

Youth Participation Project

AND SOCIAL IMPACT

Addressing the decline in sport participation and physical activity in secondary school students in Australia

OUTCOME 1: UNDERSTANDING THE DISENGAGED SECONDARY SCHOOL STUDENT

Disengaged students can be grouped into four distinct cohorts

Students who would like to participate in sport but are unable to due to environmental barriers

- > Lack of experienced sport teachers, sport culture, facilities or equipment in school
- > Travel distance for deliverers or students in community
- > Family support for sport fees and transport
- An interest or hobby
- > Be active
- > Learn new skills
- > Social connection

students who do not currently participate in sport because they have never connected with sport

- > Lack of interest, confidence, fitness, skill or motivation for sport
- Family prioritising academic ability; not supporting girls' sport participation
- Social norms of gender appropriate sports; peer pressure
- > Try alternative sports
- > Spend time with friends
- > Improve their fitness level and live a healthier lifestyle (after psychological barriers are overcome)

Students who participate (are present) but do not engage i.e. stand around talking, sit on sidelines

- Lack of skill, fitness, motivation, confidence, interest; doesn't value sport; feeling; feeling self-conscious
- > Cultural practices that prevent mixing genders
- > Repetitive or unorganised activities: inexperienced deliverers

> Try a new sport where all students have a low skill level

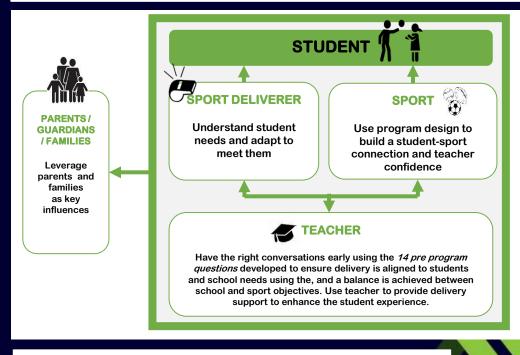
- > Spend time with friends
- > Improve their fitness

COHORT 4

Students who have dropped out of sport i.e. who do not choose it as an elective

- Time pressures i.e. employment, academic, socialising
- Sport is too competitive and is a large commitment
- Females affected by gender stereotypes and social norms
- Injured through sport: finding it challenging to return
- Keep up their fitness and skills
- The challenge of competition without the commitment and intensity
- Stress relief

OUTCOME 2: UNDERSTANDING THE KEY RELATIONSHIPS TO SUCCESSFUL SPORT IN SCHOOL DELIVERY



THE PILOT



The pilot ran over **5 SCHOOL TERMS**

₩1,345

deliverer interviews

and surveys

parent/guardian surveys

















Across

100 SECONDARY

With 8 NATIONAL SPORTING ORGANISATIONS (NSOS)

⇒282 teacher surveys

#36

295

teacher interviews

XX6,600+ student surveys

SCHOOLS

2609 306d in student focus groups

OUTCOME 3: UNDERSTANDING THE SPORT CULTURE IN SCHOOLS AND HOW ITS DEVELOPED

Six steps to a more inclusive and positive sport culture in secondary schools

Sport culture is built and maintained by the whole school community.



UNDERSTAND the existing values and beliefs about sport in the school

leadership support from the Principal and parent leaders

the benefits of sport, as it relates to the broader school and community values

(i.e. academic)

and deliver opportunities to maximise student interests and mitigate barriers

with surrounding schools and sport clubs to provide sporting opportunities that build community relationships

CONNECT

5 €

SHARE opportunities and stories of success within the school and community

6

La Trobe University research team

Dr. Erica Randle Professor Matthew Nicholson Dr Paul O'Halloran Associate Professor Emma Sherry Associate Professor Arthur Stukas **Australian Sports Commission** Kane Bradford **Greg Wood**























