestyles and participation in sport and physical activity. Youth cultures are evident in the transition from childhood to adulthood and are a way of life that represent beliefs, values, symbols and activities that young people share by engaging in cultural practices such as music, dance, clothes and ‘hanging about’ (Frith, 1984). These shared experiences have been referred to as young people’s idioculture (Wilson & White, 2001).

Amidst the recent rhetoric of a moral panic about young people’s alcohol abuse and binge drinking there has been a tendency for young people’s so-called ‘experimental stage’ to begin sooner with, for example, earlier sexual activity and a subsequent increase in the number of teenage pregnancies (Hubert et al., 1998). It has also been claimed that the age young people enter into commercial leisure has lowered, thus suggesting an earlier social sophistication of youth (Hendry et al., 2002).

Since the mid-1990s sociological research has referred to the ‘new condition of youth’ as the changing nature of the transition from childhood to adulthood (Roberts, 1996, 1999). There has been a tendency towards prolonging life-stages as the typical age that individuals cross adult thresholds (such as marriage) has risen, and major life events have become no longer as closely linked to specific ages as in the past. Young people’s futures have become more uncertain and their biographies more individualised, partly due to the sheer pace of economic and social change, the variety of courses in post-
compulsory education, training schemes, temporary and part-time jobs, and periods of unemployment (Roberts, 1999; Green et al., 2005). An important aspect of this individualisation is the young person’s ability to choose what to do and when to do it (Roberts, 1996). Despite the changing nature of the individuals tracking back and forth across the two thresholds of young adulthood and adulthood, Hall et al. (2009) argue that this period still remains a sequence of steps:

To talk of youth transitions as increasingly complicated, and perhaps out of sequence is not to leave the language of discontinuity behind; sequence and steps, critical moments and thresholds, whether these proceed in an orderly fashion or are shuffled and displayed by changes in opportunity and circumstances, remain as sequences and steps (p. 560).

In the 1980s Hendry (1983) usefully referred to British urban youth under three sequential leisure stages; ‘organised leisure’ in early adolescence; ‘casual leisure’ in mid-adolescence; and ‘commercial leisure’ in later adolescence. Three decades on this theory is more problematic, particularly since individuals tend to track back and forth across the two thresholds. Today young people’s lifestyles and behaviours are often centred around the opportunity to assert independence, instability of interests, hanging out with friends, relationships, playing computer games, watching TV and the opportunity to do physical activity (Frith, 1984; Green, 2002; Roberts, 1997). In this sense leisure provides young people with an opportunity for empowerment, independence and responsibility (Green et al., 2005) and autonomy from parental influence (Roberts, 1996). Furthermore, there has
also been a shift away from spending leisure time in organised and supervised settings toward spending time with groups of friends in unsupervised situations (Roberts, 1996). On the face of it, a likely implication of this would be a decrease in the numbers participating in organised youth clubs and sports clubs. Yet, recent evidence indicates an increase in young people’s membership of sports clubs (Sport England, 2003; SCW, 2009a, 2007d).

Alongside this there have been ongoing processes of informalisation, democratisation (Wouters, 1987, 2007) and sociability, which are concerned directly with relationships between adults and children. Informalisation is a process where dominant modes of social conduct and institutionalised power relationships are relaxed resulting in greater leniency, variety and differentiation (Wouters, 1986) which could also lead to sociability meaning more opportunities for adults and children/young people engage and interact. The general trend and long term process of informalisation has resulted in changes and relaxation in the rigid codes of behaviour and in the dominant mode of social conduct. There has also been a marked increase in sensitivity and flexibility in social conduct (Wouters, 1987, 2007). The process of democratisation embraces a lessening of inequality and changes in the power relations between the parent and the child (Wouters, 1987). Both ‘democratisation’ and ‘informalisation’ of the relations between adults and children are important for helping PE teachers and policy makers to understand (and hence promote) young people’s participation in sport and physical activity (Smith et al., 2009). Adult facilitators, in particular, need properly to acknowledge and understand children and young people’s lifestyles and perceptions. Green et al. (2009) explored PE
teachers’ understanding of young people’s perception in leisure-sport participation. The findings from this study indicated that PE teachers’ perceptions were a mix of myth and reality. The teachers recognised the diversification and change in young people’s leisure and sport (for example, towards more recreational activities such as dance). However, they also tended to underestimate young people’s frequency of leisure-sport participation and aspects of competitive involvement.

Adolescents are often preoccupied with identity problems of ‘who am I?’ and in an attempt to find individual lifestyle preferences they experiment with different leisure activities and social roles (Zeijl et al., 2001). Yet contrary to the popular argument that young people form their identity through leisure activities, Roberts (1997) has argued that leisure is less equipped to support identity formation but is more likely to act as fun. The identities young people create for themselves disintegrate almost as quickly as they were constructed. That is to say, ‘leisure pursuits affect how young (and older) people feel about themselves and add fine detail to their social identities but do not tell them or others who they basically are’ (Roberts, 1997, p.14). Though it is also true that some young people do create their leisure identity and idioculture based upon their shared beliefs and experiences of sport and physical activity (Wilson & White, 2001).

For many young people, sport and physical activity is a popular site for the expression of identity during leisure time but is by no means the only avenue. General trends of participation show a move away from traditional team games towards more informal, recreational, lifestyles and adult-like activities such as, aerobics, swimming and
weight training (Roberts, 1996; Smith et al., 2007a, 2009). Yet, there has also been some disagreement about young people’s participation in sport and physical activity (Collins with Kay, 2003; Green et al., 2005). Evidence over the last ten years from SW (SCW, 2003b) and Sport England’s (2003) surveys point towards, ‘more young people in England and Wales doing more sport than ever before’ (Green et al., 2005, p. 30).

Similarly, a recent report by SW (SCW, 2009a) found that young people’s participation in extracurricular and general physical activity had increased since 2003. In contrast, other researchers have reported a decrease per person in young people’s activity levels (Armstrong et al., 1996; Armstrong et al., 2000). Sleap and Warburton (1996) found that young people’s physical activity was of insufficient intensity, duration or frequency to achieve health benefits.

These apparent inconsistencies can be attributed to a number of factors. First, the different parameters that authors commented on. For example, some authors referred to sports participation whilst others referred to the duration of physical activity. Second, absolute and relative numbers are both used, and seldom (if ever) is the overall population of young people considered. Third, different methods of data collection were used – and one method, memory recall, is notoriously problematic. An alternative and more appropriate method to record young people’s physical activity levels is to use accelerometers, a small devise worn by pupils to measure their physical activity in three planes, vertical, mediolateral and anterioposterior (Dencker & Andersen, 2008). However accelerometers will not help measure participation and are costly and impractical.
2.3 Explaining young people’s sport and physical activity participation

There are a number of key themes and issues that influence young people’s socialisation into, and participation in, sport and physical activity programmes. There are seven factors that have received the most attention, and are most applicable to school-based physical activity initiatives. They are: gender (see Biddle et al., 2005; Cox et al. 2006; Scraton, 1992); previous experience (Aarnio et al., 2002; Kirk, 2003; Kjønnisken et al., 2008; Kjønnisken et al., 2009); social processes (Martinek & Hellinson, 1997; Sandford et al., 2009; Shields & Bredemeier, 1995); friends (Green, 2002; Hendry et al., 1989; Roberts, 1996); family (Kay, 2000; Kirk et al., 1997); social class and school context / locality (Green et al., 2005; Smith et al., 2007a, 2007b). Each will be discussed in this section.

Gender has received the most attention in the literature and it will be dealt with first. Thereafter, it will also be linked to the other sections. The themes do, of course, intersect, and together they help to reveal some of the complexity of young people’s participation in sport and physical activity.

Gender

In almost every sporting arena girls are systematically disadvantaged and have fewer opportunities to participate compared to boys (Penney & Harris, 1997; Scraton, 1992; SCW, 1995). Alongside this, pupils tend to refer to traditional gender stereotypes (Scraton, 1992). To explain, females are expected to develop an awareness of the culture of adolescent heterosexual femininity with the expectation of inactivity, passivity, neatness and looking good (Scraton, 1992; Smith, 1988). It is of little surprise, then, that females are less active than males (Armstrong et al., 2000), become more image
conscious and conform to popular Western ideas of beauty (Foster et al., 2005). The physiological changes of puberty can also result in an uncomfortable transitional phase for females, with some feeling self-aware and embarrassed in front of other females and male counterparts (Scraton, 1992). There is also evidence that some males also experience a feeling of self-awareness and discomfort during puberty (Scraton, 1992).

Furthermore, in a rigorous and robust study of 10-15 year old Scottish girls (Biddle et al., 2005), sport was reported as a ‘competitive thing for boys’ which was inappropriate for them. Being good at sport and keeping fit and healthy was not a priority for these girls. Importantly, this study was based on a large sample size (n = 688) and used the mixed-method approach of combining questionnaires with diaries. As part of the Henley Centre project Cox et al. (2006) investigated 15-19 year old young women who ‘always’, ‘sometimes’ and ‘never’ participated in sport and physical activity and the main findings are summarised in Table 3. Psychological issues such as self-confidence and perception of personal ability were the most important set of determinants. This finding can partly be explained by females’ lower level of performance self-efficacy and competence compared to males (Biddle et al., 2005; Wittig et al., 1987). There are two important strengths of this qualitative research. First, the in-depth nature of the cross-sectional design including focus groups, 75 interviews and diaries with 15-19 year old females. Second, a strong theoretical base was drawn from the Oxford model (Hildson, 2005) – see section 2.5.
Table 3. Summary of the influences of 15-19 year olds ‘always’, ‘sometimes’ and ‘never’ young women participants

<table>
<thead>
<tr>
<th></th>
<th>Always Participants</th>
<th>Sometimes participants</th>
<th>Never participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Early positive experiences of sport</td>
<td>Early positive experiences of sport – some negative reports of mixing with opposite sex and feeling self-conscious</td>
<td>Early positive memories of sport; Move to secondary school associated with sport becoming less fun; did less sport because it wasn’t compulsory &amp; lack of time</td>
</tr>
<tr>
<td>Initial explanation (main motives)</td>
<td>Health benefits; encouragement from school &amp; family; viewed sport as fun &amp; exciting</td>
<td>Need to feel healthy; compensate poor eating; feeling good; worthwhile; socialising; having fun. Negative – lack of time, opportunity &amp; not knowing who or what to do it with</td>
<td>Main dislike – feeling intimidated &amp; self-conscious &amp; competitiveness; recognised wide variety of advantages of sport (health, personal and social); Deep routed belief – disliked sport</td>
</tr>
<tr>
<td>Environment</td>
<td>Not crucial. Positive about area they lived and range of facilities and opportunities</td>
<td>Mixed views – felt intimidated in local facilities &amp; lack of opportunities</td>
<td>Generally positive about area they lived; not as positive about facilities &amp; opportunities – unwelcoming; more influenced by lack of time or no friends to participate</td>
</tr>
<tr>
<td>Psychological issues</td>
<td>Positive image of sport; many role models; aware of link between exercise, eight &amp; appearance; rarely self conscious; part of groups who participates; &amp; lived in ‘active’ households – encouraged by family.</td>
<td>More important than environmental; limited awareness of opportunities; choice was important – but they didn’t make enough effort; positive image of sport, few role models; generally positive self perception; appearance &amp; weight important (participate to loose weight); influenced by other groups of young women mixture of active &amp; inactive friends; role of friends important; some active family members; role of family important not as important as friends</td>
<td>More important than the influence of the environment; aware of opportunities; made little personal effort; had a positive image of sport however highlighted divide between image of sport and image of other hobbies such as listening to music; negative perception of sporting ability – made them get less involved; social life hindered participation – friends and social groups inactive, if friends participated might have a positive affect; often lived in inactive households, very few sporting family role models; family participation was seen as less important than friends.</td>
</tr>
</tbody>
</table>

(Source: Cox et al., 2006)
During the transition phase from primary to secondary school, many pupils perceive themselves as lacking ability, experience and confidence in sport and physical activity (Shepard & Trudeau, 2000). Although both sexes are vulnerable, girls are more susceptible during this phase, partly because they begin to experience greater embarrassment about their bodies (Flintoff & Scraton, 2005; Scraton, 1992). The traditional gender-differentiated patterns of provision have been found largely unaltered in secondary schools (Evans et al., 1996; MacPhail et al., 2003), and the traditional “PE diet” of team games is unpopular with many females because they often perceive team games synonymously with sport and masculinity (Green, 2000; Hargreaves, 1986; Nike & YST partnership, 2000; Roberts, 1996; Scraton, 1992; Smith et al., 2009; Young, 1980). The culture of PE clashes sharply with the culture of ‘heterosexual adolescent femininity’ and the contextual factors contributing towards the quality of school sport and physical activity experience such as PE kit, environment, changing rooms, policy on jewellery, outdoor facilities and cold, wet and muddy conditions (Nike & YST Partnership, 2000; SCW, 1995). In their study of 15-16 year-olds, Smith et al. (2009) found that females had less activity choice in PE than males. Other areas that have been noted as problematic to females include the cultural and generational gap between teachers and their pupils, resulting in teachers’ lack of awareness of girls’ interests (Williams & Bedward, 2001).

In an attempt to influence and increase girls’ participation during PE lessons, Prusak and Darst (2002) offered a range of walking activities to females in five schools based in the US. Over a nine day period the females selected walking activities for four important reasons: the social component apparent in activities such as ‘music, friends and
fun”; a game-like component in activities such as ‘walking treasure hunt’; a competitive component in activities such as ‘walking best ball golf”; and an exercise-and-fitness component in activities such as ‘walking workout’. The results indicated that walking activities associated with the social component were the most appealing and exercise-and-fitness were the least appealing to adolescent girls. Significantly, these findings suggest that participation triggers for adolescent females centred around their lifestyles and preferences to exercise with their peers (Prusak & Darst, 2002). This was, however, only a small-scale and short-term project, it would be difficult to infer too much from this study alone. It is also possible that the novelty of the venture might wear off over a longer period of time.

**Previous experience**

A positive physical activity experience during the early fundamental years is crucial to develop physical competencies and perceptions of them that underlie motivation for continued participation (Kirk, 2005). Children’s perceptions of competence have an impact on future participation in sport and physical activity which can be related to their understanding of the relationship between effort and ability. Prior to the age of 10, children tend to equate effort with ability, however, after this age some young people become disheartened when they realise that the two are not linked in a direct way (Lee et al., 1995). Kirk (2005) has argued that Key Stage 3 (12-15 year olds) might be too late to begin providing young people with good quality experiences across a range of activities.
A series of European and Canadian longitudinal studies have made a valuable contribution to the importance of early sport and physical activity participation (Aarnio et al., 2002; Kjønnisken et al., 2008a; Telama et al., 1996, 1997; Trudeau et al., 2004). From a Norwegian project it emerged that participation in youth sport was positively related to the frequency of physical activity in young adulthood, whilst inactive adolescent males continued to be inactive later in life (Kjønnisken et al., 2009). Similarly, a Canadian study conducted between 1970 and 1977, and followed up between 1996 and 1998, revealed that physical activity in adult men correlated positively and significantly with weekly time spent in organised physical activity as a child. However, activity participation for adult women correlated significantly with the time they spent in non-organised physical activity as a child (Trudeau et al., 2004).

Roberts and Brodie (1992) have argued that the richer and broader young people’s sport repertoire, the more likely they are to engage and become ‘locked into’ lifelong participation of sport and physical activity. Evidence from a recent study by Kjønnisken et al. (2008b) in Norway found participation in several adolescent physical activities was related to later activity. An implication from this research is that facilitators should focus less on individuals finding one sport / activity and should devote more attention to developing a broad repertoire through a variety of activities.
Social processes, friends and family

Recent evidence has demonstrated that the social contact/processes and quality of adult-youth relationships is important in contributing towards a positive outcomes from youth initiative and programmes (Sandford et al., 2009). Social processes have been identified as key to behaviour change in youth programmes rather than specific activities in which young people are engaged (Bailey, 2005; Sandford et al., 2006). The social relationship established with the teacher or leader has also been found a crucial aspect of the social learning process (Martinek & Hellinson, 1997; Shields & Bredemeier, 1995). It is likely, therefore, that social processes could play an important role in explaining young people’s participation in sport and physical activity.

The activity basis of peer groups is one of the most significant aspects of youth cultures and lifestyles (Frith, 1984; Hendry et al., 1986, 1989; Roberts, 1996). During youth, friendship networks of young people become more influential (Green, 2002), which has implications for subsequent participation and non-participation in sport and physical activity (Fisher, 2002). Support for this can be found in the SSSP pilot (Bolton et al., 2007) and SW young people’s survey (SCW, 2007b). In their evaluation of the SSSP pilot Bolton et al. (2007) found that 22% of pupils perceived that they had nobody suitable to attend a club with, whilst 16% of young people negotiated the same barrier in the SW young people’s survey. In the later study, the percentage was substantially higher (24%) amongst girls (SCW, 2007b). Over two decades ago Frith (1984) identified two main influences of peer groups on sport and physical activity participation. Firstly, the
streamed academic ability bands on participation. That is to say, the pattern of school sport teams tended to be related to top academic bands and hence to engagement in sport. Secondly, peer group participation also connected to a shared general interest for an activity, a finding that was also reflected by Toms and Fleming (1995) in their work on cricket participation by young males.

The influence and interaction of the family is also significant and complex. For example, parents influence children’s physical activity behaviour but children also influence parents’ behaviour (Ianotti et al., 2005). The family is a primary unit of support for children’s early experiences in sport and when more than one child is involved, family support tends to favour families who have a degree of flexibility to take or collect their children from activities (Kirk, 2005). In general, more family support and encouragement for physical activity participation is provided for males than females (Green, 2002) and reinforces some of the lifestyle differences between the sexes.

Studies conducted in Australia by Kirk et al. (1997) and in England by Kay (2000) emphasised the importance of the family in relation to social class status. Specifically, children’s participation in community based sport and recreation was significantly influenced by the family’s social class status. In particular, the white middle-class children were very prominent in the sports clubs. Other research has suggested that middle-class and upper-class young people were more likely to participate in sport and physical activity, particularly middle-class males compared to working-class females (Green et al., 2005). Although social class influences initial involvement, few differences
appear in commitment to remain involved in sport and physical activity. Rather, differences appear in the types of activities and sport young people participate in from different social class group (Roberts & Brodie, 1992). In a study of 15-16 year old pupils Smith et al. (2007a, 2009) found that social class and the type of sport and physical activities available in PE lessons influenced participation. Restrictions and dissatisfaction with PE activity choice were more evident amongst females from lower social class backgrounds, - who, in turn, responded to more recreational, informal and adult-like activities as opposed to traditional team games.

Schools’ catchment areas and context

School locality and setting also have an influence on participation in sport and physical activity (Smith et al., 2007a & b). The English Sports Council (1998) suggested that,

more often than not a younger from an affluent area is likely to have a first class ticket of opportunity to podium success, whilst an equally as talented youngster from a socially deprived area is likely to have a third class ticket of opportunity to podium success (p. 13).

In a school-based study, Dagkas and Sathi (2007) found that the participation level amongst females and males from lower socio economic backgrounds compared to their higher-socio economic counterparts was limited.

In a different context, Hendry et al. (2002) found that some aspects of their work with young people’s leisure were inadequate in rural areas of Norway, Scotland and
Sweden because of the young people’s perceptions of a lack of things to do. A weakness of this work was its basis on solely urban young people during the 1980s. However, all the above findings do confirm that young people’s lives remain positioned in relation to their place, locality and their neighbourhood (Hall et al., 2009).

A particular cultural dimension relevant to this research is the availability of education through the medium of Welsh. Devolution occurred in Wales in 1998 and it is noteworthy that a consequence was the greater recognition of the Welsh language by WAG (Thomas, 2004). Welsh language schools have been defined as schools where more than half the foundation subjects other than English, Welsh or Religious Education, are taught through the medium of Welsh (WAG, 2009). Since twenty five percent of secondary schools in Wales are Welsh language schools it is important to recognise and acknowledge their special cultural influences and understand their specific contexts (WAG, 2009). The underlying aim of a Welsh language school is to encourage pupils to use Welsh both inside school and outside of the school environment. To support this aim, many of these schools have been proactive in providing a wide range of extracurricular sporting and cultural activities through Welsh (Thomas, 2004). An Eisteddfod (a traditional Welsh Cultural festival and competition of literature, music and performance) is a strong part of many Welsh schools’ curricula and extracurricular ethos (Urdd, 2009). Moreover, the competitive nature of the Eisteddfod is part of a cultural celebration. As yet there has been no specific research undertaken to examine the impact of a Welsh language school’s culture on sport, physical activity and extracurricular participation.
2.4 Policy initiatives

Over the last two decades many countries have placed importance on promoting a national physical activity policy. Examples of some organisations that play a key role in this delivery include Sport England, sportscotland, Sport Wales, Australian Sports Commission, Health Canada, Sport and Recreation New Zealand (MacPhail et al., 2009). It is within this context that Schoppe et al. (2004, p.9) provided a definition of policies related to physical activity promotion:

Physical activity policy is a formal statement that defined physical activity as a priority area, states specific population targets and provides a specific plan or framework for action. It describes the procedures of institutions in the government, non-government and private sector to promote physical activity in the population, and defines the accountabilities of the involved partners.

The interface between policy and the delivery of physical activity programmes, initiatives and pathways often sits within the remit of sports development, which has been referred to by Bramham and Hylton (2008) as ‘a term used to describe policies, processes and practices that form an integral feature of work involved in providing sporting opportunities and positive sporting experiences’ (p.2). However, to create a cultural shift in attitude towards physical activity, Collins with Kay (2003) have argued that programmes need to last for at least five to seven years. In other words, programmes and initiatives need to be pursued for long enough that effects can be seen and evaluated. Nonetheless, a restriction facing the sport development sector is that trends in policy
making are constantly changing (Collins with Kay, 2003) and in this context the longevity of programmes and initiatives often becomes uncertain. Other challenges facing the sport development sector is the need to deliver at grass roots and elite level (Bramham & Hylton, 2008) and gaining access to schools.

It is also important to consider the background and emphasis in PE, school sport and physical activity within the policy context. The Education Reform Act in 1988 changed the context and structure of the education system in England and Wales (Kirk, 2003; Penney & Evans, 1999). A common National Curriculum (NC) was established and the place of the ‘core subjects’, such as mathematics and science, was protected at all costs whilst subjects like PE, art and music were relegated in importance (Kirk, 2003; Penney & Evans, 1999; Talbot, 1995). These changes at core policy level resulted in the marginalisation of the PE profession more than other subjects (Houlihan, 2000). In particular, the decrease in LA funding led to a decrease in school sports and the diminution of curriculum swimming tuition. Further negative implications followed with the selling of school sports fields, teachers’ increasing workload forcing many non-PE teachers to curtail extracurricular duties (Robson & McKenna, 2008), and the lack of trained PE teachers in primary schools.

The publication of ‘Raising the Game’ in 1995 (Department of National Heritage [DNH], 1995) marked an ideological policy change and increased the profile of sport as well as offering encouragement to all young people to ‘appreciate the long-term benefits of regular exercise and make informed decisions about adopting a healthy and active lifestyle in future years’ (DNH, 1995, p. 10). This publication was largely influenced by
the then Prime Minister, John Major, who put the traditional sports such as cricket, hockey, swimming, athletics, football, netball, rugby and tennis firmly at centre stage (Oakley & Green, 2001; Penney & Evans, 1997). The recommendation that PE teachers at Key Stage Four should encourage more appropriate activities such as health related exercise was also a strength, though there were also criticisms that the new investment in sport was insufficient and that this meant that there was a focus on talented individuals (Oakley & Green, 2001; Penney & Evans, 1997).

By the time the Labour Government came into office in 1997 there had been a further shift in policy with the greater emphasis on the wider benefits of sport (Coalter, 2001; Houlihan & White, 2002), including healthy lifestyles and fitness, education and raising standards, and addressing social exclusion (Bramham & Hylton, 2008). Significant changes to school sport were proposed in England in 2000 with the publication of ‘A Sporting Future for All’ (DCMS, 2000), namely, to improve sport in the community, sport in schools and the modernisation of the national governing bodies (NGBs). In England, 110 specialist Sports Colleges were created and a physical activity programme in schools was developed (DCMS, 2000). Additionally, the government’s agenda also prioritised the promotion of social inclusion - that is, the feeling of belonging to society’s systems, for example, the family and community. This was taken further with the publication of ‘Game Plan’ (DCMS, 2002). Building on ‘A Sporting Future For All’ one of the priority areas was to address sport and young people. A change of direction was apparent in ‘Playing To Win’ published in 2008. This document set out to focus on ‘sport for sports’ sake’ as the UK prepares for the 2012 Olympics (Collins, 2010). The key delivery partners are the
Youth Sport Trust (YST), Sport England and UK Sport with responsibility for physical activity primarily falling to local authorities and County Sport Partnerships (DCMS, 2008). Devolved administrations have created a further layer of policy direction and have generated greater impetus among the four home countries to develop their own physical activity agenda suitable for their needs (Office of Public Sector Information, 1998 a & b). The school-based physical activity initiatives established in England, Scotland and Wales have made a valuable contribution towards providing a wider choice for all pupils outside traditional team games, thus providing a range and balance of opportunities. To date, there has been no funded physical activity school based initiative in Northern Ireland.

The three physical activity school based initiatives have some overarching aims. All programmes aspire to provide physical activity opportunities for young people: strive to improve health; highlight fun; increase the number of volunteers; develop appropriate leadership pathways; and promote links with the community. In this sense the programmes acknowledge the many benefits of physical activity and lifelong involvement for individuals and society (MacPhail et al., 2009).

Volunteering and community activity are important to the development of socially inclusive societies and provide opportunities for ‘social participation’ by bringing people into contact with those outside their normal circle. Volunteering can also provide people with informal networks and opportunities to be sociable, to contribute to public life and to the development of their communities (Coalter, 2007). Currently, 5% of the adult population in Wales are involved in sports volunteering (SW, 2010). In an attempt to
increase this number SW (2010) has set a target to double (to 10%) the number of volunteers and coaches by 2016.

Positive outcomes for participation and volunteering are more likely to occur through appropriate pathways for leadership and management (Coalter et al., 2000; Svoboda, 1994) and they are a key outcome of sport in development organisations (Coalter & Allison, 1996; Coalter, 2002, 2005). For example, in a review of a crime diversion programme in the USA, West and Crompton (2001) found that leadership was one of the key factors in determining a positive outcome of a programme since it shaped participants’ experiences.

Schools have an important role to influence young people in volunteering (Eley & Kirk, 2002) and the home nations’ initiatives have provided opportunities. Through establishing courses and providing ‘hands-on’ experience such as the Active Young Peoples Award, Community Sports Leader Award (CSLA) and the Junior Sports Leader Award (JSLA) (SCW, 2006c), the growth in volunteering and peer leaders have been positive developments.

In his work with sportscotland, Coalter (2000) emphasised the importance of charismatic local leadership based on a ‘bottom-up’ approach. That is to say, in a school setting this would include peer leaders who understand the needs of the local pupil community. Two main benefits of developing peer leaders have been highlighted by Coalter (2005). Firstly, from organisational perspectives peer leaders act as role models and enshrine the ethos and values of the organisation. Secondly, from a personal and
social perspective peer leaders contribute to the local community and development process and develop organisational and administrative skills. This is similar to the benefits reported for peer leaders in other research such as, the opportunity for self development, skill development, enhancing CVs and UCAS\(^2\) forms, the opportunity to gain career-related experience, the opportunity for free kit, and the opportunity to socialise with peers and adult leaders/organisers (Clary \textit{et al.}, 1998; Eley & Kirk, 2002).

All of the initiatives from the home nations reflect many characteristics perceived important by the young people and highlighted by MacPhail \textit{et al.} (2003) in a study of youth sport leaders (peer leaders) – in particular, the conditions, resources, climate and attractions of the activity. Many youth leaders recognised the need for diversity of activities as well as the importance of the social aspect and the social environment in which participation took place.

These initiatives also include the release of PE teachers or use of qualified PE teachers as School Sport Co-ordinators and inclusion of the primary sector in England and Scotland but interestingly, not in the ‘5x60’ initiative in Wales. These similarities apart, in other aspects the programmes are different. For example, in England the PESSCL / PESSYP initiative is funded by the education department, in Wales the ‘5x60’ is funded through WAG’s sports department, whilst in Scotland Active schools Network is funded through the Health department (DCMS, 2008; SCW, 2006c; Sport Scotland, 2006).

\(^{2}\) UCAS forms refers to the University and College Admission System used in the UK for prospective students applying to begin a programme of study in higher education (HE) normally post 18 year olds.
PEESCL / PESSYP in England

In England, the Physical Education School Sport and Club Links (PEESCL) now known as the Physical Education School Sport and Young People (PESSYP) Strategy was introduced in 2003. The main aim of PESSYP is to improve the quality of PE and for schools to deliver two hours of PE a week to each child. Participation targets set for schools, namely, 75% of schools to deliver two hours of PE a week by 2006 and 85% of schools by 2008, were surpassed by 2007 (DFES & TNS, 2006; DCMS, 2008). ‘Playing To Win’ set additional targets for schools to provide five hours of sport a week for all 5-16 year-olds and three hours for all 16-19 year olds (DCMS, 2008).

The PESSYP initiative is delivered through Secondary School Sport Partnerships (SSP). A SSP consists of one Sports College, between six and eight secondary schools (on average), and up to 45 feeder primary schools that work to promote elite performance and mass participation under the eight programme PESSYP. For example, some of these programmes include ‘Specialist Sports Colleges’, the ‘Gifted and Talented’ and the ‘School / Club links’ programmes.

There are three different roles in the SSP, the Partnership Development Manager (PDM), the School Sport Coordinators (SSCo) and the Primary Link Teacher (PLT). Normally, the PDM is an experienced teacher based at the Specialist Sports College who leads the project. An experienced teacher from each Partnership is released from their teaching timetable for two or three days a week to act as the SSCo. The primary teacher
responsible for PE in each primary school is released from the teaching timetable for
twelve days per year to act as the PLT (Flintoff, 2008).

The principle that all SSCos would be qualified PE teachers was important for the authors of the SSP evaluation since it may help ensure that the activities were educationally ‘sound’ and linked to PE (Loughborough Partnership / IYS, 2008b). Yet the association with PE was also a restriction for many non-traditional team players and non-participants (Flintoff & Cooke, 2005). There were also delays experienced by some HTs to ‘back fill’ PE teachers released to work on the project (Flintoff, 2008). To maintain the elite and mass participation agenda without compromising educational standards has also been found challenging (Lee, 2004). Despite these limitations, the SSP evaluation generally reported positive findings. There was good progress on the range of sports and activities available to pupils and increased participation by girls and boys in extracurricular sporting activities (Loughborough Partnership / IYS, 2005). The majority of HTs viewed their school’s involvement positively in terms of impact, behaviour and attainment in the SSP.

Active Schools Network in Scotland

Launched in 2004, the Active Schools Network embraces a wide range of initiatives and forms an element of health promotion in schools. Its fundamental aim is to offer all children and young people the opportunity and motivation to adopt active healthy lifestyles (sportscotland, 2006). The structure of Active Schools Network has similarities to PESSYP and is comprised of an Active School Manager, secondary school Active
School Coordinators (a PE teacher released from their teaching duties), and an Active Schools Primary Coordinator. There are also some notable differences: the manager is based in the LA (there are no Sports Colleges in Scotland); the PE teacher is released one day a week; and the primary coordinator is employed on a full-time basis. These differences partly explain the increased participation success and change of culture experienced in the primary sector (Loughborough Partnership, 2007). There were several benefits identified in the evaluation of the initiative including the well established delivery system and an overall impact and net gain in physical activity (Loughborough Partnership, 2007). In essence, though, many aspects of the programme have been largely unsuccessful for three important reasons. Firstly, the duration of time provided for Active School Coordinators restricts the secondary programme. Secondly, the initial impact was somewhat fragile when the novelty of the clubs wore off, referred to as the ‘halo’ effect. Finally, during the third year of the project there was an increased level of staff turnover because of the uncertainty over future funding (Loughborough Partnership, 2007). However, the Loughborough partnership acknowledged that maintaining participation was a challenging endeavour for any programme or initiative.

2.5 Conceptual models

Many conceptual models have been proposed in a sport policy context to help promote and / or explain sport and physical activity participation. The first, the traditional sports development continuum, was used by Derek Casey in 1988 (Scottish Sports Council, 1988) and is built on the admirable ethos of ‘Sport For All’. It proposed a correlation
between the number participating at the grass roots / foundation stage and at elite level (Hylton & Totten, 2008b). It incorporates both ends of the spectrum but is too simplistic. The model proposes a one dimensional and linear direction to explain sport and physical activity participation (Kirk & Gorley, 2000), and hence fails to account for the relationship between the different stages of the model (MacPhail et al., 2009). The model is not based on empirical research and overlooks key issues such as locality and school sport.

In an effort to conceptualise school sport, Houlihan (2000) proposed a model with school sport at the centre of competing sectoral demands overlapping with education, elite sport and sports development. More recently, to account for the aims of the new school based physical activity initiatives in England, Flintoff (2008) adapted Houlihan’s (2000) framework and replaced sports development with community sport and health as shown in Figure 1 below.
Both accounts in Figure 1 contribute to an overall understanding of school sport in England in three ways. Firstly, they address the complexity of schools and the multi-layered environment in which the new policies and initiatives operate (Houlihan, 2000). Secondly, school sport is proposed to sit within the broader agenda of education, health and social inclusion (Flintoff, 2008). Thirdly, implicitly and explicitly, both encompass the role of sports development.

An important contribution to theoretical discourse has been made by MacPhail et al. (2009), who proposed three required elements for an adequate sports development framework. These included: a person-centred approach towards participation in sport and physical activity, a high quality introduction to physical literacy (Whitehead & Murdoch, 2006), and an ability to address the particular needs of groups of populations (Coalter,
2005). Many of these characteristics form the basis of the Lifelong Involvement in Sport and Physical Activity (LISPA) model, adopted by the Irish Sports Council as a coordinated approach to promote sport and physical activity in Ireland (Irish Sports Council [ISC], 2005).

The LISPA model is a broad and ambitious attempt to promote lifelong involvement in sport and physical activity through the alignment of recreation and elite level sport (MacPhail et al., 2009). Specifically, two main pathways are proposed in this model, the long-term player / athlete development (LTPAD) seen on the far right in Figure 2 below, and the long-term recreation pathway (LTR) evident in the remainder of the model (MacPhail et al., 2009). This model is particularly relevant because it promotes a person-centred approach through the development of physical literacy, specifically the development of fundamental movement skills.
The LISPA model should be read from the fundamental phase at the bottom towards the four opportunities for continued involvement at the top: active living; active recreation; organised sport (through LTR pathway) and high performance sport (through the LTPAD pathway). The multiple arrows attempt to demonstrate visually two important themes: a multidimensional non-linear scheme with fluid movement between different physical activity opportunities; and the possibility for exit from, and re-engagement with, physical activity. Currently, it is seen as a model ‘for’ participation rather than a model ‘of’ participation as it is not yet fully implemented in Ireland.

The model also draws on two main sources: the LTPAD linear model ‘of’ performance (Balyi, 2000), and Côté and Hay’s (2002) model of young people’s
socialisation into sport and physical activity (see Figure 3 below). An understanding of young people’s socialisation into sport is essential for this thesis and thus will be considered in more detail.

During the sampling years (usually the 7-12 age group) children are given the opportunity to experience a wide range of different sports and develop fundamental motor skills with the emphasis on fun and enjoyment. Young people may continue in the sampling phase for as long as opportunities are available to them. They will then either move into the specialising phase, drop out of sport and / or move into the recreation years where they regularly participate without aspiring to reach an elite level. Entry into the investment phase usually signals a focus on one activity and a commitment to intensive training and competitive success. Based on empirical evidence, the model ‘of’ participation is a particular strength of Côté and Hay’s work (2002).
Despite the relevance of the models considered above, none have succeeded in accommodating fully the complexity of participation. The Oxford model (Hildson, 2005), see Figure 4, is the most relevant model to this thesis because it captures the complexity of sport / physical activity participation. In it, neighbourhood and individual factors interact and demonstrate the complexity of these relations (see Figure 4). A second strength is the model’s grounding in robust empirical evidence which makes it a model ‘of’ participation.

Figure 4. The Oxford Model theoretical model of sporting behaviour change (Source: Hildson, 2005)

This model fails to address young people and distinct segments of the population. Although the model is based on adults it has been used to inform more recent qualitative
work carried out by the Henley Centre on behalf of Sport England (Cox et al., 2006). This work focused on segments of the population such as the 15-19 year old women (Cox et al., 2006).

Segmentation, whereby large groups of people are divided into distinct groups, has become common practice in marketing. The approach today is to accept ‘that there are different demands in the market place and that a product or service needs to be tailored-in specifically to meet these differing demands if it is to stand the best chance of success’ (Proctor, 2008, p. 190). Market segmentation is advantageous because it provides a more nuanced understanding of the population and targets resources more effectively. It also moves away from a ‘one size fits all’ and towards the needs of groups of individuals (Proctor, 2008).

Sport Wales commissioned ‘Experian’, one of the largest owners of consumer data in the UK, to combine their socio-demographic variables with the SW adult sport survey. The result was the creation of 12 different segments of the adult population (18+) each associated with their own individual characteristics and needs (SCW, 2008). It is now timely for this approach to also be conducted with young people. However, it is recognised that segmentation is more complex because there is typically experimentation with different groups, identities and activities in this age group.
2.6 Summary

This chapter has reviewed five sections: a young person-centred approach; young people and youth culture; key influences that explain young people’s participation in sport and physical activity participation; the policy initiatives for physical activity; and conceptual models. The review has demonstrated the complexity as well as the lack of an agreed framework/typology in explaining young people’s sport and physical activity participation. Evidence to explore pupils’ participation in school based activity initiatives has also been presented. This research will, however, go beyond mere participation figures and will consider the young people’s lifestyles and cultures. The emphasis on young people will enable a more in-depth understanding of their participation in sport, physical activity and school’s based activity initiatives (Wright et al., 2003).
CHAPTER 3

METHODOLOGY
This chapter outlines the research approach and procedures used to address the research question. It is divided into four main sections. The first explains the rationale for the qualitative design. The sampling technique and inclusion criteria for selecting the schools are explained in the second section. The third section discusses important operational steps: the necessary ethical procedures for conducting research with young people in a school environment; the access negotiated and acceptance secured in schools; an account of the methods (interviews, focus groups, observations and reflections); and the method of data analysis. Finally, through a reflective account, the fourth section introduces insights into the research process and the methodological dilemmas experienced while working on a partnership led project.

3.1 Research design

In order to address the research question an exploratory qualitative approach was adopted. Little was known about the role of ‘5x60’ initiative in the leisure lifestyles of the young people and hence the research was initially very exploratory in nature. One of the main advantages of qualitative research is that it allows researchers to gain an in-depth understanding of the participants, personal constructs and experiences (Patton, 2002). This approach was chosen as it appeared to be ideal for an in-depth investigation seeking to understand the complexity of a situation. Significant quantitative data have already been collected on the ‘5x60’ initiative via SW management figures. As the research developed and the role of ‘5x60’ on the young people’s leisure lifestyles emerged the project also became more focused and in-depth.
Ethnography has been widely used with young people in the sociology of education (see Ball, 1981; Burgess, 1993; Corrigan, 1979; Fleming, 1995; Hargreaves, 1967; Hargreaves & Woods, 1984; Lacey, 1970; Scraton, 1992; Willis, 1978). In particular, two examples of studies that have strong connections to PE, sport and leisure are Scraton (1992) and Fleming (1995). The former was associated with female secondary school PE and the latter investigated experiences of racism amongst young South Asian males. However, ethnographic enquiry is still relatively novel in sports development and sports policy.

A series of ethnographic case studies were conducted for data collection. The context of this research was to ‘explore phenomena within context in the natural setting from the emic perspective’ (Morse & Richards, 2002, p. 48), which is from the perspective of the members of the groups involved. Therefore, a subjective approach and an outside stance (to the pupils) was adopted to elicit data from the pupils’ perspectives.

In comparison with other ethnographies of education, a similar sequence of activities was adopted for this project (see Ball, 1981; Lacey, 1970). The sequence included gaining access to schools, experiencing awkward feelings before becoming more comfortable, and finally experiencing full co-operation and better quality data (Morse & Richards, 2002). Other similarities of this project with sociology of education ethnographies included the issues, problems and dilemmas faced as a
teacher-researcher as well as developing pupils’ trust and rapport. Some of these are discussed in the reflective section of Chapter Five.

An accumulated twelve month period of fieldwork was undertaken in two phases. The main aim of the first study was to explore and get a broad understanding of young people’s participation in extracurricular sport, physical activity and the ‘5x60’ initiative. A conceptual framework was also considered. This was achieved using a variety of methods such as focus groups, interviews, observations and reflections over a three week period at six secondary schools between December 2007 and May 2008.

The main purpose of the second study was to explore the leisure lifestyles of the young people in greater depth. A ten week period (five weeks at each of two schools) from January to March 2009 was established. A variety of methods were used: classroom activities, focus groups, interviews and informal discussions, observations, and a reflective log. This period was later extended by six weeks (three weeks each at two schools) for a return visit to each school from April-May 2009. The main purpose of the return visit was to interrogate closely and ‘test out’ the main themes identified from the first study. In addition seven identified ‘5x60’ information-rich examples were pursued in the return visits. As a result, the overall fieldwork period for the second study was sixteen weeks.

In ethnographic work the role adopted by the researcher is important because of the possible effect on the environment (Fleming, 1995, 1997b). For example, in a school environment the pupils’ response might depend on the role adopted by the
adult-researcher. Initially, the role of an observer and helper was adopted in the first study. The role of a teacher-researcher was adopted in the second study in order to spend time with the young people and consequently to glean a better understanding of their ‘world’ (Christensen & James, 2000; Woodhead & Faulkner; 2000). The role of a teacher-researcher raised the possibility of role conflict between the role of the teacher and researcher (Corrigan, 1979; Peeke, 1984), since the teacher would more likely adopt an authoritarian approach compared to the researcher. Despite this potential shortcoming, the main advantage of gaining access to classroom and PE lessons, adopting this role outweighed the possible negative effects.

In accordance with Guba and Lincoln (1981) the four criteria for increasing trustworthiness – credibility, transferability, dependability and confirmability – were considered. Describing the rigorous methods of the fieldwork process such as the school entrée, self-presentation, pupils’ trust and rapport, the ethnographer’s role, misconceptions and surprises, data collection and organisation, and the narrative report, are important to increase credibility and dependability of ethnographic research (Altheide & Johnson, 1994). This can be achieved by providing the reader with an opportunity to make their own judgment after reading a full account of the procedures. The characteristics of trustworthiness were also considered throughout by the use of ‘thick descriptions’ (Kuzel & Like, 1991) summarising the subjects’ main findings following interviews and conversations and the recording and transcribing of focus groups and interviews. A conscious attempt to disprove any hunches from the first study by seeking accounts from other respondents that differed from the main account
was adopted (Kuzel & Like, 1991). Moreover, a longer period of time at two schools also provided adequate opportunity to understand phenomena and to strengthen or challenge hunches in a broader school context.

The danger, of course, in researching case studies is concentrating too heavily on the uniqueness of the particular context. To guard against this danger, schools from different geographical locations were included. This helped increase the generalisability and transferability of the findings to other schools. There were also some limitations associated with the time of year that schools were visited such as the facilities available in the winter months, school concerts, school trips, and ‘5x60’ activities were often seasonal. This was accounted for (to some extent) by return visits to two schools in the second study at a different time of year.

3.2 The criteria for school selection

A purposive sampling technique ‘to select information-rich cases whose study [would] illuminate the question under study’ (Patton, 2002, p.46) was used to establish the criteria for school selection. Between September 2006 and March 2007 a total of 37 schools had enrolled on the ‘5x60’ programme, and by the time the fieldwork began ‘5x60’ had been in operation in all of these for at least a term, and in most cases for a year. From these a sample of seven schools was selected for the study.

The criteria for school selection were established at a preliminary project management meeting between SW and UWIC. Background information that shaped the decision-making included details from SW, as well as from other organisations
working with schools in Wales (e.g., Estyn\textsuperscript{3}, WAG). As a national project it was also necessary to show some representativeness across Wales. To achieve this it was agreed that six schools and one pilot school (for first study) was an adequate number to ensure an appropriate spread of schools across Wales that could also accommodate a wide number of variables. At the same time, six schools seemed logistically manageable and allowed for in-depth analysis. The key variables have been differentiated, but they do inter-connect:

1) Geography – Schools from North, Mid and South Wales were selected

2) Demography – SW have classified the 22 local authorities of Wales into the following four areas:

   a) Metropolitan Wales;

   b) Rural North;

   c) Rural Heartland;

   d) The Valleys.

3) Socio economic status – A cross-section of schools from different socio economic status were selected based on the percentage of free school meal classifications (FSM). This is a single indicator that has been used extensively by Estyn, WAG and SW (SCW, 2007d). Furthermore, to ensure comparability with other survey work, SW

\textsuperscript{3} Estyn is the former Her Majesty Inspectorate for Wales and their role is to inspect education and training in Wales.
requested that the project used the same indicator and procedure as Wavehill\textsuperscript{4} in their (SW) survey of young people (SCW, 2007d). The proportion of pupils receiving FSM for Wales is 16.4\% (WAG, 2007). On the basis of where schools stood in relation to this indicator and as an index of social deprivation, Wavehill placed schools into one of four categories below.

<table>
<thead>
<tr>
<th>Affluence</th>
<th>Social deprivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 1:</td>
<td>0%-8.5% FSM</td>
</tr>
<tr>
<td>Category 2:</td>
<td>8.6%-17% FSM</td>
</tr>
<tr>
<td>Category 3:</td>
<td>17.1%-25.5% FSM</td>
</tr>
<tr>
<td>Category 4:</td>
<td>25.6% + FSM</td>
</tr>
</tbody>
</table>

Inevitably, socio economic status is likely to affect the lifestyles (as well as the life chances) of the young people, and therefore have a possible effect on engagement with the ‘5x60’ initiative. For the purpose of this study, two schools were selected above the national mean value of 16.4\% of the school’s population having FSM (both in Category 4), and four schools selected from below the national mean.

There is an important caveat to this criterion. Although socio economic status influences participation in sport and physical activity, it is only one of a number of

\textsuperscript{4} Wavehill is a research company that has conducted research on behalf of SW (see Young People Survey, SCW, 2007b)
inter-connected factors and most school catchment areas include a range of social class groups.

4) School age range – Schools with an age range of 11-16 years old, and schools with an age range of 11-18 years old, were selected to analyse what effect if any the sixth form had on leadership within the ‘5x60’ initiative.

5) Size of school – Some small schools (defined as less than 600 pupils without a sixth form) and less than 700 pupils with a sixth-form were included (Audit Commission for Local Authorities & National Health Service in England and Wales, n.d.). Schools with a pupil population over these numbers were also included and for the purpose of the study are referred to as larger schools. To see whether the ratio of pupils to a ‘5x60’ Officer had an effect on the initiative, incorporating both categories of schools was important.

6) Language – Both English and Welsh medium schools were selected. This provided the opportunity to assess the extent to which (if any) the nature and cultural activities associated with a Welsh language school (Williams, 2003) affected young people’s leisure physical activity lifestyle, and the nature of the ‘5x60’ programme in these contexts.

7) Secondary School Sport Pilot (SSSP) – One of eight ‘5x60’ pilot schools in Wales was selected as the programme was expected by SW to be more embedded.

The characteristics of the six schools selected are illustrated in Table 4 below.
Table 4. Characteristics of the six case study schools

<table>
<thead>
<tr>
<th>School Name</th>
<th>1) Geography</th>
<th>2) Demography</th>
<th>3) Socioeconomic status</th>
<th>4) School age range</th>
<th>5) School size</th>
<th>6) Language</th>
<th>7) SSSP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>North</td>
<td>Mid</td>
<td>South</td>
<td>Metropolitan</td>
<td>Valleys</td>
<td>Rural Heartland</td>
<td>a) FSM below 16.4%</td>
</tr>
<tr>
<td>Meadow Bank</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Valley High</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>City View</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Broad Acre</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Rhyd Y Fro</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Port View</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

Key FSM = Free school meals; SSSP = Secondary School Sport Pilot (‘5x60’ pilot)
Two schools from the initial schools visited were selected for the second phase. They were:

1) Rhyd Y Fro – a Welsh language school situated in a rural area of West Wales where ‘5x60’ was effective.

2) Valley High – an English language school situated in a socially deprived area of the South Wales valleys where ‘5x60’ was also effective.

Their selection was based on the following rationale. Firstly, conducting the research at two schools, as opposed to one increased the study’s generalisability to other contexts. Secondly, conducting the research at two of the initial schools visited had an added advantage of less time needed for familiarisation with the schools, the ‘5x60’ Officer, ethos and PE department. In this respect the second study was an extension of the first study with greater depth and less breadth. To address the role of ‘5x60’ in the leisure lifestyles of the young people (the research question) it was felt that it would be advantageous to return to two schools who had features of a strong ‘5x60’ programme in terms of participation levels, and a supportive school and ‘5x60’ Officer. The contrasting features of both schools, for example, socio economic status, language of the school and geographical location played an important role in their inclusion. Both schools were also within a logistically manageable distance from the research base to spend a period of eight weeks at each school.

One element of the rationale for selecting these schools was the potential to derive information-rich cases because the ‘5x60’ initiative was part of a wider programme of
events. At Rhyd Y Fro the extracurricular programme included emphasis on the Eisteddfod. At Valley High ‘5x60’ was part of a wider extracurricular programme known as E3 and E3+, a community school programme that aims to ‘extend’, ‘excite’ and ‘engage’ pupils by providing a range of extracurricular clubs including sports, cultural and hobby activities. This programme was held at the school between 3.00pm-4.30pm, and 5.30pm-7.30 pm and removed several barriers for pupils by providing free access to clubs and transport home. Initially, E3 was set-up by the senior management at the school and was later adopted and funded by the LA.

3.3 Methods

The following section provides an account of the general procedures conducted in both studies and is organised into four main areas: research ethics, access and acceptance, procedures in the schools, and data analysis.

Research ethics

Approval for the project was secured through UWIC’s Research Ethics Committee (UREC). All procedures also complied with the British Educational Research Association Code of Conduct (BERA, 2004). Informed consent refers to individuals choosing whether to participate in research after being informed of the full research procedure (McNamee & Bridges, 2002). Full information on the research procedures was provided through letters that were distributed to parents. Practices were adopted to ensure that young people understood the nature and process of the research and had the opportunity to provide assent. The assent forms included eight simple questions (see appendix) that were
completed by pupils in the presence of parent / guardian. Participants had the right to choose to take part or not (Cohen et al., 2002).

Other complexities when working with young people in an educational environment were identified and included:

- The requirement for a enhanced criminal record bureau check (CRB);
- The requirement to follow school and LA policies;
- Written consent and information sheets for parents / guardians and HT;
- Amongst certain populations of pupils the potential for sensitive issues to emerge (e.g., body image, ethnicity, family circumstances and non-participation). In line with school policies, the School Welfare Officer or HoY would be informed of any problems, and pupils would be advised to see a counsellor if necessary (Cohen et al., 2000; Emond, 2005).

To ensure the research complied with the Welsh language and bilingual school expectations, all documentation was produced bilingually for Welsh medium schools and procedures were conducted through the medium of Welsh.

Non-traceability and anonymity was ensured by removing all identifiers, using passwords to control access to data and using pseudonyms in documents and dissemination of information. All consent letters, assent letters and data were kept in a confidential locked filing cabinet.
Access and acceptance

As funders of the project and the ‘5x60’ initiative, SW facilitated access to schools. An initial invitation letter to the HT of each of the seven schools (one pilot and six main study schools) was sent by SW during October 2007. The pilot study school and two other selected schools immediately responded favourably and for the remaining schools contact was pursued through the ‘5x60’ LA line manager. Once verbal consent had been received detailed letters regarding the research procedure were sent to the HT, the Head of PE (HoPE), and the ‘5x60’ Officer. The project’s association with SW was important from a school perspective. This was evident through the warm welcome, full co-operation, priority for meetings and interviews and logistical help which proved advantageous to the research. Anecdotally, this was seen when I was often referred to as ‘Anna from the Sports Council,’ rather than a researcher.

To clarify any research issues and to discuss logistical procedures to suit the schools, briefing meetings with the HT, HoPE and ‘5x60’ Officer were organised by phone with the school secretary or directly with individuals the week prior to, or the first morning of, the fieldwork period. At the briefing meeting a professional and accommodating impression was conveyed by wearing smart clothing and adopting a pleasant and flexible approach. Important reference was made to UWIC and SW, the project aims and how the research could act as a way forward for the ‘5x60’ project. It was made clear that this research was not part of a school evaluation or inspection. To ensure that each school was fully informed, the briefing meeting also included a summary of the
logistical procedures, potential benefits to the school, the opportunity to discuss the information, consent and assent letters, obtaining written consent (from the HT) in hard copy on a standardised consent form, risks and rights, and the freedom to withdraw at any time. In an attempt to make other gatekeepers aware of my role, information letters explaining the project aims, including work-based contact details were also distributed to the staff, pupils and parent(s)/guardian(s).

In the first study, depending on the school preference for the pupils to call their ‘5x60’ Officer by first name or Miss / Sir, I was introduced to the pupils in three schools as Miss Leyshon and three as Anna. In the second study, reference to me as Miss Leyshon was necessary because of the teacher-researcher role adopted.

Gaining PE department and senior management (SM) staff acceptance and support emerged as an important part of the research. In the second study gaining non-PE staff acceptance and support was important to undertake the role as teacher-researcher. Therefore my initial introduction to the school staff (see example from Rhyd Y Fro school below) for the second study was particularly important in establishing support:

**Deputy Head (DH) -** Just before we finish I’m sure that many of you have noticed that Anna has joined us so I would like to welcome her to the school. Anna is working with the ‘5x60’ project and will be based at the school for half a term. Before we finish I’m sure that Anna will like to say a few words to explain her role and work to us.
AL – Thank you. Many of you might already be aware that I’m working on a joint national ‘5x60’ research project with the Sports Council for Wales and UWIC. Last year as part of the first study this school was one of six schools I visited across Wales. This year Rhyd Y Fro is one of two schools in Wales selected part of the project. As part of my role I will be looking at the ‘5x60’, working with the ‘5x60’ Officer and PE department. Whilst another aspect of the project will focus on the young people themselves. In education we are fairly familiar with the concept of different learning pathways, and one idea associated with this project is that in sport and physical activity there might be different pathways and participation triggers that suit different types / groups of young people. I will be focusing on Year Seven and Year Ten, and will also be doing some teaching. Particular focus will be placed on one form from each year. Finally, I would just like to say how nice it is to return to this school with such a good nature, ethos and atmosphere.

I felt that the educational slant to the introduction caused many to empathise with my role, understand my responsibilities and welcome me into the school staff room.
Research methods in the schools

An important aspect of the fieldwork was the personal involvement with the collection of all data. This was an attempt to gain a much richer and fuller understanding of the young people was gained. The importance of the young people’s input, their language and meanings (Christensen & James, 2000) is significant in a young person-centred approach because it acknowledges the young people’s perspectives and experiences (Greene & Hill, 2005). In order for the young people to relate to me as a social actor, a casual tracksuit was worn and rapport with pupils was built by talking with them, expressing an interest in all pupils’ views of sport and physical activity, and having friendly banter on topics associated with their personal interests and local rugby/football club rivalry (Emond, 2005).

Interviews

The purpose of interviewing was to enter into the other person’s perspective (Patton, 2002). Kvale (1996) argues that ‘the qualitative research interview attempts to understand the world from the subjects’ points of view to unfold the meaning of people’s experiences, to un-cover their lived world prior to scientific explanations’ (p.1). To explore the ‘5x60’ initiative at each school, individual interviews were conducted with the HT, the ‘5x60’ Officer, the ‘5x60’ PC (the ‘5x60’ Officers school line manager, normally one of the senior management or the HoPE), the HoPE and other staff heavily involved in the ‘5x60’ initiative. Two methods of interviewing were used: semi-structured interviews and informal conversations. The former were used to gain descriptive and rich information,
whilst the latter were used to allow for the natural emergence of topics (Patton, 2002). Semi-structured interviews were recorded and participants were aware of, and agreed to, the recording procedure for the semi-structured interviews and informal conversations. Notes were made immediately after the informal conversations but were not recorded.

The purpose of the interview was explained in an opening statement to the interviewee, which included reference to the research aims, anonymity, the digital recording, the importance of honesty and the freedom to withdraw at any time. Prior to the interview, written consent was also obtained (Patton, 2002). The semi-structured interviews used interview guides (see appendix 2) to help make the most of the limited time available (30 - 60 minutes). Other reasons for using interview guides were that each answer could easily be located and therefore facilitated analysis. The interview guide for the first study focused on broad exploratory themes such as the stakeholders’ perception of the ‘5x60’, whilst the second study focused on narrower specific themes such as the ‘5x60’ Officer’s background and specific case study pupils.

An attempt to establish rapport with the interviewees was made by conveying empathy and demonstrating an understanding that their knowledge, experiences, attitudes and feelings were important (Bloor, 2001). Maintaining the flow of the interview by focusing on the conversation, providing support through gestures, (for example, occasional head nod and words of encouragement such as ‘yes’ and ‘thank you’) and probes such as ‘can you elaborate a little more?’, were important to ensure high quality data were gathered and that the answers went beyond the mere description of statements
of facts. At the end of each section the information was summarised and in turn the interviewee was provided with the opportunity to confirm and / or correct the summary. This procedure was important to check for accuracy of the information articulated and as a result increased the trustworthiness of the data (Kuzel & Like, 1991).

Focus groups

Focus groups have the potential to provide a rich way of gathering qualitative information (Krueger, 1988) and have ‘considerable potential for discovering how young people think about issues’ (Krueger, 1994, p.213). In comparison to individual interviews, focus groups have the added advantage of increased sample size and facilitating interactions amongst participants (Krueger, 1994). However, conducting focus groups can be challenging with inarticulate young people or with pupils who are heavily influenced by peer pressure. Pitching the questions at the right level, maintaining informality, and obtaining trust can also be difficult when working with young people (Christensen & James, 2000; Cohen et al., 2000; Krueger, 1994; McCormick & James, 1988; Simons, 1982). These potential challenges were anticipated – for example, while the content of the opening statement was the same as the adult interviews (see interview section above) the precise vocabulary was adjusted (Christensen & James, 2000; Krueger, 1988). This included replacing the word ‘anonymity’ with ‘no names will be used in the research report’. Emphasis was also placed on pupils’ honesty to account for any reluctance in articulating negative opinions / experiences (Krueger, 1994).
The single-sex focus groups were conducted with pupils from the same Year group who had experienced similar interests and activity patterns (Bloor, 2001; Krueger, 1994; Patton, 2002). The advantage of this approach was that it created a comfortable environment for pupils to discuss their opinions. For instance, the ‘5x60’ non-participants might have been wary of discussing feelings in front of ‘5x60’ participants. Separating males and females was also considered advantageous because some pupils might have been reluctant or inhibited to discuss gender issues in mixed sex groups (Krueger, 1994).

Most focus groups were conducted with between three and six participants, and never more than eight (Krueger, 1994). They occurred in a quiet classroom or gymnasium during registration or PSE lesson periods and lasted between twenty and thirty five minutes. On arrival at the classroom, pupils were given five minutes to talk amongst each other before the procedure was explained. Every effort was made to make the pupils ‘at ease’ by adopting a friendly approach, creating opportunities for conversations and questions, establishing a rapport and conveying that all pupils’ knowledge, experiences, attitudes and feelings were important. They were also reminded about respecting each other in terms of maintaining confidentiality. Reinforcing anonymity has been suggested to enhance the validity of the data (Patton, 2002). One common and amusing topic of conversation for pupils prior to the interviews was the digital recorder, probably because of its similar appearance to a mobile phone. Focus group guides were used because they helped keep interactions focused but also allowed for individual perspectives and experiences to be heard (Patton, 2002).
As the project focused on the type of activities young people participated in during their leisure time and their preferred style of spending their spare time, the focus group guides were informed by literature on youth culture and the work of Frith (1984), Green (2002) and Roberts (1996). Some questions focused on the young people’s preference and choice of activity (Roberts, 1996; Smith et al., 2009), whilst others focused on their preferred context – for example, the preference to participate in an organised or unorganised activity, or in a supervised or unsupervised setting (Roberts, 1996).

Other themes for the focus groups were drawn from the material included in Chapter Two of this thesis: gender (Biddle et al., 2005; Cox et al. 2006; Scraton, 1992); previous experience (Aarnio et al., 2002; Kirk, 2003; Kjønniskien et al., 2008a, 2008b; Kjønniskien et al., 2009); social processes (Martinek & Hellinson, 1997; Sandford et al., 2009; Shields & Bredemeier, 1995); friends (Green, 2002; Hendry et al., 1989; Roberts, 1996); family support (Kay, 2000; Kirk et al., 1997); and school context/locality (Green et al., 2005; Smith et al., 2007a, 2007b). The focus group guides were also informed by the SSSP pilot (Bolton et al., 2007) and my personal experience having been a PE teacher and active sports participant (see appendix 3).

In an attempt to maintain flow, open questions and probes such as ‘can you explain a bit more?’ were used and dichotomous questions avoided (Krueger, 1994). In summary, an attempt was made to demonstrate to the participants trust, respect, tolerance, humour and a willingness to listen. Nevertheless, some shy or disinterested groups or individuals that lacked an activity repertoire still hardly elaborated more than ‘yes’ or
‘no’. As with the interviews, member checking by verbally summarising at the end of each focus group was used.

Observations

Detailed observations were conducted to help understand how the young people behaved and communicated (Qvortop, 2000) and to piece together a picture of the social interactions and the connections between them (Christensen & James, 2000). A minimum of four hours per day during the research visit was spent at the various schools. Since my perspective as an observer might differ from that of the participants it was important that observations were conducted alongside methods such as informal discussions with pupils, ‘5x60’ Officers, leaders, external coaches, PE department members and other staff member, interviews and focus groups inclusion and therefore increase the trustworthiness of the data (Morse & Richards, 2002). Observations and informal discussions were undertaken with a wide constituency of groups including, the SM team, non PE staff, ‘5x60’ Officers, external coaches, shadowing the ‘5x60’ Officers, attending the ‘5x60’ clubs and from the playground. These were supported by observations from the LA office base, the ‘5x60’ LA line manager, two LA ‘5x60’ dance festivals, the ‘5x60’ transition (primary-secondary) festivals and PESS festivals.

Notes were made during observations (where possible) and expanded on as soon as possible after the event (Kirk and Miller, 1986), and always within two days after the event. As alluded to previously, the use of thick descriptions (Kuzel & Like, 1991) for personal interpretations and observations of the context and process were important
(Miles & Huberman, 1994) because it improved the credibility and confirmability of the research (Kuzel & Like, 1991).

Initially, the notes were made of all aspects of observed behaviour under the following themes: environment, context, typology of delivery, characteristics and influences on the young people and adult-pupil relationships. There was a focus on identifying the characteristics associated with different groups and types of young people.

The general procedure for ‘5x60’ club observations was to speak to the ‘5x60’ Officer and confirm the locations of the sessions. The ‘5x60’ Officer introduced me to the external coach/leader and collectively (myself and the ‘5x60’ Officer) the research aims were discussed. A pencil and notebook were taken to all sessions and where possible observation notes were made. However, sometimes it was felt that note-taking may cause unease amongst the leaders, coaches and or pupils. For example, for some, note-taking could appear to be evaluative and judgmental in nature. To address this, the role of a helper was adopted and observations were made straight after the session.

Reflections

A reflective log was kept throughout the three year PhD research period (March 2007 - February 2010). Maintaining a log was a sustained exercise kept on a weekly basis and informed the stages of some of the anticipated challenges, such as dealing with badly behaved pupils and the teacher-researcher role, through to the data collection and writing-up. It helped ensure a regular writing habit was achieved, facilitated meaningful reflection (Cropley et al., 2007; Husu et al., 2008) and personally, it helped track the ‘research
journey’ from teacher to researcher. An incidental benefit of writing the log was that it provided an opportunity to reflect on some of the issues that emerged from working on a prominent externally funded project. Part of the log was written for a wider audience, whilst other sections were written for the research team and for personal reflection. The reflective log was underpinned by Borton’s (1970) framework for guiding reflective activities, which provided a clear structure for the reflections (Knowles et al., 2001). Specifically the log was structured around three main questions as illustrated in Table 5 below - What? So what? Now what?

Table 5. Borton’s (1970) framework for guiding reflective activities

<table>
<thead>
<tr>
<th>What?</th>
<th>So What?</th>
<th>Now what?</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is the description and self awareness level and all questions start with the word what</td>
<td>This is the level of analysis and evaluation when we look deeper at what was behind the experience.</td>
<td>This is the level of synthesis. Here we build on the previous levels these questions to enable us to consider alternative courses of action and choose what we are going to do next.</td>
</tr>
<tr>
<td>Examples:</td>
<td>Examples:</td>
<td>Examples:</td>
</tr>
<tr>
<td>What happened?</td>
<td>So what is the importance of this?</td>
<td>Now what could I do?</td>
</tr>
<tr>
<td>What did I do?</td>
<td>So what more do I need to know about this?</td>
<td>Now what do I need to do?</td>
</tr>
<tr>
<td>What did others do?</td>
<td>So what have I learnt about this</td>
<td>Now what might I do?</td>
</tr>
<tr>
<td>What was I trying to achieve?</td>
<td></td>
<td>Now what might be the consequences of this action?</td>
</tr>
<tr>
<td>What was good or bad about the experiences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Borton’s (1970) framework was selected because it incorporated all the core skills of reflection (e.g., open mindedness, critical thinking, self-awareness) and could be easily adapted to track any situation and reflection on action. Such a process has been supported by research in other areas such as education (e.g., Barnett & O’Mahoney, 2006). The framework also allowed for flexibility in the style of writing which varied depending on the situation and personal feelings at the time. Nevertheless, ‘telling a story’ as it happened and recording recalled conversations was a common style used. This related to the work of Risner (2002) who argued that reflective writing and ‘storying’ of reflective experiences can be undertaken by retrieving the story and zooming in (looking at personal meaning) and zooming out (looking at the wider issues associated with the experience). This resonated with autoethnographical writing (Knowles & Gilbourne, 2010). With practice, this framework also became useful for reflection in and before action.

**Data analysis**

**Interviews, focus groups and observations**

All interviews were transcribed and an inductive content analysis was performed on all data. ‘Content analysis refers to the process of identifying, coding, and categorising the core consistencies and meanings. These core meanings are often called patterns or themes’ (Patton, 2002, p. 381). In this sense a pattern refers to a descriptive finding and a theme as a categorical or topical form. The following sequence of procedures was adhered to:

- Notes were read and comments were made in the margins;
The data organised into topics;
The topics were abbreviated, labelled and written on the relevant data passage;
Several readings of the topics took place before the data were fully indexed;
The content of the data was classified as the first part of the analysis;
Themes and patterns were tabulated and summarised (see appendix 4).

All interview quotations were coded using the school name and the abbreviation for the adult interviewer. For example, HoPE Rhyd Y Fro denotes the Head of PE from Rhyd Y Fro school. Similarly, the name of the school and the group number were used for the focus group quotations. A bilingual (English and Welsh) Sports Development Officer participated in an accuracy verification of the translation process. This procedure confirmed the translation process to be reliable and valid. The interpretative phase also included convergence by working out what fitted together and looking for recurring issues and themes in the data. On occasions where a large overlap in data / themes was evident, the data and classification system was revisited to verify meaningfulness (Patton, 2002).

The observations were analysed by recording themes and patterns (Patton, 2002) in a detailed matrix table (see appendix 4). All extracts from fieldnotes observations and reflections were dated.
3.4 Reflections - a multiple research agenda

Invariably what serves as a research agenda does not always fulfil a policy or school agenda (Cohen et al., 2000). Although research and politics intertwine, the relationship between educational research, politics and policy-making is complex because research designs strive to address a complex social reality (Anderson & Biddle, 1991). The complexity of this relationship was apparent throughout the study and was tracked and reflected upon in my reflective log. The purpose of the following section is to present a series of reflections that will provide the reader with a more holistic understanding of the research process, logistics and, in particular, provide an insight into the relationship between research and politics apparent in this publicly funded project.

School procedures and perceptions

Educational research and government funded projects have traditionally been evaluative in nature (Cohen et al., 2000). In this context, the term evaluative is used to analyse whether a project is working well. In contrast, this study was never intended by SW to be a ‘5x60’ evaluation as such, but rather to provide a qualitative in-depth understanding of the role of sport, physical activity and ‘5x60’ in the leisure lifestyles of the young people. The following reflections illustrate the fine line perceived by schools between researching, reporting and evaluating, and the importance the schools placed on this project because of its direct links with SW.

March 2008 - Generally speaking, HT, SM and HoPE contributed to the smooth and efficient running of the project, and provided access to the young people. This
was a likely outcome since SW funded both the ‘5x60’ initiative and the PhD research project. One DH commented ‘is there anything else you would like me to say? I was thinking about ticking all the right boxes’ and this illustrated the implications and eagerness of pleasing the funders. Similarly, the HoPE’s phone conversation with the school’s previous ‘5x60’ Officer confirmed the importance of pleasing the funders - ‘Hi Jane how are things? I have got Anna with me at the moment she is doing a research project on ‘5x60’ for the Sports Council and Welsh Assembly Government, you know all the ‘big guns’. Would you be able to come up and have a chat with her about the ‘5x60’?’

As I heard these comments I questioned the level of influence that the stakeholders perceived that I, or the research, might have.

**June, 2008** - A week prior to one of my research visits, Port View was inspected and appeared to remain in ‘inspection mode’ for the research period. During an informal conversation with the ‘5x60’ Officer she re-created the moment that her ‘5x60’ point of contact (a member of the PE department but not the HoPE) received the ‘5x60’ research letter. The following conversation is ‘hearsay’, but was nonetheless illuminating.

The ‘5x60’ Officer explained that she walked into the PE office to find her PC waving a letter.

**The ‘5x60’ PC – what is this letter?** (referring to the second detailed ‘5x60’ research information letter) Is it a ‘5x60’ inspection?
Elle - Oh I don’t know (at this point the ‘5x60’ Officer hadn’t received her letter)

‘5x60’ PC - Why are they inspecting you (the ‘5x60’ Officer) if it is a ‘5x60’ inspection? Will they be here sitting in the office for two weeks? Do you know this person?’

Elle - I’m not sure.

Elle indicated that this account failed to capture the pure panic that filtered through her PC’s voice, a panic that was probably exacerbated by the recent Estyn school inspection. On a separate occasion both I and the ‘5x60’ Officer explained to the PC that the research was not an inspection. Nevertheless, the PC still announced in the staff room that pupils would be out of lessons because of the ‘5x60’ inspection. In this sense the PC probably used the word ‘inspection’ to give the research more status and ensure pupils were allowed out of lessons. As a result, I was aware of the possible sense of false reality and pupils on their ‘best behaviour’. However, to my knowledge the pupils were unaware of the ‘5x60’ inspection announcement and showed no particular signs of being on ‘best behaviour’. Interestingly, the research visit at Port View seemed to give more status and awareness to the ‘5x60’ initiative at the school as referred to by Elle: ‘it was the first time some of the department have visited a ‘5x60’ session. Don’t get me wrong, it is good that they have shown more of an interest, but it’s because you are here’.

My previous teaching experience influenced my understanding of pressures and demands apparent in a school environment. However, as a result of reflecting on my research
experience I became more sensitive to issues associated with external visitors and projects in a school environment. Firstly, I felt that the Hawthorne effect was apparent and that individuals altered their behaviour because of the presence of others. I reasoned that the level of co-operation apparent for this SW funded research project could be explained by the schools’ need to co-operate and satisfy the funders of the ‘5x60’ initiative, particularly since each school received a ‘5x60’ Officer and a ‘5x60’ annual budget of £5,000. Secondly, all ‘5x60’ Officers and PE departments assumed that the main part of my job was to report to SW on good and poor ‘5x60’ practice, and the barriers and challenges that faced the officers at schools (which was partially true). Although all ‘5x60’ Officers understood that I was not evaluating the ‘5x60’, I sensed that they perceived a fine line between researching, reporting and evaluating. Hardy and Evans (1998) in their article on an OFSTED HE Inspection of PE provide an insight into the types of concerns, worries, pressures, challenges and highly stressful environment of their experience of an external inspection. Although Hardy and Evans (1998) refer to an inspection experience in HE setting, I felt I would benefit in my forthcoming school visits from a similar understanding of the teachers’ perceptions of external visitors.

In other instances, differences between the day-to-day life in school and research procedures caused me some dilemmas.

**January 2008** - The SM at one school was very helpful in terms of logistics but from a research perspective wasn’t always as helpful as he had intended. During a discussion (with him) to determine a suitable date to interview the Year 9 class he
suggested that I used the first two lessons the following day. As I explained the need to brief, and obtain pupil and parent/guardian consent prior to the interviews, the SM replied with:

**SM** - You don’t need to bother with the letters and consent do you? It’s only a chat about sport isn’t it? In any case you won’t get them back from this lot. It’s up to you mind. If you want to give them out, that’s ok.

**AL** - From a research and ethical perspective I will have to give the letters out and get consent before the interviews. If I brief the class tomorrow during registration then I will be able to conduct the focus groups on a suitable time for you from Thursday onwards.

**February 2008** – In City View, the briefing and consent procedure was also far from straightforward, as illustrated in the conversation between myself and the Deputy Head (DH).

**DH** - Hi you must be Anna.

**AL** – Hi, it is nice to meet you.

**DH** - Martin (the ‘5x60’ Officer) has mentioned that you need to interview a Year 7, 8 and 9 class. Are you available on Thursday during lesson 1, 4 and 5? I teach a Year 7, 8 and 9 Personal and Social Education (PSE) then.

**AL** – Yes. If I could meet, brief and distribute letters to the three classes tomorrow then that would give them the pupils two days to return the forms. If it would be
ok with you then, the PSE lessons on Thursday might be really useful to begin the focus groups.

**DH** - The only problem is that they are not taught PSE in their registration classes, so I don’t think it would be practical. What I normally do is distribute the letters and if we don’t hear anything we assume everything is ok. I can tell you, you won’t get consent back from the type of children from this area. The lessons are on Thursday. You might as well start then? (the pupils next lesson). That is unless your organisation requires you to get consent.

As I referred to the strict ethical procedures when working with children and young people I emphasised that this wasn’t sufficient (but would check with my supervisors in case). There was no way that the research could go ahead without consent, assent and correct distribution of information.

Despite the genuine attempts to be helpful the common theme to both the above narratives was the conflict between the custom and practice of the school procedure and required research procedure. Under the guidelines of UREC, gaining active consent from the parents / guardians and gaining assent from pupils was necessary. Therefore, where the assumption of consent was made the school procedure would not have been inadequate and a poor ethical procedure.
My role and relationship with UWIC and SW

My role with UWIC and SW (funders of the project) and the relationship between us (UWIC and SW) was key to the success of delivering the project on time. Although the PhD was funded by SW, my role at UWIC was the same as other full-time PhD research students. For instance, I benefited from a strong supervisory team, a work office space, and a lap top for the research period. The UWIC continued professional development (CPD) programme enabled me to gain funding for two national and one international conference during the three year research period. However, as a recipient of external funding, specific terms of reference and a particular time scale were specified (Cohen et al., 2000). Consequently, the priority was to deliver the project which had an impact on other areas. For example, any lecturing opportunities that I wished to pursue were monitored carefully.

To monitor and report on progress to key agencies it was decided (between SW and UWIC) that a brief progress report would be provided and presented at a termly steering group meeting between UWIC (myself and my two supervisors), SW (two representatives from the research department and one representative from the ‘5x60’ department), a representative from WAG (the funders of the ‘5x60’ programme) and two ‘5x60’ LA line manager representatives. It was in this context that the relationship between research and politics begun to unfold and that I developed an awareness of others - their behaviours, positions and outcomes in key meetings.
**March 2008** - From early discussions with one of my supervisors I was made aware that a nationally funded external project would no doubt be ‘political’. However, it wasn’t until a year into the project that I developed a better understanding of research and politics and begun to comprehend the real implications of an externally funded project. It was at this point I realised that the PhD agenda was more open to external influences and the sponsors specifying the research focus (Burgess, 1993).

**November 2008, reflection of steering group** - SW seemed fairly pleased with the turnaround of the first study but highlighted a concern for an increased sports development slant. Having spent the next month reading around my subject area I felt that I had a good background and understanding of conceptual models such as the Oxford Model (Hildson, 2005), LISPA Irish model (ISC, 2005) and Côté & Hay’s (2002) Stages of Sport Participation. I felt that these models and theories broadened my perspective of sports development and were of benefit the review of literature. However, I still felt that the background to physical education and physical activity in a school setting had an important place in the literature. Furthermore, at this meeting I also recalled discussing the agenda for the second study. The steering group was in agreement for the proposed agenda.

**March, 2009, reflection of steering group** - I briefly summarised the initial findings on the second study and received positive verbal feedback and shared my thinking on the next phase proposing an intervention study. It soon became clear
that this intention did not hold the same priority for the steering group as a series of ‘5x60’ case study narratives did. However, it wasn’t until a meeting with my supervisors (a week after the steering group) that I realised I couldn’t continue on what I had set out to do and as a result became slightly nervous and deflated.

Embedded within the above examples is the multiple research agenda. Initially, the implications of external influences in one instance placed me in unknown territory and out of my ‘comfort zone’, but the opportunity to reflect on this process was helpful and in hindsight provided me with a new impetus and a positive challenge that would provide in-depth rich data. On reflection, more than anything the case studies became a pleasurable and enjoyable experience.

**The ‘5x60’ project in a wider context**

The word ‘political’ also came to mind in other situations that were much broader than the ‘5x60’ PhD point of focus, but certainly shaped my role with SW and my thinking on the project. The following reflective extract captures the ‘5x60’ project in a wider context.

**March 2009** - I was invited to some external events and launches providing a further insight into the sports development sector like the Sport Leaders UK launch at the Welsh Assembly Government building. In this environment I was unaware who had a vested interest in the research project and how this could contribute towards opinions. Amongst those present at the event were (including myself) four members of the wider steering group. After a brief chat with the line manager a senior member of SW turned to me and asked
Senior Member of SW - Hi how are you? How is the research project going?

AL - Good, thank you. The first study has been written up and presented to SW. In the steering group meeting last week it was decided that a summary of the first study will be disseminated on a poster format to all LA and schools in Wales. At the moment I’m currently coming to the end of the fieldwork for the second study.

Senior Member of SW - Oh great, that sounds good

‘5x60’ Line Manager - It’s really good. She is doing a good job.

The opportunity to attend wider SW and WAG events not only improved my awareness of key stakeholders but also informed some of my thinking. For example, I developed a better understanding of the ‘5x60’ in a wider sports policy/development framework. In addition, I became more attentive in dealing with dilemmas and sensitive research matters. However, more than anything, the reflective process helped me distinguish my multiple agendas and realise that the relationship between research and policy, and my role at SW, UWIC and school was far from straightforward.
CHAPTER 4

FIRST STUDY
4.1 Background and context

There were two child-centred frameworks that were discussed in the literature review (Côté & Hay, 2002; ISC, 2005). These have considered lifelong participation through different physical activity pathways, however neither has adequately explained participation or considered different segments of young people or children. At present, then, there is no agreement on a single conceptual framework to understand and help explain young people’s sport and physical activity participation.

This first study explores young people's participation in extracurricular sport and physical activity through the '5x60' initiative from the young person’s perspective. A classification to understand young people’s lifestyles in relation to sport and physical activity is also considered. The rationale for conducting this first study was to address the following research question -

What is young people's participation in physical activity, extracurricular sport and the '5x60' initiative?

To achieve this over-arching aim, a conceptual framework to understand young people’s perceptions of sport, physical activity and ‘5x60’ participation was considered and Fox’s (1988) categorisation of young people’s psychological orientation towards sport was adopted: the approachers, the neutrals and the avoiders (see review section for detailed discussion). As part of this first study, the following sub-questions were also addressed:

1. What are secondary school aged children views about physically active lifestyles?
2. What are young people’s patterns of participation in sport and physical activity?

3. What characteristics are associated with the potential ‘neutrals’ (the ‘sometimes participants’) and ‘avoiders’ (‘never participants’) of sport and physical activity?

4. What typology of delivery, frequency and variety of activities works best locally?

5. What examples of good practice from the ‘5x60’ initiative can be shared with policy makers, professionals, practitioners and academics?

In the remainder of this chapter there is a short methods section that provides specific details of the first study, not covered in the previous chapter. The study’s findings are then discussed under three main headings. Firstly, the young people’s previous / early PE, sport, and physical activity school experiences. Secondly, the young people’s ‘5x60’ experiences are discussed in relation to their lifestyles and school differences. Thirdly, a five-fold categorisation of young people, based on the study’s findings, is discussed. The categories are the Sporty, the Arty, the Academics, the Home Centred, and the Street Kids. Overlaying this analysis is a discussion of Fox’s approach and particular focus is placed on the neutrals and avoiders of sport and physical activity. The final section provides a reflexive account of the study and refers in particular to the methodological issues and dilemmas encountered at the six main study schools and one pilot research school.
4.2 Method

The purpose of this section is to outline the additional procedures undertaken from those already outlined in Chapter 3. As with other exploratory work (see Corrigan, 1979; Mac an Ghaill, 1988; Willis, 1977; Woods & Hammersley, 1993), a mixed-method qualitative approach was used and included interviews, focus groups, observations and a reflective log of the research. Particular emphasis was placed on putting the young person’s perspective at the centre of this approach. This short section is structured around the pilot study and the additional procedures conducted for the main study.

Pilot study

Prior to the main study a pilot study and complete ‘dry-run’ of all procedures was conducted in November 2007. This involved shadowing the ‘5x60’ Officer, observations of ‘5x60’ club, interviews with the HT, the HoPE, and the ‘5x60’ Officer, and focus groups with the pupils. The main purpose of the pilot was to test the effectiveness of the number of focus groups conducted, the order of themes in the interview guide and the length of time spent at school. The pilot also provided an ideal opportunity to iron out any ambiguities in the logistical arrangements. A school in Cardiff was selected for the pilot study for three main reasons. Firstly, the school was known (through word of mouth) as a good school and one which had embraced the ‘5x60’. It was likely, therefore, to be supportive of the pilot study. Secondly, the school had been one of the original schools under the SSSP, hence the initiative had been in place for three years. Thirdly, the school
location was within close proximity of the research base, thereby easing the complications of travelling to and from the school.

The age group used for the pilot study were school Years 7 to 9 (11-14 year olds). On the advice of the PE department, ‘5x60’ participants, and ‘5x60’ non-participants from each year group were selected for the focus groups (7, 8 & 9). The ‘5x60’ participants were defined as pupils who had experienced ‘5x60’ activities. During the pilot period it was evident, however, that the groups had been selected on the PE teachers’ perception of pupils who participated (or not) in the school sport teams and / or PE lessons which did result in some anomalies. This procedure was adjusted and clarified for the main study. Eleven out of a possible 12 focus groups were undertaken with one group of Year 7 non-participants not attending a lunchtime appointment.

The pilot study provided confidence in the methodological procedures and confirmed that the planned duration of three weeks based at a school would be adequate. Two main methodological issues were addressed. Firstly, the categories of focus groups were clarified to focus on ‘5x60’ participants (those who attended more than two ‘5x60’ clubs) and non-participants, as opposed to general sport and physical activity participants and non-participants. In a young person-centred approach it was more appropriate for pupils, as opposed to PE teachers, to self-define their group. A networking system was established to remind pupils of consent forms and appointments through their form teacher (particularly Year 7 pupils). Lunch time appointments were avoided and where
possible registration and PSE lessons were perceived as a better time to carry out focus groups.

**Main study**

Following the completion of the pilot study, the fieldwork for the six schools in the main study took place during the period November 2007 – June 2008. Individual school fieldwork visits of three weeks at each school were as follows:

- Meadow Bank – (November – December 2007);
- Valley High – (January – February 2008);
- City View- (February – March 2008);
- Broad Acre – (March 2008);
- Rhyd y Fro – (April – May 2008);
- Port View – (June 2008).

The focus groups, semi-structured interviews, observations and reflections followed the same general procedures as outlined in the overall method. The additional procedures relevant to this study were as follows. One registration class from Year 7 (11-12 Year olds), Year 8 (12-13 year olds) and Year 9 (13-14 year olds) from each school were used for the focus groups (these are summarised in Table 5). The HoPE and the ‘5x60’ Officer deliberately selected classes that were registered by a member of the PE department, or a known supportive registration teacher. This procedure ensured that pupils were reminded daily of their appointments and consent forms. In only one school was there an alternative
approach. In this school, academic band classes were used because the registration period and lunch time period was too short to conduct focus groups. An alternative more convenient option for this school was to use PSE lessons.

The ‘5x60’ participants were self-defined by pupils who attended ‘5x60’ activities. No particular number of ‘5x60’ experiences was required for this group. The ‘5x60’ non-participant focus groups were defined as those who had not experienced ‘5x60’ clubs. Pupils from each of the Year 7, 8 and 9 classes on separate occasions were asked to sit in a line and record their name in one of the following four groups:

1) Male ‘5x60’ participants;
2) Male ‘5x60’ non-participants;
3) Female ‘5x60’ participants; and
4) Female ‘5x60’ non-participants.

In addition to asking different questions and using a different interview guide, the purpose of establishing the four groups was to create a comfortable environment for pupils to discuss their opinions. The number of pupils who participated in each focus group from each school can also be seen in Table 6. In summary, this study involved a total of 413 pupils from 6 different schools and represents a significant piece of extensive exploratory research.
Table 6. The number of pupils who participated in the focus group

<table>
<thead>
<tr>
<th>School</th>
<th>Year 7 males</th>
<th>Year 7 females</th>
<th>Year 8 males</th>
<th>Year 8 females</th>
<th>Year 9 males</th>
<th>Year 9 females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P</td>
<td>NP</td>
<td>P</td>
<td>NP</td>
<td>P</td>
<td>NP</td>
<td>P</td>
</tr>
<tr>
<td>Meadow Bank</td>
<td>8</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>2x6</td>
<td>0</td>
<td>2x6</td>
</tr>
<tr>
<td>Valley High</td>
<td>2x6</td>
<td>5</td>
<td>8</td>
<td>7</td>
<td>2x5</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>City View</td>
<td>8</td>
<td>6</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Broad Acre</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td>5</td>
<td>8</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Rhyd Y Fro</td>
<td>3</td>
<td>4</td>
<td>8</td>
<td>7</td>
<td>3</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Port View</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>

Key P = participants; NP = nonparticipants; and dna = did not arrive.

The analytical procedure for the focus groups was to listen to each focus group and construct a systematic matrix coding all rich data (see appendix 4). All focus groups’ quotations were coded. These were then organised in higher order categories and these form the discussion of findings.
4.3 Discussion of findings

The main purpose of this section is to describe young people’s participation in sport, physical activity and ‘5x60’ and explain how this relates to their leisure lifestyles. It begins by providing an insight into the young people’s previous and early experiences of PE, sport and physical activity. This then provides a foundation to understand young people’s experience of the ‘5x60’ initiative in two distinct phases: the characteristics that reflect their lifestyles, and the school differences associated with individuality and locality. The role and influence of gender, friends and family are also discussed in this section, which provides a more detailed backdrop to explain classification of different types of young people. A five-fold classification is then suggested which divides the young people into the Sporty, Arty, Academic, Home Centred and Street Kids typologies. The five-fold classification of young people is discussed in relation to their participation / non-participation in the ‘5x60’ scheme / programme with particular focus placed on understanding the neutrals and avoiders.

Previous PE, sport, and physical activity school experiences

There were significant differences amongst pupils’ experience of PE and schooling (Smith et al., 2007a). Many pupils had positive experiences of sport and physical activity directly through Dragon Sport, and indirectly through the PESS and Playground Leaders course; this had implications for their continued engagement in physical activity (Green et al., 2005). A sense of passion and excitement was evident amongst some pupils from Meadow Bank when they discussed their playground leader role at primary schools. In the
following conversation three Year 8 female participants describe this experience at their primary school:

**Shelley** - We learned about physical activity. It was important the older ones helped the younger ones.

**Leila** - Yeah, even when we were teaching them we were learning things about sport and ourselves like how to control people, how to organise ... and there was always that kid that was really naughty.

**Nia** - We know what activities they want cause they are kids as well.

In contrast, some negative primary school and early secondary school experiences included cancellations of PE lessons and perceptions of unfair opportunities. Sian, a Year 9 female non-participant, commented: ‘in primary everybody didn’t get the chance and some teachers would favour the best ones because there were a lot of pupils. Everybody didn’t get a fair chance.’ Tom, a Year 8 participant, also outlined his negative experience.

**Tom** - Sometimes we’d get told in our primary school you have got PE tomorrow so bring your kit but then they’d tell us the next day you didn’t do well enough in your Welsh lesson … in this school we have got a set timetable for PE but in our old school (primary) they’d done it when they liked.

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5 Meadow Bank was situated on the Welsh-English border and consequently had feeder primary schools from England and Wales.
Supported by observations and informal conversations, early experience and the transition period (from primary to secondary) was important to young people’s perception and participation in sport and physical activity (Kirk, 2005). Between eight and twelve years of age young people realise that their ability may be limited (Lee et al., 1995) so the transition period becomes even more crucial. The joint ‘5x60’ and British Heart Foundation (BHF) transition festival for feeder primary schools at Port View was an excellent example of provision for this age group. The ‘5x60’ Officer provided pupils with a positive physical activity experience of a range of activities such as skipping and ball skills which helped prepare them for the secondary school.

A positive activity experience for pupils during primary school did not automatically equate to later participation. However, the absence of positive influences and of previous experience often resulted in a narrow physical activity repertoire and/or non-participation. For some young people, their sport and physical activity repertoire was limited because of the school, the locality of the young person and the influence of others (family/friends). The ‘5x60’ Officers and members of PE departments explained that the young person’s family networks (in the widest sense) had a big influence on the way they were brought up, and were crucial to young people’s motivation and participation (Hendry et al., 1989; Ianotti et al., 2005). The level of support from parents varied significantly. One 13 year old male explained how role models, including his father and coach, had influenced his decision to cease participating, ‘my dad stopped so I stopped as well and we had a
new coach and I didn’t like him’. In contrast, 12 year-old Trystan from Port View referred to the positive influence and support provided by his family, ‘my parents think it’s very important and they come and watch me play and give me lifts [transport] to the game’. Most young people indicated that their parents/guardians were happy for them to participate for a variety of reasons including health, fitness, sociability, and to avoid poor behaviour. Adrian explained: ‘my parents think it is ‘mint’ cos it keeps you off the computer and it keeps you out of trouble.’ In other words, opportunities for young people to participate in physical activity were perceived in a positive light because it reduced the opportunity for them to become involved in sedentary or socially undesirable activities. These perceptions reflect a similar link promoted by the Labour government for positive youth development through sport/physical activity and the wider social engagement agenda (DCMS & DfES, 2007).

Several pupils perceived PE and sport in secondary school to be better than primary school due to increased opportunities to participate and an emphasis on skill, games and competitions (SCW, 1995). The focus groups indicated that this was particularly the case amongst males as described by Llyr and Gareth, two Year 9 pupils from Rhyd Y Fro:

**Llyr** - *I prefer it now in secondary school. I think my fitness has improved.*

**Gareth** – *Yeah, it’s more specific here ... The first time I did the beep test I was on the floor but now I push myself much more and I can do level 12.*
The traditional gender-differentiated patterns of provision relating to previous experiences for pupils in secondary school remain largely unaltered. The traditional ‘PE diet’ of games was not popular, especially amongst some young women (also see Evans et al., 1996; Flintoff & Scraton, 2005; Green, 2000; Roberts, 1996; Scraton, 1992). For 13-year-old Lisa, it was a very uncomplicated matter: ‘yeah, we do the same things. Hockey and netball and no one likes it. I just don’t like being hit with the stick in hockey’. She was not alone in holding this view. For others, it was leaning over the stick in hockey and too many rules in netball that were reasons for the dislike of the games. Further analysis revealed that team games were perceived as being synonymous with sport, which was in direct opposition to the expected culture of adolescent heterosexual femininity and looking good (Scraton, 1992). Activities such as cross-country and swimming were also disliked by many females. Natalie, a Year 8 non-participant from Port View, explained:

Natalie - In swimming they don’t give you enough time to get changed … and we do it in the winter and you get a cold and your hair gets wet. When we were late for lessons we always used to get shouted on … I’ve only done swimming once … I just give a note in and my mum said you can’t get a detention all the time so she’d give me a note.

Alongside this, the physiological changes of puberty can also result in an uncomfortable environment for females feeling self aware and embarrassed in front of male counterparts (Scraton, 1992). Similar issues have been well documented in the PE and gender literature over a decade ago (The Nike & Youth Sport Trust Partnership, 2000).
**Rhiannon** - You have to do it next to the boys as well. You’re on one half of the astro and the boys are on the other half. Not all lads but some of them criticise you and are horrible … In clubs it’s ok because it’s people there to do the sport (Year 9 female participant, Port View)

Having discussed young people’s previous experiences in sport, physical activity and PE, the evidence indicates that even at primary school and the early years of secondary school, gender issues are prevalent and influence young people’s perceptions and participation. The discussion now proceeds to examine the young people’s characteristics, influences and experiences of the ‘5x60’ initiative.

**The young people’s experience of ‘5x60’**

This section addresses young people’s experience of the ‘5x60’ initiatives from two main perspectives. Firstly, the young people’s lifestyles and ‘5x60’ experiences are considered. Secondly, the different characteristics of schools in terms of setting, locality and individuality, that affect the young people’s experience of ‘5x60’ are also considered.

**Lifestyles**

Central to a young people-centred ‘5x60’ programme is the ‘5x60’ Officer’s ability to relate to the young people’s lifestyles and communicate effectively with them. The following conversation between Year 9 females at Broad Acre illustrates the point:

**Jane** – Teachers, you can’t get on with them very well but with the ‘5x60’ Officer you can tell her stuff.
Roselle - ‘She (the ‘5x60’ Officer) is cooler… you can talk to her more like a friend.

Smith et al. (2009) put emphasis on ‘democratisation’ and ‘informalisation’ in adult-children relations and together with sociability were reflected in the officer’s perceived friendly role and relationship with the young people. The HT at Rhyd Y Fro reiterates this point:

*The key is to have the correct person. The personality of the officer that we have I feel is crucial to encourage the interests and lifestyles of our pupils. When the pupils are in his company they receive invitations to attend and they respond very favourably by being active…. I feel we have been very lucky with the officer we have.*

One key factor of the success of the ‘5x60’ was the diversity of clubs that fitted in with young people’s lifestyles. Observations indicated that there were additional opportunities for participation in ‘5x60’ clubs in activities such as golf, dodgeball, basketball, table tennis, dance, cheerleading, step aerobics, circuits, boxercise, girls’ rugby, boys rugby, girls’ football, volleyball, badminton, water polo, snorkelling, swimming, fencing and outdoor activities (surfing, rock climbing, mountain biking, orienteering and ‘gorge’ walking). The young people described these activities positively using words such as ‘awesome’, ‘wicked’ and ‘safe’ meaning enjoyable and exciting. The young people relished the element of choice and range of ‘5x60’ activities (Penney & Chandler, 2000; Smith et al., 2009). Moreover, Smith et al. (2009) found that many males
perceived that increased choice of activities from a greater range during PE led to greater enjoyment.

The range of activities evident in Table 7 provides a flavour of the choice of activities provided during the research visit at each school. It should be remembered that visits were made at different times during the academic calendar and thus seasonality affected some of the activities on offer at different schools and that some periods were perceived logistically more difficult than others (for example before the end of term). Given this position, the table should not be used to make a comparison of activities being offered between schools.
Table 7. The ‘5x60’ activities observed during the research visits

<table>
<thead>
<tr>
<th>Activities – mixed gender unless stated</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Meadow Bank</td>
</tr>
<tr>
<td>Badminton</td>
<td></td>
</tr>
<tr>
<td>Basketball</td>
<td>X</td>
</tr>
<tr>
<td>Boxercise</td>
<td>X</td>
</tr>
<tr>
<td>Boys rugby</td>
<td>X</td>
</tr>
<tr>
<td>Breakdance</td>
<td></td>
</tr>
<tr>
<td>Cheerleading</td>
<td>X</td>
</tr>
<tr>
<td>Circuits</td>
<td>X</td>
</tr>
<tr>
<td>Dance</td>
<td>X</td>
</tr>
<tr>
<td>Dodgeball</td>
<td>X</td>
</tr>
<tr>
<td>Fencing</td>
<td></td>
</tr>
<tr>
<td>Girls football</td>
<td></td>
</tr>
<tr>
<td>Girls rugby</td>
<td></td>
</tr>
<tr>
<td>Outdoor activity (evening)</td>
<td>X</td>
</tr>
<tr>
<td>Snorkelling</td>
<td></td>
</tr>
<tr>
<td>Step aerobics</td>
<td>X</td>
</tr>
<tr>
<td>Surfing</td>
<td></td>
</tr>
<tr>
<td>Swimming</td>
<td></td>
</tr>
<tr>
<td>Table tennis</td>
<td>X</td>
</tr>
<tr>
<td>Volleyball</td>
<td>X</td>
</tr>
<tr>
<td>Walking (inclusion club)</td>
<td></td>
</tr>
<tr>
<td>Water polo</td>
<td>X</td>
</tr>
</tbody>
</table>
Popular activities observed in most case study schools included street dance, cheerleading, basketball, outdoor activities and girls’ rugby or football. Interestingly, many of these activities are classified more as lifestyle activities, and extend beyond the traditional PE curriculum. Similar comparisons can also be made with Welsh national management data where basketball, girls dance and girls football were popular ‘5x60’ activities offered (SCW, 2009c).

Street dance was particularly popular and appeared to have enriched the lives of many pupils. In an informal discussion with a member of the street dance group from Broad Acre, one pupil, who was disengaged from school, revealed her excitement in receiving a ‘5x60’ hoodie to perform in the LA dance festival.

**Cari** - The ‘5x60’ hoodies are great … the hoodies and street dance are a reason to come to school … My mother tells me I must come to school or I won’t be able to dance … I don’t really get on with school. Teachers didn’t like my sister because she didn’t come to school, so they don’t like me either. Really, I’m not in school that much.

Four weeks later, at the LA dance festival, Cari remarked: ‘it was amazing … I just want to get back on the stage. I can’t believe we actually came second … I want to do it again’. A main reason for the popularity of ‘5x60’ street dance was that it fitted well into the female lifestyles and feminine image they wished to portray. The females’ perception was that dance allowed them to look good and fitted well with their priorities such as fashion, make-up, boys, teenage magazines, media and cheerleading/dance DVD such as ‘Bring it
on’ and ‘High School Musical’. In this sense the female identity was being negotiated through ‘textually mediated discourse’ (Smith, 1988). Through a two-way process they consumed mass media messages, engaged, reinterpreted and creatively used these contents to construct identities and influence their image (Roman & Christian-Smith, 1988). Furthermore, as illustrated in the observational extract from City View, the aspects of the female lifestyles were echoed in the dance coaches and leaders.

The appearance of the dance coach Gabby in her hooded tracksuits was seen as a ‘cool’ image for the participants. Covered in chains and dangling earrings Gabby’s age (eighteen year old) and appearance were probably what the young people related to as part of their lifestyles. Many pupils (taken from the focus group) referred to young people like Gabby as ‘miches’ or ‘moches’. To explain, this was dialect used by young people from this area to describe a group of people who were covered in chains, wear hooded tracksuits and for the girls wear dark eye liner. In another area young people might refer to these people as ‘divas’. However, for people like Gabby (who had dropped out of school herself) her role was itself a ‘5x60’ success story (20/02/08).

Similarly, the majority of pupils from the ‘5x60’ dance club at Port View suggested that one important reason for their participation was because of Dina, the Year 11 Dance Leader. Despite the fact that Dina was disengaged from school, she typically turned up for school at break and went home at lunchtime without returning to school. She had a passion for working with young people and an ability to relate to them. Her commitment
to the ‘5x60’ street dance club explained by the ‘5x60’ Officer at Port View who noted that Dina caught a public bus to school after her GCSEs had finished

Dina was outstanding on the Dance Leaders course - she helped others lead and from that developed her own club. She loves it and has created a dance that they are entering a competition with. She has taken over the club because she has gone up to the HOY’s and told them that ‘so and so’ is doing really well in dance can they mention it in assembly, also has distributed all the letters and told the girls when she needs the consent forms back. And bear in mind that this is a girl who six months ago wouldn’t even come to school. I think with her, it was nobody gave her time and nobody spoke to her.

There are three key messages from these narratives. Firstly, as Sandford et al. (2008) found, some physical activity programmes were successful at re-engaging disaffected or disadvantaged young people. Dance provided an opportunity for certain pupils to re-engage with education during the period that the initiative was running. Secondly, the Dance Leaders were popular for their ‘cool’ appearance and ability to relate to the young people’s lifestyles. Thirdly, the opportunity provided for the young leaders might provide them with a sense of belonging that they wouldn’t otherwise experience (Donnelly & Coakley, 2002).

The popularity of some activities depended upon the lifestyles of the young people, the locality / area of the school, the ‘5x60’ provision and the school facilities. Some examples include:
‘5x60’ Officer Broad Acre - The girls’ football seems to be really popular… we have girls coming just for the football. They are not going to the other clubs because they just play football. We have a come and play club, so they come and have a go and just go into games, they also play fixtures against other schools.

Sian (Rhyd Y Fro) - We started girls’ rugby two years ago, we all do it here. It’s enjoyable, it’s not really strict, it’s informal and a chance to be with friends.

Inter-form basketball at Valley High and inter-form dodgeball tournaments at Meadow Bank were extremely popular and successful. One reason for this was that ample playing and organisational opportunities provided through large squads, regular games, team manager roles, photographers, reporters and spectators. Andy, a Year 7 male (Valley High) described his role for the ‘5x60’ inter-form basketball competition as ‘I was team manager and you had to look at the fixtures and see what players would suit what games and make sure that everybody had a chance to play… I really enjoyed that role.’ For Andy, it was important that there were adequate playing and organisational opportunities in a positive physical activity environment. In this respect, organisational roles might be the first step towards socialising non-participants into sport and physical activity.

One ‘5x60’ club was the ‘Kellogg’s ‘5x60’ Swim Fit Breakfast Club’ at Port View. The balance between the observed activity levels and social aspects of the session was particularly impressive. Control of the activity had passed from the coach (lifeguard) to the pupil, who selected the most appropriate swim card for the swimming session. Although some ‘sporty’ pupils (3-4 pupils) participated in the club, the majority (9-10
pupils) of ‘swim fit’ pupils were not involved in traditional extracurricular clubs. Importantly too, after the swimming session pupils were given time to change, dry their hair and still had ample opportunity to socialise with each other. As an added incentive, breakfast was provided by the sponsor, Kellogg’s, free of charge. When a representative of Kellogg’s visited, they were keen to replicate the session in similar breakfast swim fit clubs across the UK, particularly since the ‘5x60’ Officer suggested that this club was the one where she had seen the most difference in the pupils’ fitness, weight loss (with one or two of the larger pupils) and consequently their social confidence.

Sandford et al. (2008) highlight the significance of the social process in evaluating a project aimed at re-engaging disaffected and disadvantaged young people (HSBC/Outward Bound project and the YST/BSkyB ‘Living for Sport’ project). The social process and ability of the officer to relate to the young people was also an important feature of the ‘5x60’ clubs. Many ‘5x60’ clubs highlighted features such as choice, an opportunity to socialise, an opportunity to be with friends, and an opportunity to assert independence (Frith, 1984; Roberts, 1996, 1997; Green, 2002).

The informal, drop-in nature, of ‘5x60’ clubs also reflected typical characteristics of young people, their leisure activities, lifestyles and behaviours (Roberts, 1997). Some activities like ‘come and try it golf sessions’, and informal basketball lent themselves to a ‘drop-in’ centre, whilst the composition and performance of a routine in dance made ‘dropping in’ more problematic. However, providing that more than one leader was present the regular attendees and late comers were accommodated well. The following
quotation by the HoPE at Valley High describes an appealing aspect of the drop-in basis of clubs.

Some clubs are more like a drop-in centre rather than a structured practice so it is a little bit more relaxed and it is not like a coaching session. There are opportunities for there to be more of a recreational look about it, rather than playing for a team. So, if they are not bothered about playing for a team, then that is ok but they can still run up and down and have fun. So, there is a little bit more of a leisurely attitude about it.

The informal and recreational attitude towards clubs (Roberts, 1996; Smith et al., 2009) allowed pupils to ‘dabble and experiment’ with new and exciting clubs. Inevitably, there were also times when the novelty of new clubs wore off and young people became bored. This was not usually a reflection of the ‘5x60’ Officer or coach, but rather the characteristics of young people themselves. Since there was no feeling of letting a team down, there was less commitment to ‘5x60’ clubs that there might have been to a rugby or netball squad.

A number of pupils experimented with clubs and exhibited different attitudes to participating during the year. Some pupils mentioned that they were put off by poor weather. Kira, a Year 7 non-participant commented: ‘in the winter it’s cold and you’re normally outside and you get caught in the rain’, Jane, a Year 7 participant, said, ‘I usually only do sports in the summer, because it’s dark in the winter. Sometimes in the winter you just don’t feel like it.’
The vast majority of young people referred to the important role that friends played in their life, and the influence they had on their participation or non-participation (Green et al., 2005; Roberts, 1996). The peer group influences suggested that young people liked to share their experiences of an activity with members of their group (Frith, 1984). Although the importance of friends was evident amongst both sexes, it was more prominent with females (Bolton et al., 2007; SCW, 2007b). The significance of peer influence was especially important to the neutrals and avoiders. Several of these explicitly referred to having nobody to go to clubs with. Toby, in Year 8 at Valley High, explained, ‘I wouldn’t want to go on my own with like nobody to talk to … and some of my friends don’t want to go. Yeah some of my friends just want to hang around.’ Similarly, Anna and Rhian from Year 8 at Meadow Bank, both referred to the importance of friends:

Anna - The ‘5x60’ is just fun with your friends. You have a laugh and feel more confident ‘cos you get to know so many people. We also had a chance to do a ‘5x60’ presentation.

Rhian - Yes it’s really important it’s much more fun. You learn more with a friend, you don’t feel like a retard.

Across all schools, it was males who were engaged in informal play during break and lunch time. Some enjoyed participating in structured settings whilst others demonstrated a preference for spending time away from organised and supervised settings towards participating in informal unsupervised settings (Roberts, 1999). At Valley High
the ‘5x60’ Officer accommodated all of these pupils by providing them with equipment during their break (a sign in, sign out system). As he remarked:

Turn up and play football is quite a success. They come and ask me for a ball and sign one out and then play on the astroturf and by the end you have half the school playing. There is less structure than lessons. There is not so much pressure and they just come out and have a kick around. It is very informal.

In contrast to this was the predominantly female characteristic of spending time with their peers ‘walking and talking’ during break time (see also SCW, 1995). Consistent with previous research, many females preferred more sedate and quiet activities, whilst many males preferred more boisterous physical activity games (Sluckin, 1981; Humphreys and Smith, 1987). In other words, since vigorous play was often considered inappropriate for females and does not always fit with the norms of femininity expected in many informal settings, it is unsurprising that many females preferred to socialise in small groups during break (Roberts, 1996; Maccoby, 1998). Small friendship groups were crucial to the reinforcement and maintenance of the culture of heterosexual adolescent femininity (Griffin, 1985).

Two main themes have emerged from the above examples. First, in terms of activities and style of delivery, ‘5x60’ clubs are closely linked to the young people’s leisure lifestyles. Second, the overriding effect of gender was prominent. However, like related research (Smith et al., 2007a, 2007b) the young people’s perceptions and
experience of ‘5x60’ in the present study were also dependent on the school setting and characteristics which are discussed in the following section.

School characteristics - locality and individuality

The young people’s experience of ‘5x60’ and the success of the initiative partly depended on the support provided by the LA for the ‘5x60’ Officers. Some LAs demonstrated excellent support, which was then reflected in the success of the initiative at the schools. Key features of strong support systems included: strong leadership from the ‘5x60’ line manager, fortnightly ‘5x60’ team meetings, good communication with schools, all LA ‘5x60’ Officers working as a team, coach accreditation systems, joint partnerships and ventures with other members of the sports development team and an effort to eliminate barriers for ‘5x60’ Officers. Where ‘5x60’ was operating well, some, if not all, of these characteristics were evident. Nonetheless, these factors were not the focus of this study and the time spent in the schools revealed other issues more closely associated with the actual establishments themselves, including the PE department, ethos and support.

Evidence from observations and interviews indicated that the ‘5x60’ was more successful at schools where PE departments were very supportive and ‘bought into’ the scheme. A marketing approach, including the provision of ‘5x60’ hoodies for all members of the PE department at Rhyd Y Fro, helped get the department involved in communicating with pupils, collecting ‘5x60’ consent forms, and communicating with external coaches when the ‘5x60’ Officer was not present. The following quotation from the ‘5x60’ Officer at Valley High captures the level of support evident at his school.
The PE department has been very supportive. The Head of PE is brilliant. I can always drop my contact a text or call and she or the PE department will get a message to the pupils with no problem ... If there are any messages I can rely also on the Head of Lower School, who is a member of the PE staff so that is another advantage. I am lucky in the fact that I have only been in the school for four months but the school has had ‘5x60’ for 16 months so they were familiar with the concept of ‘5x60’.

The role the PE department played in communicating and distributing letters to pupils during PE lessons was important. Furthermore, the HoY played an important role in the success and awareness of the project. More pupils participated in, and had better awareness of, ‘5x60’ when their HoY or form tutor was a member of the PE department. Elin, from Rhyd Y Fro, and the ‘5x60’ Officer, from Valley High, illustrate this point below.

**Elin** - Miss (our PE teacher) persuades us to go and she is our registration teacher. She knows we like PE lessons so she makes sure we know what is on and she talks to us about the clubs in registration.

‘5x60’ Officer Valley High - We are quite lucky here because the Head of Lower School and two of the three Heads of Year from Key Stage Three are members of the PE department, which is quite beneficial. If there are any messages I can rely on one of them to take a message or send a message around at registration.
The input and support from the PE departments and school for ‘5x60’ Leaders also varied. Some PE departments delivered leadership pathways such as the Active Young People’s Award, CSLA, or JSLA, whilst in other schools the ‘5x60’ Officer was responsible for these pathways. However, looking after and providing incentives for the leaders such as free kit, the opportunity for self-development, and enhancing CVs and UCAS forms was important. Equally important was the opportunity for the leaders to have social contact by getting to know or having ‘banter’ with the ‘5x60’ Officer (Clary et al., 1998) as illustrated by the following HT from Rhyd Y Fro.

*The officer has looked after the leaders by buying them jackets and that is very important. The pupils walk around school with their hoodies and are very proud. And there is a new group of pupils that lead here – some haven’t been in the school teams but they lead the clubs.*

Schools that had a sixth-form leadership programme were more advantaged in terms of older pupil volunteers than non-sixth-form schools. The ‘5x60’ Officer from Rhyd Y Fro explained:

*The sixth formers have been excellent running a lot of the clubs. Around thirty pupils from the both schools I work in have done a leadership course and because we have paid for the course I have told the sixth formers that they have to do at least ten hours of volunteering. Because they have been so good I tried to give them an incentive. So as a thank you we went to see the Ospreys playing and I*
have given them hoodies. If you give them kit they show the other pupils and a lot of the Year 10 this year have been coming up to me asking if they can help out.

Although supportive PE departments were desirable but were not essential for the initiative to be successful. An effective ‘5x60’ Officer in post was undoubtedly essential. Whereas PE departments supported the concept of ‘5x60’, on one occasion the competitive element evident in some PE departments contrasted with the ‘5x60’ ‘Sport For All’ ethos.

When one of the female PE teachers and the ‘5x60’ Officer sat down to discuss the girls football squad for the up and coming tournament, the majority of the pupils selected by the PE department had not attended the ‘5x60’ girls football club. The ‘5x60’ football session was the only girls football club taking place at the school, however, the tournament was a national tournament open to any school team. In this instance the ‘5x60’ Officer organised additional football games to provide the ‘5x60’ participants with an opportunity to play (29/04/08).

One PE teacher from another school was very keen on ‘5x60’, but mentioned it went against the kit standards implemented. In PE lessons, pupils were required to change into clean kit but this aspect was not always a requirement in many ‘5x60’ clubs. However, as the benefits from those less likely of participating in PE became evident in ‘5x60’ clubs, even those who were sceptical of the initiative gradually changed their view. The HoPE at Valley High illuminated this point:
Initially, from what I have seen some PE staff in other schools, they have difficulty to appreciate the worth of it because they are so focused on their school teams. When you first have a ‘5x60’ Officer in your school, you must change your mind set about the way it is run and the reason it is there. You already have your teams and your extracurricular programme sorted but this is above and beyond that. It is not instead of it is as well as and hopefully, then we can cater for all. You always have the ones who are in your school teams … but you can get all these other kids in as well and I think that is important. But it is changing ‘mind-sets’ from the traditional way of looking at sport in school.

The level of practical support for the ‘5x60’ Officer from the school PC and from the school varied from place to place. Having a member of the PE department as the school ‘5x60’ PC seemed to keep the ‘hands on’ approach, and ensured support from the department. Likewise, whole school ownership of the project was more evident in some schools and provided the ‘5x60’ Officer with practical support such as daily announcements, letters, registers and coaches. An effective school communication network system appeared essential for a successful ‘5x60’ programme. Paradoxically, however, an intranet system designed to aid communication served as a constraint in some schools because pupils often failed to get messages.

‘5x60’ Officer Meadow Bank - Communication is also a very big issue because it is such a big school and they don’t have whole school assemblies and quite often planned assemblies are cancelled … If you want to hit the whole school with
anything new, it will take a week. All communication is done by e-mail so you can send e-mails out to staff and form tutors to remind them, but they don’t always check their e-mails before registration so the pupils don’t get the message, which is quite frustrating.

The shortened lunch break emerged as an issue in three of the six schools and played a part in pupils’ lifestyles. In one school the shortened lunch was part of the vision to shorten the school day and to offer all pupils a high quality extracurricular experience after school. In two other schools the shortened lunch was to reduce the number of lunch time behavioural problems and minimised truanting (mainly at City View). The ‘5x60’ Officers and pupils felt that it was a rush and that there was no time, or perceived that there was no time to participate in lunch time clubs at these schools.

‘5x60’ Officer Meadow Bank - Here, lunch is only 40 minutes and so by the time they have been to the canteen, it is an effort to come to any lunch time practices. It is ok if they don’t have to get changed and most of the stuff they don’t have to get changed, but I don’t think it is long enough especially if you are bringing in a coach and you are paying them. I had a tennis coach I wanted to come in last term but she wouldn’t come in because the lunch time was too short… I think that is one of the main barriers that lunch is too short.

In turning to the school locality, observations made during the fieldwork indicated that informal play was more apparent in areas of social deprivation (Valley High and City View) where activities such as ‘social footy’ on the streets was an important part of the
young males’ lifestyles. More females than males were inactive in City View in formal and informal settings. This pattern was also reflected in the local evening youth club at City View, despite the efforts from the youth centre, females were marginalised by themselves and their imbalance acknowledged (see also Wilson & White, 2001).

In addition to differences in gender, the young people’s behavioural norms affected participation in Valley High and City View. For instance, in Valley High, part of the young people’s general routine was to visit the ‘chippy’ or ‘shop’ for food during the lunch break. As a result, the pupils perceived that lunchtime clubs were not a viable option. Richard, a Year 7 pupil, explained: ‘most people go out for dinner. We go to the ‘chippy’ or post office for food. We haven’t got time for anything else.’

Dagkas and Sathi (2007) reported lower levels of participation in young people from a low socio economic status compared to their higher socio economic counterparts. For many pupils at City View and Valley High, sport and physical activity just was not part of their day-to-day lifestyle. The ‘5x60’ Officer and PE department at Valley High described the young people’s cultures and lifestyles as ‘the way they were brought up’. For example, family situations such as parents splitting up and being a young carer appeared to be more prominent in socially deprived areas. Rhia, a 14 year old from Valley High, commented: ‘I have got to fit work in. I work down my sister’s fish and chip shop and then I baby-sit so I got to try and fit things around that.’

It is possible that the difference between different socio economic groups might be attributed to the parents’ differential access to a wide range of resources (Chin & Phillips,
2004), including money, the cultural capital (how best to cultivate young people’s talent), human capital (how best to improve the young person), social capital (to learn about and gain access to programmes and activities.

However, as already indicated in Chapter Two (when considering the schools’ catchment areas and contexts) and in Chapter Three (in the criteria used to select the schools), both intra-school and inter-school analyses of the ‘5x60’ programme based on socio economic variables are difficult. Asserting any causal link with real confidence is problematic owing to the multi-faceted and inter-connected relations of all the variables involved. Yet it is clear that notwithstanding the operational uncertainties about definitions associated with social class groups, there are different life chances and lifestyle experiences that can be mapped against a factor linked to relative affluence and social deprivation. Broadly, as others have found, middle class families spend more time and engage in a wider variety of active leisure activities than working class families (Collins with Kay, 2003).

The following fieldnotes from Valley High highlight the sensitivity necessary for and some of the constraints facing some pupils in these areas:

At times the conversation with the HoY 9 and HoPE provided a reality check of the pupils’ problems and backgrounds from this area. Pupils were often in the PE office discussing their problems, family and personal situations. For example, one girl discussed her medical condition which required several hospital appointments. This girl highlighted to the PE teacher that she had made a particular effort to
make the appointment outside school hours despite the fact that she disliked school and had previously missed quite a bit. Other pupils just wanted somebody to talk to which some of the department mentioned that they lacked at home (29/01/08).

Some young people thought that there was a lack of opportunities in these areas (Valley High & City View). The local leisure centre at City View had been closed for refurbishment and there were few alternative facilities in the area. Jen and Ellen in Year 8 illustrated how this influenced their participation:

Jen - I used to do trampolining in the leisure centre but they closed down … I don’t think they have got money to do the building.

Ellen - Everyone went to the Saturday club at the leisure centre to do trampolining and swimming … and you could talk in the café and get to meet new people.

A valuable attempt and contribution to address some factors associated with social deprivation was made by Valley High through the additional opportunities provided in the E3 and E3 + extracurricular programme. This venture helped remove several barriers by including free transport home and ensuring clubs were free of charge:

HT Valley High - The whole philosophy behind E3 is to remove barriers to participation. Some of the biggest barriers for our students are cost of activities and transport. Also, quite often the non-participants are the students who do not get involved in team games but are quite happy to do individual sports. So ‘5x60’
has tied in exactly with what we are doing with our E3 programme. We provide those at the end of our school day from 2.45-7.45pm with free transport, a healthy meal option available, and no charge for the activities.

Furthermore, the E3 coordinator suggested that a small number of pupils stayed on a daily basis for clubs because it was better than their home provision. By this she meant that pupils had the opportunity to have a warm shower and somebody to talk to which was not necessarily the case at home. Other young people enjoyed participating and having the opportunity to talk to an adult (often the E3 leader). There were also many wider benefits of the E3 programme that echoed some of the ‘5x60’ aims and explained by the ‘5x60’ Officer below.

This coming half term E3 and ‘5x60’ are working together to produce a programme for the week and the children will have a chance to go ten pin bowling, to the cinema, climbing and to watch Cardiff City. So there is generally a good community feel within the school especially with ‘5x60’ and the E3 programme.

Similarly, at City View, forty to fifty pupils returned to attend the Saturday morning club and according to the club’s coordinator most were from the poorest families and areas.
Categories of young people

Based on the extensive research undertaken at a cross-section of schools, the following section sets out a segmentation / classification of young people that emerged from the analysis undertaken of the data collected. Broadly, there were five different types of young people:

- **Sporty** - those who are active sport and / or physical activity participants;
- **Arty** - those who are interested in the arts and participate in drama, music, cultural and other activities;
- **Academics** - those who are conscientious about studying at school and complete all their homework to the best of their ability. These young people spend additional hours studying;
- **Home Centred** - those whose lifestyles emphasise activities around the house such as watching television, listening to music, playing on the computer, reading and domestic responsibilities (e.g., baby-sitting); and
- **Street Kids** - those who prioritise hanging out on the streets with their friends or informally participating in activities such as street football.

The young people were classified as one, or a combination, of the five different types (see Figure 5), though most young people could be identified in one group most of the time.
Informed by Fox’s (1988) theoretical framework, the yellow area in Figure 5 denotes the approachers and active participants, the white area denotes the non-participants, which includes avoiders and some neutrals. The black area denotes the avoiders or highly resistant non-participants. The arrows indicate the possibility for pupils to move between categories and activity levels. However, the different groups of young people are not represented to scale and the range of pupils in each group depend on: the school individuality (such as its ethos, support of the PE department facilities, communication network and lunch break length), alongside the school’s locality and the strength of the ‘5x60’ programme.

The approachers independently pursued physical activity experiences. The Sporty group were very active, physically talented, part of the school’s teams, highly motivated, competitive and had positive previous experiences of winning competitions and tournaments. In addition to the traditional team sports this group were also attracted to
different and exciting activities like rock climbing and ‘gorge walking’. However, their priorities lay with their school and club teams, and as intended were normally too busy training, and competing to participate in ‘5x60’.

The Arty group were more evident in Meadow Bank, Broad Acre and Rhyd Y Fro participating in drama, music and cultural activities (activities that lie outside ‘5x60’). The size of this group depended heavily on the local context of the school and its ethos. This group consisted of approachers, neutrals and avoiders of sport and physical activity. Some of the Arty group were perceived as all-rounders since they were active participants of sport and physical activity. Some Arty pupils were too busy to participate in ‘5x60’ clubs. Sara a Year 7 female participant from Rhyd Y Fro remarked: ‘Sometimes the ‘5x60’ clubs clashes with other things. I don’t think I can do ‘5x60’ gymnastics anymore because it clashes with the Eisteddfod practice.’ Hence, some in this group enjoyed sport and physical activity but were more interested in the ‘arts’. Given the choice, these pupils attended some ‘5x60’ clubs, but on occasions were told (by the teacher leading the musical and drama activities) to attend the drama or musical practices. Some pupils from this group were avoiders choosing to do no physical activity.

Ultimately, the neutrals and avoiders were mainly located in the non-traditional team sport players and non-participants. Since this research is primarily focused on these young people (neutrals and avoiders), the characteristics of the non-traditional team sport players and non-participants and their sub-groups will be discussed for the remainder of the discussion.
Non-traditional team sport players

The non-traditional team sport players were defined as the pupils who were not part of the school teams like hockey and netball for females, and rugby and football for males. The young people from this category derived from the Academics, Arty, Home Centred and Street Kids, but there is clear evidence that the ‘5x60’ initiative had made in-roads with more young people becoming active from these groups. The HT from Meadow Bank and Rhyd Y Fro referred to ‘5x60’ capturing a new audience of pupils such as the traditional academic pupil:

We have seen some youngsters who are not physically driven, they are more perhaps academically driven and in the past have had interests which have been around academic pursuits, and they are now venturing into some physical and sporting ‘5x60’ activities (Meadow Bank).

Evidence from Valley High’s ‘5x60’ registers revealed that more pupils from the middle and higher academic bands participated in ‘5x60’ clubs. As suggested by the HoPE, the absence of the lower academic bands could be attributed to their difficulty in organising themselves, returning consent forms to participate and / or no interest in the activities. On the whole, the Academic and Home Centred pupils were not clearly identifiable as the Sporty, Arty and Street Kids because the main activities of these groups tended to be outside the fieldwork of the research. However, some barriers facing the Academic and Home Centred pupils were found. Rhia and Bryoni Year 9 pupils,
illuminated this point ‘I have got to fit it in with work\textsuperscript{6} and then I baby-sit so I got to try and fit things around that.’ ‘I don’t really have much time. I have a lot of studying because I am doing my exams early.’

Another sub-group of the non-traditional team sport players were the disengaged pupils (from sport) who used to be part of the school team/squad (normally the ‘B’ team), but no longer participated in the school teams. Some reasons for disengagement include the negative experiences of school sport teams, influential friendship groups and changing priorities. One Year 8 male participant from Rhyd Y Fro, illustrated his disappointment in terms of school matches, ‘in Year 7, the A and B team played the same number of games but in Year 8 the B team haven’t played much, it is not really fair.’ The decrease from Year 7 to Year 8 in traditional extracurricular activities was evident in SW Young People’s Sport Survey 2006 (SCW, 2007d). This finding was also reflected in the present study and was more apparent among females. On the basis for informal discussions with PE teachers and further observations, the main reason for this disparity was a lack of competitive opportunities (particularly, for female teams) who were not involved in the schools’ first team squads. For example, after Year 7, schools were unlikely to have ‘b’ and ‘c’ (particularly female) teams mainly because there were not enough teachers to take the teams. In her research, Scraton (1992) found that compared to boys sport there was less commitment by female teachers (other than PE staff) towards girls sport. This was mainly due to the lack of expertise/interest and resulted in fewer opportunities for females

\textsuperscript{6} Work refers to paid employment and studying refers to school work.
to participate. An additional consequence was that ‘5x60’ had a wider target audience of females not involved in school physical extracurricular activities.

The young people attracted towards alternative lifestyle sports like skate-boarding and break/street dance were distinct in their appearance and through the research were classified as the Street Kids. As a term, ‘Street Kids’ has been used by other researchers such as Fleming (1995) to describe a group of young people with similar characteristics as observed in this study. Common features of the numbers of this group included the attraction towards informal opportunities, activities with no rules, and the dislike of traditional team games like rugby and football. Although not an alternative sport per se, several from this category were attracted to the ‘5x60’ basketball club because of the small number of rules and the ease with which informal basketball could be played. Some of these pupils also skate-boarded outside school and participated in the ‘5x60’ break dance club. Male break-dancing was only evident in Broad Acre. Named the ‘D unit’ (dance unit), the boys created their own identity and idioculture. The distinctive baseball cap worn by them was their way of feeling empowered (Wilson & White, 2001). The culture of break-dancing at the school was probably explained by the popularity of break-dance at the local youth centre and the popular Year 11 male leader who the group idolised as their role model (as evident with the female street dancers). However, the break-dance clubs highlight that it is more than likely that other ‘5x60’ clubs would also depend on an unofficial robust peer culture to succeed (Wilson & White, 2001). Therefore, the Street Kids were one of the largest groups to benefit from ‘5x60’. Another large group to benefit from ‘5x60’ were the image conscious females. This group enjoyed
‘5x60’ activities such as dance and step aerobics. Some of these females were also health aware, non-academic, disaffected and had behavioural problems.

Some young people from the non-traditional team sport players were active outside school. There were different reasons for this. Some pupils enjoyed some form of sport and physical activity, but generally disliked the extracurricular school activities on offer at school. Others were often in the bottom set of PE, perceived that they were not good enough but often had influential parents that encouraged them and/or participated with them in activities such as swimming, martial arts, judo and trampolining. Some of these young people participated in ‘5x60’ clubs, but the majority did not.

In one school there was a group who enjoyed sport and physical activity but there were a few traditional extracurricular activities available. The ‘5x60’ Officer from Meadow Bank explained:

Giving pupils the opportunity to take part on a regular basis has been the main thing in the school, because before there was no regular extracurricular practices. Giving them the option of taking part in lunch-time, or after-school, activities regularly is something new, and for those who have taken part has been something they have enjoyed.

All ‘5x60’ clubs such as dodgeball, rugby (for females), volleyball, boxercise and outdoor activities (particularly during lunch-time) were popular with this audience. The rural locality of the school partly explains why some pupils attended at lunch-time and found more difficulty after school. It also reiterates the context specificity of initiatives
(Sandford et al., 2008). The additional challenges such as transport faced at Meadow Bank were similar to findings in rural areas in Norway, Scotland and Sweden (Hendry et al., 2002) and also included the length of time to travel to the nearest town/sports club and a lack of things to do.

‘5x60’ Officer Meadow Bank - It is difficult with after school sessions here because of the transport. A lot of pupils come from over half an hour away. They come from all over the English border … I have looked into doing a late bus service but it is just impossible because it is such a vast area and the primary school is linked with the high school bus service, so it would affect both schools.

Non-participants

Some within this group were enthusiastic about participating in sport, PE and physical activity and sometimes talked about extracurricular school teams. However, in reality, participating in school extracurricular activities was not part of their lifestyle. This was evident in two individual contexts – Valley High, and especially City View. In the latter, despite having no significant transport problems (all pupils walked to school), most young people would not participate in extracurricular school or ‘5x60’ activities. The HoPE at City View commented, ‘for us as a PE department it is very frustrating that the kids from this area won’t stay for extracurricular practices.’ The ‘5x60’ audit⁷ (a SW requirement)

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⁷ As part of the ‘5x60’ initiative all ‘5x60’ Officers were expected to conduct a pupil audit to establish pupils activity patterns and interest. The outcomes of the audit were used as a basis for the school’s ‘5x60’ programme.
conducted by the ‘5x60’ Officer at the school revealed that more than half of the pupils at this school labelled themselves as extracurricular participants in sport and physical activity, but less than half of those actually participated. Despite efforts at City View by the PE department, extracurricular activities were not part of the young people’s lifestyles. Netball, football, basketball and rugby were played at the school, but generally pupils would not stay after school for practices (though some pupils would stay for a match). This attitude was one example of a sense of an anti-establishment authority amongst many pupils at this school and several young people rejected the culture of authority associated with school sports clubs.

To cater for behaviourally difficult and disaffected Key Stage Four pupils (14-16 year olds), most schools had alternative curriculum pathways. External curriculum pupils were registered at schools, but received their education at alternative sites such as at the youth centre, or at extended work experience. Except for one or two, these pupils were not excluded from school. This group was present at City View and were unlikely to participate in ‘5x60’ for two main reasons. Firstly, pupils lacked access and knowledge of the clubs. Secondly, ‘5x60’ main target was Key Stage Three (11-14 years old) although clubs and activities were open to Key Stage Four (14-16 year olds). Despite these difficulties, it was encouraging to observe that four external curriculum females arrived at a ‘5x60’ street dance session with the dance coach. It appeared that under the right circumstances, providing pupils knew about the clubs, some external curricular pupils might be persuaded to participate.
In a different context, challenges associated with trying to engage the Polish population were experienced at Port View. Over the last decade this school had experienced an influx of Polish immigrants to the area and despite the ‘5x60’ Officers’ and the PE departments’ attempts to target this group, these pupils did not participate or integrate in extracurricular activities.

‘5x60’ Officer Port View - I have quite a lot of difficulty trying to engage them. I have been into the canteen and tried to speak to them. They will say ‘no, no, I am not coming’ and then they will say something to each other in Polish and laugh. I will keep trying but I have noticed from my management information that quite a lot of pupils who don’t attend are Polish children.

Future proposals by the school and ‘5x60’ Officer included involvement of youth departments and the inclusion unit to target the ‘English as an additional language’ group, and the introduction of Polish games during break-time (as done in one of their feeder primary schools). From informal discussions and interviews with the Polish pupils, they seemed to have lower self-esteem therefore the Polish games might have helped to increase their confidence and increase awareness and tolerance of minority groups. It is also possible, however, that cultural distinctiveness might be reinforced, ethnic antagonism exacerbated, and the general issue about engaging under-represented groups will remain unresolved (see for example Fleming, 1993).

Another group who wouldn’t normally participate in ‘5x60’ activities were pupils with physical difficulties including a medical condition, social difficulties, psychological
difficulties and Special Educational Needs (SEN). A non-participant, 13 year-old Bradley from Valley High remarked, ‘I’m quite anti social if there are people I don’t know there I won’t really bother.’ Similarly, 14-year old Heather from Rhyd Y Fro explained ‘my friends go but because I’ve got asthma I am afraid I won’t be able to catch up with them. I don’t really feel confident enough. I feel that there are others who are better than me.’

The Activ8 programme was a unique LA sports development programme (at Port View) that catered for pupils between the ages of 2-16 years old with mild physical, social or psychological difficulties who were referred by partner organisations such as GPs, social workers and hospitals for the ten week activity programme. Activity classes for these young people included: swimming, junior gym, badminton, kick-boxing, trampolining, mini tennis, hockey and gymnastics. Some of these pupils then progressed to a suitable exit route club. An example of the project working jointly with ‘5x60’ was identified in Port View. A significantly overweight Year 8 female was identified on the Activ8 programme. This pupil did not participate in PE lessons but participated in ‘5x60’ snorkeling club because she had previously done this activity on holiday. Another example was a Year 7 Activ 8 SEN pupil who participated in the ‘5x60’ walking inclusion club. The important point is that an element of ‘5x60’ can be tailored to suit individuals (Sandford et al., 2008) as opposed to providing the same activity for all pupils.

Some of the non-participants were highly resistant to participation and were even disinterested in talking about sport or physical activity. Liam, a Year 9 non-participant from Port View, illustrated the point:
I can’t really be bothered. I can’t get to school early to do it before school, I don’t like doing it dinner time because I want to go and see my mates and after school I just wan’na get home and chill.

There were several similar examples amongst the female non-participant focus group from Year 9. Two females from Port View mentioned that in their primary school they had only had one PE lesson every three weeks. Likewise, Kathryn a Year 9 female from Valley High, described her experience at primary school as:

They wouldn’t let me go swimming because I couldn’t swim, so I had to sit on the side and do maths … I don’t do any sport now … I still like swimming but because of what happened in primary I won’t do swimming in secondary school.

These examples illustrate the heterogeneity associated with the non-participants. The vast majority interviewed would not consider participating in the ‘5x60’ programme regardless of the activity. Interestingly, though, there was an exception. For even those who appeared to be complete non-participants were passionate and excited about outdoor residential courses such as Llangrannog and Glanllyn8. Year 8 non-participant, Nathan, from Valley High, and non-participant, Eleri, from Rhyd Y Fro, described the experience: ‘I went to Llangrannog and that was class… that was awesome,’; ‘It was a change to the normal and you were with your friends. Yeah you were enjoying without noticing.’ The association with a positive perception of outdoor activity residential courses was particularly interesting. The positive environment created by the presence of friends was especially

8 Llangrannog and Glanllyn are outdoor adventurous activities and residential centres operated by the Urdd organisation
important. Being away from school and participating in different and exciting activities that were not associated with sport was another feature. The environment itself seemed to encourage pupils to get to know other pupils and staff members in a more relaxed environment.

Some examples of ‘non-participants’ who participated in ‘5x60’ activities included a 13-year old significantly overweight female from Broad Acre who regularly participated in the ‘5x60’ badminton club; a 14 year-old female from Broad Acre who regularly participated in the ‘5x60’ surfing session; a 15-year old disaffected and overweight male who participated in outdoor activity trips (gorge walking, core steering and mountain biking); and two 15 year-old SEN males who participated in outdoor activities. In the interview the ‘5x60’ Officer from Valley High explained,

Two Year 11 boys with learning difficulties really took to mountain biking before Christmas and were constantly asking ‘when are we going mountain biking next?’ So when the idea of the outdoor adventure activities course came about, I didn’t hesitate to ask them, even though I was targeting the younger audience I knew they really wanted to do something like that. It has been quite successful in targeting those people.

AL - Did you remind the two Year 11 boys with learning difficulties then?

Yes, every day and I have a good relationship with them.
Importantly, a key factor in all of the examples above was ‘informalisation’ (Smith et al., 2009) and sociability which provided the opportunity for the young people to socialise with the ‘5x60’ Officer, thereby helping the officer and the young people to ‘get to know’ each other.

4.4 Summary

The main focus for the first study was to explore young people’s participation in physical activity, extracurricular sport and the ‘5x60’ initiative. To achieve this, a conceptual framework was developed to understand young people’s perceptions of sport and physical activity, and their relations to a wider understanding of leisure lifestyles. This framework was a departure from the LISPA model (ISC, 2005), Côté and Hay’s 2002 framework and the Oxford model (Hildson, 2005) and considered an alternative (but complementary) approach—a representation of the young people.

The most striking feature of this study was the heterogeneity of the young people: in terms of their characteristics and different approaches to leisure. The evidence indicated five types of pupil—the Sporty, Arty, Academics, Home Centred and Street Kids, though these categories were far from mutually exclusive and frequently overlapped with each other. This five-fold classification also linked to Fox’s (1988) three categories of young people: the approachers, the neutrals and the avoiders. However, the nature of the young people’s participation in the ‘5x60’ varied appreciably between the approachers, avoiders and neutrals. One common feature / characteristic of participation was the opportunity to socialise with, and get to know, the ‘5x60’ Officer.
This study has demonstrated that young people’s motivation to participate in sport, physical activity and ‘5x60’ clubs involves a complex process. Their gender, culture, individual school context, friends, family and previous experiences were identified as crucial factors in explaining their participation and non-participation in sport, physical activity and ‘5x60’. Interestingly, school individuality was a fairly new concept that was worthy of further exploration. Nonetheless, gender and lifestyles were the key over-riding interacting factors that helped underpin this research.

Having established the heterogeneity of the young people and reflected on this process, the next chapter takes the five-fold classification a step further by considering ‘5x60’ and school context triggers for the five proposed groups of young people. Before attention turns to this, however, the final section of this chapter provides some reflections associated with the first study.

4.5 Reflections

This section provides the reader with an insight into the research process and dilemmas encountered at the six different schools in the first study. The first of three themes is the perception of my role. This is followed by reflecting the considerations necessary when working with young people, and finally the general mishaps, events and dilemmas encountered when working with young people at a school.
Perceptions of my role

The following reflections indicate the perceptions of my role amongst people in the schools and confirm the political aspect of the project as reflected in the method chapter. In addition, new themes of the personal research journey and mental difficulty I experienced in coming to terms with my role are also apparent.

December 2007 - The prospect of spending three weeks at six different secondary schools across Wales was enthralling. Conducting research in a school environment, however, promised to be a new challenge. To get behind the complexity of some situations talking to non-PE participants (those who didn’t participate in the PE lesson) seemed an ideal research opportunity. Nevertheless, for some PE teachers my presence (as a former PE teacher) in a PE lesson might have been perceived as an evaluation session of kit and compliance with numbers participating. Indeed, on most other occasions, I perceived my background advantageous but in this instance had it become a disadvantage? In this context I acknowledged the difficulty in looking for opportunities to talk to the hard-to-reach young people and found myself wandering around the school with no set destination in mind. Equally, I was aware that adults would never be seen ‘hanging around’ in schools and therefore couldn’t stop asking myself what others were thinking.

January, 2008 - At times, when I saw teachers in the corridor I think that most thought I was a supply teacher or a PGCE student. I suppose even when my role
was explained it was difficult for them to understand what I was doing. At other times when PE departments realised I was a former teacher they were most receptive. I could relate to their position in school and the PE curriculum and the daily challenges of the PE curriculum. At times (in the PE office) I found myself engrossed in conversation with the HoPE on matters such as education and the new NC. For part of the period at one school we (myself, the ‘5x60’ Officer and PE department) joked about my research period as a ‘work experience’ period and that my tea and coffee making skills were not up to standard to pass the placement. I suppose even for those who understood my role it was difficult for them to grasp what exactly my responsibilities entailed, to whom I was accountable, and in their eyes who was I able to influence.

Reflections on my early school experience as a teacher confirmed the political nature of organisations and the fine line that schools perceived between research, reporting and evaluating. More so, I became aware of two new aspects – specifically, some uncomfortable feelings I experienced and the social role I adopted. Firstly, the discomfort experienced was mainly in one school where I wandered around school without a clear sense of purpose. These feelings could partly be attributed to my familiarity in a school environment of always having a set timetable and reason for going from one place to another. On the other hand, I encountered some difficulty in adjusting to awkward and uncomfortable feelings which are a common part of ethnographies (Ellen, 1984) that can cause some ethical dilemmas, such as role conflict (see Fielding, 1993; Fleming, 1997b). Secondly, I developed an awareness of my social role, or rather the set of multiple social
roles that I held within a school environment (Toms & Kirk, 2006). In his research at Borough Cricket Club, Toms adopted multiple social roles as coach, cricketer, researcher and University lecturer depending on the social position of the person he was talking to. Similarly, I also adopted multiple social roles but in a school environment. For example, I adopted a more formal role with staff and HT where educational issues were often a topic of conversation. In contrast, my role and conversations with pupils was much more friendly, relaxed and emphasised ‘informalisation’ and democratisation’ (Smith et al., 2009). These different social positions adopted become more apparent throughout the research.

**Working with young people**

The project of researching the lives of children is inherently complex. The following three extracts illustrate different issues encountered during the research.

**May 2008** - Despite taking pupils step-by-step through the research on several occasions and giving them clear instructions, I was frustrated at the confusion that some of them experienced. At Rhyd Y Fro the HoPE had arranged for pupils to be briefed at the beginning of the PE lesson about the ‘5x60’ research. It was proposed that the focus groups would take place during registration and / or PSE lessons. Yet in spite of clear and repeated instructions in the school gymnasium, one small group of Year 7 pupils seemed confused as Susan’s enquiry as illustrated: ‘if we are not doing the PE lesson do we still have to do this? I can’t do the beep test’. I had repeatedly emphasised that the research was an interview/chat
about their opinions of ‘sport, physical activity and ‘5x60’ clubs’. What activities the pupils liked, and what activities they didn’t like. Susan and some others still found it difficult to understand exactly what I was doing. In Susan’s world, she associated the process of being in the school gymnasium with some health and fitness tests.

**February 2008** - As I walked down the corridor in City View I recognised some of the females from the focus group class and asked

**AL** - Hi you ok girls? Have you brought your consent form back for the interview/chat tomorrow?

**Julie** - Oh sorry Miss I forgot, when are we going on this trip?

**Niev** - What is it for again Miss?

**May 2008** - At Rhyd Y Fro I introduced myself to 12 year-old Gwdion during a ‘5x60’ lunch time club.

**AL** - Hi I’m Anna from a University in Cardiff (UWIC) and am here for a period of three weeks to see the ‘5x60’ at your school. I’m also interested in hearing about your opinions of sport and physical activity.

**Gwdion** - Wow…. Cardiff. Wow…..they’re rich up there.

**AL** - What do you mean?
**Gwdion** - *Well everybody is rich from up there in Cardiff...you know I live on a farm between two villages if you go up the hill and turn right then left I live on that farm. Do you know where that is?*

Although not a typical perception of pupils from the school, the quotation itself fails to capture his facial gesture, tone of voice and actions, namely the amazement that filtered through his voice and face as he rubbed his finger tips together.

On reflection of the final example, I was pretty certain that Gwdion’s main perception and aim was to emphasise that Cardiff was “the big City” and everybody who lived and came from Cardiff was rich. However, Gwdion might also have been thinking that I had come a long way from Cardiff to see ‘5x60’ at his school. Or alternatively, in his little world Gwdion might have been impressed that somebody from a “University in Cardiff” had come to his school. However, the fact that this was Gwdion’s response again confirms the varied and unexpected nature of pupils’ responses.

Implicit within the above examples of working with young people is the difference between pupils’ perceptions and the adult perception, or in this case, my perception. Despite clear and repeated instructions many pupils demonstrated confusion associated with the research. Toms and Kirk (2006) have argued that the complexity of the social dynamics when working with young people reiterates the need for a young person-centred approach. In this sense, I felt that taking the young person’s perspective helped explain and solve the situation. I developed a sense of empathy and understanding towards the young people, which was partly related to my previous experience as a PE
teacher. For instance, I recalled the difficulty that some pupils in Year 7 had in concentrating and ‘grasping’ certain matters. Indeed, some pupils required repeated and clarified instructions, or constant and personal reminders. I also acknowledged that ‘young people would always be young people’ and turning up to activities and returning forms would always be somewhat problematic.

A further ethical issue for me was the use of PE lessons. Personally, I never intended to use PE lessons for research purposes, mainly because taking young people away from one of their opportunities to be active to talk about ‘being active’ seemed inappropriate and paradoxical. However, when some schools suggested using PE lessons since other opportunities were limited; as the guest I felt the best option was to go along with the school recommendations.

**The events, dilemmas and mishaps**

When undertaking the research for the first study there were many challenges in some schools. For example, it was difficult to arrange adequate opportunities to meet and brief classes, and to find adequate space to conduct the interviews. The following narratives present some of the dilemmas and mishaps encountered.

**May 2008** – Prior to the interview with the HT at one school I heard the HoPE telling the ‘5x60’ Officer and the department that ‘I won’t be here for part of the next lesson because we (myself and Anna) have got an appointment to see the HT.’
Dilemma - what do I do? Do I mention that it would be better to interview the HT separately? But then how do I communicate this without losing the HoPE’s cooperation? I was slightly worried at the thought because the HoPE, and the school were one of the most helpful and supportive yet. Therefore, despite my awareness that the different circumstances would change the course of the discussion, I felt that my best option at the time was to engage in a three way interview. I realised that internal school politics were also present during the interview. For instance, it was an avenue for the HT to discuss the wider school benefits (link with the Duke of Edinburgh, Welsh Baccalaureate, PESS, note the Welsh Baccalaureate and PESS were about to start at the school) and for the HoPE to illustrate (in my presence) some specific ‘5x60’ benefits. According to the HoPE, having an external researcher at the school increased the status of ‘5x60’ and drew attention to the benefits which she hoped would result in the HT contributing to the long term sustainability of the initiative.

My background in teaching made me more sensitive to internal school politics, between departments, SM and HT. The above example demonstrates complexity of a school situation, internal politics and therefore the need to please external visitors and funders. I again felt that the Hawthorne effect was apparent. Although, the interview was probably advantageous from the school’s perspective, from a research perspective it presented some difficulties. In retrospect, I learnt the importance of undertaking individual interviews and although it may require some intervention on my part this was necessary in order to ensure the research was not compromised.
There were other dilemmas and episodes that occurred during this first study.

**January 2008** - An interruption by a Senior Management member (also one of the male PE teachers at one of the schools) to one focus group when the digital recorder was still running.

SM - How are you Miss? It’s ok I’m here? yes!! I’ve just got a little bit of work to do and a quick phone call. Are you all ok boys? Hey, Miss, you have got a good bunch of boys here⁹.

During the focus group I recalled the phone ringing and brief conversation between the SM and the boys (at which point the digital recorder was still running). My dilemma was should I have continued with the focus group (knowing that I was pushed for time), or alternatively paused? Since a poor quality recording would be of little use my instinct suggested pausing ... As we were about to restart the break time bell rang and pupils were on edge to leave.

**February 2008** - At one ‘5x60’ club (at one school) I experienced a completely different scenario that was more like a scene from a pantomime than a physical activity initiative. Certainly, there was a gulf separating the perceived ‘5x60’ model and the reality of the situation in this context. As I headed through the school for an after school dance club (the ‘5x60’ Officer was not present due to a tournament commitment) a group of young people in hooded tracksuits passed

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⁹ I interpreted this as either a group that had some characters within it, or a group the Senior Management member knew well because of the boys’ keen involvement in his subject PE and extracurricular teams.
(two boys, five girls and were probably 14-15 years old, Years 10 and 11) and as I caught up with one of the boys I asked,

**AL** - Hi are you involved in the dance session?

**Steven** - Dunno like …I’m here with these like.

I tried to get a bit more sense out of one of the girls.

**Gabby** (the coach) - I’m taking the dance session. Savannah who normally takes the session has sent me. Are you the teacher? (referring to me) Do you have the keys?

Covered in chains and dangling earrings Gabby was fairly young and given her unfamiliarity with a school setting10 (she had previously dropped out of school) I questioned how should I explain my role?

**AL** - I’m not actually the PE teacher. I’m based at the school doing some research on the different clubs. I’ve been observing some clubs, is it ok if I come to the dance club? Is it best that somebody knows you are here?

**Gabby** - Yeah, we should really tell the teacher.

At this point a member of the Senior Management turns up and asks:

**DH** - What is Steven doing with you?

10 The reference to Gabby’s appearance, age and lack of education is not a form of criticism. Indeed it is probably what the young people related to.
Gabby - Don’t know, I don’t know him like.

SM - I think we are going to have to cancel the club tonight until we have checked everything.

Gabby - Why is that like? I don’t see why we have to cancel it cause I’ve had all the checks and come out of my way for this.

I learnt that Steven was an excluded pupil from the school campus, and when escorted away by a member of staff, he muttered,

Steven - I’m f….. going to have Mr. Jones’ car. I’m going to have it and blow it up… I am.

The dilemmas and events certainly provided me with daily adventures to record and an insight into the young people and their schools. The first reflection about the meeting with the HT and HoPE provided an insight into what the school perceived as acceptable research procedure that somewhat differed from the necessary research procedure. From this experience I learnt how important it was to listen to my instinct but also to make the most of the opportunities I had because lunch or break time were perceived as the ‘pupils time’.

In the second example in February 2008, at a ‘5x60’ dance club, other issues became apparent. I experienced some uneasy feelings about the sheer confusion associated with the club, and about Steven’s behaviour and use of foul language. But this situation also provided me with a real insight into the real lifestyles of some of the more
challenging pupils. For example, the hooded tracksuits, chains and dark eyeliner rituals were certainly the cool and acceptable appearance for the young people. Most importantly, I realised that when a scheme or initiative was going well nobody worried about research and evaluation. However, when things weren’t going so well (as was the case in one school) there was a wave of apprehension and concern of what the research might bring. This apprehension was apparent in informal conversations with members of the PE department and SM who commented on the weakness of the initiative in their school but who were concurrently concerned with the consequences. Interestingly, the 5x60’ management data can only reveal part of the picture and the information that is being collected. In this sense, the three week long ethnographic visits revealed the reality of the situation at hand and the richness of data collected in the project.
CHAPTER 5

SECOND STUDY
5.1 Background and context

The five-fold classification identified in the first study provided an insight into the heterogeneity of the young people and the role of physical activity, extracurricular sport and the ‘5x60’ initiative in their leisure lifestyles. It is largely descriptive rather than explanatory and was unable, therefore, to analyse and explain young people’s motives. This study builds on the initial explanatory research and seeks to answer the research question in more depth by gaining a better understanding of young people’s leisure lifestyles and identifying key factors for influencing their ‘5x60’ participation.

The methodological design of this study was to adopt a young person-centred approach drawing on some aspects of child-centred methods that were appropriate for young people. Over recent years much attention has been given to child-centred methods by involving children in qualitative research methodology (MacDougall et al., 2004). Attempts have been made to mirror methods to activities that children are familiar with and experience in their daily lives (Crivello et al., 2009). For example, image-based research such as drawings have been used to offer a visual and complementary perspective as opposed to word-and number-based research (Clark & Moss, 2001; Darbyshire et al., 2005). The benefits and limitations of using drawings with children are summarised in the following Table 8.
Table 8. Strengths and weaknesses of using drawings as a means of data collection (Source: MacPhail & Kinchin, 2004, p.91)

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>The benefits of using drawings include:</td>
<td>Possible weakness to using drawings include:</td>
</tr>
<tr>
<td>Being fun and an attractive universal activity of children;</td>
<td>Reflecting only values that can be represented graphically;</td>
</tr>
<tr>
<td>Being a quick and efficient way to elicit a large amount of accurate</td>
<td>Limitation by the skill of the artist</td>
</tr>
<tr>
<td>information as no training or practice is required;</td>
<td></td>
</tr>
<tr>
<td>Allowing children to freely chose what they want to include and</td>
<td></td>
</tr>
<tr>
<td>not being promoted by adult’s or the researcher’s frame of reference;</td>
<td></td>
</tr>
<tr>
<td>Allowing those unwilling, unable or too upset to express themselves</td>
<td></td>
</tr>
<tr>
<td>verbally, or through literacy skills, an opportunity to express their</td>
<td></td>
</tr>
<tr>
<td>views;</td>
<td></td>
</tr>
<tr>
<td>Being an opportunity for children to provide more of their own retrieval</td>
<td></td>
</tr>
<tr>
<td>cues, i.e., drawing one item may cur retrieval of other related (to them)</td>
<td></td>
</tr>
<tr>
<td>aspects they wish to include in their drawing</td>
<td></td>
</tr>
</tbody>
</table>

In a primary school study in England, MacPhail and Kinchin (2004) used drawings and interviews to examine Year 5 pupils’ (10-11 year-olds) perception of Sport Education. The findings indicated three main benefits of using drawings as part of a child-centred approach. Firstly, drawings were fun and enjoyable for the young people and were a successful means of collecting and recording information on their experiences. Secondly, the drawings enabled the researchers to anchor discussions in the children’s experiences during the interviews. Finally, the drawings could be used to express groups’ cultural patterns rather than conclusions just about individuals. The study was not without shortcomings. One weakness was that different teachers carried out the drawing procedure
with two classes resulting in some inconsistency in children’s motivation for Sport Education. Also problematic was the level of subjectivity in analysing creative work and coding complex and detailed research drawings. On balance, though, it provides a good base to explore child and young people-centred research methods.

Multiple child-centred methods have been used in research with children (for example, Clark & Moss, 2001; Darbyshire et al., 2005; Hill et al., 1996; MacDougall et al., 2004; Morrow, 2001; Young & Barrett, 2001). The work of MacDougall et al. (2004) is particularly pertinent because they explored children’s meaning of physical activity through mapping and photography. The findings indicated that the children were enthusiastic participants in the research and were delighted for their voices to be heard. Three important perceptions were revealed. First, ‘play’ and ‘sport’ had contrasting meanings to the children, with ‘play’ being controlled by the children and ‘sport’ associated with adult control. Second, physical activity and exercise were perceived to have little meaning for the children and were described as terms used by adults. Finally, children did not share the same strong belief as adults that TV and computers formed barriers to physical activity. Importantly, this work highlights the significance of children’s perceptions in a child-centred approach and for their inclusion in future strategies to increase physical activity.

This research phase focused on young person-centred methods using various image based classroom activities. This method was associated with the young people’s leisure time and helped to test out the five-fold classification of young people identified in
the first study and are central to the four sections of the following chapter. Two research questions were posed:

1. What are the key factors influencing different groups of young people’s participation in sport, physical activity and ‘5x60’? Particular interest and emphasis was placed on those less likely to participate in?

2. What is the role of the transition phase (from primary to secondary school) in young people’s sport and physical activity participation?

The first section provides a rationale for the background and context to the study. This section is followed by an explanation of the additional methods required for the research classroom activities and the role of the teacher-researcher. The discussion of findings in the third section is organised into two sub-sections. Firstly, the classroom activities are used to re-visit the classification of young people and four categories are proposed, Leisure, Sporty, Arty and Sporty-Arty. Secondly, the categories are used to illustrate the young people who participate in ‘5x60’ activities and to identify key factors for ‘5x60’ participation. The fourth section presents a reflective account of the research dilemmas encountered as a teacher–researcher at two different schools.
5.2 Method

The main purpose of this section is to detail the procedures undertaken to develop a more sophisticated understanding of young people’s participation in sport, physical activity and ‘5x60’ activities, through observations, focus groups and imaged-based drawings and mappings in the classroom activities. The programme of visits was as follows:

- Rhyd Y Fro - from January to February 2009 - first five weeks of the spring term;
- Valley High - from March to April 2009 - second five weeks of the spring term.

A further period of six weeks (three weeks at each school) to explore information-rich illustrative case studies of the ‘5x60’ initiative was conducted between April - May 2009.

This section focuses on the methods used (including the general procedures, classroom activity procedures, and return visit), which in turn leads to the data analysis procedures.

General procedures

Pupils from Years 7 and 10 were the main focus of this study. The rationale for choosing Year 7 pupils was that they had recently been through the transition process and would more accurately recall their sport and physical activity primary school experience (study objective 2 and classroom activity 5). Year 7 pupils were also (normally) receptive to new opportunities, initiatives and extracurricular activities. The rationale for choosing Year 10 pupils was the expectation that they would exhibit a wide variety of different
characteristics of young people. For example some would be interested in volunteering as well as some taking the alternative GCSE curriculum options.

My status as a qualified teacher afforded a unique opportunity to the research but also provided the host school with some potential benefits. As part of the second study design (for the first phase) it was concluded that the most effective way to test the framework and explore participation triggers would be to develop a further understanding of the young people by spending time with them and engaging them in a number of activities. To achieve this, the role of a teacher-researcher for supply /cover lessons was adopted. These were lessons that I would cover/teach and be responsible for when teachers were away. As mentioned in the method chapter, gaining staff acceptance and support was particularly important for this new role of teacher-researcher. The change of status also required a different introduction to the pupils.

Good morning. I’m Miss Leyshon and I will be here at your school for half a term.
Part of my role when I’ll be here will be to teach, and the other part of my role will be to work with the ‘5x60’ Officer and conduct research on the ‘5x60’ project.
(10/01/09).

There were three reasons for referring to a teaching role in the introduction. Firstly, it was necessary to illustrate that I complied with school procedures and expectations when being responsible for classes. Secondly, from a pupil’s perspective, they were more likely to remain ‘on-task’ with a teacher. Thirdly, this process avoided any possibility of parents believing that there were adult non-teachers supervising school lessons.
The request made to undertake classroom supply cover and PE cover for Year 7 and 10 was met favourably by both schools. It was advantageous from the school’s perspective because it reduced the cost of ‘supply cover’, provided additional PE expertise, and seemed to satisfy the teachers. My fieldwork notes recorded that teachers were more than happy to co-operate.

I regularly checked the cover list for additional opportunities to work with Year 7 and 10 pupils, and generally found that teachers were delighted for me to take their cover lessons (22/01/09).

In order to ensure that I had adequate time to undertake other aspects of the research, it was agreed with my supervisors that I would do no more than two cover lessons per day.

**The classroom activities**

The classroom activities had two main aims. Firstly, to promote a young person-centred perspective by providing the pupils with ownership of written/drawing presentation of their activities. The second aim was to get to know the pupils, interact with them, and establish a rapport. Approval for conducting the activities during my cover lessons was provided by the HT. The exception to this was cover with Year 10 pupils with forthcoming exams or tests. In these instances, pupils continued with their subject work.

The first supply lesson was used to test and confirm effective procedures. Following this initial lesson, set procedures were used for future lessons. These included:
To ensure that the correct tone for the lesson was set, pupils were asked to line up outside the classroom and were explained the lesson expectations and procedures.

To familiarise myself with the pupils, appropriate name tags were provided. In my experience pupils responded better when an effort was made to remember their name and an interest taken in them as a person.

A young person-centred approach was adopted to ensure pupils were engaged during the lesson. This was achieved by introducing the research classroom activities and emphasising the importance of personal leisure lifestyle activities.

To promote pupil and teacher rapport, the tone of the voice was kept calm and never raised. Pupils were told that providing they were quiet during instructions they were allowed to communicate quietly amongst friends for the activities.

Six classroom activities that focused on young people-centred research were undertaken and are described below. The most significant activity was the ‘Leisure Lifestyle Activity’ (activity 2) as this provided rich insights into each individual young person. My personal involvement with delivery of, the activities had three main benefits. Firstly, the same detail and consistent instructions were repeated during lessons, and across all lessons. Secondly, the hour lesson provided adequate opportunity to check that pupils were following instructions. Thirdly, this process resulted in a better understanding of the young people involved in the research.
Co-ordinating a large class of pupils during group activities required a certain amount of authoritativeness (Hemming, 2008). The following instructions (see activity 1-6 below) were given to the pupils and repeated verbally on a number of occasions. Pupils were asked to work individually and to present the activities in their preferred manner (list, drawings, black and white or colour).

Activity 1 – Personal name labels

- Pupils were asked to write their name and one personal interest on a sticky label that was to be placed on their jumper.

Activity 2 – Leisure lifestyle activity

- Pupils were provided with a sheet of A4 plain paper and asked to represent all their personal interests, hobbies and activities on the paper. Pupils were encouraged to write all their interests, for example, sport, music, drama and leisure activities (e.g., watch TV, MSN, game boy, shopping etc).

This activity was particularly important as it was intended to re-analyse the classification of young people. As a result, the instructions for this activity were particularly detailed and were repeated on several occasions, namely, pupils were asked to be as specific as possible and include as much detail as possible. For example, they were asked to note down the name of the club, whether they currently or used to participate in and to number their activities from most to least important. Pupils indicated their rank order by placing the most important activity in the top left hand corner (and then worked across and down
the page) or placed a rank order next to each activity. Figure 6 provides two examples of pupils’ representation of their leisure lifestyle through a poster and spider diagram. The most important activity is placed in the left hand corner in the first example whilst a rank order is placed next to the activity in the second example.

Figure 6. Examples of pupils’ leisure lifestyle illustrations

Activity 3 – Pupils’ knowledge of ‘5x60’ activities

- Pupils were encouraged to undertake a ‘5x60’ mind map to include their knowledge of their local ‘5x60’ programme, including the activities available, activities participated in, timetable and knowledge of the ‘5x60’ Officer.

Activity 4 - Human bingo game

- Pupils were provided with a human bingo sheet consisting of 20 boxes with different statements associated with activities and hobbies. Appendix 5 provides the template used for this activity and included statements such as watches a lot of
TV, participates in sport and physical activity with their family. The aim was to be the first pupil to match each statement with a pupil from their class.

Activity 5 - Previous experience (primary) of sport and physical activity

- Pupils were encouraged to do a mind map of their previous sport and physical activity experience during Year 6 at primary school (PE, physical activity transition days with secondary school, after school clubs and matches). Pupils were asked to note what activities they participated in and how they perceived their experience.

Activity 6 - Leisure centre programme role play

- Pupils were to pretend that they were a leisure centre manager with a budget of £50,000. They were then asked to design a programme to get as many young people active as possible by offering existing or new activities.

Generally the pupils were interested in the classroom activities and this made the role of the teacher-researcher very manageable. Pupils were engaged and therefore less likely to be disruptive during the lesson.

The sequence and detail of the six classroom activities were followed when covering Year 7 classes. On average, it took two lessons (an hour duration each) to complete the six activities. Thirteen Year 7 classes (Rhyd Y Fro, n = 5; Valley High, n = 8) were covered during the research period.
Importantly, there was extensive coverage of young people in both schools. Taken together, 436 pupils from a possible 488 pupils participated in the classroom activities and involved 17 classes from a possible 20 classes (see Table 9 & 10)

Table 9. The number of pupils who participated in the classroom activities

<table>
<thead>
<tr>
<th>School</th>
<th>Yr 7</th>
<th>Yr 10</th>
<th>Total number of pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>Rhyd Y Fro</td>
<td>75</td>
<td>72</td>
<td>22</td>
</tr>
<tr>
<td>Valley High</td>
<td>119</td>
<td>88</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>194</td>
<td>160</td>
<td>29</td>
</tr>
</tbody>
</table>

Key M = males; F = females.
Table 10. The number of classes who participated in classroom activities

<table>
<thead>
<tr>
<th>Activity / Task</th>
<th>Rhyd Y Fro</th>
<th></th>
<th>Valley High</th>
<th></th>
<th>Total no of classes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yr 7</td>
<td>Yr 10</td>
<td>Yr 7</td>
<td>Yr 10</td>
<td></td>
</tr>
<tr>
<td>1 Pupil name badge</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>2 Leisure lifestyle activity</td>
<td>5</td>
<td>3</td>
<td>7</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>3 Pupils’ knowledge of ‘5x60’</td>
<td>5</td>
<td></td>
<td>7</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>4 Previous experience of sport</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>5 Interactive ‘human bingo’</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>6 ‘Leisure centre activity’</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

Focus groups, interviews, informal discussions, observations and reflective log

The focus groups, interviews, informal discussions, followed the same procedures as those outlined in Chapter Three and were conducted after all classroom activities had been undertaken. One class from each year group (7 & 10) was used for the focus groups and additional observations. The selection was based on ‘a class with different types of young people willing to talk’. Focus groups were also conducted with pupils from a range of age groups who attended or led ‘5x60’ clubs. One focus group guide was used for all groups (see appendix 6) but not all themes were discussed with all groups. The focus group guide was developed from the first study guide and findings as well as my personal experience as a PE teacher (secondary school) and the literature in Chapter Two. The themes for the focus groups included some similar themes to the first study such as the young people’s
lifestyle choices and priorities (Roberts, 1996), attitudes and perceptions of sport, physical activity, ‘5x60’ activities, gendered activities (see Biddle et al., 2005; Cox et al., 2006; Scraton, 1992), previous experience (Aarnio et al., 2002; Kirk, 2003; Kjønniskjen et al., 2008; Kjønniskjen et al., 2009) and social processes (Martinek & Hellinson, 1997; Sandford et al., 2009; Shields & Bredemeier, 1995). The aim was to build on the understanding gained in the first study and so in most cases all the themes were explored in more depth in the second study. For example, in order to explore gendered activities and triggers further, Prusark and Darst’s (2002) research on walking intervention for females was drawn upon. To get to know the young people better and explore the key factors that influenced different groups’ participation in sport and physical activity reference was made to additional activities and categories that emerged from the first study such as ‘street’ activities and ‘arty’ activities. A total of 152 pupils participated in the focus groups. The individual break down of pupils from Rhyd Y Fro and Valley High can be seen in Table 11 below.
Table 11. The number of pupils who participated in the focus groups

<table>
<thead>
<tr>
<th>School</th>
<th>Year Seven</th>
<th>Year Ten</th>
<th>‘5x60’ leaders</th>
<th>‘5x60’ activity clubs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>Rhyd Y Fro</td>
<td>3 x 5</td>
<td>3 x 5</td>
<td>2 x 5</td>
<td>3 x 6</td>
<td>88</td>
</tr>
<tr>
<td>Valley High</td>
<td>2 x 5</td>
<td>2 x 6</td>
<td>2 x 4</td>
<td>6 x 5</td>
<td>64</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>27</td>
<td>18</td>
<td>48</td>
<td>152</td>
</tr>
</tbody>
</table>

A number of informal conversations with ‘5x60’ Officers, HoPE, the PE department, other staff members and ‘5x60’ external coaches were also conducted during the data collection period and were recorded. The main themes of the informal conversations were pupils’ engagement in physical activity and ‘5x60’ and the leisure lifestyles of different groups of young people. These were recorded as observational notes immediately after the conversation.

**Individual procedures at Rhyd Y Fro**

The HoPE selected classes for the focus groups with Years 7 and 10. As indicated in my fieldnotes below, both of the selected classes had pupils who were considered motivated and good contributors by teachers.

Based on informal discussions with staff members, classes 7S and 10Y weren’t the ‘run of the mill’ or average classes. Class 10Y were considered by the school staff as the sporty class with many ‘arty’ females who were engaged with drama and
musical activities such as the school choir and show. Class 7S was one of the two higher band classes and were considered as the all round pupils (sporty, academic and arty). One teacher commented that; ‘you have probably got the best two classes in the school there’ (17/01/09).

To guard against the danger of a distorted or skewed over-reliance on these classes, the full year groups were included in the classroom activities.

As discussed previously, there was a culture of a wider programme of extracurricular events with particular emphasis on the Eisteddfod and arty activities at Rhyd Y Fro. The school’s ethos (including commitment to the Eisteddfod and the extracurricular activities) was further explored through observations, focus groups and interviews. In addition, research activities with Year 12 sixth-form pupils (n = 62) were conducted during registration. These pupils were asked to list all the clubs that they were involved in leading. This provided another dimension to the research by considering the role of older pupils and volunteers.

**Individual procedures at Valley High**

The selection of a Year 7 class at Valley High was made by the HoY (also a member of the PE department). At Valley High the ‘5x60’ initiative was part of a wider programme of initiatives such as E3, PESS, In the Zone 2 and the Welsh Baccalaureate. These initiatives were explored alongside the ‘5x60’ initiative through observations, interviews and focus groups at Valley High. A unique feature of this school was the provision of additional avenues for Key Stage Four pupils (Year 10-11). In particular, the Sport
Leaders and Dance Leaders course was offered to all Year 10 females in their compulsory PE class, whilst Public Service Diploma was offered to pupils as an alternative GCSE option. To explore these activity options these pupils became my focus for Year 10 at Valley High.

Based on the success of the classroom activities, namely, the pupil engagement in the activities, deriving information-rich data and my interaction and rapport with pupils, the procedure was developed to include a team teaching approach with the ‘5x60’ Officer at Valley High, who was also a qualified teacher. Initially, the ‘5x60’ Officer observed the procedure before co-delivering the activities with class 7E. The data were collected in one lesson whilst the procedure was filmed in the following lesson. The main purpose of the filming was to illustrate the activities to the project funders and since the data had already been collected, this process did not affect the research procedure. Written consent was provided by the HT and parents, and assent from the pupils for the filming of the classroom activities.

Case studies

A further element of the research was to identify possible cases that illuminated particular points or issues either associated with the young people themselves, with the ‘5x60’ initiative, or both. Individuals for the case studies emerged during the first and second study and were then pursued at both schools. Seven case studies of pupils were conducted. The case studies also provided further support for the main themes identified in the first phase of the second study see Tables 12 and 13 below. The individual narratives
generated from these case studies are used to provide some rich insights that help reveal some specific issues and experiences that are analysed as part of this chapter’s research findings.
Table 12. Rhyd Y Fro ‘5x60’ case study examples

<table>
<thead>
<tr>
<th>Student(s)</th>
<th>M/F</th>
<th>Year</th>
<th>Reason for return visit and further exploration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tommy</td>
<td>M</td>
<td>11</td>
<td>Disengaged in school life and never brought his PE kit to lessons, but as a result of his active involvement in ‘5x60’ mountain biking, aikido and fencing demonstrated a changed attitude towards sport and physical activity.</td>
</tr>
<tr>
<td>The Fencers Steffan, Lloyd &amp; Ben</td>
<td>M</td>
<td>8 &amp; 10</td>
<td>Steffan (yr 8) active member of ‘5x60’ fencing, aikido, football and gymnastics. As a result of his fencing experience joined the community fencing club and then successfully went on to represent Wales. Lloyd &amp; Ben (yr10) – active members of ‘5x60’ fencing and successfully made the link to the community fencing club. Both did no other form of physical activity.</td>
</tr>
<tr>
<td>‘5x60’ Girls touch rugby club</td>
<td>F</td>
<td>7-13</td>
<td>A successful ‘5x60’ female club with a range of sporty and non-sporty members</td>
</tr>
<tr>
<td>‘5x60’ street dancers</td>
<td>F</td>
<td>7- 8</td>
<td>Non-sporty pupils who were active members of the ‘5x60’ street dance but did no other form of sport and physical activity</td>
</tr>
</tbody>
</table>

Table 13. Valley High ‘5x60’ case study examples

<table>
<thead>
<tr>
<th>Student(s)</th>
<th>M/F</th>
<th>Year</th>
<th>Reason for return visit and further exploration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bethany</td>
<td>F</td>
<td>7</td>
<td>A pupil with ‘Asperger’s’ syndrome who had a negative previous experience of sport and physical activity, but was a proud member of the ‘5x60’ touch rugby club</td>
</tr>
<tr>
<td>‘5x60’ / primary school Dance Leaders</td>
<td>F</td>
<td>10 &amp;11</td>
<td>Disengaged pupils in school who had made the link from their Year 10 Dance Leaders Course to become leaders of dance clubs such as ‘5x60’ and primary school clubs.</td>
</tr>
<tr>
<td>Billy &amp; Sammy young leaders &amp; ‘5x60’ participants</td>
<td>M</td>
<td>9</td>
<td>Foundation set in school responsible for lending sport equipment to pupils (in the Zone 2) and active members of ‘5x60’ clubs.</td>
</tr>
</tbody>
</table>

Key M- male; F - female
Classroom activities were conducted with the same instructions (outlined in the first phase) but with a more individual focus. The main advantage of this process was a more specific and personal approach which led to conversations about pupils’ leisure lifestyle activities. Conversations with pupils explored the nature and causes of behavioural change. All conversations were recorded and carried out over a number of sessions during registration and / or a PSE lesson period. Typically, the individuals involved in the seven case studies were met between 3-6 times. With some cases (such as the dancers) the activity or event took place off-site and this afforded the opportunity to meet pupils’ parents and friends.

In addition to the case study examples, some themes identified from the first phase were pursued through semi-structured interviews with the ‘5x60’ Officer, HoPE and one ‘5x60’ LA line manager. All interview guides focused on issues relating to the organisation and management of the ‘5x60’ programme and considered the required skills for the post, the attributes of a successful ‘5x60’ programme, and the management of the programme in specific school settings and across the LA.
Data analysis

For the first stage of analysis of the leisure lifestyle classroom activity (Activity 2) pupils activities were classified into three themes of activities: leisure, sporty, and arty. This procedure used the definitions identified from the Introduction and had some overlap with categories from the first study. The characteristics associated with each theme can be seen below:

- Leisure was associated with Roberts’ (2004) characteristics of modern leisure, namely, choice of activity, place and freedom. Importantly, the expectation was that activities were undertaken in the pupils’ own time for pure pleasure and intrinsic satisfaction. As seen in Table 14 leisure activities could include, but not necessarily have to include physical activity.

- Sporty was associated with those who were active sport participants. Sporty activities included physical activity that had a competitive element and organised structure.

- Arty activities was associated with those pupils who were active participants in the ‘arts’, for example, in drama, music, cultural and other activities.

Examples of activities from each theme can be seen in Table 14 below.
Table 14. Themes of activities

<table>
<thead>
<tr>
<th>Leisure activities</th>
<th>Sporty activities</th>
<th>Arty activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leisure – TV, listening to music, cinema, socialising with friends, partying.</td>
<td>School or community club membership, for example, in football, netball, hockey, cricket, rugby, athletics, swimming, tennis and gymnastics.</td>
<td>Drama performances, choir, music lessons, singing lessons, school show and folk dancing.</td>
</tr>
<tr>
<td>Leisure physical activities – for example swimming with friends, street football, attending the gym.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Encouraging pupils to provide contextual information about their activities was very important at this stage in order to avoid ambiguity. For example, swimming with a club would be classified as sport whilst swimming with friends would be classified as a leisure physical activity. Club football would be represented as sport whilst social informal football would be classified as leisure physical activity. Due to detailed procedures and instructions and the presence of the researcher at all times, confusion on the part of pupils was rare. Analysis of the pupils’ responses revealed only four from a total of 432 where the drawings / codings were unclear and these were omitted from the study.

For the second stage of analysis the pupils three most important activities that they identified in the classroom activities (labelled 1-3) became the focus of attention. In most cases the first two or three activities prioritised by pupils were the same type of activity. A group of pupils had a mixture of sporty and arty activities in their top three activities and as a result the sporty-arty category was established. Essentially, the four categories
emerged as being different from the original five-fold classification (Sporty, Arty, Academics, Home-centred and Street Kids) identified in the first study. In the first study evidence from the focus groups was used to create the five-fold classification whilst in the second study, it was the classroom activities that generated the categories and this resulted in some differences. For example, as the focus was on leisure activities the classroom activities did not identify academic pupils specifically and thus they did not emerge as a separate category. Pupils who participated in home-centred and street activities fell within the requirements of the Leisure category. The discussion of these categories becomes a key feature of the following section.

5.3 Discussion of findings

This section demonstrates how the classroom activities were used to establish four categories of young people: Leisure, Sporty, Arty and Sporty-Arty. It is divided into two main areas. The first outlines the characteristics of each of the four categories and identifies differences in gender, year groups and schools. The second locates the ‘5x60’ participants in categories and identifies two key factors for participation, the level of contact with the ‘5x60’ Officer, and the experiences of participating in the clubs / activities.

Categories of young people

The number of pupils identified in each category from the classroom activities can be seen in Figure 7. These data clearly indicate that the Leisure category was the largest, and that more females than males were identified in the Leisure category and more males than
females were identified in the Sporty category. Figure 8 shows differences between Year 7 pupils at both schools. A comparative analysis of both schools is shown in Figure 8, and reveals that more pupils from Valley High were identified in the Leisure category, whereas there were more Arty and Sporty-Arty participants at Rhyd Y Fro. Explanations for these patterns will be discussed in the remainder of this section.

![Figure 7. All pupils breakdown by category, age and gender](image)

Figure 7. All pupils breakdown by category, age and gender
From the classroom activities it was evident that the Leisure group included most of the neutrals and avoiders of sport and physical activity. Popular activities included Facebook, going out with friends, swimming and shopping and reflected trends and fashions in young people’s leisure lifestyles (Frith, 1984; Roberts, 1996; Roberts, 1997; Green, 2002). Figure 9 provides an example of a leisure lifestyle activity of a Year 10 male from this category.
Figure 9. Example of a pupil’s leisure lifestyle illustration from the Leisure category (Year 10 male Valley High).

There was a recognition of heterogeneity within this group. The activities ranged from physical to social activities which took place at the home, youth club/centre, or on the streets.

The second largest group was the Sporty category. Evidence from the PE observations, focus groups and classroom activities confirmed that the Sporty category was highly motivated, competitive and active participants of the community club and school teams. Typically, this group were the approachers to sport and therefore most forms of physical activity and / or competition acted as a participation trigger for this group. In this sense the young people could be compared to Sport England’s (2005) Identifiers that would compromise participants’ anonymity have been removed in all raw data.
‘always participants’ of sport and physical activity, and they shared common characteristics with the ‘always’ female participants in a study of 15-19 year olds (Cox et al., 2006). These included having a positive image and perception of sport, having several role models in sport, having social groups participating in sport and coming from an active household.

Figure 10. Example of a pupil’s leisure lifestyle illustration from the Sporty category (Year 7 male Rhyd Y Fro)

Turning to the Arty category, this group included pupils like Siwan who perceived their participation in activities like music and drama to be most important: ‘I do the sketch-show, choir and folk dancing in school and in the evening I go to a ‘performing school’ and we do a bit of everything like drama and singing’. However, some pupils demonstrated characteristics of the Arty and Sporty category and were therefore members
of the Sporty-Arty category as illustrated in Figure 11 and by Dai who reported that, ‘I am a member of the local swimming and running club … I also perform with stage show and what I love is meeting new people, famous people and performing on the stage.’

![Figure 11. Example of a pupil’s leisure lifestyle illustration from Sporty-Arty category (Year 7 male Rhyd Y Fro)](image)

**Key:** Cerddoriaeth roc = rock music; Rygbi RFC = rugby club; Skio-gwyliau = skiing holidays; Menter drama = drama club; mynd i glwb pel-droed = football club (inside and outside school); Dawnsio gwerin = folk dancing; clocsio = clog dancing; skatio = skating; Fenso = fencing.

**Issues associated with the categories**

Having described the four categories the focus now turns to explain the categories in terms of gender, previous experience, age group and school differences. Key factors that could help persuade some categories of individuals to become more active are also presented. A combination of evidence from the classroom activities, focus groups, observations and interviews is used throughout.
As illustrated in Figure 10, a higher proportion of females were classified in the Leisure category and more males in the Sporty category, which suggests that more males participated in sport and were more active compared to females (Armstrong et al., 2000). Drawing on the focus groups more fathers than mothers appeared active and involved in supporting their sons in the weekly league games, thus, it was boys who were encouraged more to participate (Green, 2002). In this respect, as suggested in the following fieldnotes, early experience and socialisation into sport and physical activity seemed to contribute to these differences.

When teaching PE to females from Year 7, the requirement to understand the context of the lessons became apparent. In particular, (similar to my previous teaching experience) some females had minimal hockey and netball experience and as a result lacked confidence. Additional constraints posed by the rules of netball were also evident. For example, some novice sports players were confused and overwhelmed that only certain players were allowed in certain areas (Rhyd Y Fro, 10/02/09).

In a slightly different context the sixth-form male ‘5x60’ touch rugby leaders from Rhyd Y Fro also referred to the physical skill competence of the young females. Cai – ‘it is completely different with girls; they don’t know anything about the game. They have no preconceptions and start completely from the beginning ... more than anything they don’t have many basic ball skills.’ Although a lack of rugby experience was somewhat expected, the quotation suggests there is an overall lack of physical literacy amongst
females. Moreover, given that the development of physical literacy is key to a young person-centred approach towards sport and physical activity (see the LISPA model in section 2.5, ISC, 2005), this finding becomes more important.

The findings of many studies (Aarnio et al., 2002; Kjønnisken et al., 2008; Kjønnisken et al., 2009; Telama et al., 1996, 1997; Trudeau et al., 2004) have documented the importance of positive previous/early sport and physical activity participation, a point supported by the 5x60’ LA Line Manager:

The younger you can get the pupils switched on to sports and physical activity through a variety of activities then the more positive an outlook you can give of sport / physical activity and make sure they are switched on before they come to secondary school.

There were some examples of early positive experiences found in this study that favourably influenced later attitudes and participation. Joe, a 14 year-old from the Leisure category said, ‘I enjoyed primary, we did a lot of things with hockey, netball and cricket that helped us in Year seven then to try things’. Nick, a 12 year-old from the Sporty category, had a similar view point saying, ‘If you had a good primary school experience it motivates you to join a club for example. We played cricket in the summer and rugby football and basketball in the winter.’ This is an important theme because a positive previous experience is normally associated with fun in a variety of activities. This provides support for Côté and Hay’s (2002) sampling phase, and Roberts and Brodie’s (1992) argument that the richer and broader young people’s sport repertoire the more
likely they are to become socialised and ‘locked into’ lifelong participation of sport and physical activity.

For some pupils, a previously negative experience of sport and physical activity did not necessarily predict their secondary school physical activity participation. Bethany, a 13 year-old pupil with Asperger’s Syndrome\textsuperscript{12} from the Leisure category, had a negative previous experience and explained ‘I went to practices for teams in primary school but the favourites always got picked. I don’t think it was fair, I never got a chance.’ Bethany experienced a positive transition to secondary school and the opportunities afforded by ‘5x60’ to join extracurricular tag rugby club. The factors that contributed to this success were encouragement from her PE teachers at Valley High and an opportunity to participate in the inter-form ‘5x60’ basketball tournament. Her HoPE explained:

During her first term Bethany got introduced to the’5x60’ inter-form basketball tournament which was quite a buzz for her because I don’t think she had experienced being part of something like that before. It gave her confidence in her PE lessons and over time confidence to join in some other ‘5x60’ activities.

At Valley High the PESS programme and ‘5x60’ primary school sessions helped facilitate a strong transition programme. The LA Line Manager and a member of the PE department explained:

\textsuperscript{12} Asperger’s Syndrome is a developmental disorder / syndrome, usually of childhood characteristics by impairment of social interactions and repetitive behaviour patterns.
I think that the transition works on a lot of different levels. It is crucial for the ‘5x60’ Officers if they can get in there and find out what kind of activities the pupils have done already. I think that’s very important because many don’t have a pro-active primary (school) then ‘5x60’ (activity sessions with the ‘5x60’ Officer) might be the only opportunity that the young people have (‘5x60’ LA Line Manager).

Having the HoPE going into primary schools with PESS and the ‘5x60’ Officer has had a big effect on attitudes, participation and standards in PE and the ‘5x60’ transition programme (Member of PE department).

James, the ‘5x60’ Officer, also suggested that using the classroom activities with primary schools would assist with the ‘5x60’ transition programme:

I think it would also be of benefit if we did some of the classroom activities with the primary school pupils when we gave the ‘5x60’ audit out. I think it will be a bit more personal and provide us with a bit of background on each individual that will help the big fall off between Year 6 and 7 pupils.

This process might be particularly beneficial to help those who were susceptible to and / or had already developed learned helplessness, that is to say, the development of a negative self concept during the transition period (Lee et al., 1995). One key factor found for some pupils (avoiders and / or neutrals) was a social walk session. Fieldnotes from a mixed sex Year 7 PE lesson illustrate the success of this venture.
On the first lesson of Year 7 PE rotations (five groups were rotating and swapping activities) there was kit confusion amongst some of the groups. As a result, some pupils were without the correct kit. The male PE teacher suggested that both groups (his and mine) could merge and play quick cricket. We agreed that he would take the quick cricket session whilst I would take the non-participants and those with the no/incorrect kit on a walk and talk session around the school.

Hannah, a Year 7 girl returning from an illness, was particularly appreciative of the session, ‘I’ve been ill for five weeks and I want to start doing things but I have been quite weak and not had much energy, so walking will help build me up and I think it is a really good idea’. Interestingly, one participant on the walk actually participated that day in the lunch time ‘5x60’ dance but had sat out of the PE. ‘I don’t really like games and that type of activity so I don’t really do PE, I just like dancing but I don’t mind doing this’ (Sally). The logistics of taking any group for a walk and trying to keep the group together was highlighted when I covered another class of thirty five Year 9 pupils (all females). Some members of this class were keen to get a good work-out whilst others just lingered at the back for a chat (Valley High, 10/03/09).

Although the walking venture was a success with this particular Year 7 mixed sex group, the ‘walk and talk’ was popular and well received by some females. Sasha and Carie Year 10 female pupils from Valley High noted:

**Sasha** - I reckon you should have a little break before every lesson for a walk and get out of the classroom.
Carie - Yes. If we did more stuff like going for walks during PE and go up the mountain, more people would want to do it. They would be happier.

From these observations three main themes become apparent. Firstly, providing pupils with the opportunity to walk and talk in the PE lesson created a positive young person-centred environment that resulted in pupil participation. This has important implications for creating an appropriate environment in other activity contexts and even the possibility of transferring results from one context (walking participation) to participation in other contexts (‘5x60’ or PE). Secondly, the positive social environment also provided good quality time with the young people in an ideal setting to get to know and understand the attitude of the non-participants (neutrals and avoiders). Thirdly, walking in the form of ‘walk and talk’ sessions was an important part of the female lifestyle (also see first study). Support for this can also be found in Prusak’s and Darst’s (2002) PE walking intervention where walking activities associated with a social component were the most appealing to adolescent girls.

In the present study there were also marked differences between age-groups. A large proportion of Year 7 pupils participated in clubs like netball, rugby and football. Some of these pupils were clearly Sporty (perceived by themselves and teachers) whilst others perceived themselves as Sporty but were not always perceived by the PE teacher in the same way. An important analytical point here is that the young people’s perceptions, whether they were real or not, were very important because they were likely to influence their attitudes towards participation. By Year 10 many young people’s perceptions had
changed since they had made some key lifestyle choices. By the age of 15, the number of pupils who perceived themselves as Sporty had decreased, though some were active in the Leisure category. The same four categories remain relevant but some variation in activities was evident. For example, the younger pupils noted social leisure activities such as playing with friends, whilst the older pupils noted social leisure activities such as going out partying. For some older pupils from the Leisure category at Valley High the activities provided as part of the Public Services Diploma Course acted as an intervention trigger. Many of these pupils (whether neutrals or avoiders) enjoyed the activities that were associated with the course. Kiara explained: ‘it is only Public Services that offer you stuff. If it weren’t for Public Services, we wouldn’t be doing any active stuff. It is the only lesson I really enjoy.’ Ben concurred: ‘Everything we do is with Public Services it is really good. We’ve been hill walking, mountain biking and next year (in Year11) we will be doing canoeing and kayaking.’ It seemed that the activities on offer encouraged more active lifestyles during curriculum time, and for some provided an incentive associated with a career in the armed services, police or fire brigade:

Kirsty - We went on a week away with the Army and we really enjoyed it. We did patrolling, hill walking, camping under a poncho, cooking, that was brilliant… We had to carry our guns and our weapons and spy on these people. They had people pretending to be the opposition and you had to find out stuff about them, what weapons they had, and had to crawl across the floor to spy on them. We also did an assault course and high ropes with the Army. I would like to do that type of activity more often.
Allie - I only started going to the gym because we started a training programme for six weeks in Public Services. Yes, Public Services is good because when you leave school you will be fit if you want to join any of the forces.

A common feature of the Public Service Diploma course and the Llangrannog residential experience was the element of fun and participating in exciting outdoor activities away from school but with friends. Amy, a Year 7 non-participant from Rhyd Y Fro, described her experience at Llangrannog below (also see first study).

*We did loads of activities and we were having fun and being active without realizing. We were all together, it was like a sleepover with friends... it is a good idea to have more outdoor activity trips because you would get a lot more opportunity to socialise then and make new friends.*

The positive features of the outdoor residential courses require further elaboration since they essentially reiterate the significance of social processes in youth physical activity (Sandford *et al.*, 2006) and provide personal challenges and a meaningful experience. An additional component contributed to the meaningful experience of the Public Service course was a future career incentive which might also be applicable to other activities for older pupils. This reflects similar positive benefits of outdoor education adventure programmes such as the personal challenge, group work and highlighting the relevance to life beyond school (Penney & Chandler, 2000).
Gender differences also became more obvious amongst the older age groups. The importance of informal football (physical activity) as part of many males’ leisure lifestyles was evident in the following fieldnotes.

Based on informal discussions with staff members I gathered that the Year 11 male PE (bottom academic set) were generally disengaged, disinterested and trouble-makers in school, except during their PE lesson … Despite the inappropriate language used by some pupils during the lesson the class conformed well. Moreover, their passion, enthusiasm and high standard of football indicated that this class were socialised into sport (at least football) and physical activity (Valley High, 16/03/09).

This was in contrast to my experiences covering female PE classes, as illustrated with class 10A at Rhyd Y Fro:

Set 10A (females) were referred to by staff as the all round sport and academic class. Some associated themselves with leisure activities (not necessarily physical) whilst the majority were either active members of the school sport teams or alternatively enjoyed physical activity. Suprisingly, this group repeatedly asked if they could have a free period to gossip during their compulsory PE lesson (18/02/09).

Similarly, observations at Valley High indicated that participating in any activity associated with school did not conform with many Year 10 females’ leisure lifestyles. Abbie, Sasha and the ‘5x60’ Officer, James, illuminated this point:
**Abbie** - We like going to the gym in the night but, when it comes to school (PE), we are just not really interested…

**Sasha** - Yes I go three times a week with my friend to the gym in the evening but I don’t do anything in school. I go to get fit. I have been going since January and I have seen I have got a lot thinner and a flat stomach, so that is the only reason I am going (Valley High, Dance Leaders).

**The ‘5x60’ Officer** - The girls (referring to over half of the Year 10 females) have got no interest in PE. They’ve hardly taken part in PE during Years 7, 8 or 9 and so to get them in Year 10, where the barriers are pretty much ‘shut up shop’ is much more difficult. I think the problem is the stigma where they don’t want to lose face with their friends to take part.

The ‘5x60’ Officer confirmed that the females became more image conscious and conformed to popular Western ideas of beauty as they progressed through school (Foster et al., 2005). Several key messages underline the above examples. Firstly, observations indicated that the traditional complaints about gendered PE, sport and physical activity were found in both schools (Biddle et al., 2005; Cox et al., 2006; Scraton, 1992). Most notably, many females at Valley High adopted gender-based resistance to school activity and PE which centred on their lifestyles, appearance and concept of femininity. Some females also engaged in physical activity outside school despite having a negative perception of PE, but selected activities associated more with commercial leisure such as the ‘gym’ (Flintoff & Scraton, 2001).
Importantly, these activities also reflect more informal, recreational lifestyles and adult activities (such as aerobics and swimming), as well as replicating more general trends of young people and young women’s participation in physical activity (Roberts, 1996; Smith et al., 2007).

Perceptions of female pupils at Valley High differed from their peers at Rhyd Y Fro. It appeared that the lifestyles at Valley High were linked in some respects to the overall levels of social deprivation found within the school’s catchment area. Relative social deprivation was confirmed through discussions amongst female PE staff and highlighted problems faced by pupils from this area that hindered their participation in sport and physical activity. In a study of PE activity choice amongst 15-16 year olds in north-west England and north-east Wales, Smith et al. (2009) found that restrictions and dissatisfaction of PE activity choice was more evident amongst females from the lower social classes. Moreover, in a study of schools from different socio economic backgrounds, Dagkas and Sathi (2007) found that the level of females’ and males’ participation from lower socio economic backgrounds were limited compared to their higher socio economic counterparts. Whilst the evidence from this project pointed to a relationship between lower levels of participation on the one hand and social deprivation on the other hand, it was not a key focus of the research and thus this finding should be treated with some caution.

As found in the first study, additional opportunities were presented to pupils at Valley High through the Dance Leaders and Sport Leaders course for females (offered
during their compulsory Year 10), and E3 and E3+ extracurricular programme for all pupils. The purpose of providing the Dance/Sport Leaders award (by the PE department) was to engage more females in PE and encourage them towards a more active lifestyle. The Dance Leaders course was particularly successful in its aim:

**HoPE -** As the girls come to the end of Year 9, they’re actually looking forward to do the Dance Leaders course in Year 10 so that in itself is a motivational factor, they are then enthusiastic and become engaged in the course. Yes, it has definitely motivated a different type of girl. It has started to change attitudes, some of the Dance Leaders are not always the best students in the school but we (PE department) as have other staff seen them in a different light. The Dance Leaders have become role models and the younger girls quite enjoy that … Being a leader has given them a different role in life and some importance, self-worth and improved self esteem.

The Dance Leaders course also proved to be a vehicle and trigger for disengaged pupils who did not participate in Year 9 PE lessons to get back involved in physical activity in Year 10. The following leisure lifestyle activity illustration (Figure 12) provides an example of a female Dance Leader who was disinterested in physical activity.
This pupil referred to enjoying Dance Leaders and like most others on the course was attracted to the dance aspect because it fitted well with her lifestyle priorities such as fashion, make-up, MSN, Facebook and boys. Indeed, many Dance Leaders thought that this activity to be a more suitable option when compared to other PE activities like hockey, netball or swimming. Ownership and independence (Green et al., 2005) were also elements of the course.

**Amy** - We enjoy PE more in Year 10 only because of Dance Leaders we really want to do it. Last Year in PE (Year 9) we didn’t enjoy it because we had to do swimming and hockey. I didn’t even take part and would have a note\(^\text{13}\) but when we do dance now in Year 10 it is really good. You get to listen to your own music

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\(^{13}\) To be excused from Physical Education schools require a written letter / note from parent(s) / guardian(s) explaining why their children should not participate in the lesson.
and fetch your ipod in, and make your own dance that suits you best. We are also excited to teach dance in the primary school.

In addition to participating in physical activity and gaining a leadership qualification, there were many other benefits and incentives provided by the Dance Leaders course. Claire and Georgina were two of many success stories who emerged from the course. As a disengaged pupil, the Dance Leaders Course was used by Valley High as an incentive for Claire:

Before I didn’t like school so I stopped coming. The welfare officer and my father came into school for a meeting and they agreed that if I would came to school for two days a week for the Dance Leaders course, English, Maths, Science and Public Services lesson the school would arrange a work placement on the other days. I don’t come to school now on a Wednesday, Thursday and Friday but work at the beauty shop down the village and really enjoy it. I feel better for doing Dance Leaders and coming to school just two days a week.

What was encouraging from this story was that Claire successfully gained her qualification and went on with another five pupils to deliver dance to the primary schools and to the ‘5x60’ club. In a different context, Georgina perceived that she had developed confidence and respect from the course:

Georgina - I’m much more confident now … before I didn’t use to have any respect for the teacher but doing Dance Leaders helped me develop respect for people. When leading you see things from a teacher’s point of view. I used to be a
bit naughty, but now before I start ignoring teachers I think what I felt like teaching in front of the class and I didn’t like it.

These examples illustrate some of the many benefits of the Dance Leaders course, namely, improved behaviour and attendance (Sandford et al., 2008), improved self confidence and esteem (Fox, 1988; Greenstreet Berman, 2009; Gruber, 1985), the development of belonging and acceptance (Donnelly & Coakley, 2002), and an increased respect towards others. These benefits reiterate similar positive outcomes of findings from other physical activity initiatives such as the School Sport Partnerships evaluation on pupil behaviour in England\(^\text{14}\) and suggest in some instances that physical activity programmes can help improve pupils’ attendance, behaviour and attitudes at school.

One reason for the return research visit to Valley High was to explore further the E3 and E3+ project. These ventures aimed to remove physical and economic barriers to pupils’ participation by providing free clubs, free transport to the leisure centre and free transport home. The LA line manager emphasised some of these benefits:

With an E3 school, there have certainly been benefits because prior to the partnership with ‘5x60’ and E3 there was a lot of duplication and a lot of competition for the same pupils. The ‘5x60’ Officer have been able to supplement the £5,000 budget with some E3 money.

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\(^{14}\) See the case study of ‘the cheeky girls, re-engaging young women through beauty, health and fitness’ (Loughborough Partnership IYS, 2008a).
This enabled additional activity opportunities to be provided at the local leisure centre (two nights a week) in activities such as squash sessions, roller-hockey, swimming and the ‘gym’ (for older pupils), and also at school in activities such as canoeing, football, outdoor activities and table tennis. As with the first study, E3 provided a greater number and wider range of opportunities in recreational and informal activities (Roberts, 1996) in socially deprived and working class areas, similar to Sports Colleges in working class areas in England (Smith et al., 2007b). Fourteen year-old Billy was one of many pupils who benefited from the additional E3 provision: ‘I learnt in E3 to do canoeing and I didn’t have a clue how to do it before. We do games in the canoeing and go down Cardiff Bay competing’. Encouragingly, canoeing was the only physical activity in which Billy participated and as a result he moved from being a non-participant to being physically active. More pupils were active in sport and physical activity as a result of E3 but its impact on some of the females from the Leisure category (neutrals and avoiders) was not as significant as the Dance Leaders course offered during a compulsory PE lesson. The novelty of E3 for older pupils (attending the gym at the leisure centre) also appeared to have diminished on the return visit and consequently, Years 7, 8 and 9 were the main beneficiaries of the project. This finding reflects the novelty or ‘halo’ effect associated with ‘5x60’ clubs in the first study, and with the Active Schools Network project in Scotland (Loughborough Partnership, 2007).

The above examples from Valley High illustrate that the patterns and levels of participation in physical activity are often context specific (Sanford et al., 2008; Smith et al., 2007a, 2007b). At Rhyd Y Fro there was a difference in pupils’ perceptions of
activities most notably in the Arty and Sporty-Arty category. For although these were the smallest categories, understanding them is important because, as suggested in the first study, some young people’s physical activity and ‘5x60’ engagement are affected by these activities.

Staff and sixth-form pupils were an important part of the Welsh language ethos at Rhyd Y Fro. Staff took clubs such as the school choir, folk dancing, dramatic presentations, school show, traditional PE activities (rugby, netball, hockey and football) whilst other extracurricular clubs were delivered by sixth-form pupils. Table 14 demonstrates the impressive range of clubs Year 12 pupils delivered at Rhyd Y Fro (lower sixth form pupils).

Table 15. Activities led by Year 12 (lower sixth form) at Rhyd y Fro

| Sixth formers (yr 12) | '5x60' Clubs | Eisteddfod Activities | PE department Clubs | Yr 7 Variety club | Yr 8 & 9 Variety club | Maths Club | Open evening | Fashion show | Reading club | 'Anti bullying'
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Bold activities = include an activity of a physical nature. PE department clubs = rugby, netball and hockey. Variety club = a range of artistic and physical activity that change every week.

The most striking feature from Table 15 is that all Year 12 pupils (n=62) were involved in leading at least one club - an expectation set by the school. The majority of pupils were
involved in leading at least three clubs (and some as many as six), and developed their leadership skills *in situ* as opposed to undergoing any formal leadership training/qualification.

The school Eisteddfod provided a focal point for the activities with all pupils encouraged to participate fully. There was an explicit commitment to the spirit of the Eisteddfod, as well as extensive (even excessive) logistical preparation that was undertaken by the school for this event:

In the staff briefing the DH announced in the run-up to the school Eisteddfod (an annual inter-house competition) that lesson times for every Wednesday (from this point until the school Eisteddfod in March) would change. Five minutes was to be deducted from all lessons on a Wednesday leaving 30 minutes at the end of the day for Eisteddfod practice. Sixth formers were responsible for the practices in a variety of activities such as the choir, dramatic production, folk dancing and disco dancing for each house (10/01/09).

The Eisteddfod inter-house competition also created a sense of excitement and buzz amongst Year 7 females:

**Sonia** - *We practice during break and lunch time for the Eisteddfod and we do competitions in drama, disco dancing, folk dancing and things like that.*

**Nia** - *Yes we do folk dance with our ‘school house’ for the Eisteddfod. I like going up on the stage and performing.*
Consequently, it was not surprising that most pupils from the Arty category were from Rhyd Y Fro. Gender differences were also apparent with more females than males classified in the Arty category (see Figure 10).

Thirteen pupils from Year 7-9 forms (ten females and three males) and three sixth formers enthusiastically moved the tables for the break time folk dancing Eisteddfod practice in class C13 (for one of the houses). For the fifteen minute session pupils learnt the basic dance steps and weren’t particularly involved in a physical activity sense, but then, they appeared to enjoy the activity of folk dancing. However, based on pupil informal discussions, folk dancing for the males just wasn’t as cool as their usual social rugby and /or football break time activity. In contrast some of the females (particularly the keen Year 7 girls) were grateful for the opportunity to be part of a cultural physical activity and attend a break time club that provided them with a variety from their usual ‘walk and talk’ sessions. Therefore, gender appeared to be a pervasive phenomenon affecting behaviour (19/01/09).

Although a smaller proportion of males were classified as the Arty and Sporty-Arty, some examples were provided at Rhyd Y Fro. Combining physical activity / sport and drama was suggested by several pupils as illustrated by sixth-former, Dyfed, from the Sporty-Arty category below:

*There are a lot of similarities between drama and sport, for example, confidence building developing the ability to perform ... I believe that there is a lot of mileage*
in having more opportunities to build different activities like for example dance into the school show. I like the idea of using different types of dance like street, hip hop, folk dancing and clog dancing in the school show. I think that the opportunities you have through sport, physical activity and drama help develop you as a well rounded individual.

Four Year 7 male pupils from Rhyd Y Fro suggested arranging a clog dance exhibition in the school assembly as a possible trigger for different pupils. In this sense the dance would act as entertainment and a different avenue to participate in physical activity, and these males hoped that this would portray a ‘more macho’ image of clog dancing:

**Llio** - I’m sure a lot of people would like to know about clog dancing, some think it is like tap dancing but it’s more than that ... Ben can do a lot of tricks it is amazing. It would be good to perform a dance in the school assembly where you could really act it out ... the girls would do some steps then the boys would answer with their steps and you would have a bit of banter... you could come up and ‘push them out of the way’ and say look at me ... that would tie in acting and physical activity then.

**Gareth** - People think that dancing is for girls but that is just stupid because a lot of the world’s best dancers are men ... strong men. You can be recognised for your clog dancing and go to places like Llangollen. It would be good if we had clog dancing competition in the school Eisteddfod.
These examples demonstrate that artistic and cultural activities are important in some young people’s leisure lifestyles at Rhyd Y Fro. Importantly too, the evidence from both schools emphasises that young people’s lives are positioned in relation to their place, locality, neighbourhood (Hall et al., 2009) and their school ethos/culture.

The ‘5x60’ clubs and activities

The previous section has explained how the research undertaken in two schools has enabled a far more detailed understanding of the complex and inter-woven lifestyles of young people. The analysis included all pupils in Year 7 and a selection from Year 10 and thus is a detailed analysis of their leisure lifestyles. Attention now focuses on the operation of the 5x60’ in the two selected schools in terms of the officer and the pupils who participated. Analysis was undertaken of the activities offered, participation by the pupils, the ‘5x60’ Officer in providing a good menu of activities, popular ‘5x60’ leaders/coaches, and adequate competitions and festivals. Above all, however, the social contact that was established between the ‘5x60’ Officer and the young people and the experience associated with clubs/activities were the over-riding factors in terms of achieving impact.

The young people who participated in ‘5x60’

The categories of ‘5x60’ club members derived from the classroom activities are shown in Figure 13. These data have some important implications for patterns of involvement in the ‘5x60’ activities discussed below.
The leisure lifestyle activity (classroom activity 2) and ‘5x60’ club registers indicated that a wide variety of young people participated in the ‘5x60’, however, several were from the Sporty and Leisure category. Some clubs like the ‘5x60’ mountain biking, basketball, 5-aside football and water polo attracted the sporty male pupils. The girls’ touch/tag rugby at both schools also attracted some sporty pupils which included Year 10, 11 and 12 sporty females like Mared at Rhyd Y Fro - ‘I’m glad we have the opportunity to do ‘5x60’ rugby because we have got nothing else to do’. The importance of providing and attracting older females was highlighted by one of the club’s sixth-form leaders, Dyfed: ‘for the older girls, even the more sporty ones, have less opportunities and practices to attend, they hardly have any other teams so it is important to keep them engaged’. The ‘5x60’ touch rugby club (after school) at Rhyd Y Fro also attracted some Arty pupils.
who enjoyed participating in physical activity but were too busy (with other practices) to participate in ‘5x60’ or physical activity clubs during lunch times.

Figure 14. Example of ‘5x60’ touch rugby involvement illustrated in one female’s leisure lifestyle

Encouragingly, a large number of ‘the 5x60’ participants were not the traditional team sport players (see first study) but were from the Leisure category (see Figure 14). The ‘5x60’ Officer, Rhys explained:

_The PE teachers will tell you that the crowd that are taking part are the ones that do nothing else: they don’t know the names of some of the pupils participating so you know then you have targeted the right people. That’s what is good about the scheme you give an opportunity to these different children to express themselves._
I have noticed in the clubs like fencing and aikido some of the loners come who haven’t got many friends in school but they now have their own little fencing clique and fencing is only thing that most of them do in school. I’ve also seen with the ‘5x60’ that some of the girls who didn’t take part in anything before are now taking part.

The ‘5x60’ street dancers from Years 7 & 8, the ‘5x60’ aikido group, Steffan, Lloyd and Ben (members of ‘5x60’ fencing club) and fifteen year-old Tommy were good examples of pupils from the Leisure category who did no other form of physical activity outside ‘5x60’, but benefited greatly from the initiative. Prior to the ‘5x60’ initiative fifteen year-old Tommy did not participate in sport and physical activity.

**Tommy** - Before (the ‘5x60’), I wasn’t into sport, I didn’t really do PE because everybody picked on me all the time because of size. And now, since ‘5x60’ I take part much more in the PE lesson, I’m much more into sport and people start to accept the way I am because I work hard.

An additional benefit from Tommy’s ‘5x60’ was his family’s socialisation into sport and physical activity as illustrated in the following example.

**Tommy** - So now (after going to ‘5x60’ club) I’ve had Daddy to do it (cycling) as well ... Before I didn’t socialise with Daddy, but now we socialise more together on the bikes. At home the attitude towards sports has changed a lot...we go out a lot more, we have been out cycling, we cycle down the pub on a bike...it also helps

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15 Tommy’s words here refer to his perception that he was too big in size.
my girlfriend does ‘5x60’ dance in the neighbouring school, she is into this type of thing and has been mountain biking.

Equally, for pupils like Steffan who never made the school sport teams, but enjoyed all types of sport, ‘5x60’ had provided an avenue for his participation and success:

**HoY** - *Steffan tries everything from extracurricular sports, to ‘5x60’ activities and the school show. It is really good he has found something with the ‘5x60’ that he is good at and joined the club.*

**Steffan** - *I started in the ‘5x60’ school fencing club, then moved on to the local club. When I went to the local club I was nervous because in school I would fight against people I’d know but in the club there were a lot of people I didn’t know and they were really good, but after a few weeks I was in the club then and everybody knew everybody,*

In addition to Steffan, fifteen year-olds Lloyd and Ben, who had never taken part in any school or community club previously, also made the link from ‘5x60’ sessions to the local fencing club. Visiting the local community club provided a real insight into different kind of activity that required real concentration and application. Fieldnotes reveal the action-packed nature of the session.

Dressed in what seemed to be layer after layer of special clothing the ten fencers lined up and rehearsed set steps under the guidance of the coach. Nine of the ten fencers present were males and all ranged from 13-30 years old. Following the
first phase the group split to specialise in different types of fencing. Lloyd and Ben, now in their fourth week of the local club, specialised in the faster ‘sabre’ whilst Steffan specialised in the slower but more endurance-based ‘epee’ form of fencing. All three were seen engrossed in the task at hand. The last phase of the class incorporated four ‘round robins’ with each fencer being attached to the electrical equipment. Lloyd was clearly elated as he clocked his first ever victory (May, 2009).

Steffan’s progression from the community club to represent Wales could be highlighted as a great success story. He recalled the elation and excitement of his own progress.

**Steffan** - *I was very nervous for my first ever tournament, the Welsh regions. I then went on to represent the Welsh regions in the British competition and that was really big, it was in England somewhere. With all the fencing categories there were 1,000 competitors and loads of judges. I really liked the atmosphere it was exciting.*

His parents were extremely pleased and proud of his achievement (according to Steffan) and rewarded him by buying a fencing sword for his birthday. What had started as a ‘5x60’ fun club had now become a ‘serious commitment’ and an important part of his life. It is noteworthy, though, that despite the community club’s development illustrated by these three case studies, these were the only ones evidenced during the research project. There was insufficient evidence of community club links for two possible reasons. First, the young people in a school environment were the focus of this study. Second, it could be
too soon to expect a number of pupils to have made the link from ‘5x60’ to a community club. Clearly, there is still considerable scope to develop community club links as a logical further progression of the ‘5x60’ initiative.

Social contact and knowing the ‘5x60’ Officer

High levels of social contact between the ‘5x60’ Officer and the pupils were important to the initiative. The ‘5x60’ Officers’ role was more like a friend than a teacher (also see first study) demonstrating ‘informalisation’ and ‘democratisation’ in their relations with the young people (Smith et al., 2009) and significantly, highlighting opportunities for sociable interaction. The ‘5x60’ Officers, James (from Valley High) and Rhys (from Rhyd Y Fro) explained:

James - You have got to come across in a different way from a teacher really, you know you’ve got to be like a friend to them. I think if you put a teacher into that environment you’ll lose them because they don’t really want to be told this and that all the time. You’ve got to go in with a bit of a softer approach so you can relate to them by speaking to them on their level, finding a common ground and having a bit of knowledge on their background. I think sometimes you need to be a bit more streetwise and speak to them in their lingo and the language that goes around school. The more you can get out there and get to know them, and be there to help and support them the better. It is important with ‘5x60’ that they don’t see you as a real authoritative figure. They need to know where the boundaries are but I think if you go in with a teaching cap on you’re going to struggle to keep the
young people engaged. I also think in these types of areas it helps having somebody in post that knows the area, knows the type of young people that are here because if you come from outside the environment then it could take you a long time to adjust and get to know the mentality of the area.

Rhys - I think with the ‘5x60’ you have to talk to the young people a lot more to see what clubs and features suit the pupils who don’t like doing sports clubs in school. I think the most important thing is that the young people think that you are ok and you know when the young people like you they come and talk to you. And what they like is for you to do activities with them. For example, we went surfing the other day and I hadn’t done it before. We (the pupils and him) were all at the same level they were like ‘Oh we thought you could do it’, and I was like ‘no I haven’t done every sport’, ‘oh we thought you’d be brilliant at it’. They saw then that they were better than me and they sort of thought, oh right, ‘you’re not just this sports guy.

Central to both examples was the importance of talking to, negotiating with (Smith et al., 2009), and getting to know the young people which in turn helped develop an understanding of the pupils and their context. The significance of the local understanding was illustrated by the ‘5x60’ LA line manager: ‘each school context and each officer is different. I just think that it is essential that officers are being creative with the areas they work in and putting activities on that are going to engage pupils across the board in that
context.’ It is unsurprising then that the most significant impact of programmes is associated with individual and contextual factors (Sandford et al., 2008).

The perceptions that the young people expressed about the officer and the activities were important in a young person-centred initiative, particularly since a positive perception could favourably influence participation, as suggested by the Line Manager:

I’ve always said to my officers that it is a personality contest, and if the pupils like you and they know what you’re about there’s more chance that they’re going to turn up to your sessions because the ‘5x60’ job is all about the young people in an informal and extracurricular sense.

These extracts demonstrate the importance of sociability and the social contact between the ‘5x60’ Officer and the young people. The importance of the social aspect and process of adult youth relationships found by Sandford et al. (2009) further supports this finding. One crucial factor behind one participant’s change in attitude was the social contact he experienced with the ‘5x60’ Officer and the importance he placed on the process of being involved in the ‘5x60’ initiative. One of Tommy’s teachers commented:

Rhys, the ‘5x60’ Officer, has been great with Tommy, he has given him the time and attention that he has been looking for. By completing the ‘5x60’ mountain bike course, Tommy proved to himself, and to others that he could ‘do it’ and not just ‘talk’ about it.
Moreover, the LA line manager also referred to the importance of providing time for this audience.

For the target audience that you’re looking at, you need to make them feel safe and secure, in coming to those sessions as this is new territory for them. I think that the officer has got more time to nurture those people as opposed to a PE department whose job is mainly curriculum time.

In this study, the pupils participated enthusiastically in the classroom activities, perceived them as fun, and were pleased for their voices to be heard (MacDougal et al., 2004; Young & Barrett, 2001). Jonny, a ‘difficult’ non-participant Year 10 pupil commented - ‘This is awesome Miss. It is safe. We don’t do this with any other teacher.’ The images and illustrations of the classroom activities were also ‘useful tools in eliciting discussions with individual pupils’ (Young & Barrett, 2001, p.145) and establishing social contact and rapport with pupils. The HoPE at Valley High noticed the success of the classroom activities in engaging all young people:

I think the engagement of what I saw with the classroom activities from the students was fantastic and should be flagged up as excellent practice. I think you need to share what could be achieved in a classroom environment with the ‘5x60’ Sports Council team. The activities were a great way of engaging all types of young people, not just the sporty ones’ but also those who don’t take part.

An important reason for this success was that a meaningful experience and positive environment was established by providing pupils with ownership, choice and
independence of activities that were associated with their leisure time and lifestyles (Roberts, 1996). The following Year 7 non-participants and HoPE refer to the success of the method when the ‘5x60’ Officer was also incorporated into the process at Valley High.

**Jenny** - It was fun, I think we could do that in different lessons … in normal lessons you just got to sit quiet we are not allowed to do anything, but in that session you got to do loads of activities with James … I liked pretending that I was a manager of a leisure centre.

**HoPE** - For James (the ‘5x60’ Officer), it was a fantastic opportunity for him to interact with the pupils and for them to see he’s got time to talk. For them to see James in a different light/role, and in a far more comfortable environment in the class, it might help engage a different set of students. I think the activities could break down certain barriers and give those pupils who wouldn’t normally turn-up some confidence to turn up to some activities like the ‘5x60’.

Moreover, the leisure lifestyle activity provided the ‘5x60’ Officer with an insight into the cultures and lifestyles of the young people and facilitated the targeting some of the neutrals and avoiders.

**James** - I think it is targeting those groups of individuals in an easier manner. It is a more structured and enjoyable way for the young people to do activities by expressing it anyway they liked, and different young people expressed themselves differently. It gives me as the officer an insight into each person normally we only
see it from a school point of view but if you can get to know them outside of school through the classroom activities then this provides us (‘5x60’ Officers) with an opportunity to get to know the whole person rather than just the school person.

It is a good insight to allow you to know what they are thinking and have common ground straight away an ice breaker if you like ‘how is your football club doing?’

Both the ‘5x60’ Officer and HoPE alluded to the possibility that the relationship and rapport established with the ‘5x60’ Officer in the classroom environment could be transferred to other contexts, especially physical activity. This could have important implications to future physical activity programmes and interventions. However, the classroom activities and environment required classroom management skills (Hemming, 2008). In this instance the activities were facilitated by the ‘5x60’ Officer who happened to be a qualified teacher. However, for some officers, other environments that promoted a positive and meaningful experience might also be an option, particularly for those who were uncomfortable in a classroom environment.

In their study, MacPhail and Kinchin (2004) found support for using drawings as a cross-curricular activity. Similarly, educational benefits to support and extend pupils learning were also apparent in this study. For example, the HoPE and ‘5x60’ LA line manager envisaged the classroom activities being incorporated into the health and well-being aspect of the Personal and Social Educational (PSE) curriculum. In addition, some information derived from the classroom activities (see Figure 15 as an example) could
help schools and HoYs cater for the specific needs of some individuals as illustrated in the following quotation and classroom activity.

**HoPE** - We’ve got some students with issues / circumstances and just having some information like that might give us an insight into why or what’s important and to make them comfortable.

![Image](image_url)  
**Figure 15.** Example of a Year 10 male’s illustration of his leisure lifestyle.

**The experience of the ‘5x60’ clubs**

A number of researchers have suggested that it is the nature and quality of the experience rather than the specific activity in which young people are engaged, that is of real significance (Bailey, 2005; Sandford *et al.*, 2006). For example, attending the ‘5x60’ fencing club for fourteen year-old Ben was associated with the process and experience of being part of a sports club and being noticed by his PE teacher: ‘I wanted to do some sort of sport to impress Mr. Jones, our PE teacher. I like rugby and sometimes I will play it in the yard but I don’t think I am good enough and will never get in the team’.
The following factors were found to be important in the ‘5x60’ experience: the social aspect, the activities and type of delivery, the leaders, and competitions and festivals. Although each of the factors are discussed individually, they do inter-connect.

Rhys (the ‘5x60’ Officer) realised the importance of the young people’s preferences for the social aspect, style of delivery and choice of activities (Smith et al., 2009) compared to more traditional sports coaching or development sessions.

**Rhys** - *When I started I saw other sport development officers running centres of excellence that were drill orientated. I hired in a football coach with ‘5x60’ and he would only really work with those people who were really good and he was doing all passing and heading drills. I saw the figures dropping so I asked the pupils why weren’t they coming back and they said they just wanted to play. It was only then the penny dropped that in the mind set of a club that has a ‘warm-up and then loads of drills’ is a way of losing number straight away. The ‘5x60’ clubs are completely different to other traditional sports clubs in the sense you might do a quick warm-up perhaps one drill and then they have a bit of a chat and a game at the end. That’s what they like knowing the fact that they can have a bit of a social and rest whenever they like and not having to run round and round the field.*

The activities on offer together with the element of choice were also an important part of the ‘5x60’ process and reiterated the findings from Smith et al. (2009) for the growing preferences for choice. As found in the first study, pupils often perceived ‘5x60’ clubs to be ‘exciting’, ‘wicked’, ‘different’ and ‘safe’ as illustrated by the following Year
7 male sporty pupils from Valley High ‘the roller hockey is good, because it looks exciting, is a good laugh and can be a bit rough.’ Tommy had a similar sense of excitement for new outdoor activities like gorge walking.

Tommy was filled with enthusiasm and anticipation as he squeezed into the hired wet suits, and adjusted the helmets for the ‘5x60’ ‘gorge walking’ session. Tommy later commented on this experience – ‘Gorge Walking I didn’t know what it was first ... oh my gosh, it was amazing you walk up and over stones, up rivers and jump off water falls. Some people were screaming I didn’t ... but doing it definitely gave me an adrenaline rush and more confidence in myself and with water.

Activity triggers were closely linked to lifestyles; for example, the street dance fitted well with the young females lifestyles (see first study). The young people’s participation in some clubs was also influenced by the media -TV programmes, magazines and DVDs (Whannel, 1992) – and, as illustrated by the Year 8 male fencer and Year 7 female street dancer: ‘I went fencing because I watched it during the Olympics and thought it was cool and I liked the idea of swords’ and ‘I go to street dance because I saw it on TV and I wanted to have a go at it’. For some young people activity triggers were linked to personal interests and or hobbies that were not necessarily related to sport. Lloyd disliked rugby but was attracted to fencing: ‘with fencing if it is linked to history or something then for me that is interesting.’

Touch rugby was a different / new sport for some females and as a result acted as a trigger for participation. However, the success of female touch-rugby at Rhyd Y Fro could
also be attributed to many other factors, namely, the structure of the club, the sixth-form leaders and the competitive opportunities provided by the club. Three touch-rugby sessions (Years 7 and 8, Year 9 and 10 and the female sixth form session) were held simultaneously, the Years 7 and 8, 9 and 10 female sessions were taken by the sixth-formers and the female sixth-formers were taken by the ‘5x60’ Officer. The benefits of this structure were three-fold. Firstly, having several year groups present was advantageous: ‘Having the older girls present also helps keep the younger girls involved and is the key to drop off and drop out of activities’ (‘5x60’ Officer). Secondly, the older sixth-form females enjoyed having the male ‘5x60’ Officer leading. Thirdly, the ‘5x60’ successful male sixth-form leaders encouraged the younger pupils to participate. The characteristics of successful leaders observed in the ‘5x60’ touch-rugby sessions included self-confidence, good technical knowledge and empathy and flexibility towards pupils (Weinberg & Gould, 1995). When asked to ‘brainstorm’ and produce a mind map of their essential leadership qualities, the sixth-formers referred to the ability to relate and communicate with the young people, effective organisational skills, good knowledge of the activity, good provision of support and the ability to share their passion for physical activity. Further analysis of the touch-rugby leaders revealed that they were a combination of task and relationship-orientated leaders (Fielder, 1967), which in turn provided opportunity for skill development and a social aspect to the club. Both the above aspects together with the significance of this social relationship (Shields & Bredemeier, 1995) feature in the conversation below.
Sian - *The sixth-formers help us develop but they are nice, strict and funny but they know what we are looking for.*

Luned - *You can talk to the sixth-formers better than teachers. I like the sixth-formers because they are young.*

Carys – *Yes, they are really nice. They know what they are looking for. They are organised, knowledgeable, strict, confident and full of fun.*

Similarly, the ‘5x60’ Dance Leaders at Valley High and adult dance coach/leader at Rhyd Y Fro also related well to the lifestyles of the female dancers. In this sense the Dance Leaders had a different type of appeal to the sixth-form leaders, but for different reasons, were equally successful in relating to the pupils’ lifestyles:

James (‘5x60’ Officer) - Pretty much the girls come up to me and said we would like to take the ‘5x60’ dance. I went to watch them do one or two shows - they were fantastic really and I thought straight away that there was a bit of wow factor there for the young girls now who are going to come along now to these sessions. You know they were street wise, they were cool and all those things that those young girls want to aspire to really. They’re very good dancers and have won a lot of competitions.

The suitability of the adults / young leaders involved in delivering projects and initiatives cannot therefore be underestimated for providing support and for credible leadership programmes (Sandford *et al.*, 2008; Martinek & Hellinson, 1997).
Many competitive opportunities were provided in ‘5x60’ activities. The regional touch rugby tournament and Rosslyn Park tournament proved to be a key factor that contributed towards the success of the ‘5x60’ touch rugby club. Rhys the ‘5x60’ Officer suggested that having a target and competition provided an additional incentive and motivation for the girls.

**Rhys** - *It is good because in some of the sports when the girls get to Year 10 and 11 they are a little bit too cool to do the club but if the girls see that with the touch rugby they go off to compete in Llanelli, Cardiff and even Rosslyn Park in London and stay overnight. It tends to keep the girls. For the younger girls the Local Authority tag rugby competition is good. It is a competition but the aim is to have fun. Yes it would be nice to win but as long as the girls are having fun that is the main thing.*

As in the touch rugby club, most other pupils also enjoyed a festival or competition to work towards as illustrated by the ‘5x60’ LA Line Manager ‘one thing that came through quite strongly from the ‘5x60’ was that even the pupils that haven’t engaged before like to work towards something’. The experience of attending the LA touch rugby tournament for Bethany a 12 year-old pupil with Asperger’s Syndrome, was especially rewarding and provided motivation for her continued participation. She commented ‘it was the first tournament that I had ever been to a tournament in my whole life and the first time I had ever represented the school. I felt nervous but enjoyed it.’ Similarly, Bethany’s HoY described the significance of this experience for her.
Going to the ‘5x60’ touch rugby tournament was a big thing for Bethany and it really helped her confidence. I think it was a very positive experience for her to go on the school mini bus and she was mixing with quite popular girls.

In a different context, Rhiannon, a Year 10 street dancer from Rhyd Y Fro, commented ‘I danced in the national ‘hip hop’ ‘5x60’ championships in Cardiff. The competitiveness was good and you could feel everybody was excited. When the music came on I was like, oh my gosh.’ The same sense of competitive excitement and tension was also apparent in discussions and observations of the ‘5x60’ five a side football Champions League, the 20-20 ‘5x60’ Cricket tournament, the regional touch rugby tournaments and the ‘5x60’ inter-house basketball tournament at Valley High.

Competitions were a key ‘5x60’ factor for most pupils’ participation. This evidence supports the rationale behind providing every child with access to a range of sporting competitions from local to regional level as evident in the English national competition framework, and the inclusion of competition as one of the four key elements within PESSYP (DCMS & DfES, 2007; Sport England, 2004).

Although the Year 7 and 8 street dancers from Rhyd Y Fro mentioned that they had enjoyed the ‘5x60’ LA dance competition they had attended, several of this group like Naomi preferred the ethos of the concert they participated in.

**Naomi** - The concert turned out really good because there were so many people there and we didn’t think there would be that many people. I enjoyed the concert more than the competition because everybody could take part and appreciate all
the dances and participants. There was also a disco after the concert which was really good and our parents also joined in.

In making this remark Naomi suggests that in addition to performing, what contributed to her enjoyment was the whole process associated with the concert. Likewise Lisa commented on the process associated with the concert ‘I liked doing the make-up for it and going shopping for the clothes for the concert.’ One parent at the concert remarked on the positive benefits that she’d observed in her daughter. ‘I feel that through the ‘5x60’ dance and the concert my daughter has regained her confidence that she lost at primary school when she wasn’t selected for the disco dancing team.’

The key message underlying the narratives again reiterate the social aspect and whole process and experience associated with the ‘5x60’ and suggests the need to focus on process that leads to positive impact rather than just identifying the process of participation (Bailey, 2005; Sandford et al., 2006).

5.4 Summary

This chapter set out to test the framework identified in the first study and identify key factors for each group’s participation. To derive information of the pupils’ leisure lifestyles a new set of classroom activities was introduced. Pupil ownership of the classroom activities in a positive environment proved important. An analysis of the classroom activities, specifically, the leisure lifestyle activity revealed four types of young people, the Leisure, the Sporty, the Arty and the Sporty-Arty.
The heterogeneity of the young people between and within categories confirmed the findings of the first study. Key factors linked to the Leisure category were opportunities to participate in the Dance Leaders course, Public Service course, Outdoor residential courses and walk and talk sessions. In the Arty category the key factor was the link between cultural and physical activities. Two key factors of the ‘5x60’ initiative were identified: the social contact with the ‘5x60’ Officer and the experience and process associated with the clubs. These factors were relevant to all groups of young people, but particularly pertinent to encourage hard-to-reach pupils (neutrals and avoiders) to participate. Continuing the findings of the first study, the determinants of participation in sport and physical activity were leisure lifestyles, previous experience, family and friends. However, the influence of the school individuality and locality on physical activity and ‘5x60’ participation was more evident, particularly in the context of the social deprivation of Valley High and Welsh language ethos of Rhyd Y Fro. Both studies confirmed gender as the overriding determinant. These findings and the basis for a sport development model such as the LISPA framework (ISC, 2005) and the Oxford model (Hildson, 2005) are discussed in the next chapter.
5.5 Reflections

I was pleased that the fieldwork for the overall project was complete, but aware that this was the last opportunity to reflect on the episodes and dilemmas encountered at school. The following reflections illustrate the different scenarios and dilemmas that were associated with my role as the teacher-researcher, and associated with the school context and locality.

Teacher - researcher role

My role as supply teacher in this second phase of fieldwork provided access and opportunities to get to know the pupils. However, with this came several conflicts of interest and dilemmas in my role as a teacher and as a researcher.

January 2009 - I was enthusiastic to begin the research classroom activities on my first supply lesson. However, since the teacher had left set work I decided to follow the instructions and save the activities for the following lesson. My challenge was to keep the pupils on task without shouting and nagging with the set work in which they clearly had no interest. After all, my main aim as a researcher was to build positive relationships and get to know the young people better which in one way was in conflict with the role of the teacher.

March 2009 - To help understand the young people and their school context, I found the process of covering PE lessons beneficial. For example, when I covered a Year 11 male compulsory PE class I became more attuned to their way of
communicating with each other, mainly through swearing. Since the class were known trouble-makers around school and were active throughout their football PE lesson, I let the game proceed and in a light hearted manner discussed the issue at the end. Moreover, when the class agreed on their target to communicate in a more polite manner with each other, I felt that the informal approach was effective.

March 2009 - More sensitivity and awareness of the school welfare policy was required in one teacher-researcher dilemma. Debbie, a known Year 10 PE non-participant, turned up at a Year 7 PE lesson during her geography lesson. The following discussion was my second encounter with Debbie.

AL - Why aren’t you going to your lesson Debbie?

Debbie - Oh, I can’t I’m not feeling too well. I’m feeling sick and haven’t eaten anything for three days

AL - Are you ok to be in school? Have you been to see the nurse?

Debbie - Well no, there is no point. I started to talk to Miss the other day. Do you know what the other girls were talking about in the lesson when you covered us the other day?

AL - No I can’t say I remember.

Debbie - Oh well you must have heard something. If I say now you can’t say anything about this because my mother will kill me.
AL - Well you know if it is something that puts your health in line you know I will have to tell one of the Deputies or your HoY.

Debbie - Oh not my HoY because he is a man and I can’t tell him. Last year my HoY was Miss Evans and I thought I was pregnant so my mother came up the school but as it happened I wasn’t pregnant, but now I am. My mother would kill me if she had to come up the school again, I can’t really talk to my mother.

AL - Ok don’t worry about it, it will be sorted. Are you sure you are pregnant?

Debbie - Yes

AL - Which members of staff know?

Debbie - Well I don’t think any staff know this time. The Deputy and my Head of Year knew when I thought I was last year. The nurse and one of the teachers also knew something, well a false alarm about a month ago, I started to tell Miss something (referring to the PE teacher) the other day but she doesn’t really know. I am going to keep the baby, the thing is my boyfriend is moving down to Cardiff but I am still going to keep it. Look here is a picture of him (boyfriend) on my phone?

In a calm voice I mentioned that we would have to go and see a teacher:

AL - We will have to have a chat with your HoY or if you prefer the Deputy.

Debbie - Oh not my HoY.
AL - Well we can tell the Deputy if you prefer.

With that the HoPE with whom Debbie got on well came over and five minutes later, purely by coincidence, the HoY also came into the swimming pool from his previous outdoor lesson. The HoPE was well aware of Debbie’s background and knew about the previous false alarms and told her that they had to go over to the HoY.

To conform with school cover procedures I adopted a different social role in this study, which ultimately resulted in some research dilemmas. The role conflict between the teacher-researcher has been well cited in school based ethnographies (Corrigan, 1979; Fleming, 1997a; Mac an Ghaill, 1991; Peeke, 1984). Of particular relevance to this study is Fleming’s (1997a) conflict of interests and dilemmas experienced as a PE teacher-researcher. Fleming described the difficulty in adopting the ‘public face of the teacher but private face of the researcher’ (p.144). In other words, maintaining school procedures whilst simultaneously developing rapport and trust with pupils was particularly challenging. His aim to reduce social distance by adopting the least authoritative approach was also apparent here. In my study, when pupils displayed unruly behaviour on the corridor, I bit my lip and let other teachers do the talking or shouting. Fortunately, however, the classroom activities allowed me to adopt a more informal role than a normal supply teacher. This was made possible by the positive pupil perception, namely, the ownership, informality and content associated with these classroom activities.
On the face of it, my professional teaching standards might have been brought into question, particularly during the football lesson. But then I felt that professional standards needed to be appropriate for the context. In this sense, negative reinforcement would have been inappropriate for pupils who hardly listened to other teachers. In my experience an informal approach with some humour (in this case at the end of the lesson when setting the group future targets) seemed the best option for a teacher or a researcher.

Finally, in the third example I was grateful for the HoPE and HoY’s presence so I need not act out of moral duty / obligation and compliance with school policy. After all, building trust and rapport with pupils like Debbie was important to develop a better understanding of the hard-to-reach pupils. In Debbie’s case it is likely that the false alarm helped me understand that she probably just wanted attention, somebody to talk to, or the reassurance that somebody cared. This need was further illustrated when she turned-up to greet me each morning from my car.

School context / setting

Although many issues associated with school context and locality were apparent in the first study, it was in the second study that some dilemmas were most apparent because of the more focused and in-depth period of time based at the school.
Rhyd Y Fro

In the following section, the additional considerations of the Welsh language ethos of Rhyd Y Fro and scenarios with Year 10 females from Valley High are considered.

**January 2009** - My background, one of a pupil and teacher at a Welsh language school, contributed to my ease in communicating through English and Welsh. Since Welsh was the language at Rhyd Y Fro I communicated set tasks and interviews in Welsh, but conducted written observations and reflections in English. Attempts were made to ensure that the most appropriate translations, particularly ‘figures of speech’, were utilised. However, I realised that it was through the recorded Welsh reflections that my enthusiasm and excitement for the project was best captured, particularly when considering my comfort with specific Welsh terminology. I must admit that after communicating and thinking through Welsh, I certainly found committing my thoughts from Welsh to written English a different and new challenge and experience.

**February 2009** - A dilemma I faced at Rhyd y Fro was that the majority of pupils appeared comfortable speaking Welsh but perhaps didn’t have the same understanding of PE, sport and physical activity as distinct terms through Welsh. Although Welsh was the language of all lessons including PE, pupils who played sport and physical activity outside school were probably more likely to think (of sport and physical activity) through English, because English was the language spoken at the clubs. From personal experience the concept of thinking through
Welsh for certain dialogues and day-to-day activities, but thinking through English for sport, physical activity, leisure terminology and academic work is one that I could personally relate to and empathise with. As a result, for the focus groups I spoke ‘Wenglish’, that is to say, speaking Welsh but using some English words or repeating words in English.

**February 2009** - The run-up to the school Eisteddfod coincided with my visit to Rhyd Y Fro. At times for the pupils involved in simultaneous activities having the free rein to select their activities was not always clear cut. The requirement for pupils to be in show or sketch practice was made clear. Conversely, after commencing the research project, I recalled a previous meeting with the Head of Music (HoM) from Rhyd Y Fro in a social context unrelated to work:

**Informal conversation with HoM** - *Hi how are you? How are things?*

**AL** - *Great thanks and you?*

**HoM** - *Yes good. Are you still doing the same work as you were doing last year? What were you doing now exactly?*

**AL** - *Yes I’m working on the ‘5x60’ research project on a joint project with UWIC and the Sports Council for Wales.*

**HoM** - *Oh yes that was it*

**AL** - *Last year I was at your school working with the ‘5x60’ Officer. He is doing an excellent job.*
HoM - Yes, he is really good, but it is a bit of a pain for us in the music department because the pupils want to go to the different physical activities available to them and I don’t blame them either I think it’s great, but trying to co-ordinate and sort out practices from our perspective can be problematic.

The assumption underlying the ‘5x60’ Officer and HoM comments suggest some different perspectives however professionally, and socially all departments got on well.

There are two important points to make from these observations and reflections at Rhyd Y Fro. They were first, the implications of the school language, and second, the activities associated with the school ethos. My use of ‘Wenglish’ and my personal involvement in the translation process illustrated sensitivity and that the context of words was not lost from language to language. At the same time I was mindful that my background as a pupil and teacher at a Welsh language school left me more sensitive to the Welsh language ethos and the ‘arty and cultural activities’. However, I felt that it was this level of sensitivity that resulted in important findings and implications for the ‘5x60’ Officers of a Welsh language school, namely, the careful timetabling of activities since pupils might not always be free to choose ‘5x60’ over other extracurricular activities.

Valley High

The following reflections illustrate two scenarios experienced with Year 10 and 11 females from the Leisure category.
February 2009 - I headed down to the school barn with the HoPE we both heard Kiara (a Year 10 pupil who had PE that afternoon) calling across the yard. Kiara’s manner was pleasant:

Kiara - Oh Miss just to let you know I’m not coming to PE today.

HoPE - Oh, why is that?

Kiara - Well I have had a ‘gutsful’ I have.

HoPE - Had a ‘gutsful’ of what Kiara? Had a ‘gutsful’ of me? The lesson? Or the girls?

Kiara - Oh no, not you Miss. I have had a ‘gutsful’ of the other girls.

HoPE - Well, if you come to the lesson later we can sort it out and have two groups and different activities because Miss Leyshon is also with us today.

AL - Yes, I’ll be there as well so if you come to the lesson we can split into different groups and activities.

Kiara - Well the thing is my nan is now picking me up and we are going shopping last lesson.

Later that afternoon the HoPE did the register fifteen minutes into the Year 10 lesson with no sign of Kiara or another pupil, Monica.

HoPE - Where is Monica girls?
Katy - ‘Mosh (referring to Monica) is in the toilets doing her make-up like because it is Simon’s last day today and you know he is the fit student and he is in the sport hall doing the nets.

At this point both myself and the HoPE looked at each other, smiled and laughed at the day’s events and both mentioned ‘well you have to be here with these pupils to believe it.’

May 2009 - One interesting encounter with the Year 11 ‘5x60’ Dance Leaders (case study pupils) was during their morning registration period. I arrived with the HoPE at Sarah and Emily’s history registration room, we were greeted with a chaotic scene of several pupils on their feet talking across one another.

HoPE - Morning Mrs. Rowlands. Would it be possible for Anna to see Sarah and Emily for a couple of minutes for their good work they have done with Dance Leaders and ‘5x60’?

Mrs. Rowlands - Yes if you can manage to move Emily you are welcome to have her. She won’t move off the window ledge for me this morning.

HoPE - Sarah and Emily would it be possible for Miss Leyshon to have a word with you about the good work you have done with the ‘5x60’ as Dance Leaders?

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16 Simon was a sixth-form pupil from the neighboring school who had been doing work experience at Valley high for two weeks.
Both girls immediately moved, Sarah from her chair and Emily from the window ledge and quickly made their way to the door.

**Mrs. Rowlands** - Good luck with her (referring to Emily), she says she is going to do beauty next year in the college but who would want to have their nails or hair done by her. She’s not a nice girl at all.

As we left the room Emily replied with attitude:

**Emily** - Well, I wouldn’t want you to come to my salon (referring to her form teacher) and I wouldn’t serve you in any case.

Feeling rather uneasy myself and the PE teacher thanked Mrs. Rowlands as we left. Amazingly, Emily turned to us and started to have a normal adult conversation as a completely different person.

These reflections have led to a better awareness and understanding of some females from the Leisure category. Kiara’s leisure lifestyle did not include PE and physical activity and, in reality, no amount of persuading was going to change her planned shopping trip that day. Emily’s stance was associated with rebelling against school procedures. It is likely that on hearing the comments made by Mrs. Rowlands Emily would further distance herself from the expected behaviour during registration. However, Emily’s ability to quickly change behaviour confirms the importance of her association with the environment and context. Emily’s co-operation in the informal conversation associated with Dance Leaders and ultimately her leisure lifestyle exemplifies this.
CHAPTER 6

GENERAL DISCUSSION AND CONCLUSION
The purpose of this chapter is to draw together the findings from this programme of research and is organised into three sections. The first section presents the main findings and presents an explanatory leisure lifestyle framework. The explanatory framework is based on a number of theoretical themes, namely, a young person-centred approach, the young people’s leisure lifestyles, the heterogeneous nature of the young people, and the effect of gender. Two operational themes including: the interaction with the officer, and the experience associated with the activity are also included in the framework. A set of subordinate themes that are important to the ‘5x60’ initiative are also discussed in this section. These include whole school support, PE department support, and the role of sports development. Practical implications, including a Welsh School Sport Framework, are presented in the second section. Finally, three areas for future research are discussed in the third section.

6.1 The explanatory framework

To provide an empirically grounded tool to better understand young people and explore the role of sport, physical activity and ‘5x60’ in their leisure lifestyles, this research adopted a market segmentation approach. It also moved away from a ‘one size fits all’ approach and addressed one of the required elements for an adequate sports development framework, specifically, the particular needs of groups of populations (Coalter, 2005; MacPhail et al., 2009).

The first study explored young people's participation / non-participation in physical activity, extracurricular sport and the '5x60' with particular emphasis on the neutrals and avoiders. An initial classification was proposed that considered five different but overlapping types of young people, namely, the Sporty, Arty, Academics,
Home centred and Street kids (see Figure 5 in Chapter 4). This five-fold classification addresses the heterogeneity of the leisure lifestyles of the young people and provided an initial framework from which to move to the second study and contribute to the overall explanatory framework proposed below (see Figure 16).

The central purpose of the second study was to develop a better understanding of the young people and develop further the five-fold classification proposed from the first study. To accomplish this and explore a richer, more detailed understanding of the young people’s leisure lifestyles a young person-centred approach was adopted by conducting a series of classroom activities. In refining the first study, four different categories of young people’s leisure lifestyle emerged: the Leisure, the Sporty, the Sporty-Arty and the Arty. Furthermore, drawing on the second study’s research findings and analysis, a more sophisticated framework has been developed.

The most striking feature of the explanatory framework is that it provides a holistic approach that embraces the main theoretical and operational aspects that are discussed in the following order, young person-centred approach, heterogeneity, gender, young people’s leisure lifestyles, followed by the operational themes of interacting with the ‘5x60’ Officer and the experience of the club activity. Building on the Oxford Model (Hildson, 2005 – see Figure 4) it is a model ‘of’ participation that considers the issues discussed in the first and second study to explain young people’s sport and physical activity participation. Key influences on the young people are identified and have been grouped into individual, local and societal factors (Figure 16). Societal influences include gender (Biddle et al., 2005; Cox et al., 2006; Scraton, 1992) and class (Kay, 2000; Krik et al., 1997). Local factors include the school community context, for
example rurality. Individual factors include previous experience (Aarnio et al., 2002; Kirk, 2003; Kjønniskjen et al., 2009) family and friends (Green, 2002; Hendry et al., 1989; Kay, 2000; Kirk et al., 1997; Roberts, 1996). Importantly, the framework incorporates the complexity of the inter-relations and inter-sections of these issues but develops Hildson’s work because it is an adaption that adopts a young person-centred approach. Indeed, since the framework is based on understanding young people’s leisure lifestyles, the model may also be applicable to youth programmes more generally.

Figure 16. Leisure lifestyle explanatory framework for young people’s sport, physical activity and ‘5x60’ participation

The young person is the starting point for the process model that should be read from the left to the right. The framework importantly acknowledges that the young
person has been encouraged to participate in sport and physical activity through WAG policies and interventions, such as the ‘5x60’ initiative. The feedback loop depicted by the dotted line indicates the cyclic nature of the framework and is valuable for two reasons. First, it accounts for heterogeneity in terms of the young people’s attitudes to dip in and out of activities, the instability of their characteristics and leisure interests, as well as the vast range of different groups of young people (Roberts, 1997; Wilson & White, 2001). Second, it acknowledges the main purpose of the ‘5x60’ initiative, which is to shift young people from neutrals and avoiders to approachers of sport and physical activity by making appropriate interventions into their leisure lifestyles.

The central pathway of the explanatory framework explains how individual, local and societal factors influence the young person’s disposition towards sport and physical activity, their leisure lifestyles, and ultimately their participation / non-participation in sport and physical activity. Although each of the factors and influences was important, ultimately, it was the multiple interactions of the three factors and the identification of gender as the overriding factor that helped explain participation / non-participation in this project.

The interaction of gender with individual factors, local factors and societal influences in this project helped explain many differences in leisure lifestyles between the sexes and is worthy of further discussion. Physical activity, such as informal football with friends, or weekend rugby / football league games, featured heavily in many males’ lifestyles. In contrast, ‘walk and talk’ sessions with friends were a prominent part of the females’ lifestyles. Inevitably, then, more males were classified in the Sporty Category and were more active than females (Armstrong et al., 2000).
The above examples also highlight the importance of friends for young people’s sport and physical activity participation (Fisher, 2002; Green, 2002; Roberts, 1996). Moreover, the role of friends was a more significant factor for females, and the neutrals and avoiders, of sport and physical activity (also see Biddle et al., 2005; Bolton et al., 2007; Cox et al., 2006; SCW, 2007d; Smith et al., 2009).

The difference between the sexes was more apparent with increasing age (Armstrong et al., 2000). Gender and age group differences were more prominent in the second study because of the greater age range, specifically Year 7 and 10 compared to Years 7, 8 and 9 in the first study. In Year 10, the traditional “PE diet” of team games was not popular with many females (Green, 2000; Hargreaves, 1986; Nike & YST Partnership, 2000; Roberts, 1996; Scraton, 1992; Smith et al., 2007a; Young, 1980). By conforming to conventions of adolescent heterosexual femininity many Year 10 females at Valley High adopted gender-based resistance to school physical activity and PE (Scraton, 1992). Furthermore, this ‘5x60’ research also found that family and financial problems amongst this group hindered their participation in sport and physical activity. However, through a particular blend of activities, such as the Dance Leaders course, Public Service Diploma course and ‘walk and talk’ sessions, this research found that an increased number of females participation was realised at Valley High (Smith et al., 2007a, 2007b).

School setting, locality and catchment area were three important local factors that influenced both sexes (Smith et al., 2007a; 2007b). Specifically, informal play such as ‘street footy’, was a more prominent part of the male lifestyle in Valley High and City View in socially deprived schools. School context and individuality were crucial in
explaining sport and physical activity participation at Rhyd Y Fro. The effect of the Welsh language school culture and ethos was a new factor discussed in both studies but was more prominent in the second study because of the prolonged visits. At Rhyd Y Fro the school *Eisteddfod* provided a focal point for the wide range of extracurricular sporting and cultural activities, one consequence of which was that considerably more pupils were Arty in their orientation. Significant gender differences were also observed in this context with more females heavily involved in the Eisteddfod and hence classified as Arty.

Although the difference between the sexes was more apparent with increasing age, many disparities can be traced back to childhood and early / previous experience. The family was found as a primary unit of support for children’s early experiences (Kay, 2000 & Kirk *et al.*, 1997), and generally males were provided with more encouragement from their families to participate (Green, 2002). It was not surprising then that females had a smaller repertoire of sports and physical activities.

There are three important findings associated with early / previous experience that were relevant to both sexes. Firstly, a positive early experience in a broad range of activities was crucial to develop physical competencies and perceptions of physical competencies for continued participation (Kirk, 2005). The richer and broader the young people’s sport and physical activity repertoire, the more likely they were to engage and become ‘locked into’ lifelong participation of sport and physical activity (Côté & Hay, 2002; Kjønnisken *et al.*, 2008; Roberts & Brodie, 1992). Secondly, physical literacy has been proposed as a required element for an adequate sports development framework (MacPhail *et al.*, 2009). The LISPA framework promotes
physical literacy in children’s early experience of sport and physical activity as illustrated by the ISC (2005) ‘lifelong involvement includes children and young people developing the ability to perform fundamental specialised movement skills such as running, jumping, throwing and catching referred to as physical literacy’ (p.9). Thirdly, during the transition phase from primary to secondary school, some males and females discontinued sport and physical activity, however, females were the most vulnerable perceiving that they had a lack of ability and confidence in sport and physical activity (Shepard & Trudeau, 2000). This confirmed the importance of a positive transition experience associated with sport, physical activity and ‘5x60’.

Two key operational themes emerged from this research and suggest they are essential to the effective delivery of ‘5x60’ in schools (Figure 16). These included sociability and the social contact with the ‘5x60’ Officer, and the experience / process associated with the ‘5x60’ club. Sociability and the social interaction with the ‘5x60’ Officer was an important over-riding theme to engage all young people, especially the neutrals and avoiders. An effective officer who could communicate with, persuade and relate to the young people as a friend was crucial to achieve this. This reiterates the importance of ‘informalisation’ and ‘democratisation’ in young people and adult relations (Smith et al., 2009). Similarly, Sandford et al. (2009) found that positive adult and youth relationships were most important in the success of disaffected youth programmes. Moreover, in this ‘5x60’ research the classroom activities provided an effective environment to establish social contact between the ‘5x60’ Officer and young people for three reasons. Firstly, the classroom activities provided the officer with good quality time and a positive environment. For the young people the activities
provided a meaningful experience because they were associated with their leisure lifestyles, empowerment, fun, independence, flexibility and creativity. Secondly, the officer could develop a rapport with the neutrals and avoiders in a comfortable environment for these pupils. Thirdly, the activities provided the ‘5x60’ Officer with rich and detailed insight into the young people that would subsequently enable an individually tailored approach. A consequence is that by knowing the child/young person and their preferred leisure interests the officer might be able to match the young person to their preferred activities (Sandford et al., 2009).

The experience of the activity / ‘5x60’ club included many factors such as the social aspect, the activities, leaders, and competitions and festivals. This research demonstrated that it was the nature of the process including the social aspect in which young people were engaged that was of real significance (Bailey, 2005; Sandford et al., 2006). The ‘5x60’ touch rugby club at Rhyd Y Fro, Years 7 and 8 street dancers, Tommy’s ‘5x60’ experience, the Year 10 Public Service course at Valley High, walk and talk sessions with females and outdoor residential activity courses were good examples. Two common and crucial factors to these examples were a positive environment and meaningful experience (Sandford et al., 2008). For the young people the opportunity to be with friends and do exciting activities was associated with a meaningful experience, for example in the outdoor residential courses.

Many characteristics of ‘5x60’ clubs and the activities themselves reflected the young people’s leisure lifestyles and behaviours, such as the opportunity to assert independence, the latest fashions, opportunity for choice and hanging out with friends (Frith, 1984; Green, 2002; Roberts, 1996, 1997; Smith et al., 2009). Moreover
evidence from this research suggested that relocating young people to approachers of sport and physical activity was more successful when opportunities were provided within their leisure lifestyles. However, it can be expected that even the most efficient initiative / programme that has removed all barriers will not relocate or engage all young people, and some individuals will still choose not to participate (Collins with Kay, 2003).

The young people relished the element of choice and ownership provided by the exciting and different activities like fencing, gorge walking, surfing, dodgeball, cheerleading and climbing. Returns made by the ‘5x60’ Officers on all activities offered in 2009 revealed that football followed by basketball, dodgeball and dance were the four most popular activities (SCW, 2009c). However, unlike SW the present research found street dance (mainly for females, except in Broad Acre where males and females both participated) as the most successful activity in engaging the target audience. This activity engaged many neutrals and avoiders and enriched the lives of many pupils who attended. An important reason for this success was that street dance provided the females with an opportunity to portray a feminine image by conforming to popular ideas of beauty, fashion and make-up which fitted in well with their lifestyles (Scraton, 1992; Foster et al., 2005).

The Dance Leaders course offered during the Year 10 PE curriculum at Valley High also appealed to many females because it related to their lifestyles. As a consequence, Dance Leaders successfully engaged a number of females disinterested in sport and physical activity. The benefits of the course were four-fold and reiterated findings of other physical activity programmes (Loughborough Partnership / IYS,
2008a). Many of the Dance Leaders illustrated improved behaviour and attendance (Sandford et al., 2008), improved self-confidence and self-esteem (Fox, 1988; Gruber, 1985), developed self importance, belonging and acceptance (Donnelly & Coakley, 2002) and showed an increased respect towards others. Embedded within this example is the operational theme of leadership used to re-engage or maintain pupils’ involvement in physical activity. Similarly, this research also suggested that adequate organisational opportunities such as conducting ‘5x60’ registers or co-ordinate teams for ‘5x60’ inter house tournaments could be the first step towards socialization into sport and involving some avoiders and neutrals into sport and physical activity.

The Year 10, 11 and sixth form ‘5x60’ leaders acted as an incentive for many pupils’ participation because the leaders were able to relate to the young people’s lifestyles during their sessions. Many sixth-form leaders illustrated successful characteristics, such as self-confidence, good communication skills, good technical knowledge and empathy and flexibility towards pupils (Weinberg & Gould, 1995). This point illustrates the importance of suitable and credible leaders in delivering physical activity projects and initiatives (Martinek & Hellinson, 1997; Sandford et al., 2008).

Competitions and festivals emerged as influential and were also reflected in other physical activity programmes and initiatives (DCMS & DFES, 2007; Sport England, 2004). The opportunity to participate in competitions and festivals was extremely valuable for some pupils because it represented the first time they played for a team and / or their school. Opportunities such as the ‘5x60’ five-a-side football ‘Champions League’, the ‘5x60’ cricket tournaments, the regional touch-rugby
tournaments, the ‘5x60’ LA dance festival and inter-house basketball tournaments were perceived by the young people as exciting and motivating. Some Year 7 and 8 street dancers also suggested that they enjoyed the ‘5x60’ competitions but interestingly said they preferred the ethos of a ‘5x60’ concert. The main reason for this was that they valued the process and full experience associated with the concert, such as shopping for their costumes, doing their make-up and attending the after party disco.

Some important findings were associated with the ‘5x60’ initiative but peripheral to the central purpose of this thesis, these themes include, whole school support and the PE department support.

The ‘5x60’ was more successful in schools that fully embraced the project and also where PE departments ‘bought into’ the scheme. One reason for this was that practical support was provided to ‘5x60’ Officers with daily announcements, letters, registers, co-ordinating coaches and discipline from PE departments and other staff members. More pupils also participated in, and had better awareness of, ‘5x60’ when they had a member of the PE department as a HoY or as a form tutor. It was evident that the PE departments benefited from additional resources, equipment and support in peripheral teams and activities, for example, girls rugby, dodgeball, water polo.

From a strategic perspective, some HTs referred to a whole school approach that incorporated the ‘5x60’ initiative with ventures such as the Welsh Baccalaureate, PESS and Duke of Edinburgh’s Award Scheme. Despite this, most PE departments from this study failed to link the ‘5x60’ initiative in relation to other school activities and policies. One exception to this pattern was the HoPE at Valley High who fully
embraced the ethos of ‘5x60’. As a result, multiple benefits to the curriculum, extracurricular programme and school transition programme were apparent such as the female Dance Leaders went on to lead ‘5x60’ and primary school clubs.

The competitive aspect and kit standards of some PE departments clashed with the ‘5x60’ informal ‘sport for all’ ethos. At one school some tension between PE department and the ‘5x60’ initiative was apparent because the school had not been briefed by the LA about the initiative, namely, on the officer’s role and responsibility. Nevertheless, other schools had been briefed but most would have benefited from direct communication from the SW in conjunction with the LA.

6.2 Practical implications

One strength of this research and explanatory model was the strong link from theory to practice and then from practice to theory. The following section includes a discussion of practical implications.

The most striking implication from this study is the need for adult facilitators, including policy makers and practitioners, to adopt a young person-centred approach (Fox, 1988). There is a need to understand young people’s leisure lifestyles (Green, 2002), their leisure-sport preferences and need for choice (Green et al., 2009; Smith et al., 2009), and their perceptions of sport and physical activity. Two implications emerge for the ‘5x60’ Officers in understanding the young people’s leisure lifestyles. First, the need to co-ordinate their programme to account for gender, and second, the heterogeneity of the young people.
An awareness of the different lifestyles between the sexes is essential for ‘5x60’ Officers to engage all young people. Engaging females will need to address their issues and so for example, the appeal of dance and ‘walk and talk’ sessions and opportunities to do activities with friends will be important.

The heterogeneity of the young people created many questions in terms of sustainability of clubs and activities. The ‘5x60’ Officer could address this by providing a wide variety of activities to help develop a broad repertoire of sport and physical activity. In this context focus should be placed on developing confidence and physical literacy for preparation for future leisure physical activities.

The current system, which involves the ‘5x60’ Officers conducting an audit and informal conversations with pupils, represents a positive start because it incorporates the young people’s perspective. However, in practice the audit is too superficial, hurried and has no real association with the ‘5x60’ initiative or the ‘5x60’ Officer for pupils. Importantly, the timescales and the imperative to get activities ‘going’ means the ‘5x60’ Officer spends insufficient time with the pupils, getting to know them, and importantly identifying specific groups that require a bespoke approach. Thus, four important conditions and implications need to be understood by the sports development / LA sector, the ‘5x60’ Officer, HT, SM, HoY and PE department to implement effective negotiation with the young people.

First, all parties need to understand and appreciate the benefits of a young person-centred approach, particularly, in attempting to re-locate some of the avoiders and neutrals to approachers of sport and physical activity.
Second, the key stakeholders need to understand the overriding ‘5x60’ factors, specifically, the importance of the social contact with the ‘5x60’ Officer and the importance of the whole experience of a club or activity. In considering the importance of the social process for the neutrals and avoiders, activities like snooker and darts may also be relevant to the ‘5x60’ initiative, particularly if engagement in this context can be transferred to a more active pursuit.

Third, effective interaction / consultation with the pupils could be promoted through ‘quality time’ with the officer, a positive environment and meaningful experience for the pupils. The classroom activities are one example used in this thesis, another option suggestion would be accessing PSE lessons, outdoor residential courses and school trips. Given the importance of the social contact and creating a positive environment it would be a beneficial development if new ‘5x60’ Officers were encouraged to spend longer getting to know pupils and being facilitated within schools with appropriate opportunities.

Fourth, the ‘5x60’ initiative needs to be more widely understood, in particular by HTs, SM teams and PE departments in relation to school activities and policies. Only then will the school be able to promote opportunities for the ‘5x60’ Officer to access good quality time with the pupils. At the local level a key feature to emerge has been the significance of the school itself. The locality in which the school operates is clearly very important but beyond this is the immediate school environment. The ethos of the school and the extent to which ‘5x60’ is embedded into the school’s life can make the difference between implementation and a really successful initiative / programme. However, the majority of schools (visited during the research) need to
develop a greater understanding of a multidimensional whole school approach to the ‘5x60’ initiative. In particular, the consideration for complexity of schools, sports development and the broader agenda of education, health and social inclusion (see Figure 1; Flintoff, 2008). Importantly, this research builds on Flintoff’s work but is distinctive as it emphasises the interface between mainstream curriculum and extracurricular activities (e.g., the ‘5x60’). If the ‘5x60’ initiative is fully embraced this interface at an individual school level can make a difference. Figure 17 focuses on this by emphasising the need to view ‘5x60’ as part of the wider school policies not as a standalone physical activity initiative. An example of this was illustrated in Figure 15 in the second study from the information derived from one pupil’s classroom activity.

Figure 17. Welsh School Sport Framework: The location of the ‘5x60’ initiative in education
The principal benefit of the Welsh School Sport framework is to allow key stakeholders at schools to visualise the purpose and potential of the ‘5x60’ initiative. The alignment of the ‘5x60’ activities and the traditional PE extracurricular activities illustrates the better range and balance of opportunities for pupils. In this sense the framework clarifies SW’s aspiration for the ‘5x60’ initiative to sit alongside (but not instead of) traditional PE activities. Hence, the central box illustrates areas of mutual development. This could also help avoid potential tension between PE and ‘5x60’, such as, PE teachers perceiving that the initiative could encroach on their role.

Prior to the ‘5x60’ programme sports development did not have an obvious in-road to schools. The influence of sports development in Figure 17 represents the profession’s new role of supporting physical activity pathways in schools through the ‘5x60’ initiative. The research has clearly demonstrated the importance of this and the possible synergies when properly embraced.

Both the Welsh School Sport Framework and leisure lifestyle explanatory framework could be valuable and have implications for the ‘5x60’ LA Line managers and policy makers from an operational and strategic perspective. First, from the LA perspective, the Welsh School Sport Framework has operational requirements, specifically in facilitating the LA communication with school on the broader aims and benefits of the ‘5x60’ initiative. Second, more strategically, the explanatory framework could be included as part of the LAs LAPA agreement particularly, to inform the ‘5x60’, but also other physical activity programmes and pathways associated with young people.
The explanatory framework could also be valuable to policy makers in youth sport and physical activity to sit within the broader agendas of Climbing Higher (WAG, 2005). In Wales, the ‘Urdd Eisteddfod’ is claimed to be Europe’s largest arts and youth festival, with 15,000 young people participating. As an organisation the Urdd also provides many other youth activities which are ongoing throughout the year (Urdd, 2008). The SW have established links with the sporting aspect of the Urdd, for example with coaching and Sports Leadership (Urdd, 2008). An implication of this research is that formal links between ‘5x60’ the Urdd and school and national Eisteddfods would be beneficial.

In summary, eight key messages from this research are relevant to policy makers for future youth programmes, initiatives and pathways:

1) Initiatives should account for the different leisure lifestyles of the young people;

2) Initiatives should account for the heterogeneous nature of the young people and their need for different experiences;

3) Initiatives should acknowledge how experiences in the clubs and informal activity sessions can bring a really positive experience to the individuals;

4) Initiatives should address the gender differences in lifestyles;

5) Initiatives should promote sociability and social interaction between the officer / leader and young people;

6) Initiatives should provide leadership opportunities and attempt to involve some different and hard-to-reach young people in sport and physical activity;
7) Initiatives should provide adequate opportunities for competitions and / or festivals; and

8) Initiatives will be implemented differently as they take account of the school’s context and locality.

6.3 Future research directions

A number of recommendations from this project are considered useful for future research. From a range of possible themes, there are three areas that are especially important. First, a number of practical implications can be derived from this research and the explanatory framework. Knowledge gained from this thesis could be used to develop a package for practitioners involved in the ‘5x60’ initiative. Key features of this package would include: the classroom activities, the explanatory framework and the Welsh School Sport Framework. To explain, the Welsh School Sport framework would be used to help explain and clarify the role of the ‘5x60’ initiative. The classroom activities and Leisure lifestyle framework could both be used to help the ‘5x60’ Officer and practitioners understand the young people’s leisure lifestyles. In future, an intervention study could utilise the resource package in a school where ‘5x60’ was not working well or in an area where additional factors contribute towards the complexity of the initiative. The classroom activities could supplement or replace the auditing process and aid in the planning of activities. Key questions that merit further attention include: How effective are the classroom activities as an alternative method of auditing pupils? What role does the classroom activities have in getting to know the young people as part of the ‘5x60’ transition (from primary to secondary) programme?
Second, for the young people to achieve the ‘5x60’ minutes recommended guideline of physical activity per week (WAG, 2005), adequate activity opportunities and pathways are necessary. Future research should examine the effectiveness of the links between ‘5x60’ and community club links and / or physical activity pathways. Importantly, this theme relates to sustaining young people’s participation from ‘5x60’ clubs into adult life, a transition (school-work /college) that has proved challenging for physical activity providers. Furthermore, this area of research could sit alongside other complementary quantitative studies such as projects conducted on physical activity participation levels.

Finally, the central role of the explanatory framework was to understand young people’s leisure lifestyles. Therefore, potential research should test out the leisure lifestyle framework with other youth programmes. By excluding physical activity and ‘5x60’ from the explanatory framework the applicability of this model to non-physical activities, for example, youth brass band club or youth arts club could be tested. Such research would add to the current knowledge on youth cultures and reveal the role of music or art in the young people’s leisure lifestyles.
REFLECTIVE EPILOGUE
In April 2010 I visited the school where I used to be employed. The visit acted as a catalyst to reflect on my three year journey since being a teacher. The following account is written from my current role, knowledge and position. It tracks two main themes, namely, my personal development, and the strengths and challenges of working on an externally funded bursary project.

By the nature of this national project the process of reflection was an important part of the learning experience. The following tracks my development as a person, as a researcher, and makes plain my development from teaching to researching and from quantitative to qualitative research. The first two reflections provide an insight into my thinking and my naiveté at the beginning of the research journey and reflective process.

April 2007 - I came to realise and question my understanding of the apprenticeship I had embarked upon. Was I naïve in my understanding of the PhD process as a “black and white research exercise activity” and passport to employment in higher education? I must have learnt more in an hour feedback meeting with my supervisors, and in discovering Phillips and Pugh’s (1994) handbook, ‘How to get a PhD’, than in my previous month of work. I realised the need to question, justify and develop an awareness of what I based my expectations upon:

1) How do I know?

2) So what?

3) How does this inform me for the project?
April 2007 - As we sat typing in our office, my PhD colleague and I decided to opt for a change of scenery. We quickly found ourselves working in ‘coffee 1’ (coffee shop) with calming background music; suddenly I felt a wave of guilt as my supervisor phoned to arrange a meeting. Had I been caught out? No I was working at a different venue endeavouring to be productive. Why the guilt? Was I in the process of adjusting to the degree of informality and routine that my new career presented? After all, working independently was in sharp contrast to my former routine of rushing down corridors, teaching continuously or at times even “baby sitting” the bottom set in a certain subject.

Over the first six months the necessary cultural adjustments were facilitated by regular coffee encounters with a fellow PhD colleague. Essentially, we were able to share apprehensions about the ups, downs and frustrations of the process and reassure each other with the knowledge that problems and challenges weren’t individual. However, one challenge unique to my journey was moving from quantitative to qualitative research as illustrated in the following extract.

May 2007 - Surrounded by facts and figures of the biomechanics lab I somewhat felt at home. In reality, this was the first of many qualitative training sessions that I attended as part of my continued professional development (CPD) it was far from this world and I considered “what made a fact” was now under scrutiny. My inner voice questioned my previous quantitative research as I recalled the challenge that lay ahead. Indeed, it was more of a challenge or task that I might have anticipated, more than anything to move away from the logical way my brain was used to operating. At this point I began to
comprehend that knowledge could never be understood to be fully “objective” since the researcher inputs his / her bias when writing up work.

Nevertheless, the rigorous qualitative research training sessions, such as the UWIC skills training weeks, postgraduate qualitative research methods lectures, numerous workshops and tutorials with my supervisors, helped me address this challenge. With time, it became far easier for me to talk in terms of trustworthiness.

As alluded to in the method chapter, there were additional aspects and dilemmas that were associated with the nature of an AGSB funded project. In this sense, I found the reflective log a beneficial part of the learning experience and in my understanding of the relationship between policy, practice and research. It also helped identify my individual roles and relationships with the SW, UWIC, the schools involved, and my supervisors. I associated three particular challenges with working on a multi-agency project, specifically, managing competing agendas, managing the scale of the project, and dealing with schools’ eagerness to please SW.

I became aware at a relatively early stage of working on multiple and competing agendas. For example, the funding agency, SW, emphasised a more business like approach with an expectation of a fast turn around of results and the use case studies to illustrate good practice. Equally, the thesis had to meet the academic requirements and standard of a PhD. This process entailed an original contribution to knowledge involving a systematic research exercise activity over a sustained period of time. On occasions I found it difficult to clarify SW’ aims and sometimes I sensed some changing priorities as they were clearly influenced by a wider set of circumstances involving the WAG. Consequently, if I was to be involved in a similar
AGSB funded project in future, I would attempt to clarify the aims and objectives of the different agendas at an earlier stage. Another lesson that I learnt was that a poster and oral presentation was a particularly effective way to convey the key themes and findings to the funders. For example, a summary poster of the first study findings was well received by SW and disseminated to all schools in Wales.

My involvement in a large-scale national research project and the time available to conduct the research at times was one challenge of working on an AGSB funded project. Firstly, the PhD had to coincide with the three year funding period provided by the funders. Secondly, the research had to be conducted during the academic calendar at a time convenient for the school. An additional challenge was the potential for key stakeholders at schools to comply with what they perceived the funders would want to hear. Some practical examples of these issues are illustrated in the Method Chapter.

There are relatively few PhDs in inter-disciplinary sport studies that have adopted such a wide ranging empirical approach. Three particular strengths are associated with the research design that help address some of the challenges associated with multi agency projects. First, a series of ethnographic case studies provided the opportunity to observe phenomena and the reality of the situation over a sustained period of time. Second the research started from an exploratory perspective and developed to a more narrow in-depth focus. Third, the research was designed to account for Guba’s and Lincoln’s (1981) four criteria to increase trustworthiness, namely, credibility, transferability, dependability and confirmability. The inclusion of a mixed method approach also helped to increase the trustworthiness of the data. The
development of a robust sampling technique for school selection ensured that the case studies did not focus on the uniqueness of one particular location and ensured that a cross section of schools was included. This process helped increase the generalisability and transferability of the findings to other schools and in particular the transferability to similar local contexts. The process of describing in detail the rigorous methods of the fieldwork process also helped increase the credibility and dependability of the research.

Despite some challenges associated with an AGSB project I felt in a privileged position to work on a national SW funded physical activity programme and be provided with extensive access to schools. After all, I had the opportunity to spend a prolonged period of time in six secondary schools across Wales, and whilst operationally challenging, this is one of the project’s key strengths. For instance, I was provided with extensive CPD opportunities. I had opportunities to present my research in front of key stakeholders, such as schools, SW, WAG and LA line manager(s) which developed my confidence and my ability to pitch presentations according to the audience. In particular, two opportunities were key to my self-improvement and professional development.

My presence at the Association Internationale des Ecoles Supérieures d'Education Physique (AIESEP) International conference at Florida was an excellent opportunity to present my research and gain an international perspective of sport pedagogy, physical education and sports development. As the recipient of an AIESEP Young Scholar’s Award, I was asked to introduce myself and summarise my research to the 60 delegates at the conference. Although this was a challenging experience the
opportunity to talk in front of well known scholars, obtain advice from international experts and to build a network of contacts was incredibly useful to me.

I was also given the opportunity to lead the SW ‘5x60’ Officer National training sessions in January 2010 and this helped me articulate my thinking on the key research findings. The request made by SW to disseminate the classroom activities as a tool for officers to engage, consult, and get to know the young people better reiterates the strong link from theory to practice in this project. Three important themes emerged from this delivery session. Firstly, from a personal perspective, this was a rewarding experience that helped me to close the research loop because it emphasised the application merit to the ‘5x60’ initiative. Secondly, the originality of the classroom activities, the categories of young people: the Leisure, Sporty, Sporty-Arty and Arty and finally the leisure lifestyle framework to explain young people’s participation in sport, physical activity and ‘5x60’ activities was highlighted. This confirmed that my background, which afforded me the opportunity to do supply cover, was an added advantage. Thirdly, as a result of the success of the ‘5x60’ Officers National training sessions I was approached to see if there was scope to write a training pack based on the classroom activities for the PSE curriculum in schools.

My supervisor pointed out that one benefit of an externally funded programme was to have a deadline that focused my mind and left me with no option but to finish the task in hand (an external deadline of the first study report was a requirement by the project funders). It was advice with which I concurred particularly when short-term targets were accomplished. There were occasions, though, when I felt deflated spending endless days in front of the computer gradually chipping away at the ‘to do’
list. It was at such times that a destination for the project and a report for SW with a beginning and end became a blur and I consequently questioned the whole process of doing a PhD and my ability to complete the project. I recalled a wall of intellectual, emotional, social and psychological questions. However, these times helped my development as a person. In this context Robinson’s (1992) work on self improvement and the importance of ‘committing to achieving a result, and then cutting yourself off from any other possibility’ (p.39) was particularly pertinent in reaching my outcome. I also believed that a positive social environment and the development of qualities such as belief, diligence, ‘stick-ability’, and perseverance kept me striving forward in this marathon (the PhD) of an event.

In summary, this epilogue provides an insight into my personal journey in understanding this PhD. It seems appropriate therefore to complete this journey by referring to the extent that my philosophy towards teaching and engaging with young people has changed. Although a return to teaching is not something I plan - there are three themes that would be a more prominent part of my philosophy namely, gender, the young people’s leisure lifestyles and the social experience and contact with key individuals including teachers. Firstly, I would accommodate older female pupils by allowing tracksuits instead of the compulsory shorts in PE lessons. I would also recognise that mixed sex PE for self-conscious or disaffected Year 10 and 11 females would be inappropriate. I had attempted but failed to implement this change whilst I was a teacher, probably because I lacked the theoretical and empirical evidence that I have today to support my argument. Secondly, I would account for the young people’s leisure lifestyles by consulting with them on their leisure-sport preferences
(Green *et al.*, 2009), and providing them with more choice of activities and the type of delivery (Smith *et al.*, 2009). My teaching would also feature regular rotations of different activities to promote a broad repertoire of sport and physical activity and account for the young people’s heterogeneity. Thirdly, I would address the whole experience of the PE lesson, particularly for the hard-to-reach young people. For these individuals the social process and social contact with the adult facilitator could be essential for their participation and sustained participation in sport and physical activity.


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http://wales.gov.uk/topics/educationandskills/curriculumassessment/arevisedcurriculumforwales/foundationphase/?lang=en


Appendix 1 – Examples of information and consent letters for Headteachers, Head of PE, parents, pupils and Line Managers

University of Wales Institute, Cardiff,
Cyncoed Campus,
Cyncoed Road,
Cardiff,
CF23 6XD

Email: a.s.leyshon3@uwic.ac.uk
Tel: 02920 755427

‘5X60’ PHYSICAL ACTIVITY STUDY OF WELSH SCHOOL CHILDREN

A PROJECT UNDERTAKEN BY THE UNIVERSITY OF WALES INSTITUTE CARDIFF AND THE SPORTS COUNCIL FOR WALES

Dear Headteacher / Head of PE

The University of Wales Institute Cardiff (UWIC) and the Sport Council for Wales (SCW) are undertaking a national physical activity research project seeking to explore and understand the ‘5x60’ initiative for Welsh schoolchildren. The project, which has been approved by UWIC’s Research Ethics Committee, will also form part of a SCW funded PhD project. Broad Acre School has been selected to participate in this important study.
‘5x60’

As you are aware, ‘5x60’ is a SCW run and Welsh Assembly Government funded project that aims to increase secondary schoolchildren’s extracurricular physical activity opportunities.

Purpose

The aims of the research are to:

1) explore and understand the unique way in which ‘5x60’is working in a local context, and

2) identify and share good practice.

The research and what should happen

I have been informed by SCW that you are happy for Broad Acre School to participate in the research. If possible and convenient for you, I would like the research to begin from Monday February 18th for a period of three weeks. Focus groups and interviews will take approximately one hour and will be conducted with pupils (Year7-13), school sport co-ordinator (SSO) and the ‘5x60’ line manager. The research will, of course, be sensitive to the needs of the school at all times. Interviews and group discussions will not interfere with lessons and will take place during break and lunch time or at another convenient time that causes least possible disruption. A tape recorder will be used to ensure a complete and accurate account of all information. Topics covered will include:

1) opinions of physical activity and‘5x60’ clubs;
2) involvement in ‘5x60’ clubs;

3) pupils’ reasons for participation/non participation;

4) structure and management of ‘5x60’ clubs.

These promise to be an enjoyable and educational experience for each participant. A qualified bilingual PE teacher (QTS status) with a full CRB check will conduct the research. Your school and all participants have the freedom to withdraw from the project at any stage.

Would it be possible for me to meet you and/or senior managers prior to commencement of the research to discuss the project and answer any queries?

A consent form and a stamped addressed envelope have been enclosed and I look forward to hearing from you in due course.

Yours sincerely,

Anna Leyshon BSc, MSc, PGCE
CONSENT FORM

To be completed by Headteacher.

The nature of ‘5X60’ PHYSICAL ACTIVITY STUDY OF WELSH SCHOOL CHILDREN has been explained to me in this letter. I consent that BROAD ACRE SCHOOL will participate in this study. I understand that the school has the freedom to withdraw from the project at any time and all results will be anonymised.

Signature…………………………………………………………………… (Headteacher)

Date.. ………………………………………………………………………..
Dear parent(s) or guardian(s),

The University of Wales Institute Cardiff (UWIC) and the Sport Council for Wales (SCW) are undertaking a national physical activity research project to ‘explore and understand the ‘5x60’ initiative in Welsh schoolchildren’. This project that has been approved by UWIC’s Research Ethics Committee, and Broad Acre School has been selected as one of two schools in Wales to participate in the second phase of this study.

What is ‘5x60’?

As you may be aware, ‘5x60’ is a Sport Council for Wales run project that aims to increase secondary schoolchildren’s extracurricular physical activity opportunities.

The research and what should happen?

In an informal group discussion pupils will be asked their opinion about
1) past experience of sport and physical activity;

2) involvement in sport, physical activity and ‘5x60’ clubs; and

3) reasons for participation/non-participation

The group discussions will take place during February/March 2008 and promise to be enjoyable and educational for each individual pupil. A tape recorder player will be used to get a complete and accurate account of the information. The research will be conducted by a qualified bilingual PE teacher with a full Criminal Record Bureau (CRB) check.

I have enclosed for your attention, a consent (for you as parents/guardians to fill in) and an assent form (for your child/ren to fill in). I hope that you will allow your child/ren to participate in this project, but please ensure that they too are happy to be included. Your children are free to withdraw from the project at any time. Should you require any further information please do not hesitate to contact me.

Yours faithfully,

Anna Leyshon BSc, MSc, PGCE
‘5X60’ PHYSICAL ACTIVITY STUDY OF WELSH SCHOOL CHILDREN

A PROJECT UNDERTAKEN BY THE UNIVERSITY OF WALES INSTITUTE CARDIFF AND THE SPORTS COUNCIL FOR WALES

Dear Pupil,

The University of Wales Institute Cardiff and the Sports Council for Wales are very interested in your opinion of physical activity and the ‘5x60’ clubs that are happening in your school. Your school has been chosen to take part in this important study that will happen during February and March 2008.

What should happen?

You and your friends will take part in an informal discussion on

1) past experience of sport and physical activity
2) involvement in sport, physical activity and ‘5x60’ clubs

3) reasons for participation/non-participation

A tape recorder player will be used to get an accurate account of your views. You are free to drop out from this project at any time.

**What do I need to do?**

We have enclosed two permission forms for your parents/guardians and you to fill in and sign. Your parents / guardian need to fill in the consent form and you need to fill in the assent form. Both forms need to be returned to the PE department by Friday February 20th.

I hope that you will participate in this project that promises to be an enjoyable and educational experience. Yours faithfully,

Anna Leyshon BSc, MSc, PGCE
‘5X60’ PHYSICAL ACTIVITY STUDY OF WELSH SCHOOL CHILDREN
CONSENT FORM

To be completed by parent or guardian.  

I AGREE / DO NOT AGREE (please circle as appropriate) for

........................................................................................................................................
(insert name/s) to participate in this study, and it has been explained to me in this letter.

I understand that my child/ren will participate in an informal group discussion and has the freedom to withdraw at any time. All results will be anonymous.

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PLEASE RETURN THE FOLLOWING CONSENT FORM TO THE PHYSICAL EDUCATION DEPARTMENT
PLEASE RETURN THE FOLLOWING CONSENT FORM TO THE PHYSICAL EDUCATION DEPARTMENT

‘5X60’ PHYSICAL ACTIVITY STUDY OF WELSH SCHOOL CHILDREN

Participant Assent Form

(To be completed by the participant with the parent/guardian present)

Participant to circle as appropriate

1. Have you read the information sheet? YES / NO

2. Has somebody else explained this project to you? YES / NO

3. Do you understand what this project is about? YES / NO

4. Have you asked the questions you want to ask? YES / NO

5. Have your questions been answered in a way that you understand? YES / NO

6. Do you understand that it’s okay to stop taking part at any time? YES / NO

7. Are you happy to take part in a group discussion on the following topics? YES / NO

   a) your opinion of physical activity

   b) your opinion of the ‘5x60’ clubs

   c) your reasons for participation/non-participation

   d) your involvement in the ‘5x60’ clubs.

If you are happy to take part in this project please write your name below

Full name………………………………………. Date……………………………
Dear ‘5x60’ line manager,

As you are aware School A participated in the joint ‘5x60’ Sports Council for Wales (SCW) and UWIC research project during the 2007-2008 academic Year. The response from this study was very positive and feedback will be provided to the Local Authorities and schools early in 2009.

The findings from the first study will be used to inform the second phase of the research project. School A is one of two secondary schools across Wales that has been selected to participate in the second study. It is hoped that it will be possible to conduct the research throughout the first half of the spring term of 2009. It is anticipated that it will include some interviews, informal discussions and observations with the pupils.

As you are probably aware Anna Leyshon a qualified and experienced bilingual PE teacher (with qualified teacher status), has a full CRB check was appointed to undertake the research. With your agreement Anna will be in contact to discuss the most appropriate way of proceeding at School A.

If you have any further queries, please do not hesitate to contact me. I look forward to hearing from you

Yours faithfully,

Sports Council for Wales
Appendix 2 - Interview guides for a) ‘5x60’ Officers b) Head of PE and c) Headteachers for the first study

A) Semi-structured Interviews - The ‘5x60’ Officers

Name: ........................................... Date: ......................
School: ...........................................

General

Q1. Suppose I was present with you on a typical working day what would I see happening?

- How do you spend most of your time? example
- Administrating, networking, chasing pupils, facilitating, coaching / leading
- Where are you based / Full time / part-time?
- Are you completely responsible for the programme / or work with PE department

Extracurricular School Sport

Q2. Can you describe the types of extra curricular activities that are provided?

- Types of activities formal / informal – examples
- What are these extra curricular activities based upon? Staff expertise? Student demand?
- Which activities have been most popular and why?
- Types of activities – examples – can you tell me more?
New and fun activity / reflect fashionable trends / opportunity for independence / identity / Influenced by older role model pupils / young leaders / external popular coach / relate to school teams / well advertised / pushed by PE staff / taster sessions

- When the ‘5 x 60’ are clubs run? What is the most popular time?
- Lunch time / after schools / holidays / break time / before school / weekends
- Lunchtime / after school – school buses / homework bus / public bus / safety

Q3. In your experience what do you find are the most common reasons why pupils

a) participate? b) do not participate?

- Gender – girls – self perception / image / fashion / culture / social - environment
- Influential others – friends / parents / teachers / leaders
- PE / sport and prior physical activity experience (primary / secondary) / want choice and different activities / team games experience / informal / reflects playground activities
- Logistical – transport,
- Time / time perceived / clash with other school activities
- Ethnicity
- Learning difficulties / disability
- Finance- What is the school ‘5x60’ policy in terms of charging for activities?
Q4. I am particularly interested in the unique way ‘5x60’ works. What do you make of it?

- Perceive as successes of the scheme? - provide examples
- Impact on Pupils - in terms of how many pupils can be reached?
  Extracurricular opportunities – particularly to those who wouldn’t normally participate - enriched learning experience through a variety of activities including out of hours / Pupils attitude to PE / school life in general
- Particular scheme / initiative – examples / explain more
- Volunteers – staff, parents coaches

Q5. What effect do you feel the ‘5x60’ has had in …..?

- Pupils – attitude / attendance – Extracurricular opportunities – particularly to those who wouldn’t normally participate – develop independently / self confidence / self esteem
- In terms of recruitment and advertisement how much effort is given to attracting pupils?
  Advertising in general – PE department – school communication network / working with head of Year / other staff / playground?
- How about recruiting new pupils / non participants?
- Targeting pupils / Working with PE staff / head of Year / form tutors / playground / certain areas
- How successful do you feel the scheme is in the retention of pupils?
(Pupils returning to participate in activities week after week)

- Particular characteristics of pupils returning / particular characteristics of pupils dropping out
- Examples – Can you identify a scheme / initiative that has been particular successful?
- Impact staff, parents coaches

Q6. In terms of volunteering who have you been able to draw upon to assist with running the activities? In what capacity are they used?

- PE staff / Other staff / You as SSO / External coaches / Local club members / Parents – what is the school policy for parents helping / Other / older pupils / Sports development staff
- How important do you see the role of volunteers in contributing to your aim in your post?
- PE staff / non PE staff / parents / external coaches
- Sixth form pupils / key stage 4 / GCSE / A level -CSLA / Dragon sports/ Sport Crew - Your relationship with them? / How reliable are they?

Q7. To what extent have you been able to establish links with the community?

- Local clubs – external coaches / Youth clubs / exit clubs
- FE / HE colleges links / partnerships
- What impact has this had? Pupils / enriched learning experience off site provision? Contribute toward community regeneration?
Q8. In view of your experience in post what challenges / shortcomings have you been faced with?

- Examples – could you explain more?

- Part-time post / communication - getting messages to pupils / Poor pupil response

- Pupils – behavioural problems / Reliability – volunteers, coaches, older pupils / Key decisions – leaving young leaders responsible – does the school have a policy for this? / Clash of facilities

- Which of these challenges would you identify as most important?

- What strategies have you put in place to overcome these challenges?

- Which challenges impact upon you but lie without your responsibility or control?

‘5x60’ Officer Issues

Q9. What skills are essential to be a successful ‘5x60’ Officer?

- People soft skills – communication and way they communicate?

- Network, facilitator

- Examples

Q10. Who is your formal point of contact in the school?

- Senior manager / Head of PE
Q11. To what extent do you feel your work is valued and accepted within the school?

- Teaching staff / Office / kitchen staff / Do you feel welcome in / and do you use the staff room? Do you feel welcome in the PE office? Support from senior management?

- Parents?

- How supportive have they been?

- In terms of pupils / Are you well known / you role as a non teacher – advantage / disadvantage – relationship with pupils / discipline?

**Management Issues**

Q12. How do you feel you have been supported by

- Your Local Authority?

- Meetings

- Information disseminated

- Support / empathy

Q13. Looking to the future

- Can you see ‘5x60’ operating with the school without an officer in post?
• What are these issues for keeping the project going in the future once this initial period of funding comes to an end?
• Young leaders / External coaches
• Do you have an ideas for the future of the ‘5x60’ initiative? How it may move forward? – pay teacher out lessons help co-ordinate

**Final Question**

Q14. Thank you for answering the questions. Finally are there any other issues which you would like to raise?

**b) Semi-structured interview with the HoPE**

Name: .................................................. Date: .........................

School:  ..................................................

**General / Opener**

Q1 .I am particularly interested in the unique way ‘5x60’ works. What do you make of it?

• Perceive as successes of the scheme? - provide examples

• Impact / effect on pupils - Extracurricular opportunities – particularly to those who wouldn’t normally participate - enriched learning experience through a variety of activities including out of hours

Q2. What effect do you feel the ‘5x60’ has had in …..?
• Pupils – attitude / attendance - Extracurricular opportunities – particularly to those who wouldn’t normally participate – develop independently / self confidence / self esteem

• In terms of recruitment and advertisement how much effort is given to attracting pupils?

• Advertising in general – PE department – school communication network / working with head of Year / other staff / playground

• To what extent has the scheme been successful in attracting a new audience of pupils? The non traditional team players /The non engagers

• Targeting pupils /Working with PE staff / Head of Year / form tutors / playground / certain areas

• How successful do you feel the scheme is in the retention of pupils?
(Pupils returning to participate in activities week after week)

• Particular characteristics of pupils returning / particular characteristics of pupils dropping out

• Over the course of the school’s involvement with the initiative what do you perceive have been the main successes of the scheme?

• Examples - why? Can you identify a scheme / initiative that has been particular successful?

‘5x60’ Issues

Q3. Can you describe the types of extracurricular activities that are provided?

• Types of activities formal / informal – examples
• What are these extracurricular activities based upon? Staff expertise? Student demand?

• Which activities have been most popular and why?

• Types of activities – examples – can you tell me more?

• New and fun activity / reflect fashionable trends / opportunity for independence / identity / Influenced by older role model pupils / young leaders / external popular coach / relate to school teams / well advertised / pushed by PE staff / taster sessions

Q4. What do you find are the most common reasons why pupils

a) participate? b) do not participate?

• Gender – girls – self perception / image / fashion / culture / social – environment

• Influential others – friends / parents / teachers / leaders

• PE / sport and prior physical activity experience (primary / secondary) / want choice and different activities / team games experience / informal / reflects playground activities

• Logistical – transport,

• Time / time perceived / clash with other school activities

• Ethnicity

• Learning difficulties / disability

• Finance? What is the school ‘5x60’ policy in terms of charging for activities?
Q5. In terms of volunteering who has the ‘5x60’ Officer / school been able to draw upon to assist with running the activities? In what capacity are they used?

- PE staff / Other staff / You as SSO / External coaches / Local club members / Parents – what is the school policy for parents helping / Other / older pupils / Sports development staff
- How important do you see the role of volunteers in contributing to your aim in your post?
- PE staff / non PE staff / parents / external coaches
- Sixth form pupils / key stage 4 / GCSE / A level -CSLA / Dragon sports/ Sport Crew - Your relationship with them? / How reliable are they?

Q6. How do you feel the initiative has been received by other key stakeholders within the school?

- How supportive have they been? /Teaching staff / Office / kitchen staff / Parents
- How do you know? Evidence /Examples?

Q7. Are you aware of any challenges / shortcomings with ‘5x60’ initiative?

- Examples – could you explain more?
- Part-time post ‘5x60’ Officer / communication- getting messages to pupils / Poor pupil response
- Pupils – behavioural problems / Reliability – volunteers, coaches, older pupils / Key decisions – leaving young leaders responsible – does the school have a policy for this? / Clash of facilities

- Which of these challenges would you identify as most important?

- What strategies have you put in place to overcome these challenges?

- Which challenges impact upon you but lie without your responsibility or control?

**PE department / ‘5x60’ Officer Issues and Structure**

Q8. As the head of department do you have any formal role in the ‘5x60’ initiative?

- SSO point of contact / would you be able to explain your role?

- As a department what relationship do you have with the SSO? How does the SSO fit into the department structure? Contact time / Co-operation / Work jointly

Q9. In your experience how has the ‘5x60’ and the ‘5x60’ Officer contributed to the department and its effectiveness?

- What impact / has this had with pupils? / Pupils attitude / Young leaders / role models / PE lessons / Status of the department

- As a department how important is it for you to establish links with the community? What links do you have? Examples - Local clubs / external coaches / Youth clubs / exit clubs / FE / HE colleges links & partnerships

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• Has this enriched pupils learning experience? Contributed towards community regeneration?

• Have you noticed any differences in terms of whole school issues?

• Could you give me some examples

• Would you be able to tell me more?

• Working with head of Year? – behaviour, attendance, bullying, differentiation

• Support from wider audience of parents / guardians?

Q10. Do you feel there are issues given the ‘5x60’ Officers are not qualified teachers?

• Pupils / school procedures / their experience / discipline / respect

Management Issues

Q11. . How do you feel the school / department have been supported by

• Your Local Authority?

• Meetings

• Information disseminated

• Support / empathy

• SCW?

Q12. Looking to the future could you see ‘5x60’ operating with the school without and officer in post?
What are these issues for keeping the project going in the future once this initial period of funding comes to an end?

Young leaders / External coaches

Final Question

Q13. Thank you for answering the questions. Finally are there any other issues which you would like to raise?

c) Semi-structured interview with the Headteacher

Semi-structured Interviews

Name: ........................................ Date: ......................

School:.............................................

General / Opener

Q1. I am particularly interested in the unique way ‘5x60’ works. What do you make of it?

● Structure how it works in your school - Management – point of contact, ‘5x60’ Officer, PE department

● Perceive as successes of the scheme? - provide examples

● Impact on Pupils - in terms of how many pupils can be reached? Extracurricular opportunities – particularly to those who wouldn’t normally participate - enriched learning experience through a variety of activities including out of hours
• Pupils attitude to PE / school life in general
• Particular scheme / initiative – examples / explain more
• Volunteers – staff, parents coaches
• Staff / Other

Q2. How do you feel the initiative has been received by other key stakeholders within the school?

• How supportive have they been?
• Teaching staff / Office / kitchen staff / Parents
• How do you know? Evidence
• Examples?

Whole School

Q3. What part / role (How important is) does developing the pupil as a whole person play in the school ethos?

• Academic, moral and social development (balance)
• Providing a balanced, flexibility, coherence learning experience
• Assure healthy development - Can you see ‘5x60’ fitting into this jigsaw? What contribution does it / can it make. -expand. Does it bring something different or add to existing range of opportunities.
• Lifelong learning – promotion of lifelong physical activity
● Enrich learning experience through a variety of activities including out-of-hours and off site provision

● Wider interpersonal skills, interacting with others, developing confidence and self esteem – New Curriculum Key skills framework

● Developing the independent learner - Volunteering how important do you envisage the role of young leaders? – sixth form / key stage 4 pupils – role models CSLA,

Q4. As a school to what extent is it important for you to develop effective partnerships with other providers?

● Examples of current links, explain more

● What are these links with the community? – local clubs / youth clubs / exit clubs / FE / HE colleges links / partnerships – examples, explain more

● With regards to community links what extent do you feel that ‘5x60’ / or other projects has helped enriched the pupil’s learning experience?

● contributing towards community regeneration

● Enriched learning experience through a variety of activities including out of hours & off site provision

Q5. In what ways do you feel that ‘5x60’ fits in with whole school aims?

● Could you give me some examples

● Would you be able to tell me more?
• How does ‘5x60’ fit in with other extra curricular activities? Other extracurricular clubs / importance / timetable

• Working with head of Year? – behaviour, attendance, bullying, differentiation

• Support from wider audience of parents / guardians?

• Extended schools? 14-19 learning pathways?

• New NC – Key skills framework? Thinking, communication, ICT & numbers. (working with others, improving own learning and performance /others & problem solving).

Management Issues

Q6. How do you feel the ‘5x60’ project in the school has been supported by ..

• Your Local Authority?

• SCW?

• Meetings

• Information disseminated

• Support / empathy

Q7. Are you aware of any challenges or shortcomings of the ‘5x60’?

• Examples – could you tell me more?

• Part-time SSO – works two schools
● Security of funding

● Facilities / Volunteers

● Clash with other school activities

● The ‘5x60’ Officer does not have to be qualified teacher do you think this is a positive thing in how the pupils view them? Or are there any issues? / school procedures / their experience/ discipline / respect

Q8. Looking to the future could you see ‘5x60’ operating in the school without an officer in post?

● What are these issues for keeping the project going in the future should sufficient funding not be available?

● Young leaders / External coaches

Final Question

Q9. Thank you for answering the questions. Finally are there any other issues which you would like to raise?
Appendix 3 – Focus group guide with a) participants b) non-participants for first study

A) Participants

Number of people: ……………………………

Date: ……………………………………... School: ………………………

Year: ……………………… Class: ………………………

General

Q1. Suppose I was present with you on a normal day in school except for going to lessons what else do you do? What would I typically see happening? Probe – where and what do you do when you arrive at school? Break? Lunchtime? After school – buses? Explain more?

‘5x60’ Issues

Q2. I am particularly interested in your views and opinions of sport / physical activity and ‘5x60’ clubs. Can you describe the extracurricular clubs / ‘5x60’ clubs you take part in?

- Examples – explain more

- What is it about that ‘5x60’ club / s that attract you to it?

- Fun activity / new / exciting / fashionable /not done activity before / you get to chose activity / informal / can go with friends / can wear comfortable clothes / friends / family / Have not done activity before – PE / the coach / the leader –
older pupil takes practice / SSO/ the teacher – probe these points and ask to explain more?

- What club / clubs do you attend every / most sessions? Can you explain what it is about these clubs that make you return? Are there any clubs you have tried but do not attend every week? Can you explain what was different about these clubs? Explain

- Are there any other people that played a role in you joining the ‘5x60’ club?
  Friends / PE teacher / form teacher / ‘5x60’ Officer / leader / older pupils – 6th formers / coach/ family probe – explain more

Q3. Suppose I was present with you in the ‘5x60’ club what would I see happening?

- Environment / who is there? How many people are there? What are you doing? Who is leading? – can you explain more? Who is taking part? Who isn’t taking part?

Q4. What is the most important experience (positive) you have had in the ‘5x60’ club?

- Free to choose – example / s – can you explain more?

- What was it about the experience you particularly enjoyed?

- Are there any other important experiences you can remember? Positive experience - ‘5x60’ production / presentation – negative / disappointing experiences examples – can you explain more?

Q5. How aware are you of ‘5x60’ clubs / projects?
• In terms of advertising – posters / announcements assembly / form teacher / the ‘5x60’ Officer – from playground? Probe more about ‘5x60’ Officer.

• Can you tell me a little bit about ‘5x60’ Officer job? Non teacher – good point or bad point, got more time, approach them

• Do you think that helps to get more and different pupils to go to the clubs? Got more time / gets to know different people in different activities

Q6. In terms of your family. What do they think about your participation in ‘5x60’ clubs?

• Good / don’t know / don’t say / not bothered / proud – explain more

• How important do they feel it is? How about your involvement in sport and physical activity in general? – important? – they are physically active and are a good example, feel it is a good experience, meet new friends, keeping busy. Probe if they say family are physically active – explain more

• How much help / support have they given to you to keep you motivated and going to ‘5x60’ clubs or physical activity clubs in general? when your tired – in terms of lifts- Come to watch you participate - good example? Explain more?

Sport & Physical Activity Outside School Hours

Q7. Do you participate in any form of sport and / or physical activity in your leisure time outside school?
• If not go to probe are there any other people play a role in you not participating?

• If so what activities? Examples walking / dancing / swimming

• Where and when do you do these activities? leisure centre / youth club / home park / gym can you tell me more? Awareness of other clubs?

• What is about these activities you particularly enjoy? Can you explain more?

• With who do you do these activities? Friends / family / older pupils / coach / leader – probe tell me more – how important is it that friends / family are there?

• Are there any other people that play a role in you taking part or not taking part in your leisure / free time? Friends / family / older pupils / coach / leader

• Are there any other reasons / pressures why you do take part or do not take part in physical activity / sport in you free time? Issues regarding Gender / self perception, confidence, not good enough / logistical barriers / PE & physical activity experiences / Influential others / time / social class / ethnicity / learning difficulties / media

Sport / Physical Activity / Physical Education Experience

For this next section I would like you to take your time to think back about your previous experience in sport and physical activity.
Q8. Is there anything in particular you remember about your sport and physical activity experience?

- In terms of your primary school - can you remember what type of sport or physical activity you did? your PE lessons? Member of a team? What type of experience was it? Enjoyable Positive / negative – examples of / can you explain more? Good enough?

- In terms of Year 7 - what can you remember about your physical activity/ sport experience/ extracurricular clubs? PE lessons Year 7? Probe if they say they were not good enough? examples? Can you tell me more?

- Secondary school PE experience in general– lessons and activities? - team games, fashion / single sex / Set - Environment- Kit / changing rooms / time / showers- Facilities- Cold / wet / muddy?

- Are there any other important experiences positive or negative of sport / physical activity you can remember and have perhaps contributed towards your opinion of sport and physical activity? Examples - Positive or negative – explain more

**Final Question**

Q9. Thank you for answering the questions. Finally is there anything else related to sport and physical activity that you would like to say or ask a question about but perhaps have not had the opportunity to?
B) Non-participants

Date: ........................................ School: .....................

Year: ........................................ Class: .....................

General

Q1. Suppose I was present with you on a normal day in school except for going to lessons what else do you do? What would I typically see happening?

- Probe – where and what do you do when you arrive at school? Break? Lunch?
  After school – buses?

Sport & Physical Activity

Q2. I am particularly interested in your views and opinions of sport / physical activity and ‘5x60’ clubs. What is your general opinion of sport and physical activity?

  Good / bad / don’t know / explain

Q3. Do you participate in any form of sport or physical activity outside school in your leisure time?

  - If not go to probe what reasons? Are there any people that influence you not participating?
  - If so what activities? Examples  walking / dancing / swimming
  - Where do you do these activities? leisure centre /youth club /home park / gym
  - What is about these activities you particularly enjoy? Can you explain more?
• With who do you do these activities? Friends / family / older pupils / coach / leader

• In terms of your family. What do they think about sport and physical activity?
  
  Good / don’t know / don’t say / not bothered / proud – explain more

• How important do they feel it is? important – are they physically active? feel it is a good experience, meet new friends, keeping busy. Probe if they say family are physically active – explain more

• Are there any other people / pressure that play a role in you taking part or not taking part in your leisure / free time? Friends / family / older pupils / coach / leader / media

• Are there any other reasons why you do take part or do not take part in physical activity / sport in you free time? Issues regarding Gender / self perception, confidence, not good enough / logistical barriers / PE & physical activity experiences / Influential others / time / social class / ethnicity / learning difficulties

‘5x60’ clubs

Q4. How aware are you of ‘5x60’ clubs / projects?

• In terms of advertising – posters / announcements assembly / form teacher / the ‘5x60’ Officer– from playground? Probe more about ‘5x60’ Officer.

• Can you tell me a little bit about the ‘5x60’ Officers’ job? Non teacher – good point or bad point, got more time, approach them
• As a non teacher do you think that this helps to get more and different pupils to go to the clubs? Got more time / gets to know different people in different activities

• Have you been to any ‘5x60’ clubs? – explain – what is it / was it about the club that attracted you / did not attract you to the club?

• Is there any ‘5x60’ clubs that appeal or might appeal to you? Is there any additional opportunities or things you would like to see change to consider taking part?

• Are there any other reasons why you do take part in 5x60’ clubs? Issues regarding Gender / self perception, confidence, not good enough / logistical barriers / PE & physical activity experiences / Influential others / time / social class / ethnicity / learning difficulties

**Sport / Physical Activity / Physical Education Experience**

For this next section I would like you to take your time to think back about your previous experience in sport and physical activity.

Q5. Is there anything in particular you remember about your sport and physical activity experience?

• In terms of your primary school - can you remember what type of sport or physical activity you did? your PE lessons? Member of a team? What type of experience was it? Enjoyable Positive / negative – examples of / can you explain more? Good enough?
• In terms of Year 7 - what can you remember about your physical activity/ sport experience/ extracurricular clubs? PE lessons Year 7? Probe if they say they were not good enough? examples? Can you tell me more?

• Secondary school PE experience in general – lessons and activities? - team games, fashion / single sex / Set - Environment- Kit / changing rooms / time / showers- Facilities- Cold / wet / muddy?

• Are there any other important experiences positive or negative of sport / physical activity you can remember and have perhaps contributed towards your opinion of sport and physical activity? Examples - Positive or negative – explain more

**Final Question**

Q6. Thank you for answering the questions. Finally is there anything else related to sport and physical activity that you would like to say or ask but have not had the opportunity?
Appendix 4 – Example of analysis of data and summarised themes for Meadow Bank first study

A. Opinions of sport and physical activity
B. Previous school sport, physical activity and PE experiences
C. Participation in sport and physical activity outside school
D. Informal play
E. Friends
F. Family
G. Young people’s cultures and lifestyles
H. Gender issues
I. Young people’s knowledge of ‘5x60’ clubs and activities
J. ‘5x60’ Officers
K. ‘5x60’ characteristics
L. Coaches and volunteers
M. Leaders
N. Seasonality
O. Barriers
P. Cancellation of ‘5x60’ clubs
Q. Links
R. Inclusion
S. Whole school ownership
T. School facilities & logistics
U. School locality
V. School / ’5x60’ Inspection

W. Relationship with PE

X. ‘5x60’ point of contact

Y. LA support

Z. Sustainability

**Key:** Q – quotable material; X - bland notes

Code – i.e. 7BNP, 7 = Year 7 (will range from Year 7-9), B =boys (G = girls) NP = non-participants (P = participants)

‘5x60’ O – ‘5x60’ Officer; HoPE- Head of PE; PEdep- Member of PE department;

HT- HeadTeacher; SM- Senior management
<table>
<thead>
<tr>
<th>Themes and Codes</th>
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<tbody>
<tr>
<td><strong>Meadow Bank</strong></td>
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<tr>
<td><strong>Focus groups</strong></td>
</tr>
<tr>
<td>A.- (X-7,BP), (Q-9,GP)</td>
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<tr>
<td>B.- (X-7,BP), (X-7,BNP), (Q-7,GP), (Q-7,GNP), (X-8a,BP), (Q-8b,BP), (Q-8a,GP), (Q-8b,GP), (Q-9,GP)</td>
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<td>C.- (X-7,BP), (X-7,GNP), (X-8a,GP), (X-9,BP), (X-9,BNP),</td>
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<td>D.- (X-7,BP) (X-8a,BP), (Q-8b,BP),</td>
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<td>E.- (X-7,BP), (X-7,BNP), (Q-7,GP), (Q-7,GNP), (X-8a,BP), (X-8b,BP), (Q-8a,GP), (Q-8b,GP), (Q-9,GNP)</td>
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<tr>
<td>F.- (X-7,BP), (X-7,GNP), (?-7,GP), (X-7,GNP), (X-8,BP), (Q-8a,GP), (Q-9,BP)</td>
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<td>H.- (Q-8b,GP), (Q-9,GNP), (Q-9,GP)</td>
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<td>I.- (Q-7,BP), (Q-7,GP), (Q-7,GNP), (X-8a,BP), (Q-8b,BP), (Q-8a,GP), (Q-8b,GP), (Q-9,BP), (X-9,BNP), (Q-9,GP)</td>
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<td>J.- (X-9,BP), (X-9,GP),</td>
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<td>K.- (X-7,BP), (X-7,GP), (X-8a,BP), (Q-8b,BP), (Q-8a,GP), (Q-8b,GP), (X-9,BP) (Q-9,GNP), (Q-9,GP),</td>
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<td>M.- (X-7,GNP), (Q-8a,GP), (Q-8b,GP),</td>
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<tr>
<td>O.- (X-7,GNP), (Q-7,GP), (Q-7,GNP), (X-8a,BP), (Q-8b,BP), (Q-8a,GP), (Q-8b,GP), (Q-9,BP), (Q-9,GP)</td>
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<tr>
<td><strong>Emerging Themes</strong></td>
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<tr>
<td><strong>Fieldnotes</strong></td>
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<tr>
<td>E,G,H,I,J,K,L,M,N,O,P,Q,T,UW,Y,</td>
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<tr>
<td><strong>Interviews - 5x60' O</strong></td>
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<td>- HoPE/PE dep</td>
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<td>- HT/SM</td>
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## Appendix 5 - Human bingo classroom activity

Find a person who matches the description in the square. You can only use a person’s name once.

<table>
<thead>
<tr>
<th>.. watches a lot of TV</th>
<th>.. is a member of a youth club</th>
<th>.. does sport /physical activity with their family</th>
<th>..spends a lot of their time in the park or on the streets</th>
</tr>
</thead>
<tbody>
<tr>
<td>..have lead or coached younger pupils</td>
<td>.. likes skiing</td>
<td>.. have been part of the school show /production</td>
<td>.. spend a lot of time with their friends</td>
</tr>
<tr>
<td>..sing in a choir</td>
<td>.. likes eating healthy</td>
<td>.. does sport in a club outside school</td>
<td>.. walks to school</td>
</tr>
<tr>
<td>.. plays an instrument</td>
<td>.. is good at drawing pictures</td>
<td>.. plays a lot of computer games</td>
<td>.. helps with the house work</td>
</tr>
<tr>
<td>..enjoys all sport and physical activity</td>
<td>.. likes to help others learn</td>
<td>.. prefers apple to chocolate</td>
<td>..likes surfing</td>
</tr>
</tbody>
</table>
Appendix 6- Focus group guide for pupils in the second study

Number of people: ........................................Date:
..........................................................

School: .................................Year: .................Class: .................................

General

Q1. I am particularly interested in your interests, and what is important to you. What is the most important aspect of school life?

- Opportunity to see friends, lessons learn etc
- Can you explain why it is so important?

Q2. What things do you particularly look forward to in school?

- Meeting friends, lessons, learning, extracurricular activities, sport and physical activity,
- Can you explain a little bit more?
- Where, what with who?
- In lessons what is your favourite way of learning?
- Visually (videos, demos, pictures, colours), teacher/peer explaining task (auditory), teacher in command (command style), pupil more responsible, problem solving and more creative methods, discovery, instructions on cards (reciprocal), practically through doing activities and feeling what is correct (kinaesthetic), combination of methods, depends on activity/lesson.

Q3. Is there anything you are not keen about @ school?
• Can you explain a bit more
• What don’t you like about that aspect
• In an ideal world how would you adjust that aspect

Q4. What is important to you outside school?

• Can you expand on this
• What to you enjoy doing? Explain
• What activities are you involved in? Where, what, how often?
• What do you think that is important to your friend/best friend?
• Are there any TV programmes, magazines, music, computer games and or fashion that influence you and what is important to you? Can you explain
• Are there any important people that influence your priorities?
  Role models (people you look up to), family, friends – can you expand on this

Q5. Would you be interested in having additional opportunities to see and socialise with your friends during the school day or activities related to school? What about outside school?

• Can you expand on this? When, what etc?
• Youth club, extracurricular opportunities, school trips, outdoor residential courses such as Llangrannog, Storey Arms, Glanllyn? Can you explain what do you enjoy / dislike about these opportunities?
• Is there anything that prevents you from seeing your friends? Explain

Q6. Is there anything that you are expected to do outside school?
• Employment work, jobs (baby sit, house work, help with business etc)

• Can you explain a bit more?

• If so would you be interested in getting an activity programme that you could do in your house or job? (Conditioning programme, aerobics DVD, dance DVD instruction).

Q7. Is there any job you would like to do when you are older?

• Can you explain?

• What attracts you towards this job?

• Have you got any ideas what you would like to do on your work experience?

• Explain

• Would you like opportunities to do activities (physical) to do with the job you would like to do?

Girls

Could also involve the boys, but indication from study one suggested that girls were much more likely to ‘walk and talk’ during break and lunch time.

Q8. You previously mentioned that you enjoyed ‘walking and talking’ with your friends during break and lunch time. Would you be interested in additional opportunities to ‘walk and talk’ with your friends during the school day? Outside school?

• If so when do would like to do this?

• During registration, PSE lesson part of PE lesson

• Can you explain?
Street kids

Q9. You mentioned that you enjoyed a ‘social game’ or activity on the streets/ astro? Can you explain what you like about this?

- Informal, with friends, you decide what to do when (rules)? explain
- Would you like additional opportunities and marked spaces, zones to be available to you?
- Area zoned in yard, school gym open to shoot baskets, parks, etc
- Can you expand on this?

‘Academics’ or those interested in teaching or coaching

Q10. You mentioned that you enjoyed school lessons and the process of learning. Do you enjoy helping others learn?

- Can you explain, what do you like about it?

- If you had the opportunity would you be interested in leading small groups of children in different activities? (i.e., playground games with primary school children, reading club, other activities?)

- What skills do you think that you would need to lead or support young children in different activities?

- Control, communication (speak at their level), patience, explain, demonstrate etc?
Leaders

Q11. Suppose I was present with you when you lead / help in a ‘5x60’ club or other extracurricular clubs, what would I see happening?

- Environment / who is there? How many people are there? What are you doing? Who is leading? – can you explain more? Who is taking part? Who isn’t taking part? – can you explain a bit about the range of experiences you have experienced?

Q12. Can you describe / explain the most important experience (positive) you have had when leading?

- Free to choose – example / s – can you explain more?
- What was it about the experience you particularly enjoyed?
- Are there any other important experiences you can remember? Positive experience – ‘5x60’ clubs – negative / disappointing experiences examples – can you explain more?

Q13. What attracted you to leadership? What benefits can you see?

- The activity, the opportunity to gain qualifications, opportunity to help others, enhance CV- Explain more
- What are you main reasons for leading/helping?
Can you explain more? Sense of achievement helping others, responsibility, share my passion for sport, contribute towards me becoming a rounded individual

Do you volunteer outside school / is it some thing you would like to do or perhaps could see yourself doing in the future? Explain yes / no / reasons / barriers

Arty

Q14. You mentioned you enjoyed doing activities such as dance, choir/ band/orchestra and drama. What do you enjoy about these activities?

- Explain

- What do you enjoy about performances or productions?

- Fun, being with friends, makes you feel good, feel part of a team having and audience to perform to and appreciate your work, the movement and choreography to go with the acting and singing? Explain

- Would you be interested in doing more movement, choreography and / or dance in your performance/production?

- Would you be interested in choreographing, leading or helping small groups (younger pupils if necessary) of performers/dancers?

- What skills do you think that would be necessary for this?

- Explain, expand
Sport & Physical Activity

Q15. What forms of activity (physical) do you enjoy?

- Can you explain a bit about these activities and what you enjoy about them – do you currently do these activities? If so where? With who? How often?

- What inspires you/motivate you to do these activities?

- Makes you feel good, confident, fun, good for you, good for your health, helps maintain weight, tone, enjoy learning skills, opportunity to socialise and see friends, opportunity to do something with family, teacher, family ‘5x60’ Officer, other, go on trips, to win, something to do.

- Are there any other motives/things that generally make you participate in activities (physical)

- Are there any forms of activity you are not so keen on?

- Can you explain

- Are there any motives/thing that generally stop you from participating?

- Not interested, lack of time, transport, money, nobody to go with, friends, family other priorities or things to do

- If all barriers were removed (lack of time, transport, money, people to go with) Is there anything else that stops you from participating?

- Confidence, the way you feel, Previous experiences of sport & physical activity
• Can you explain

• Are you aware of what’s available to you a) in school b) in your community / outside school? How are you aware of these opportunities?

Q16. You just mentioned your previous experience of sport and physical activity. Is there anything in particular you remember about your sport and physical activity experience?

• Do you feel that these experiences have affected your participation and attitudes towards physical activities? Has it motivated and inspired you? Has it negatively affected you? Can you explain

• In terms of your primary school - can you remember what type of sport or physical activity you did? your PE lessons? Member of a team? What type of experience was it? Enjoyable Positive / negative – examples of / can you explain more? Good enough?

• In terms of moving from primary to secondary school do you have any memories of participating in sport and physical activity during this period? i.e., bridging course, transition course & clubs with secondary school, Secondary PE teacher taking/helping PE lesson/activity (PESS). In terms of sport and physical activity what type of experience was this?

• Would you like additional opportunities/ clubs to do sport and physical activity on bridging/transition days (primary & secondary school)? Do you
have any suggestions for transition days, courses, clubs for the future for those in the process of going from primary to secondary school.

- In terms of Year 7 - what can you remember about your physical activity/sport experience/extracurricular clubs? PE lessons Year 7? Probe if they say they were not good enough? examples? Can you tell me more?

- Secondary school PE experience in general– lessons and activities? - team games, fashion / single sex / Set - Environment- Kit / changing rooms / time / showers- Facilities- Cold / wet / muddy?

- Are there any other important experiences positive or negative of sport / physical activity you can remember and have perhaps contributed towards your opinion of sport and physical activity? Examples - Positive or negative – explain more

**Final Question**

Q17. Thank you for answering the questions. Finally is there anything else related to sport and physical activity that you would like to say or ask a question about but perhaps have not had the opportunity to?