

Tired of Hanging Around – Using sport and leisure activities to prevent anti-social behaviour by young people

1. Introduction

Part of the research for *Tired of Hanging Around* involved running focus groups to hear the views of young people aged between 8 – 19 years. The focus groups were run by an external contractor, Progressive Partnership Limited. The topic guides used to structure the focus groups are given in this document – one for young people aged 11 and under and one for those aged 12 or over. They are intended to act as a guide for staff who may be considering running their own consultation exercises.

The groups were structured to cover the following themes:

- What it like for young people of that age to live in their area;
- Understanding of anti-social behaviour and young peoples' views on this;
- Awareness of the type of activities available locally;
- Reasons for not attending activities;
- Reasons for taking part in activities and the impact they have on young people; and
- What the ideal range of activities would be in their local area.

Staff may want to cover the whole set of issues with young people, or just focus on a few of them.

2. Topic guide for focus groups – for 12 year olds plus

Overall objective:	
To ascertain young people’s views on anti-social behaviour and the need, quality, effectiveness and any shortcomings of sports provision in reducing risk of ASB in the areas they live in.	
Section 1: (approx. 10 mins) <i>Aim: To introduce the topic, encourage participation and explain the shape of the session.</i>	Introduction/Warm Up <ul style="list-style-type: none"> • Welcome to the session • Introduction by researcher to discussion and explanation of Market Research Society Code of Conduct • Explanation of rules of engagement of group discussion: take part; not a test; no right or wrong answers; not like school; respect each other’s views; non judgemental; confidential • Introduction to topic: understanding what life is like for young people today, with a focus on what young people think about anti social behaviour and to find out how engaged they are with current activities for young people • Introduction to children / young people: name, age, family, interests / hobbies • Quick warm up: What’s a typical day look like for them? What do they do / who are they with / how do they spend their free time?
Section 2:	Understanding the context

<p>(approx. 10 mins)</p> <p><i>Aim: To gain an understanding of what it feels like to be their age</i></p>	<ul style="list-style-type: none"> • What's it like growing up (around here) for people their age? • What's good about being (their age) in this area? • What's not so good? What sort of things pose problems/ headaches for them? What worries them as young people? (<i>moderator note: allow conversation to evolve spontaneously to ASB but do not "label" ASB as such at this stage</i>) • <i>Probe specific issues pertinent to each individual demographic group: i.e. age, gender, ethnicity</i> • How do they deal with these problems / headaches? How do they feel when they come up against these problems? • How do they and others their age generally spend their spare time? What's available for them to do? <i>Ask young people to give examples</i> • In an ideal world how would they like to spend their time? What activities would they like to be doing / doing more of? • Who or what is stopping them from doing the things they want to do? How does this make them feel? <p><i>Listen actively to language employed by young people and adopt throughout discussion</i></p>
<p>Section 3:</p> <p>(approx. 10 mins)</p> <p><i>Aim: To gain an understanding of how young people define anti social behaviour</i></p> <p><i>Stimulus: sort cards with ASB examples illustrated, e.g. dropping litter, starting fires, tap/door/run, garden hopping,</i></p>	<ul style="list-style-type: none"> • Have they heard the expression "anti social behaviour"? • What words, images, thoughts come to mind when they hear "anti social behaviour"? What / who do they see in their minds eye when thinking about it? • What does it mean to them? • What could be described as anti social behaviour? • <i>Get group to generate a list of things initially. If they struggle hand them a group of sort cards with images of people involved with ASB to help them</i> • Probe: initial reactions / impact. Is this the sort of thing they see much of? • What sorts of people are involved in this behaviour? • When is this type of behaviour most likely to happen? (days, hours, frequency) • Where is this activity most likely to happen? What locations (general and specific) • Why does it happen? What are the key triggers? • Who usually starts it? How do things progress from there? • How are people involved in these activities feeling? • How easy is it to get involved with this type of behaviour? • What happens when people get involved with ASB? Short term? Long term? • What happens to the culprits? What happens to the victims? • How does it impact on their family / friends? How

	<p>does it impact on the people around them? In their community? At school?</p> <ul style="list-style-type: none"> • Conversely, how easy is it to stay away from this type of behaviour? • What would have to happen to stop this behaviour from happening? What's the relationship between punitive measures vs. provision of activities • What's the role of friends, family, school/college, community in helping young people not to get involved in anti social behaviour
<p>Section 4:</p> <p>(approx. 10 minutes)</p> <p><i>Aim: To understand awareness levels of projects and activities in their area</i></p> <p>Stimulus:</p> <p><i>List of activities in each area and support with images to bring activity to life</i></p>	<p>Exploring existing repertoire of activities</p> <ul style="list-style-type: none"> • What's on offer for young people to get involved with in their area? (i.e. organised activities) • Can they name any specific projects? • <i>Probe fully to explore spontaneous awareness of activities and projects available and for each mentioned explore:</i> <ul style="list-style-type: none"> ➤ Type of activity ➤ Name of activity ➤ Frequency of activity ➤ Where does it take place? ➤ Who's it for? ➤ How have they come to hear about these projects? ➤ Do they actually go themselves? ➤ If so, what makes it worth being a part of? ➤ If not, what stands in the way of them taking part? • If not spontaneously aware of projects, prompt with a list of activities in their area and explore awareness, perceptions and uptake • <i>Probe with different demographic groups to understand specific issues: e.g. age, gender, ethnicity, location</i> • How do they need to be made aware of such projects? What's the best way of communicating with them? • <i>Investigate their trust in provision.</i> What are their perceptions of reliability? Short / long-term? How does this impact the likelihood of their involvement? • Do they feel there is enough choice for them? Enough variety? Enough availability?
<p>Section 5a:</p> <p>Ask non engaged</p> <p>(approx. 10 mins)</p>	<p>Views on non involvement</p> <ul style="list-style-type: none"> • What's stopped them from taking part in any of these projects to date? • <i>After spontaneous comments probe with possible barriers: e.g. lack of awareness, activity "not for me",</i>

<p><i>Aim: To understand what stands in the way of getting involved</i></p>	<p><i>project “not for me”, potential cultural clash, issue of “cool” and branding, gender barriers, etc</i></p> <ul style="list-style-type: none"> • What conditions would need to be in place for them to take part in an activity / project? <i>Probe: type of project, location, type of participant, level of support, convenience, cost, value/worth</i> • Ensure full understanding of the barriers. Explore emotional reasons for non participation (e.g. low confidence / self esteem / fear of not looking “cool” / group pressures) as well as the more functional (awareness, convenience, cost, type of activity) • What would make them want to get involved? • What would make their friends want to get involved? • What would they expect to get out of the experience? • If they had a day when they could do anything they liked, on their terms, what would they want to do?
<p>Section 5b: Ask those engaged with projects</p> <p>(approx. 10 mins)</p> <p><i>Aim: to understand what makes young people more likely to get involved and how the experience has impacted on them overall</i></p>	<p>Motivations and perceptions</p> <p>Pre project experience</p> <ul style="list-style-type: none"> • Going back to when they first got involved with the project, what was going on? • How did they come to hear about the project? • What made them want to take part? • What were they looking to get out of the experience? <p>Post/during project experience</p> <ul style="list-style-type: none"> • What impact has the project had on them? • How has the experience measured up to their expectations? • How would they describe their experience to others? • What have been the positives? What have they enjoyed most? • Have they developed any new skills? • Have they found the activities easy to access? • Any negatives? What have they liked least? • Can they think of any improvements for the project? • What, if any, effect has it had on their behaviour / their attitudes / their relationships with others: friends, family, peers, strangers / their relationship with education? <p>Project ownership</p> <ul style="list-style-type: none"> • Were any of them involved with the design or delivery of the project? If so, how easy was it to implement? What was their relationship like with others? How much support was given? Who from? • Was it a success? Why? Why not? • Would could be done to improve the initiatives at each of the design / consultation / review stages?
<p>Section 6:</p>	<p>Ideal portfolio of activities identified</p>

<p>(approx 10 mins)</p> <p><i>Aim: to identify any other activities that young people would like to see</i></p>	<ul style="list-style-type: none"> • What's currently missing for them? • What (other) sports and leisure activities would they like to see in their area? • Who would they be for? • What sort of organisations would they like to be involved with the projects? <i>Probe: football clubs, the fire service, youth clubs</i> • Why is this? • How important would the venue of a project be to them? What kind of venues are they most likely to attend? (<i>Probe branding issues: leisure centres, specific football / rugby teams</i>) • What are their views of youth clubs? Spontaneous thoughts? Positive / negative? Why? • For those disenchanted - how could they be encouraged to attend youth clubs? • To what extent is the area the projects are run important to them? • Is distance an issue? Are there any areas they wouldn't travel to? Why? <i>Probe: Territory / transport</i> • Why would others want to go to do these activities? What would be the benefit: to them? To others / the community / family / friends? • What would they want to get out of these activities? <i>Probe: To keep busy / develop skills / help with problems</i> • Why is this? What do they value? What would encourage them to attend something developmental? • <i>Investigate structured Vs unstructured provision.</i> How does the way a project is organised affect its appeal for them? What would they prefer organised vs ad hoc? What would make structured provision more appealing to them? • Are they consulted at all regarding provision in their area? In what ways? Is it enough? • Do they feel they are listened to? Does anything happen as a result? What could be done to improve this?
<p>Section 7:</p> <p>(approx. 5 mins)</p> <p><i>Aim: To explore ideas for the future and clarify key points that emerged from the group</i></p>	<p>Future development and summary</p> <ul style="list-style-type: none"> • Moderator sum up – key thoughts emerging? Sense check with group • Any other thoughts / comments? <p>Thank respondents and close</p>

3. Topic Guide – for 11 year olds and younger

Overall objective:	
To ascertain young people's views on anti-social behaviour and the need, quality, effectiveness and any shortcomings of sports provision in reducing risk of ASB in the areas they live in.	
Section 1: (approx. 10 mins) <i>Aim: To introduce the topic, encourage participation and explain the shape of the session.</i>	Introduction/Warm Up <ul style="list-style-type: none"> • Welcome to the session • Introduction by researcher to discussion and explanation of Market Research Society Code of Conduct • Explanation of rules of engagement of group discussion: take part; not a test; no right or wrong answers; not like school; respect each other's views; non judgemental; confidential • Introduction to topic: understanding what life is like for children today, with a focus on finding out what sorts of things children can do, like sport • Introduction to children / young people: name, age, family, interests / hobbies • Quick warm up: What do they do / who are they with on a normal day/ how do they spend their free time?
Section 2: (approx. 10 mins) <i>Aim: To gain an understanding of what it feels like to be their age</i>	Understanding the context <ul style="list-style-type: none"> • What's it like growing up (around here) for children their age? • What's good about being (their age) in this area? • What's not so good? What sort of things pose problems/ headaches for them? What worries them as children? (<i>moderator note: allow conversation to evolve spontaneously to ASB but do not "label" ASB as such at this stage</i>) • <i>Probe specific issues pertinent to each individual demographic group: i.e. age, gender, ethnicity</i> • How do they deal with these problems / headaches? How do they feel when they come up against these problems? • How do they and others their age generally spend their spare time? What's available for them to do? <i>Ask young people to give examples</i> • Wish list: how would they like to spend their time? What activities would they like to be doing / doing more of? • Who or what is stopping them from doing the things they want to do? How does this make them feel? <p><i>Listen actively to language employed by young people and adopt throughout discussion</i></p>
Section 3:	<ul style="list-style-type: none"> • Have they heard the expression "anti social

<p>(approx. 10 mins)</p> <p><i>Aim: To gain an understanding of how young people define anti social behaviour</i></p> <p><i>Stimulus: sort cards with ASB examples illustrated, e.g. dropping litter, starting fires, tap/door/run, garden hopping,</i></p>	<p><i>behaviour”?</i></p> <ul style="list-style-type: none"> • What words, images, thoughts come to mind when they hear “anti social behaviour”? What / who do they see in their minds eye when thinking about it? • What does it mean to them? • What could be described as anti social behaviour? • <i>Get group to generate a list of things initially. If they struggle hand them a group of sort cards with images of people involved with ASB to help them</i> • Probe: initial reactions / impact. Is this the sort of thing they see much of? • What sorts of people are involved in this behaviour? • When is this type of behaviour most likely to happen? (days, hours, frequency) • Where is this activity most likely to happen? What locations (general and specific) • Why does it happen? What are the key triggers? • Who usually starts it? How do things progress from there? • How are people involved in these activities feeling? • How easy is it to get involved with this type of behaviour? • What happens when people get involved with ASB? Short term? Long term? • What happens to the culprits? What happens to the victims? • How does it impact on their family / friends? How does it impact on the people around them? In their community? At school? <ul style="list-style-type: none"> • Conversely, how easy is it to stay away from this type of behaviour? • What would have to happen to stop this behaviour from happening? What’s the relationship between punitive measures vs. provision of activities • What’s the role of friends, family, school/college, community in helping young people not to get involved in anti social behaviour
<p>Section 4:</p> <p>(approx. 10 minutes)</p> <p><i>Aim: To understand awareness levels of projects and activities in their area</i></p> <p>Stimulus:</p> <p><i>List of activities in each</i></p>	<p>Exploring existing repertoire of activities</p> <ul style="list-style-type: none"> • What’s on offer for children to get involved with in their area? (i.e. organised activities) • Can they name any specific projects? • <i>Probe fully to explore spontaneous awareness of activities and projects available and for each mentioned explore:</i> <ul style="list-style-type: none"> ➤ Type of activity ➤ Name of activity ➤ Frequency of activity ➤ Where does it take place? ➤ Who’s it for? ➤ How have they come to hear about these projects?

<p><i>area and support with images to bring activity to life.</i></p>	<ul style="list-style-type: none"> ➤ Do they actually go themselves? ➤ If so, what makes it worth being a part of? ➤ If not, what stands in the way of them taking part? <ul style="list-style-type: none"> • If not spontaneously aware of projects, prompt with a list of activities in their area and explore awareness, perceptions and uptake • <i>Probe with different demographic groups to understand specific issues: e.g. age, gender, ethnicity, location</i> • How do they need to be made aware of such projects? What's the best way of communicating with them? • <i>Investigate their trust in provision.</i> What are their perceptions of reliability? Short / long-term? How does this impact the likelihood of their involvement? • Do they feel there is enough choice for them? Enough variety? Enough availability?
<p>Section 5a: Ask non engaged (approx. 10 mins)</p> <p><i>Aim: To understand what stands in the way of getting involved</i></p>	<p>Views on non involvement</p> <ul style="list-style-type: none"> • What's stopped them from taking part in any of these projects to date? • <i>After spontaneous comments probe with possible barriers: e.g. lack of awareness, activity "not for me", project "not for me", potential cultural clash, issue of "cool" and branding, gender barriers, etc</i> • What conditions would need to be in place for them to take part in an activity / project? <i>Probe: type of project, location, type of participant, level of support, convenience, cost, value/worth</i> • Ensure full understanding of the barriers. Explore emotional reasons for non participation (e.g. low confidence / self esteem / fear of not looking "cool" / group pressures) as well as the more functional (awareness, convenience, cost, type of activity) • What would make them want to get involved? • What would make their friends want to get involved? • What would they expect to get out of the experience? • If they had a day when they could do anything they liked, on their terms, what would they want to do?
<p>Section 5b: Ask those engaged with projects (approx. 10 mins)</p> <p><i>Aim: to understand</i></p>	<p>Motivations and perceptions Pre project experience</p> <ul style="list-style-type: none"> • Going back to when they first got involved with the project, what was going on? • How did they hear about the project? • What made them want to take part?

<p><i>what makes young people more likely to get involved and how the experience has impacted on them overall</i></p>	<ul style="list-style-type: none"> • What did they expect? <p>Post/during project experience</p> <ul style="list-style-type: none"> • What impact has the project had on them? • What have they got out of the project? • How would they describe their experience to others? • What have been the positives? What have they enjoyed most? • Have they developed any new skills? • Have they found the activities easy to access? • Any negatives? What have they liked least? • Can they think of any improvements for the project? • What, if any, effect has it had on their behaviour / their attitudes / their relationships with others: friends, family, peers, strangers / their relationship with education? <p>Project ownership</p> <ul style="list-style-type: none"> • Were they part of setting up / organising the project? If so, how easy was this? What was their relationship like with others? How much support was given? Who from? • Was it a success? Why? Why not? • What else would have helped?
<p>Section 6:</p> <p>(approx 10 mins)</p> <p><i>Aim: to identify any other activities that young people would like to see</i></p>	<p>Ideal portfolio of activities identified</p> <ul style="list-style-type: none"> • What's currently missing for them? • What (other) sports and leisure activities would they like to see in their area? • Who would they be for? • What sort of organisations would they like to be involved with the projects? <i>Probe: football clubs, the fire service, youth clubs</i> • Why is this? • How important would the venue of a project be to them? What kind of venues are they most likely to attend? (<i>Probe branding issues: leisure centres, specific football / rugby teams</i>) • What are their views of youth clubs? Spontaneous thoughts? Positive / negative? Why? • For those disenchanted – what would make them want to go to a youth club? • How important is the area for projects? • Is distance an issue? Are there any areas they wouldn't travel to? Why? <i>Probe: Territory / transport</i> • Why would others want to go to do these activities? What would be the benefit: to them? To others / the community / family / friends? • What would they want to get out of these activities? <i>Probe: To keep busy / develop skills / help with problems</i> • Why is this? What do they value? What would

	<p>encourage them to attend something developmental?</p> <ul style="list-style-type: none"> • <i>Investigate structured Vs unstructured provision.</i> How does the way a project is organised affect its appeal for them? What would they prefer organised vs ad hoc? What would make structured provision more appealing to them? • Does anyone ever ask them what they want out of the project? • Do they feel they are listened to? Does anything happen as a result? What could be done to improve this?
<p>Section 7:</p> <p>(approx. 5 mins)</p> <p><i>Aim: To explore ideas for the future and clarify key points that emerged from the group</i></p>	<p>Future development and summary</p> <ul style="list-style-type: none"> • Moderator sum up – key thoughts emerging? Sense check with group • Any other thoughts / comments? <p>Thank respondents and close</p>

We welcome your feedback. If you have any comments on this guidance, or are intending to implement any of the advice, please do get in touch: please email nationalstudies@audit-commission.gov.uk