



# Education and Training Inspectorate

## An Evaluation of the contexts in which Children and Young People Engage in Sport and Physical Recreation, the Extent of their Engagement, and their Attitudes to Sport and Physical Recreation

June 2009

*Providing Inspection Services for*  
Department of Education  
Department for Employment and Learning  
Department of Culture, Arts and Leisure



## CONTENTS

Section		Page
1.	INTRODUCTION	1
2.	MAIN FINDINGS FROM DISCUSSIONS WITH CHILDREN, YOUNG PEOPLE AND YOUNG ADULTS	2
3.	SUMMARY AND ANALYSIS	6
4.	RECOMMENDATIONS	9
	APPENDICES	

## 1. INTRODUCTION

1.1 The Department of Culture, Arts and Leisure (DCAL), in partnership with Sport Northern Ireland (SNI), has developed a draft ten-year strategy for Sport and Physical Recreation in Northern Ireland (NI). The Council of Europe defines sport as, 'all forms of physical activity which through casual or organised participation, aimed at expressing or improving physical fitness and mental well-being, forming social relationships, or obtaining results in competition at all levels'. The DCAL draft strategy, which reflects this definition, envisages a 'new, shared sporting future'; its aim is to 'develop a culture of lifelong enjoyment and success in sport', and outlines the Department's commitment to the promotion of sport and physical recreation. The Department of Culture, Arts and Leisure, having consulted with the Department of Education through the Education and Training Inspectorate (Inspectorate) commissioning group, commissioned the Inspectorate to carry out a survey to determine the range of contexts in which a range of children and young people engage in sport and physical recreation and the extent of their engagement. In doing so DCAL has highlighted the importance of the Office of the First Minister and Deputy First Minister's (OFMDFM) ten-year strategy for children and young people. In particular, by commissioning this survey, DCAL has sought to contribute to the culture of seeking the views of children and young people in matters which impact upon their lives. The DCAL has also reflected OFMDFM's commitment to improving the health of children and young people, in this instance through participation in sport and physical activity, making it more likely for them 'to enjoy, to learn and to achieve'.

1.2 In December 2008, the Inspectorate carried out a survey which involved visits to 36 organisations including primary, special and post-primary schools, youth centres, colleges of further and higher education and training organisations (see Appendix 1) across NI. During the course of the survey, the inspection team, which included Associate Assessors (AAs), distributed questionnaires and held discussions with 363 young people and adults. The questionnaire covered a range of questions designed to record the respondent's enjoyment of sport, the perceived barriers preventing participation, actual activities undertaken, and time spent taking part in school-based sports and physical recreation. The questionnaire is included in Appendix 2. The participants were divided into four age bands: 9-10 years, 11-15 years, 16-19 years and 20-35 years. There was only a small number of respondents in the 20-35 category; they were adult trainees. The size of this sample means that the views reported from this group may not be representative. Those participants in the first two age bands were in compulsory education and those in the 16 plus age bands were in further education and training.

1.3 A number of quantitative terms are used throughout the report to present the findings. These terms should be interpreted as follows:

Almost/nearly all	- more than 90%
Most	- 75%-90%
A majority	- 50%-74%
A significant minority	- 30%-49%
A minority	- 10%-29%
Very few/a small number	- less than 10%

## **2. MAIN FINDINGS FROM DISCUSSIONS WITH CHILDREN, YOUNG PEOPLE AND YOUNG ADULTS**

### **2.1 SPORTS AND PHYSICAL ACTIVITIES**

2.1.1 In the data gathered through the questionnaires, most participants responded positively to the question, 'Do you enjoy sport or physical activity?'. Very few respondents recorded a negative response, but there was a slightly higher positive response rate for males than for females. Importantly, as the respondents get older their reported enjoyment of sport or physical activities declines until the post-20 age band. In the youngest age band 95% of participants responded positively to the statement whereas 90% of the participants in the 11-15 age band responded positively. Although recording the lowest positive response within the total sample with 69%, the majority of respondents within the 16-19 age band still reported enjoying sport and physical activities either 'a lot' or 'a little'. All of the small number of respondents in the post-20 age band recorded that they enjoyed sport and physical activity 'a lot'.

2.1.2 Most of the respondents reported that they had played sport, taken part in exercise or played actively in the previous week. As the respondents get older the percentage of positive responses to this question reduced. However, even within the two upper age bands, a majority of the small number of respondents reported that they had taken part in some form of physical exercise. In the 9-10 age band nearly all respondents claimed that they had taken part in an activity that had left them out of breath. Among the 11-15 age band 89% made a similar claim. In the 16-19 age band 58% responded positively to the question and three of the post-20 age band reported being active while two respondents reported their inactivity.

2.1.3 In the group interviews, the children in the 9-10 age band reported that team sports were the most popular form of physical activity. They cited as reasons for taking part in sport and physical activities: participation in competitions, the challenge of gaining a place on the team, meeting with friends, working as part of a team and the release sport and physical activities provide from school work and other activities. The location of the children's introduction to these sports was in school, through physical education (PE) lessons taught by a teacher, or within extra-curricular sessions taken by governing body coaches. In the questionnaires, 50% of the children reported that they spent about one hour per week in PE lessons. Twenty-four percent claimed they spent about two hours in PE and 14% responded that they spent three or more hours in PE lessons each week. In this age band, those children who prefer individual sports are generally coached privately after school.

2.1.4 The young people in the 11-15 age band reported team games as their most common activity. These games were offered through PE lessons and extra-curricular sports, complemented by club activities in the local community. Forty-five per cent of the respondents in this age band receive approximately one hour of PE per week, with 25% stating that they have two hours of PE. In addition, 25% of respondents reported that they receive three hours or more of PE. After school, for example, in the youth centres visited, most of the young people identified

association football as the most popular physical activity. Other team sports such as gaelic games, rugby and basketball were also highlighted. Popular individual physical activities reported by this age band included dance, gymnastics, trampolining, golf, fishing, quad-biking, and horse-riding. These individual activities were provided as part of the PE or extra-curricular programmes in schools, or through long-established local specialist clubs, or as a family activity.

2.1.5 Regardless of the location of the activity, young people within the 11-15 age band stated the importance of social contact as the main reason for their involvement sport or physical recreation. In addition, they cited having fun, enjoying the excitement of competition, and the opportunity to get fit and to keep slim. Being good at an activity was also a reason for its popularity. A small number of girls spoke of the opportunity to release aggression in competitive activities as a reason for taking part.

2.1.6 The young people attending the special schools visited had good opportunities in school to participate in a wide range of activities, including dancing, aerobics and karate, horse-riding and swimming. The young people reported that they were happy with the varied content of their PE programme in school. Home-to-school transport arrangements generally prevented participation in extra-curricular sports or physical activities. Their reasons for taking part in sports and physical activities were similar to those of other young people and included: playing with and making new friends, being part of a team, learning new skills, building physical strength and getting exercise, and experiencing a sense of winning.

2.1.7 Fitness training was the most common activity amongst the older students in the 16-19 age band and in non-compulsory education; they regarded exercise as an individual activity for their own enjoyment or to improve their health. Other students reported participating in activities such as walking, cycling or jogging. In the training sector, the main activities reported were snooker, walking, horse-riding and association football. Very few of the young people interviewed in the post-20 age group, participated in sport as part of an organised team.

## 2.2 FACTORS FACILITATING PARTICIPATION

2.2.1 A majority of the respondents to who were in compulsory education, reported being members of school sports clubs or teams. Seventy-six per cent of the children in the 9-10 age band claimed they were members of school teams; this figure declined to 60% in the 11-15 age band. This question did not apply to those participants who were not in compulsory education. When asked if they were members of sports clubs or teams not connected with school the percentage of positive responses in both 9-10 and 11-15 age bands remained the same as that reported for school team membership. In the post-compulsory education age bands, 31% of respondents in the 16-19 band stated that they were members of a sports team. One member from the post-20 age band reported that he was in a team.

2.2.2 In the group interviews, family interest in sport and the opportunities offered at school were the main avenues through which the members of the 9-10 age band reported that they became involved in sports and activities. In addition, the proximity of particular facilities in a geographical area, for example a leisure centre or a swimming pool, encouraged their participation.

2.2.3 A key theme from the group interviews with the young people in the 11-15 age band was that their participation in physical activity or sports in the local community was with friends; the majority began their participation at school, at a youth centre or at a leisure centre. In this age band, friends are often the entry point into club membership. A young person might state his or her interest in beginning an activity, however lack of a friend introduce the newcomer acts as an inhibitor to actual participation. In this age band, only young people with high levels of self-confidence and motivation feel able to join sports clubs independently of their friends.

2.2.4 All age bands identified family encouragement, particularly by parents, as a key factor in stimulating their participation in sport and physical activity. The young people in the 16-19 age band highlighted in their group interviews that while school, family and/or friends had initially encouraged them to get started in sport, these factors were no longer an influence on them.

## 2.3 BARRIERS TO PARTICIPATION

2.3.1 A key barrier to participation for a minority of the respondents was their view that they were not fit enough to take part. This perceived lack of fitness was higher among female respondents than males and varied across the age bands. In the 9-10 age band 15% of the children reported 'getting short of breath' as something that put them off taking part in sport or physical activity. In the 11-15 age band, the response to this question rose to 22%, and in the 16-19 age band it was 23%. One person in the 20 plus age band reported 'getting short of breath' as a barrier to participation. A minority of females reported being embarrassed to exercise in front of others and having to change their clothing in front of others as barriers to taking part in sport and physical activity. Eight percent of the 9-10 age band stated that they 'did not have enough time/would rather do other things' as a reason for not taking part. Ten percent of the 11-15 age band and 38% of the 16-19 age band recorded the same reason. Although overall a minority of respondents reported that bad weather put them off taking part, 42% of respondents in the 16-19 age band recorded bad weather as a barrier to taking part in sport and physical activity.

2.3.2 During the group interviews members of the 9-10 age band reported that the main barriers to their participation include: the lack of local facilities, sports and physical activities running simultaneously; the expense and the time and distance required to access some of the activities. Similar issues were reported by the 11-15 year olds; for example, travelling to local swimming pools was an issue for those young people living in rural areas and in urban areas, community division was a reason. Other barriers reported included: the young people's perception that they would not be accepted at a club by those of other traditions, and the lack of time available to take part because of other commitments such as school, homework and training for other sports.

2.3.3 A significant barrier to participation reported in the group interviews by some 11-15 year olds was the feeling that they lacked the relevant sports skills when joining a new club, and would feel left out. Where local clubs had a proactive relationship with the school there was a higher level of involvement outside school. These effective relationships were characterised by the clubs sharing equipment and facilities with schools, providing coaches and encouraging pupils from across the range of developed skills to take part. The young people in this age band identified sports and activities in which they would like to participate. These activities included: rugby, gaelic football, dance, skateboarding and golf. A small number of females reported that they would like association football and trampolining to be available. A significant minority of young people are not interested in team games and prefer individual activities; the provision for these young people is often limited both in school and outside school.

2.3.4 Barriers to further participation by young people in special schools included the lack of home-school transport arrangements which meant that normally it was impossible for them to stay behind after school. Most of the young people expressed a desire to try other activities such as gaelic football, cycling, abseiling, rugby or athletics. They did not know where to find clubs associated with these activities in their area, and which would be able to meet their particular needs.

## 2.4 OPPORTUNITIES TO ACCESS COACHING

2.4.1 Most of the respondents reported that they had received coaching to help them improve their performance in the last 12 months. Nearly all (92%) of the 9-10 year olds reported having received coaching from someone other than their teacher. As the respondents get older they reported fewer instances of having been coached within the last year. In the 11-15 age band 71% of the young people reported having been coached; this percentage declined to 38% for the 16-19 age band. Of all the respondents one-fifth reported having been coached in basketball, one-quarter in swimming, one-quarter in gaelic football, and one-third in association football.

2.4.2 In the group interviews the 9-10 year olds reported that they had good opportunities to be coached in school, by teachers and coaches working within the school or through the Extended Schools programme. In this context coaching was available in gaelic games, association football, rugby, hockey, cricket and swimming. Local leisure centres also provided coaching in a variety of sports in six, 12 or 15-week blocks; a minority of children received private coaching in martial arts, dance and horse-riding. Good coaching, when young people see improvement in their performance, was also a strong factor in their enjoyment of the activity; poor coaching had a detrimental effect on participation.

2.4.3 Coaching opportunities outside school are available for those 11-15 year olds who are members of clubs; membership of clubs associated with team games associated with a particular cultural tradition has a marked influence on participation. In addition, young people received coaching from peers, individual leaders at the

youth centres and from association football coaches. Coaches for individual physical activities were available less frequently. Participation in a club activity tended to begin in school and develop further into club involvement. Club involvement in an activity that did not originate in school was reported much less often.

2.4.4 In their group interviews the young people in special schools stated that they had opportunities to be coached in activities such as Irish dancing, aerobics and karate. Most of the young people were encouraged to get involved in out-of-school activities by teachers, family members and friends. Most of them reported that they received coaching as part of an association football team, or in swimming and gymnastics clubs.

### **3. SUMMARY AND ANALYSIS**

3.1 Nearly all the children in the 9-10 age band reported that they enjoyed sport and physical activity. In addition they claimed that they had taken part in activities in the previous week that had left them out of breath. The locations where the activities took place included school PE lessons, extra-curricular sessions and practices conducted in local clubs. Half of the children reported receiving one hour of PE per week, with one-quarter claiming they had two hours of PE per week. Team sports were the most popular form of physical activity reported by this age band. Most of the children reported being members of school teams and/or club teams. Almost all of the children in the 9-10 year band had been coached by someone other than their teacher. Most of the coaches were from team game governing bodies.

The range of initiatives in primary schools, focused on encouraging children to be active, is having a positive impact on the reported activity levels for the majority of children within this age band. Although half of the children were not receiving the recommended two hours of PE per week, almost all of them reported being coached in activities either as an extra-curricular school activity or within a club setting. However the majority of the coaching opportunities were in a team games context. Although the PE curriculum for the 9-10 year band includes athletics, dance, games, gymnastics and swimming, it is the games element of this curriculum that is usually complemented with coaching support after school. Importantly, one-quarter of children were not members of teams either in school or outside of school. It is this group of children whose needs, interests and abilities need to be considered when arranging programmes designed to develop further the skills learned within a broad and balanced PE curriculum.

Family interest in sport and the chance to take part in school were offered as the main reasons behind becoming involved in sport.

Key findings in the 9-10 age band:

- 50% of children do not receive the recommended two hours of PE per week;



- team games are the most popular reported activity with almost all children reporting that they had been coached;
- one-quarter of children in this age band are not members of teams either in school or outside of school;
- nearly all the children in this age band reported that they enjoyed sport and physical activity; and
- family interest in sport and the opportunity to take part in school were reported as the main reasons for taking part in the activities in the first instance.

3.2 Most of the young people in the 11-15 age band had a positive view of sport and physical activity and reported having taken active part in activities in the previous week. The location of their involvement included school, clubs and youth centres within their local communities. In school 45% of the young people received one hour of PE per week. Another 25% received two hours of PE and another 25% received approximately three hours. Very few young people receive less than half an hour or no PE during school time.

Team games were the most commonly reported activity for this age band, with a majority of the young people reporting that they were members of school teams and/or teams outside of school. In addition, a majority of the young people in this age band reported having been coached in the last year. As with the youngest age band the majority of the coaches came from a team sports background. A significant minority of young people in this age band are not members of teams either in school or in the local club. The percentage of young people reporting that they are not members of teams has grown significantly from the number reported within the younger age band. A key aim of PE at this stage is to increase the knowledge, understanding and skills through frequent and regular participation in a balanced programme of activities. In addition, young people should have opportunities to practise, refine and develop skills and use these with consistency. From the evidence provided by the young people, although team games provide a focus for the development of skills, there is a need to promote opportunities for the significant number of young people who are not in teams.

Having friends with a similar interest in sport was given as a reason for taking part and staying involved in the chosen activity. Importantly, almost one-quarter of the young people in the 11-15 age band perceived themselves as not fit enough to take part in sports and physical activities. Young people should be encouraged to take responsibility for monitoring and improving their personal activity levels and develop their awareness of the link between physical activity and personal health and well-being. There is a need to provide as broad a range of activities as possible to match the interests of the young people not currently involved in team games.

Key findings in the 11-15 age band:

- friends replace family as the main reason for taking part and staying involved in sport and physical activity;
- approximately one-quarter of the young people reported themselves as not fit enough to participate in sports and physical activities;
- youth centres are a location for sports and physical activities in addition to schools and community sports clubs;
- team games remain the most popular form of physical activity with the majority of young people reporting having been coached in the last year; and
- there is a wide variation in the curriculum time allocation given to PE, with 45% of the respondents in this age band not receiving the recommended amount of time.

3.3 Although 69% of the 16-19 age band still reported that they enjoyed sport 'a little or a lot', a significant minority of young people within this age band, who are no longer in compulsory education, reported that they were not interested in sport 'very much or at all'. This sub-group reported that they were more interested in socialising with their friends than taking part in sports. If the overall aim of PE for the earlier age bands is to foster a sense of personal responsibility for a healthy and active lifestyle and encourage young people to personalise their choices according to their talents, needs and interests, there is a need to monitor and evaluate the extent to which this aim is being achieved for all young people.

For those young people in this age band still interested in sport and physical activity there is a focus on individual activities such as walking, cycling, jogging, snooker, and horse-riding. Although association football is still popular with this age band, it is played in small teams with friends and on an ad hoc basis.

A significant minority of the young people reported having been coached in the previous year. Once again the majority of coaching reported by the young people took place within a team games background. As with the 11-15 age band, almost one-quarter of the respondents in the 16-19 age band regarded themselves as not having the required levels of fitness to take part in sports and physical activities. For this group of young people there is a need to provide regular, frequent and appropriate physical activity opportunities, information and guidance before they leave compulsory education, encouraging them to make informed and responsible choices about the role of physical activity in their lives.

Key findings in the 16-19 age band:

- there is a decline in interest in sport and physical activity in favour of socialising with friends;

- for those young people who remain interested in sport and physical activity there is a move away from participation in team games to individual activities that provide an opportunity to socialise with friends; and
- having completed compulsory education, almost one-quarter of the young people reported themselves as not fit enough to take part in sport and physical activities.

3.4 All of the members of the small group who made up the members of the 20-35 age band reported that they enjoyed sport and physical activity 'a lot'. However, while three members stated that they had been involved in sport or physical activity in the previous week, two members reported that they were not involved. Organised team games were not as popular in this age band; individual activities focused on fitness training were the most common form of exercise reported. Maintaining an appropriate level of aerobic fitness was the key reason reported by this age band for taking part.

3.5 Importantly, almost one-quarter of the 11-15 and 16-19 age bands perceived themselves as not fit enough to take part in sports and physical activities. This may explain some of the more sedentary activities mentioned in the group interviews. The participants were aware that an appropriate level of fitness would normally be required to achieve a degree of enjoyable participation in the particular sport or physical activity. Members of the 20-35 age group claimed that maintaining fitness was the key reason for their participation in the activities that they took part in.

## **4. RECOMMENDATIONS**

4.1 It will be important that DCAL, in collaboration with the Department of Education (DE) and the Department of Employment and Learning, continues to develop strategies that support the introduction of sports and a wider range of physical recreation opportunities to children and young people most at risk of developing sedentary lifestyles. In doing so DCAL can contribute to the high level outcomes for children and young people identified in the OFMDFM ten-year strategy.

4.2 In building upon the links between schools and clubs, DCAL can support effectively the widening of the PE curriculum offer to provide access to activities that cannot currently be provided by the physical education programme within the formal school timetable. When appropriate, the skills of coaches and other suitable qualified adults should be availed of to ensure that children and young people receive high quality experiences in a range of sports and activities that meet their needs, aspirations and abilities.

4.3 In line with the 'Fit Futures' agenda, there is a need to place an appropriate focus on establishing levels of fitness across the age bands, on taking part and on maintaining a healthy lifestyle. In addition, schools need to develop further the learners' understanding of citizenship to promote the responsibility of individuals to manage and maintain their personal health and well-being as they get older.

4.4 The decline in participation rates suggests that there is a need for governing bodies of sport and schools to focus more effectively on the transition points between the age bands, and particularly at the transition from compulsory to post-compulsory education. When planning PE programmes and extra-curricular programmes in formal education for the older pupils, greater cognisance needs to be taken of the range of activities for which they have expressed preference.

4.5 The Department of Culture, Arts and Leisure working in collaboration with other relevant government departments, needs to ensure that families are supported effectively when introducing their children to physical activities in the early years. This survey demonstrates the key role played by parents and extended family members in encouraging and supporting children and young people to take part in sports and physical activities and to stay involved as they get older.

4.6 The Independent Strategic Review of Education, Schools for the Future, makes recommendations about the school estate and community facilities. These recommendations have been accepted by DE and provide a good basis for inter-departmental co-operation to ensure the effective use of resources so that all young people in NI, irrespective of geographical location, have access to high quality PE and sporting facilities and expert teaching and coaching to develop their skills and fulfil their potential.

**SCHOOLS AND ORGANISATIONS VISITED DURING THE SURVEY**

Primary

Ballyholland Primary School, Newry  
Edmund Rice (CB) Primary School, Belfast  
Glencraig Integrated Primary School, Holywood  
Holy Trinity Primary School, Cookstown  
Killen Primary School, Castleberg  
Newcastle Primary School  
Portrush Primary School  
St Mary's Primary School, Mullaghbawn, Newry  
St Patrick's Primary School, Derrygonnelly, Enniskillen  
St Patrick's Primary School, Loughguile, Ballymena  
Whitehead Primary School, Carrickfergus

Post-Primary

Assumption Grammar School, Ballynahinch  
Belfast Model School for Girls  
Coleraine High School  
De La Salle High School, Downpatrick  
Dunclug College, Ballymena  
Fort Hill College, Lisburn  
Holy Cross College, Strabane  
Lagan College, Belfast  
Lisnagarvey High School, Lisburn  
Nendrum College, Comber  
Sperrin Integrated College, Magherafelt  
St Columban's College, Kilkeel  
St Comhghall's High School, Lisnaskea  
St Fanchea's College, Enniskillen  
St Gemma's High School, Belfast  
St Joseph's College, Coalisand  
St Joseph's High School, Crossmaglen  
The High School, Ballynahinch

Special

Beechlawn Special School, Hillsborough  
Glenveagh Special School, Belfast

Youth

Ards Arena Youth Club, Newtownards  
St Teresa's Youth Club, Belfast

## Further Education and Training

Belfast Metropolitan College  
Coalisland Training Services Ltd, Tyrone  
Paragon Training (NI) Ltd, Belfast

*AA to complete*

School/Organisation Name: \_\_\_\_\_

School/Organisation Ref No: \_\_\_\_\_

## **PHYSICAL ACTIVITY/SPORT**

The paragraphs below may be read to the participants:

Sport or physical activity is not just exercise but any activity that makes your heart beat faster and makes you get out of breath and sweaty some of the time.

Physical activity can be done in sports, school activities, playing with friends or walking to school. It can include activities such as walking quickly, dancing, cycling, skateboarding, rollerblading, trampolining, football, gymnastics, athletics.

**A1. Are you a boy or a girl?**

Boy  1

Girl  2

**A2. What age are you? \_\_\_\_\_ years old**

**M1. Do you enjoy doing sport or physical activity?**

Yes, a lot  1

Yes, a little  2

No, not very much  3

No, not at all  4

**M2. Which, if any, of the following things put you off taking part in sport or physical activity? (Tick all that apply)**

- |  |                             |
|--|-----------------------------|
| I get short of breath.   | <input type="checkbox"/> 1  |
| I don't like the sports offered at school.   | <input type="checkbox"/> 2  |
| I'm not fit/ I get tired easily.   | <input type="checkbox"/> 3  |
| I'm not good at sport or physical activity.  | <input type="checkbox"/> 4  |
| I'm not interested in sport or physical activity.                                    | <input type="checkbox"/> 5  |
| I'm overweight.  | <input type="checkbox"/> 6  |
| I don't have enough time/ I would rather do other things with my time.               | <input type="checkbox"/> 7  |
| It is difficult for me to get to places where I can do sport or physical activities. | <input type="checkbox"/> 8  |
| The weather is bad.  | <input type="checkbox"/> 9  |
| I'm afraid of getting hurt or injured.   | <input type="checkbox"/> 10 |
| Taking part is expensive.  | <input type="checkbox"/> 11 |
| I find it embarrassing to exercise in front of others.                               | <input type="checkbox"/> 12 |
| I find sport boring.   | <input type="checkbox"/> 13 |
| I have a medical condition/disability that restricts me taking part in sport.        | <input type="checkbox"/> 14 |
| I find it embarrassing to change in front of others.                                 | <input type="checkbox"/> 15 |
| None of these.   | <input type="checkbox"/> 16 |
| Something else.  | <input type="checkbox"/> 17 |



**M3. In the last 7 days, how many times have you done each of the following sports or physical activities? (Tick one box for each line)**

	0 times times	1-2 times	3-4 times	5-6 times	7 or more times
	1	2	3	4	5
Active games (eg: chase, skipping, rounders etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aerobics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Athletics/cross country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basketball/netball/volleyball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boxing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cricket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cycling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dancing (eg: disco, ballet, tap etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gaelic Football	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Golf	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gym/fitness room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gymnastics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hockey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Horse riding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hurling/Camogie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jogging or running	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Martial Arts (eg: Karate/Judo/Tae Kwon Do etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rollerblading/skateboarding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rugby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soccer/football	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennis/badminton/squash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trampolining	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walking for exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other sports or physical activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**M4. In the last 7 days, have you played any sport, done any exercise, or played actively that made you out of breath or hot and sweaty?**

Yes  1  
 No  2

**M5. In the last 12 months, have you received any tuition or coaching from an instructor or coach (other than your PE/games teacher during normal PE/games lessons) to help improve your performance in any sport or physical activity?**

Yes  1  
 No  2

**M6. For which of the following sports or leisure activities did you receive tuition or coaching? (*Tick all that apply*)**

Aerobics	<input type="checkbox"/> 1	Horse riding	<input type="checkbox"/> 13
Athletics/country	<input type="checkbox"/> 2	Hurling/Camogie	<input type="checkbox"/> 14
Basketball/netball/volleyball	<input type="checkbox"/> 3	Jogging or running	<input type="checkbox"/> 15
Boxing	<input type="checkbox"/> 4	Martial Arts (eg: Karate/Judo/Tae Kwon Do etc)	<input type="checkbox"/> 16
Cricket	<input type="checkbox"/> 5	Rollerblading/skateboarding	<input type="checkbox"/> 17
Cycling	<input type="checkbox"/> 6	Rugby	<input type="checkbox"/> 18
Dancing (eg: disco, ballet, tap etc.)	<input type="checkbox"/> 7	Soccer/football	<input type="checkbox"/> 19
Gaelic Football	<input type="checkbox"/> 8	Swimming	<input type="checkbox"/> 20
Golf	<input type="checkbox"/> 9	Tennis/badminton/squash	<input type="checkbox"/> 21
Gym/fitness room	<input type="checkbox"/> 10	Trampolining	<input type="checkbox"/> 22
Gymnastics	<input type="checkbox"/> 11	Other	<input type="checkbox"/> 23
Hockey	<input type="checkbox"/> 12		

**M7. How long do you actually spend taking part in physical activity or sports as part of PE/games lessons in school each week?**

**(Do not include: Any time taken to get to the gym/sports hall/playing fields or time spent changing)**

- More than 3 hours  1
- About 3 hours  2
- About 2 hours  3
- About 1 hour  4
- About ½ hour  5
- 0 hours  6

**M8. At the moment, how many times in a school week do you normally stay behind at school for sports or physical activities?**

- Never  1
- Once a week  2
- Twice a week  3
- 3 times a week  4
- 4 times a week  5
- 5 times a week  6

**M9. Are you a member of a school sports club or team?**

- Yes  1
- No  2

**M10. Are you a member of any other sports clubs or teams not connected with your school?**

- Yes  1
- No  2

© CROWN COPYRIGHT 2009

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the DE website: [www.deni.gov.uk](http://www.deni.gov.uk) or may be obtained from the Inspection Services Branch, Department of Education, Rathgael House, 43 Balloo Road, Bangor, Co Down BT19 7PR.