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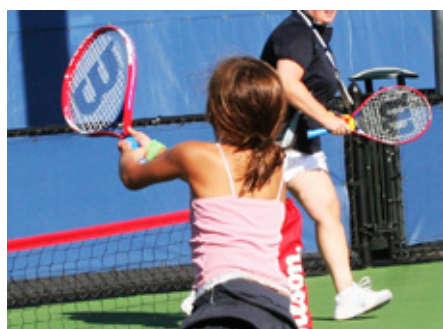


THE CLASS OF 2035

PROMOTING A
BRIGHTER AND
MORE ACTIVE
FUTURE FOR
THE YOUTH OF
TOMORROW

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FOREWORD



BARONESS SUE CAMPBELL
CHAIR, YOUTH SPORT TRUST

The Youth Sport Trust is pleased to be presenting a unique, insightful and important report that will help to shape the work of the physical education, sport and physical activity sector in the years ahead.

At the Youth Sport Trust, we are honoured to be celebrating our 20th anniversary and to have the opportunity to proudly look back on two decades of changing young people's lives through physical education and sport.

But we are very aware of the rapidly changing world in which our young people live. So while there are many lessons to be learned from our past work we are determined to take a fresh look at the future and set a new and exciting course for the Youth Sport Trust so we can continue to change lives through sport. That is why we have commissioned the Future Foundation to undertake a piece of groundbreaking research and create a report looking ahead to the next 20 years of PE and school sport.


What the report has produced is the "Class of 2035" that will exist in 20 years from now; a look into the future. It presents four opposing visions of what the Class of 2035 could look like; based on the current long term trends and drivers predicted today.

The best case scenario sees the UK head towards a bright future whereby the Class of 2035 is healthy and active – undertaking PE, sport and

physical activity on a regular basis in their schools. The worst case scenario worryingly shows a 'sidelined generation' consumed by technology, living increasingly sedentary lifestyles and unmotivated to take part in PE and school sport.

As present, both scenarios are distinct possibilities but the long term structural changes to UK society forecasted in this work show that, although significant changes are on the horizon, this should not impede our ability to shape a better future for the youth of tomorrow. Sadly it is equally possible that those same developments could lead us to the worst-case scenario if we do not act decisively.

The future is in the balance and the best and most desired outcome will only be possible if action is taken now to enhance the wellbeing, achievement and leadership of the next generation of young people. We believe physical education, sport and physical activity are central to achieving that outcome and giving our young people the best possible opportunity to fulfil their potential.

That is why this report is so very important and why the Youth Sport Trust, alongside our partners, will be working as hard as possible to ensure the best possible future for young people 20 years from now and to instil in them the core values of creativity, aspirations, resilience and empathy. 

EXECUTIVE SUMMARY

SPORT AND ACTIVITY ARE EXTREMELY ATTRACTIVE TO YOUNG PEOPLE

40% of children and young people say that they would want to do more in the way of physical activity, and 75% say that they enjoy PE lessons in school. Whether within school or without, sport is viewed as a fun, engaging and fundamentally social activity. Although potential negative aspects are recognised, sport in school is generally seen by children and young people as an overwhelmingly positive element of the school day.

PE LESSONS IN SCHOOL, FOR MANY, REPRESENT THE EXTENT OF PHYSICAL ACTIVITY

However, a number of signs suggest that physical activity is, for the majority, confined to school sport. Only 28% of students are members of out-of-school sports clubs and only 16% of girls compete in a non-school context. However, the majority of students who say that they want to do more sport are not members of sports clubs and play infrequently. Inhibitions then are based less in the inherent attractiveness of sport than on other factors, such as availability of facilities, time and social reasons.

THERE IS NO SINGULAR SPORTING CONTEXT FOR CHILDREN

Divisions and inequalities of many kinds exist in the sporting environment of today's young people. When looked at across lines of gender, socio-economic group, ethnicity, geography, etc. their attitudes towards and participation in sport, recreation and physical activity vary significantly. Moreover, the motivations behind uptake of sport, recreation and activity are highly various. "Functional benefits" of sport and activity, such as improved health, achievement in school, life-skill acquisition, and a sense of wellbeing, come into play alongside the inherent appeal of physical

games in attracting children to regular participation. Furthermore, practitioners must be warned against drawing a simple distinction between "sporty" children, those with an unconditional and "pure" enthusiasm for sport, and "non-sporty" children, those who are seen to be essentially disinterested in sport and who must be given other incentives to play.

THE FUNCTIONAL BENEFITS OF SPORT ARE UNDER-ACKNOWLEDGED BY CHILDREN

However, only 14% of children recognise that involvement in sport, recreation and physical activity can have a positive impact on marks achieved in class. Even amongst those who enjoy PE in school, fewer than 40% agree that part of the reason for this is that they like learning new skills. This should be put alongside a growing body of research that proves the link between performance in the classroom and levels of physical activity.

DESPITE THE IMPACTS OF THE DIGITAL REVOLUTION, THE VALUES OF TODAY'S CHILDREN ARE MUCH THE SAME AS THEY EVER WERE

Outdoor, face-to-face and socially-oriented forms of activity continue to be favoured by young people. Today's young people are often viewed as "Digital Natives", a generation raised by digital technology, unfamiliar with and hostile to any other forms of play. However, many signs suggest that the priorities and social values of today's children are much like those of their parents' and grandparents' generations. They like open spaces, unsupervised play and socialising. Seen through this lens, modern social media and digital technologies look less like disruptive forces radically changing the way that young people behave, and more like expedients recreating the public spaces increasingly under threat by urbanisation and constrictive social attitudes.

THE FUTURE IS NOT DETERMINED; WE CAN TAKE ACTION TODAY TO BUILD A BRIGHTER 2035 FOR THE YOUTH OF TOMORROW

In this work we present four opposing visions of what the Class of 2035 could look like, based on the current long term trends and drivers we predict today. At present, the UK is heading neither towards the optimal, best case scenario nor towards the worst case, dystopian future. What is more, the long term structural changes to UK society forecasted in this work show that, although significant changes are on the horizon, this does not impede our ability to shape a better future for the youth of tomorrow. It is equally possible that the developments leading us towards the Class of 2035 could veer towards the optimal or the dystopian scenario. The future is up for grabs; the optimal future is achievable, if action is taken now.

A LONGER TERM APPROACH TO POLICY DEVELOPMENT WILL BECOME CRITICAL

To promote the optimal future a long-term and joined-up strategy is essential. This would be a strategy that not only runs across both education and health, but which also appreciates the long term effects that positive or negative levels of activity in school will have on the future health, success and wellbeing of society. Future policies must inspire fundamental and unchanging sporting values early in life, which will naturalise high levels of activity and inspire adventurous and regular participation in sport well into adulthood. A consistent approach along a sufficiently long time-scale is critical if governments are to steer young people towards the ideal future.

TECHNOLOGY SHOULD BE AT THE FRONT AND CENTRE OF FUTURE SPORT ENGAGEMENT STRATEGIES

Issues around young people's contact with new technologies are central to this report. There is no resisting the march of technology. Policymakers can feel nostalgic for a time before the challenges new connected technologies have brought in engaging young people,

or they can harness these technologies to their advantage. It will also become increasingly imperative for every child to have access to new technology in school and greater efforts made to ensure that there is little division among the tech capabilities of young people. Furthermore, in order to get children active from a young age, a more holistic approach to PE is needed, one which integrates technology and the delivery of a seamless, intuitive and digitally enhanced form of physical activity.

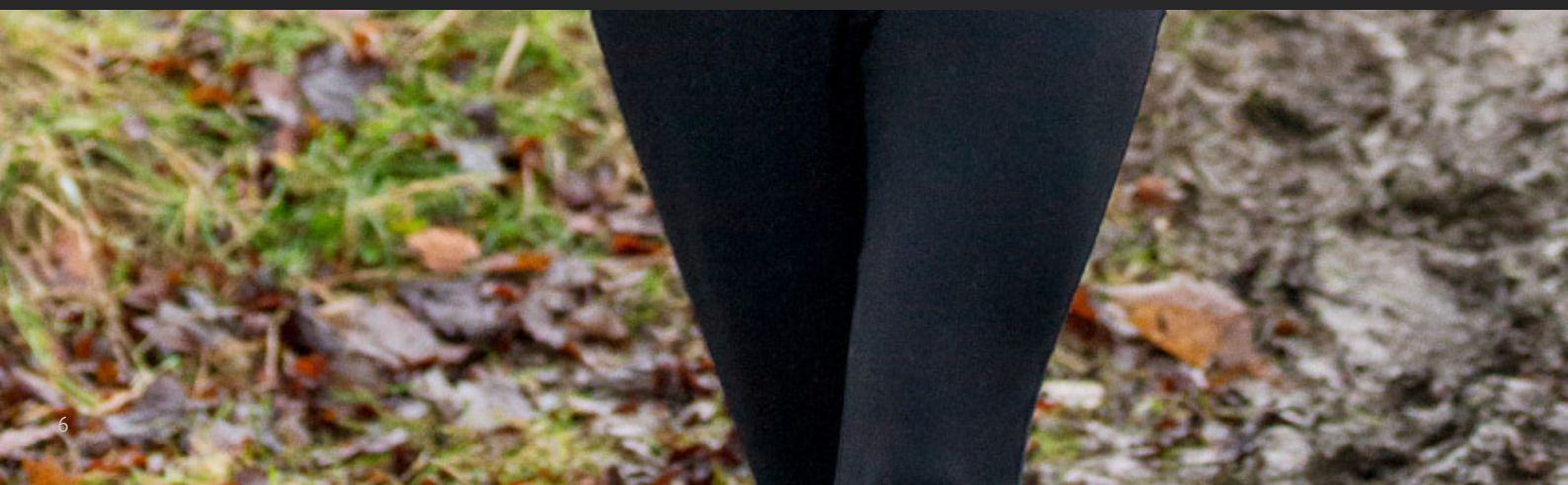
MAKE YOUNG PEOPLE'S VOICES HEARD

A greater effort must be made by policymakers to include the opinions of young people in their decision-making. Engaging with a range of young people will be essential if PE and sporting offerings are to appeal to young people in all their diversity. To make this happen, a change of perspective is needed. Society must question or reform its attitudes towards young people and youth culture, recognise the unique challenges that the Class of 2035 will face, and respond compassionately and without prejudice. Policymakers must abandon their preconceptions about the values and requirements of young people, and instead make a greater effort to build on their directly expressed opinions in their policymaking.

INVEST TODAY FOR A MORE ACTIVE TOMORROW

Underlying all such policy initiatives must be a renewed focus on convincing policymakers that the costs of increasing revenue to support young people in sport today will prove an excellent investment compared to the scale of future health costs. Any notion that future sport and health policy is anything other than inexorably linked must be combated. The debate should not be about what it will cost today to get children more active, but rather what the cost will be if no action is taken. A fundamental paradigm shift in how this debate is currently played out is needed.





INTRODUCTION

There are few issues of greater importance to the future welfare of UK society than the physical and emotional wellbeing of young people. Indeed, with issues over childhood obesity, emotional wellbeing and the impact of the digital revolution on youth culture rarely far from the news headlines, the future of youth participation and engagement with PE, sport and physical activity has never been a more topical and important issue. What is more, although this topic has been the subject of much debate, this has rarely been supported by the required evidence base needed to develop a clear sense of where we currently are, and where we are heading.

As a result, the Youth Sport Trust commissioned Future Foundation, an established and respected trends and insight consultancy, to examine the future of PE and sport in the UK's schools. More specifically, this report reaches twenty years forward to the Class of 2035, using the wider societal and social trends we are tracking today as a springboard into the future.

We note that England, Scotland, Wales and Northern Ireland clearly face specific political, social and cultural contexts and challenges. Yet, the broad and far-sighted remit of this report is such that the analysis and findings can be applied to the UK as a whole.

The aims of this report are as follows:


1. To give a holistic picture of the environment for youth sports and physical education as it currently exists, and the attitudes that young people have towards their environment.
2. To immerse the reader in the possible worlds inhabited by 2035's schoolchildren.
3. To examine the forces that will impact sport and society in the future.
4. To present recommendations as to how policy can resist or complement these forces to steer us towards the best possible future for healthy, happy young people.

The report begins in the present and examines the current Class of 2015. Using new quantitative research conducted exclusively for this report, this chapter will assess current levels and formats of physical activity, gauge broad perceptions of PE and sport, examine the perceived relationship between wellbeing and active lifestyles, and explore the social and – particularly – the technological factors that intervene in the relationship between young people and their activity.

We then propel forward and consider the long term trends which will shape the broader context of the world in 2035, before introducing four possible scenarios for the Class of 2035. These scenarios have been designed by a rigorous futures process to produce dynamic and conflicting visions of 2035.

The report will then close by considering which of the four scenarios presented is the most probable and which the most desirable, before laying out a clear set of proposals for how this best-case scenario can be promoted and the barriers to achieving this overcome.

Throughout the research process for this project, Future Foundation has consulted with a range of industry stakeholders and experts through a series of workshops and interviews. The outputs from this and other bespoke research have been used throughout this report. A full overview of the methodology of this work can be found in the appendix.

Our hope is that this report will not only do justice to what is undoubtedly a highly significant topic, but that this work can help push our thinking as a society forward; beyond what is possible today and to what we can achieve if we take the required action now to promote a better future. 

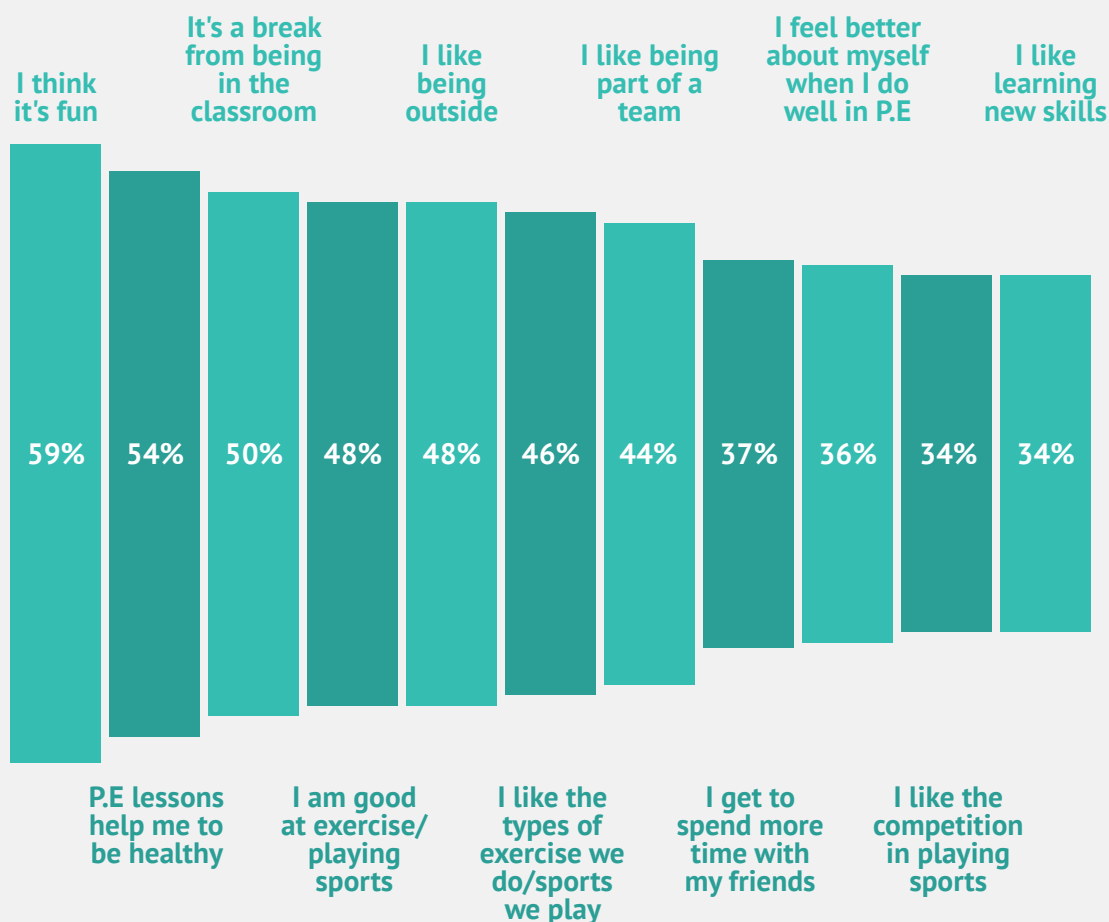
THE CLASS OF 2015

WHERE ARE WE NOW?

Over 40% of young people say that they would like to do more exercise or take part in more sporting activity than they do currently, with close to one in twenty pressing the point strongly.

On top of this, it appears that structured physical education in schools is enormously attractive to children generally. Three quarters of young people say that they enjoy PE lessons in school, with over 35% saying that they like it a lot.

“WHY DO YOU ENJOY P.E LESSONS?” % WHO SELECTED EACH OPTION

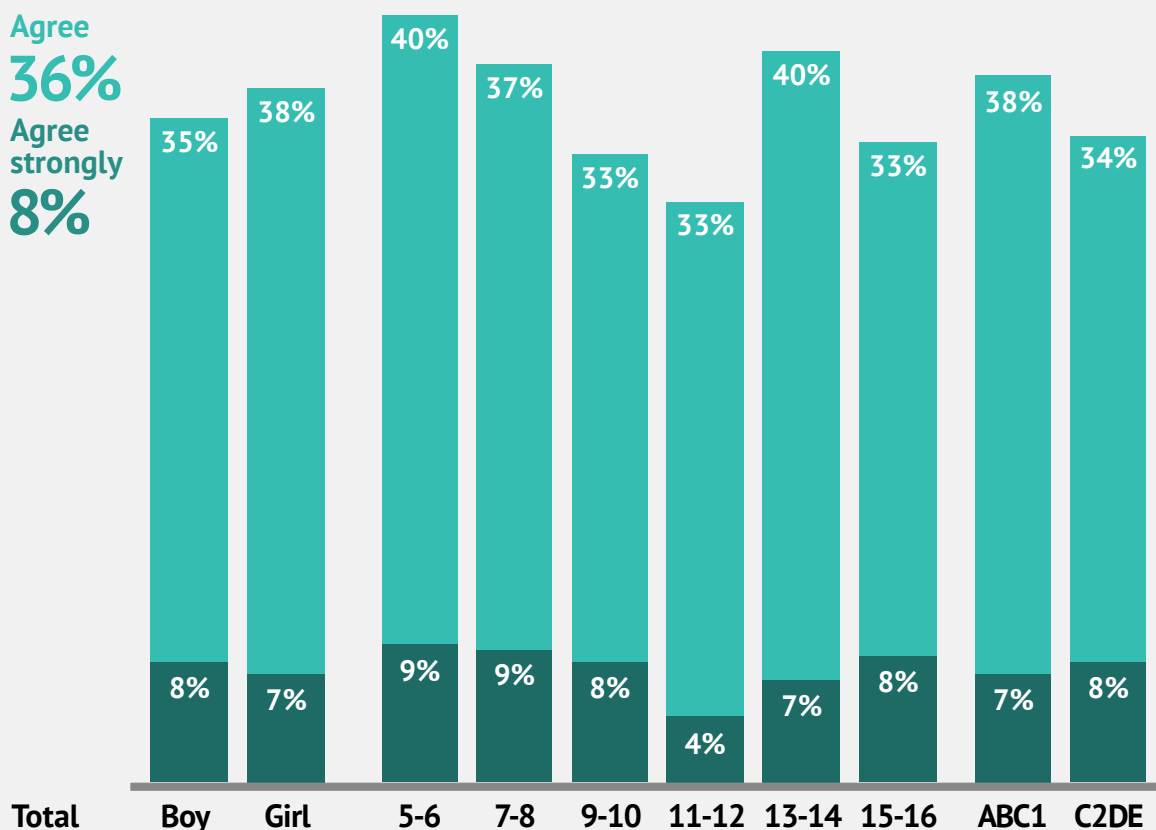


Source: nVision Research | Base: 323 online respondents (all aged 11-16 who enjoy pe lessons) aged 5-16, GB, 2014 October

This does not however necessarily reflect on the quality of school resources and practitioners. 30% of students say that they would play more sport if their school's facilities were better. These findings broadly suggest that in-school prescribed sport is an attractive proposition for many.

The suggestion then is that significant barriers must exist which stand between children and regular participation in the activities that interest them, and which inhibit access to an ideally wide spectrum of children. Moreover, there is little evidence to show that activity within the four walls of school transitions effectively into sports during leisure hours, or promotes effectively a broader cultural naturalisation of activity. Recent studies for one have shown that the vast majority of competitive sport takes place within school, and our findings confirm this.¹

“I WOULD LIKE TO DO MORE EXERCISE/PLAY MORE SPORTS THAN I DO AT THE MOMENT” | % WHO AGREE STRONGLY OR AGREE



Source: nVision Research | Base: 1002 online respondents aged 5-16, GB, 2014 October

INEQUALITIES IN PARTICIPATION

“ Social and cultural differences in our communities mean that access and opportunity to take part in sport are very varied. Low participation rates are more prevalent in areas of socioeconomic deprivation and lead to greater health inequalities. Physical activity is valued differently by different population groups for example in some communities it is considered inappropriate for girls to participate in sport. In others a lack of parental support or family pressures may mean young people do not get the opportunity to take part in sport after school or in the community. That is why it is so important that all schools have a universal offer available to all young people so that no-one misses out on the opportunity. ”

Baroness Sue Campbell, Chair, Youth Sport Trust

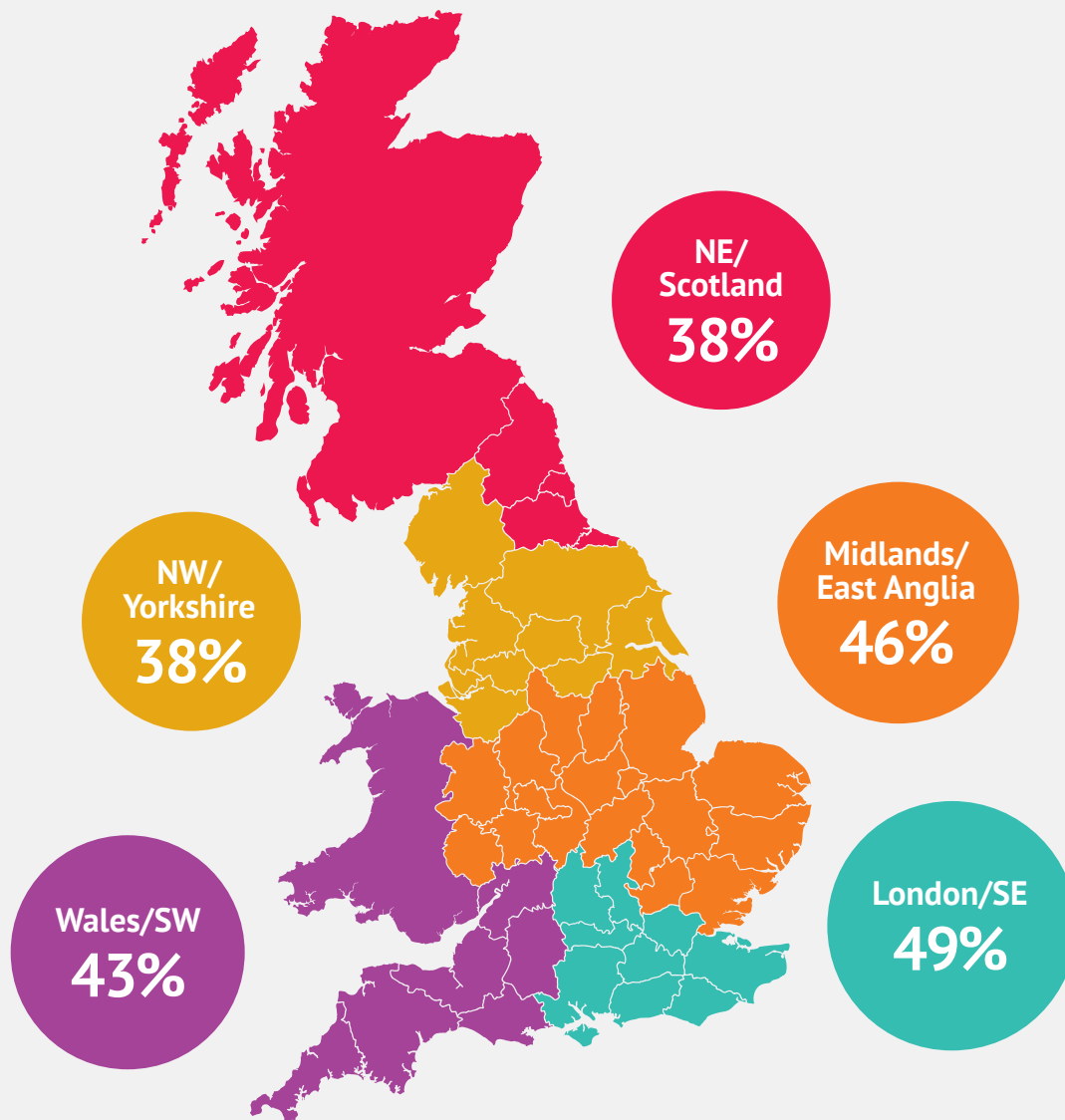
Divisions and inequalities of many kinds exist in the sporting environment of today's young people. When looked at across lines of gender, socio-economic group, ethnicity, geography, etc., their attitudes towards and participation in sport, recreation and physical activity vary significantly. Our findings underline the importance of the following considerations:

- Girls are significantly less likely than boys to take part in sport regularly, but are also more likely to say that they want to do more sport – 45% say so. The age-effect described above also applies particularly here – girls' participation drops off quickly after age 10. This is partially because their adolescence comes more quickly than boys, but also for other addressable social reasons. 40% of those who say they don't like PE in secondary school say that that is because they “don't like the types of sport” played. This figure is 5% higher amongst girls than boys.
- In other studies, the odds of meeting required standards of activity have been shown to be significantly lower for members of ethnic minority groups. The Sports Equity Index (Sport England, 2005) for example showed a growing

disparity in participation in both casual sport (at least once a month) and regular sport (at least once a week) between adults (16+) in BME and white groups between 1996 and 2002. Although our findings amongst young people reveal that non-white students are actually marginally more active than others, they are less likely to identify as happy (only 58% of non-white students say that they are often or always happy, compared to 53% of white students), and are more likely to voice dissatisfaction that they have too few opportunities to play sport. 56% of non-white respondents agreed or agreed strongly that they would like to do more sport, compared to 42% of white students.

- Though activity levels are approximately equal across UK regions, those in the urban south are more likely than rural areas to want to pursue a more active lifestyle, and to be dissatisfied with their level of health, to characterise themselves as broadly unhappy, and to demand more in the way of guidance in the activity from school.²

“I WOULD LIKE TO DO MORE EXERCISE/PLAY MORE SPORTS THAN I DO AT THE MOMENT” | NET: AGREE



Source: nVision Research | Base: 1002 online respondents aged 5-16, GB, 2014 October

Most importantly however, the youth sport and recreational landscape in 2015 is characterised by a sharp divide between the captive audience of those who are seen to be “sporty”, who are the recipients of the majority of school and local authority resources, and the main participants in competitive sport inside and outside of school.

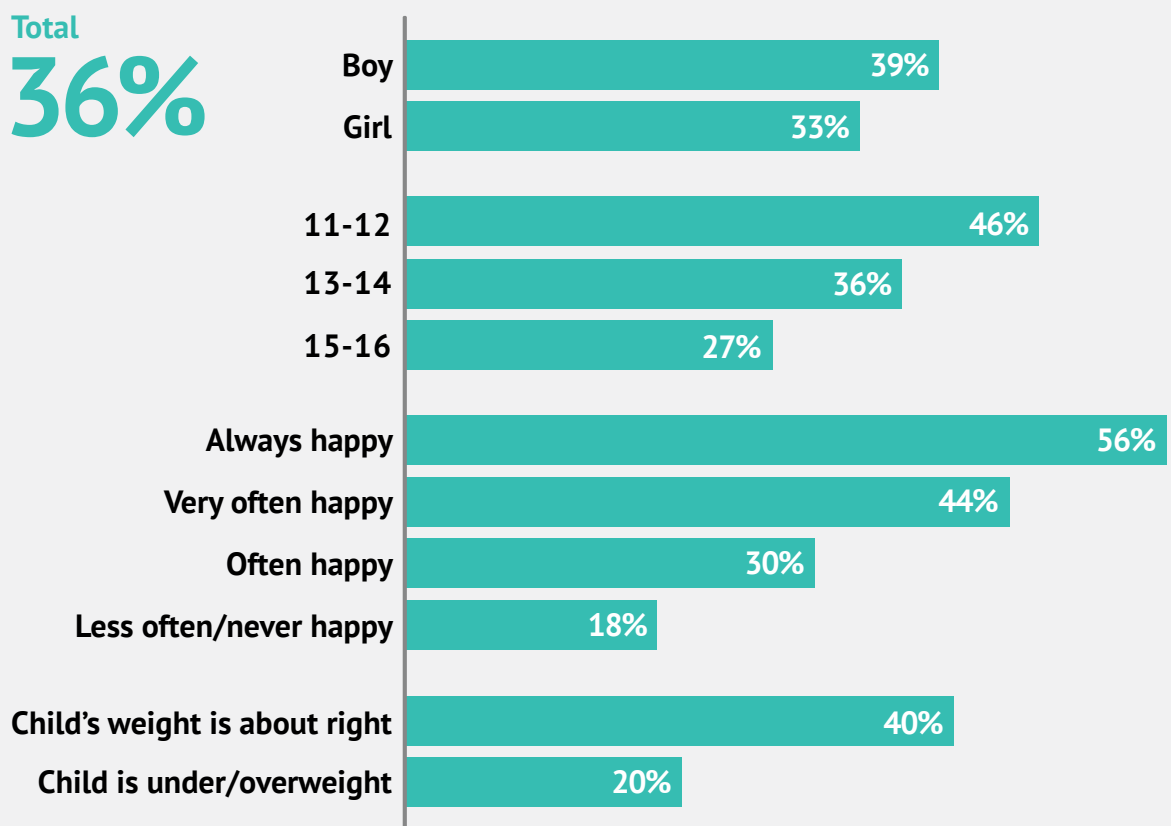
COMPETITION AND COMPETITIVENESS

Membership of a sports team or sports club lags far behind the numbers of those who proclaim to like sport, suggesting that focus on formalised, assessed and competitive forms of sport deter groups of potential participants. Only half of students say that winning prizes is important to them – compared to 96% who say that having fun matters to them. Amongst those aged 11-16 who say that they don't like PE, 36% give the reason that they are not a very competitive person.

“ The notion that in schools only the best compete in teams and only the best compete in athletics on sports day means that there is no day-to-day celebration of simply being fit and healthy. ”

Prof. Sonia Blandford, Founder and CEO, Achievement for All

“IN THE LAST 12 MONTHS, HAVE YOU TAKEN PART IN ANY OF THE FOLLOWING ACTIVITIES?” | PLAYED FOR A SCHOOL SPORTS TEAM



Source: nVision Research | Base: 497 online respondents (all aged 11-16) aged 5-16, GB, 2014 October

FUNCTIONAL BENEFITS

Sport caters well to the expressed concerns of children. The most important expressed reason for the popularity of sport is also the number one expressed priority amongst children. Children like sport because it is “fun”.

Though this is far from a cause for concern, there are negative aspects to this association. However, amongst those who dislike sport, “it is boring” is the top rationale for this dislike. There is a danger, by focusing on sport in terms of “fun”, that we polarise children into those who fundamentally and unconditionally enjoy sport, the “sporty”, and those who fundamentally and inalterably dislike it, everyone else.

The “functional benefits” of activity are those which are not inherent to the activity itself (eg. enjoyment), but which develop as a long-term result or side-effect of this activity. When well-advertised by practitioners and appreciated by children, they are stimulants to greater involvement in sport. They are potential factors in

the popularity of sport, and potential drivers of greater interest in sport amongst those who claim not to like it. Although we acknowledge that an understanding of these functional benefits is of importance primarily to teachers, practitioners and policymakers – it is their responsibility after all to design the activity of young people and advocate for the necessity of this activity with these benefits in mind – going to today’s young people to gauge their opinions on the notion that activity entails broader personal advantages has nonetheless proved extremely useful.

As we allude to below, recent studies have made significant strides towards proving beyond doubt that regular sport and activity produces:

- healthy
- happy
- academically successful
- socially-adept
- and future-equipped young people.

Our own survey however shows how far teachers, practitioners and policymakers still have to go to make this understood by pupils in schools.

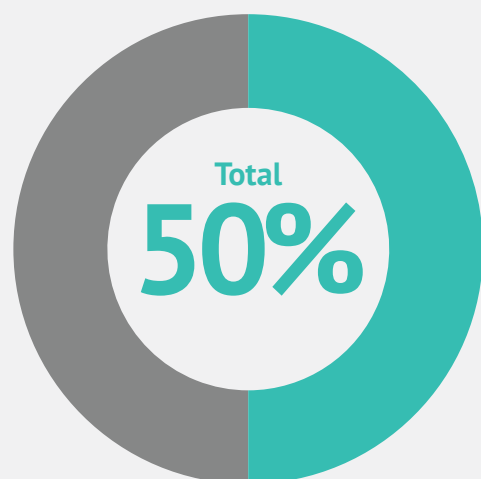
Though the link between an active lifestyle and personal health, as well as emotional wellbeing, is widely acknowledged by children, there is little understanding of the broader improving impacts of participation. Not enough is being done to broaden PE into the territory of character education. We acknowledge that these benefits are by no means mutually exclusive, but examining them individually gives a sense of where perceptions are out of step with research suggesting that regular participation in sports and physical activities have a broad range of positive impacts on the lives of children.

HEALTH AND WELLBEING

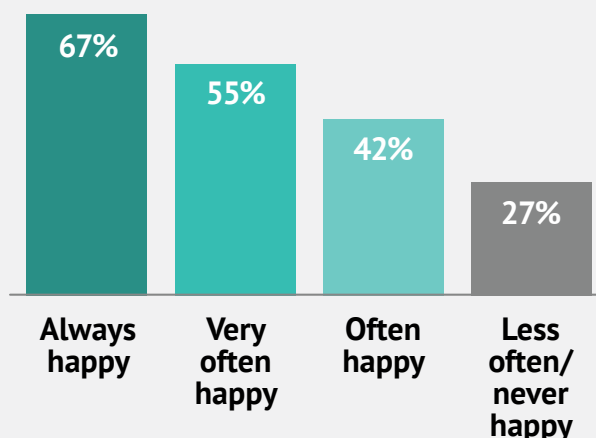
Physical inactivity among children has been associated with a range of negative outcomes from obesity to low self-esteem, while the wellbeing benefits, as long-term and self-developmental as immediate and visceral, have been well-established in studies so far. Though the rate of youth obesity has remained relatively constant in recent years, the prevalence of obesity has increased since 1995, when 11% of boys and 12% of girls aged 2-15 were obese. 14% across both genders were overweight in 2012.

81% of respondents said that it is either very or quite important to them to be fit and strong. 92% said the same for being healthy. An overwhelming 90% of children say that health is important to them, with 45% agreeing strongly, and close to 90% agreeing that their parents encourage their healthiness. Equally encouraging is the fact that children acknowledge that sport is good for health – 80% agree with this statement.

HOW HEALTHY DO YOU FEEL?
ANSWERING HEALTHY OR
VERY HEALTHY



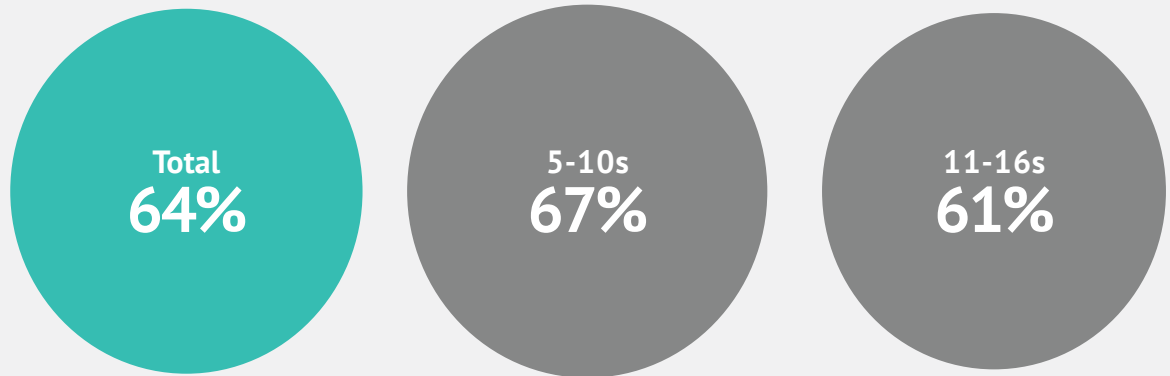
HAPPINESS, AMONGST
THOSE ANSWERING
HEALTHY OR VERY HEALTHY



Source: nVision Research | Base: 1000 online respondents aged 5-16, GB, 2014 October

A perceived link between emotional wellbeing and sport/physical activity is also a feature of the responses. Those who describe themselves as “always happy” are twice as likely to take part in two or more hours of physical activity per day, and three times as likely to be a member of a school sports club, than those who say they are mostly unhappy. Strong majorities say that they feel better about themselves after doing sport (64%).

“I FEEL BETTER ABOUT MYSELF AFTER DOING EXERCISE/PLAYING SPORT”
% WHO AGREE STRONGLY OR AGREE



Source: nVision Research | Base: 1002 online respondents aged 5-16, GB, 2014 October

ACADEMIC ACHIEVEMENT

Our findings also suggest that physical activity and sport are providing children with the emotional equipment to deal with the (increasingly intensive) demands of school examinations. Those who say that they do at least 60 minutes of exercise only two or fewer days in the week are twice as likely to agree strongly that school exams are “stressful” than those who exercise five days a week.

However, though the link between a positive experience of school and regular physical activity is implicit in here, the link is less readily acknowledged by children themselves. Only 14% of children aged 11-16 recognise that involvement in sport can have a positive impact on marks achieved in class, and even amongst those who enjoy PE in school, fewer than 40% agree that part of the reason for this is that they like learning new skills.

Evidently the relationship between achievement and activity has not been made clear enough to young people, and is not a part of their thinking. Such results are particularly important when placed alongside recent evidence that demonstrates that a mutually beneficial relationship exists between high rates of activity and high standards of academic performance. Collation of studies investigating the link between physical activity and academic performance reveals a strongly positive relationship between the two; the UN for example finds that participation in sporting activities could increase numeracy scores, on average, by 8% beyond that of non participants.⁴

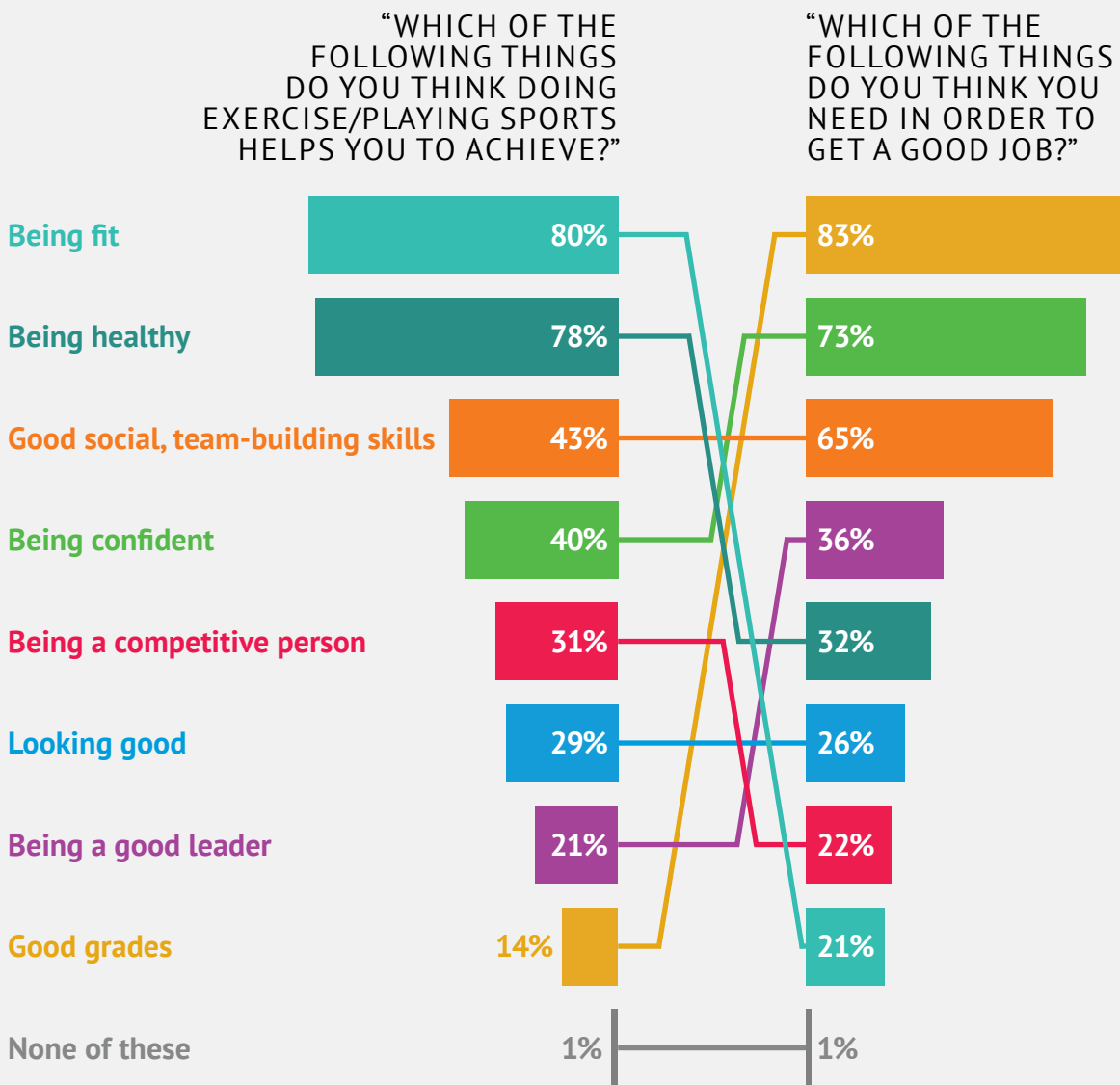
LIFE SKILLS

“ Sport can teach many life skills that enrich a young person’s life and prepare them for employment. We often refer to the three ‘Cs’ communication, compassion and courage. Learning to listen carefully and speak confidently; developing an empathy and understanding of other peoples’ points of view and modifying your behaviour accordingly; being unafraid to try new things or having the resilience to come back after setbacks. All these skills can be delivered and embedded through physical education and sport. ”

Baroness Sue Campbell, Chair, Youth Sport Trust

Other studies have highlighted the appeal of skills to come out of sport – team working, communicative skills, motivation, resilience, etc., to employers, and have drawn a connection between involvement in sport in youth and later professional and financial success.⁵ However, again these benefits are underacknowledged by most young people. The rankings of the qualities children aged 11-16 perceive to be necessary to get a good job is almost the inverse of the ranking of those qualities that sport is seen to nurture. However, over 40% of respondents said that they believe that sport or exercise can help people to work together in teams, and a quarter say that it helps develop leadership skills.

% WHO SELECTED EACH OPTION



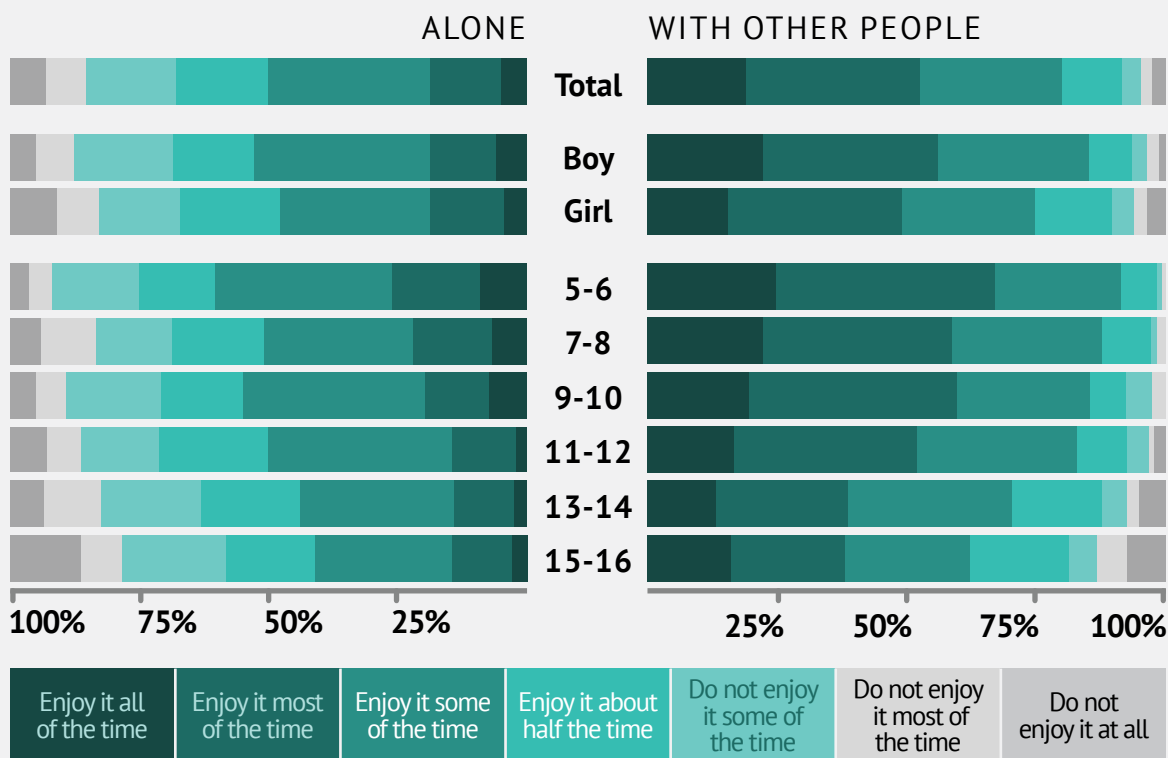
Source: nVision Research | Base: 497 online respondents (all aged 11-16) aged 5-16, GB, 2014 October

SOCIAL SPORT

An important functional benefit is, of course, the development of social skills, and the results here are significantly more positive. For young people, sport and activity are closely linked to social interaction. Developing social skills is therefore both a perceived functional benefit, and a natural fact of what it means to play sport.

Close to three times as many young people say that they enjoy playing sport with other people most or all of the time (52%) as say that they enjoy playing alone most or all of the time (19%), a fact which remains constant across all age breaks. Health perks aside, social benefits are the most widely recognised functional benefits of sport or exercise. Recent academic research found that levels of physical activity decline in correspondence to the time a child spends alone.⁶

“HOW MUCH DO YOU ENJOY DOING EXERCISE/PLAYING SPORT...”

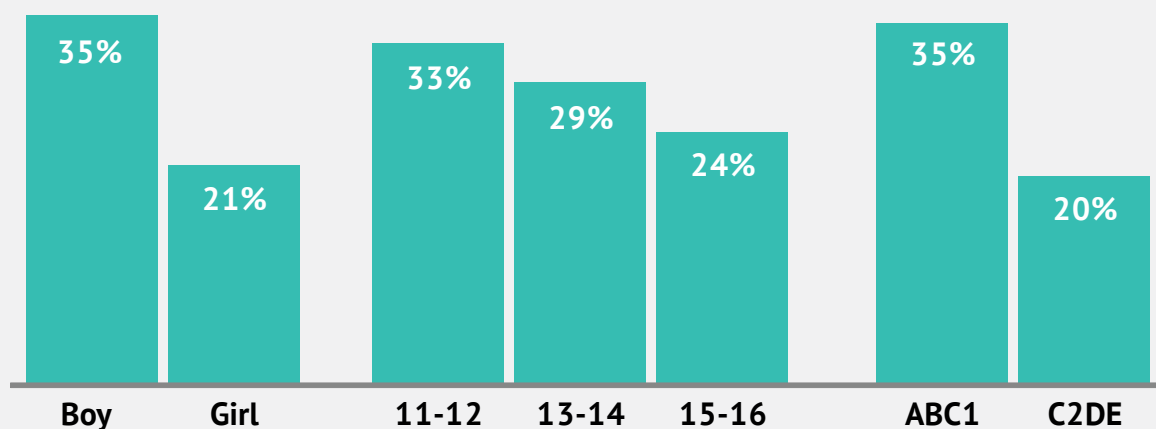


Source: nVision Research | Base: 991 online respondents aged 5-16, GB, 2014 October

Despite evident enthusiasm for in-school sport, this is not clearly segueing into out-of-school activity. Only 28% of students are members of out-of-school sports clubs and only 16% of girls compete in a non-school context.

Encouraging wider involvement in clubs is essential; children are five times more likely to meet government targets for daily activity if they are members of a sporting organisation outside of school. 10% of sports club members exercise vigorously every day.

“IN THE LAST 12 MONTHS, HAVE YOU TAKEN PART IN ANY OF THE FOLLOWING ACTIVITIES?” BEEN A MEMBER OF A CLUB OUTSIDE OF SCHOOL THAT PLAYS SPORT



Source: nVision Research | Base: 497 online respondents aged 11-16, GB, 2014 October

THE EFFECT OF SOCIAL ATTITUDES

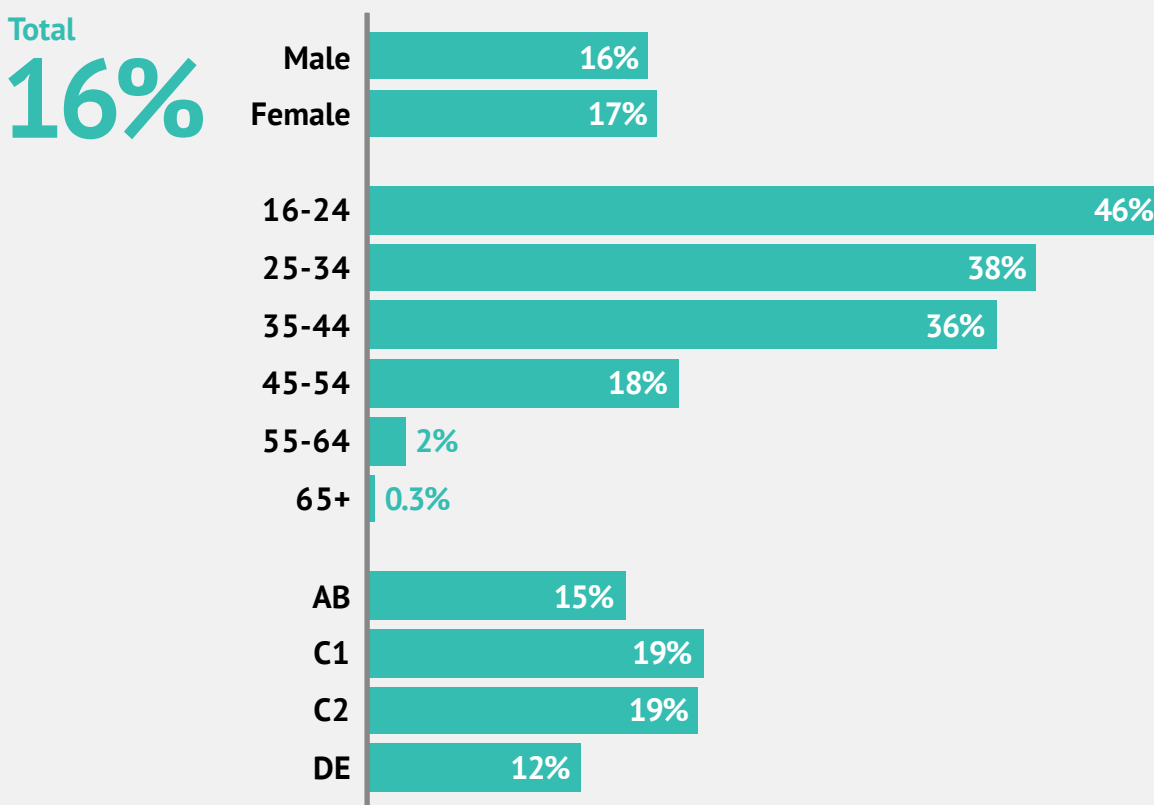
Opportunity available to children is highly dependent upon prevailing social attitudes towards childhood and the youngest generation in society specifically, as well as other broad socio-political trends.

“ A number of factors mean that many young children are not getting the recommended daily levels of physical activity – things like access to public play areas, parental concerns about playing safety, and more attractive alternatives such as computers. ”

Eustace de Sousa, National Lead for Children, Young People and Families, Public Health England

The multigenerational family is the main mode of domestic organisation in the UK. An array of economic, demographic and attitudinal factors mean that children are spending more time with their parents, and indeed their grandparents, than the generations before them. Parents are responding by demanding more in the way of influence over the lives of their offspring. 60% of parents say that “parents should always have the final say in decisions about their children”.⁷ Driven by urbanisation, heightened awareness of “stranger danger”, and increased pressure on the academic performance of young children, parental influence on the lives of the class of 2015 is particularly strong. This trend in parental styles certainly threatens unstructured play and has been shown to result in children spending more time indoors.⁸ Our results show that 46% of young parents (aged 16-24) say that they want more control over their children’s behaviour.

“DO YOU FEEL YOU NEED MORE CONTROL OVER ANY OF THE FOLLOWING? MY CHILDREN’S BEHAVIOUR” | AMONG THOSE WITH CHILDREN



Source: nVision Research | Base: 612 online respondents (those with children of any age) aged 16+, GB, 2014 April

Outdoor play is vital in child development, but is also a strong draw to regular sporting activity. Our sample was significantly more likely to say they enjoy, at least most of the time, playing outdoors (47%) than they were to say that they enjoy, at least most of the time, playing indoors (36%).

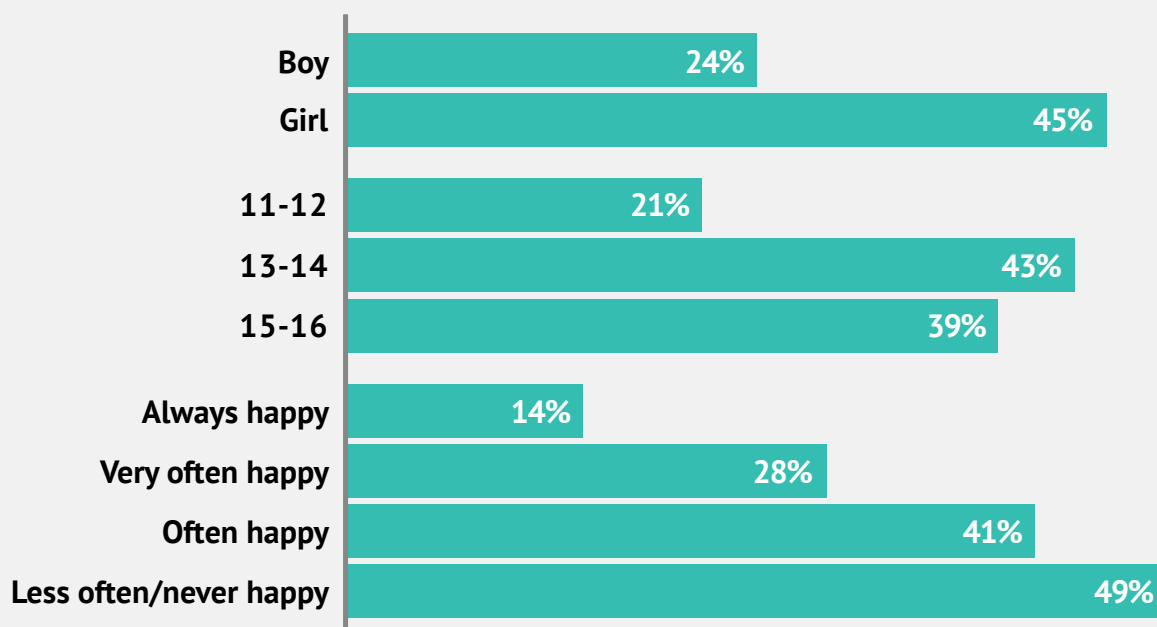
IMAGE CONCERNS

Participation rates do not tell the whole story. Unless we understand the motivations behind youth activity, we cannot ensure that regular activity converts into positive benefits for children. The risk remains that children may be doing sport for the wrong reasons.

An important aspect of this is the cultural equation of body image with broad health and indeed wellbeing, an equation which potentially means that sport has value only as long as it has some demonstrable impact on the individual's appearance. It would be a mistake to assume that this is necessarily wholly problematic – this perceived benefit after all plays a part of some kind in the positive self-esteem children gain from sport. However, studies have underlined that improvements to self-image must be counterweighed against the damaging impacts of the attention on the body that comes naturally with sport, and the negative peer or teacher commentary during activity which can damage self-esteem.⁹

Over 40% of girls aged 11-16 say that they feel under pressure to look good, and over 20% of boys, while 25% of those who say that they don't like PE give the reason that they feel self-conscious about their body. Moreover, image anxiety is a key cause of overall unhappiness in children. 14% of children who describe themselves as “always happy” feel this pressure, compared to a stunning 49% of those who say that they are rarely happy.

“HOW MUCH DO YOU AGREE OR DISAGREE WITH THE FOLLOWING?”
 “I FEEL UNDER PRESSURE TO LOOK GOOD” | % WHO AGREE



Source: nVision Research | Base: 612 online respondents (those with children of any age) aged 16+, GB, 2014 April

Modern British culture places the average body under a particularly harsh and unflattering light, and entertainment media, social networks and celebrities, all of which could be powerful ambassadors for sport, arguably promote a lack of tolerance for those who fail to meet standards of visual perfection. These standards are felt by children at ever younger ages. Though our studies show that this pressure increases as students move through secondary school, as many as one in five 11-12 year olds feel this burden.

As self-consciousness about body-image increases with age (and as interest in sport generally declines) so does cynicism about athletes as lifestyle influencers. The percentage who agree that “professional sportspeople are good role models” declines from 48% amongst 11-12 year olds to 33% amongst 15-16 year olds.

“ Celebrity feeds the idea that the only way to succeed is to be the best, and the standards of this success are based so heavily on appearance. Visual media is the main driver of our lives, and the celebrities, even the professional sportspeople, who we look up to most, are absolutely complicit in this. ”

Prof. Sonia Blandford, Founder and CEO, Achievement for All

TECHNOLOGY

The Class of 2015 is arguably the first generation not to have experienced life before affordable mobile technology, and the increasing omnipresence of roaming internet is drastically changing the way that children communicate, learn, play and even move.

Based on a survey completed in 2014, 46% of 7-15 year-olds own smartphones, rising to 75% of 12-15 year-olds, and 51% of 7-15 year olds own tablets, an increase from 37% in 2013.¹⁰ Though a high degree of digital attachment is more notable amongst secondary school students (smartphone ownership amongst our sample leaps from 35% amongst 9-10 year olds to 66% of 11-12 year olds), access to multiple, often portable, devices is commonplace across all age demographics and income levels.

Similarly, we must acknowledge the profound attraction of young people to gaming, which is often viewed as coming at the expense of outdoor activity. 74% of young people have access to games consoles, and 53% to handheld consoles.¹¹

Clearly then technology plays heavily in the lives of young people. Daily screen-time eclipses daily activity-time. We asked students how much time they spent yesterday playing sport or exercising. The average figure was between 30 and 40 minutes. Asking the same question of their screen time, we found that young people spend close to three hours per day using technology.

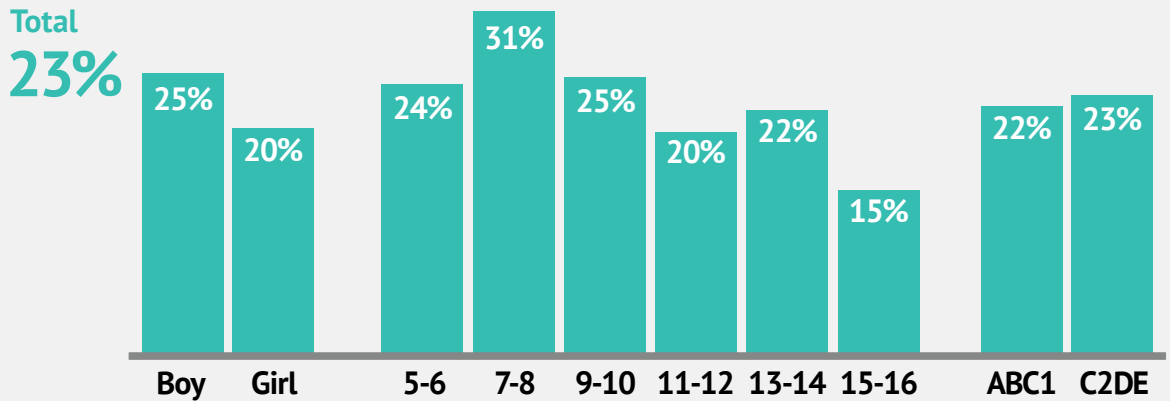
Similarly, social media has been a focal point for those arguing that new technologies are creating an unfavourable environment for youth sport, but have also been recognised as a particular priority for practitioners looking to tap into new channels through which to promote sport to young people. Use of some kind of social media platform is already a near universal activity. Even amongst those aged only 7-11, as many as 70% say that they had used YouTube at some point in the past month, 15% Facebook and 11% Instagram. This rises to as high as 89%, 72% and 40% amongst 12-15s.

We must not mistake the prevalence of social media however as a sign of young people's closed-mindedness to other forms of social activity (as indeed our findings on social sport show). It does not necessarily follow that children are happy with social media as a tool, and indeed our findings show that, far from a tribe of "Digital Natives", naturally-adept technophiles unresponsive to non-technological forms of activity, technology and social media are lauded by young people not strictly on their own terms, but because they help them to achieve other, social, goals.

"Owning the latest technology" ranked lowest on our list of priorities for young people; only 14% say that this is very important for them. This is striking when put alongside the fact that over 80% said that "having lots of friends" is a personal priority. Studies have shown that many acknowledge the negative impact that it has on their lives.¹² Our research shows that those who admit to socialising largely through social media are 22% more likely than those who balance their online and offline socialising to worry about their friendships. Moreover, 35% of young people say they speak to friends more on social media than in person.

Young people, much as they ever have been, are compelled not so much by gadgetry as by friendship and fun. However, for structural and socio-cultural reasons discussed in the section below, and in the following section, access to social public spaces in which children can interact (unsupervised) is becoming more limited. The "networked publics" of the social media domain may well be viewed by young people as imperfect substitutes to more authentic – and indeed face-to-face and physical – forms of interaction. It is on this assumption, that networked technologies are best understood as facilitators rather than limiters of healthy youth behaviours, that we have designed the later research phases of this report.

“HOW MUCH DO YOU AGREE OR DISAGREE WITH THE FOLLOWING?”
 “PLAYING A TYPE OF COMPUTER GAME WITH FRIENDS
 IS A TYPE OF EXERCISE” | % WHO AGREE



Source: nVision Research | Base: 1002 online respondents aged 5-16, GB, 2014 October

AUTONOMY

The strict control which modern parents look to exert over their children brushes heavily against the greater degree of intellectual independence and understanding of the world available, for better or worse, to the networked generation. Mobile technology is of course potentially individually empowering, compensating for a deficit in structured activity organised by practitioners. So-called “Quantified Self” systems, which pair wearable technology with apps designed to help users track activity levels, health metrics and sporting performance, provide powerful psychological incentives to regular activity. They are increasingly user-friendly and unobtrusive. They make use of technologies which are widely and cheaply available. They introduce competition into individual activity by allowing results to be posted and compared on social media platforms. They use game-like interfaces and reward systems to encourage individual organisation of activity. This is crucial as 67% of young people questioned say that they themselves are ultimately in charge of their own fitness and health, which ranked only slightly below parents (74%) and, crucially, far above school authorities (37%). This reinforces not only the importance of the parental example in guiding active behaviours, but the willingness of young people to use information at their disposal and take matters into their own hands. 

GETTING TO THE FUTURE

We will now examine the long term trends that we predict are going to shape the world over the next 20 years. These are structural factors: features of the national experience which individuals, parties and pressure groups cannot on their own re-cast and which will survive to a great extent intact any form of exigent political or economic intervention over the next twenty years. They may shift and evolve – the best effects can be augmented and the worst lessened – but they will remain inescapable fixtures on the path to 2035. Here we depict the environment that the Class of 2035 will inherit in the future.

DEMOGRAPHIC CHANGE

The UK population is projected to increase to 73.2 million by mid-2035, and there will be 800,000 more children under 16.¹³ However, the mean age of the population is also set to increase, and the ageing population will be a transformative concern over the coming years. The average age of childbearing will increase by 1.2 years; half of 2035's mothers will be over thirty.¹⁴

All of these factors put additional pressures on the state, on healthcare systems, and ultimately on the next generation of children, whose status within the family, forms of responsibility and patterns of activity must look different to those of the Class of 2015. These pressures on the next generation of children must be weighed against the fact that, as lives get longer, so reasonably must childhoods. Life milestones, such as leaving the family home, graduation and marriage, will be deferred to later and later in life, or even continually repeated on a loop.

The boundaries of “childhood” itself in 2035 may look very different to those of today.

“ Having the internet means that a 12 or 13-year-old now has access to information that simply wasn't available to children 20 or 25 years ago. This has its pros and cons, but I do worry that it is giving them theoretical knowledge of adult issues way before they're ready to actually understand them in practical terms. This is so recent a phenomenon that I don't think society has had a chance to think about its implications yet. ”

Steve Grainger, Rugby Development Director, Rugby Football Union

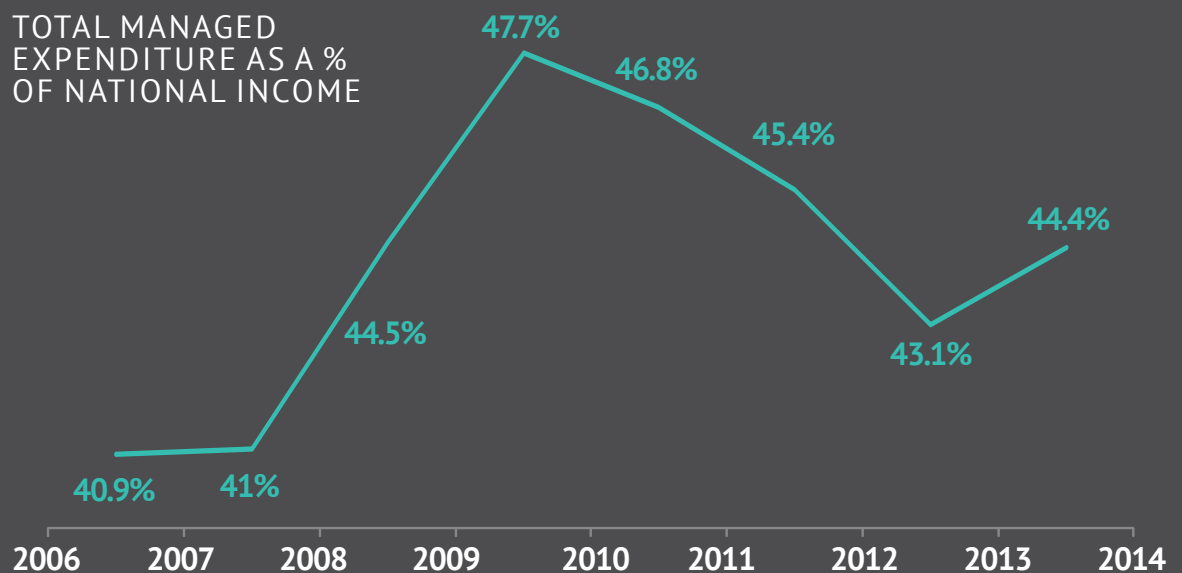
URBANISATION

Furthermore, by 2035, 86.5% of the population will live in cities.¹⁵ Alongside urbanisation and population growth, and with pressures on housing mounting, urban planners may be forced to deprioritise the creation of green public spaces and cul-de-sacs in favour of multiplying infrastructure networks and massive housing projects. Open spaces for physical recreation, both within and outside of school, will suffer. This itself will bring both challenges and opportunities for practitioners.

Alongside this trend, we will see private space, even the notion of privacy itself, valued ever more highly in the popular consciousness. This can only drive the increasing importance of the home as a source of self-esteem and entertainment, put pressure on the idea of public healthcare and public education, and, ultimately, promote a cultural emphasis on individual over team endeavour.

RETREAT OF THE STATE

Recent years have seen dramatic cuts in government spending, which now reapproaches pre-crisis levels.



This has had, and will continue to have, a very pointed impact on sports funding. The Total Managed Expenditure for the department of Culture, Media and Sport will be sliced 12% between the years 2014-15 to 2015-16, a cut of over 800m.¹⁶ These changes have been accompanied in recent years by the rapid growth of a cultural consensus that individual responsibility rather than state support is the cornerstone of a fulfilled and ethical life. From free-market economics to consumer tech which promises with each new iteration to put more and more control into the hands of individuals, British society will continue to praise those who stand alone, and shame those seen to be dependent.

Austerity cannot last forever, and long-term forecasts for public spending lose their meaning as far into the future as 2035. However, trends in social attitudes, intensified by austerity, have had an impact on the national psyche which will certainly shape our relationships with the state and our sense of personal responsibility long into the 21st century.

INEQUALITY

Income inequalities will be a feature of UK society long into the future. There is currently a large gap between the rich and poor. In the last twenty years, the wealthiest 0.1% have seen their income grow nearly four times faster than the poorest 90% of the population, and currently the UK's five wealthiest families own as much wealth as the poorest 12.6m (20%) of the population. These discrepancies have been exacerbated by an uneven economic recovery with weak wage growth, and while there is debate as to whether or not they will worsen over the next decade, they certainly will not disappear.

From another perspective, mean gross annual earnings are 40% higher in London than the national average.¹⁷ There are pay gaps between men and women, and between ethnic groups. Two thirds of Britons today agree that people "should be more angry about inequality in society".¹⁸

This must however be placed in the context of broad affluence. Even the poorest quintile has seen (by the mid-10s) real incomes grow by 200% since 1997. Basic needs will be almost universally met, and quality of life will generally continue to improve across the social spectrum.

INDIVIDUAL HEALTH

No one today can plead ignorance of their responsibilities as citizens: sensible eating, limited alcohol and tobacco consumption, eco-ethical practices, focused parenting, a measure of voluntarism and community engagement, etc. In particular, the requirement that we all, with national health resources already pressed, do our

best to look after our individual health is strongly felt. We can expect an increasing emphasis on individual responsibility for personal health over the next two decades. With such a wealth of information available online and the benefits of active lifestyles everywhere advertised in popular culture, people are more knowledgeable and health-conscious than they have ever been. This, however, will come at the expense of trust in healthcare professionals and scepticism about the idea of 'public health'.

IMMIGRATION AND MULTICULTURALISM

The National Census of 2011 found that some 7.5 million citizens had been born outside the UK. 14.5% of households in England and Wales contain two or more residents from multiple ethnic backgrounds.¹⁹ More broadly, under the weight of so much trade, exchange of news, population movement, familial relocation; the UK will become ever more densely populated, literally and metaphorically, by international influence.

This presents a clear challenge for schools and sport organisations and policy makers to put frameworks in place which ensure that children from all ethnic groups are represented and that offerings are tailored according to their diverse needs.

GENDER

Lower rates of activity amongst girls are not simply a result of the fact that initiatives to drive equality of access and provision have not fully seeped into the public consciousness, there are additional obstacles preventing boys and girls approaching sport on an equal footing. Role-modelling is scarcer. Arguably, cultural interdictions on behaviours associated with sporting behaviours weigh more heavily on girls. The discrepancy between static interest in sport and active involvement in sport is wider for girls than boys, and improvements in media and television coverage of women's sport in recent years have not produced an improvement in participation rates in recent years.²⁰ The effects of many of the other drivers described here are compounded in the case of women.

Moreover, powerful social norms will continue to affect girls' attitudes towards sport; being 'sporty' is still widely seen as a masculine trait. Efforts to encourage participation in girls will need to work on the assumption that this attitude will remain largely entrenched for years to come.

“ In the London 2012 Games, 46% of our Olympic medallists and 48% of our Paralympic medallists were women. They provided a range of role models from a wide variety of sports that showed that women could be athletic and successful without losing their femininity. These role models are so important in encouraging girls to take up sport and they should be used widely to promote the value of a healthy, active lifestyle”. ”

Baroness Sue Campbell, Chair, Youth Sport Trust

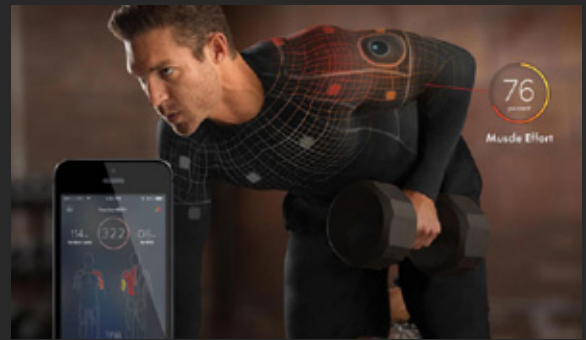
DIGITAL REVOLUTIONS

It is predicted that, by 2020, there will be 40.9bn connected devices in conversation worldwide, more than twice as many as there are today (16bn).²¹

What exact form mainstream consumer technologies will take, and how precisely it will alter our behaviours, is impossible to say. That the Class of 2035 will be wearing their technologies goes without saying – the relevant questions are, rather, what form will these wearables take, how will they change sporting behaviours, and how can they be integrated into e-learning platforms to incentivise activity both in school and out? Here we present some examples of forward-facing technologies and platforms which, we suggest, are useful to put alongside these questions. They are not intended to represent the technologies that will be used in twenty years time. Instead, they contain within them hints at the directions in which Digital Revolutions will take consumer and educational technologies over the next decades.

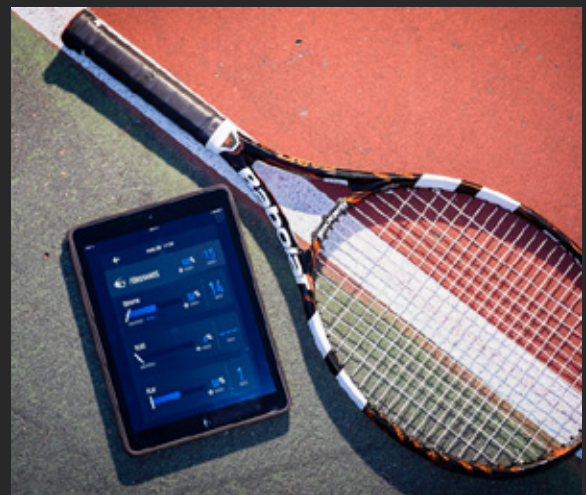
BEYOND THE WRISTBAND

The complex relationship between sport and fashion means that it is difficult to predict what values consumers will bring to their choice of wearables, but we can assume that, in many cases, discretion and unobtrusiveness will be valued. In the future, the smart band or watch may seem clunky and primitive. Connected sportswear is a natural alternative. **Athos** for example produce biosignal-monitoring underlayers which read muscle effort, heart rates and breathing rates, interpret this information and push recommendations to mobile devices. Schools traditionally ask students to wear uniform for PE. As the price of this kind of technology declines, is it possible that connected “PE kits” may be standard issue in school sports halls across the UK?



COACHING FOR EVERYONE

Sports equipment itself may well be the most unobtrusive and sensitive trackers. Though they obviously cannot give a holistic picture of lifestyle activity, connected rackets, balls and sticks are extremely effective at adding an extra dimension to structured sport, and potentially bringing a high-standard of datafied coaching support into the hands of those who may lack the means to join clubs. The **Babolat Play Pure Drive** tennis racquet for example uses data collected by electronics in the handle measure the dozens of metrics about technique, including the power and spin on shots, and relay the information to a smartphone app. It also allows amateur users to compare their statistics to those taken from professional play.



NEW POTENTIALITIES FOR “GAMIFIED” ACTIVITY

The overlaps between video games and sports may be further explored in the coming years, with new ideas emerging, beyond the superficial beginnings of the likes of Wii Fit, about how to convert regular gamers into participators. This is a promising aim. Newly published research suggests that adolescents who play more sports-themed video games are more likely to get involved in real-life sports activities.²² Moreover, playing sports-centric video games is shown to raise the self-esteem of young people by empowering them to develop sports-related skills and game-related knowledge.

In China, megapublisher **Tencent** and gaming tech company **Razer** have teamed up to create a unique gaming experience which rewards physical activity. **Wearers of the Nabu** fitness band, which tracks steps, calories burned and hours slept, stand to earn in-game rewards for the virtual running game “Timi Run Everyday” simply by living well and exercising regularly during the course of their day. The smartband processes usage data and converts it into “gold” or digital items within the gameworld.



Whatever form they take, they will not stand alone, but interact with the billions of other connected devices in the world. They will therefore position themselves as mediators of our social relationships. They will allow a vast amount of information to be retrieved instantly, accurately and while on the move. They will be mobile, but not necessarily mobiles. They will almost certainly integrate themselves seamlessly into our lives; often we will forget that they are there. They will bring the dynamics of gaming into even the far corners of our daily routines. They will be bound up in our ideas of intimacy, success, intelligence and, of course, activity. They will be widely available and affordable. They will mean that the Class of 2035 has a different understanding of the relationship between physical and digital realities than the Class of 2015. They will change sport.

To attempt to live a life untechnological will be considered an eccentricity, even a taboo, as well as being practically difficult. However, we can naturally expect pushback against new technologies, which will underline the importance of the unchanging sporting values and the benefits of play which exist separately to technology.

CULTURE OF FEAR

The language of risk avoidance is reaching everyone: risk is becoming more visible and less tolerable. The public however are poor at identifying risk, and it is unlikely that the flood of information that accompanies new technologies will make them any better informed about where true dangers lie – quite the opposite perhaps.

Meanwhile, popular media magnifies social threats, creating the illusion that the world is more dangerous, particularly for children, than it has ever been before. This is partially justified – urbanisation, the arguably decline of “neighbourhoods” as units

of social organisation, the increase in car numbers, etc. have certainly made certain public spaces more hostile to unsupervised play than perhaps they once were – but it is also partially an illusion created by a culture of fear. Crime has now fallen every year since 1995 and the latest figures show levels at their lowest since the survey began in 1981. Despite this, nearly two-thirds of people believe that crime in England and Wales is on the rise.²³

“ I think one of the difficulties we have in our society, that is true of all sorts of issues, is our inability to weigh risks immediate and colourful, versus risks long-term and subtle. We need to educate parents to put the risk of, for example, your child being hurt or injured if they go out to the park with a group of other children into the perspective of the risk of diseases and health concerns later in life which come from an inactive lifestyle. ”

Russell Hobby, General Secretary, National Association of Head Teachers

Children are not just the objects of fear and concern, but the causes of it. Association of children and youth culture broadly with criminality and anti-social behaviour is rife in public discourse. Disagreement between generations will continue to exist, and will continue to limit the freedom of children to go out and play.

CONCLUSION

So many of these drivers relate to the dilution of state power over our moral, financial, social and sporting lives. This creates a state of affairs which presents both challenges and opportunities for those looking to reach young people. Policy-makers must accept that engagement with young people on an individual basis will be essential. At the same time, social fragmentation and diversification makes this task ever more difficult. Generalisations about how particular age, gender or ethnic groups are expected to behave are strongly resisted by individuals themselves. Furthermore, people are suspicious of state support, feeling that it carries a stigma. Even amongst the most vulnerable groups in society, top-down action will be rejected if it appears overtly charitable; it must instead help people to help themselves.

This is where technology comes in. It allows us, as we will show, a) to gain a greater understanding, through data, of students on an individual basis rather than as they appear in arbitrary segments, and b) to put the power to make their own activity regimes and dictate their own sporting destiny into the hands of those – inevitable – most attuned to their needs – the individual student him or herself.

However, while the structural drivers presented here will undoubtedly shape the environment in which the Class of 2035 will live, they do not on their own direct us towards any particular scenario for the future. We will now turn to consider the possible scenarios for the Class of 2035 and mechanisms through which the ultimate future can be promoted.



WELCOME TO THE CLASS OF 2035

What role will physical education and sport play in the lives of children in twenty years' time? What will the world look like to them? Is it likely that they will be healthier, or happier, than today's young people? And how will their teachers need to respond to them?

The future is never entirely clear, and making predictions, particularly predictions reaching as far forward as 2035, is not an exact science. To put forward a single, definitive scenario – this is how things will be – would be to misplace confidence and ultimately do an injustice to the complexity of forces shaping and reshaping a constantly evolving British society.

Instead, we present here four possible visions for the world in 2035 as it looks to young people. They are grounded in our understanding of the key drivers shaping the current sporting landscape, extrapolated into the future and intersected with our expectations for what the next two decades will bring in the way of technological, social and, to some extent, political change.

The starting point in creating these four futures has been to establish the two core drivers of change that, when drawn out to their extremes, generate dramatic and opposing scenarios for credible futures. These drivers emerged from an in-depth workshop and consultation process with key people within the sports, government and education sectors (see methodology).

We identified the most important contingencies on which the future activity of young people would hinge. One of these operates on a structural level (categorising the broader environment in which people will be living) and the other operates on an agency level (categorising the behaviour and attitudes of people themselves). By testing assumptions about where the future would fit on this two axes, we have been able to create four narratives which showcase the possible futures facing the Class of 2035.

The two key drivers for this project are:

Structural Driver:

The ability and resources of school sports practitioners

The extent to which school practitioners are able to offer a diverse array of PE and sporting opportunities focussed on health, fitness and emotional wellbeing will have a dramatic impact on the activity of 2035's young people.

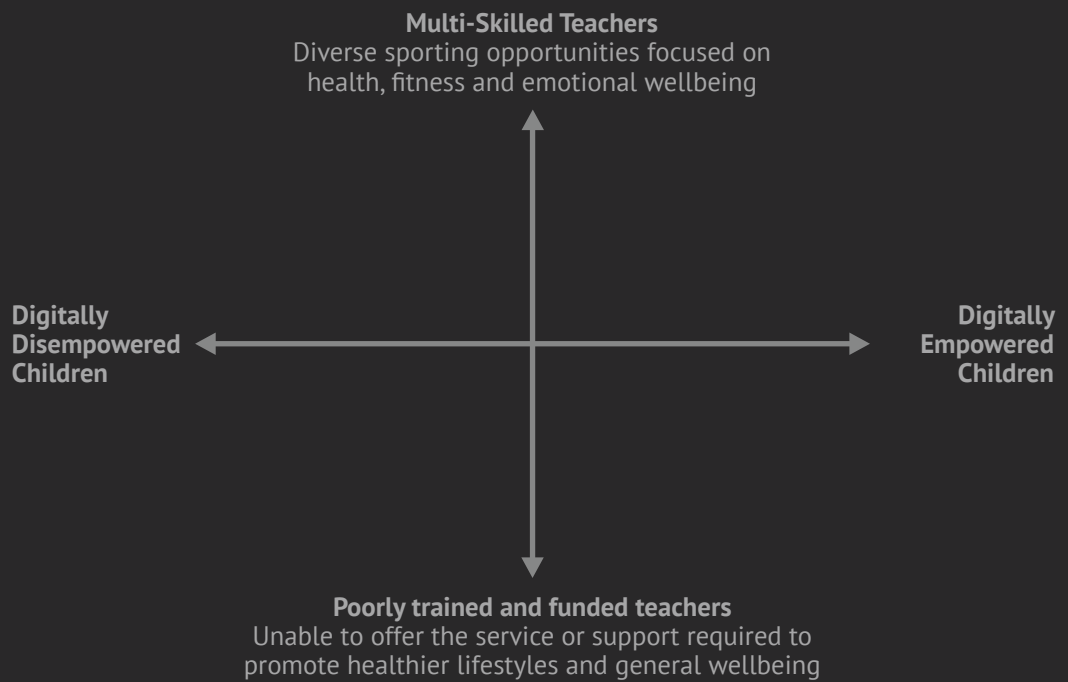
Agency Driver:

The impact of the digital revolution on young people's lives

We have shown that technology not only plays a central role in the lives of today's young people, but that the evolution of technology will unlock further opportunities to attract regular participants. The use of new technologies, apps and devices, particularly as these make their way into schools, could make the school sports offering more engaging and empower young people to live more disciplined and generally healthier lives. At the same time, the potentially isolating and damaging effects of social media are well-understood, and technology could in the future do as much to distract from or limit sporting pursuits as to facilitate or incentivise them. We found it to be a productive exercise to test the impact that quality schooling would have on determining which pole the needle is drawn to come 2035.

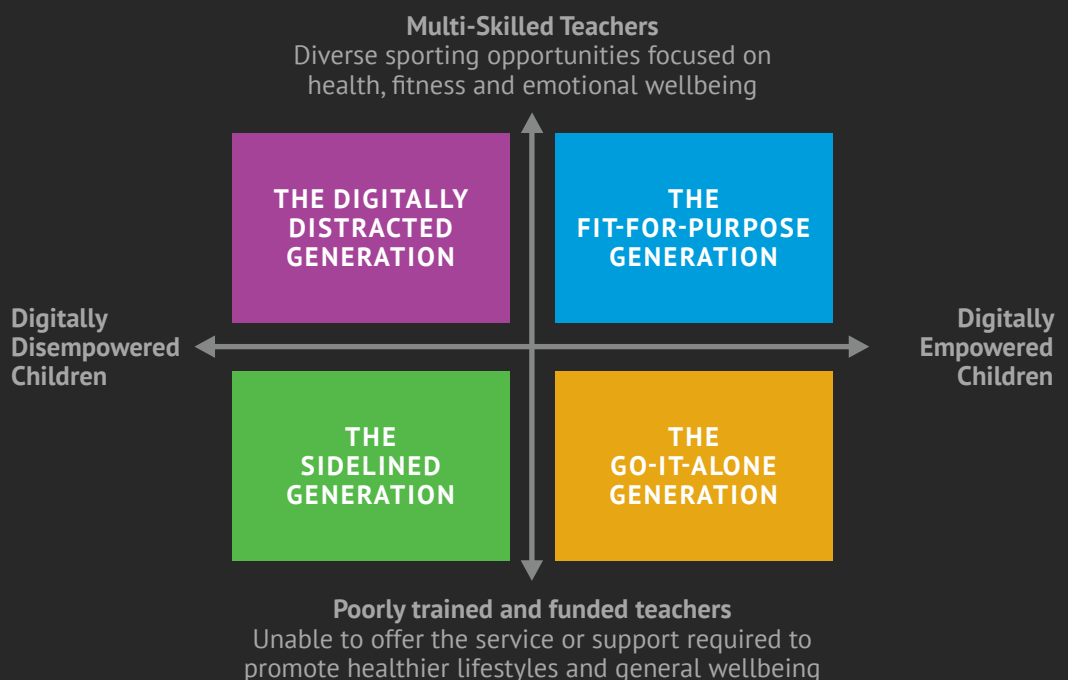
As shown here, these two drivers have been taken together and pulled to their extremes to create four distinct future landscapes.

YOUTH SPORT TRUST SCENARIO GRID



Working within these future landscapes, we have worked with stakeholders and experts to explore what the Class of 2035 would look like within each possible future. As highlighted below, this allowed for the creation of four dramatic and thought-provoking scenarios of what the Class of 2035 might look like.

YOUTH SPORT TRUST SCENARIO GRID



Overleaf, we explore each of these scenarios and consider how the daily lives of both pupils would be affected within each possible future.

We also include the perspective of the various teachers of the 2035's schoolchildren. We assume, for the sake of this exercise, a base of level of competence and enthusiasm on the part of these teachers. They will however, depending on how their training and skill-sets are impacted by the drivers, exhibit different levels of preparedness for the unique challenges posed by the Class of 2035.

SCENARIO A: THE DIGITALLY DISTRACTED GENERATION



Here we find a scenario where young people have been negatively impacted by the digital revolution. Sedated by exposure to digital devices from their earliest infancy, addicted to computer games and communicating with 'friends' almost entirely through specially-designed social media, they are effectively isolated from their environment and cut off from the demands of their bodies. Schools have the practitioners, funding and framework in place to promote the wellbeing of their pupils, but the Class of 2035 is too disengaged from any sense of an active lifestyle to capitalise on these resources, and communicating to young people about sport and healthy living is a day-to-day struggle. In this future, effective policy and a solid framework act only as mitigating factors, rather than substantial forces for change.

PEN PORTRAIT: TABITHA'S DIGITALLY DISTRACTED SCHOOLDAY

Tabitha is 12 years old and attends a prestigious comprehensive school for girls in central London. After an accident in her early childhood, Tabitha uses an electric wheelchair as her main form of mobility.

Although most children in 2035 do their homework through an online learning platform, Tabitha's school has the outstanding level of resources required to incorporate a significant amount of remote learning into the school week itself. Accommodating students like Tabitha, the school even allows some to remotely control a "telepresence" from home which, through a "Skype"-like video-calling mechanism attached to a moving robot, stands in for her in the classroom. This is a convenient arrangement for Tabitha – it is costly to take a specialised taxi to the school site – but it does mean that there are some days when Tabitha is presented with no incentive whatsoever to leave her room. With learning and digital technology in 2035 so closely intertwined, and in learning environments in which there is zero supervision, Tabitha's working time is often interrupted by networking and online play. These platforms are able to offer a high-degree of data-driven personalisation, tracking her strengths and weaknesses as she goes progresses through the course, but also subsequently also limits her ability to meet with her peer-group and teachers face-to-face. Subsequently, outside activity is of no interest to her, she feels isolated and unhappy, and all attempts to communicate to her the benefits of a healthy lifestyle fall on deaf ears.

Break-times and hours after school are spent on devices. Getting dressed and undressed is a source of anxiety for all girls her age, amongst a scrupulously judgmental and image-conscious friendship group, time spent changing frequently eats into 45 minute PE lessons. Although mobility access at her school is excellent, policy is committed to ensuring PE and sport is fully inclusive, and teachers are sensitive to her requirements, she dreads the prospect of PE. The sessions are objectively well-resourced, and once she is on the court she enjoys herself, but Tabitha remains self-conscious and gives little of herself to the activity. Her appearance is always at the back of her mind, and the risk of having negative images of herself published and magnified on social media is constantly felt. In reality, she very often makes her excuses and avoids PE if she can. With these concerns looming large, and lacking the release of regular sport, she is an anxious, underachieving, unhappy and – despite being so constantly plugged-in to her social networks – lonely child.

For Tabitha, as with all children in a Digitally Distracted 2035, attachment to mobile devices is so strong that browsing even in bed is routine. Bedtimes are late by the time students are of Tabitha's age. Chronic fatigue is a fact of student life, and this fatigue takes its toll on her health, academic performance, social life and ability to make the most of the wealth of opportunities open to her as she matures.

PEN PORTRAIT: MR. WINTERS'S DIGITALLY DISTRACTED SCHOOLDAY

Tabitha's PE teacher, Mr. Winters, feels that he can't do as much for his pupils as he would like and, though he loves technology and does his best to tactfully incorporate a gamified reward system, digital equipment and even social media into PE lessons, he struggles to make his students see a space for learning which doesn't involve screen-time. Furthermore, the tech-attachment of his students presents a serious barrier to his teaching. Throughout classes, he constantly tells students to put their devices away, but technology these days is so unobtrusive, invisible even, that often he has no idea whether or not he is being listened to.

He has glimmers of success in promoting sport during lessons, but this clearly only goes so far. He looks out of the window during breaktimes at rows of students, barely moving, immersed in virtual worlds. He detects in every lesson the itch to leave after just a few minutes. Attention spans make full-length games impossible. Some students say that they find his PE lessons surprisingly fun, but even so he often catches students lounging at the back of the pitch talking about TV.

It is impossible to do any serious coaching of the so-called "first team" – drop-out rates mean that investment of time and money in students is never worth it, particularly in the eyes of the school governors. There are no competitive sports teams for girls. The expensive and brilliant facilities at the school are, realistically, used at most for a few hours per week. He runs a poorly attended after-school club made up mainly of younger students waiting to be picked up by their parents. He makes himself available for consultation through a bespoke online chat platform outside of school hours, but it would be optimistic of him to expect his class to carry forward any thought of their school life into their – many – after school internet hours.

SCENARIO B: THE FIT-FOR-PURPOSE GENERATION



In this world, empowered and knowledgeable young people are free to participate fully in the array of activities available through PE in school, and enthused to maintain high energy levels outside of school. At least two hours of structured PE is part of a routine school week. Young people have avoided the negative consequences of the digital revolution and instead are making the best possible use of new devices, apps and systems to regulate their own health and sporting regimes, organise team activity and track their achievement. Well-trained practitioners consolidate the individual pupil's belief in the broad functional benefits of sport and physical activity. Promoting wellbeing is at the top of the practitioner's agenda, and the connection between wellbeing and activity is well-proven and universally accepted. This is a class prepared for the challenges of their future life.

PEN PORTRAIT: PRIYANSH'S FIT-FOR-PURPOSE SCHOOLDAY

Priyansh is 10 years old, at the top of his class at school and looks ahead to admission to a selective grammar school in Surrey.

Priyansh cycles to school in the morning. Though this causes his parents some anxiety, they feel better knowing that he has equipped wearable tech which can monitor and transmit to them his location, and local authority cycle lane provision is very good. Moreover, there would be no telling Priyansh not to – all his friends' converse on the cycle lanes on the way in to school. Once he arrives at school, feeling energetic and enthused, the day begins with 10 minutes of stretches and a brief jog on the school's spacious sports field. Priyansh enjoys, and finds motivation in, tracking on his smart device these moments of activity, receiving recommendations for how to improve his performance, and comparing his results with his peers.

Teachers are trained to make students understand that regular participation in physical activity is essential to academic success, personal health and general life-satisfaction, and time is set aside in generously portioned PE lessons to explain to students not just how, but why, to play.

PE lessons for Priyansh are stimulating and well-resourced. Lessons incorporate new technologies, for example digital equipment and tracking devices which unobtrusively provide real-time personal coaching which, teachers being so skilled in how to implement them appropriately, never distract from the activity itself.

Furthermore, the school issues students with health-tracking devices, which connect to an online platform which allows his teachers and peers to monitor his activity levels, and sporting achievements, even outside of school. This is a powerful motivator for his play, but by no means is it the only force attracting him to the sports fields, courts and leisure centres in his area. He is a consumer of sports media, but not a passive one. Seeing his favourite sports personalities in action spurs him to play.

He loves going to after-school clubs, and using social media to set up casual play in green spaces outside of school. He relishes the rush of adrenaline and endorphins that active play gives him.

He is healthy, clear-thinking, popular, compassionate, high-achieving, ambitious and well-rounded. He sleeps well at the end of the day.

PEN PORTRAIT: MISS GALLAGHER'S FIT-FOR-PURPOSE SCHOOLDAY

In this scenario Priyansh's teacher, Miss. Gallagher, is a highly qualified and dedicated practitioner, enjoys her role and plans to stay in her position for many years to come. Not only has she been well-trained, she feels supported by colleagues and the government in her longstanding aim to promote the benefits of sport to her young students. She possesses the particular skills vital for engaging not only with primary school children, but primary school children weened on connected devices.

PE lessons are a key part of the learning agenda, in terms of getting the children involved in exercise, but also teaching them about the wider benefits of this exercise. In this respect, PE and PSHE/Citizenship curricula are intertwined. She sees her role only partially as an activity leader or technician – at core she is an educator of character. Part of this character building, as she sees it, is infusing some competitive spirit into her class, and many of her students go on to excel at sports, though she also recognises that competition can be offputting to some, and is as highly adaptable in terms of her approach as is the school in the range of sports offered. Government funding to the school allows all children, regardless of background, access to the latest technology, described overleaf.

Miss Gallagher works hard, but at the end of the day she feels like she has contributed towards a brighter future for her students and knows that her efforts are appreciated by a healthy, motivated, successful and happy young cohort.

TECHNOLOGY FOR THE FIT-FOR-PURPOSE GENERATION

A core theme addressed in this report is the extent to which future tech advances will be utilized and fully integrated into school sport, and this extent to which this will be beneficial to students. Here we imagine a wholly positive use of technology, in which young people are empowered to capitalise on the rapid pace of technological change. This is the technology of the Fit-For-Purpose Generation:

- Quantified devices, be they sports bands, connected clothing, bio-implants or some other yet unseen innovation, will be made cheaply or freely available to each pupil, empowering them to gauge their activity both within PE lessons and in their lives more broadly.
- Schools and government would be able to collect and use the rich data provided to, on a macro-scale, enhance the sport curriculum and shift resources to better target those most at need, while on a micro-scale, teachers will be trained to interpret data from class cohorts to adapt lesson plans and provide personalised coaching to each pupil. This level of personal attention will be vastly more feasible in the future than it is today.
- For highly technical activities, on-body sensor technology will give students visualisations of their movements, and real-time feedback about how to improve the finer points of their technique. This feedback system will be highly intuitive and easy to understand. For example, penalty kick takers may wear boots which vibrate when technique is perfect, or javelin throwers clothing which changes colours to indicate problem muscle movements.
- Activity tracking will represent an aspect of pupil requirements/assessment. Students may be set “homework” tasks to achieve (potentially personalised) activity targets, their progress with sporting assignments visible to peers, parents and teachers on an online network or platform. Each student will be able to manage a personal profile, on which records of academic and active achievements are displayed side-by-side.
- A platform of this kind would be a space for dialogue between teachers and pupils, where each can voice concerns and make suggestions directly, and of course, potentially anonymously. Practitioners would be able to incorporate feedback from students into their teaching strategy. Students would feel that their voices are heard.
- Not only would communications between students and teachers be recorded, but this technology would provide a key point of contact between parents and schools.
- Indeed, quantified devices will integrate as standard with social media, giving young people the option to share their sporting achievements, compete with friends in set challenges and organise sporting events with other pupils pursuing similar activity goals.
- Meeting these goals will garner rewards for the student e.g. school merits, discounts for sports retailers, etc. Rewards will be based on effort as well as achievement.
- Gone are the days of the surprise “bleep test” – student assessment will be more gradualist, with an emphasis on nurturing skills and building fitness.
- Such devices will track the familiar metrics caught by current sensor technology, but also potentially go well beyond into the territory of wellbeing. Biometric “hedometers”, monitoring biochemical signals, may be able to give a genuine sense of how happy a student is. This is clearly a more invasive form of tracking. Attitudinal change in the coming years will determine how feasible this would be legally and ethically as well as practically.

Amid concerns about oversharing, privacy and the impersonality of swelling friends-lists, niche social networking platforms will attract a growing user base in the years to come. The number who say that they have “set up restrictions to limit who can see my profile page” has risen from 60 to 70% of adults since 2010, and 31% of people already say that they have “used a specialist online forum”.²⁴ Currently however, no particular platform has risen to prominence, suggesting that there is a gap in the market for governments or interested parties to take the reins and themselves design platforms that will harness this trend towards the mass formation of micro-communities to promote greater health and wellbeing.

MYHOMEWORK STUDENT PLANNER

This app is a digital homework planner for bring-your-own-device schools. Students receive notifications about due assignments, and send updates to their teacher about the progress. **MyHomework** synchronises across a range of devices.



COURSERA

This is a MOOC start-up which offers free online classes from 80+ top global universities. Progressing through a series of video lectures, students complete quizzes and short, peer-reviewed assignments to demonstrate their knowledge and work towards a certificate of completion.



“ One of the areas that we’ve looked at is being able to track your health and fitness and register that in an area where you can track how you’re feeling mentally, looking at correlations of that between physical activity, how well they’re doing in school and all of that combining into a big data picture. ”

Billy Downie, National Leader of Education, Headteacher at The Streetly Academy

SCENARIO C: THE GO-IT-ALONE GENERATION



In this future, young people have managed to avoid the negative consequences of the digital revolution and are energised to proactively seek active lifestyles. However, the quality and support offered by practitioners does not reflect the flexible demands of this generation. Consequently, schools are no longer a major source of influence on young people's activity and wellbeing, and instead children are forced to take charge of their own destiny. Pupils are turning to online influencers and "peer mentors" for information, instead of asking advice from reliable sources of authority – parents, teachers, sports clubs, etc. Indeed, using new apps and social technologies, they organise their own activities. However, without the required structure in place through the schools system, all action taken by this class to bolster their own health and wellbeing is severely hampered.

PEN PORTRAIT: MARIK'S GO-IT-ALONE SCHOOLDAY

Marik, aged 15, is part of a lower middle-class family living in a dense, inner-city area in the North of England.

From the minute he wakes up, he is on his smartphone, checking his various social networks and confirming his schedule for the day. He meets his friends before school for a quick kick-about. After this morning rush of physical and mental activity however, his energy slumps as an unstimulating day of sedentary lessons begin.

PE lessons are poorly-resourced, and Marik's teachers come across to him as unrelatable, technologically-disinterested and incompetent. Lunchtimes are spent in his friendship group eating their packed-lunches, talking about sport and arranging play for after school hours. Though they often find their pocket money quickly spent, or their plans blocked altogether, by the need to rent out sporting spaces, they use location-sensitive technologies so adeptly that they have a very sophisticated understanding of where, even in dense urban areas, they can find room to play. They use social networks specifically designed by private sector "start-ups" to cater to students across the country just like Marik – who have a strong desire to play within a close-knit friendship group and an enthusiasm for keeping scores and gamifying their play. Though Marik is broadly an active and healthy young person, he feels frustrated by his experience of school and is disinterested in learning.

His grades, and his general wellbeing, suffer. There is only so much he and his friends can do alone. He is only partially healthy and partially happy. His social and professional skills are underdeveloped, and he is anxious about his future.

PEN PORTRAIT: MR. HIGGINS'S GO-IT-ALONE SCHOOLDAY

In this scenario Mr. Higgins, Marik's PE teacher, due to patchy governmental funding and an ever-changing legislative context underlying his teaching, has gradually lost faith in his ability to make a positive change to the lives of his students and feels like his hands are tied. The skills he picked up during his qualification are not appropriate to the youth sports culture as it exists. He is enthusiastic, but lacks an understanding of how young people use technology – this was not part of his training. Sometimes he feels as if he is speaking an entirely different language to his class. The lack of resources at the school and the restrictive guidelines mean that he struggles to engage students during PE lessons, and often resigns himself to the fact that the children themselves are the ones best equipped to organise their play, while he sits on the sidelines. The students play very informally, but effectively.

As he gets in his car to head home at the end of the day he often finds his class kicking a football around in the car park outside of school, or using group social media to set up matches on the weekend.

SCENARIO D: THE SIDELINED GENERATION



In this scenario, children have been thoroughly let down. The impact of the digital revolution has been almost entirely negative and a generation of lethargic young people has become locked into synthetic, disconnected and broadly miserable lifestyles. Support consistently falls short of the high standards needed to stave off the creeping lifestyle sedentariness and tech-addiction, while at the same time individuals lack the knowledge and impetus to go-it-alone. This is a 2035 in which the level and quality of school PE and sport is unfit for the considerable task of winning over a generation of ever-more unwilling, unmotivated children. The ills facing young people today have been compounded: entire days are engulfed by screen-based activity, outdoor play is rare, and children are unhealthy and ill-prepared for the challenges of their future lives.

PEN PORTRAIT: THOMAS'S SIDELINED SCHOOLDAY

Thomas, aged 8, lives in a suburb of Leeds and goes to state school.

Amongst his friendship group, playing on devices is the most popular use of breaktimes, and there is little in the way of extra-curricular activity available - there are no government targets for these, only for exam results. Thomas feels burdened by the pressures put upon him by his teachers and his parents to get good grades, and spends much of his free time studying, but his results remain sub par. He feels embarrassed around people, and is a quiet young man. He is unhealthy, unhappy, and worried about the future.

PE lessons are poorly structured, equipment is out-of-date, the range of sports offered is narrow and out-of-touch with trends in the activities young people prefer, and technology is entirely excluded from lessons on the illusion that they do nothing but distract participants, rather than potentially enhance activity. There is no self-quantification framing his physical activity, providing Thomas with an excuse to close the door on sports on the way out of the sports hall. He is oblivious to the toll that his inactive lifestyle is taking on his body.

School authorities make no intervention to change the attitudes of students towards activity, and set a poor example for a lifetime's activity. There is no effort, for example, to prove to Thomas that sport brings benefits for other aspects of his life. Because there is little in the way of resourcing for sport, Thomas's morale, emotional wellbeing and enthusiasm is low – sporting ambition never segues into out-of-school activity. Thomas lives within walking or cycling distance from his school, but insists that his parents pick him up.

Not only does he expose himself, every day, to future health risks ever mounting around his stressful and inactive lifestyle, risks of which he is only partially aware, but he is introverted, de-motivated and underachieving, going through his school day with a remarkable degree of passivity and apathy.

PEN PORTRAIT: MRS. MBIVZO'S SIDELINED SCHOOLDAY

In this dismal future, Mrs. Mbivzo, who is Thomas's teacher, is at a loss as to how she can help reverse the marked decline in young people's engagement with sport and general wellbeing. Over the previous decade, she has witnessed levels of funding and support she and her colleague's receive plummet, while young people themselves have not been able to make up for this deficit with their own wherewithall.

Her students go through the day robotically, barely engaging with their surroundings, and certainly not with their learning. They are unfit, and therefore fail to concentrate – arriving at school in the mornings Mrs. Mbivzo feels as if her battle to get through to them is lost before it has even begun. She makes no claim to understand the technology they seem to use constantly. She gets frustrated, and quickly abandons efforts during PE lessons. She will attempt to organise the occasional 5-a-side kick about, but more often than not she will just leave the children to it, and by the 20-minute mark she often finds herself sitting with her class on the side benches, they checking their phones, she trying in vain to make conversation.

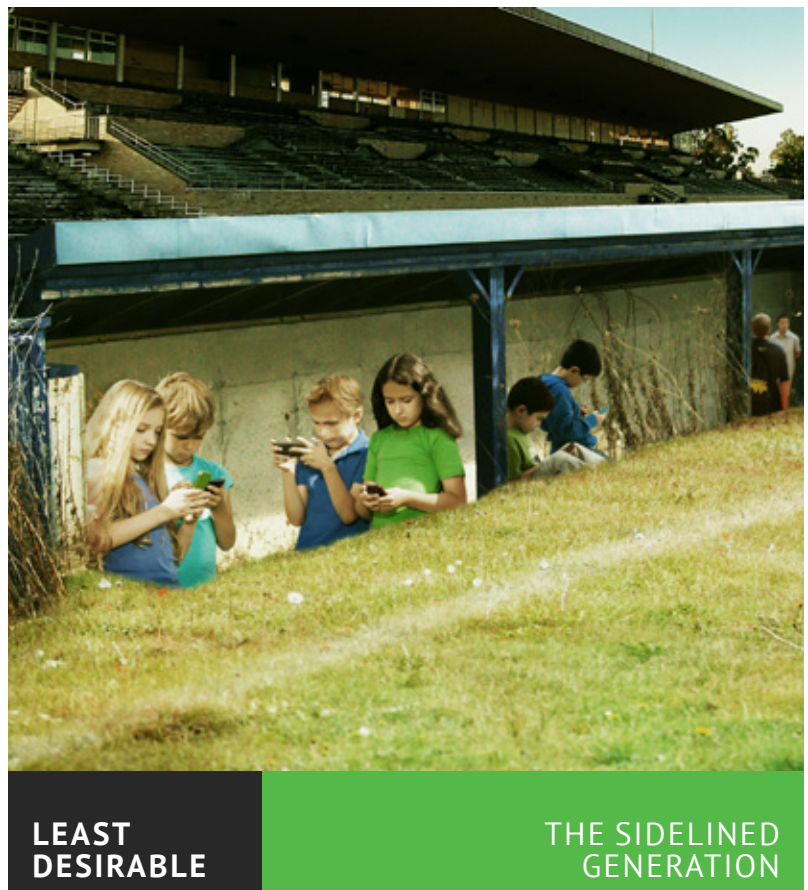
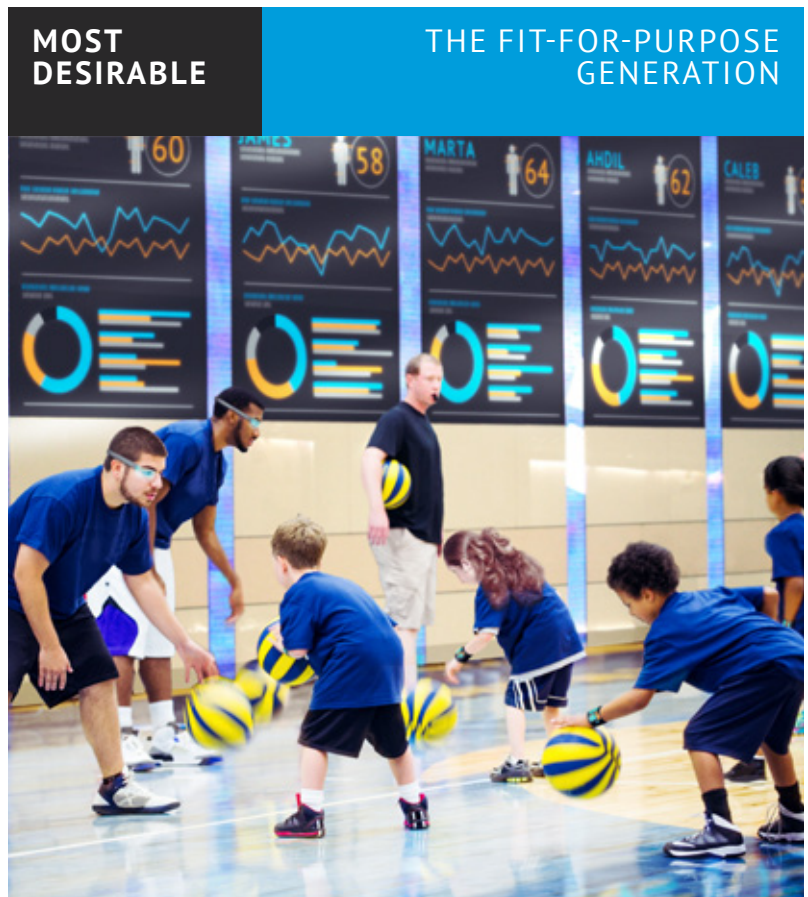
She heads home feeling dispirited, feeling little hope that tomorrow will be any better.

PROMOTING THE ULTIMATE FUTURE

To conclude, we would like to return to the world of 2035. The report has outlined four possibilities for what the Class of 2035 could look like, as well as showing where we are currently and where we are likely be in two decades time.

Of course, no one scenario standing alone will entirely encapsulate the future. The world of 2035 will almost certainly represent a complex mix of different elements from all of the scenarios presented in this report. To get a greater sense of what the makeup of the most likely future will be, we consulted experts and stakeholders to determine which of the scenarios presented here is assumed to be the most credible, as well as the most desirable.

The results were as follows:



**MOST
LIKELY**

**THE DIGITALLY DISTRACTED
GENERATION**



It is striking that, of the scenarios chosen as the most likely, neither were what were deemed to be the best or worst case scenarios. From this we have drawn two significant conclusions.

First, while some believe that the main problem facing the Class of 2035 will be a lack of support at school, and others that the issue will reside more with youth culture itself and its relationship with technology, it is not expected that both will work simultaneously. Clearly, a debate remains over whether the future challenges that the Class of 2035 will face will be based around individual habits or due to broader structural failings.

Second, it suggests that we are at a crossroads on the path to 2035. Both destinations, positive and negative, are within sight from our position and actions taken now will determine which route the UK takes.

The drivers outlined above were crucial in generating the opposing territories of where the Class of 2035 might be heading. We now intend to move beyond these boundaries and consider the broader range of factors that will impact the future of young people in the UK.

With this in mind, we have consulted with industry stakeholders and experts to mark the actions required to lead us towards a future in which the Class of 2035 are **Fit-for-Purpose**, and not **Sidelined**.

These proposed actions have been separated into two broad categories:

- **Development implications** where action can be taken by relevant organisations (such as the YST) within the current environment.
- **Policy implications** which need to be championed to shape the future school sport and physical activity environment.

**LEAST
LIKELY**

**THE FIT-FOR-PURPOSE
GENERATION**



DEVELOPMENT IMPLICATIONS

THE VOICES OF YOUNG PEOPLE SHOULD BE HEARD

A consensus also emerged that future sporting strategies will need to ensure that policy-makers make a greater effort to include the opinions of young people in their decision-making. Indeed, with digital empowerment the cornerstone of the **Fit-For-Purpose Generation**, this approach would give young people a much needed sense of ownership over their activity levels, lifestyle choices and sporting options.

The youth of 2035 will be an extremely fractious group, divisible across so many lines of ethnicity, income, political perspective, geographic location, familial structure, etc. Furthermore, they will demand to be spoken to as individuals. Engaging with a range of young people will be essential if sporting offerings are to be sufficiently tailored to grab attention. For example, the average school in the UK today offers 19 different sports.²⁵ Are these the right sports? Are these 19 enough? Only by setting up conversations with young people can this be established.

To make this happen, a change of perspective is needed. Society must throw off its suspicion of young people and youth culture, recognise the unique challenges that the Class of 2035 will face, and respond compassionately and without prejudice.

“ One of the strongest themes throughout our 20 years has been developing young leaders who themselves become role models and motivators for other young people. We must train young people, and particularly young women, to be leaders of their cohorts, and promote activity amongst those who might say that they don’t want to be active. Young people themselves are the best advocates for activity. ”

Baroness Sue Campbell, Chair, Youth Sport Trust

SCHOOLS AND SPORTS CLUBS SHOULD BE MORE CLOSELY ALIGNED

Even in the optimal scenario, schools will not be able to provide everything. Consequently, partnerships between equally well-provisioned independent clubs and schools should become more commonplace. From a commercial viewpoint, companies could potentially sponsor different types of sporting engagement plans outside of school and drive social change through corporate social responsibility initiatives.

Alongside such efforts, there will also be a need for a greater sharing of public and school facilities to better meet the requirements of the local community. It was also suggested that multi-functional school facilities could provide more choice within a broader context of restricted access to sporting venues.

A BALANCE SHOULD BE STRUCK BETWEEN NURTURING ELITE-LEVEL PERFORMERS AND ENSURING THAT A MORE INCLUSIVE, “CASUAL” OFFERING IS SUFFICIENTLY WELL-RESOURCED

As we have highlighted, competition and competitiveness are moot points in the youth sport debate. Certainly, the perception that it is not the taking part, but the winning, that counts for school authorities and governments, is deterring many young people from continuing, or even beginning, a relationship with sport.

As an alternative to structured and competitive sporting offerings, new activities which foreground inclusivity, fun and health benefit over technique, dedication and rigour should rise to prominence by 2035. Stress-relief is a perhaps surprising functional benefit we identified as important to young people. Could PE lessons of the future broaden their audience by embracing quiet and contemplation as well as adrenaline and rivalry?

Children after all take part in sport for a number of reasons, inherent to the activity, but also peripheral to it. Behind a diversity of offered activities must be a more sophisticated understanding of why children play, and an acceptance on the part of target-setters that trophy counts are not the sole measure of a successful sports department.

For those elite performers, funding must not be diverted. There are also more creative actions to take here. For example, a new mechanism for formally recognising sporting achievement would be valuable. This would highlight sporting success and allow such achievements to be better acknowledged alongside academic accomplishments by employers and university admissions boards. There is nothing to suggest that the long-term commitment of elite performers cannot be consolidated by the promotion of functional benefits.

THE IMPORTANCE OF PHYSICAL LITERACY SHOULD BE PROACTIVELY PROMOTED TO BOTH PUPILS AND THEIR PARENTS

Earlier intervention in schools to promote physical literacy should be a priority, as well as a more sustained approach to parental education to support them in keeping their children fit and healthy. Understanding the key lifestages of parents (especially the birth of a first child) will also become important, in order to target the right information to people at different stages of parenting.

“ It very often comes down to that difficult task of educating parents without frightening them. ”

Tony Draper, Vice President, National Association of Head Teachers

WORK TO CONVERT SPECTATORS INTO PARTICIPANTS

The assumption that to be interested in sport is to play sport is misplaced and as the 21st-century develops the gap between static and active engagement with sport will only grow. Furthermore, innovation in the sphere of spectator technologies will simply outpace the rate at which these new technologies will make it on to the sportsfield. All barriers, practical, regulatory and attitudinal, to the use of technology, which will be central to the lives of the Class of 2035 as much in active play as passive participation must be dismantled.

THE PUBLIC, PRIVATE AND VOLUNTARY SECTORS MUST ENGAGE EACH OTHER IN MUTUALLY BENEFICIAL PARTNERSHIPS

Based on what we understand of trends in social attitudes and political organisation outlined in the second section, 2035's commercial influencers will have a strong hold over the minds of the future's young people. Corporate initiatives can rejuvenate sporting activities in resource-scarce communities, as well as bringing disparate social groups together – brand banners can act as rallying points around which young people can gather and play.

The children of 2035 will value their future career highly. Commercial groups can promote the connection between sporting and career success, and enthuse young people about sport. For example, involving children in the product design of their PE equipment and sportswear and insisting that their marketing and product design emphasis includes not only elite sports but also recreational activities, will deliver value for both sides; providing sports brands with new commercial opportunities while also encouraging children to view their sporting activity as validated by their preferred brands.

“ Local authorities have in some areas had to make dramatic cuts to services or facilities. The private sector has an important role to play I think to fill the gap, not just in terms of provision, but in terms of investing back into local communities – we have seen this with the development of Youth Zones in the North West. ”

Eustace de Sousa, National Lead for Children, Young People and Families, Public Health England

POLICY IMPLICATIONS

A LONGER TERM APPROACH TO POLICY DEVELOPMENT IS CRITICAL

To promote a **Fit-For-Purpose Generation**, it was widely noted that education and sports facilities would need to become more varied, engaging and accessible. In order to achieve this, a long-term and joined-up strategy is essential. A strategy that not only runs across both education and health, but that also appreciates the long term effects that positive or negative levels of activity in school will have on the future health, success and wellbeing of society.

“ The best possible scenario would be one with free access no matter what - a 2035 in which any child anywhere could be watching a sport on TV, think “I fancy doing that”, and be able to get up there and then, go out and try it. ”

Tony Draper, Vice President, National Association of Head Teachers

What is more, a far-sighted vision was also viewed as crucial in ensuring that young people’s physical activity does not drop off once they leave school. Instead, future policies must inspire fundamental and unchanging sporting values early in life, which will naturalise high levels of activity and inspire adventurous and regular participation in sport well into adulthood.

Looking at the future school environment specifically, many stakeholders took the view that practitioners must be more in-tune with the latest social media and consumer tech trends, ready to speak to pupils in their own digital languages and to build inter-generational mutual comprehension and trust. Again, the main barrier to this was seen as the current culture of short-termism in policy-making, driven by the nature of the political cycle. For policy to be future-thinking enough to apprehend and cater to trends in youth lifestyles, a cross-party consensus needs to be reached about the nature of school objectives.

A consistent approach along a sufficiently long time-scale is critical if governments are to steer young people towards the ideal future.

TECHNOLOGY SHOULD BE AT THE FOREFRONT OF FUTURE SPORT ENGAGEMENT STRATEGIES

There is no resisting the march of technology. Policy-makers can feel nostalgic for a time before the complications that come with near universal smartphone ownership, high levels of games console ownership and ubiquitous social media, or they can make an effort both to compete with technology for the attention of young people, and harness it to their advantage. Innovation in consumer technology is remarkably rapid – to fall behind is to miss the opportunity to understand and reach the child of 2035.

Self-quantification and gamification and activity must be taken seriously as valid approaches for boosting motivation amongst a generation of young people surely resistant to top-down dictation of activity regimes. Power must be put into the hands of young people, and technology, used appropriately, can make great inroads in this area.

Whether the goal is to better communicate with young people, or to begin to build datasets the exploitation of which can teach us more about young people’s needs, technology is an enabler of many of the other policy actions recommended here.

The impact of technology on inequality is not yet fully understood, but by 2035, ‘digital divisions’ will be a hot topic in popular commentary. It will become increasingly imperative for every child to have access to new technology in school, and greater efforts

made to ensure that there is little division among the tech capabilities of young people. Digital literacy from an early age must be a concern for future educational influencers, and sport must not shy away from involvement in this area. Divisions at primary level tend to become exaggerated over the course of an educational career. Teaching will be crucial here: primary school teachers tend to be generalists, while future technologies may require an advanced degree of knowledge or specialism to use effectively.

Furthermore, in order to get children active from a young age, a more holistic approach to PE was deemed to be needed; one which integrates technology and the delivery of a seamless, intuitive and digitally enhanced form of physical activity.

THE BROAD BENEFITS OF SPORT NEEDS TO BE BETTER RECOGNISED WITHIN THE SCHOOL CURRICULUM

The relationship between sporting achievement and other kinds of success needs, our experts argued, to be better established by official sources, communicated effectively to the wider public and used to define school objectives. Schools should work with experts to build an evidence base for these relationships, establishing the broad functional benefits of sport in the eyes of headteachers, as well as the wider public and opinion formers.

The evidence connecting emotional wellbeing, academic success and professional fulfillment to healthy lifestyles is beginning to be firmly established independently. It is the responsibility of government to ensure that this connection becomes a fundamental principle behind the school PE curriculum, not just an academic point.

Children should not be left alone to draw their own conclusions about health and nutrition. Educational policy should be designed by a joined-up government, and the sporting curriculum designed with the contexts of health, education, work, urban planning, etc., held simultaneously in the mind. Paired with this observation: all government policy should be health-impact assessed.

“ When public policy works well, the Olympics and Paralympics in 2012 being a good example of this, you get a very clear message delivered from right across government. If you get that coming out of all of the key departments – the Department of Health, Department for Culture, Media and Sport, Department for Education, etc., and they are all working together to deliver the same message, that can have a really massive impact on how sport is received. ”

Mike Diaper, Director of Community Sport, Sport England

“ I think that we’re starting to see changes in the way that primary schools are looking at and thinking about PE and sport to see it much more as part of the holistic education of the child rather than a kind of bolt on, extra-curricular programme which I think, if the investment continues, probably in the next two to four years we will see an increase in participation in primary schools as a result. ”

Ali Oliver, Chief Executive, Youth Sport Trust

INVEST TODAY FOR A MORE ACTIVE FUTURE

Finally, it was agreed that underlining all such policy initiatives must be a renewed focus on convincing policy makers that the costs of increasing revenue to support young people in sport today will prove an excellent investment compared to the scale of future health costs. Indeed, it is likely that the long-term health costs associated with obesity and other lifestyle related health problems will dwarf the investment required to generate a more active youth culture today. £585-£683 is the long-term annual health cost associated with treating each obese child growing up to be an obese adult.²⁶

Any notion that future sport and health policy is anything other than inexorably linked must be combated. The debate should not be about what it will cost us now to get children more active, but rather what the costs will be if we do nothing. A fundamental paradigm shift in how this debate is currently played out is needed.

APPENDICES

QUALITATIVE RESEARCH DETAILS

List of experts interviewed:



Baroness Sue Campbell, Chair, Youth Sport Trust

Sue is the chair of the Youth Sport Trust, and has been with the charity since its inception. Sue is a former junior international pentathlete and netball player and went on to represent her country as a player, a coach and a team manager. Trained as a Physical Education teacher, Sue has taught at the University of Manchester and lectured at Leicester and Loughborough Universities. Before joining the Youth Sport Trust, she was Chief Executive of the National Coaching Foundation (now sports coach UK) for 11 years.

Among many honours, Sue has received 10 honorary doctorates, the latest of which was awarded from Queen's University Belfast in July 2013. In June 2003, Sue was awarded a Commander of the British Empire for her services to sport. More recently, the Baroness was awarded the Lifetime Achievement Award at the 2012 Sunday Times Sportswomen of the Year Awards and was the Chair of UK Sport (until early 2013), where she presided over Team GB and ParalympicsGB's largest medal haul in living memory.



Ali Oliver, Chief Executive, Youth Sport Trust

Ali is the Youth Sport Trust's Interim Chief Executive. In her previous role as Managing Director, Ali was responsible for leading the Youth Sport Trust's Sporting Start, Sporting Chance and Sporting Best strategies, and oversees the work of the organisation's team of development staff. Her team deliver the Youth Sport Trust Membership programme, service its network of Partner Schools, and are responsible for the development and implementation of national projects such as the Sainsbury's School Games, Change4Life Sports Clubs, Sky Sports Living for Sport, and TOP Sportsability. Ali has worked in education and sports development for 20 years.



Mike Diaper, Director of Community Sport, Sport England

Mike joined Sport England in November 2006 and heads the Community Sport Directorate which helps get more children and adults involved in sport in their neighborhoods using local partners and local programmes. Before then Mike worked for central government where he worked across the Departments for Education and for Culture, Media and Sport and led the PE, School Sport and Club Links strategy. During this time he also helped forge international school links between schools in Manchester and Omsk (Siberia) where he still volunteers. He was awarded an OBE in the 2007 Queen's Birthday Honours for services to school sport.



Steve Grainger, Rugby Development Director, Rugby Football Union

As Rugby Development Director, Steve is responsible for the operation and growth of all rugby activity outside of the professional game. With over 27 years experience in sports development, he was part of the initial start up team at the Youth Sport Trust in 1995 and served as Chief Executive from 2005 until 2011. Previous roles were in local government and at the National Coaching Foundation. He is an Independent Non-Executive Director with England Athletics and is a Trustee of International Inspiration.



Professor Sonia Blandford, Founder and CEO, Achievement for All

Sonia is Founder and CEO of the national charity Achievement for All 3As. She is one of the UK's leading practitioners of education within the voluntary, community, charity and public sectors and is passionate about raising the aspirations, access, and achievement for all children and young people. Sonia is also adviser to international governments and the European Commission on Raising Achievement for All.



Eustace de Sousa, National Lead for Children, Young People and Families, Public Health England

Eustace is the National Lead for Children, Young People and Families at Public Health England. He sits on a number of national advisory groups, including the children's mental health taskforce and on child sexual abuse. He has led a number of regional health programmes in the North West including ones on CAMHS Tier 4 service redesign, alcohol, school nursing, sexual assault services, and safeguarding. Previous experience includes working for regional health authorities, as well as local authorities on regeneration, youth services, adult and children's social care, and housing.

He is a trustee for Papyrus, the national charity working to prevent young suicides, and a volunteer for a homeless project in Manchester.



Tony Draper, Vice President, National Association of Head Teachers

Tony was born in Huddersfield and developed an early passion for sport. He entered teaching in 1985 and served in a number of schools in Northampton and Daventry, moving to Milton Keynes to take up a Headship in 2000 and was then invited to become interim Head at Water Hall Primary in January 2003. It was regarded as a failing Primary School in a very challenging estate. The school now achieves consistent and sustainable high outcomes and was rated as Outstanding by Ofsted in all areas in March 2013.

Tony joined the NAHT National Executive in 2008 and was a Member of the NAHT Commission on Assessment in 2014, having been Chair of NAHT Assessment and Accountability Group since 2011. He is now Vice-President of the association.



Russell Hobby, General Secretary, National Association of Head Teachers

Russell is general secretary of the National Association of Head Teachers (NAHT). NAHT is the largest union for school leaders in the UK, representing over 28,500 members in every phase of education. Before taking up this post in 2010, Russell worked as a management consultant and in the software industry. Russell is also a trustee of the Brilliant Club, Teaching Leaders and the Teacher Development Trust. He is a member of the advisory board of Future Leaders, the management board for NAHT Edge and the Independent State School Partnership forum.



Billy Downie, National Leader of Education, Headteacher at The Streetly Academy

Billy is Headteacher of The Streetly Academy, Birmingham, which in January 2013 became the first school in the country to move from an OFSTED "Satisfactory" judgement (Nov 2009) to "Outstanding" in a single three year cycle under the new, more challenging, framework.

In February 2013, Streetly received the Youth Sport Trust Innovation Award for Excellence in harnessing PE and sport as a catalyst for learning. The Streetly Academy recently became the only school ever to win two Pearson Teaching Awards in one year for Secondary Headteacher of the Year (Midlands) and Outstanding Team of the Year (Midlands) for the Special Needs Department. Both awards progressed to the National Finals Shortlist in October.

Billy is also a non-Executive Director of Youth Sport Direct, the Trading Arm of the Youth Sport Trust, as well as being a Board Member of the Black Country County Sport Partnership.

LITERATURE REVIEW

An in-depth literature review was undertaken prior to the workshop and qualitative research processes, designed to investigate the key factors and themes impacting the future of sport in the UK from a range of 3rd party sources. The research focused on 6 key themes:

1. General background information related to health, sports participation among school children and among the general population (Department for Culture, Media and Sport; Taking Part Survey, ONS/ Children Society, Health Survey for England, School Health Education Unit, Women's Sport and Fitness Foundation);
2. The link between health and sports participation (Chief Medical Officer's annual report, ONS, ukactive, Cabinet Office, a number of academic studies);
3. PE and school sport (Department for Culture, Media and Sport; Taking Part Survey, PE and sport survey 2009/10 DFE RR032, NHS Information Centre: Health Survey for England, Women's Sport and Fitness Foundation, Birmingham City Council, Association for Physical Education (afPE), Muslim Council of Britain, NDTA (National Dance Teachers Association a number of academic studies);
4. Children's emotional wellbeing and sport (a number of academic studies on the link between school sport and organised sports experiences and their link to children's emotional well being, including Lubans et al. (2012), Brockman et al. (2011), Kremer et al. (2014), Alexander et al. (2011) and Steptoe and Butler (1996);
5. Employment and sport (: UN, Sport for Development and Peace International Work group, Sport And Child & Youth Development Thematic Working Group, The CASE, British Universities & Colleges Sport (BUCS), Sport Industry Research Centre);
6. Social impact of sports participation (Gardner et al. (2011), Eime et al. (2013), Okayasu et al. (2010), Laureus Foundation Sports for Good).

QUANTITATIVE RESEARCH DETAILS

Future Foundation conducted a bespoke survey in October 2014 on behalf of the Youth Sport Trust, in order to provide insight into the 'Class of 2014'. This research was conducted online with a nationally representative sample of 1,000 children aged 5-16 and is the primary source of quantitative data for this report.

This report also includes data from Future Foundation's proprietary research database, nVision. All of Future Foundation's GB research is conducted online with a nationally representative sample between 1,000 and 5,000 consumers.

PROCESS

This report was pulled together using all of the above quantitative and qualitative techniques, including the outputs of a two in-depth workshops (with internal and external stakeholders) to visualise and evaluate the future of sport in the UK and Class of 2035.

A full list of the stakeholders who participated in the workshops is provided below:

Rugby Football Union	Sport England
sports coach UK	Amateur Swimming Association
Tennis Foundation	Sport Trade Think Tank
British Heart Foundation	UK Youth
English Federation of Disability Sport	Public Health England

SOURCES

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5. See British Universities & Colleges Sport (BUCS)/ Sport Industry Research Centre, The Impact of Engagement in Sport on Graduate Employability (2013).
6. Matthew Pearce, et al., "Who children spend time with after school: associations with objectively recorded indoor and outdoor physical activity", International Journal of Behavioral Nutrition and Physical Activity, 11:45 (2011).
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9. Alexander, K, Stafford, A & Lewis, The Experiences of Children Participating in Organised Sport in the UK, (2011).
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13. Office of National Statistics, 2012 Projections.
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15. World Bank, 2013 Projections.
16. HMT, Public Expenditure Statistical Analyses (PESA) (2014), p.20.
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20. Women's Sport and Fitness Foundation, Changing the game for girls (2014).
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24. nVision Research | Base: 5002 online respondents aged 16+, GB, 2014.
25. Sport and Recreation Alliance, Sport and recreation in the UK – facts and figures (2014)
26. Department for Culture, Media and Sport, Taking Part Survey 2013.

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