Survey of Participation in Sport and Recreation among students in Years 7 and 8 in Southland

Southern Institute of Technology Research Institute

November 2013

A partnership between:
This document reports the findings of research into sports participation among Year 7 and 8 students in Southland. The research was carried out by the Research Institute at Southern Institute of Technology for Sport Southland. Information from this research will be used by Sport Southland to enhance the opportunities for Year 7 and 8 students to be engaged in sport and to help ensure that the sport and physical recreation needs of this important age group are met within the college environment. The research focused on students in high schools that cater for students from Years 7 to 13. Sport Southland is keen to find ways to work alongside schools to support the engagement of Year 7 and 8 students in sports.

The research aimed to:

- examine current sports activities among Year 7 and 8 students at integrated high schools in Southland;
- identify any issues faced by schools in promoting sports to this age group, and
- establish the kind of support schools are seeking from Sport Southland and regional sporting organisations.

The mixed methods study was carried out with the support of the seven participating Southland schools over the period August to October 2013. Ethical approval was obtained from the SIT Ethics Committee prior to gathering data, and the research design involved the informed consent of participants (including parental consent for the participation of students) and ensured the confidentiality of all data.

Data was collected in the form of:

- 1200 questionnaires completed by 76% of Year 7 and 8 students at seven schools (53% of the sample was male, 47% female);
- seven focus groups, one at each school, with Year 8 students, and
- interviews with 15 teachers and sports coordinators and five principals/heads of junior schools/assistant principals at seven schools.

The following points summarise key results from the results of the student questionnaires and focus groups and staff interviews.

**Sports participation at Years 7 and 8 is very high.** All but one questionnaire respondent had participated in some form of sporting activity at school or for a club over the previous 12 months.

**Basketball was the sport played most frequently by Year 7 and 8 students over the previous 12 months, followed closely (in descending order of popularity) by netball, games such as four square and tag, athletics, running/cross country and touch rugby.**

**Netball was the sport played most frequently by female students in Years 7 and 8.** Over 55% of girls in the sample had played netball for their schools within the previous 12 months.

**Rugby union, played for a club, was the sport played most frequently by male students in Years 7 and 8.** Over 35% of males in the sample had played rugby for a club in the previous 12 months. Basketball was the sport males were most likely to play for their schools, at just over 30%.

**Basketball was by far the most popular choice as a sport students would like to do more, followed by netball and rugby.**

**Badminton was the most popular choice for a new sport students would like to try, followed by tennis and basketball.**

The most popular lunchtime activities among female students were sitting and talking with friends, and walking around the school. They were less likely than males to participate in sports practices or physical games.
The most popular lunchtime activities for boys were participating in unorganised physical games (such as handball, tag etc), followed closely by sitting and talking to friends and walking around the school.

Fourteen percent of Year 7 and 8 students had coached sport in the previous 12 months. Males were slightly more likely to have coached than females. ‘I have never been asked to do any coaching’ and ‘I never thought of doing any coaching’ were the two main reasons students gave for why they had not coached.

Most students enjoy school sport at this age level. When asked what put them off participating in sport at school, nearly 40% indicated that nothing put them off. The most commonly indicated factors that encouraged students to participate in sport at school were: having fun; the influence of friends doing the same sports, and being told they were good at it.

Students were most likely to be put off participating in school sport by: feeling that they were not good at the sport; feeling unfit; having to attend practices during school lunchtimes, and getting teased. Female students were more likely to indicate that they had been put off participating in school sport.

Focus group participants identified peer pressure and the fear of not being good enough as the most significant factors that put them off sport at school.

Students appreciated coaches who were skilled, organised and knowledgeable about the sport. They identified perceived unfair treatment and/or lack of commitment or skills in coaches or team managers as factors that could make them dislike participating in school sport.

There was an appetite for both competitive and more mixed-ability teams. There was strong support among focus group participants for an inclusive attitude towards school sport so that those who were less skilled or athletic were able to participate. Participants also supported the provision of more challenging competitions for those who were highly skilled.

There was a positive link between organised opportunities to ‘have a go’ at new sports (during PE or school lunchtimes) and the confidence for students to try out for sports teams.

Focus group participants generally perceived the high school environment as providing positive opportunities and facilities for sport.

Schools make arrangements to ensure that a wide range of social and competitive sports opportunities are available to their Year 7 and 8 students, equal to or similar to that offered to senior students. This reflected a strong perception that experiences in Years 7 and 8 were important in setting up positive habits for ongoing sport participation throughout secondary schooling.

A majority of staff interviewed considered that Year 7 and 8 students at high schools were overlooked in sport provision in Southland. They felt that the Years 7 and 8 were often excluded from competitions or that competitions were not well targeted to this age group.

Finding sufficient skilled coaches was difficult for all schools. Staff indicated that schools would like to access more training for coaches and referees.

Schools would like to see Sport Southland acting as an independent and integrating organisation to reduce inequities and barriers across and between different Southland schools, clubs and sporting organisations.

Schools reported uneven levels of support from, and communication with, regional sporting organisations but appreciated the support they did receive. Schools would like to have representatives from a wider range of sports codes come into their schools more regularly.
The SIT Research Institute would like to express their gratitude to the teachers, sports coordinators, principals, and most especially, the Year 7 and 8 students who took part in this research project. It was their input, time and energy that made this project what it is. Thank you also to Carly Anderson and Vanessa Hughey at Sport Southland for their on-going support and advice.

Dr Sally Bodkin-Allen and Dr Jo Whittle
SIT Research Institute
Southern Institute of Technology
Private Bag 90114
Invercargill

**Title Page:** The title page contains a wordle created from the sports that Year 7 and 8 students would like to do more of.
# Table of Contents

Executive Summary ............................................................................................................................ 1  
Acknowledgements ........................................................................................................................... 2  
Table of Contents .............................................................................................................................. 4  
List of Tables .................................................................................................................................. 6  
List of Figures .................................................................................................................................. 6  
Introduction ...................................................................................................................................... 7  
  Background and Context .................................................................................................................... 7  
  Research Aim .................................................................................................................................. 7  
Methodology ...................................................................................................................................... 8  
  Participant Recruitment ..................................................................................................................... 8  
    Questionnaire ................................................................................................................................. 8  
    Interviews ...................................................................................................................................... 10  
Results ............................................................................................................................................... 11  
  Questionnaires ................................................................................................................................. 11  
    Sports students have played in the last 12 months ....................................................................... 11  
    Additional sports played by students in the last 12 months ........................................................... 15  
    Sports students would like to do more ............................................................................................ 16  
    New sports students would like to try ............................................................................................ 17  
    School lunchtime activities ........................................................................................................... 18  
    Attributes of good coaches ............................................................................................................ 20  
    The factors that stop students from coaching sports ....................................................................... 22  
    The factors that put students off participating in sport at school .................................................. 23  
    The factors that encourage students to participate in sport at school ........................................... 25  
    Summary: Questionnaires ............................................................................................................. 26  
Focus Groups ..................................................................................................................................... 27  
  Why students do not participate in sport ......................................................................................... 27  
  What is liked best about playing sport for school .......................................................................... 27  
  What is not liked about sport at school ............................................................................................ 28  
  Suggestions for improving sport at school ....................................................................................... 29  
  Differences in sport for older students ............................................................................................. 30  
  Coaching .......................................................................................................................................... 30  
Summary: Focus Groups .................................................................................................................... 31
Interviews ................................................................................................................................................. 32

How schools deliver sports to Years 7 and 8 ......................................................................................... 32

The importance of sports and recreation to Year 7 and 8 students ...................................................... 34

Specific needs of Year 7 and 8 students for sport and recreation participation ................................. 38

Resources for the Years 7 and 8 student group ..................................................................................... 39

The importance of coaches in the delivery of sports in schools ............................................................ 41

The impact of home rooms on sports participation among Years 7 and 8 ........................................... 44

Effects of the 2001 merger between intermediate and high schools in Invercargill .............................. 44

The role of Sport Southland in supporting Years 7 and 8 .................................................................. 46

The role of regional sporting organisations in supporting sports for Years 7 and 8 ......................... 47

Summary: Interviews ................................................................................................................................. 49

Concluding points: Ideas from the focus groups and interviews .......................................................... 50

Appendix 1: Questionnaire .................................................................................................................... 51
Appendix 2: List of Tables and Figures

List of Tables

Table 1: Age of Questionnaire Participants ................................................................. 8
Table 2: Year of Participants .......................................................................................... 9
Table 3: Numbers from Each School .............................................................................. 9

List of Figures

Figure 1: Sports played in the last 12 months, for school and for a club ......................... 12
Figure 2: Sport played in the last 12 months for school and club - females.......................... 13
Figure 3: Sport played in the last 12 months for school or club - males ............................ 14
Figure 4: Have you played any other sports in the last 12 months that are not listed above? 15
Figure 5: What sports would you like to do more of? ....................................................... 16
Figure 6: What new sports would you like to try? .......................................................... 17
Figure 7: What did you do during school lunchtimes over the last five lunchtimes? ........ 18
Figure 8: What makes a good coach? ............................................................................... 20
Figure 9: Have you coached any sport in the last 12 months? ........................................ 21
Figure 10: What stops you from coaching? ....................................................................... 22
Figure 11: What puts students off participating in sport at school? ................................. 23
Figure 12: Comparison of what puts students off participating in sport by gender ................ 24
Figure 13: What things encourage you to participate in sport at school? ......................... 25
Introduction

Background and Context

This document reports the findings of research into sports participation among Year 7 and 8 students in Southland. The research was commissioned by the Southland Regional Sports Trust, Sport Southland, as part of its role to support the promotion of sports among school students in Southland.

In 2004 to 2005 the Ministry of Education restructured schools in Southland, closing eleven in total, including all intermediate schools. Since that time the high schools in Invercargill have become colleges that cater for students from Year 7 through to Year 13. This has created a potentially anomalous scenario in terms of meeting the sport and physical recreation needs of Year 7 and 8 students. The ages 10 to 13 years (or Years 7 and 8 at school) are a critical period for establishing and maintaining engagement in sports among young people. Sport Southland wishes to ensure that the sport and physical recreation needs of Year 7 and 8 students are met within the college environment. It is keen to find ways to work alongside schools to support the engagement of Year 7 and 8 students in sports.

Information from this research will be used to help Sport Southland improve support to schools and to enhance the opportunities for Year 7 and 8 students to be engaged in sport.

The results of the research may also support applications for additional resourcing for this age group. The research is timely as the government has recently announced the closure of some intermediate schools and their amalgamation with high schools in Christchurch. The results of this research, therefore, also may provide recommendations that can be applied in Christchurch in the near future.

Sport Southland contracted the Research Institute at the Southern Institute of Technology (SIT) to undertake a mixed methods research project to ascertain the perspectives of Year 7 and 8 students, as well as teaching staff, sports coordinators and principals. The research project was carried out during August to October 2013 and the findings are presented in this report.

Research Aim

The aim of this research is to examine current sports activities among Year 7 and 8 students in Southland, any issues schools face in promoting sports to this age group, and what support schools are seeking from Sport Southland. It intends to bring together the views of students, teachers, sport coordinators and principals to investigate engagement in sports, what puts students off participating in sport, and what areas need addressing.
Methodology

This is a study employing a mixed methods approach. A questionnaire was developed and distributed to all Year 7 and 8 students attending seven Southland schools. Focus groups were undertaken with a group of students from one Year 8 class at each of the schools. Interviews were carried out with teachers, sports coordinators and principals at the schools. Ethical approval for the project was obtained from the SIT Ethics Committee in August 2013. Ethical principles were incorporated into the research design, in particular gaining the informed consent of participants (including parental consent for the participation of students), ensuring confidentiality, privacy and the right for participants to withdraw from the study if they wished.

Participant Recruitment

Schools were invited to be involved in the study by Carly Anderson, Secondary School Sport Advisor at Sport Southland. Once they had indicated their willingness to participate schools were contacted by an SIT researcher via email or phone call, who then set up times to come to the school to administer the questionnaire and conduct the focus group and interviews.

Schools sent a notice home to inform parents. It explained the research project and questionnaire, and any parents who did not want their children to complete the questionnaire were advised to contact the school. An information sheet and consent form was sent home to the parents of the children in the Year 8 class selected for the focus group. Parents who were willing for their children to be involved in a focus group returned their signed consent form to school. Only students who returned signed consent forms were involved in the focus groups.

Principals, sports coordinators and teachers with responsibilities for sport and physical recreation were invited to be interviewed for the study at the time that the questionnaire was distributed. Those who agreed were given an information sheet and had the study explained to them. They signed a consent form agreeing to be involved.

Procedure and Sample

Questionnaire

Questionnaires were filled out by 1200 Year 7 and 8 students. This represents 76% of the total school roll for Year 7 and 8 students at the seven schools. The sample was 53.09% male (n=635) and 46.91% female (n=561); four participants did not indicate their gender.

The following table shows the spread of ages, with the majority of participants being 12 years old.

Table 1: Age of Questionnaire Participants

<table>
<thead>
<tr>
<th>Age</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 years</td>
<td>2</td>
<td>0.17%</td>
</tr>
<tr>
<td>11 years</td>
<td>268</td>
<td>22.33%</td>
</tr>
<tr>
<td>12 years</td>
<td>602</td>
<td>50.17%</td>
</tr>
<tr>
<td>13 years</td>
<td>319</td>
<td>26.58%</td>
</tr>
<tr>
<td>14 years or older</td>
<td>4</td>
<td>0.33%</td>
</tr>
<tr>
<td>Total</td>
<td>1195</td>
<td>99.58%</td>
</tr>
<tr>
<td>Missing</td>
<td>5</td>
<td>0.42%</td>
</tr>
</tbody>
</table>
The sample was evenly split over the two years.

**Table 2: Year of Participants**

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>600</td>
<td>50.00%</td>
</tr>
<tr>
<td>Year 8</td>
<td>593</td>
<td>49.42%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1193</td>
<td><strong>99.42%</strong></td>
</tr>
<tr>
<td><strong>Missing</strong></td>
<td>7</td>
<td>0.58%</td>
</tr>
</tbody>
</table>

The following table shows the number of participants from each school who took part in the study, and what percentage of the total sample they make.

**Table 3: Numbers from Each School**

<table>
<thead>
<tr>
<th>School</th>
<th>Count</th>
<th>Percentage</th>
<th>Percentage of school’s Yrs 7 &amp; 8 roll</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern Southland College</td>
<td>37</td>
<td>3.08%</td>
<td>79%</td>
</tr>
<tr>
<td>Aurora College</td>
<td>77</td>
<td>6.42%</td>
<td>70%</td>
</tr>
<tr>
<td>James Hargest College</td>
<td>415</td>
<td>34.58%</td>
<td>81%</td>
</tr>
<tr>
<td>St Peter’s College</td>
<td>94</td>
<td>7.83%</td>
<td>93%</td>
</tr>
<tr>
<td>Southland Boys’ High School</td>
<td>261</td>
<td>21.75%</td>
<td>87%</td>
</tr>
<tr>
<td>Southland Girls’ High School</td>
<td>207</td>
<td>17.25%</td>
<td>66%</td>
</tr>
<tr>
<td>Verdon College</td>
<td>109</td>
<td>9.08%</td>
<td>54%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1200</td>
<td>100.00%</td>
<td></td>
</tr>
</tbody>
</table>

The questionnaires were distributed by the SIT researchers, who introduced themselves and explained the project to the students. At some schools this was done class by class, while at others all the Year 7 and 8 students were brought together to complete their questionnaires at the same time. It was explained to students that they did not have to fill out the questionnaire, that the results would be anonymous so they should not write their names on their questionnaires, and that they could ask the researchers questions if they had anything they were confused about while filling them out.

**Focus Groups**

Sixty-one Year 8 students – 30 females and 31 males – from the seven participating schools took part in the focus groups. This represents 0.05% of the cohort that completed a questionnaire. Two researchers carried out the focus groups and these typically occurred about a week after the questionnaires had been completed, although at some schools both took place on the same day. Where this happened researchers ensured that the consent and information forms had been distributed and returned in advance.

The seven focus groups were conducted at the schools in quiet rooms such as libraries. The groups ranged from three to fourteen participants and usually lasted about 20 minutes, with a range of 15 to 35 minutes. There were eleven questions that were used to direct the conversation. Each focus group was audio recorded and one of the researchers also took notes. The analysis process involved listening back to the responses to each of the questions and the identification of common themes.
Interviews
Fifteen teachers and sports coordinators and five principals/heads of junior schools/assistant principals at the seven schools were interviewed as part of the research project. The semi-structured interviews lasted on average 20 minutes. Some took place in pairs or small groups but the majority were individual interviews. Interviews were audio recorded and transcribed for analysis. Participants were asked to explain the way sport was offered to the Year 7 and 8 age group within their schools, the importance of school sport to their students and any resource issues, including coaching, that they experienced. They were also asked about the roles of Sport Southland and regional sports organisations in serving the Year 7 and 8 age group. The analysis process involved drawing out key issues and common themes, and identifying examples of good practice occurring in schools.

Photo courtesy of www.verdoncollege.school.nz
This section reports and analyses the questionnaire, focus group and interview data. It includes a summary box showing the main findings at the end of each section.

**Questionnaires**

As noted above, 1200 Year 7 and 8 students completed the questionnaire, representing 76% of the total school roll for that cohort across the seven schools. The data from the questionnaire is displayed in a range of graphs. A copy of the questionnaire is included in Appendix 1.

**Sports students have played in the last 12 months**

Question 5 asked participants about sports they had played in the last 12 months. It allowed them to choose from a list of 41 different sports and physical recreation activities and asked them to indicate all the sports they had played, either for their school or for a club.

The results are displayed in Figure 1 and show a range of participation in sports and physical recreation activities. Basketball was the most commonly played sport for school, followed closely by netball, games (such as four square or tag), athletics, running and touch rugby. Rugby was the most common sport played for a club.

Only one participant gave no response to this question.
Figure 1: Sports played in the last 12 months, for school and for a club
Question 5 was also analysed in terms of gender. This comparison between school and club for girls is shown below. Only sports that were indicated by more than 5% of participants are included.

**Figure 2: Sport played in the last 12 months for school and club - females**

Netball was the sport played most frequently by female students in Years 7 and 8. Significantly, over 55% of girls in the sample had played netball for their schools within the previous 12 months. Games such as four square and tag and running/cross country were played by approximately 30% of girls, followed by basketball and athletics. Swimming was the sport played most frequently by female students for a club, at just over 20%, followed closely by dance.

The same analysis for Question 5 for males is shown in Figure 3 (below). Again, sports which rated below 5% have been excluded from the chart. Rugby union, played for a club, was the sport played most frequently by male students in Years 7 and 8. Over 35% of males in the sample had played rugby for a club in the previous 12 months. The next most popular sport played for a club was football/soccer/futsal at just under 20%. Basketball was the sport males were most likely to play for their schools, at just over 30%, followed closely by touch rugby, while over 25% had been involved in athletics over the previous 12 months.
Figure 3: Sport played in the last 12 months for school or club - males

Sports

- Basketball
- Touch
- Athletics
- Running, Jogging, Cross-country
- Games (eg four square, tag)
- Rugby
- Cricket
- Football, Soccer, Futsal
- Maori activities
- Water polo, Flippa ball
- Table tennis
- Tramping, Bush walks
- Badminton
- Hockey
- Fishing
- Golf
- Cycling, Biking (NOT mountain biking)
- Softball, T-ball
- Volleyball, Kiwi volley
- Rugby league

Percentage of Males

- Club
- School
**Additional sports played by students in the last 12 months**

In Question 6 participants were also offered the opportunity to write down any sports they had played in the last 12 months that were not included in the list of activities given in Question 5. Twenty percent (n=240) of participants gave an answer, however, this question appears to have caused some confusion among respondents. Many named activities already listed in the table in Question 5. It is not possible to determine whether these respondents had given answers in Question 5 as well, or whether they were unable to find their activities among the long list of activities given in Question 5. Some participants answered Question 6 by giving the names of the clubs they played for, and a small number indicated activities such as ‘chess’, ‘sea scouts’ and ‘tenpin bowling’ as sports. When this is corrected for, approximately 13% (n=160) of participants specified additional sports to those listed in Question 5. Figure 4 (below) indicates additional sports as identified by three or more respondents.

**Figure 4: Have you played any other sports in the last 12 months that are not listed above?**

![Graph showing the popularity of additional sports played by students](image)

As can be seen in Figure 4 (above), squash was the most popular additional sport, played for both school and club, followed by boxing, rippa rugby and horse riding. Other sports identified by less than three participants included BMX riding, rock climbing, Zumba and dodge ball.
**Sports students would like to do more**

Question 7 was answered by 80.5% (n=966) of the participants. It asked which sports, participants would like to do more of. Sports that received more than 40 responses are displayed in the graph below. Basketball was by far the most popular sport, followed by netball and rugby.

**Figure 5: What sports would you like to do more of?**

![Bar chart showing the number of students interested in various sports](image-url)
**New sports students would like to try**

Question 8 was answered by 69% (n=829) of the participants. It asked what new sports participants would like to try. Results are shown in Figure 6 (below) for the sports that received more than 40 responses. Badminton was the most popular choice for a new sport students would like to try, followed by tennis and basketball. There was also considerable interest among students in trying hockey, volleyball and rowing.

*Figure 6: What new sports would you like to try?*
School lunchtime activities

Question 9 asked participants what they had done during school lunchtimes over the last five lunchtimes. It offered a range of options and asked them to choose all that applied and included an option of ‘other things’ with a request to specify those additional activities. The results are displayed in Figure 7 (below).

The most popular lunchtime activities among female students were sitting and talking with friends, and walking around the school. They were less likely than males to participate in sports practices or physical games. The most popular lunchtime activities for boys were participating in unorganised physical games (such as handball, tag etc), followed closely by sitting and talking to friends and walking around the school.

Figure 7: What did you do during school lunchtimes over the last five lunchtimes?

As can been seen, there were over 300 responses to the option ‘other things’, however when these were analysed it appeared that a number of students had included answers that were covered by the other options. For example, a large number of students gave answers that referred to sporting activities, for example:

- Basketball with friends/classmates.
- Soccer, ball tag, handball.
- Kick the rugby ball.
- Scrag.
- Bull rush (tackle edition).
- Four square (kicking version).
- Play with a rugby ball and skipping.
- Run around playing this rugby game that’s half rugby half not.
When further analysis was carried out it was clear that the participants who had ticked ‘other things’ and specified a sporting activity had not necessarily indicated ‘Participate in other games’ or ‘Attend sports practice’. Therefore the actual number of students in Year 7 and 8 who engaged in some kind of physical game or sport at lunchtimes was actually higher than the graph on the previous page indicates.

Additional activities specified as ‘Other things’ included:

- Eating.
- Taking ‘selfies’ (photographs of themselves on smart phones or other devices).
- Truth and dare with my friends.
- Run around, play on bars.
- Run around with mates.
- Read or play on phone in library.
- Randomly being me.
- Play multiplayer computer games.

Photo courtesy of http://www.sbhs.school.nz/sport/football.aspx
**Attributes of good coaches**

Participants were also asked to list their ideas about what makes a good coach (Question 10). Only 23% of participants gave an answer to this question. The most important attributes for a good coach identified as being encouraging, knowledgeable about the sport, fair and nice.

**Figure 8: What makes a good coach?**

![Bar chart showing common themes for good coaches](image)

Figure 8 (above) shows the range of themes used that were chosen by more than ten respondents. Other attributes specified included: kind (n=9); sense of humour/have a laugh (n=8); demonstrates leadership (n=8); honest (n=6), and fit (n=5).

Examples of the responses received that reflected these themes included:

- A kind person who pushes you but doesn’t have favourites.
- Dedication and passion to help.
- Constructive criticism. Helps with what you need work on.
- Doesn’t get angry when loses a game, knows that the team always tries their best.
- Doesn’t leave bad players out.
- Encouragement, good bonding, no screaming.
- Encouraging all players evenly. Letting people know how far they can go in their sport. Telling us what need to improve on.
- Fair play, not taking anyone’s side, can be a good leader, knows what he is doing, isn’t too grumpy, hard-working, good smile.
- Committed, passionate, competitive but not too competitive, not get disappointed if you lose.
- Fair, gives you discipline and can have a laugh often.
- Likes the sport that they are coaching.
- Commitment, leadership, a little bit of ya-hooing, you know.
- Stern but not mean.
- Turns up to games and practices and gives everyone an equal amount of game time.
- Doesn’t care what you look like but still treats you friendly.
- Works you hard enough for your level because we are not All Blacks.
- Adults would be better than young kids teaching us.

**Are students coaching sports?**

Question 11 asked the students if they had coached sport in the last 12 months. The results are displayed below. Only 14% indicated that they had done any coaching.

**Figure 9: Have you coached any sport in the last 12 months?**

Male students were more likely to have coached than females (15.75%, n= 100, as opposed to 12.12%, n=68). There was virtually no difference between students in Year 7 (13.83%, n= 83) and students in Year 8 (14.33%, n=85).
The factors that stop students from coaching sports

Question 12 asked those who had said ‘No’ to question 11 to answer the question “What stops you from coaching?” A list was provided and up to two responses were requested. The results are displayed in the graph below.

Figure 10: What stops you from coaching?

The most common responses were not being asked or just not having thought about it. A significant number (n=170) also gave “Another reason”, the most common of which was being too young (n=67). Other responses included:

- Would like to coach with another person.
- Want to coach and am going to ask.
- Not enough time.
- I can be a bit shy and I hate coaching children that aren't good at the sport.
- Facebook is what I like to do.
The factors that put students off participating in sport at school

Question 13 asked the students about what factors put them off participating in sport at school. They were able to choose more than one from a list of reasons and to specify other reasons beyond the listed options. Respondents were most likely to indicate that nothing put them off participating in sport at school (38%). For those who were put off sport, the most frequent reasons chosen were: feeling that they were not good at the sport; feeling unfit; having to attend practices during school lunchtimes, and getting teased. Respondents were much less likely to be put off by wearing PE uniform or by their coaches, friends or parents.

Figure 11: What puts students off participating in sport at school?

Eighty-six respondents indicated further reasons for being put off participating in sport at school. The most common reasons given were: not enough time/too busy (n=16); don’t like sport (n=7), and too busy doing sport outside of school instead (for example for clubs) (n=6). Other stated reasons were:

- Don’t know how to play.
- I always get hurt and can’t play.
- Others don’t take it seriously.
- Playing against people not to your ability.
- I don’t know anyone else playing.
- Because I am always busy at lunch.
- Some people don’t play as a team.
- Hate all sport – want to play video games.
As can be seen in Figure 12 (below), girls were more likely to be put off participating in sport than boys. In particular, girls were less likely than boys to state that nothing put them off participating, and more likely to identify costs, feeling fat or overweight, feeling unfit and feeling that they were not good at the sport as reasons for being put off sport. There was very little difference in the responses from Year 7 students as compared to Year 8 students.

Figure 12: Comparison of what puts students off participating in sport by gender

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Percentage of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>My parents</td>
<td></td>
</tr>
<tr>
<td>My friends</td>
<td></td>
</tr>
<tr>
<td>The coach</td>
<td></td>
</tr>
<tr>
<td>Wearing PE uniform</td>
<td></td>
</tr>
<tr>
<td>It just doesn't feel like fun</td>
<td></td>
</tr>
<tr>
<td>Medical reasons (eg asthma, physical disability, injury)</td>
<td></td>
</tr>
<tr>
<td>Another reason (see previous page)</td>
<td></td>
</tr>
<tr>
<td>Having to attend practices after school</td>
<td></td>
</tr>
<tr>
<td>Difficult to get to practices and/or games</td>
<td></td>
</tr>
<tr>
<td>Costs too much money</td>
<td></td>
</tr>
<tr>
<td>Feeling fat or overweight</td>
<td></td>
</tr>
<tr>
<td>Getting teased</td>
<td></td>
</tr>
<tr>
<td>Having to attend practices at lunchtimes</td>
<td></td>
</tr>
<tr>
<td>Feeling unfit</td>
<td></td>
</tr>
<tr>
<td>Feeling that I am not good at the sport</td>
<td></td>
</tr>
<tr>
<td>Nothing puts me off participating in sport at school</td>
<td></td>
</tr>
</tbody>
</table>
The factors that encourage students to participate in sport at school

The final question asked participants what encouraged them to participate in sports at school. They were able to select as many answers as were applicable from a list of responses, including an ‘Another reason’ category. The analysis in Figure 13 (below) shows the percentage of total participants, as well as the percentage of females and males, who gave each response. Having fun was the highest rating answer, followed closely by the influence of friends, and being told they were good at it.

**Figure 13: What things encourage you to participate in sport at school?**

Of the 7.58% of participants who selected ‘Another reason’, many gave reasons that were already covered by the listed options, for example: “My parents” and “Having fun”. Eight participants said that nothing encouraged them to play sport. Only two participants mentioned winning. Other answers given included:

- Just wanting to be a world class player and the great players I want to follow.
- Just doing something makes me feel good about me.
- Following the family tradition.
- Teachers teaching us in PE and realising you are good and others tell you as well.
- I love sport and it’s the best thing to do when you’re bored.
- Feeling awesome/fit/healthy.
Summary: Questionnaires

Sports participation:
- A variety of sport was played by almost all students in Years 7 and 8 for both school and clubs.
- 55% of girls in Years 7 and 8 played netball for their school.
- Games, such as four square and tag, rated highly for both girls and boys, and a significant number of students spend their lunchtimes playing such games.
- Basketball was the most commonly played sport; it was also the sport that most students would like to play more of, and rated number three for the new sport that students would like to try.
- Badminton and tennis were the top two new sports that students would like to try.
- Boys were more likely than girls to play games or attend sports practice at lunchtime.
- Just over 1/3 (38%) of Year 7 and 8 students were not put off participating in sports.
- Those who were put off were most likely to be put off by feeling unskilled in the sport or feeling unfit.
- The main factors that encourage participation in sport were having fun, and being with friends, and people telling them they are good at the sport.

Coaching:
- Students felt that the best coaches were encouraging, fair and knowledgeable about the sport.
- Only 14% of participants indicated that they had done any coaching over the last 12 months.
- The main reason students gave for not having coached was that they had never been asked or were not aware of it as a possibility.
Focus Groups

This section of the report sets out the findings from focus groups held with Year 8 students at the seven participating schools. It summarises the key themes or issues raised and illustrates these with brief, edited quotations from the students.

Why students do not participate in sport

Students gave a variety of reasons for why they thought their peers might choose not to participate in sport. These included being too lazy or just not interested:

- Too lazy/couch potato.
- Addicted to TV or video games.
- Don’t like it.
- Can’t see the value/purpose; prefer intellectual pursuits.

Some raised issues relating to barriers such as lack of parental support, cost and transport issues:

- No money to pay for it.
- The cost is more than primary school sport.
- Transport difficulties.
- Difficult to get to games and practices.
- Parents don’t want me to.
- Brought up that way, “haven’t been used to sport.”

Another theme was being uncertain and having self-doubt:

- Scared of trying something new.
- Not knowing rules, so wouldn’t want to play.
- Not good enough to play sport for school.
- Not fit enough, “don’t want to be puffing on court.”

- Don’t want to try, too shy/embarrassed.
- Not getting selected for the team.
- Fear of being hurt.

Other minor themes related to health issues, such as having asthma; being involved with club sport teams, rather than school; not having friends in teams; being too busy with other activities; and not liking the vibe at school amongst sports teams.

What is liked best about playing sport for school

When asked what they like best about playing sport for school it was clear that social interactions were important:

- Being with friends.
- Making new friends.
- Mixing with others.
- Meeting people from other schools.
- School sports exchanges are great.
- Getting to know older students at the school through sport.

Having fun was also seen as important:

- You don’t have to be good.
- Doing what you like.
- “The excitement of it all.”
- “School sport is about having fun.”

Gaining a sense of personal achievement was also something that was enjoyed:

- Being good at it.
- Having a good competition.
- Winning the competition.
- “If you play games well, you feel good.”
Students were aware of additional benefits of playing sport such as fitness and fresh air:

- Fresh air and being outside.
- Helps your learning.
- Keeps you fit and active.
- Gets you out of school work.

Other things that were mentioned that students liked about sports at school were that they got to try new things, they were taught the rules, and it was something to do and be involved in, rather than “being bored”.

**What is not liked about sport at school**

The Year 7 and 8 students had a great deal to say about what they **did not like about sport** at school. The most significant of these was about peer pressure and worrying about being good enough:

- Teasing from others/put downs.
- Can be daunting trying out for a team or trying a sport that you haven’t played before.
- Other people put you down.
- Feeling that you can’t make a mistake.
- Failing the trial because there are too many people, so you don’t always get in.
- “If you’re not really good, then the ball is hogged by good people, so you don’t get the ball.”
- “If you know you are bad, but you are in the team, there is pressure to do your best.”

Some had issues with lack of commitment from other team members, and coaches who were not considered competent:

- Practices are pointless, disorganised.
- Practices are not skills-based, more fitness.
- Coaches don’t take it seriously.
- Coaches know the games, but don’t know how to coach or run practices.
- “You have to pay your money, but then other players don’t turn up to games, and the team has to default.”

Several complained about favouritism by coaches, who preferred to use the top players, rather than rotate everyone on and off the court or field. This was particularly bad when teams were coached by a parent of a team member:

- Coaches favour their own children, or particular players.
- “If you aren’t good, not much game time.”
- “Feels like you are just going to watch the game from the side.”
- “If you did bad one game, three weeks off.”

Other issues that were discussed included the difficulties of juggling more than one sport; the poor behaviour of parents on the side-line who were watching the games, swearing at each other and “having a go” at the coach; the high costs involved with participating in sport, such as transport to games and practices, as well as equipment; and, for students at smaller schools, the problem of getting enough people to form a team for some sports.
Suggestions for improving sport at school
This question highlighted a real tension between the competitive versus social nature of sport, with some students viewing sport as a social activity, and others viewing it as highly competitive. When asked if they had any suggestions for improving sport in school, many of the responses gave solutions to dealing with both the competitive side as well as the social need for sport. The overwhelming response was that there needed to be sports opportunities for both high level players, who wanted to compete, as well as the “not-so-good”, who wanted to play:

- Everyone should be on a team, because some miss out.
- Everyone should be involved in sports.
- Mixed level ability teams are good, but can be frustrating for the top players.
- Competitive and non-competitive options.
- Different competitions for the not-so-good.
- “I would play if there were more mixed ability teams, less players’ emphasis on winning.”
- “You should support not-so-good people, even if you are competitive and want to win.”
- “Everyone joins in, even if not very good.”
- “You should support those who have not usually done sport, it would be difficult [to participate] without good encouragement [from peers].”

There were also other suggestions on how to improve sport at school, such as:

- More than one practice a week for your sport.
- More tournaments and opportunities to play other schools.
- Have practices straight after school, not at lunchtimes.
- Playing a winter and a summer sport should be compulsory.
- Have get-to-know sports tasters as part of PE or at lunchtimes, so students can try them out and gain confidence to play new sports.
- Highly-skilled players could teach the less-skilled, to the benefit of both.

The girls and boys who attended the single-sex schools wanted more opportunities to play sport together and form mixed teams. This was seen as having the following benefits:

- Mixed teams mean more tournaments.
- Boring just playing each other.
- Girls not as catty if boys here.
- More concentration and more fair when mixed.
- Makes a good mix.
- Touch rugby tournament needs mixed teams.
- “Someone else you can tackle, don’t hold back like girls do.”
**Differences in sport for older students**

When asked if they had noticed any differences in what sports were available to older students at the school, in terms of sports, the Year 7 and 8 students showed that they were aware there were differences, but this was not usually seen negatively:

- More sports for older students.
- Seniors more options/Juniors have the main sports.
- Some sports begin at Year 9.
- Something to look forward to.
- “When you’re older, it gets better.”
- “Older students have more trips and tournaments.”

Many of the students, particularly at smaller schools, liked the opportunities that being in a college environment gave them to mix with older students. They enjoyed having the opportunity to join teams with students from Year 9 and above, when they were short of players, for example, or at spontaneous lunchtime games. They also said it gave them a chance to know what was coming as they moved through the school. Most commented that there were more sports options available in the college environment than they had experienced at primary school.

**Coaching**

The final question asked in the focus groups related to coaching and if any of them already were involved with coaching, or if they would like to coach teams. Only some of the students indicated enthusiasm for coaching:

- Not unless taught how to do it.
- Need coaching sessions from another coach.
- It would be fun helping younger kids learn, being a role model.

Those who were involved with coaching usually were involved with coaching at their primary schools, or for the teams of younger siblings. This often led to further discussion about the role of a coach and what made a good coach. It was clear that the students valued coaches who were skilled, organised and knew the rules.
**Summary: Focus Groups**

- Students liked playing sport with friends at school and thought it was fun.
- Students suggested that if you play well, you feel good about yourself.
- Students noted that sport gives you opportunities for fitness and fresh air and improves your learning.
- Pressure from peers to play well and peer put-downs can be detrimental to involvement in sport.
- Sport teams need to have organised practices, committed team members and competent, unbiased coaches, as students find lack of organisation and competence frustrating.
- Students would like more opportunities for everyone to join in sport teams at school.
- At the same time, they believe there needs to be higher-level competitions for the very skilled players.
- While there may be a greater range of sports available for students at Years 9 and above, this is seen by students in Years 7 and 8 as something to look forward to.
Interviews

Twenty staff at seven schools in Invercargill and Southland were interviewed as part of this research project. Key issues identified through the interviews are summarised below, followed by quotations (in italics) from participants that reflect those issues. Quotations are taken from the full range of interviews across all schools. They have been edited slightly for sense and grammar. Issues and quotations are not identified either by school or by interviewee employment role in order to protect the anonymity of participants.

How schools deliver sports to Years 7 and 8

While there was a range of staff and arrangements at different schools, all the participating schools took a collaborative and pragmatic approach to delivering sports to their Year 7 and 8 students. Sports coordinators at all participating schools extended their role to include Year 7 and 8 students. A range of staff have direct responsibility for managing, facilitating and delivering sports and these staff will work together, drawing on complementary skills, to ensure that students were offered a wide selection of sports opportunities. Those most likely to be responsible for delivering sports to this age level were:

- sports coordinators;
- Physical Education (PE) teachers;
- Year 7 or 8 home room teachers with special responsibilities for managing sport for that age group;
- Heads of Sport for schools, and
- teachers with responsibilities for health and/or sports.

Some schools had additional coordinators or administrators for specific codes, for example rugby, while classroom teachers who had particular skills or interest in a particular sport may take on the promotion and coordination role for that sport. Many classroom teachers helped coach school sports teams.

Sports coordinators and other staff with responsibilities for managing and coordinating sports had a number of key functions including:

- handing out notices about team selections, try-outs, new sports available;
- distributing application forms for sports;
- collecting subscriptions and parental permission slips;
- managing distribution of uniforms and gear;
- assisting with support with subscriptions, gear and uniform hire;
- putting up notices on notice boards, notices and forms on school websites;
- school teachers known to children as ‘the sports teacher’;
- actively promoting sports to Year 7 and 8 students;
- sorting out teams and draws, and organising managers and coaches;
- managing and coaching sports teams, and
- organising intra- and inter-school competitions and tournaments, weekly school sports sessions, school sports days and inter-house competitions.

Schools actively promoted sports to their Year 7 and 8 students. They looked to provide both competitive and participatory events and to offer the chance for all children to ‘have a
go’ including those with special needs or who would not normally get involved in team sports. They also sought to reduce barriers to participation such as cost or lack of skills and to provide a wide range of sports.

“What’s also really valuable is...because the kids know that everyone needs to do it, especially these sorts of students who aren’t so wonderful at sport, [they] feel comfortable doing it and included.”

Another important focus was providing sports at lunchtimes. These activities were seen as an important way of encouraging participation, and an opportunity to offer ‘tasters’ of different sports to students. One school arranged for specialists to come in at lunchtimes to demonstrate specific sports and assist with coaching tips.

“So that there are things available for kids who are maybe intimidated when it comes to sports competitions, and they’re having fun there, and at the same time, they might not realise, but they’re up-skilling themselves as well. And they might start to realise ‘hey...I can dribble a ball, or I can do this, I’m starting to understand the rules now, maybe I will give it a go next year...If we have it at lunch time it’s there, it’s at school, and it’s probably a time when: ‘oh, what am I going to do this lunch time? Oh, that’s right there’s basketball happening down at the gym’.”

Two participants noted that there will always be some students who do not want to play sport, no matter how much encouragement was given or how wide the range of sports on offer, and the recreational interests of these students also need to be catered for where appropriate.

“You’re always going to have some where sports just not their thing, no matter how many options you give them. They might just want to sit down and read a book. I mean just look at adults: we’re the same mix – some people like it, some people don’t.”

Some schools had ongoing collaborative sporting relationships with each other. These arrangements ensured students did not miss out on sports they wanted to do because of low numbers at individual schools, and also addressed requirements for mixed-gender teams for some codes or competitions. Collaborations in sport could lead to further collaborations in cultural areas too, and they were supported by students.

At least two participating schools made a systematic attempt to capture the sports background and interests of children as they entered the school by way of a questionnaire or as part of the entry interview process. This assisted schools in encouraging participation and provided information on what sports to offer.
“It makes our job a lot easier...There are times where some kids have been overlooked because we didn’t know the sort of sport that they enjoyed or that they were actually good at. And some sports weren’t available as well, because we didn’t realise we had the numbers there.”

One school was setting up a school sports council to support the sports coordinator role, enhance opportunities for participation and develop a shared vision and plan for sports development. The council will have teacher, parent and student representation and will also provide opportunities for regional sports organisations to have an input into the school.

The importance of sports and recreation to Year 7 and 8 students
Participants were asked for their opinion on the importance of sports and recreation to their Year 7 and 8 students. All agreed that it was very important, and identified the provision of sports and recreation at school as a vital component in getting children active and keeping them active.

This was identified as an age group of focus for setting up positive habits for, and attitudes toward, participating in sports throughout the whole of their secondary schooling. Getting students involved in sports at this level made it more likely they would continue participating in sport once they reached more senior levels. It was also widely perceived as an age group at which teachers could still have a significant influence on the choices students make about participating in sport and physical activity.

“I think it’s a critical age because it’s where they learn...the foundations really for moving into secondary...If they love it and they have really good experiences then they’ll carry it on at that secondary school age.”

“If they don’t learn at this level they won’t pick sports up later in school. They are too embarrassed by then if they don’t have the skills already.”

“We really want to foster the Year 7 and 8s because they’re the future. We really want to make a push there...We guide them along. We actually foster their motivation more than we do the senior years.”

“I think it’s more important than ever before to keep them involved at Year 7...When everybody was getting a fresh start at Year 9 at a new school, even if you opted out at intermediate, there was probably more impetus to join back in at Year 9. Whereas now when you’re within the same school from Year 7 through, it’s more important, I think, to keep it up to Year 7. Because you see the group of students who go off and play sport and if they haven’t joined at Year 7 they’re probably less likely to at Year 8 or 9.”
A significant number of participants noted that they were working from a position of strength as this was an age group typically that was interested in sports and physical recreation activities, and that was generally keen to participate and try new challenges. Some noted the importance of building on this pre-existing general enthusiasm, while four participants commented that some children of this age group tended to over-commit to sports activities and needed some assistance with managing priorities around sports, academic learning and leisure or ‘down-time.’

"Year 7 and 8, you’ve still got a bit of movement. You can sort of convince them to maybe do something...you just get less of a chance when you get to Year 9 or 10." 

This was considered a good age level to introduce students to a broad range of sports activities to increase participation levels, build confidence in children who might not be aware of their abilities and to build on existing skills.

"I’ve noticed that Year 7s coming in, they’re really keen to try a lot of the sports that say they might not have an offer at their primary school...And then I guess if you look at Year 8, I’ve found there’s still a high participation, but less than Year 7."

"Their engagement’s quite high, they generally like to come down to the gym. There are very few of them who are reluctant learners."

"I think Years 7 and 8 tend to get in there and they want to participate in everything and anything they can get their hands on as a whole."

"If you’ve been a good runner they’ve been identified from the age of five from school sports, everyone knows at once that they’re the good sportsman. It means that they’re good at short distance running. Well, that’s only a tiny microcosm of sports, and trying to expose them to a wide range of things early on would probably help a little bit."

"Most kids know who the good sportsmen are already and they tend to get typecast. And a lot of kids will drop off because they’re not good at sport. Whereas most kids are generally pretty good at some form of physical activity, most of them just won’t know it."
Participants considered that involving students in sports at Years 7 and 8 could also help counteract the ‘drop off’ in participation in Years 9 and 10. This decline in participation was seen to be particularly evident among girls who were less likely to engage in physical activity, participants believed, due to body image issues, physical changes to their bodies and influence from peers and social media about what girls should do and what they should look like. Again the assumption is that students who participated in sports at Years 7 and 8 were more likely to remain involved in sports through the higher levels of secondary schooling.

Sports and recreation were also seen as important in supporting social and mental development, improving self-confidence and fostering a sense of belonging. One participant saw the provision of sports activities as a fundamental part of the school’s role in pastoral care and others noted that children learned responsibility and self-management (by having to be at practices and games), cooperative skills, how to follow instructions and to ‘work for something bigger than themselves’.

“I was talking to a parent, she was going: ‘my daughter’s got a bit of a confidence issue, what can we do, what can we get her into?’...I said: getting her involved in the likes of sport and stuff, that’s where she’s going to increase her confidence. ... Because if she can find confidence on the sports field, she can bring that confidence into the classroom. And sometimes it’s easier to find it on the sports field than it is to find it in the classroom.”

“I suppose I look at their involvement as being really important because at that age, especially Year 8, they can be quite centred on themselves, but it’s also that age where they’re likely to start taking risks and making some poor decisions, if they’re not positively involved with others and that sort of team ethic, and having to think that my actions will have a consequence on others. And I think that team sports particularly provide them with a really good place for figuring that out and recognizing that.”

“With boys, they need an adult male outside their family, and usually that male is through sport. And for girls, research shows that they actually need two friendship groups, so when they fall out with one friendship group they’ve got another circle of friends; and...because the first group is usually within their actual classroom, they usually need to get that second group from a sports team or an extra-curricular activity.”

Photo courtesy of www.verdoncollege.school.nz
A significant number of participants identified the importance of sports and physical activity in enhancing classroom learning and behaviour management, as well as improving confidence and a sense of belonging for individual students within the classroom.

“I probably get my kids out for more games than other teachers, but I believe that sometimes they just need it... They need to get out and have a game and then come back in and we get back into work."

“I’ve even got one kid in here, [a] good soccer player, but he doesn’t talk a lot... I said: ‘you’re captain of the soccer team, let’s learn how to be a captain... It’s your team, so tell me what you want.’ And by the end of the season you could hear him on the field starting to actually direct players, being forceful and saying: ‘I want you here, get over there’... And his Mum... can’t believe the transformation, the confidence he’s gotten... It rubs off and he comes in, and probably some of those other kids look to him a lot more in the classroom setting as well, just because he’s got that confidence... And I could’ve given [the captaincy] to a more confident person, but I felt he was probably the best to lead... It’s really rewarding.”

“It’s definitely essential and they really need the sport, especially when they’re going through that transition stage into high school... Some of them need a bit of belonging and I think sports is one place they can go to.”

Several participants commented on the need for the school to provide basic physical skills training for an increasing number of students at this level. Some students come from backgrounds where they have not been active before and there was also a sense of a decline in basic skills levels over time.

“Through play they learn all the sports skills... Because they miss out on a lot of play in those early years these days, so we give them play at school.”

“Skill level coming in at Year 7 now is dropping off all the time, since I first started [teaching] compared to now... Like the basic skills... in regards to hand-eye coordination, catching, passing.”

Other factors identified include: the opportunity to provide challenges for children through sports; that children learn about winning and losing and how to deal with that, the importance of positive attitudes even under adversity, and the need to engage children in physical activity as early as possible to increase the chances that it will become a life-long habit.
Specific needs of Year 7 and 8 students for sport and recreation participation

When asked if they thought Year 7 and 8 students had different needs around sports participation compared to their older students, most but not all felt there were some key differences.

One difference noted by several participants was the need for a stronger focus at this age level on building social skills in the sports setting, and another difference was the recognition that this age group tended to have less resilience and lower levels of persistence than older students. One participant commented that students at Years 7 and 8 needed more structure in game management and coaching than older students.

“We might spend a little more time talking about things, just little things at the end like ‘I really like what was happening today’, ‘what did I see that looked good’, and getting the kids to think about things. Like, ‘did we cooperate well, what does good cooperation mean, what do you mean by that?’ So trying to get them thinking about some of those wider issues.”

“You handle them a little bit different to year 9 and 10s, they’re not quite as robust.”

The main focus for school sports at this age was on encouraging students to participate, have fun and try new activities, rather than on competitiveness.

“I think the focus should be more on participation…I mean our biggest need is to get more [students] active. It doesn’t matter what activity they’re in or if they’re talented or not; if they’re giving it a go then I’m happy.”

“The Year 7 and 8s, it’s probably being active for the sake of being active – for fun, enjoyment, things like that. As you get older it branches two ways: the competitive side (so they actually decide what sports they’re good at and do those sports with the competitive side); then you’ve got just the ones who want to do physical activity just for the health benefits.”

Some participants noted that, while their main focus was on encouraging participation and having fun, this was also a transitional age where some students were maturing fast and were ready for greater challenges.

“They’re pre-pubescent heading to puberty and so they’re moving from the innocence of childhood and a lot of the games that they like to play, cooperative type games that they like to play in a playground for example. You can see them transitioning from that into more organised sport.”
"We have kids who want to play just because they want to get involved and that are probably [at] a lower level. And then we have the ones that have been playing for a while and they are highly skilled, and are probably knocking on the door of the secondary school students."

One participant found that students in this age group are developing their own sense of identity and, as part of that, were moving away from parental influences on their sporting choices.

"Who they think they are and who they think they want to be, will start to dominate their thinking. They'll then start making some more choices about the activities they wish to be involved in whereas, as a child, as a pre-adolescent, they probably had many of those decisions made for them by their fathers or mothers...Now they’re starting to say: ‘actually I’m really good at this, I’d really like to do that’, or: ‘I’m really good at a range of things, I’d like to have a go at a whole lot of things’, or: ‘I’m not very good at this, therefore I won’t do that anymore’."

**Resources for the Years 7 and 8 student group**

Participants were asked whether they thought that sport for the Years 7 and 8 age group was adequately resourced in their schools, and also what issues they saw around resourcing this age group in general. The great majority of participants stated that resource levels within their schools for Years 7 and 8 sports were currently adequate within the context of the overall constraints on school budgets. Only one felt strongly that the Year 7 and 8 students were not adequately catered for within the school; others commented that they considered this age group was offered a good range of sports activities.

The main issue, raised by participants at both Invercargill and the wider Southland schools, was that the Years 7 and 8 at high schools were a group that was often missed in Southland sports provision, specifically by not being included in some competitions for junior players. One school noted the opposite problem of information going straight to senior levels and missing out the Years 7 and 8 levels. One participant was frustrated that a sizeable number of competitions were targeted at Year 9 and up, but that Years 7 and 8 were where the school had its highest participation rates and the greatest student demand and enthusiasm for many sports. It would therefore appear that there were communication issues and confusion about where junior competitions end and senior ones begin. This same issue was raised in relation to the impacts on this age group of the merger of intermediate and high schools in Invercargill, which is discussed further in the relevant section of the report.
"I think they’re getting missed. Most competitions start for us at Year 9 and above, so Year 7 and 8 is predominantly the primary school events and intermediate events. But quite often we get left off primary school stuff and intermediate stuff because we’re looked at as a secondary school."

"We have a little bit of trouble, because I get sent some things for 7s and 8s but some things I don’t because it just goes straight to primary schools...It’s been a bit better this year but in the past we’ve not known about events because [the notification] goes to the primary schools."

"The outside clubs are open to all age levels, but then all the secondary school ones are only Year 9 and up, so we’re limited there."

"Knowing some teachers that teach in primary schools with Year 7 and 8s, and what their kids go to or what events are on, we don’t get that information – I suppose because we’re considered a college."

A number of participants raised the issue of barriers to the participation of single-sex schools in competitions, tournaments or codes that require teams to be mixed gender. They were concerned that these requirements restricted the opportunities for the schools to participate in these sports, and they were keen that schools, or even students themselves, should be able to decide whether this was an issue for them and whether they wished to play against single-sex teams.

Several participants raised the importance of school swimming lessons. While acknowledging that fitting swimming lessons into the busy school curriculum could be an issue, access to lessons through schools was seen as very important particularly for those students who had not received lessons prior to entering high school.

"We probably don’t use the swimming pool enough...In New Zealand, all kids should have water safety as a basic. It should be something we have to do...Maybe at Year 7 and 8 we could be building in some surf lifesaving, or going to the beach and boogie-boarding [to] look at rips, surf safety, those sorts of things."
Other issues around resource levels were: the high costs of travelling to sporting facilities which limited the range of sports that schools could offer; travel costs for parents and coaches for attending practices and games (particularly an issue for regional schools); the cost of fees for some sports, and time and funding constraints in being able to offer this age group a taste of a really broad range of physical skills. One participant felt there was a need for further training or professional development for teachers in the area of sports provision to this age group.

Two participants commented that classroom teachers were under time pressure to cover sporting and physical recreational needs of students within the constraints and demands of the curriculum. Another participant noted the need for significant input from teachers or specialists within the school to really develop any particular sport adequately. This participant felt that the school could not rely on external input from regional sporting organisations to provide all the enthusiasm, effort and detailed organisation needed to really support development a particular code within the school. Where schools rely heavily on the enthusiasm and skills of an individual teacher to develop and manage a specific sport, it can be difficult to maintain the same level of commitment if that teacher leaves the school.

Some participants expressed their appreciation of the sports resources and funds schools receive from the Invercargill Licensing Trust and other organisations.

The importance of coaches in the delivery of sports in schools
Participants were asked how important coaches were in the delivery of sports in their schools, and about how they accessed coaches and coaching skills. Finding sufficient skilled coaches was identified as a difficulty by all participants.

“That’s probably one of our struggles here at school, getting that support base. There may be kids keen to play but there’s not coaches or managers available.”

“Coaching sport is just not sexy. It’s not fun all the time, it’s bloody hard work. You have to know what you’re doing, you cop a lot of flack...It’s a lot to ask a senior kid, and it’s a lot to ask a parent, and it’s a lot to ask a teacher. And therefore we have fewer and fewer people wanting to do it, at a time when it’s needed more than ever.”
Schools used a mixture of teachers, sports coordinators, parents and peer or student coaches to try to meet the demand for coaches. **Parents were an important source of coaches and managers**, and were often individually ‘shoulder-tapped’ or encouraged to coach through sports clubs or while attending games. A significant number of participants believed that parents of Years 7 and 8 are more likely to become involved than parents of more senior students as they still attend their children’s games. At the same time most agreed that in general parents have less time now to be involved than in the past. One participant noted that where schools are relying on parents to coach they still need to maintain oversight of the selection and management of coaches.

When teachers were involved in coaching sports teams it gave an **opportunity for Year 7 and 8 students to get to know teachers** in the senior school, ‘so they get to know them for relationships for later on.’

> The kids love to show their wares in front of their teachers and in front of staff. And it’s a good way of getting rapport back.

One participant felt that there needed to be a **higher value placed on sports coaching as part of teacher education** with student teachers being given the opportunity to train as coaches.

> What you also need, and is critical, is a key person on the staff who acts as a focal point within the school for that club. If it’s just run by parents and the school has very minimal involvement, there become relationships issues and consistency issues...To coach properly and make a difference in a code you have to be the right kind of person.

While there is an expectation that teachers will coach sports, **most schools reported lower levels of teachers involved in coaching than in the past**, due to increased workload pressures and expanded responsibilities. Two participants noted that teachers used to be able to claim expenses for coaching but can no longer do so.
All participating schools rely on senior students to coach, and participants identified both positives and negatives around this. Many senior students are keen to coach and coaching can be good for their self-esteem and social development. It also benefits for the younger students by offering them role-models to aspire to and increasing connections between junior and senior classes.

“The younger [students] love working with the older [students], in any way shape or form...Because they look at them as being role models and they aspire to be like them, so they’ll see them as a coach and think: ‘I want to keep playing in the sport and keep having that contact with them, but also I want to go into that coaching role when I’m older’.”

Year 7 and 8 students were seen as an appropriate and less threatening level for new peer coaches to work with than Year 9 or 10 teams ‘where you’d get a bit more attitude’. One school offered an incentive (in the form of assistance with senior sports fees) for senior school students to act as coaches.

A number of participants also noted that there can be issues around using senior students as coaches and the process needs to be managed carefully if it is to be successful.

“Just because they’re good volleyball players themselves doesn’t necessarily mean they’d make good coaches...I wouldn’t expect them, apart from if they were really showing promise in coaching, to coach say our Junior A, which I do have seniors coaching, but they’re girls that have coached for quite a few years and are really talented players themselves, but also they’re good leaders.”

“We’re stoked to have them [student coaches] and they are really valued. They probably need to be trained how to be coaches [however]; at the moment they are really learning by doing.”

“You can only ask so much of them...you can’t place too much responsibility on them because they are still here to grow themselves, have their own fun, do their own study.”
The impact of home rooms on sports participation among Years 7 and 8

Years 7 and 8 tend to have home rooms and to attend most classes alongside the same group of students. Participants were asked whether they considered this increased the likelihood of students joining school teams and social sports groups. There was a mixed response to this question; some participants felt that the home room environment had a strong positive influence on participation rates, while others considered it had limited or no effect. Those who felt there was a positive influence gave the following reasons:

- Classmates encouraged each other to join teams or social sports activities.
- The home room environment created a sense of security and support among students.
- The classroom teachers know pupils well and can encourage possible participants to take part in particular sports, and they can also help manage tendencies on the part of some students to over-commit to sports activities.

The following quotation gives an interesting picture of the role played by a teacher with a high interest in sports working within the home room environment:

“...We’d be in our home room time and I’d say: ‘let’s do up some plans for games tomorrow’...So we’ll sit on the table and then I had someone else come along and then someone else come along, and then we’d have a bunch of us over a piece of paper writing out, you know, who’s going to play here and who’s going to play here and what sort of a plan are we going to do? It just created that excitement and those kids would talk about it, then they’d start bring a ball to school and they’d go and kick around at lunch time...So it creates that interest, it creates discussion.”

Effects of the 2001 merger between intermediate and high schools in Invercargill

Participants from the Invercargill schools were asked whether the merger between intermediate and high schools in 2001 had created any significant issues around sports and physical recreation. While a small number of participants did not identify any issues, the majority identified positive aspects to the merger including: availability of a greater range of sports and better facilities; role-modelling and inspiration offered by senior students; access to senior students as coaches and to support lunchtime sports activities; opportunities for young students to get to know senior students, and increasing a sense of belonging among Year 7 and 8 students.
“[The students] are exposed to a whole lot of other influences and role-modelling: seeing kids actively involved in sports, seeing sport taking a bit part in people’s lives and in their development and getting rewarded and recognised for it for the right reasons...They’re being exposed to that far more than they would in an intermediate school or in a primary school.”

“I think they like really engaging with the different types of equipment they get that opportunity to use; something a bit different to what they’ve had at primary schools.”

“I think...from [Years] 7 to 13 it flows on quite nicely...so all the sports are intertwined. Like our local touch competition, we have Year 13s playing Year 7s. So we don’t like to segregate them.”

“They might well pass a [senior student] and be like ‘hey’, they recognise you. Because...they don’t get to mix very often. And that’s a chance for them to mix.”

While participants were more likely to see positives than negatives from the merger, a number felt that sports for the Year 7 and 8 age group was sometimes overlooked within the school or sporting codes, and that greater value was placed on more senior levels.

“I’ve got some friends who teach in primary and they’ve always got the Sharks turning up or the Stags going there, or whatever, doing wee skills and drills with the kids, heaps of stuff – we don’t [have] any of that. But our kids are still little, they’re still kids.”

“I think that the regional sport or the people in regards to primary and that, they think that Year 7 and 8s...are part of the whole school, so I’m guessing that they think that it’s up to the senior part to organise it. We do get missed out because we are a secondary school, we’re not seen as a primary school.”

“Maybe Year 7 and 8 stuff is not as important now as it was when we had schools that were focused on Year 7 and 8. I’m not saying [school] doesn’t value the 7 and 8s, but when you had an intermediate, that was all you were about.”
The role of Sport Southland in supporting Years 7 and 8

Asked about the role played by Sport Southland in supporting this age group, participants thought that the organisation was doing a good job and expressed appreciation for services such as: introducing new opportunities such as ki-o-rahia; emails and newsletters about the availability of sports for this age group; the sports timetable; second-hand equipment exchange; record keeping, development of young coaches and the coaching qualification.

An important role that participants would like to see Sport Southland take on is that of an independent, oversight body to encourage a consistent approach to coaching and the provision of age-level appropriate competitions for this age group. Some saw the need for a mediating or ‘bridge-building’ role across schools and regional sports organisations, to address issues of perceived unfairness in the organisation of draws or variations in participation levels of different schools in competitions, and to encourage a consistent approach to supporting coaching and the provision of fair and genuine competitions. Two participants suggested Sport Southland could look to provide a cohesive structure for sports including direction about what sports are suitable for different age groups and how to structure what schools offer to ensure skills development over time for students in the various codes.

“Possibly a role for Sport Southland is to just look at them all; not be in charge of them, but just: ‘hey, look, we think this is possibly a way forward, maybe at [ages] 8 to 13 you’ve got the beginners, something you target at this, then your exclusive candidates move on’.”

A number of participants saw a role for Sport Southland in promoting inter-school and even inter-provincial sports tournaments specifically for the Year 7 and 8 age group. One suggestion was for the introduction of an annual, two or three day, regional tournament for Years 7 and 8 across a range of sports.

Other areas participants would like to see Sport Southland assisting schools with included: information about nutrition, promoting active families and obesity awareness, and teacher training in sports skills. Participants from regional schools stated they would like more contact with Sport Southland staff. At least four Invercargill participants said they would like Sport Southland to have a higher visibility within schools and also regionally.
The role of regional sporting organisations in supporting sports for Years 7 and 8

Some participants noted they had good relationships with a number of the regional sporting organisations or clubs. They particularly appreciated the support offered in training coaches, and assistance given to schools in organising sports teams and tournaments. There was general support for sports teams, organisation managers and coaches visiting schools to run introductory sessions with students. Students also really enjoy these sessions, and one participant noted that, when representatives from regional sporting organisations or clubs come into the school to run introduction sessions, interest in and participation in those sports increases.

The kids love having guests in...Like: ‘oh my gosh, did you see who came in?’ Especially adults they recognise or that have got new ideas.

Participants would like to see more codes coming into the schools. (A number also acknowledged that, while schools may ask for more sports teams to come in, curricula are very full and academic learning remains their main priority, so it is not always easy to accommodate visits).

There’s guys out there that coach kids for a living, at Soccer Southland and that. And to spend an afternoon or a lunch time and the team can go out there and just do skills. But we haven’t really had that offered to us...Sometimes there might just be lunch times, come in and do just a 40 minute skills session for players – once a week for two weeks – to bring [players] up to that next level. Surely they must see, when they look at the scores and stuff: ‘oh maybe that team needs a bit of help; maybe I should give them a call and say, do you need me to come in’...Knowing those people, they should be a household [name]. You’d see them on the street: ‘oh, there’s that guy from Soccer Southland that comes in and helps us’...Otherwise it just sort of feels like they’re an organisation that goes ‘we’ll take your money, here’s a draw, off you go’.

They need to come in and knock on your door really, that way you’ll sit down and talk to them...I think I’ve got a bowls lady coming in next week, indoor bowls, they want to run a thing where they come in, might look at Year 7s, it probably fits best. And then have a day out where they go for a bowling thing...A lot of kids don’t know what opportunities are actually out there.

The interviews gave a picture of unevenness in the support offered by different codes, with some regional sporting organisations being very proactive in approaching schools to offer visits or training sessions for coaches and teachers, while others restrict themselves to making up draws and collecting fees.
Several participants would like to see organisations offering **more support for developing coaching and refereeing skills, and in developing players**. This is particularly relevant for new sports where parents and teachers are less likely to have the knowledge and confidence to coach from their own previous experiences.

“It would be awesome to get more support and more coaching...And not just coaching for the kids, but coaching for coaches. That’s probably a big one, because then that can go to the kids.”

One participant would like to see **all codes identify a person who acts as the key point of reference for coaching training and skills development**. Two suggested that, for the more popular sports at least, regular coaching sessions could be offered at the beginning of the relevant season or school term. One suggested that high profile coaches or representatives could visit school assemblies at the beginning of the season.

Several participants stressed the need for regional sporting organisations to understand the position of Year 7 and 8 students integrated into high schools, and to ensure that they are included in the appropriate competitions and tournaments. Others suggested that larger organisations could consider providing competitions specifically designed for this age group:

“Offering more competitions for the junior ones, even just mini ones like the hockey, soccer etc...Maybe a different competition...maybe five-a-sides sports.”

**Other issues** raised by a small number of participants were: a concern that regional sporting organisations want children to specialise too early, which works against ability for children to experience wide range of sports at this age; and the impact of a high demand for students to do various sports with the result that schools may get caught up in the competition among clubs or codes for access to skilled children.

“There’s a big gap between your [Year] 5 to 6 kids and the intermediate kids. So instead of lumping them in the same competitions, if you’ve got someone in charge of Year 7 to 8, then they can run competitions just for Year 7 and 8 students...It just seems a good progression.”
Summary: Interviews

- School staff worked together to deliver the maximum sports opportunities for their Years 7 and 8 students.
- Sports coordinators typically saw providing for Year 7 and 8 students as part of their role.
- The Years 7 and 8 age group had needs for sport and physical recreation that were different from those of older age groups.
- This age group was generally enthusiastic about sport and keen to get involved in new activities.
- Getting Year 7 and 8 students involved in sport could set up positive participation habits throughout their secondary schooling.
- The focus at this level should be on encouraging participation, having fun and trying new activities, and not so much on competitiveness.
- Years 7 and 8 students tended to be a group that was overlooked in Southland sport provision.
- Finding sufficient skilled coaches was difficult for all schools.
- Schools would like to access more training for coaches and referees.
- The merger of intermediate and high schools had created many positive impacts around sport for Year 7 and 8 students but had also reduced some participation opportunities.
- Schools would like to see Sport Southland acting as an independent and integrating organisation to reduce inequities and barriers across and between different Southland schools, clubs and sporting organisations.
- Schools reported uneven levels of support from, and communication with, regional sporting organisations, but appreciated the support they do receive.
- Schools would like to have representatives from regional sporting organisations come into their schools more regularly and from a wider range of sports codes.
Concluding points: Ideas from the focus groups and interviews

This section summarises some of the suggestions for improving participation in sports for Year 7 and 8 students, and highlights great ideas that schools have already put in place.

- **An integrated approach to managing sports for Year 7 and 8 students** – to develop player and coaching skills, and facilitate access to representatives of new and existing sports, across Southland schools, clubs and regional sporting organisations.

- **All-girls and all-boy teams play against each other in some competitions** – students believed this would increase sporting opportunities and enhance competitions.

- **Dedicated Year 7 and 8 inter-school and inter-provincial sports tournaments**

- **Annual major regional tournament for Year 7 and 8 students across Southland**

- **Organised lunchtime sports** – may encourage participation in competitive sports.

- **Collaborations between schools** – to resolve issues of low numbers for sports at some schools and to ensure the maximum range of opportunities for students.

- **New student sports questionnaire** – to capture information about the sport background and interests of students as they enter the school.

- **School sports council** – for strategic planning for sports and coaching provision, with representation from parents and students.
Questionnaire on participation in sport and recreation among students in Years 7 and 8

Sport Southland is Southland's regional sports trust. Part of its role is to promote sport and recreation among young people. Staff at Sport Southland would like to know more about what sports school students in Years 7 and 8 are involved in, so they can support schools better and meet the needs of students. They are working with researchers from Southern Institute of Technology to gather information to help them do this.

This questionnaire asks you about how you feel about sport, what sports you do now, and if there are other sports you would like to do. Students in Years 7 and 8 at all schools in Invercargill, as well as at selected schools from around Southland, are being invited to fill in the questionnaire. Information from all the questionnaires will be used to help Sport Southland work with schools to support sports for Year 7 and 8 students.

Please answer the questions as best you can. There are no right or wrong answers. Please don't put your name on the questionnaire. No one else will know what you write. You don't have to fill out this questionnaire if you don't want to.

Thank you very much for helping us with this research.

Sally Bodkin-Allen and Jo Whittle
Southern Institute of Technology

<table>
<thead>
<tr>
<th>1. What school do you go to?</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Aurora College</td>
</tr>
<tr>
<td>○ James Hargest College</td>
</tr>
<tr>
<td>○ Northern Southland College</td>
</tr>
<tr>
<td>○ Southland Boys’ High School</td>
</tr>
<tr>
<td>○ Southland Girls’ High School</td>
</tr>
<tr>
<td>○ St Peter’s College</td>
</tr>
<tr>
<td>○ Verdon College</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Are you...?</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Female</td>
</tr>
<tr>
<td>○ Male</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. What year are you in at school?</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Year 7</td>
</tr>
<tr>
<td>○ Year 8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. How old are you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ 10 years</td>
</tr>
<tr>
<td>○ 11 years</td>
</tr>
<tr>
<td>○ 12 years</td>
</tr>
<tr>
<td>○ 13 years</td>
</tr>
<tr>
<td>○ 14 years or older</td>
</tr>
</tbody>
</table>
5. What sports have you played in the last 12 months?

*Please tick all that apply to you.*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Played for your school</th>
<th>Played for a club</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics, Track and field</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basketball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Badminton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bodyboarding (NOT surfing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bowls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canoeing, Kayaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cricket</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cycling, Biking (NOT mountain biking)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance (eg ballet, b-boy, b-girl)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fishing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Football, Soccer, Futsal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Games (eg four square, tag)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Golf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gymnastics, Trampoline, Aerobics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hockey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indoor climbing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maori activities (eg kapa haka, waka ama, ki-o-rahi, mau rakau, taiaha)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Martial arts (eg karate, judo, taekwondo)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mountain biking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Netball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orienteering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific activities (eg kilikiti, soke, ura pau, tame, meke)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rowing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rugby</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rugby league</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Running, Jogging, Cross-country</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sailing, Yachting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skateboarding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skiing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snowboarding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Softball, T-ball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surfing (NOT bodyboarding)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swimming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table tennis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tennis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Touch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tramping, Bush walks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tri(athlon), Duathlon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volleyball, Kiwi volley</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walking for fitness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water polo, Flippa ball</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Have you played any other sports in the last 12 months that are **not** listed above? 
**Please write them down.**

<table>
<thead>
<tr>
<th>Played for your school</th>
<th>Played for a club</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. What sports would you like to do **more** of? 
**Please list any.**

_________________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________

8. What **new** sports would you like to try? 
**Please list any.**

_________________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________

9. What did you do during school lunchtimes over the **last five lunchtimes**? 
**Please tick all that apply to you.**

- [ ] Sit and talk to friends
- [ ] Walk around the school
- [ ] Attend sport practice
- [ ] Attend practice for another school group (e.g., kapa haka, stage challenge, choir, etc.)
- [ ] Participate in other games that are not organised by teachers (e.g., handball, tag, skipping, etc.)
- [ ] Other things *(please list any)*

10. What do you think makes a good coach? 
**Please list your ideas.**

_________________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________

53
11. Have you coached any sport in the last 12 months?
- Yes (please go on to Question 13)
- No

12. If you answered 'No' to Question 11, what stops you from coaching?
Please tick no more than TWO reasons.
- I am too busy
- I am not good enough at sport to coach it
- I don't like teaching younger children
- I never thought of doing any coaching
- I have never been asked to do any coaching.
- There are plenty of coaches already so I don't need to help
- Other reasons (please list)

13. Do any of these things put you off participating in sport at school?
Please tick all that apply to you.
- Nothing puts me off participating in sport at school
- Getting teased
- Wearing PE uniform
- Feeling unfit
- Feeling fat or overweight
- Feeling that I am not good at the sport
- The coach
- My parents
- My friends
- Having to attend practices at lunchtimes
- Having to attend practices after school
- It just doesn't feel like fun
- Medical reasons (eg asthma, physical disability, injury)
- Costs too much money
- Difficult to get to practices and/or games
- Other reasons (please list)

14. What things encourage you to participate in sport at school?
Please tick all that apply to you.
- Friends doing the sport as well
- Teachers suggesting that I do it
- Parents suggesting that I do it
- A friendly coach
- The skill of the coach
- People telling me that I am good at it
- When I feel that I am good at it
- The time or the day that the sport is held
- The sport being held inside
- Wanting to get fit or get some exercise
- Having fun
- Other reasons (please list)