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**Shifting the wellbeing of females:  
the lived experiences of young women in New Zealand**

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A thesis  
submitted in partial fulfilment  
of the requirements for the Degree of  
Master of Applied Science

at  
Lincoln University  
by  
Ellen Nicol

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Abstract of a thesis submitted in partial fulfilment of the requirements for the Degree of Master of Applied Science.

Shifting the wellbeing of females:  
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by

Ellen Nicol

The Shift Foundation delivers programmes aiming to improve the wellbeing of young women aged 12-20 in the Wellington region. This research focuses on the Just Shift It programme which uses physical activity and movement to positively impact wellbeing. This research aimed to evaluate the associations between physical activity levels (vigorous, moderate, sitting, walking and total MET minutes) and psychological wellbeing (autonomy, personal growth, environmental mastery, life purpose, self-acceptance and positive relations with others) and to understand the lived experiences of 15 to 17-year-old female participants as it pertains to their participation in the Shift Foundation's Just Shift It programme. A mixed method approach was used comprising of 249 surveys and nine interviews, allowing for further exploration of trends which were first highlighted with the quantitative method. Interviews with the participants and the programme coordinators were used to provide more insight into the themes highlighted in the surveys, and to also understand the overall impact of physical activity on the young women's wellbeing. Moreover, the survey and interview information were used to determine associations between six aspects of wellbeing and various physical activity levels.

The results showed that there were negative correlations in the 15-year-old age group between some physical activity and wellbeing variables, no correlations in the 16-year-old age group, and positive correlations between the 17-year-old age group. The interview data showed the importance of educating young women about wellbeing in a way that they can understand, and providing them with positive physical activity experiences in order to encourage continued engagement throughout adolescence. In order to create a successful youth development programme which provides these positive experiences, the key elements of programme design highlighted were relationship building within the group, creating a 'safe' space for the young women, and adopting a co-design approach to meet the needs of the young women and ensure their engagement.

**Keywords:** wellbeing, physical activity, young women, teenage girls, co-design, relationship building, whanaungatanga, hauora, safe spaces, positive experience, psychological wellbeing scale, international physical activity questionnaire

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Ellen Nicol

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# Chapter 1

## Introduction

While sport has been used by governments, schools and communities as a means to enhance both physical activity and wellbeing in youth, research suggests that traditional sport delivery models are not the most effective programmes for achieving sustainable increases in physical activity and wellbeing (Coalter, 2010). Embracing programmes which take a more holistic approach includes taking into consideration the needs and interests of the target population and ensuring that the programmes are inclusive of all participants' needs. Unicef (2012, p. 19) stated that "governments, civil society and the global business community are all concerned about the wellbeing of the world's adolescents, the largest population of adolescents in human history". This is important because the youth of today will grow to be the leaders, politicians and adults of tomorrow; it is essential that they "live to see it and they are in a state of wellbeing in which they can effectively function in society" (Unicef, 2012, p. 19).

Launched in 2016 with support from the Wellington City Council in New Zealand, The Shift Foundation is one organisation which has adopted a holistic approach to on delivering wellbeing programmes to young women in New Zealand. The initial idea for the Shift Foundation came when Sport New Zealand released data which showed that young women had lower physical activity participation levels than young men and that they were experiencing more barriers to participation, with females spending an average of 12% less time participating in physical activity in any given week than males (Sport New Zealand, 2018, p. 41).

The Shift Foundation delivers programmes aiming to improve the wellbeing of young women aged 12-20 in the Wellington region. Since its inception three years ago, the organisation has expanded to deliver programmes in six different regions: Wellington City, Upper Hutt, Lower Hutt, Wairarapa, Kapiti and Porirua. Shift currently delivers the following four programmes: "Just Shift It", which fosters socialisation and engagement in activities among young women; "EmpowHER", a conference

that encourages and helps with leadership skills; “LeadHERship”, a school-based programme focusing on physical activity and wellbeing; and the “Shift challenge”, a programme aimed at helping youth make a difference in their community. The coordinators of Just Shift It describe how they aim to provide a programme which is co-designed, empowering, inclusive and accessible, holistic, collaborative, safe and fun (The Shift Foundation, 2019).

This research aims to investigate the Shift organisation’s wellbeing programme: Just Shift It, and the impact it has on young women, particularly as it pertains to their physical activity levels and wellbeing. Shift is an organisation which runs throughout the year, and not only works alongside the six local communities that it operates within, but also works with local schools to deliver their programmes. The participants are recruited through word of mouth, via social media, and also through partnerships with local schools, with the programme being either low cost or free to the young women- making it extremely accessible. Due to the fluid nature of the Just Shift It programme; the group size and time commitment varies with each session. For example, there may be a large number of young women interested in a certain activity that the organisation is running, and therefore the group size is bigger. However, when working with schools the group size is able to be more controlled due to the coordinators preference for working with smaller groups and having a larger impact, with this being discussed in further detail later in the research.

The research will explore the wellbeing and physical activity levels and experiences of young women surveyed and interviewed about their participation in the Just Shift It programme. The exploration of wellbeing seeks to discuss the similarities and differences in the education of wellbeing in school and in Just Shift It, the young women’s understanding of wellbeing, and also their experiences of wellbeing in their lives to date.

The thesis begins with a literature review which highlights, compares and contrasts the findings of researchers who have studied wellbeing and physical activity in youth. It provides an operational definition of both wellbeing and recreation and then discusses their coexistence in modern societies. Then, the review discusses sport for development in youth and youth development programmes, and

how development programmes have become one way of improving physical activity rates and dimensions of wellbeing (e.g. self-confidence) among youth. Finally, the review discusses the extant literature on the concept of gender and stereotypes in sport.

The two surveys adopted for this mixed-method approach are outlined, explaining the reasoning for using both a quantitative and qualitative approach and the benefits that using a mixed-method approach offers. Following this, the first results chapter then aims to explore and discuss the young women's experiences with physical activity, the barriers they face to participation and how physical activity can be used as a vehicle for change. The relationship between physical activity and wellbeing is highlighted by the programme participants, and alongside this three themes emerged as being essential to the successful positive impact of Just Shift It. These themes were whanaungatanga and relationship building, Shift being a 'safe space', and the co-design approach to the programme. The second results chapter aims to understand the element of relationship building in Just Shift It using Donlan, McDermott and Zaff's (2017) TRICS model, exploring the five elements of the model and highlighting the importance of these relationships to the programme participants and coordinators. Following on from this, the chapter then seeks to explore the perception of Shift as a 'safe space' by first defining this term, and then by using Mitra's (2004) ABC model of youth development. Finally, the second results chapter discusses how the creation of relationships and Shift as a 'safe space' allows for the co-design approach which allows Just Shift It to be successful and this chapter explains the importance of such an approach.

## Chapter 2

### Literature Review

This literature review aims to outline and discuss the existing literature around physical activity and wellbeing, sport for development and youth development programmes, as well as gender and stereotypes.

#### 2.1 Recreation and Wellbeing

Wellbeing is described by Deci and Ryan (2008, p.1) as “optimal psychological experience and functioning”, though Diener (1984) narrowed the concept into the term ‘subjective well-being’ claiming that wellbeing can only be evaluated subjectively by each individual. Ryff (1989) introduced a scale of six wellbeing aspects called the Psychological Wellbeing Scale (personal growth, environmental mastery, life purpose, positive relationships with others, self-acceptance and autonomy), discussing how those who had high measuring levels of each aspect had enhanced wellbeing. This framework by Ryff (1989) is the main framework for this research as this was the survey used. However, upon looking at the results of the survey, other frameworks such as the TRICS model, the ABC model, and Self-determination Theory (further discussed below) were discussed and used to examine the results as different aspects of each were relevant to interpreting the findings. As western society has become increasingly interested in how to improve personal wellbeing, academic research has followed suit, with the last three decades seeing numerous studies investigating factors that increase an individual’s sense of wellbeing. This increase in academic research has led to the development of multiple frameworks such as the aforementioned, with different components of each found to be significant to this research.

Wellbeing encompasses not only a person’s physical wellbeing, but also one’s psychological and emotional wellbeing (Penedo & Dahn, 2005). Research overwhelmingly supports the psychological and emotional benefits of sport participation (Penedo & Dahn, 2005), demonstrating that psychological wellbeing is fostered by regular exercise and sport, occurring three or more times a

week for a duration of at least 20 minutes (Biddle, Fox, & Boutcher, 2003; Pate et al., 1995; Scully, Kremer, Meade, Graham, & Dudgeon, 1998; Sinyor, Schwartz, Peronnet, Brisson, & Seragianian, 1983). Researchers have found that participation in recreation activities, such as sport, music and art, is associated with positive psychological and emotional development (Côté & Deakin, 2005). Furthermore, Gilman (2001) found that high participation rates in 'structured extracurricular' activities were associated with higher life satisfaction among youth. Steptoe and Butler (1996) also highlight that, among youth, the extent of participation in sport and recreational activities was positively associated with emotional wellbeing. In their study, Steptoe and Butler (1996) also highlight that, among youth, the extent of participation in sport and recreational activities was positively associated with emotional wellbeing such that having a lack of emotional distress and somatic symptoms was a positive source of wellbeing. Similarly, Donnelly and Coakley (2002) outlined the benefits associated with involvement and participation in recreation activities, including improvements in mental health, communication skills, self-esteem and confidence. Focusing on youth, a study by Donaldson and Ronan (2006) found a positive relationship between participating in sport and emotional and behavioural wellbeing among youth aged 11-13.

Moreover, children with higher participation rates showed higher emotional and behavioural wellbeing (Donaldson & Ronan, 2006). One of the main contributors to this relationship was the notion that becoming competent in an activity increased positive emotions and confidence (Donaldson & Ronan, 2006). While psychological and emotional wellbeing can be improved with participation in recreation and sport, it is also important to note that there are several aspects of ill-being which can be reduced or prevented, such as feelings of anxiety, depression, hopelessness and social isolation (Le Menestrel & Perkins, 2007). Given that happiness and higher life satisfaction have been considered key components of optimal human development (Park, 2004), then increased involvement in recreation activities is associated with increased positive psychological and emotional benefits in youth while decreasing ill-being.

While recreation and non-traditional sporting models have been shown to have positive impacts on wellbeing and physical activity rates (Biddle et al., 2003; Côté & Deakin, 2005; Donaldson & Ronan, 2006; Scully et al., 1998), the more structured traditional sport delivery models may produce adverse outcomes. Organised sport is a popular activity for youth in the United States, with around 45 million children and adolescents participating. However, statistics show that sports-related injuries are rising, there is a 70-80% attrition rate by the age of 15, and an over-emphasis placed on winning rather than enjoyment (Merkel, 2013). A 10-year study in North America which focused on withdrawal from competitive youth sport found that the most common reason for withdrawal was that there was a 'lack of enjoyment' (Butcher, Lindner, & Johns, 2002, p. 154). Also in the top five reasons for withdrawal was that the youth did not feel that they were 'good enough' and there was 'too much pressure to perform well' (Butcher et al., 2002, p. 154). These are just two of the numerous studies which describe the negative impacts that traditional sport delivery models can have on physical activity rates and dimensions of wellbeing (e.g. self-acceptance).

## **2.2 Sport for Development and Youth Development Programmes**

One of the ways in which governments and sporting organisations are approaching youth wellbeing is through sport for development and youth programmes. Sport New Zealand, for example, pride themselves on their ability to foster 'optimal youth development'. In the sport and recreation context, Sherry, Schulenkorf, Seal, Nicholson and Hoyer (2017) state that the last fifteen years have seen massive growth in the significance and diversification of sport for development research. In practice, this is seen as the number of programmes which have been introduced and are aimed at using sport as an agent for fostering positive social change, flourishing during the last 10–15 years (Coakley, 2011; Kidd, 2008). The result of this growth in research has been that there has been an increase in support from policymakers and practitioners of using sport for development as a feasible tactic for addressing societal issues which continues to drive the growth in research—mainly focused on the social and educational effects (Schulenkorf, Sherry, & Rowe, 2016). While a number of definitions exist, Hamilton, Hamilton and Pittman (2004, p.3) define sport for development as an approach to physical activity and sport which:

*enables individuals to lead a healthy, satisfying, and productive life as youth, and later as adults, because they gain the competence to earn a living, to engage in civic activities, to nurture others, and to participate in social relations and cultural activities.*

This suggests that the programmes aim to improve both the physical and emotional wellbeing in youth. Another definition which suggests sport for development is for the benefit of people's wellbeing and creating cohesive communities is provided by Lyras and Welty Peachey (2011, p.311) who define sport for development as:

*The use of sport to exert a positive influence on public health, the socialisation of children, youths and adults, the social inclusion of the disadvantaged, the economic development of regions and states, and on fostering intercultural exchange and conflict resolution.*

Although the aforementioned literature suggests that the programmes are focused on improving mental and emotional wellbeing, other literature suggests that sport for development programmes focus too heavily on skill development. It was argued that using sport as a tool for development aided in the development of other life skills, such as working with others (Danish, Petitpas, & Hale, 1993). However, an example of focusing too heavily on skill development was a sport programme used to “teach socially vulnerable youth how to conform to the rules of traditional society as opposed to exercising their own individuality” (Haudenhuyse, Theeboom, & Coalter, 2012). Danish, Forneris, Hodge and Heke (2004) argued that sport is a powerful tool for youth development because youth can obtain many life skills which are deemed essential and valuable by society, such as self-esteem, self-confidence, self-discipline, social knowledge and values, and leadership qualities. These are thought to be skills which are learned and developed naturally through the commonalities of sport such as competition and rules (Bradbury, 2009; Darnell, 2010). Smith and Smoll (2002) argue that sports participation teaches skills and attitudes that are necessary for adulthood. This idea of positive youth development through engagement in sport is supported by the findings of Weiss, Bolter and Kipp (2016). This study found that youth who were involved in a programme which used golf as a vehicle for behaviour change for three years reported an increase in their ability to transfer the skills of meeting and getting to know new people, appreciating diversity such as getting along with others of different backgrounds, and getting help such as finding good role models and trusted

individuals for advice. This is also supported by Donlan, McDermott and Zaff (2017) who outlined that youth development programmes were an opportunity for youth to learn to build relationships. Donlan et al. (2017) found that the TRICS model of relationship building, which focuses on having the right who, respect, information sharing, consistency and support, was a successful framework for helping mentors build positive relationships with youth. This framework allows for youth to experience what positive relationships are and teaches them values of respect and communication, which are important in adulthood.

Similarly, Ewing, Gano-Overway, Branta and Seefeldt's (2002) systematic review of the literature highlights that sport teaches children about dealing with loss, adhering to rules, and differentiating appropriate versus inappropriate behaviour. Petitpas, Cornelius, Van Raalte and Jones (2005) suggest that many of these sport development programmes are based on the social beliefs surrounding the positive relationship between sport participation and the resultant skills and attitudes for adulthood. However, Petitpas et al. (2005) also argue that past research does not provide consistent evidence to confirm the value of sport for youth development, nor that this positive relationship between sport and skill attainment is confirmed with evidence.

Bandura (1995) distinguishes the concepts between sport for development and life skills. While later research states that participating in sport teaches youth critical life skills for maturing into adulthood, Bandura purports that sport teaches youth about setting and reaching goals which are crucial aspects of adulthood. Setting goals is one key component of sport, and in order to reach a goal, youth must also learn to follow the rules, work hard, and work with others, particularly in team sports. Furthermore, through sport participation, youth experience both achieving and failing to achieve goals, and the goals are usually "tangible, short term and easily measured". Danish, Petitpas and Hale (1993) take a different view concerning sport for youth development and goal setting, discussing how the programmes need to be organised and structured in a way in which the youth can meet their own goals, and in doing so, gain satisfaction.

Emerging in the past decade with limited research is the concept of co-design whereby participants work alongside programme administrators to create the programme content and structure. Svensson and Levine (2017) built on the sport for development framework by highlighting the importance of a participant-centred approach in order to promote better inclusion of local stakeholders (participants) in programme design, implementation, and evaluation. This participant-centred approach was used in a study of school children, in which they were tasked with co-designing a programme which would increase their physical activity (Verloigne et al., 2017). An emergent theme from this study was that the children enjoyed the ability to contribute to developing the programme and by merely presenting their ideas to others, they experienced increased confidence. However, due to the small scale of participants for the intervention, the effect of the programme was minimal. Fenaughty (2019) outlined that co-design success comes when bringing the users of a problem together to help solve it, which was the approach taken by Verloigne et al. (2017), supported by Yip et al. (2017). A study conducted in Australia which aimed to increase the physical activity of female youth during school lunch breaks had similar findings; students had higher levels of engagement when they were involved in the programme design (Okely et al., 2011). Leask et al. (2017) suggest that it is the lack of a framework or a lack of guidelines which hinders the success of such programmes because the impact they have is not significant. Additionally, Côte and Deakin (2005) suggest that the way the programmes are designed is significant in determining whether youth have a positive or negative experience. While numerous researchers document the positive relationship between sport and youth development, some critique the use of sport for development in youth.

The argument of Petitpas et al. (2005) was that there is no evidence of the value of sport for development, this was because of the lack of structure or guideline- suggesting that success may be down to luck. Camiré, Trudel and Forneris (2014) found that although there were many sports for youth development programmes established, to date, there is no known theory or guideline to shape the way these programmes are designed. Danish, Forneris, Hodge and Heke (2004) argued that sport for youth development programmes is ineffective, due to the lack of guidance or, a 'roadmap', as they define it. A guideline would help to foster these valuable life skills which much of the literature

in sport for youth development discuss. Gould and Carson (2008) alluded to this argument in their study, stating that it was not merely youth participating in sport which teaches valuable life skills, but rather how the programmes were designed to facilitate such skill development. Gould and Carson (2008) and Danish et al. (2004) state that youth sport programmes must be deliberately structured in order to meet the intended positive outcomes. Structured programmes have been found to decrease anti-social behaviour in youth (Mahoney & Stattin, 2000); however the exact conditions under which an activity was deemed structured or unstructured was not defined. Their study suggested that future research in sport for youth development should consider the commonalities and differences reported concerning gender, participation rates, opportunities, and barriers.

Youth development literature has identified that for young people, it is important that they feel their emotional and physical safety is protected in order for them to fully engage with a programme (Costello, Toles, Spielberg, & Wynn, 2001, p. 290). Eccles and Gootman (2002, p. 19) also discussed this concept of physical and psychological safety in youth development programmes, stating that through the provision of “appropriate structures, supporting relationships and positive role models” then this allows for the youth to experience positive benefits such as “development of self-efficacy, formation of positive associations and the ability to make societal contributions”. Schusler and Krasny (2010, p. 219) build on this concept of safety, stating that the important elements of creating a safe spaces include the “physical safety; calming environment of green space; inclusive, respectful social environments where youth can take risks and express themselves”. These respectful social environments are also discussed by Mitra (2004) who outlines that in order to create a feeling of comfort and safety, then the youth need to have a sense of belonging in that environment. The concept of belonging in the youth development context is about “developing relationships consisting of supportive, positive interaction with adults and peers and of opportunities to learn from one another” (Mitra, 2004, p. 669). Safe spaces are important because they can provide a ‘haven’ in which young people can feel supported and have the opportunity to learn, which they may not have at home (Hirsch, Roffman, Deutsch, Flynn, & Loder, 2000, p. 2). Also, Vaughan (2013, p. 184) discusses how safe spaces, characterised by both emotional and physical safety, are vital in allowing

young people to learn and develop their knowledge to create change in their lives. In conjunction, Vaughan (2013, p. 188) also found that programmes which were perceived as 'safe' social spaces, allowed for young people to improve their communication skills with others. This development of communication skills relates back to the idea of learning skills in a programme which are essential for adulthood, since communication is an important life skill.

### **2.3 Gender and Stereotypes**

To address the issues surrounding minority groups in sport, it is essential first to define the differences between sex and gender. West and Zimmerman (1987) were pioneers in the field of gender research; they were the first to differentiate between a person's sex and gender. While sex is determined by a person's anatomy, hormones and physiology, their gender is considered to be a product of social construct, created through a person's actions within their society and culture. Adding to their early research, West and Zimmerman (2002) argue that we can view people's actions as 'doing gender', no matter if they are resisting or conforming to gender norms because, either way, they are acting 'at risk' of being judged according to those norms. This concept of 'doing gender' was ground-breaking to the academic world, and the study of this concept has gained popularity through the years with the rise of feminism and interest in gender equality. Deutsch (2007, p. 107) however, argues that the phrase 'doing gender' is vague to the general population, and "works to undermine the goal of dismantling gender inequity by, perhaps inadvertently, perpetuating the idea that the gender system of oppression is hopelessly impervious to real change and by ignoring the links between social interaction and structural change". Instead, Deutsch introduces the concept of 'undoing gender', in which the traditional Western understandings of gender are challenged, and there is a call for equality between the sexes. This concept is supported by Jönsson (2007) who argues that sport does not accommodate for those people in society who 'transcend or challenge' the typical traits associated with each gender.

A study by Boyle, Marshall and Robeson (2003) showed that children as young as two are aware of and practice gender roles. Messner (2002) discusses how participation in certain sports being

labelled acceptable for one sex and not for the other puts an individual at risk of being bullied or labelled if they challenge these assumptions, which is supported by the study of adolescents in New Zealand P.E. courses (Petrie, 2010). LaVoi and Newhall (2016) expand on the argument of Messner (2002), discussing how sport is an institution which continues to create and fortify hegemonic masculinity, in that males are perceived to be dominant and aggressive, and that it is not deemed as a feminine activity. The relationship between gender and sport has also been heavily documented by researchers in recent years, with women typically having fewer opportunities to participate in sport . Although earlier research contradicts this, stating; “overall, boys engaged in more sports and vigorous recreational activities than girls. School activity participation did not differ between the sexes. Whereas girls were more involved in individual sports and recreational activities” (Stephoe & Butler, 1996, p. 1790). Despite these findings by Steptoe and Butler, recent research supports the statements made by Denison and Kitchen (2015). For example, Ewing and Gano-Overway (2002) support the theory of disparity, stating that racism and sexism discourage youth from participating in sport and recreation since those who do not fit the norms are made to believe they are not supposed to participate in certain activities because of their sex or race, which is supported by Evans (2006) who also found that young women felt their participation in P.E. at school was not in line with expectations of their sex. The competitive aspect of sport was also highlighted as being a deterrent for young women’s participation in sport (Butcher et al., 2002; Evans, 2006; Merkel, 2013), with 63% of young people playing non-competitive sports or activities (Sport New Zealand, 2018, p. 26). Sport New Zealand (2018, p.26) also found that 31% of young people (aged 5-17) engaged in both competitive and non-competitive sports or activities.

Sport for development programmes are targeted at youth because of their lack of participation, which can be attributed, in part, to issues surrounding self-esteem and body image (Davison, Earnest, & Birch, 2002). Davison, Earnest and Birch (2002) gave an example of this, discussing how young athletes, females, in particular, are becoming concerned about their body image at increasingly early ages. Additionally, Denison and Kitchen (2015) found that young women were showing a lack of participation in traditional sport which was stated to be due to their lack of self-confidence.

Donaldson and Ronan (2006) described how those who had high levels of participation in both formal and informal sport self-reported higher levels of self-worth as a result of sport.

Research by Bruening, Dover and Clark (2009) highlighted that a female youth sport development programme could be successful by not only focusing on physical activity but also emphasising emotional, social, psychological and life skills. This was further supported by the co-design programme research (Okely et al., 2011; Verloigne et al., 2017), where physical activity programmes focused mainly on young females and resulted in a positive experience, meaning that their self-reported sense of wellbeing increased. Research indicates that when suitable programmes are made available to young women (Fenaughty, 2019; Verloigne et al., 2017), which meet their interests and needs, participation increases, and in turn, benefits to health and wellbeing may be achieved. In order to meet the needs and interest of young women with regards to programmes, perhaps they should be involved in programme development at the onset.

## **2.4 Conclusion**

To conclude, youth wellbeing is an immensely broad topic which encompasses numerous constructs, including emotional, psychological and physical. Participation in recreation activities has been shown by researchers to not only have a positive association with emotional and psychological wellbeing but also to decrease signs of ill-being such as depression and anxiety. A common way that youth wellbeing is approached is through the creation of and access to sport for development programmes. These programmes are associated with positive benefits, such as learning to set goals, adhere to rules, and communicate with others, which are deemed to be valuable life skills for adulthood. However, traditional sport delivery models often do not address issues of gender and stereotyping which have been shown by research to be barriers to participation in sport. This could be a result of the importance placed on skill acquisition and competition (Butcher et al., 2002). Alongside these issues, lack of self-confidence was highlighted as a barrier for youth, females, in particular, to participate in sport and recreation. The extant literature suggests that a new way to design wellbeing programmes is needed. Such programmes would be designed with provisions for inclusivity so that

barriers to participation are minimised and that both life skills and holistic (emotional, psychological, and physical) wellbeing benefits can be achieved.

## **2.5 Research Objectives**

Given the above identified gap in the literature around the design of wellbeing programmes, this study aimed to understand the workings and effectiveness of a programme that appears to be relatively successful. Therefore, the research objectives of this study are as follows:

- To explore the lived experiences of young women aged 15-17 who are participating in the “Just Shift It” programme.
- To explore the relationship between physical activity and the participants of the “Just Shift It” programme and determine differences among age groups.
- To explore the relationship between wellbeing and participants in the “Just Shift It” programme and determine differences among age groups.
- To determine the relationship between physical activity levels and each of the six aspects of wellbeing (as defined by Ryff, 1989) in participants of the Just Shift It programme, and among the three age groups.
- To explore the impact that the Just Shift It programme has had on participants and why this impact has occurred.

## Chapter 3

### Methods

This thesis employed a mixed-methods approach because the combination of these methods allows for richer data to be collected and analysed together in a way which encapsulates a broader view of a research topic than quantitative or qualitative alone. Moreover, the mixed method approach allows initial exploration of trends through the quantitative study and more in-depth analysis through the qualitative study. Tashakkori and Creswell (2007, p.4) define mixed methods research as ‘research in which the investigator collects and analyses data, integrates the findings and draws inferences using both qualitative and quantitative approaches or methods in a single study’. This research borrowed Creswell’s (2014) ‘convergent design’ of mixed methods research which aims to merge the results of the qualitative and quantitative for comparison. The approach for this study used quantitative methods to highlight general trends and relationships within the population and, following this, used qualitative methods to provide insights into in-depth personal perspectives and experiences. The survey was useful in providing statistical data highlighting physical and wellbeing trends between the age groups of the study, while the interviews with the programme participants provided personal experiences of why these trends may be occurring.

#### 3.1 Ethics

This research was carried out with the approval of the Lincoln University Human Ethics Committee and in line with the Lincoln University Human Ethics Guidelines. Before research was conducted an application was submitted to the committee, which included the details of the study and the steps taken to ensure that the research followed the Lincoln University Human Ethics Guidelines. This included participant recruitment, providing participants with an approved Research Information Sheet about the study, ensuring participants provided informed consent for the study, providing the opportunity to retract information from the study before the 1<sup>st</sup> of November 2019, and also the provision of connecting the participants with any professional help or support, should they need it.

The Research Information Sheets and consent forms are included as an appendix, along with the survey and interview questions.

## **3.2 The Quantitative Study**

### **3.2.1 Survey Design**

The quantitative methods used included the use of two valid and reliable questionnaires: The International Physical Activity Questionnaire (IPAQ) (Ainsworth et al., 2003) and the Psychological Wellbeing Scale (Van Dierendonck, 2004). These were adopted to achieve the research objectives of understanding the wellbeing and physical activity levels of participants in the Just Shift It programme.

The International Physical Activity Questionnaire was originally created to “provide a set of well-developed instruments which can be used internationally to obtain comparable estimates of physical activity” (IPAQ Research Committee, 2005). The questionnaire has a four-item short version and an extended version comprised of five different domain sections, each with their own set of questions. Due to the young age of the participants, it was essential to keep the survey short and easy so that they fully engage and answer the questions and limit the possibility of survey fatigue. Consequently, for this research, the shortened version of the survey was used.

The four-item short version of the survey queries the time spent in sedentary behaviour, walking, doing moderate exercise, and doing vigorous exercise, all in the past seven days. These questions provided an insight into the physical activity levels of participants as per one of the research objectives. To be suitable for the school-aged participants, the questionnaire was modified by following the methods of Martin-Matillas et al. (2010). Questions about work were replaced with questions about school (e.g. physical education), and the meaning of the intensity levels (e.g. vigorous means any activity which made you breathe much harder than usual, heavy lifting, biking) was explained for each question. To avoid over-reporting physical activity levels, the order of reporting was reversed (walking asked first) for the IPAQ, as suggested by Barnett et al. (2007).

The other items included in the survey instrument came from the Psychological Wellbeing (PWB) Scale, which was developed by psychologist Carol Ryff (1995). The Psychological Wellbeing Scale measures six aspects of wellbeing and happiness, namely: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self-acceptance (Ryff, 1989). In the survey, participants rated how strongly they either agree or disagree with each question or statement on the scale. To do this, a seven-point scale was used where one means “strongly agree”, and seven means “strongly disagree” and higher scores indicate greater wellbeing. This survey was used to gain insight into the participants’ general sense of subjective wellbeing. This survey also has two versions, a 42-item and an 18-item version, and for reasons mentioned earlier, the 18-item version was used. For this survey, questions 1, 2, 3, 8, 9, 11, 12, 13, 17, and 18 are reverse-scored because reverse-scored items are worded in the opposite direction of what the scale is measuring.

The anonymous survey provided to the target audience included a final question, inquiring whether the participant would be interested in participating in an anonymous face-to-face interview about their experiences with the Shift Foundation. If the participant answered ‘no’ to this question, then they were presented with the end of survey message, thanking them for their participation. Those participants who answered either ‘maybe’ or ‘yes’ to this question were then redirected to a separate survey page which was not linked to the anonymous survey. On this page, they were asked to provide their full name and either their email or phone number if they were interested in participating in the face-to-face interviews.

The wellbeing-related research variables included autonomy, environmental mastery, personal growth, positive relations with others, life purpose, self-acceptance and total wellbeing (sum score of all items). The physical activity variables included vigorous physical activity, moderate physical activity, walking, sitting and total MET minutes. The research used descriptive statistics which were then analysed to assess the physical activity levels and wellbeing of Just Shift It participants, both as a group and also by individual age groups. From these descriptive statistics, Pearson correlations were calculated to determine any significant relationships between physical activity levels and the six

aspects of wellbeing. These relationships were also calculated individually for each age group and for the entire whole.

### **3.2.2 Sampling**

The survey designed for this research (the IPAQ and Wellbeing Scale) was input into Qualtrics, an online survey tool, in the respective surveys' original format to make it a quick and accessible way for participants to complete the survey. The Shift Foundation posted the link to the survey, along with the research information sheet to their Facebook page, calling for young women aged 15-17 who had participated in the 'Just Shift It' programme to participate anonymously. This survey was live for four weeks from the day it was made public, however due to the platform through which this survey was distributed, there were constraints to participation. For example, internet access or whether a person follows Shift on Facebook or not.

### **3.2.3 Participants**

The survey was completed by 249 young women aged 15 (n=58), 16 (n=50), and 17 (n=61) who had participated in the Just Shift It programme at least once. The large number of nonresponses to the age item (n=80) as well as the location item (n=94) was likely due to the fact that these items were the last two items on the survey and perhaps participants experienced survey fatigue, meaning they did not complete the survey. There were 58 young women who did not respond to all of the IPAQ questions in a way which would allow for total MET minutes to be calculated, for example their minutes per week were left blank for the vigorous or moderate levels of physical activity, or for walking or sitting. There were 70 participants who did not respond to all of the psychological wellbeing items such that a total wellbeing score could not be calculated. Again, this is likely caused by survey fatigue as these items were near the end of the survey.

Table 1. outlines the participants' age and the location of the Just Shift it Programmes they had attended. Most participants who completed the survey had taken part in a Just Shift It programme located in Wellington City (n=69), followed by 30 participants from both Upper Hutt and Lower Hutt. Perhaps one reason for the Wairarapa only being represented by 10 participants in the survey is that

the Shift Foundation has only recently started offering programmes in that area (since March of 2019). It is important to note that there were 21 survey participants who had participated in the Just Shift It sessions in more than one location, which suggests that the young women are not limited to one group and that they can be fluid in their participation and possibly engage more often by choosing to attend programmes delivered at various locations. This also means that if a young woman does not connect with her coordinator then she has the choice to go to a different location and experience a different coordinator since each coordinator is responsible one location. However, attending programmes from multiple locations may be hindered by transport restraints.

**Table 1. Survey participant demographics**

Age	<i>n</i>	%
15	58	23.3
16	50	20.1
17	61	24.5
Missing	80	32.1
Total	249	100
Location		
Wellington City	69	—
Upper Hutt	30	—
Lower Hutt	30	—
Wairarapa	10	—
Porirua	21	—
Kapiti	19	—
Total <sup>a</sup>	179	

<sup>a</sup> A total of 18 participants attended two locations and three attended locations.

### 3.2.4 Analysis

For the quantitative analysis, first, the IPAQ formulas were used to calculate total values for each participant's MET (metabolic equivalent of task) minutes (walking, moderate, vigorous, sitting and total) for the week. The IPAQ scoring protocol is as follows:

*It is recommended that activity bouts of greater than 3 hours are truncated. That is to say that a bout cannot be longer than 3 hours (180 minutes). This means that in each category a maximum of 21 hours of activity are permitted a week (3 hours X 7 days) To calculate MET minutes a week multiply the MET value given (remember walking = 3.3, moderate activity = 4, vigorous activity = 8) by the minutes the activity was carried out and again by the number of days that that activity was undertaken. For example, if someone reports walking for 30 minutes 5 days a week then the total MET minutes for that activity are  $3.3 \times 30 \times 5 = 495$  Met minutes a week. You can add the MET minutes achieved in each category (walking, moderate activity and vigorous activity) to get total MET minutes of physical activity a week. (IPAQ Research Committee, 2005).*

For the Psychological Wellbeing Scale, the 18 items were categorised into six subscales, or aspects of wellbeing. Three questions were asked for each of the six aspects; autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. The three questions were coded according to the scale's coding guidelines (Ryff, 1989) and sum scores were calculated for each of the six aspects. To calculate the total wellbeing scores for each participant, the respondents' subscale scores were summed, such that higher scores indicated higher levels of psychological wellbeing (Ryff, 1989).

SPSS descriptive statistics were first used to show the demographic information of the survey participants. Then, the wellbeing and physical activity level descriptive statistics were presented as a whole, by age group, and by location. Following this, Pearson Correlations were used since the data were normally distributed, thus meeting the Pearson Correlations assumptions of linear relationships between variables. This determined if there were any statistically significant associations (2-tailed tests) between the different intensities of physical activities (MET minutes) and the wellbeing aspect variables. These correlations were run by each age group as well as all of the participants combined. A limitation of the Pearson Correlations was that 80 participants did not report their age, and therefore this may have impacted the age specific results.

### **3.3 The Qualitative Study**

#### **3.3.1 Recruitment**

A total of 52 young women responded with their contact information, agreeing to be contacted about the interviews. Those who provided their emails were sent an information email containing the research information sheet and the consent form for the interviews, and information about the dates of the interviews. Those who provided their phone number were contacted via this number, which many young women did not answer. Those that did answer were given information about the project and the dates of the interviews; if they expressed interest in the project then they were asked for their email address, to which the same information email, containing the research information sheet and consent form, was sent. Two weeks after these initial emails and phone calls were conducted, a follow-up email was sent out asking for those interested in participating to respond in order to organise interview times and places. Following this, the young women who provided their phone number were contacted a final time to advise them that there was still an opportunity to be involved with the research if they would like, and to reply if they were interested.

Participant recruitment for this research was harder than anticipated, with several challenges along the way. The first difficulty was that, despite having 52 respondents, there were only six people that replied to email contact; and while calling respondents who left their phone number was easier, none of the participants who were phoned responded to the email confirming their participation in an interview. Six people responded with the intent of organising an interview; however, one person later rescinded her interview offer due to a high workload at school. Upon arrival in Wellington, one of the Wellington participants advised that she was no longer able to participate in the interview due to a family emergency.

In order to gain a greater understanding of the workings of the Just Shift It programme, coordinators of the programme were also interviewed. Seven Shift Coordinators were provided with approached to participate in the research, including being given my email address, and advised to contact me if they would be willing to participate in the research. Five coordinators made contact and were sent

the research information sheet as well as the consent form to read and return if they intended to participate. All five coordinators were interviewed via phone or skype, they were recorded with consent using a dictaphone, and all lasted between 30 and 40 minutes.

In hindsight, the lack of engagement from the young women with interviews could have been a result of participants not already having an established relationship with me as the researcher. As described in the results of this thesis, interviews revealed that a crucial factor in getting these young women to engage with the coordinators was through building deep connections in a consistent way over a longer period. If the scope of this research allowed me to stay in Wellington for several weeks, to observe the programme and to meet the young women numerous times while building a sense of trust, then perhaps they may have been more inclined to participate in the interviews. However, with limited funding and being based in Christchurch, the required travel to build relationships perhaps reduced the young women's trust in me and thus, inhibited their interest in being interviewed.

During this research I was what Dwyer and Buckle (2009, p. 57) refer to as an 'outsider' researcher:

The issue of the researcher as an outsider or an insider to the group studied is an important one that has received increasing exploration by social scientists, often because they find themselves studying a group to which they are not a member (Dwyer & Buckle, 2009, p. 57).

In this context, an insider researcher may have been more effective in gaining access to the population, and therefore resulting in more participant interviews:

Insider role status frequently allows researchers more rapid and more complete acceptance by their participants. Therefore, participants are typically more open with researchers so that there may be a greater depth to the data gathered (Dwyer & Buckle, 2009, p. 57).

### **3.3.2 Participants**

Four young women aged 15 to 17 who had participated in at least one session of Just Shift It were interviewed. Of these young women one was from Kapiti, one from Lower Hutt, and two from Wellington. From those who agreed to be interviewed, two were 17 and two were 16 years old. The participants were given the choice of where the interview would be held, and all four were arranged in cafés that were easily accessible to the participants. Five Just Shift It coordinators were also

interviewed over skype or by phone; however their regions cannot be reported as this would compromise their anonymity. For the purpose of anonymity, the programme participants chose their own pseudonyms, while the coordinators were allocated numbers.

The Just Shift It participants were asked questions about their experiences with wellbeing and physical activity (see Appendix E.) whereas the coordinators were asked questions about the co-design approach to the programme and their role as coordinators (see Appendix F.). Unlike the interviews with the young women, the coordinator interviews did not focus on experiences and opinions of the programme but instead focused on their role in a professional capacity capturing information from the programme delivery perspective.

### **3.3.3 Analysis**

Over the course of one week in Wellington, four interviews were conducted in cafes located in each of the three regions. To make the participants feel more comfortable, I spent the first 10 minutes of our meeting discussing the interview process, their ability to stop the interview at any point and their ability to answer questions (or not) at their discretion. I also explained the post-interview procedure, including the participant's right to withdraw information by the 1st of September 2019. The young women signed the consent form they had been sent at first contact, in the information email, which also asked if the participant consented to being recorded. Each interview with the young Shift participant was recorded digitally with the prior consent given by the participants. The duration for all four interviews of the young women ranged between 40 and 50 minutes.

After the completion of the first interview, transcription of the audio recording commenced the following morning, so that the interview information and tone was relatively easy to recall. However, as the transcription process is a time-consuming task, it was two weeks before all four interviews were transcribed in full. The same process was used for the coordinator interviews. It was two weeks before all of the interviews were transcribed entirely. Alongside the initial transcription, I also listened to the recordings while re-reading through the transcriptions to ensure accuracy and also to begin to make notes about the themes emerging across the interviews.

*Analysis takes place, and understandings are derived through the process of constructing a transcript by listening and re-listening viewing and re-viewing. We think that transcription facilitates close attention and the interpretive thinking that is needed to make sense of the data (Lapadat & Lindsay, 1999, p. 82).*

The process of transcribing itself is what Lapadat and Lindsay (1999) describe as both interpretive and constructive, and it is therefore not a technical step but an analytic process (Skukauskaite, 2012).

This description of transcribing aligns strongly with the methods used in this research. The information from the interviews was used to show and explain the information which was highlighted in the surveys, and they looked to provide detail of first-hand experiences which showcase the statistical findings.

Thematic analysis (TA) is a method for identifying, analysing, and interpreting patterns of meaning ('themes') within qualitative data (Clarke & Braun, 2017, p. 297). The transcripts of this research were analysed thematically beginning with coding features of interest in the data (Braun & Clarke, 2006). In this process, the content of the data directs the coding, which informs the broader development of themes (Braun & Clarke, 2006, p.83). In the case of this research, the interviews were analysed by the themes of the survey: vigorous physical activity, moderate physical activity, walking, sitting, autonomy, environmental mastery, personal growth, positive relationships with others, life purpose, self-acceptance.

Braun and Clarke (2006) suggests that a visual process can help shape and organise information and guide decisions about data relationships. Therefore, when analysing the data for this research, mind maps were used to visualise the connections between different aspects of an idea. These naturally emerging themes were free coded, for example, the connection between consistency and building trust within the group of young women in Just Shift It. From these mind maps, several key concepts emerged: building relationships, whanaungatanga and safe spaces, physical activity and wellbeing in young women, and co-design. These themes are discussed in more detail in the following results chapters.

## Chapter 4

### Wellbeing and Physical Activity for Young Women

A focus of this research was exploring the wellbeing and physical activity of the young women aged 15 through 17 who had participated in the Just Shift It programme. The chapter will begin by outlining the findings of the participant surveys, highlighting the trends which emerged among the different age groups in regard to their physical activity levels and wellbeing scores. Following this, the chapter will then discuss wellbeing and the education of wellbeing that the young women received both in school and in Just Shift It. The interviews also focused on understanding the young women's experiences with wellbeing throughout their lives, their current state of wellbeing and looking at the different factors which affect the wellbeing of the young women, for example, at the school environment. The chapter will then discuss the young women's experiences of developing positive experiences with physical activity, the barriers they face to participation and how physical activity can be used as a vehicle for improving their levels of physical activity levels and wellbeing. Although this chapter is focused on the young women's experiences of wellbeing, there are also aspects of the coordinator interviews which provide a more in-depth understanding of how co-design can impact the outcomes of a youth development programme.

#### 4.1 Quantitative Findings

##### 4.1.1 International Physical Activity Questionnaire

As outlined in Table 2, the survey results showed that the vigorous MET minutes contributed the most to the total MET minutes for all age groups. A recent national survey by Sport New Zealand (2017) found that, in the greater Wellington region, 92.8% of secondary boys and girls were engaged in physical activity. Moreover, that survey indicated that 55.1% of girls (versus 62.4% of boys) in secondary schools were involved in some sort of school sport which could have contributed to the young women's vigorous MET minutes found in this study (Sport New Zealand, 2017). The mean sitting MET minutes of the young women remained constant across all age groups, this is likely to be

influenced by school and the large amount of time spent sitting in the classroom, at which time this survey was distributed. Comparing this to a study on Australian adults, the Just Shift It participants were sitting less with an average of 308 minutes, whereas on average, sitting time was 350 minutes, or almost six hours in an Australian study (Proper, Cerin, Brown, & Owen, 2007, p. 171). The survey found that 17-year-olds had higher mean scores of vigorous and moderate activity than the 15 and 16-year-olds, however their walking MET minutes were only 1339, whereas the 15 and 16-year-olds MET minutes were 1579 and 2028 respectively. An influencing factor of the walking MET minutes may be the mode of transport that the young women use; where the younger groups may be using public transport or walking to their destination, the 17-year-olds are at an age where they may have their drivers' licence and a car, allowing them to drive more and walk less. The 16-year-old young women had the highest total MET minutes. It may be that this is influenced by factors such as positive experiences with physical activity, meaning the young women engage more, or due to being in their second year of NCEA, so they have become accustomed to it and they can spend more time enjoying activities, however once they reach 17, they are in their final year and have to think seriously about their future.

#### **4.1.2 Psychological Wellbeing Scale**

The mean scores for the Psychological Wellbeing Scale are outlined in Table 2. Overall, this research found that the mean total wellbeing score for the survey participants was 85.51 (SD = 14.82). By contrast, a study on wellbeing in students in India found a mean total wellbeing score of 55.90 among females aged 15-16 (Akhter, 2015, p. 158). This shows that the self-reported levels of wellbeing in young women who have participated in the Just Shift It programme are higher than their female counterparts in India. However, when comparing these results, it is important to note that there would be numerous factors affecting the results which have not been outlined, such as cultural differences and the Just Shift It programme itself being a sort of "intervention" which the students from India would not have experienced. The mean total wellbeing score of the Just Shift It participants was highest in the 15-year-old age group and decreased as they got older. However, there were no significant differences between the age groups for the mean scores for each of the six

aspects of wellbeing. With regard to these six aspects of wellbeing, personal growth was the highest scoring aspect across all age groups followed by life purpose. The importance of personal growth in relation to participation in Just Shift It is discussed more in the following chapter.

**Table 2. Mean scores for aspects of wellbeing and MET minutes**

	15-year olds		16-year olds		17-year olds		Total					
	n	M	SD	n	M	SD	n	M	SD			
<b>Wellbeing</b>												
Autonomy Total	58	13.40	3.70	50	14.06	3.58	61	13.74	3.29	179	13.67	3.46
Environmental Mastery Total	58	13.34	3.56	50	12.34	4.16	61	12.57	3.60	179	12.77	3.74
Personal Growth Total	58	16.79	2.85	50	16.94	3.51	61	16.57	3.10	179	16.77	3.11
Positive Relationships with Others Total	58	14.17	3.69	50	13.28	3.61	61	13.41	4.00	179	13.60	3.76
Life Purpose Total	58	14.26	3.13	50	14.70	3.09	61	14.59	3.57	179	14.55	3.31
Self-Acceptance Total	58	14.50	3.75	50	14.30	4.87	61	13.92	4.04	179	14.16	4.17
Wellbeing Total	58	86.45	13.67	50	85.62	16.07	61	84.80	15.25	179	85.51	14.82
<b>Physical Activity</b>												
Vigorous MET Minutes	45	3941.33	3377.08	35	3564.58	2581.01	44	4006.00	3202.67	152	3900.42	3156.32
Moderate MET Minutes	41	1200.00	1042.97	35	1406.29	1571.40	42	1511.43	1556.01	137	1295.33	1359.79
Walking MET Minutes	44	1579.88	1642.66	38	2028.63	1697.95	48	1339.25	1348.00	153	1591.53	1507.99
SKI Minutes	35	301.91	186.51	39	306.46	163.43	46	313.70	170.66	133	308.29	167.77
Total MET Minutes	54	5482.86	4590.00	44	5706.10	4484.44	56	5429.07	4400.27	191	5308.00	4370.46

### 4.1.3 Correlation of Physical Activity and Wellbeing

The survey measured physical activity levels (vigorous, moderate, walking, sitting, and total MET minutes) and wellness (six wellbeing aspects and the wellbeing total) using Pearson correlation analyses for the entire sample and for each age group. There were no significant differences found within the variables of physical activity level and overall wellbeing scores for the entire sample (see Table 3). This lack of positive relationship between physical activity and wellbeing is in contrast to much of the literature in sport for development, which will be discussed in more detail later.

However, much of the literature includes data from both male and female youth within the sporting context (Donaldson & Ronan, 2006; Donnelly & Coakley, 2002; Steptoe & Butler, 1996), whereas this research only includes the lived experiences of young women, who may have significantly different experiences to their male peers, and the context is not exclusively within sport.

When looking closer into the six individual aspects of wellbeing, Pearson correlations did, however, show several significant associations with physical activity levels at the 15 and 17-year-old age groups. Table 4 highlighted that the Pearson correlations for the 15-year-old age group (n=58) had three significant negative associations; namely, they self-reported that higher levels of walking MET minutes ( $r(42) = .30, p = 0.05$ ) as well as higher total physical MET minutes ( $r(52) = .32, p = 0.02$ ) was negatively associated with the personal growth sum scores. This means that there was an association with 15-year-olds reporting higher total physical activity levels and lower self-acceptance levels, and vice versa. Higher total physical activity levels were also negatively associated with personal growth sum scores ( $r(52) = .28, p = 0.04$ ). Using Cohen's (1988) guidelines, the effect size of all of the aforementioned associations are medium in terms of their relevance to practical or substantive significance.

These negative association findings support the work of Butcher, Lindner and Johns (2002, pg. 159) who found that youth did not feel that they were 'good enough' and there was 'too much pressure to perform well', because of the lower self-reported self-acceptance. These feelings described by Butcher et al. (2002) may provide reason for the negative associations found in this research.

However, these findings go against literature such as Donaldson and Ronan (2006) who described how those who had high levels of participation in both formal and informal sport self-reported higher levels of self-worth as a result of sport. The results from this research showing a negative correlation between physical activity and wellbeing go against the common positive correlations in other literature. However, these findings support the notion that young women are having negative experiences with physical activity (Merkel, 2013; Rauscher & Cooky, 2016) and that there is a need for a programme which aims to provide a positive experience and outcomes. In providing this positive experience, the aim is to encourage continued engagement. This positive and fun experience is one of the Shift Foundation’s main purposes (The Shift Foundation, 2019).

**Table 3. Pearson Correlations 15-year-olds**

	Vigorous MET Mins	Moderate MET Mins	Walking MET Mins	Sit Mins	Total MET Mins
Autonomy Total	-0.04	-0.02	-0.01	-0.15	0.01
Environmental Mastery	0.07	0.10	0.07	-0.22	0.14
Personal Growth	-0.22	-0.08	-0.27	-0.06	-.28*
Positive Relationships with Others	0.00	-0.17	-0.19	-0.16	-0.15
Life Purpose	-0.11	0.09	-0.16	0.20	-0.13
Self-Acceptance	-0.20	-0.07	-.30*	0.13	-.32*
Wellbeing Score	-0.18	-0.04	-0.22	-0.08	-0.18

\*Correlation is significant at the  $p \leq 0.05$  level (2-tailed).

There were no significant correlations at the  $p \leq 0.05$  level in the 16-year-old age group (shown in Table 4.)

**Table 4. Pearson Correlations 16-year-olds**

	Vigorous MET Mins	Moderate MET Mins	Walking MET Mins	Sit Mins	Total MET Mins
Autonomy Total	0.05	-0.04	0.23	0.04	0.06
Environmental Mastery	-0.01	0.25	0.03	-0.25	0.05
Personal Growth	-0.06	0.29	0.12	-0.21	0.08
Positive Relationships with Others	-0.04	0.18	0.17	-0.07	0.10
Life Purpose	-0.21	-0.03	-0.25	-0.14	-0.21
Self-Acceptance	-0.04	0.03	0.10	-0.16	0.04
Wellbeing Score	-0.08	0.18	0.11	-0.20	0.04

\*Correlation is significant at the  $p \leq 0.05$  level (2-tailed).

Pearson correlations for the 17-year-old age group (n=61) highlighted three significant positive associations (shown in Table 5). They self-reported that higher levels of vigorous physical activity ( $r(42) = .34, p = 0.03$ ) as well as higher total physical MET minutes ( $r(54) = .28, p = 0.04$ ) in young women was positively associated with higher personal growth sum scores. This means that as vigorous physical activity levels rise so does self-reported personal growth among 17-year-olds. Higher total physical activity levels were also positively associated with higher life purpose sum scores ( $r(54) = .29, p = 0.03$ ). Similar to the 15-year-olds, the effect size of all of these associations are medium (Cohen, 1988).

**Table 5. Pearson Correlations 17-year-olds**

	Vigorous MET Mins	Moderate MET Mins	Walking MET Mins	Sit Mins	Total MET Mins
Autonomy Total	-0.16	0.06	-0.11	0.01	-0.105
Environmental Mastery	0.20	0.13	0.18	0.05	0.198
Personal Growth	.34*	0.06	-0.14	-0.09	.28*
Positive Relationships with Others	0.10	-0.04	-0.18	0.09	0.080
Life Purpose	0.28	0.03	0.04	0.19	.29*
Self-Acceptance	0.16	-0.03	-0.06	0.12	0.08
Wellbeing Score	0.20	0.04	-0.07	0.10	0.20

\*. Correlation is significant at the  $p \leq 0.05$  level (2-tailed).

It is interesting that there are negative correlations in the 15-year-old age group, no significant correlations in the 16-year-old age group and positive correlations in the 17-year-old age group. Perhaps there was something unique about this particular sample, or perhaps the 16-year-old group may be a transitioning age, where there are a mix of people who are still experiencing negative impacts seen in 15-year-olds and those who are beginning to experience the positive impacts seen in 17-year-olds. The following sections discuss the lived experiences of the young women interviewed to give insight regarding why and how Just Shift It impacted them, and it provides examples of the results which were highlighted by the surveys.

## 4.2 Wellbeing for Young Women

### 4.2.1 Wellbeing Education

While there are numerous models and understandings of wellbeing in society today, Te Whare Tapa Wha (four cornerstones of Māori health) was a model of wellbeing discussed by both coordinators and participants, also commonly known as Hauora (health and wellbeing) in Te Reo (Māori language). Te Whare Tapa Wha, or Hauora, is a model of wellbeing which was “developed by a hui (meeting) of Māori health workers in 1982 as described by Dr Mason Durie” (Rochford, 2004, p. 47) and is modelled after a house comprised of four main focuses, or ‘walls’, of wellbeing; spiritual, emotional, physical and social. This is also a model which is commonly used to teach wellbeing to youth (Salter, 2000) in New Zealand schools. Two participants described it:

*I think it was in like, cos we had P.E. class, but we also had like health class, and they kind of brought that up and like the I think it's called Te Whare tapa Wha, with the four walls... – Rosemary.*

*The first time it was ever like discussed was in health class. You had like a house, like a wellbeing house, Hauora, and you had like the different aspects- physical, mental, spiritual and... something else and like and I think that was the first time I'd like heard and discussed it. – Ipenema.*

This model takes a holistic approach and emphasises strong aspects of Māori culture such as spirituality, however it has been “watered down” according to Salter (2000, p.10) in order to be more generally accepted by non-Māori. Despite this, the Te Whare Tapa Wha model is a way to help youth understand the concept of wellbeing, and that it is not just comprised of one component, but it is a multi-dimensional, multi-faceted concept. Common themes among the participants’ experiences of learning wellbeing in school was that it was taught very early on, it was “very brief” according to Ipenema and Emma, and it was very formal. Allensworth (1993, p.17) supports these statements, finding that “schools can play a larger role in the health and social problems in youth”, which could begin by providing an in-depth understanding of wellbeing.

*I had heard it before in school, in year... actually right from the beginning of year 9 in P.E. they started using wellbeing as a term. I didn't really think much of it because the ways they explained it did not seem like... it wasn't really interesting; it didn't really seem like it was that important in my life. – Emily.*

The young women did not discuss their education around wellbeing in school with great detail, except they all agreed that it was right at the beginning of their time at high school, and so they could not remember much about what they were taught. From what the young women discussed, in New Zealand, wellbeing is a topic which is only taught in the national curriculum in years 9 and 10 (students aged 13 and 14).

*You get introduced to it at school in year 9 and 10 for health, like you talk about your wellbeing... I guess I never really personally thought about it too much, I just used it for my assessment cos I knew I had to... They don't really cover, they have so much to cover but they don't really get to go into depth. – Emma.*

This transition into high school period is practical time to teach these young people about wellbeing, as they are going through life changes in moving to high school, making new friends and going

through puberty. However, it is also a time in life where the young people may not necessarily be able to comprehend to the full extent the meaning behind all of the concepts of Te Whare Tapa Wha, as suggested by the interviews. A reason behind this may be that the young women have not had enough life experience to be able to connect what they are being taught to their life experiences up to this point, which is one way that many people find is helpful when learning about a new concept (Quay, 2003).

By contrast, the young 15-17 women are being taught about wellbeing by the Shift Foundation when they may have been through different life experiences which can help them to understand aspects of wellbeing taught outside of the school context. For example, the 17-year-old participants have had at least two years of navigating relationships with their peers and having both positive and negative experiences within those relationships whereas the 15- and 16-year olds would be more likely in a learning and experimenting phase.

The vision behind the Just Shift It programme is about positively impacting wellbeing and enhancing wellbeing through physical activity for young women. However, the explicit focus is not necessarily on wellbeing or physical activity, but rather encouraging the young women to engage in activities, whether this be a game, conversation or an activity, which will benefit their wellbeing. An example being engaging the young women in a game which requires them to communicate to be successful in the game, which can help build their communication skills and can also help with relationship building within the group. This was something that the coordinators also spoke about in their interviews; that they try to make the teaching of wellbeing holistic (for example, emotional, physical, social, and spiritual), but also relatable and interesting for the young women. Coordinator Five spoke about how an important aspect of keeping the teaching interesting in her programme was through the use of different resources which she can provide to the young women around the aspect of wellbeing that they are focusing on. This could be different speakers coming in to talk to the young women or introducing new games which focus on a particular area of wellbeing.

*So Shift were definitely the ones that um, I guess kind of changed that idea, so I got a better understanding of it, made it more interesting. – Emily.*

Ipenema found that the education which Shift provided around wellbeing was more in depth than the education that she received during her P.E. classes in school. Despite this, she found that the information in school was useful and interesting, but it was not something which she remembered long term, and she would forget after “a few days or weeks”. Perhaps the applied nature of the activities in Just Shift It allowed students to learn about wellbeing through active engagement with it. Emma found that the techniques and information which was provided to her by Shift is something which she can use in her everyday life and is valuable in that it can help her “turn a bad day into a good day”.

Something Emily mentioned in her interview is the way Shift taught wellbeing using understandable language and the information they provided her with, for example that communication is important, meant that she was able to:

*Incorporate it into a lot of different things, a lot of different aspects that fit into my life. So um... friends wise- how I can make sure that the types of friends I have don't affect the way I look at myself or how it effects my wellbeing. Um... communication, like how things I can say would affect other people's wellbeing and how that could also backfire onto me. – Emily.*

The activities offered through Just Shift It bring awareness to how the young women's actions may affect others. Just Shift It, for example, made Emma question aspects of her life and whether or not they were having a positive or negative effect on her wellbeing and what steps she could take to change this. Emma explained this as deciding whether things were ‘building her up’ or if they were ‘taking away’. When talking about Shift's education of wellbeing, Emma stated:

*It kind of taught you to question what you were doing and like, are you protecting your wellbeing, and like are friendships and relationships that you have helping your wellbeing or they deteriorating? – Emma.*

In conjunction with having life experience to relate their learnings back to, the young women also discussed how they enjoyed the way that Shift approached the topic of wellbeing, and the way they made it less formal and boring than their school experience.

*I think it's more modern now, like, the language they use is more understandable to like, younger people, I think. – Rosemary.*

Another model of wellbeing which is used by the Shift Foundation to educate young women about wellbeing is the 'Five Ways to Wellbeing' model. This model was adopted by the Mental Health Foundation of New Zealand (2019) based on the findings of the New Economics Foundation's (NEF) Foresight Project on Mental Capital and Wellbeing research report (The Government Office for Science, 2008). This report focused on the wellbeing of people in the United Kingdom and aimed to “develop a vision for the opportunities and challenges facing the UK over the next 20 years and beyond, and the implications for everyone’s ‘mental capital’ and ‘mental wellbeing’”. In this report, the Five Ways to Wellbeing model presented encourages people to incorporate five actions into their day to day lives in order to enhance their wellbeing. These five actions are: connect, give, take notice, keep learning, and be active. In her interview, Coordinator Four discussed how one of the frameworks which she uses frequently when educating the young women about wellbeing is the Five Ways to Wellbeing. In practice, this means incorporating at least three of the five ways outlined within each session, even if they are not explicitly talked about. For example, there is a check in at the beginning of a session (discussed more in the following chapter), which is a way for the young women to connect with their coordinators and one another. This check-in allows them to take notice of how oneself and everyone else is feeling and after the check-ins, if time permits, the coordinators organise a game in the session as an opportunity to be active. Despite Coordinators Five and Four expressing that they use the Five Ways to Wellbeing framework in their sessions, there was no direct mention of this framework in the participant interviews, however the young women do mention ways in which they engage with all five elements.

#### **4.2.2 Understanding Wellbeing**

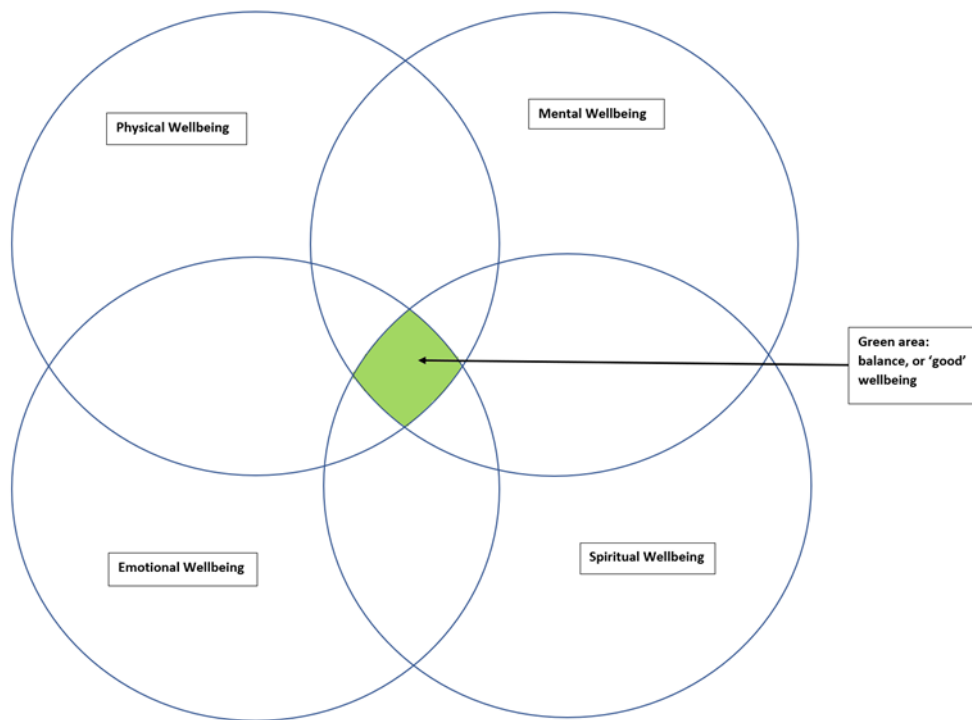
In exploring the lived experiences of the young women in the Just Shift It programme, the young women’s understanding of wellbeing was discussed as they shared how the programme has helped them to gain a more in-depth understanding of the concept.

To Ipenema, wellbeing meant being in a comfortable state within oneself where one is unaffected by the good and bad things that are happening in one's life, hence not being impacted by external factors.

*Wellbeing, I think, is mainly to stay on just being okay or just being, without any pressure and it would be like being okay with all the good and all the bad. Still being you throughout all of that, if that makes any sense. Like good wellbeing would be like if you're in a good state and like the external factors don't affect how you feel too much. – Ipenema.*

It is interesting that Ipenema spoke heavily about external factors when explaining her understanding of wellbeing, and she emphasised her desire to work on herself and her ability to keep her wellbeing stable despite external factors. This speaks to the way that Ipenema deals with other people's actions and events which happen in her life. For Ipenema maintaining wellbeing is about being able to react in a way that she deems appropriate to things which happen within her environment and not letting these events and people create a negative impact on her own wellbeing. Not only this but staying true to oneself when life can be hard, remaining true to one's beliefs and morals.

The way Emma discussed her understanding of wellbeing was by using analogies. Emma likened wellbeing to sitting on a chair with four legs, with each leg representing an aspect of wellbeing- mental, spiritual, physical and emotional. Emma discussed how if one of the legs was shorter than the other or if one of the legs fell off, which is to say that one aspect of wellbeing was not being cared for, then the chair would become unstable. This is because the chair would be relying on the other three legs, the other three aspects of wellbeing, to support the person sitting on the chair. If two legs, or two aspects of wellbeing, are not being looked after then the chair will most likely tip over and hurt the person who is sitting on the chair. The other analogy that Emma used was wellbeing as a Venn diagram, with different circles for each aspect of wellbeing- physical, mental, spiritual, and emotional.



**Figure i. Venn Diagram depicting Emma's analogy**

The circle in the middle which is created when all of these circles overlap is what Emma referred to as ‘good’ wellbeing, it is about creating a balance between all of the different aspects or circles.

Emma also spoke about the fact that for her, the spirituality aspect of wellbeing is not tied to a certain religion for her, but rather is about where she feels her life is going- her goals and her purpose moving forward with life. This relates back to the quantitative findings around life purpose, and how the 17-year-old age group found that there was a correlation between their total MET minutes and their reported life purpose (see Table 1.). In relation to Emma’s understanding of wellbeing, if a person’s spiritual and physical wellbeing circle overlaps then this signifies their wellbeing becoming enhanced, so an increase in total MET minutes and self-reported life purpose suggests enhanced wellbeing.

Rosemary spoke about how her understanding of wellbeing is about the different aspects which make up who a person is, and how ‘good’ wellbeing looks different for everyone because everyone is unique and different. As with Emma, Rosemary spoke about how for her, wellbeing can be broken

into four different aspects; physical, mental, spiritual, and social. This is the Te Whare Tapa Wha model, which Rosemary had said she had been taught through P.E. class in her early years at school.

*The whole physical, mental, spiritual and social I think are really important, because if you don't have a lot of one of them, then like all of it as a whole is not gonna be as good. – Rosemary.*

Rosemary discussed how good wellbeing is about there being a balance between the four aspects, because, in her understanding, to be unbalanced is to be less stable.

Emily spoke about how her understanding of wellbeing was not something which she had even considered or cared about before attending a Shift Foundation programme. It was because of her engagement with the Shift programme that she realised the importance of maintaining her wellbeing using the information and techniques she learned through Shift, especially when it came to changing her mindset if things were not going the way that she wanted them to.

*I think for me, it's like having a healthy body and a healthy mind. So, like thinking positively about everything in life. – Emily.*

Emily's understanding of wellbeing is in line with the concept "mens sana in corpore sano" which is Latin for "a healthy mind in a healthy body". This phrase originates from the first-century AD Roman writer of satires, Juvenal (Juvenal, Satires 10.356) who mentioned it first among a list of what one should pray for to obtain a desirable life instead of power, fame, good looks and longevity (Young, 2005). Cusack and Thompson (1998, p. 310) found that together physical activity and learning lead to "improved mental and physical health and greater involvement in social life and the community". These findings highlight the relationship between physical activity and mental health to enhance wellbeing.

There was evidence of overlap in some of the ways that the young women understand wellbeing, for example there were similarities between Emma and Rosemary's understanding and the Te Whare Tapa Wha model. For Ipenema and Emily, there was a strong theme of self-correction and adaption to an environment or situation through self-talk and maintaining a certain frame of mind.

Understanding the young women's perceptions of the meaning of wellbeing was helpful when

exploring their experiences of wellbeing, as it gave foundation to what they believed were aspects of wellbeing which need attention.

### **4.2.3 Experiences with Wellbeing**

An emergent theme of the young women's lived experiences of wellbeing was that there were several influential factors which affected their wellbeing; the impact of being involved in Just Shift It, and the impact of familial and peer support for the young women. This section discusses how the young women have developed their wellbeing while also discussing the different ways or techniques they have learnt to maintain their wellbeing and combat feelings of ill-being.

With regard to personal experience, Ipenema discussed throughout her interview how her relationship with her sister has been crucial in her transition into high school. Alongside this, how her relationship with the rest of her family has improved, with whom she had a difficult relationship during her intermediate years. Unlike Ipenema, Emma discussed how she has always been close with her parents, stepparents and also her siblings, and alongside this Emily discussed how her family's support helped her through times of ill-being.

*I just changed my focus, um... and looked at more of the small but positive things that were going on in my life and how I had a really supportive family, even if my friends weren't really friends to me, I could still talk to my parents or to my brother about it and know that everything would be okay.  
– Emily.*

This contradicts the findings of a study based on Dutch adolescents by Helsen, Vollebergh and Meeus (2000) which found that throughout adolescence, while relationships with their peers become a more important and central source of support, their perceived support from parents either remains constant or decreases. It is interesting that their study found that perceived family support remained constant or decreases, whereas in this research the young women discussed how important their relationships with their family is. However, there are limitations to the comparisons of these studies due to factors such as cultural difference and sample size.

Building on this idea of familial importance, a study focusing on the resilience of adolescents in the United States found that social support, which includes personal, social and familial relationships, plays a crucial role in enabling young people to cope with stressful life events (Dumont & Provost, 1999). Having the support from family is what emerged as being important for wellbeing because, no matter what was happening at school or with friends, they can always rely on their family support network to help them get through it. Ipenema stated that “it didn’t matter what happened because I knew that we had each other” when talking about her wellbeing and how her relationships with her family supported this.

Research has also shown that social support not only helps the young people to cope, but also supports their ability to flourish or positively impact their wellbeing (Folkman, 2008; Howell, 2009; Keyes, 2006). An aspect of this is the way that parent’s role model behaviour which positively impacts their own wellbeing, and this is something which the young women have picked up on and adopted.

*I love spending time with my Mum, she just... I dunno she’s quite wise, and quite grounding. – Emma.*

Emma discussed how an important skill for her when it comes to dealing with low wellbeing is taking a step back and gaining some perspective, being grateful and appreciating that things may not be as bad as they seem. This ‘grounding’ technique is something which she learned from her mother and it is a conversation that they have when Emma expresses that she has stress or troubles in her life.

*They don’t talk explicitly about their wellbeing um, but rather the things that they’re doing to make their wellbeing better. – Rosemary*

Rosemary discussed how her parents both engage with physical activity because they have expressed that it helps with their “mental clarity” and how seeing this behaviour encourages Rosemary to do the same.

Rosemary also discussed the importance of friends, and how her moving to a new school where she did not have those connections yet had a negative impact on her wellbeing.

*I think when I transitioned from primary school to high school, I didn't have the best wellbeing, like I moved to a school where I didn't really know anyone. Three people from my school moved there and so I would probably say, I had pretty low social wellbeing. – Rosemary.*

This relates back to the findings of Helsen et al. (2000) around how, during adolescence, relationships with peers become more central and important and this supports why Rosemary's wellbeing was negatively impacted when she lost those relationships through moving schools. The impact of friendships on wellbeing was also discussed by Emily, who experienced negative impacts on her wellbeing when she was bullied in intermediate school and found that she could not trust her friends because they were not standing up for her, but rather laughing alongside the bully. This relates back to the Just Shift It programme because of the importance the programme places on positive relationships within the group, to show the young women that they will not be bullied in the Shift environment and that everyone's opinion will be respected. Just Shift It places an emphasis on trust and support within the group of young women, which will be discussed in further detail in Chapter Five, because adolescence is a time where peer support is crucial (Helsen et al., 2000). Emma also spoke to friendships and their impact on wellbeing in that, when she was experiencing low wellbeing, she was isolating herself from her peers rather than turning to them for support. However, she went on to discuss how, since participating in the programme, she has begun to understand that it is important to open up to those around her and let them know how she is feeling. When she did this, when she opened the lines of communication with her peers; she found that this positively impacted her wellbeing. This also relates back to the relationships in the Just Shift It programme, and how it is important for the young women to be able to communicate with the coordinators so that the young women can receive the support that they need. Emily also discussed this idea of communication and how, through her participation in Shift, she was introduced to new ideas and techniques around how to communicate effectively with her friends and family to keep her "wellbeing in check".

Both Rosemary and Emma discussed how stress at school has negatively impacted their wellbeing because they can feel overwhelmed and like they do not have enough time to do things that boost their wellbeing, such as seeing their friends or being able to go for walks. Findings from a Swiss study

of adolescent students found that vigorous physical activity was helpful in buffering school burnout (Gerber et al., 2015). The young women highlighted walking as a physical activity which helps their wellbeing without being probed, with the young women discussing how physical activity was impacted by their wellbeing and vice versa. It was a common theme that when the young women were experiencing low wellbeing that their physical activity levels dropped, and they were not as involved in any kind of movement. However, for Ipenema she found that engaging in physical activity helped with her wellbeing.

*After like I go for a hike, I feel like a sense of calm and like when I think about what was like bothering me, that kind of like disappears. It's no longer a big thing, even though I find it wrong, it doesn't matter to me as much. – Ipenema.*

This is in line with research by McMahon et al. (2017) which focused on physical activity in European adolescents and its associations with anxiety, depression and wellbeing. The study found that the frequency of engaging in physical activity was positively associated with certain aspect of psychological wellbeing. This also relates back to the survey findings in that Ipenema was a 16-year-old participant and was engaging particularly with walking, which the survey found the 16-year-old age group to have the highest walking MET minutes among the age groups. This calming effect that walking has on Ipenema may be something that others experience as well since the survey results indicated walking MET minutes to be highest among 16-year-olds. Through their interviews, the Just Shift It participants highlighted that in their development of wellbeing, they have learnt that physical activity can improve wellbeing, and are aware that in times of ill-being in the past, their physical activity levels have dropped.

### **4.3 Physical Activity for Young Women**

Just Shift It's Kaupapa (purpose) is to engage young women in a journey of holistic wellbeing using physical activity and movement as a vehicle for change. Since the relationship between wellbeing and physical activity was highlighted by the young women in their interviews, this next section will explain their physical activity engagement.

### 4.3.1 Developing Positive Experiences with Physical Activity

Although the Just Shift It programme aims to encourage those young women who are not regularly engaging with PA, it also aims to facilitate young women who are actively involved in physical activity as well because the programme can still have a positive impact on their wellbeing.

*Shift is about supporting young women to explore movement and movement opportunities and providing opportunities that not only support them moving their bodies but support their wellbeing as a whole. – Coordinator Four.*

The young women who were interviewed for this research had all engaged in physical activity to some degree while growing up, however they all acknowledged that once they started high school their physical activity levels began to drop. Sports which the young women all spoke about participating in were netball, swimming, dance and badminton which are all considered common and traditional sports in New Zealand (Sport New Zealand, 2018, p. 51), with traditional referring to the way these sports have been popularly established within society and are heavily structured. All four young women also mentioned their experiences with social versus competitive sport, having all been involved in a traditional sport at a competitive level at least once while growing up. Rosemary discussed how, once in high school, she no longer had the desire to be involved in sport at a competitive level, so she gave up both swimming and netball and how that meant that her physical activity levels lowered apart from P.E. twice a week at school. The reason that Rosemary did not wish to continue with sport competitively was that she did not enjoy practicing and “putting in the time”, but she really enjoyed the team aspect of being involved in a sport and she enjoyed playing the games.

A common theme which emerged through the interviews with the young women is that social sport allowed for them to participate without pressure and they could enjoy themselves, whereas competitive sport had an unspoken pressure which often came from their own teammates. Despite this, Rosemary, Emma and Ipenema all spoke about enjoying the team aspect and bonding and connecting with the other young women in the team through shared experience, or ‘whanaungatanga’ (as referred to by the coordinators), and that it created a sense of community

among the young women. Understanding that these were all positive experiences of engaging in social physical activity is an example of the young women developing a sense of what they do and do not like about physical activity, and the reasons they enjoyed social sport were also reasons they all discussed as being part of the reason they engaged with Just Shift It. Playing social sport rather than competitive sport is a trend which is seen in the general population (Butcher et al., 2002; Merkel, 2013), with 63% of young people playing non-competitive sports or activities (Sport New Zealand, 2018, p. 26). Echoing the experiences of the Just Shift It participants, Sport New Zealand (2018, p.26) also found that 31% of young people (aged 5-17) engaged in both competitive and non-competitive sports or activities.

With regard to the young women's experience with physical activity, it was also important to understand their experiences of physical education (P.E) in the New Zealand school system. All four young women only took P.E. in their school for the first two years of high school, years 9 and 10. When they were able to choose their subjects, they all chose not to continue with P.E. (Biddle et al., 2003; Côté & Deakin, 2005; Scully et al., 1998), which is common, as revealed by Sport New Zealand's (2017, p. 35) active participation survey. Gibbons, Higgins, Gaul and Van Gyn (1999) support these Sport New Zealand findings, in a study on Australian female youth, which found that grade 10 girls who described their P.E. experiences as boring and repetitive, chose to not continue with the subject when it was an elective course option.

The discussions that the young women all had around P.E. in their interviews were very similar to one another, a common theme being the varying levels of engagement in the class.

*There were some who were very sport and definitely did want to participate, there were others who desperately did not want to but had to, and then there was kind of like that middle ground, which was me. We still did it, but we weren't that enthusiastic. – Rosemary.*

This dynamic did not change between mixed and single sex schools, which suggests that adolescents may not be experiencing the "longstanding systematic power imbalance in P.E. between males and females which is related to hegemonic masculinity" (Cockburn & Clarke, 2002, p. 654; Gibbons, 2009,

p. 236). However, from those young women who were in a mixed sex school, it was discussed that the male presence in the class was a deterrent to the young women participating in the activities which is supported by the findings of Petrie (2010), who highlighted the issue of male dominance in New Zealand P.E. courses. This deterrent supports Cockburn and Clarke's findings (2002, p. 661) that "a girl can identify herself either as a masculinized "doer" of P.E. (a "tomboy"), or a feminized ("girlie") "non-doer" of sport and physical activity.

*You know that definitely impacted our class a bit, I think. You know, you were like conscious of what you were doing and what the boys were doing... I remember girls going 'oh, I didn't shave my legs' or 'I don't wanna wear bare feet, I don't want anyone to see my toes'. – Emma.*

From what the young women discussed, their experiences within P.E. were not necessarily heavily structured and the teachers had a large degree of freedom in relation to what sport or physical activity they would plan for each class. However, Gibbons (2009, p. 230) found that students desired to have input into the course development for P.E. contributed to greater meaning and a sense of ownerships for their learning. This desire for input into the course development relates to the co-design approach of Just Shift It, and the reasoning behind the decision for this approach, which will be discussed more in Chapter Five.

While Rosemary's experience of P.E. was structured in a way that they were doing skill-based drills and activities such as running around the block, Ipenema's experience was more based around playing games of traditional sport such as rugby and netball. Emily and Emma however, both spoke about how their experiences of P.E. were more about relating physical activity to the concepts behind them such as the anatomy or even wellbeing. Three of the four young women spoke about how they did not enjoy this course, and that this was why they chose to drop the subject after year 10. The negative experiences that the young women have with certain activities help them to figure out, or develop a sense of, what they do and do not like to engage with. This development means that when the young women engage with the Just Shift It programme, they have a sense of what they do not want to engage with, or activities which they want to try again outside of the school setting, to see if they have a more positive experience. The reason that the young women did not

enjoy the subject was that it was not activities which they wanted to engage in, and they were not interested enough in what was being shown or taught for them to engage.

*I don't like going on runs, like that doesn't make me feel great... But if it's like something that I do enjoy then I do it, then I feel good about myself for doing that as well and seeing myself improve. – Rosemary.*

The varied experiences of the young women suggest that P.E. may be a subject which should be reviewed to determine a better approach for engaging more young women perhaps by offering different activities in non-competitive environment by establishing a safe space for those who require it. The lack of enjoyment the young women discussed related to their disinterest in the activities provided, perhaps a co-design approach would be more successful.

Outside of the traditional sports mentioned by the young women, their involvement in physical activity or movement was mainly comprised of walking- three of the four of the young women spoke about how they make a conscious effort to get outside and walk at least two-three times a week, and one young woman spoke about how she tried to do this at least “once every couple of weeks”. This varied from walking with family, mentioned by Ipenema, or walking the dog, mentioned by Emma, but they all emphasised that they try to get outside and move their body in some way.

*I try to sort of be semi-active everyday but that doesn't really pan out always, but yeah. Even if it's just a walk to school, walking the dogs, just kind of doing something. I don't feel the need to sweat profoundly every day. – Emma.*

It was interesting to hear that the young women were aware of the benefits of a simple walk, and Ipenema also discussed how walking positively impacts her wellbeing because it helps her to de-stress, and it calms her mind. Ipenema was not the only one to state the link between her physical activity and wellbeing, with Rosemary discussing how engaging in physical activity, traditional sports and Just Shift It has helped to grow her confidence and, similarly to Ipenema, she finds that focusing on physical activity helps distract her from any problems that she may be having in her life at the time. Emma spoke about how when she was experiencing illbeing, her physical activity levels dropped, and that one day it was “like a light switch” and she recognised that she needed to start

participating in physical activity again. These discussions by the young women show that they developed a sense of needing physical activity to help improve their wellbeing and that they understand what kind of physical activities they enjoyed and how to engage with activities which would provide them with positive experiences, such as Just Shift It.

*So I slowly started putting more effort into the things I was doing and seeing how that kind of changed my attitude. So like sports-wise, I noticed that like, each time I put in that little bit of effort it would help to change my mood. – Emily.*

This positive relationship between physical activity and wellbeing is supported in prior research. Ekeland, Heian and Hagan (2005) and Parfitt and Eston (2005), who found similar positive relationships between being active and mental health among youth. These positive experiences of physical activity impacting wellbeing speak to the Kaupapa of the Just Shift It programme. The coordinators who run the Just Shift It programme aim to show the young women this connection so that they can understand why physical activity is encouraged, and they can understand why they might consider making changes in their behaviour to incorporate some form of physical activity into their lives.

#### **4.3.2 Reducing Barriers**

When it comes to engaging in physical activity, there are a number of barriers to participation not just to young women. However, Sport New Zealand (2017, p. 41) found that young females perceive more barriers to being active than young males, including time. The actions taken by Just Shift It programme aims to reduce or remove these barriers for the young women to enable them to engage in physical activity and, in turn, enhance their wellbeing.

Sport New Zealand's (2017, p. 48) participation survey found that the biggest barrier to young people engaging in physical activity was that they were "too busy". This time restraint was discussed by Emily in her interview who said that she "stopped netball last year because of NCEA" which meant that she was "too busy". School was noted as a factor affecting wellbeing and physical activity for all of the young women, with Rosemary discussing how it can become difficult when schoolwork begins

to “pile up”. In those times, Rosemary acknowledged that it is even more important to engage in physical activity because it works to enhance her wellbeing. Emily discussed how having Just Shift It sessions during lunchtimes at school was a good idea, because it meant that she could engage because it was not after school when she was busy, and it gives her “something to do during lunch times rather than just sitting around in a classroom”.

The other barriers which were highlighted by the young women in the interviews were cost and transport. For Ipenema, she discussed how she has always had an interest in trying and experimenting with a range of different physical activities. However, her parents were unhappy with cost when they were not something which Ipenema was committed to pursuing long term. Coordinator Three and One also highlighted that cost can be an issue for the young women and an example which has been previously mentioned was the group of young women who could not play netball because the cost of sports bras was an additional cost which they could not afford. However, the Just Shift It programme removes this barrier by not charging the young women to participate in these activities, which encourages their engagement, especially for activities which are more expensive such as the high ropes course in Wellington. Alongside cost, transportation was another barrier to physical activity which was highlighted by Rosemary and Ipenema and this is something which the Shift Foundation tries to reduce or eliminate by offering the young women transport to and from the activity. However, Coordinator One acknowledged that a challenge within the organisation is that sometimes it is not feasible to be able to offer transportation to every single woman, and sometimes the programme does not have the funding to take every group to do an expensive activity like the high ropes course. So, as a charitable trust which has limited funding, Just Shift It is about trying to reduce the barriers where possible and providing opportunities which are as accessible as possible.

### **4.3.3 Physical Activity as a Vehicle for Change**

For these young women, Just Shift It changed their understanding of what physical activity is and helped them to understand why it is important for them to incorporate movement into their

everyday lives as often as possible. Emily discussed how through her participation in the programme, the meaning of physical activity has changed for her. She realised that it does not have to be intense exercise at a gym which made her sweat a lot, but rather it was about moving her body in a variety of ways.

*Like I never thought of yoga as physical activity, but when I did it at Shift it was really different. It was really relaxing, and I actually really enjoyed it which was good. But yeah, it definitely changed the meaning of physical activity for me. It's just anything to stay active. – Emily.*

This was something that Emma also discussed; how there were some activities which she did not necessarily include as being exercise because they were lower intensity, such as yoga, but which she found to be one of her favourite activities from the programme.

The young women in this research all discussed how when they started high school their participation in physical activity dropped off, they stopped the sports which they had been engaging in for reasons previously discussed. However, their participation in Shift allowed them to find their niche within physical activity, whether that be boxing like Rosemary and Ipenema, yoga like Emily, or just walking like Emma.

*It definitely sparked my interest in becoming more active, like before I started the Just Shift It, I hadn't actually gotten a gym membership or gone to a gym because I hadn't found that motivation. – Emily.*

Emma found that during low points of wellbeing her physical activity levels began to slip, saying “I wasn't being physically active. Not like, not making a conscious effort not to be, but I was like I can't do it”. However, through Just Shift It she began to understand why physical wellbeing is important and it enforced the motivation to become and remain active in everyday life.

Ipenema found that through Shift she was able to fulfil her desire to experience a range of different physical activities, and in doing so she found that her niche was boxing- it was an activity which she felt comfortable to engage with outside of the programme. This is what the Shift Foundation aims to do, give young women the ability to find their own place within the world of physical activity.

#### **4.3.4 Wellbeing and Physical Activity Connection**

As highlighted by the young women in this study, physical wellbeing was found to be an important component of wellbeing which needs to be maintained. Through their participation in the Just Shift It programme, the meaning of physical activity has changed for some of the young women, with all of the young women having now experienced a more diverse range of activities, such as yoga and boxing. The impact that physical activity has on wellbeing was highlighted by the young women as being positive, a way of enhancing wellbeing. However, the survey results showed a negative correlation between the 15-year-old age group and wellbeing, highlighting the need for young women to have a positive experience with physical activity which would encourage their long-term engagement. The Shift Foundation aims to be this positive experience, and in the interviews three themes emerged as being crucial to the success of the Just Shift It programme on wellbeing. These themes were relationship building, or whanaungatanga, Shift being a 'safe space', and the co-design approach to programme development.

## Chapter 5

### Whanaungatanga, Relationship Building, Safe Spaces and Co-design

Although the survey results showed no significant correlations between physical activity and aspects of wellbeing and although there were significant negative correlations in the 15-year-old age group, Just Shift It is an example of a programme through which young women can have a positive experience of physical activity and wellbeing. The essential factors in allowing young women to have this positive experiences were highlighted in the participant and coordinator interviews as being; the sense of whanaungatanga and the relationships, that Shift is perceived as a safe space, and the co-design approach to the programme. This chapter seeks to explore what is meant by these terms, how they are achieved within the context of Just Shift It, and why they are essential to the positive experiences of the young women.

#### 5.1 Whanaungatanga and Relationship building

Throughout the interviews with both the participants and the coordinators, it quickly became clear that the relationships between the participants and the coordinators are a crucial component to the Shift Foundation and that these relationships are an essential factor in Shift being a safe space for the young women. This section will explore the importance of relationships in the programme and how they are formed and nurtured in comparison to Donlan, McDermott and Zaff's (2017) TRICS model of relationship building. Following this, the section will then discuss the concept of Shift as a 'safe space' and how this feeling of safety is created.

On their website, the Shift Foundation state that one of their key/core values is about 'strongly building whanaungatanga' (The Shift Foundation, 2019). The Te Aka Online Māori Dictionary (2019) defines whanaungatanga as:

*Relationship, kinship, sense of family connection - a relationship through shared experiences and working together which provides people with a sense of belonging. It develops as a result of kinship rights and obligations, which also serve to strengthen each member of the kin group. It also*

*extends to others to whom one develops a close familial, friendship or reciprocal relationship.*

Macfarlane, Glynn, Grace, Penetito and Bateman (2008, p. 107) who describe whanaungatanga as a concept which:

*Indicates both a sense of belonging to and a sense of relating to others, within a context of collective identity and responsibility.*

Relationship building has been cited by the Shift Foundation as a focal point of difference inherent in programming (The Shift Foundation, 2019), with Coordinator One stating “you know, making sure that whanaungatanga, that we are building those relationships with the young people”. This focus was evidenced in both the participant and coordinator interviews as the themes emerging were how their relationships were created and fostered, and how this has impacted their experience of the programme.

*You know one of our values is whanaungatanga and, about building relationships, you can't ask young women to participate or share or be involved if you haven't built some sort of trust and relationships with one another and then within the group. -Coordinator Three.*

Relationships and whanaungatanga was a subject that the coordinators spoke about at length during their interviews, throughout the questions they would often connect other aspects of the programme back to their relationship to the participants and how it has allowed for a successful and more beneficial experience of the programme. Coordinator Two discussed how sometimes it could be easy to doubt the impact that the programme is having on the young women and the effect that she personally is having. Coordinator Two was, however, reassured and reminded through participant feedback through conversation with the participants' teachers that the young women attending Shift are experiencing frequent positive changes in behaviour. It is the close-knit relationships which allow these impacts as it is incredibly hard to change behaviour but experiencing the positive relationships with the coordinators has been shown to help to change the young women's behaviour in other aspects of their life. An example Coordinator Two used was a young woman who before the programme did not 'hang out' with girls at all and, since participating in Just Shift It, went on to create friendships outside of the programme with other young women. These

relationships are not limited to the participants, with Coordinator Five discussing how through Just Shift It she has gained relationships which have been fostered through keeping in touch with the young women and showing up every week because she genuinely cares for their wellbeing and has a desire to support them, even beyond the programme.

To create these connections Coordinator Four spoke about the size of their groups for the Just Shift It sessions and how she has, through experience, learned that large groups are not conducive for relationship building, stating:

*I kind of have a gauge of a group size that I think is most suitable for particular age groups. And that is less about um, the young women, but more about me having enough time to truly build that relationship with each of them. When that group size gets too large then I feel I'm not able to do that to the best of my ability that they are kind of getting the full benefit out of it.*

This experience supports the findings of Connell, Gambone and Smith (2001, pg.293) that youth development was more successful when conducted in smaller groups of up to 15 students. The coordinators spoke about the techniques that they used and their focus on building a relationship with the young women, and the participants also spoke about their view on their relationships with the coordinators. From hearing the perspective of the young women who participate in the programme, it seems that they do not realise the extent to which the coordinators are consciously making efforts to create and foster their relationships.

### **5.1.1 The TRICS Model of Relationship Building**

One of the critical learnings regarding relationship building and whanaungatanga was around how the relationships between the coordinators and the participants in this programme are developed. There is a significant pool of literature on youth development which is grounded in theory and uses frameworks to structure relationship building with youth, providing support for the Just Shift It method of programme delivery. For example, Donlan, McDermott and Zaff (2017) developed the TRICS model of relationship building between youth and their mentors. They looked at a youth development programme in the United States and aimed to understand relationship building

between youth and their mentors in a group setting. There is significant literature on one-on-one relationship building but very limited around mentorship in groups, so Donlan et al. looked to create a model which would explain the relationship-building in this group environment. This model details the importance of five components, namely, 'the right who', respect, information gathering, consistency and support (TRICS) (Donlan et al., 2017). This study was chosen as a comparison model because the interviews with the Shift Coordinators aligned strongly with the themes in this model and, although the coordinators all explained this in different ways, common underlying messages emerged.

### **5.1.2 The Right Who**

In the TRICS model, 'the right who' theme is the concept that in order for a relationship to develop between a participant and a mentor in a programme depends on the mentor's "personality, background characteristics, and ways of being that promote relationship building with youth" (Donlan et al., 2017, p. 390). Participant Ipenema's interview indicated that her coordinator had a great impact on her as a participant. Naturally an introvert, Ipenema spoke about when she first began with the Shift Foundation she was put at ease by her coordinator because she "made everyone really comfortable and encouraged connections" between the girls. It was the way that the coordinator "developed personal connections" with everyone that Ipenema really valued, because she felt like this was a space where she had someone who was sincerely interested in how she was doing and what was happening in her life- which was as simple as remembering details from previous conversations about what had been happening in the participant's lives. The coordinator did not necessarily remember everything, but just managing to recall a few details showed Ipenema that there was a personal connection there. However, when the coordinator resigned and a new one took her place, Ipenema had a different experience. With this new coordinator, she felt like she had not developed that personal connection that she had with the previous coordinator. Ipenema acknowledged that the new coordinator had personal connections with some participants, just not all. This influenced Ipenema's participation in the programme because not having that relationship with the coordinator meant that she was not as comfortable attending the sessions; she felt like it

was awkward and made her feel uneasy. Coordinator One also discussed this issue in her interview, where she acknowledged how being one person interacting with so many different individuals, she is not going to be able to “relate and walk alongside” every single young person because they are all so unique. As the coordinator, she added that she strives to offer as much as she can to each individual. Another participant of the Just Shift It programme, Rosemary, spoke in her interview about how going to Just Shift It sessions alone for the first time was quite daunting for her, but that her relationship with her coordinator helped her to push herself to go alone.

Similarly to Ipenema, Rosemary discussed how the relationships with the coordinators are genuine; she thought that they were “super nice and they clearly want to be there, they’re not just doing it because they feel like they have to”, which made her feel comfortable in interacting with them.

Emily, another Just Shift It participant, also stated that she thought that the relationships between the participants and the coordinators were “pretty important” and that she and her friends who also participated in the programme had grown “really close” to their coordinator. For Emily, it was the way that the coordinator engaged with her rather than standing back and overseeing sessions and instead, bonding through sharing the experience of the programme- which relates to not only the “right who” in the TRICS model but also the idea of whanaungatanga which is to create relationships through shared experience.

### **5.1.3 Respect and Consistency**

Respect was discussed as an important factor in creating relationships with the young women because without it a programme such as Just Shift It would not be viable. This is also supported by the TRICS model (Donlan et al., 2017) who outline that respect and consistency are key factors in relationship building. Having mutual respect, not just the young women respecting the coordinators but also the coordinators respecting the young women and the young women respecting each other, allows for an environment which fosters relationship growth because every person has equal value. Coordinator Two discussed in her interview how people in New Zealand society today value respect, and to instil that culture of respect in her Just Shift It groups, she believes that it is vital to model that

behaviour in her role as coordinator. From this modelling, she has seen the young women in her groups begin to adopt the same behaviour and become aware of it.

*One of the girls the other day was like 'how would you define respect?' And I was like this is how I define it; I would define respect as acknowledging that every human has equal value, and to treat them in a way that shows that. - Coordinator Two.*

After sharing this view with the participant, the participant then acknowledged another girl in the group who she believed was modelling this behaviour in their sessions. Coordinator Two believes creating a culture of respect allows for relationships to deepen between coordinators and participants, as well as between participants because it means that people can speak their thoughts and opinions freely knowing that what they say will be respected. In an American study on youth-mentor relationships in a range of different community programmes, Spencer, Jordan and Sazama (2004) found that the element of respect in a relationship between youth and their mentors was important to youth, allowing for stronger connections with those adults who showed them mutuality and respect. Another aspect of relationship building which was discussed by all of the coordinators in their interviews was building a sense of trust within the group. Coordinator Three explained how she believes that “you can’t ask young women to participate, or share, or be involved if you haven’t built some sort of trust with each other or within the group”. One of the ways that the coordinators build trust is through consistency, in that they would show up week after week, sometimes meeting in the same place every time. Consistency is another theme within the TRCIS model; however, in this research, I found that respect and consistency were intermingled and unable to be separated because they relied heavily on one another. Consistency was discussed as playing a pivotal role in building respect and trust with the young women. Coordinator One talked about how she has learnt through experience that sometimes at the beginning of working with a group, the young women might have things going on in their lives outside of their programme and therefore do not engage due to a lack of trust. To gain that trust, Coordinator One discussed that she believes that it is about “constantly turning up and showing the young women that she values them”, that “she is someone to be trusted” and that she is going to follow through with what she tells the young women. In doing

this, she has found that young women start to open up and engage with the programme.

Coordinator One's experience demonstrates the theme of consistency from the TRCIS model and how the young people need to feel like their mentor is going to be there for them when they need them. Donlan et al. (2017) discuss how this means not only being available during the sessions but also out of session. Coordinator Four also discussed this, in that she makes an effort to be present in the young women's lives, not only during Just Shift It, and an example was that she would go and support the young women on the weekend during their sports games. The girls needed to understand that "it's not just in this hour that I'm here to support their wellbeing". Coordinator Two described the period of beginning to open up as the young women "putting out testers" to see how the coordinators will react. This idea of trust was also addressed by two of the participants in their interviews, both Ipenema and Rosemary talked about how they trusted Just Shift It sessions to be a place where they could have fun and try new things without fear- they knew the coordinators would look out for them, which speaks to Shift being a safe space. Another aspect of trust and respect is that it is not a one-sided relationship; it needs to be mutual and requires the coordinators also to share parts of themselves. Coordinator Four discussed this idea in her interview, stating:

*But I guess one thing that I try really hard to do throughout all of my shift interactions is that I really am building on those relationships first before I try to kind of intervene or ask anything of these young people. Um, and just making sure that they know that I am a safe person, that they get to know a little bit about me.*

Coordinator Four also discussed how, with the focus being on wellbeing, it was vital for her to open up to the girls and show them that "you know, not everyone feels great all of the time", and sharing if she was experiencing those feelings. In doing so, in letting the participants see this side of her, this allows for the participants to know that they can also share if they're experiencing those feelings. This links back to the TRICS model which, under the respect theme, places importance on adults being "authentic" with youth, in that they share parts of themselves and their lives.

A tool which Coordinator One described that she uses to create trust and respect when establishing a new group is creating a 'kawa' which she described as:

*Like the protocol, like the things that when you're there, when you're part of that community, are things that you agree to do. And so, the young woman will have their say into what they want our space to look and feel and sound like.*

This Kawa becomes something that the group can refer to and use to reflect on their actions by asking themselves if their behaviour or attitudes are in line with what they detailed in their kawa and if it's not, then what steps are going to be taken. This kawa needed not to be referred to as a contract or rules or even expectations, because those words carry 'negative feelings' with the young women.

#### **5.1.4 Information Sharing**

Another critical programme technique discussed throughout the coordinator and participant interviews was the use of 'check-ins' at the beginning of a Just Shift It session, which is an example of a tool which allows for information sharing as per the TRICs model (Donlan et al., 2017). A check-in is usually implemented at the beginning of a session, and can take several different forms, but focuses on understanding the young women's state of wellbeing at that particular time. For example, a check-in may go for five minutes at the beginning of the session, going around the group and rating their current state of wellbeing on a scale of 1-10. Another example would be going around the group and sharing 'what's on top', which is when the young women can share what is happening in their world and what is important to them at the time. As with every part of the Shift Foundation, participation in these check-ins by the young women is entirely voluntary, however, not participating in the check-in speaks to the young woman's wellbeing in itself, while allowing the participant to maintain her freedom of how much disclosure to engage in. The check-ins offer a glimpse into how the group is collectively feeling going prior to an activity and, depending on how the check-in goes, the activity for the day may change. Coordinators Two and Four and Five discussed how the use of check-ins is encouraged by the Shift Foundation, and it is something that the coordinators and management do with one another when they are communicating- it is not only reserved for the participants of the programmes. Alongside this, the coordinators are told that it is okay if their group check-in only takes five minutes at the beginning of a session, but if the check-in takes the whole

session, then that is okay too. Having no check-in rules means that check-in conversations enable space for growth and gives the young women opportunities to share sensitive information which contributes to building trust within the group. Coordinator Two described this process, stating:

*I think, like, all the sharing time, check-ins are really valuable for that. You know sometimes they're sharing personal or like privileged, or like things about themselves that they necessarily wouldn't share everywhere. And yeah, I think that demonstrating of listening and role modelling to the group will hear one another and value their presence.*

This quote suggests these check-ins are a tool for building a culture of trust and respect within the group. Coordinator One discussed how this tool could also display a young woman's personal growth throughout their journey in the Just Shift It programme. It may be that a young woman- who at the start of the year did not want to walk into a room, or participate in conversations, and was giving their wellbeing a 4 out of 10 rating- begins to have days where they are feeling a 6 or a 7 out of 10, and that is becoming more regular. The check-ins were a tool that the coordinators spoke about numerous times in their interviews and spoke about their value, and it was something they all said they use at the start of a session. Although the coordinators spoke about them at length, the participants did not mention them. However, this may be that the technique is perceived as a fun, normal way to start the day- whereas for the coordinators it is an essential tool in gauging what the atmosphere of the group is like on that day. Something as simple as a check-in is something which the participants do not seem to notice or consider worth mentioning, however for the coordinators and their goal of building relationships with the young women, it is very insightful. This technique relates to the TRICS model under the theme of information gathering, with the study finding that both young people and their mentors noted that focusing on information gathering is essential and is seen as a foundation on which relationships are built (Donlan et al., 2017). This theme also relates to Ipenema's interview and her valuing the way that her first coordinator would ask her questions about her life and use them in future conversations.

### 5.1.5 Support

Another aspect of whanaungatanga and relationship building that the coordinators acknowledged as being important was the notion that one of their key roles is supporting the young women through their journey of wellbeing in the Just Shift It programme. In the TRICS model, participants of the study found that emotional support, defined as “listening and providing care”, was vital in relationship building (Donlan et al., 2017, p. 392). Rosemary, Ipenema and Emily all discussed how sharing the experience of participating in Just Shift It with the other young women in the groups creates a supportive atmosphere within the group of young women themselves, not just with the coordinators. In contrast to this, the young women discussed how the beginning of a session could be awkward with there being new people and not knowing anyone. However, it was whanaungatanga- the shared experience of Just Shift It, which created a relationship with the others in the group.

*By the end, we're all like a big group and connected in some way, even if we hadn't talked at all during the session. Because we're all doing the same thing and participating, um and just having a good time we can get closer, I guess. -Emily*

For Emily, the connections and support that she gained from the programme even extended beyond the programme, improving her ability to support her friends and creating new relationships with younger students whom she would not have connected with if not for Just Shift It. Not only this but knowing that her coordinator was always going to be there provided Emily with a sense of support, relating to the concept of consistency in the TRICS model. Ipenema discussed that it was the personal connection that she felt with the coordinator that provided her with a sense of support, which again relates to the TRICS model and the benefit of having ‘the right person’ as the Shift coordinator. Rosemary discussed how it is the verbal and positive encouragement from the coordinators which created the sense of support that she felt, that the coordinators genuinely want to help with the sessions. One of her favourite aspects of the programme is the sense of support that she feels, especially when going to a session alone, because she knows that the coordinators are there to help her, whatever that may look like on the day.

In terms of their holistic wellbeing journey within the Just Shift It programme, Coordinator One discussed how building relationships with the young women is about creating a journey which best supports the young women. This journey can look different for different people in that there is “no set programme or manual, it’s very open” because every young woman is unique. For Coordinator One, support is about young women having space where they can share. Not only this but space where, when they do share their thoughts, opinions and plans, they know their coordinator will be someone who will advocate for them and offer the support that they need going forward.

Coordinator Two discussed how for her, when building relationships with the young women it is essential to take time, even when busy, to take a moment with the young women to celebrate moments and events in their lives. This attention shows the young women that she is present in that moment that they are asking for her support; it shows them that she cares and what is happening in their world is valued by her. Coordinator Three discussed how through being there to offer support for the young women throughout their journey, eventually the young women began to feel the support provided, and that they were being listened to and they were cared about. Adding to this, Coordinator Three also talked about empowerment and how a focus of the Just Shift It programme is about empowering young women to recognise their leadership potential. An element of creating that sense of empowerment is to support and encourage the young women when they demonstrate that behaviour. Coordinator Two also discussed this, how it is important to notice when young women were positively exercising their leadership and influence potential both within and inside of the group. Coordinator Two said it is not only to see this behaviour but also to praise that and encourage it because supporting that behaviour empowers the young women and those around them. Even though Just Shift It is a programme which has a strong element of physical activity, Coordinator Four spoke about how it is an integral part of building a relationship with the young women that she does not only focus on the physical activity. Instead, she looks at “how I can support them and provide these opportunities for them that support, only not them to move their bodies but to support their wellbeing as a whole”. Focusing on how to support the holistic wellbeing is what helps to create a relationship which is more profound than just being about a physical activity once a week, instead it

is about how the young women are coping in life and whether the coordinator can support in any way. Lastly, Coordinator Five talked about how she has found that relationships with the young women have formed as she has engaged with the girls and as they begin to understand she genuinely cares and wants to be there for the young women. The support that she is offering is not just words, but they can rely on the coordinator being there 'week-in-week-out' and to provide any help that she can- even if that is just an opportunity to have an hour of fun during the week.

### **5.1.6 Time and Authenticity**

Outside of the TRICS model, the other point which all coordinators spoke about when discussing their relationships with the participants of the programme was that a critical factor in initially building connections was time. These relationships were not something established overnight, and they had the potential to extend beyond the completion of the programme as well. Especially when working with young women who may have issues with trusting people, as previously stated, it is about the consistency of the coordinators over an extended period. These findings support the work of Martin (2003), who found that time was a key factor in establishing and maintaining relationships with youth because this led to empowerment and transformation. Echoing these findings was the study by Rodd and Stewart (2009) which found that youth workers believed that time to build relationships was significant. Alongside time, an idea which the coordinators said they focused on when building relationships was that they happened organically, that they were not fake connections and that they developed without being forced. Being authentic and being themselves around the young women helped the coordinators to build these organic relationships. This seemed to help the young women engage in the relationship because, as Rosemary and Ipenema said, they could tell that their coordinators were being genuine and that encouraged them to interact with their coordinators.

*So just making sure that there's time for that, that I'm not trying to rush the process, that it is organic and a meaningful relationship. -Coordinator Four.*

Spencer, Jordan and Sazama (2004) found that a way in which youth identify an adult as being authentic was through their ability to listen. An example of this within the Shift participant interviews

was Ipenema discussing her more in-depth connection with her first Shift coordinator, who she felt heard to her and remembered things about her life.

## **5.2 Shift as a Safe Space**

The relationships and connections built through the programme then feed into the creation of Shift being perceived as a safe space for the participants. An emergent theme which carried across both interviews with the coordinators and the participants was the perception of Shift sessions being a 'safe space' or a 'safe environment', and it is a component of the programme which cannot be overstated. This perception leads on from and relates to the relationships that the Shift coordinators build with the participants of the Just Shift It programme. Having a healthy relationship is a crucial factor in allowing the coordinators to make Just Shift It a 'safe space' for the young women. This section will look to breakdown what is meant by the term 'safe space', the different elements which work together to create this environment, and how this works to benefit the young women in regarding the six wellbeing aspects from the Psychological Wellbeing Scale (Ryff & Keyes, 1995). From the collective information of the interviews, it seems that when describing the Shift Foundation programme as a 'safe space', it relates to the young women having a space where they know they have the autonomy, environmental mastery, and positive relations with others. At the core, the idea of having a safe space is about the young women feeling in control. Creating a space where their need for control is met means that the young women can experience personal growth, a sense of life purpose, and self-acceptance which are aspects of the wellbeing scale, which again, contributes to the perception of the programme being a safe space. Costello, Toles, Spielberger and Wynn (2001, p. 290) also discuss how this concept encompasses the degree to which a person feels that their emotional and physical safety is protected (Eccles & Gootman, 2002; Schusler & Krasny, 2010).

Although the coordinators all acknowledged the importance of Just Shift It being a safe space for the young women, when asked what exactly it was that they did to create these safe spaces, they struggled to answer. One of the coordinators noted that creating these spaces for the young women

is now second nature and not something that they have to think about explicitly anymore- it is normalised and the standard behaviour or steps in the operating of the programme.

*I guess those are a few other things that I think we kind of take for granted when we talk about a safe space. – Coordinator Three.*

While the concept of creating a safe space relates to the six aspects of wellbeing from the psychological wellbeing scale (Ryff & Keyes, 1995), it can also be compared to Mitra's (2004) youth development framework. This framework draws on three concepts to understand youth experiences in the context of their time as students; agency, belonging, and competency- otherwise known as the ABC model. This study found that meeting these needs aided in youth development and helped to create 'student voice', meaning that the young people were able to express themselves- their thoughts and opinions, in their school.

### **5.2.1 Positive Relations with Others**

Having positive relations with others is about having "warm, satisfying, trusting relationships with others; being concerned about the welfare of others; being capable of strong empathy, affection, and intimacy; understanding the give and take of human relationships" (Ryff & Keyes, 1995, p. 727).

Positive relations with others are described as the emphasis on the importance of trusting, satisfying interpersonal relationships with others (Rogers, 1961).

From the interviews, it seems that the sense of trust in the coordinator-participant relationship is about knowing what is shared within the group is not going to be talked about outside of the group. This notion of positive relationships with others with others relates to Mitra's (2004) ABC model, in that the concept of belonging in the youth development context is about "developing relationships consisting of supportive, positive interaction with adults and peers and of opportunities to learn from one another" (Mitra, 2004, p. 669). This model shows that the relationships discussed at the beginning of this chapter, and the positive relations with others work to create a sense of belonging and support, which helps to create this perception of Shift as a safe space. This was evident in Ipenema's decision to not participate in the programme because not having that relationship with

the coordinator meant that she was not as comfortable being at the sessions, she felt like it was awkward and made her feel uneasy. Having a place where the young women can genuinely speak about how they feel and what is happening in their lives without fear of consequence means that they begin to associate Just Shift It as safe; they do not need to be afraid of the information spreading beyond the group. To create this feeling of safety, tools such as the Kawa that Coordinator One described, established at the beginning of a group, are important because the young women have expressed the behaviour which is acceptable in the group; they are all putting trust in one another. Allowing the young women the opportunity to engage in behaviour that is positive towards one another is also essential in creating a safe space, allowing the young women to support each other and provide comfort and sympathy for another and role modelling that positive behaviour for other members of the group. Coordinator Two discussed how one of her main goals for the group is about trying to build a 'positive' environment, not only this but "an environment within the group where there is kind of able to be some discussions and negotiation". She means a place where the young women do not have to hide their opinions but instead can discuss them and compromise and negotiate between themselves without fear of what the others in the group will say or think. This freedom also relates to the aspect of positive relations with others that is about understanding the give and take of human relationships. The young women learnt to negotiate and how to compromise. Alongside this, Coordinator Four spoke about how the young women often have people coming into their lives and taking, but not giving back.

*Lots of our young people, especially in schools, there's always people coming in and out and whether it's just a short time or a long time, it's often just take, take, take. So, they're coming in and they want something off the young people, they want their ideas, or thoughts, or their time.*

With this in mind, the coordinator discussed that it is about showing the young women that she would also be sharing personal experiences of wellbeing with them, and it not being a one-way relationship.

*So for me, it's going in and making sure that I spend time with these young people before we start delving into that place where I'm going to be asking a little bit of them, but I will give in return. – Coordinator Four.*

The Just Shift It participants also discussed their positive relations with others within the programme and how these helped to create a safe and connected space in which they could be comfortable to be themselves and participate freely of their own choice without fear of judgement. The social skills which the young women are practising when they are in a group such are supported by other studies which have looked at co-designed wellbeing programmes in young women, which found that structured programmes have been found to decrease anti-social behaviour in youth (Okely et al., 2011; Vaughan, 2013). Alongside this, Rosemary emphasised how it was vital for her to see diversity in the young women participating because that encouraged her to participate herself because she could “relate to those people” and the young women would all offer words of support for one another.

*It's a really great environment, like a really supportive environment. Girls of all shapes and sizes are there, so that makes me feel more comfortable. - Rosemary.*

Coordinator Five also spoke about how for her and the group of young women that she works with in the programme, it is important that the young women “talk, mingle and engage with one another” because that helps to create a relaxed, safe atmosphere. Emily also spoke about this theme of encouragement and positive relations with other girls in the group, most of whom were strangers at the beginning of the session, and how this contributes to Shift being a safe space for her. Rosemary, Ipenema and Emily all acknowledged that the beginning of a Just Shift It session can be awkward, especially if there are a lot of new young women, and especially if they were going to a session alone. Ipenema discussed how she felt that there was not enough opportunity for building deeper relationships with others during some sessions, because of time restraints and due to the nature of some activities which required focus, for example, rock climbing. However, Rosemary and Emily disagreed, they thought that the awkward atmosphere which was there at the beginning of the session would usually dissipate.

*In the beginning, it's very awkward, like everyone's like keeping to themselves unless they've got their friend there, and then they'll be talking to each other. But um... it's very... I dunno, everyone's very like by themselves, but then by the end we're all like a big group and connected in*

*some way, even if we hadn't talked at all during the session. Because we're all doing the same thing and participating, um and just having a good time we can get closer, I guess. -Emily.*

This experience relates to relationship building and the concept of whanaungatanga, relationship building through shared experiences. The positive interactions that these young women are discussing are part of the reason that they enjoy the Shift sessions because it comes back to the way this makes them like that is a safe environment to participate in.

### **5.2.2 Autonomy**

The exercising of autonomy is described by Hui and Tsang (2012) as being an essential part of development in adolescence and defined by Ryff and Keyes (1995, p. 727) as:

*Being self-determining and independent, being able to resist social pressures to think and act in certain ways, regulating behaviour from within, evaluating self by personal standards.*

In the context of the Just Shift It programme and how the coordinators create a safe space for the participants, autonomy is about ensuring that everything that the young women do is ultimately their choice. This supports the findings of Williams, Freedman and Deci (1998) who found that Deci and Ryan's (2011) Self-determination theory "suggests that individuals whose behaviours originate from volition or choice as compared to control or pressure are more prone to long-term adherence to particular goal-oriented behaviours". From the very beginning, autonomy and agency are important factors which the coordinators consider because it makes sense that a young woman is not going to feel safe in an environment which she is being forced to be in, or where she is being forced to participate or engage in a particular behaviour. This concept is supported by Deci and Ryan (2011, pg. 426), who found that feeling autonomous within a relationship allows for a strong connection between people. That is why Coordinator One talked about how for her when she works with a group that has already been put together, for example, a school has put forward a collection of young women, that there is an 'opt-in' option for the young women.

*So I'm pretty clear to them that they might've been chosen to be part of a group, but that doesn't mean they have to come, and I still want it to be*

*their choice. From that point onwards I say it's now your choice, like you might've been chosen but it's now your choice. – Coordinator One.*

The young women are also aware of and appreciate the fact that they have the choice around whether or not they want to engage in an activity or not, with Rosemary stating that she finds it comforting that “everyone clearly wants to be there, people are going because they’ve chosen to”. Coordinator Three also discussed this point, speaking about how it is an important aspect of the programme for young women to know that they can choose what the activities they will be doing are and whether or not they would like to participate or not. This opt-in option allows the young women who decide to participate the comfort of knowing that the other young women are there to engage in the activities as well, so they do not need to worry about their skill level or looking ‘silly’ because they are all there to have a go.

*Honestly just seeing the different kinds of skill level and how even though we have different skill levels of whatever we might be doing, we're still doing the same thing, we're still encouraging each other. -Emily.*

Alongside this, Ipenema discussed how she enjoyed the fact that there was no pressure in engaging or participating in an activity, she could try new activities when she wanted but if she felt like she wanted to step back and not engage then she could; it was not uncomfortable to opt-out of the activity. Coordinator Two spoke about this, about learning when to support the young women in pushing them out of their comfort zone and when to step back and say that not participating is perfect as well.

*There's like, an element of like registering how important is it to that person to not do it. Um, is it something that they're willing to do but would prefer not to, or is there a reason that they don't want to do that, and is that a thing to say, well no the whole, this is for the whole group, and they've got a legitimate concern as to why they don't want to do it. So, therefore, we won't. It's not always explicit, sometimes the conversation, it's also about um, kind of feeling like the vibe of the group. They don't always say when they don't like something, they kind of... sometimes they just show you that they didn't like that one because they didn't really engage and so you go, okay well I'll try something different next time. - Coordinator Two.*

The ability for the young women to have autonomy over their participation also links back to the respect between the coordinators and the participants; the coordinators respect if a young woman

decides not to engage. This respect of autonomy also relates to the agency concept of the ABC model, in that the young women know that they are viewed as people, not just numbers to the coordinators and that they have autonomy and respect and agency- power within those relationships.

Another aspect of autonomy is the young women being in control of what information they share with the group and with the coordinators and whether they share any privileged information or not. The coordinators need to make the programme a space where the young women can share anything they desire, which may mean sharing things which should not leave the group. Coordinator Four discussed how some of the conversations that happen in the programme are “really personal and are really private, and they’re sharing really sensitive information”. So, ensuring that the young women understand that they cannot share the information discussed in the group, but that they can share with the group is important.

Alongside this is the way that sharing information in a safe space allows the coordinators to determine how best to support the young women through their wellbeing journeys.

*Ensuring that I am a person that they know they can open up to because that’s when we really understand how it is that they can get that support. If they’re not comfortable to open up and truly ask, you know this is actually why I want them, this is where I think you can help me, then neither of us are gonna get outcomes out of it. So just ensure that I am that person, and that they know I will um, you know, not share that information elsewhere or, if they do want support that I can’t give them, then they know that I will be a person that can reach out and find the person that is better to support them. -Coordinator Four.*

In this discussion Coordinator Four acknowledged that sometimes the coordinators might not be the best person to support the young women through what they are going through and understanding that and being able to guide the young women to people who will be able to help is incredibly important. This idea relates heavily to the concept of building strong relationships and a sense of whanaungatanga, because creating those relationships and then allowing the young women to choose to trust those relationships is what creates this notion of Shift as a safe space.

### 5.2.3 Environmental Mastery

The young women exercising their autonomy is strongly related to their sense of environmental mastery, defined as:

*A sense of mastery and competence in managing the environment, controls complex array of external activities, makes effective use of surrounding opportunities, able to choose or create contexts suitable to personal needs and values (Ryff & Keyes, 1995, p. 727).*

The reason that these two elements of wellbeing are similar is that the young women are the ones who decide what activities they will be doing for the programme, they can choose their environment. However, there are aspects of the environment that the young women cannot control, and these are things which the coordinators need to consider in making sure that the environment is seen as a safe space. This aspect of wellbeing can also be related to the ABC model, which highlights competency as a key factor in youth development. Competency in the youth development context refers to the “need for youth to develop new skills and abilities, to actively solve problems, and to be appreciated for one’s talent” (Mitra, 2004, p. 675). Concerning the Shift Foundation and Just Shift It being a safe space, competency means that the young women have the option of trying new activities and having the ability to develop their skills further (Hirsch et al., 2000; Vaughan, 2013).

Delivering activities to the young women requires them to have the right ‘gear’ or equipment for the session. When doing physical activity, especially a new activity, it is crucial that the young women feel comfortable in their skin and feel like their equipment or clothing is going to hold up to the activity. An example which was used by Coordinators Two and Three was about how a commonly chosen activity is swimming because the young women desire the opportunity to experience swimming together. However, there are several different barriers to the young women that surround swimming, with confidence in their swimwear being one of them. The coordinators discussed how checking with the pool beforehand to check their rules around what can and cannot be worn in the pool is essential, for example asking whether the young women can wear singlets or tops and shorts over their togs. It is about trying to work what equipment the young women have.

Another example which was discussed by Coordinator Three was around a group of young women who wanted to play netball but were not able to buy sports bras, which were an extra cost to playing- and this led to them not playing. To eliminate this barrier, the Shift Foundation bought the young women sports bras, so that they could participate in the activity without feeling uncomfortable or in pain. Another idea to consider would be around the different types of equipment which are available for the young women to use during the activity. They consider whether it is equipment which can be used by young women of different shapes and sizes. Or whether the equipment is going to deter the young women from participating because they think, for example, the skateboard is not going to hold their weight. Thinking about the equipment and clothing necessary for an activity to make sure that they are inclusive and allow the young women to feel safe in participating, that they are not judged or discriminated against.

Another aspect of an activity environment to consider is who will be leading or instructing the activity. For some of the activity opportunities provided to the young women by Shift, the coordinators are not able to be the instructors, for example, if the young women are doing a high ropes course. In this regard, it is important that the Shift Foundation partners with the right organisations and instructors, those who will understand the needs and vulnerabilities of the young women present and will support them in the appropriate ways.

*It's around finding quality providers that actually understand what shifts about, what some of the young women there might have experienced... We just know that having the right instructor, having music and making sure that the young women have the right clothing and that they've been given that information beforehand. – Coordinator Three.*

Having all of the information needed for an activity is also an important idea discussed, so that the young women know what to expect out of the session and do not arrive unprepared. An example of this would be, knowing where the group was meeting or knowing what clothing to wear to the activity. This knowledge helps the young women to feel in control of their environment.

#### 5.2.4 Personal Growth, Self-Acceptance and Life Purpose

By making the Just Shift It programme a safe space and allowing for positive relations with others, autonomy, and environmental mastery, it allows for the young women to be positively impacted in the sense of personal growth and self-acceptance and life purpose. Ryff and Keyes (1995, p.727) define personal growth as:

*Having a feeling of continued development, seeing self as growing and expanding, being open to new experiences, having a sense of realising his or her potential, seeing improvement in self and behaviour over time, is changing in ways that reflect more self-knowledge and effectiveness.*

They also define self-acceptance as:

*Possessing a positive attitude toward the self; acknowledging and accepting multiple aspects of self, including good and bad qualities; feeling positive about past life.*

In their study, Costello, Toles, Spielberger and Wynn (2001) found that experiencing physical and emotional safety, for example, through Shift, means that youth could confidently explore their abilities. This experience can be related to personal growth and self-acceptance because being secure enough to express themselves means that youth can accept what skill level they have and also try to develop this further as well. This idea relates to competency and having the opportunity to learn and develop new skills, and through this experiencing personal growth.

Concerning Shift being a safe space where young women feel comfortable to explore their abilities, the survey data found that there was a positive correlation between total MET minutes and life purpose in the 17-year-old age group. Emily and Emma both found that through their participation in the Just Shift It programme they were able to develop their abilities and skills as leaders and as role models and through this realised, they both had a passion for helping people. This passion is something which both young women indicated a desire to pursue in the future, and it was the opportunity to explore these skills in Shift, a place where they felt comfortable and confident to express these abilities, which led them to this realisation. This realisation is an example of how Shift

being a safe space can positively impact the six aspects of wellbeing, in that it helped to develop the young women's sense of life purpose.

The survey also showed that in the 17-year-old age group there was a positive correlation between personal growth and total MET minutes and Vigorous MET minutes (see table 5.). This personal growth was discussed by all of the coordinators; how they have witnessed or heard first-hand about personal growth and self-acceptance that young women have experienced through their participation in the Just Shift It programme. Coordinator Two discussed an instance where a young woman had, at the beginning of the programme, spoken about her dislike for participating in physical activity because she felt shy and uncomfortable- like she was being watched and judged. For that same young woman to then facilitate and participate in a physical activity opportunity in a busy activity centre showed that she had developed her self-confidence. Coordinator Five also spoke to self-confidence personal growth within young women who have participated in Just Shift It with her, which manifested in different ways for different young women.

*It's really cool to see. It might be the confidence to actually show up and participate fully in the activity, or whether that was beginning to make friends outside of the programme. – Coordinator Five.*

Alongside this, Rosemary discussed her experience of personal growth through her involvement in the Just Shift It programme in that she developed her self-confidence and was able to “step out of her shell a little bit more” through attending sessions alone. Ipenema and Emily also spoke about their personal growth; Ipenema spoke about how since she began the Just Shift It programme, she has been able to improve her relationships with her friends through experiencing new things together- which is related to whanaungatanga. Emily felt her confidence in her leadership abilities developed through her involvement in the Just Shift It programme, in that she can “meet and encourage new people” and see the impact that her encouragement is having on those young women.

Emily's experience of personal growth was similar to what Coordinators Two and Three both spoke about; how it is incredibly rewarding to see the young women become empowered in their abilities

through their experiences in the programme, and how this is fostered through creating opportunities for the young women to engage with those behaviours. Allowing for those opportunities means that the young women have the chance to 'step up', and engage in this positive behaviour, and when this occurs the coordinators express how important it is to encourage them to continue this behaviour. This can be related to the self-determination in adolescence study by Hui and Tsang (2012), which found that through learning and engaging with activities which enhance student's self-esteem and self-confidence, the young people begin to appreciate their strengths and discover their limitations. This experimentation speaks to how, through the coordinators presenting opportunities for testing their abilities, the young women can figure out what their strengths are and what their limitations might be, and how their coordinator can support them in going forward.

Coordinator Four discussed how she has noticed throughout her time with the Shift Foundation that a notable collective example of personal growth was with the young women that she worked with in secondary school.

*They're not really asked what they want to learn or be a part of, or you know, what their thoughts are.*

In this quote Coordinator Four was speaking about how the young women find it hard to tell the coordinator what they want to do, or what support they need, or how they are feeling- because they are so used to being told what to do and not having a sense of autonomy. However, when given a chance to exercise their autonomy through the Just Shift It programme, the young women develop this skill and their confidence in stating their needs and opinions to others.

*So that was really awesome feedback, that the girls not just in our sessions, but in other sessions as well, had gone out and expressed 'maybe we could do this', and sharing their thoughts.*

It is interesting to note that Coordinator Four emphasised that this was only an issue seen with the secondary students, that the younger intermediate students did not exhibit this same behaviour- suggesting that it may be a behaviour learned in the transition into high school.

### 5.3 Co-design

This section will explore the element of co-design within the Shift Foundation, the importance it plays in the success of the programme, and the experiences of the participants and coordinators of the programme. The concept of co-design is essentially that the target audience of a programme is actively involved in the development and implementation of the intervention (Verloigne et al., 2017).

In the context of the Shift Foundation and in particular the Just Shift It programme; this means having the young women between the ages of 12-20 who are attending the programme choosing how they want the Just Shift It programme to look- what it is going to involve.

The reasoning or idea behind codesign is that by “involving users in the design they will be more finely tuned to the needs of people who will eventually use the resources” (Fenaughty, 2019, p. 636). This idea was discussed by Coordinator Three who spoke about how Shift is about bringing the users of the problem together, which in this case, is young women having negative experiences of physical activity and figuring out what is and is not working for them in order to try and come up with solutions. It is also important to note that these solutions may look different between groups because the experiences of the young women are all unique. Coordinator Three also discussed how it does not make sense for the coordinators, who are not young women anymore, to be designing a programme specifically for young women. The reason this does not make sense is that young women now may be facing completely different problems to what the coordinators were facing, even as little as five years ago, when they were of the age that the programme targets. This idea is supported in the study by Yip et al. (2017) which looked at the relationship between adults and children in the United States in relation to participatory design, otherwise known as co-design. This study highlighted that it is crucial to use youth when designing a programme for youth because adults cannot rely on their own past experiences to create designs for children of the present or future. The findings of this study once again provide support for the discussion of Coordinator Three.

The way that the young women get to have a choice in what the programme is going to look like and therefore what opportunities they are going to have relates to their need for autonomy. The Shift

Foundation giving the young women the power to structure the programme themselves allows for the young women to exercise their ability to make decisions and speak their minds. This research has shown that this is an essential factor in the success of the Just Shift It programme because it feeds back into the relationships they create and the creation of Shift as a safe space where they have autonomy and through this, allows the young women to experience personal growth.

### **5.3.1 Co-design in Practice**

Regarding how co-creation or co-design looks in practice in the Shift Foundation, there were several different approaches and ideas that the young women and the coordinators discussed, which all feedback into creating the sessions and the programme as a whole.

Emily spoke in her interview about how, in her experience of Shift, the coordinator would discuss with the young women what options would be possible, and they would then talk among themselves to decide which activities they wanted to do. From there, the more engagement that the activity received from the young women impacted the likelihood of the activity being offered again, with popular activities being outlined as yoga, Zumba and boxing. Boxing is an activity which was also spoken about by Rosemary and Ipenema which suggests that it is a common activity across different Shift groups. Boxing is a sport which is an “essentially masculine activity” which is associated with the “male physique and psychology, with no organic connection to females” (Hargreaves, 2003, p. 212), so it is interesting to see that the young women express a continued desire to participate in this activity. This shows that there are activities which young women have the desire to engage with, but would not have the confidence or opportunity to do without a programme such as Just Shift It. The supposed benefits of boxing include self-discipline, self-confidence, character development, structure, work ethic, and friendship (American Academy of Pediatrics, 2011, p. 617). These supposed benefits around self-confidence and friendships stick out as concepts and challenges to the young women which have been discussed by both the coordinators of the Just Shift It programme, and also the young women themselves. Ipenema and Rosemary both expressed how after they

participated in boxing at Just Shift It, they continued to box outside of the programme because they really enjoyed it- with Rosemary stating that she “joined boxing for about a year”.

*I'd always wanted to do boxing, and when it came up as an opportunity through Shift, I thought it was really fun, and even though they stopped the classes, I found another place. – Ipenema.*

Emma and Rosemary both discussed how they would see the activities which were coming up for Just Shift it on Facebook, and from there would decide whether or not it was an activity they would want to participate in or not. This is because the young women do not have to go to every single session, and so sometimes they might not go to a session for a few months, but then when they see an activity advertised which they want to engage in, they jump back into participating. In this way, the young women are not necessarily being involved in the process at the beginning in terms of what activities are offered to them. However, through their engagement and participation with specific activities, they are still providing the coordinators with information about which activities are popular which can help the coordinators to see trends. Ipenema spoke about how, when she was more involved with Shift, the coordinators would distribute forms to the young women asking what activities they wanted to try and providing suggestions as well. Although Ipenema appreciated the space to write down new ideas and thought that was “cool”, she preferred to choose based off of the options provided because she struggled to think of ideas because there were so many different things that she wanted to do.

Coordinator Two discussed how one of her techniques for co-design is putting questions to the group, asking the young women what they want to achieve with their time together and how they want to make the most of that time. From there, Coordinator Two allows the young women to express activities that they want to participate in and also provides them with some options as well. This technique is similar to that of Coordinator Four, who spoke about how, to facilitate conversations around the needs and wants of the group, she would run exercises which aimed at getting the young women to talk. Coordinator Five also discussed how the young women in her group understand that they can express what they want to do in the programme and that the

coordinator will work to make that happen and to make it as beneficial as possible. Whereas Coordinator Four discussed how when co-designing with the young women she relates it to what she has taught them about the Five Ways to Wellbeing framework and exploring what is maybe missing for the young women in that regard, or what aspect of the framework that they would like to enhance in their lives.

Coordinator Three and Four talked about how through time and through running these sessions over and over again, patterns in what the young women tend to like or not like start to emerge, activities that resurface as popular across multiple different groups. Not only this, but patterns and themes also begin to emerge about the challenges that face these young women, and from there the coordinators can use their knowledge and their resources to offer activities which may relate to the problems that the young women are facing. For example, if a problem is emerging around bullying in young women, then offering opportunities and activities which foster a positive relationship and environment in the group can help the young women to create friendships away from this bullying or can help with techniques of communicating with those whom they are having problems. Alongside this, patterns begin to emerge about what activities are popular among young women, and from there, the coordinators can try to understand what it is about that activity that is making it successful. From this, the coordinators can begin to adapt the information going forward in that they may present certain activities as options for certain groups once they have begun to understand the challenges that group are facing, while still leaving room for new and different ideas to be expressed as well. In this way co-design essentially works as a feedback loop and, as discussed by Coordinator Four, the feedback is in the outcome. This was supported by Coordinator One who discussed how she experienced young women expressing that they wanted to participate in a certain activity but then when it came time to participate; they were not engaging. From this, Coordinator One looked to understand what it was that led to the young women not engaging in the activity which they had said they wanted to do; was it external factors such as forgetting their shoes, or was it to do with an aspect of the activity, such as the young women not fully understanding what was involved in participating the programme. The idea of co-design being a feedback loop is what has led to the

evolution of the programme from launching in 2016 to delivering in six regions across Wellington.

This is because although the practice might be the same, the conversations can be radically different because of all of the individuals in the room, and their different life experiences.

*Definitely it is a feedback loop. The programme has kind of like, taken on different structures as a whole and that change is based on what the group has asked for. – Coordinator Two.*

The past three years has been about evolving through having a more in-depth understanding which comes with time, experimentation, and open and honest conversations with the young women themselves.

### **5.3.2 Challenges**

Acknowledging academic research while also looking to be innovative and pioneer a new way forward in young women's participation in physical activity, Coordinator Two spoke about how it can be challenging to balance what the young women are asking for while also acknowledging what research has shown to be valuable to young women. Making a space where there is tension between figuring out what it is that the young women want and then providing them with options and information which has been provided through research, other programmes, and experiences. This links to the patterns which begin to emerge over time when running a programme such as this- taking note of what the programme evolution is saying regarding what is popular or works well and what does not.

As previously mentioned, Coordinator Four found it challenging to get secondary school students to voice their opinions and what they wanted out of the programme at the beginning. An example of this might have been Ipenema's experience and how she sometimes struggled to think for ideas for herself and would need suggestions from the coordinators. It may be that she did not have the confidence or the ability to express what she wanted, or that she was not accustomed to being able to have free-choice without barriers such as cost, and the opportunities were overwhelming. Co-design is an approach which is heavily reliant on the young women expressing to the coordinators what they want to see and do during their time together, and so it is essential that with young

women who are not able to express this freely, that the coordinator spends time building this behaviour or ability. This again relates to whanaungatanga and relationships, and the young women feeling comfortable to share their thoughts and desires with the coordinators and with the other young women in the group.

As previously discussed, Coordinators One found that a challenge of co-design was around the young women not necessarily engaging with an activity which they had expressed that they wanted to participate in. This decision to not engage at the last minute is part of the nature of co-design, in that it is experimental and about exploring what it is that the young women do and do not like. So in that regard, they may decide when it comes time to do the activity that it is not something which they want to engage with. If this happens it is about ensuring that there is nothing the coordinator can do to remove whatever it is that is stopping the young woman from engaging, or also giving them time-acknowledging that this may not be something that they are ready to engage with right now, but it is something which they may want to try again in the future.

One major challenge to the Shift Foundation, which was highlighted by all of the coordinators during their interviews, was the limited funding and resources that they have available to them. Due to the foundation being a charitable trust, they are “highly reliant on public and private sector grants” (The Shift Foundation, 2017, p. 41) and there is always the possibility that the future of the programme is not secure. Alongside this, funding only available short-term can also have an impact on the benefits of the programme because the experimental and co-design approach that the programme takes requires time to test, learn and adapt their methods. Coordinator Two also highlighted that it is important to have funding from organisations which understand the Kaupapa of the Shift Foundation and they are not pushing to “just get as many girls as possible active”. Although Coordinator Two acknowledges that it is important to have programmes which try and get young people active, she also discussed how when this happens in Just Shift It; they lose the long-term value and benefits that the programme can have when working with smaller groups. Especially when working with young

women who have had negative experiences with physical activity, or young women who are facing other barriers such as low self-confidence.

*The operations manager pushed for funding that we now have that allows us to work with a group of 10-15 young women and work with that same group over a period of about nine months. It is actually incredible because we are able to see the long-term impacts of the Just Shift It movement. – Coordinator Two.*

Coordinator Four also spoke about group size being important because when the group is too big, the coordinators are not able to build the same depth of relationships with the young women and therefore, they are not getting the full benefit of the programme. This relates to the importance of relationship building and whanaungatanga for the programme because without the relationship, Shift does not become a safe space, the co-design aspect of the programme does not work as well because the women may not feel comfortable in expressing their opinions, and as a result they do not experience the same positive impacts on their wellbeing.

Coordinator Three supported the ideas discussed by Coordinator Two and Four, adding that the most significant barrier to the Shift Foundation having a positive impact on more young women's lives, is that they do not have enough money to employ more people. This was also discussed by Coordinator One who discussed that "it's resource. Financial and people resource are a challenge". Coordinator Five also highlighted that a challenge of her role is the distance between the coordinators, despite their strong communication between them. Coordinator Five thought that the coordinators would benefit if they were able to travel to the other Shift locations and see the other coordinators at work because they all have different strengths, and they would be able to gain ideas and perspective on some different approaches to Just Shift It.

#### **5.4 Relationships and Safe Spaces and Co-design**

The creation and development of these relationships between the participants and the coordinators through the different techniques, such as check-ins, impacts the benefits that can be experienced through the programme- as discussed by the coordinators. These relationships are also a crucial defining factor in Shift being perceived as a safe space by the young women in the programme. The

connections allow for the young women to feel physically and emotionally safe and this will enable them to experience the maximum wellbeing a physical activity benefits that the programme can offer. Alongside this, the relationships and perception of Just Shift It being a safe space allow for the co-designed approach to be successful, because the young women are in a space where there is trust and respect when sharing one's thoughts and opinions of what the programme should look like.

## Chapter 6

### Conclusion

#### 6.1 Results Summary

This research aimed to evaluate the associations between physical activity levels and psychological wellbeing and to understand the lived experiences of 15 to 17-year-old female participants as it pertains to their participation in the Shift Foundation's Just Shift It programme. A mixed method approach was used because this allowed for further exploration of trends which were first highlighted with the quantitative method. The personal experiences of the participants and the coordinators were used to provide more insight into the themes highlighted in the surveys, and to also understand the overall impact of physical activity on the young women's wellbeing. Moreover, the survey and interview information were used to determine which of the six aspects of wellbeing was associated the most with different physical activity levels and why this association occurs.

To do this, the research used a mixed method approach, in the form of participant and coordinator interviews, alongside the use of the International Physical Activity Questionnaire and the Psychological Wellbeing Scale. The results showed that young women aged 15 who have participated in the Just Shift It programme at least once have the highest total wellbeing mean score when compared to those aged 16 and 17, with 17-year-old participants having the lowest mean total. This is in contrast to the findings of the interviews with the young women, who discussed their development of wellbeing as they have aged, learning techniques and tools which help them to maintain wellbeing in times of stress, such as school. Pearson Correlations showed negative associations for the 15-year-old age group, with increases in total MET minutes ( $r(52) = .32, p = 0.02$ ) and walking MET minutes ( $r(42) = .30, p = 0.05$ ) being associated with lower levels of self-acceptance. In conjunction with this, the 15-year-old age group also showed a negative association between total MET minutes and personal growth ( $r(52) = .28, p = 0.04$ ). These negative correlations

are not in line with significant literature in the sport for development space, which detail positive associations between physical activity and wellbeing (Coakley, 2011; Donaldson & Ronan, 2006; Steptoe & Butler, 1996). It is important to note that most of the findings in the existing literature include young men in the sample so caution should be used in making a direct comparison since this research only analysed young women. These negative correlations also highlight the need for a programme which targets this age group with an aim of creating physical activity experiences which positively impact participants' psychological wellbeing. The interview participants discussed how there were external factors, such as school work, which can affect their wellbeing and with 15 being the age that young people begin NCEA it may be an influencing factor in these negative correlations. Findings from a Swiss study of adolescent students found that vigorous physical activity was helpful in buffering school burnout (Gerber et al., 2015). Perhaps by the age of 17, the young women in this study have experienced stress at school which could also be buffered by vigorous physical activity. While there were no significant correlations in the 16-year-old age group, there were three statistically significant positive correlations in the 17-year-old age group. Increases in both total MET minutes ( $r(54) = .28, p = 0.04$ ) and Vigorous MET minutes ( $r(42) = .34, p = 0.03$ ) were positively associated with personal growth, while higher total MET minutes were also positively associated with higher levels of self-reported life purpose ( $r(54) = .29, p = 0.03$ ), all associations were medium effects (Cohen, 1988).

Interviews with young women who had participated in the Just Shift It programme highlighted that perhaps reasons for the positive correlations with personal growth found in the 17-year-olds was that they perceived the programme as a safe space where they could try new things, no matter their skill level. Alongside this, the young women discussed that their involvement in the programme helped to grow their self-confidence by pushing them out of their comfort zone, which they felt safe to do because of their relationships with the coordinators and the other young women in the group. Despite being pushed out of their comfort zones, the young women's participation in any and all activities was completely autonomous. This autonomy was highlighted as playing a crucial role in the success of the programme.

The research interviews found that Just Shift It helped the young women to gain a more in-depth understanding of wellbeing and made them aware of engaging in activities and behaviours which improved their wellbeing. Physical activity is one behaviour which the programme aimed to incorporate and teach to the young women as a tool to positively impact wellbeing. Moreover, the programme aimed to reduce the barriers which young women face when participating in physical activity (Rauscher & Cooky, 2016), as discussed in Chapter Four. The qualitative aspect of this research found that there were three emerging themes which were important in Just Shift It having a positive impact on young women were the relationships, or whanaungatanga within the groups, the creations of Shift as a 'safe space', and the use of a co-design approach to programme development. When developing relationships with the programme participants, the TRICS model highlighted the essential elements to aid in the relationship building; having the right who, respect, information sharing, consistency, and support. This research also highlighted authenticity and time as being key factors in relationship building. The research also found that Mitra's (2004) ABC model for youth development, which has similarities Deci and Ryan's (2011) Self-Determination theory of a need for autonomy, relatedness, and competency, worked well as a framework for the creation of a 'safe' space, which outlines the need for autonomy, belonging, and competency. In contrast to Leask et al. (2017), Gould and Carson (2008) and Danish et al. (2004), who outlined that it was a lack of structured framework which hinders the success of co-designed youth development programmes, this research found that the flexible approach of the Shift Foundation is an element which could be considered as important to the success of the co-design approach.

## **6.2 The Steps to Co-design**

One of the contributions of this thesis was the finding that for a youth development programme to successfully reach young women, there may need to be the consideration of having a core principle of participant centrality and an understanding that the process of fully co-designing a programme is complicated and not able to be compiled into a one-size-fits-all approach. Another contribution of this thesis is the identification of specific factors that produce a successful co-design programme, which Camiré, Trudel, and Forenis (2014) described as previously missing from literature. The co-

design approach adopted by the Shift Foundation is an organic approach in that it is designed for and by the participants under the guidance of a slightly older, yet highly relatable female coordinator who is someone who is able to gain the trust of the participants. This approach places importance on feedback, learning and adaption to the needs of its participants. Additionally, those running the programme must understand that what the participants want may not align with what is planned, and therefore it is crucial to avoid having rigid structure in the way a programme will be run without asking participants what they want to do and how they want to do it. Regular engagement with participants throughout each activity allows the coordinator to “read” the participants and maintain a flexible plan to engage the young women best. It is important to not only ask what the participants want but also why, because this can facilitate a more in-depth understanding of the challenges the participants are facing from day to day, and the way that they believe they should be solved. As discussed in Chapter Five successful delivery of the Just Shift It programme means bringing the users of the problem together and seeing their perspective rather than trying to provide solutions without fully understanding the problem from all perspectives. After listening and adapting to what the participants are saying, it is essential to begin noticing the patterns which start to emerge among groups and using that information, alongside learnings from academic studies, to evolve the programme and adapt it for the unique group of participants which likely changes. It is also important to ensure that the programme contains a feedback loop so that coordinators have room to adapt based on feedback from participants.

### **6.3 Limitations**

A limitation of this research was the small scale of participants which engaged with the interviews, meaning that it is difficult to generalise the findings into other groups. Due to the study being focused on the experience of young women in Wellington, New Zealand, and this may not be the same experience as young women from other regions, which also limits the ability for the findings of this study to be generalised. Regarding the quantitative approach to this research, a limitation of the Pearson Correlations was that 80 participants did not report their age, and therefore this may have impacted the age specific results. It is important to note that most of the findings in the existing

literature include young men in the sample so caution should be used in making a direct comparison since this research only analysed young women, as their experiences may differ.

## **6.4 Implications**

This research is important in that it shines a light on a youth development programme which has been successful in engaging young women in physical activity, enhancing their wellbeing, and also providing education around how they can achieve physical activity and wellbeing in their own lives. In addition, the research highlights and discusses the different aspects of the programme which work together to create the success of the programme. New Zealand is moving towards a more holistic understanding of wellbeing as evidenced through the government's introduction of the Living Standards Framework in 2018. This framework has been developed over a number of years and aims to measure and understand the impact government has on the wellbeing of New Zealanders (McLeod, 2018, p. 1). It recognises the importance of wellbeing in society and acknowledges that it is a multifaceted concept which cannot be underpinned by any one single measure. With the government introducing this framework and emphasising the importance of wellbeing, it is interesting that Sport New Zealand has not yet moved to do the same. Instead, one of Sport New Zealand's main foci remains achievement-focused and in producing "more winners on the world stage" (Sport New Zealand, 2019). However, the organisation is making a small step in the right direction by highlighting in their community sport strategic plan for 2015-2020 that "participants should be at the heart of their decisions and actions for growing participation" (Sport New Zealand, 2014, p. 14). Despite Sport New Zealand's intent to put participants at the heart of their decisions, coming into the final year of the plan, there has been too little action to indicate that this participant-centred approach has been used in earnest. The Shift programme is an example to Sport New Zealand of how a programme which puts the focus on wellbeing as the outcome rather than sport and exercise can actually lead to reducing the barriers to engagement in physical activity among young women. Indeed, this may be viewed by some as an application of the wrong means to reaching an end goal of increasing young women's' physical activity levels. Nevertheless, the current programmes are failing today's youth so Just Shift It provides evidence that a challenge to the

traditional understanding of what physical activity is can work to increase interest and reduce barriers to physical activity by sparking young women's interest in being more active. Furthermore, it is important that other organisations, particularly those in the health, education and recreation sectors begin to consider adopting such an approach so that the key wellness objectives can be reached by everyone.

This research highlighted that the 15-year-old age group may be an age where the young women are struggling the most, as seen by the negative correlations between physical activity and self-acceptance and personal growth. Further research into this area is needed to understand whether this is the case in the wider population, and why this negative correlation occurs. Overall, there is a dearth of research into the area of co-designed youth development programmes, and the use of relationships and safe spaces to positively impact wellbeing. This research indicates that co-designed programmes which emphasise relationships in safe spaces may be important factors in the success of the programme, however, the size of this study limits the ability for its results to be generalised to other contexts. Another area for future research would be into a viable male alternative to the Shift Foundation, however this would require male leaders because women do not have lived experience of being a male youth, whereas men have a better understanding and can relate on a different level than women could. Another area for future research would be into the way the young people are educated around wellbeing. This research found that the P.E. experienced by young women were taught by people who were not very relatable, not as easy to understand, and not as applicable as the education provided by Just Shift It.

## **6.5 Conclusion**

The relationships between the young women and their coordinators were emphasised as playing a key role on the experience and impact that the young women had with the programme. This was discussed at length by both the young women and their coordinators, and it is a key value within the Shift Foundation. The creation of these deep connections and relationships is what allows the Just Shift It programme to become a safe space for the young women, a place where they have full

autonomy and the freedom to speak without fear. The comfortable atmosphere allowing them to speak their minds is what allows the co-design approach of the programme to be as successful as it is, because most of the young women can share their opinions whatever they may be, and that, even if an activity is chosen for the group, they know that they do not actually have to participate if they do not want to because they have autonomy. In a way, one could argue that the coordinators provide the young women a space to be vulnerable with each other if they so desire. These three elements of the programme work together to benefit different aspects of the young women's wellbeing and physical activity through educating them and helping them to understand the meaning of holistic wellbeing and showing them that physical activity can be incorporated in fun, easy ways into their lives. The programme is all about finding their niche, and what they love to do. Having positive experiences of physical activity and of a programme such as this, means that the young women are more likely to engage with some form of physical activity in the future.

## Appendix A

### International Physical Activity Questionnaire

We are interested in finding out about the kinds of physical activities that people do as part of their everyday lives. The questions will ask you about the time you spent being physically active in the last 7 days. Please answer each question even if you do not consider yourself to be an active person. Please think about the activities you do at work, as part of your house and yard work, to get from place to place, and in your spare time for recreation, exercise or sport.

Think about all the vigorous activities that you did in the last 7 days. Vigorous physical activities refer to activities that take hard physical effort and make you breathe much harder than normal. Think only about those physical activities that you did for at least 10 minutes at a time.

**1. During the last 7 days, on how many days did you do vigorous physical activities like heavy lifting, digging, aerobics, or fast bicycling?**

\_\_\_\_\_ days per week

No vigorous physical activities *Skip to question 3*

**2. How much time did you usually spend doing vigorous physical activities on one of those days?**

\_\_\_\_\_ hours per day \_\_\_\_\_ minutes per day

Don't know/Not sure

**Think about all the moderate activities that you did in the last 7 days. Moderate activities refer to activities that take moderate physical effort and make you breathe somewhat harder than normal. Think only about those physical activities that you did for at least 10 minutes at a time.**

**3. During the last 7 days, on how many days did you do moderate physical activities like carrying light loads, bicycling at a regular pace, or doubles tennis? Do not include walking.**

\_\_\_\_\_ days per week

No moderate physical activities *Skip to question 5*

**4. How much time did you usually spend doing moderate physical activities on one of those days?**

\_\_\_\_\_ hours per day \_\_\_\_\_ minutes per day

Don't know/Not sure

**Think about the time you spent walking in the last 7 days. This includes at work and at home, walking to travel from place to place, and any other walking that you have done solely for recreation, sport, exercise, or leisure.**

**5. During the last 7 days, on how many days did you walk for at least 10 minutes at a time?**

\_\_\_\_\_ days per week    No walking    *Skip to question 7*

**6. How much time did you usually spend walking on one of those days?**

\_\_\_\_\_ hours per day \_\_\_\_\_ minutes per day

Don't know/Not sure

**The last question is about the time you spent sitting on weekdays during the last 7 days. Include time spent at work, at home, while doing course work and during leisure time. This may include time spent sitting at a desk, visiting friends, reading, or sitting or lying down to watch television.**

**7. During the last 7 days, how much time did you spend sitting on a week day?**

\_\_\_\_\_ hours per day \_\_\_\_\_ minutes per day

Don't know/Not sure

This is the end of the questionnaire, thank you for participating.

## Appendix B

### Psychological Wellbeing Scale

**Instructions:** Circle one response below each statement to indicate how much you agree or disagree.

1. "I like most parts of my personality."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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2. "When I look at the story of my life, I am pleased with how things have turned out so far."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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3. "Some people wander aimlessly through life, but I am not one of them."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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4. "The demands of everyday life often get me down."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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5. "In many ways I feel disappointed about my achievements in life."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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6. "Maintaining close relationships has been difficult and frustrating for me."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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7. "I live life one day at a time and don't really think about the future."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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8. "In general, I feel I am in charge of the situation in which I live."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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9. "I am good at managing the responsibilities of daily life."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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10. "I sometimes feel as if I've done all there is to do in life."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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11. "For me, life has been a continuous process of learning, changing, and growth."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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12. "I think it is important to have new experiences that challenge how I think about myself and the world."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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13. "People would describe me as a giving person, willing to share my time with others."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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14. "I gave up trying to make big improvements or changes in my life a long time ago"

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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15. "I tend to be influenced by people with strong opinions"

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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16. "I have not experienced many warm and trusting relationships with others."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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17. "I have confidence in my own opinions, even if they are different from the way most other people think."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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18. "I judge myself by what I think is important, not by the values of what others think is important."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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## Appendix C Survey Age Question

How old are you?

- 15
- 16
- 17

## Appendix D Survey Location Question

Which Shift programme location(s) have you attended?

- Wellington City
- Upper Hutt
- Lower Hutt
- Wairarapa
- Kapiti
- Porirua

# Appendix E Participant Interview Questions

The interview will have two stages:

- 1) Will focus on the participant's history of physical activity and wellbeing, and the way these two interacted, and also how the participant became involved in the programme, how long they've been involved and the different programmes (only one or more?).
- 2) Will focus on the participant's journey through their participation in the "Just Shift It" programme and will look for them to reflect on their experiences. It will also look to explore the participant's current state of wellbeing and their physical activity levels.

## Stage One:

1. Tell me about the sports you have played in the past.
2. What about any other non "sporting" physical activity?
3. How did you feel about P.E. in school?
4. What do you like about sport?
5. What do you dislike about sport?
6. Tell me about your friends' participation in sport while you were growing up.
7. Tell me about your physical activity levels in the past/before you started at Shift.
8. Before you started Shift what words would have come to mind when I say the words "physical activity"?
9. Tell me about your friends' participation in physical activity while you were growing up.
10. Describe to me what wellbeing means to you.
11. Can you tell me about a time when your wellbeing was particularly high or low?
12. Tell me about how you felt as a child growing up, your moods and your thoughts.
13. Tell me about your relationships with your friends and your family while you were growing up.
14. How did you first hear about Shift?
15. How did you become interested in Shift? (What grabbed your attention?)

16. What was the process of you becoming involved in Shift? (if they don't mention it, follow up: "Did you come because a friend asked you to join, or did you ask a friend to accompany you?" If yes, did said friend come?)
17. Is "Just Shift It" the only Shift programme that you have been involved in? The others are called....

**Stage Two:**

- Tell me about what happens in a normal session at "Just Shift It". Follow up: What kinds of activities do you do? For how long? Who decides what to do?
- What do you like and dislike about the programme?
- What do you feel needs to be improved about the programme?
- What are your favourite aspects of the programme?
- "Tell me about how the planning of the activities occurs in Shift? Follow up: What was your personal involvement? How did this differ, or not, from other activities you've been involved in?
- How does the programme make you feel about physical activity?
- How does the programme make you feel about yourself?
- How has your life changed since becoming involved in the programme?
- Tell me about your physical activity levels since starting the programme.
- Tell me about your relationships with your friends and family since starting the programme.
- Tell me about the way you talk to yourself, your mind-set.

## Appendix F Coordinator Interview Questions

For the coordinators of the Shift Foundation. These questions are to understand the relationships that the coordinators have with the programme participants and the impact those relationships have, and about how the co-design aspect of the programme is implemented.

1. Tell me about how you became involved with the Shift Foundation
  - a. Prompt question: How did you hear about it/see it?
  - b. Prompt question: How long have you been involved?
2. Tell me about your role as a shift coordinator.
  - a. Prompt question: is there any training involved?
3. Tell me about your relationships with the participants of the programme
  - a. Prompt question: How do you create and foster the relationship?
  - b. Prompt question: Are there techniques that are provided to you?
4. Tell me about how the sessions are created and organised.
5. What are the challenges of your role?
6. Tell me about the success or otherwise of the programme.

# Appendix G Participant Research Information Sheet

Lincoln University

Environment, Society and Design Faculty

## Research Information Sheet

I would like to invite you to participate in a project entitled “Shifting the wellbeing of females: the lived experiences of young women in New Zealand”.

The aim of this project is to explore the ways young women’s wellbeing is impacted due to their participation in the “Just Shift It” programme, which is run by the Shift organisation. The findings of this research will be relevant to the wider recreation sector and will be used to provide a report to the Shift organisation- highlighting their successes and areas which may need improvement.

You will be interviewed about your experiences of the “Just Shift It” programme. The interview should take between forty-five minutes to an hour. If you are willing to participate in this research, you will need to sign the attached consent form and return it to me. By signing this consent form, you are consenting to your own participation in this research project and for your answers to be used as data.

Your participation in this research is voluntary and you may decline to answer any questions. If you are participating in the interview you may withdraw from the project, including withdrawing any information you have provided, up to September 1<sup>st</sup> 2019 by contacting me (Ellen Nicol) or my supervisors (Roslyn Kerr and Catherine Elliot) through the contact details below.

The results of the project will be presented to the Shift organisation through a report and submitted for publication in academic journals. However, you may be assured of your anonymity in this investigation: the identity of any participant will not be made public or made known to any person other than the Human Ethics Committee in the event of an audit. To ensure anonymity, individual survey data will be seen only by me and will be stored in an electronic form with password protection. Only aggregated data will be presented in any publications and no information will be reported in a way that might identify individuals. Interviewees will have the opportunity to choose a pseudonym for themselves, and any identifying markers such as school or names of others referred to will be anonymised.

Your choice to either participate or not to participate will in no way effect your position or involvement within the Shift programme.

This project has been reviewed and approved by the Lincoln University Human Ethics Committee. If you have any queries or concerns about your participation in the project, please contact me or my supervisors; we would be happy to discuss any any concerns you have about participation in the project.

*Researcher: Ellen Nicol*  
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*Ph 0279551398*

*My supervisors: Dr Roslyn Kerr*  
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*03 423 0491*

*Dr Catherine Elliot*  
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*03 423 0493*

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# Appendix H Coordinator Research Information Sheet

Lincoln University

Environment, Society and Design Faculty

## Research Information Sheet

I would like to invite you to participate in a project entitled “Shifting the wellbeing of females: the lived experiences of young women in New Zealand”.

The aim of this project is to explore the ways young women’s wellbeing is impacted due to their participation in the “Just Shift It” programme, which is run by the Shift organisation. The findings of this research will be relevant to the wider recreation sector and will be used to provide a report to the Shift organisation- highlighting their successes and areas which may need improvement.

You will be interviewed about your role as a coordinator of the “Just Shift It” programme. The interview should take between thirty to forty-five minutes. If you are willing to participate in this research, you will need to sign the attached consent form and return it to me. By signing this consent form, you are consenting to your own participation in this research project and for your answers to be used as data.

Your participation in this research is voluntary and you may decline to answer any questions. If you are participating in the interview you may withdraw from the project, including withdrawing any information you have provided, up to November 1<sup>st</sup> 2019 by contacting me (Ellen Nicol) or my supervisors (Roslyn Kerr and Catherine Elliot) through the contact details below.

The results of the project will be presented to the Shift organisation through a report and submitted for publication in academic journals. However, you may be assured of your anonymity in this investigation: the identity of any participant will not be made public, or made known to any person other than the Human Ethics Committee in the event of an audit. To ensure anonymity, individual survey data will be seen only by me and will be stored in an electronic form with password protection. Only aggregated data will be presented in any publications and no information will be reported in a way that might identify individuals. Interviewees will have the opportunity to choose a pseudonym for themselves.

Your choice to either participate or not to participate will in no way effect your position or involvement within the Shift programme.

This project has been reviewed and approved by the Lincoln University Human Ethics Committee. If you have any queries or concerns about your participation in the project, please contact me or my supervisors; we would be happy to discuss any any concerns you have about participation in the project.

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*Dr Catherine Elliot*  
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## Appendix I Consent Form

**Name of Project:** "Shifting the wellbeing of females: the lived experiences of young women in New Zealand"

I have read and understood the description of the above-named project. On this basis I agree to participate in the project, and I consent to publication of the results of the project with the understanding that anonymity will be preserved. I understand also that I may withdraw from the project, including withdrawal of any information I have provided, up to the 1<sup>st</sup> of November 2019. I am aware that by signing this document I am consenting to my participation in this research project, and for my answers to be used as data.

I consent to having an audio recording made of my interview.

I do not consent to having an audio recording made of my interview but agree to notes being made.

Name: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

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