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**A CRITICAL REVIEW OF THE ROLE OF SPORT/PHYSICAL ACTIVITY
IN PREVENTING ANTI-SOCIAL BEHAVIOUR AMONG YOUNG PEOPLE:
A CASE STUDY OF THE TEENBRIDGE YOUTH PROJECT**

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ABBREVIATIONS

ASBO	-	Anti Social Behaviour Order
CCPR	-	Central Council of Physical Recreation
DCMS	-	Department for Culture, Media and Sport
DfES	-	Department for Education and Skills
DH	-	Department of Health
HMP	-	Her Majesty's Prison
HMSO	-	Her Majesty's Stationery Office
Ofsted	-	The Office for Standards in Education
PAT	-	Policy Action Team
PCSO	-	Police Community Support Officer
PFT	-	Positive Futures Team
NRU	-	Neighbourhood Renewal Unit
SEU	-	Social Exclusion Unit
TYP	-	Teenbridge Youth Project

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ABSTRACT

This research study addresses the idea that sport/physical activity can have an effect on the prevention of anti-social behaviour and crime among young people. The Research study carried out on the Teenbridge Youth Project included four semi-structured interviews looking to establish the role of the sport/physical activity that they provided. Several roles and values of sport/physical activity came out of the interviews with the main ones including: the use of physical activity as a diversion; developing young people using role models; sport not seen in isolation and empowerment and ownership. What became apparent during the interviews was that the community was often confused about what actually equated to anti-social behaviour. Other ongoing challenges also emerged such as: a problem with engaging girls; catering for the young people during times of the year when weather is bad and nights get dark early and the potential to use younger workers or peer role models to relate to the young people better. Empowerment was identified as an important aspect of such projects. A ladder of empowerment model was incorporated into a larger model to show the process by which such projects should look to include empowerment in their design.

CHAPTER I

INTRODUCTION

Introduction

The researcher was involved in volunteer work in his home town and from this established an interest in using physical activity/sport in street based outreach projects. Research undertaken on this issue suggested that physical activity/sport was an important vehicle in the possible prevention of anti-social behaviour and crime among young people. This made the researcher look again at the volunteer programme he was involved with and found that physical activity was used quite a lot within the project and so it was decided to investigate the use of these physical activities in this type of work. The researcher used contacts within this project to find out views on the use of the physical activities with an external non-biased view from the Police Community Support Officer (PCSO) of the area to further cement these ideas. Physical activity covers a wide range of activities, Bouchard and Shephard (1994) defined it as 'any body movement produced by skeletal muscles which results in energy expenditure above the resting state' (p. 77). This is different from sport in that it is not structured and can be for example a game of football in a park using jumpers for goalposts and having no set boundaries.

Aims and Objectives

The aim of this research study was to look into the Teenbridge Youth Project (TYP) and establish what works and what does not work when dealing with anti-social behaviour and crime among young people. In order to establish this, several objectives needed to be carried out; a literature review establishing the problem with anti-social behaviour and crime among young people with a look at the role of sport and how sport is seen to work in preventing the problems. Then a research study of the Teenbridge Youth Project using several interviews was undertaken in order to establish the use of the physical activities they offer. Then the issues established in the interviews were discussed further as well as considering ongoing challenges for the project and possible implications for other projects.

Justification

The location of the study was chosen by the researcher as he is familiar with it due to it being his home area and previous volunteering with the project meant that he had access to people willing to discuss the issues at hand. The reason for investigating this topic is because there are many sources and projects (for example the Venture Project in Wrexham and the 'UP' Project in Wolverhampton) highlighting the benefits of sport and physical activity in helping to prevent anti-social behaviour and crime. The researcher wanted to further develop this and look to find out how and why physical activity/sport would work in such settings.

Definition of Terms

In order to fully understand the research there are two terms that need to be clarified; social exclusion and anti-social behaviour. Social exclusion is a very complex area and there have been lots of attempts to define it. The Social Exclusion Unit (SEU; 1997) believes it to be 'a shorthand term for what can happen when people or areas suffer from a combination of linked problems such as unemployment, poor skills, low incomes, poor housing, high crime environments, bad health and family breakdown'. This can mean that they are more susceptible to becoming involved with anti-social behaviour and crime and so projects are set up to try to prevent this recidivism (Policy Action Team [PAT] 12, 2000; SEU, 2004). Anti-social behaviour is also difficult to define with many definitions being very broad. The Crime and Disorder Act (Her Majesty's Stationery Office [HMSO], 1998) defines it as 'behaviour that unreasonably interferes with other people's rights to the use and enjoyment of their home and community.' (p. 2).

CHAPTER II

LITERATURE REVIEW

Social Exclusion and the Problems with Anti-Social behaviour and Crime

The definition given by the SEU (1997) talked about the combination of problems that people have to deal with and it is those drivers that can cause social exclusion. However, the relationship between the drivers is not clear with links between them different for each individual and so it is hard to determine the underlying cause of the social exclusion (Bradshaw et al, 2004). It is the combination of these factors that can trap individuals in a spiral of disadvantage (Levitas et al, 2007). Social exclusion is also linked to the idea that people from the same society don't have the same life chances or have an equality of opportunity (Bailey, 2003; Levitas et al, 2007; Hylton and Bramham, 2008). This is why government policy and numerous projects such as Positive Futures Team (PFT) were set up to target these people in order to try to reduce the risk of them being dragged into drug misuse, anti-social behaviour and offending (PAT 12, 2000; SEU, 2004). The PAT 10 (1999) refers specifically to exclusion from the arts/sport and makes the link between participation in the arts/sport and those people in lower socio-economic categories, saying how they participate less and therefore don't benefit as much from the government's support to the arts/sport. This is backed up by Green et al (2005) which tell us that young people in lower socio-economic classes participate less.

Youth crime and anti-social behaviour has come more into the public eye with newspapers and television often reporting on such issues as groups of youths offending, acts of violence to other youths and most commonly Anti Social Behaviour Orders (ASBO; Booth, 2005; Johnston, 2005). With Johnston (2005) reporting that in 2005 over 4600 ASBO's had been issued since 1999 when they were introduced. Crime committed by young people seems to have not really changed in recent years. If anything however it has dropped going from 29% of young people committing an offence in the last 12 months, recorded in 2003 (Hayward and Sharp, 2005) to 26% in 2004 (Budd et al, 2005) and to 25% in 2005 (Wilson et al, 2006). However, the public's perceptions do not reflect the trends shown, as in a paper by Nicholas et al (2007) where they identified that 65% of people believed that the level of crime had increased in the country as a whole with 41% of people perceiving that levels of crime had increased in their local area. This

is possibly due to 'media coverage stoking up fear of crime disproportionately to the threat' (Siddique, 2007).

Levels of anti-social behaviour have neither gone up or down significantly in recent years (Hayward and Sharp, 2005; Nicholas et al, 2007) with around a quarter of young people between 10 – 25 years old admitting to having been involved in anti-social behaviour (Wilson et al, 2006). This tells us that anti-social behaviour is a problem in society and that attempts to lower these offending rates so far have been unsuccessful as a whole. Those engaging in anti-social behaviour are more likely to be males between 14 – 15 years old (Budd et al, 2005). Young people are more likely to get involved in anti-social behaviour if they fall into one or more of the following factors; have a poor relationship with parents, have a poor school environment, use drugs and/or alcohol, been involved with delinquent peer groups, personality aspects, have been a victim of crime, type of area they live and if they have financial difficulties (Budd et al, 2005; Hayward and Sharp, 2005; Wilson et al, 2006).

Sport and the Cross-Cutting Agenda

Sport is seen by the government as a useful tool in dealing with several different problems across a number of department's agendas. For instance the Department of Health (DH) recognises the unique contribution sport and active recreation has to overall fitness of the nation (DH, 2004). This is particularly so when the government looks at crime and anti-social behaviour, as in March 2000 they set up a scheme called positive futures which was a 'sports-based social inclusion programme' (PFT, 2004). This was backed by a number of government departments such as; the Department of Health, the Department for Culture, Media and Sport (DCMS) and the Department for Education and Skills (DfES; PFT, 2004; Crabbe et al, 2006). Positive Future's goal is not necessarily to use sport as a diversionary tactic in helping with the problem of crime and anti-social behaviour but to use sport and other activities to build relationships with the young people, and 'engaging with young people through an ability to teach them or help them learn something they think is worthwhile' (PFT, 2004). The success of these types of projects was summarized in a later publication written for the Home Office. In its findings and recommendations section

they say that ‘those projects which have embraced a range of sporting and non-sporting activities in their work have had more success than those relying on sport alone’ (Crabbe et al, 2006). This tells us that sport is a useful tool when trying to engage young people in projects that try to deal with problems such as drug misuse, anti-social behaviour and offending. However, sport should not be seen solely as the solution to these problems but in many cases it can be a part of the solution (Coalter, 1996). This was shown to be true in a project called The Venture in Wrexham where other activities such as dance, photography, creative arts, a children’s library and a homework club were all set up alongside the existing sports and physical activities and this caused a decrease of 54% in juvenile offending in the area, a record at the time (PAT 10, 1999).

The use of non-sporting activities alongside sporting activities can assist in making projects more successful. However, projects that specifically use sport have been shown to work as well (Office for Standards in Education [Ofsted], 1995; Morgan, 2000; Coalter, 2001). Therefore, there must be some other factor involved in these projects that engage the young people and assist in lowering anti-social behaviour and youth offending. Ofsted (1995) refers to projects in Cumbria, Rotherham and Camden which empower the youths to take responsibility for arrangements and the organisation. They also use the young people to discuss preferences and ask them their opinions on what they would like to see in the projects and it has been suggested that it is the empowerment and responsibility given over to the young people that makes the projects successful not necessarily the activities they are doing (Collins with Kay, 2003). Coalter (2001) concludes that the most successful of sports programmes are those that do not solely use sport as the way to reduce crime and anti-social behaviour but instead use sport to attract the young people to the project and then offer ‘formal tuition in personal development, health awareness and employment training’ (p. 31).

For sports programmes to be successful and reach their full potential then sport should not be seen in isolation but should take on and use a variety of activities to reach out to more young people who are not necessarily into sport. Another way sports projects can go is to use sport but not concentrate specifically on diversionary

tactics as Coalter (2001) suggests 'diversion must be complemented by development' (p. 31).

The Role of Sport

The potential of the social value of sport is documented and suggested in several sources (Sport England, 1999; Coalter et al, 2000; Waddington, 2000; Cabinet Office, 2002; Coalter, 2005) with the majority linking sport as a contributing factor to the prevention of youth crime and anti-social behaviour and also to rehabilitating current offenders. The consensus from previous studies in the area suggest that sports based projects and community-based schemes can help reduce self-destructive behaviour, can improve socialisation with adults and among their peers and participants often recorded better school attendance and performance (Collins with Kay, 2003). In recent years two types of initiatives have been most commonly used they are the preventative or diversionary method and the rehabilitation method (Coalter, 1996; Morgan, 2000; Bailey, 2003; Coalter, 2005). It has been shown by Morgan (2000) as a continuum with preventative at one end and rehabilitation at the other; this allows different intervention projects to be located along the continuum line depending on the population it targets and the delivery method used. The preventative method focuses more on the use of sport to divert young people away from anti-social behaviour and crime (Coalter, 1996; Morgan, 2000; Coalter, 2005) and are normally on a larger scale (Bailey, 2003), whereas the rehabilitation method focuses on the use of sport as a high intensity intermediate treatment or alternative to custody (Coalter, 1996; Morgan, 2000; Coalter, 2005) and is normally undertaken by few, high risk participants (Bailey, 2003).

Preventative methods look to give young people something to do outside of school and employment and works on the basis of 'the devil makes work for idle hands' (Coalter, 1996; Coalter, 2005). Projects in London, Derby, Bristol, Blackburn, Sheffield and Plymouth have all reported a reduction in crime levels since the projects have been up and running (Central Council of Physical Recreation [CCPR], 2002; Leisure Futures, 2002a; Leisure Futures, 2002b; Crabbe and Slaughter, 2004; Neighbourhood Renewal Unit [NRU], 2004). Not only does this type of intervention help to lower crime levels and reduce anti-social behaviour but reports of increased

skill competency with a number of participants going on to be trained in qualifications (Crabbe and Slaughter, 2004; Renewal.net, 2005). Physical activity being used for prevention is based upon the importance of physical activity for many young people, especially males (Bailey, 2003; Coalter, 2005) and this means that it is commonly used in projects aimed to reduce youth crime and anti-social behaviour as well as many urban regeneration projects (Bailey, 2003). Prevention programmes look to encourage the young people to use their leisure time positively and productively (Bailey, 2003) by ‘deflecting negative behaviour into constructive activity’ (Collins with Kay, 2003, p. 172). These types of programmes also have the ability to appeal to educational underachievers, and then within the programme opportunities can be given for them to raise their educational prowess, within an educational environment (Coalter, 2005).

Rehabilitation programmes are focussed more towards those youths that have already offended and physical activity is used in a majority of the projects undertaken (Coalter, 1996). A number of prisons, youth offending teams and probation services such as the Wolverhampton Youth Offending Team, Her Majesty’s Prison (HMP) Moorland, Greater Manchester probation service and the Hampshire Probation Service just to name a few all use sports projects to help rehabilitate their young offenders (Coalter, 1996; Morgan, 2000). The aim of the sports related rehabilitation programmes are to improve the young offenders social and personal skills using ‘demanding physical activities as a mechanism for doing so’ (Taylor et al, 1999). By improving their social and personal skills, and in some projects carried out by the HMP Moorland the offenders achieving qualifications (Morgan, 2003). This would transfer into the wider social context and hopefully would help to reduce future offending (Taylor et al, 1999; Bailey, 2003). This is backed up by Utting (1996) who believes that in order for sports programmes to be effective in reducing crime the participants must achieve something. The ‘UP’ project in Wolverhampton, reported in Morgan (2003) identified a number of key recommendations for these types of projects aimed at young at risk groups. These included: the activities alone are not enough; it is about ‘quality not quantity’; individuals need to be treated differently and that long-term support must be offered.

Therapeutic Theories of Sport

The therapeutic potential of sport has been looked at by many researchers in the past from as far back as Schafer (1969) and more recently by Coalter (1996). Schafer (1969) points out five areas in which sport can help with adolescent development and Coalter (1996) agrees with these theories however he adds another area. According to Coalter (1996) the 6 'basic areas concerning the therapeutic potential of sport are: differential association and values; development of self-discipline; blocked aspirations; achievement and self-esteem; antidote to boredom; adolescent development needs and finally fitness and psychological health' (p.2-3).

Differential association and values refers to the theory that young people are influenced by 'significant others' and that participating in sport brings one close to such people and they can act as role models with their values being taken in by the participant (Schafer, 1969; Coalter, 1996). The development of self-discipline is about how participants in sport have got authority figures such as referees and coaches that enforce rules and regulations on games that must be adhered to or on training regimes. It is believed that because of these participants that maybe lack self-discipline and can not follow the rules of society can learn to respect these rules through sport and physical recreation (Schafer, 1969; Coalter, 1996). Blocked aspirations, achievement and self-esteem is a lot to do with school rebellion, if an individual is not very good academically and is not succeeding at school they can become frustrated or it can lower their self-esteem, with the possible consequence of them sinking into delinquent behaviour. However if they are to take part in sport it gives them 'a cathartic avenue to channel adolescent rebellion and frustration' (Coalter, 1996, p. 2). Succeeding at sport can give them a sense of achievement and can raise their self-esteem meaning that the failure in school will matter less as evaluation from others and from themselves will be more positive meaning athletes are less likely to fall into delinquent behaviour (Schafer, 1969). Sport is also seen as an antidote to boredom, and boredom is linked with loneliness, depression and distractibility (Morris et al, 2003) and these can lead to a search for excitement and to opportunity-led delinquency (Coalter, 1996) such as stealing, vandalism and drug misuse (Schafer, 1969). Sport can help by giving young people things to do during these times of boredom, in the holidays, weekends or after school for instance. It

works on the principle that the sport uses up excess energy before it is used less constructively (Coalter, 1996) and even during times when they are not practicing or competing their energy and thoughts are still with conforming (Schafer, 1969). Adolescent development needs refers to when 'delinquency sometimes results from the motivation to assert masculinity to themselves and their peers through daring, adventuresome, or illegal acts (Schafer, 1969). Sport can be used in these cases to give young people the chance to legally under supervision display their strength and competitiveness (Schafer, 1969; Coalter, 1996). The final area added by Coalter (1996) is fitness and psychological health and this is linked to the idea that delinquent behaviour can be caused by depression, low self-esteem or self-image (Macmahon, 1990; Kirkcaldy et al, 2002; Paskell, 2004). Studies by Macmahon (1990), Grosse (1988) and Kirkcaldy et al (2002) show that adolescent self-image and self-esteem are improved using sport or aerobic exercises. Therefore, this area is linked to the idea that delinquent and anti-social behaviour can be caused by adolescents having low self-esteem or even depression (Macmahon, 1990; Coalter, 1996).

The Teenbridge Youth Project

The Teenbridge Youth Project is a local Christian charity in Devon that is involved with the development of young people within primary and secondary schools as well as street based out reach work in the local community. It works within five main areas; Teignmouth, Dawlish, Kingsteignton, Bovey Tracey and Heathfield. It was set up five years ago in 2003 due to a knee jerk reaction to a problem identified in the area with young people not having anything to do and the problem of anti-social behaviour. It is funded in several ways with money provided from; grants from trust funds and charities, grants from the Devon County Council, donations from local churches and individuals and also money is raised through fund raising events.

This study focuses mainly on the effect of the street based work on helping to prevent anti-social behaviour and crime among young people. The project is running four evenings a week but not in all areas, some areas get street based work once a week others twice. In some areas it uses a mobile bus that is gutted and fitted out with non-physical activities such as; Playstations, computers, tables and chairs to sit

around in the warmth, televisions that can be used to watch films and drinks are on offer free of charge. The project also has physical activity based equipment that are taken out onto the streets such as; footballs, basketballs, problem solving equipment and circus skills equipment. The street based work has a mix of paid youth workers and volunteers from the local churches and surrounding area. The project's workers meet the young people where they are currently meeting and look to build up strong relationships with the young people. Once these relationships have been established the workers are there to offer support and advice to any young person that may need it. This support often includes advice on drugs and alcohol as well as trying to get them to participate in activities as an alternative.

Research Aims

The research undertaken here aims to try and establish several factors about the Teenbridge Youth Project and tries to identify what actions are currently employed by the project to make a difference in the local area. The study undertaken tries to answer four research questions:

1. How the project uses physical activity to help prevent anti-social behaviour and crime among young people?
2. What the effects of the workers are on the young people?
3. Whether sport alone is enough to prevent anti-social behaviour and crime among young people?
4. What the ongoing challenges are for the project and how they may be addressed?

CHAPTER III

METHODOLOGY

Rationale

The purpose of the study was to explore the experiences of the individuals involved in using sport/physical activity to prevent anti-social behaviour and crime among young people. In order to record their views, feelings and perceptions, a qualitative method of data collection was needed (Gratton and Jones, 2004). Qualitative research means the information needed should be rich and in depth in order to discuss the area covered. Kane and O'Reilly-de Brún (2001) suggested that qualitative techniques can do this where other quantitative methods may not be able to obtain such rich data.

Denzin and Lincoln (1994) give a list of qualitative data collection methods including: interviews; observational methods; visual methods; personal experience methods; narrative, content, and semiotic analysis. The most appropriate method for this study however was interviews. Interviews were decided as the primary method of data collection as they were more appropriate when dealing with a smaller sample of people (Gratton and Jones, 2004). They are also good when trying to get knowledge and experiences from people (Kane and O'Reilly-de Brún, 2001).

There are several different types of interview and it was decided that for this study, semi-structured interviews would be best suited. This was because structured interviewing uses 'a series of pre-established questions with a limited set of response categories' (Denzin and Lincoln, 1994, p. 363) which in effect is like a questionnaire (Gratton and Jones, 2004) This was not appropriate for the qualitative answers that were needed for this study. Unstructured interviews can be very respondent led and so data will have a danger of lacking focus (Gratton and Jones, 2004) and being divergent to the interests of the researcher (McNeill and Chapman, 2005). Therefore, the semi-structured interview method was selected as it meant a set of questions could be used to focus the direction of the interview yet it allowed the researcher to change the sequence of questions or digress and probe for further information (Gratton and Jones, 2004).

It should be noted, however, there are some disadvantages with interviews, the major one being interview bias which is when respondents attach a meaning with the interview or interpret what is going on in them and change or give answers that are not their true feelings (McNeill and Chapman, 2005). This can often happen due to reactions of the interviewer both verbally and non-verbally such as nodding of heads and verbally leading the interviewee to get a specific answer (Gratton and Jones, 2004). In order to try and counteract this, efforts were made during the interview to minimise these things going on. The other problem with interviews is the often small sample due to time and expense which makes the study unrepresentative (Gratton and Jones, 2004); this unfortunately could not be helped. It does however mean that any data gathered must not be generalised and care must be taken when analysing.

The study was inductive in order to take the information gathered and develop a theory (Gratton and Jones, 2004). However, it is very difficult to be completely inductive with such research as a literature review was carried out and this guided the focus of the study. The interviews were carried out inductively in order for the respondent to find their voice and develop their perceptions in relation to the research question.

Participants

Four people were identified as candidates to be interviewed and they were; a male, who volunteers to run the TYP's bus that enters the local area and provides activities that include physical activity for the youth of the area. Secondly a male paid youth worker for the TYP who does a lot of outreach and street work was interviewed. Thirdly, the project co-ordinator that oversees the entire TYP and so had plenty of experience in youth work and knowing what works and what does not work when trying to engage young people and keeping them out of anti-social behaviour and youth crime. The final interview was with the local PCSO and he was able to comment on the TYP and how it affects the local area from the perspective of the young people and also from the other people in the community.

Initially the selection of participants was purposive as the researcher chose the particular place and who was going to be involved as it was known they would hold the information that was needed (McNeill and Chapman, 2005). The selection of the participants was also key informant sampling because they had to be selected based on the knowledge they possess and their particular roles in the community (Gratton and Jones, 2004). From the initial key contact another potential participant emerged and was used in the study and from them a further recommendation was made and this led to the use of another participant. This type of selection is known as snowball sampling (Kane and O'Reilly-de Brún, 2001; Gratton and Jones, 2004; McNeill and Chapman, 2005) and was inadvertently used.

It is generally accepted that researchers should protect the rights and have an obligation to their subjects (Thomas and Nelson, 2001; McNeill and Chapman, 2005). The best way to do this was to use an informed consent form (Gratton and Jones, 2004) and this was filled out by participants prior to the interviews and this covered; what the nature of the research was, how privacy of the participants was going to be upheld which included no use of names however they all agreed to the use of their job titles, and the risk of harm which in this case was none. Most importantly, participants were told that participation was voluntary and that they may withdraw at any time, this is essential during research of this type (Denzin and Lincoln, 1994). The benefit of participating in the research was that the findings of the study would be available to them and so could be used in their line of work. This was also mentioned in the form so that the participants could make an informed choice of whether to participate or not.

Pilot Study

A pilot study is very important when using interviews as it allows the researcher to make sure that the level of vocabulary is appropriate (Thomas and Nelson, 2001) and it also allows testing of the questions (Denzin and Lincoln, 1994).

A brief pilot study of someone who volunteers within the area studied allowed the researcher to practice their questioning and test the interview guide (an example of the original interview guide can be seen in appendix A). The pilot study also

highlighted the need for good probes as the interview guide was just a guide and the researcher was asking a lot more questions that came out of the discussions.

As a result of the pilot study several changes were made to the original interview guide (see Appendix B). As well as using introduction and conclusion statements that were not used in the original. Two types of more in depth probes were added. The first type was used to prepare for responses that needed clarification; these are known as the clarification probes (Gratton and Jones, 2005). The second types were to get more in depth responses from the interviewee; they are known as elaboration probes (Gratton and Jones, 2005).

Procedure

Contact was made with participants by either phone or email to establish interest in being involved and to arrange a time and a place to carry out the interviews. The location was decided by the interviewee as then it would be somewhere they would feel most comfortable and this is important when interviewing someone (Gratton and Jones, 2005). Both the Paid Youth Worker and PCSO were interviewed at their place of work and the Volunteer Youth Worker and the Project Co-ordinator both opted to be interviewed in their homes. All participants were emailed prior to the interview with information on what themes were going to be discussed in order to allow them to relax during the interview as well as to allow them to think about these in order to give the researcher more in depth and information rich responses.

Before the interview began participants were given a letter from the university in order to clarify who the researcher was (see Appendix C) and an informed consent form which they were asked to read and sign if they agreed to be involved (see Appendix D). If they signed and agreed to be involved they were told about what the interview was going to involve and what the researcher was going to be doing during the interview so as to not alarm the participant. Then the Dictaphone was turned on and the interview commenced, an interview guide was used (see Appendix B) but the interview process was kept semi-structured.

The interview guide was designed in such a way as to just guide the interview down the right themes that needed to be discussed. This makes the interview a semi-structured affair and allowed the researcher to digress and explore other themes that may have arisen during the interview.

‘Interviews must be recorded in some form – it is simply not possible to rely on recall alone’ (Gratton and Jones, 2005, p. 148). During this study a Dictaphone was used to record the interview because as Kane and O’Reilly de Brún (2001) suggest ‘writing would disturb the flow of conversation’ (p. 358). It was also felt that in recording the interview the rapport built up through uninterrupted conversation would result in more in depth and rich information being divulged (Gratton and Jones, 2005).

Each interview took 25-40 minutes and once they had been completed they were transcribed by the researcher (see Appendix E) with each interview taking 3-5 hours. The researcher did both the interviews and the transcribing as it was felt this process allowed the researcher to become familiar with what was being discussed.

Reliability and Validity

Reliability in qualitative research is a tricky business and generally refers to the replicability (Silverman, 2006). Repeating interviews during this study however is not feasible as each participant is slightly different and so needs a slightly different approach with the questions. If the study was repeated the interview schedule could be re-used and questions worded appropriately to their participants. Reliability during the interview process was increased by: pre-testing interview schedules; training of interviewer and tape recording the interviews. All recommended by Silverman (2006).

Validity refers to how well the method is measuring what needs to be measured (Gratton and Jones, 2004) and in this study validity is ensured mainly through content validity as through reading the literature this type of data collection was common and the guidance of a dissertation tutor meant validity was ensured as far as possible. Probes on the interview guide meant validity was ensured further as

clarification probes meant understanding was sort and clarified. Using an interview with a PCSO meant that validity was further ensured as he could give an external non-biased view of the project and so backing up anything that the members of the project might say.

Data Analysis

All interviews were transcribed by the researcher as it is suggested by both Miles and Huberman (1994) and Wengraf (2001) to transcribe recorded interviews into full, unedited versions (Appendix E). This can also help familiarity to blossom and allows the researcher to make additional notes or highlight key points throughout the interviews.

Once the interviews were transcribed the researcher used thematic analysis in order to identify themes within the interview transcripts (Appendix F). It was seen as thematic analysis because the themes were not determined prior to the analysis process but instead were induced from the data (Ezzy, 2002). An advantage of this method is that one gets ‘a neat and brief summary of the issues’ (Grbich, 2007, p. 32). The researcher decided to use a variation on the ‘judicial model’ set out in Wengraf (2001, p. 227-229) but instead of theory questions in the left hand column the researcher used identified themes and then put evidence of each of these in line with the appropriate interviewee.

CHAPTER V

CONCLUSION

Conclusion

Research showed that the problem of anti-social behaviour and crime among young people may not be as big a problem in reality compared to what is perceived (Nicholas et al, 2007). The PCSO interviewed for the study touched upon the effect of the media and believes it to be part of the reason why anti-social behaviour is perceived as being more of a problem than it actually is with an article by Siddique (2007) showing this. The Government believes sport can be used to tackle the problem with anti-social behaviour and consequently set up a Positive Futures Team. Many Government departments recognise the potential of sport to help and this is evident as this team is back by more than just the DCMS.

Research has documented the link between sport and the prevention of crime and anti-social behaviour among young people (Sport England, 1999; Cabinet Office, 2002; Coalter, 2005). This link has been split into two types of projects: the diversionary method and the rehabilitation method (Coalter, 1996; Bailey, 2003) with Morgan (2000) thinking of it as a continuum with diversionary at one end and rehabilitation at the other, with all projects falling on the line somewhere in between. Diversionary methods are used to redirect young people away from anti-social behaviour and crime (Coalter, 2005) and are normally large scale (Bailey, 2003). Rehabilitation methods are seen more as a treatment or alternative to custody (Coalter, 2005) and normally only a few, high risk participants are involved (Bailey, 2003). The Teenbridge Youth Project is more towards the diversionary end of the continuum.

Work done by Schafer (1969) and Coalter (1996) have looked at the therapeutic values of sport and identified six ways that sport can be used to help adolescent development and guide them away from anti-social behaviour and crime. These are: differential association and values; development of self-discipline; blocked aspirations; achievement and self-esteem; antidote to boredom; adolescent development needs and finally fitness and psychological health. If projects try to deal with one or a number of these issues then it is thought that sport can help with reducing delinquent behaviours and so reduce anti-social behaviour and crime levels.

Interviews undertaken established several themes to do with the use of sport/physical activity and the role it has in the Teenbridge Youth Project, however, other aspects not necessarily linked to sport were also recognised to help with preventing anti-social behaviour and crime among young people. Physical activities are regularly undertaken by the project and the interviewees see them as a way to primarily divert the young people's attention away from other delinquent activities. They do however recognise the deeper therapeutic theories and discuss how they try to be role models to the young people and empower them to make decisions within the project. The interviewees reported that sport was one element of a package used to reach out to young people. The interviewees talked about needing the ability to engage with the young people and just talk to them and support them. Sport can be used as a good vehicle to initiate contact and find common ground but it is not the sport that can make the difference in the long run.

Anti-social behaviour is extremely complex. What is anti-social to one person maybe completely different to another. This was shown to be true with some of the interviewees reporting confusion and the PCSO going more in depth and stating his belief that the media can affect this and thinks that the community needs to be educated in order to stop unnecessary reports.

Limitations

One of main limitations experienced by the researcher was the refusal by one subject to be interviewed. Initially the researcher wanted to interview five people in conjunction with this study but the fifth person pulled out feeling that he would not be able to contribute fully to the study. Although this was disappointing to the researcher the respects of the subjects must be adhered to (Thomas and Nelson, 2001; McNeill and Chapman, 2005).

Due to the limited time scale of the study it was not possible to interview the young people themselves. With more time and being able to carry out these types of interviews it could have shown further the extent to which sport/physical activity helps with preventing anti-social behaviour. Another limitation of the study was that

it included only a single project. It would have been interesting to research other projects with similar aims but in different locations throughout the country.

Recommendations

Through the interviews the researcher found several ongoing challenges that the project may feel they should address. These include; the low participation by girls which currently raises a number of operational and managerial challenges, a possible indoor location for darker months and the idea of peer role models. In order to move the project forward in the future these issues need to be addressed with female participation increased perhaps through bringing on board ideas that have been so successful in The Venture Project in Wrexham that uses other activities such as dance, photography, creative arts, a children's library and a homework club (Policy Action Team 10, 1999). The observations of the PCSO showed a need for something more constructive during times when evenings get dark early and activities are not possible. An indoor space or hall that is well lit so that activities can be continued, or a mixture of indoor and outdoor locations might work to satisfy the needs of everyone. Another issue raised by the PCSO was the possibility of using younger volunteers that could possibly relate better with the young people and act as a peer role model.

Further research needs to be carried out with regards to funding projects such as this and the sustainability as most projects of this type do not seem to last, however, the Teenbridge Youth Project is unique in that it has been going for over five years. Research to establish why and how other projects could also achieve this length of sustainability would help greatly.

The researcher suggests a possible method of setting up projects and how evaluation and constant measuring of performance indicators is needed (Fig.1). Further research into evaluation methods and setting clear targets that can be measured would help to establish how such projects seem to work. At the moment research into the effectiveness of such projects is limited with the majority of funding concentrated on provision and neglecting the importance of evaluation (Coalter, 2007).

CHAPTER VI

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APPENDICES

APPENDIX A

Pilot Interview Guide for Teenbridge Project's Project Coordinator

1. Tell me about your role within the Teenbridge Youth Project
2. Can you give me a little information on the funding of the project?
3. Who attends the project?
4. What sorts of activities are available for the young people?
5. What is the role of the physical activities on offer?
6. Does everyone who attends the project participate in the physical activity on offer?
7. To what extent do the physical activities engage the young people attending the project?
8. In your opinion do the physical activity opportunities offered by the project help in reducing anti-social behaviour and crime among young people?
9. Do you see yourselves as just giving the young people something to do or do you try to develop them?
10. What would the young people do if you weren't there?
11. How important has the project become to the community?
12. What do you think the most successful area of your work is in preventing anti-social behaviour and crime among young people?
13. What is your opinion on the use of physical activity to help prevent anti-social behaviour and crime among young people?
14. Do you think a project offering only physical activity is enough to prevent anti-social behaviour and crime among young people?
15. Is there anything else that you would like to add?

APPENDIX B

Interview Guide for Teenbridge Project's Project Coordinator

Introduction: (not recorded)

Hello, my name is Benjamin Ayres and I'm from the University of Wales Institute Cardiff conducting research for the purpose of my undergraduate degree course. Thank you for agreeing to be involved in my research study which will look to assess the role of sport/physical activity in preventing anti-social behaviour and crime among young people.

This interview will be confidential and will only be used in conjunction with my research study. Anonymity will be kept with your name not being used at any time; however, your role within the project/community will be used. During this interview I will be using a Dictaphone in order to record what is said, this will help with transcription later and ensure an accurate recording of the interview.

As a participant within my study it is important to understand your rights. Involvement in my study is completely voluntary and you are free to withdraw from the interview or the study at any time, this includes all information you would have given me up until the moment of withdrawal. There are no right or wrong answers to the questions I will ask but if you feel uncomfortable at any stage or with any of the questions do not feel you have to answer them.

The interview will last no longer than 1 hour and will involve questions about your work/volunteering. If you have any questions during the interview feel free to ask, any question which you do not full understand then feel free to seek clarification.

Questions: (recorded)

1. Tell me about your role within the Teenbridge Youth Project
 - How long have you been with the project?
 - What sort of hours do you do?
 - What are your responsibilities with the project?

2. Can you give me a little information on the funding of the project?
 - Who funds it?
 - What is the sustainability of the project?
 - Will the funding run out and the project have to be closed down?

3. Who attends the project?
 - Is there a predominant gender that attends the project?
 - Is there a predominant age that attends the project?
 - Do you get different people to the project? Or is it mainly the same small group of people?
 - Are the children predominantly disadvantaged or children that come from affluent backgrounds or a mix?
 - Average numbers

4. What sorts of activities are available for the young people?
 - Non-sport
 - Physical activity based

5. What is the role of the physical activities on offer?
 - Do you see the physical activities as a way to break down the barriers and bridge the gap to the young people?
 - Why has the project decided to use these activities?
 - A way to gain their trust?
 - Do the physical activities help with engaging into the young people's lives?

6. Does everyone who attends the project participate in the physical activity on offer?
 - Are most of the people participating in the physical activities male?
 - Do all ages get involved together?
 - How important is it to provide physical activity?

7. To what extent do the physical activities engage the young people attending the project?
 - Does it engage them for the whole time?
 - Or do they come and go as they please?

8. In your opinion do the physical activity opportunities offered by the project help in reducing anti-social behaviour and crime among young people?
 - How?
 - Why?

9. Do you see yourselves as just giving the young people something to do or do you try to develop them?
 - As a person?
 - Provide links with sports clubs?
 - Teaching them life skills opposed to academically?
 - Guiding them with job applications?

10. What would the young people do if you weren't there?
 - Would they engage in anti-social behaviour?

11. How important has the project become to the community?
 - Adult population
 - Young people
 - Was there a need for it and has this need been met?

12. What do you think the most successful area of your work is in preventing anti-social behaviour and crime among young people?

- Does work prevent anti-social behaviour at all?
- Why?
- How?

13. What is your opinion on the use of physical activity to help prevent anti-social behaviour and crime among young people?

- How does it help?
- Why do you think it helps?

14. Do you think a project offering only physical activity is enough to prevent anti-social behaviour and crime among young people?

- Why?
- What else do projects like this need in your opinion?

15. Is there anything else that you would like to add?

Conclusion: (not recorded)

I'd like to take this moment to say thank you once again for participating in my research study.

APPENDIX C

18th January 2008

Dear Sir/Madam

Reference: Benjamin Ayres

I am writing to confirm that Ben is a final year undergraduate student, and is currently conducting a research project in part-submission for his BSc Sports Development degree.

Ben's chosen subject is an investigation into sports development and the impact of the physical activity/sport initiatives that assist in the prevention of anti-social behaviour. As someone living in Devon, Ben has a keen interest in this subject.

I am writing to request that, if possible, you give Ben some of your time to assist in his study. I would also like to thank you in advance, in anticipation of a positive response.

Please feel free to contact me, should you require any further information. You can contact me by phone on 029-20-416484 or by e-mail: njbolton@uwic.ac.uk

Yours faithfully

Dr Nicola Bolton
Principal Lecturer

APPENDIX D

Dear Subject

I am a Level 3 undergraduate student in the School of Sport, PE, & Recreation, at the University of Wales Institute Cardiff (UWIC). I am doing a dissertation on the use of physical activity in helping to prevent anti-social behaviour and crime among young people and wonder if you would be kind enough to help with my research.

The research aims to discover what place physical activity has within programs and projects aimed at reducing anti-social behaviour and crime among youths and how effective such activities are. As a subject, you will be asked to participate in a recorded interview.

The research might prove beneficial since the information gained from the research will be available to you and so may help with your work in the area.

Participation is entirely voluntary. You are free to withdraw at any stage of the research process. There are no risks involved in participation.

Confidentiality will be upheld and your name will not appear. However I would like to refer to your role in the community. During the research process, the data (interview transcript) will be kept by me with access restricted to myself and dissertation tutor.

If you are willing to participate, then please read the slip overleaf carefully, and sign. If you have any queries, do not hesitate to contact me.

Thank you. I look forward to hearing from you.

Yours,

Benjamin Ayres

I have read and fully understood the request to be a subject of Mr. Ayres's research. I understand what I have to do. I understand the risks involved. I understand that participation is entirely voluntary, and that withdrawal is possible at any time. I understand the measures that will be taken to uphold personal confidentiality.

I agree to participate.

Signature:

Date:

Print Name:

APPENDIX E

Transcript for Project Co-ordinator

Researcher:

Can you tell me about your role in the Teenbridge youth Project?

Subject:

Yeah, my role is, well I've got two roles really. One is Co-ordinator, so that's all that goes on within my work in Teignmouth, I work specifically in Teignmouth in my youth work. Then overseeing the other workers we have got as well as going and talking to various people. Setting meetings up with local councils, whether that's town councils, whether its district councils, meeting some church leaders and networking within the project, as well as being a conduit to Youth for Christ the organisation that we're linked to. So I co-ordinate it, most things, everything that is involved with the fund raising side of it, so we're looking at what kind of fund raising strategy we have, pulling all the policies together, implementing the policies, all that kind of stuff that goes with managing a project but I also then do some hands on stuff with the Teignmouth area too.

Researcher:

How long have you been with the project?

Subject:

The project has been running about 5 years, so since we set up then. I was involved with setting it up.

Researcher:

Is it a full time job? What kind of hours do you do?

Subject:

What kind of hours? It's not paid full time yet, it's paid half time, but the difference between paid hours and what you do is different. As a charity it depends upon funding and all the rest of it, so I do that half the time and the other half my time is with Torbay services and I would probably say that out of my half time with the project I will do, of the 18 ½ hours with the project I will do something like about 10 – 12 face-to-face with the young people and the rest of the time is with admin.

Researcher:

Can you give me a little information on the funding?

Subject:

Yeah, ok. We are a local Christian charity so we rely heavily upon grants, trusts that we apply to and they are a mixture of Christian charities and also secondary charities depends on the work that we do and what we apply for. We also get money from, that doesn't sound very good, get money from, we also receive money from different individuals within churches who give us money on a monthly basis and then we get some money off certain churches too. When we started it was something like 75% from grants and that's gone down now so it's probably about 50% grants and trusts and 50% from regular donations from churches and individuals.

Researcher:

So is the sustainability quite good then? You're not going to run out of funding?

Subject:

You can never say you're not going to run out of funding but we're alright for another year. If the project received no more money today, we would be able to cope for another year. So we think we're in a pretty healthy position to continue doing what we're doing, we also evaluate what we're doing, we also keep information for grants and trusts and we keep evidence of what we do so then when we apply for the money we can then say we have got a track record of what we have done. And then also we do lots of fundraising like activities, we do quiz night's, we do a ball, we do a barn dance, all that kind of stuff which we generate quite a lot of money from but we also generate a lot of interest for the project. So for me the fundraising has got to me A. its got to be fun and B. its got to be informative so people can invite their friends to it and then they find out more about the project and that way we seem to bring in more people and they find more money and we get some volunteers out of it too.

Researcher:

So who attends the project?

Subject:

Who attends, in terms of young people?

Researcher:

Yeah.

Subject:

Yeah, ok. So if I speak for Teignmouth because that's where I do all my work, apart from a little bit in Dawlish but mainly Teignmouth. We aim the project at initially at

secondary school ages, so, 11's right through to 17, 18. However, throughout the first year we realised that if we could do some with some year 6's in primary school before they came to secondary school that would be great, for them to see us when they're in secondary school they'll have a friendly face available that they recognise. And so we do something for, one program in year 6 called 'fit for life' which is a switching program that looks at issues like peer pressure, money, relationships, family all that kind of stuff. And then we do that as a 10 weeks program and then when they leave for secondary school we see them there. And then most of the work we do in schools is mainly in secondary schools right through the key stages 3 and 4. We do assemblies, we do RE lessons, we do some PSHE (Personal, Social and Health Education) lessons, we do some peer mentoring we've just taken up some ASDAN (Awards Scheme Development and Accreditation Network) stuff. And then in the evenings when we're out on the streets, it's hard to tell you what age groups we get, on a Friday night on the seafront we probably get 1 or 2 that are 11, about 10 or 11, the majority will go through 12 – 17, the last time we had some kids in their twenties or more, they came up as well so on a Friday night when we're on the seafront it's quite a wide spectrum of age group and they just drop in, drop by. Then on a Tuesday we do some football coaching, sorry not coaching but football session in the other part of Teignmouth and we'll get some kids from 9 I think the youngest one was and then we'll still get 18 year olds just come along and play football in Teignmouth. So we've supplied pretty much all age groups but mainly teenagers.

Researcher:

Do you get a predominant gender?

Subject:

We do. As far as Tuesday which is football is predominantly males not surprisingly, although we have had some girls come down. That group was initially set up because we did some street based work in Kingsway, an area of Teignmouth, and we looked to see

A. what was going on and B. what were the needs for the youngsters. The ones who were out on the streets were lads and they were just kicking around on the corner, so we said “well why don’t we get an area of, hire somewhere and we’ll all play football together?” So that developed, and that happened, so that’s mainly male. Street based is probably two thirds a third, two thirds male and one third female and then on the seafront we would play football, basketball, circus skills whatever the kids want to do but it is mainly two thirds male one third female.

Researcher:

Are the children predominantly disadvantaged or do some come from affluent backgrounds or is it a mix?

Subject:

Tuesday group is from an estate which is classed as a deprived estate. So, if you’re going to classify it then that would be the one, although some of the kids there do have parents who do have a good amount of disposable income, how they choose to spend it is another issue. On a Friday night we are on the seafront which is in the main town area and the youngsters will be mixed, there will be some that come from deprived estates, there’ll be others from ordinary estates, so it’s quite a wide demographic area.

Researcher:

Do you get the same people every week or does it vary?

Subject:

Yeah on a Tuesday night we get around 15 – 20 youngsters, the core of 10 -12 I would say, we may get some add-on’s, we may get some new ones, we may get someone who we haven’t seen for a couple of weeks, then will come back, then we wont see him again

for a couple of weeks, then he'll be back. On a Friday night it will mainly be the same faces, the same people, so we kind of build up a rapport with them. We almost have a youth centre but out on the street because we don't do detached work, amnesty in a normal sense where the workers will walk around, in Teignmouth on the seafront we are static, we provide a hot drinks station, and kids come to us. We normally stay there on the seafront and we then get out a portable basketball net, we have footballs with us, we just kind of base ourselves in one spot and all the kids come to where we are and then they'll use whatever equipment we've got and the workers will chat to them where they are. Some will stay with us all night, they'll drink a drink, and then others will have one drink wonder off and then maybe an hour or so later wonder back and have another drink. So it's used by different people for different things.

Researcher:

You mentioned about the physical activity based activities, are there any other non-sporting activities available?

Subject:

Not in the evenings there aren't. When we go and do the football, I'll take the football and then we'll have another worker who, a female worker as it happens who does the drinks and she's quite happy to just sit and chat with the kids. So those that don't want to engage in the football on Tuesday will sit and chat to her, or they'll chat amongst themselves and she'll give them a hot drink or cold drink whatever they want. They really just engage with them in discussions and conversation. On a Friday night it's a similar format, if the kids just want to sit and chat well they'll just sit and chat on the sea walls, or on the flowerbed wall or in the shelters and then we go and have a chat with them. Those that want to play basketball will play basketball for 5 – 10 minutes, those who just look at it and say I'll have a go at that will have a go, and then they'll be a hardcore group of lads who want to play football so they'll play keepy uppy or they'll play one bounce. But in the summer months we have some quality football goals that we

take down on to the Den and play football and we'll get some 8-a-side, 9-a-side, 15-a-side, it depends how many kids turn up and the pitch expands but the only things that stay static are the two goals but everything else is quite bendable which is quite fun. Its great to see so many kids just play football, play for an hour, play for a couple of hours or come for ten minutes then wonder off again and then come back again, it's just very free and easy and they'll use it as they want it.

Researcher:

What do you think the role of the physical activities are?

Subject:

For me the role of the physical activities are about giving them something to do. I remember my parents telling me when I was a kid that "the devil makes work for idle hands" and I've really held that all the way through my life in terms of keeping myself busy, out of trouble and active, I love sport, I think its good for health for me, it's good for exercise but also it's good fun and I enjoy it, I enjoy the challenge of sport, I enjoy pitting myself up against other people on an individual basis but also I enjoy the team side, the team aspect. So for me in the work I do with the project it's very much so if someone says to me "here's a project what do I do with it" I'll try and bring sport into it somewhere if it's appropriate. If it's not appropriate I won't do it, but Kingsway where we do the football on a Tuesday was very much what the kids were doing already in terms we kind of formalised it in a way. As a project we went to talk with someone to say "can we use their hard-court area?" and they said "as long as you staff it that's fine" so we staffed it. So the kids can now get off the roads, stop harassing the neighbours, bouncing and kicking balls into people's gardens so we gave them this hard-court area, so that keeps them out of trouble and gives them something to do. I reckon for the 2 hours that we've got them on a Tuesday the estate must be pretty quiet because the ones who we get are going to be the trouble causers, are going to be the ones who would be up to nuisance, up to no good, so that's Tuesday night. Friday night the role really again

is about giving kids something to do it's about giving them an opportunity to try something new or have another go at it, but it's also been used by some kids not to get into trouble. A few years ago there was some major fighting in the town centre, not where we were, but in the town centre and a couple of kids said "No I'm not going and join in because I want to play basketball". So for them they've got a good excuse not to get into trouble or get involved in any trouble without losing face, it's easy to say "No I'm going to play basketball" than "No I don't want to". So we've known that a couple of kids have done that. The only downside to playing football on the seafront and basketball is that sometimes the balls end up going into the sea and they go sailing off to France or wherever, so that's the only downside to it. It's a nice area where we do it in the summer months they close the main road, the top road off so we can put the basketball court onto the road, that makes it much easier, at the moment we have got cars going past which is not ideal. For me sport is about giving kids something positive to do, giving them an excuse not to get into trouble, yeah and enjoy themselves.

Researcher:

Do you think it can help break down the barriers and bridge the gap with the young people?

Subject:

Between who?

Researcher:

Particularly between the leaders and the young people?

Subject:

Yeah, very much so. Yeah we get some kids, now I'm getting on a bit that kind of look at me and go "yeah, I'll whoop you" so they try and beat me, and some can do it and some struggle, so it's quite a good challenge and I'm up to the challenge and then when they don't have to actually use my age and so on. For me I like using sport as a vehicle to actually engage kids, I'm okay at football, I'm okay at basketball so I can hold my own as it were in those sports areas so I don't show myself up and kids quite happily come up to us.

Researcher:

Do you think that it helps build their respect as well?

Subject:

Yeah, I think so. Yeah certainly it's enabled us to have, instead of them wondering around doing nothing I can pick up a football and say "let's play one bounce or let's have a quick little game between ourselves" and they would know it would be a good game. Basketball there are one or two little basic skills, drills that I've learnt over the years and then when we've done that we have a shooting competition or a one on one or a two on two and it engages them and brings them in and they're quite happy to come up and say "can we play basketball?" or "can we do this" or "can we do that" so it breaks that barrier down. Respect, it certainly engenders respect I have to say, they enjoy what we do and for me we've tried to get a circle really, we see the kids on the streets and we see the kids in schools and when we do assemblies or we do RE lessons the fact that they've seen us on the streets and they know us that shows that they have respect there because A. they know what we're talking about and B. they listen to us. Then when we're on the streets because we've seen them in the school we ask them how it's going in schools, what their hassles are in school, if they've been messing about, why have they been messing about? If they're on report, what did they do to get on report? And so

we've tried to make the circle complete. We call it a circle between school and what we do in the community.

Researcher:

Does everyone who attends the project participate in the physical activities?

Subject:

No, and that's fine. Some of the lads would just sit and chat. It's almost like a café but on the streets on the Friday night, we have a little shelter, they'll come up and sit in the shelter, have a cup of coffee, they'll sit and chat amongst themselves. Or we'll chat with the girls; the girls don't tend to play football or tend to play basketball. Although we ask them what they want to do, to be honest they just say they're "quite happy just sat chatting". So, they sit on the sea wall and talk to they're mates and have a cup of hot chocolate or soup and just chat away. Those that want to play sport will play sport. If that way when we turn up on a Friday night, the first thing they ask for is a basketball or a football and then we gradually get everything out, so those that want to, ask for it and those that don't will just sit and chat.

Researcher:

To what extent do the physical activities engage the young people?

Subject:

It engages those that want to play sport. We're aware of that. Those that don't want to play sport tend not to really want to do a great deal apart from sit and chat with their mates. We've got juggling balls, we have Diablo's', we have Frisbees', we have American footballs so the lads can throw American footballs, anyone who wants perhaps to throw a Frisbee, we have sort of circus skills stuff. Some will pick it up, its

there in a bag ready for if they want to play, they'll play, if they don't want to play they will leave it as it is and they'll sit and chat with they're mates. So for those that want to do it it'll happen but we're not forcing anyone to do anything they don't want to do. If they say they're bored we'll say "look the stuff's here, come and have a go" and if they want some help learning how to juggle or what ever we'll do that with them.

Researcher:

In your opinion do the physical activity opportunities offered by the project help to reduce anti-social behaviour and crime among young people?

Subject:

I think yes it does. I haven't got any hard evidence but I know that we could probably get this from the PCSO's (Police Community Support Officer) but the Tuesday night group when these kids are with us the estate will be quiet and so nuisance will be down, nuisance crime will be down, anti-social behaviour will be down for the time they are with us, because we have probably got 12 – 15 of the hardcore problem kids. Youths that give up from local youth centres, we have those, kids that probably everyone knows off the estate, we have those. In that way the football really does help reduce anti-social behaviour. On the seafront depending on your definition of anti-social behaviour as to whether it reduces it or not. In Teignmouth on the seafront there are some lovely nice flats, and there are lots of people there that will phone the police and say there are kids congregating on the seafront, it is anti-social behaviour, they are engaging in anti-social behaviour. There was one report where a PCSO who one Friday night the call came out on the radio saying that they have had a phone call from a residence saying that there was about 20 -30 kids congregating on the seafront in a car park and there was a riot going on. She responded and said "can you just confirm the venue" and they confirmed the venue and she said "well actually I'm here and there's 20 – 30 kids and we're just sat around talking". So, somebody had seen 20 -30 kids, thought that was anti-social behaviour, phoned the police and reported it and yet there was a PCSO hidden amongst

the youngsters and there was nothing going on. But we are aware that there has been vandalism, we are aware that there has been fights in town, we are aware that there has been anti-social behaviour and all we can say is that by providing something on the streets where the kids are. We probably get 40 – 50 kids a night, most of whom, 98% of whom are fantastic kids not a problem, the 2% may well be trouble or there maybe stuff hanging over from school. But we believe by providing something positive, somewhere for them to go, something for them to do, to use the governments phase that actually anti-social behaviour is reduced. And when we talk to the PCSO's, when we talk to the police they're pleased that we're doing what we're doing because someone is doing something for the young people, so what we've done is anecdotal evidence. Let's say all we're doing is received well by the local law enforcement people if you like.

Researcher:

You mentioned about the nights when your actually providing activities, do you think those activities help with other nights when your not there?

Subject:

When we set the project up we didn't want to compete with other youth providers so we looked at how we could compliment what they're doing. It turned out that when very little was going on was Tuesday and so the football was based on a Tuesday night in that estate. And on that estate in Teignmouth on a Thursday and a Friday and a Wednesday there are youth clubs at the local community centre so there was nothing going on on a Tuesday so we added to the provision for that estate. On a Friday night there were a couple of other things going on and again we talked to the other providers and said look how can we best fit in with what you are doing? And we came up with the result that we would stay static but on the seafront because that's where a lot of crime was being reported, that's where a lot of kids were hanging about, lots of trouble was. So we just said okay we'll stay on the seafront, we'll take the football, the basketball, take them hot drinks and that would be our presence.

Researcher:

Do you see yourselves as giving the young people something to do or do you try to develop them within that?

Subject:

We provide them with something to do and if they don't want to do that, that's up to them, if they want to improve then we'll do that with them. So basketball in case in point loads of kids get frustrated when they can't get the ball in the net, so again it's about teaching them how to shoot properly, how to line themselves up, how to get more power into their shots and then look at some basic moves. So we don't want to replace what the teachers do in the schools but actually try and make it easier for them on the seafront and play a bit of basketball and those that want to do that will do that. Others will just come and say "oh chuck it here I'll have a go" and they'll have a go until they get too frustrated and then wonder off and go back to talking with their mates or whatever. But we want to try and develop one or two, in the football one we are looking now at doing a bit with the Princes Trust for the youngsters themselves to organise a local competition within their estate. So that's moving them on, for them to organise it, for them to deliver it, for them to apply for the funding for it so they can start not being done to. I think the phrase is 'not consumers but creators' so that then they are not consuming what we provide but they can create for themselves.

Researcher:

Do you provide sport club links?

Subject:

We have information if they want that. That's more informal to be fair in Teignmouth than formal. My son plays for a local football team so I've got all the managers names

and details so I can pass those on. But quite a few of the kids we see on a Friday night already play for a team because they're pretty sporty. Tuesday night they have played for a team but just junior so this is part of what we are trying to do with this football competition to get them to compete to enjoy themselves again.

Researcher:

Do they come to you for guidance, for job applications for instance or with school problems?

Subject:

They don't tend to come to us with those issues; we may pick up on them within conversation. So in our conversations on a Friday or a Tuesday we say "how's it going? What you been up to this week? What's happening in your life?" That kind of stuff. They'll come out when they come out and they'll come out pretty strongly and so we'll help them as best we can. Some of the ones who, well a few years no not a few years ago, last summer there was a kid who had been in trouble quite a lot with the police. And I had a chat to him about what he wanted to do, and he wanted to go into the army. So I always used kind of say to him "you've got to be careful with your record, you've got to be careful with your criminal background, you've got to be careful with all this kind of stuff that your doing, that it won't then jeopardise what you want to do in the future". And he actually seemed to take this on board and he seemed to listen to that, at the moment I have no proof of what he's done with this information. But we'll offer advice, we'll offer information to them and we'll just try and be wise for them really. I guess it's just like an older person coming alongside that is not a parent to nag and to moan at them, but someone who we hope they would see as a positive influence upon them. Someone who's interested in them, someone who cares for them and then actually saying that it would be helpful if you didn't carry on beating people up or getting caught by the police because it will go on record and it could hinder you in the future.

Researcher:

How important has the project come to the community?

Subject:

I can only speak for Teignmouth really on this one but in Teignmouth we have a good rapport with councillors, we have a good rapport with police, we have a good rapport with teamed wardens and PCSO's. All those are amazed that the people have voluntarily given up their time to go out week by week in the pouring rain and the cold, they admire the dedication, but they also admire the work that we do. I've been in a number of meetings when they haven't had to say but they say "that they're impressed, that we're on the seafront when there's loads of kids about that we're doing our best with them, we're providing something for them" so in that sense there is a lot of community support for what we do. We're involved in a couple of town council events that are put on annually that A. raises our profile but actually gives us a better link into the council so we do a bit for them, we get nothing out of it but we sort of give something back to the council. We've won the mayor's charity I think this year so we do have a few individuals who are very supportive of the work that we do. We don't have a problem getting into any of the schools whether that's a primary school or a secondary school. We're well respected for what we do, and we get support from local churches as well. So I think the project, I can only speak for Teignmouth but it is well respected, I'd like to think the same in Kingsteignton and Bovey Tracey and I think by and large it is the same in Kingsteignton and Bovey Tracey. And I think with having the new workers on board that we've got in those areas they'll be able to spend more time talking to with local councils, meeting local dignitaries as it were and really engaging with the community in which there working.

Researcher:

What do you think the most successful area of your work is in preventing anti-social behaviour and crime among young people?

Subject:

Most successful? Oh gosh. That's difficult to answer because, we do some other work a part from Tuesday and Friday nights but they're the main ones where they are engaging with youngsters on the streets. And I would say those two would be the main successful ones we have. Tuesday because it's in a small estate, and all the stuff I've talked about before about working with those 15 youngsters, and then giving them something to do so they don't kind of wonder the streets, that's probably one that's quite a success. And the other is actually providing something for these 40 – 50 youngsters on a Friday night who otherwise would be wondering around the town, maybe getting into mischief. Again you can't really prove it but we know that when we're there we have these 40 -50 kids who are with us and indeed doing some physical activity or are being engaged by our workers, when if we're not there then they would just be mooching round town getting up to whatever they would get up to. So in those two areas I'd say street based work for me is both the most successful thing we're doing for dealing with anti-social behaviour. We got the Waterfront a couple of years ago a respect award, the government give out these respect awards, we were nominated and had to go up to London to receive one, and that was for actually getting out on the streets where the kids were and providing activities for them.

Researcher:

What is your opinion on the use of physical activity to help to prevent anti-social behaviour and crime among young people?

Subject:

My opinion is that it's a real positive way of doing it, for those that are into sport; it gives them something to do, it burns off some energy, it gets them tired, it gives them self-worth, those that are good at sport will enjoy it and those who aren't good at sport can have another go at it. We don't force anybody to do anything they don't want to do; it's very much about them engaging with us if they want to. You always get those that are dead keen and those that are not so, and for those who are dead keen we'll try and get some competitions or some games going, for those who are not so keen we just let them carry on doing what they are doing, but we're not too bothered if they don't want to do it. So, for me that's fine, and it's easier on the streets to do things like football and basketball than it is to do music or anything like that because you would end up spending a fortune on batteries. And for us it's about we're out on the streets and it's easier with sport than anything else. That's not saying we don't go and talk to the kids about what else would you like to do? We're talking now with some youngsters about developing an indoors thing on a Friday night also on the seafront, so they will be indoors in the dry with the Playstation and all that kind of stuff, as well as keeping the street based presence, so we're now looking at a two pronged attack and seeing how that would develop.

Researcher:

Do you think a project offering only physical activity is enough to prevent anti-social behaviour and crime among young people?

Subject:

No, I don't think it is, no. I think you need people who are able to spend time talking with kids, and for us we're not a football club so all youths don't turn up with kit and don't do training. For us it's more about the youths dropping into the activities, or dropping out of the activities, engaging with the workers or not. So for us having the

sport and the hot drinks station in the same place works really well. Cause everyone comes for a hot drink and then from that point those who want to play sport can play some sport, those who just want to sit and chat will sit and chat and then when they've drunk their drink they'll wonder well I'll come back to another one. So having sport and someone to talk to works really well, and we find that among Kingsway with the football as well. So I think if you just did sport on its own, you'd only engage those who really wanted to do sport. So for me it's having the ability to have someone who can stand and chat with the kids as well as someone who can organise sporting activities that's what makes it work really well.

Researcher:

Finally then is there anything else you would like to add?

Subject:

No, I don't think so. I don't know I suppose for me it would just be that all the kids are not horrible people. I've got to say would we be out there on a Friday night if everyone was kicking off? I don't think we would. I've got to say that over the years we're actually now seeing less and less alcohol on the streets than we did a few years ago. So that's quite nice to see. There's still an issue about girls and drinking, and finding activities for girls, but then I'm not quite certain what girls want to do. We keep asking them "what do you want to do? What do you want to do?" and they're like "we don't know" and they start chatting. So in terms of physical activity and girls, I'm not quite certain where that's going to. But I think yeah it's good fun, it's good fun, it's good engaging with the kids and it's good for me as a Christian, because it's good to use the project to get out there and show our faces and that the church is actually saying to people "yeah we care for you, even though you don't come knocking at our door, we still want to come out to where you are and spend time with you, because your worth it" and that "God loves you and that he's got a plan for your life" and kids are able to talk to us about that which is fantastic. They'll ask us questions some of them, or if we do an

assembly or an RE lesson, that's a good environment as well. So from that point of view, from a Christian point of view again something about God wanting the best for them individually and that sort of thing, so it's good.

Researcher:

Do you think that the things you are doing, the sport and things are now replacing the drugs and the alcohol?

Subject:

For some they will be. For some for sure, and for some they'll be, we know that some kids have stayed round us when they thought they were going to get beaten up, so it's seen as a bit of a refuge, a place of safety. Because they have said to us "can we stay here?" (Laughter) "I think he's after us, I'm guna stay here if that's alright?" and we say "that's fine". And there has been times where kids come up looking for somebody else to thump, and we've intervened, and pulled him aside before he's got anywhere near him and said "look, what you trying to do?". So we keep an eye on the kids and a few years ago we had one chap who came on the seafront looking at the kids and they'd not seen him before and we wondered who he was and whether he was coming for a little chat, but he quickly vanished, so what that was all about I'm not quite certain but I was just thankful that we were out there with the kids in our presence and all around, so people know who we are. Alcohol is still by and large, was by and large the biggest thing that effected Teignmouth and it seems to have gone really quiet, or quieter than it's been, so that's good. If anyone's been drinking we say to them, depends on their state of drunkenness "that they don't play football and don't play basketball for their safety and for everybody else's safety" but sometimes you cant tell whether or not, sometimes they hide it well but some you can tell how much they've drunk so we tell them not to do it for their safety.

APPENDIX F

Data Analysis

Theme	Volunteer Youth Worker	Paid Youth Worker	Project Co-ordinator	PCSO
<p>Introduction</p>	<p>Volunteer working in Bovey Tracey and Heathfield. Has been with the project about 18 months, doing between 6-8 hours a week. Primary role is an outreach worker. Initially drove the project's bus into Bovey Tracey and Heathfield. Was team leader for 1st year of operation in Heathfield. Engages in coal faced delivery but also youth training of the outdoor team that will be working with the project.</p>	<p>Full time area youth worker in Kingsteignton. Works mainly with 11-14 year olds. Been with the project since 09/07 and does between 37-40 hours per week. Main responsibilities include engaging with young people in the area, provide positive activities for the young people and engage them with church based activities. This is done through after school clubs and street based work.</p>	<p>Co-founder of Teenbridge youth project and is now both co-ordinator and does hands on youth work in the Teignmouth area. Has been with the project approximately 5 years since it began and works with it half time doing 18 ½ hours a week of which 10-12 hours is face-to-face with the young people. Roles include overseeing project's workers, setting up meetings with councils and church leaders, fund-raising, pulling policies together and implementing them</p>	<p>Been a PCSO since 08/07 after 9 weeks training and does approximately 37 hours a week. Role in the community is to be a link between community and full time police service. Designed to be high profile in community, stay in one community and work to sort out community issues and quell fears they may have.</p>

			as well as the hands on youth work.	
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Theme	Volunteer Youth Worker	Paid Youth Worker	Project Co-ordinator	PCSO's Perspective
<p>Information on the project they are involved with.</p>	<p>Works in Bovey Tracey and Heathfield. Young people attending are between 12 -21 years old. Heathfield is more disadvantaged young people whereas Bovey Tracey is a mix and match of disadvantaged and affluent. Heathfield is predominantly male orientated and Bovey Tracey is more of a mix of genders. Activities vary and is dictated by the young people, they can do things like Playstations, computers, uni</p>	<p>Works in Kingsteignton. A needs assessment of the area found need for activities for young people aged 11 – 14. Monday evening after school club is 95% female. Street based work on Tuesdays and Fridays is 60/40 male dominated. Normally same group of young people attending, maybe a few new faces. Mainly slightly disadvantaged young people attend regularly. Activities on offer include football, basketball as well as chance to take part in team</p>	<p>Teenbridge project is a local Christian charity and rely heavily on grants, trusts and donations. Sustainability is good and has been going for 5 years so is a long term project. Works mainly in Teignmouth with young people aged 11- 18. Does work in both schools and street based outreach work. Young people attending the project are predominantly male. Young people are both disadvantaged and affluent. Street reach on Tuesday gets 15 – 20 young</p>	<p>Main contact with Bovey Tracey and Heathfield areas. Feels those engaging with project are 12 – 15, the older ones don't seem to be making use of it. Partnership and communities together survey done by police identifies youth concerns as in the top 3 problems for Bovey Tracey. Biggest problem with people of Bovey Tracey and Heathfield is anti-social behaviour.</p>

	hoc, kwik cricket, football, basketball, volleyball. Use whatever area they can be it a grass area or a small tarmac area.	building tasks and problem solving	people and on Friday gets 40 – 50 young people. Activities include football, basketball and circus skills or they can come and just chat. Supply both hot and cold drinks for free.	
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Theme	Volunteer Youth Worker	Paid Youth Worker	Project Co-ordinator	PCSO
<p>Physical activities as a diversion</p>	<p>Primarily is a benefit to youngsters as it gives them something to do and focus on. Focus their thinking that the activities are more productive than sitting around drinking or doing drugs. Very much a case of getting them involved in something constructive rather than destructive. Getting them to recognise that if they get involved in the activities they don't need to find a buzz from drink or drugs. Reports from PCSO's suggest reduction in</p>	<p>Is about providing a fun and positive environments for the young people. Providing physical activity/sporting activities give them something to do. While they were at half term course PCSO of area reported significant drops in anti-social behaviour and crime rates over that period. Disengages young people from anti-social behaviour and engages them with positive activities. Those that would be wondering streets are engaging with activities</p>	<p>Thinks the role of physical activity is giving them something to do. "the devil makes work for idle hands". Formalising the football which they played on the street take the young people away from neighbours houses and gardens. Those that would normally be trouble causers are with project and so estate is quiet while they have got them. Giving the young people an opportunity. Young people can use the physical activities as an</p>	<p>Teenbridge project is stepping in and filling a gap as there is nothing else for the young people to do. Sees a lot of kids around at the project and so feels it is having an impact. Thinks it is easier to divert the young people's attention in summer months when days are longer and can do more with the young people. Thinks sport is a good way to channel young people away from anti-social behaviour. Keeping the young people busy and giving them a structure helps. Thinks that because young</p>

	<p>arrests. If project wasn't there would be getting more involved in crime, and drugs. Is about moving big groups into a focus activity rather than just sat on street corner intimidating people.</p>	<p>provided.</p>	<p>excuse not to get into trouble. Giving young people something positive to do. Using sport as a vehicle to actually engage the young people. Only engages those that want to play sport though. Believes that by providing something positive and somewhere for young people to go will help to reduce anti-social behaviour. Sees sport as a positive way of giving the young people something to do. Sport is easier to organise during out reach street work.</p>	<p>people don't get much PE in school that giving them something that they can use to burn off energy and tire themselves out they are less likely to engage in anti-social behaviour. Targets young people that are not necessarily going to engage in other activities in the community like scouts or army cadets. Feels the key to the problem of anti-social behaviour in the community is by giving the young people something else to do.</p>
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Theme	Volunteer Youth Worker	Paid Youth Worker	Project Co-ordinator	PCSO
Developing young people using role models	<p>Building trust through persistence in the face of violence and rejection from the young people. Consider themselves to be role model adults to them rather than being aggressive towards them, be their friends that the knock on effect is that their outlook may change and so will me friendlier to other adults in the community and less likely to engage in anti-social behaviour and crime. Committing to the young people and taking them out on sports and adventure activities</p>	<p>Finds that a smaller group of young people allow workers to establish a more positive and trusting relationships. Building relationships with the young people and using physical activity to facilitate this. Try and motivate discussion about their lives and try to be positive role models to help them through those issues. If can build relationships with young people can help direct or signpost them away from anti-social behaviour.</p>	<p>Does a switching course between primary and secondary so that the young people can have a friendly face that they recognise. Engendering respect through both school based work and street based work. They try to make a circle between the two so that the children get to know them and so when they in school the respect built up helps to engage them in classes.</p>	<p>Sees project as somewhere the young people can go and have a chat to an adult. Somewhere they can go and discuss or highlight a problem. Feels the interaction with workers can be limited due to age and that only so much interaction can be had before sounding condescending.</p>

	<p>and demanding something of them they realise that they can do it which is often alien to some young people who have been pushed aside and told they can do things their whole lives.</p>	<p>Not going to be able to directly stop behaviour but can try to have influence and have involvement in positive behaviour in their lives especially through transition between primary and secondary schools.</p>		
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Theme	Volunteer Youth Worker	Paid Youth Worker	Project Co-ordinator	PCSO
<p>Sport not seen in isolation</p>	<p>Sport can be used to break down the barriers and bridge gaps but it is through the activities that workers can show how participations counts and it doesn't matter that they are better than them. It helps to focus their thinking that these activities are more productive than just sitting around drinking. Encouraging development and getting them involved in sports clubs so can give them taster and then if they want to take it further can guide them in the right direction.</p>	<p>Use of team building tasks and problem solving to develop interpersonal skills. Looking to develop project by using outdoor activities and taking young people on trip away from home and school and problems. Trust and teamwork can be built through physical activity and getting to know each other through conversations before and after games. A few young people don't always participate but are quite happy to be around and talk to</p>	<p>Hot and cold drinks offered to the young people as well as having a worker there available for those who don't want to participate in the activities. Workers will offer advice and information on problems and issues they may have and try and be wise for them. Look to be an older person that not a parent and nagging but someone who is seen as a positive influence on them. Feels physical activities is not enough need people who are able to spend</p>	<p>Feels that the interaction with the workers is integral as sport can not work by itself. The project offering not just sport but people to go and talk to about problems and issues that they may have is essential as well.</p>

	<p>Look to encourage young people to be more constructive with their lives and educate them in life skills more so than academic skills, focusing them towards employment also and supporting them through jobs applications etc...</p>	<p>the youth workers. Not only do we try to provide physical activities but also look to do some personal development work to make them more aware of their strengths and how to bring them out to help others. Not trained councillors but try to listen and support them through what they are going through and any problems they bring to the workers.</p>	<p>time talking to the young people. Is about the dropping in and out of activities and engaging with the workers. Feels hot drinks station works well as draws the young people in and then from that point can do activities or sit and chat. Thinks if you have sport on it's own only engage those that want to do sport so is about having someone that can stand and chat with the young people as well.</p>	
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Theme	Volunteer Youth Worker	Paid Youth Worker	Project Co-ordinator	PCSO
<p>Young people taking ownership of activities</p>	<p>Activities vary as respond to what the youngsters want to do. Youngsters often initiate activities.</p>	<p>Getting feedback from the young people about project and why they not attending it and what they would like to be doing. Football and basketball used most as they are the favourites of the young people. Regular feedback with young people about their hobbies and interests and then project tries to facilitate them with funding and resources it has.</p>	<p>Activities are there if the young people want them and the night is very free and easy letting them use it as they want. Those that want to play sport will play sport those that don't will sit and chat, seems to be very much about what the young people want to do. Don't force anyone to do anything they don't want to do. The Tuesday night football group are looking at getting the youngsters to organise, deliver and apply for the funding for a local competition, so</p>	<p>Can teach them respect for the area and so will be less likely to cause damage. Young people take ownership of the bus and so learn respect for it and appreciate it. Example given of Heathfield boys going to Bovey Tracey to check that the bus is being looked after.</p>

			<p>that they are creating for themselves not consuming what we provide. Talk to the young people about what else they would like to do and from that are looking to develop an indoors thing as well and so have a two pronged attack.</p>	
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Theme	Volunteer Youth Worker	Paid Youth Worker	Project Co-ordinator	PCSO
Confusion of anti-social behaviour	Anti-social behaviour is thought of differently in a rural town like Bovey Tracey. 30 young people gathered are seen as anti-social behaviour and people can be quite frightened by that.		On seafront where do street based work there are nice flats and are people that will phone the police and say there are young people congregated and that this is anti-social behaviour. One report of this to a PCSO turned out that the PCSO was already there and they were all just sat around talking with the young people, so there was actually no anti-social behaviour going on.	Believes the community is confused about what anti-social behaviour is. Therefore is a great perception that particularly the youth are causing these massive problems. Feels people are reporting anti-social behaviour when it actually isn't. Thinks we need to teach people what anti-social behaviour is but feels this may be difficult because everyone's perception of anti-social behaviour is different. Thinks the media has whipped up a frenzy. Need to concentrate on real

				anti-social behaviour not just things that are inconsiderate.
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Theme	Volunteer Youth Worker	Paid Youth Worker	Project Co-ordinator	PCSO
<p>Issues for the future</p>		<p>Are finding the same faces every week although this can have advantages and disadvantages.</p>	<p>Girls don't tend to play football or basketball just sit around chatting even though asked what they would like to do. Physical activities engage only those that want to play sport, those that don't do not do a great deal. Easier to do things like football and basketball on the streets than music or anything else. Is an issue with girls and drinking and finding activities for them to do but when they are asked what they would like are not very responsive.</p>	<p>Feels the community as a whole needs to take ownership of the problem, needs the council to do something and the people in the area because the police can't do it on their own. Feels that in the winter when evenings are dark and cold not a lot can be done with the young people out on the streets. Feels younger workers are needed to relate and interact with the young people as workers at the moment are too old and may sound condescending. The areas it goes into has nothing for the young people to do</p>

				except for the bus that goes in once a week and so the project or the community needs to expend the array of things to do on other nights as well.
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