The London 2012 Olympic Games and Paralympic Games – Children and Young People’s Perceptions and Involvement

Fiona Johnson, Jen Fraser, Gayatri Ganesh and Louise Skowron
Ipsos MORI
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1. Introduction

1.1 Background

A set of strategic objectives has been drawn up and agreed across Government to enable the UK to host an inspirational, safe and inclusive London 2012 Olympic Games & Paralympic Games, and to deliver a sustainable legacy for London and the UK.

The Department for Children, Schools and Families (DCSF) in partnership with the Department for Innovation Universities and Skills (DIUS) is responsible for the 2012 programme objective 3.1.4: Maximise the social benefits, including in health, education and volunteering, of hosting the Games.

A plan for delivering this has been developed and approved by ministers and covers strands including sport, culture, languages, international links, volunteering and healthy living.

While some research and initial consultations have already been conducted, no wider-scale, structured consultation has taken place amongst 5-19 year olds.

Therefore, Ipsos MORI was commissioned by DCSF to explore young people’s views on how to maximise the social benefits of the London 2012 Olympic Games & Paralympic Games. Within this, key issues examined included the extent to which young people feel engaged with the London 2012 Olympic Games & Paralympic Games; how they believe they should be engaged; overall responses to the policy direction; and, more specifically, how they believe particular activities could be executed for maximum benefit.

1.2 Research objectives

The key research objectives were:

- To explore the extent to which young people feel part of the ‘2012 Generation’\(^1\), and within this:
- Young people’s perceptions of the Olympic Games and specifically of the London 2012 Olympic Games & Paralympic Games;
- Young people’s aspirations for 2012;
- The extent to which they feel involved;
- To explore what types of activity young people would find exciting and inspirational in the lead up to the

\(^1\) The descriptive term used within the research to explore whether the young people interviewed understood what the Games could mean to them and their peer group within the UK was ‘Olympic Generation’ to aid in comprehension. However, this is not official terminology.
London 2012 Olympic Games & Paralympic Games; more specifically, to probe what this would mean for activities in terms of:

- Activity content;
- Where activities would be held/located and what venues would be used;
- Whether the activities should be ongoing or one off;
- Who should have ownership of activities;
- The role of celebrities in the activities;
- How events link to the London 2012 Olympic Games & Paralympic Games;
- Use of technology within the activities;
- How educational establishments could be involved;
- How diversity should be celebrated;
- To understand how best to communicate with young people to engage them;
- To give guidance, bearing in mind the aspirations and expectations of young people, regarding directions for the DCSF/DIUS delivery programme.

1.3 Methodology

This research presented the need to elicit rich data in an exploratory, open-ended manner. As such, the focus of the approach was qualitative in nature, with the mainstay of the research combining in-school, mini-group discussions amongst young people up to Year 10, and supplemented by friendship pair group discussions amongst older young people (16 to 19 year olds). Discussion groups are particularly relevant for this kind of research, as they help to identify and amplify key issues and support the generation and cross-fertilisation of creative ideas.

A quantitative Omnibus study among 866 young people was also conducted in order to provide some statistical evidence to supplement the qualitative findings and to provide a robust measure of opinion on several topic areas.

1.3.1 Qualitative mini-discussion groups in schools

As the majority of the potential sample was school-based at the time of the fieldwork, the larger part of the fieldwork was conducted via school visits.

Within each school, 4 mini-discussion groups were conducted, each lasting up to 1 hour, representing all ages of young people attending the school and a range of talents/skills/interests/attainment levels.
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Year 1 and 2 pupils were interviewed together, as were Year 3 and 4 pupils, so that older pupils were able to help younger children to articulate their thoughts and feelings. All other year groups (5 and above) were interviewed in age-specific groups.

Half of the groups conducted were single sex discussions (of which precisely half were all male and half were all female) and half were mixed sex discussions, in order to help clarify whether there were gender differences in the views expressed and, if so, what these were.

Sample achieved

144 mini-discussion groups were conducted in 36 schools across England. The table below illustrates how the sample breaks down by the quotas set.

<table>
<thead>
<tr>
<th>Region</th>
<th>School type</th>
<th>Socio-Economic Grade</th>
<th>Area profile</th>
<th>Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>London</td>
<td>1 x primary</td>
<td>4 x C2DE</td>
<td>Urban inner city</td>
<td>Strong BME &amp; SEN representation</td>
</tr>
<tr>
<td></td>
<td>2 x secondary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 x special</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essex</td>
<td>4 x primary</td>
<td>4 x ABC1</td>
<td>Suburban</td>
<td>Good IMD representation and some BME representation</td>
</tr>
<tr>
<td></td>
<td>2 x secondary</td>
<td>2 x C2DE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bath</td>
<td>3 x primary</td>
<td>4 x ABC1</td>
<td>Primarily rural with some suburban</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>1 x secondary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worcester</td>
<td>1 x primary</td>
<td>4 x ABC1</td>
<td>Primarily suburban with some rural</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>3 x secondary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Norwich</td>
<td>2 x primary</td>
<td>4 x ABC1</td>
<td>Primarily rural</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>2 x secondary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manchester</td>
<td>2 x primary</td>
<td>1 x ABC1</td>
<td>Urban inner city</td>
<td>Strong BME &amp; SEN representation</td>
</tr>
<tr>
<td></td>
<td>2 x secondary</td>
<td>3 x C2DE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leicester</td>
<td>3 x primary</td>
<td>4 x ABC1</td>
<td>Primarily suburban</td>
<td>Strong BME representation</td>
</tr>
<tr>
<td></td>
<td>1 x secondary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northumberland</td>
<td>3 x primary</td>
<td>3 x ABC1</td>
<td>Primarily suburban</td>
<td>Some SEN representation</td>
</tr>
<tr>
<td>Hull</td>
<td>1 x primary</td>
<td>1 x ABC1</td>
<td>Urban inner city</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>2 x secondary</td>
<td>2 x C2DE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sampling

The school sample was designed to take account of key factors that we hypothesised might influence young people’s views on the London 2012 Olympic Games & Paralympic Games, including:
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- Government office region (GOR)
- School type (primary/secondary/special)
- Socio Economic Grade of area/intake
- Specific location type (urban/suburban/rural).

In each GOR, a sample of schools within a 10-15 mile radius of each other covering these variables was gathered from Edubase and advance letters sent out to them. School SEG was defined by using the school postcode to determine its value in relation to the Index of Multiple Deprivation. We then treated schools with ratings under 30 as “ABC1 schools” and schools with ratings over 30 as “C2DE schools”.

Recruitment

Schools were recruited by sending out advance letters to a sample chosen because they were reasonably geographically clustered and also represented the relevant range of demographic variables it was hoped to sample in that area. The letter detailed the overall research objectives and process and invited schools to respond by fax. This letter can be found in Appendix A.

In total, 398 schools were invited to take part in the qualitative research. Of these, direct contact (a reply to the advance letter or follow-up telephone contact) was made with 93 schools. From these:

- 36 schools participated in the research;
- 17 schools replied positively but did not take part;
- 14 schools replied, requested further information, but did not take part; and
- 26 schools refused to participate.

As the recruitment methodology was an opt-in system, take-up was not even across the country, although all of the key variables were represented across the sample as a whole. We attempted to address areas of the sample with lower participation rates by conducting subsequent mail-outs as well as recruiting schools by telephone. This helped to some extent but overall participation remained uneven along socio-economic indicators and by primary and secondary schools splits. This was perhaps related to the busy time of year in which the fieldwork was being conducted (at the end of the summer term).

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2 IMD is the Index of Multiple Deprivation, which combines indicators across seven ‘domains’ – income deprivation, employment deprivation, health deprivation and disability, education, skills and training deprivation, barriers to housing and services, living environment deprivation, and crime – into a single deprivation score and rank at small area level. Each area is given a percentage score, with those closest to 0 the least deprived and those closest to 100 the most deprived. For the purposes of this analysis, we have defined ‘deprived’ as 30% and over and ‘not deprived’ as under 30%.
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It is important to recognise, though, that the qualitative nature of this phase of the project did not rely on us conducting interviews with a strictly representative cross-section of young people. Overall, a wide range of opinions were canvassed from a large number of groups, including children from a diverse range of backgrounds.

Fieldwork took place between 20 June and 18 July 2007.

1.3.2 Group discussions amongst 16-19 year olds

It was necessary to adopt a supplementary qualitative approach in order to ensure that young people aged 16-19 were able to participate in the research. Creative focus group discussions (8-10 respondents, 1½ hours each in duration) amongst 16-19 year olds were conducted to make sure the research was inclusive of these young people.

Young people no longer within the school system were classified as follows:

- Young people in Year 11 on “study leave” ahead of GCSE exams, or deemed to have ‘left school’ (albeit temporarily) on completion of their GCSEs;
- In the FE/HE system;
- Not in the education system but in employment or training;
- Not in education, employment or training (NEET).

Sample

The focus groups were structured as friendship pair groups, so that young people felt as comfortable as possible within the group environment. Groups were also designed to be homogeneous in terms of representing different life situations.
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The table below illustrates the focus group compositions.

<table>
<thead>
<tr>
<th>Young person type</th>
<th>Additional recruitment criteria</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in Years 11, 12 and 13 at school</td>
<td>Representing a range of schools/SEGs/subjects taken</td>
<td>Essex</td>
</tr>
<tr>
<td>Students in FE (at college)/HE.</td>
<td>Half from FE education, half from HE education, representing a range of institutions/SEGs/courses</td>
<td>Manchester</td>
</tr>
<tr>
<td>Young people not in education but in employment or training</td>
<td>Half in work, half in training, representing a range of jobs/career paths</td>
<td>Leicester</td>
</tr>
<tr>
<td>Young people not in education, employment or training</td>
<td>Representing a range of situations, e.g. living at home with parents/ living independently</td>
<td>London</td>
</tr>
</tbody>
</table>

Additionally, the groups represented:

- A mix of sexes;
- A range of talents/skills/interests/attainment levels;
- A range of ethnic minorities.

Recruitment

Young people were recruited face-to-face on the street, using a recruitment screener. As the recruitment was friendship pair-based, one young person fitting the criteria was recruited.

The research was conducted by members of the core project team over the period 20 June to 18 July 2007.

1.3.3 Young People’s Omnibus Survey

Five questions were placed on one wave of a Young People’s Omnibus Survey run by LVQ Research (Laybourne Valentine & Partners). LVQ have 15 years’ experience of researching children and young people and have a dedicated team of interviewers who work on children’s research projects. The Omnibus operates monthly and involves interviewing a total of 1,000 children aged 5-19 years old; the sample is drawn from 70 sampling points across Great Britain, which are selected with a probability proportionate to the population from a sampling frame, stratified by region and ethnicity. Quotas for age within gender and social class are applied and only one child per family is interviewed. All interviews are conducted face-to-face using pen and paper.

The scope of the project described in this report covered just England, so our questions were not asked of children and young people sampled by LVQ but living in Wales and Scotland. To this extent, a total of 866 young people aged 5-19 in England took part in the research. Fieldwork ran from 19 to 26 July 2007.
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The questions covered the following topics:

- Knowledge of the London 2012 Olympic Games & Paralympic Games;
- Interest in taking part in different activities and events connected to the London 2012 Olympic Games & Paralympic Games;
- Perceived outcomes of taking part in these activities and events;
- Perceived legacy resulting from the London 2012 Olympic Games & Paralympic Games;
- Communication channels.

These topics and the pre-coded response items available were chosen only after some initial fieldwork had been undertaken in order to ensure their relevance and comprehensibility. A full set of topline results may be found in Appendix E.

We have integrated the aggregate findings from the Omnibus Survey where appropriate with the qualitative research findings. Where base sizes are sufficiently large, these findings are broken down further to show significant sub-group differences. The data are weighted by age within gender and region to the national profile of 5-19 year olds.

1.4 Interpretation of qualitative data

It is important at this stage to include a brief explanation about why we conducted qualitative research with this audience and, furthermore, the strengths and limitations of this approach. Qualitative research provides a depth of understanding which cannot be achieved from a structured questionnaire. The free-flowing format of the discussions provides an insight into participants' views and concerns, while seeking to identify not only what they know and think, but also why they do so. It is a flexible and interactive process and, therefore, it is possible to respond to the individual circumstances of each participant and to bring their experiences to light.

It should be noted that qualitative research focuses more on perceptions than facts. However, perceptions are facts to those that hold them and, as such, are important to bear in mind even if the perceptions are – technically speaking – incorrect. All quotes from the qualitative phase of the research and which are used within this report are therefore based on the perceptions of only those young people who took part in the research.

Furthermore, qualitative research is not intended (and does not allow) for the generation of statistics that extrapolate accurately to a larger general population from the data it produces. As such, when referring to the qualitative aspects of the project in this report we have used terms such as ‘majority’ to imply a commonly held viewpoint amongst the young people we spoke to and ‘minority’
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to mean an opinion that was only expressed by a small number. Where a percentage figure is quoted, this finding is taken from the Young People Omnibus survey.

Verbatim comments provide evidence for the qualitative findings. To protect participants’ anonymity, their comments have been attributed according to their school year, location and whether the area was inner city, urban, suburban or rural only. Where discussions took place in a county, such as Essex the SEG classification of that school has also been mentioned. However, this does not necessarily mean the participant was from that social grade.

1.5 Terminology

To aid comprehension, the descriptive term used during the research to explore whether the young people interviewed understood what the Games could mean to them and their peer group within the UK was ‘Olympic Generation’. However, this is not official terminology.

1.6 Publication of the data

As with all our studies, findings from this survey are subject to our standard Terms and Conditions of Contract. Any press release or publication of the findings requires the advance approval of Ipsos MORI. Such approval will only be refused on the grounds of inaccuracy or misrepresentation.
Executive summary

Overall profile of and engagement with the London 2012 Olympic Games & Paralympic Games

The profile of the London 2012 Olympic Games & Paralympic Games is relatively low in the minds of young people and there is wide variation in relation to how much young people know about them. Additionally, those who are aware of the Games sometimes have negative top-of-mind associations relating to fears and doubts prompted by negative press coverage: around the timetable being achieved; the costs increasing; security issues; and the lack of involvement of young people in the development of marketing materials.

However, while young people’s conscious engagement with and understanding of the Olympic Games & Paralympic Games emerge as low, the evidence of the research is that there is significant potential to tap into latent emotional engagement with the Games. At an overall level, young people are excited by the elite and prestigious nature of the event, as well as the novelty of Olympic sporting events. When young people become aware that the Olympic Games & Paralympic Games will take place in London in 2012 (if they are not already aware), they become much more engaged with the Olympic Games & Paralympic Games as a concept, focusing on the excitement and ‘buzz’ of a large event bringing together so many countries and, more specifically, the potential for young people themselves to experience this at close hand. Primarily, young people want the London 2012 Olympic Games & Paralympic Games to be a success of which they can be proud.

The Paralympic Games is fairly poorly-understood, but a dimension that young people, on more detailed consideration, feel is particularly inspirational. This is because they perceive that disabled athletes have to overcome significant barriers within their daily lives, which makes excelling at sport even more inspiring than it would be for athletes without a disability. Hence many young people consistently request a greater focus on the communication of this throughout the lead up to the London 2012 Olympic Games & Paralympic Games.

Young people are not spontaneously aware of the values of the Olympic & Paralympic Movements. Hence these do need to be communicated to a greater degree to embed them in the consciousness of young people. However, they can independently generate relevant values once they think about it, which include teamwork, fair play, bringing nations together and personal achievement. Much of these is based on the assumption that the Olympic Games & Paralympic Games are primarily a sporting event.

Young people’s involvement

Currently, young people do not spontaneously feel involved in the London 2012 Olympic Games & Paralympic Games. They do not feel part of the ‘2012 Generation’ – while they can see that this concept has potential relevance to them, they are not clear what it constitutes.
Many assume that “involvement” will be difficult to achieve, because it will centre on competing or spectating live at a stadium. Those living outside London perceive their location as an additional barrier: they assume that involvement will be more accessible to Londoners. Therefore, much work needs to be done, especially in the regions, to educate young people about the potential opportunities to engage with the London 2012 Olympic Games & Paralympic Games.

Young people’s level of spontaneous interest in becoming involved in the London 2012 Olympic Games & Paralympic Games varies according to their engagement with sport and their overall levels of confidence, although demographic factors, locality and provision of and access to local facilities are important in influencing how engaged with sport and confident young people are.

Engagement with sport is often a key factor in relation to young people’s spontaneous interest in involvement. As young people perceive the Olympic Games & Paralympic Games to be sports-based, they assume that the activities they may be involved in will be sports-based too. Confidence levels play a part in the extent to which young people feel able to become involved.

Young people most engaged with sport and with the highest levels of confidence are most likely to want to engage with the London 2012 Olympic Games & Paralympic Games. Specifically, these young people are likely to need least guidance and support in relation to engagement as they are most likely to be seeking opportunities for themselves independently.

Conversely, those with the lowest levels of engagement with sport and the lowest levels of confidence are least likely to want to be engaged. These young people therefore represent the biggest challenge, as they are unlikely to be actively seeking engagement opportunities. These are also young people who are least likely to be operating within or to be comfortable in the school environment.

Outside of these most extreme groups, the majority of young people sit at fairly mid-range points on these spectra and hence exhibit openness to being engaged, although there are some variations by age.

Primary school pupils are generally enthusiastic about new experiences and do not tend to prioritise one type of activity over another, for example, music or sport. However, they are very dependent on input from friends, family and teachers regarding the activities they get involved with: at this age, their family SEG often determines the extent to which they are exposed to different types of activities. Parental involvement and permission to participate in activities will therefore be very important for this age group.

Secondary school pupils and 16-19 year olds tend to have a more fixed sense of their abilities, preferences and confidence levels and so become focused at more extreme ends of the spectra. They also have more control over their choices than those who are younger.
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Key emotional triggers to engagement relate strongly to confidence levels and expected outcomes of activities: these should be taken into consideration when communicating the involvement opportunities. Young people with the lowest confidence levels respond positively to messages around enjoyment and being with their friends; those with medium confidence levels are focused on meeting new people, learning new things and boosting confidence and self-esteem; and those with the highest levels of confidence aspire to personal achievement and fulfilment.

The impact of practical barriers, such as lack of access to facilities and support should not be under-estimated as these are tangible concerns for many young people.

As young people’s assumption is that the Olympic Games & Paralympic Games are sports-based, many assume that involvement activities will be sports-based too. According to their level of engagement with sport, this may cause them to be more or less interested in being involved if there is no further explanation as to the range of opportunities on offer.

Responses to the activity suite

The “activity suite” is a collection of suggested activities providing potential scope and opportunities for stakeholder engagement in the run-up to the London 2012 Olympic Games & Paralympic Games.

Although young people may not necessarily assume that there will be activities relevant to them, once shown the full suite – including non-sporting and culturally themed activities – their view of what the Olympic Games & Paralympic Games can constitute, and their place within it, widens.

Overall, young people are positive about the overall range of activities, which they interpret as catering for everyone, in terms of representing a variety of different activity types and providing opportunities across the confidence spectrum. They perceive that the range has been designed to develop their interests, confidence levels and self-esteem.

Summary of delivery guidance

Key principles relating to how to promote initial engagement suggested by the research include:

- Develop understanding of and excitement around the Olympic Games & Paralympic Games in the run up to the 2012 Games;
- Communicate the relevance and appeal of the Games for young people, bearing in mind that this may be slightly different according to engagement with sport and confidence levels;
- Engage the national and local communities – to reassure young people that they are part of something bigger but also to encourage parents and
schools to give permission to the youngest, who have least control over their decisions, to get involved;

- Communicate the values of the Olympic Games & Paralympic Games more consciously: while young people currently perceive them as flowing from sport, communicating the values so that they make sense in relation to all of the intended engagement activities could serve to clarify understanding of the reasons for providing a range of activities that goes wider than sport. However, this needs to be done in a way that young people understand – the danger is that it could become too abstract for them to take on board;

- Use of the concept of the Paralympic Games as a way into engaging young people, given that they find them particularly inspiring;

- Use of Olympic and Paralympic athletes as a means of engaging young people, given that they are perceived to be inspiring individuals, is likely to be highly successful, especially if this is done in an experiential manner, for example, via school visits.

Key principles in relation to activity development and delivery to emerge include:

- Ensure that young people are aware of the range of activities, and, within this, how these are relevant to the Olympic Games & Paralympic Games and London 2012 more specifically;

- Provide a full range of activities, catering for all levels of confidence and preferences, that are accessible to young people in all areas;

- Think through how potential barriers to access could be overcome, such as cost or transport issues;

- Focus on developing, improving and linking current provision rather than duplicating or confusing it;

- Communicate more niche activities, such as a Shakespeare Festival or an elite sports camp, with care to avoid rejection: either these activities should be very minor parts of generic communications or otherwise they should only be promoted via specialist channels;

- Deliver activities so that they are joined up and offer opportunities for progression, so that if young people want to improve their skills in a particular activity, they are able to do so, and there is clarity around what the structure is, how to access these opportunities and where they can be found in the local area;

- Allow young people to own activities, where possible – letting them shape the content of activities and participate in them fully – although be aware that this will require a great deal of support and supervision;

- Ensure that activities are as diverse and inclusive as possible, specifically in terms of including people from different cultures and disabled people;
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- Ensure that activities look and feel contemporary and have relevance to and meaning for young people’s lives today – and are described in terms with which young people feel comfortable;

- Time activity provision so that it makes sense developmentally from a young person’s point of view, both in relation to the young person themselves and the flow of the run up to (and period after) the London 2012 Olympic Games & Paralympic Games: avoid over-hyping the event and causing ‘involvement fatigue’ wherever possible;

- Encourage school involvement in two main ways: via provision of curriculum-based activities and opportunities for learning; and as venues for many of the proposed activities. Even if these activities are not necessarily delivered by teachers, other local intermediaries can use school facilities to deliver activities where feasible;

- However, be aware that delivery through and ownership of activities by schools can turn off the most disengaged young people, due to their preconceptions of what activities delivered through schools will be like. These young people need to be engaged via specific peer-group activities that tap directly into their interests;

- Target other young people, who are not necessarily disengaged, via specific schemes, such as employer or community involvement programmes;

- Harness interactive technology to engage young people within the content of activities where possible, especially those that are curriculum-based.

Communication channels and formats

Initial engagement communications should be targeted across national and local media channels and formats including: TV/radio/press ads; TV/radio/press news items; TV documentaries/fillers; references in current programmes; and local community channels, for example, field workers on high streets and events in shopping centres.

Regarding the communication of how to get involved, younger children focus more on face-to-face channels (parents, extended family, friends and teachers) while those who are older are more interested independent channels, including the local and national media.

Young people agree that the internet is a particularly appropriate channel to use, due to the control and interactivity it allows. Almost all young people claim to be using the internet on a regular basis (more or less frequently) for a range of activities including: socialising; gaming; information seeking; producing content; and downloading music and video. Even younger children who would not use the internet as an information-seeking channel are interested in the potential of the internet in this instance, due to their involvement with the internet as an entertainment channel.
There are concerns around scams, viruses and paedophilia on the internet, but drivers of trust include: a belief that a lot of other people are using the same channel for information; a belief that the information is reliable/seems realistic; prominent trusted brand names (i.e. sites made/hosted by/linked with companies/organisations with which young people are familiar, e.g. Microsoft); and a look which is professional (such as the BBC). Hence young people often talk about wanting there to be links with trusted sites they currently frequent, for example, BBC, Google, Yahoo, Bebo, Sky Sports etc.

There are lots of ideas generated about what the online information content should be. Many want more specific information in terms of events/athletes/timing/how to get involved, but there is also interest in other aspects such as: information on what is happening in other countries in preparation for the event; interactive elements like videos, games and message boards; and a section on how to keep fit and healthy.

Mobile phones as a channel are perceived to be less interesting than the internet because young people worry about cost and they are not used as flexibly/freely as the internet. However, there is limited interest in mobile news alerts, as long as they are free and individuals can sign up to receive them.

School is also felt to be a good channel for informing young people about opportunities for getting involved. Primary school children are more reliant on teachers as a source but generally it is not expected that individual teachers will be the routine channel for this type of information. Rather it is expected that this kind of information will be channelled through school communication channels, such as via posters/newsletters/school website/assemblies – and that this will relate to local opportunities as well as activities provided in school.

There is also a feeling that word of mouth as a channel has great potential, if harnessed effectively, e.g. via strong local networks and perhaps viral marketing.

Hopes for the legacy

Generally young people find it difficult to imagine five years into the future. However, overall hopes for the legacy are broadly positive: pride is a key theme. Young people want the legacy to encompass:

- The creation and delivery of a stand-out, historic event that future generations can look back on and be proud of;
- The improvement of international perceptions of the UK (allowing young people to be more aware of and proud of the achievements of their country, both in sport as well as culturally);
- An improvement in UK sporting performance, and this having a trickle-down effect amongst the general public, so that more people are inspired to become more active/involved in sport;
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- An improvement in national perceptions of young people (so young people can use the opportunity to make the rest of the country proud of them);
- Improving relations and understanding between different nations/cultures, both within communities nationally and at an international level;
- The regeneration of specific areas of London.

Many also thought that the activities as discussed could also increase knowledge and understanding of, and buy-in to, the Olympic Games & Paralympic Games within their own communities.
2. Overall perceptions of the Olympic Games & Paralympic Games

This chapter looks at the overall perceptions and spontaneous understanding of what the Olympic Games & Paralympic Games entail for young people. It adds valuable contextual information on what shapes the nature of young people’s responses. These include an overall low awareness of the Games, especially amongst the youngest audiences, although there is an emotional engagement with sport among most young people. The novelty of the event and the elite skills of athletes are also inspirational. Young people’s main aspiration for the Games is for them to be an involving, inclusive and fun event to participate in and experience either live or on television. There are some negative perceptions influenced mainly by media stories regarding the budget, timescales and logo design. Being part of the ‘2012 Generation’ has not occurred to young people in this research but they do eventually recognise the benefits it could generate for them. However, the legacy of the Games relies on how successfully these benefits are communicated.

2.1 Spontaneous understanding and awareness of the Olympic Games & Paralympic Games

Overall awareness and understanding of the Olympic Games & Paralympic Games amongst young people appears to be relatively low. Few young people talk about feeling they know much about the Olympic Games & Paralympic Games or, indeed, have considered finding out more about them.

I don’t know what the Olympics is
Year 1, Leicester, Suburban

I’ve seen those rings – someone on our street has a car with those rings [participant referring to an AUDI car]
Year 3, Northumberland, Rural

I think I’ve heard about it. Sounds familiar. But I don’t think I can tell you about it
Year 3, Essex, ABC1 school

The Olympic Games & Paralympic Games are consistently perceived primarily as a sporting event. Consequently, the focus of all initial and spontaneous discussion is based around sport. Any consideration of other activities, especially around culture, needs to be heavily prompted and explicit connections made for young people to consider these as relevant to the Olympic Games & Paralympic Games.
Key spontaneous associations with the Olympic Games & Paralympic Games focus on track and field events. Specifically, the youngest primary school pupils are most likely to pick up on relatively unfamiliar events such as the pole vault and javelin, as their novelty makes them memorable and distinctive. Much confusion surrounds which sports are included, how events are scored and notable Olympic athletes.

Older participants in the research (16-19 year olds) tend to be more sceptical about the relative importance and calibre of popular sports, such as football, in the Olympic Games especially as top sportspeople in major leagues often do not represent their countries on the Olympic teams.

No one who is any good will play football for the Olympics, they’d join a league instead

16-19 years, Leicester, Urban

Sports that we know about like football and tennis isn’t so high profile in the Olympics so I think younger kids may be disappointed. It’s the athletics that are more interesting

16-19 years, London, Urban

Awareness of the Paralympic Games is also patchy: while some young people have heard of them, many have not. Much of this is due to age and lack of exposure to the concept: primary school children are less likely to be aware of the Paralympic Games.

Beyond this, many young people are not fully aware of the meaning of ‘Paralympic’. It is commonly assumed from the word itself that Paralympians are paralysed as opposed to encompassing a broader range of disabilities. Other highly specific associations that give young people limited understanding of disabled sport include the BBC One ident featuring basketball players in wheelchairs and the recent airing of Wheelchair Tennis at Wimbledon.

Yes I saw people playing tennis in wheelchairs. They were playing doubles at … Wimbledon in London

Year 1, Northumberland, Rural

On the BBC they have the basketball players in wheelchairs before Eastenders

Year 7, London, Inner city

Once explained, though, the idea of the Paralympic Games becomes highly motivating. Young people often say that thinking about playing sport as someone with a disability makes them think about their own lives from a different perspective and reassess the personal “barriers” they perceive.
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I don’t know how they do all those sports in a wheelchair. It’s amazing

Year 3, Northumberland, Rural

You’d have to be really, really good to do what the Paralympic people do. They must be really strong inside

Year 3, Essex, ABC1 school

I think the Paralympic athletes are really inspiring. We could learn a lot from them. They’ve had more struggles than I have

Year 4, Leicester, Suburban

It’s really amazing how [Paralympians] achieve so much. But there’s such a stigma around disabilities, it’s sad

Year 10, Leicester, Suburban

Even though knowledge and understanding of the Olympic Games & Paralympic Games is relatively low, discussion of them with young people consistently prompts emotional engagement. For example, many find the prospect of such a large event happening, with many countries and different people coming together, very exciting, as they imagine experiencing ‘the buzz’ of the event.

I don’t think it’ll be as good as a football match but there’ll be a lot of excitement I think

Year 3, Norwich, Rural

I think it’ll be really exciting and there’ll be lots of people there all cheering

Year 5, Norwich, Rural

I think it’ll be a lot of fun, millions of people in a stadium together – it will be exciting. I can see there being a real buzz about the place

Year 10, Hull, Inner city

Young people are also interested by the wide variety of competitive Olympic events, many of which seem highly novel to them, which prompts them to want to find out more.

For many, the most inspirational element of the Olympic Games is its elite and prestigious nature. Within this, the feats of endurance performed by the athletes are very impressive for young people. Many are fascinated by trying to imagine how these individuals manage to achieve this level of performance – what it takes to be an Olympic athlete – and so commonly talk about their interest in finding out more about athletes’ lives and mindsets.

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It’s really amazing how fast they run. They train so hard you just want to know how they do it

Year 8, Leicester, Suburban

They must practice really hard to get those world records. I can’t believe how they jump so high. I want to be like that one day

Year 9, Manchester, Inner city

They must go through a lot to get to their level. That’s really the top, isn’t it?

Year 9, Bath, Suburban/rural

Young people also find discussion of the Olympic Games & Paralympic Games motivating in terms of the values that they associate with it. They tend to associate personal excellence with achievement. Concepts such as teamwork and fair play are also constantly generated within discussions around the values of the Games. Young people often talk about the idea of many nations coming together to celebrate sport as being a way to put aside political differences.

Teamwork is important… They don’t cheat either, so it’s fair – if anyone takes drugs they’re disqualified

Year 5, Essex, ABC1 school

So many different countries coming together… they’d forget about their differences, wouldn’t they?

Year 6, Worcester, Suburban/rural

Hence, overall, while young people’s conscious engagement with and understanding of the Olympic Games & Paralympic Games emerge as low, the evidence of the research is that there is significant potential to tap into latent emotional engagement with the Games.

2.2 Perceptions of the London 2012 Olympic Games & Paralympic Games

Here we look at young people’s general awareness of the London 2012 Games, their perceptions of the event, their aspirations, fears and how engaged they feel as the ‘2012 Generation’.

2.2.1 General awareness of London 2012

When discussing the topic of the Olympic Games & Paralympic Games, the majority of young people do not spontaneously raise the fact that it is to be held in London in 2012. Even with prompting, moreover, not all are aware that the Games will be held in this country in the near future, with this being especially true of younger children.
Beyond this, young people feel they know little about the progress of or the plans around the London 2012 Olympic Games & Paralympic Games. Consequently, some young people’s perceptions tend to relate to negative press coverage around budgets and timescales for venue completion as well as a sense that this could impact negatively on legacy outcomes (see the section below for further detail).

These findings are reinforced by the results from the Young People’s Omnibus survey, in which more than four in five young people (83%) report knowing either ‘not very much’ or ‘nothing at all’ about the London 2012 Olympic Games & Paralympic Games. The survey findings also provide support for anecdotal evidence from the qualitative research suggesting that the youngest primary school pupils – those under eight years old – are the most likely to know ‘nothing at all’. Additionally, the quantitative data show that young people from C2DE families are more likely than those from ABC1 families to know ‘nothing at all’, as are young people living in the North compared to those living elsewhere in the country (please refer to the chart and tables on the next page).
### Awareness of 2012 Olympic and Paralympic Games

**Q How much, if anything, would you say you know about the 2012 Olympic and Paralympic Games?**

![Awareness of 2012 Olympic and Paralympic Games](chart)

**Base:** All young people aged 5-19 in England (866); 19-26 July 2007; Ipsos MORI for the DCSF  
**Source:** Ipsos MORI

#### Knowledge of the 2012 Olympic Games and Paralympic Games: by age

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**Source:** Ipsos MORI

#### Knowledge of the 2012 Olympic Games and Paralympic Games: by social class

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**Source:** Ipsos MORI

#### Knowledge of the 2012 Olympic Games and Paralympic Games: by area

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**Source:** Ipsos MORI
2.2.2 Perceptions of the London 2012 Olympic Games & Paralympic Games as an event

Once made aware that the 2012 Olympic Games & Paralympic Games will be held in London, young people tend to engage much more fully with the idea of the Olympic Games. This is in part due to young people’s emotional attachment to their country, and the feeling that it is an honour for us to be hosting the Olympic Games. In addition, it is also because young people generally feel they can travel to London much more easily than to another country (in theory at least).

That’ll be great for our country if we run the Olympics
Year 2, Northumberland, Rural

If we are doing the Olympics then we can make it really good
Year 4, Essex, ABC1 school

If it’s in London then maybe we can even go see it
Year 3, London, Inner city

However, young people who participated in the qualitative research and live in the North of England are least likely to feel as though the London 2012 Olympic Games & Paralympic Games will be accessible to them, compared to those living in the South of England, and this negatively influences their level of engagement with the London 2012 Olympic Games & Paralympic Games per se.

I don’t think we’ll get to see the Olympics because it’s too far away
Year 2, Northumberland, Rural

Maybe people near London can go but we are really far from London. I won’t be allowed to go alone
Year 2, Northumberland, Rural

London is really far. I don’t think I’ll watch it
Year 3, Hull, Inner city

Specific negative perceptions are also apparent: these most commonly emerge spontaneously amongst older participants in the research (secondary school pupils and 16-19 year olds). Notably, these young people often mention concerns associated with recent media debates, including:

- Doubts over whether the timetable would be achieved;
- The cost of the event and its marketing;
- The failure to involve young people (specifically referring to the design of the logo); and
The possibility of the London 2012 Olympic Games & Paralympic Games triggering a terrorist incident.

In terms of London as a venue, perceptions are mixed. Generally, London is thought to have many positive attributes that make it ideal for hosting the Olympic Games & Paralympic Games and that will differentiate it from other Games in the past. These include:

- A multi-cultural, inclusive, cosmopolitan context;
- A great deal of cultural history, distinctive landmarks and attractions;
- A lively, exciting atmosphere; and
- The capacity to cope with a huge influx of visitors.

"London has a lot going for it. People are going to come there anyway. There's loads to do and lots of tourist things and gigs and it's different from anywhere else. So they chose a good city"

16-19 years, Leicester, Urban

It is interesting that those who are least likely to have been to or know anything about London tend to have the most negative perceptions of it: these young people often assume that London is dirty, smelly, crowded and dangerous. This highlights the gap between perceptions and reality and the need to address these to expose young people to more positive aspects of London.

"I think London is really big. You'd get lost quite easily"

Year 2, Northumberland, Rural

"I think London will be really big and crowded and scary"

Year 4, Hull, Inner city

2.2.3 Aspirations for the London 2012 Olympic Games & Paralympic Games as an event

Even amongst those who express concern around the potential negatives of hosting the Games, young people want the London 2012 Olympic Games & Paralympic Games to be a successful event with which they can be proud to be associated.

Generally, young people’s main aspiration is for the London 2012 Olympic Games & Paralympic Games to be involving and entertaining: they want to be able to experience the Games either directly by spectating or participating, or more indirectly by experiencing the celebratory atmosphere of the country around the time of the event.
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I want to be in the Olympics. I want to do the running
Year 2, Essex, ABC1 school

I think my parents might take me to see it. It’ll be a lot of fun and we can watch many different sports. Everyone will be cheering
Year 6, Bath, Rural/Suburban

I’ll just watch it on the telly. I’m not really good in sports so I won’t be in it
Year 10, Hull, Inner city

The event is also seen as an excellent opportunity for bringing together many different nations and peoples together in celebration.

The World Cup was really exciting. With lots of teams and games this will be even bigger I think and lots of fun
Year 4, Northumberland, Rural

There will be teams from every country so I’m sure it’ll be fun
Year 8, Leicester, Suburban

If the whole world is watching then it must be exciting
Year 9, Leicester, Suburban

Beyond this, young people tend to be very ambitious for the London 2012 Olympic Games & Paralympic Games. For example, they often talk about wanting the Games to be the best, both in terms of the atmosphere generated by the Games, as well as the best for the UK in terms of sporting performance and medal harvest.

We need to win a lot of medals or no one will be interested
Year 7, Hull, Inner city

We need to make it fun for everyone or no one will come
Year 8, Manchester, Inner city

It needs to be really good or else people will look at our country badly
Year 10, London, Inner city

2.2.4 Fears for the London 2012 Olympic Games & Paralympic Games as an event

As already discussed, some young people express concerns that budget and timetables will become an issue.
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I don’t think they’ll finish building the stadium on time

Year 7, London, Inner city

Haven’t they already gone over budget by a billion pounds? And they forgot about VAT or something. That’s the kind of thing that gets you really worried about who is running this show

16-19 years, Leicester, Urban

They also worry that our country will be shamed internationally if we are not able to win a respectable number of medals.

That’ll be really embarrassing if we run it but don’t win anything. The crowd won’t be so interested if our team is not in it

Year 8, Essex, C2DE school

For a small number of young people, security is another concern in the context of fears around terrorist attacks (although this is only mentioned by 1% of young people who took part in the Young People’s Omnibus survey as an unprompted response).

It could be a target for terrorists especially if people from all over the world is there

Year 5, Bath, Rural/Suburban

There might be a terrorist attack at the Games

Year 9, Hull, Inner city

There is also a fear among a small number of young people that the London 2012 Olympic Games & Paralympic Games will encourage other ‘social problems’, such as encouraging more immigration and increased local unemployment (once the facilities construction work has ceased).

Lots of people will be coming into the country and they might want to stay on after the Olympics

Year 4, Essex, ABC1 school

I don’t think they’ll have any jobs after they built the stadium

Year 9, London, Inner city

There’s all these jobs now but after two weeks of the Olympics it’ll all become pretty dead

16-19 years, Manchester, Urban
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Therefore, young people are seeking reassurance that the London 2012 Olympic Games & Paralympic Games will be successful and that their fears will not be realised.

2.2.5 To what extent do young people feel part of the ‘2012 Generation’?

Young people did not talk spontaneously in terms of the ‘2012 Generation’: it is not a concept that is top-of-mind for young people.

I don’t know what the Olympics will do for us

Year 10, London, Inner city

However, young people understand that it could be applicable to them: they can see how they are of an age where the London 2012 Olympic Games & Paralympic Games may provide a huge range of opportunities for them (although quite what these would be is not always clear). For example, some see the possibility of being competitors in the Games. They are also aware that the London 2012 Olympic Games & Paralympic Games represents an opportunity to experience a huge international event in a way that is unlikely to be repeated in their lifetime.

I hope because we’ll get older we’ll get to do something for the Olympics

Year 5, Bath, Rural/suburban

At the Olympics I’ll be 15 so maybe we can get involved with the Olympics cos we’ll be older

Year 6, Leicester, Suburban

Maybe we’ll only get this one chance when it is in our country. Even if I’m not in the races at least being there might be good

Year 7, Leicester, Suburban

However, young people think that the extent to which it will be possible to feel part of the ‘2012 Generation’ will rely on opportunities, if not the overall concept, being successfully communicated to them in the run-up to the London 2012 Olympic Games & Paralympic Games.

I don’t know anything about the 2012. I know it’s on but they need to tell us what we’re going to do at it

Year 8, Leicester, Suburban
If they don’t tell young kids soon about what they can do then it’ll be too late. They’ve got five years to do it. I’m older now so I can’t do anything in the Olympics but the little ones can

16-19 years, Leicester, Urban
3. Young people’s involvement

This chapter looks at the ways in which young people perceive they can get involved with the Olympic Games & Paralympic Games and the factors currently influencing these perceptions and motivation to get involved. Awareness of the Games in 2012 is very low amongst the youngest cohorts. Their main association with the Olympic Games is sport. For most young people, ‘being involved’ in the Games implies either participating in the events or watching the events.

Consequently, the factors affecting young people’s perception of their ability to get involved in the Games are both attitudinal and demographic. Young people more engaged with sport and those with higher confidence and self-esteem are more likely to get engaged with the Olympic Games and feel they can contribute in a range of ways. Those with interests other than sport such as the arts and those with lower confidence are less sure of their place within the Olympic Games. Demographic factors that also play a role in shaping young people’s perceptions of getting involved in the Games include age, socio-economic characteristics of family and local community, the resources and facilities the school can offer and whether it leans towards developing the arts or sports, and gender. Therefore, the triggers of and barriers to getting involved rely heavily on the interplay between attitudinal and demographic factors.

3.1 Overall perception of ability to get involved

At an overall level, very few young people who took part in the qualitative research are aware of how to get involved in the London 2012 Olympic Games & Paralympic Games. Beyond this, it is assumed that finding out how to get involved and/or actually getting involved would be difficult to effect.

The spontaneous assumption made by young people is that involvement in the London 2012 Olympic Games & Paralympic Games will constitute either competing in the events or watching the events live. This in itself perhaps contributes to the perception that getting involved will be difficult, as young people assume that both of these activities will be hard to achieve.

I want to do the high jump and long jump. I just need more practice.

Year 2, Northumberland, Rural

I want to do the pole vault at the Olympics. But I’ll have to learn how to do it. I don’t think there’s anywhere here I can learn that.

Year 3, Essex, ABC1 school

Hence, when asked how they would be involved in the London 2012 Olympic Games & Paralympic Games in the Young People’s Omnibus, young people tend to focus on watching the events on television (mentioned by 43% of 5-10 year
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olds and 45% of 11-19 year olds). The evidence from the qualitative research suggests this is because young people have little experience of other types of engagement with large international events: when asked how they would expect to be engaged, in the absence of further knowledge, there is no expectation that other activities will be on offer in which to participate.

When the concept of other types of activities is raised, young people also tend to assume that involvement will focus on London: those who have difficulty accessing London – especially those in the North of England – automatically assume that they will be excluded.

The London people will be able to go but we are too far away

Year 2, Hull, Inner city

If it's in London then I don't want to be part of it. We won't be allowed to go anyway

Year 3, Norwich, Rural

It is also presumed that once the London 2012 Olympic Games & Paralympic Games are over, opportunities will stop there. Young people have little expectation, currently, that there will be a legacy to draw upon.

After you practise for the Olympics what else can you do?

Year 6, Essex, C2DE school

It'll be fun to be in it at that time. I'm not sure what happens after the Olympics is over. I hope they let us use the swimming pools and things

Year 10, Manchester, Inner city

The Olympics is for just two weeks. After that everyone forgets about it

16-19 years, Manchester, Urban

However, on exposure to a range of activities in which to possibly get involved, young people are very open to discussing how these would work in practice. For example, many had not imagined the possibility of a music festival being part of the range of opportunities and, certainly amongst the older research participants, this was amongst one of the most appealing ideas.

I thought it would only be sport. So it's good they have other things so everyone can be interested

Year 9, Leicester, Suburban

Actually that's pretty cool now you see the whole range of things. I'm just not in to sport so I didn't think the
3.2 Factors influencing involvement in the Games

The young people who participated in the research reflected a wide range of attitudinal and demographic variables. The attitudinal factors are discussed in detail below, followed by a discussion around the ways in which demographic factors can influence where young people sit along these attitudinal dimensions.

3.2.1 Attitudinal factors influencing involvement

Interest in involvement in the London 2012 Olympic Games & Paralympic Games can be mapped along two key attitudinal dimensions:

- Engagement with sport;
- General levels of confidence and self-esteem

In addition, these key dimensions are predictive of young people’s aspirations and hence their expectations of potential outcomes from their involvement in the Games.

We stress that we have developed and defined these dimensions through analysis of young people’s responses to the subject matter. The report authors have interpreted where young people sit on these scales: we did not ask young people to define themselves in this way as part of the research process. We also emphasise that these are conceived as qualitative continuums to help explain how responses segmented and are not intended to have quantitative relevance.

Engagement with sport

This dimension relates to the extent to which young people are interested in and/or engage with sport in their daily lives. This emerges as the most fundamental dimension, given that the Olympic Games & Paralympic Games are currently spontaneously perceived as being sport-focused. Hence this dimension influences the extent to which young people spontaneously say they want to become involved with the London 2012 Olympic Games & Paralympic Games.

I want to be in the Olympics in the long distance running
Year 8, Leicester, Suburban

I’m not good at sports. I’m not really interested in it. So I don’t think I can do anything for the Olympics really. I might watch it on TV.
Year 4, Northumberland, Rural
For people who don’t do sports or are not interested then I don’t think they’ll like the Olympics

Year 5, Hull, Inner city

We defined young people engaged with sport as those who talk about enjoying team or individual sports, whether this relates to playing, spectating or aspiring to play sports. It encompasses a wide range of sports.

This attitudinal background means that these individuals tend to be more engaged with the idea of the Olympic Games & Paralympic Games. They also immediately assume that their involvement will focus on sports-based activities.

Young people who are less engaged with sport tend to be more inclined to social and cultural activities such as ‘hanging out’, music, performance-based activities or the visual arts. These young people are much less likely to engage with the concept of the Olympic Games & Paralympic Games and spontaneously assume that activities will be sports-based and so inherently unappealing to them and/or ‘out of their league’.

I like dancing a lot. They don’t have that at the Olympics

Year 2, Northumberland, Rural

I want to be in fashion and design clothes

Year 4, Essex, ABC1 school

It is worth noting that these young people fail to make links between what they like to do and what it might be possible to do in connection with the Olympic Games & Paralympic Games, such as dancing in an opening ceremony or designing Team GB costumes/logos etc. They interpret the opportunities associated with the Games in a very literal way and need considerable prompting to think ‘more out of the box’.

Overall confidence levels

Here, confidence levels are defined as overall levels of self-esteem and the extent to which the young person focuses on individual achievement. Hence this dimension relates to the extent to which young people feel willing and able to engage with activities and, within this, the types of activities that they are willing to get involved in, due to their expectations regarding whether they could and would succeed.

Young people with low levels of confidence often suffer from low self-esteem. These young people are positive about activities and events that relate to group-based activities orientated around enjoyment and having fun, e.g. spending time with friends after school, shopping or football. However, these young people need more guidance and support if they are to get involved in more demanding activities.
The London 2012 Olympic Games and Paralympic Games – Children and Young People’s Perceptions and Involvement

Some people take it really seriously. I’m not very good at sports but I like to be on the team and just have fun

Year 2, Norwich, Rural

I don’t like the competition part. You should just have fun. Some of us are not good at sports and we just want to play for a laugh. But then the others get really serious and so we’re not allowed to play

Year 8, Hull, Inner city

Young people with higher confidence levels have higher self-esteem and so assume that they will be able to perform activities at any level. Although these young people are happy to participate in group-based activities centring on enjoyment and fun, they are much more focused on achieving goals or progressing in the particular activity. They are more likely to want to or feel able to perform activities alone. Additionally, they are more self-motivated compared with those with lower levels of confidence.

You have to practice really hard if you want to be good at sports. You’ll have to wake up really early and train all day. I’d like to do that — become really good at hurdles

Year 9, Leicester, Suburban

The bulk of young people in this research tend to have a medium level of confidence. They are generally open to new experiences and have some degree of decisiveness about their identity, but have a carefree attitude to personal achievement.

Maybe I can be in the Olympics. I don’t know what I’ll do, but I’ll have a go. There’ll be something I could do if they told me what

Year 7, Manchester, Inner city

I like computer games, maybe there’s some new Olympic game I can design when I get older. But it’s not really a sport like football so I don’t know if they’ll want me in the Olympics

Year 8, Leicester, Suburban

Consequently, levels of engagement with the Olympic Games & Paralympic Games can be mapped as shown below.

- Those with higher levels of confidence and high engagement in sport tend to assume they would be more involved in the Olympic Games & Paralympic Games.
- As confidence and engagement in sport lessens, young people struggle to see where they fit into Olympic Games & Paralympic Games concept and activities.
• If confidence is high, but engagement with sport is low, young people are generally spontaneously motivated to engage and participate, although quite how is not always clear to them.

• If confidence is low, but engagement with sport is high, young people are less likely to believe there will be an opportunity for them to do so, although they remain keen to get involved.

![Confidence levels and engagement with sport](image)

**Confidence levels and engagement with sport**

Future aspirations

Young people’s level of confidence and self-esteem has an impact on their aspirations for the future, specifically those relating to the next five years in the run-up to the London 2012 Olympic Games & Paralympic Games.
The figure above illustrates that young people who are most confident tend to have the clearest view of their future. They generally assume that they will work towards a professional career (though they are not always able to say what) and that progression relates very much to their own personal effort.

Those who have medium levels of confidence generally have a less clear view of their future, although they are largely optimistic. Hence these young people often talk very loosely about developing a range of personal interests, some of which are relatively ‘elite’ (i.e. interesting and inspiring but highly specialised, for example, top scientists, dancers, actors). Overall, these young people aspire to having new experiences and gaining independence in the world. They expect to progress across a range of areas in their lives but they are less specific about how to achieve this.

I want to be a footballer. I love football
Year 2, Northumberland, Rural

I want to do something to do with cancer, curing it
Year 10, Leicester, Suburban

Young people with the lowest levels of confidence are more likely to focus on fun, enjoyment and the peer group as aspirations. Some are thinking about their futures: those who do tend to focus on either traditional manual careers or celebrity careers (reflective of the skills and talents of the individual). However, these individuals are amongst the least optimistic about their ability to achieve their ambitions.
The London 2012 Olympic Games and Paralympic Games – Children and Young People's Perceptions and Involvement

I don’t know what I want to do yet. I like sports and that but can’t just do that

Year 7, London, Inner city

We like to go out, just like shopping, go to McDonald’s, yeah. Or to like a friend’s place

Year 9, London, Inner city

I like going out shopping. Going to my friends’ house

Year 10, London, Inner city

3.2.2 Demographic factors influencing involvement

We have not analysed in detail young people’s responses by each demographic factor, as we think that individually they are not sufficiently predictive in relation to how young people respond to being involved in the London 2012 Olympic Games & Paralympic Games. Instead, we think that a range of demographic factors interact to help determine where young people sit on the attitudinal scales described above, particularly the confidence spectrum.

Hence, we have analysed how individual demographic factors might affect where young people sit on these spectra. The diagram below plots the relative pull of age, socio-economic factors\(^3\) and the school offering on engagement with the Olympic Games & Paralympic Games. It makes the obvious point that young people who are oldest, exposed to sport-focused activities and who have access to a high standard of resources are much more likely to be engaged with the Games than others.

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\(^3\) Social class tends to be more determinate for younger people who are still largely under the influence of their parents, school and local community. As they get older their life choices and trajectory tend to be determined by their life stage rather than by social class.
Age

Age is one of the most significant demographic factors affecting young people and clear trends emerge in relation to how this influences where young people sit along the two dimensions.

**Primary school pupils**

Generally, primary school pupils can be placed at around the centre of both key dimensions. In terms of engagement with sport, primary school pupils are open to and enthusiastic about new experiences and do not tend to prioritise one type of activity over another, for example, music or sport. Additionally, they are very dependent on input from friends, family and teachers regarding the activities they do and so many take for granted that it is necessary to get involved in a range of activities, whatever that happens to be.

*I like to do running and hurdles. I play netball too. We have other things at our school but sports is big. I was in a school play too, I like acting.*

Year 6, Leicester, Suburban

In terms of confidence levels, these young people have not become entrenched at one end of the spectrum or the other. Hence they are relatively open, enthusiastic and confident about their abilities to try out or perform a range of activities.

**Secondary school pupils**

The main difference between secondary and primary school pupils is that as they grow older, they tend to become more independent and self-aware. This means
that they are more sensitive to their own preferences, strengths and talents and more aware of external constraints in their lives.

Here again, as with primary school pupils, there is evidence of development over time: Year 10 students are much more developed in most aspects (emotionally, physically, intellectually etc.) than Year 7 students.

Secondary school pupils also tend to have a more fixed sense of their abilities and confidence levels and, within this, for this to have become focused at one end of the spectrum or another. Hence, in terms of levels of engagement with sport, secondary school pupils are much more likely to express a specific preference around the types of activities they want to get involved in. They are also more likely to have either high or low confidence levels.

I’m not good at sports and stuff. I just know I never will be. But I’m good at acting. I like dramas and plays so that’s want I want to do

Year 9, Leicester, Suburban

16-19 year olds
These young people are most likely to be at the extreme ends of the spectra, having a highly developed understanding of their preferences and an entrenched sense of their confidence levels. They are more likely than their younger peers to be highly motivated, focused and engaged or, conversely, highly disengaged. To a degree, the purposively homogenous composition of the focus groups with 16-19 years olds amplified this effect, but it did not generate it. Specifically, given their greater experience of life, and a mixed reaction to their future trajectory, these young people are the most likely to be cynical about initiatives to involve them.

Family and community

Socio-economic factors
Younger people from higher SEG families/communities tend to have many more opportunities and access to more resources and extra-curricular activities than those from lower SEGs.

This has the frequent effect of influencing confidence levels across the sample amongst older young people (secondary school pupils and 16-19 year olds). Young people from higher SEG families tend to have experienced a greater range of activities compared with those from lower SEG families/communities. Often parents in higher SEG communities are aspirational and so are supporting and motivating these young people to a certain extent. This often leads to these young people feeling less constrained and having developed greater confidence in their ability to respond to challenge, as well as achieving and succeeding in particular activities.
Young people from lower SEG families/communities, without access to the same opportunities and resources, are less likely to have developed confidence in themselves in terms of dealing with new situations and believing that they can succeed and achieve. They are also more likely to be aware of practical constraints on/barriers to the activities they participate in.

However, SEG appears to have little effect on the extent to which young people engage with sport.

**School offer**
The resources and facilities that schools are able to supply, coupled with the support available in the local community, varies significantly and this can have the effect of influencing young people’s favoured activity types and overall confidence levels.

In terms of influencing choice of activity, school status is a key factor: if the school specialises in a particular area, whether arts, sports or science and technology, this was likely to be reflected in young people’s wider activity choices. Naturally, it can be the case that young people choose to go to a particular school because it specialises in something in which they are interested, in which case school offer reinforces their own activity preferences.

In addition, school offer can also have the effect of raising confidence levels amongst students. This was most noticeable amongst young people living in lower SEG communities: in this way, schools can act positively to overcome lack of opportunity and a lack of access to relevant facilities.

For this to be the case, schools have to offer at least one of the following:

- Access to a range of good quality facilities;
- Access to inter-school/community networks; and
- Staff who are reliable and motivated in relation to extra-curricular activities.
Gender

The issue of gender did not emerge as being particularly relevant in terms of predicting responses within this research. Gender differences tend to be felt more acutely amongst primary school pupils than amongst secondary school pupils and 16-19 year olds.

There was little evidence from this research that boys are more engaged with sport than girls. However, the activities in which girls are interested tend to have a slightly different focus from those that appeal to boys, perhaps due to the way sports are delivered through schools. Thus, while boys tend to focus on traditional, competitive sports, such as football and cricket, girls are more open to more diverse and potentially non-competitive sporting activities such as gymnastics, aerobics or cheerleading.

Where the issue of gender in relation to sport did emerge, it was in relation to ensuring equality of access: that girls are allowed to play the same sports as boys. Girls are also interested in being reassured that they will genuinely be represented as widely as possible alongside boys.

"There shouldn’t be like one or two girls doing like pole vault or something. I don’t want to be the only girl there"

Year 8, Leicester, Suburban

The main difference appears to be that while girls are no less likely than boys to express an interest in sport, they are more likely to express an interest in cultural activities. For example, more girls express interest in carnivals and celebrations in the Young People’s Omnibus survey (31% of girls aged 5-10 and 35% of girls aged 11-19, versus 22% of boys aged 5-10 and 23% of boys aged 11-19).

Interest in carnivals and celebrations – boys vs. girls

Q There will be lots of ways that people can join in with the London 2012 Games, either before the Games happen or at the Games themselves. Looking at this card … (a) What would you MOST like to join in with? (b) And is there anything else you would like to join in with?

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls 5-19 years</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Boys 5-19 years</td>
<td></td>
<td>22%</td>
</tr>
<tr>
<td>Girls 5-10 years</td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td>Boys 5-10 years</td>
<td></td>
<td>22%</td>
</tr>
<tr>
<td>Girls 11-19 years</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>Boys 11-19 years</td>
<td></td>
<td>23%</td>
</tr>
</tbody>
</table>

Base: All young people aged 5-19 in England (866); 19-26 July 2007; Ipsos MORI for DCSF

Source: Ipsos MORI
Cultural activities young people would like to join in with (all mentions) | Girls aged 5-10 (150) | Boys aged 5-10 (173) | Girls aged 11-19 (286) | Boys aged 11-19 (257) |
---|---|---|---|---|
Carnivals and celebrations | % | % | % | % |
Music events, like a music festival | 17% | 12% | 44% | 33% |
Taking part in the opening or closing ceremonies/taking part as a performer in the opening or closing ceremonies | 11% | 9% | 14% | 8% |
Events like a film or theatre festival/Cultural events, like a film, video or theatre festival, or a Shakespeare festival | 9% | 5% | 10% | 6% |
Visiting museums and exhibitions | 5% | 5% | 5% | 3% |

Source: Ipsos MORI

3.3 Triggers to involvement

As already suggested within the demographic discussion, many of the triggers to involvement are factors external to the individual, including family, friends and the peer group, as well as school offer, access to facilities and teacher input.

Additionally, it is thought that the enormity and novelty of the event, and the assumption that everyone will get behind the London 2012 Games at a national level will act as background trigger to involvement as they start to get nearer.

However, beyond this, more specific triggers emerged, reflective of individuals’ activity preferences and confidence levels, as summarised overleaf.
The London 2012 Olympic Games and Paralympic Games – Children and Young People's Perceptions and Involvement

Triggers to involvement

As would be expected, those who are most engaged with sport are most likely to be triggered by the opportunity to get involved with activities focused around sport.

Those less engaged with sport are more likely to focus on cultural activities. Within this, those with lower levels of confidence are more likely to focus on group/community activities such as music festivals, whereas those with higher confidence levels are more likely to focus on ‘elite’ cultural activities. This is generally reflective of the socio-economic context within which young people live.

“I’m not really in to sport. I like dancing though”

Year 2, Northumberland, Rural

Other emotional triggers vary substantially according to levels of confidence.

- Those with the lowest levels of confidence tend to be triggered to engage by the idea of having fun with their peer group.
- Those with medium levels of confidence tend to focus on the prospect of opportunities to meet new people, to learn new things and develop their skills. They are also conscious of the value of activities in terms of boosting their confidence and self-esteem.
- Those with the highest levels of confidence are triggered by the perception that activities may allow them to fully develop their skills and talents and, hence, allow them to succeed in their chosen path.
The London 2012 Olympic Games and Paralympic Games – Children and Young People’s Perceptions and Involvement

It should be noted that the confidence dimension operates in terms of a cumulative hierarchy. That is, while those at the lowest level on this dimension only respond to the bottom level triggers, as young people climb the spectrum they are driven by the triggers that match their position but also respond to those below. Hence the most confident individuals are triggered by all of the emotional triggers mentioned on the diagram above, even if top-level triggers are most potent.

3.4 Barriers to involvement

Many of the barriers to involvement are external factors, over which young people have little control.

Age-related barriers

Primary school pupils, having limited independence, are often reliant on the school offer or their carers for selecting the type of activities in which they are involved. This could mean that certain activities are simply not available or screened out before they have the opportunity to choose.

*My dad ran in the Edinburgh Marathon. I’ve seen the London Marathon on TV. I like running too*

Year 1, Northumberland, Rural

Secondary school pupils, especially those studying for tests in key years, also mention time as a barrier to involvement.

As 16-19 year olds lose the structure of school and either head to university or work/training (or neither), they tend to be harder to engage through community, family or school networks. Peer groups and interest-led groups, such as following particular music genres or other specific sub-cultures, tend to be more motivating for these groups. Young people in this age group argue that youth culture needs to be taken seriously and skills such as graffiti or DJing can be put to good social use but need to be promoted in a positive light to adults.

*Everyone on the news, everybody’s talking about young people messing up, there are some bad things that happen. But like Banksy does graffiti and it can be really great. It’s just got a bad name. But it’s really an art*

16-19 years, Leicester, Urban

*I like DJing. I go to my mate’s club, he’s working there. But I play basketball as well. And I just like hanging out with my friends, going to gigs*

16-19 years, Leicester, Urban
The London 2012 Olympic Games and Paralympic Games – Children and Young People’s Perceptions and Involvement

Access-based barriers

Young people from lower socio-economic areas and from families with less disposable income are concerned about being able to afford involvement in activities: this is in relation to the costs of the activities themselves as well as transport costs. For instance, one participant could not attend the regional chess semi-finals because his parents could not afford to take him.

Some young people also talk about a lack of facilities/opportunities, whether in relation to their school or local community, as being a key barrier to potential involvement. This was particularly the case for young people in rural locations: these young people talk about having to travel many miles to access relevant facilities.

We don’t really have much around where we are here.
There aren’t so many good schools or nothing
Year 7, Norwich, Rural

Those furthest from London are most likely to believe that involvement will be hardest for them.

It’s too far and it’s too expensive to get to London on the trains
Year 10, Manchester, Inner city

Young people with special needs are particularly likely to suffer from poor access to relevant accessible facilities. Within this, transport is a key issue for these young people.

Emotional barriers

Given that many young people spontaneously associate involvement in the London 2012 Olympic Games & Paralympic Games with sporting activities, a key barrier amongst those less engaged with sport is this perception. On further discussion of the options, however, a lack of interest in cultural activities becomes an issue for those more engaged with sport.

I’m on the football, hockey and basketball teams. I don’t really have time for other stuff
Year 8, Leicester, Suburban

Here again, confidence levels are significant in terms of defining emotional barriers.

• Those with the lowest levels of confidence are most likely to be deterred from involvement by personal doubts about their ability to do particular tasks. Given their
focus on the peer group, these young people could also experience peer group rejection of an activity as a barrier.

- Those with medium levels of confidence are most likely to be deterred from involvement in an activity by a perception that they will be taken too far out of their comfort zone.

- Those with the highest levels of confidence are most likely to be put off from involvement by a perception that specific activities are not relevant for them.

These emotional barriers are the flipside of the emotional triggers already discussed and, as such, do not work in the same cumulative way as the triggers.

### Emotional barriers

<table>
<thead>
<tr>
<th>Confidence levels</th>
<th>Engagement with sport</th>
<th>Fear at being taken out of comfort zone</th>
<th>Lack of self-belief/self-confidence</th>
<th>Peer group rejection of involvement</th>
<th>Lack of interest in sporting activities</th>
<th>Lack of interest in cultural activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>High</td>
<td>High</td>
<td>High</td>
<td>High</td>
<td>High</td>
<td>High</td>
<td>High</td>
</tr>
</tbody>
</table>

Source: Ipsos MORI

3.5 Hopes for the London 2012 Olympic Games & Paralympic Games legacy

It should be noted that asking young people to talk about the legacy for the London 2012 Olympic Games & Paralympic Games was difficult. The challenges for young people lie around the fact that the question is relatively abstract and future-focused, which can be perceived as very distant by young people. As might be expected, the youngest primary school pupils (Years 1-4) found questions on this topic most problematic to answer. The youngest groups find it hardest to imagine what their lives will be like in five years time as they are currently unable to think beyond their immediate family and routine. The comments below illustrate that while they foresee physical changes they are yet to understand the emotional changes that will occur.
The London 2012 Olympic Games and Paralympic Games – Children and Young People’s Perceptions and Involvement

I’ll be stronger and bigger in five years

Year 1, Northumberland, Rural

In five years I don’t think much will change in my life. I’ll grow taller hopefully

Year 2, Leicester, Suburban

I’ll become taller, maybe I’ll be thin

Year 3, London, Inner city

In the same vein, the findings from the Young People’s Omnibus show that 23% of young people do not know what the legacy will be, with younger respondents particularly likely to say this (55% of 5-6 years olds compared to 7% of 17-19 year olds, for example), as are respondents in social classes C2DE (27% versus 20% of ABC1s).

When young people do articulate their views, however, they are overwhelmingly positive. Again, this is backed up by the Young People’s Omnibus results, where for any one negative statement, no more than 3% of young people mention it. For example, only three per cent say they think that the country will be poorer and in debt after the London 2012 Olympic Games and Paralympic Games.

Legacy

Q When the London 2012 Games are over, what do you think will have changed because of them, if anything? (Please give up to three responses)

<table>
<thead>
<tr>
<th>Top mentions</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>More people from abroad will want to visit (parts of) Britain</td>
<td>19%</td>
</tr>
<tr>
<td>This country will be a lot better at sport</td>
<td>11%</td>
</tr>
<tr>
<td>There will be better sports facilities in London</td>
<td>10%</td>
</tr>
<tr>
<td>We will have won lots of medals</td>
<td>10%</td>
</tr>
<tr>
<td>More people who live in this country will be proud to be British</td>
<td>9%</td>
</tr>
<tr>
<td>More people will want to lead a fitter/healthier lifestyle</td>
<td>8%</td>
</tr>
<tr>
<td>People will have a good memory to look back on</td>
<td>8%</td>
</tr>
<tr>
<td>There will be more opportunities for people to take part in sport</td>
<td>6%</td>
</tr>
<tr>
<td>Parts of London will be much nicer/better places to live and work</td>
<td>6%</td>
</tr>
<tr>
<td>There will be more of a community spirit in the country</td>
<td>6%</td>
</tr>
<tr>
<td>There will be more job opportunities</td>
<td>6%</td>
</tr>
</tbody>
</table>

Base: All young people aged 5-19 in England (866); 19-26 July 2007; Ipsos MORI for DCSF

Expectations and hopes for the legacy exist on a number of levels:

4 Very small base sizes, caution advised when interpreting the results.
The London 2012 Olympic Games and Paralympic Games – Children and Young People’s Perceptions and Involvement

Hopes for Britain

The most common spontaneous response is that the excitement generated by the London 2012 Olympic Games & Paralympic Games will encourage more tourists to visit the UK: 19% of young people surveyed say this, though it is a view held more strongly by boys (22%) than girls (16%) and which also increases with age, rising from 6% amongst 5-6 year olds to 25% amongst 17-19 year olds.\footnote{Very small base sizes, caution advised when interpreting the results.}

Underlying many of the other responses is the feeling that the London 2012 Olympic Games & Paralympic Games could provide an opportunity for young people and, indeed, everyone to become more aware and proud of the achievements of their country.

If we do really well then everyone will be proud of our country

Year 3, Essex, C2DE school

Everyone will be watching what our country does

Year 4, Manchester, Inner city

Improved performance in sport

Specifically, given the focus on the Olympic Games & Paralympic Games as a sporting event, it is hoped that the London 2012 Olympic Games & Paralympic Games will provide a stimulus for this country to improve its sporting performance overall and, within this, to excel at the Games themselves and inspire national pride. In the Young People’s Omnibus, 11% say that after the London 2012 Olympic Games and Paralympic Games the country will be a lot better in sport, although this view is stronger among those in the North (16%). Furthermore, one in ten young people think that we will have won a lot of medals.

Within this, it is also expected that British people will be inspired to participate more fully in sport and take action to improve the healthiness of their lifestyles. It is assumed that the facilities left by the London 2012 Olympic Games & Paralympic Games will feed into this by providing better access and more opportunities for being active. In the Young People’s Omnibus, one in ten young people say that after the London 2012 Olympic Games and Paralympic Games there will be better sports facilities in London (10%).

Changing young people’s perceptions

Beyond this, young people within the sample who are older (older secondary school pupils and 16-19 year olds), and from higher SEG families, are also very much focused on the stereotypical image projected of themselves and the country, which they describe as being yobbish and drunken. They therefore feel that the London 2012 Olympic Games & Paralympic Games offer a genuine opportunity to improve perceptions and make young people prouder, both of themselves and their country.
The London 2012 Olympic Games and Paralympic Games – Children and Young People’s Perceptions and Involvement

You always hear negative news about kids stabbing people or being drunk and yobs. That gives us a bad name. Maybe for the Olympics we can do some stuff and show all of them that we aren’t good for nothing

16-17 yrs, Leicester, Urban

Young people, for example, talk about wanting to be proud of the Games themselves, so that the London 2012 Olympic Games & Paralympic Games become elevated over time into a historic event in which young people are proud to have participated. Discussion around this implied that young people wanted the event to become very much part of the national consciousness, for example, like the Silver Jubilee was for their parents’ generation.

This finding is supported by data from the Young People’s Omnibus, where nine per cent of young people spontaneously mention that after the London 2012 Olympic Games and Paralympic Games, more people in the country will be proud to be British.

Bringing cultures together

Some young people believe that the London 2012 Olympic Games & Paralympic Games will provide an opportunity for different nations and cultures to reach out to each other, within communities nationally, as well as at an international level. Young people hope that this will have the lasting effect of improving understanding and relations between different communities.

Lots of people from different countries will be there. We can show them how much we understand their culture and learn new things

Year 8, London, Inner city

Economic opportunities

Finally, some young people also raise the issue of the expected social and economic benefits of the London 2012 Olympic Games & Paralympic Games. Young people believe the event will offer many job opportunities nationally and that London in particular will benefit from the event: that the job opportunities and regeneration work will make it a better place to live and work.
4. Young people’s responses to the activity suite

This chapter begins with an overview of young people’s responses to the “activity suite” – a collection of suggested activities providing potential scope and opportunities for stakeholder engagement and involvement in the run-up to the London 2012 Olympic Games & Paralympic Games – followed by a detailed look at reactions to specific activities.

4.1 Overview

Within the research we showed young people the “activity suite” – a collection of suggested activities providing potential scope and opportunities for stakeholder engagement and involvement in the run-up to the London 2012 Olympic Games & Paralympic Games. As part of the exercise, we asked young people to pick out their favourite activities and to talk about how these should be delivered and communicated to have most appeal and overall relevance to them.

A full list of the activities may be found in Appendix D.

From this exercise, it is clear that the vast majority of young people feel that, if this range of activities were to be rolled out, there would be at least one that would engage them in the London 2012 Olympic Games and Paralympic Games.

There’s something for everyone!
Year 8, Bath, Rural/suburban

This is supported by evidence from the Young People’s Omnibus survey, which shows that only 3% of both 5-10 year olds and 11-19 year olds feel that none of the options shown to them is of interest.

The Omnibus figures also raise another key issue: 18% of 5-10 year olds report not knowing whether they would enjoy any of the activities presented to them. Although the figure is lower amongst 11-19 year olds (4% - perhaps because these young people are more able to make judgements around what the activities would be likely to comprise), this makes an important point in relation to the qualitative research: the more young people think about and talk through activities, the more positive they become about them. This has implications for how the activity suite is communicated to young people: young people will not necessarily be able to guess the content or value of the activities without these being spelled out to them.

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6 This was because the discussion brought the activities to life and helped them to understand how they would be executed to a much greater degree than was able to be done via the quantitative research, which used showcards.
Given that young people perceive the Olympic Games & Paralympic Games to be sport-focused, they expect sporting activities to form the basis of involvement opportunities. As an extension of this, since the legacy is also imagined to be concerned with stimulating interest in sport and an active lifestyle, so it is expected that activities would largely be working to facilitate this.

_There wouldn’t be anything for me, I don’t think – it’ll be more about getting people into sport_

Year 8, Hull, Inner city

Hence, when exposed to the full range of activities, young people tend to express surprise at the range available and feel that they cater well for a broad cross-section of different interests and abilities.

_I hadn’t expected there to be this much choice!_

Year 10, Worcester, Suburban/rural

4.2 Responses to different activity types

The activities presented to young people fell into specific categories: sport-based activities; health-related initiatives; cultural activities; volunteering; cultural exchange and gaining qualifications. We have grouped the activity types and mapped them along our attitudinal dimensions to show which were most relevant for which young people.

![Response to activity type](image-url)
4.2.1 Sporting activities

The Young People’s Omnibus survey shows that 17% of 5-10 year olds and 14% of 11-19 year olds are interested in sporting activities linked to the London 2012 Olympic Games & Paralympic Games.

Those with higher levels of engagement with sport are naturally drawn to sporting activities. Within this, young people who have lower confidence levels are generally more interested in activities relating to group sports, as they interpret these as being about peer group bonding, whereas those with higher confidence levels focus on activities that allow them to develop and progress in their particular sports.

These young people are hungry for more and better provision of sporting activities, as current provision is sometimes criticised in two key respects. Firstly, for not allowing young people access to sport per se, whether due to a lack of facilities or teacher motivation. Secondly, for not allowing young people to progress sufficiently in a sport, either due to inconsistent access to the sport (i.e. sports only being available part of the year), lack of consistent input from teachers, or lack of opportunities within the school system and local area.

We do athletics but it’s a bit boring – we should be able to do more sports

Year 3, Essex, C2DE school

Some of our teachers aren’t really that bothered and so don’t always turn up to rugby practice

Year 10, Worcester, Suburban/rural

It’s annoying when you want to get better at something, like hockey, but there isn’t the chance because of the people in your class or on your team

Year 10, Worcester, Suburban/rural

For organisers of the 2012 Education Programme, this means providing a variety of sports-based activities and events, that on the one hand provide opportunities for casual play, e.g. “Living for Sport – getting involved in sport with no pressure”, but on the other hand providing activities that are progressive and enable young people with higher levels of confidence to develop their sporting abilities, e.g. residential camps for talented sportspeople.

Additionally, it should be noted that many young people often assume that sporting activities will involve ‘Olympic’ sports. These are generally understood to be track and field events. More familiar sports, such as football, are known by some to be Olympic sports but are often dismissed as inferior due to restrictions on participation versus other competitions. Generally, school provision for track and field events is criticised: schools are perceived as promoting team-based sports and activities as these are logistically easier to organise, require less equipment than athletic events, and can involve a greater number of pupils.
Olympic football isn’t very good because the players are amateur, aren’t they… or maybe they’re under a certain age… the World Cup is much better for football

Year 5, Essex, ABC1 school

Schools do more team sports because it means that more of us can do it! I think it’s harder to do track events

Year 8, Manchester, Inner city

However, young people who are engaged with sport are very interested in exploring a full range of sports, including athletic events. For this group, providing opportunities to try out new sports may be one way to engage them further in the London 2012 Olympic Games and Paralympic Games.

It would be good to learn how to do and play more

Year 10, Worcester, Suburban/rural

All of these factors combine to cause young people to worry about how and whether sporting activities will be successfully delivered. As a result, young people often say they want current sporting provision in school and their local area to be improved and built upon (including in relation to currently familiar sports, for example, football and netball) before the concept of newer activities is introduced.

I think it’s a waste of money to do new things… they might as well make what we’ve got better first

Year 9, Manchester, Inner city

The issue of gender emerges again in this context. While the youngest primary school pupils do not question segregation, older young people are more interested in sports provision becoming more equal. This is especially the case for girls with developed skills who do not feel they are being fully tested within current sports provision in their context. Generally, young people of both sexes, but particularly girls, feel that any segregation should be on the basis of ability, not gender. From the suite of activities then, those that facilitate the development of sporting talent such as the residential sports camps and the Olympic Youth Camp need to consider how the involvement of boys and girls (and of different ages) will be managed so as to harness the desire for equality amongst older young people.

There are times when I think it would be better if the boys and girls were together because it would challenge us much more

Year 10, Worcester, Suburban/rural

These young people are also interested in sport taking a bigger part in the curriculum generally. Many spontaneously suggest sports nutrition, sports theory and sports history becoming a much larger part of their lessons than is currently
The London 2012 Olympic Games and Paralympic Games – Children and Young People’s Perceptions and Involvement

the case. Even young people not engaged with sport may be interested in this as an idea, as it offers them a new way to engage with sport.

It would be good to know more about what to eat and how to improve how you play

Year 7, Manchester, Inner city

I’m not really into sport but I can see that it could be interesting to find out more about the history of certain sports, how we came to play them the way we do

Year 10, Worcester, Suburban/rural

Young people consistently express the wish to be involved in Olympic activities in a way that is directly comparable with adult involvement. Hence, young people want to hear more about any Youth Olympic events.

It seems like disabled people can do the Olympics, so why can’t young people?!

Year 8, Manchester, Inner city

4.2.2 Healthy living

Across the sample, young people are very aware of the importance of a healthy lifestyle. All are aware of the debate on child obesity and the need to eat healthily and exercise. As already mentioned, encouraging healthy living is also presumed to be key to the legacy of the London 2012 Olympic Games & Paralympic Games.

We’re always hearing about how young people are obese

Year 8, Worcester, Suburban/rural

Therefore, young people are very open to healthy living initiatives. They assume that these will be implemented across the curriculum, for example, within sports lessons, PSE, science and food technology, as well as across the wider community, e.g. in canteens in the workplace.

They should tell us about balanced diets in cooking… and they could tell us how to eat properly to play football best maybe

Year 7, Manchester, Inner city

I suppose healthy canteens at work could be a good way to go

16 -19 years, Manchester, Inner city

However, within this, there is some variation as to how young people engage with this area. Secondary school pupils and 16-19 year olds tend to be much more cynical about it than primary school pupils. Much of this relates to the
older groups’ relative independence and control over their lifestyle as compared with younger children; as a result they are more aware of the difficulty of putting ‘healthy living’ into practice.

On the one hand, there are healthier menus at school but people still get sweets from the corner shop

Year 10, Worcester, Suburban/rural

Within this, those with lower levels of confidence can find it hard to imagine how healthy eating initiatives via the Olympic and Paralympic message will affect them. Meanwhile, those with higher confidence levels may reject this area on the basis that they do not want to feel coerced in any area of their lives.

People just tell you what to do the whole time… if you’re being forced to do something then you might not do it

Year 8, Worcester, Suburban/rural

I don’t think it’s going to make much difference, I’m not sure it’d change anything

Year 9, Manchester, Inner city

This has implications for how activities and events linked to healthy lifestyles may be communicated and careful consideration will need to be given to this. Marketing messages will need to be differentiated by age group. Involving older young people in this process may help to offset some of their cynicism and give them a sense of ownership of the issue.

4.2.3 Cultural activities

As might be expected, those least engaged with sport are most likely to be interested in cultural activities. Specifically, young people engaged with sport often find it very difficult to understand how cultural activities are linked to the Olympic Games, even after much close discussion.

I can’t see the relevance – what is the point of putting on things like a carnival when the Olympics is about sport? … It shouldn’t go too far away from the main point

Year 9, Worcester, Suburban/rural

Those with higher confidence levels tend to be interested in more niche/‘elite’/self-confessedly ‘high culture’ activities, whereas those with lower confidence levels are more interested in activities that they perceive as relevant for everyone.

The Shakespeare competition would be fun

Year 8, Worcester, Suburban/rural

The music festival sounds much more open to everyone…

Year 10, London, Inner city
Within the Young People’s Omnibus survey, carnivals and celebrations emerge as popular (26% of 5-10 year olds and 29% of 11-19 year olds express a preference for these types of activities). Cultural events are much less popular, with events like a film and theatre festival picked out by only 7% of 5-10 year olds and 8% of 11-19 year olds. However, it is important to note that as seen in the qualitative research once young people are given more details of the activity and its link to the Olympic Games & Paralympic Games they are more enthusiastic.

Notably, this activity stream is one that young people find difficult to imagine as providing a lasting part of the legacy. It is assumed that this element of the activity suite will be based around celebrations happening at the time of the London 2012 Olympic Games & Paralympic Games. Young people find it difficult to imagine that this will have as lasting an impact as other kinds of activities.

*What will this leave behind – won’t it just be about people having fun or to promote the Games?*

Year 10, Worcester, Suburban/rural

Additionally, some of the cultural activities are interpreted as relatively passive, i.e. they are something that young people will turn up to and experience in passing rather than actively shaping their content. Hence, to have lasting value, these cultural activities will need to ensure that young people are involved/participate in these events to as great a degree as possible, to guarantee active engagement. For activity planners, this may mean broadening the scope of young people’s involvement by allowing young people to take part in both the organisation of the delivery as well as the event itself.

*I like the idea of going to a music festival… but I don’t know how it would get me more involved in the Olympics*

16-19 years, Manchester, Urban

A final role for the cultural activities that emerges is one of establishing a sense of what Britain is and what that means for young people, within the context of exploring and celebrating national identity. Embedding this as a theme of the cultural activities may be one way of achieving this.

*I don’t know how a British Olympics would be different from others… though lots of people might have more ideas*

Year 8, Bath, Rural/suburban

4.2.4 Volunteering

Generally, young people are not open to the idea of volunteering for its own sake. For example, only 6% of 5-10 year olds and 11% of 11-19 year olds spontaneously mention being interested in volunteering in response to the Young

7 The activity was presented to young people aged 11-19 as: Cultural events, like a film, video or theatre festival, or a Shakespeare festival.
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People’s Omnibus survey, reflecting the attitudes of their peers who took part in the qualitative research.

No, I wouldn’t volunteer – not unless I got paid!
Year 10, London, Inner city

Having said this, when a range of volunteering opportunities are discussed with young people, finding out that opportunities exist relating to their particular interests can have a very positive impact on perceptions of volunteering. This implies that a lack of knowledge and understanding of what volunteering entails is currently acting as a deterrent to young people. Communicating the broad range of volunteering opportunities available is likely to overturn this initial anti-volunteering attitude.

I’d like to go to a primary school and teach them how to play football
Year 7, Manchester, Inner city

However, those most interested in volunteering tend to be young people who have higher levels of confidence and hence believe that they have the ability to perform these activities. Other young people often feel that they will need a great deal of support to perform them.

If you were going to do volunteering, you’d have to have someone giving you a bit of advice, especially if you’d never done anything like that before
Year 10, Worcester, Suburban/rural

It might be good to get involved and if it’s in summer and you’re a student and you’re bored, you might as well get involved with our local or national community – you could get something out of it
16-19 years, Manchester, Inner city

Being clear about the role and expectations of volunteers will be important in ensuring that a variety of young people (i.e. with variable levels of self-confidence) feel able to volunteer. Support mechanisms, such as providing information packs or opportunities for young people to shadow people who already volunteer, may be required.

4.2.5 Cultural exchange

Primary school pupils are most open to developing international links. They tend to perceive cultural exchange as an opportunity to meet new people who are different from themselves.

It’s good to meet people who aren’t the same as you
Year 3, Essex, ABC1 school
It’s interesting meeting people from different countries because they tell you so much about their country and it’s sometimes very different… it’s funny to hear what food they eat.

Year 6, Worcester, Suburban/rural

However, secondary school pupils and 16-19 year olds often fail to perceive that this has any relevance to them.

No, we learn about other countries and cultures anyway

Year 10, Worcester, Suburban/rural

4.2.6 Gaining skills and qualifications

Unsurprisingly, those most focused on skills and qualifications are young people with the highest levels of confidence: they are most likely to believe they will be able to attain skills and qualifications.

Hence, 16-19 year olds from higher socio-economic backgrounds are most focused on these types of activity. Secondary school pupils are less likely to be thinking about qualifications other than GCSEs for themselves at the moment. Primary school pupils talk about being used to being rewarded and recognised for their achievements and so are relatively open to the idea of certificates and awards, but are not focused on gaining formal skills and qualifications at this stage.

Certificates and qualifications are good because they show what you have done

Year 6, Bath, Rural/suburban

Diplomas and qualifications are really good… they might help you take your career one step further in the future… but not so much now

Year 7, London, Inner city

If there’s a reward and an incentive, then people will do it… ‘new qualifications’ has an educational slant to it, not an activity

16-19 years, Manchester, Inner city

A key concern expressed by those most interested in this area is around the belief that qualifications will be developed for the London 2012 Olympic Games & Paralympic Games that have no currency beyond 2012. Young people worry that this may serve to confuse employers or those they might be trying to impress with their CVs.
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There’s a danger that it’s another qualification, set up just for 2012: would it be of any value afterwards?
16-19 years, Leicester, Suburban

You don’t want qualifications just for 2012 because they won’t have any long-term use
16-19 years, Essex, Urban

In addition, there are worries that the development of new qualifications could lead to duplication, leading again to confusion.

There are lots of coaching qualifications already – would they be the same as those or different? You could get confused
Year 7, Manchester, Inner city

Ideally, then, young people want skills and qualifications to relate to current structures already in place, so as to reassure them of their relevance, where appropriate building on and optimising provision. Therefore, it may be wise to develop either appropriate content to slot into existing qualifications (i.e. a more extensive module on the Olympic Games and Paralympic Games in GCSE and A-Level PE) as well as to push relevant qualifications that develop skills required to support the organisation and delivery of the London 2012 Games, i.e. event management, construction, tourism, sports coaching and so on.

You’d want to know that employers thought something of them – perhaps they should slot into what’s already around
Year 10, Bath, Rural/suburban

Specifically, some 16-19 year olds are interested in the idea of using the London 2012 Olympic Games & Paralympic Games to help their career aspirations. Within the Young People’s Omnibus survey, 5% of 11-19 year olds mention the opportunity to develop work-related skills and gain qualifications as something they might get out from joining in with or being involved in the London 2012 Olympic Games & Paralympic Games.

There is interest in using opportunities as placements for them to gain experience of industries they are interested in joining. This is most popular for career paths that are currently perceived to be difficult to enter, for example, the creative professions.

It would be good to be able do work placements that might help you get a job later on
16-19 years, Manchester, Inner city
4.3 Responses to specific activities

Activity relevance

The figures below plot the segmentation of activities as perceived by young people and, in turn, the overall relevance of activities to different young people based on their levels of confidence and engagement with sport.
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A discussion of each activity follows, focusing on who it is relevant for and how it should be executed for best effect to engage and appeal to as many young people as possible.

At the end of the section can be found detailed results from the Young People’s Omnibus survey regarding the extent to which young people express an interest in different events. It should be noted that, due to time and format restrictions, not all activities were shown to young people via the survey. Additionally, those under 10 years old were shown a shorter list young people age 11+. Hence the qualitative and quantitative findings are not directly comparable, but we have highlighted interesting quantitative findings where appropriate for individual events.

4.3.1 Ceremonies

Involvement in ceremonies is interpreted as a niche activity: young people recognise that not all of them would be able to be represented. They are favoured by young people with medium levels of confidence, who are interested in the idea of a novel experience. Primary school pupils and younger secondary school pupils are often more positive than older secondary school pupils and 16-19 year olds.

\[
\text{Being in it would be good – you'd be dancing, cheering, going crazy!}
\]

Year 4, Essex, ABC1 school

However, it does provide the opportunity for engaging young people who are less engaged with the Olympic Games & Paralympic Games and more cynical about the likelihood of their being chosen to be involved. In this way, it may offer ‘engagement leverage’ for some young people, especially the hardest to reach.

\[
\text{There’s no chance that we’d be picked for something like this… it might be scary… but if we were, it’d be pretty good}
\]

Year 4, Leicester, Suburban

Prior awareness of the range of ceremonies varied across the research. However, once explained, young people regard these as traditional and prestigious elements of the Olympic Games. Moreover, young people are open to being involved in them, seeing them as a way of symbolising youth engagement. In addition, with the Olympic torch travelling around the country to end up in London, young people feel there is an opportunity to demonstrate national inclusiveness.

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8 Olympic and Paralympic Medal Ceremonies, Torch Relay Ceremonies, Opening and Closing Ceremonies and Team Welcome Ceremonies.
The London 2012 Olympic Games and Paralympic Games – Children and Young People's Perceptions and Involvement

If you saw that there were young people in the opening ceremony, it would show that young people were really being involved

Year 6, London, Inner city

If the torch went all around the country it would prove that everyone could have the chance to be involved

Year 6, Bath, Rural/suburban

Young people are concerned that the selection of representatives should be as fair as possible.

Everyone should have a chance to go, it shouldn’t be that only people who are good at school can go

Year 7, Worcester, Suburban/rural

4.3.2 Sport at after-school clubs

As well as being relevant to those already sport-engaged, this presents an opportunity to help young people with the lowest levels of confidence to develop their self-esteem and sense of engagement, given the prospect of increased provision across a variety of sports and ability levels. It is relevant across a range of confidence levels from low to medium: it is interpreted by those with the lowest levels of confidence to be an opportunity to enjoy an activity with friends; meanwhile, those with medium levels of confidence believe that it can help to develop an initial interest into something greater.

If you went, it might get you more interested in other kinds of sports

Year 5, Essex, ABC1 school

It’s good to have more chances to be with your mates

Year 9, Manchester, Inner city

It could mean you get much better at a sport you’re really into

Year 10, Worcester, Suburban/rural

Young people talk about already having at least some access to after school clubs. However, as mentioned earlier, this is sometimes criticised. In this context, young people can see the relevance of helping to improve current provision (which they see as helping to stimulate interest in sport and hence the London 2012 Olympic Games & Paralympic Games).

Suggestions for doing this include:
The London 2012 Olympic Games and Paralympic Games – Children and Young People's Perceptions and Involvement

• making more facilities available and accessible from their school (whether literally on site or via school-supported access to community facilities);
• providing access to a greater range of sports, including Olympic sports;
• improving the quality of training/coaching available;
• increasing the amount of time they are able to access these opportunities;
• maintaining consistency of provision;
• providing opportunities across a range of levels of confidence; and
• helping teachers/schools to link up with other facilities/provision within the local area.

Young people welcome any additional help from intermediaries outside of their current range of experience (supplementing current teacher input), especially in relation to coaching and training.

_It would be good to have someone come to coach you after school_

Year 5, London, Inner city

It is hoped that activity to improve provision in this area will start as soon as possible in order to stimulate interest in the London 2012 Olympic Games & Paralympic Games.

_If they want to get people good at sport in time for the Olympics, they'll have to start now_

Year 8, Bath, Rural/suburban

Creating opportunities for local coaches to deliver sport at after-school clubs is likely to widen both the range of sports that young people can participate in and the level at which they can perform.

4.3.3 Encouraging competitive sport in schools and sports co-ordinators

This activity is seen as crucial to fully engaging young people with sport and developing their skills to take them from lower to higher levels of confidence. It is especially relevant to young people who experience poor sports provision at the moment and who feel frustrated that their schools are providing them with insufficient opportunity to develop their talents.
It would help if we had someone who was really into sport who came to make sure it was happening properly and to help the people who wanted to be good at their sport.

Year 10, Worcester, Suburban/rural

In these cases, young people hope that some kind of support will be on offer in relation to sports delivery, ideally in the form of intermediaries who come into schools and offer practical help, like training sessions, spelling out the opportunities available in the local area and motivating young people to try them out. This is relevant both for schools and colleges.

It would be good if it was someone from outside because they might make you pay more attention than if it was just someone from school – they might also know more about what we could do or have more skills.

Year 7, London, Inner city

Ideally young people want these to be sports professionals or at least people who are completely focused on sports delivery, as some young people can recall poor experiences of amateur and/or part-time coaches. Young people are very interested in the idea of Olympians coming into schools to promote competitive sport, as they are seen to be such inspiring individuals.

It can’t just be anyone off the streets… it’d be better if it was someone famous or with experience, to get people interested… if you saw a famous person you’d be interested straight away.

Year 7, Leicester, Suburban

Young people want this kind of activity to be put into place as soon as possible, so that the benefits will be reaped at the time of the London 2012 Olympic Games & Paralympic Games.

However, young people in schools with good sports facilities and enthusiastic PE teachers at present believe that this kind of provision would represent a waste of resources for them. Therefore, while equality of provision is important, any funding to support the posting of school sport co-ordinators should targeted in the first instance in areas where schools are less well resourced and under-performing in terms of sports provision.

We’ve got that already so it wouldn’t really be a good way to spend money for us.

Year 10, Bath, Rural/suburban

4.3.4 National UK School Games

Young people consistently talk about wanting the opportunity to compete in the same way as adults at the London 2012 Olympic Games & Paralympic Games.
Children and Young People's Perceptions and Involvement

In this context, this activity is consistently re-interpreted by young people as having the potential to become a young people's Olympic Games. Young people want the National UK School Games to represent the pinnacle of youth sporting achievement, to which all competitive school sport leads.

I think that they should get more young people involved in the Olympics... have competitions aimed at younger people instead of 30 year olds

Year 8, Hull, Inner city

It is not just sport-engaged young people, with medium levels of confidence or above who are interested in participating (although they are the most interested): even young people who – ordinarily – would not feel confident enough to participate are interested in spectating or getting involved in the spirit of competition they imagine this activity would generate in their schools.

Even the people who weren't competing could go and watch if they wanted to

Year 6, Bath, Rural/suburban

It's good to have healthy competition... everyone in school would really get into it

Year 8, Hull, Inner city

Young people imagine that this type of activity will give them a goal to focus on to help develop and hone their sporting skills and potentially could be a way of uncovering previously undiscovered talents. Indeed, many mention that they would like to think that talent scouts would attend events of this nature, in order to identify raw talent: for young people, this in itself adds to the drama, excitement and prestige of the activity, if not being specifically relevant to them.

If you knew that talent scouts were going to be there, it would make it more important to do well... you could get discovered

Year 7, Manchester, Inner city

There should be scouts there ready to pick out the stars of the future

16-19 years, Manchester, Inner city

Young people assume that schools will choose their competitors via sports days, who will go on to regional competitions, in turn sending the winners to national finals. It is also assumed that these events will be as inclusive as possible, bringing together special as well as mainstream school pupils, as appropriate.

Some young people have already heard of the National UK School Games but do not necessarily know how to get involved. For the activity to have as much potential as possible, therefore, young people want to believe that the Games
represents all British schools; this means the content of the Games and how to get involved in them needs to be communicated to as many schools as possible.

*It would have to be regional heats and then national finals*

Year 6, Bath, Rural/suburban

*If it’s going to be proper then it needs to make sure that all schools are involved*

Year 8, Manchester, Inner city

*I’ve heard of that – but I don’t think our school is involved… I don’t know how you would get involved*

Year 10, Worcester, Suburban/rural

### 4.3.5 Olympic Youth Camp

This was one of the most appealing sporting ideas across the board. Young people see this as similar to the after-school sport clubs as an activity, imagining that a camp will be a relaxed – but out of school – environment in which to try out new sports.

*It will be fun, all your friends would be around you, and you’d be healthy and fit*

Year 8, London, Inner city

A youth camp appeals to those who are already very engaged with sport – indeed, some of the young people have prior experience of these types of activities through football camps or Guide or Scout camps. However, it is also of interest to those who are less engaged with sport, because of the novelty value.

*It’s good, you would be bored staying at home if there was a camp on – it would be better to be with our friends than at home*

Year 6, London, Inner city

It is also particularly appealing to those with low levels of confidence, simply because for them it represents an enjoyable event. These young people recognise that they might discover something they enjoy and then want to take to the next level.

*It’s good, it would give aspirations for young people to be involved in 2012*

Year 8, Hull, Inner city

Young people imagine that the camps will operate regionally, either as term-time school trip and/or school holiday destinations, during which they will have an opportunity to try out a range of sports, including Olympic sports. They expect that they will travel to the camps with other pupils from their school, but that the
emphasis will be on bringing together young people from a variety of backgrounds, of different ages and with different abilities and skills, i.e. open to as many young people as possible. Young people want the focus to be on fun, enjoyment and meeting new people, but recognise that the camps will also work as a means of developing young people’s interests and abilities in relation to particular sports. As such, they think it will be sensible to get the camps underway as soon as possible, particularly if the intention is to stimulate long-term interest in London 2012.

A summer camp would be great – a week where you could do swimming… hockey, skating, running

Year 7, London, Inner city

People from all over the country would be there – you’d be able to meet new people… you might even find something that you really like or are good at

Year 8, Bath, Rural/suburban

If they’re going to get people interested in all of these sports, it needs to happen now, so we can go to the camps and work out what we’re good at

Year 8, Worcester, Suburban/rural
The youngest pupils express some concern about staying away from home overnight so would prefer a ‘day trip’ arrangement. However, older pupils, appreciate the greater independence of a residential approach.

I wouldn’t like to stay away from home, I’d miss my family… but we could go there for a day, couldn’t we?

Year 4, Bath, Rural/suburban
The London 2012 Olympic Games and Paralympic Games – Children and Young People’s Perceptions and Involvement

It would be fun, doing sport in the day and hanging around with your friends in the evening

Year 8, London, Inner city

Young people are also concerned that this activity does not incur too high a cost, thereby excluding some of their peers.

What if it cost too much? – some people wouldn’t be able to go then

Year 6, London, Inner city

In order to make this type of activity as inclusive as possible, it may be necessary to organise several types of Olympic Youth Camps – those that are for talented sportspeople and those that are more about trying out different Olympic sports. Also, organising the camps as a mix of day and overnight events may also be necessary if they are to appeal to a wide variety of young people from a broad range of social backgrounds

4.3.6 Residential camps for talented sportspeople

In the context of discussion around the Olympic youth camp, residential camps for talented sportspeople are understood to be complementary to this. Young people expect that the youth camps would be used to ‘spot’ talented youngsters, who could then be directed to a more focused camp.

These could lead on from the more general camps, so that people who are really good at sports can go and train harder

Year 10, Bath, Rural/suburban

Beyond this, it is also assumed that talented sportspeople will be identified through schools and sports intermediaries, and that the camps will constitute regional or national opportunities for young people to be trained by sports professionals.

Coaches or teachers could send their best students on camps like this…so they could get the best coaching

Year 7, London, Inner city

Here again, it is hoped that these camps will be set up as soon as possible to maximise young people’s chances of developing their talents and winning competitions.

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9 The Olympic Charter recommends that an Organising Committee hold an Olympic Youth Camp during the Olympic Games. The aim of the Olympic Youth Camp is to embrace Olympism and the marriage of sport, culture and education by offering a unique experience for two participants from each competing nation to celebrate international culture and to reach out to other young people across the world, whilst supporting their own personal development. No official definition of the Olympic Youth Camp was given during the interviews.
4.3.7 University of Excellence for elite athletes and research into improving sports performance

As with the previous activity, young people are able to perceive the value of these activities. However, only the very focused and engaged believe them to be relevant to them personally. This can mean that when exposed to ideas such as these, young people reject them on the basis that they are not relevant for most young people and are a waste of resources. As a result, the communication of these types of activities needs to be dealt with carefully.

I think it all sounds like a waste of money… why spend so much on all of these things that no one’s going to be interested in?

Year 10, London, Inner city

Some young people are aware that specialist units exist, such as those at Loughborough and Bath universities. They tend to feel that the resources involved should be tapped to feed into existing structures, by channelling the enthusiasm, motivation and expertise of these organisations into schools and local networks. Other young people talk about introducing more specific learning into the school curriculum, for example, in PE or science lessons.

It would be good if Bath Uni could come into schools to talk about what they’ve learned and let us know how we can benefit

Year 10, Bath, Rural/suburban

Definitely if they’ve developed a sport they should be telling us how we can improve our performance – that could be done through schools

16-19 years, Manchester, Inner city

4.3.8 Teaching sport in a foreign language

Some primary school pupils are open to this idea; generally, though, the concept is highlighted as problematic by young people.

Many perceive learning languages to be difficult and imagine that using them in relation to other lessons at school will only complicate things further. Many also think that it will be difficult to put into practice, in terms of both their own comprehension of foreign languages (which is not always strong), as well that of their PE teachers’ abilities. Additionally, those engaged with sport worry that their PE lessons will become diluted, potentially reinforcing and amplifying current criticisms of school sporting provision.

That makes it sound really hard – I’m not sure that our PE teachers would be able to cope either!

Year 10, Worcester, Suburban/rural
I don't think it would be fair because it would just mean that the focus of the lesson would be taken away from sport even more than it is at the moment

Year 10, Worcester, Suburban/rural

Therefore, this activity is most relevant for primary school children who are beginning to learn a language, and may well be best targeted at these schools in the first instance.

I think it sounds fun – if the teacher said the word in the language and then told us what it means, it would be good

Year 3, Manchester, Inner city

Only in the context of improving the experience of (compulsory) language learning can secondary school pupils see the benefits of this.

All of these young people were open, therefore, to the idea of bringing themes relating to the Olympic Games & Paralympic Games into the language curriculum, as they believe this can be a fun, interactive way of combining sport and language learning. For example, young people suggest that students could watch footage of a football match and do the commentary in a foreign language or translate it into English. Interviews with foreign Olympians are also popular in this context.

It would be better to use sport to make languages more interesting – like if there was an interview with a French athlete and he was talking about his life, his goals and his motivation

Year 8, Worcester, Suburban/rural

You could have football commentary in different languages and you have to translate it or do your own commentary in the language!

Year 9, Leicester, Suburban

4.3.9 Books and websites linked to 2012

Although within the feedback from the Young People’s Omnibus survey, only 6% of 5-10 year olds and 9% of 11-19 year olds expressed an interest in learning about the London 2012 Olympic Games & Paralympic Games through books, the internet and programmes on TV\(^\text{10}\), the qualitative feedback is more positive.

Young people do not pick out these proposals as being priorities for them at an overall level but it is interesting that curriculum materials are generally well-received. Partly this relates to the fact that young people do want to know more about the Olympic Games and delivery through the curriculum is seen as an ideal

\(^{10}\) The Young People’s Omnibus question variable was worded as ‘learning about the Olympic and Paralympic Games through books, the internet and programmes on TV’.

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way of doing this since they are at school anyway. More positively, young people also imagine that they will enjoy their lessons more, due to the novelty of the topic in the context of that subject giving it a new perspective.

Those most positive about these materials tend to be those with medium levels of confidence who are open to new experiences. However some young people with low confidence levels find this idea appealing too, recognising that it represents a new way of engaging with learning for them.

We might as well learn about the Olympics because we’re here anyway!
Year 7, Worcester, Suburban/rural

It might make learning a bit more interesting if you’re thinking about the Olympics rather than just the subject
Year 8, London, Inner city

I’d rather learn about sport or the Olympics than what we usually learn about
Year 10, Hull, Inner city

Young people are particularly inspired by the stories of Olympians and it is thought that these could be used across the curriculum, for example, in history, geography or language lessons. Alternatively, young people think that study around the Olympic Games could be delivered as cross-cutting projects, relating to many different areas of the curriculum, including PE, geography, history, languages, RE etc.

There are lots of ways to use the Olympics – geography, to do with cultures, maybe even RE because of different religions, the history of the Games
Year 8, Worcester, Suburban/rural

Websites and interactive elements are generally preferred to books, given the expectation that these will facilitate active participation. Primary school pupils are more open to books than other young people.

A book on the Olympics would be good to have, that talks about lots of different parts of the Olympics
Year 5, Bath, Rural/suburban

If you’re using a website, you often have to do something on it, so it’s more fun and you pay more attention
Year 8, Leicester, Suburban

Young people think that it will be beneficial to weave elements relating to the London 2012 Olympic Games & Paralympic Games into curriculum materials
from here onwards. Some young people also suggest that these materials can be promoted at school events, such as World Book Day.

We had World Book Day last year and so if there was a big Olympic book, that could be one of the books that we looked at.

Year 6, London, Inner city

4.3.10 Webcams

The idea of using webcams to make links with young people in other nations consistently raises concerns around the safety of young people: all the young people we spoke to are highly sensitised to the potential dangers of paedophiles browsing the internet. Hence few believe that this kind of activity will be safe if it is to be done on an individual basis.

You should be careful of the internet because there are paedophiles on there… if you were on a webcam you wouldn’t know who was watching you.

Year 4, Northumberland, Rural

When discussed in terms of the use of webcams to make international links in a classroom context, supported by teachers and as part of the curriculum, the concept has a mixed appeal.

It is generally most appealing to those with medium levels of confidence or above, often those who have had positive experiences of some kind of contact with other schools in the recent past. Often, this meant that primary school pupils were most focused on this option.

At our school we had a Russian exchange and we met Russian people and learned Russian… it’s good to talk to people from other countries.

Year 6, Bath, Rural/suburban

It would be really interesting to talk to people in other countries about what they’re thinking about the Olympics.

Year 8, Hull, Inner city

These young people assume that for the activity to work, it needs to be contextualised as part of a learning plan, for example as part of a project to understand different attitudes to sport or as means of helping to learn a language.

How would you be able to speak to the people if you didn’t understand their language? … it might be OK if you were learning the language at school though.

Year 6, Worcester, Suburban/rural
4.3.11 Helping young people to be healthier

All young people are aware of their health as a prominent issue and believe that this kind of activity is relevant to them. Many talk about initiatives already happening in schools, for example, healthy canteens and fruit tuck shops. However, there is a sense that much more could be done in relation to changing the eating culture amongst school-age children and young people in a way that is more fundamental than just canteen menus.

*Everything’s healthy now: they do salad with the burgers and we’re not allowed to make chocolate cake any more… but people do eat crisps still*

Year 7, Leicester, Suburban

Young people consistently suggest embedding knowledge and understanding around diet and exercise to a much greater extent across the curriculum, wherever relevant. Some young people also think that having a specialist in schools to lead and advise on healthy lifestyle issues, co-ordinating activity within and across schools, colleges and the local community, could symbolise how seriously the issue is being taken, as well as providing much needed hints and tips for young people on how to realise this kind of lifestyle.

*If there was a nutritional expert in school then they could tell you what to eat or something… or they could talk to local shops so that they don’t stock the worst things*

Year 10, Worcester, Suburban/rural

Here again, young people believe there will be a substantial benefit to starting to promote activity on this issue from now. It is hoped that this will be linked up with/embedded in other sport-related activities represented within the activity suite.

*All the healthy eating stuff needs to be linked to sport because you can’t play well if you’ve eaten badly – and the other way round*

Year 7, Manchester, Inner city

4.3.12 Living for Sport (No Pressure)

This kind of activity is most appropriate for young people with the lowest levels of confidence and the lowest engagement with sport. Often, these young people have had bad experiences of sport at school, and they feel that this type of scheme offers them the chance to engage with sport and improve their confidence levels.

*It’s good because you’re not being forced to do something you don’t want to do – it would make sport better*

Year 8, Hull, Inner city

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I always forget my PE kit because I don’t like sport but this might make it a bit more bearable

Year 10, London, Inner city

Those more engaged with sport feel it to be less appropriate for them, as they are often motivated by the competitive nature of sport.

It’s never not competitive!

16-19 years, Manchester, Inner city

Interestingly, some of the research participants had taken up the scheme and showed signs of having become more interested in sport, with improved confidence levels as a result.

Living for Sport – they did that at this school... it was really good, it got me into sport, football... it’s made me want take sport further, maybe even compete at the Olympics!

Year 10, London, Inner city

It is assumed that this kind of scheme will introduce young people to relevant sports skills and gently introduce competitiveness over time. Many of those for whom these schemes are most relevant want them to be based outside of school or, at least, run by intermediaries who are not too closely associated with school.

It would be best if it was run by people who would actually encourage it but not force it... so that you get used to it as you go

Year 8, Hull, Inner city

Again, young people want these kinds of activities to start straightaway, in order to develop feelings of involvement and interest in the London 2012 Olympic Games & Paralympic Games over time.

4.3.13 Study support centres

This activity has limited relevance overall: it is interpreted as a way for those most engaged with sport to engage with the wider curriculum. However, it is interesting that different young people assumed that it would be relevant to them in different ways.

Young people engaged with sport but with low confidence levels are positive about the idea of studying in groups in a subject they are weak at in school, their reward for this being to play or learn how to play a new sport.
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If you could get to play football as a reward for doing your maths, that would be great

Year 8, Leicester, Suburban

Others engaged with sport but with higher confidence levels interpret this activity as being allowed to study other sports-related issues, such as sports nutrition or the history of sport at sports clubs.

You could study sports and the history of sport after your club – or how you should eat to make sure your performance is as good as possible

Year 7, Manchester, Inner city

4.3.14 Pedometers

This activity met with mixed responses: while those for whom the idea is novel (often primary school children) think that the activity could provide them with a good motivation to take more exercise, others are much more cynical about it.

Those primary school children who are most positive feel that pedometers might encourage them to reach/exceed a certain target of steps every day or, otherwise, to compete against friends to see who could do the most steps in one day.

It would be good because you’d try and beat your friends to see who could get the highest score

Year 4, Bath, Rural/suburban

If this is done, these young people feel that pedometers should be distributed through schools and promoted within a clear context of what the desired number of steps is, so that their use is as focused as possible (i.e. target based).

You’d have to know how many steps you should be doing or what your goals was, otherwise you might not be using it properly

Year 6, London, Inner city

It is assumed that pedometers will be used as part of promotional activity to raise awareness of and stimulate interest in fitness and, by extension, sport. It is thought that this could be done now, in order to raise young people’s overall levels of fitness to perhaps encourage them to take up sports, in time for the London 2012 Olympic Games & Paralympic Games. However, some feel that it would be better to distribute them in the direct run-up to the London 2012 Olympic Games & Paralympic Games, when the activity should be more obviously about raising awareness of and excitement about the Games.
People need to get fit now, so we should get them to make us fitter before the Olympics

Year 4, Bath, Rural/suburban

They should be given out to get everyone excited about the Olympics just before it happens, and to make everyone take more exercise at that time

Year 6, Manchester, Inner city

Amongst other young people, however, there is a sense of fatigue around pedometers. For example, while many young people have used or know about pedometers, there is anecdotal evidence of how young people tire of them very easily and how easy it is to manipulate them (apparently shaking them can artificially raise the step count). Therefore, these young people think pedometers would be a waste of money: for them, improving access to sport will be a more successful and sustainable way of improving their health.

We had them last year but we soon found out how to cheat with them: you just shake them or bash them on the floor… no one really exercised more as a result so it would be a waste to give them to everyone

Year 7, Worcester, Suburban/rural

4.3.15 Young Ambassadors

Some young people talk about having done these kinds of activities in the past, for example, going into primary schools to help out, whether in relation to sporting or other activities or clubs. These young people frequently report that an experience of this kind is highly rewarding, saying that they learned a lot and that their levels of confidence have increased significantly as a result.

I used to do sports leaders in my last school… we were trained to be strict with the children if we had to be… they loved it and it was good, to be helping little children and playing with them and making them laugh

Year 7, Manchester, Inner city

Therefore, this activity is very appealing to some young people, especially those already engaged in sport with medium to high levels of confidence. Those who are less confident often feel quite concerned about the idea of having to deal with younger children. However, with support, this activity provides the opportunity to help young people with the lowest levels of confidence to improve their self-esteem.

I wouldn’t know how to get kids to do things – what if they wouldn’t do what you wanted them to?

Year 9, Manchester, Inner city
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I like the idea of feeling that you made someone get off their bottom and do something

16-19 years, Leicester, Suburban

The response from younger primary school pupils (i.e. those who would be likely to be recipients of the scheme) is highly variable, depending on their individual perceptions of older age groups. However, if done well, this type of scheme offers an opportunity to improve children’s perceptions of teenagers, if not their engagement with sport. Some younger children also mention that the scheme could help give older teenagers a sense of purpose and keep them off the streets.

We get people here at school doing work experience and the last boy that came was really good – he was happy and laughing… if it was like that then it would be good

Year 6, London, Inner city

For those most interested in this activity, young people assume that it will include some form of support from others, such as sports professionals or teachers, including guidance on how to talk to or deal with younger children. Also, they hope that the role will include some practical elements too, such as coaching younger children.

You’d need to have someone tell you how to act with kids and some training on how to coach them if you were going to do activities with them

Year 8, Worcester, Suburban/rural

It is expected that the activities will be based in schools, exploiting links with local primary schools, and that access to participation is as wide as possible. Young people see the value in developing this scheme over time in order to improve engagement with sport as the London 2012 Olympic Games & Paralympic Games approach.

4.3.16 Dreams and Teams

Overall, this activity represents another highly appealing prospect for a range of young people. A key perceived benefit is that of empowering young people within their communities.

You’d have a really good experience…you’d realise that you couldn’t do things on your own and that you need to work as a team

Year 7, London, Inner city

That’s good because it teaches new skills, how you can promote sport to people your own age in your area

16-19 years, Manchester, Inner city
As with the Young Ambassadors initiative, young people who were most interested in this activity had medium to high levels of confidence. Those with low levels of confidence were less able to imagine that they would enjoy having a great deal of responsibility in planning the event, at least not without support – this would make all the difference.

*It would be hard, how would you know where to start? … but it might be a good feeling to do it*

Year 8, Manchester, Inner city

Within this, primary school pupils are often very positive about this activity, although it should be noted that they are considering more limited projects than their older peers, for example, planning an event relating to their peer group/school, rather than within the wider local community.

*We could have a sports festival at school, with all of our class and we could organise it*

Year 4, Bath, Rural/suburban

*It could be something that you could do in your local area – you might get known for it then!*

Year 8, Worcester, Suburban/rural

It is worth noting that in regard to this particular activity, young people do not assume that they need to be highly engaged with sport to be interested in it: they interpret the focus as being around local event planning as opposed to their direct participation.

*We could plan it – but we could get everyone else to take part, we wouldn’t have to do it if we didn’t want to*

Year 4, Bath, Rural/suburban

Young people imagine setting up particular events specifically relating to the London 2012 Olympic Games & Paralympic Games, like a local mini-Olympic Games. Hence it is expected that a key benefit of this activity will be to promote interest around the London 2012 Olympic Games & Paralympic Games in the local community.

*It would make everyone around us aware of the Olympics and hopefully would make sure that they join in*

Year 7, Worcester, Suburban/rural

In relation to this event in particular, young people talk about needing support to develop their particular project. They tend to assume that this activity will be extra-curricular, helped by a project/community intermediary, although some young people feel that it could constitute a project they undertook in school time.
4.3.17 University volunteering academies

Here again, this type of activity is very niche, relevant for a small minority of the most confident young people. These tend to be 16-19 year olds thinking about the opportunities that volunteering can provide to them regarding their future career.

These young people want volunteering academies to offer training for volunteering placements directly relating to the London 2012 Olympic Games & Paralympic Games. Young people expect that they will also have access to support and/or mentoring provision throughout the duration of the placement.

\[I \text{ think this is pretty good – if you want to volunteer it will give you a direction and a way to go about it}\]

16-19 years, Manchester, Urban

\[If \text{ you had a placement, even as a volunteer, that’s your CV’ made – you could say: I helped organise part of the 2012 Games}\]

16-19 years, Essex, Urban

These young people hope that a range of opportunities will be available across a variety of careers and often suggest that careers fairs are a good way of communicating the options. They want the academies to be promoted from here onwards, to ensure that young people know what is available, as well as to ensure that the programmes are as established as possible in time for the London 2012 Olympic Games & Paralympic Games.

\[Workshops would be good, like careers workshops, you can go to different ones you’re interested in – with activities and leaflets talking about the different opportunities\]

16-19 years, Manchester, Urban

Here again, though, it should be noted that the niche nature of this type of activity could raise concerns amongst young people about the potential waste of resource in servicing the needs of the few. As a result, the purpose of this activity will require careful communication, either by clarifying the relative relevance of events, or by developing a communication strategy which targets different young people in different ways.

\[How \text{ is that something that is as important as some of the other activities?}\]

Year 10, Worcester, Suburban/rural
Sports volunteering represents one of the most popular volunteering options to emerge within the research. This is mainly due to the very clear and obvious link with the Olympic Games and young people’s difficulty in imagining other types of volunteering. Additionally, as already mentioned, young people mention good experiences of informally volunteering to run sports clubs or teams, especially with younger children. Young people interpret a recognition scheme as a way of formalising and certifying involvement in relevant schemes.

*It does sound like the kind of volunteering that would be good to do*

Year 7, Worcester, Suburban/rural

*It sounds like you would be getting a certificate to reward you for your work*

Year 8, Worcester, Suburban/rural

This was often most obviously relevant to those with the highest levels of confidence (with an eye to their CVs) who were engaged in sport.

*It’s good to have your achievements recognised… someone might be interested in them in the future*

Year 10, Bath, Rural/suburban

However, here again, there may be an opportunity for supporting young people with lower confidence levels: allowing them to rise to the challenge and improve their self-confidence in a staged way.

*It sounds interesting but I’m not sure I’d be able to*

Year 9, Manchester, Inner city

Although young people are generally positive about being recognised for their contributions, there is concern around over-formalising involvement for its own sake, and hence creating a confusing system of awards and certificates. Here again, young people need reassurance on this point, and clear communication about the role, expectations and probable outcomes of being a sports volunteer is needed.

International music programme

This is one of the most widely appealing ideas of all, as music is consistently felt to be an excellent medium for inspiring and bringing people together, of all ages and cultures and regardless of ability. Specifically, it represents one of the best ways of engaging young people no longer based in school.

Generally, this activity is most relevant for older young people: within the Young People’s Omnibus survey, while 39% of 11-19 year olds say they would be interested in joining in music events, like a music festival, only 15% of 5-10 year
olds say the same. From the qualitative research, it emerged that primary school pupils are not deterred by the idea of a music festival, but those who are older have more positive associations and a stronger relationship with music and music festivals.

*People don’t really listen to what’s spoken in lessons, they don’t really take it into their minds – music is the way to get to children*

Year 7, London, Inner city

*It’s a very British thing, music and sport… if you go to one of those festivals, the atmosphere is superb so if it was sponsored by the Olympics it would raise in people’s minds and they might want to get more involved*

16-19 years, Manchester, Urban

*If there are non-sporty people, it will still involve them if a band is playing because they will be encouraged to come down*

16-19 years, Essex, Urban

Young people assume that a music programme will be part of the celebrations in the immediate run-up to the London 2012 Olympic Games & Paralympic Games. Many young people have recently watched the Princess Diana and Live Earth concerts on television and hope that the music programme will constitute a huge, national media event in the same vein. They imagine at least part of the programme as being held in a large arena, perhaps linking together a number of different sites around the country/world.

*It would be good to be like Live Earth, so there are people in different countries, then it becomes something bigger*

Year 10, Worcester, Suburban/rural

In terms of content, young people want the music programme to celebrate all cultures and styles of music, including contemporary pop right through to very culturally-specific styles. It is hoped that contemporary and international music stars will contribute to this activity.

*There should be different areas, with different types of music, so people can go to the area that they like… the music would have to be from everywhere: celebrities, famous musicians… Lemar, Girls Aloud*

Year 7, London, Inner city

Within this, young people do want to feel able to participate as much as possible and many suggest including young people in the planning and/or performance elements of the programme. Young people who like performing are quick to see
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the opportunity for them to perform, whether as part of community- or schools-based activities.

I play the violin and it would be good to be able to play in a performance with other young people or with other musicians

Year 6, London, Inner city

However, this activity is perceived to be one which will be relevant to the whole community: young people want to avoid a schools-only focus and this should be borne in mind when the planning of such events commences.

People don’t always concentrate at school… it’s probably better to have the music stuff in another place

Year 6, London, Inner city

Access is a key issue for this activity, especially among those in the North of England. Often this caused these young people to suggest that the music programme tours the country.

I think it would be good if it went round the country… maybe doing all night gigs… maybe even the ticket sales could raise money for the Olympics or another charity

Year 6, Hull, Inner city

4.3.20 Olympic Carnival

The Carnival was another generally popular idea that was seen as integral to the run-up to the London 2012 Olympic Games & Paralympic Games. All young people talk about loving the idea of carnivals: they are perceived as fun, entertaining and novel. This was particularly the case for those in London who have experience of participating in carnivals in the past, for example, Notting Hill.

I was in a carnival last year – it was really good, I helped to make my costume in the summer holidays… the parade was exciting

Year 6, London, Inner city

Within the Young People’s Omnibus survey, 26% of 5-10 year olds and 29% of 11-19 year olds chose carnivals and celebrations as an activity they would be interested in joining in with. Within the qualitative research, young people become more interested in the idea the more they talk about it.

Young people imagine that a London 2012 Olympic Games & Paralympic Games carnival will include displays from a range of cultures as well as sporting professionals.
It would be like other carnivals – there would be dancers and music from the different countries taking part in the Olympics.

Year 4, Manchester, Inner city

Young people hope that they will have the opportunity to participate, for example, dressing up and being part of the parade, and they assume that community projects could be set up to allow young people to do this.

I like the idea of being part of a carnival – you would feel much more involved then.

Year 10, London, Inner city

Failing this, young people want to be able to engage in activities travelling with the carnival, for example, trying out smaller ‘fun’ versions of Olympic sports.

There could be things like a sponge javelin so you could have a go at throwing, or a penalty shoot-out, maybe even competing against a professional.

Year 5, Manchester, Inner city

There is, however, a concern around limited access to the carnival if it only happens in London: young people consistently suggest that the carnival tours the country to major regional cities in order to increase everyone’s chances of experiencing it.

It should start off by going around the country to make sure no one is left out... it can then travel back to London before the Olympics starts

Year 6, Manchester, Inner city

4.3.21 Live sites

This idea is slightly less popular than that of the carnival because young people expect this activity to be more sports-focused – giving people a taster of the Olympic Games – and so of less overall appeal than a more generic festival.

Lots of ideas emerge around how young people could be involved in this activity, including allowing young people to try out sports and games for themselves. Specifically, young people hope that sports stars will contribute to these events, serving to act as inspirational role models.

There would be more sport than the carnival... there might be skills demonstrations... they could have a person who knows all about the Olympics on the stage answering people’s questions about the Olympics and maybe you could ask them questions... or a sportsperson.
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Year 4, Manchester, Inner city

Here again, young people want these events to travel round the country in the run-up to the London 2012 Olympic Games & Paralympic Games to generate interest. Ideally, if possible, young people also want them to come to schools.

If they came to schools then that would be a really good way
of finding out all about the Olympics

Year 7, Worcester, Suburban/rural

The key message here is about accessibility – both the carnival and live sites are perceived more positively when consideration is given to them occurring locally or at least within each region. Organisers and planners of these types of event need to consider how best to manage, on the one hand, ensuring breadth of provision, and on the other, maintaining excitement around and enthusiasm for the events.

4.3.22 World Cultural Festival

The role of this kind of festival is generally perceived as being to provide a learning opportunity versus what is expected to be the more purely celebratory nature of a carnival. Primary school pupils and younger secondary school pupils are most open to this activity, as they have often experienced these kinds of events before.

The festival would be a market of peace between all the
different races... we've done things like this before and they
are good ways to learn about different peoples

Year 7, London, Inner city

Older secondary school pupils and 16-19 year olds are more sceptical about the value of this kind of event to them: they either perceive it as 'babyish' or cannot imagine any benefits to them or the London 2012 Olympic Games & Paralympic Games.

Isn’t there already stuff where they bring together different
cultures and different food and languages – I don’t see how
it promotes the Olympics... it wouldn’t be very interesting

16-19 years, Manchester, Urban

It is assumed that within this kind of activity, young people will learn more about people from other cultures in terms of their customs, pastimes, what they wear, what they eat etc. Specifically, young people feel that the Olympic Games will serve as an obvious stimulus for finding out about all of the cultures that will be competing.

You should be able to taste different foods, see different
types of jewellery and music
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Year 7, London, Inner city

It would show how the Olympics is a world-wide festival

Year 8, Hull, Inner city

It is assumed that these events will involve actual contact with people from other cultures and that this will happen at a very local level (within individual schools/local areas) or at a regional level (at meetings in the nearest large conurbations). This sometimes triggers concern amongst the young people we spoke to around communicating with people from other cultures. Young people think, therefore, that the best way of ensuring that this type of festival runs smoothly will be to build up to specific activities within the festival via the curriculum, so that young people feel relatively confident and familiar with the cultures they are to encounter.

It would be a chance for people from different countries to meet and find out about each other… it would get people involved and get them to meet each other… there would be music and fun activities

Year 8, Hull, Inner city

Again, this festival is assumed to be an activity that will be most relevant around the time of the London 2012 Olympic Games & Paralympic Games.

4.3.23 World Festival of Youth Culture

Many young people interpret this as the younger sibling of a world cultural festival. They assume that it will focus on the culture of young people across different nationalities to promote and celebrate young people within the London 2012 Olympic Games & Paralympic Games.

It would be about what young people are like and like to do in different countries… people in Africa don’t have a lot of things, so they could try out things they’ve never tried, we could teach them what we do and they could show us how to play their games and speak their language

Year 4, Manchester, Inner city

For primary school pupils, this is unproblematic and they are attracted to the idea of celebrating their culture. They want a festival to be activity-based, to maximise involvement, and involving the things that young people like doing in different countries: for them this includes skating, BMXing, skateboarding, free running, graffiti, young people performing and contemporary music.

You’d expect it to be in Southwark park or somewhere like that – you’d be able to climb a climbing wall, do skating, BMXing… it would be good to have acting there and music – maybe you could sign up to do and do other activities
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Year 6, London, Inner city

However, those who are older are much more likely to be negative about this kind of idea: the way they talk about youth culture suggests that there are very conflicting versions of what this represents to them, and they imagine the fall-out that would result from different youth sub-cultures being brought together.

*I can imagine the Emos falling out with the Goths… I wouldn’t want to listen to Indie music*

Year 10, London, Inner city

Additionally, if such a festival were to be put on, young people are concerned about what it is called. Specifically, some young people complain that ‘culture’ is a word that is off-putting in its formality and think that a better name for the festival should be found.

*It’s not a good word – as soon as people hear the word culture, our sort of age group starts to switch off – culture has been drummed into people from an early age and it has become quite a boring buzz word*

16-19 years, Essex, Urban

4.3.24 Artists Taking the Lead

This is another very niche activity, appealing most to those who are most confident and interested in cultural activities, specifically art.

Some young people who had seen art being linked with sport in other situations (e.g. at Old Trafford, the Manchester United stadium) could also be interested in the idea, imagining that artists would interpret Olympic moments/events and exhibit these across different UK cities in the run-up to the London 2012 Olympic Games & Paralympic Games. Young people think that artists can potentially add a new perspective to a young person’s view of sport.

*Yeah, they’ve got sculptures in Man United stadium – they’re good*

Year 7, Manchester, Inner city

*Maybe there would be something intriguing, like when in other countries – maybe in London – they had a lot cows painted in different ways*

16-19 years, Manchester, Urban

*Artists can sometimes show you something about sport that you didn’t see before*

Year 8, Worcester, Suburban/rural
However, young people most interested in this idea want to be able to participate in some way, whether through being able to contribute their own vision of the Olympic Games or by competing in competitions judged by artists. They assume that projects could take place in schools but say it would also be appropriate for these to be community-based: some of those who are interested are not necessarily still in school.

_It would be good to have a competition, maybe on a theme that relates to the Olympics_

16-19 years, Manchester, Urban

### 4.3.25 International Shakespeare Festival

This is another activity that is of limited overall appeal: the majority of young people we spoke to perceive Shakespeare as being difficult to engage with.

Additionally, many struggle to see the link between Shakespeare and the London 2012 Olympic Games & Paralympic Games, although some concede that the playwright is symbolic of British culture and so relevant in those terms. However, most young people feel that this is an old-school notion of Britain and so should not be used for interpreting British culture in 2012. Rather, young people feel that contemporary British culture – at least contemporary culture relevant for them – should be showcased.

_Shakespeare is British, it is our culture_

Year 8, Hull, Inner city

_But Shakespeare lived hundreds of years ago, how is that showing what British culture is?_

Year 9, Leicester, Suburban

This is not to say that all young people are negative about this activity: some have had good experiences of Shakespeare at school or at home and this tends to be those who are most confident, oldest and culturally focused.

Interestingly, though, these young people often develop the activity so as to make Shakespeare more accessible, for example, bringing out humour or relevance to modern life. Many refer to including modern film interpretations of Shakespeare as part of a Shakespeare festival, e.g. Baz Luhrman’s Romeo and Juliet. Additionally, young people suggest that the festival could also refer to other cultures too, for example, interpreting Shakespeare in different cultures/languages.

_It could be really fun, different and have humour… or it could be changed to the style of different cultures_

Year 8, Hull, Inner city

_I like Shakespeare – they should make it funny, show the comedy – but not go through the long script_
Year 8, London, Inner city

I love Shakespeare but it’s not taught well in school so kids don’t like it but it can be made really interesting for them.
I’d love to do that

16-19 years, Leicester, Urban

Here again, as with other activities, those most interested hope that there will be the potential to participate, for example, allowing them to put on plays of their own and/or compete against other plays in the country, whether close to home or at a central national festival, like the Globe in London or the Swan in Stratford. Young people expect that this kind of activity will happen in the close run-up to the Olympic Games, as a way of celebrating British culture.

You could put on a Shakespeare competition – young people could compete – maybe travel to different places in the country

Year 10, Worcester, Suburban/rural

4.3.26 Film and Video Nation

This activity has greater appeal than an art- or Shakespeare-based festival, due to the media’s relevance to young people.

Interestingly, this activity lends itself to more elite and more democratic interpretations of what it could constitute.

Some young people perceive it as a way of promoting the London 2012 Olympic Games & Paralympic Games across the wider population: sports films could be broadcast to inspire people to engage with sport. Films suggested include Goal, Bend it like Beckham, Mohammed Ali, Rocky and great Olympic moments. Young people imagine that this could be done on large screens in towns and cities across the country.

Famous sports films would be good… they could be on big screens in town centres

Year 5, Essex, C2DE school

It would be good if it was true stories… that would be really inspirational… if it was alongside the Olympics then it would contribute to the atmosphere

16-19 years, Manchester, Urban

However, those most engaged with this idea imagine being offered the chance to make their own films, giving their own perspective of the London 2012 Olympic Games & Paralympic Games, with these being aired, ideally, in public or on an Olympic website in the run-up to 2012. Ideally, too, young people want community projects to be set up allowing access to cameras, and perhaps professional support, to facilitate the activity. As with the previous niche
activities, these young people tend to be those who are most confident and less engaged with sport, often 16-19 year olds.

It would make the Olympics more fun… we could make videos about the Olympics and put them on Myspace or on TV

Year 8, Hull, Inner city

4.3.27 Exhibitions in museums and galleries

At a spontaneous level, the majority of young people do not find this kind of activity appealing, due to widespread perceptions of museums as being dry and boring. This is underlined by the Young People's Omnibus survey finding that only 5% of 5-10 year olds and 4% of 11-19 year olds express interest in visiting exhibitions based on the London 2012 Olympic Games & Paralympic Games.

Don't say it's in museums – that makes it sound boring!

Year 7, London, Inner city

However, on further consideration, some young people can become more interested in this as an option. Specifically, those highly engaged with sport are often very interested in the idea of sports-based exhibitions. Indeed, engagement with this idea is sometimes triggered by experiences of other sports-based attractions, such as the Manchester United museum and the David Beckham Academy, which young people talk about as being good templates for sporting exhibitions. Specifically, young people want to be able to try out live activities as much as possible.

I think the idea of a sports museum is actually quite good, as long as you could do some activities and it’s not silent and you have to be quiet the whole time

Year 10, Worcester, Suburban/rural

The Man United museum is really good – you can go and see the trophies and the medals that they've won

Year 7, Manchester, Inner city

I enjoyed going to the David Beckham Academy… we went there on a school trip and we did lots of activities that were fun

Year 8, London, Inner city

Young people imagine that exhibitions will relate to the Olympic Games and comprise equipment, medals and photos/video footage/interviews with athletes from past events. Some suggest that there could also be exhibitions imagining the Olympic Games of the future. Additionally, many want to see sporting exhibitions relating to the sports from different cultures. These would all provide good opportunities for linking visits to these exhibitions to various areas of the school curriculum.
It might be good to have the balls that were used in the sports, like at the Man United museum… there might be some interviews with athletes or some statues

Year 4, Manchester, Inner city

It might be interesting to get people to come up with ideas for the Olympics of the future — what events would people be taking part in, what will the stadiums be like

Year 6, Essex, C2DE school

There is some tension regarding whether these kinds of exhibitions should be local versus whether they should be based in London. Many young people, for example, come up with the idea of a 2012 museum in London, which they see as constituting part of the legacy of the Games. However, here again, young people generally think that a good compromise will be to have a travelling exhibition in the run-up to the London 2012 Olympic Games & Paralympic Games that visits local areas and then returns to London, whether just before or after the event itself.

It would be good if there was a big museum in London — it would mean that there is a place to see all of the stuff to do with the Olympics, to remember what happened

Year 5, Essex, ABC1 school

It would be good to have an exhibition in different towns, maybe after the Olympics, to show what happened in London

Year 7, Manchester, Inner city

4.3.28 Paralympic Day

The idea of a day celebrating the Paralympic Games and Paralympic athletes is very popular and highly relevant across the board. Young people think that the Paralympic Games is under-promoted and genuinely want to know more about the athletes and the sporting events they participate in.

I don’t know very much about [the Paralympics] and it would be good to learn more

Year 7, London, Inner city

Paralympic athletes for me are more inspiring in a way — not only have they had to get to be the best in their sport but also to overcome their disability

16-19 years, Manchester, Urban

There is therefore consistent support for a nationwide Paralympic Day that happens annually on an allotted day, accompanied by general media promotion and coverage. Young people expect this to be start now, given the relatively low
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profile of the issues and Paralympic athletes and the perception that the education process could take some time.

Those in schools are particularly keen for Paralympic athletes to come to schools to demonstrate their sports and talk more about themselves – those who have already experienced this often report how moving it was.

_I remember a Paralympic swimmer came to our school and spoke about how he got a gold medal – it was really inspiring_

16-19 years, Manchester, Urban

Group discussion drawing

Many young people are also eager to experience Paralympic sports for themselves.

_It would be good to be able to sit in a wheelchair and see how they do it, see how hard it is_

Year 4, Manchester, Inner city

It should be noted that a few young people criticise this type of activity, as they believe it might segregate disabled people more than they currently are or that it could result in feeling tokenistic. However, these are exceptional concerns that the vast majority of young people think will not be realised.
4.4 Young people’s interest in different types of activity (quantitative findings)

Throughout Section 4.3, we have interspersed findings from the Young People Omnibus survey with those from the qualitative research about levels of interest in the different types of activity proposed. Here, however, for ease of reference, we summarise the key findings.

Almost a quarter (23%) of five to ten year olds say that they would most like to join in the London 2012 Olympic Games and Paralympic Games by watching it on the TV – this appeals more to boys (25%) than it does to girls (19%) in this age group. Carnivals and celebrations are the second most popular activity five to ten year olds would most like to get involved with (16%), though by contrast this is a more popular idea with girls (19%) than boys (13%) in this age group.

Only five percent of young people aged 5-10 say that they would most like to watch the London 2012 Olympic Games and Paralympic Games live at the Olympic stadium or other places where the events are happening, but this rises to one in five young people aged 5-10 when taking into account any other activities they may mention (20%). Although base sizes are very small, and therefore caution must be taken when interpreting these results, there is some indication that interest in watching the London 2012 Olympic Games and Paralympic Games live at a stadium increases the closer the young person lives to London (30% South; 14% North and 14% Midlands).

As the chart below shows, there are some activities that many young people aged 5-10 would like to be involved with, even though they are not the activity they said they most wanted to do to join in with the London 2012 Olympic Games and Paralympic Games – for example, while only six per cent would most like to learn about the Olympic Games and Paralympic Games at school, this rises to 16% when accounting for any other activities they may like to do.
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**Interest in different types of activities and events: 5-10 year olds**

*Q. There will be lots of ways that people can join in with the London 2012 Games, either before the Games happen or at the Games themselves…*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Total mentions</th>
<th>What you MOST like to join in with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watching the games on TV</td>
<td>43%</td>
<td>23%</td>
</tr>
<tr>
<td>Carnivals and celebrations</td>
<td>26%</td>
<td>16%</td>
</tr>
<tr>
<td>Taking part in sports events for young people which are linked to the London 2012 games</td>
<td>17%</td>
<td>8%</td>
</tr>
<tr>
<td>As a sportsman/sportswoman in the London 2012 Games</td>
<td>16%</td>
<td>6%</td>
</tr>
<tr>
<td>Learning about the Olympic and Paralympics at school</td>
<td>15%</td>
<td>6%</td>
</tr>
<tr>
<td>Watching the games live at the Olympic stadium</td>
<td>10%</td>
<td>4%</td>
</tr>
<tr>
<td>Music events, like a music festival</td>
<td></td>
<td>3%</td>
</tr>
<tr>
<td>Taking part in the opening or closing ceremonies</td>
<td></td>
<td>10%</td>
</tr>
</tbody>
</table>

Base: All young people aged 5-10 in England (323); 19-26 July 2007; Ipsos MORI for DCSF

Source: Ipsos MORI

For 11-19 year olds, the activity they would most like to get involved with is a music festival (20%), and, as is the case with younger children, this is something that is more appealing to girls (24%) than boys (16%) in this age group. Watching the London 2012 Olympic Games and Paralympic Games on TV is also favoured as one of the activities they would most like to join in with (19%), and once again, the same male/female trend is apparent – 24% of boys compared to 15% of girls.

Although only eight per cent of young people aged 11-19 say that watching the London 2012 Olympic Games and Paralympic Games live at the Olympic stadium or other places where events are happening is the activity they would most like to get involved with, this rises to 27% when accounting for other activities they would like to do. Unlike young people aged 5-10 years, there is much less of a regional effect on their interest to take part in this way.
Interest in different types of activities and events: 11-19 year olds

Q  There will be lots of ways that people can join in with the London 2012 Games, either before the Games happen or at the Games themselves…

<table>
<thead>
<tr>
<th>Activity</th>
<th>11-19 year olds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watching the games on TV</td>
<td>45%</td>
</tr>
<tr>
<td>Music events, like a music festival</td>
<td>39%</td>
</tr>
<tr>
<td>Carnivals and celebrations</td>
<td>29%</td>
</tr>
<tr>
<td>As a sportsman/sportswoman in the London 2012 Games</td>
<td>27%</td>
</tr>
<tr>
<td>Taking part in sports events for young people which are linked to the London 2012 games</td>
<td>14%</td>
</tr>
<tr>
<td>Taking part in the opening or closing ceremonies</td>
<td>11%</td>
</tr>
<tr>
<td>Cultural events, like a film, video or theatre festival</td>
<td>11%</td>
</tr>
<tr>
<td>Paid work, either before or during the Games</td>
<td>11%</td>
</tr>
</tbody>
</table>

Base: All young people aged 11-19 in England (543); 19-26 July 2007; Ipsos MORI for DCSF

4.5  Activity outcomes

As part of the discussion around activities, young people were asked what they feel they will derive from those they find most appealing.

Much of this feedback reflected the emotional triggers to involvement, as mentioned earlier. Hence young people with low levels of confidence tend to focus on activities with outcomes relating to enjoyment and connection with their peer group.

Young people with medium levels of confidence tend to focus on activities that have outcomes relating to meeting new people, gaining confidence and learning new things.

Young people with high levels of confidence tend to focus on activities that have outcomes relating to achievement and improvement, such as progressing in sport and developing their performance capabilities.

The Young People’s Omnibus shows that young people aged 5-19 are most likely to believe that they will have fun as a result of taking part in the activities connected to the London 2012 Olympic Games and Paralympic Games (30%). Furthermore, around one in seven young people believe they will benefit by achieving something (15%) and by being encouraged to be fitter and healthier (15%). Although the base sizes are small and caution should be taken when interpreting the results, young people aged 11+ are more likely than those aged 5-10 to believe that getting involved in activities will be an opportunity to achieve something (21% vs. 6%).
Outcomes

What do you think will be the main things that you get out of joining in, if anything?

- I will have fun: 30%
- I will be able to achieve something: 15%
- It will encourage me to be fitter/healthier: 15%
- There will be things for me to do with my friends: 14%
- There will be more opportunities for me to get involved in sport: 11%
- I may become famous: 11%
- There will be things for me to do with my family: 10%
- I will become more confident in myself: 9%
- I will get to meet people who are different to me/new people: 8%
- I will get to learn things: 8%

Base: All young people aged 5-19 in England (866); 19-26 July 2007; Ipsos MORI for DCSF

Source: Ipsos MORI
5. Delivery and communications

This chapter presents findings on how young people feel activities and initiatives should be delivered, and about communication routes. Primarily, young people want the events connected with the London 2012 Olympic Games & Paralympic Games to be accessible to all and as inclusive and participatory as possible, with young people actively involved in shaping the content of some events.

5.1 Key delivery issues

Accessibility

Both consistently and spontaneously, the issue of accessibility is a key area of concern for young people, who want all of their peers to have access to the opportunity to participate, regardless of where they live, their gender, whether or not they are disabled, what their culture is or what their levels of attainment are.

It’s not fair if some people can’t do the activities
Year 6, Manchester, Inner city

The issue of access most often raised relates to region: those outside London, including young people in the South East, feel that it will be harder for them to access activities and events than Londoners and this issue increases in prominence the further away from London young people live.

How would we get there? London’s miles away… you’d have to make it nearer to Hull
Year 8, Hull, Inner city

Additionally, outside London, the lower an individual’s SEG, the less likely they are to imagine being able to afford to access opportunities in London. This triggers many to suggest that a key element of the delivery programme will be to ensure that activities can be delivered in and/or ‘travel’ to the regions as far as possible. Alternatively, it is hoped that provision will be made for young people to travel to activities if they are not locally available.

It’s best if they come to Manchester so we can do the activities
Year 4, Manchester, Inner city

The train costs a lot; would there be free travel to London?
Year 7, Manchester, Inner city

Those living in rural communities, and disabled young people, also often raise the issue of how to access local services, with transport being the major issue for them. Here again, young people want careful thought to be given to how to ensure equality of participation.
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Round here, it’s hard to get to places, like the swimming pool. It’s OK for some of us because our parents can take us but that doesn’t happen for everyone

Year 8, Worcester, Suburban/rural

Gender is also an issue: as discussed above, this is often cited as a factor in equality of access to sport. Girls who are engaged with sport are often keen to ensure that they have equal access to the same sporting activities as boys.

It’s stupid that we aren’t allowed to play football like the boys, it’s much more popular than hockey

Year 10, Worcester, Suburban/rural

Ownership of events

Young people are very focused on ensuring that activities are as actively participative as possible. As mentioned above, it is the case that some of the activities, especially cultural ones, are spontaneously assumed to be relatively passive: events that young people will watch but not shape.

The carnival might be a bit boring, you’d turn up and then go home

Year 9, Manchester, Inner city

When young people express an interest in these kinds of activities, they often develop them to include as much involvement from themselves as possible, including participation in the planning as well as the execution of the activities. Hence, to a certain extent, young people themselves want to have ownership of the events, although with the proviso that they will need support and supervision, especially if they have low levels of confidence.

It would be good to plan an event and then take part in it – then you are like the leader in it and it’s more fun

Year 4, Bath, Rural/suburban

I like the sound of helping with events but it sounds a bit scary… you would need someone to help you with it

Year 7, London, Inner city

Beyond this, it is assumed that schools will own elements of curriculum learning linked to the Games, although there may be a number of disadvantages to this. Firstly, those with the lowest confidence levels are often highly disengaged with school and so do not necessarily respond well to the idea of school ‘owning’ events.

School’s boring, I don’t want to spend any more time in school than I already do

Year 10, London, Inner city
Secondly, many young people want to feel as though they are linking with the wider community, especially in the case of a national event such as the London 2012 Olympic Games & Paralympic Games. Hence, keeping ownership of activities within schools may restrict the scope for young people’s integration with the wider community.

*We want to be involved properly, not just do things that exist only in school*

Year 8, Worcester, Suburban/rural

Finally, clearly not all young people are in school, and these young people imagine that activities will be owned by other organisations. Young people are open to this, but few have enough contact with other types of organisation to be able to comment more specifically on which would be most relevant.

*I’m not really sure who would do all of this... maybe employers?*

16-19 years, Leicester, Suburban

A minority of the more informed participants even talk about the ‘Olympic Games Committee’ owning activities: this may reflect their openness to external, neutral organisations running these activities, as well as these being branded as ‘Olympic’.

*Won’t the Olympic Committee do it all...? They’re in charge of it, aren’t they?*

Year 8, Bath, Rural/suburban

Celebrating diversity

Young people immediately assume that the London 2012 Olympic Games & Paralympic Games will offer opportunities to people from across the broadest possible spectrum.

*It should be for everyone, whoever they are*

Year 6, London, Inner city

They assume, in any case, that cultural diversity will be a constituent part of many of the proposed activities as they stand (specifically in the context of cultural activities). It is not thought necessary to insist on celebrating diversity via every activity.

*Wouldn’t the carnival be about different cultures?... you’d assume that everyone would be allowed to take part in all of the activities anyway and that includes whether they are disabled or not (depending on the activity)*

Year 6, Worcester, Suburban/rural
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It is also expected that disabled people will be included in the activity plan, although young people are unclear about how precisely this should be done. However, events integrating young, disabled and non-disabled people, wherever possible, are suggested.

Like the Paralympic Day, there should be days when everyone meets together to talk about how everyone is involved.

Year 8, London, Inner city

Young people also consistently talk about wanting Paralympians to come to schools to act as ambassadors for disabled people and the Paralympic Games.

It would be really good if Paralympic athletes could come... hearing about how they have got to be good and what it’s like to be disabled would be inspiring.

Year 9, Manchester, Inner city

School involvement

It is felt that schools could play two main roles in the delivery of activities.

- Firstly, it is thought that they provide an ideal opportunity for the delivery of curriculum-based activities. These are in themselves well-received: as discussed earlier, young people see their inclusion as enhancing enjoyment of lessons via interest in/ the novelty of learning about subjects or topics in a different context.

- Secondly, school provides an excellent venue for delivering many of the proposed activities, especially those based around sport. It is not necessarily expected that teachers will be delivering these, though it is thought that school facilities could be used to great effect by other intermediaries.

If there are facilities to use in schools then it makes sense to use them... even if teachers can’t help with activities, then other people can.

Year 10, Worcester, Suburban/rural

Additionally, young people are much more likely to be thinking about activities in the context of their peer groups versus their families when thinking about school involvement. Potentially young people are more likely to be creative and develop in this context rather than a family context.

At school, with your friends, maybe you’re more likely to do things than if you were on your own at home.

Year 7, Worcester, Suburban/rural
Young people who are disengaged with school want any school-based activities to be delivered via neutral intermediaries.

I’d be much more interested if they were being run by experts in their field, rather than teachers… that would give a bit of a change, it would be a breath of fresh air

Year 10, London, Inner city

Engaging those not in school

It is generally harder to engage 16 to 19 year olds who are not in school per se: once they lose the structure of compulsory education and their parental influence, older teenagers tend to be driven by their peer group’s interests and networks, including online communities.

These young people tend to talk about viral media and advertising as being the best ways of engaging them. They are generally open to projects that reflect their peer group identity.

Is there any dancing? Anything about moves or music… ?

16-19 years, London, Urban

Those in education and employment feel that college- or employer-led activities could be suitable alternative methods of engagement for them.

Maybe if something happened through work, that would be a way of getting us involved

16-19 years, Leicester, Urban

Timing of events

Ideally young people want the activity plan to unfold in a way that – from their perspective – makes sense developmentally.

To this end, they assume that activities will be delivered in a way that helps young people to develop their talents and skills in time to showcase them at a relevant point, ideally in relation to the London 2012 Olympic Games & Paralympic Games. For example, young people talk about how they should be encouraged to play competitive sports so that in 2012 they can compete nationally in an Olympic-style event.

It is felt that this will have value in both helping young people to lead up to something relevant for the London 2012 Olympic Games & Paralympic Games as well as in terms of allowing them to develop their confidence.

If, say, we could develop a talent at a particular sport so that we can show that to everyone around the time of the Olympics, that would be the best way of doing it
Therefore, young people assume there will be a clutch of engagement activities beginning now to alert young people to the London 2012 Olympic Games & Paralympic Games: initially it is assumed that these will comprise sporting and curriculum-based activities. Then, in the run-up to the Games, other activities will kick in, including celebratory activities that young people can plan and participate in.

There’s no point in doing activities like the carnival too far in advance, otherwise people forget about them

As a note of caution, some 16-19 year olds are concerned that the London 2012 Olympic Games & Paralympic Games will be over-promoted and ‘over-commercialised’, leading to ‘Olympic fatigue’. Hence, they want activities to be timed so as to avoid over-exposure in the media and enhance excitement and anticipation.

Role of celebrities

All young people talk about being inspired by Olympians and Paralympians. Few can name many (if any) but young people become highly engaged in the idea of what it takes to be an Olympian or Paralympian. They are interested in the achievement of the individual and how that feels but also the work that goes into training for athletes and the motivation that is needed to underpin this.

Specifically, many talk about wanting athletes to come to schools or local events to tell them about themselves, their background, their experiences and their daily lives.
While primary school pupils are more likely to be thinking about athletes as literal role models, i.e. showing them how to become athletes, secondary school pupils and 16-19 year olds are more likely to think about them as indirect role models, i.e. to illustrate the attitudes and behaviours that enable people to achieve their goals.

I wonder what it takes to be an athlete like Kelly Holmes – what would you have to do?

Year 6, London, Inner city

Hearing how athletes have identified and achieved their goals is really inspiring

Year 10, Bath, Rural/suburban

Meanwhile there is some debate around whether to use other types of celebrities to promote the London 2012 Olympic Games & Paralympic Games.

Those engaged with sport suggest calling on their current sporting role models, including Premier League footballers, rugby and tennis players. It is often assumed that these celebrities will be interested in the London 2012 Olympic Games & Paralympic Games per se, as young people expect them to be interested in all types of sport, especially those playing at an international level. These celebrities are also often talked about as emblematic of British culture and relevant to a whole range of young people, so it is expected that their backing will help to encourage the country to get behind the London 2012 Olympic Games & Paralympic Games.

David Beckham would be good – everyone likes him… he would want to be involved in the Olympics because it’s Britain… someone like him would bring everyone together
For those less engaged with sport, non-sporting celebrities are sometimes mentioned as appropriate. Soap stars, contemporary pop stars and children’s authors are most commonly mentioned. However, young people are clear that they see these celebrities as more peripheral than sporting stars. They talk about the role of non-sporting celebrities as being more around communicating the fact that the London 2012 Olympic Games & Paralympic Games are touching all aspects of popular culture. Hence they imagine that these celebrities will communicate their interests and abilities in relation to the Olympic Games to bring home the relevance of them to everyone.

Hilary Duff or authors… Jackie Wilson, Lemony Snickett [sic]… perhaps they are interested in the Olympics, it would be nice to know what they like about it

Year 6, London, Inner city

Maybe Eastenders actors are really good at a sport of some kind – it would be good to know what they are able to do or to see them having a go at some of the sports… that might help other people get into the mood for the Olympics

Year 6, Manchester, Inner city

Role of technology

Young people are very open to interactive technology, often due to positive perceptions of its applications in their leisure pursuits (games, websites, audio-visual content etc.). They perceive the key benefit as facilitating active involvement in activities.

Using computers and mobiles make things more interesting because you can talk to other people or play games… they help you do more things

Year 4, Manchester, Inner city

They tend to view the internet as a key means of communicating information regarding the London 2012 Olympic Games & Paralympic Games (see below for more detail on this). However, beyond this, many are interested in the facility to use interactive technology within the suite of activities.

Specifically, interactive technology is perceived to be most appropriate in curriculum-based activities: young people believe this helps them to learn. Additionally, although the majority of participants report having internet connections at home, they agree that allowing young people to use the internet in school on this topic is a good way of ensuring access for all.
Applications such as the use of webcams are often viewed with suspicion, especially amongst primary school pupils, given recent publicity regarding paedophilia on the internet, as discussed earlier. However, in the context of a supported (and thus safe) environment, some primary school pupils talk about being engaged by the novelty of webcams and the possibilities for making connections with others. Secondary school pupils and 16-19 year olds, however, are less excited by the medium overall.

5.2 Key communication channels

It should be noted that young people believe they are highly unlikely to seek information on this topic per se: they would have to be very specifically triggered into doing so, via wider communications highlighting the potential opportunities and benefits to them of involvement. Discussed below is the current use of some key communication channels and suggestions for how these can be used to communicate ways of getting involved in the London 2012 Olympic Games & Paralympic Games to young people. We have provided the Young People’s Omnibus survey results around communication channels at the end of this section.

Friends, family and word of mouth

Face-to-face channels for information-seeking are relevant across the board for all young people. However, primary school pupils are more likely to focus on their parents as a key channel compared with secondary school pupils or 16-19 year olds: young people become much more independent over time and therefore resort more to alternative information channels, such as local and national press, TV and radio and the internet. Within the Young People’s Omnibus survey, 14% of young people mention friends and 12% mention parents as good channels. Within this, children aged 5-8 years old are more likely than those who are older to want to find out from their parents.

I would ask my mum or dad probably… or my teacher

Year 2, Bath, Rural/suburban

I would go on the internet straight away if I wanted to find anything out

Year 8, London, Inner city

There is a strong feeling that word of mouth will be a good way of communicating events and activities. It is assumed that this would be generated by the success of events, as well as through viral marketing (e.g. videos/e-mails/pictures that young people ‘discover’ and forward on to friends).

Word of mouth is what you trust: then you know that activities are popular and have gained momentum… and you will definitely hear about them
The London 2012 Olympic Games and Paralympic Games – Children and Young People’s Perceptions
and Involvement

Year 10, London, Inner city

The internet

Current use
The vast majority of research participants talk about using the internet. Only a few do not have internet access at home; all have access to it at school.

The benefits of the internet are perceived as being huge: it allows young people to control what they are doing and it provides interactivity with others/a website, which gives the feeling of participation and involvement.

I like the internet because you can control what you see and read – you make the choices about what you see and read… and you can access stuff from all over the world

16-19 years, Essex, Urban

Young people use the internet for a range of activities including socialising, gaming, information-seeking, downloading music and videos and using message boards on their favourite topics. Additionally, some young people talk about making their own websites, which they enjoy. All of those who have the internet at home claim to be using it frequently: from between a couple of times a week through to ‘as much as possible’.

I play a lot of funny games like football… I can only use it twice a week because my brother and sister use it the other days

Year 3, Manchester, Inner city

I sometimes go on fan message boards

Year 7, Worcester, Suburban/rural

I use the internet a lot – for school, for homework – but also for chatting to friends, downloading music, e-mailing… virtually every day

Year 10, Hull, Inner city

Search engines such as Google, Yahoo and Ask are used by the vast majority of young people as a way of navigating the internet.

Beyond this, how young people use the internet depends on their age. Primary school pupils tend to be using it to search for and play games, as well as to follow up on television programmes they watched. Key sites included Miniclip and CBBC (including Newsround and Sportsround).

We play games against each other… we go on Miniclip to play Club Penguin… sometimes Newsround

Year 4, Manchester, Inner city
Secondary school pupils and 16-19 year olds tend to be using the internet in a more sophisticated way, including socialising and information-seeking. Key sites for them include Bebo, MySpace, Facebook, BBC and Sky Sports.

_Myspace is good because you can download music as well as talk to other people_

Year 10, Hull, Inner city

_I use sports sites a lot… I like BBC and Sky… the BBC site is good because it’s got games on it_

Year 8, Worcester, Suburban/rural

Specifically, all young people talk about enjoying YouTube: for the majority, it constitutes entertainment, i.e. funny clips that others have recommended to them by word of mouth. However for others – often those who are older – YouTube is used to find specific clips, such as sporting moments (football goals) or pop videos.

_You can find funny videos on YouTube… my brother tells me about them_

Year 3, Manchester, Inner city

_If you want to find your team’s football goals or highlights from an event, they’re bound to be on YouTube_

Year 7, London, Inner city

Young people also claim to enjoy learning online at school. For many this represents an opportunity for interactivity and hence a break from traditional leaning styles.

_It’s good to be able to go on the internet because you can go and find the information yourself_

Year 6, Manchester, Inner city

Despite its popularity, though, young people exhibit a healthy scepticism of the internet: as has already been mentioned, staying safe online is a key issue for them. This manifests in two ways: ensuring they are not taken in by paedophiles or scams, as well as avoiding being infected by computer viruses.

_We all know about the dangers of people trying to lure children on the internet… there are also lots of scams that people get pulled into, so you’ve got to be really careful when you’re giving any of your details away – definitely check before you try to pay for anything online_

Year 8, London, Inner city

_You’ve got to be very careful of not getting viruses_

Year 8, Bath, Rural/suburban
Hence, young people consistently talk about not being able to trust all internet sites. Key drivers of trust include:

- A belief that other people are using a website (i.e. that it is popular);
- A perception that the information or claims being made by the website are unreliable or unrealistic;
- Trusted brand names hosting/supporting/linking up with the website, e.g. Microsoft/BBC;
- Sites looking professional and well-developed.

If it's popular, then it's probably going to be alright because other people haven't had any problems with it

Year 8, Essex, C2DE school

You just know if a site's dodgy or not from how it looks… the BBC looks trustworthy

Year 8, Bath, Rural/suburban

Although you might want to believe it, you shouldn’t be taken in by claims that sound to good to be true

Year 10, Leicester, Suburban

If it's got a name that you trust on it, like Microsoft, you're more likely to trust it

16-19 years, Essex, Urban

**Potential for this channel**

Consistently and without prompting, the internet is suggested as one of the most obvious information channels for this more specific information, given its benefits of interactivity and control.

Specifically, within the Young People’s Omnibus survey, pre-existing sites on the internet (such as Google, MySpace, YouTube, the BBC, SuperClubs Plus and GoldStarCafe) is mentioned by 24% of young people aged 5-19 as a relevant channel, rising to 32% amongst 15-19 year olds. Boys are also more likely than girls to suggest using pre-existing internet sites to find out about the London 2012 Olympic Games and Paralympic Games (27% vs. 21%). Young people consistently say that providing information via trusted sites they already use will help to trigger them into investigating further, as they would assume that any information promoted here would be relevant to them.

If it’s on a site I’m already using, I’m more likely to look at it

16-19 years, Manchester, Urban
Key sites that young people consistently suggest include BBC (and CBBC), Google and Yahoo. Others include football fan sites and Sky Sports.

Within this, it is assumed that it will be possible to click onto an official, London 2012 Olympic Games & Paralympic Games site via a dedicated link, although not all young people will be sure to do this.

Lots of ideas emerge around what a good London 2012 Olympic Games & Paralympic Games website could be like. Overall, it is assumed that its role will be as the central information point for the London 2012 Olympic Games & Paralympic Games. Other elements that are thought important to include are:

- More specific information on the London 2012 Olympic Games & Paralympic Games: events, athletes and timings;
- Information on preparations for the London 2012 Olympic Games & Paralympic Games: athlete hopefuls, how the construction work is going, what the facilities will look like;
- Information on preparations in other countries;
- Interactive elements, including videos, games and message boards;
- Live-streaming of events when appropriate;
- Fit and healthy section – tips on what to eat and how to get fit/train once fit; and
- How young people can get involved – giving details on specifically what the different opportunities are, with links to local activities and events.

Opinions vary regarding how specifically the website should be structured: whether there should be a separate site for young people and, within this, whether there should be a division between younger children versus older teenagers. However this were done, though, young people feel there needs to be obvious provision for everyone of all ages, whether or not these elements are linked.
Young people want the website address to be publicised as much as possible on all relevant communications, so as to be high profile from their perspective.

Basically, it needs to be quite high profile so that we know that there is a store of information if we need it

16-19 years, Manchester, Urban

Additionally, some young people are interested in receiving e-mails to inform them about the opportunities on offer. Within the Young People’s Omnibus survey, 14% of young people suggest this as an option, though it is a more popular idea with those aged 13 and over than with younger children.

Mobile phones

Generally, mobile phone use amongst young people is characterised by more constraints than the internet.

This is firstly because fewer young people have access to mobiles than the internet. Primary school pupils, especially the youngest, are less likely to have a mobile than to go on the internet. Even if they do own them, they talk about using them in a limited way – either to communicate with their parents, texting friends or under the supervision of parents. Having said this, claimed mobile phone ownership is much stronger amongst secondary school pupils and 16-19 year olds.

I only use the mobile when my dad watches, to make sure that I don’t use it for too long

Year 4, Manchester, Inner city
The London 2012 Olympic Games and Paralympic Games – Children and Young People’s Perceptions and Involvement

Mine’s for emergencies – I text friends sometimes and I play games on it too

Year 6, Essex, C2DE school

We’ve all got mobiles and we use them every day

Year 10, London, Inner city

Additionally, though, use of mobiles is often constrained by concerns over the cost of using them.

I use them for games, texting, calling… as long as I’ve got enough credit… I don’t use the internet, it’s too expensive

Year 8, London, Inner city

Hence young people tend to be using mobiles primarily for socialising (texting and making calls). Other phone facilities, e.g. downloading or sending photos, film and music, tend to be used to a lesser degree: often the internet is used for these purposes instead because it is cheaper to do it this way.

It costs me less to use the internet at home to get music and stuff, rather than my mobile

Year 9, Worcester, Suburban/rural

A small minority of young people have specifically subscribed to text alert systems, for example, to keep up-to-date with football scores or to find out their horoscopes.

I get the sports news from Sky… it’s really good, I get the football scores on Saturdays

Year 5, Essex, ABC1 school

These findings are supported by data from the Young People’s Omnibus survey, where only four per cent say they would like to receive information about the London 2012 Olympic Games and Paralympic Games via text message.

Potential for this channel

Mobiles are perceived to be a much less relevant information channel than the internet, due to worries about cost and the fact that they are not being used as flexibly or freely as the internet. This is reflected by the quantitative finding that just 4% of young people are interested in receiving information via text message on their mobile phone as an information channel.

Young people imagine that information will be disseminated via text message and many worry about the hassle and cost of such services (often in response to word of mouth or exposé reports of expensive ‘rip off’ messaging services).
If they send out the information by texts, it would get annoying and boring – you might delete it by mistake anyway

Year 6, London, Inner city

Sometimes you have to pay for texts that you don’t realise and it costs a lot

Year 8, Manchester, Inner city

However, young people who have already signed up for other news alert services can be positive about this as a channel and hope that, nearer to the time of the London 2012 Olympic Games & Paralympic Games, this facility might be available. However, they anticipate that this will be more about news updates in general versus specifically promoting involvement. Young people assume that these would be free and promoted as such to be of interest to them.

School

As a communication channel, school is one that young people feel is obvious to use, given that many young people are there for much of their time. Within the Young People’s Omnibus survey, 39% of young people suggested it as a relevant information channel – it is more popular with young people in primary school and decreases in popularity as young people progress through secondary school.

Current channels in schools include announcements via school newsletters, notice boards, assemblies and the school website. Some young people also talk about lessons as being a good way of giving out information – this is specifically one of the most trustworthy channels. It is anticipated that the curriculum will be used to inform young people about the fundamentals of the Olympic Games.

If the Olympics people want us to learn about the Olympics, then we should do that in lessons because it’s likely that we’ll remember – and if teachers have to teach it, then we’ll learn about it in depth

Year 10, Worcester, Suburban/rural

Young people do, however, talk about the dangers of being reliant on information given out by teachers. They know how busy teachers are and that they can make mistakes or be misinformed themselves. Many young people can recall cases in which individual teachers have got information wrong, have misinterpreted it or forgotten to give it when necessary.

It can be like Chinese whispers at school – there are rumours about what the information is… and sometimes different teachers tell you different things

Year 8, Hull, Inner city
Therefore, it is not expected that teachers will be the routine channel for information relating to how to get involved but it is hoped that information could be channelled through current announcement channels.

> It's asking a bit much for teachers to remember everything... but they could always put information out through the school website or in assemblies.

Year 10, Bath, Rural/suburban

Young people want any activities taking place in schools that relate specifically to the London 2012 Olympic Games & Paralympic Games to offer details of other associated local activities.

> If there are things that we could be doing in our area, someone at school should know and tell us what's on offer.

Year 9, Worcester, Suburban/rural

Other organisations with which young people are involved

Other organisations, such as sports clubs, Scouts, Guides or Duke of Edinburgh Award groups, are frequently suggested as possible relevant channels for informing young people about how to get involved with the London 2012 Olympic Games & Paralympic Games.

Many young people also feel that delivering activities via these organisations may be relevant, given the similarities between what these organisations currently offer and those within the proposed activity suite. However, there is a slight sense that, as with qualifications, this will only be appropriate if the activities fit in with or complement current provision from these kinds of organisations.

> At Guides, maybe we could do something for the Olympics... we've done camps before and volunteering... but it would depend whether it fits into what we should be normally doing.

Year 6, London, Inner city

5.3 Communication channels (quantitative findings)

Throughout this chapter, we have interspersed findings from the Young People Omnibus survey with those from the qualitative research about levels of support for particular communications channels. Here, however, for ease of reference, we summarise the key findings.

The most popular way of finding out about the London 2012 Olympic Games & Paralympic Games is via television, through programmes and adverts (44%). Two in five young people would like information through their school (39%), while a quarter mention using existing websites such as Google, MySpace and the BBC (24%).
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One in ten young people would like to receive information via the radio, both national (10%) and local (9%).

Newspapers (local 6%, national 5%), magazines (9%) and text messages (4%) are all much less favourable ways of communicating with young people about the London 2012 Olympic Games and Paralympic Games.

**Communication**

**Q How would you most like to find out about the London 2012 Games, if at all?**

<table>
<thead>
<tr>
<th>Top mentions</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Television, through programmes and adverts</td>
<td>44%</td>
</tr>
<tr>
<td>Through my school</td>
<td>39%</td>
</tr>
<tr>
<td>The internet, through websites like Google, MySpace, etc</td>
<td>24%</td>
</tr>
<tr>
<td>Leaflets and posters in places where lots of people go</td>
<td>14%</td>
</tr>
<tr>
<td>Through my friends</td>
<td>14%</td>
</tr>
<tr>
<td>E-mails sent to me</td>
<td>14%</td>
</tr>
<tr>
<td>Through my parents</td>
<td>12%</td>
</tr>
<tr>
<td>The internet, through a website for young people about the Games</td>
<td>11%</td>
</tr>
<tr>
<td>National radio</td>
<td>10%</td>
</tr>
</tbody>
</table>

Base: All young people aged 5-19 in England (866); 19-26 July 2007; Ipsos MORI for DCSF Source: Ipsos MORI

5.4 Engaging young people with the London 2012 Olympic Games & Paralympic Games

As has previously been noted, young people tend to have limited awareness or understanding of the London 2012 Olympic Games & Paralympic Games but want to find out more.

To this extent young people think that a key issue in delivering the suite of activities will be to engage young people with the concept of the London 2012 Olympic Games & Paralympic Games initially before trying to communicate specifically how to get involved.

*If I knew a bit more about it and what’s going to happen, then I’d be more likely to think about getting involved*

Year 10, Worcester, Suburban/rural

*You’re just a bit doubtful that it’s going to be a success*

16-19 years, Manchester, Urban

*Without knowing anything more about it, you might not realise that there could be lots of interesting opportunities for you*
Engagement will therefore have to work at a number of levels:

- Overcoming negative press coverage;
- Creating a buzz around the London 2012 Olympic Games & Paralympic Games;
- Improving general understanding around what the London 2012 Olympic Games & Paralympic Games will constitute when it comes around;
- Showing the relevance and appeal of the London 2012 Olympic Games & Paralympic Games for them; and
- Promoting and generating support for potential athletes.

For this to be credible, young people believe that it will have to be broadcast via the general media, as it is hoped that the London 2012 Olympic Games & Paralympic Games will be promoted as relevant to everyone. Key relevant channels young people mention include local/national TV/press/radio. Within this, specific formats young people suggest include documentaries, advertisements, short films, news items and references within current programmes.

Young people also think that the profile of the event could be raised via channels and programmes specific to young people, such as references within Dr Who, CBBC programmes including Newsround and Sportsround, and youth magazines.
6. Conclusion

The main aim of the research is to provide guidance on how to deliver a programme of activities that motivate young people to engage with the London 2012 Olympic Games & Paralympic Games and build on this to create a lasting legacy. Key conclusions emerging from the research are discussed below:

Initial engagement

- Given that young people’s awareness of the plans for the London 2012 Olympic Games & Paralympic Games is low, and that some of those who are aware of the plans have some negative perceptions of them, specific engagement exercises need to be undertaken to create understanding of and excitement around the Games, as well as to communicate the relevance and appeal of the Games for young people.

- Within this, engagement needs to encompass the entire national and local community too. This is because young people want to feel that the wider community is involved and engaged with the planning and execution of the London 2012 Olympic Games & Paralympic Games and so feel that they are part of something bigger. It is also the case that primary school pupils – who have least control over their lives – are heavily influenced by their parents and local communities and so it is to be hoped that encouragement of these groups will lead to them ‘giving permission’ to the youngest to engage.

- Young people do not spontaneously know the values of the Olympic Games & Paralympic Games when asked, hence these do need to be communicated to a greater degree to embed them in the consciousness of young people. However, as they spontaneously associate the Olympic Games & Paralympic Games with sport, they can independently generate relevant values once they think about it, which are based on sporting principles. Key values that emerge include teamwork, fair play, bringing nations together and personal achievement. Given these assumptions, young people would expect these to be communicated as flowing from sport. However, if this could be done in a more holistic way that is comprehensible to young people, perhaps communication of the values could change young people’s perceptions of the Olympic Games & Paralympic Games and, within this, the relative relevance of different engagement activities.

- While young people are inspired by the Olympic Games generally, more specifically they tend to find the concept of the Paralympic Games particularly inspiring. This is because they perceive that disabled athletes have to overcome significant barriers within their daily lives, which makes excelling at sport even more inspiring than it would be for non-disabled athletes. They therefore feel that focusing on this as an angle could be a
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successful way of inspiring interest in the Olympic Games & Paralympic Games overall.

- Young people are keen that Olympic and Paralympic athletes are used as a key engagement tool. They perceive these sportspeople as highly motivating characters: young people are interested in their achievements per se and the lifestyles that support their ability to achieve. Young people are also interested in other celebrities and sportspeople being used to mark and celebrate the London 2012 Olympic Games & Paralympic Games, but young people perceive the role of these celebrities as being less focused on engaging them with the Games and more on signalling that contemporary popular culture is embracing the Games wholeheartedly.

Activity development and delivery

- When developing activities, it is critical that a full range, catering for all levels of confidence and a range of preferences, is provided and is accessible to young people in all areas in order to overcome fears that activities will only be available to those living in London.

- Ideally, young people want activities to be delivered in a way that means they can access activities that make sense to them developmentally and so that if they want to improve their skills in a particular activity, they are able to do so. This means that activities need to be delivered in a joined-up manner, so that young people – or those delivering the activities – are aware of the relevant linking opportunities and know how to access them.

- This in turn has implications for information delivery – young people need to be aware of what opportunities are available in their area. Thought needs to be given to how this is managed specifically, delivered via a range of relevant channels.

- Young people want to have ownership of activities where possible, in terms of shaping their content and participating in them as fully as possible. If this is to happen, young people will need a great deal of support and supervision, especially if the young people in question have low levels of confidence – although it is likely that these young people are likely to gain the most from this type of activity.

- Young people of all ages are keen to feel that activities are as diverse and inclusive as possible: so that young people from different cultures/communities and young people with disabilities are involved and participate in the planning and execution of events.

- Additionally, if young people are to own activities, the activities need to be conceived so as to look and feel contemporary and to have relevance.
Activities need to be timed so that they make sense developmentally from a young person’s point of view: they need to develop and lead somewhere, both in relation to the young person and the flow of the run-up to (and period after) the London 2012 Olympic Games & Paralympic Games, without over-hyping the event and causing ‘involvement fatigue’. Generally young people want sporting events to be developed from now onwards to allow young people to develop the skills they perceive will be needed; other events are generally perceived to be more relevant in the immediate run-up to the London 2012 Games, especially cultural activities that have a celebratory flavour to them.

Schools can play two main roles in activity delivery: in providing curriculum-based activities and opportunities for learning; and as venues for many of the proposed activities, especially those based around sport, even if teachers are not necessarily delivering them. Young people think that local intermediaries could use school facilities to deliver activities where possible.

However, delivery through schools and ownership of activities by schools can turn off the most disengaged young people, due to their preconceptions of what activities delivered through schools will be like. These young people need to be engaged via specific peer-group activities that tap directly into their interests.

Activity specifics by activity type

- **Sporting activities:** Young people are often eager for more sporting provision and wanted this to encompass all levels of sport. Ideally, young people want sporting activities to cater for all levels of competence/experience in relation to each sport. The need for development opportunities is particularly relevant in relation to sport. Sporting activities that are not competitive are highlighted by those less engaged with sport as potentially interesting, due to the possibility that these could act as a gentle introduction to sport. Overall, young people want the focus of any work around sporting activities to be on improving and consolidating current sporting provision before attempts are made to do anything too innovative or experimental. Young people are also open to integrating sport into the curriculum more generally: they assume that this will increase the relevance of the curriculum to those engaged with sport, as well as increasing the relevance of sport to those engaged with other areas of the curriculum.

- **Healthy living:** All young people are aware of the need to make their lifestyles healthier. However, the extent to which young people feel able or willing to put this into practice is variable, especially amongst the older groups. Those with lower levels of confidence may not believe that they...
will be able to put healthier lifestyles into practice; those with higher levels of confidence often want to feel that they have a free choice about the issues. Therefore, marketing messages will need to be differentiated if the aim is to involve all young people.

- **Cultural activities:** Young people often struggle to imagine how cultural activities will have long-lasting value, as many of these activities within the suite are perceived to be fleeting, highly focused on the London 2012 Olympic Games & Paralympic Games and require relatively passive involvement. In order to overcome this, young people feel that these activities in particular need to be as participative as possible, to enable young people to use them to develop their skills and showcase their talents.

- **Volunteering:** Although young people are generally dismissive of volunteering in the abstract, if they are taken through a range of opportunities, volunteering becomes much more appealing, especially when it relates to activities that young people express a particular interest in, such as coaching younger children or participating in the performing arts.

- **Cultural exchange:** Primary school pupils are most open to cultural exchange, as these young people are most inquisitive about people who are different from themselves. It will be difficult to make this kind of activity equally attractive to those who are older unless it is in relation to other activities that appeal to them.

- **Skills and qualifications:** This element is most attractive to the oldest and most confident young people, as they are most focused on taking up opportunities that will help them in the future. However, they seek reassurance that the qualifications gained will relate to relevant qualification structures and thereby be valuable/apppealing to potential employers in the long term.

**Legacy**

- Young people often find it very difficult to imagine what their lives will be like in five years’ time beyond their immediate family and routine. However, the oldest are most able to talk about the 2012 legacy. Key hopes for the legacy include

  - Young people becoming more aware of and proud of the achievements of the country, both through sport as well as culturally
  - Improved national sporting performance nationally/internationally – and this having a trickle-down effect amongst the general public, so that more people are inspired to become more active/involved in sport
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- Young people being able to use the opportunity of the Games to improve national perceptions of young people
- Being able to bring nations together, thereby improving national and international understanding.

- Many also think that the activities as discussed could increase knowledge and understanding of, and buy-in to, the Olympic Games & Paralympic Games within their own communities.
A. Invitation letter for schools

8th June 2007

Dear <<Headteacher Title>><< Headteacher Lastname>>

Ipsos MORI is looking for four schools in your region to take part in a research project that we are conducting in partnership with the Department for Education and Skills (DfES) about how children and young people can be and want to be engaged in the lead up to and the actual 2012 Olympic and Paralympic Games. This research will explore children and young people’s perceptions of the 2012 Olympic and Paralympic Games, their reactions to some initial ideas for events and activities that could occur, as well as issues around engagement and communication.

We would be delighted if you could help us with our research, which will inform DfES strategy for engaging children and young people in the 2012 Olympic and Paralympic Games and the wider legacy in addition.

We would like to make a one-off visit to your school of around 2 hours in total, on a morning or afternoon between 18th June and 6th July 2007. Two researchers would come to conduct four short discussion groups of up to 1 hour each amongst 4-6 children/young people. You and your colleagues would not need to prepare anything in advance: we would purely want to talk to the children/young people to gauge their feelings about and perceptions of the 2012 Olympic and Paralympic Games, as well as to hear their responses to some initial ideas for proposed events and activities.

We feel that this research will be an enjoyable and thought-provoking process for children and young people, as well as being relevant to the wider curriculum. In recognition of your contribution, we will offer you detailed feedback in the form of a schools pack on the results of the research, which will be available to you in September.

Please be assured that this is bona fide research. Ipsos MORI abides strictly by the Market Research Society Code of Conduct. As such, we will treat all views in confidence and participants will not be personally identified to our client. Additionally, we will not attribute any comments to participants or their school by name in our reporting.

If you would like to express a provisional interest in taking part, subject to receiving more information about the project, please complete the enclosed fax back form and return it to the fax number given. My colleague Mohammed Ravat will then be in touch to make further arrangements from there. Mohammed will also attempt to make contact with any schools that have not been able to return the fax back form.

We look forward to hearing from you!

Yours sincerely,

Fiona Johnson
Associate Director, Ipsos MORI

Alan Clarke
Deputy Director, Curriculum Unit, DfES
Ipsos MORI/J30816

Young People & the London 2012 Olympic and Paralympic Games
Fax Back Reply Form

1. Name of school: <<School Name>>
2. Unique Reference Number <<Unique Reference Number>>

3. **Yes, we are willing to take part**
   - We require further information before making a decision
   - No, we are unable to take part
   - Please complete contact details (5) below
   - Please give reason at (4) below

4. Reasons for not being able to take part (this information helps us when planning future surveys).

   __________________________________________

5. **Contact Details**

   Please give details of the person we should contact with more information about the survey, or to set up an appointment.

   Name: __________________________________________
   Job title: __________________________________________
   Telephone number: _________________________________
   E-mail address: _____________________________________

   Suggested date/time for Ipsos MORI interviewer to visit school (in w/b 18 June 2007): _______________________

6. If you have any questions about the research, or comments you wish to make, please write them below.

   __________________________________________

THANK YOU.

PLEASE FAX BACK THIS FORM TO 020 7347 3802
## B. Topic guides

**Primary school pupils**

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<thead>
<tr>
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<th><strong>Commentary</strong></th>
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</table>

<table>
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<tr>
<th>Perceptions/understanding of the Olympic &amp; Paralympic Games (5 mins)</th>
<th><strong>Areas to cover</strong></th>
<th><strong>Commentary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you heard about the Olympic &amp; Paralympic Games - what do you know/think about them?</td>
<td>Understanding young people’s start point in relation to the Olympic &amp; Paralympic Games</td>
<td></td>
</tr>
<tr>
<td>If you haven’t, prompt with <em>mood board</em> (explaining them appropriately) – what do you think about these ideas, how do you like the sound of them, what would you want to know more about (if anything)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why do you think that people like about the Olympic &amp; Paralympic Games, what would you enjoy about them, what would other people enjoy about them – what do you think about these activities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>London 2012 Olympic &amp; Paralympic Games (5 mins)</th>
<th><strong>Areas to cover</strong></th>
<th><strong>Commentary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>How old will you be in 2012 – what do you think you’ll be like – what will be different about you and your family and your school, what would you want to be like? (For those not living in London) Have you heard of London or been there – what do you think it is like?</td>
<td>Exploring young people’s aspirations for themselves and the London 2012 Olympic &amp; Paralympic Games</td>
<td></td>
</tr>
<tr>
<td>What do you think the London 2012 Olympic &amp; Paralympic Games will be like?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Being part of the Olympic generation and getting involved (10 mins)</th>
<th><strong>Areas to cover</strong></th>
<th><strong>Commentary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you want to do anything connected with the London 2012 Olympic &amp; Paralympic Games – why/why not</td>
<td>Exploring the extent to which young people feel involved and triggers and barriers to involvement</td>
<td></td>
</tr>
<tr>
<td>What would you want to do, if you could do anything – imagine what would be the most exciting thing you could do connected with the London 2012 Olympic &amp; Paralympic Games that you would want to do and get involved with</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information &amp; communication channels (15 mins)</td>
<td>Exploring the relevance/trustworthiness of difference communication channels</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Do you think you could get involved if you wanted to – why If not, why don’t you think you could get involved – what would stop you What would help you get involved, eg if you could do it with a friend/family/ if you did it at Brownies etc Prompt with each theme (as appropriate) – what do you think about this, what is/ would be good about doing this, what would/ n’t you like about this, what would make you want to do this, how would you feel when you’d done it Write down (or draw/talk about) your favourite theme(s) or idea(s) and why you like them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If you wanted to get involved in these activities, would you know how to get involved – what would you want to know, who would you ask If not, who would you ask or how would you find out where to go to get information from (prompt with parents/family/internet/TV), why would/wouldn’t you talk to/use different people/sources Have you ever wanted/tried to find any information out about any other activities you were interested in – if you did, how did you find it out Specifically regarding the internet, if appropriate, probe - do you use the internet – if so, how often do you use it, where do you use it, what do you use it for, eg do you use instant messaging, why do you use it - which sites do you use (probe MySpace &amp; YouTube): why, how do you use them, what do you like about them - what do you use it for at school – do you like using it at school, do you like learning online - how would you feel if information around the London 2012 Olympic &amp; Paralympic Games and how to get involved were on the internet: is it a good idea – why/why not – how should it be done (ie via which sites/in what ways) – would you trust this: why/why not</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Specifically regarding mobile phones, if appropriate, probe
- have you got a mobile phone – if so, how do you use it: do you text/phone/use the internet/take photos on it etc, how often do you do all of this
- what do you use your mobile for (eg prompt around socialising, passing time, making arrangements, getting advice) – why
- how would you feel if information about the London 2012 Olympic & Paralympic Games and how to get involved were communicated via mobile phones, eg text messages: is this a good idea – why/why not – how should it be done

Specifically regarding school
- should you be able to find out about the London 2012 Olympic & Paralympic Games and how to get involved from school – why/why not
- if you did, how should you be able to find out – should it be in lessons/activities – what areas should they be in etc

Are there any other ways of helping you find out about the London 2012 Olympic & Paralympic Games and how to get involved that would be good – eg TV/friends/parents/Brownies etc – why would they be good
Out of all of these ways of finding out, which do you trust/believe the most/are happiest with – put them in order from the ones you trust the most to the ones you trust the least – discuss why

<table>
<thead>
<tr>
<th>Break</th>
<th>Have a short comfort break – get up and jump up and down before starting again</th>
</tr>
</thead>
</table>
| Events/activities promoting the London 2012 Olympic & Paralympic Games and the legacy (15 mins) | What is the most interesting/exciting/inspiring thing about the London 2012 Olympic & Paralympic Games
What would be the most exciting thing that could be done to advertise the London 2012 Olympic & Paralympic Games and how to get involved (giving a few examples if necessary)
Going through relevant activities – put activities into piles: like it a lot, like it a little, |
| | Exploring spontaneous feelings about relevant activities/events to elicit learning
Exploring specific proposed DfES activities/ events in |
<table>
<thead>
<tr>
<th>don’t like it</th>
<th>detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>For the ideas liked – how would you make it as exciting as possible: probe re</td>
<td></td>
</tr>
<tr>
<td>- why you’d want to get involved – what is it about this activity that makes you want to do it</td>
<td></td>
</tr>
<tr>
<td>- ideally what the content would be</td>
<td></td>
</tr>
<tr>
<td>- ideal location/venue</td>
<td></td>
</tr>
<tr>
<td>- who would ‘own’ it/be the message source</td>
<td></td>
</tr>
<tr>
<td>- whether it would be ongoing or one-off/how often it would happen</td>
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</tr>
<tr>
<td>- ideally whether celebrities would be involved - if so who/ what their role would be</td>
<td></td>
</tr>
<tr>
<td>- ideally whether/how school would be involved</td>
<td></td>
</tr>
<tr>
<td>- ideally how you would find out about it, (focusing on how internet/mobile/school should be used plus any other channels emerging)</td>
<td></td>
</tr>
<tr>
<td>- how the activity/event should be linked to the London 2012 Olympic &amp; Paralympic Games</td>
<td></td>
</tr>
<tr>
<td>- how should it make sure that everyone is involved and that it is as inclusive as possible</td>
<td></td>
</tr>
<tr>
<td>For the ideas not liked, why is this, why aren’t they as interesting/exciting/inspiring, what is it about them – how could they be made more interesting/exciting/inspiring</td>
<td></td>
</tr>
<tr>
<td>Prompt in relation to how to include everyone – should there be special activities/events, should it be part of every activity/event</td>
<td></td>
</tr>
<tr>
<td>Who should be the source of the message/activity/event: who would you want the activity/event to come from/who would you and wouldn’t you trust (prompt with teachers/school/organisations they belong to etc)</td>
<td></td>
</tr>
</tbody>
</table>

**Summary (5 mins)**

As a group come up with a list of
- why everyone is excited about the 2012 Olympics & Paralympic Games
- good ways for finding out about them and how to get involved
- favourite activities/events and how to

Summarise key communication insight
<table>
<thead>
<tr>
<th></th>
<th>find out how to get involved in these – illustrating with pictures torn out of magazines to show what they’d be like</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- how you should be involved at school</td>
</tr>
<tr>
<td></td>
<td>Discuss which channels and message sources are most trusted and why this is – and which are least trusted</td>
</tr>
</tbody>
</table>

**Thank and close**
### Secondary school pupils and 16-19 year olds

<table>
<thead>
<tr>
<th>Areas to cover</th>
<th>Commentary</th>
</tr>
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<tbody>
<tr>
<td><strong>Introductions and warm-up</strong> (5 mins)</td>
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<td>We are in school but this isn’t a school project and we aren’t teachers!</td>
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<td>We are recording what everyone says but it’s confidential</td>
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<td>If you don’t want to do this you don’t have to – you may withdraw and go back to lessons</td>
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<tr>
<td>A bit about everyone – family, favourite things about school, favourite pastimes outside of school</td>
<td></td>
</tr>
<tr>
<td><strong>Perceptions/understanding of the Olympic &amp; Paralympic Games</strong> (5-10 mins)</td>
<td>Understanding young people’s startpoint in relation to the Olympic &amp; Paralympic Games</td>
</tr>
<tr>
<td>What impressions do you have of the Olympic &amp; Paralympic Games, what do you know about them, what don’t you know, what do you think about them, what do you find interesting/inspiring about them, what would you want to know more about (if anything)</td>
<td></td>
</tr>
<tr>
<td>What is the idea behind the Olympic &amp; Paralympic Games, why were they created, what do people like about them – how do you feel about these, how inspiring do you find them</td>
<td></td>
</tr>
<tr>
<td>What activities apart from sport surround the Olympic &amp; Paralympic Games – prompt with <em>mood board</em> – how do you feel about these, what interests you/doesn’t interest you, why</td>
<td></td>
</tr>
<tr>
<td><strong>London 2012 Olympic &amp; Paralympic Games</strong> (5-10 mins)</td>
<td>Exploring young people’s aspirations for themselves and the London 2012 Olympic &amp; Paralympic Games</td>
</tr>
<tr>
<td>What will you be like in 2012 – how old will you be, what do you think you will be doing, what do you want to be doing, how will you have changed</td>
<td></td>
</tr>
<tr>
<td>What will the world be like in 2012 – what will have changed from now, how, what would you like it to be like</td>
<td></td>
</tr>
<tr>
<td>What will that mean that the London 2012 Olympic &amp; Paralympic Games will be like: what would you want it to be like, how would it ideally differ from others in the past, what would its focus be, how should it involve people</td>
<td></td>
</tr>
</tbody>
</table>
How would you want to get involved, what would make you feel part of it (prompt for how this could be done in an individual way as opposed to with family)
If you could do anything connected with the London 2012 Olympic & Paralympic Games, what would it be, what would you want to do, what aspect of the 2012 Olympic & Paralympic Games would you want to get involved in - why does this interest/inspire you
What could the London 2012 Olympic & Paralympic Games do for you – what could it help you with, what would it leave behind for you, what would it inspire you to do
Are there any elements of the London 2012 Olympic & Paralympic Games that you wouldn’t be interested in – why, what isn’t appealing/inspiring, why
What would stop you getting involved in the London 2012 Olympic & Paralympic Games – is there anything that could be done to overcome this |
| Information & communication channels (15-20 mins) | To what extent do you think you know enough about/have enough information regarding the London 2012 Olympic & Paralympic Games and the events surrounding it, like the Cultural Olympiad (explain as appropriate) and how to get involved – what specifically would you want to know/find out about – if there was more, what impact do you think it would have on the extent to which you participated
If you were looking for information or advice, which sources would you normally use (prompt for internet/friends/family/TV etc) – why would/wouldn’t you use each one: what are the strengths and weaknesses of each one
With regard to the 2012 London Olympic & Paralympic Games, how ideally would you get this information – why
Specifically regarding the internet, probe
- how do you use the internet at the moment
- how often do you use it, where do you use it, what do you use it for, eg do you | Exploring the extent to which young people feel involved and triggers and barriers to involvement
Exploring the relevance/trustworthiness of difference communication channels |
use instant messaging, why do you use it
- which sites do you use: why, how do you use them, what do you like about them
- how does the way you use it differ according to whether you’re at school or at home
- how do you feel about learning online
- do you view/produce content, eg on MySpace/YouTube – what do you like about these sites
- to what extent do you trust the internet as a source: are some sites more trustworthy than others – why is this, which do you trust/not trust
- how would you feel if information regarding the London 2012 Olympic & Paralympic Games were communicated via the internet: if this were to happen, how should it be done (ie via which sites/in what ways) – to what extent would you trust this as a way of communicating with you on this topic

Specifically regarding mobile phones, probe
- have you got a mobile phone – if so, how do you use it: do you text/phone/use the internet/take photos etc, how often do you do all of this
- what do you use your mobile for (eg socialising, passing time, making arrangements, getting advice) – why, what are the benefits of mobile phones
- how would you feel if information regarding the London 2012 Olympic & Paralympic Games were communicated via mobile phones: if this were to happen, how should it be done – to what extent would you trust this as a way of communicating with you on this topic

Specifically regarding school
- how would you feel if school was a source of the information about the London 2012 Olympic & Paralympic Games
- if this was the case, how would this ideally be done: eg should it be
formal/informal/through teachers/through the curriculum/the work you do in lessons
- if the curriculum was used, how ideally would information about the London 2012 Olympic & Paralympic Games and how to get involved be communicated (eg which lessons/areas; in what ways – whether in terms of getting involved or learning about the area to stimulate interest in getting involved etc)

Are there any other ways of communicating that would be good – eg satellite/TV/word of mouth from friends/parents – why would they be good, ideally how would they be used to best effect
Overall, which of these ways of communicating with you seem best for this topic and why
Which are the most trustworthy from your point of view and why is this – are there any you’d be wary of, why

<table>
<thead>
<tr>
<th>Events/activities promoting the London 2012 Olympic &amp; Paralympic Games and the legacy (15-20 mins)</th>
<th>What excites/inspires you most about the London 2012 Olympic &amp; Paralympic Games</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the most exciting activities/events that could be put on to get young people involved in the London 2012 Olympic &amp; Paralympic Games – what is it about that activity/event that makes it exciting/inspiring, what would you get out of it</td>
<td></td>
</tr>
<tr>
<td>Quickly run through the list of events and put events into piles: those which are interesting/inspiring, OK and not interesting/inspiring – what is the difference between the piles: what makes an event/activity interesting</td>
<td></td>
</tr>
<tr>
<td>For those activities which sound good/OK: explore each one in detail in terms of how this would be made as interesting/inspiring/ exciting as possible, probing as appropriate</td>
<td></td>
</tr>
<tr>
<td>- why you’d want to get involved – what is it about this activity that makes you want to do it</td>
<td></td>
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<tr>
<td>- ideally what the content would be</td>
<td></td>
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<td>- whether it would be ongoing or one-off/ how often it would happen</td>
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<td>- ideally whether celebrities would be involved - if so, why, who, what their</td>
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</table>

Exploring spontaneous feelings about relevant activities/events to elicit learning
Exploring specific proposed DfES activities/events in detail
role would be
- ideally whether/how schools would be involved
- ideally how you would find out about it, (focusing on how internet/mobile/school should be used plus any other channels emerging)
- ideally how the activity/event should be linked to the 2012 Olympic & Paralympic Games
- how should it make sure that everyone is involved and that it is as inclusive as possible

For activities/events that don’t sound interesting: why aren’t you interested in them, why don’t you aspire to be involved in them, how could they be made more interesting/inspiring/exciting – eg is it about the content of the activity/how or where you’d expect it to take place/anything else that puts you off etc

Prompt in relation to how to include everyone/celebrate diversity within this – how should this be done, should there be events, should it be part of every event, how would it work exactly

Overall, who do you think should be the source of the message/activity/event: who would you want the activity/event to come from/who would you and wouldn’t you trust

Summary
(5-10 mins)
Summarise by asking each to note down
- overall what you’d like to have known more about re the London 2012 Olympic & Paralympic Games before we started talking
- what inspires/interests/excites you most about it
- relevant communication channels for letting you know about what’s going on
- events/activities that are interesting/inspiring and how these should ideally be communicated and delivered
- how schools should be involved

Discuss which channels and message sources are most trusted and why this is – and which are least trusted – what are the qualities of least/most trusted channels/sources and hence what can be learned for future communication

Thank and close
C. Stimulus materials

Mood board

- Keeping fit & healthy
- Fair play, cultural understanding, personal excellence
- Olympic & Paralympic Games
- Culture & the arts
- Different cultures
- People from all over the world – taking part and watching
- Volunteering
- Different languages
D. Activity suite

- Ceremonies
  - Olympic and Paralympic Games Handover Ceremonies
  - Olympic and Paralympic Games Opening and Closing Ceremonies
  - Olympic and Paralympic Games Medal Ceremonies
  - Olympic and Paralympic Games Team Welcome Ceremonies
  - Olympic and Paralympic Games Torch Relay

- Sport
  - Sports co-ordinators in colleges
  - Sport at after-school clubs
  - National UK School Games (includes colleges)
  - People working in schools to encourage students to take part in local and regional competitions
  - Residential camps for talented sportspeople
  - University centres of excellence for elite athletes
  - Research into how to improve sports performance
  - Young Ambassadors: 16-17 year olds encouraging young people to take up sport
  - Dreams + Teams: training courses for young people who become Young Leaders and organise a sports festival in their community
  - University Volunteering Academies
  - Sports volunteering recognition scheme
  - Olympic Youth Camp
  - Living for Sport – getting involved in sport with no pressure

- Healthy living and fitness
  - Helping young people to be healthier
  - Using pedometers to encourage young people to exercise more

- Getting people involved
  - Study support centres at sports clubs, eg football clubs
  - Getting involved in sport with no pressure (Living for Sport)
  - Special diplomas and qualifications linked to 2012

- Languages
  - Qualifications for volunteers – Language Ladder
  - Books and websites for learning languages linked to 2012
  - Teaching sport in a foreign language
• Culture and the arts (Cultural Olympiad)
  • International Shakespeare Festival
  • Paralympic Day
  • Olympic Carnival in London
  • Live Sites – taking the Olympic and Paralympic Games into towns and cities across the country
  • World Festival of Youth Culture
  • International Music Programme
  • International Exhibitions in museums and galleries across the country
  • Film and Video Nation – film and video festival
  • Artists Taking the Lead
  • World Cultural Festival

• International
  • Webcam to talk to people overseas about Olympic and Paralympic Games
  • Books and websites based on Olympic and Paralympic Games to use in citizenship lessons
E. Quantitative survey topline findings

Young People and the 2012 Olympic and Paralympic Games
Revised final topline results (13.9.2007)

- A total of 866 young people aged 5-19 in England were interviewed
- Fieldwork dates: 19-26 July 2007
- All interviews were conducted face-to-face, in-home (with a parent present where required)
- At the analysis stage, the data were weighted by age within gender and region to the known national profile
- An asterisk (*) denotes a figure less than 0.5% but greater than zero
- Base ‘all’ unless otherwise stated

Q1 In 5 years’ time, London will be the city which runs the 2012 Olympic and Paralympic Games. How much, if anything, would you say you know about the 2012 Olympic and Paralympic Games? SINGLE CODE ONLY

<table>
<thead>
<tr>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lot</td>
<td>3</td>
</tr>
<tr>
<td>Quite a lot</td>
<td>14</td>
</tr>
<tr>
<td>Not very much</td>
<td>45</td>
</tr>
<tr>
<td>Nothing at all</td>
<td>38</td>
</tr>
<tr>
<td>Don’t know/not stated</td>
<td>1</td>
</tr>
</tbody>
</table>
Q2 There will be lots of ways that people can join in with the London 2012 Games, either before the Games happen or at the Games themselves. Looking at this card …
(a) What would you MOST like to join in with? SINGLE CODE ONLY
(b) And is there anything else you would like to join in with? MULTICODE UP TO TWO OK

Base: All young people aged 5-10 (323)

<table>
<thead>
<tr>
<th>Activity</th>
<th>(2a)</th>
<th>(2b)</th>
<th>Total mentions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watching the Games on TV</td>
<td>23</td>
<td>21</td>
<td>43</td>
</tr>
<tr>
<td>Carnivals and celebrations</td>
<td>16</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>Taking part in sports events for young people which are linked to the</td>
<td>8</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>London 2012 Games</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As a sportsman/sportswoman in the London 2012 Games</td>
<td>6</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Learning about the Olympics and Paralympics at school</td>
<td>6</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>Watching the Games live at the Olympic Stadium or other places where</td>
<td>5</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>events are happening</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music events, like a music festival</td>
<td>4</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Taking part in the opening or closing ceremonies</td>
<td>3</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Volunteering at the London 2012 Games to do things like carrying out</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>the kit for the sportsmen and women, showing people to their seats</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Events like a film or theatre festival</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Learning about the Olympics and Paralympics through books, the internet</td>
<td>2</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>and programmes on TV</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visiting exhibitions and displays about the Olympic and Paralympic</td>
<td>*</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Games</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None of these</td>
<td>3</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Don’t know</td>
<td>18</td>
<td>26</td>
<td>18</td>
</tr>
</tbody>
</table>
Q3  There will be lots of ways that people can join in with the London 2012 Games, either before the Games happen or at the Games themselves. Looking at this card …
(a) What would you MOST like to join in with?  SINGLE CODE ONLY
(b) And is there anything else you would like to join in with?  MULTICODE UP TO TWO OK

Base:  All young people aged 11-19 (543)

<table>
<thead>
<tr>
<th>Activity</th>
<th>% (3a)</th>
<th>% (3b)</th>
<th>% Total mentions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music events, like a music festival</td>
<td>20</td>
<td>19</td>
<td>39</td>
</tr>
<tr>
<td>Watching the Games on TV</td>
<td>19</td>
<td>26</td>
<td>45</td>
</tr>
<tr>
<td>Carnivals and celebrations</td>
<td>14</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>Watching the Games live at the Olympic Stadium or other places where events are happening</td>
<td>8</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td>Competing as a sportsman/sportswoman in the London 2012 Games</td>
<td>6</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Taking part in sports events for young people which are linked to the London 2012 Games</td>
<td>6</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Taking part as a performer in the opening or closing ceremonies</td>
<td>4</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Cultural events, like a film, video or theatre festival, or a Shakespeare festival</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Paid work, either before or during the Games (like building the places where the Games take place, selling refreshments, driving the athletes around)</td>
<td>4</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Learning about the Olympics and Paralympics at school</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Learning about the Olympics and Paralympics through books, the internet and programmes on TV</td>
<td>2</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Volunteering at the London 2012 Games to do things like carrying out the kit for the sportsmen and women, showing people to their seats</td>
<td>1</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Visiting exhibitions and displays in museums and galleries about the Olympic and Paralympic Games</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>None of these</td>
<td>3</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Don’t know</td>
<td>5</td>
<td>8</td>
<td>4</td>
</tr>
</tbody>
</table>
Q2/Q3 There will be lots of ways that people can join in with the London 2012 Games, either before the Games happen or at the Games themselves. Looking at this card …

(a) What would you MOST like to join in with? SINGLE CODE ONLY
(b) And is there anything else you would like to join in with? MULTICODE UP TO TWO OK

Base: All young people aged 5-19 (866)

<table>
<thead>
<tr>
<th>Activity</th>
<th>% Total mentions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music events, like a music festival</td>
<td>30</td>
</tr>
<tr>
<td>Watching the Games on TV</td>
<td>44</td>
</tr>
<tr>
<td>Carnivals and celebrations</td>
<td>28</td>
</tr>
<tr>
<td>Watching the Games live at the Olympic Stadium or other places where events are happening</td>
<td>25</td>
</tr>
<tr>
<td>Competing as a sportsman/sportswoman in the London 2012 Games</td>
<td>10</td>
</tr>
<tr>
<td>Taking part in sports events for young people which are linked to the London 2012 Games</td>
<td>15</td>
</tr>
<tr>
<td>Taking part as a performer in the opening or closing ceremonies</td>
<td>11</td>
</tr>
<tr>
<td>Cultural events, like a film, video or theatre festival, or a Shakespeare festival</td>
<td>8</td>
</tr>
<tr>
<td>Paid work, either before or during the Games (like building the places where the Games take place, selling refreshments, driving the athletes around)</td>
<td>7</td>
</tr>
<tr>
<td>Learning about the Olympics and Paralympics at school</td>
<td>10</td>
</tr>
<tr>
<td>Learning about the Olympics and Paralympics through books, the internet and programmes on TV</td>
<td>8</td>
</tr>
<tr>
<td>Volunteering at the London 2012 Games to do things like carrying out the kit for the sportsmen and women, showing people to their seats</td>
<td>9</td>
</tr>
<tr>
<td>Visiting exhibitions and displays in museums and galleries about the Olympic and Paralympic Games</td>
<td>4</td>
</tr>
<tr>
<td>None of these</td>
<td>3</td>
</tr>
<tr>
<td>Don’t know</td>
<td>9</td>
</tr>
</tbody>
</table>
Q4 Please think about yourself, and the things YOU could personally get out of joining in with things connected to the London 2012 Games, either before the Games happen or at the Games themselves. What do you think will be the main things that you get out of joining in, if anything?  DO NOT PROMPT.  MULTICODE OK

<table>
<thead>
<tr>
<th>Option</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will have fun</td>
<td>30</td>
</tr>
<tr>
<td>I will be able to achieve something</td>
<td>15</td>
</tr>
<tr>
<td>It will encourage me to be fitter/healthier</td>
<td>15</td>
</tr>
<tr>
<td>There will be things for me to do with my friends</td>
<td>14</td>
</tr>
<tr>
<td>There will be more opportunities for me to get involved in sport</td>
<td>11</td>
</tr>
<tr>
<td>I may become famous</td>
<td>11</td>
</tr>
<tr>
<td>There will be things for me to do with my family</td>
<td>10</td>
</tr>
<tr>
<td>I will become more confident in myself</td>
<td>9</td>
</tr>
<tr>
<td>I will get to meet people who are different to me/new people</td>
<td>8</td>
</tr>
<tr>
<td>I will get to learn things (for example, about other people and cultures, about history)</td>
<td>8</td>
</tr>
<tr>
<td>I will earn money/make a living</td>
<td>6</td>
</tr>
<tr>
<td>I will get to meet Olympic and Paralympic sportsmen and women</td>
<td>5</td>
</tr>
<tr>
<td>There are still things that I can get involved in, even though I'm not sporty</td>
<td>4</td>
</tr>
<tr>
<td>There will be opportunities for me to develop work-related skills and gain qualifications</td>
<td>4</td>
</tr>
<tr>
<td>I will be more knowledgeable/understand sport better</td>
<td>1</td>
</tr>
<tr>
<td>I will be proud</td>
<td>*</td>
</tr>
<tr>
<td>Other answer</td>
<td>1</td>
</tr>
<tr>
<td>There will be nothing for me to get from joining in</td>
<td>7</td>
</tr>
<tr>
<td>Don’t know</td>
<td>17</td>
</tr>
</tbody>
</table>
Q5 When the London 2012 Games are over, what do you think will have changed because of them, if anything? DO NOT PROMPT. MULTICODE UP TO THREE OK

<table>
<thead>
<tr>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>More people from abroad will want to visit (parts of) Britain</td>
<td>19</td>
</tr>
<tr>
<td>This country will be a lot better at sport</td>
<td>11</td>
</tr>
<tr>
<td>There will be better sports facilities in London</td>
<td>10</td>
</tr>
<tr>
<td>We will have won lots of medals</td>
<td>10</td>
</tr>
<tr>
<td>More people who live in this country will be proud to be British</td>
<td>9</td>
</tr>
<tr>
<td>More people will want to lead a fitter/healthier lifestyle</td>
<td>8</td>
</tr>
<tr>
<td>People will have a good memory to look back on</td>
<td>8</td>
</tr>
<tr>
<td>There will be more opportunities for people to take part in sport</td>
<td>6</td>
</tr>
<tr>
<td>Parts of London will be much nicer/better places to live and work</td>
<td>6</td>
</tr>
<tr>
<td>There will be more of a community spirit in the country</td>
<td>6</td>
</tr>
<tr>
<td>There will be more job opportunities</td>
<td>6</td>
</tr>
<tr>
<td>This country will be a lot richer</td>
<td>5</td>
</tr>
<tr>
<td>This country will have a good reputation abroad</td>
<td>4</td>
</tr>
<tr>
<td>We will have a better understanding of different peoples and cultures</td>
<td>4</td>
</tr>
<tr>
<td>People will have work-related skills/experience/qualifications to use in the future</td>
<td>3</td>
</tr>
<tr>
<td>This country will be a lot poorer/will be in debt</td>
<td>3</td>
</tr>
<tr>
<td>More people who live in this country will be embarrassed to be British</td>
<td>2</td>
</tr>
<tr>
<td>Time and money will have been wasted building things that no-one can use/wants to use afterwards</td>
<td>1</td>
</tr>
<tr>
<td>We won’t have won many medals</td>
<td>1</td>
</tr>
<tr>
<td>We will be a bigger target for terrorists/it will be less safe here</td>
<td>1</td>
</tr>
<tr>
<td>It will make people happy / friendly etc.</td>
<td>1</td>
</tr>
<tr>
<td>This country will have a poor reputation abroad</td>
<td>1</td>
</tr>
<tr>
<td>More interest in sport *</td>
<td></td>
</tr>
<tr>
<td>Have a stadium *</td>
<td></td>
</tr>
<tr>
<td>Better transport *</td>
<td></td>
</tr>
<tr>
<td>More to do in / around parts of London *</td>
<td></td>
</tr>
<tr>
<td>Nothing will have changed</td>
<td>12</td>
</tr>
<tr>
<td>Don’t know</td>
<td>23</td>
</tr>
</tbody>
</table>

Positive response only  58
Negative response only  1
Mix of positive and negative responses  6
**Q6 Looking at this card, how would you most like to find out about the London 2012 Games, if at all? Please tell me up to three ways that you would like to find out. MULTICODE UP TO THREE OK**

<table>
<thead>
<tr>
<th>Method</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Television, through programmes and adverts</td>
<td>44</td>
</tr>
<tr>
<td>Through my school</td>
<td>39</td>
</tr>
<tr>
<td>The internet, through websites like Google, MySpace, YouTube, the BBC, SuperClubs Plus and GoldStarCafe</td>
<td>24</td>
</tr>
<tr>
<td>Leaflets and posters in places where lots of people go, like bus stops and train stations, in shops, libraries and doctors’ surgeries, and so on</td>
<td>14</td>
</tr>
<tr>
<td>Through my friends</td>
<td>14</td>
</tr>
<tr>
<td>E-mails sent to me</td>
<td>14</td>
</tr>
<tr>
<td>Through my parents</td>
<td>12</td>
</tr>
<tr>
<td>The internet, through a website for young people about the Games</td>
<td>11</td>
</tr>
<tr>
<td>National radio</td>
<td>10</td>
</tr>
<tr>
<td>Through magazines</td>
<td>9</td>
</tr>
<tr>
<td>Local radio</td>
<td>9</td>
</tr>
<tr>
<td>Through local newspapers</td>
<td>6</td>
</tr>
<tr>
<td>Through national newspapers</td>
<td>5</td>
</tr>
<tr>
<td>Text messages sent to me</td>
<td>4</td>
</tr>
<tr>
<td>Other answer</td>
<td>1</td>
</tr>
<tr>
<td>None of these</td>
<td>2</td>
</tr>
<tr>
<td>Don’t know</td>
<td>3</td>
</tr>
</tbody>
</table>
F. Examples of drawings produced by the children and young people as part of the qualitative research process
The Olympic Torch.

SWIMMING
OLYMPIC

C'mon today
We are all here
to play

2012

Home to

Olympic