



PE



CURRENT PE FORMATS LEAVE A LOT TO BE DESIRED FOR LESS ACTIVE GIRLS



WORST ACTIVITIES

- Competitive, more complex sports (e.g. football, netball, lacrosse, hockey etc.)
- Repetitive, challenging workouts (squats, crunches)
- The gym
- 'Bleep test'
- Swimming

Wearing PE kit ruins PE, having to get changed all the time, remembering to bring it!"

I hate the pressure, our teacher makes us do the bleep test. They make you keep going, it's horrible and scary."

WHY?

- For PE sessions, kit plays a role. Activities like swimming which are more inconvenient (wet hair, changing, feeling exposed) are often disliked at schools
- Mixed gender PE lessons, regardless of activity level can be off-putting for girls
- The worst activities push girls out of their comfort zone and over challenge them. Putting them in direct competition with more active girls is off-putting
- Running or gym can feel challenging and dull. Hard and repetitive is a bad combination



THERE ARE SOME TYPES OF ACTIVITY THAT ARE BETTER THAN OTHERS



BEST ACTIVITIES

- Tennis
- Dodgeball/benchball
- Dance

The best exercise is when you don't even know you are exercising. You are just having fun."

The girls worry about looking silly. The less active girls get most involved in the more simple games."

WHY?

- They are less competitive and focus more on enjoyment or self improvement
- The best activities are those that are straightforward and easy to pick up, with less opportunity for embarrassment

WHEN?

Due to the effort associated before and after PE, there was generally a preference to have PE at the beginning of the day or end of the day, to limit the number of times girls need to change.

Some schools do not allow girls to wear kit outside of school hours however. In those schools, after lunch or near end-of-day were preferred.



GIRLS ATTENDING MORE AFFLUENT SCHOOLS WITH BETTER FACILITIES GENERALLY ENJOYED PE MORE

PE FELT MORE FUN AND ENJOYABLE WHEN THERE WERE BETTER FACILITIES



Having **better facilities** often leads to more variety and more engaging sessions which get the girls more interested in PE.

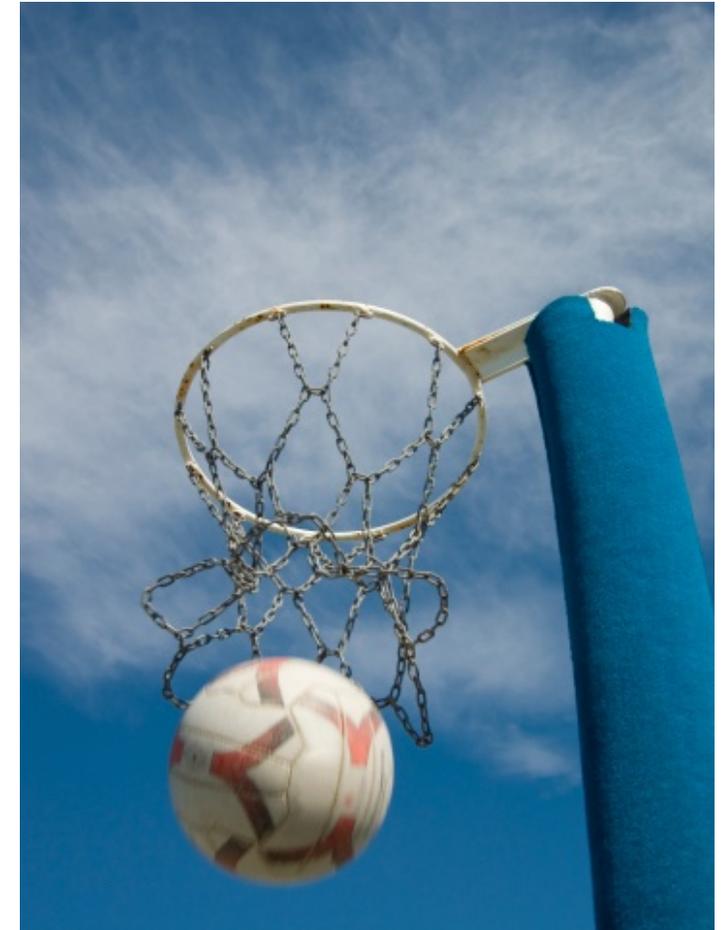
This gives girls more opportunity to find an activity they like.

“PE at my school was actually great, we had great facilities. A nice gym, everything was new. I really didn't mind it.”



Those with more **basic facilities** in school recall more simplistic PE sessions, which often put too much focus on straight cardio and left them feeling like they fall short.

“PE at my school was horrible. We didn't really have much at our school so we just went to the local park and did things like the bleep test, or timed running. It was awful.”



TEACHERS OBSERVE A MARKED CHANGE IN GIRLS' ATTITUDES TO PE FROM YEAR 9



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IMAGE CONSCIOUS

- More concerned with how they look
- Start to be more influenced by social media
- Worry about what peers think
- More conscious of exercising in front of boys

SCHOOL/WORKLOAD

- Academic pressure increases
- Free time revolves around studying

RESULTS IN LESS INTEREST IN PHYSICAL ACTIVITY

- Trying less in PE
- Feeling self conscious can mean that girls stop exerting themselves
- Don't wish to sweat during class
- Don't want to look silly
- In free periods, work takes priority

SIMPLICITY IS KEY FOR A GOOD TEACHING RESOURCE



WHAT MAKES A GOOD RESOURCE

- Breaks things down step by step
- Simple and easy to follow
- Supports the teacher, rather than replaces the need for a teacher
- Around 20-30 mins is a good length of core activity
- Offers something for all levels

“I want to have a resource that I can use for all different skill levels. It's really important that everything is broken down to its simplest terms.”



GOOD TEACHING RESOURCES

- Schemes of work
- TES (Teaching Every Student)
- Twitter e.g. @PEgeeks
- YouTube (finding demonstration videos)

“If I want to show the girls a new sport, skill or technique I will have a look on YouTube. There might be footage from a game or a demonstration video.”

WHAT CAN GET GIRLS EXERCISING MORE? TEACHERS

REMOVING THE COMPETITION FROM PE AND FOCUSING ON SELF IMPROVEMENT AND FUN IS KEY TO ENGAGEMENT

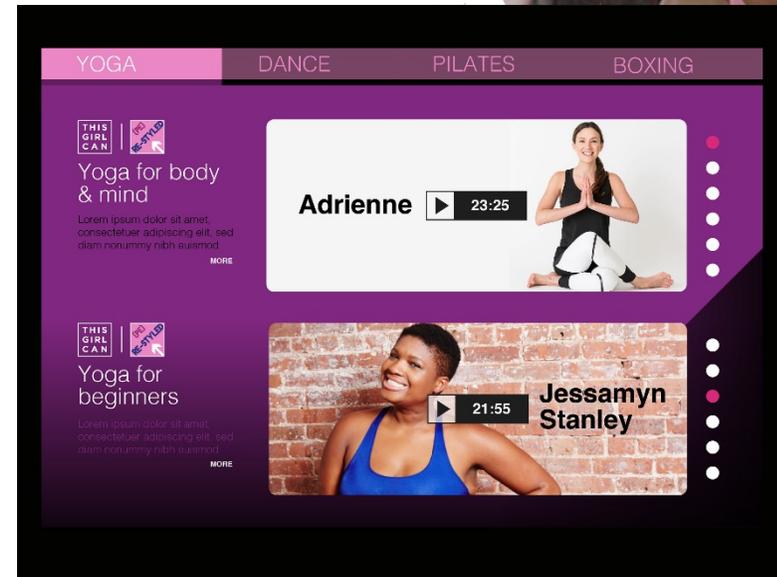
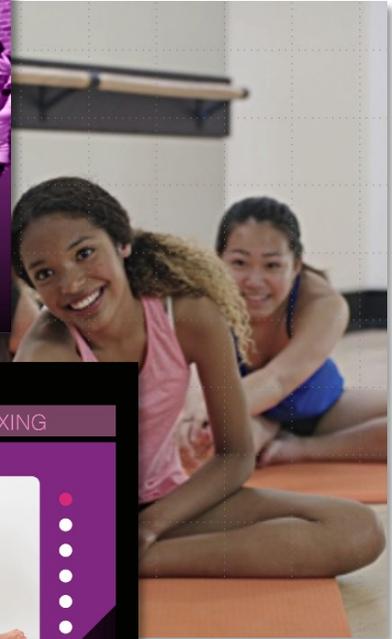




PE YOUR
WAY

WE TESTED SOME EARLY CONCEPTS FOR PE YOUR WAY WITH GIRLS AND TEACHERS

- PE Your Way is a new way of exercising in school.
- It will allow you to create **your own exercise programme** – instead of PE or during your breaks. As a collective, you'll decide the range of exercise types you want to do e.g. **yoga or boxercise, and schedule your own programme accordingly.**
- You'll be able to do this via our **extensive digital library of videos** which feature well-known YouTubers as well as videos created in partnership with other young women of your age. **There will be a huge range of exercise types and music to choose from, which will ensure there is something for everyone regardless of shape, size or fitness level.**
- Once you've decided what you want to do, **we can help you with the accompanying equipment** e.g. you may need yoga mats, steps, dumbbells or even spinning bikes and clothing.



INITIAL RESPONSES TO THE CONCEPT ARE POSITIVE ACROSS BOTH GIRLS AND TEACHERS

INDIVIDUAL PROGRAMME
“This is brilliant, I love that you get to choose your own programme!”

PERSONALISED
“There is so much more flexibility.”

EMPOWERING
“I like that this gives the girls ownership, allowing them to chose an activity they feel comfortable with.”



INCLUSIVE OF ALL ACTIVITY LEVELS AND SIZES
“That everyone is included, regardless of shape, size and fitness level is my favourite part.”

UP TO DATE
“These activities feel more relevant to girls today.”

EQUAL OPPORTUNITIES REGARDLESS OF SCHOOL
“I like the help with equipment. This means that regardless of how well off your school is you will all receive the same. As some schools have more money so get better stuff.”

TEACHERS IDENTIFIED SOME POTENTIAL ISSUES

TOO MUCH INDEPENDENCE

Seeing that the girls are given the opportunity to schedule their own programme, causes some concern that less active girls may abuse this independence and disengage further.

MONITORING STUDENTS' PHONES

Teachers worry that if this was on students' own phones it would be hard to monitor.

LESSENING THE NEED FOR TEACHERS

Teachers worry about the lack of hands on teaching time required, this app suggests to some a removal of teachers from PE. Teachers feel they are key for motivating less engaged students, breaking down barriers to sport via encouragement and motivation.



TEACHING UNFAMILIAR ACTIVITIES

Teachers that are less familiar with some of the activities worry they won't be able to assist with student queries or needs.

SPACE

Teachers are unsure how this would work in terms of space. Smaller schools wonder how they can have adequate space for students to follow their own programme without disturbing others.

LOSING SKILLS THAT CLASSIC PE TEACHES

Concern that this feels too independent and less active girls will miss out on the leadership skills that PE and sports offer.

HOW PE YOUR WAY SHOULD WORK

What activities should be offered?

- **Fun and contemporary activities:** Zumba, boxing, dance, Pilates, hula hooping, boot camp
- **Non-traditional:** Something that you wouldn't normally do in PE
- **Skills:** Tutorials to help you with traditional sports, teaching you skills, tricks

It would be great if there was a section on how to serve in tennis, or score in netball

What would it be like?

- **Music:** Good music and flexibility to choose: Girls suggested high energy, upbeat music like Bruno Mars, Cardi B and Latin music but felt it was important to allow people to pick favourites
- **Trainer:** Inspirational trainer is key
- **Tone and language:** Videos should have an element of humour. Language should not be too technical, make it easy to understand
- **New content:** Videos should be regularly updated to keep interest

What could make it even more appealing?

- **Journey tracking:** Being able to track your progress over time, in terms of your statistics as well as biometric stats. Some would like to track changes in body shape.
- **Collaboration:** To gain buy in there is an opportunity to collaborate with brands and influencers, e.g. fashion collaboration
- **Community:** Community chat where girls can motivate each other.
 - Allowing girls to create their own user-generated videos has appeal.
 - Option to do live streamed sessions on the app, so girls can work out with others around the country
- **Rewards:** There could be incentives/vouchers or awards.
- **General wellness information:** Opportunity to do videos on eating well and diet

HAVING A RELATABLE, LIKEABLE TRAINER IS IMPORTANT FOR HOLDING ENGAGEMENT

GENERALLY THERE WAS A PREFERENCE FOR THE TRAINERS TO BE UNKNOWNNS, HOWEVER THERE IS SOME OPENNESS TO LIKEABLE CELEBRITIES

Variety of trainers: to suit different needs, different motivational styles (forceful, gentle, sympathetic), variety of sizes and shapes.

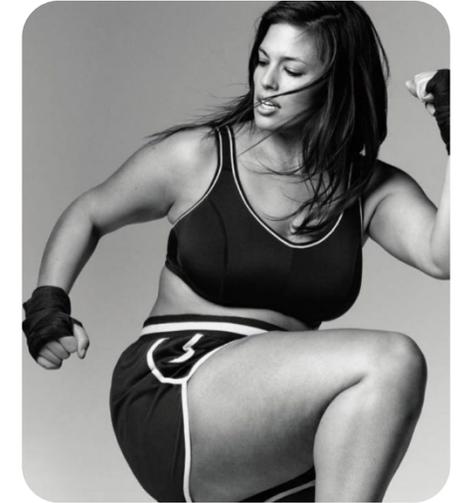
Young, but not too young: There is a desire that the trainer be slightly older than them, to make them feel more attainable and less patronising. Having a trainer their age would only emphasise the fact that they are less active than their peers.

Light hearted and fun: Girls are keen the videos feel fun and that the trainers have good humour. However, there is a fine line between being fun and being too jokey. It is important that the video has long-term appeal.

Celebrities need to be carefully selected: Celebrity trainers divided opinion

- YouTubers feel like they are for younger girls, not for girls of this age group
- Preference for funny celebrities to co-present or do 'specials'. Celebrities like Joey Essex or Gemma Collins could work well, while dry comedians were felt to be a good fit for adding humour and realism
- Zac Efron was suggested for being enjoyable to watch

On a journey: Girls want trainers to be on a fitness journey along with them, not the finished article.

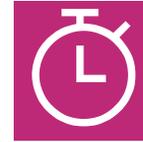


TEACHERS AND GIRLS COULD SEE PE YOUR WAY WORKING AT THEIR SCHOOLS



WHEN IT COULD BE USED

- Less active girls would be happy to use this during PE
- Those that no longer need to take PE felt this could work well for use during free 'study' periods
 - Preference for this to be semi-enforced so that they can't allow it to be deprioritised. Girls acknowledged that they are more likely to take part if it was scheduled into their school day
- Interest in having access to the app outside of school. Teachers were keen to set this as homework for girls
- Interest in having the option to be able to use it as a group and follow a group programme, or use it independently



HOW IT WOULD FIT IN A LESSON

Teachers feel that this could fit in with current lesson plans. Needs to be built into the lesson, not become the lesson.

Current lessons broadly follow a similar pattern

- Warm up
- Skills
- Activity
- Cool down/debrief

PE Your Way could work well as the activity, built into the standard lesson format.

PE YOUR WAY FRAMEWORK 1/2

Insight	The Offer (What)	Experience (How)	Practical Considerations/Watch Outs
Video content would appeal to this audience. Apps do not hold this audiences attention.	Content that can be used in sessions via an electronic device. Insight suggests the recommendation of exploring the use of YouTube as a channel in the first instance.		How would this work in practice? Is it possible to have multiple devices working at once? What types of tech do schools have easy access to? Teachers have fed back that they are wary of not being in control of the content teens could be streaming during sessions.
Girls want lots of activity to choose from.	Things the girls would not normally do and a range of activities (non-competitive), potentially which are things the audience wouldn't normally do in PE: Zumba, boxing, dance, Pilates, hula hooping, boot camp. Activities which are relevant at any given time.	Lots of content over a wide range to appeal to a variety of interests and audiences.	Likely to be a need to update activity type on a regular basis. Active Lives suggests that preference for types of fitness activities changes over time, in addition to this new content is likely to keep people coming back. Teachers' buy in will be required, with insight suggesting that some are wary of not being involved and/or delivering activities they are unfamiliar with.
Negative experiences are related to competition.	Content is personalised and making progress against personal goals.	Fun and feeling good.	
They love high energy music, it will make it feel fun and motivate them.	Good music which is high energy, the listed artists that they like: Bruno Mars, Cardi B and Latin music.	Flexibility for girls to choose music, with girls feeling like it is important for people to pick their favourites.	Music licensing, practicality of music on one or more device at a time.
The teens want fun and engaging trainers to lead the content but they were mixed on who that leader should be.	A variety of trainers to suit different needs who are fun and slightly older than our audience (early 20s) and a mix of celebrities and 'people like them' were suggested.	The leader needs to be encouraging, fun and relatable but not cheesy.	There were a mix of viewpoints as to the right type of person, or people, to lead activity. We would need to consider which age ranges trainers/content would be targeted towards. A 14 year old's preference is likely to vary from an 18 year old's.
There was a preference towards shorter videos but a variety of lengths would appeal.	Short videos (10 mins) with the ability to increase gradually in order to 'nudge' girls into activity. Short bursts or chunks of activity are likely to feel more achievable to the audience.	Short chunks/bursts.	

PE YOUR WAY FRAMEWORK 2/2

Insight	The Offer (What)	Experience (How)	Practical Considerations/Watch Outs
Girls would rather do single gender activities. Potentially with other less active girls.	Develop content for less active girls.	Sessions which have less active girls in them only. Activities that are less intense.	How does this work in practice? There is suggested insight that a large proportion of schools already split by girls and boys. Potential challenge around friendship groups?
They are motivated by mental wellbeing and weight loss.	Clarifying the benefits of activity for their wellbeing, potentially number of calories burned. Ability to track progress.	Offering reflection on how they feel and seeing progress over time.	Number of calories can be a turn off to people (how much activity you have to do to burn of X calories) – weight loss? We do not use messaging associated with weight.
The teens were motivated by the thought of tangible rewards e.g. vouchers and kit.	Progress is linked to reward.	A sense of satisfaction and practical benefits of taking part (more functional motivators).	Extrinsic rewards (gaining things) are likely to motivate people to be physically active for a short period of time but can become negatively framed and could lead to unintended competition between teens. Intrinsic motivations (doing something for yourself) are more likely to sustain behaviour.
Girls had a preference of the beginning of the day and at the end of the day.	Run PE at the start or end of the day.	Running at these times limits the number of times the girls need to change.	Feasibility of this in practice from a timetabling against other subjects.