

# Leisure Studies Association Conference 2004

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**#11. Gender, Leisure and Muslim Identities:  
new engagements with definitions of leisure  
and theories of participation**

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Conventionally viewed as time, activity, space, functional or as freedom, leisure has been defined from Western perspectives that appear not to have engaged fully with cultural difference when informing global discourses of leisure studies. This paper explores the intersections between gender, leisure and Muslim identities in a review of theoretical and empirical research that questions the cross-cultural relevance of Western-dominated definitions of leisure and related theories of participation.

The research reported in this paper discusses the extent to which these Western definitions of leisure and theories of participation can explain the leisure of young women living in the Islamic societies in general and the Islamic Republic of Iran in particular. The paper draws on empirical research, conducted in Iran by Mohammad Ehsani (Aitchison and Ehsani, in review), in the form of two large-scale surveys of young men and women aged 18-25 (sample sizes of 1002 and 1946). Through an examination of factors that constrain leisure participation in the UK and in Iran, the paper demonstrates that the ways in which culture shapes leisure are broadly experienced both similarly and differently by young women in the UK and in Iran. In both countries, the structural and/or material constraints of time, finance, transport and facilities serve to inhibit participation in similar ways. However, the cultural or symbolic constraints on young women's leisure are experienced differently in the two countries. In the UK socio-psychological constraints relating to self-confidence, self-esteem and friendship networks are significant influences on leisure participation and enjoyment. In Iran cultural constraints are experienced less at an individual psychological level and more in relation to socio-cultural norms influenced by the family, education and religion. Moreover, the ways in which structural and cultural factors are interwoven to shape leisure participation differs between the two countries and cultures. The paper concludes by proposing that the theoretical framework of the social-cultural nexus (Aitchison 2003) offers a useful mechanism for the exploration of the mutually informing way in which both social and cultural factors serve to influence women's leisure in both cultural contexts



**Cara Aitchison** is Professor in Human Geography at the University of the West of England, Bristol, UK. She has undertaken a range of academic and contract research examining leisure and tourism as sites and processes of social, cultural and spatial inclusion and exclusion. Cara is Chair of the Leisure Studies Association and Chair of World Leisure's Commission on Women and Gender. She is author of

*Gender and Leisure: Social and Cultural Perspectives* (2003) and lead author (with Nicola MacLeod and Stephen Shaw) of *Leisure and Tourism Landscapes: Social and Cultural Geographies* (2001) published by Routledge. In February and March of 2003 Cara undertook an invited lecture tour of Iran sponsored by the Iranian Ministry of Culture, Iranian National Olympic Committee, Iranian Touring and Tourism Organisation, Iranian Sport Science Research Centre and Iranian Women's Sport Federation. She then returned to Iran in December 2003 at the invitation of the International Council for Physical Education, Recreation and Sport Development's Middle East Congress. This paper is the result of these visits and of collaborative work undertaken with Dr Mohammad Ehsani of Tabriz Modarres University, Tehran. Cara would like to acknowledge Dr Ehsani's generosity in facilitating this research.

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## **#12. Evaluating sports-based inclusion projects: methodological imperatives to empower marginalised young people**

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The use of sport as a palliative to the apparent problems of youth has a long history in the United Kingdom. Agencies and institutions with a range of motives have viewed sports and recreation activities as a source of distraction, discipline and morality. Ever since evangelical churches at the end of the nineteenth century promoting rational recreation (Holt, 1989), sport has provided institutions with a potential solution to moral panics created by debates over the nature and propriety of the behaviour of young people.

In the past five years, academic writing on sport as a device for social inclusion has proliferated. In the UK, sociological and policy-oriented contributions from Coalter, Allison & Taylor (2000) and Long & Sanderson (2001) have focused on delivery mechanisms; the apparent lack of evidence-based policy; and questioning the utility of mainstream, institutionalised sports for such programmes. The refocusing of sports resources and the rationalisation of some aspects of sports policy at central Government level has facilitated the development of a number of sports-based inclusion projects, many of which focus on marginalised young people. These inclusion projects are characterised by a range of approaches, but in the main projects are either based on referral systems, counselling and advice or neighbourhood outreach work.

In this paper we set out a methodological approach for an evaluation of sports-based inclusion projects set within the interpretivist and phenomenological traditions. A series of key principles is identified that may be deployed in order to facilitate a more sophisticated analysis of the use of sports within social inclusion policy initiatives with young people than has often been the case hitherto. These include the need to:

- consider the social worlds of youth from an insider-member perspective;
- chart and analyse the subjective experiences of young people themselves;
- provide young people with the social space in which to give 'voice' to their thoughts and feelings (cf. Hollands, 1995; Brackenridge *et al*, 2003);
- counteract the 'democratic deficit' in ensuring more effective participation and citizenship of young people (Evans, 1998; Cutler & Frost, 2001).

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### **#13. Hegemonic relations in Community Sports Development**

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This paper applies Gramsci's concept of hegemony to explore the findings of a research project evaluating the effectiveness of a 'GO 4 IT' scheme in the North-West of England.

The aim of the 'GO 4 IT' scheme was to address youth crime and disorder issues in the local area. A range of different recreational activities, from outdoor activities to multi-sports to circus skills, were provided in four targeted areas during August 2003. Evaluation of the scheme was conducted via a triangulation of methods. Interviews were carried out with the key partners in the scheme and the scheme's activity leaders, with questionnaires and a focus group interview completed by a sample of participants. A street survey was undertaken in each of the identified target areas in order to obtain the views of the local community in relation to the scheme.

The key findings indicated that schemes such as 'GO 4 IT' are widely supported in the local communities. They are perceived as developing community spirit, alleviating boredom for the young people and provide an alternative to youths 'staying at home' being involved in other formal or informal sporting activities on the streets' or 'hanging round the streets/shops'. Issues were raised to improve the operation of the project with respect to organisation, targeting and promotion. In particular, the evaluation highlighted differences and commonalities in perceptions between the community, participants and providers that illustrate the ongoing tensions in community sports development between the ideologies of sport for sports sake and sport for instrumental control.

**Linda Allin** is programme leader for sport development and coaching at Northumbria University Division of Sport Sciences. She teaches in the areas of community sports development and equal opportunities in addition to outdoor fieldwork. Her main interests relate to social inclusion in the outdoors and in educational settings. Her PhD thesis explored women's career identities in outdoor education. Linda has published work on women's physicality in outdoor education and the relationship between social class and climbing participation.

**Sarah Partington** is a lecturer in sports science at the University of Northumbria. Within the Division of Sport Sciences her teaching focuses on sport and exercise psychology. Sarah's main research interests are in the field of applied sports psychology, with a particular focus upon the psychology of performance enhancement and the development of psychological intervention strategies for athletes. Sarah's PhD research was on the psychological states of flow and peak performance and she has recently published in this area. Other recent

research that Sarah has been involved in relates to sports colleges and their effects upon pupils' perceptions of physical self-worth.

**Elizabeth Partington** is a lecturer in sport science at Northumbria University. Within the division of sport sciences her teaching focuses upon sport and exercise psychology, with a particular interest in applied sports psychology. Elizabeth's research interests lie predominantly in the psychology of performance enhancement, and the psychology of sports injury. Her PhD focused upon the psychology of injury rehabilitation, taking a narrative approach. Currently Elizabeth is involved in a collaborative research project with a local sports college examining the impact of sports college attendance on children's physical self-worth. In addition to teaching and research Elizabeth is involved in sport psychology consultancy work with elite performers from a wide range of sports.

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## #14. The Impact of Motor Activities on Improving Creativity of Primary School Children

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Most studies on creativity and motor activities have reported that games and the related facilitating social conditions have a vital role on promoting creativity. Games inspire imagination and provoke discovery of new criteria among children. These two factors, namely, imagination and discovery, in turn, bring about an enhancement in creativity (Seuantra 1994; Hershy & Krenz, 1979; Pellegrini, 1985; Wesley With, 1971). In this line of investigation, the present study aims at determining the influence of motor activities (games) on improving the creativity of primary school children aged 9. The investigation is one of a Quasi-experimental nature is carried out as a filed method. The participants included a random sample of 180 students (90 male and 90 female) assigned as the experimental group who were exposed formally to the motor activities (games) for a period of 4 months and a control group of 180 students with no treatment during the specified period. Torrance's (1981) test of Thinking, Creativity in Action and Movement (TCAM) as a reliable and valid measure of creativity was applied as the data collection tool, which included the three factors of Imagination, Originality, and Fluency. The results obtained from the analysis of the data submitted to an independent T-test analysis manifested a significant difference between the mean scores of the male and female students in experimental and the control groups in terms of the three main factors of creativity. i.e. Imagination, Originality, and Fluency. This implies that motor activities particularly games bring about enhancement in creativity in terms of its three main components. The findings are compatible with those of (Heausler, 1987; Nikson & Jewett, 1980; Bucher, 1964 and Mesenbernic, 1971).

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## #15. The impact of the Fairbridge programme on disaffected young people

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The Fairbridge organisation works with disadvantaged and disaffected young people and aims to reduce social exclusion. A review of projects with the same objective concluded that, '...there is little effective evaluation against social inclusion outcomes.' (Long, et al., 2002: 81). This paper reports results of research evaluating both the long and short term impact of the Fairbridge programme. Generous funding for research enabled one of the most detailed evaluations of a project of this nature, including large sample sizes and long-term follow-up of participants. Personal and social skills were shown to have increased over the initial five day part of the programme, for a sample of 318 young people, as measured by a specially designed, internally validated, self-completion measure. While these gains were not maintained a year later, they did prove to be a good predictor of long-term behavioural improvements, including better performance in jobs and education, sorting out housing, and having a positive attitude towards self and others. This suggested that the gains in personal skills preceded the longer term impacts.

Discussion considers the extent to which an initial apparent increase in personal skills, or a positive predisposition to the programme, was the most important factor determining long term impacts. The overall results are related to theoretical understandings of the impact of such programmes as facilitating the development of young people such that they have greater confidence and ability to tackle the circumstances which have put them 'at risk' (Maruna, 2001; Nichols, 1999; Witt and Crompton, 2003).

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**#16. What do children and young people understand about their engagement and participation in Physical Education and sport in their school?**

**Professor Richard Bailey, Harriet Dismore and Tokie Izaki**  
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Physical Education and school sport is an important aspect of young people's active leisure, but there has been a great deal of concern about the provision of it in schools. For instance, this research is policy-led and was commenced soon after a world wide survey was undertaken that highlighted the need for further investigation into Physical Education and school sport around the world. The purpose of this paper will be to show the importance of examining how children understand their engagement and participation in Physical Education and school sport.

This paper will report on a questionnaire study that was part of a large International project. The project, examining the benefits of Physical Education and sport in education has been sponsored by The International Olympic Committee (IOC) and undertaken on behalf of the International Committee of Sport Pedagogy (ICSP) and the International Council of Sport Science and Physical Education (ICSSPE). The proposal was based on the following rationale. The World Summit on Physical Education, held in Berlin in November 1999, called attention to the serious decline in the state and status of Physical Education in schools, all over the world. This is of particular concern when we consider that subjects occupying less curriculum time are perceived by pupils as lower in status (Hendley et al, 1996).

The questionnaires aimed to gather together the perceptions of children and young people from around the world and to complement the case studies that would provide real life examples of good practice. The questionnaire was administered to schools located in Japan and England, over a period of two months and targeted children and young people from 7 – 16 years of age. In all, a total of 1066 questionnaires were analysed. As well as highlighting the similarities and differences between the two education systems, the overall findings of the study revealed the position of PE and school sport within these systems as perceived by the pupils. Moreover, there were clear patterns to the way that pupils perceived themselves in relation to PE and school sport. For example, a number of strong relationships were observed between age, gender and country, particularly in relation to enjoyment and ability. The study was also instrumental in exploring the ways in which pupils perceive the benefits of PE and school sport, including how the subject might encourage them to continue being physically active. In this way, the study and its findings have implications for the way in which children and young people perceive active leisure.

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**Harriet Dismore** is a research fellow in the Centre of Educational Research. She is currently working on two projects. The first is the Sport in Education Project (SpinEd) supported by the International Olympic Committee (IOC). Its aim is to gather and present evidence to policymakers regarding the benefits to schools of good quality physical education and sport. The second is the DfES funded Developing Talent in Physical Education Project carried out in collaboration with Leeds Metropolitan University. It seeks to inform the current efforts by the DfES, the National Academy and the Youth Sports Trust to develop effective talent development practices in Physical Education. Harriet is simultaneously working on her PhD which seeks to investigate the attitudes of children towards physical education (PE) and school sport, with particular reference to the primary/secondary transition.

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## #17. Evaluating Programme Impacts: *Champion Coaching on Merseyside – pathways to opportunities?*

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The presentation will review the programme impacts of the Champion Coaching Scheme in St Helens and Knowsley (1996-1999), in particular the impacts the programme had on developing pathways and evidence of subsequent sports participation by young people. The conference theme addressed in the presentation will be engagement and participation. As one of the most significant sports development programmes of the 1990's, running from 1991 – 1999, Champion Coaching represented a nationally applied blueprint for the development of sports coaching opportunities for young people. This programme was, at its peak, being delivered in over 140 local authorities and involved over 14,000 children in one year (NCF, 1999). The final number of children who took part is difficult to estimate, for various reasons, but is likely to be over 80,000.

Using a 'realist' approach to understanding the context, mechanisms and outcomes achieved, this work draws upon the work of Pawson and Tilley (1997). The study was an attempt to link the outcomes achieved in particular case study schemes, to the theory underpinning the programme, to contribute towards an evidence base for sport development. Outcome measures for the evidence of pathways of opportunity were the regular sports participation of young people, and club membership levels, up to five years after the sport programme. As indicated by Collins et al (1999) and Coalter (2001), outcome oriented evidence is often difficult to gather in sport, and some of the problems of using outcome based measures are highlighted in this study. Both participants and parents were surveyed, developing further the work of Collins and Buller (2000). A series of visits to selected local schools was made in order to gain insight into the perceptions of young people of their pathways of sporting opportunities. The take up of the scheme from different parts of the borough was mapped to show the distribution compared to the relative deprivation of wards, using the Index of Multiple Deprivation (DETR, 2000).

The presentation will outline the results from the participants, which showed that the Champion Coaching group had high levels of club membership, and were still regularly participating in sport up to five years after their sport course.

Differences were found, both in how the scheme operated and the outcomes achieved in both of the selected local authorities, the implications of which are discussed and highlighted in the presentation. Lessons learned for both programme evaluation and development of participation are provided.

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- Bell, B. (2003) Evaluating sports development outcomes: the impacts on coaches careers of involvement with the 'champion coaching' scheme. in : *Conference Proceedings, 11<sup>th</sup> European Sports Management Congress, September 10-13, Stockholm, Sweden*. Stockholm: EASM
- Bell, B. (pending) Building a legacy for youth and coaches? Champion Coaching on Merseyside
- Chapter for inclusion in Collins and Lyle (2005)
- Active Lifestyle, Physical Recreation and Health Outcomes of Youth in Two Contrasting Nova Scotia (Canada) Communities.

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## #18. The role of sport for young people in community cohesion and community safety: alienation, policy and provision

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During the past twenty-five years there has been a fundamental shift from the concept of sports development in the community to community development through sport (Henry, 2001; Houlihan and White, 2002). Recent government policy on community development has emphasised self-help and the responsibility of local people in resolving the issues which affect them (Home Office 1999, 2003a), thus creating a changed operational framework for sport development practice. The effects of this are evident in the Community Cohesion Pathfinder Programmes, which were established to reinvigorate social integration following the riots of 2001 in the post-industrial towns of Bradford, Oldham and Burnley in which the predominant participants were young males. Policy and guidance on community cohesion accordingly pointed to the engagement of young people through sport as a means of promoting social cohesion (Home Office 2001, Community Cohesion Unit 2002) but devolved the decision of whether to do so to local partnerships. Subsequently several Cohesion Pathfinders identified sport and physical activity as vehicles for the enhancement of inter-community relationships. However, as community cohesion is a relatively new term (Kearns and Forrest 2000; Forrest and Kearns, 2001), policy and practice in this area are emergent (Home Office, 2003b), and the extent to which the potential of sport might be realised depends on many variable factors within each Pathfinder Area. As a primary condition of cohesion, community safety is an important related area yet one that again displays complexity in policy and fragmentation and unevenness in practice.

This paper explores the development of policy on and operational practice in community cohesion and safety insofar as these deploy the engagement of young people through sport as an intended means of achieving their aims. It draws upon field research in the three Community Cohesion Pathfinders in the north west of England and upon a case-study survey of the perception and use of sport in engaging young people in a number of community safety partnerships. It will highlight issues arising through the New Labour "third way" partnership approach to the use of sport in community development and will explore the inherent challenges to sport development in the rejection of collectivist ideology in the domain of public leisure policy.

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**Phil Binks'** current research is based on the use of physical activity in the engagement of 'at risk' youth. It includes the leadership of a research project in the use of sport by a range of community safety organisations in north west England. Publications include

Binks, P. and Morgan, D. (2002) *Reczones Phase Two: A report on residents' perception of anti-social behaviour following the introduction of play zones in Bolton* and Binks, P. and Morgan, D. (2002) *An evaluation of Moving Up through Leisure: the use of leisure in engaging "at risk" youth*.

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## #18. Active Lifestyle, Physical Recreation and Health Outcomes of Youth in Two Contrasting Nova Scotia (Canada) Communities

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There is growing concern over the epidemic rise of inactivity related diseases such as obesity, Type 2 Diabetes, and cardiovascular disease among youth. Recently some attention has been paid to the contribution of place to this inactivity and its relationship to health (Aaron and LaPort 1997). Specifically this study examines the relationship of lifestyle and health among youth, especially physical activity and active recreation in Glace Bay and Kings County, Nova Scotia.

Glace Bay is located in industrial Cape Breton, is predominantly small town urban, and is economically unstable with population emigration. Kings County is predominantly rural with quite vibrant agriculture, forestry, fishing, manufacturing and service industries. The contrasting rurality and economic and social circumstances (Lewis *et al.* 1997) allow examination of the extent to which "place character" impacts physical activity, active recreation behavior, and various health outcomes among youth (Gostlin, Perdue & Stone 2003; Jackson 2003).

Between 2001 and 2003, these two communities designed and implemented a comprehensive community survey. The 70-page survey elicited a total of 3,606 respondents - 1,708 from Glace Bay (>80% response rate) and 1,898 from Kings County (>70%) to provide baseline community wellbeing and progress data (Pennock 2004). For this report the youth segment was examined and defined as between 15 and 24 years. They represented 9.16% of survey respondents in Glace Bay and 8.05% in Kings County. For comparative purposes this study analyzed two key issues:

- The extent to which youth were engaged in active lifestyles including physical recreation and
- The impact such lifestyles had on mental and physical health as self reported.

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**Glyn Bissix** has recently co-authored a book entitled: *Integrated Resource and Environmental Management: the human dimension* with Alan Ewert, Indiana University, USA and Doug Baker, Technical University of Brisbane, Australia published by CAB International. His teaching and research focuses mostly on outdoor recreation and the environment but has recently widened this to explore community health, lifestyles and the environment. Other



recent publications include the impact of residual forest recreation on forest conservation, woodlot recreation planning, and the political economy of multi-agency ecosystem management. Recent consultation assignments include Rapid Management Assessment of Protected Areas

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## #19. Habits of a Lifetime? Youth, Generation and Lifestyles

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This paper explores the concept of youth and youthfulness to provide an understanding of some aspects of current UK leisure lifestyles. Post-modern analysis celebrates the diversity of individual experiences and choices in relation to work, family and leisure lifestyles. Such analysis demands that traditional collective experiences of class, gender and race in the UK can be deconstructed and hence more attention must be paid to the individual. Indeed, Giddens suggests that one major feature of post modernity is all we are forced to choose whether it be work, intimate relationships, leisure, diet or exercise regimes. Another rich tradition is to be found in the work of Foucault and his discussion for instance of visual power, the embodied self and sexuality.

Post-modern analysis implies that individuals can chose to be youthful and engage in distinctive exercise regimes and make active leisure choices. The second half of the paper argues that it is helpful to take a generational perspective that emphasises the historical, material and cultural contexts of each generation and how spaces are negotiated and constructed between different generations. The paper then examines two sites in the quest for youthfulness – city-centre bars populated by young people who are 'binge drinking' as against suburban multi-gyms and leisure centres populated by the middle-aged 'working out'. The paper concludes that understanding youth requires a generational and historical perspective.



**Peter Bramham** is currently based in the School of Leisure and Sports Studies as Senior Lecturer in Leisure at Leeds Metropolitan University, teaching leisure policy and leisure theory, and supervising research into policy communities, race and ethnicity in sport. His recent publications include

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## #20. The Impacts of Demographic Variables on the Preference of Leisure Activities Done by Undergraduate Students

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Many researches show that there is a strong relationship among the participation of leisure activities and demographic variables. For example, Alexandris and Carrol (1997) determined some relationships among recreational sport participation and demographic variables such as gender, age, education, marital status. In the following below, some of demographic variables influencing leisure participation were discussed.

Gender roles were discussed with the highest overall frequency across cases. Gender roles were found to be a highly important form of social influence and correspondingly, a meaningful source of constraints (Culp, 1998). As a variable, gender has been important in helping to document differences between the social conditions of women and men (Henderson, 1996). Leisure participation is different by gender. Because, the issues facing men and women are different (Freysinger & Ray, 1994; Jackson & Henderson, 1995). According to Moccia (2000), gender plays an important role in shaping the spatial allocation of time. Altergoot and McCreedy (1993) found that gender-marital statuses influenced leisure participation.

In a study conducted by Hudson (2000), significant differences between men and women were discovered. It was indicated that women were more constraint than men in their leisure behavior (Henderson & Bialeschki, 93; Shaw, 94). Specifically, women perceived significantly higher levels of intrapersonal constraints. Alexandris and Carrol (1997) identified that women perceived more intensively intrapersonal constraints, such as shyness, lack of skills to participate in leisure activities.

It is generally believed that men feel relatively free in engaging in desired leisure activities (Larson & Richards, 1994). Some studies showed that males had more leisure opportunities than females (Bolla & Harrington, 1991; Carrington, Chivers, & Williams, 1987). Many women believed that enough chances were not given to attend leisure activities (Henderson & Bialeschki, 1991). Henderson (1995) revealed that women did not have enough family support and freedom to participate in leisure activities.

Marital status of individuals also influence leisure participation. In general, married people have more responsibilities than single people have in their leisure time. It is believed that women have less opportunity to participate in leisure activities than men because of the role of women at home such as taking care of children and household (Henderson, 1990). Social, political, economic, sexual, and religious discrimination filters into all realms of women's lives personally, interpersonally, and systemically (Pohl, Borrie, & Patterson, 2000).

The study attempted to identify the following research questions:

1. What are the demographic characteristics of undergraduate students (gender, age categories, marital status, year of education, having occupation, income groups)?
2. What types of leisure activities do the students participate in during their leisure time? Is there any relationship among demographic characteristics and the preference of leisure activities done by undergraduate students?

26 different types of leisure activities were selected by the researcher from various literatures. "Others" option also was given to the respondents to identify other leisure activities which were not given on the list. To improve the validity and reliability of preliminary questionnaire, 5 undergraduate students were chosen randomly to review the survey instruments. The data were collected from a cluster random sampling of undergraduate students registered from the 2002-2003 academic year. The survey was conducted from September 16, 2002 to September 30, 2002 at Çanakkale Onsekiz Mart University, the School of Tourism and Hotel Management by selecting the students of first, second, third and fourth classes (total was 183 students). Frequency analysis and cross-tabulations were used for statistical evaluation.

The results from the research indicated that demographic variables had some degree of impacts on the type and frequency of leisure activities done by undergraduate students. These results highlights the top managers of Çanakkale Onsekiz March University to take necessary actions for their students about how they spend their leisure time efficiently and what the executives of the universities should do to make students' life happy, meaningful and healthy.

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## **#21. An investigation of service quality perceptions in managed outdoor adventure watersports provision for young people**

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This paper presents the work in progress of an investigation into service quality at South Cerney Outdoors (SCO) adventure centre in the South West England. SCO is part of a multi-lake Cotswold attraction for local leisure users and tourists, where it provides managed canoeing, kayaking, sailing and windsurfing activities for young people up to 18 years old.

The Activity Centres (Young Person's Safety) Act 1995 licence specifies standards of operational risk management and safety systems, but despite the need to be licensed, providers of outdoor adventure activities for young people have no imperative to consider the quality of young people's experiences of the activities. Research into the quality of this experience and its management is limited, and practitioners and researchers acknowledge that the few studies conducted to date are mainly quantitative and do not elicit the richer, qualitative data, which enable a greater management understanding of these young people's experiences.

This study takes a multi-perspective approach to analyse qualitative perceptions of service quality from participants, employees and management, and evaluate how service quality is managed at the centre. The centre's management particularly wanted to understand novice participants' experiences, therefore, this segment was targeted and each respondent was interviewed prior to their activity to establish their expectations of the experience. The respondents were observed during the activity to identify any critical incidents which could influence their experience, and then interviewed soon after the activity to establish their perceptions, using the previous interview and critical incidents to prompt responses. Employees and management were interviewed later for their perceptions of novice participants' experiences and how they are managed and analysis of all of these data is currently in its early stages.

Initial findings suggest that many participants initially had unclear expectations of their experience. Instead, they expressed a heterogeneous range of hopes, or aspirations, of what they might experience. Also, the personal interactions between participants and employees had a significant impact on most participants, being a key influence on their perceptions of the quality of their experience.

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**Keith Donne** lectures in strategic management and service operations management in the School of Sport and Leisure at the University of Gloucestershire. He has been an inspector of safety and quality standards for the British Activity Holiday Association (BAHA) since March 1993, following the deaths of four teenagers kayaking in Lyme Bay, and is currently studying part-time for a PhD, investigating participants' and providers' qualitative perceptions of managed watersports adventure activities.

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## #22. Family Experiences of Nature Tourism

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The broad theme of this paper is engagement and participation with a theoretical orientation towards young people and their experiences of nature. This paper will discuss relevant research from a range of disciplines and authors including Cohen (1979), Mannell and Iso-Ahola (1987), Hartig, Mang and Evans (1991), Grob (1995), Shaw, Kleiber and Caldwell (1995), Shaw (1997), Patterson, Watson, Williams and Roggenbuck (1998), Schnazel and McIntosh (2000) and Stronza (2001).

This study explores family perceptions of nature experiences that were purposely chosen as part of a planned holiday. Many parents believe that nature triggers experiences that can touch the soul and thus, seek such opportunities for their children while on holiday. This study used in-depth interviewing with 10 family groups, consisting of mothers and pre-teen children, to explore trip/activity selection, as well as the expectations and outcomes of such planned nature experiences.

The results indicate a clear dichotomy in the reasons for selecting the nature tourism experience. Some respondents had simply carried on a family tradition, providing their children with similar holidays to the ones they themselves had. Others felt they had missed this opportunity as children, and wanted to provide it for the next generation. In general, the mother's expectations of the holiday had been met, although some commented that their expectations of the children's experience were different to the children's actual experiences. All of the women interviewed had a positive attitude to challenge, facing the numerous tests of holidaying with children in the nature.

Key themes that emerged in terms of the benefit of providing children with nature encounters were educational growth, escaping normality, seeking original experiences, and opportunities for challenge. Other factors that emerged from the interviews were spiritual awareness and increased sensitivity.

These initial qualitative findings suggest that parents are consciously seeking nature experiences and this will have implications for the marketing of tourism destinations. It further provides a basis from which a more extensive, quantitative analysis can be undertaken.

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## #23. Sport Marketing Communications in Fitness Clubs in Iran

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The research area of sport marketing communications has taken several directions the last few years. Understanding customer behavior is central to the development of any successful marketing strategy. In sports marketing, many studies have been conducted that explain aspects of customer behavior (Brokaw, 2002). As Douvis and Douvis (2002) pointed out, sport marketing targets the very core of its own field as it is a dynamic and applied academic discipline, derived from social need and the commonality of research study (looks at the same phenomena with other social sciences-physical movement). Marketing for women's sport and fitness includes any combination of skills related to the promotion, selling, and advertising of women's sport services and products through an organization whose primary product or service is related to sports or physical activity.

This study explores the motives behind corporate purchase of fitness clubs participation as indicated by individuals who make such decisions. For sampling purposes used Likert-scale variables in questionnaire that were distributed, 120 customers, 12 managers, 12 instructors at the selected areas of Esfahan which is one of the biggest (second) cities in Iran. The data was collected and analyzed by SPSS/10. The variables used in this paper was the starting point for developing a questionnaire that was likely to reflect the characteristics important for attending fitness clubs. At the beginning of the study, personal interviews were conducted with approximately thirty costumers, managers, instructors at the clubs. These interviews were used to modify the variables used in previous studies to reflect variables important to customers at the clubs.

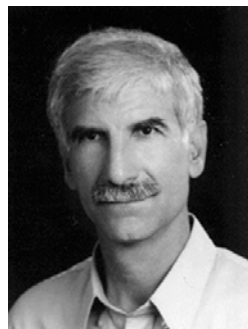
In this study, factors such as the role of managers and instructors experienced, quality and quantity of facilities and services, club location, interior space and admission fee are offered by the clubs were identified. The results were shown that women's motivation to participate in fitness clubs were 65.8% for health keeping, 60.8% for fitness, 42.5% for losing weight. Also, instructors experienced, location of the clubs, and admission fee were most important factors for their participation. The customers pay much attention to quality and quantity of services and facilities as well. Mismanagement and lack of knowledge of instructors were shown as a big problem for the customers.

This study has examined and shown the mismanagement and lack of knowledge of instructors and clubs' staffs were major problems of the clubs and it caused decreasing of the customers' motivation and participation. It should be noted that clubs' managers and instructors should have taught necessary education and trained to get qualification for such a job. Admission fee and location of the clubs (transportation) might be a reason for participation, motivation and attraction of the customers. The implications of these findings are discussed in terms of the planning, provision and management of sport-related services in the area of the

study. The paper also discusses methodological and theoretical considerations and implications.

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## #24. Football Fandom, West Ham United and the 'cockney diaspora': from working-class community to youth post-tribe?

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This paper relates to the conference theme of 'neo-tribalism' in the lives and lifestyle choices of young people in the specific context of football fandom. It concentrates on a particular 'scene' and set of fans and their engagement and participation in football fandom; the *Northern Supporters Group* of the football club, *West Ham United*. The paper is based in part on a survey of this group's members and in part on documents and other secondary sources.

Until recently, for the 'parent generation', attachment to particular football clubs, by and large, represented 'topophilic' attachments to places (Bale, 1991; Bale, 2000). More specifically, it was predominantly working-class communities that were subjects of these attachments. This ontologisation of the working-class community was central for many working-class men in particular in communicating a sense of football identity to their male progeny.

In the post-war period there has been a gradual disintegration of such working-class communities as changes in types of work, increased levels of social and geographical mobility, the redevelopment of working-class areas and affluence beyond the wildest dreams of most 'ordinary' people. Together with the scattering to the four winds of the old working-class communities on which football loyalties were once based, has been the gradual commodification (King, 1998), gentrification and de-localisation of football fandom (Williams & Neatrou, 2002). Though the transmission of father-to-son football allegiances are still relatively common, there seems to have been a weakening of the working-class community basis of these ties. On the surface at least, for many of the new generation of football fans their sociality seems to be based much more on interests and outlooks not determined by their familial, class and community backgrounds. Their identities and relationships appear to be more 'affectual', fluid, unstable, transient and, unlike the *gemeinschaft* of 'modern' working-class communities, elective and intentional.

Though there is much debate about the nature of these *tribus* (Maffesoli, 1996) or 'neo', 'post' or 'post-modern' tribes as they are variously called (Bauman, 1992; Hetherington, 1998; Hughson, 2000), this paper will explore the extent to which the *Northern Supporters Group* of *West Ham United* in particular can be described as a 'neo-tribe'. The constituency of *West Ham United*, the East End of London, was probably closest to the ideal typical 'working-class community' that one was likely to find (Young & Willmott, 1957; Korr, 1986) and is an exemplar of the changes that have taken place with regard to such communities.

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## #25. Cool consumption: How do young people use adventure tourism?

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"It is better to be an individual than part of a crowd" could be the emblematic statement of Generation Y or millenials just as "I am not a target market" represented Generation X (Coupland 1991). These phrases commonly reflect the importance of *difference* from others or the mainstream as a central part of identity for both these generations (Nancarrow, Nancarrow et al. 2002).

This essence of *difference* underpins their concept of self that is symbolised by their tangible consumption, labels that they wear, activities they pursue and music that they like. These cut across the more traditional segmentation variables used to categorise consumers such as gender, ethnicity, social class or VALS. Schouten and McAlexander (1995) argue that these subcultures of consumption offer far greater insight into the organising forces of society.

Young people consume at a frenetic pace, always seeking to source new forms of consumption, to move away from yesterday's consumption as it grows in popularity and becomes mainstream, to remain 'cool', Featherstone (1991) called this the paperchase effect. Thornton's (1995) study of the dance music subculture revealed the importance of insider knowledge, knowing what is deemed cool by nature of its authenticity (being real) and exclusivity and a rejection of the mass produced or popular. This pattern of consumption echoes Bordieu's (1984) concept of 'cultural capital' or perhaps it should now be *subcultural* capital, knowledge that cultural intermediaries disseminate to others to secure their position as a style leader and this has meaning to those in the 'know'.

Cultural capital is used as a basis to compete for status, but surely status is an outmoded word for young people. They do not want status, rather they want to be 'cool'! Cool consumption is typified by behaviour designed to exclude the uninitiated, epitomised by ritual, performance and language. This is behaviour redolent of the old moneyed set disparaging the nouveau riche for their inability to correctly tie a bow tie. Young people would not care about the ability to produce a correctly tied bow tie but significant resources are spent on the pursuit of cool (Quart 2003). There is an intrinsic element of being judgmental and exclusive to be cool (Pountain and Robins 2000), paralleling the pursuit of status through consumption.

Young people are the predominant consumers of adventure tourism in New Zealand; this includes commercially operated activities such as bungy jumping, tandem paragliding and white water rafting. They generally consume one or more of these activities as they tour New Zealand (NZTB) so they do not form a subculture of consumption, however they do gather merchandise that symbolises this consumption. This paper investigates how young people use the consumption of such adventure tourism to gain status or cool from their communities or influence groups, specifically examining the process of post consumption

performance of narration and the use of their symbolic props in this process.

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## #26. Recreational Substance Use Among Lesbian, Gay, and Bisexual Youth: Frequency and Predictors

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**Professor Anthony R. D'Augelli, Ph.D.,  
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Although lesbian, gay, and bisexual (LGB) people have become an increasingly visible subculture of many Western societies, they remain an invisible component of others. In either situation, their existence is stigmatised, and they are alienated from society's mainstream culture because their sexuality (i.e., the gender of their erotic partners) continues to be immoral and abhorrent to many. This is especially true of LGB youth, and some of the consequences include higher rates mental health problems (Savin-Williams, 1994).

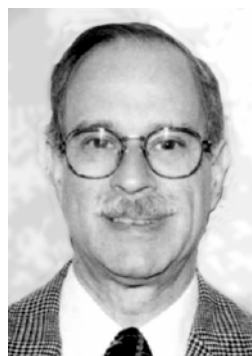
Recreational substance use among LGB youth has been found to be high (Remafedi, 1987; Rosario, Rotheram-Borus, et al., 1992); however, there is little documentation regarding the reasons this group uses substances. Savin-Williams suggested they may do so for many of the same reasons as heterosexual youths (e.g., peer pressure, hedonism), as well as reasons specific to their sexual identity, (e.g., to fog an increasing awareness that they are not heterosexual). Rotheram-Borus, Rosario, et al. (1994) indicated that the increased substance use may be indicative of high stress that LGB youth experience due to their sexual orientation, or it may reflect that the bar culture has been a main entry into the adult LGB community.

A new study conducted by the investigators, in New York City and its suburbs, used a large sample of LGB youth (i.e., 528; 254 females, 274 males) to: determine: a) the current frequency of substance use among LGB youth, and b) if their emotional and behaviour problems predict recreational substance use among this group. Initial analyses indicate 60% of the youth used alcohol in the last year, 44% marijuana, and 13% one or more "club/party" drugs (e.g., Ecstasy, uppers, downers); and these percentages are higher than national averages of all adolescents (SAMHSA, 1999). A regression model was found to be significant,  $p < .05$ , when recreational drug use frequency was regressed on scores of indices related to stress, trauma, depression, social problems, attention problems, and breaking rule problems. Specific comparisons of the use of various recreational substances by the LGB sample will be made to New York State and United States data, as well as to other previous studies using convenience samples of LGB youth, such as those by Cochran and Mays (1996), D'Augelli, et al. (1993), Davies, et al. (1992), Grossman, (1998), Rosario, et al. (1997), Rotheram-Borus, et al., (1994). Implications for intervention programs will be presented.

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**#27. 'Safe' spaces: an analysis of the interrelationships of gender, ethnicity and culture in South Asian women's leisure lives**

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Contemporary feminist theorisations of leisure have placed emphasis on identity, subjectivity and the heterogeneity of women's experiences (Wearing 1998; Atchison 2003) and have highlighted the significance of 'race', ethnicity and culture upon leisure preferences and choices (Scruton and Watson 1998.) There is, however, limited empirical data on Black and Asian women's use of leisure space and perceptions of safety in local contexts. Drawing upon new empirical data from an action research project on Black and Asian women's health and well being, in an urban setting in the North East of England, this paper examines the ways in which young women negotiate and generate safe and culturally 'acceptable' leisure spaces. Key questions explored include the meanings of leisure in young women's lives and the significance of their encounters with local spaces and places; in particular how racialised and gendered notions of risk and safety influence women's use of recreational areas. The paper will also explore the relationships between gender, culture, faith and place in women's leisure and the ways in which these aspects shape feelings of belonging and identity.



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**Carrie Singleton** is a researcher for the Nisaa Project based within the Centre for Social and Policy Research at the University of Teesside. This project focuses on Black and Asian women's opportunities for well being in the North East of England and Carrie is

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## #28. Outdoor Activities and the Development of Young People in Birmingham

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Birmingham Outdoor Education Center (BOEC) has been involved with the development of young people through the medium of outdoor activities, for more than twenty years. This paper focuses on two preventive programs, *The Outdoors Against Drugs*, (TOAD) and the *Children's Fund*, (CH).

Both programs tackle exclusion by introducing children to a variety of outdoor activities, in the city and further a field. Through a process of pre-viewing and reviewing, activities are intended to enhance personal development and interpersonal skills and develop appropriate values and attitudes, both towards themselves, others and the environment. Specifically, TOAD is focused upon the prevention of criminal and anti-social behaviour, particularly drug-related crime and drug abuse, by providing diversionary activities. It is targeted at children who have been identified as being at risk of becoming involved in crime and the misuse of drugs, particularly those who have been excluded from mainstream schooling. The CH program targets disadvantaged children in the transition period of schooling and operates over the medium term in order to develop relationships, skills and abilities.

This paper will present the outcomes of multi-methods research projects, using qualitative and quantitative data. Grounded theory (Strauss and Corbin, 1999) will be employed, with 'Nvivo Nudist' software, to interpret interviews with participating children, parents and staff from the operational and sponsoring agencies involved.

This paper will set the context for the programmes by outlining the inter-relationship of agencies that support the programmes and the type of work carried out within the programme. It will then present an analysis of the empirical data gathered from interviews with participating pupils, parents, BOEC staff, staff from partner agencies and representatives of sponsoring agencies. The paper will also triangulate this analysis using quantitative methods, both with parents and pupils. The paper will conclude by providing recommendations that will guide future provision and assist with the management of multi-agency partnership initiatives set in the context of changing political agendas.

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## #29. Dis/engaging with physical activity: An exploration of girls' informal leisure choices

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This presentation will explore the complex factors that impact girls' informal leisure choices within the context of physical activity. The focus relates specifically to the conference theme of **engagement and participation** in the active leisure of adolescent girls. This study evolved from a feminist perspective that attempted to balance recognition of the influence of gender in perpetuating inequalities with the diverse, shifting and contextual nature of power relations between males and females, as well as recognition of the differences within and between members of social categories. It draws on post-structural theories and work on difference to explore the complex ways that gender interacts with other social categories and relations to influence girls' activity choices and understandings of physicality (Bartky, 1987; Glenn, 1999; Hill Collins, 1999; Kenway & Willis, 1994; Wray, 2002). McDermott's (1996, 2000) work on physicality, and Scraton and Flintoff's (2001) study of young women's participation in physical activity, help to provide a framework for interpreting girls' gendered understandings of the body. The data for this paper are from a year long ethnographic study with year 8 girls attending an urban, mixed comprehensive school in a low income area. Ultimately, girls' decisions about physical activity participation were constructed in relation to a number of variables including friendship norms, family support, religious responsibilities and values, and access/opportunity. The findings reveal the heterogeneity of girls' perspectives on what constitutes appropriate and desirable forms of participation in physical activity and the complexity of the relationships between femininity, physicality and physical activity.

### **Related publications**

- Hills, L. (in press) Constructing Physicality: Gender, Power and the Body in Physical Education. In *Curriculo e Contemporaneidade Questoes Emergentes*. Joao Pessoa, Brasil. Editoria Universitaria.
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Dr. Laura Hills  
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### #30. Psychological, Social and Environmental factors associated with Physical Activity in Young People

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The health benefits of physical activity for adults are well established and consensus exists on the amount and type of physical activity required for health gain. The evidence base for young people, however, is weaker and young people's health has become a major concern, as being 'active' is crucial to the health of the nation (Health Education Authority, 1998). More research is needed to investigate the relationship between physical activity patterns of young people and the contribution it makes to health. This includes investigation of the key issues affecting young people's participation in sport and physical activity.

There are a number of determinants affecting young people's participation in sport and physical activity. This paper examines the psychological, social and environmental determinants of sport and physical activity in young people. An understanding of these determinants should form the basis of future interventions aimed at promoting physical activity. However, young people are not a homogenous group. There are less adolescent girls, especially after the age of thirteen, participating in sport and physical activity (Balding, 2002; Sport England, 2000, 2003). Surveys conducted by Market and Opinion Research International (MORI) in 1999 and 2002 on behalf of Sport England investigated young people and sport in England. These publications, replications of an earlier study carried out in 1994, by the Office of Population Censuses and Surveys (OPCS), highlighted that there is a clear divergence between girls and boys after years 5 and 6, both in terms of the number and types of sports participated in, both in lessons and out of school. This could be simply explained by the growing differences in girls' and boys' choices of leisure and in-school sporting activities, as they grow older. The gap between gender and participation is even wider at 14-15 years (Balding, 2002; Daley, 2002). Therefore, in light of the data available, and from a public health perspective, girls aged 12-18 years represent a priority group.

This paper identifies the psychological and socio-environmental factors affecting the participation levels of 14-15 year old girls (curriculum year 10) in sport and physical activity. These factors can act as motivators or barriers to participation. Quantitative research methods are employed to examine areas such as the popularity of sport compared with other leisure activities, the range of sports and physical activities young girls participate in, sport and physical activity in free time and school time, views on sport and physical activity, and the role of the family in relation to participation in sport and physical activity. The survey was carried out with a random sample of girls aged 14-15 years (curriculum year 10). In total, 100 pupils were surveyed - 17 pupils from this year group did not complete the questionnaire due to absence from school. The adopted methodology used to survey pupils replicates that used in the 1994, 1999 and 2002 'Young People and Sport in England' surveys.

The survey questionnaire was designed for self-completion and was broadly the same, in order to ensure that comparisons could be made. A supervised self-completion session in school was used to collect the data.

Results were compared to all three previous studies and focused on key indicators of young people's involvement in sport and physical activity, including frequency of participation and their views about sport and exercise. Psychological, social and environmental influences that affect participation were examined in order to ensure the paper placed sport and physical activity in young people in a wider leisure context.

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### #31. What future for school trips in a risk averse society?

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The primary aim of this paper is to report the empirical findings of a study undertaken to consider whether, in a risk averse society, concerns for the safety of children are restricting the experiences on offer to those children.

The school trip can be a valuable opportunity, for many children, to experience new forms of leisure and to develop social and recreational skills, including how to respond to challenging and even hazardous environments DFES (1998). Given this breadth and depth of experience, such trips can be the highlight of the school year. Such trips, though, rely in their organisation and running on the enthusiasm and altruism of school teachers and other volunteers; without such the trips would not take place.

Trips can take a considerable amount of time and skill to organise and the need to conform to current safety standards is part of that commitment. The burden of taking responsibility for children, outside the school, on high spirited and adventurous activities, where the risk of injury may be ever present, is an additional consideration Ford J et al (1999). Recent legislation and guidelines and a perception of there being a greater willingness of injured parties and public bodies to litigate against teachers have added to the pressure on teachers to minimise the risks or face the consequences Wainwright (2003). The extent to which such actions have impacted upon teachers' willingness to undertake such trips remains largely unreported in academic research.

To address this, an empirical study was conducted. The research involved the administration of a questionnaire to teachers in Cheshire and Manchester. The sample population was selected to reflect the diversity of schools within the compulsory education sector. This paper will reflect upon the following issues addressed within the research: teachers' understanding of relevant law and guidelines; how teachers have responded to safety concerns particularly relating to their willingness to organise school trips; what changes, if any, have been made to the organisation and running of such trips; the support schools have given to teachers wanting to undertake such work and the resource implications relating to this support.

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**#32. Young People, Holiday-Taking and Cancer:  
The Perceived Effects of Travel upon Health and Wellbeing**

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Leisure-related activities, holiday-taking being one such example, ordinarily should play an important function in the personal development of young people (Coleman and Hendry, 1990; Hendry et al., 1993; Roberts, 1997). Whether this is so for those experiencing ill-health is unclear, for whilst considerable evidence exists charting the symbiotic relationship between health and holiday-taking (see for instance Norfolk, 1994; Family Holiday Association, 1993; 1996, English Tourism Council, 2002) much of the published academic work is skewed towards focusing primarily upon the general holiday-taking population. Any consideration of the relationship between ill-health and holiday-taking, in contrast, is notably sparse. Furthermore there is a tendency for the work to cover a broad sample base with the needs of particular market segments such as young people seldom differentiated.

This paper reports the empirical findings of a qualitative study undertaken to determine the perceived effects of holiday-taking upon the health and wellbeing of young people treated for cancer. A holiday to Scotland, organised through the Young Oncology Unit (YOU) at Christie Hospital, Manchester UK, a specialist cancer hospital covering the north-west of England, provided the focus for this investigation. The perceived effects identified, found to be consistent with the personal and social learning tasks of adolescence suggested by Hendry et al., (1993), extended beyond the holiday environment contributing in varying ways to: personal health; social effectiveness; personal identity; self-image; regaining independence; future career aspirations and socially responsible behaviour.

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qualitatively determine the perceived effects of holiday-taking upon the health and wellbeing of patients treated for cancer. Key publications include:

- Hunter-Jones, P (2003) Managing Cancer: The Role of Holiday-Taking. *Journal of Travel Medicine*. June.
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**#33. The influence of environmental factors on children's physical activity: perceptions of 11-year-olds in West Lothian, Scotland**

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From an ecological perspective, the environment (both social and physical) can have an important influence on individual patterns of behaviour. In relation to physical activity, environmental factors have the capacity to facilitate or hinder activity but they have received the least attention in studies of children and adolescents. In adults, environmental factors such as perceived attractiveness of local neighbourhood, perceived safety and availability of pavements have been associated with walking and vigorous activity. Among children, the strongest correlate appears to be time spent outdoors but this in itself may be influenced by a range of factors including access to play areas, parental licence, and perceived safety. Any programmes aimed at promoting physical activity among children and young people need to take account of these environmental factors.

This paper will present findings from the Physical Activity in Scottish Schoolchildren (PASS) study. PASS is a longitudinal study, which aims to track the determinants of physical activity (and inactivity) across the transition from primary to secondary school in a sample of approximately 1500 Scottish schoolchildren. The study has three components: a questionnaire survey of pupils, paired interviews with a subsample of pupils, and a questionnaire survey of school head teachers / heads of PE. This paper will present qualitative data collected from the paired interviews with pupils and will focus primarily on reported environmental factors which appeared to have a key influence on the children's physical activity behaviour. A total of 26 interviews were undertaken in March 2003 with pupils in their last year of primary school (aged 11 years). Pupils were asked about a range of factors including physical activity behaviour, attitudes towards physical activity, physical activity with parents and peers, and perceptions of school and of the local neighbourhood. Of particular interest are those factors that may act as barriers to being active such as availability of play areas and sports facilities, perceived safety and parental attitudes.

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### #34. Girls, Football Participation and Gender Identity

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Football has generally been viewed as a male orientated sport with very strong links to masculinity and male identity (Mean 2001). Previous research in this area (Renold 1997, Skelton 2000, Swain 2000) suggests that within the primary school environment football is a central component of developing and defining masculinity for boys and maintaining repressive feminine stereotypes for the majority of girls. However, in recent years this male dominated sport has witnessed a massive increase in the number of females participating. In 1993, 7000 women and girls were registered players; this had increased to nearly 85,000 in the 2002/2003 season (FA participation statistics 2003).

This paper explores the effect of the dramatic increase in female football participation on stereotypical gender identities. The paper draws on the author's PhD research, which focuses on football, gender and the influence that participating in football has on the gender perceptions of a group of 10 and 11 year old girls. The research considers the impact playing football can have on disrupting traditional gender assumptions for the girls involved. Elements of feminist post- modern theory are used to 'de-layer' the girl's understanding of gender and how they view themselves in relation to feminine and masculine stereotypes.

The methods for the study have been developed to overcome some of the difficulties of conducting research with children as highlighted by James and Prout (1990). A diverse range of techniques have been adopted to offer the girls a set of tools through which they can articulate their experiences verbally and non-verbally. Interviews and focus groups provide the primary framework. During these the girls have engaged in several participatory methods. These included drawing, using images from magazines to create pictures and taking photographs to assist with expressing their opinions on gender and identity. The use of these methods has given the girls the opportunity to exercise control within the research work and discuss and define their own interpretations of this complex area.

It has been documented that children develop and engage with appropriate gendered behaviour from a young age. The paper draws on preliminary findings of the research to examine the extent to which the girls in this study openly contradicted this process. The influence this has on their understanding of gender is considered, and whether their participation in the sport has presented a continued and active challenge to restrictive images of femininity and masculinity.

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**Ruth Jeanes** is a PhD student and part time research associate at the Institute of Youth Sport, Loughborough University. Her doctoral research is concerned with examining the influence football has on young girls gender identities, particularly looking at how playing football can affect gender stereotypes. She is also interested in ways of conducting research with young people and

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### #35. Benefits of Adolescent Leisure Education

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During the last decade there has been a developing awareness of the necessity for promoting physical activity for children's and adolescent's health and well-being. A secular decrease in energy expenditure is seen to be the cause in children's overweight and obesity, (Dionne, Bouchard, & Tremblay; 2000). Additionally, there is a need to establish a physical activity habit in children which can be continued into adult life, where the negative implications of an inactive lifestyle are considered to be indisputable (Riddock & Boreham; 2000). The respective exercise science literature suggests that many metabolic diseases prevalent in adult life have their precursors shaped in childhood (Alpert, Field, Goldstein & Perry; 1990, Armstrong & Welsman; 1997) Biddle, Sallis & Cavill(1998), stated that there is a growing conviction that an adult's health and well-being has its origins in behaviour established in childhood. It is therefore essential to examine outcomes of adolescent physical activity and their leisure education. Of special importance are the outcomes from the type of physical activities and their potential health benefits.

This research involves year nine male students (n=160), participating in two different types of physical activity programmes. The experimental group (n=80), participated in an Extended Stay Outdoor Education Programme (residential for 20 weeks). The control group (n=80), were involved in a traditional Physical Education physical activity programme, at the Sydney main school city based campus for 20 weeks. The Extended Stay Outdoor Education Programme physical activities included: bushwalking, rock climbing, abseiling, canoeing, mountain biking, and snorkelling. The traditional Physical Education physical activities included: basketball, swimming, still water lifesaving skills, athletics, cricket. Both research cohorts were pre and post- tested at the same time in the 2003 Australian scholastic year. Both cohorts were from the same private boys' school in Sydney, Australia.

The pre and post- tests included the following health-related fitness tests: Cardiorespiratory = multistage fitness test; Body Composition = body mass index; Muscular Endurance = sit-up & press-up; Flexibility = sit & reach; Muscular Strength = handgrip dynamometer. Additionally, the subjects completed a pre and post- test Self-Esteem self report questionnaire (Harter, 1988). Data analysis is still in progress, as the subjects are still completing tests for the residual effects of the respective programmes. In summary, the paper will discuss which type of physical activities, leisure based (extended stay outdoor education), versus traditional physical education activities makes a significant difference in health-related fitness, and self-esteem in year nine male adolescents? Further, the results from this research may indicate which type of leisure education has the potential to be the most beneficial for adolescent male possible future medical problems and the medical problems which associated with the lack of physical activity, cardiovascular disease and type 2 diabetes.

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### #36. An investigation of the use of the campus leisure facilities and opportunities for active leisure participation by a sample group of first year students at the University of Salford

Maggie Jones, University of Salford

The promotion of the benefits of regular exercise is not new; the Allied Dunbar National Fitness Survey, 1992 identified that only approximately 20% of people in the UK engage in regular physical activity. Evidence suggests that young people are disenfranchised with sport participation. The Sport England Survey of 2002 found that none-participation in sport during school time rose from 15% in 1994 to 18% in 2002.

Active leisure has now become a priority due to the rise in overweight and obesity (Health Education Authority 1996, Active England 2004). Obesity in the UK has trebled since 1980 with figures reported of 21% of women and 17% of men falling within this category. The rise in prevalence of obesity is associated with combined factors of less active lifestyles and changes in eating patterns (National Audit Office Report, 2001). Current policy set by the Department of Health aims to reduce obesity in men by 25% and by 33% in women (Armstrong, N, Welsman, J 1997 and The Report of the working party of the Royal College of Physicians, 2004)

Exercise is undoubtedly at the forefront in assisting weight loss as well as maintaining general good health (Wanless, 2002/4). Positive attitudes to exercise are developed in early life when physical activities are developed within the context of the family, childhood peer groups and schools. Many authors refer to the family as a major determinant of leisure participation, for example the Rapaports in 1975 and Coakley and Donnelly in 1999. Other authors have commented on the impact of exercise on psychological, mental and emotional well being, for example Horne, Tomlinson and Whannel, 1999. The notion of the maintenance of non physical well being is of paramount importance for students dealing with the rigours of higher education.

For many students, whether they are away from home or travelling from their home base, attending university is frequently the first time they have the autonomy to make decisions about their own lifestyle. Clearly, facilities and opportunities for active leisure are critical factors at all stages of young people's development.

This paper is the first in a longitudinal study which will span a three year period. An initial survey will be conducted with a group of students enrolled on the first year of a range of degree programmes. It will investigate students' knowledge and awareness of the benefits of active leisure and its link with weight management and general good health. It ultimately aims to discover the extent of the take up of active leisure within the university, or indeed the reasons for none-take up of active leisure, such as potential alienation or lack of awareness of the importance of exercise or the facilities that are on offer. In addition, interviews will be carried out with the key people associated with the provision of leisure facilities within the university.

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**Maggie Jones** is a Senior Lecturer in Leisure Management at the University of Salford and subject leader for Leisure and Sport degree programmes. Areas of specialization include societal and environmental aspects of leisure and health promotion and fitness. Specific research interests are in the influence of leisure on urban regeneration, the effects of environmental strategies on planning, the development of urban green spaces and the Commonwealth Games as a vehicle for social renewal.

### #37. Making sense of 'Nuts' and 'Zoo': the construction and projection of particular masculinities

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The interrelationship between leisure, sport and the media has been the subject of a number of studies examining the formation of identities and representations of gender, nationality and ethnicity (e.g., Bolla, 1990; Rowe, 1995; 1999; Whannel, 1992). These have highlighted the power of cultural forms in shaping the nature of our leisure consumption. Other studies have focused on the construction and projection of masculinities in (amongst others) post-war American men's consumer magazines (Osgerby, 2000), a boys' football comic from the mid-1980s (Tomlinson, 1999) and more contemporary men's lifestyle magazines (Jackson *et al.*, 2001). In this paper, we interrogate the dominant images and discourses from a new genre of men's magazines: the weekly, tabloid-esque publications 'Nuts' and 'Zoo'. These reflect particular, youthful, predominantly working-class masculinities.

In doing so, we adopt discourse analysis to critique not just the explicit information provided in popular cultural texts, but also their underlying messages. A methodological approach developed from the work of linguists and social psychologists to examine verbal communication, discourse analysis has now been adopted more broadly to explore a range of visual media (Macdonald, 2003); and includes interpretive approaches for different modes of communication – spoken, written, photographic and so on (Rosselson, 2000). In short, discourse analysis functions by identifying 'the intricacies of communicative practice' and what they 'reveal about power relations' (Macdonald, 2003: 3).

From a sample of text and photographs of these magazines it is clear that there are overwhelmingly prevalent themes of misogyny and the sexualisation of women that frame an explicitly hetero-sexist hyper-masculinity. The existence of these in other media has been explored extensively elsewhere (Hargreaves, 1994), and we have not examined this facet. Our concern has been to locate the other emphases that characterise a mediated construction of masculinities. At the time of writing [April 2004] the evidence base from the magazines (launched in 2004) is insufficient to assert conclusions unequivocally. There are, however, clear discourses around particular sports (football, and to a lesser extent, cricket and rugby union), militarism, and the motor car. Importantly too, there are latent meanings in the style of presentation adopted as well as the explicit messages of the text and images.

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### #38. Action Sports and National Sport Policy in Canada

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Over the past 20 years there has been a proliferation of predominantly individualistic new sporting forms, which have presented 'alternatives', and *potential* challenges to traditional ways of conceptualising and practising sport (Midol & Broyer, 1995; Rinehart, 1998; Wheaton, 2000). Often characterised as alternative or even

counter-cultural<sup>1</sup>, 'action' sports tend to have a participatory ideology that resists institutionalisation, regulation and commercialisation, and that maintains an ambiguous – if not paradoxical – relationship to more traditional sport forms. In the twenty-first century, these sports are attracting an ever-increasing number of youth participants, representing a wide range of experiences and levels of involvement. In practical terms, these activities represent avenues for sporting participation and social engagement for youth who have been alienated by traditional school-based and institutional sport practices.

To date, research on action sport has tended to focus on issues of identity construction, gender and exclusion and has been theorized in the contexts of globalisation, commercialisation and postmodernity. While research has been most prevalent in the United States (see, in particular, essays in Rinehart & Sydnor: 2003), there is an increasing amount of research being conducted in Australia, Europe and Canada on sports such as surfing (Booth: 2001), windsurfing (Wheaton 2000: forthcoming), snowboarding (Humphreys: 2003), skateboarding (Beal and Wilson: forthcoming, adventure racing (Kay and Laberge: 2002a, 2002b) and free skiing (Kay and Laberge: 2003). To date, however, no research – by academics or policy analysts – has yet focused on action sports and their implications for national sport policy.

This project has two objectives: 1) Drawing on Pierre Bourdieu's theory of social practice, this project aims to uncover the practice-generating principle(s) in the field of action sports, and 2) through an analysis of Canadian public policy, this project aims to explore the significance and potential impact of action sports to future youth engagement and sport participation policies. Related questions include: Why do youth choose sports that exist outside of the 'mainstream' policy provision? Why are attempts to promote or institutionalise action sports likely to be met with resistance? Who takes part in these activities and what are the barriers to access and inclusion? How do current national sport policies impact participation in action sports? Can Canada benefit from supporting the tenets of, and increasing youth participation in, action sports?

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<sup>1</sup> Extreme sports are said to have emerged out of the cultural revolution that took place in the 1950s and 1960s in the United States after the Second World War when the economy grew more dependent on mass production and mass consumption. Although the 'anti-mainstream' image of extreme sports is still apparent, its interdependent relationship with media and corporate agents has de-emphasized – or even reversed – the oppositional ideology that marked its earlier motivation

### **#39. The voice of the family: the significance of parental influence on young Muslim women's responses to sports-based social inclusion initiatives**

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Young people are a primary target for policies to address social exclusion. These policies include a wide range of sports-based initiatives directed at diverse groups whose different social, cultural and family circumstances can influence responses to such initiatives. This paper addresses the particular salience of 'family' in certain ethnic minority groups for whom it is a particularly central institution with wide-ranging influence on ideological values and practical circumstances.

The paper focuses on the significance of family influence on the lives of young women from minority (mainly Muslim) communities who have participated in a combined sport and education programme designed to encourage access to further and higher education. The research explores how family expectations about the roles of young women shape their responses to the programme. Young female participants (n=8) were actively involved in the design, implementation and analysis of a small-scale qualitative research project in which they undertook in-depth interviews within their own families. Interviews conducted as the first phase of the data collection focussed on parents' perspectives on the girls' participation in the sports-based programme, their aspirations for their daughters' adult lives in relation to family, education and employment, and their general views on minority life in Britain and the influence this might have on young women's opportunities and experiences. In the second phase, the young women's responses to the findings of the parental interviews were explored through focus group discussions which examined how influential the parents' views were likely to be on their decisions.

The paper will report on the findings of the research (in progress) at two levels. Firstly, methodological issues will be considered in relation to the effectiveness of the research strategy in providing an insider perspective on the views of the parent generation in these communities. The young women were able to conduct interviews in their parents' first language, providing access to a group that would otherwise have been difficult to involve. Secondly, the main findings to emerge from the study will be reported, examining the influence of family in affecting girls' response to sport, and the broader value of the data in illuminating minority life in Britain and minority experiences of exclusion. Conclusions will be drawn about the implications for policy, and for further analysis of young people's leisure in the context of family.

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#### **#40. Adolescent disengagement from childhood and the commodification of increased discretionary time: an unfree activity, freely chosen**

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The paper relates to the conference themes of 'consumption' and of 'engagement and participation'. The orientation of the paper is influenced by 'realistic evaluation' (after Pawson 1987, Pawson and Tilley 1997); which moves from the outputs of the original research to consider the mechanisms and contexts that have given rise to them.

As might be expected there is a measurable increase in discretionary time for older adolescents, who also show a pattern of disengagement with 'family' and other formal activities (such as sports). However, the older adolescents show a clear trend towards an aspirational leisure lifestyle that is reliant upon disposable income. In response to this they appear to have become willing to commodify their discretionary time and give up a proportion of that time to paid employment in order to achieve aspects of their desired leisure experience.

These outputs are revealed via an original methodological approach dubbed 'The interrogated time diary' – which was developed to consider perceived changes in the amounts and qualities of adolescent discretionary time between two groups across the period of adolescence. One group was aged 13/14 (year 9 in secondary school) the second group were aged 16/17 (year 12).

Key researchers and authors in the area of adolescence include Ken Roberts, Paul Willis, John Coleman and Leo Hendry. In terms of considering time as a commodity much original work has been done by Barbara Adam. The recognition of 'youth' as a recognisable group may have its contemporary origins in the work of Mike Brake on youth sub-cultures in the 1980's and John Clarke's output from the Centre for Contemporary Cultural Studies at Birmingham University in the 1970's.

It is also clear that there is also a modern-day drive to understand the position and roles of young people (as evidenced by the LSA conference in 2004). This paper will contribute to that debate.



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- World and European Leisure Research Association. Conference Papers, Bilbao 1991. "Rites of Passage Through Adolescence"
- National Association for Outdoor Education. Conference Papers, Ambleside. 1991. "Managing Urban Adventure Education".
- Leisure Studies Association. Conference Papers Loughborough 1992. "Explanations for Teenage Deviant Behaviour."
- Crossroads in Cultural Studies, International Conference, Tampere, Finland 1996. "Time Diary Analysis within Adolescent Behaviour".
- Ph.D. Thesis **The Ascribed Significance of Adolescent Free Time**. 1999. University of Leeds, Department of Sociology and Social Policy.
- Chapter in **The Sustainable City: urban regeneration and sustainability**. 2000. WIT Press. ISBN 1-85312-811-2. "The structural nature of intragenerational conflict and its implications for sustainability".
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## #41. Discourses of safe and unsafe environments: Young women's experiences of fear of victimisation & outdoor physical activity

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An eclectic group of feminist social scientists have accounted for gender differences in fear of victimisation/violence, particularly of a sexual nature (e.g. Hanmer & Saunders, 1984; Gordon & Riger, 1991; Stanko, 1990). These claims have been supported and extended to suggest that such fear can control women's use of space (e.g. Day, 1999; Pain, 1991, 1997; Valentine, 1989). Such findings present concern when we consider the inadequate levels of physical activity by women, and specifically young women between the ages of 16-24. On the one hand, this group are seen to have low levels of participation in gym-based physical activity through barriers such as lack of money, lack of time, and not considering themselves as 'sporty'; but on the other hand, women have consistently reported 'fear of being alone after dark' (Finch & White, 1998; Green, Hebron & Woodward, 1987, 1990) as a barrier to outdoor activities such as walking and running, which do not have the same financial, time and image-related barriers attached to them (Brownson et al).

With the growing recognition by academics and politicians that the potential for increased physical activity participation lies in outdoor activities such as walking and cycling (e.g. DCMS/Strategy Unit, 2002), physical activity promotion has recently shifted to the dominance of environmental interventions (Stokols, 1992). However, in the UK particularly, this favouring of the outdoor environment can be viewed as counterproductive as there is inadequate provision for 'safe' outdoor physical activity to occur. The aim of this paper is to explore what is meant by 'safe and unsafe', with particular focus on the environment(s) where physical activity does or could occur. I will draw on empirical data from a series of semi-structured and in-depth interviews with a group of 45 young female undergraduate students aged between 18 and 24<sup>2</sup> (DCMS/Strategy Unit 2002), and accounts of their experiences of fear of victimisation and outdoor physical activity. The students were all in full-time attendance at a University in the South West of England, studying towards sport and exercise related degree programmes. Findings were expectedly interesting and diverse. Commonalities were found in relation to perceptions of the outdoor environment and its lack of 'safe', aesthetic and suitable places for activity to occur. However, there was considerable variation in lifetime and daily experiences of the group, ranging from intense fear of the outdoors after dark, to low level precaution such as carrying a mobile phone. This range of differences tended to be due to continued involvement in sport, which was viewed as providing empowerment and safety through greater strength and fitness. These results provide an interesting insight into a relatively under-researched area, and have implications for future policy, both on a local and national level.

<sup>2</sup> Justification for sample used, based on guidelines for Young People – divided into 3 groups (up to 11, 11-16 and 16-24) (DCMS/Strategy Unit, 2002: 91-92).

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## #42. Hey Ya! Alternative representations of Aboriginal youth and rap music

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This paper presents collective musical narratives created by urban Aboriginal youth living in Edmonton, Alberta, Canada. Our recreational music program, *The Beat of Boyle Street*, is a collaboration between the University of Alberta's Faculty of Physical Education and Recreation and the Boyle Street Education Centre, an inner-city charter school serving disadvantaged youth. The program seeks to re-engage youth at-risk through participation in making music, particularly rap/hip-hop music.

We are interested in the poetics and politics of music in the everyday lives of urban Aboriginal youth. As a representational practice, music making highlights the negotiated relations of telling stories and situating those narratives within social and political contexts (Hall, 1997a). According to Richardson (1997) collective stories have the power to disrupt and transgress the prevailing "cultural stories" that reinforce established stereotypes and constructions of Aboriginal youth. Carlson and Dimitriadis (2003) note that creative engagement allows disempowered youth "a sense that they are controlling their own representation, that they are in control of their own cultural identity, and are creatively shaping and moulding language, style, and self into something new" (p. 21). Furthermore, rap music articulates Aboriginal youths' struggle for "representation of indigenous people by indigenous people.... countering the dominant society's images about indigenous peoples, their lifestyles, and belief system" (Tuhiwai Smith, 1999, p 150-151).

*The Beat of Boyle Street* recreation program teaches youth to make their own music using computers and audio production software. With these tools, young people are actively producing (as well as consuming) music and popular culture. Participants sample from favourite songs, create remixes, and add their own lyrics to create vibrant, "new" compositions. Kivel (1997) contends that researchers need to listen to young people's stories, and "opportunities need to be provided for them to convey what they are saying, or not saying, about leisure in general and leisure as a context for identity formation" (p. 34). Although hip-hop originated as an expression of urban African-American experience (Lipsitz, 1994), its style has been appropriated by youth and infused with different meanings in different localities (Ballinger, 1995; Bennett, 2000, 2002; Dimitriadis, 2001a; Krims, 2000). Artistic leisure practices are performative, adds Denzin (2003), with social resonance as "acts of intervention, a method of resistance, a form of criticism, a way of revealing agency" (p. 9). *The Beat of Boyle Street* opens up a politicized, poetic musical space for Aboriginal youth to explore producing rap music as leisure.

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## #42. Understanding Young People's Involvement in and Access to Everyday Music Activities

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Previous research has mostly adopted a structuralist framework of dominance and resistance in order to formulate youth music practices within the contexts of subcultures, club cultures and post-subcultures. One outcome of this orthodox structuralism has been a disproportionate emphasis on highly committed, fanatical, spectacular music consumer and producer practices. Another outcome of such an approach has been the presupposition of constructed youth cultural worlds lived in by clubbers, teenyboppers, punks and so on. On the contrary, the research agenda presented in this paper is underpinned by an interactionist approach that situates music in the everyday lives of young people with differential involvement in and access to a range of music cultures.

Fieldwork consisting of fifty-two semi-structured group and individual interviews, a survey that produced two hundred and thirty-two questionnaire replies, and simple observation at fifty-four diverse public music venues has provided ethnographic information to support theoretical insights into the pervasiveness of music in respondents' various everyday leisure, education and work contexts.

This paper makes an original contribution to existing literature on youth music consumption and production in the sociology of culture, leisure and media studies by situating the significance of music in the mundane, routine and recurrent interactions that typify a majority of young people's experiences. It departs from orthodox theoretical frameworks by attempting not to structure youth music groupings within intra-generational units but rather to contextualise such groups in everyday relations to others, and therefore to situate young people within the intergenerational and local frames of reference to which they are familiar. Finally, an analysis of the relationship between mediated and co-present music practices will be presented in this research. Existing research tends to focus on one or the other, but this paper will account for both sets of practices as they inform each other.

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#### #44. Sport and the Media in the lifestyles of Young People – trends and changes during the 1990's

**Dr. Gill Lines**  
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This paper seeks to identify ways in which media and sporting interests are embedded in the lifestyles and consciousness of young people aged 14/16. More significantly in relation to the conference theme it considers consumption patterns and trends during the 1990's, drawing predominately on two quantitative survey based studies with different groups in 1991 and 1995. It is also informed by a smaller in-depth case study with a group of adolescents focusing more specifically on an intense period of media sport coverage in 1996 and for which the final level of qualitative audience data was completed in the following year. Comparisons are drawn between approximately five hundred young people across the gender and ethnic divide in schools from three different areas of S.E. England.

Whilst it is acknowledged that media interests are a central feature of young peoples lifestyles (Livingstone, 2002; Tomlinson and Lines, 1996; The Centre for the Study of Children, Youth and Media, 2004) there are concerns that sporting participation and exercise amongst young people are less readily regularly pursued (Hill,2003). This paper attempts to draw comparisons between the two as leisure choices in terms of popularity and impact on young people. It tracks the types of media products such as television programmes, magazines, newspapers and sport and television stars that they engage with and identifies those which remain in the public consciousness and continue to appeal to different groups of adolescents across the decade. There is a particular focus on the nature of young people's interests in media sport and some discussion on the ways in which these interests can relate to active sports involvement. Whilst it does not attempt to establish causal links between young people's media interests and their lifestyle and attitudes, the paper also identifies particular features which young people use to explain the popularity, attraction and impact of particular media products.

Other significant media survey research conducted with young people such as Livingstone and Bovill's work (1999) on Young People and New Media and the AAF/ESPN (2001) Children and Sport Media report in the USA ([www.aafra.org](http://www.aafra.org)) are drawn upon for comparative discussion and support of the data gathered in the longitudinal and on-going investigation reported in this paper.

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#### #45. Doing sport, doing inclusion? Provider and participant perceptions of targeted sports provision for young Muslims

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The longstanding debate about the social benefits of sport has been heightened in the UK in recent years by the formal incorporation of sport in policy to address social exclusion (Department for Culture, Media, and Sport, 1999). This development has been accompanied by a growing critical literature that questions the premises of such claims and draws particular attention to the paucity of data on the outcomes of sports-based interventions. (Coalter, F. Allison, M. and Taylor, J. 2000; Long, J. Welch, M. Bramham, J. Butterfield, J. Hylton, K. Lloyd, E. Bowden, K. and Robinson, P. 2002; Collins, M. and Kay, T. 2003) This paper contributes to the dialogue surrounding the use of sport in this role, through an analysis of provider and participant perceptions of targeted sport and education programmes for Bangladeshi young men and women.

The programmes, funded through the European Social Fund, use sport to attract young people to courses designed to encourage progression to post-compulsory education. Interviews with professional and voluntary workers with experience of sport and minority ethnic issues, and focus groups with teenage participants, are used to explore perceptions of the inclusion issues faced by the target group, and the potential and actual impact of the provision on those taking part. The findings indicate that sport delivers multiple benefits to participants and engenders social interaction between diverse communities; however, these do not always coincide with the primary aims formally specified by the programmes. The paper questions whether this reflects the limitations of sport, or arises from a broad-brush policy response to the 'inclusion' issue that obscures the nature of inclusion for different population groups.

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## #46. 'Participation Observation and The Homeless World Cup'

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This paper relates to the conference theme of 'engagement and participation' as it reports on the experiences of the Welsh squad at the inaugural Homeless World Cup (7th - 13th July 2003, Graz, Austria). The street-soccer tournament was organised by the *International Network of Street Papers* with the primary aim of challenging media stereotyping of homeless people but also sought to provide an inclusive social opportunity for its participants. The tournament, which received widespread media coverage throughout Europe, was extremely successful and provided a tremendous spectacle with some highly-skilled teams performing in front of a passionate and extremely supportive Austrian public.

The researcher was approached by *Big Issue Cymru* in his previous employment post and accepted the voluntary position as Coach to the Welsh squad. The role involved conducting coaching sessions over a three-month period and accompanying the squad to Graz for the duration of the tournament in shared dormitory accommodation. Once at the tournament the researcher, with the consent of the squad and other management staff, adopted the dual role of Coach / participant observer and used Dandelion's (1995) 'insider-to-the-group' approach as a guiding model to collect primary data. This paper is produced in a day-by-day case study account that relays the seminal moments of the tournament as experienced by the six-player squad Welsh squad from the time they left Stanstead Airport on the afternoon of Saturday 6th July to their return on Monday 15th July.

The main findings centre on how individual members of the squad adapted, with some variance, to the tournament structures and tightly-planned programme, its physically demanding schedule of daily matches, the strain the matches brought on relatively low physical capabilities and fitness levels, and how the public exposure as one of the weaker squads at the tournament affected confidence levels and behaviour patterns. Underpinning the findings is how the tournament bonded the squad together whilst at the same time displayed the vulnerability of many to expose deep personal traumas. A key feature is the constant difficulties faced by the management team in coping with and controlling erratic behaviour and how the heavy reliance on prescription medication, alcohol and cigarettes transformed the role of the Coach into full-time social worker, a role he was totally under-prepared and under-qualified for.

Despite the difficulties encountered by players and staff, the findings demonstrate how the tournament experience acted as a positive influence in instilling previously denied social value and personal pride to the squad. It cannot be ignored that the tournament provided a once-in-a-lifetime experience for the squad to live out their own 'World Cup' and how the football participation partly deflected the attention of these disengaged and / or de-motivated young people away from

their daily individual problems and conflicts, albeit for a short period of time.

**Jonathan Magee** is a Senior Lecturer in the Department of Tourism and Leisure Management at the University of Central Lancashire (UCLan) but is also a founding member of the International Football Institute, a partnership between UCLan and the National Football Museum designed to promote research and related scholarly activity into football. Jonathan has teaching expertise in sociology of sport, qualitative research methods, coaching studies, and sport and leisure management and is also a UEFA 'A' License football coach. His research interests include sports labour migration concepts and themes, the football business and labour market, and sport and the Protestant community in Northern Ireland. His main publications are:

- Magee, J. (*in press*) 'Football Supporters, Rivalry and Protestant Fragmentation' in A. Bairner (ed) *Sport and the Irish*. Dublin: University College Dublin Press.
- Magee, J. (2002) 'Shifting balances of power in the new football economy' in J. Sugden and A. Tomlinson (eds) *Power Games: A Critical Sociology of Sport*. London: Routledge, pp. 217-239.
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**#47. Impoverished leisure experiences: how can active leisure programmes make a difference? An analysis of the leisure life histories of young offenders**

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Although some previous studies have contained individual participants profiles and a general analysis of their offending background (Tungatt, 1990; Taylor & Nichols, 1996), there has been little attempt to analyse the existing leisure patterns of young people joining sports and active leisure schemes, or to examine the processes by which these patterns emerged. The importance of early experiences is supported by Roberts (1999, p140): *“childhood and youth leisure socialisation are crucial. Most people base the rest of their leisure lives on interests, which may be subsequently built upon, to which they were initially introduced when young”*. He suggested that although leisure learning is not restricted to childhood, the process during adulthood is incremental and relies on building from childhood experiences. Therefore tertiary intervention with young people, often in their early twenties, will have to overcome the problems identified by the life history profiles of few leisure experiences in childhood.

This PhD research project involved the formal recording of life history profiles for young people referred to the Solent Sports Counselling Scheme by Youth Justice and Probation Services. The process has been shown to clarify the complex array of life events that have contributed to the situation faced by participants when they entered this active leisure scheme. This provides three important sets of information to assist providers:

- The relationship between life events and participation in leisure activity. This helps in designing sustainable individual programmes and identifying constraints to participation. It identifies previous interests that may be re-established.
- The sample of life history profiles provides clear visual evidence of the impacts of life events on the development of leisure patterns.
- The life history chart provides a focus for leisure counselling, as part of the leisure education process.

The paper will report on the main findings of this life history analysis including a discussion on the impoverished nature of their leisure experiences, the influence of upbringing on leisure patterns, and the role of leisure education in schemes to increase participation in active leisure among ‘at risk’ young people.

**Fiona McCormack** worked from 1986 to 1989 in adventure activity programmes targeted at young people from deprived communities who were commonly at risk of offending. Having completed the MSc. in Recreation Management at Loughborough University (1989-90) she worked in the leisure and tourism industry in Europe. She embarked on a lecturing career in higher education in 1993, joining Buckinghamshire Chilterns University College. She has conducted 2 medium term evaluations

of sports related projects which target young people at risk as part of a Ph.D. at Loughborough University. Both are qualitative studies of the relationship between leisure patterns, offending and interventions that seek to use recreation to reduce offending. She is currently lecturing in the areas of Youth and Community Sports Development and Outdoor Education and Adventure Recreation.

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## #48. Urban Surfers: Representations of the Skateboarding Body in Youth Leisure

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The modern construction of skateboarding as “an ideologically ‘pure’ physical activity, far removed from that tainted institution – sport” (Humphreys, 1997: 150), serves to highlight the importance of detailed analysis into its representation in modern culture. To what extent is it removed from sport, and to what extent is this ‘pure’ ideology still applicable? The increasing cultural influence of skateboarding is easily identifiable through representations of the skating body in fashion, music, film and video games. This is perhaps surprising when a disciplined skating body is also seen through recent films such as *xXx* and *Kids*, where the *young* skating body is part of a culture of underage sex, drinking and violence. Previous analyses of skating culture have adopted a combination of subcultural theory and a degree of Marxist theory in order to understand the dynamics of skating’s resistance to dominant sporting bureaucracies (Beal, 1995; Humphreys, 1997). However, this paper utilises an amalgamation of Bourdieu’s (2001) concept of cultural capital and masculine domination, and Butler’s (1993) applications of gender performativity, as theoretical tools with which to analyse the creation of skateboarding as a gendered social space.

This is done through a combination of ethnographic observations of skaters in practice, with analyses of representations of the skateboarding body in magazines, music videos and video games. As such, it becomes clear that the recent capitalist appropriation of the skating body, through cultural products including Avril Lavigne and the Tony Hawk video game series, is highly influential in the reproductions of masculinity in contemporary youth leisure practice. This points towards a detachment from the so-called ‘pure’, counter-cultural ideologies inherent to traditional skating practices, and is therefore of particular importance here. The influence of the phallic symbolism of the skateboard itself is also highlighted, along with the reassertion of masculinity in practice through processes of ‘pain and penetration’ skating bodies (Cook, 2000). This process of cultural normalisation is moving skateboarding from its traditional sub-, and counter-cultural realms, propelling it into mainstream culture. It is therefore hoped this analysis will highlight the dynamic nature of contemporary youth leisure, while raising questions regarding the way that skateboarding is viewed by wider society.

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Ian MacDonald completed a BSc (Hons) at Brunel University in 2001, focusing on the sociology and politics of sport. This led to a successful undergraduate thesis on modern representations of Irish national identity through the Gaelic Athletic Association. He has recently graduated from the University of Surrey, Roehampton (2003) with an MA in Sport and Culture. This mode of studying included a comparative thesis on representations of English national identity in the post-war period with contemporary 21<sup>st</sup> century representations. His studies also included preliminary



research on skateboarding culture, which has led to this current paper, and analyses of the work of Bourdieu and Butler. Upon finishing his studies, he has taken a post at Brooklands College, Surrey, lecturing in Sport Science. He also has extensive experience of community youth work, including the running of a

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## #49. 'Street Corner Society': Leisure Careers and Socially Excluded Young People'

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This paper is based upon qualitative research with young people who are growing up in neighbourhoods that experience the multiple problems of social exclusion in extreme form. This locality, in North-east England, is one which ranks high on indicators of multiple deprivation and has also been identified as one in which the 'new rabble underclass' may be found (Murray, 1994).

The study sought to interrogate influential theories and representations of 'the underclass' and 'socially excluded' places by conducting close-up research with young people. The fieldwork had three strands: interviews with professional 'stake-holders' who work with young people (e.g. probation officers, drugs workers, New Deal advisors); year-long participant observation in youth clubs, unwaged groups, Family Centres and 'on the street'; and qualitative interviews with 88 young people, aged 15 to 25 years.

In attempting to understand youth transitions in this context, the study analysed young people's 'school-to-work', family, housing, criminal and drug-using careers (MacDonald and Marsh, 2001). Young people's changing free-time associations and leisure activities also proved significant in understanding processes of 'inclusion' and 'exclusion' and, in this paper, we use the notion of 'leisure career' to focus in particular upon the transitions and outcomes of one group of young men (in comparison with the majority, who engaged with more mainstream, commercial leisure). For them, earlier processes of school disengagement and fuller engagement with 'street corner society' had, over time, drawn them towards some of the hardest and most intractable experiences of social exclusion. In short, we consider the significance of leisure careers in the creation of 'social exclusion' and 'inclusion' for young people in poor neighbourhoods.

We situate the conclusions of the paper in a brief critique of the current state of play of youth research in Britain (MacDonald et al, 2001). We suggest that a focus on leisure careers may be one strategy for overcoming the current separation of youth research that is interested in the socio-economic transitions and destinations of young people (e.g. Jones, 2002) from that which is more concerned with questions of youth sub-culture, style, leisure and identity (e.g. Muggleton 2000; Bennett 2000 – see Hollands for further discussion, 2002). We also suggest that, despite the influence of globalising and post-modernising trends, class and place remain important in understanding the leisure careers of young people (Nayak, 2003).

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**Robert MacDonald** is Professor of Sociology at the University of Teesside. He teaches on undergraduate and postgraduate programmes in Sociology, Youth Studies and Youth Work & Community Development. He has published several articles and books about young people and youth issues and is currently completing, with Jane Marsh, *Disconnected Youth? Growing Up in Poor Britain* to be published by Palgrave in 2005.

**Tracy Shildrick** is Senior Lecturer, and Programme Leader, in Youth Studies at the University of Teesside. She has published articles about youth culture and illicit drug use and is co-editing *Drugs in Britain: Supply, Consumption & Control*, to be published by Palgrave in 2005. Together with Cieslik, MacDonald and other colleagues, she is currently working on Joseph Rowntree Foundation funded research on the extended transitions of young adults in contexts of social exclusion.

**Jane Marsh** worked for the Careers Service in Manchester before taking up the post of lead researcher on the ESRC project referred to in this paper. She has co-authored several conference papers and journal articles with Robert MacDonald about this research. She now works as a primary school teacher.

**#50. The changing expectations of Physical Education teachers in school and community settings: A report of the School Sport Coordinator Programme in Scotland.**

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The alarm within central government about levels of sporting participation and health related activity in young people has resulted in a series of policy initiatives. From modest origins the School Sport Co-ordinator Programme (SSCP) has become a pivotal part of current policy in Scotland. Physical Education (PE) teachers were instrumental in policy direction and delivery in the initial phase of the SSCP. The SSCP aims to enhance the range and quality of current extended curricular sporting provision and positively influence and assist the development of sport within the wider community.

The evaluation of the first phase of the SSCP completed for **sportscotland** (2002a; 2002b) was designed to contribute insights into the extent to which the remit of the SSC had been achieved with regard to; recruitment of teachers/parents/community coaches; the factors affecting participation in extended curricular sport and the further potential of extending participation in sport.

The research approach adopted involved: a postal survey of all current SSCs; interviews with representatives from the Scottish Association of Directors of Leisure Services, the Association of Directors of Education in Scotland and the Scottish Executive; group discussions and single SSC interviews in four local authorities and case studies in eight schools involving interviews with SSCs and head teachers. Further secured funding for the School Sport Coordinator Programme will ensure that how PE teachers review their role and expectations within school and community settings will be crucial to the success of future policy and provision.

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- Thorburn, M. (2001) 'Critical Times for Critical Thinking: The teaching and assessment of knowledge and understanding in certificate physical education – A Scottish Perspective.' *British Journal of Teaching Physical Education*. 32 (3) 42-45
- Thorburn, M. and Collins, D. (2003) 'Integrated curriculum models and their effects on teachers' pedagogy practices'. *European Physical Education Review*. 9 (2) 187-211.

Malcolm has also completed some consultancy research for **sportscotland** on the School Sport Coordinator Programme. The changing professional role and expectations of PE teachers in a range of school and community settings is an area of current research interest.

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## #51. Reflections on researching a causal relationship between sport and youth crime

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Drawing on experience of researching programmes which use sport as a medium to reduce youth crime this paper considers what constitutes proof of a causal relationship. The author has applied the methodological approach of scientific realism (Pawson & Tilley, 1997; Collier, 1998), with its associated epistemological and ontological assumptions. This implies research has to examine 'context - mechanism - outcome' (CMO) configurations, which are hypothesised to lead towards a more complete understanding of reality (Nichols, 2001).

However, within this approach it is still unclear at what point evidence is sufficient to prove or disprove a particular hypothesised CMO configuration. This is illustrated with two examples of research into sports programmes to reduce youth crime (Nichols, 1999). This leads to a consideration of the importance of values of academics, practitioners and policy makers in the evaluation of evidence. This, in turn, gives some support to one version of the 'theory of change' approach to programme evaluation (Connell and Kubish, 1998), in which the views of policy makers on the validity of evidence are considered paramount.

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## Soul surfing the Zeitgeist – Hippie Rhetoric in British Surfing Magazines of the Late '60s Early '70s

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The aim of this paper is to examine the way values from outside a subculture are consumed within that subculture. A specific time period (the late '60s, early '70s) in British surfing is explored using the rhetoric expressed in British, American and Australian surfing magazines to identify hippie values in the soul surfing phenomenon.

In the late '60s, early '70s hippie values penetrated surf rhetoric and were manifested in the emergence of soul surfing. In America and Australia, soul surfing values were disseminated to the surfing community in the rhetoric of surfing magazines. Overnight macho values were effaced and USA and Australian surfing magazines were filled with poems extolling the beauty of the wave, the experience of surfing the tube<sup>3</sup>, the environment, yoga and vegetarian recipes.

The phenomenon of soul surfing coincided with the development of a cohesive British surfing identity. British surfers in this era began to form clubs but also published surfing magazines such as *Surf*, *Point Break* and *Surfing UK*. These magazines were informed by *The Surfer* from the USA and the Australian magazine, *Tracks*. It is the influence of these magazines on British surfing magazines that this paper seeks to address.

The paper uses the work of Kenneth Burke to underpin notions of the reception of rhetoric within a subculture. Burke's notion that rhetoric empathises rather than attempts to persuade within a social model predicated upon dramatism and the performative identity seems an appropriate stance to adopt within the informal organisation context of British surfing in the early '70s. In their recent studies of subcultural values Thornton (1995) and Muggleton (2000) also suggest the notion of the performative identity. Whilst agreeing with much that they argue, this paper proposes Burke's ideas as another analytical tool for the examination of the consumption of subcultural rhetoric.

There has been research into surfers' motivations (Farmer, 1992), surfers' rhetoric (Scheibel, 1995) and examinations of values expressed in Australian surfing magazines (Henderson, 1999). However, these studies tend to examine magazines from the gender or hierarchical aspect of subculture. To date no research has been discovered that examines the soul surfing and hippie connection and there has been no scrutiny of British surfing magazines of this era. Apart from Scheibel, there has been no consideration of the work of Burke within a subcultural framework, an omission that this paper intends to address.

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- 'Issues of Gender in *Muscle Beach Party* (1964).' in *Scope: an online Journal of Film Studies* Institute of Film Studies, University of Nottingham, December 2002.  
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- 'Just the lemon next to the pie'...Apocalypse, History and the Limits of Myth in *Big Wednesday* (1978)' to be published 2004 by *Scope*.
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**#53 'Have a word!' Football organisations and the empowerment of young people**

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This paper examines shifts in the organisation of youth football in England through a theoretical framework derived from the sociology of childhood. In the past thirty years, youth football at all levels has become an increasingly complex and contested environment. Schools, professional clubs and the voluntary sector have traditionally vied for influence over young players, but the demise of school sport since the 1970s, the incremental growth of amateur football clubs for the under 10s, and the introduction of a series of development initiatives by the Football Association (FA) have created a new range of opportunities for young players. These shifts have implications for the ways in which young people experience the game and the extent to which they can affect the management and organisation of the sport in its local settings.

Data from 119 young players, and 54 parents at 24 junior football clubs during 2003, collected as part of the FA Child Protection Research Project, indicate that youth football is an increasingly rationalised and commodified experience. For some young people, this rationalisation supports club environments which empower them to influence both the practice of the sport and the policies of their organisation. However, many others report limited opportunities to impact upon a sport which is central to their identity and aspirations. In these contexts, a range of problematic adult assumptions continue to dominate coaching and club policies. Parents in our sample reported continuing debates over democratic and meritocratic approaches, revealing divides both within and between clubs over the best way to structure the experiences of young players.

The paper concludes by calling for more sophisticated theorising in order to interpret the role and potential of youth football clubs as organisations which can empower the young people in their membership.

**Andy Pitchford** is currently the Course Leader for the MA Sports Development at the University of Gloucestershire. He is currently working on the FA Child Protection Research Project with Celia Brackenridge Ltd, and his research interests relate to the sociology of work and organisations, careers in higher education, community sports development and association football. Before entering academia Andy was a sports development officer for a London borough.

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## #54. Access to Sport in Higher Education

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(presented by Grant Small)  
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Sport has become an important item on the political agenda in recent years as a combination of the poor health of the nation and the perceived lack of success in sport on the world stage has raised the profile considerably (Scottish Executive, 2000, Department of National Heritage, 1995, The Scottish Office, 1995). Sport has now been identified as an important aspect of life within Scotland, and is being promoted as part of an active lifestyle by many leading agencies. Higher Education is included within many strategy and policy documents as being a key partner in promoting and facilitating access to both structured and unstructured sporting opportunities (Department of Culture, Media and Sport (DCMS), 2001, Scottish Sports Council, 1998, SportScotland, 2003).

The aim of this research is to highlight the access to sport in Higher Education in Scotland, in respect to current policy initiatives by the Government. Thus, to collect the necessary data, a comparative analysis was undertaken of two institution sectors – colleges and universities. Furthermore, the process of methodological triangulation was employed, whereby an initial quantitative survey was designed, taking the form of a mail questionnaire. The findings from this then determined the need for a more in-depth qualitative study to explore factors that could not be sufficiently described in the questionnaires. The information gathered indicated that there was very little difference between the provision of sports facilities between universities and HE colleges. However, if this is broken down and analysed in more depth, it is clear that inequalities do exist. There are also considerable differences between the two sectors in terms of range and quality of facilities. It would appear that further education establishments are the poor relation of those higher educational establishments, as in Scotland, there is no statute which states that F. E. colleges must provide recreational activities for their students.

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## #55. Opportunities for playing? Gendered structures of youth football

**Kate Russell**

**Jacquelyn Allen-Collinson, Celia Brackenridge,  
Andy Pitchford, Gareth Nutt,  
Claudi Cockburn, Adrian Ibbetsen  
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According to the English Football Association, football is now the fastest growing sport and leisure pursuit for women and girls, with over 85,000 playing in affiliated leagues and cup competitions (TheFA.com, 2004). Linked to the government-funded Active Sports programme, the aim is to invest £11 million over the next five years into grass roots football. While the emphasis is placed on the greater involvement of girls in out-of-school groups and developing a better competitive programme, the system is currently not matching the demand in terms of quantity or quality of activity. Historically, the competitive structures for girls' football of U12 and U14, compared to the boys U11, U12, U13 and U14 groupings, do not take into consideration the range of physical and psychological differences among players. In addition, the inclusion of many girls aged 14 in open age football fails to address the need for a gentler, more graduated progression into senior football. Concerns over inappropriate behaviour by senior players and coaches highlight the need to develop more suitable playing practices.

This paper, based upon research findings from a project on child protection commissioned by the Football Association (Brackenridge et al, 2002, 2003, in press), seeks to highlight these key issues and to address other concerns presented by players, parents and coaches alike. It is argued that the FA needs to respond in an appropriate way to ensure that girls are provided with enough opportunity to play football in a safe environment that fosters both physical and psychological development.

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**Kate Russell** is a Research Fellow at the University of Gloucestershire and specialises in child protection, gender and body image issues in sport and leisure. She has recently been awarded a Fellowship of Social Science by the NZ-UK Link Foundation, in association with the Academy of

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**#56. Dramatically fitter:  
The physical and psychological benefits of  
exercise for obese children.**

**Paul Russell, Brenda Griffith, and Laura Pugh  
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The rise of obesity within the Britain, especially in young people, is a major concern to the government. Since 1989 it has been estimated that the level of obesity in children has doubled (Bundred et al., 2001). Dietz (2001) accounts for this dramatic, and dangerous increase, through a combination of two main factors: an increase in the promotion of energy intake (unsuitable diet), and a reduction in energy expenditure (physical activity) in this population. The long-term implications of childhood obesity include increased risk of cardiovascular disease, diabetes, some forms of cancer, hypertension, and a range of bone, joint, and skin disorders (Department of Health, 1993). There are also a variety of psychological implications concerning sedentary and obese individuals. A sedentary lifestyle can promote increased depression, and anxiety, and reduced self-esteem, physical self-worth, body image, and body attractiveness (Fox, 2000). Wilfrey and Brownell (1994) projected that by 2005 one in five males and one in four females will be classified as clinically obese. The cost of childhood obesity to the National Health Service is already considerable. West (1994) conservatively estimated that the cost of obesity in Britain is in the region of £30 million per annum. These figures have resulted in the government prioritising the tackling of this issue. The main aim of the Dramatically Fitter project was to develop a programme for overweight and obese children to support sustainable lifestyle changes and reduce long-term health risks. The, year long, unique Dramatically Fitter research project attempted to utilise physical activity and lifestyle education as an intervention with obese children, and their families, to facilitate positive changes in diet, activity levels, and psychological self-perceptions. Physiological changes were assessed through height, weight, body fat, and body mass index (BMI) measures. The Physical Self-Perception Profile (Fox, 1990) was used to assess changes in sports competence, physical condition, body attractiveness, physical self-worth, and physical strength. Qualitative data was also collected from the participants and their parents. The paper will discuss the structure and nature of the Dramatically Fitter research project as well as the physiological and psychological impact of the intervention on the group.

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**Paul Russell** has taught Physical Education in both schools and colleges for many years. He is currently the Programme Manager for Sport and Exercise Science, and Sport Science and Coaching at Bolton Institute and lecturers in Sport and Exercise Psychology. Paul is an accredited Sport and Exercise Psychologist with the British Association of Sport and Exercise Sciences. He has provided psychological support for athletes in a variety of sports including professional football, golf and cricket, international badminton and swimming. Paul was the senior psychologist for the Amateur Boxing Association of England and helped the England team in preparation for the 2002 Commonwealth Games. Paul has published work on wide range of sport and exercise psychology related topics including exercise addiction, eating disorders, and overtraining and burnout. Paul is currently undertaking a PhD. examining the nature and impact of mental toughness on golf performance.

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**Brenda Griffiths** worked as a health visitor in London, Lincoln, Chelmsford and latterly in Bolton. Has an interest in infant nutrition and the effects of parental behaviour on children's eating patterns. Has undertaken research in relation to iron deficiency anaemia in the weaning population in Bolton and in the ability of health visitors to affect weaning practice. Developed and implemented a nutritional behavioural clinic in Bolton for parents and children under 5 years of age with behaviourally related nutritional problems. Is co-project leader for the Stay Active Stay Healthy Project - a schools, curriculum based healthy eating and physical activity programme working with children especially in the Foundation and KS2 years to increase knowledge and involvement in physical activities and improved food choices. Member of expert panel on Folic Acid in pregnancy December 2003. Employed as a public health practitioner and holds a Regional Health Authority Research Fellowship to undertake postgraduate research at Lancaster University Institute of Health Research on the response of health visitors to the current health and social policy agendas

**Laura Pugh** graduated in Leisure and Business Studies in 2001. Since then Laura has been employed by Bolton Metro Sports Development as a netball coach and project worker. Laura was instrumental in developing the "Passport 2002" initiative throughout Bolton that encouraged young people to participate in sport during the summer holidays. Since then she has been the Sports Development Officer at Bolton Institute where her role involves the promotion of sport and healthy lifestyles amongst staff and students. Since January 2002 Laura has been responsible for the planning and delivery of the successful 'Dramatically Fitter' project. Laura is also qualified in G.P. Exercise Referral, Gym Instruction, and Weight and Nutrition Management.



**#57. Beyond Picasso: bringing contemporary visual art into the school classroom: the Smudgeflux project**

**Doug Sandle  
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Visual Associations**

Smudgeflux is a project developed to increase school students' and young people's knowledge and understanding of contemporary visual art and to introduce them to a range of concepts and processes that underpin modern art practice. Research among teachers have confirmed the need for school students to develop their understanding of visual art beyond the confines of the curriculum and especially to be introduced to work to living contemporary artists. Smudgeflux has been developed by Visual Associations, the national information service for contemporary visual artists and makers, an arts charity based at Leeds Metropolitan University. Smudgeflux by means of a website, a CD ROM, and through its database of artists who are qualified and available to work with schools, provides advice and multi-media teaching materials that feature artists working in new media, concept art, site-specific art work and environmental art. By extending art practice beyond more traditional concerns, new ways of perceiving and thinking about contemporary art provide a challenge for young people which it is hoped can enhance their cultural skills, understanding and leisure behaviour.

The proposed paper and presentation will introduce the Smudgeflux programme and provide extracts from its CD-ROM. We will also be concerned to discuss the research that has underpinned the development of the project with regard to young people's attitudes to contemporary art, the needs of the educational curriculum and some of the issues around the evaluation of such a project and its impact on the cultural behaviour of young people.



**Doug Sandle** BA, C. Psychol., AFBPsS. is Reader in Visual Studies at the School of Art, Architecture and Design, Leeds Metropolitan University. A Chartered Psychologist, his teaching and research interest was originally in the psychology of perception and cognitive aspects of art, design and

architecture. Doug has worked in Higher Education for many years, as a lecturer, researcher and also senior manager. He is the founding Director of the Leeds Art Therapy Summer School and is editor of *Development and Diversity, New Applications in Art Therapy*, London, and New York: Free Association Books (1998). His more recent interests are in the field of public art and visual culture generally, with conference and published contributions to the *Public Art Observatory* of the University of Barcelona. A member of LSA he presented a paper at last year's conference on public art as contested space, subsequently published in the LSA

Newsletter and the book *Leisure, Media and Visual Culture: Representations and Contestations*. He recently contributed a chapter on tourist photography to *Visual Culture and Tourism* (Berg 2003). Doug is the founding and continuing Chair of Visual Associations the national database and information service on contemporary visual art.

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**Reuben Knutson** is education project leader for Smudgeflux, and he also a practising visual artist. After training in painting, photography and art history, Reuben worked as a freelance photographer, which led to assignments in America for National Geographic television, as well as exhibiting work throughout the UK.

Reuben undertook teacher-training (secondary, art) in 1995 and then taught Art and Photography at a 6<sup>th</sup> Form College in Bristol for 4 years, before becoming involved with Visual Associations. As project leader for the Smudgeflux project he has worked closely with teachers and education advisors to plan the resource; setting up artist-in-school projects in Bristol and Leeds, and running teacher-training events with artists in 2003. As an art practitioner Reuben works film and photography and also works regularly in partnership with a sound artist on community-based projects that use elements of land art, psycho-geography and acoustic ecology to explore a particular environment and its relationship with its occupants & visitors. The latest project involves a month's residency in Shetland, which will be followed with an exhibition to tour architecture centres in the UK.

## **#58. Leisure as a Schema: Can the schema concept help us?**

**Dr John Schulz**  
**Department of PE Sport and Leisure Studies.**  
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For the past 30 years we have been presented concepts of leisure ranging from specific times, and activities; or psychological states of mind and being; to more holistic concepts which have incorporated both context and the experience. As researchers, we know that these concepts provide only partial understandings; and approaches that are more comprehensive have eluded us. This paper will propose an alternative approach - leisure as a social cognitive schema.

The social schema concept refers to cognitive structures of organised prior knowledge that are abstracted from experience and specific instances. Viewing leisure as such has heuristic value; and, helps serve to explain some of the social and psychological reality of leisure; and, how it functions in people's lives. In particular, a leisure schema concept would: help integrate previous research findings and conceptualisations; explore how beliefs about leisure are formed and organised; examine how they influence people's perception and understanding of events; and, why they change.

The presentation will firstly provide a hypothetical model of how leisure would act as a schema. Secondly, it will examine the ability of a leisure schema to explain leisure experiences and behaviours. Lastly, the presentation will discuss the implications of the leisure schema concept for methodology and future research.

**John Schulz** is from the Department of PE Sport and Leisure Studies at the University of Edinburgh. He teaches courses in sport and recreation management, organisational behaviour, and research methods. Before moving to Scotland, he was at Griffith University, Australia. Current research interests include investigating the nature of volunteerism in sport and recreation, and the social behaviour of individuals in the leisure context.

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## #59. Cities as Playgrounds: Active Leisure for Children as a Human Right

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The child's right to play is enshrined in the *United Nations Convention on the Rights of the Child* yet in many countries, including the United Kingdom, there is concern that play areas for children are being sold off or removed from our cities. We also live in a time where children are being placed under increasing surveillance, which makes their independent exploration of the places in which they live more and more difficult. It seems that the 'right to play' for many children has more to do with the 'right to own a playstation' than the right to engage in more active pursuits. Clearly, the extent to which children are less active is now being reflected in obesity statistics amongst children throughout the world.

This paper argues that active leisure for children must be seen as a human right for children and that this in turn needs to be translated into action in order to accord that right with meaningful value. In particular, the right of children to play requires re-thinking about how our cities are planned to incorporate spaces for children to play. In this regard it has to be acknowledged that various market forces work against the allocation of space in cities for child's play. But this is where the real work is to be done. If we adopt the ideas of Bach ('Sports without Facilities: The Use of Urban Space by Informal Sports' (1993) 28 (2&3) *International Review for Sociology of Sport* 281) we might be able to plan cities in ways which allow for child's play in areas which are used for different purposes at other times.

The paper argues that this is not suggested simply as an idea worth investigating. The importance of linking this argument with the human rights of children is to provide a process whereby re-consideration of how we plan cities around child's play becomes a legal obligation that governments must pursue and enforce. In other words, if we are serious about the right of children to engage in active leisure, then this will have profound effects for how we use urban space in the future and the type of behaviour we tolerate within it.

**Brian Simpson** is a Senior Lecturer in the Law Department at Keele University. He also has post-graduate qualifications in urban planning. He was previously in Legal Studies at Flinders University of South Australia. His main areas of interest include children's rights and the law and the legal regulation of urban space, particularly as it affects marginalised groups. In this area he has written on the participation of children in urban planning and design and the extent to which young people's play is accommodated in urban planning and design. His most recent publication is *Children and Television* (London, Continuum, 2004).

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## **#60. The Impact of School Sport Co-ordinators in Dundee: A Case Study**

**Grant Small and Christine Nash**  
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Sport is now being viewed as a tool for improving the health of the nation, maintaining a more active outlook on life and encouraging more children to participate in sport (Scottish Executive, 2000, Department of National Heritage, 1995, The Scottish Office, 1995). Within both secondary and primary schools one of the key factors in raising the profile of extra-curricular sport has been the appointment of school sport co-ordinators. Education is included within many strategy and policy documents as being a key partner in promoting and facilitating access to both structured and unstructured sporting opportunities (Department of Culture, Media and Sport (DCMS), 2001, Scottish Sports Council, 1998, SportScotland, 2003).

The aim of this research is to evaluate the impact of school sport co-ordinators within the City of Dundee, in respect to current policy initiatives within two sports, football and swimming. The data collection was carried from two different perspectives; that of the participants and the providers. Participants from both schools and clubs in the selected sports responded by questionnaires. Interviews were carried out with school sport co-ordinators and club officials from the targeted sports. Further interviews were completed with the education department within the City of Dundee to determine the specific priorities within these developments. The findings were evaluated with reference to various policy documents eg. aims of Sport 21, social inclusion and the physical activity task force recommendations. It also drew conclusions from the numbers of participants in sports clubs and the links between schools and sports clubs, especially clearly defined progression pathways for participants. The participants also highlighted the increased opportunities for involvement, the benefits of regular participation and their enjoyment of these programmes.

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## #62. Re-inventing 'the game': rugby league, 'race', gender and the growth of Active Sports for young people in England

**Karl Spracklen**  
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This paper will examine the growth of rugby league development activity aimed at young people throughout the country via the medium of Active Sports. As such, the paper ties in with the overall theme of the conference about 'active leisure' and young people, and highlights some key issues around participation and exclusion at the interface between policy, sports equity and belonging and exclusion.

Drawing on previous research by Spracklen (1996) on the construction of social identity in rugby league through the creation of an imaginary community (cf. Anderson (1983) on the use of myth in imagining community and Cohen (1985) on the use of symbols in constructing community), this paper will show that rugby league, traditionally viewed as a northern, white, working class male game (Spracklen, 1995; 2001) has had to re-imagine its symbolic boundaries to accommodate the needs of young people from non-traditional rugby league areas of the country. The paper will use rugby league development activity through Active Sports as a site for exploring tensions around top-down policy commitments to equity and targets to increase participation in the sport (Hylton and Totten, 2001; Spracklen, 2003), and the racism and sexism normalised by the symbolic boundaries and myths of belonging of the imaginary community. 'Race', gender and class will be used throughout the paper in a critical sense, as constructs used in the definition of belonging and exclusion (cf. McDonald and Carrington, 2001), both within the imaginary community and in the wider networks of power in society (eg., the gender order, cf. Connell, 1987).

The paper will draw upon statistics gathered by Active Sports Partnerships on the gender and ethnicity of their participants in rugby league activities, and use the information collated centrally by the Rugby Football League on the growth and development of rugby league programmes in those partnerships. This participation data will be analysed and compared to other participation data collected previously by Long et al. (1995), as well as other research on 'race' and gender in rugby league (Spracklen, 1995; 2001). The paper will also draw on qualitative interviews undertaken with key development officers both at the Rugby Football League and at two Active Sports Partnerships: one delivering rugby league in a 'traditional' league county, and another delivering rugby league in an 'expansionist' county (using the terminology of Spracklen, 1996).

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### #63. Implications of Sen's capability approach for research into sport, social exclusion and young people: a methodological consideration on evaluation of sport-related programmes targeted at young people in deprived urban neighbourhoods

**Naofumi Suzuki**  
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The term social exclusion has gained wide currency both in public policy and social science since the 1990s in the UK. It has been the case in the realm of sport policy as well since the publication of Policy Action Team 10's report to Social Exclusion Unit (DCMS, 1999), as the document states that arts and sport can contribute to social inclusion by improving communities' performance in health, crime, employment and education. While the introduction of the concept might be just to paraphrase the traditional discussion on the social benefits of sport, some new streams of funding have become available for sport-related programmes in the name of 'tackling social exclusion', many of them being part of wider area-based community regeneration initiatives. Above all, young people are the most likely target group of those projects.

Social exclusion, however, is by no means a simple concept to define, over which there has been extensive debate including such elements as poverty and deprivation (Berghman, 1995), social solidarity (Silver, 1994), and citizenship rights (Room, 1995), among others. Notwithstanding this conceptual complexity, when it comes to the evaluation of sport policy and practice, it seems to be often assumed rather simplistically that success in sport development automatically contributes to the alleviation of social exclusion, without taking into account the distinction between sporting inclusion (i.e. the development of sport in communities) and social inclusion (i.e. the development of communities through sport) (Coalter, 2002).

Thus, as part of a PhD research project evaluating the impact of several projects targeted at young people in deprived urban neighbourhoods in Glasgow, this paper pursues an alternative framework of evaluating sport-related programmes aimed to combat social exclusion. It introduces the capability approach to poverty analysis, one of the most prominent exponents being Amartya Sen (1992, 2000), as an attempt to settle the conceptual intricacy with regard to social exclusion. In doing so, it discusses what the concept of capability implies for the evaluation methodology of sport-related programmes in terms of social inclusion. In examining whether sporting inclusion can be a form of social inclusion, it argues that sport development programmes cannot contribute to social inclusion unless it satisfies at least one of two conditions: to increase people's capability in terms of participation in leisure in general, or in terms of other spheres of life such as opportunities in employment or education.

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**Naofumi Suzuki** is a PhD student in the Department of Urban Studies, University of Glasgow, Scotland. His doctoral research is on Sport and Urban Regeneration: Exploring the Process of Social Inclusion through Sport Participation, which looks at whether and how sport-related community regeneration programmes make differences

in the people's life in deprived urban neighbourhoods. Naofumi also has an interest in methodologies in policy evaluation, on which he presented a paper entitled Value Conflict in the Evaluation of Sports Policy in Japan: Towards a Qualitative Methodology for Policy Evaluation using Generalized Cognitive Mapping (co-authored with M. Horita and M. Kunishima) at the Sixth International Research Symposium in Public Management (University of Edinburgh, 8 -10 April 2002).

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## #64. Youth's leisure physical activity: A case study between Chinese and Portuguese middle school students

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Noncommunicable diseases (NCDs) are the key determinants of global public health. WHO's report, Diet, physical activity and health, indicated that unhealthy diet and insufficient physical activity are among the major causal risk factors in NCDs. Regular physical activity is associated with a healthier, longer life and with a lower risk of NCDs.

The aim of this case study was to know children's leisure physical activity between the Chinese and the Portuguese students. 264 Portuguese students aged 10-15 yrs and 317 Chinese students aged 11-15 yrs were selected from Portugal (Braga) and China (Shanghai). International Physical Activity Questionnaire, FITNESSGRAM were selected respectively to investigate children's physical activity levels (MVPA) and health-related physical fitness (HRPF).

The results showed that only 28.1% of the Chinese students and 44.4% of the Portuguese students engaged in regular basis MVPA (at least moderate intensity physical activity 5 or more days per week for 30 minutes or more per occasion); 15.8% of the Chinese students and 19.24% of the Portuguese students didn't participate any kinds of leisure physical activity after school physical education (twice a week). Boy were all more active than girls ( $r = 0.36$  to  $0.28$ ,  $p < .001$ ) in both countries. Meanwhile, we found that 32.7% of the Chinese students and 67.4% of the Portuguese students watched TV at least 2 hours per school day, 5.0% of the Chinese students and 23.0 % of the Portuguese students even spent more than 4 hours per school day.

FITNESSGRAM is developed by the Cooper Institute for Aerobics Research and endorsed by American Alliance for Health, Physical Education Recreation, and Dance (AAHPERD). The results of the test indicated that most students (China: 92.7% vs. Portugal: 82.6%) failed to meet all 6 minimum standards that can be regarded as physical fit. A further breakdown of the results showed that the strongest showing across all ages was in trunk strength, where 90.9% of the Chinese students and 89.4% of the Portuguese student meet the minimum standard, the weakest showing across all ages was in upper body strength, where only 16.1% of the Chinese students and 28.8% of the Portuguese student meet the minimum standard. According to the International Obesity Task Force's BMI centile charts for children, we found 22.1% of the Chinese children and 27.3 of the Portuguese children suffer from either overweight or obesity, 6.0% of the Chinese children and 6.8% of the Portuguese children suffer from obesity.

This case study confirmed sedentary behaviors of children in leisure and some problems of children's

health in two different regions.

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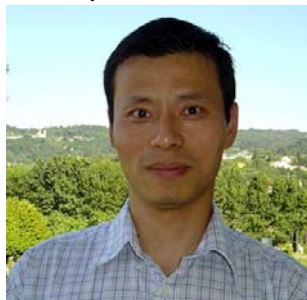
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**#65. The Impact of Football Development Schemes on Youth Development and their Integration with Physical Education Policy: Five Case Studies**

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There have recently been a number of sponsored football development initiatives aimed at school-aged children. The impacts of five of these are evaluated in this paper. Whilst the aims and objectives of these schemes vary – from commercial motives such as heightened brand awareness, to broader social objectives such as reaching out to excluded groups – each are to some extent driven by a mix of government policies that include: provision of childcare and after-school clubs, community development, youth development and development of sporting excellence. However, the schemes have largely had a positive impact on the children involved regardless of the range of commercial or policy pressures that have driven them.

The five initiatives compared in this paper are: TOP Sport Football (sponsored by the FA and the Youth Sport Trust), the National Under-13s Schools Football Cup (sponsored by Coca-Cola), the Coke 7s (sponsored by Coca-Cola), Moving the Goalposts (sponsored by Kids Clubs Network and the Football Foundation), and Charter Standard Clubs and Schools (operated by the FA). Each of these schemes were evaluated independently using multi-method research strategies that included questionnaires, interviews with teachers, leaders and children and a range of focus groups.

A key central theme that emerged from the evaluations was the positive development of the young people involved (both in terms of sporting and personal development). Whilst this was not often the central thrust of the individual schemes, it was the main common theme across the schemes. As such, it represents a return to the ethos that drove many of the first sports development initiatives, putting social objectives and personal development at the centre of sports development policy.

The schemes also appear to have developed a comfortable relationship with physical education policy, something which such sponsored initiatives have not always been able to do in the past. The TOP Sport Football Scheme is partly intended as a resource for primary PE, but the other schemes are designed to sit alongside the physical education curricula. Each of the schemes have attempted to incorporate the dual aims of the Foundation stage of Sport England's Sports Development Continuum; namely both a competence foundation for the further development of skills and a psychological foundation of positive attitudes towards physical activity regardless of levels of ability. This is certainly something that has not previously been achieved, or even attempted, in such sponsored initiatives, which have tended to focus on the narrower development of sporting excellence through a focus on competitive sport in a normatively referenced context.

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## #66. Active bodies for 'real' men: reflecting upon the social constructions of activity and passivity for gendered and sexually identified bodies

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Although there is much debate about the positive effects of active sporting pursuits for the young, in reality it is still the case that many young people are excluded or deterred from taking part as much as they would like. There are still particular bodily performances which are considered more suitable for taking part in mainstream sport and invariably one of the determining factors relates to gendered performances (Butler 1993, Segal 1997) which extol competitive, aggressive masculinity (Connell 1995 & 2000; Frosh, Phoenix and Pattman 2002).

This paper draws upon research conducted as part of a PhD investigation (completed in 2003) into body practices, masculinities and sport. A range of men who participated in mainstream and gay tennis clubs were interviewed about their experiences of sporting activity throughout their lives. A factor which emerged from their adult readings of their childhood experiences of sport was the uniform enjoyment of engaging in physical activity. However, the men's ability to participate fully was reliant upon specific bodily performances which were considered an essential aspect of mainstream sport and physical education. Consequently, many of the men constructed understandings of their bodies as less active or able to participate in comparison to other 'real' men. Often, the men described their experiences of bodily shame (Probyn 2000) and how their performances during sport shaped the way that they constructed an understanding of their own masculine identity. A significant aspect in their interpretation of the body was formed in conjunction with readings of gender and sexuality where femininity and gayness were equated with weakness and passivity.

Consequently, sporting activities during childhood and school were either considered as enjoyable and inclusive or irrelevant depending upon the men's success, or not, in making the 'grade' during sporting activities through their ability to perform appropriate masculinity or what I have previously termed 'exclusive masculinity' (Wellard 2002). The purpose of this paper, therefore, is to highlight the importance of recognising the social factors which shape the way in which individuals approach sport and often determine the extent to which they are able to be active and, ultimately, enjoy their bodies.

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**#67. A descriptive study of the leisure time of Iranian university medical students, with emphasis on sports**

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The researcher has attempted to find out how much leisure time the med-students have and how they spend. What are their usual and interesting sport activities and reason of doing or not doing exercises: at same time sport facility available at med-universities and different kinds of extra curricular sport and non sport is investigated.

The utilized method in this project is as descriptive and survey. The statistical population of this research contains 81000 students at the age range of 18 to 23 years who are studying in 40 medicine universities. Sample volume: 4103 students (1902 male, 2201 female) at 32 universities have been chosen randomly while managers of extra curricular of 35 universities have been chosen as a sample.

The average of leisure time is 227 minutes, per day in regular session and 540 minutes in summer session. Students averagely watch T.V. programs 75 minutes, and listen to radio 41 minutes per day. Most of the students being tested go to the cinema 6 times per year. Students' average time for art activities is 55 minutes and for sport activities is only 20 minutes each day. The types of students' recreational activities are rest, listening to music, going movies and non course study. The types of female students sport activities are walking, physical fitness, volleyball, running and swimming. While their real favorite ones have been swimming, walking, climbing the mountain, volleyball, horse riding. The types of male students sport activities are football. Walking physical fitness, running and swimming while their real favourite ones have been football, swimming, physical fitness volleyball and climbing the mountain. Most of the students being tested named the lack of facilities as the most important obstacle on spending their leisure times. There was meaningful relationship between parent's educations with amount of leisure time.

The results of this research will help the authorities of high education in Iran to be aware of real needs of the students (Male-Female) and with having a proper plan they will be able to overcome difficulties on leisure times.

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