

**Breaking Barriers:
Understanding Barriers to Youth
Participation within High Wycombe &
the Surrounding Areas.**

Report to: Rothschild Foundation

From: Wycombe Wanderers Foundation

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Executive Summary

This research study aimed to identify children and young people's barriers to participating in sport & exercise in High Wycombe and the surrounding areas and whilst doing so grow the Foundation's understanding and experience of researching young people's activity experiences. A mixed methods approach to the research.

A large proportion of children and young people in this study enjoyed participating in a wide range of sport and exercise activities. Those who enjoyed sport and exercise identified relatively few barriers to participation. Barriers they did identify focused upon more accessible and increased opportunities to participate in even more physical activity within High Wycombe.

A smaller (17–25%) but significant strand of young people did not enjoy sport and exercise. Whilst this group of young people and parents stated that access to facilities and opportunities for sport and exercise including cost, time available, and the gendered nature of activities were barriers; lack of fun and enjoyment was the most significant barrier to participation. Reasons for not enjoying sport and exercise were associated with young people's lived experiences leading to citing physical discomfort, fears of injury, feeling unable to meet the physical challenges of exercise and the experience of losing or failing to reach activity goals. Perceived lack of competence to take part worsened by critical attitudes and behaviours of other participants, further eroded confidence of this group to participate. Early experiences of sport and exercise appeared highly influential for those who did not enjoy physical activity, shaped primarily by negative experiences of school PE.

These findings are reported under ten key findings and recommendations for practice and further research. Eight of these focus on experiences of physical activity that contribute to young people's lack of enjoyment due to low confidence in participating, feelings of incompetence and physical

discomfort. Another relates to young people's disengagement from school/school PE where they are generally introduced to sport and exercise and the last, to young people's desire for more accessible and relevant opportunities to be active.

Wycombe Wanderers Foundation (WWF) could provide valuable opportunities to confront early negative experiences of sport and exercise and help young people re-frame being active in a more positive way. By helping inactive children and young people to build a history of positive movement experiences, achievement of confidence building basic movement skills within an unthreatening context of play-based active fun. High level survey data indicated that parents and family encouraged young people to be active. There would be value in pursuing a line of inquiry to see whether fun family-based sport and exercise activities might provide a positive counter-narrative for the most inactive children and young people.

A mixed methods approach to researching with a varied and broad range of young people 7-16 years was successful in revealing rich insights into the experiences and barriers to participation in sport and exercise in diverse and multi-cultural High Wycombe and the surrounding areas. Survey data provided high level indicators impacting children and young people's participation in sport and exercise. It provided discussion topics for a range of fun, creative data activities to reveal rich insights into the lived experiences of sport and exercise.

This study provides valuable information not only about 'what' barriers exist but also insights about 'why' these arise and 'how' interventions might be designed to mitigate barriers. Those contributing to the study were very positive about the Foundation and its work. WWF is well positioned to encourage further participation in sport and exercise working with the harder to engage 'inactive' population, as well as further encouraging those already active.

Use of Terms

Within this report the following use of terms is made to assist the reader:

Children – refer to primary school-aged children up to the age of 11 years.

Young people – is used to when making a general or encompassing point covering all participants in the study.

Secondary young people – refers to secondary school-aged from 11 years.

Sport and exercise and physical activity – are used interchangeably throughout this report. Generally, sport and exercise tend to relate to organised, recognisable activities whilst physical activity is an umbrella term related covering any form of activity from informal active socialising and play to formal organised competitive sport.

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Background and Introduction

Wycombe Wanderers Foundation (WWF).

WWF is 'part of the network of 20 Premier League and 72 English Football League 'Club Community Organisations'. They are particularly well placed to harness the appeal of professional football and of Wycombe Wanderers Football Club (WWFC) as a positive connection with our local communities.

The goal of the Health & Inclusion department is to play a leading role in the creation of a more connected and unified community¹. WWF have a variety of work streams through which it carries out this work, including:

- Free youth engagement provision
- Fan/matchday physical and mental wellbeing engagement
- Youth Voice
- Youth Clubs

The Breaking Barriers research project was created to inform each of these strands, but particularly focused upon Youth Voice. WWF needed to better understand young people's sport participation experiences and aspirations to connect more widely and more effectively with them in the culturally and socioeconomically diverse communities WWF serve in High Wycombe.

Breaking Barriers:

Understanding and Evolving Youth Sports Participation in High Wycombe.

Research demonstrates the value of participation in sport and physical activity for young people's individual health and wellbeing (e.g., Public Health England, 2021; Sport England, 2022), and for creating and supporting



overall community cohesion. Yet it is known that more than half (53%) of young people in the UK are less active than recommended by the UK Chief Medical Officers (Sport England, 2022) for wellbeing. Simultaneously, young people living in the most socioeconomically deprived areas of the UK are disproportionately impacted. For instance, levels of obesity in lower socioeconomic areas are at 26% compared to just 14% in higher socioeconomic areas (House of Commons Library, 2025).

WWF want to provide Youth Club programmes which:

- Engage and sustain young people's motivation to participate in sport and physical activity to support their personal wellbeing.
- Address socioeconomic, cultural, practical and knowledge barriers to young people's sustained physical activity within our communities.

Simultaneously WWF wanted to identify opportunities to:

- Bring together our diverse community of young people in fun, social sport and physical activity, which can create and sustain community bonds.
- Share what WWF learn with sports providers, educators and the community, to encourage a collaborative approach to innovate new ways of addressing barriers to participation in sport and the benefits this can bring together.

Our Research Questions

This study set out to:

- Identify the range of barriers to participating in sport and physical activity for young people in High Wycombe and the surrounding areas.
- Grow the understanding and experience of the most effective ways of researching young people's activity experiences in High Wycombe and the surrounding areas.

WWF prioritised developing a deeper and richer understanding of young people's lived experiences and how to engage and sustain an ongoing conversation with young people. They recognised that this would not result in concrete, generalisable findings. There would be barriers which may not be uncovered, barriers which are presented, but felt only by a minority of young people. However, WWF would learn more about the range of possibilities discouraging some young people and pursue a deeper understanding revealed through young people's lived experiences, about why and how these things impact upon them in this way.

Research Study Approach

Youth inactivity has proven a stubborn problem to address over at least three decades (Youth Futures Foundation, 2025) in the UK and many other Westernised nations. A series of investments and promotional campaigns during this period, including the hosting of the London 2012 Games, has failed to significantly change low levels of activity. Simultaneously the United Nations Convention on the Rights of the Child (UNCRC) has prompted an increased focus upon children's rights to be consulted in matters which affect their lives (UNICEF, 1990). Creative, participatory research approaches with young people are proving effective in revealing new, deeper insights into young people's experiences, beliefs and understandings about physical activity and the factors impacting their participation. WWF needed to better understand the entanglement of factors impacting young people in High Wycombe and the surrounding areas.

Youth-centred Research for Youth Insight

WWF's youth-centred research approach is underpinned by how they understand the experience of sport for young people. WWF believe conceptualisations and attitudes towards sport – including perceived barriers to participating – are constructed through lived experiences of sport and physical activities. Young people are not a homogenous group any more than adults are. This means that every young person potentially has a unique conceptualisation of sport. Therefore attitudes, beliefs and understanding of sport and physical activity can change as new experiences are gathered. Every young person will experience sport and barriers to participation in different and changing ways.

Notwithstanding many young people will have experienced some similar life experiences. For instance, many will have had broadly the same pattern of starting school at or around 4-5 years old, followed a similar curriculum of learning, including physical education, transitioned similarly to secondary school and had some opportunity to take part in out of school sport during their schooling. This led us to both a mixed methods research methodology and data collection strategy.

Large scale surveys had potential to provide a relatively simple high-level understanding of young people's generalised experiences of physical activity. Meanwhile multiple creative small scale data collection activities provided opportunities to probe the factors which contributed to young people's experiences and the attitudes they developed towards physical activity. As described by Robson (2011) a mixed method approach has several potential benefits. In this case, the use of quantitative and qualitative data contributed to the completeness and validity of findings through opportunities for triangulation, or reinforcement of findings from multiple data sources. The use of both quantitative, more directed questioning in surveys was complemented by qualitative, creative data collection which helped to answer different sorts of research questions.

Survey Data

WWF used large scale surveys with primary and secondary school aged young people and a range of creative small-scale activities to provide both a breadth of data to compare with national research, and a rich depth of understanding of young people's experiences and aspirations for sport and exercise in High Wycombe and the surrounding areas. Surveys were also undertaken with parents of both primary and secondary school-aged young people, which provided further validation and triangulation of data. Large scale surveys enabled us to compare characteristics of High Wycombe youth attitudes, beliefs, participation behaviours and barriers with national research findings sport and exercise comprising:

- What young people liked doing in their free time
- What 'physical activity' and 'exercise' meant to them [P and Q]
- How many hours they thought they should exercise and their patterns of participating [M to O inc.)]
- When they last did sport or exercise
- When during the week they did sports or exercise
- Barriers to young people doing sports or exercise (R to U inc.)
- Impact of COVID-19 upon their sport and physical activity during the pandemic period [V]
- Time spent weekly on phones, tablets, playing PSS or Xbox and similar games [W]
- Sports/exercises which you would like to take part in [X]

See copies of surveys in Appendix A.

Creative Data Collection Methods

Our approach to the research also adopted the childhood sociological belief that young people are capable of understanding matters which affect their own lives and articulating their experiences to provide unique insights for research (James & Prout, 1997; Prout & James, 2005). This led to the use of creative data collection activities, providing young people with a range of

interesting opportunities to share their views focused upon, but not limited by, the following research questions to elicit insight into the barriers young people faced for participation:

- What annoys you about sports and exercise?
- When you have been active what did you enjoy and not enjoy about sports and exercise?
- What fears do you face when doing exercise?
- What would you do if you were in charge?

A range of creative qualitative data collection methods were deployed collaboratively with groups of young people comprising:

Select an emoji:

To represent responses to physical activity.

Bead voting against statements:

- Does doing sport make you feel good? YES/NO
- Do you enjoy sport? YES/NO
- Are you aware of sports? YES/NO
- Are you on your mobile phone more or less than 5 hours a week?
MORE/LESS

Post-it-note showers:

Participants were invited to post responses against each of the research questions onto papers bearing the focus questions.

A room wallpaper of views was prepared.

Monopoly:

A traditional monopoly game set was customised for young people to play and engage with them in discussion about sport and exercise.

Each of these creative tasks provided visual data outputs, but also the opportunity for research staff to observe and capture informal talk and

exchanges between young people as they contributed responses revealing their experiences and contributing to their views about activity.

The Research Participants

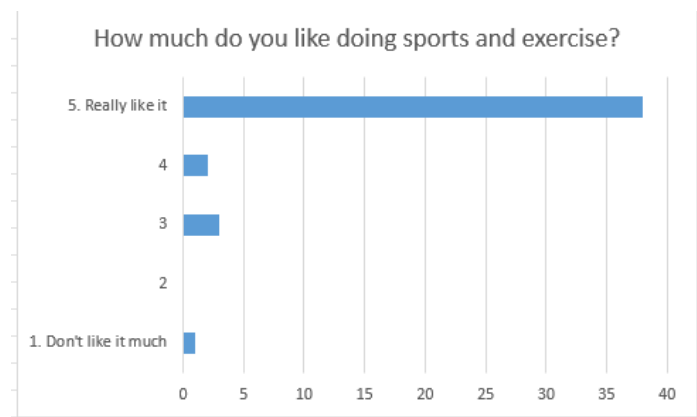
In conducting this study, WWF were reliant upon busy children, young people and parents volunteering their time, teachers and community youth workers being able to fit our research activities into their programmes. We set out to reach research participants which included but went beyond our existing community of young people and families associated with Wycombe Wanderers Football Club and WWF. The sample of survey respondents was not therefore fully representative of the population of High Wycombe and the surrounding areas. For instance, disproportionately high level of participants in the surveys described their ethnic group as White and the diverse ethnic population of High Wycombe and the surrounding areas was not optimally reflected. By holding creative consultation events not only with our own Youth Voice groups, but also with youth groups, school classes and whole year groups, WWF managed to reach a far more diverse range of children and young people.

Research Participants Comprised:

	Survey Numbers	Creative Data Collection Activities Numbers
Primary School	42	158
Secondary School	58	216
Parents	112	

Research Results

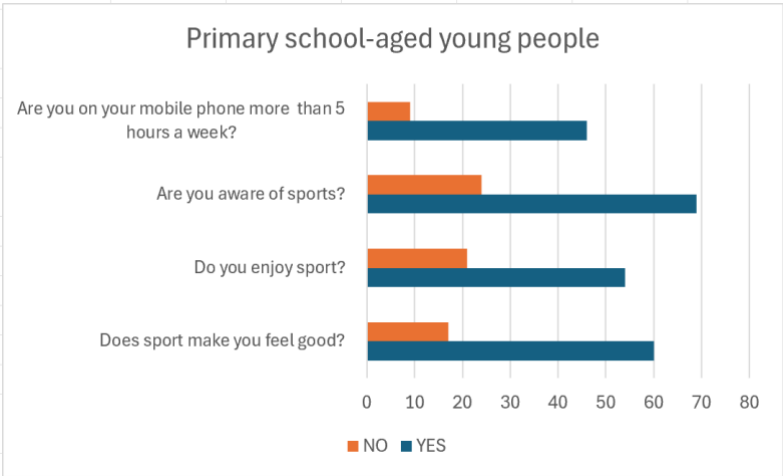
Quantitative Survey Data – Primary School-aged Children



1. Don't like it much	1
2	0
3	3
4	2
5. Really like it	38

High level data about primary children’s experiences of sports and use of social media/computer gaming was collected in consultation events. Children were invited to use beads to vote against four questions about their experience of sport and use of technology:

As shown, a large majority did enjoy sports (72%) and 78% said that sport made them feel good. There was also a high perceived level of awareness of sports available (74%). Simultaneously 86% of children said they used their mobile phone more than 5 hours a week indicating that there were competing demands upon time in which they might be active. There is widespread concern about increasingly younger children’s potential preoccupation with sedentary social media and online gaming. These results suggest that sport participation and awareness of those opportunities can coexist with children’s interests in the use of social media.



Meanwhile the main survey extended our insight.

The range of pursuits (active and inactive) primary school children liked to do.

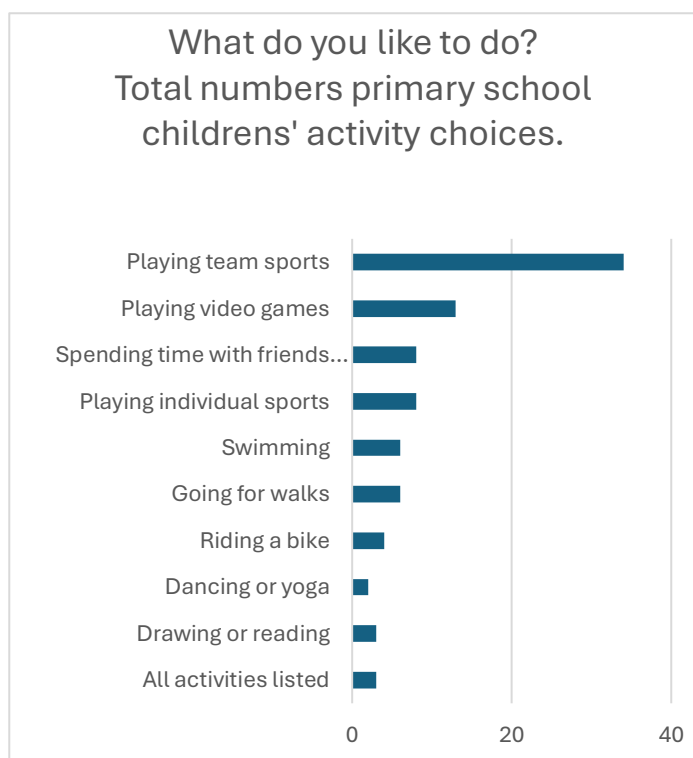
Primary school aged children.	What do you like to do? Total numbers
All activities listed	3
Drawing or reading	3
Dancing or yoga	2
Riding a bike	4
Going for walks	6
Swimming	6
Playing individual sports	8
Spending time with friends and family	8
Playing video games	13
Playing team sports	34
	87

Across all the primary school sample of children, all nine sports and activities suggested were chosen with a combined total of 87 activity choices. The most often chosen activity was 'playing team games' comprising 40% of the overall cited choices of activities.

Second but only 15% of the overall cited choices was video games which further calls into question the often-quoted belief that video games, computer and social media use is a key distractor from physical activity. This potentially calls into question a commonly quoted belief that video games are drawing children away from activity and has potential for further

investigation.

Spending time with friends and family, and playing individual sports were equally cited, each comprising 9% of overall activity choices, reflecting existing research.



Has anything made it difficult for you to do sports and exercise?

This question was at the heart of our study investigating barriers to young people's

participation in sport and physical activity. 38% of primary school children stated that they had experienced difficulties associated with participation in sports and exercise, whilst 62% said they had no difficulties.

One child indicated that COVID had provided temporary difficulties, and another stated they were 'supported to be involved' in their activity during COVID.

Themes in the difficulties cited were:

- **Health conditions and injury:** one respondent was sight impaired, and others reported health conditions; asthma (1) and diabetes (1) and short-term injuries (2).
- **Bad weather:** three children cited bad weather, one pointing out '(when) it's too rainy or windy and games are cancelled'.
- **Lack of accessibility of opportunities for sport and exercise comprised:** 'access to infrastructure/facilities'(2); 'commute'(1) and 'little availability' (1) together with the lack of 'Adults being available to take me' (1); 'Living in a flat but now I live in a house with a big garden'(1) and cost 'Outside school the cost means my parents can't afford to send me places' (1).

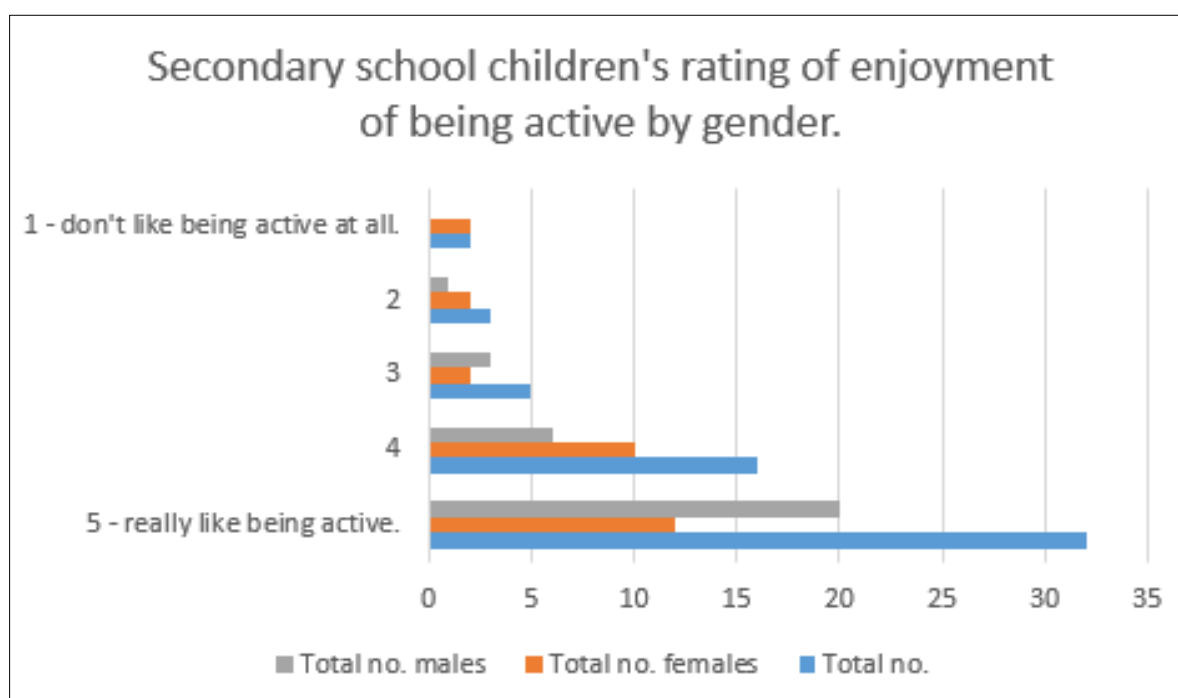
The following were also each mentioned once:

- Low confidence, not enough time
- My age
- My siblings
- Studying for my 11+

The difficulties cited were also commonly identified in existing research. Accessibility and related cost of visiting facilities and activity services, parents' time and availability to organise and get children to and from activities is strongly reflected in this survey group. This supports a related question: "do your friends and family encourage you to exercise?". All except one respondent answered 'yes' and further supports the picture of an environment in which most children can access sports and exercise and are supported in doing so.

Quantitative Survey Data – Secondary School-aged Young People

How much do secondary school young people like doing sports and exercise?



Most of the sample (82.8%) liked or really liked being active, doing sports, or taking part in physical activities. Males expressed a slightly higher level of enjoyment than females, which supports existing research.

Secondary school children's rating how much they liked being active.	Total %.	Total % females	Total % males
5 - really like being active.	55%	43%	67%
4	28%	36%	20%
3	9%	7%	10%
2	5%	7%	3%
1 - don't like being active at all.	3%	7%	0%
	100%	100%	100%

n=58, 28 females, 30 males

What secondary school-aged young people enjoy doing in their free time?

	% females	% males
Playing team sports	71.43	76.67
Playing video games	50.00	50.00
Spending time with friends and family	71.43	50.00
Playing individual sports	35.71	36.67
Drawing or reading	64.29	10.00

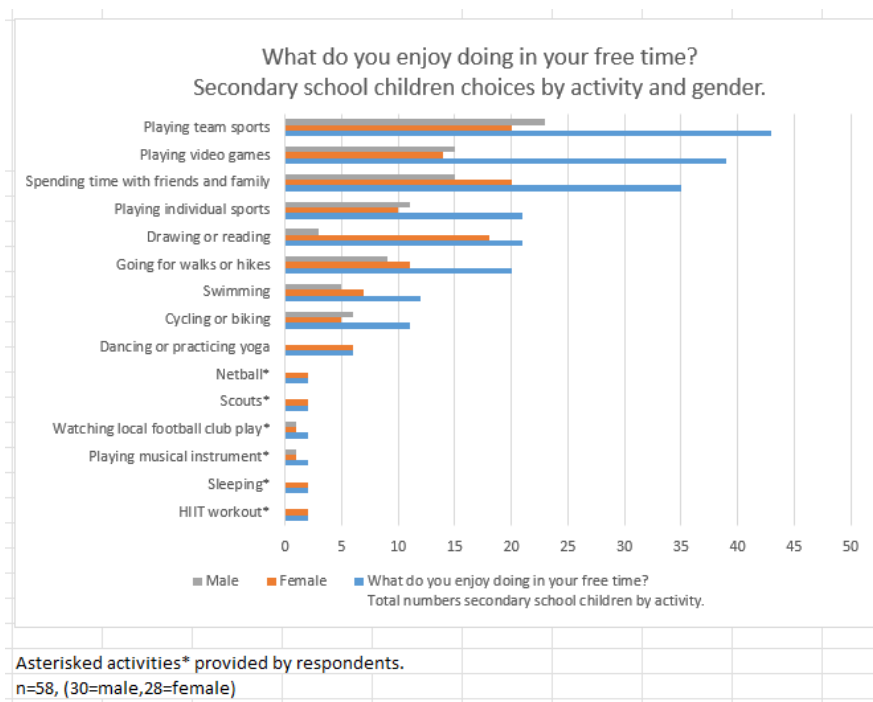
What do you enjoy doing?	What do you enjoy doing in your free time? Total numbers secondary school children by	Female	Male
HIIT workout*	2	2	0
Sleeping*	2	2	0
Playing musical instrument*	2	1	1
Watching local football club play*	2	1	1
Scouts*	2	2	0
Netball*	2	2	0
Dancing or practicing yoga	6	6	0
Cycling or biking	11	5	6
Swimming	12	7	5
Going for walks or hikes	20	11	9
Drawing or reading	21	18	3
Playing individual sports	21	10	11
Spending time with friends and family	35	20	15
Playing video games	39	14	15
Playing team sports	43	20	23
Asterisked activities* provided by respondents.			
n=58, (30=male,28=female)			

Playing video games and playing team sports were the most popular choices of activities for both secondary school females and males. Interestingly, females and males were very similar, with 71.4% females and 76.7% males citing team sports, challenging existing research which suggests that team sports are mostly favoured by males. A similar pattern of choice was found in playing individual sports (females 35.7%

and males 36.7%) the fourth choice for both females and males.

The second most cited activity playing video games was equally chosen by males and females (both 50%), whereas research generally suggests this is a stronger choice for males. In addition, research often cites computer and video games together with the use of social media as activities which are deterring young people from more active pursuits. Yet, as with primary school-aged children, this was cited second to playing team sports. In keeping with research, the third choice for both females and males was spending time with friends and family and here females cited this as an activity they enjoyed (71.4%) more often than males (50%). Additionally, females cited drawing and reading, whilst this was a low choice for boys. These results also mirrored the activities most cited by primary school-aged children.

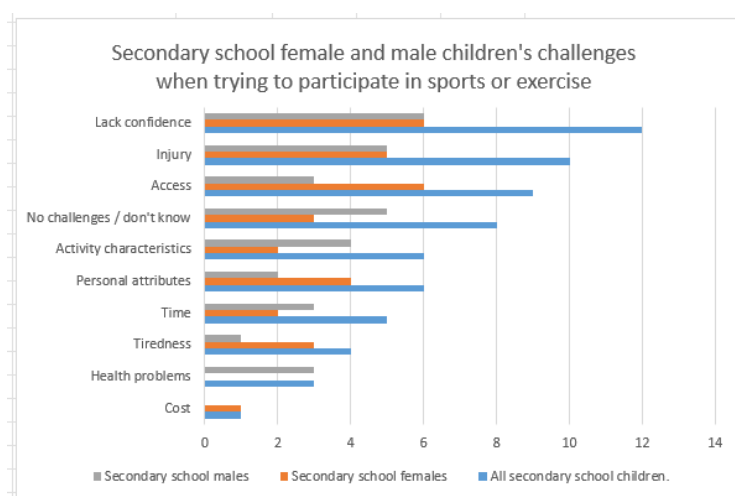
Secondary school children's challenges when trying to participate in sports or exercise.



Two questions directly addressed potential barriers that young people experienced in trying to take part in sports or exercise. The first asked if young people faced any challenges. 13.8%

felt they did not face any challenges, comprising 10.7% of females and 16.7% of males. This links to current research which suggests males are more confident about participating in sport and physical activities and may perceive fewer barriers and/or perceive them as less of an obstacle than females. Those who did indicate that they faced challenges were invited to state what barriers they experienced resulting in the themes shown.

Key themes in the challenges identified were broadly similar between females and males. The most cited challenge was lack of confidence expressed equally by females and males. This included not feeling capable or good enough



(3 females); not being fast enough or able to keep up with others (2 males). Whilst existing research highlights concerns about capability as a key barrier to young people's participation in sport and physical activity, this is usually most prevalent in females. It is interesting that it is equally identified

Secondary school children's challenges faced when trying to participate in sports or exercise.	All secondary school children.	Secondary school females	Secondary school males
Cost	1	1	0
Health problems	3	0	3
Tiredness	4	3	1
Time	5	2	3
Personal attributes	6	4	2
Activity characteristics	6	2	4
No challenges / don't know	8	3	5
Access	9	6	3
Injury	10	5	5
Lack confidence	12	6	6
	64	32	32
n=58, (30=male,28=female)			
Total sample no/didn't know of barriers		13.8%	
Comprising 10.7% females and 16.7% males.			

as a challenge by females and males in this sample of young people. Lack of confidence also derived from having to work with people they didn't know, learning with an older year and feeling shy (3 males) or having insecurities, lacking confidence and

embarrassment (3 females); and feeling fear (1 male). Injury was cited equally highly by a total of ten females and males, and it is known that injury and fear of injury can negatively impact young people's motivation to participate in physical activity.

Characteristics of activities were cited which might suggest young people could be challenged by sports/physical activities being both inadequately challenging ('no challenge') and too challenging ('challenging'; 'Getting burnout and falling out of love with some sports'). Controlling this aspect of sport and physical activity opportunities is known to be important in providing an inclusive environment. Whilst research associates the enjoyment of mastery and competition more strongly with male participation, this sample potentially sees this shared by one female who may have been expressing frustration about "Playing different standards of teams and players".

Six females identified the gendered nature of some sports. The females framed this challenge as 'Gender discrimination' providing Gender/Age barriers' citing: 'limited options for girls in more 'boy related' sports, such as basketball' and 'not being taken seriously as a female who likes football. Males also cited the lack of opportunity to access: 'no sports clubs during school holidays for teenagers in High Wycombe' and challenges of finding access for particular sports, such as finding a basketball court. The involvement of a parent in an activity and the nature of an activity (using dumbbells and kettlebells) completed activity characteristics which were challenging. Time and the tiring impact of participation in sport and exercise were also cited by both females and males and are typical challenges cited in research reflecting the busy contemporary lives of young people in and out of school.

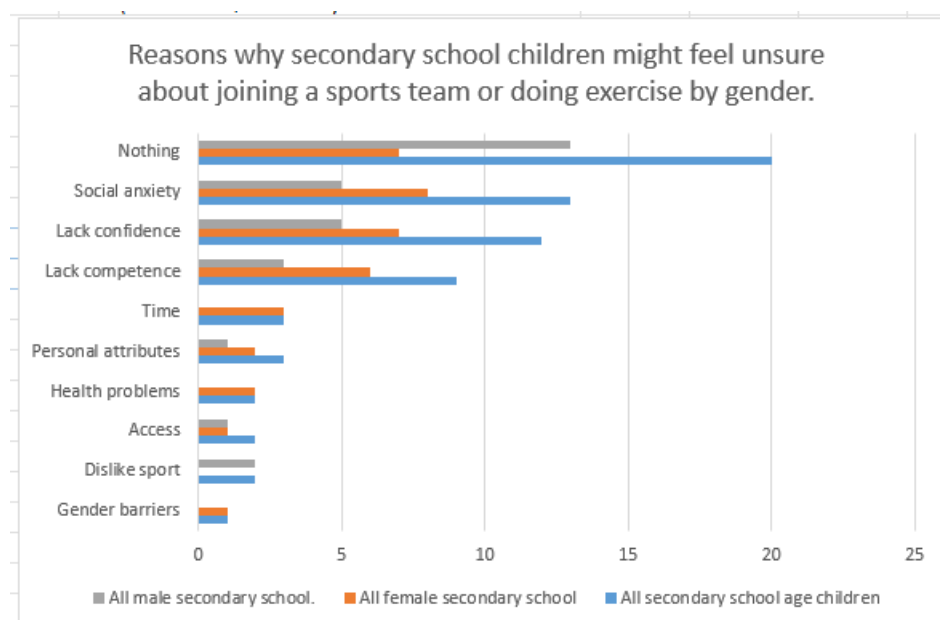
Finally, this sample of young people identified existing health conditions such as asthma as a challenge to participation in sport and exercise, as well as a range of personal attributes which appeared to demonstrate a preconceived idea of sport and exercise as universally physically challenging. Young people spoke of not being strong, tall or fit enough, leaving them 'feeling too left out' and wanting to stop participating. One female stated that she had 'no persistence'. Framed in this way there would be merit in considering how young people have come to internalise and express these aspects of their physical and psychological attributes as challenges to participate in sports or exercise. It suggests the dominance of a narrow type of organised sports and exercise, framed by adults, rather than a broad range of physical activities framed to encourage fun and enjoyment in participation. This then makes understanding young people's feelings about joining sports teams or doing exercise more important.

Feeling unsure about joining a sports team or doing exercise.

Reasons why secondary school children might feel unsure about joining a sports team or doing exercise.	All secondary school age children	All female secondary school	All male secondary school.	All female secondary school	All male secondary school.
Gender barriers	1	1	0	3%	0%
Dislike sport	2	0	2	0%	7%
Access	2	1	1	3%	3%
Health problems	2	2	0	5%	0%
Personal attributes	3	2	1	5%	3%
Time	3	3	0	8%	0%
Lack competence	9	6	3	16%	10%
Lack confidence	12	7	5	19%	17%
Social anxiety	13	8	5	22%	17%
Nothing	20	7	13	19%	43%
	67	37	30	100%	100%
n= 58 (females 28; males 30)					

19% of females and 43% of males had no reason to feel unsure about joining a sports team or doing exercise. The higher level of males finding fewer barriers to entering team sports and/or exercise reflects current research. However, it also indicates that potentially high proportions of this sample did have reasons to feel unsure. Social anxiety was the leading reason for both females and

males which included: 'not being comfortable in social situations' and 'not knowing everyone',



'meeting/being with new people in new environments'; 'not being accompanied by friends', 'not feeling welcome', feeling they wouldn't fit in. These feelings were part of a generally stated lack of confidence. Females

expressed embarrassment about not knowing what to do, lacking confidence to try something new and potential to feel out of place, for example this could occur for one female if there were insufficient girls of her age to create a team. However, males also expressed a lack of confidence, but with a slightly different nuanced focus which was expressed in terms of 'nervousness about not playing well', 'not getting in' the team, and not being 'confident in my skills'. This leads to concerns about competence to participate in team sports and exercise. Again, males focused upon not being good enough and feeling out of practice or 'at a good enough standard of other players and coaches'. These comments and feelings might reflect a greater proportion of males playing school team or club football. Whereas females talked about not being very good at sport or knowing how to play. One commented that she could not 'do exercise without struggling' and another felt that she would be 'starting sports at an older age (without playing before)'. Whilst both females and males expressed concerns about social anxiety (females 22% males 17%); lack of confidence (females 19%, males 17%) and lack of competence (females 16%, males 10%, females consistently reported slightly higher levels of each.

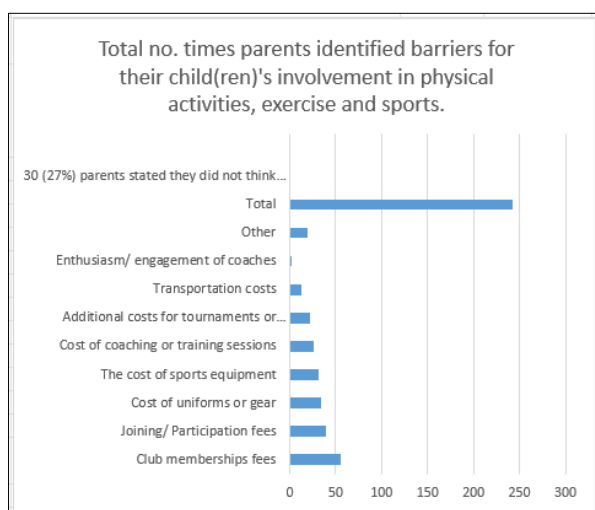
Females mentioned lack of time or difficulties scheduling team sports and/or exercise, but males did not, and one female suggested gender barriers impacted her feelings about joining sports teams or exercising. Meanwhile, two males stated that they simply did not like sport, and this stopped them from participating. Two females cited health problems and two females, and one male referenced personal attributes about body insecurity, one of which was related to access issues and safety. Finally, one male made an impassioned plea about access to activities: 'no sport clubs for teenagers, holiday club appear to be for primary age kids.'

Parents' Views of Barriers to their Children's Participation in Sport and Physical Activities

Parents and family members are key facilitators of children and young people's participation in sport and physical activities. They identify opportunities, transport and organise participation and finance participation costs. 112 parents of a mixed group of primary and secondary school-aged children were asked about barriers their child(ren) had experienced and about the accessibility of sports facilities and the

impact of peer pressure as barriers. Barriers parents identified for their child(ren)'s involvement in physical activities, exercise and sports. 30 (27%) of parents identified no barriers for their child(ren) to participate in physical activities. 82

Barriers parents identified for their child(ren)'s involvement in physical activities, exercise & sports.	Total no.	% of overall barriers identified.
Club memberships fees	56	23%
Joining/ Participation fees	40	16%
Cost of uniforms or gear	34	14%
The cost of sports equipment	31	13%
Cost of coaching or training sessions	26	11%
Additional costs for tournaments or competitions	22	9%
Transportation costs	13	5%
Enthusiasm/ engagement of coaches	2	1%
Other	19	8%



sessions (11%), additional costs associated with tournaments and competitions (9%) and transport costs associated with participation (5%). The enthusiasm / engagement of coaches was mentioned just twice (1%).

parents cited a multiple range of costs of participation as barriers 222 times. These comprised club membership fees (23% of barriers cited), closely followed by joining/participation fees (16%) most highly; followed by the costs of uniform and/or gear required to participate (14%) and equipment (13%), costs of coaching and training

Other barriers offered by parents	Total no.
Provision for teens	7
Lack of time	4
Scheduling	3
Wanting to participate with other friends	2
Just getting motivated	1
Special needs	1
Single sex spaces and sports, inclusive policies result in removal	1

Parents were invited to suggest other barriers and volunteered a range of non-cost-based factors preventing their child(ren)'s involvement in physical activity. Interestingly, these were of a different nature to costs, more focused upon the nature of provision with claims that there was inadequate provision for teens and for young people with special educational needs, together with an alleged loss of opportunity due to inclusive provision policies presented.

A third of parents broadly found it difficult/very difficult (38.4%) to access sport facilities or recreational spaces for their child(ren) in the area they live. Another third easy/very easy (32.6%) and an approximately a third neither difficult nor easy (29.5%).

Lack of time and difficulties in scheduling activities linked to coordinating participation with friends were other barriers identified, both of which are reflected in existing research, which highlights the increasingly busy lives of young people. The research also identifies the; 'just getting motivated' as another barrier.

Parent's assessment of how easy they find accessing sport facilities or recreational spaces for their child(ren) in the area they live.	Total no.	% of total sample of parents
5 - very difficult	15	13.4%
4	28	25.0%
3	33	29.5%
2	13	11.6%
1 - very easy	23	20.5%
n=112		

Qualitative Creatively Elicited Data

Several themes were revealed in the data collected, across the range of collection methods which informed us about the barriers to participation. Negative experiences of physical activity have potential to form lasting negative attitudes towards sport and exercise, which can subsequently provide compelling barriers. Young people also told us about their positive experiences of physical activity. This reinforced the nature of barriers from negative experiences and potentially provided valuable information about how to harness positive experiences and to mitigate potential negative experiences.

Negative Experiences of Physical Activity – Leading to Barriers to Participation

Children and young people's experiences of physical activity build their attitudes and shape their motivations for participation in activities. These become psychological motivators or barriers to participation and are complex to address. Bead poll results (shown above) provided some encouragement but also demonstrated that there was a potentially a significant body of young people who do not enjoy physical activity, creating a potential intrinsic barrier to participation.

Negative experiences of physical activity included:

- Disliking or finding physical activity 'not fun'
- Physical discomfort
- Fears about injury doing exercise

Disliking or Finding Physical Activity 'Not Fun'

In both primary and secondary young people's responses, '*not being fun*' could relate to a specific activity or to a general '*dislike of being active*' for instance:

"Most sports are ... boring and I don't want to even play". (Yr.4 Posting)
Expressions of dislike of *"doing racing"* and *"I don't like push ups"* and whilst some loved football others supported this person's feelings: *"All I hear is football. I HATE FOOTBALL it sucks"* (Yr 5s) and significant numbers said: *"I don't enjoy football"* whilst others singled out other activities, for example, *"I don't enjoy gymnastics"* (Yr 4 postings).

Young people had negative feelings about compulsory PE whilst enjoying other sport: *"I didn't really enjoy when we did PE in the hall"* (Yr 4 Posting)
"If forced to do sports .. don't enjoy like in PE but love basketball and football" (secondary sad emoji). PE lessons could be testing: *"I don't like the amount of time the lessons take"*; others found boundaries to what they wanted to do: *"the throwing because not allowed to"*; *"catching also not allowed"* (Yr 5 Postings).

Young people indicated the dependency on the nature of the sport or exercise as to whether they participated or enjoyed participating (Secondary Posting). They mentioned dislike of *"running"*, *gymnastics*; *"jogging and jumping"* and one 'hate(d) sports day'. (Secondary Posting). Interestingly another felt sport could be more fun by having *'Sport like sack race, egg and spoon'* races which appeared to reminisce of more positive memories of primary school PE and sport experiences. This in turn highlighted the high influence of, and impact of experiences of PE and school sports on young people's enjoyment of physical activity.

Enjoyment could also *"depend(s) upon the coach"* (Secondary Posting). Whilst this was a relatively minor feature of this body of data, this is a key factor cited in much research investigating young peoples' motivations to take part in physical activity. Taken with earlier reflections upon activity experiences which relate to compulsory participation in school PE, it reminds us of potential barriers which emanate from 'how' physical activity is presented and delivered.

Falling short of disliking, insufficient liking of sport and exercise could lead to lack of motivation in the moment. Secondary young person stated that a negative aspect of playing sport was that their “mum has to get me out of bed” (Secondary Posting). Meanwhile enthusiasm to get going made “Having to warm up” annoying for one primary (Yr 5).

Physical Discomfort

Underlying many expressions of ‘dislike of sport’ and sport ‘not being fun’ were concerns about the physical discomfort young people experienced from being active. Sub-themes within physical discomfort comprised: getting tired; getting hot and being physically challenged.

Primary children gave reasons for not enjoying exercise *because*:

“It drains a lot of energy and half-way through I get tired”; “Sometimes how tired I get, and I feel out of breath.” (Yr 4 Postings)

“Getting worn out (stitches)” “It makes me VERY tired 😊 zzzz”; “I don’t like it when I stretch, and my legs are tired”; “Stitches and cramps”; “injuries /fatigue”; “I liked doing golf growing up. I didn’t like when my arms would get sore.” “I feel very exhausted after doing”; feeling “tired and worn out” after sport and this was a reason not to enjoy participating. (Yr 5 Postings).

Secondary young people cited the physical discomfort of getting tired even more frequently than primary children. Three even identified “the hills” in their locality as something they would change if empowered (Secondary Postings). They often associated getting tired with getting hot and then consequences of getting hot e.g., experiencing sweating and “the smell” (Secondary Posting), associated with physical activity. For instance, what was annoying about physical activity provided postings such as:

“it’s hot and tiring”; “the heat and how tired u get”; “too hot”; “the heat and getting tired”; “getting hot, it tires you”; “tired and when hot”; “tired after like 10 mins”; “being very tired from sports and running”.

Emoji ratings cited: *“Have to run and it gets very hot”* (crying emoji), *“get really tired”*; *“very tiring, sweaty; “get too hot and tired”* (sad emojis); *“running on hot day – tired”* (tired emoji).

Secondary young people were also more body aware and were additionally challenged by their “height and weight” feeling they “carry too much weight”, (Secondary Postings).

There was a strong propensity for some children and young people to generalise these experiences to participation in any physical activity. Physical activity which some are required to do, is too energetic and/or not cognisant of their fitness levels to engage with the activity. This gives rise to generalised objections to exercising like: *“running too much”; “you have to run too much”.*

Key barrier to physical activity 1: Lack of fun and enjoyment in early experiences of sport and exercise.

Fun and enjoyment is widely researched as a key intrinsic motivator for young people’s participation in physical activity. Lack of fun and enjoyment in early experiences of sport and exercise for example, compulsory PE, appeared to support a more generalised and entrenched dislike of physical activity in some children and young people.

Key barrier to physical activity 2: Lived experiences of tiredness, overheating and associated physical discomfort.

Getting hot and tired appeared to characterise all physical activity participation for some children, in addition they experienced physical discomfort: “what I do not like about running is you could get a stitch or be out of breath” (Yr 5 Postings). Secondary young people stated that sports were “too tiring” and that they “get tired easily” (Secondary Postings).

Fears of Injury Doing Exercise

Injury or fear of injury was a widespread and common fear cited about participating in exercise for both primary and secondary young people, dominated by injuring myself; breaking bones and, pulling muscles. The general concept of “getting injured”, breaking a bone” and “pulling a muscle” was commonly cited:

Breaking a bone”; “breaking a spine “; “pulling a muscle; Breaking an important bone” (Yr 4 Postings).

The way children and young people described their fears of injury, appeared to link to personal or witnessed injury:

“Falling when it has just been raining and getting hurt”; “getting hurt and fainting”; “that sometimes I might hurt myself”; “the pain” (Yr 4 Postings).

“Falling over; “tripping on my ankle and feeling like my legs will break”; “breaking my arm at football”; “Nearly breaking a bone in gymnastics” (Yr 5 Postings).

Secondary young people feared “hurting myself”; “Breaking a bone”; “injuries”; “getting hurt”; “pain/blood”; “hurting myself”; “injuries, cramp and more”; “pain/getting hurt;”” getting injured”; Hurting myself”; “straining

myself"; "breaking a body part"; "breaking my leg"; "injuring myself"; "breaking your legs"

Sources or causes of fears also demonstrated the extent of the internalisation of these fears:

Injury from *"when you try something new, the fear is to getting hit or breaking a bone"* *"falling down or getting a headache"* (Yr 4 Postings)

"Falling"; "that I will fall on my head"; "getting hurt too many times"; "getting muscles twisted"; "The weights falling on me" (Secondary Postings)

Notwithstanding, some demonstrated resilience and could continue to enjoy sport even with these concerns:

"Breaking a part of my bone but I still enjoy sport" (Yr 4 Posting) and continuing to be more concerned about being able to continue playing: *"Getting hurt and not being able to play"; "Getting an injury that ruins my football career"* (Secondary Posting).

Key barrier to physical activity 3: Fear of injury.

Fear of injury built upon concerns about the experiences of physical discomfort from exercise. Some children and young people appeared highly sensitised to the possibilities of quite extreme injury, citing breaking bones and pulling muscles. There was some evidence that this could be from personal experience and/or exposure to actual injury. Whilst simultaneously others did possess resilient attitudes towards potential injury.

Physical Challenge of Exercise

The negative physical impact of taking part in sport and exercise underpinned some young people's dislike of activity and supported fears of injury. Getting tired too quickly and reports such as: "I run out of breath" (Yr 5 Posting) relate to the physically challenging nature of exercise that children and young people had experienced.

In addition, a few cited "asthma" (Secondary Postings) as something which concerned them when exercising and a Year 5 child stated: *"I would fear having an asthma attack because I have asthma"*.

Key barrier to physical activity 4: Physical challenge of exercise.

Primary children and secondary young people were concerned by their experiences of not meeting the physical challenges of exercising. These range from as fundamental as getting out of breath and/or running out of energy too quickly but also include dealing with minor health conditions such as asthma.

Losing or Failing to Reach a Goal

Some children and young people who participated in sport did not enjoy playing *"when we get beat"; "when I lose;" "if your team loses;"* and others reflected on *"people get(ing) annoyed by losing"* (Yr 4 Postings)

Primary Yr 5 children said: *"When I lose I feel sad"* and others didn't like *"coming last in race"; "losing a race"*. This sense of not enjoying losing extended to not achieving sporting goals: *"When I don't achieve my goals / karate belts"* (Yr 5 Postings).

Meanwhile for secondary young people 'Losing' was not enjoyable but particularly losing badly- "Getting smashed"- was mentioned by two secondary young people as upsetting.

Key barrier to physical activity 5: Losing or failing to reach activity goals.

For both primary and secondary young people, losing and not reaching their activity goals was unenjoyable. Whilst WWF experienced the resilience of young people exercising, even during less-than-optimal conditions for example, whilst having concerns about injury, losing could be viewed as significant in supporting dislike and lack of enjoyment, as previously cited as requiring attention.

Negative Behaviours of Others Taking Part

The behaviours of others impacted some children and young people's experiences of physical activity and the perceptions and attitudes they developed towards taking part. Those who were interested and keen to participate could be frustrated by lack of commitment in others. Those who were not excited by being active could feel threatened and out of place in sport. This dilemma is expressed by one Primary Year 4 who posted:

"Not allowed to enjoy myself" (Yr 4 Posting)

Some primary Year 4 children were annoyed by their peers not listening, which frustrated their desire to participate, as illustrated in these postings:

"Being the captain of the team and being a goal and when my defenders don't listen to me."

"I can't do all of the sports and some of the time my team don't listen."

"When no one listens to the drills, and I cannot practice."

Also *"when people just don't do what they're supposed to do" when playing a game can be annoying*" (Yr 4 Posting).

Key barrier to physical activity 6: Negative or threatening social environment for sport and exercise.

Socialising as a positive motivator for participating in physical activity and sport is well documented in research. The tensions experienced by some children and young people are stark de-motivators and a strong barrier to participation for all but the most committed to exercise and sport and particularly for those less confident in an active environment.

Experiences of blame when playing sport were frequently mentioned and disconcerted some: *"One of my teammates blames me on everything"* (Yr 5 Posting); *"When people blame you"*; *"Everyone saying it's my fault they lose."* This sense of discord as part of participating in sport, was further experienced in *"Bad teamwork"*; *"People giving bad sportsmanship"*; meanwhile another feared *"Being left out"* by their peers (Yr 4 Postings).

References to fights and arguments (Yr 4 Postings) amongst players were also common for instance: *"I love sports but if we get into an argument about the rules I don't like it 😞"* (Yr 4 Posting). Others related their experiences of bullying; *"Most sport clubs I go to get bullied"* *"That I get pushed and get into a fight"* (Yr 4 Postings).

Secondary young people who liked to participate in sport expressed similar frustrations: *"When people complain"*; *"People not trying properly / wasting space by standing there doing nothing"* (WYV); whilst others were frustrated when *"people don't pass"*. Similarly, *"cheating"* was annoying to one young secondary female. Others highlighted fights and arguments like their primary counterparts. Meanwhile two female secondary females found sport *"too competitive"* and one *"hated sports day"* *"as everyone looks at you and you just don't look at people"*; linked to another young person not enjoying sport for fear of *"being made fun of"* (Secondary Postings).

Low Self-confidence to Participate in Sport and Exercise

Some expressed a lack of self-confidence when considering or actually exercising or playing sport. Lack of competence and potential embarrassment about others' reactions to their lack of competence were key factors contributing to poor self-confidence.

Some primary children said things like: *"I can't do all of the sports"* and feared *"Doing something wrong"* when doing exercise *"People laughing at me"*; *"I fear that when doing exercise that people will look at you and laugh when you are taking a break"*; *"Sometimes it's annoying because when you do something wrong, and you're embarrassed"* (Yr 4 Postings).

Others feared getting confused about how to participate, *"Not being good at it"*; *"Sports have different rules, and I get confused"* (Yr 5 Postings).

Similarly secondary young people suffered *"nerves"* associated with taking part in exercise; *"being made fun of"*, not feeling competent at a sport, and fear of *"getting it wrong and not being good enough"* (Secondary Postings). Some sports were challenging:

"Basketball – it's too hard to get it in the hoop and I'm not good at it" (Secondary Posting)

as was knowing how to participate:

"Confused, don't understand rules – v. confused" (Secondary eEmoji Rating).

Key barrier to physical activity 7: Low self-confidence for participation in sport and exercise.

Low self-confidence in children and young peoples' own perceptions of their competence to participate in sports and exercise, was a clear barrier. Confusion about how to take part reinforced a sense of incompetence. This supported existing research which identifies perceived competence as a strong intrinsic motivator for participation. Factors supporting low self-confidence also included losing face in front of peers and the actual negative reactions of peers identified elsewhere.

Almost as a prescience to confront the barrier of personal confidence to participate one secondary posting advised "never feel ashamed".

Positive Experiences – Drivers of Participation in Sport and Exercise

Most children and young people taking part in the surveyed data collection expressed positive experiences of physical activity. For instance, 75% of primary children said they did enjoy doing sport (bead voting) 82% of secondary young people said they enjoyed being active (survey). Sport elicited enthusiastic responses for example, one Y4 posted: "I have been active every day of the week Monday to Sunday".

The absence of these positive experiences driving participation highlighted the barriers found to participation. Enjoyment is core to motivations towards being active and is a complex and changing phenomenon. Better understanding of sources of enjoyment in children and young people's experiences of being active, might contribute to a deeper understanding of the barriers emanating from negative experiences.

Happiness, Fun and Excitement

Strong themes emerged describing enjoyment and sources of enjoyment referencing raised affective states, socialising with friends and more complex embodied experiences of being active.

Enjoyment was expressed as being *“happy”*; and *“laughing”* (Secondary Postings) in grinning emojis – *“really enjoy sport”*; *“makes me happy and energised”* (star emoji) *“skip lessons – play with friends”* (happy emoji) (secondary); *“I enjoy taking part”* (Yr 4 Posting).

It was expressed as excitement: *“excited – want to learn”* and *“excited – love exercise, love racing, quite fast”*; *“The adrenalin rush”* (Secondary Postings).

As fun: *“I enjoy sports because you have fun ...”* (Yr 4 Posting).

“Too easy, cos it’s fun / easy” (Zzzz emoji) *“sport is fun”*; *“fun”* (happy emoji) (secondary emojis). *“The fun in the game”*; *“When we had fun”*; (Secondary Postings). One young person explained that they did not enjoy activity *“if it’s gym or exercise but like playing football with mates”* (secondary sad emoji).

Key factors supporting these feelings of enjoyment were:

- Confidence, mastery and achievement
- Scoring, winning and competition
- ‘Best’ (favourite) sports
- Sense of health and exercising.

Additionally, the absence of these factors underpinned barriers to participating in activities, as identified earlier in this report.

Sources of Enjoyment in Activity

Teamwork, Friends and Socialising

Enjoyment was associated with friends: *"I love to see my friends, learn new things"; "Enjoy games playing with friends"* (secondary posting):

"I like teamwork" (Yr 5 Posting). *"I enjoy being able to play with my friends"; "I like it (football) because I like making football as a team"* (Yr 5 posting).

Embodied Experiences of Enjoyment

Enjoyment was also expressed in complex embodied experiences, engaging a mix of senses. For instance, children talked about enjoying the sense of freedom in being activity:

"I enjoy sport because I like being active"; "really like it" (heart emoji); "I love being outside and free because I don't really like being cooped up and sat still"; "moving my legs because you sit on a chair at school"; "I enjoy feeling free"; "I enjoy being active as it makes me feel happy about myself" (Yr 4 postings).

Another Yr 4 liked *"my energy"* when being active. Others described exercise as calming and *"relaxing"* (secondary postings). Enjoyment of being active was not always straightforward and could vary: *"alright enjoy and sometimes boring"* (OK emoji); *"sometimes good sometimes don't know what to do"* (confused and happy emojis) (Secondary Postings).

Confidence, Mastery and Achievement

Children indicated that sources of fun and enjoyment resided in having confidence to take part, which was linked to mastery and achievement in activity:

"Fun, really like it, good at it – especially enjoy football" (Heart emoji)

"Quite good at it – find it fun"; "really like it – really good at it" (Heart emoji)
"Achieving makes me proud" (Stars emoji)
"I really enjoyed when I got chosen to go to a gymnastic competition"; I enjoyed when I got chosen for swimming" (Yr 4 Postings)

However not feeling they were good at sports or feeling confused about sports was upsetting and presented barriers to participating: "not good at it feel upset" (Secondary crying emoji).

To further illustrate the complexity of enjoyment whilst mastery could result in and support enjoyment it was not always necessary:

"Not the best at sports but enjoy" (Secondary sad emoji). Another young person referred to simply enjoying the "challenge" (Secondary Posting) of participating and another cited physical activity as challenging, but in a positive way *"sometimes it can be tough" ... "I enjoy netball because it is fun, and I play GD a lot, so I like snatching the ball" (Secondary Postings).*

Others stated recommended persisting even if they did not feel they had mastery of activities: *"I do lots of sport, gets easier with practice and more achieved", "keep on practising – you learn from your mistakes" (Secondary Postings),* suggesting that with confidence to participate, young people can overcome the barrier of mastery and still participate in sports and physical activities. Developing children and young people's confidence to take part, may be as important as supporting their mastery and competence to take part in sport and exercise.

Scoring, Winning and Competition

Playing well, framed by scoring, winning and competing, were common sources of enjoyment 'in the moment of activity'. These moments of enjoyment in activity can create positive memories which can support ongoing motivation to be active and to encourage future re-engagement

in activity in adulthood. One Yr 4's enjoyment was about: *"playing football and saving goals"* (Yr 4 Posting). Others focused upon scoring:

"I feel a sense of enjoyment or glory when I score in football. FOOTBALL"; "Doing Basketball and scoring. Sense of happiness" (Yr 5 Postings)

"I enjoyed the gymnastics competition where we won gold 🏆"; "gymnastics I achieved something" (Yr 4 Postings).

Secondary young people indicated pride in their performance: *"good at it – proud"; "champion"; "happy when win (star/cool emojis); "normally win because I's the fastest" (heart emoji). They described experience of enjoyment as: "Scoring a hatrick"; "I enjoy winning – (what went well)"; "winning the game;; "like to win"; "when I win it feels good"; "love playing cricket and catching people out". Competitiveness was teasingly described in changes that one young person would make: "break ever players legs so they can't play anymore" (secondary postings).*

"Like winning, good at winning"; "happy when won"; "fun because it is competitive" (secondary cool emojis); "when I will it feels good" (star emoji).

Favourite Sports – Providing Choice

Young people cited a wide and varied range of sports and activities they favoured. Some expressed general love of physical activity – *"love sports"* (secondary cool emoji), *"I enjoy football and lots of other sports"* (Yr 4 Posting).

Others were more sport specific about their favourite sports with football the most frequently quoted, but comprising a varied range for example, gymnastics (especially primary postings), basketball, netball, athletics, boxing, cricket and archery (especially secondary postings). Some young people indicated the nature of the sport or exercise, dictated whether they participated or enjoyed participating (Secondary Posting). Some expressed

real enthusiasm for a sport: *"I enjoyed playing football the first time and second and so on"; "I enjoy dancing that is my sport and sometimes it is hard"* (Yr 4 Postings). Favourite sports could support otherwise ambivalent enjoyment of sport and exercise:

"I enjoy gymnastics. I don't enjoy most other sports e.g. basketball, football"; "I enjoy football and tennis" (Yr 4 Postings). *"Not too bothered (about sport)– I like archery, nowhere to do it"* (secondary bored emoji).

Health and Exercise

Some young people associated sport and exercise with feeling healthy and positive wellbeing:

I enjoyed the fresh air and the exercise"; "I enjoy sport or being active as it makes me feel good, happy about myself" (Yr 4 postings). A Yr 4 liked *"my energy"* about being active (Yr 4 Postings). *"The thing about ... it gives you exercise, and I like exercise"* (Yr 5 Posting). *"Good way to exercise and enjoy yourself"* (secondary happy emoji); *"Keep fit"* (Cool emoji).

Young Peoples' Priorities for Physical Activity

Throughout the qualitative data collection phase of the study, WWF encouraged open, wide-ranging conversations which provided a window into the context in which young people experienced physical activity. This enabled young participants to guide discussion agendas. Towards the end of all meetings, young people were invited to tell us what their priorities for change would be if they had all the resources they needed and were in charge of High Wycombe. WWF anticipated that previous discussion about physical activity would shape their responses and might reveal barriers to sport and exercise, however what emerged was a far richer and much wider range of concerns. These demonstrated the personal, community and

cultural context in which participating in sport and exercise resides within young people's lives. The three key themes which emerged were:

- Changes to young people's existing sport and exercise opportunities dominated by PE and school sport
- Increased and improved community physical activity opportunities
- Societal concerns

Providing Choice Variety of Sport Experiences and a Focus on Fun

Primary school children often referenced their compulsory PE and school sport experiences when highlighting changes they would make. Year 4 children called for changes in what was offered, whilst a year 5 child sought choice in whether to participate or not:

"I would make no one go to school nor able to play sports (not including walking or running)"; "I would change the sports"; "Change the sport to swimming and football and ping pong"; (Yr 4 Postings). "Make it more of a choice whether you have to do sport" (Yr 5 Posting).

One year 4 referenced previously highlighted concerns children had about injury: "I would change the American football so no one can get hurt"; (Yr 4 Posting). Whilst another sought a focus upon fun: "I would make sure everyone had a lot of fun playing sport"; (Yr 4 Posting).

Echoing the complexity, variety and range of young people's responses highlighted earlier in this report, other children built upon their positive experiences of sport and exercise to say: "I would make every one play sport"; "More sports activities"; More football"; "I would say play sports every 2 hours"; "own golf and football" facilities (Yr 5 Postings).

Secondary young people had broader life experiences, increased agency and choice about their activities, which came with their greater maturity. A significant body of responses focused more upon reducing school time and academic studies and increasing their free time: “No school. Time of school ending make free time”; “No school, no teachers”; “I would change lessons”; “No school, more trips”; Change “school lunches. School trips”; “Make no homework!”

Increased and Improved Community Sport and Exercise Provision

Key barrier to physical activity 8: choice, variety of activities and a focus upon fun.

One of young people’s first and often only introduction to sport and exercise is through PE and school sport. Disengagement with school generally could disrupt this introduction to sport and exercise and subsequent engagement in physical activity. For some, PE and school sport can be the one positive feature of their school experience, for others it adds to their discomfort.

Children and young people cited the need to increase accessibility of sport in High Wycombe and the surrounding areas by improving and increasing the number of sport facilities. They were enthusiastic in their specific support of Wycombe Wanderers Football Club, some suggesting further improvements were needed:

“I would change the stadium because it looks too small to express yourself” (Yr. 4 Posting). I would build a bigger football stadium”; “more football facilities”; “I would change all of the changing rooms to make them bigger and to make the stadium bigger if I had the money” (Yr. 5 Postings).

Primary children were keen to support the club’s ongoing success:

"Buy new high-class players for Wycombe Football Club"; "Buy more football kits" (secondary postings); "I would make the squad bigger"; "I would change the positioning to allow them to be able to score 😊" "Buy more GK and defenders"; "Buy Messi Ronaldo + all the good players" (Yr. 4 Postings).

Increasing access and range of sport facilities extended more generally to all sports in the High Wycombe community:

"I would help all and sport football facilities; "I would make all the sports"; "I would change all sport clubs to have better"; "I'd add more dance facilities"; "Not enough basketball camps"; "Badminton class"; "I like archery, nowhere to do (it)" (Secondary Postings). Meanwhile Year 5's cited: "Not enough basketball hoops"; "There's not enough netball clubs outside of school"; "There are not enough clubs" (Yr 5 Postings).

Secondary young people referenced the need for community improvements in High Wycombe and the surrounding areas, beyond sport and exercise which appeared to provide opportunities for socialising:

"More community facilities"; "town centre"; "I would change transport and how the town looks"; "more local stores" (Secondary postings). They also echoed primary children's call for more and improved formal sport facilities: "Not enough basketball courts"; "I would upgrade all sporting facilities, especially in schools...", but also more informal physical activity spaces: "More goals. More parks" (Secondary Postings). Creating opportunities to socialise, play, compete and challenge themselves were also raised: "make more fun more capacity"; "Build a beach"; "Beach"; "more seats"; "pool party with slides"; "Wycombe Olympics"; "fun fear" (Secondary Postings) supported by a year 4 posting: "I would make it (High Wycombe) more fun and a more enjoyable place".

Accessible Facilities and Opportunities for Sport and Exercise

Post-it-note showers elicited a range of accessibility barriers comprising time, cost and ability to physically access sport and exercise opportunities. These mirrored the barriers highlighted by parents but there were distinct differences between children and older secondary school-aged young people. Children did not highlight these barriers as frequently; however it appeared that by secondary school age, the costs of participating in sport and exercise was better understood. This may coincide with the need for more expensive equipment and clothing, more frequent sessions to pursue progressive, more specialised coaching and additional fees for competing and travel to competition venues etc. It may also be worth noting that young people are more aware of costs, than children whose parents deal exclusively with such matters and likely not engaging them at an early age.

Young people also addressed accessibility. One explained their reason for wanting upgraded sport facilities as: "I would do this as I believe they aren't accessible to everyone"; others cited the need for: "More accessible sport for free, because not everyone can afford it"; "Cheap or free *activities*". (Secondary Postings) A parent added that: "*The cost is too high especially when having to pay for travel*". Another addressed inclusivity of existing opportunities: "*Make it more inclusive – weekends (not Friday)*" highlighting that for some, Fridays were their day for religious worship preventing them from participating on that day.

Notwithstanding these suggestions one year 4 posted “I would not change a single thing because it is a good place” ensuring again acknowledgement of the range of opinions young people hold and that significant optimism exists, alongside the concerns expressed. Young people mentioned difficulties of fitting activity ‘into a busy life’, ‘lack of time’ and ‘allocating time’ being difficult. Being active also coincides with young people’s school examination years when schoolwork and revision for exams compete for young people’s leisure time.

Key barrier to physical activity 9: Improved, accessible and inclusive sport, exercise and physical activity opportunities.

Some children and young people identified the need for more and improved opportunities to be active. This covered a wide range of formal sports, and informal opportunities spanning interests in playing to compete, and playing to have fun. Brief mention was also made by secondary young people that these opportunities needed to be accessible and inclusive. Parents recognise the barriers of accessibility such as the lack of facilities, cost and scheduling activities into primary aged children’s lives. By secondary school, young people themselves become cognisant of the cost, time and physical accessibility of sport and exercise opportunities.

Young Peoples’ Wider Concerns and Priorities

Whilst this was not a focus for our study, young people demonstrated high levels of awareness of the societal challenges they would seek to change, when asked to reflect upon their priorities for High Wycombe. A general overall theme was framed by one year 4 posting: “*making life fair for everybody*”. When invited to assume the role of the person in charge, wherein money was available for any changes, for a significant proportion, sport was not a priority with the following themes emerging in the changes they would make:

- Addressing poverty
- Cultural and personal identity
- Increase wellbeing
- Environmental improvement

Addressing Poverty

Many stated that if they had the wherewithal to make change, they would give to charity to help the poor:

“Make Wycombe better to help people”; “I would help charity and make poor people feel okay and safe”; “I would make sure homeless people had a place to stay”; “Make sure people have food”. (Secondary postings); “give to others” (Yr 5 Posting).

Young people appeared informed and conscious of the sources and impact of poverty: *“No jobs, give food to the poor”;* and what needed to be done to support their community; *“make more businesses and Houses.”; “Cheaper taxes. Cheaper house insurance”; stop “inflation”; “I would change how much money people get” (Yr 4 Postings). “I would change streets and people that are homeless, I will give them homes” (Yr 5 Posting). “Make everything free”; I’d make a day where free food, water and other resources are accessible for free” (Secondary Postings).*

Cultural and Personal Identity

One particular secondary school data collection event, comprising primarily of young Asian people, revealed their concerns about the conflict in Palestine. The researcher recorded how young people were provoked by the question ‘if you were Prime Minister what would you change?’: *“One boy questioned why the Foundation aren’t doing charity work for Palestine”.* Meanwhile another actively encouraged participants to contribute a large number of *“Free Palestine”* postings with variations:

Free Palestine and give money to charity. "More charity to Palestine"; "I will give money to Palestine"; "I will send money to Palestine"; I will donate money to the poor and Palestine"; "I will give half to Palestine, and I will spend it on myself"; "Everyone should support Palestine"; Free Palestine and more biryani; "More biryani".

The session revealed young people's underlying concerns living in families with cultural roots in places of international conflict, resulting in the surfacing of some distrust within this session. One young person circulated the session telling participants they needed to be cautious because their views would be reported to authorities with negative consequences. Other potential indicators of the challenges young people experienced around cultural and personal identity were revealed in their commitment to:

- *Change "Racism and hatred because it's naughty"* (Secondary Posting) which echoes earlier reports of bullying and the barrier of difficult behaviours of others when participating in sports.
- Provide a *"Party for girls/women"* perhaps foregrounding girls' and young women's need for safe spaces in which to express themselves generally but would also apply to safe spaces to participate in physical activity.

Sport and our chosen use of recreation time can be an opportunity to express and celebrate our personal, family and cultural identity. This makes it even more important that opportunities to take part in sport and exercise feel relevant to young people, which means being mindful of their cultural heritage, community, family values and interests.

Increase Well-being

Children wanted to make changes to increase happiness in the world:

"Make everyone happy; "friendship"; "I would change everybody has to have fun"; "I would change everybody has to [picture of multi-layered hearts] "(Yr 4 Postings).

Others wanted to increase wellbeing: *"Make it (the world) healthy* (Yr 4 Posting). *"Making being in your natural body good"* (Yr 5 Posting).

Environmental Improvements

Year 4 children particularly focused upon reducing littering and pollution, planting trees to create better environments and protect wildlife. Children thought they would:

" ... maybe (make) the planet healthy"; " ... keep the environment healthy and help all animals"; "change by stopping pollution".

They would change:

"Littering because it's very bad for the environment and it needs to stop NOW"; "That everyone did not litter"; "No rubbish on ground so more bins". "I would change littering because of the wildlife it is bad for animals and everyone" "More trees"; "I would change environment and plant trees"; "I would plant more trees and clean up".

"I would change the wildlife situation. I would:

- *Make bird houses*
- *Make a bug hole*
- *Plant flowers*
- *Stop pollution.*

(Yr 4 postings)

Such a focus could have been prompted by recent learning about the environment in school. Regardless, this demonstrated interest in the

environment and the outdoors in these children. There is potential to harness this interest to engage children in outdoor physical activity.

Reflection Upon Young People's Priorities for Change in High Wycombe and the Surrounding Areas

Some children were content with their lives in High Wycombe and the surrounding areas and did not want to change anything responding:

"Nothing (to change) because life makes choices for you sometimes it is not all about us"; "I would not change a single thing because it is a good place"; "I would like to keep everything the same because I enjoy what they already have" (Yr 4 Postings).

Others were aware of the need to address poverty, increase well-being and improve the environment and most strikingly, revealed cultural tensions, highlighting apparent discrepancies in their day-to-day lives. When confronted with young people's priorities for change, it is important to recognise the impact of this could be significant and is therefore a reminder on the importance of understanding the overall context of young people's lives, through their own eyes. Improving this understanding could lead to better curated opportunities for sport and exercise, which would potentially enrich all young people.

Key barrier to sport and exercise 10: Relevance of sport and exercise in young people's aspirations for the world.

Young people's early experiences of sport and exercise in school are primarily built upon a compulsory curriculum of traditional British sports. Arguably this doesn't account for the international appeal and cultural relevance of these sports in multi-cultural families and communities. It is possible that young people exercise and are active in ways outside of traditional sport and exercise for example, in the pursuit of their environmental interests leaving little time or motivation to embrace sport.

Discussion of Findings and Recommendations for Practice

This study set out to:

- Identify the range of barriers to participating in sport and physical activity for young people in High Wycombe and in the surrounding areas.
- Grow our understanding and experience of the most effective ways of researching young people's activity experiences in High Wycombe and in the surrounding areas.

Barriers to Young People Participating in Sport and Physical Activity in High Wycombe and the Surrounding Areas

As shown themes across the different data collection methods supported key findings within young people's views and highlighted differing experiences of physical activity. These were captured throughout the reporting of results consultation with young people and have been summarised in the key barriers faced. Here WWF review the implications of findings for future research and practice to fulfil our aim to:

Bring together our diverse community of young people in fun, social sport and physical activity, which can create and sustain community bonds.

Whilst most children and young people enjoyed being active, a significant minority 17-25% (primary & secondary) did not and stated clear dislike for activity. Early experiences of physical activity are dominated for many by their experiences of school PE. This experience continues to impact young people of secondary age and is seen in the way they frame discussion of physical activity, frequently referencing PE experiences. Enjoyment of sport and exercise could also be very sport specific, leading to the need to provide

as wide a range of activities as possible, to fulfil the movement interests of a range of young people.

WWF can help young people build alternative, positive early experiences of active fun and enjoyment, to counteract negative experiences and memories of PE. This will show the possibility to those potentially discouraged by PE that physical activity can be fun.

Key barrier to physical activity 1: Lack of fun and enjoyment in early experiences of sport and exercise.

Fun and enjoyment is widely researched as a key intrinsic motivator for young people's participation in physical activity. Lack of fun and enjoyment in early experiences of sport and exercise for example, compulsory PE, appeared to support a more generalised and entrenched

There is a paucity of research about sources of enjoyment which can be harnessed to encourage children and young people to engage and sustain active lives. However, some developing research shows that fun and enjoyment can be found in a wider range of sources than traditionally that that underpins activity programmes for example, socialising with friends, learning new skills, mastering challenges, competition, and winning. For instance, children's active play comprising rough and tumble with siblings, parents and grandparents, provides opportunities that children enjoy engaging with those closest to them resulting in deepening of those relationships. Enjoyment can come from raised affective states by simply experiencing the outdoors, experiencing the embodied impact of activities, engendering feelings of wellbeing and happiness (Plowright-Pepper, 2020)

The research also showed a high proportion of children and young people enjoyed using technology and screens as a recreational pursuit. A high proportion used their mobile phones for more than 5 hours a week and watching videos and gaming were highly prized pursuits. Adults with

different experiences and less commitment to social media and screen pursuits, have led thinking about use of media as a sedentary recreational pursuit which competes with young people's time to be active. This in turn contributes to the way adults form research, policy and, practice. However, this perception is not borne out by the young people in this study, who valued both activity and screen time as pursuits.

Recommendation for Practice:

- Continue to offer activities and programmes that foreground fun and enjoyment, opportunities to socialise whilst being active, as well as opportunities to compete and play organised sport.
- Engage with young people to design activities and programmes for enjoyment for them and their peers (within their context).
- Customise social physical activity for specific groups of children and young people designed to help them find enjoyment in being active. For older, secondary-aged young people this might be framed as 'return to activity'.
- Further investigation is suggested into the relationship between use of IT to complement and motivate engagement in physical activity

Key barrier to physical activity 2: Lived experiences of tiredness, overheating and associated physical discomfort.

Getting hot and tired appeared to characterise all physical activity participation for some children, in addition they experienced physical discomfort: "what I do not like about running is you could get a stitch or be out of breath" (Yr 5 Posting). Secondary young people stated that sports were "too tiring" and that they "get tired easily" (Secondary Postings).

Tiredness, overheating and physical discomfort were specific features of experiences which made sports and physical activity unenjoyable. Young

people cited tiredness as a challenge to trying to participate in sport or exercise, a commonly cited feature of teenage years in research. The dominance of the Public Health agenda focusing upon encouraging targeted levels of moderate and vigorous exercise could be seen to undervalue moderate level activity and simple movement. These comments appear to support the sense that curriculum PE dominates children and young people's understanding, and experience of activity.

Recommendations for Practice:

Promote sport and physical activity participation for relaxation and refreshment from day-to-day commitments of school and other responsibilities. This approach foregrounds the concept of recreation as re-creation of mind, body and spirit after the 'work' of fulfilling school and home responsibilities. It would also foreground the use of sport and exercise as vehicle for community cohesion engagement. Key actions might:

- Reward and celebrate all forms of physical activity participation; formal and informal, social, creative and sport/exercise related.
- Review focus upon health messaging and dominance of daily targets for moderate/vigorous levels and provide for low impact, recreational activities.
- Recognise and talk about these fears which young people may not express in front of others as part of coaching, teaching and leadership of physical activity.

Key barrier to physical activity 3: Fear of injury.

Fear of injury built upon concerns about the experiences of physical discomfort from exercise. Some children and young people appeared highly sensitised to the possibilities of quite extreme injury, citing breaking bones and pulling muscles. There was some evidence that this could be from personal experience and/or exposure to actual injury.

Whilst simultaneously others did possess resilient attitudes towards potential injury.

This finding does not feature significantly in other current research about barriers to children and young people's participation in sport and exercise and was unexpected. It was commonly highlighted by both primary and secondary age groups. Injury was cited as a challenge faced when trying to participate in sports or exercise by the young people surveyed.

Recommendations for Practice:

- Further research might provide useful insights to explain this unusual finding and potential responses.
- Fear of injury should be recognised as a potentially unexpressed concern of existing participants. Current practice to address the potential for injury and reassure participants should increase as part of programme introductions and as part of a Child-First Coaching approach.
- A shared approach to creating a safe injury free environment engages children and young people and could build confidence.

- For those who might not engage in activities due to fears of injury, consideration could be made of the way programmes are promoted.

Key barrier to physical activity 4: Physical challenge of exercise.

Primary children and secondary young people were concerned by their experiences of not meeting the physical challenges of exercising. These range from as fundamental as getting out of breath and/or running out of energy too quickly but also include dealing with minor health conditions such as asthma.

Mastery of new skills and challenges is a well-researched, intrinsic motivator for engagement and sustained participation in sport and exercise. The children and young people in this study draw attention to the need to design programmes which provide sufficient challenge, but that are perceived to be within their reach. Offering a range of activities demanding different participation skills and levels of challenge.

Recommendations for Practice:

- Consideration could be given to promoting programmes of sport and exercise which welcome different levels of competence for example, introductions to sports, exercise and movement activities.
- Opportunities could be offered to enable young people to progress through levels of participation, as they build competence and confidence.
- Research with the least active young people could help to customise physical activity for a broad range of current non-participants.
- Research with active children and young people could help to identify and fill gaps in opportunities to progress for example, girls' continuing rugby and football as they progress at secondary age.

Key barrier to physical activity 5: Losing or failing to reach activity goals.

For both primary and secondary young people, losing and not reaching their activity goals were unenjoyable. Whilst we experienced the resilience of young people exercising, even during less-than-optimal conditions for example, whilst having concerns about injury, losing could be viewed as significant in supporting dislike and lack of enjoyment, as previously cited.

Research supports competing, and the positive impact of winning as key motivators for sport participation, particularly for males. Additionally, high levels of losing or failing to reach activity goals can be demotivating and lead to drop-out.

Recommendations for Practice:

The following strategies could be designed within programmes to engender a broader experience of winning and achieving against activity goals:

- Set sport and exercise goals collaboratively
- Vary activities so that not everything is goal or win/lose orientated
- Create team/collaborative challenges alongside complementary personal goals
- Focus feedback on broader principles than winning or losing
- Celebrate success within all children

Key barrier to physical activity 6: Negative or threatening social environment for sport and exercise.

Socialising as a positive motivator for participating in physical activity and sport is well documented in research. The tensions experienced by some children and young people are stark de-motivators and a strong barrier to participation for all but the most committed to exercise and sport and particularly for those less confident in an active environment.

There is potential to create active play opportunities which do not depend on high levels of skills and/or competition, which can create overly competitive environments which in turn can lead to negative behaviours.

Recommendations for Practice:

- Create collaborative participation rules with young people in every session
- Engage participants in regulating the activity themselves
- Discuss positive sport and participation values
- Create sport and exercise sessions which fulfil expectations of the most competitive, as well as the least confident

- Engage the most confident as leaders in the session

Key barrier to physical activity 7: Low self-confidence for participation in sport and exercise.

Low self-confidence in children and young peoples' own perceptions of their competence to participate in sports and exercise, was a clear barrier. Confusion about how to take part reinforced a sense of incompetence. This supported existing research which identifies perceived competence as a strong intrinsic motivator for participation. Factors supporting low self-confidence also included losing face in front of peers and the actual negative reactions of peers identified elsewhere.

Some young people demonstrated that they could enjoy taking part in sport and exercise, even though they did not consider themselves very competent at the activities. Developing children and young people's confidence to take part may be as important as supporting their mastery and competence to take part in sport and exercise. In addition, offering a range of different types of engagement in sport, exercise and physical activity or simply movement, will also attract a wider range of young people.

Recommendations for Practice:

- Recognise some young people's potential lack of introduction to physical activity or early negative experiences
- Focus on self-directed play-based activity for fun as the antithesis of adult (teacher) directed activities
- Engage with the least confident movers to build their movement competence, confidence and experience in fun, play-based settings
- Support young people to set their own goals
- Use social engagement in physical activity to motivate and support participation by working in friendship pairs/small groups

- Provide a wide range of activities as possible recognising different tastes and interests in being active, the appeal of creative play, adventurous and novel movement e.g., opportunities to do archery cited by one young person
- Provide introductory activities which can help young people develop/practice early basic skills of being active for example, agility, balance, coordination (ABC's) in a fun way.

Key barrier to physical activity 8: General disengagement with school.

One of young people's first and often only introduction to sport and exercise is through PE and school sport. Disengagement with school generally could disrupt this introduction to sport and exercise and subsequent engagement in physical activity. For some, PE and school sport can be the one positive feature of their school experience, for others it adds to their discomfort.

WWF enjoys high levels of support from children and young people across High Wycombe and the surrounding areas and is well-positioned to encourage participation in sport and exercise in both active and inactive young people.

Recommendations for Practice:

- Local level community engagement with families and community groups to support young people's ambitions for additional opportunities to play sports.
- Develop low/no cost sustainable activities through coach/facilitator/leader training, providing sustained (2 years +) mentoring and coaching support.

Key barrier to physical activity 9: Improved, accessible and inclusive sport, exercise and physical activity opportunities.

Some children and young people identified the need for more and improved opportunities to be active. This covered a wide range of formal sports, and informal opportunities spanning interests in playing to compete, and playing to have fun. Brief mention was also made by secondary young people that these opportunities needed to be accessible and inclusive. Parents recognise the barriers of accessibility such as the lack of facilities, cost and scheduling activities into primary aged children's lives. By secondary school, young people themselves become cognisant of the cost, time and physical accessibility of sport and exercise opportunities.

Parents highlighted barriers of accessibility such as the lack of facilities, cost and difficulties of scheduling activities. By secondary school age, young people also recognised cost barriers and cited lack of time to devote to sport and exercise alongside increasing schoolwork and other commitments. The difficulties for girls who felt that sports participation was gendered for instance was also highlighted and that it was difficult for girls to continue to participate in football and rugby into their teens.

Recommendations for Practice:

- Design and delivery of opportunities to be active should recognise the wider range of sport and exercise in which young people are interested. Young people should be consulted about the selection, design and delivery of new programmes to ensure accessibility.
- Consideration needs to be given to the scheduling and location of sessions to support increasingly busy parents who provide transportation.
- Opportunities for low or no cost participation in sport and exercise should remain a high priority, to support those least able to afford costs of taking part including equipment, clothing and travel costs.

Key barrier to sport and exercise 10: Relevance of sport and exercise alongside young people's aspirations for the world.

Young people's early experiences of sport and exercise in school are primarily built upon a compulsory curriculum of traditional British sports. Arguably this doesn't account for the international appeal and cultural relevance of these sports in multi-cultural families and communities. It is possible that young people exercise and are active in ways outside of traditional sport and exercise for example, in the pursuit of their environmental interests leaving little time or motivation to embrace sport.

At the start of this study, it was claimed that physical activity is a socially constructed phenomenon. Layers of influences act upon young people starting with their home, families and school, then community with friends and finally, within society. Through these, young people build their knowledge, understandings and beliefs about the world and phenomenon such as sport and exercise. Barriers to participation can reside in each of these layers.

The findings from this research appear to reinforce this position, for instance young people appear to make assumptions about all physical activity based on the currency of their PE experiences. Young people's early experiences of sport and exercise in school are primarily built upon a compulsory curriculum of traditional British sports. The international appeal of these sports and cultural relevance to multi-cultural families and communities, is open to debate. Whilst concurrently, the school curriculum provides little opportunity to allow the active exploration and care of our lived environment, which might interest some young people.

Culturally related societal changes raised by young people did not focus upon sport and exercise provision in this study. However, they raise

important considerations about the relevance of the sport and exercise not only to ethnic minority communities within High Wycombe and the surrounding areas, but also to those young people with other more pressing concerns and interests.

Recommendations for Practice:

- Continue to work with minority ethnic communities in High Wycombe and the surrounding areas to identify any culturally specific sport and exercise activities which might appeal to the least active young people.
- Explore ways of exercising whilst addressing environmental improvements within High Wycombe and the surrounding areas to connect with young environmentalists.
- Open conversations with young people about their broader interests and identify ways in which these can be engaged with in activity. For instance, explore use of social media and gaming apps – whilst also being active.

Appendix A

Children, Young People and Adult Surveys

Survey one (primary)

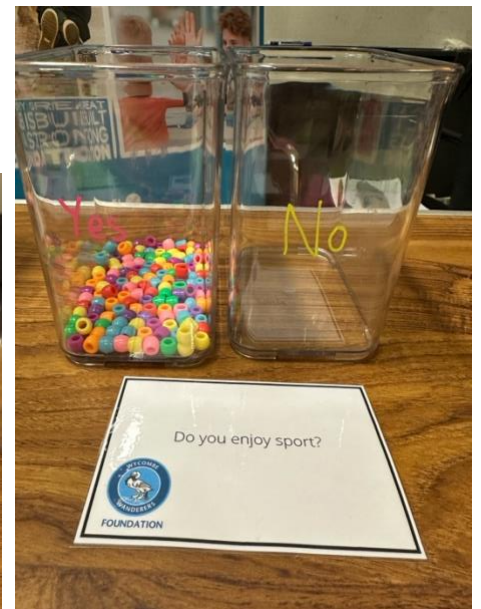
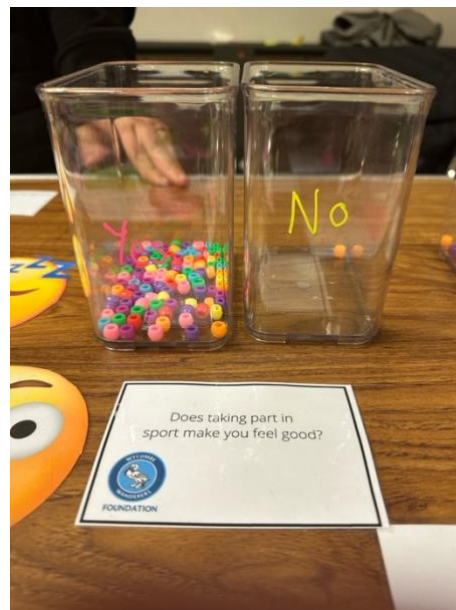
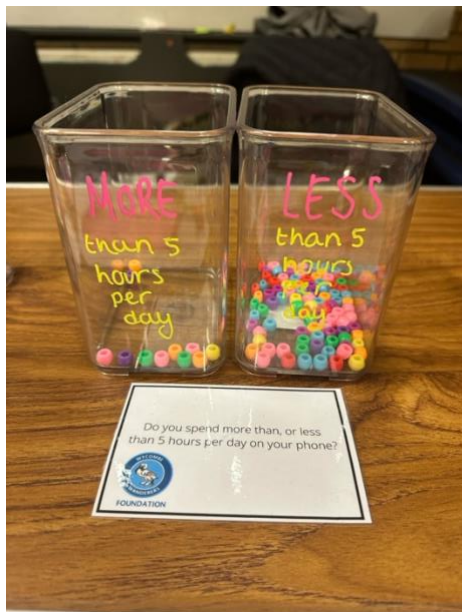
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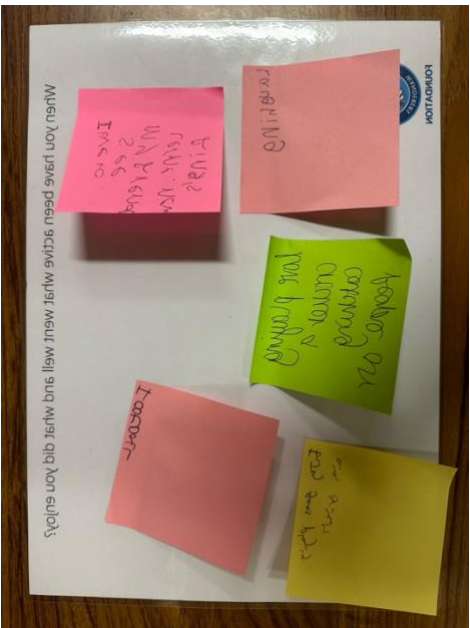
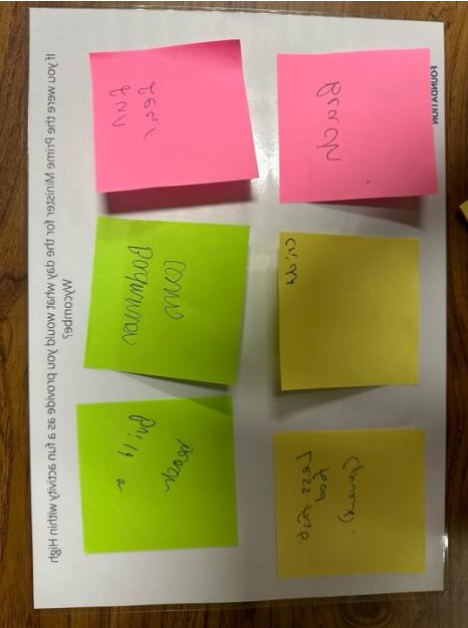
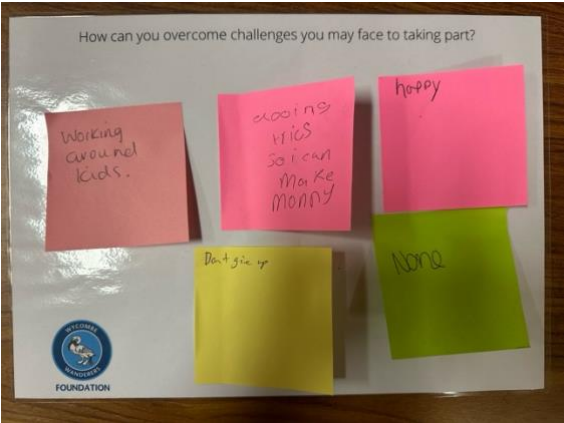
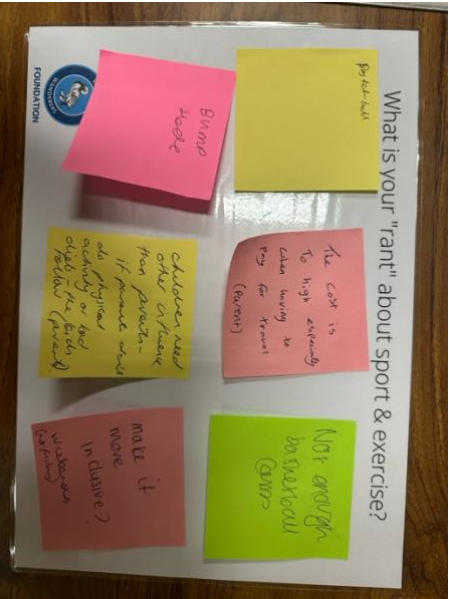
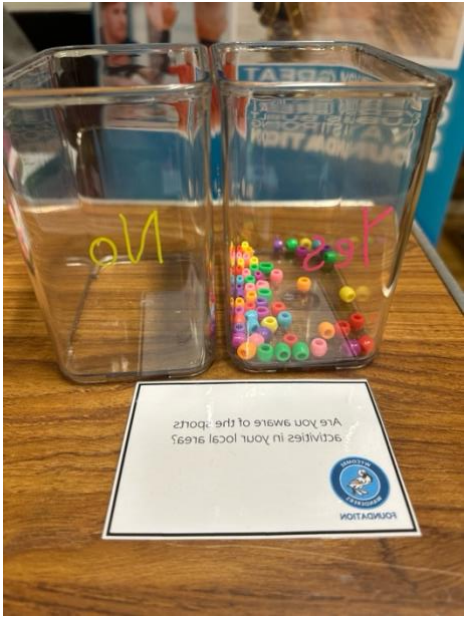
Survey two (secondary)

<https://forms.office.com/e/lvMa4iXYRa>

Survey three (parent/carers)

<https://forms.office.com/e/YRFnn4pTCy>





Appendix B

Summary of Key Barriers to sport and exercise participation.

Key barrier to physical activity 1: Lack of fun and enjoyment in early experiences of sport and exercise.

Fun and enjoyment is widely researched as a key intrinsic motivator for young people's participation in physical activity. Lack of fun and enjoyment in early experiences of sport and exercise for example, compulsory PE, appeared to support a more generalised and entrenched dislike of physical activity in some children and young people..

Key barrier to physical activity 2: Lived experiences of tiredness, overheating and associated physical discomfort.

Getting hot and tired appeared to characterise all physical activity participation for some children, in addition they experienced physical discomfort: "what I do not like about running is you could get a stitch or be out of breath" (Yr 5 Posting). Secondary young people stated that sports were "too tiring" and that they "get tired easily" (Secondary Postings).

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Key barrier to physical activity 5: Losing or failing to reach activity goals.

For both primary and secondary young people, losing and not reaching their activity goals was unenjoyable. Whilst WWF experienced the resilience of young people exercising, even during less-than-optimal conditions for example, whilst having concerns about injury, losing could be viewed as significant in supporting dislike and lack of enjoyment, as previously cited as requiring attention.

Key barrier to physical activity 6: Negative or threatening social environment for sport and exercise.

Socialising as a positive motivator for participating in physical activity and sport is well documented in research. The tensions experienced by some children and young people are stark de-motivators and a strong barrier to participation for all but the most committed to exercise and sport and particularly for those less confident in an active environment.

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Key barrier to physical activity 8: General disengagement with school.

One of young people's first and often only introduction to sport and exercise is through PE and school sport. Disengagement with school generally could disrupt this introduction to sport and exercise and subsequent engagement in physical activity. For some, PE and school sport can be the one positive feature of their school experience, for others it adds to their discomfort.

Key barrier to physical activity 9: More and improved, accessible and inclusive sport, exercise and physical activity opportunities.

Some children and young people identified the need for more and improved opportunities to be active. This covered a wide range of formal sports, and informal opportunities spanning interests in playing to compete, and playing to have fun. Brief mention was also made by secondary young people that these opportunities needed to be accessible and inclusive. Parents recognise the barriers of accessibility such as the lack of facilities, cost and scheduling activities into primary aged children's lives. By secondary school, young people themselves become cognisant of the cost, time and physical accessibility of sport and exercise opportunities.

Key barrier to sport and exercise 10: Relevance of sport and exercise alongside young people's aspirations for the world.

Young people's early experiences of sport and exercise in school are primarily built upon a compulsory curriculum of traditional British sports. Arguably this doesn't account for the international appeal and cultural relevance of these sports in multi-cultural families and communities. It is possible that young people exercise and are active in ways outside of traditional sport and exercise for example, in the pursuit of their environmental interests leaving little time or motivation to embrace sport.