

Youth Recreation & Sport Forum Report



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Pioneer Leisure Centre

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SUMMARY OF MAJOR ISSUES

- The young people attending the forum displayed a range of motivations for taking part in recreation and sport. Many of these closely fit the physical activity needs identified by the Hillary Commission in its report 'Solving the Mystery of Inactivity' (see diagram in Appendix 1).

There were however a few motivations identified that fell outside this framework. Namely some extrinsic rewards from being involved in recreation and sport such as the opportunity to travel and uniforms. The influence of television and inspirational elite players was also identified along with just being 'too slack to quit!'.

- The factors that the participants identified as putting them off participating in recreation and sport can be categorised into three types:

- ▶ *Structural (physical or material constraints)*

Lack of organisation or reliability, weather, risk of injuries, cost, transport, competition too intense.

- ▶ *Interpersonal (constraints arising from social interactions)*

Unsupportive team mates, coaches etc, too much commitment demanded by team mates, bad referees, bad spectators.

- ▶ *Intrapersonal (personal characteristics, beliefs, perceptions or attitudes)*

Low self-confidence, the profile of the activity, lack of inspiration/motivation.

- Young people identified the costs of joining fees, equipment and travel as barriers to their participation in recreation and sport. However the costs are normally paid by parents rather than the young people themselves. Consequently influencing young people's priorities for spending will have little impact. This sort of effort would need to be focussed on parents to be most effective.
- The availability of transport was identified as a major barrier to young people's participation in recreation and sport. 'No transport? – Forget it!'
- The attitudes of recreation and sport providers have a major impact on young people's enjoyment of recreation and sport.

Attitudes and behaviours that enhanced the experience – encouragement and not focussing on the negative, having knowledgeable and experienced coaches who know their stuff and where hard training is required that it is done in fun ways.

Attitudes and behaviours that put young people off – coaches who do not know what they are talking about, discouragement and criticism, favouritism, being publicly humiliated and coaches 'power tripping'.

- Young people indicated that body and clothing image considerations are important determinants in their participation in recreation and sport. This tended to be focussed particularly on having the perfect (small) body for females and having muscles and cool clothes for males.

- Schools were identified as being major providers of recreation and sport activities for young people. However young people indicated the need for schools to be more encouraging and motivating of young people's involvement.
- The focus of schools was identified as being within a relatively narrow range of recreation and sports activities. Young people felt that there should be more emphasis and support for participation in alternative recreation and sport activities.
- Young people felt that there was a drop off in participation in the senior school and at school leaving age. Contributing factors identified were: a lack of encouragement and recognition for young people participating and succeeding in recreation and sport, the limited range of sports offered by schools, conflict between schools and clubs over particular players, peer influence, a 'winning is everything' attitude in some schools, inadequate facilities and the lack of competent coaches/teachers.
- Participants at the forum were particularly concerned about conflict that exists between clubs and schools over the availability of individuals to play sports. This particularly affects those at a representative level. Pressure was applied to some young people to play sport for schools rather than clubs. The need for schools to understand why young people at times prefer to play sport for clubs, and for schools and clubs to interact to a much greater extent were identified.

OVERVIEW

On 2 March 2001 a recreation and sport youth forum was held at the Pioneer Leisure Centre. Approximately 80 young people from ages 13 to 18 years representing numerous Christchurch high schools and training organisations attended the event to give their views on youth recreation and sport needs in the City. The attendees were a cross section of young people, with varied levels of interest and participation in recreation and sport.

The forum was organised by the Christchurch City Council in conjunction with a number of Christchurch based youth and sports groups, including the Canterbury Youth Workers' Collective, Hauora Matauraka and School Sport Canterbury. It was aimed at obtaining young people's views on the issues facing recreation and sport in Christchurch so that the Council could incorporate these into its latest sport and recreation strategy and ultimately provide more effectively for young people in the future.

The participants were welcomed to the forum by students from the local Kura Kaupapa O Te Whanau Tahī.

Throughout the day the young people participated in a blank sheet exercise and three 45-minute long workshop sessions from the eight different workshops on offer. These were interspersed by a skateboarding display at the lunch break, aerobics routines, and a speech by Steve Gurney. He encouraged them to do the things that they were passionate about, because that would increase their sense of self-esteem, as it had for him. He talked about some of his light-hearted and challenging moments competing in gruelling eco-challenges and the Raide Gauloises overseas.

Steve also spoke about how a person's determination can lead them to produce results beyond what they ever thought was possible and that failure was giving up and not trying again. He shared the example of the difficult experience he had being hospitalised for months. Although he feared that he could never return to his top-level of winning events such as the Coast to Coast, his courage and determination enabled him to succeed again. The participants were inspired. Steve added that it was important to have other qualifications and training to fall back on because of the precarious nature of professional sports, himself having a mechanical engineering degree.

BLANK SHEET EXERCISE

The aim of the 45-minute long blank sheet exercise was to get young people's views of the ideal recreation and sport provision in Christchurch. It asked them to imagine what recreation and sports activities they, as decision-makers, would provide for young people if they had a blank sheet to start from, with no current provisions in the city. These items were then prioritised.

Top priority / absolutely essential:

- Multi-sport complexes in the central city for all ages with basketball, volleyball, netball, swimming, cricket, gym, track, squash courts, rugby, cricket, tennis, soccer, artificial turf, ice-sports facilities, sauna, spa, movie theatre and most other sports when the weather is bad. Also a physiotherapist and café. Ideally these should be located near the bus terminal and run at as low cost as is possible or subsidised for young people. (Built with youth input).
- Youth-designed skate parks, perhaps an indoor skate park.
- Outdoor sports areas/parks/fields for rugby, netball, soccer, aussie rules etc. With clean toilets, see-saws, merry-go-rounds, wooden forts, flying foxes, and golf courses. More and bigger parks in sub-divisions.
- Organised team sports by sports clubs, the Christchurch City Council, sports bodies, coaches and medical assistance e.g. St Johns. e.g. hockey, netball (indoor and outdoor), basketball, touch football, aussie rules, soccer, rugby, volleyball, soft-ball, cricket, longball and dragon-boating etc.
- Sports equipment and uniforms paid for by sponsorship and government or through advertising through schools, posters, television, radio and billboards.
- Funded Sports Co-ordinators in schools to encourage young people, inform them of what's happening and to hold coaching workshops.
- Coaches who are active and stricter, know what they are doing, have experience, new ideas and understand young people.

Second priority / important:

- Water-sports including scuba-diving, life saving, kayaking, rafting, dragon-boating, swimming, rowing, water-polo, boat activities, surfing, fishing.
- Mountain bike/BMX tracks and raised up cycle tracks on roads.
- General-purpose outdoor stadium for Super 12, NPC with affordable embankments and smaller stadiums with some facilities for representative sports.
- Indoor and outdoor swimming pools for competitive and leisure swimming.
- Free concerts.

Third priority – Nice to have but if resources were tight there are more important things:

- Individual outdoor activities such as cycling, rock-climbing, abseiling, roller-blading, skateboarding, kayaking, canoeing, snow-activities, athletics, rifle shooting, archery, golf.
- Stadiums.
- Venues for specific sports e.g. indoor cricket and tenpin bowling.
- YMCA holiday programs and youth development.
- Gyms.
- Legal tagging walls.
- Equal funding among sports groups including the smaller ones.
- Legal drag strip and burnout pad for young boy-racers.

Other suggestions/comments:

- Places to hang out to watch international sports.
- Council staff need to monitor other New Zealand and overseas cities to copy really popular facilities.
- Area for roller-bladers.
- Individual indoor activities such as karate, boxing, darts, fencing, chess, squash, table tennis, badminton, gymnastics, gym activities (including weights, aerobics, rowing, saunas, spa, steamrooms).
- Equestrian centre.
- Drive-in movies.
- Theme parks/adventure parks.
- Some cricket fields are great while others are so bad that people don't want to play on them.
- More gardens.
- Have sport expos.
- More school support to get schools together for competitions, and make sports finals a bigger deal, yet reduce rivalry. Also schools providing more acknowledgement and incentives to succeed in sport.
- Have more media coverage of school sports.
- Need better advertising of events on the radio, school billboards, student councils, posters, brochures, outside schools, malls, word of mouth.
- An extreme sports area with bungee jumping, white water rafting, and tubing.
- More dance parties at night.
- A free Sports Orbiter bus or minibuses.
- More competition than just weekends.
- Everything government funded.
- Human-made pond for scuba diving and snorkelling.
- Mini-golf and normal golf facilities.
- Game-parks for hunting.

- Driving ranges.
- More sports academies.
- Big kid playgrounds with wider swings.
- Luge on the Port Hills.
- More international competition.

Comments regarding existing facilities:

- Hagley Park - is great but needs better parking, more drinking fountains and toilet facilities, perhaps a pool centre and shower facility. The track around the perimeter is great. Need a warm-up area, a small playground for children and more shelter at the netball courts. Need another hockey field.
- The old Barrington Park was better than the current one.
- Would keep QEII Park, rebuild the hydroslide, renovate the track, and update theme park.
- Would re-vamp New Brighton's Thompson Park.
- Rowing at Kerrs – needs more facilities. It gets narrow and weed comes up, needs better loading facilities, more room for boats, and better sheds.
- Return Jade Stadium's title to Lancaster Park and return the embankment.

WORKSHOP 1 – MOTIVATIONS TO TAKE PART

This workshop looked at what motivates young people to participate in sports and recreation and what puts them off. It asked how young people got started in the activities they currently take part in and what keeps them participating. It also examined what it is about the activities that they are currently involved in that attracts them and what generally discourages them from either trying an activity or contributes to them giving it up.

Activities young people participate in and how they got started:

- Aerobics – coach, parents.
- Archery – parent.
- Aussie Rules – club.
- Badminton – school.
- Basketball – family, school, friends.
- Biking.
- Bodyboarding.
- Boxing.
- Breakdancing.
- Chalk drawing.
- Chess.
- Climbing.
- Cricket.
- Diving – school, parent.
- Extreme blading.
- Fencing – school.
- Fishing.
- Frisbee.
- Gymnastics – Polytech, parent.
- Handball.
- Hockey – school, club, friends.
- Ice-hockey.
- Korf ball.
- Martial Arts – club.
- Netball – school, clubs.
- Petanque.
- Roller-blading.
- Rowing – school.
- Rugby – school, inspired by All Blacks, parent.
- Rugby League – lunch time games at school when younger, parents and older brother.
- Running.
- Scootering.
- Scuba-diving.
- Skiing.
- Skateboarding.
- Snowboarding.
- Soccer.
- Softball – parent.

- Squash.
- Surfing.
- Swimming – family, friends.
- Table tennis – club.
- Target shooting.
- Tennis.
- Theatre sports – school, advertisements in newspaper.
- Touch rugby – school, clubs.
- Trampolining – Polytech.
- Underwater hockey.
- Volleyball – school.
- Walking.
- Waterpolo – school, friends.
- Water-skiing.
- Wrestling.

Some stated that the Sports Co-ordinator at their school contributed to their participating in sports and recreation activities.

Factors that motivate young people to keep participating (*Major Factors):

- *Enjoyment of the sport, fun, loving it, excitement.
- *Self-set goals/ambitions: rewards like trophies, cups and certificates, money, fame, sponsorships, scholarships; achievement; success; feeling a need to achieve; self-esteem/confidence; building on talent.
- *Competition, winning: feeling the need for a challenge, the desire to compete, tournaments, school rivalry.
- *Making friends, team atmosphere, social involvement, friends, meeting people.
- *To maintain fitness: pressure to play a sport for physical activity; to keep healthy; strength; weight loss.
- Sporty image: it's the 'in' sport (netball).
- Opportunities to travel.
- Change of scenery, stress release: timeout from school and family.
- Family involvement.
- Appreciation from others.
- School, especially if compulsory.
- Influence of television and international competition, inspirational older players.
- To improve skill.
- Perks/give-aways- uniforms, boots, jackets etc.
- Familiarity – too slack to quit.
- Wanting to play a less well known sport (waterpolo).

Factors that put young people off participating (*major factors):

- *Lack of organisation or reliability.
- *Competition too intense, serious, all about winning, competition too hard, too much pressure.
- *Weather.
- *High risk of injuries.

- *Cost.
- *Transport hassles/location/ travel: having to find ways to get there.
- *Low self-confidence.
- *Profile of activity.
- *Not enough time; availability/days.
- *Uncomfortable with coach/team-mates: unsupportive teams, parents, coaches; personality clashes with team/coach; lack of respect from team mates/coach; put-downs of those who are not as good; lack of team spirit.
- Feeling self-conscious /uncomfortable in clothing, bad image uniforms.
- Commitment: too much demanded or not enough from team mates.
- Bad referees.
- Lack of inspiration/motivation.
- No improvement in performance.
- Bad spectators, the opposite sex.

Activities that young people have participated in regularly in the last two years but subsequently stopped doing and the factors that contributed to them stopping:

- Athletics – the athletics community was too self involved.
- Basketball – badly organised, mean coach who was inappropriate towards the players, noisy, days were too inconvenient, heaps of other sports to play.
- Cricket – takes too long, not enough time, boring and a waste of nice hot sunny days!
- Fencing – too expensive and at an unsuitable time.
- Gymnastics – too many injuries.
- Hockey – being different from family members.
- Judo – reached goal of black belt and then retired.
- Karate – boring, no enjoyment.
- Music lessons – too far to travel, expensive.
- Netball – busy schedule, too time consuming, too many compulsory activities to attend such as coaching, umpiring and courses, lost interest, started another sport.
- Club snow skiing – too far to travel, not enough time to go up for full weekends or ski-weeks.
- Rowing – too time consuming and lack of success.
- Rugby – too soft, wasn't allowed to play winter sports.
- Rugby League – found rugby and school more interesting, not enough time.
- Softball – became boring.
- Swimming – demand on time and extra training, too intense.
- Surf life saving – too far to travel and bad weather.
- Tennis – too individual (singles) so boring.
- Velodrome cycling – unsuitable time and travelling too far.
- Windsurfing – not enough wind.
- Sports clashing – more than one tournament on at a time.
- Started coaching instead of playing.

Activities young people see themselves participating in later in life and why:

- Playing sports professionally: Getting paid to represent New Zealand in something we love doing; to be the best we can be and travel; because some clubs are becoming more recognisable, luring more people to participate and producing more challenges. E.g. rugby, rugby league, aussie rules, cricket, softball, basketball.
- Playing provincial sports.
- Professional manager within a sport for enjoyment.
- Coaching a professional team for enjoyment and being well paid.
- Coaching your kids team or other family members or friends – for the fun of it.
- Refereeing at a professional level.

Other individual comments:

- A professional caddy – for the money.
- Martial arts instructor.
- Water-skiing.
- Diving.
- Swimming.
- Jet-skiing.
- Pool.
- Mens' netball.
- Snorkelling.
- Coast to Coast.
- Scuba-diving instructor.
- Tramping.
- Surf lifesaving.
- Surfing the world – enjoyment.
- Social activities such as touch (friendly), bowls, golf – for enjoyment.
- Tramping and camping (in my back yard) because of enjoying the outdoors and desire to keep fit.
- Cycling, running and climbing – any outdoor activity for the purpose of cross training.
- Bowls, croquet, bridge, model sailing boats, golf, walking clubs, aqua-jogging, chess, bingo, housie – all less strenuous on the body for when we are no longer able to compete in the activities we can during our youth.
- Nothing – shortage of time.

WORKSHOP 2 – TIME, COST AND TRANSPORT BARRIERS

This workshop explored the time, cost and transport constraints faced by young people who want to participate in recreation and sport, how these barriers operate, and how young people can get past them to participate.

Cost

The costs of joining fees, equipment and travel were all considered to be significant cost barriers.

Young people considered a reasonable hourly cost to participate in an activity like swimming was \$1-2.

Few of the participants said that they preferred to pay as they went along, with most preferring to pay a lump sum for the season/year.

The participants said that having to pay a lump sum is not really a major barrier to their participation because various payment options were available.

The amount of money spent by some young people in a normal week ranged from between \$5 to \$60.

What young people spend their money on:

- Petrol.
- Food.
- Drink.
- Lunch.
- Taxis.
- Bus fares.
- School fees/stuff.
- Videos.
- Movies.
- Clothes.

Having considered their spending patterns, most young people concluded that they really could afford to participate in recreation and sport activities, not by prioritising their spending, but because it is usually their parents who pay for them. Many young people said that money is an obstacle yet at the same time acknowledged that it was not their own money that was being spent on recreation and sport activities.

Suggestions for what can be done to raise recreation and sport activities in young people's spending priorities:

- Reduce prices.
- Provide more variation.
- Take away the temptation of the other factors.
- Easier, more accessible transport.

Transport

The young people said that not being able to get to an activity is a major barrier to their participation. They said that it was basically a matter of “no transport? – Forget it!”.

Different transport modes used by young people to get to recreation and sport activities (* indicates those used by most young people):

- *Bus.
- *Cars – parents, friends, own, car pool.
- Biking.
- Rollerblading.
- Walking/running.
- Hitching.
- Taxi.

What could be done to improve transport to recreation and sport activities for young people:

- Make the activities more central.
- Offer lots of activities all in one large centre.
- More regular bus timetable.
- More buses to Hagley in the weekends.
- Have buses running on time.
- Provide a discount ticket system for sports participants.
- Provide buses that go specifically to sports arenas.
- Provide free parking at sports arenas.

Time/other commitments

The major activities young people said they spend their time on:

- School.
- Homework.
- Sleep.
- Work.
- Sports.

The amount of free time from things they must absolutely do was estimated to be between three and seven hours.

What activities young people spend their free time on (major factors *):

- *Sleeping.
- *Eating.
- Watching television.
- Catching up with friends.
- Reading.
- Listening to music.
- ‘Veging’.

- Partying.
- Movies.
- Phone calls.
- Sun-bathing.
- Skating.
- Training.
- Working.

Things that would need to happen for recreation and sport activities to become higher priorities for free time:

- More prizes, rewards or money incentives to motivate.
- More convenient transport.
- More free stuff.
- Make prices proportional to the amount of time spent doing the activity, especially for swimming.
- Advertising.
- An abundance of free activities.
- Make activities cheaper.
- More student rates.
- A youth gym.
- More skate parks.
- Central locations.

WORKSHOP 3 – BARRIERS TO TAKING PART

The aim of this workshop was to explore a range of constraints and barriers (other than those of time, cost and transport) that can prevent young people from participating in recreation and sport, how they operate, and how to get past them.

1. Suitability of venues/facilities

Venues and facilities the participants used included:

- ▶ Centennial.
- ▶ Cowls Stadium.
- ▶ Cuthbert's Green.
- ▶ Hagley Park.
- ▶ Kerr's Reach.
- ▶ Les Mills.
- ▶ Pioneer Leisure Centre.
- ▶ Porritt Park.
- ▶ QEII.
- ▶ Surf life saving clubs.
- ▶ WestpacTrust Centre.
- ▶ YMCA.

What they liked about these were:

- ▶ Indoor stadiums for events.
- ▶ A lot of uses in venues/ catering for all activities.
- ▶ Student discounts.
- ▶ Clubs for most suburbs.
- ▶ Evenly spread facilities.
- ▶ Drinking fountains.

What they disliked about these:

- ▶ Don't finish parks.
- ▶ Inadequate wheelchair access and insufficient facilities for people with disabilities.
- ▶ Insufficient parking (Hagley).
- ▶ Not enough funding.
- ▶ Expensive parking.

Suggestions to improve facilities:

- ▶ Repair netball courts.
- ▶ More on-hand medical stand-by.
- ▶ More changing rooms and toilets.
- ▶ More drinking fountains.
- ▶ Hagley Park needs a lot of work.
- ▶ Pool maintenance.

2. Image of activities

The participants said that they were motivated and encouraged to participate in particular recreation and sport activities by the success of high profile teams or athletes. They noted that publicity and funding seemed to go to sports the country does well at.

They said that the poor performances of high profile teams or athletes generally did not put them off participating in some activities, emphasising that “if you like it you stick with it”.

Cool activities and what makes them cool:

- ▶ Netball, cricket, touch, rugby – ball sports.
- ▶ Skating, surfing and other extreme sports – for the fact that they are different.
- ▶ A sport is more recognised if on a winning streak rather than losing.
- ▶ What is seen as cool in movies and on television.

Uncool activities and what makes them uncool:

- ▶ Fencing, rowing, bowling, minority sports until they win, archery, chess, bag-pipes.
- ▶ These are uncool because they involve less action, are done by older people because they involve more skill, and are solo rather than team sports.

The participants said that whether or not activities are cool or uncool could change over time. They said that it was related to age. Ballet and Jazz dancing was given as an example of something being cool when younger because it is pushed by parents, but as people get older they chose their own sport. The same was said for gymnastics and aerobics, which also become less attractive when flexibility changes.

The young people said that the coolness of an activity does not really affect their choice of sport and recreation because they have individual choice and do what appeals to them.

They said that older people do sport and recreation for more social reasons, and that some things will just stay with an older or younger preference.

3. Having the ‘right people’ to do the activity with

The participants said that it is important for team mates to get along and be equal. They noted that they had been constrained by not having enough people to participate in an activity with and felt that this could be overcome by advertising more and through community combined activities.

4. Attitudes of providers

Attitudes and behaviours of providers that enhanced their experience:

- ▶ Encouragement, not focussing on the negative.
- ▶ Knowledgeable and experienced coaches who ‘know their stuff’.
- ▶ Hard training in fun ways.

- ▶ Providing opportunities.

Attitudes and behaviours of providers that put young people off participating in sports and recreation activities:

- ▶ Coaches who do not know what they are doing.
- ▶ Discouraging and criticising.
- ▶ Power tripping.
- ▶ Favouritism.
- ▶ Public humiliation.

How providers can better understand the needs of young people and provide activities in a way that is attractive, interesting and exciting to young people:

- ▶ Training to get ideas.
- ▶ Funding for training.
- ▶ Motivational techniques.

5. Self confidence

The participants acknowledged lack of confidence as a barrier to partaking in sport, specifically if:

- ▶ They feel they will suck at it.
- ▶ There are people watching.
- ▶ They experience pressure to perform.
- ▶ They are afraid of letting people down.
- ▶ They are doing something different.

They said that they carried on when they had the support of other people, but that they lost interest if they were put down. Sometimes they were able to push themselves past the down people.

How providers can better understand the needs of young people and provide activities in a way that is attractive, interesting and exciting to young people:

- ▶ Add more variety.
- ▶ One on one stuff.
- ▶ Encouragement.
- ▶ Have coaches that are passionate to be there.

6. Body image/clothing image

Young people said that they had been put off from taking part in a recreation or sport activity because they did not have the 'right clothes'. They said that it was expensive to cover all gear needed and that there was pressure for all of the gear to be new. They felt that people bring them down for not having the cool gear even though the gear has nothing to do with the person's ability. They blamed advertising for this.

They said that the amount of pressure upon males and females depended upon the sport, with females often having to show more body than they are comfortable with in netball and swimming, for example. They said that the

demands upon each sex were different, with the pressure on females being that of having a perfect (small) body size and for males of having muscles and cool clothes.

Some commented that it was intimidating seeing only small people and that it was encouraging to see bigger people participating in sport and recreation activities.

WORKSHOP 4 – SCHOOL AS AN INTRODUCTION TO ACTIVITIES

This workshop aimed to understand how effective young people consider schools are as an introduction to recreation and sports activities. Schools introduce children to many recreation and sports activities through their curriculum and extra curricular activities. Young peoples' early experiences with recreation and sport activities can have a significant life-long impact on their attitude and participation. Schools also potentially play an important role in helping to encourage interested young people with the opportunities to participate in recreation and sport outside school.

How effective young people think schools are as an introduction to recreation and sport activities in a way that encourages life-long participation:

- Schools are providing sport and recreation opportunities for young people but are not encouraging and motivating them.
- Sports days are good for getting together and trying things out. They are not competitive and everyone has to participate.
- Inter-school competitions are also effective.
- Sometimes schools invite celebrity sports people along.
- If students are not put down then they are motivated to continue. Primary schools are particularly good at this.
- Schools provide many incentives for young people to participate in sports and recreation activities, in the form of mental motivation (inspiration?), prizes, cups, recognition and certificates. At primary school, house points/competitions and stickers help to motivate young people to participate in sports and recreation activities as well as being mentioned in the school newsletter.
- Young people are also sometimes motivated by teachers they respect.

Whether schools emphasise particular sports and young people's views on why:

- Typically team sports such as rugby and netball. There is no emphasis on alternative sports such as rock-climbing, ballet.
- Schools should support students who play a sport not available within the school. It could be good to get these students to bring their sport into the school.
- More trips to other parts of the country could be good.
- Schools should make more use of the natural outdoors.

The young people felt that there is a drop off in participation in recreation and sport at senior school and at school leaving age.

Young people believe schools contribute to the drop off in participation when (*major factors):

- *There is not enough encouragement and motivation (including rewards and incentives) for young people.
- *Schools offer only a limited range of sport.

- Not everyone is recognised.
- The coach gives them a bad time after a game.
- The school try to make you play for school when they already play for a club.
- Friends put them down.
- Principals say “winning is everything”, which makes young people feel bad when they do not win.
- Rugby and netball get all the attention and other sports miss out.
- Boys “get everything”. Female sports people do not get recognition and equality.
- Teachers let two captains choose teams.
- Someone who wins is not recognised by receiving a certificate or comment.
- The level of achievement is not very high.
- Schools have inadequate facilities or equipment.
- Coaches are not competent – not all teachers can be coaches.

Young people had experienced clubs/organisations working with schools to involve them in activities before leaving school. Outside organisations had come and given demonstrations, providing hands-on experience and making contact details available.

They had also experienced or witnessed conflict between schools and clubs over availability of individuals to play, specifically between representative level and scholarships. Someone suggested that after year 13 young people should move to clubs. Some schools ‘steal’ players from other schools, for example a good rugby player may change schools for rugby.

The participants said that there are currently problems between schools and clubs, and schools need to have more interactions with clubs so that the schools understand why young people don’t want to play for school. They felt that schools can make young people feel like crap if they play for a club rather than the school, and good players often end up having to play for both. They added that schools need to give students more time-off to represent their club at sporting/recreation events.

WORKSHOP 5 – HOW DO YOU LIKE RECREATION PROVIDED?

This workshop aimed to understand what type of recreation and sport activity provision young people prefer and why. It explored the realistic possibilities of young people providing some recreation and sport activities for themselves.

Preferred types of provision and why:

In one session the young people preferred the ‘pay for play’ type (ie – turning up, paying their money, and the activity or facility is provided for the agreed time period, then they go away with no further obligation to them). They felt that this model was suitable for mountain biking, tennis, swimming, water-skiing, and team-sports including soccer and hockey.

In another session the young people agreed that they preferred the model of paying for a season or year and participating in the activities on numerous occasions, with the expectation of participating in voluntary activities at the club e.g. fundraising, maintenance of facilities, helping to organise the activities from time to time, officiating.

Activities currently provided by young people for young people:

- Rugby.
- Netball.
- Cricket.
- Touch.
- Volleyball.

Provision by young people for young people works now:

- For one-on-one activities.
- With older kids teaching younger ones.
- If the older kids receive some kind of formal training to ensure that they have the skills.
- If there is not too small an age gap: many young people preferred to have older persons running competitive team sports because of the element of respect.
- For social games/non competition e.g. non-contact touch football.

The good points of how provision by young people for young people works now:

- ☺ Young people learn new techniques, knowledge, experience and skills.
- ☺ Relate better, get to know people/public relations, a greater understanding of relating to participants.
- ☺ Higher employment opportunities with skills and leadership.
- ☺ Raising self-esteem and confidence.
- ☺ Gaining experience.
- ☺ Higher learning and promotion.
- ☺ More fun.

The bad points for how provision by young people for young people works now:

- ⊗ Lack of respect from participants due to age similarity and lack of experience.
- ⊗ Not as dedicated.
- ⊗ Lack of spare time/over-committed.
- ⊗ Lack of life-experience/years of experience with sport.
- ⊗ Finding the right person can be difficult: the person needs to have the right rapport with their peers and the right balance of confidence and self-awareness.

What resources/assistance young people would need to provide for themselves:

- Centralised location.
- Equipment.
- Training staff.
- Better funding.
- Better funding for trainers.
- A good way of informing the youth about what is going on.
- More advertising.
- More incentives for young people.
- Putting up goal-posts etc in recreational parks that are otherwise empty.
- The Christchurch City Council coming into schools to ask students what they want.
- Asking students to put input in to the activities that they would like to do.
- Involve a broad youth council in with the Christchurch City Council.
- More social clubs or something different to sports.

Example of youth-led touch football requirements:

- Younger focus/module.
- Space/ground.
- Club house for teambuilding, routine, equipment, safe comfortable space.
- Funding/sponsorship.
- Co-ordinator, paid and trained part-time.
- Training young people to referee.
- A central location to overcome transport issues.

Example of youth-led social cricket requirements:

- Cricket max for variation, shorter game.
- After school ages 9 – 13.
- Central location such as Hagley Park made available to after-school groups.
- Paid co-ordinator, trained.
- Equipment provided by the Christchurch City Council and school groups.

The young people felt that there is a lack of resources for 'non popular' sports.

WORKSHOP 6 – RECREATION IN THE OUTDOORS

Natural areas used for recreation and sport and the activities young people take part in:

- Able Tasman.
- Akaroa.
- Ashley Gorge.
- Beaches: volleyball, surfing, swimming, relaxing.
- Birdlings flat.
- Burwood plantation: BMXing and mountain biking.
- Castle Rock.
- Corsia Bay.
- Estuary: kayaking and windsurfing.
- Foothills: hunting.
- Gardens: walking, playground.
- Glentunnel.
- Groynes.
- Hagley Park: sports, concerts, housing people on streets.
- Halswell Quarry.
- Hanmer Springs.
- Lakes: fishing, jet-boating, water-skiing etc.
- Lake Ellesmere.
- Lyttleton/Diamond Harbour: boating and yachting.
- Kaikoura: diving.
- National parks.
- Maruia Springs.
- Mount Somers.
- Port Hills: tramping, mountain-biking, paraponting and walking.
- Quail Island.
- Rakaia River.
- Rapaki rocks.
- Ripapa Island.
- Rivers: kayaking, swimming, fishing.
- Ski-fields: skiing and snowboarding.
- Sounds (Milford and Marlborough): tramping and fishing.
- Spencer Park.
- St James Walkway.
- Takaka Hill.
- Victoria Park.
- Waimakariri River.

These activities are done with:

- Friends.
- Neighbours.

- School.
- Youth groups.
- Individually.
- Family.
- YMCA.
- Parish, churches.
- Clubs.
- Elderly.
- Guides.
- Scouts, Cubs, Keas.
- Rangers.

Which activities young people would like to use natural environments for:

- Cave tramping at Castle Hill.
- Dance Parties at Macleans' Island.
- Scuba diving.
- Jet-skiing.
- Extreme sports e.g. gravity courses.
- Fishing.
- Hammer for horse riding, golf, biking, jet boating, white water.
- Horse-trekking at Woodend.
- Rollerblading and other sports in Hagley Park.
- Punting and paddling on the Avon River.
- Skiing at Mount Hutt.
- Boating at Lyttleton.
- School camps.
- Surfing at Taylors' Mistake.
- Swimming and jet-boating on the Waimakariri River.
- Rock-climbing and abseiling in the Port Hills.
- Rowing at Kerrs Reach and the Avon.
- Pier jumping, swimming, surfing/boarding at New Brighton.
- Reefs in natural environments.
- Tramping in Arthur's Pass.
- Tramping in the Port Hills.
- Mountain bike tracks.
- Mountain bike competitions in the Port Hills, at grass roots level and school competitions.
- BMX skate parks.
- Luge or monorail in the Port Hills under the Gondola or in ski-fields.
- Sport workshops.
- Designated areas for water-skiing.

How/who with:

- Paid for by the Christchurch City Council.
- With youth workers running programmes.
- Clubs.
- Celebrities and charities.

- Good, well-known coaches.
- Partners.
- Pets.
- Friends.
- Family.
- Free organised transport.
- School.
- Extreme sports clubs.

What prevents young people from doing these now (*major factors):

- *Lack of accessibility/transport.
- *Cost.
- *Not enough time.
- *Laws and policy – not knowing how to overcome them.
- Lack of information: need more promotion and advertising through television, newsletters, sports captains, radio, student leaders, posters, competitions.
- Lack of experience/knowledge of activities.
- Too hard to organise.
- Training/licences.
- Needing trailers for mountain bikes.
- Tracks not well maintained or flash enough.
- Taking facilities/heavy loads.
- Lack of facilities.
- Weather.
- Physical ability / health disorders – asthma.
- Mental health.
- Permission from caregivers.
- Permission from landowners.
- Need more storage at area for bikes/helmets etc.
- Safety.
- Need more interested people.
- Want more National Parks.

How to overcome these:

- Advertise at schools.
- Organise activities through schools.
- Use sport time for these activities.
- Buses.
- Student prices.
- Fundraising at schools.
- Sponsors.
- Christchurch City Council help.
- Government help.

The young people felt that they had very little awareness of the recreation and sports activities available in the natural environment.

How best to let young people know about the recreation and sport activities available in natural environments:

- Advertising.
- Promoting.
- Radio.
- Magazines.
- Posters in schools.
- Newspapers.
- Television.
- Have a go day.
- Asking experienced people.
- Word of mouth.
- At gyms.
- Yellow pages.
- Noticeboards.

WORKSHOP 7 – PARKS FOR YOUTH

This workshop aimed to gain an understanding of young people's views on parks and how they could be made more interesting for young people to participate in recreation and sport.

Whether our parks are meeting young people's needs:

Why young people go to their local parks:

- Skate ramps.
- Able to be loud.
- Have fun.
- Freedom.
- Swings.
- Close by/local, transport not available.
- To escape home.
- Good play areas.
- Close to the beach.
- To bunk or study.
- Flying fox and exciting adventure play areas.
- Slides.
- Paved areas (roller blading).
- Running.
- To play sports.
- Basketball courts.

What young people do not like about parks:

- Plastic playgrounds.
- Grass.
- Safety.
- Nothing to do, boring.
- Pulled down playground.
- Dodgy people.
- Glue-sniffers (safety).
- Destructive tagging.

Parks young people like to 'hang out' at:

- Barrington Park.
- Bishopdale Park: good elephant slide, good skate ramp, good flying fox.
- Bottle-lake Park: bike track.
- Bowenvale Park.
- Brooklands Park.
- Hagley Park: grounds, sports facilities, golf, location, big.
- Jelly Park.
- Kiteri Park.
- Linwood Park: good skate ramp, McDonalds across the road, good to hang out.

- QEII Park: (liked the hydroslide when it was there), for training, running track, gymnastic centre, gym.
- Rangiora Park.
- Spencer Park: picnic areas.
- Sumner Park.
- Sydenham Park: for sports, close to McDonalds.
- Thompson Park (New Brighton): fort (play areas with no plastic), locality to beach.
- Skate facility.

Parks young people do not go to/ think are really uncool:

- Aranui Park.
- Beverley Park.
- Champion Park.
- Fairway Park.
- Grange View Park.
- Hagley Park at night: freaky, needs more lighting.
- Latimer Square: glue sniffers, needs more light.
- Thompson Park: run down.
- Richmond Park.
- Wycola: messy, getting bashed.

Other opportunities that could be provided in parks to meet the recreation needs of young people (* major factors):

**Skate facilities/parks designed by youth with slide, vertical ramps, and bowls.
Better lighting.**

- Lighting in skate parks for night time.
- Places for tagging.
- Flying foxes, swings, huge slides, wooden forts.
- Paved areas for roller blading.
- Adventure amusement park with roller coaster and hydroslide etc.
- Decent clean toilets (automatic toilets).
- Full basketball courts.
- Rubbish bins (especially Bishopdale Park).
- Flowers.
- Water.
- Ropes course.
- Bands/concerts (like Melt) with DJs, raves / outside dance parties.
- Food, McDonalds.
- Orienteering.
- Hang-out spots.
- Games.
- Petting farms.
- Outdoor movies.
- Wave pool movies.
- Holiday programs.
- Petanque courts.
- Less bark.

Water features young people like:

- Clean swimming holes.
- Fountains.
- Springs.
- Wave pools.
- Illuminated fountains.

Young people might be interested in participating in the nurturing of food producing plants and flowers within parks.

Art programs in parks young people would like to see more of:

- Organised graffiti/proper tagging walls (and ‘ bombing’) in the right places.
- Cartoon art.
- Bright colours instead of greyness.
- Murals.
- Sculptures and statues (although they are unsure as to how to stop vandalism).
- Chalk drawings.

Reserves young people occasionally go to:

- Victoria Park.
- Sign of the Kiwi.
- Sign of the Takahe.
- Bottle Lake.

WORKSHOP 8 – YOUNG PEOPLE AS COACHES, LEADERS, OFFICIALS

This workshop explored young people's role or potential role as recreation and sport coaches, leaders, officials, and administrators, particularly the pros and cons and barriers of young peoples' involvement in these ways.

The majority of the young people participating in this workshop were involved as coaches, leaders, officials, and administrators.

The good points about being involved:

- ☺ Good for your CV.
- ☺ Get to run onto the field first.
- ☺ Self esteem, improving self.
- ☺ Get to tell people what to do/ control.
- ☺ Get respect, being a role model.
- ☺ Doing something.
- ☺ Meeting new people.
- ☺ Learning experience, knowledge, learning from mistakes.
- ☺ Teaching people to share.
- ☺ Helping out.
- ☺ Teaching what you love.
- ☺ Sportsmanship.
- ☺ Teamwork, interaction.
- ☺ Responsibility.
- ☺ Coping with losing.

The bad points about being involved:

- ☹ Time consuming, too much on their plate.
- ☹ High expectations, getting the blame for losing.
- ☹ Stressful, hard work.
- ☹ Getting annoyed at others, differences of personality/opinion, people thinking that they are right, bad attitudes/smart asses, when the team is disrespectful.
- ☹ Hard to find motivation.
- ☹ Responsibility.
- ☹ Racism.
- ☹ Might not be experienced.
- ☹ Not having the right equipment.
- ☹ Not enough funding.

How being involved in these roles could be made more rewarding:

- Qualifications.
- References/ letters of recommendation.
- Whole team effort.
- Trips.
- Certificates.
- Respect.

- Scholarships.
- Money.
- Clothes.

The type of training young people have received in these roles:

- Courses.
- One on one.
- On field experience.
- Past experiences.
- Knowledge.
- Watching to learn.
- Seminars.
- Sessions.
- Naturally.
- Camps.
- Experience, hard work.
- Talking a lot.

All those present said that they wanted to be involved in these roles because people would take them seriously.

Barriers preventing young people becoming involved in recreation and sport in these ways:

- Time, workload.
- Pick better people, no room for average players.
- How difficult it is.
- Contacts/networking.
- Age.
- Lack of popularity.
- Relationships.
- Environment.
- Gender.
- Race.
- Rewards.
- Experience.
- Religion.
- Appearance.
- Fitness/illness.
- Disabilities.
- Relationships.
- Height.
- Qualifications.
- Parents.
- Motivation.
- Younger ones don't listen.
- Transport.
- Cost.
- Equipment.

What recreation and sport providers could do to attract young people into these roles:

- Offering opportunities for everyone, especially opportunities for younger people, rep teams with more opportunities for others, more selectors.
- Coaching, pay for courses, experienced helpers, more leadership camps, schools for coaching, sharing duties/split leadership, delegating, peer support, outside coaching, free training for coaches.
- Acceptance from leaders.
- Awards for young coaches.
- Providing equipment and uniforms.
- Money/payment, freebies.
- Providing transport.
- Motivation.
- Not being so serious, having more fun groups.
- Better advertising, particularly of sports at lower levels.
- More experienced referees.
- Free use of gyms for sports people at Canterbury representative level.
- Workshops for skateboarders, breakdancing.

Organising Committee

Cathy Bruce – Christchurch City Council
Muriel Bührs – Christchurch City Council
Alan Bywater – Christchurch City Council
John Harrington – Canterbury Youthworkers' Collective
Kerry Henderson – School Sport Canterbury
Robyn Moore – Christchurch City Council
Kate Rathbun – Christchurch City Council
Dean Te Hae – Hauora Matakau
Nicki Van Asch – Christchurch City Council
Suzanne Weld – Christchurch City Council

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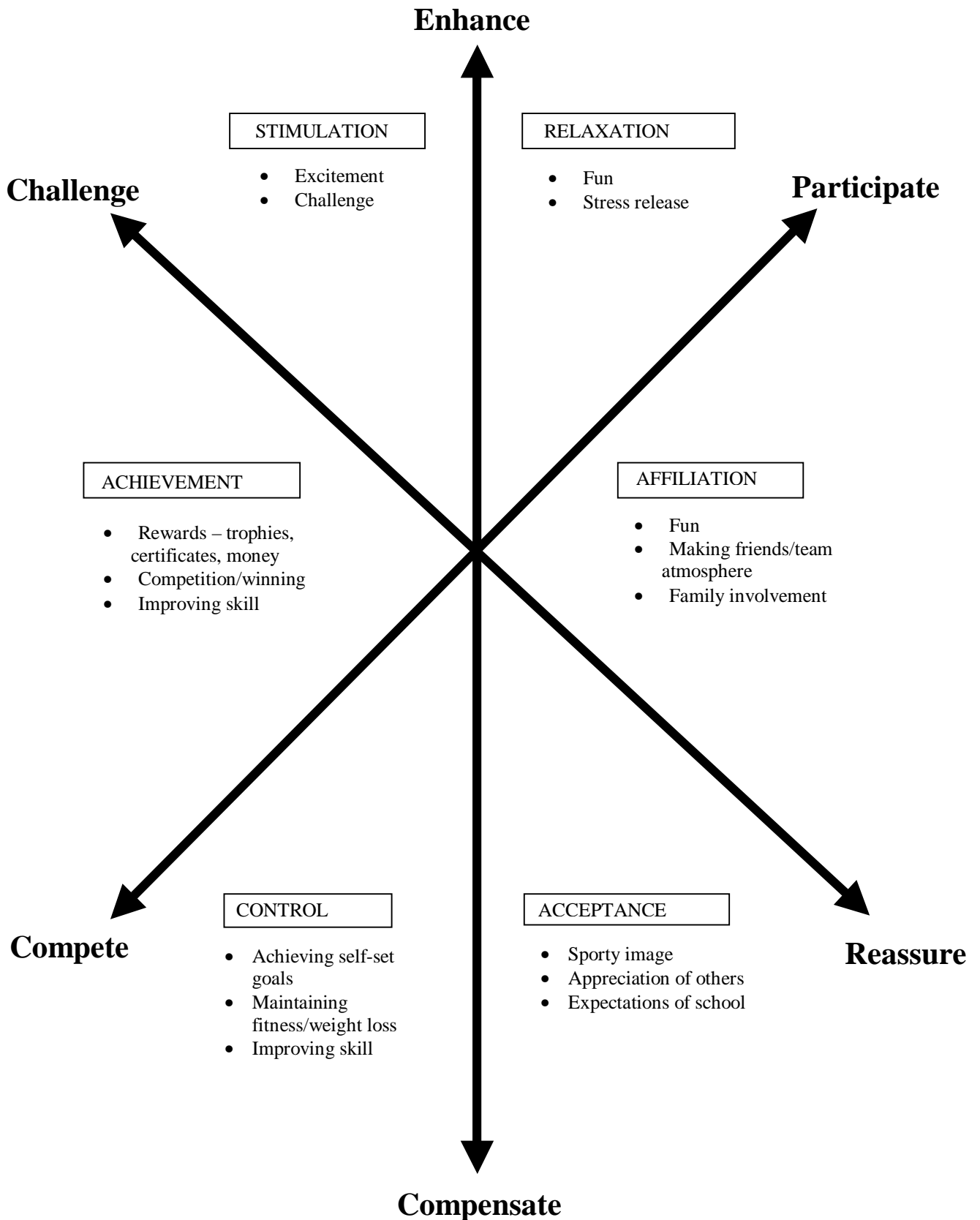
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APPENDIX 1 - YOUNG PEOPLE'S MOTIVATIONS FOR PARTICIPATING IN PHYSICAL ACTIVITY NEEDS MODEL



- emotional needs
 • text - motivations noted by forum participants