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# Results from 2022 State of Play Youth Survey

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## Introduction

This report outlines the results of the 2022 Jumpstart Canadian Tire State of Play Youth Survey and the corresponding enrollment data, provided through the survey registration process, that highlights characteristics of the sports organizations that took part in the survey administration.

The purpose of this report is threefold. First, this report will use the data collected from the youth survey to document Canadian youth's sports preferences and participation levels, motivations to play (or not play) sports, access to sports, and relational experiences built through sports. Second, this report will note basic information about Canadian sports organizations based upon the results of the enrollment data. Third, this report will identify trends found using both data sources to help inform key decisions made about Canadian sports so that all youth can have positive and affirming sporting experiences.

## Survey Methodology

The Jumpstart Canadian Tire State of Play Youth Survey was administered online through the Resonant Education platform. Sport organizations throughout Canada were encouraged to participate in the survey so that their youth voices could be heard. Interested organizations visited the website <https://stateofplay.resonanteducation.com> and registered their organization in the online portal using an access code provided to them by Jumpstart Canadian Tire. The registration process asked organizations to document an estimated number of participants they serve, the sport programs they offer, and the estimated registration and participation costs for each of the age groups and competition levels they serve. Once an organization registered, they were provided with a unique web link to share with their youth population for them to use to take the survey. This survey link was also included in a downloadable file format, image format, and QR format to facilitate distributing and posting the survey link to all youth served by an organization in the way that worked best for their population.

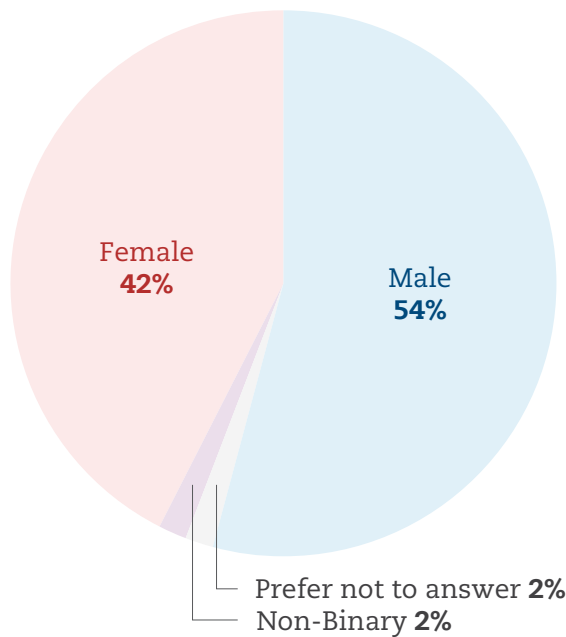
Participation in the survey by organizations and youth was completely voluntary, and all responses collected were completely anonymous. The survey was open between May 9, 2022 and December 6, 2022. Upon completion of the survey, the results from each organization's survey data were available for review in the online portal. Organizations were able to log in to the portal to review all item results and the distribution of each response option per item, noting that results were suppressed when sample sizes were not large enough to protect the identity of respondents.

## State of Play Youth Sample Overview

A total of 2,753 3rd- through 12th-grade students participated in the 2022 Jumpstart Canadian Tire State of Play Youth Survey. The sample of youth participating in the survey represent a multitude of diverse backgrounds, as 42% respondents identified as females (see Figure 1 for sample overview by gender) and 48% identified as visible minorities<sup>1</sup> or Indigenous peoples (see Figure 2 for sample overview by race/ethnicity). Additionally, 9% of youth taking the survey identified as someone with a disability.

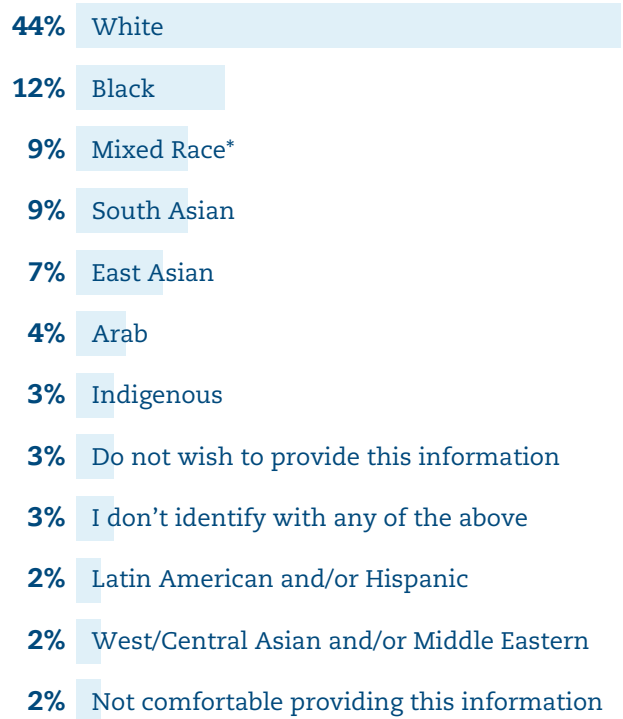
The sample also provides adequate<sup>2</sup> representation across grade/grade-band and region, as each grade level contains more than 100 respondents (see Figure 3 for sample overview by grade/grade-band) and four out of the five Canadian regions are represented by youth in the sample (see Figure 4 for sample overview by region).

**Figure 1. Respondent Breakdown by Gender**



Note: 6 respondents did not indicate their gender, so the percentages shown are inflated by about 1/10th of a percent.

**Figure 2. Respondent Breakdown by Race/Ethnicity**



\* Two or more options listed.

Note: 12 respondents did not indicate their race/ethnicity, so the percentages shown are inflated by about 3/100th of a percent.

1. “Persons, other than Aboriginal peoples, who are non-Caucasian in race or non-White in color”—as defined by the Employment Equity Act.

2. Adequate=Samples containing at least 100 respondents representing a demographic category of interest, (i.e., subgroup), are said to be representative, meaning results of survey related to that subgroup can be generalized to the larger population.

Figure 3. Respondent Breakdown by Grade Level and Grade-Band

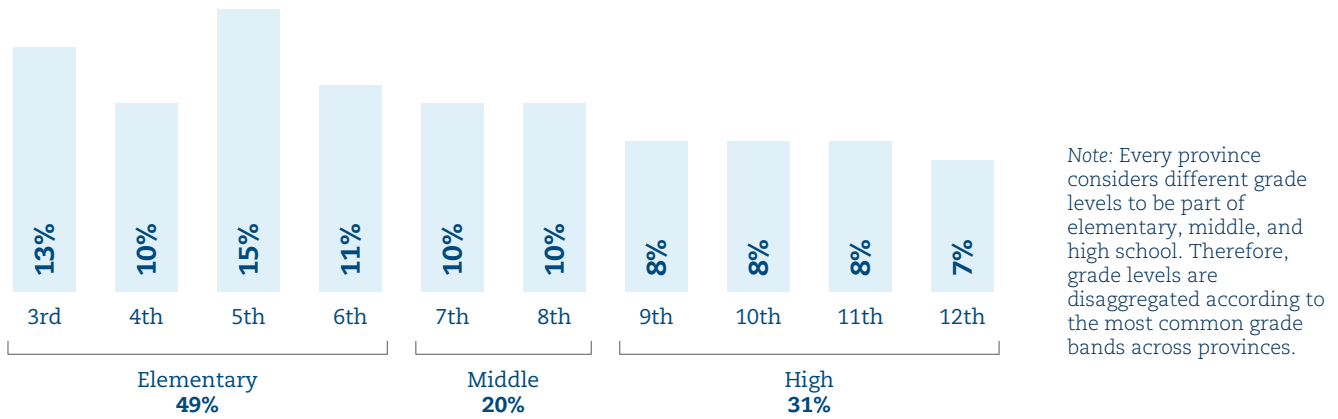
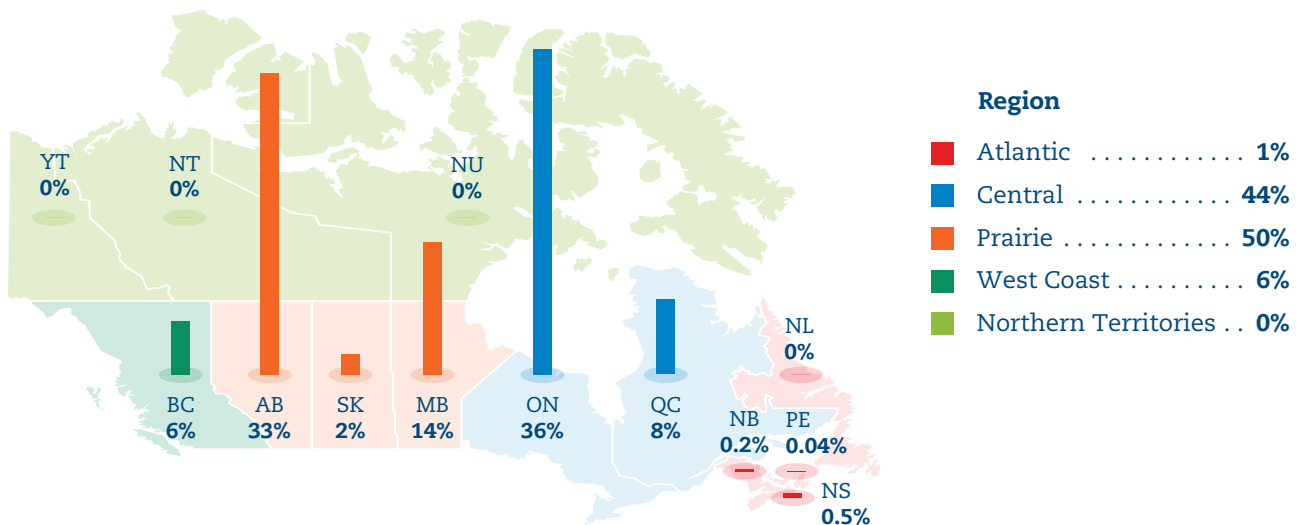


Figure 4. Respondent Breakdown by Province and Region



To guarantee the integrity of this report, no generalizations will be made about youth from the Atlantic region, youth from the Northern Territories, non-binary youth, youth who “preferred not to answer” about their gender, Latin American and/or Hispanic students, West/Central Asian and/or Middle Eastern youth, or youth who did not provide their racial identity. Based on the sample

statistics in Figures 1, 2, 3, and 4, the sample size of these subpopulations is too small<sup>1</sup> to make inferences that apply to the total population.

Therefore, the remainder of this section of the report will note all relevant demographic trends, but will exclude the aforementioned categories from any analysis.

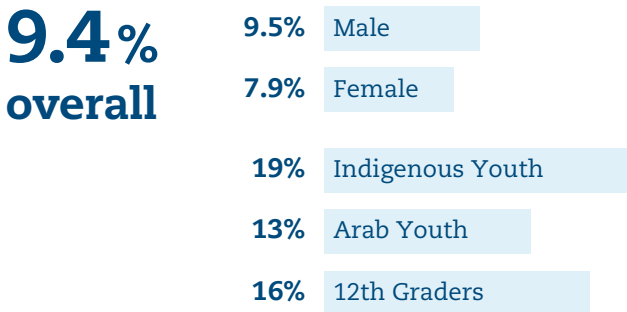
1. Too small refers to subgroup sample sizes much less than 100.

### Disability Trends Across Demographics

Although only 9.4% of the sample overall identified as having a disability, a higher proportion of males identified as persons with disabilities than females. Of the youth participating in the survey, 9.5% of male respondents reported having a disability, while only 7.9% of female respondents reported having a disability.

Furthermore, certain subgroup populations had higher proportions of youth with disabilities than the general population. This is most pronounced among Indigenous youth, Arab youth, and 12th-grade students, as 19% of Indigenous youth, 13% of Arab youth, and 16% of 12th graders identify as someone with a disability (see Figure 5).

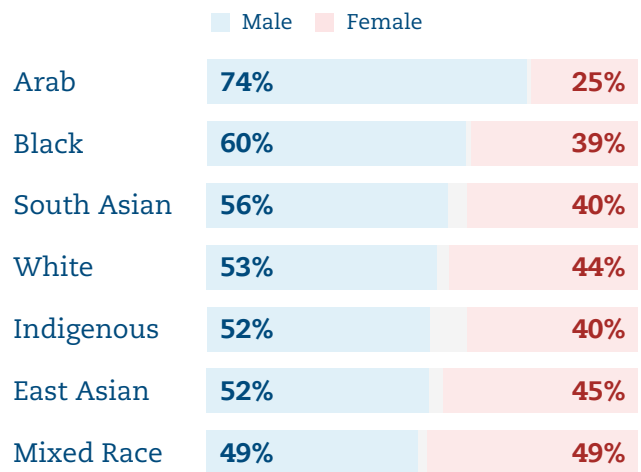
Figure 5. Disability Trends



### Trends Across Race & Gender

Across all racial/ethnic groups, excluding those identifying with two or more races, (i.e., Mixed Race students), a higher proportion of youth identifying as males took the survey compared to females. This trend is particularly salient among Arab and Black youth (see Figure 6).

Figure 6. Proportion of Male and Female Visible Minorities and Indigenous Peoples



The rest of the responses includes Non-binary/Prefer not to answer

### Trends Across Race & Grade Level

When analyzing the distribution of visible minority and Indigenous youth across grade levels, the highest percentage of youth of color taking the survey are in the 5th grade. In fact, compared to all other grade levels, there are a higher proportion of Arab, Black, East Asian, Indigenous, and South Asian respondents in the 5th grade than in any other grade.

On the other hand, respondents from Grade 12 have the lowest percentage of students of color taking the survey. Compared to all other grade levels, 12th grade had a lower proportion of East Asian, Mixed Race, Indigenous, and South Asian respondents.

### Trends Across Race & Geographic Location

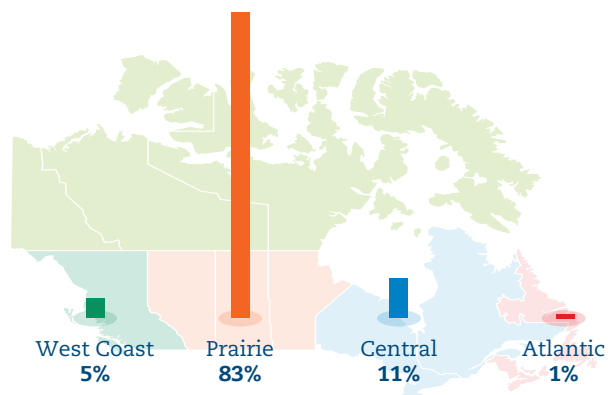
According to the survey sample, the Central and Prairie regions are the most diverse Canadian regions. This is evidenced by Ontario, a Central province, and Alberta, a Prairie province, containing the largest proportion of all racial/ethnic minority groups (see Figure 7).

**Figure 7. Regions with Highest Proportion of Visible Minority and Indigenous Students**

Alberta		Ontario	
Arab	47%	South Asian	53%
Indigenous	44%	East Asian	42%
		Black	35%
		Mixed Race	34%

In relation to this, the Prairie region has a significantly higher proportion of Indigenous students compared to other regions (see Figure 8). Nevertheless, the diversity of the two regions may be exaggerated considering 94% of the youth surveyed live in the Central and Prairie regions.

**Figure 8. Distribution of Indigenous Youth Across Regions**





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# Results

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## Section 1: Participation in Sports & Sport Preferences

This section of the report presents the results from the following three survey questions, describing the rate at which students are playing sports in light of the COVID-19 pandemic, the sports youth have played and/or are currently playing, and the sports youth are interested in playing that they have not yet tried.

1. How often are you playing sports?
2. Please click on the sports you have PLAYED more than one time in the last three years. (Click on all that apply). (42 sport options)
3. What sports would you like to TRY? (Click on all that apply). (42 sport options)

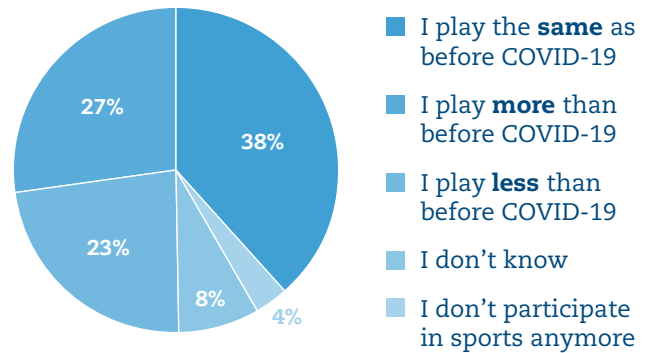
### Participation in Sports

#### Engagement in Sports since the Pandemic

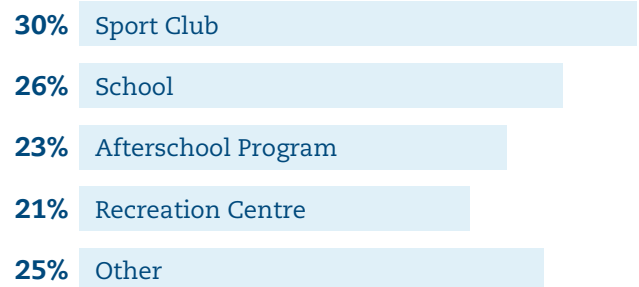
Overall, the aftermath of the COVID-19 pandemic has not deterred youth from playing sports. In fact, 65% of the respondents reported that their participation in sports is either the same or more than it was before the pandemic (see Figure 9).

Notably, youth involved with organizations classified as sports clubs reported playing sports MORE than they did before the COVID-19 pandemic at a higher proportion (30%) than students involved with organizations categorized as afterschool programs, schools, recreation centres, and other types of organizations (see Figure 10).

**Figure 9. Frequency of Sport Participation in the Aftermath of COVID-19**

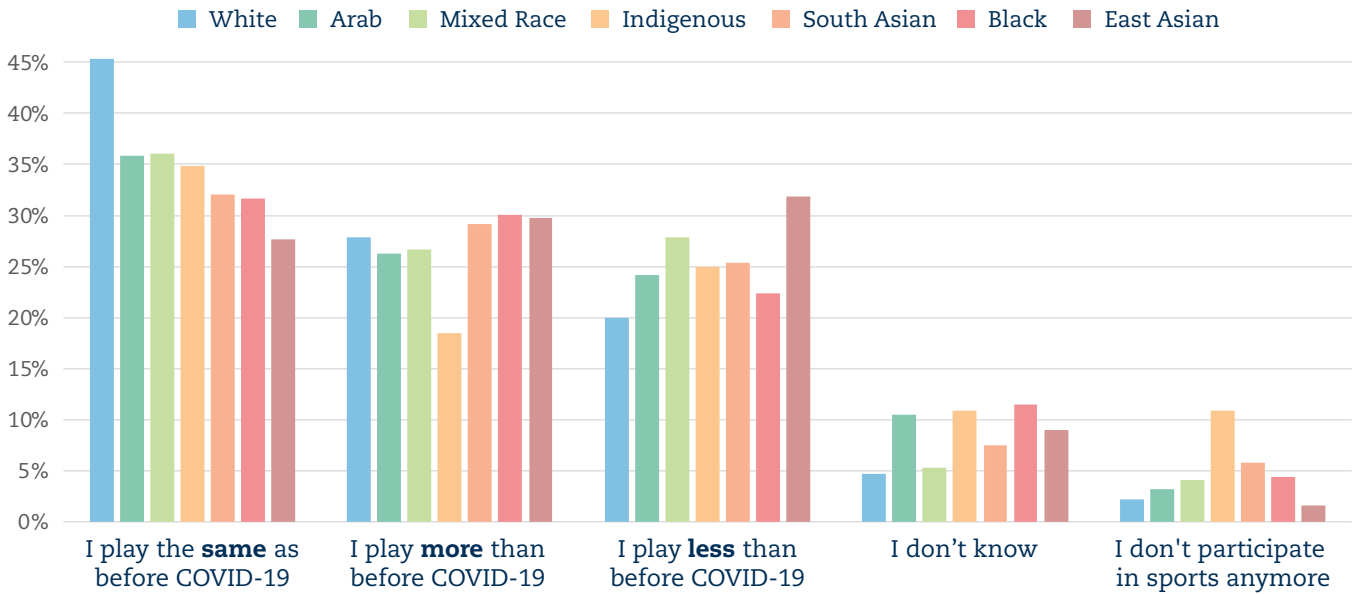


**Figure 10. Percentage of Youth Who Play Sports MORE than before the Pandemic by Organization Type**



However, 32% of East Asian students report playing sports LESS than they did before COVID-19. This is more than any other racial demographic (see Figure 11).

**Figure 11. Rate with which Youth Play Sports Following the Pandemic by Race**



**Sports Played in the Last Three Years**






For all sports on the survey, at least five students (0.2% of the sample) indicated that they have played a listed sport more than once in the last three years (see Figure 12).

**Figure 12. Overall Percentage of Youth Playing Sports More than Once in the Last Three Years**

Soccer	62%	Downhill Skiing	15%	Figure Skating	2%
Swimming	44%	Floor/Ball Hockey	14%	Cheerleading	2%
Basketball	43%	Golf	13%	Ringette	2%
Biking	37%	Dance	13%	Wheelchair Basketball	2%
Hockey	30%	Canoe/Kayak	12%	Para Alpine Skiing	1%
Volleyball	26%	Martial Arts	12%	Para Canoe/Kayak	0.9%
Badminton	24%	Gymnastics	9%	Sitting Volleyball	0.8%
Skating	24%	Cross Country Skiing	6%	Para Ice Hockey	0.6%
Football	22%	Snowboarding	6%	Para Snowboard	0.5%
Bowling	17%	Lacrosse	5%	Wheelchair Tennis	0.4%
Athletics	17%	Softball	5%	Para Athletics	0.4%
Tennis	16%	Equestrian	5%	Para Golf	0.4%
Baseball	16%	Boxing	3%	Para Rowing	0.3%
Climbing	15%	Curling	3%	Wheelchair Curling	0.2%




In addition to the sports listed in the survey, youth also identified field hockey, rugby, cricket, artistic/synchronized swimming, and pickleball as sports they played more than once (see Figure 13).

**Figure 13. Unlisted Sports Played More than Once**

 Field Hockey	<b>18%</b>
 Rugby	<b>8%</b>
 Cricket	<b>7%</b>
 Artistic/Synchronized Swimming	<b>4%</b>
 Pickleball	<b>3%</b>

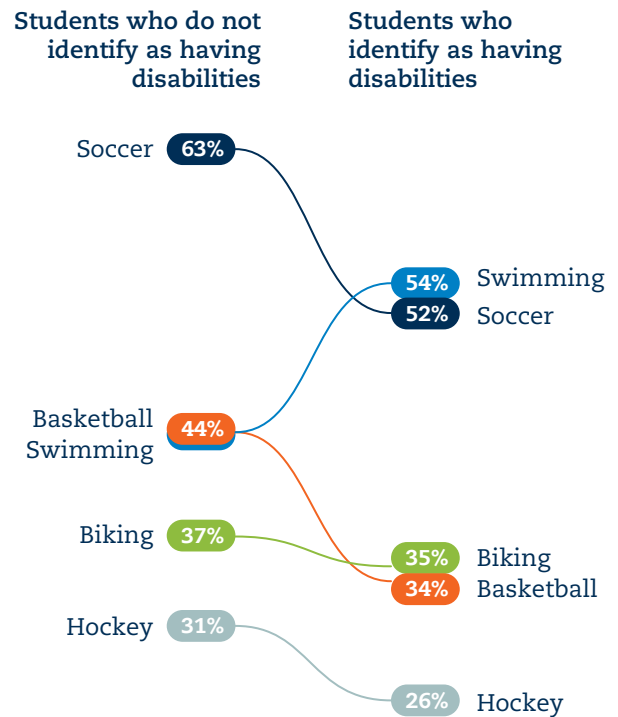
According to all responses, the top five most popular sports played more than once in the last three years are soccer (62%), swimming (44%), basketball (43%), biking (37%), and hockey (30%) (see Figure 14).

**Figure 14. Overall Top 5 Sports Played More than Once**

 Soccer	<b>62%</b>
 Swimming	<b>44%</b>
 Basketball	<b>43%</b>
 Biking	<b>37%</b>
 Hockey	<b>30%</b>

Youth who identify as having disabilities have the same list of top five sports played more than once in the last three years as youth who do not identify as having disabilities (see Figure 15). However, the ranking of sports played most often differs. For

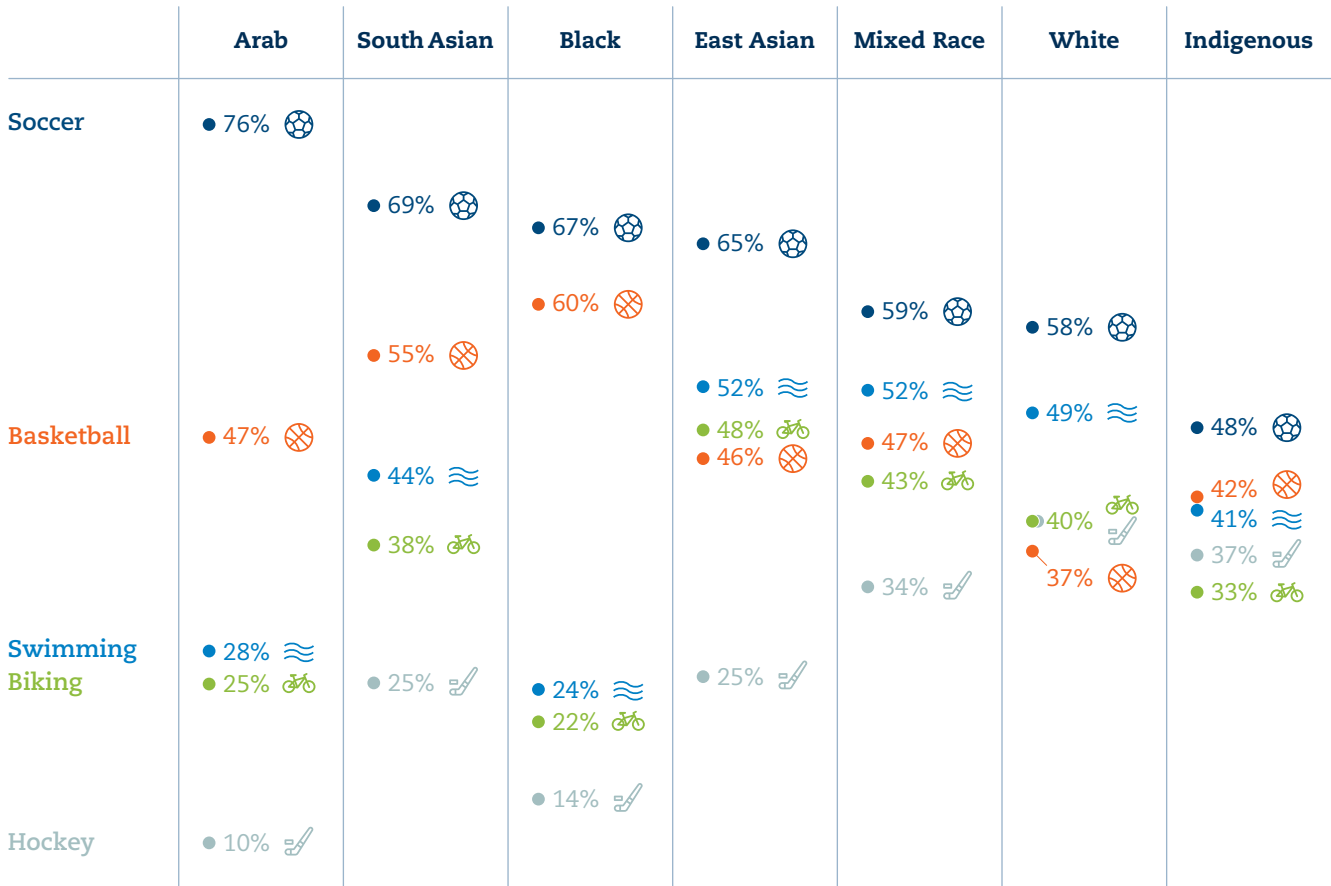
**Figure 15. Top 5 Sports Among Youth with Disabilities**



example, among youth with disabilities, swimming is the sport played most often and even has a proportionally higher participation rate compared to youth who swim without disabilities (see Figure 15). This suggests that swimming is more accessible to youth with disabilities than the other top 5 sports.

Across all demographics, excluding youth with disabilities, soccer is consistently the most popular sport played. However, the rate at which youth report playing the remainder of the top five sports varies across races, age groups, regions, and gender (see Figures 16–20), as different demographics have different sports constituting as their top five.

**Figure 16. Proportion of Youth Playing Top 5 Overall Sports by Race**



Youth level of participation in the top five most played sports varies by racial/ethnic group (see Figures 16 and 17).











































**Soccer:** A higher proportion of Arab youth have played soccer more than once over the last three years (76%) compared to every other racial/ethnic group. Comparatively, Indigenous youth have the lowest proportion of respondents who have played soccer (48%) more than once.

**Swimming and biking:** A higher proportion of East Asian youth have swum (52%) or biked (48%) more than once in the last three years compared to other racial/ethnic groups. Comparatively, Black youth have the lowest proportion of respondents who have swam (24%) or biked (22%) more than once.

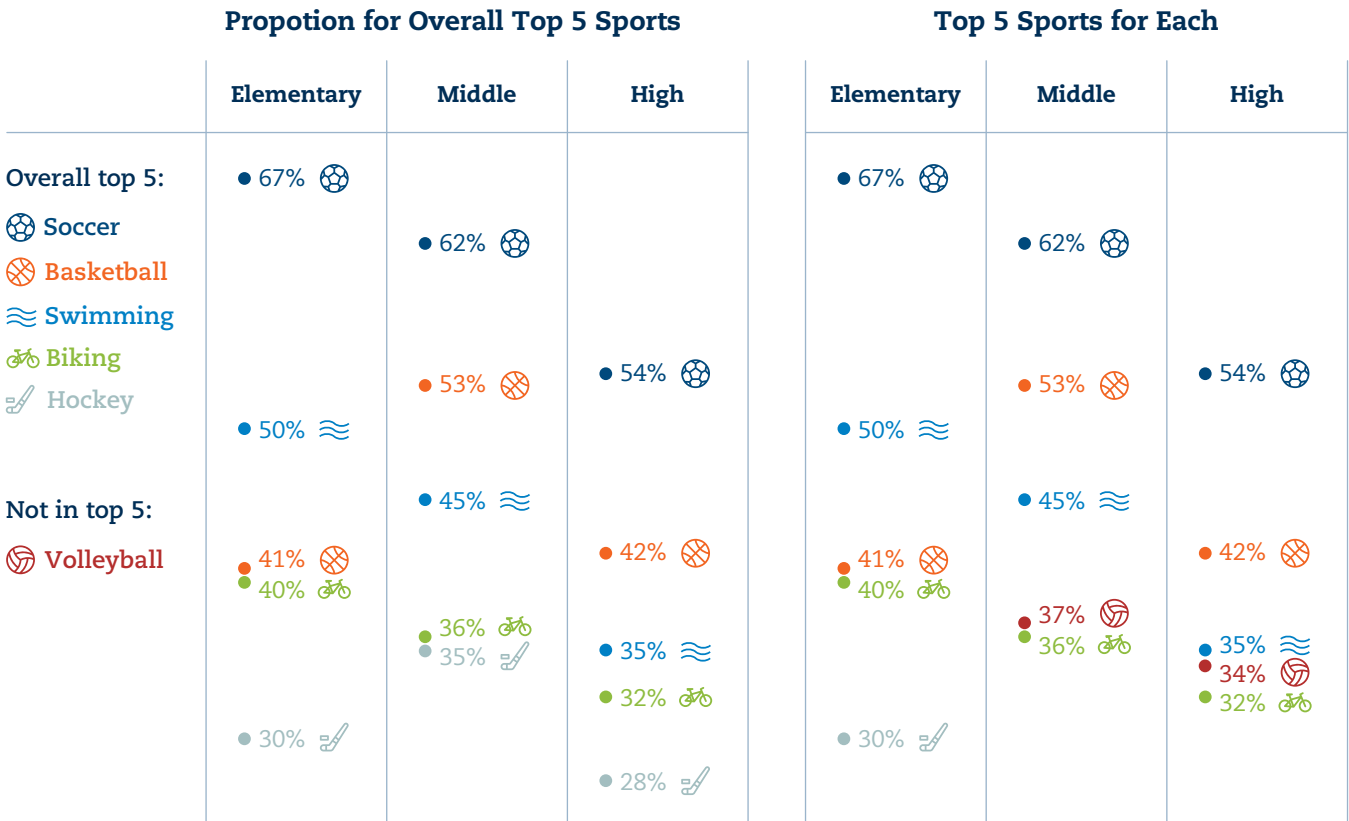
**Basketball:** A higher proportion of Black youth have played basketball more than once over the last three years (60%) compared to all other races/ethnic groups. While White youth have the lowest proportion of respondents who have played basketball more than once (37%)

**Hockey:** A higher proportion of White youth have played hockey more than once in the last three years (40%) compared to all other races. While Arab youth have the lowest proportion of respondents who have played hockey more than once (10%)

Figure 17. Top 5 Sports for Each Race/Ethnicity

	Arab	South Asian	Black	East Asian	Mixed Race	White	Indigenous
Overall top 5:	● 76% 						
 Soccer		● 69% 	● 67% 	● 65% 		● 58% 	
 Basketball			● 60% 		● 59% 		
 Swimming				● 52% 	● 52% 	● 49% 	
 Biking				● 48% 	● 43% 	● 40% 	
 Hockey					● 34% 	● 37% 	● 37% 
Not in top 5:		● 55% 					
 Volleyball			● 30% 	● 31% 			
 Badminton	● 47% 		● 24% 				
 Football		● 44% 	● 24% 				● 42% 
 Tennis		● 40% 	● 24% 				● 41% 
		● 38% 					● 33% 
	● 28% 		● 24% 				
	● 26% 						
	● 25% 						

**Figure 18. Proportion of Youth Playing Top 5 Overall Sports by Grade-Band and Top 5 Sports for Each Grade-Band**



Additionally, respondents' level of participation in the top five sports varies by grade-band (see Figure 18). For example, elementary school students have the highest proportion of respondents who have played soccer, swum, and biked more than once in the last three years. Meanwhile, middle school students have the

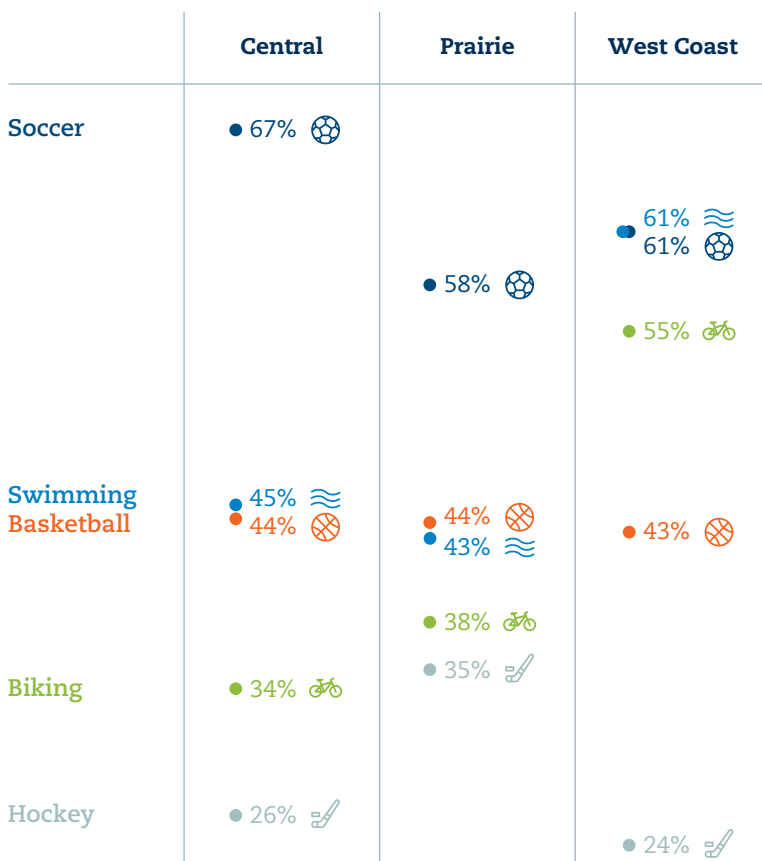
highest proportion of students who have played basketball or hockey more than once in the last three years. Given that none of the top five sports are played at the highest rate among high school students, these sports may be played less frequently as students age.

Furthermore, youth in different regions indicated different levels of participation in the top five sports (see Figure 19). For instance, a much higher proportion of youth in the West Coast region (55%) have biked more than once in the last three years compared to students in the Central or Prairie regions.

Another statistic of note is the lower proportion of youth in the Prairie region who reported

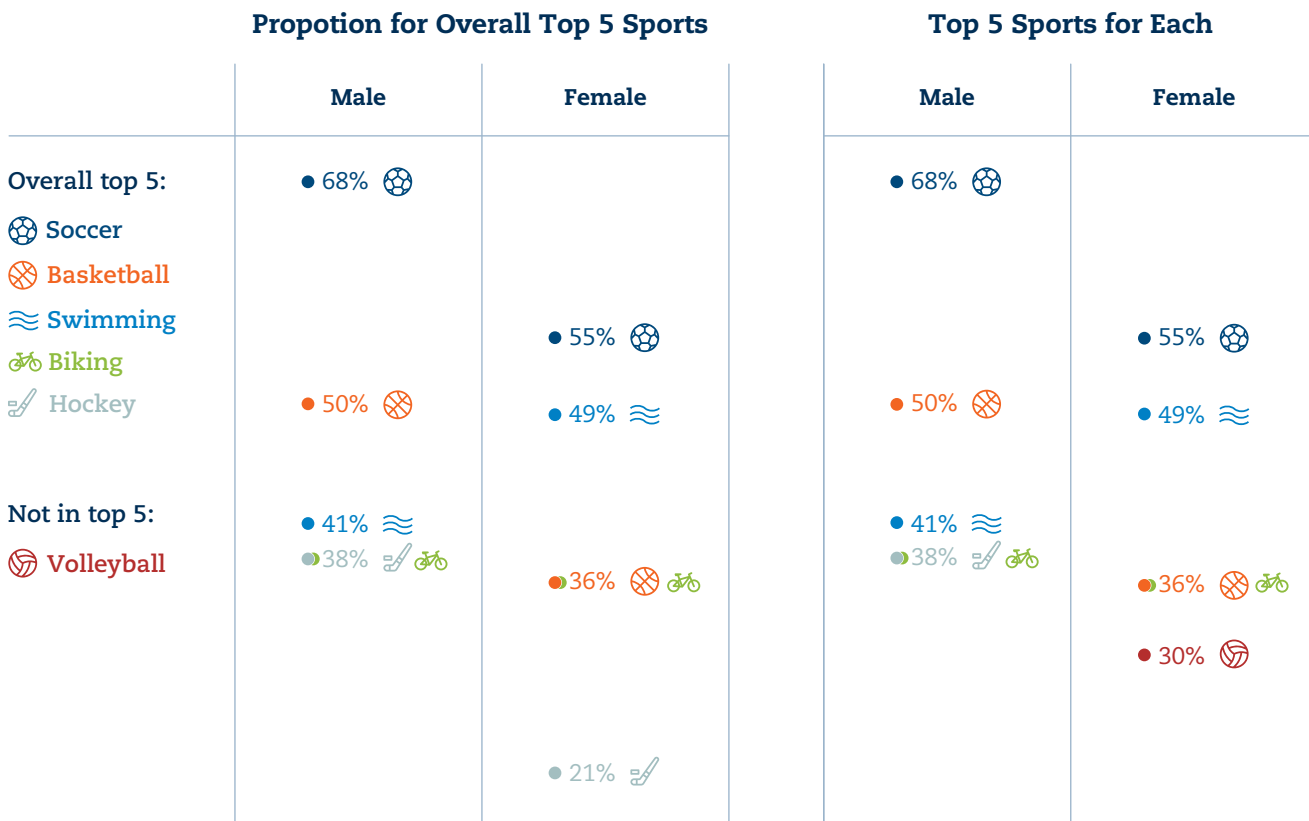
playing soccer more than once in the last three years (58%). This data point aligns with trends aforementioned as Indigenous respondents also have the lowest proportion of youth playing soccer more than once in the last three years and the Prairie region contains the overwhelming majority of Indigenous youth in the sample.

**Figure 19. Proportion of Youth Playing Top 5 Overall Sports by Region**





**Figure 20. Proportion of Youth Playing Top 5 Overall Sports by Gender and Top 5 Sports for Each Gender**



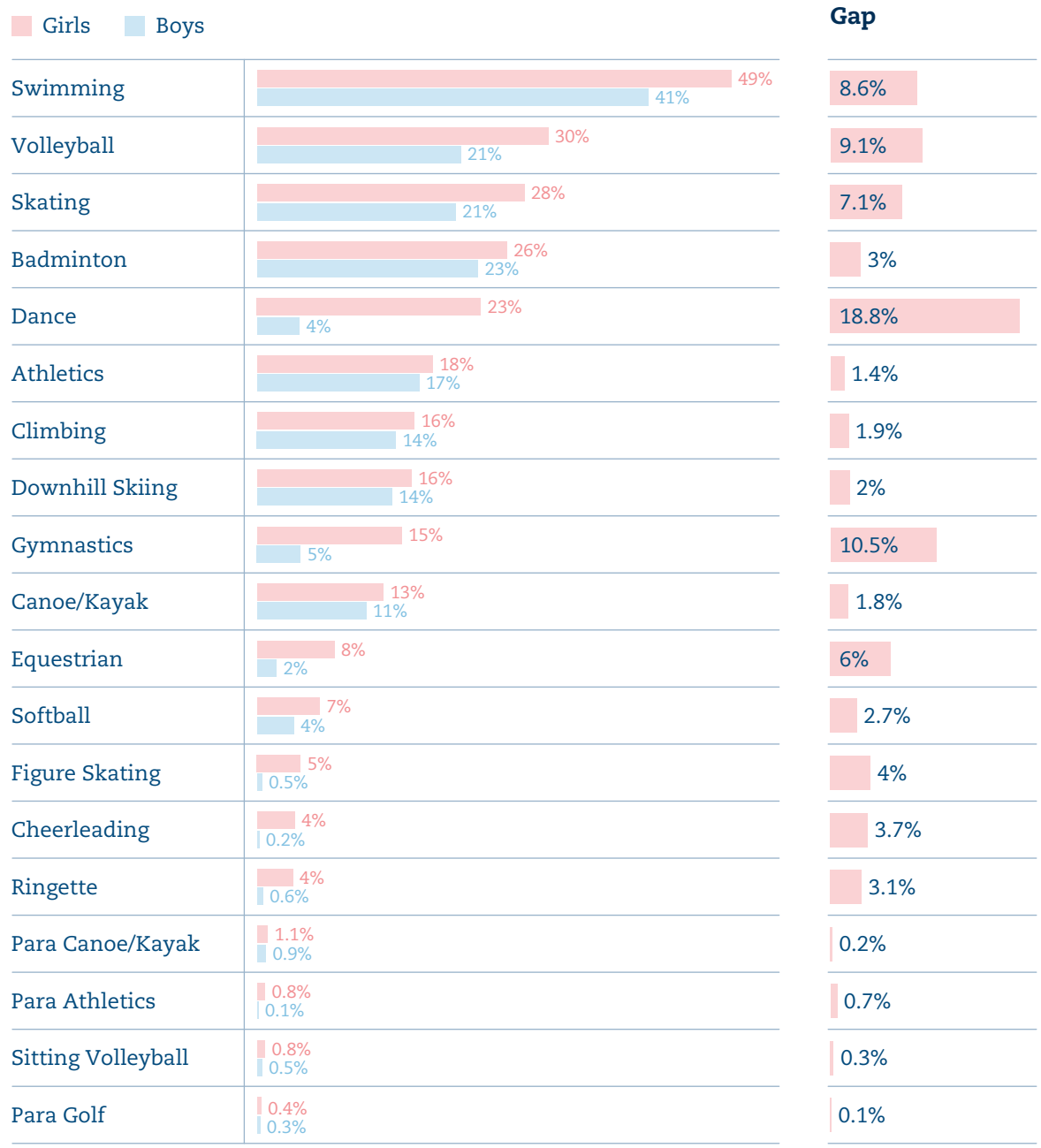
Finally, the frequency with which youth play the top five sports varies according to gender (see Figure 20). All top five sports, except swimming, are more frequently played among students who identify as males. For example, the proportion of males who have played soccer more than once in the last three years is 68%, whereas only 55% of females said they have played soccer more than once in the same time period.

**Trends in Sports Played Across Genders**

Among respondents who identify as female, hockey is not included as one of the top five most played sports. It is replaced by volleyball; 30% of female students reported playing volleyball more than once in the last three years, while only 21% reported playing hockey.

Relatedly, volleyball is one of the many sports in which higher proportions of females reported playing more than once compared to males. In fact, of the 42 sports listed on the survey, 19 are more frequently played among girls than boys (see Figure 21).

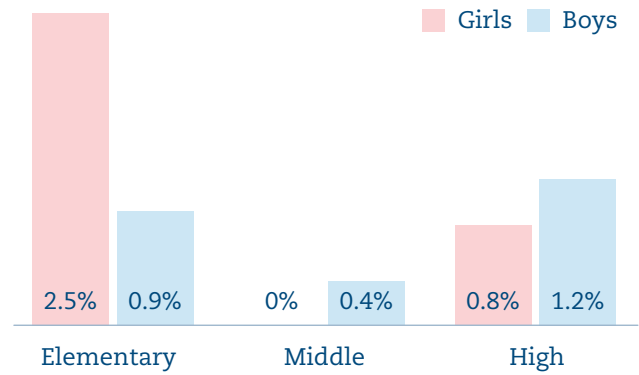
Figure 21. Sports Played More by Girls than Boys



Several of the sports more frequently played among female respondents, like cheerleading, dance, and softball, align with society’s gendered expectations of sports. However, the survey results challenge some of these stereotypes, as the data shows traditionally male-dominated sports like climbing, being more frequently played by girls than boys.

Another social norm challenged by the survey data is the assumption that girls cease playing sports or become disinterested in sports with age. According to the students surveyed, the percentage of girls who “have never played sports” decreases with age, while the percentage of boys who have never played sports increases with age (see Figure 22). This combats the idea that older girls are dissuaded from playing sports.











































**Figure 22. Students Who Report Never Playing Sports Over Time**








## Sports Preferences

After identifying the sports they play, youth taking the survey then selected the sports they would like to try. All youth taking the survey reported that they would like to try a sport, (i.e., no student responded to the question, “What sports would you like to try?” with the answer choice, “I don’t want to play sports”). Additionally, youth reported wanting to try all of the 42 listed sports (see Figure 23) and several students documented unlisted sports that they would like to try as well (see Figure 24).

**Figure 23. Overall Percentage of Sports Students Want to Try**

 Martial Arts	<b>23%</b>	 Canoe/Kayak	<b>14%</b>	 Cheerleading	<b>7%</b>
 Hockey	<b>20%</b>	 Bowling	<b>14%</b>	 Softball	<b>6%</b>
 Climbing	<b>20%</b>	 Badminton	<b>13%</b>	 Ringette	<b>3%</b>
 Soccer	<b>20%</b>	 Gymnastics	<b>13%</b>	 Sitting Volleyball	<b>3%</b>
 Basketball	<b>20%</b>	 Lacrosse	<b>12%</b>	 Para Alpine Skiing	<b>3%</b>
 Skating	<b>19%</b>	 Golf	<b>12%</b>	 Para Snowboard	<b>2%</b>
 Volleyball	<b>19%</b>	 Downhill Skiing	<b>11%</b>	 Para Rowing	<b>2%</b>
 Equestrian	<b>18%</b>	 Biking	<b>10%</b>	 Para Ice Hockey	<b>1.5%</b>
 Snowboarding	<b>18%</b>	 Athletics	<b>10%</b>	 Para Canoe/Kayak	<b>1.4%</b>
 Tennis	<b>17%</b>	 Dance	<b>10%</b>	 Wheelchair Basketball	<b>1%</b>
 Swimming	<b>17%</b>	 Cross Country Skiing	<b>9%</b>	 Para Athletics	<b>1%</b>
 Baseball	<b>15%</b>	 Figure Skating	<b>8%</b>	 Para Golf	<b>0.7%</b>
 Boxing	<b>15%</b>	 Floor/Ball Hockey	<b>8%</b>	 Wheelchair Tennis	<b>0.6%</b>
 Football	<b>14%</b>	 Curling	<b>8%</b>	 Wheelchair Curling	<b>0.5%</b>

**Figure 24. Unlisted Sports Students Want to Try**

 Rugby	<b>9%</b>
 Archery	<b>9%</b>
 Cricket	<b>7%</b>
 Field Hockey	<b>5%</b>
 Wrestling	<b>5%</b>

Overall, the top five most popular sports that youth want to try are martial arts (23%), climbing (20%), hockey (20%), soccer (20%), and basketball (20%). However, the degree with which youth desire to play these top five sports fluctuates according to racial/ethnic background, grade-band, gender, region, and ability. At times, youth of different backgrounds have a top five preferred sports list that completely varies from the top five sports of interest overall (see Figures 25–29).

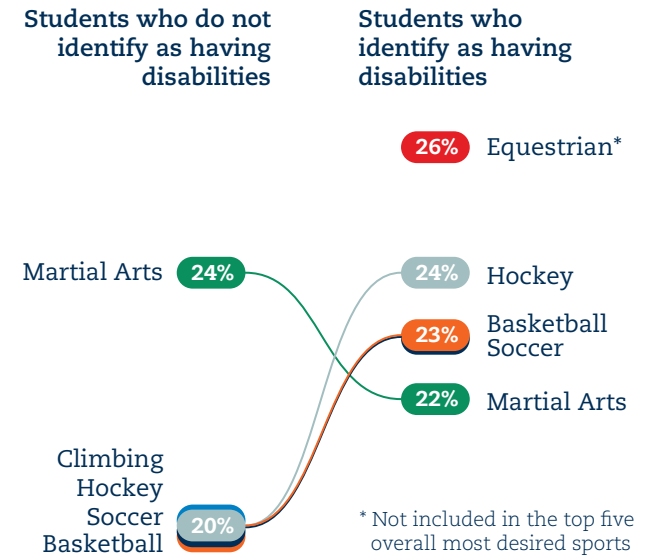
**Results: 1. Participation in Sports & Sports Preferences**

**Top Five Most Desirable Sports According to Ability and Race/Ethnicity**

Although similar to the top five preferred sports to try overall, youth who identify as having a disability are much more interested in trying equestrian than students who do not identify as having a disability (only 18% of students without a disability want to try equestrian) (see Figure 25).

Each racial/ethnic group identified at least two sports they want to play that are not included in the top five most desired sports overall (see Figure 26). Among these are skating (included in five out of seven racial/ethnic group's top five), swimming (included in three out of seven racial/ethnic group's top five), equestrian (included in three out of seven racial/ethnic group's top five), snowboarding (included in three out of seven racial/ethnic group's top five), football, tennis, volleyball, and baseball (all included in one out of seven racial/ethnic group's top five).

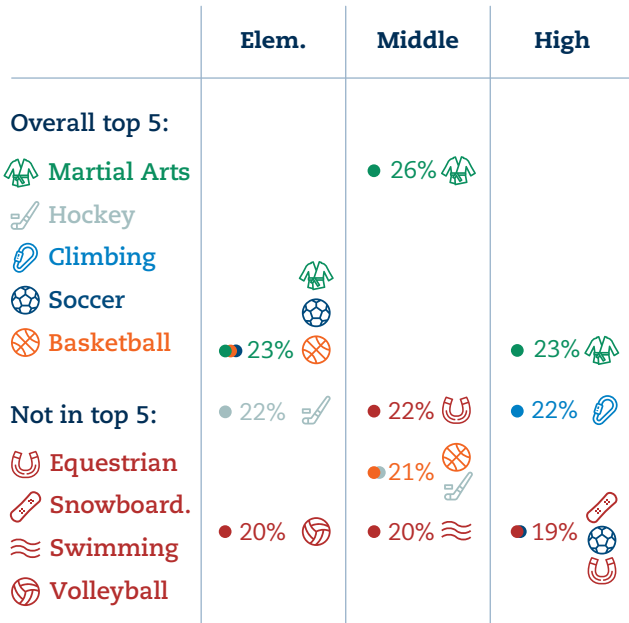
**Figure 25. Top 5 Sports Youth with Disabilities Want to Play**



**Figure 26. Top 5 Sports Youth Want to Play by Race/Ethnicity**

	East Asian	Black	Arab	South Asian	Indigenous	Mixed Race	White
<b>Overall top 5:</b>	● 33% 🏇						
🥋 Martial Arts		● 31% ⚽	● 31% ⚽	● 31% 🥋			
🏒 Hockey				● 30% ⚽			
🧗 Climbing					● 29% 🏒		
⚽ Soccer	● 27% 🥋				● 28% 🥋		
🏀 Basketball	● 26% 🏒			● 26% 🏀	● 27% 🏇		
	● 25% 🏀	● 25% 🏀			● 26% 🏇		
<b>Not in top 5:</b>						● 25% 🥋	● 24% 🏇
🏇 Baseball					● 23% 🏇	● 23% 🏇	● 22% 🥋
🐎 Equestrian						● 22% 🏇	● 20% 🏇
⚽ Football		● 20% 🏇				● 20% 🐎	● 20% 🏇
🏇 Skating		● 20% ⚽	● 19% 🏇				● 19% 🏇
🏂 Snowboard.						● 18% 🏇	● 19% 🐎
🏊 Swimming							● 19% 🐎
🎾 Tennis			● 16% 🏇				● 19% 🏇
🏐 Volleyball							● 19% 🏇

**Figure 27. Top 5 Sports Students Want to Play by Grade-Band**



**Top Five Most Desirable Sports According to Grade-Band, Gender, and Region**

Elementary school students report the top five preferred sports list that most aligns with the top five preferred sports to try overall (see Figure 27). This result is rational since elementary school students make up half of the sample and therefore have the most influence on total sample outcomes.

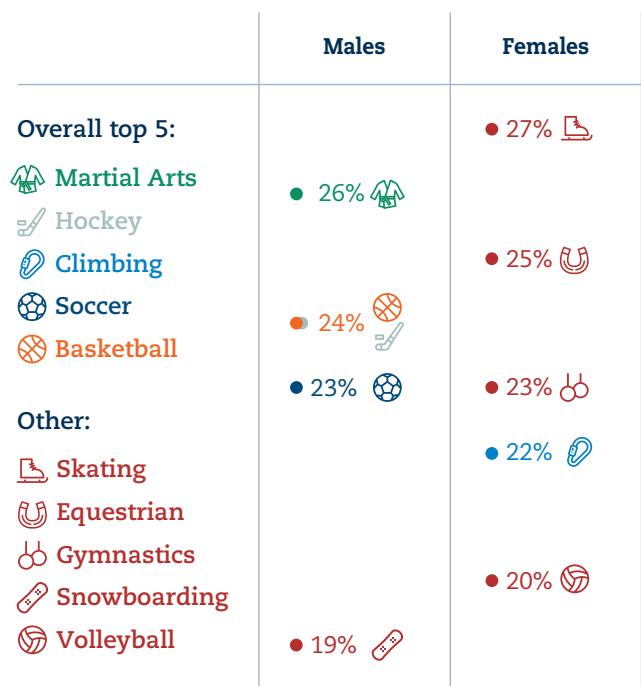
According to the survey results, respondents identifying as male and female are interested in trying totally different sports. There is no overlap between the top five sports that males want to try and the top five sports that females want to try (see Figure 28).

In addition to differences in sport preferences between genders, there are differences in sports preferences within genders based on grade-band. Elementary school girls want to try skating more than any other sport (29% selected this sport to

try). Meanwhile, middle and high school girls are the most interested in trying equestrian (32% of middle school girls selected this sport and 25% of high school girls selected this sport).

Within-gender differences are also seen amongst boys as elementary school boys are most interested in trying basketball (28% selected this answer). Middle school boys want to try martial arts (28%), and high school boys want to try soccer (23%).






















**Figure 28. Top 5 Sports Youth Want to Play by Gender**



**Results: 1. Participation in Sports & Sports Preferences**

Finally, youth in different geographic areas have varying interests in the sports they would like to try. Both the Prairie and West Coast regions include a top five preferred list of sports that deviates from the sports most desired overall (see Figure 29).

**Figure 29. Top 5 Sports Youth Want to Play by Region**

	Central	Prairie	West Coast
<b>Overall top 5:</b>			● 29% 
 <b>Martial Arts</b>		● 26% 	● 26% 
 Hockey			
 <b>Climbing</b>			
 <b>Soccer</b>			
 <b>Basketball</b>			
<b>Other:</b>			
 <b>Skating</b>		● 22% 	● 22% 
 <b>Snowboarding</b>	● 21% 	● 21% 	
 <b>Tennis</b>	● 20% 		● 20% 
 <b>Volleyball</b>	● 18% 		

## Section 2: Motivation for Current Levels of Sport Participation

This section will highlight why youth in Canada choose to play sports as well as why they might refrain from playing sports by analyzing the response data from the following two survey questions:

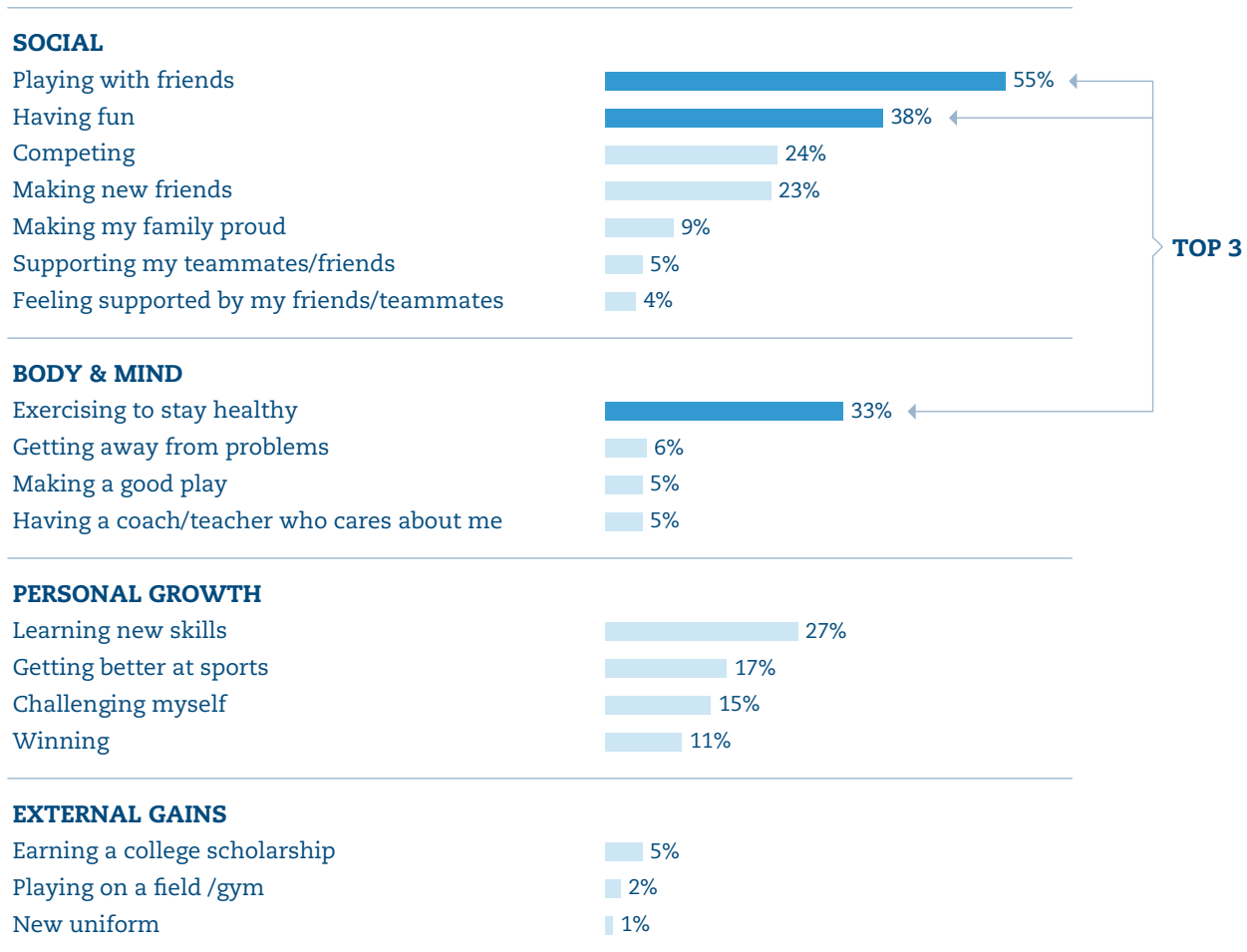
1. What do you like most about playing sports?
2. If you don't play sports very often, what are the reasons why?

### What Youth Like Most about Playing Sports

#### Top Three Reasons Youth are Motivated to Play Sports

According to sample data, the top three reasons why youth in Canada enjoy playing sports are to play with friends (55%), have fun (38%), and exercise to stay healthy (33%) (see Figure 30). Across all demographic subgroups, playing with friends is the number one reason that students like playing sports. This is unsurprising as the majority of the sample selected this response option.

**Figure 30. Overall Percentages of What Youth Like the Most about Playing Sports**





**Results: 2. Motivation for Current Levels of Sport Participation**

However, playing sports to have fun and/or exercise to stay healthy are less consistently in subgroups' top three reasons to play sports. For example, having fun is not a top three reason for why Black students or high school boys like playing sports. Instead Black youth reported that they like playing sports to learn new skills (33% compared to the 28% who like playing sports to have fun) and high school boys like playing sports to compete (31% compared to the 30% who like playing sports to have fun) (see Table 1 and Figure 33).

Exercising to stay healthy is even less commonly listed in subgroups' top three reasons to play sports, as it is not included in Arab youth, Indigenous youth, Mixed Race youth, elementary school students, or middle school boys top three reasons (see Table 1 and Figure 33).

**Differences in Why Youth Like Playing Sports Across Demographic Groups**

Furthermore, there are pronounced differences between demographic groups concerning the reasons why students like playing sports beyond those included in the overall top three reasons.

A much greater proportion of youth who identify as having a disability report that they like playing sports to make new friends (33%) compared to the overall average (23%) (see Figure 31).

**Figure 31. Top 3 Reasons Students with Disabilities Like to Play Sports**

Reason	Percentage	Overall rank
#1 Playing with Friends	53%	#1
#2 Having Fun	40%	#2
#3 Making New Friends	33%	#6

A greater proportion of males (19%) than females (14%) selected that they like playing sports to get better at their respective sport. By contrast, a larger proportion of females (18%) compared to males (12%) selected that they like playing sports because they like challenging themselves (see Figure 32).

**Figure 32. Why Youth Like to Play Sports According to Gender**



1.3% of boys and 1.2% of girls said they don't like playing sports.

At times, students in particular racial/ethnic groups selected response options at rates both higher or lower than the average. Indigenous students reported that they like playing sports because they can make new friends (34%) much more frequently than the average and in comparison to all other racial/ethnic groups. Similarly, 12% of Black youth said they like playing sports because they could earn a college scholarship (see Table 1). Again this is a notably higher proportion of youth compared to the average and all other racial/ethnic groups.

On the other hand, only 3% of Arab youth said they like playing sports to make their families proud, which is a markedly lower response rate than other racial/ethnic demographics and the average (see Table 1).

**Table 1. Why Youth Like to Play Sports According to Race/Ethnicity**

**Bold** = top three for each race/ethnicity

	Arab	Black	East Asian	Indigenous	Mixed Race	South Asian	White
Playing with friends	<b>61%</b>	<b>51%</b>	<b>53%</b>	<b>54%</b>	<b>53%</b>	<b>56%</b>	<b>57%</b>
Having fun	<b>34%</b>	28%	<b>40%</b>	<b>41%</b>	<b>43%</b>	<b>30%</b>	<b>42%</b>
Exercising to stay healthy	32%	<b>31%</b>	<b>38%</b>	26%	28%	<b>42%</b>	<b>34%</b>
Learning new skills	<b>35%</b>	<b>33%</b>	34%	22%	<b>31%</b>	29%	22%
Competing	17%	20%	23%	21%	25%	15%	29%
Making new friends	21%	24%	21%	<b>34%</b>	23%	18%	23%
Getting better at sports	17%	15%	18%	10%	17%	18%	17%
Challenging myself	10%	15%	14%	14%	16%	11%	17%
Winning	14%	11%	9%	11%	9%	14%	10%
Making my family proud	3%	13%	11%	10%	10%	12%	8%
Getting away from problems	4%	6%	4%	10%	5%	5%	6%
Supporting my teammates/friends	1%	4%	5%	6%	5%	4%	7%
Making a good play	6%	4%	5%	4%	5%	6%	5%
Earning a college scholarship	3%	12%	3%	3%	4%	6%	4%
Having a coach/teacher who cares about me	10%	6%	2%	4%	8%	3%	4%
Feeling supported by my friends/teammates	3%	2%	3%	8%	8%	3%	4%
Playing on a field /gym	1%	2%	3%	6%	2%	5%	1%
I don't like playing sports.	0%	1%	3%	0%	1%	2%	2%
New uniform	0%	1%	0%	2%	1%	1%	1%

## Results: 2. Motivation for Current Levels of Sport Participation

In terms of age group, differences for why students like to play sports are most drastic between elementary and high schoolers. High schoolers more frequently reported that they like playing sports to challenge themselves and earn a college scholarship in comparison to elementary and middle schoolers.

Whereas elementary school students more frequently reported that they like playing sports to make new friends and learn new skills compared to middle and high schoolers (see Figure 33).

**Figure 33. Why Youth Like to Play Sports According to Grade-Band**



### **Why Youth Like Playing Sports at Different Organizations**

In addition to differences amongst why youth in various demographic groups enjoy playing sports, there are also differences based on the organization where students are registered to play sports, (e.g., afterschool programs, sports clubs, schools, recreation centres, and other organizations).

**Afterschool Programs:** A higher proportion of youth registered to play sports at afterschool programs like playing sports to play with friends (58%), learn new skills (38%), and earn a college scholarship (7%) than youth playing sports at all other types of organizations (see Table 2).

It is fitting that youth at afterschool programs are more frequently motivated to play sports to earn a college scholarship compared to youth registered to play sports at the other four organization types. A higher proportion of Black youth are registered to play sports at afterschool programs (19%) than at any other type of organization, and a higher

proportion of Black youth report that they like playing sports to earn a college scholarship at a higher rate compared to any other race (see Table 1).

**Sports Clubs:** A higher proportion of youth registered to play sports at sports clubs like playing sports to compete (32%) compared to youth playing sports at the other four types of organizations (see Table 2).

**Recreation Centres:** A higher proportion of youth participating in sports at recreation centres like playing sports to make new friends (28%), get better at sports (22%), and have fun (52%) compared to students playing sports at the other four types of organizations (see Table 2).

**Schools:** A higher proportion of youth registered to play sports at school like playing sports to exercise to stay healthy (37%) and challenge themselves (17%) compared to youth playing sports at all the other four types of organizations (see Table 2).

**Results: 2. Motivation for Current Levels of Sport Participation**

**Table 2. Reasons Youth Like to Play Sports at Different Organizations**

**Bold** = top three for each race/ethnicity

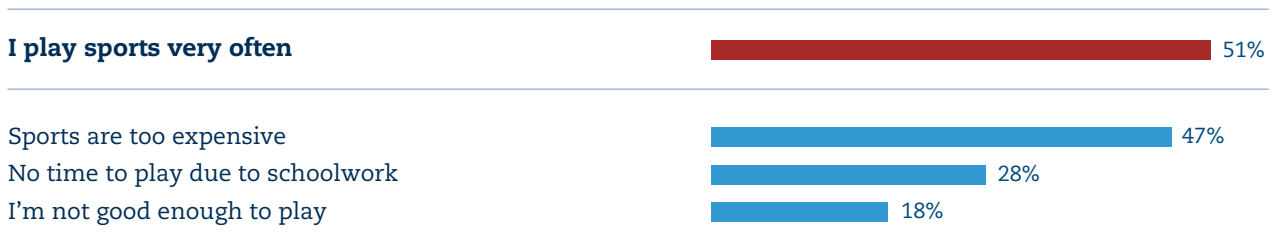
	Afterschool Program	Other	Recreation Centre	School	Sports Club
Playing with friends	<b>58%</b>	<b>57%</b>	<b>55%</b>	<b>49%</b>	<b>55%</b>
Having fun	<b>36%</b>	<b>38%</b>	<b>52%</b>	<b>35%</b>	<b>39%</b>
Exercising to stay healthy	32%	<b>29%</b>	<b>31%</b>	<b>37%</b>	<b>35%</b>
Learning new skills	<b>38%</b>	28%	<b>31%</b>	22%	24%
Competing	14%	15%	17%	25%	32%
Making new friends	26%	27%	28%	16%	21%
Getting better at sports	17%	16%	22%	14%	18%
Challenging myself	12%	12%	16%	17%	17%
Winning	9%	12%	9%	14%	10%
Making my family proud	10%	11%	7%	14%	7%
Getting away from problems	6%	6%	5%	7%	5%
Supporting my teammates/friends	4%	4%	1%	8%	6%
Making a good play	6%	5%	4%	6%	5%
Earning a college scholarship	7%	3%	2%	6%	6%
Having a coach/teacher who cares about me	6%	3%	6%	3%	6%
Feeling supported by my friends/teammates	4%	4%	2%	5%	4%
Playing on a field /gym	3%	2%	1%	1%	1%
I don't like playing sports.	0%	2%	2%	5%	1%
New uniform	1%	1%	0%	1%	1%

### Primary Reasons Youth Choose Not to Play Sports

The majority of youth taking the survey responded to the question, “If you don’t play sports very often, what are the reasons why?” that they play sports very often (51%). This could explain why a greater number of respondents opted not to answer this question more than any other question on the survey (missing 305 responses); they may not have found this question applicable to their experiences with sports.

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**Figure 34. Overall Percentages of Why Youth Do Not Play Sports**



Reflects the top three choices selected by youth that said they did not play sports very often

However, for those that did answer this question, the top three reasons why youth do not play sports are because sports are too expensive (47%), they have no time to play sports due to school work (28%), and they do not believe they are good enough to play (18%) (see Figure 34). Nevertheless, the frequency with which youth of different demographic groups selected the aforementioned top three response options vary (see Table 3 and Figures 35–37).

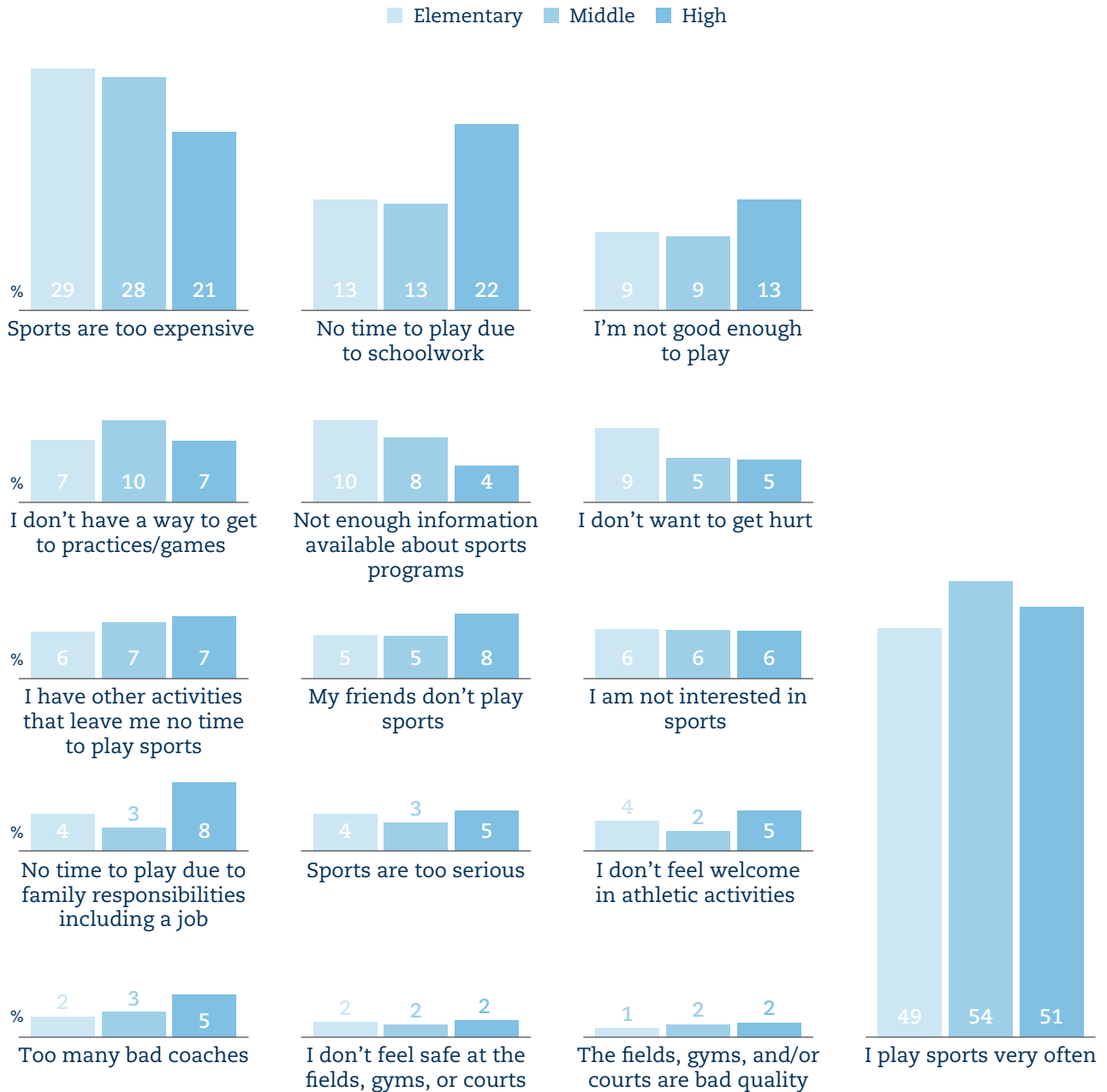
## Results: 2. Motivation for Current Levels of Sport Participation

**Table 3. Why Youth Choose Not to Play Sports According to Race/Ethnicity**

**Blue Bold** = top three for each race/ethnicity (not including the response “I play sports very often”)

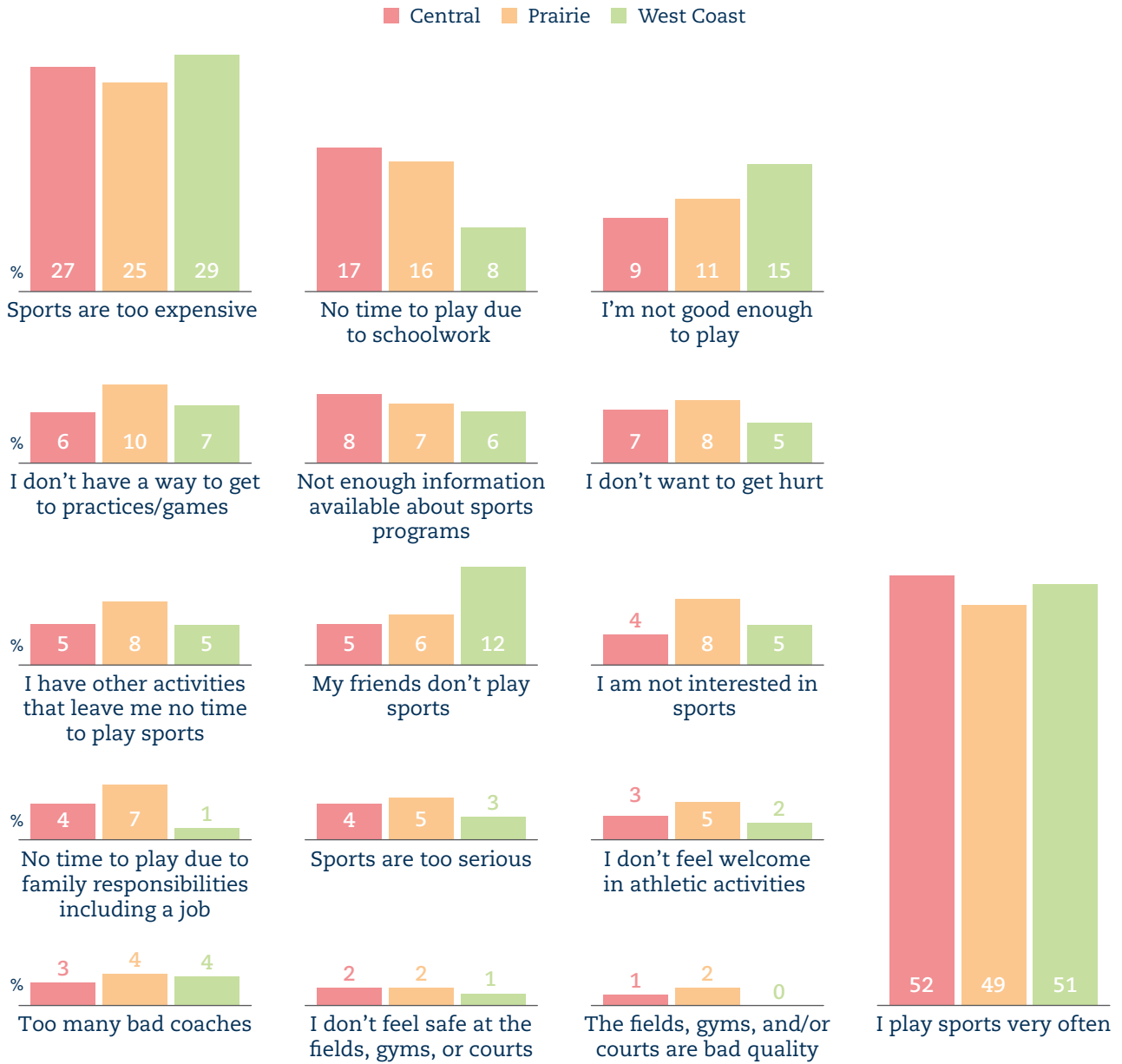
	Arab	Black	East Asian	Indigenous	Mixed Race	South Asian	White
<b>I play sports very often</b>	<b>35%</b>	<b>38%</b>	<b>46%</b>	<b>40%</b>	<b>47%</b>	<b>46%</b>	<b>61%</b>
Sports are too expensive	<b>37%</b>	<b>32%</b>	<b>24%</b>	<b>29%</b>	<b>28%</b>	<b>27%</b>	<b>21%</b>
No time to play due to schoolwork	<b>32%</b>	<b>28%</b>	<b>22%</b>	11%	<b>14%</b>	<b>22%</b>	<b>10%</b>
I'm not good enough to play	7%	5%	<b>19%</b>	<b>15%</b>	<b>12%</b>	<b>14%</b>	<b>10%</b>
I don't have a way to get to practices/games	6%	12%	9%	<b>15%</b>	9%	10%	4%
Not enough information available about sports programs	<b>11%</b>	<b>12%</b>	10%	4%	6%	<b>14%</b>	4%
I don't want to get hurt	7%	8%	10%	14%	6%	10%	5%
I have other activities that leave me no time to play sports	5%	11%	9%	6%	7%	6%	5%
My friends don't play sports	8%	6%	7%	6%	5%	8%	5%
I am not interested in sports	2%	4%	9%	11%	8%	7%	5%
No time to play due to family responsibilities including a job	4%	8%	5%	6%	4%	7%	4%
Sports are too serious	4%	3%	4%	8%	7%	2%	5%
I don't feel welcome in athletic activities	4%	0%	5%	6%	5%	5%	4%
Too many bad coaches	<b>11%</b>	3%	3%	4%	2%	3%	3%
I don't feel safe at the fields, gyms, or courts	4%	1%	2%	6%	2%	1%	1%
The fields, gyms, and/or courts are bad quality	4%	1%	2%	0%	0%	1%	1%

Figure 35. Why Youth Choose Not to Play Sports Across Grade-Bands





**Figure 36. Why Youth Choose Not to Play Sports by Region**



**Figure 37. Why Youth Choose Not to Play Sports According to Gender**



52% of boys and 49% of girls said they play sports very often.

### Sports are Too Expensive

Although the rationale “sports are too expensive” is not the number one reason students opt not to participate in sports across all demographics, it is among each demographic groups’ top three answer choices (see Table 3 and Figures 35–37).

### No time to Play Sports Due to Schoolwork

Across racial and ethnic groups, Arab youth have the highest proportion of respondents who selected that they do not play sports because there is no time due to schoolwork (32%). White (10%) and Indigenous (11%) youth selected this option the least (see Table 3).

In relation to this, high school students (22%) have the highest proportion of respondents who do not play sports due to schoolwork in comparison to middle (13%) and elementary (13%) school students (see Figure 35).

Finally, compared to Central (17%) and Prairie (16%) regions, the West Coast region (8%) has the lowest proportion of youth selecting that they do not have time to play sports due to schoolwork (see Figure 36).

### Not Good Enough to Play

A higher proportion of females (12%) than males (9%) selected that they do not play sports because they are not good enough (see Figure 37).

Similarly, a higher proportion of East Asian (19%) youth reported not playing sports because they are not good enough to play compared to the rate at which other racial and ethnic groups selected this response option. Only 5% of Black youth selected this as a reason not to play sports (see Table 3).

Lastly, a higher proportion of youth in the West Coast region (15%) selected that they do not play sports because they are not good enough in comparison to youth in the Central (9%) and Prairie (11%) regions (see Figure 36).

### Why Youth Choose Not to Play Sports at Different Organizations

Additionally, the reasons youth opt not to participate in sports differ based on the type of organization with which they are affiliated (see Table 4).

**Table 4. Why Youth at Different Organizations Choose Not to Participate in Sports**

**Blue Bold** = top three for each race/ethnicity (not including the response “I play sports very often”)

	Afterschool Program	Recreation Centre	School	Sports Club	Other
<b>I play sports very often</b>	<b>34%</b>	<b>49%</b>	<b>41%</b>	<b>64%</b>	<b>40%</b>
Sports are too expensive	<b>46%</b>	<b>22%</b>	<b>17%</b>	<b>25%</b>	<b>24%</b>
No time to play due to schoolwork	17%	13%	<b>23%</b>	<b>12%</b>	<b>18%</b>
I’m not good enough to play	16%	<b>17%</b>	<b>16%</b>	<b>5%</b>	<b>13%</b>
I don’t have a way to get to practices/games	<b>19%</b>	6%	8%	4%	10%
Not enough information available about sports programs	<b>18%</b>	<b>14%</b>	4%	5%	8%
I don’t want to get hurt	6%	7%	10%	2%	13%
I have other activities that leave me no time to play sports	9%	6%	12%	3%	8%
My friends don’t play sports	9%	6%	8%	4%	8%
I am not interested in sports	4%	7%	12%	3%	9%
No time to play due to family responsibilities including a job	7%	3%	13%	4%	5%
Sports are too serious	5%	8%	4%	3%	5%
I don’t feel welcome in athletic activities	2%	13%	9%	2%	4%
Too many bad coaches	<b>3%</b>	1%	3%	3%	4%
I don’t feel safe at the fields, gyms, or courts	1%	3%	3%	0%	4%
The fields, gyms, and/or courts are bad quality	0%	1%	1%	2%	2%

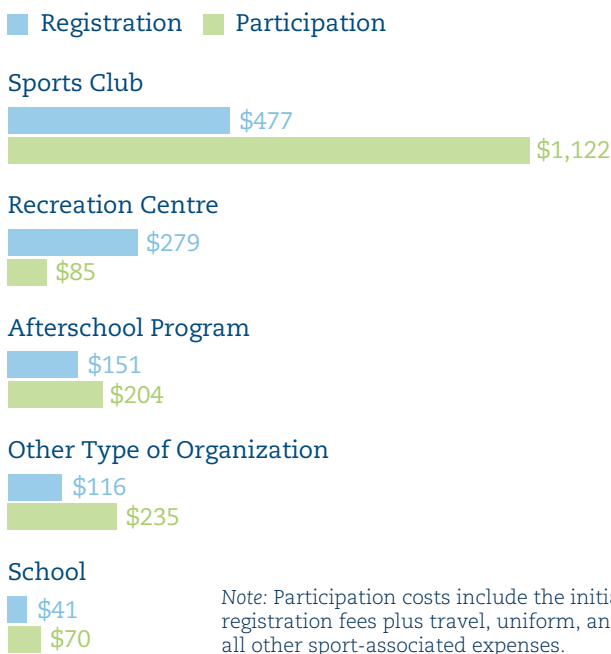
### Afterschool Programs

A notably higher proportion of youth who are registered to play sports at afterschool programs reported not playing sports because they are too expensive (46%) compared to students who play sports at the other four types of organizations (see Table 4).

The proportion of youth reporting that they do not play sports because they are too expensive at other organization types is as follows: Sports Clubs=25%; Recreation Centres=22%; Schools=17%; Other=24%.

This is interesting because according to data collected during the survey enrollment process, afterschool programs are not the most expensive or the least expensive organizations. These programs charge median registration and participation costs compared to the other types of organizations (see Figure 38).

**Figure 38. Average Registration and Participation Costs by Organization Type**



Note: Participation costs include the initial registration fees plus travel, uniform, and all other sport-associated expenses.

Likewise, a much larger proportion of youth registered to play sports at afterschool programs selected that they do not participate in sports because they don't have a way to get to practices or games (19%) compared to youth playing sports at the other four types of organizations (see Table 4).

The proportion of youth reporting that they do not play sports because they do not have a way to get to practices or games at other organization types is as follows: Sports Clubs=4%; Recreation Centres=6%; Schools=8%; Other=10%.

### Sports Clubs

Sports clubs have the highest proportion of youth who selected that [they] play sports very often (64.4%). This trend makes students at sports clubs frequently have the lowest proportion of respondents who report not playing sports for almost any given reason (see Table 4).

- No time to play because of schoolwork=12%
- I'm not good enough to play=5%
- I don't want to get hurt=2%
- I'm not interested in sports=3%
- I don't have a way to get to practices/games=4%
- Sports are too serious=3%
- I have other activities that leave me no time to play sports=3%
- I don't feel welcome in athletic activities=2%
- I don't feel safe at the fields, gyms, or courts=0.4%

### Recreation Centres

A higher proportion of youth registered to play sports at recreation centres reported not playing sports because they are not good enough to play (17%) compared to students playing sports at the other four types of organizations (see Table 4).

The proportion of students reporting that they do not play sports because they are not good enough to play at other organization types is as follows: Afterschool Programs=16%; Sports Clubs=5%; Schools=16%; Other=13%.

**Schools**

A greater proportion of students registered to play sports at schools reported not playing sports due to too much schoolwork (23%) compared to respondents playing sports at the other four types of organizations (see Table 4).

The proportion of youth reporting that they do not play sports because they have too much schoolwork at other organization types is as follows: Afterschool Programs=17%; Sports Clubs=12%; Recreation Centres=13%; Other=19%.

**Why Youth With Disabilities Choose Not to Play Sports**

When responding to the question, “If you don’t play sports very often, what are the reasons why?”, both youth with and without disabilities most frequently reported that they “play sports very often” (see Figure 39). However, youth with disabilities selected this response option in a much lower proportion than youth without disabilities (34% compared to 52%).

In addition to this, youth with disabilities choose not to play sports for reasons similar to youth without disabilities, e.g., because sports are too expensive (29%) and because they do not believe they are good enough to play (20%). Nevertheless, youth with disabilities report feeling as if they are not good enough to play in a notably higher proportion compared to youth without disabilities (20% compared to 9%) (see Figure 39).

Lastly, youth with disabilities differ from those without in that a greater proportion of youth with disabilities report that they do not play sports because they do not feel welcome in athletic activities (16% compared to 2%) (see Figure 39). This replaces “no time to play due to schoolwork” as the top three reason youth with disabilities do not participate in sports.

**Figure 39. Why Youth Choose Not to Play Sports According to Ability**



34% of youth with disabilities and 52% of youth without disabilities said they play sports very often.

## Section 3: Access to Sports

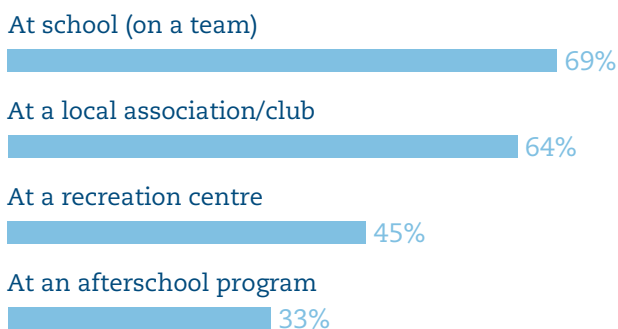
Access to sports is defined as the level of ease with which youth can participate in sports. This section of the report will document student access to sports using where youth play and their mode of transportation to sports-related activities as proxies. Results from the following two survey questions will be outlined:

1. Where have you played sports?
2. How do you usually travel to play spaces, practices and/or games?

### Where Youth Have Played Sports

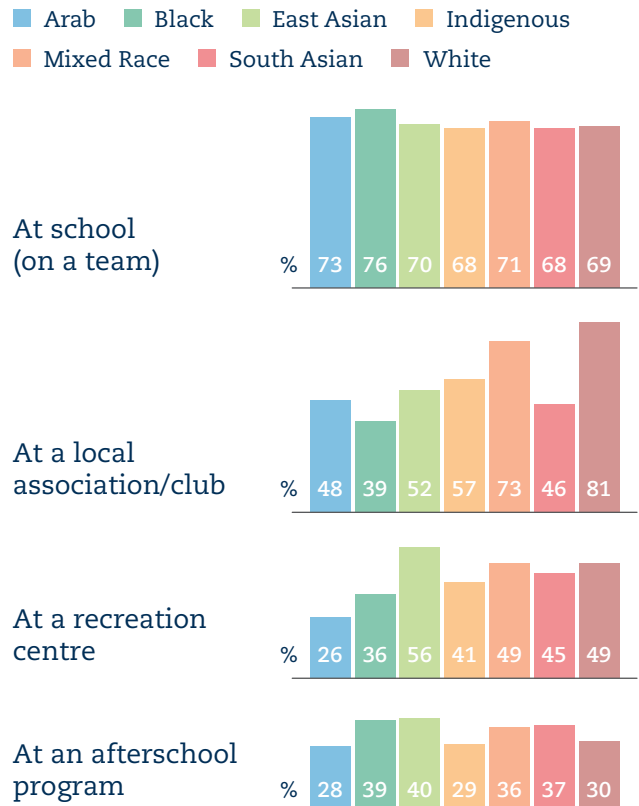
Regardless of the type of organization (e.g., afterschool programs, sports clubs, schools, recreation centres, and other) with which respondents taking the survey are affiliated, the majority of youth (69%) reported having played sports at school on a team (see Figure 40). Only 33% of the youth overall report having played sports at an afterschool program (see Figure 40).

**Figure 40. Where Youth Play Sports**



Across different racial/ethnic, age, and regional groups, there are differences in where youth have played sports (see Figures 41, 43, and 44).

**Figure 41. Where Youth Have Played Sports by Race**



### Trends across Racial/Ethnic Groups:

Arab, Black, East Asian, Indigenous, and South Asian youth report having played sports at school on a sports team more than at any other location. Black youth have the highest proportion of respondents who report playing sports at school on a sports team (76%) compared to all other racial and ethnic groups (see Figure 41).

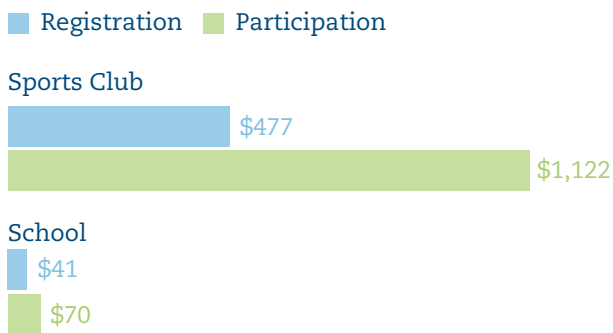
East Asian youth have the highest proportion of respondents who report having played sports at a recreation centre (56%) and at an afterschool program (40%). This indicates that a higher proportion of East Asian youth, compared to other racial/ethnic groups, play sports at places without organized tryouts or competitive teams. This trend

could be related to the fact that East Asian youth are the racial group who more frequently reported not playing sports due to beliefs that they are not good enough to play.

White and Mixed Race youth report having played sports at a local club or association more than at any other location. In total, 81% of White youth report playing sports at a local club and 73% of Mixed Race youth report playing at a local club (see Figure 41).

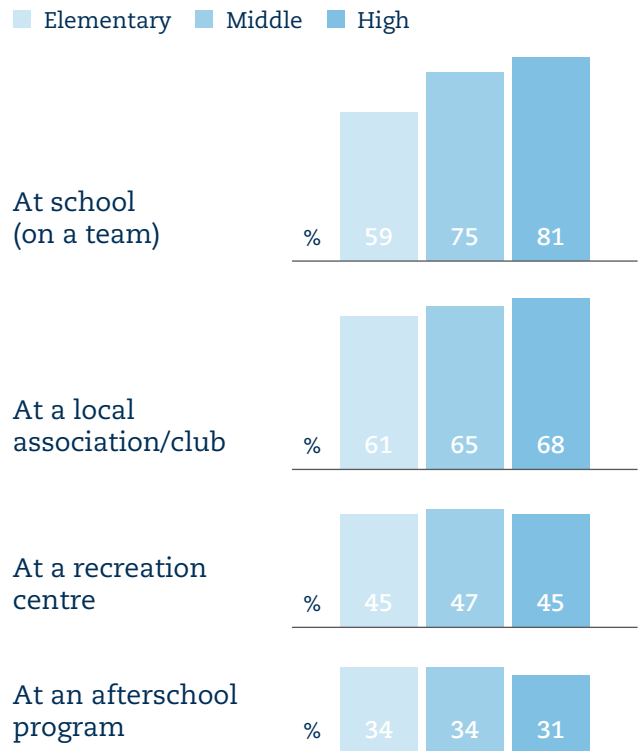
This insinuates differences in access to disposable income and could insinuate differences in access to transportation among White and Mixed Race youth compared to other races, as club sports are much more expensive than school-sponsored sports (see Figure 42), and typically require personal methods of transportation.

**Figure 42. Average Registration & Participati Costs for Schools and Sports Clubs**



Note: Participation costs include the initial registration fees plus travel, uniform, and all other sport-associated expenses.

**Figure 43. Where Youth Have Played Sports by Grade-Band**

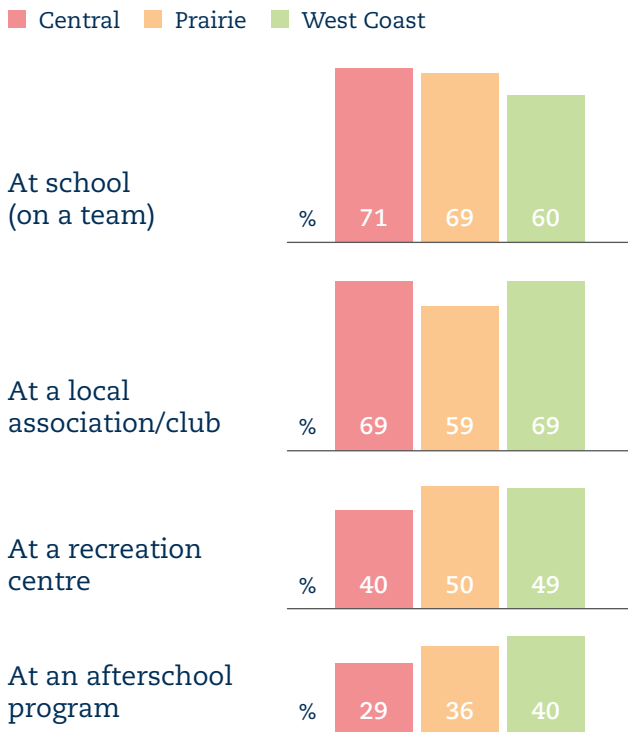


**Trends across Grade-Bands:**

A higher proportion of middle and high schoolers report having played sports at school on a sports team compared to all other locations. About 75% of middle school students report playing sports at school on a sports team and about 81% of high school students report playing at school on a sports team (see Figure 43).

Among elementary school students, the highest proportion of respondents report playing sports at a local association or club (61%), likely because most elementary schools do not have organized sports teams (see Figure 43).

**Figure 44. Where Students Have Played Sports by Region**



**Trends across Regions:**

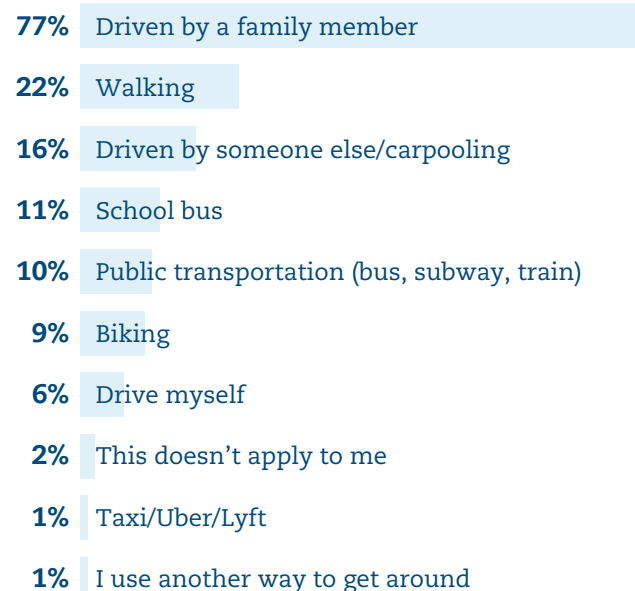
Compared to the Prairie and West Coast regions, the Central region has the highest proportion of youth playing sports at a local association or club (69%) and the highest proportion of youth playing sports at school on a team (71%) (see Figure 44).

Contrary to this, the Prairie region has the highest proportion of youth having played sports at a recreation centre (50%) and the West Coast region has the highest proportion of youth having played sports at an after school program (see Figure 44).

**How Youth Travel to Sport-Related Activities**

Overall, the top five most commonly used methods of transportation for youth to access sport play spaces, practices, and games are being driven by a family member (77%), walking (22%), being driven by someone else or carpooling (16%), using the school bus (11%), and using public transportation (10%) (see Figure 45).

**Figure 45. How Youth Travel to Sporting Activities Overall**



Note: Percentages add to greater than 100% because respondents could select more than one option



Figure 46. How Youth Travel to Sporting Activities by Race

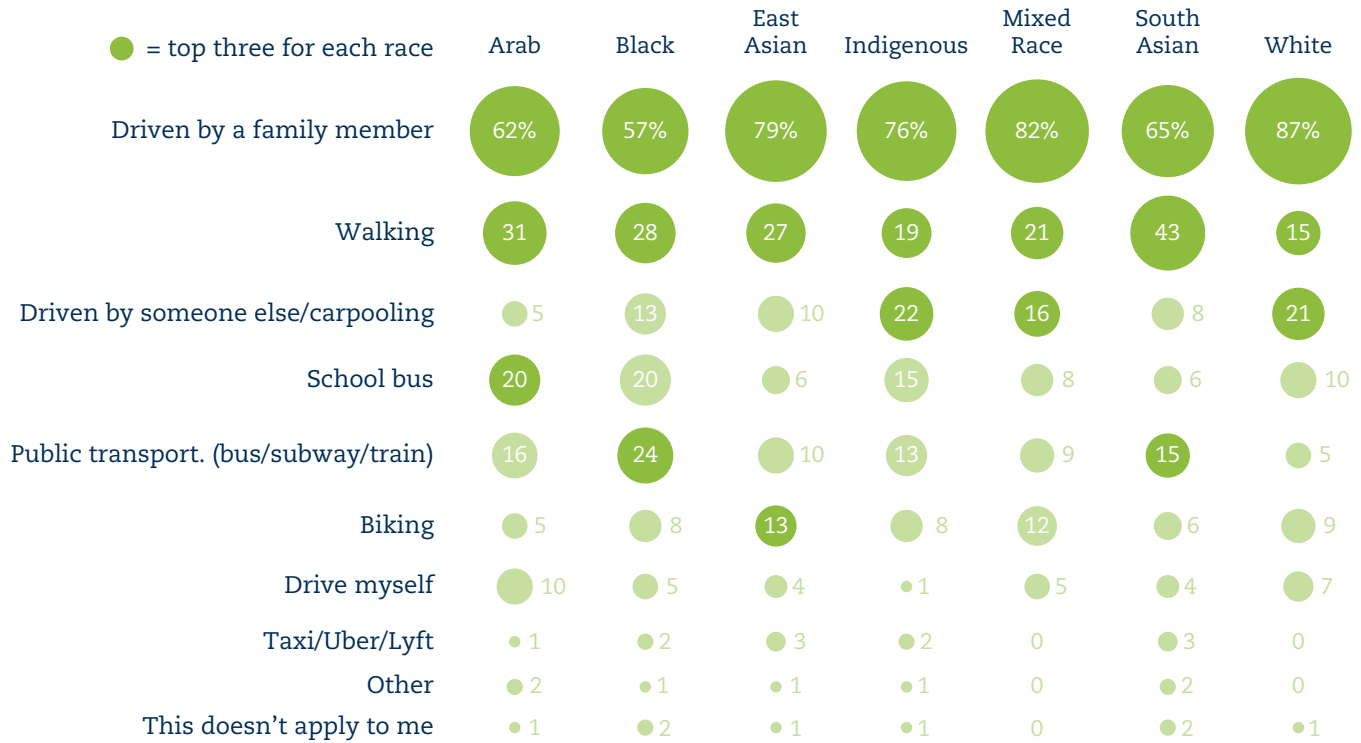


Figure 47. How Youth Travel to Sporting Activities by Organization Type

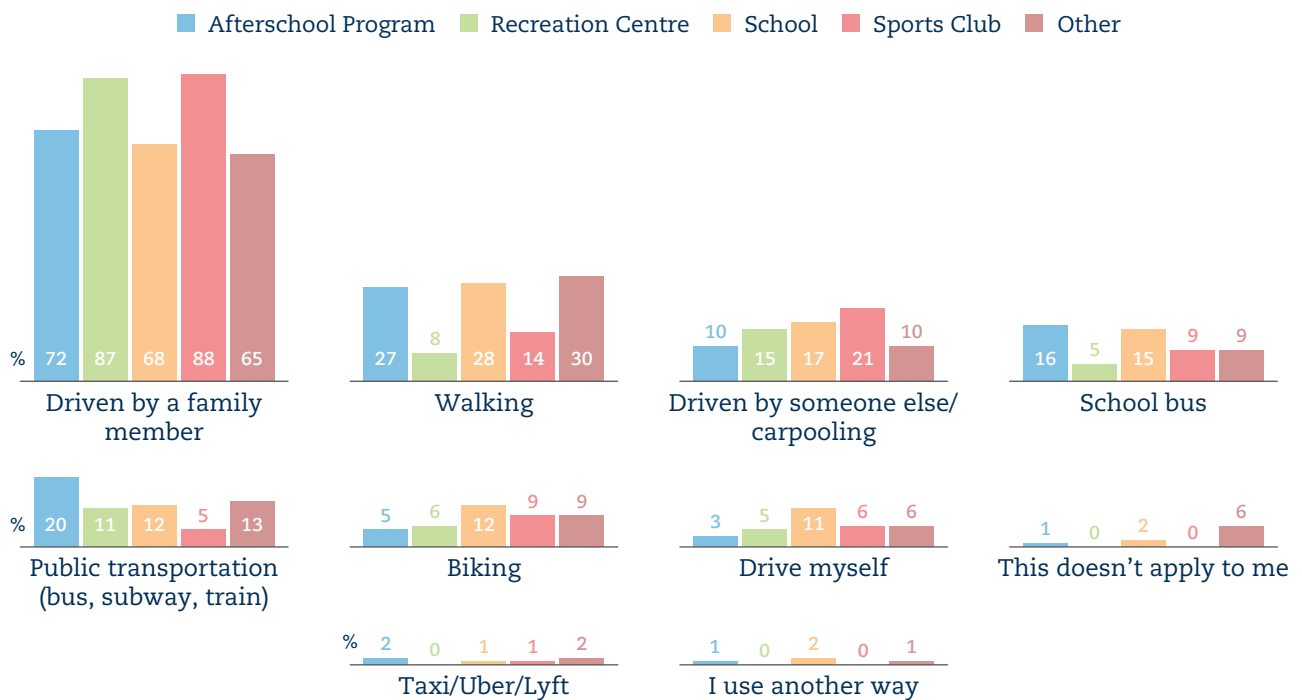
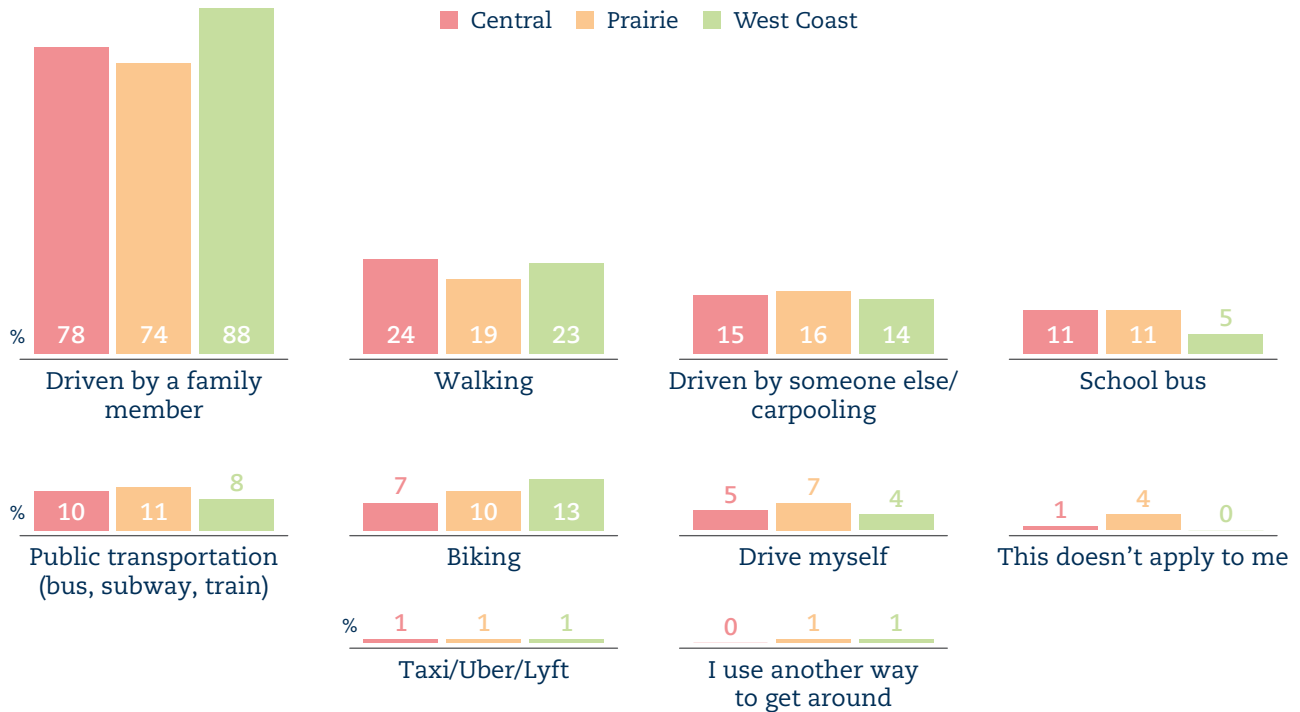


Figure 48. How Youth Travel to Sporting Activities by Region



**Being Driven by a Family Member:** Across all regions, racial/ethnic groups, and organization types, youth most frequently report getting to sporting activities by being driven by a family member.

Furthermore, White respondents and youth registered to play sports at sports clubs have the highest number of respondents who are driven to sporting activities by family members. About 87% of White youth and 88% of youth at sports clubs report being driven to play spaces, practices, and games by family members (see Figures 46 and 47). This is a much higher proportion of youth compared to the overall average and other demographic groups—especially Black youth as only 57% reported being driven to sporting activities by family members.

**Walking:** Compared to other racial/ethnic groups, South Asian youth have the highest proportion of youth who report walking to get to sport play spaces, practices, and games (43%) (see Figure 46).

**Being Driven by Someone Else/Carpooling:** Youth registered to play sports at sports clubs have a higher proportion of respondents who travel to sport-related activities via carpool (21%) compared to the proportion of youth selecting this option who play sports at the four other types of organizations (see Figure 47).

**School Bus & Public Transportation:** A lower proportion of youth in the West Coast region report taking the school bus (5%) or using public transportation (8%) to get to sports games or practices compared to students in the Central and Prairie regions (see Figure 48).

Black (20%) and Arab (20%) youth have the highest proportion of respondents who reported taking the bus to get to their sporting activities. About one-fifth of Black youth and one-fifth of Arab youth chose this option compared to 11% overall (see Figure 45 and 46).

In addition to this, Black youth have the highest proportion of respondents who report taking public transportation to get to practices, games, and play

spaces (24%), while White youth have the lowest proportion of respondents selecting this option (5%) (see Figure 46).

Similarly, compared to other organizational types, a higher proportion of youth registered to play sports at afterschool programs report getting to sporting activities using the school bus (16%) or public transportation (20%) (see Figure 47).

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## **Section 4: Student-Coach Experiences**

This section of the report highlights youths' perceptions of the adults who coach their sports teams. The youth survey included seven items about athletes' experiences with their coaches. The first six items relate to the values coaches communicate to youth; the last item concerns whether youth feel represented by their coaches (see below):

1. The coach/teacher made me feel good when I improved a skill.
2. The coach/teacher encouraged me to learn new skills.
3. The coach/teacher told us to help each other get better.
4. The coach/teacher told us that trying our best was the most important thing.
5. The coach/teacher said that we should help each other improve our skills.
6. The coach/teacher said that all of us were important to the group's success.
7. The coach/teacher is someone that looks like me.

Youth could respond to these seven items by selecting one of the following answer choice options: Almost Always, Frequently, Sometimes, Rarely, Almost Never, or Not Applicable.

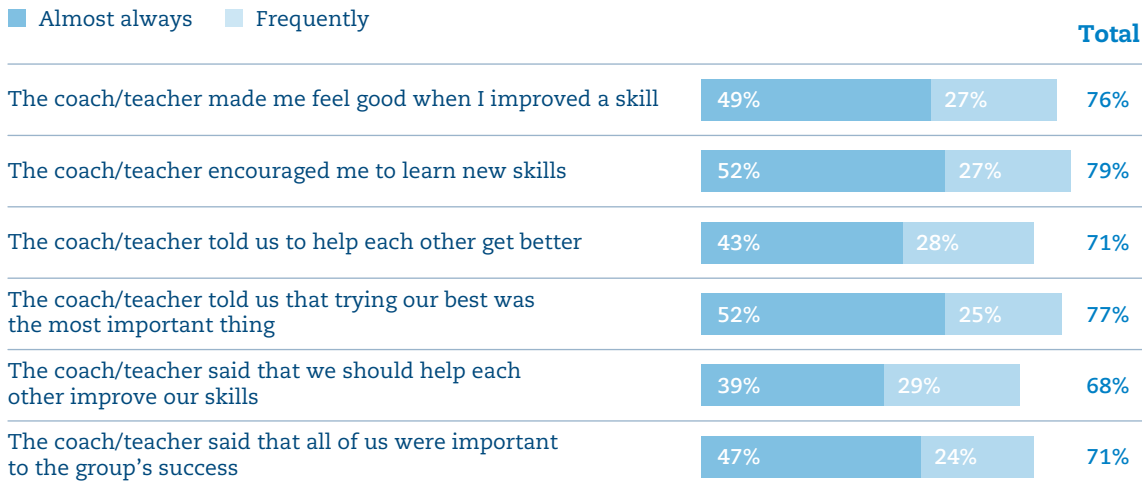
### **Coaching Values**

According to the sample results, the most frequently chosen response option for the first six coaching items is almost always. In fact, the majority of youth responded almost always or frequently to coaching items one through six (see Figure 49). This indicates that Canadian youth feel as if their coaches communicate values that are supportive, affirming, and conducive to creating a safe sporting environment.

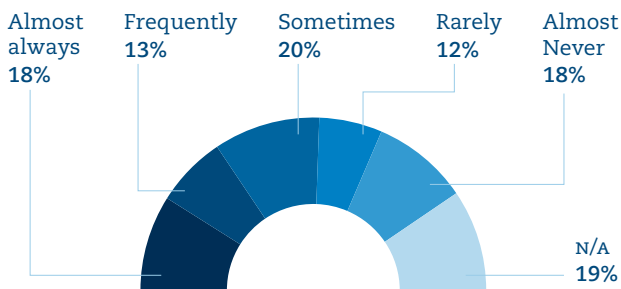
### **Coach Representation**

Despite the overwhelmingly positive responses to items related to coaching values, 30% of youth reported almost never or rarely having coaches that "looked like them." In fact, the most frequently selected answer choice to the item, "The coach/teacher is someone that looks like me," is sometimes (see Figure 50).

**Figure 49. Overall Responses for Coaching Items 1-6**



**Figure 50. Overall Responses for Coaching Item 7**



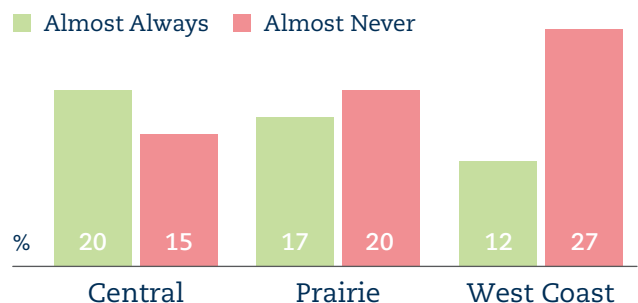
**Differences in Coach Representation Across Grade-Band, Region, and Organization Type**

There are no pronounced differences across elementary, middle, and high school in the percentage of students who said their coach almost always or almost never looks like them. However, there are differences according to region and organization type.

Compared to the Prairie and West Coast regions, the Central region has the largest proportion of youth who report that their coach almost always looks like them (20%) and the lowest proportion of youth reporting their coach almost never looks like

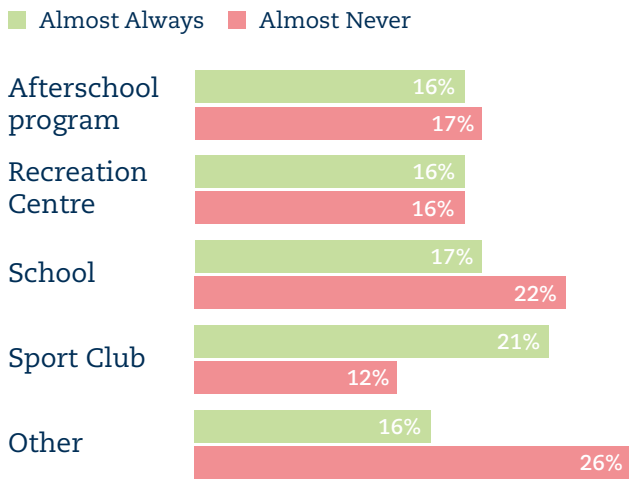
them (15%) (see Figure 51). This is fitting because the Central region is arguably the most diverse region due to its inclusion of Ontario.

**Figure 51. Coach Representation by Region**



Youth at sport clubs have the highest proportion of youth reporting that they have a coach who almost always “looks like [them]” (21%) and the lowest proportion of youth reporting that they have a coach who almost never “looks like [them]” (12%) (see Figure 52). It is important to note that sports clubs have the highest proportion of White youth compared to the other four types of organizations (60%) (see Figure 56).

**Figure 52. Coach Representation by Organization Type**

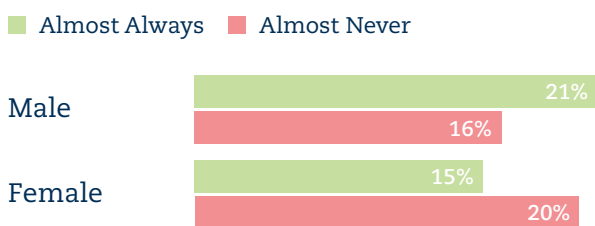


**Differences in Coach Representation Across Gender and Race/Ethnicity**

Furthermore, the rate at which youth of various backgrounds reported that their coaches look like or do not look like them varies.

A greater proportion of males (21%) than females (15%) reported that their coach almost always looks like them (see Figure 53).

**Figure 53. Coach Representation According to Gender**

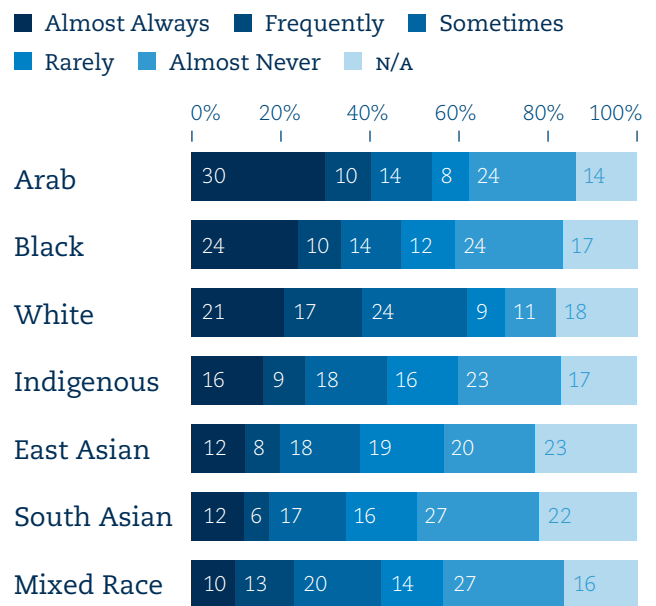


White youth have the lowest percentage of students reporting that their coach almost never looks like them (11%). In fact, for every racial group other than White youth, at least 20% of youth selected that their coach almost never looks like them, with South Asian respondents having the highest proportion of students selecting this option at 27%.

Nevertheless, the survey data shows that Arab youth more frequently report having a coach that looks like them (30%) compared to White youth and all other youth (see Figure 54). This is likely because Arab youth most often selected the response options reflecting binary choices, (i.e., almost always or almost never), while White students more often selected middling response options, (i.e., frequently or sometimes) (see Figure 54).

Whereas, Mixed Race youth have the lowest proportion of respondents who report that their coach almost always looks like them (10%).

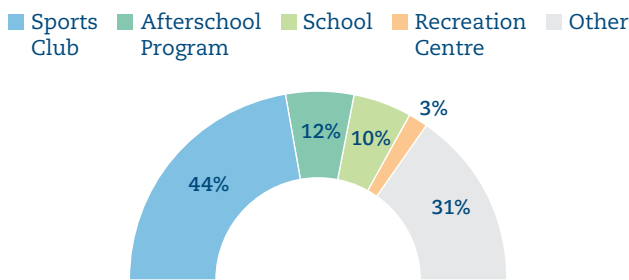
**Figure 54. Coach Representation by Race**



## Section 5: Trends in Organization Type

All youth taking the survey registered as participating in one of five types of organizations: Afterschool Programs, Sports Clubs, Recreation Centres, Schools, or Other. The highest percentage of students registered as being part of sports clubs, while the lowest percentage of students registered as being part of recreation centres (see Figure 55).

**Figure 55. Youth Registered to Each Organization Type**



Across organization types, the demographics of youth registered varies according to race/ethnicity and gender (see Figures 56 and 57).

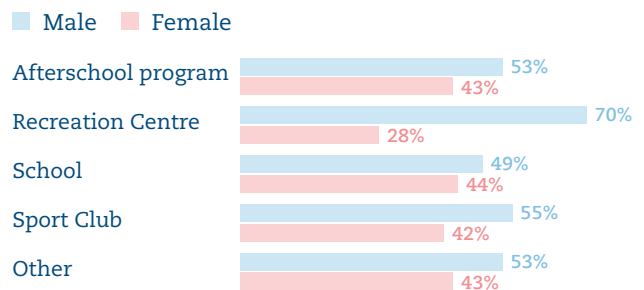
Because almost half of the youth sample surveyed identify as White, White youth typically have the

highest percentage of students registered at each organization. For this reason, it is more informative to compare organization type percentages within, rather than across, racial groups.

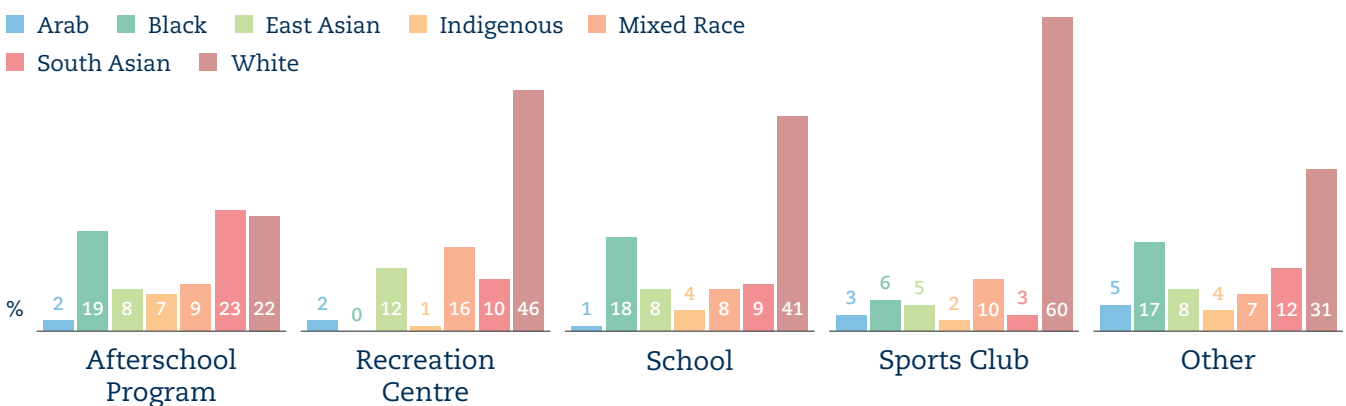
For example, it is worth noting that a higher proportion of Black youth, Indigenous youth, and South Asian youth are registered with afterschool programs than they are with any other organization type. While a higher proportion of White youth are registered with sports clubs.

When analyzing the youth registered to each type of organization by gender, there are consistently a greater proportion of males at each organization type than females. However, this is most noticeable among the youth registered at recreation centres (see Figure 57).

**Figure 57. Youth Registered to Each Organization by Gender**



**Figure 56. Youth Registered to Each Organization by Race/Ethnicity**

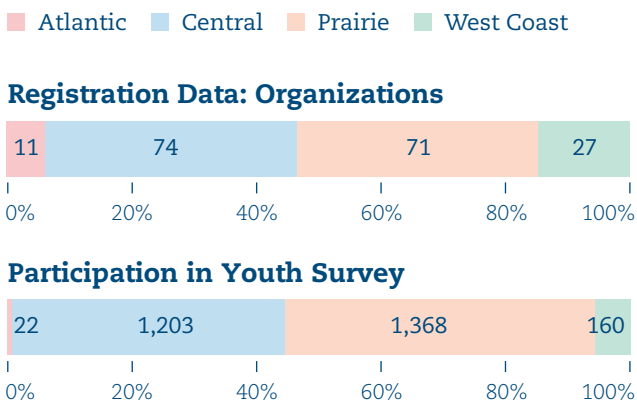


## Section 6: Trends in Organizations Participating in Youth Survey

On several occasions, the results from the youth survey are supported by the registration data provided by the organizations that participated in the youth survey.

The number of organizations in each region, according to the registration data, are almost perfectly in proportional alignment with the number of respondents from each region taking the youth survey (see Figure 58). There are no organizations in the Northern Territories and only 11 organizations in the Atlantic region. While the Central and Prairie regions have the greatest number of organizations (see Figure 58).






**Figure 58. Number/Percentage of Organizations from Registration Data and Students in Youth Survey by Region**



Additionally, soccer is the most popular sport played overall according to youth in the survey and is also represented most often by registered organizations—33 organizations list soccer as a sport they offer.

Lastly, four out of five of the sports most frequently offered by registered organizations are also the sports youth most frequently reported playing more than once in the last three years.

Sports most frequently offered by registered organizations:

-  **Soccer:** 33 organizations
-  **Basketball:** 29 organizations
-  **Hockey:** 16 organizations
-  **Swimming:** 14 organizations
-  **Athletics:** 10 organizations

Athletics is the only sport that several organizations offer that is not represented in the youth survey as one of the most popular sports played.

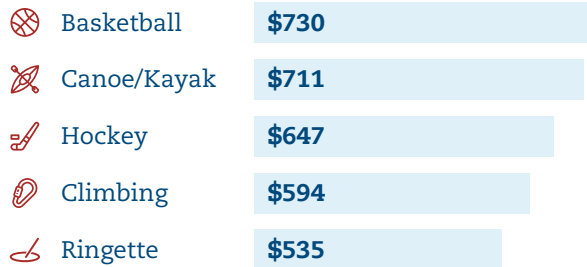
### Sport Registration and Participation Costs

The following figures list the most expensive sports to play based on the average registration and participation costs of the organizations registered to administer the youth survey (see Figures 59 and 60).

*Note:* Some of the costs listed are inflated due to outliers in the data (extreme registration or participation fees that are significantly greater than the fees of most organizations).

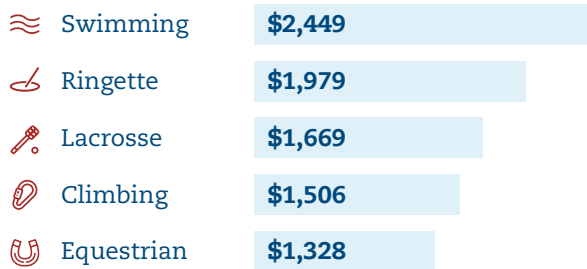
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**Figure 59. Top 5 Most Expensive Sports According to Average Registration Costs**



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**Figure 60. Top 5 Most Expensive Sports According to Average Participation Costs**



Note: Participation costs include the initial registration fees plus travel, uniform, and all other sport associated expenses.



## Section 7: Intersection Between Race & Gender—Responses from Girls of Color

Up to this point the report addresses overall youth responses to survey questions and youth responses according to singular demographic identities, (e.g., race, gender, disability, etc.). However, this section of the report will analyze how youth with intersecting identities responded to survey questions. Particularly, it will outline how girls of color and boys of color answered survey questions compared to White girls and White boys.

### Overview

In the survey sample, there are 544 youth identifying as girls of color, 529 youth identifying as White girls, 744 youth identifying as boys of color, and 645 youth identifying as White boys.

### Participation in Sports by Intersecting Racial and Gender Identities

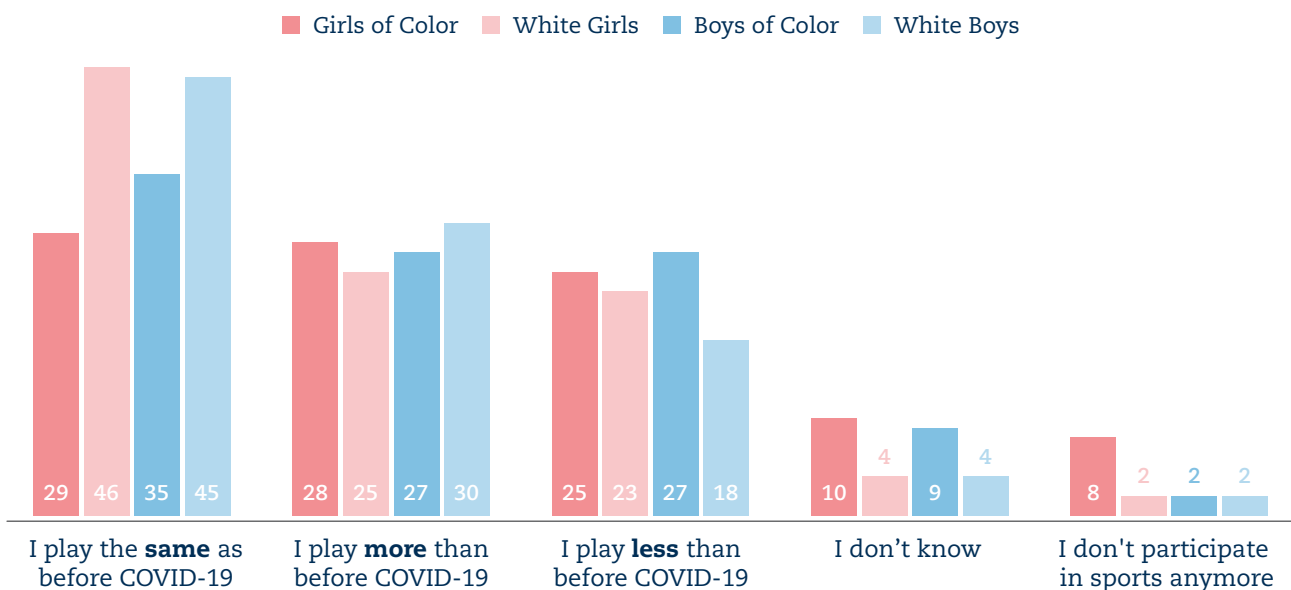
#### Engagement in Sports Since the Pandemic

Across intersecting racial and gender identities, the COVID-19 pandemic seems to have had the greatest impact on girls of color participation in sports (see Figure 61).

Girls of color have the highest proportion of youth who report not participating in sports anymore since the pandemic (8%) compared to white girls, boys of color, and white boys (see Figure 61).

White boys have the highest proportion of youth who report participating in sports more since the COVID-19 pandemic (30%).

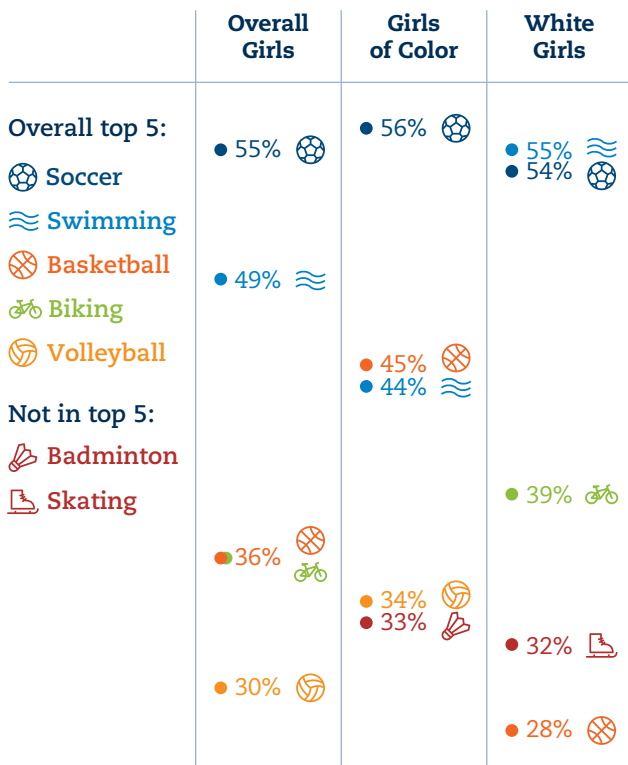
**Figure 61. Sports Participation in the Aftermath of COVID-19 According to Race & Gender**



### Participation in Sports in the Last Three Years

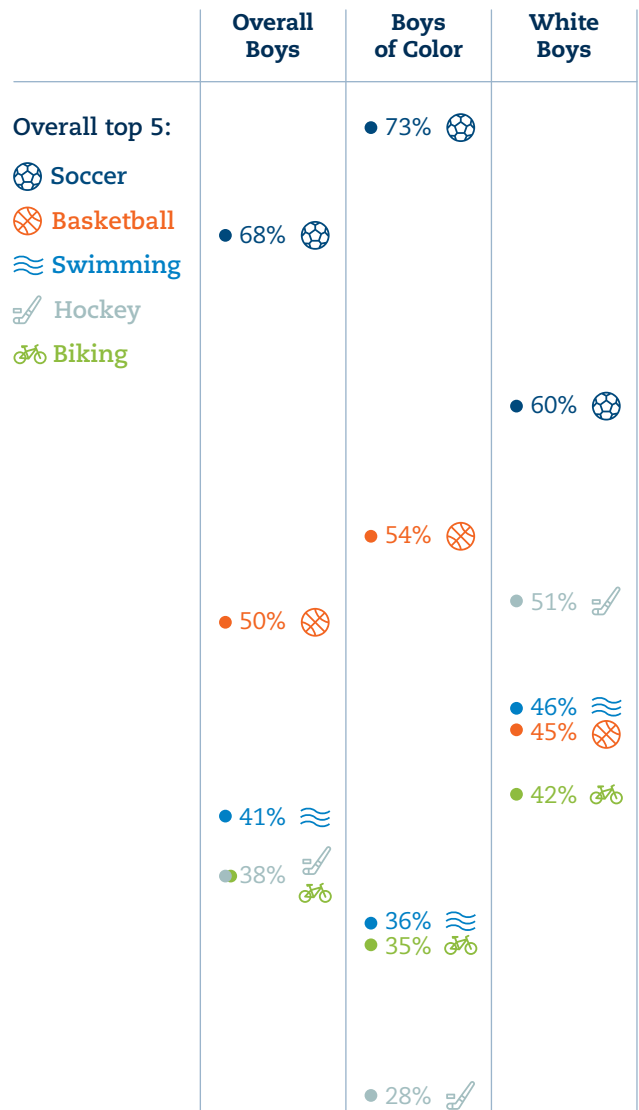
Both girls of color and White girls participate in sports overlapping with youth who identify as female overall. The top five sports played by these intersecting identity groups are the same except a higher proportion of girls of color have played badminton more than once in the last three years compared to White girls (see Figure 62). And a higher proportion of White girls have skated more than once in the last three years compared to girls of color (see Figure 62).

**Figure 62. Sports Girls of Color and White Girls Have Played More Than Once in the Last Three Years**



Boys of color and White boys have the same list of top five sports played more than once in the last three years as compared to each other and youth identifying as male overall (see Figure 63).






















**Figure 63. Sports Boys of Color and White Boys Have Played More Than Once in the Last Three Years**

























### Sports Preferences by Intersecting Racial and Gender Identities

The sports girls of color want to try differ from both White girls and girls overall (see Figure 64). The top five sports girls of color want to play includes swimming and martial arts. White girls desired to play these sports in lower proportions; therefore, neither swimming nor martial arts is represented in the top five sports girls want to try overall (see Figure 64).

**Figure 64. Sports Girls of Color and White Girls Want to Try.**

	Overall Girls	Girls of Color	White Girls
<b>Overall top 5:</b>		● 34% 	
 Skating			
 Equestrian			
 Gymnastics			
 Climbing			
 Volleyball			
<b>Not in top 5:</b>	● 27% 	● 26% 	● 26% 
 Swimming	● 25% 	● 24% 	● 25% 
 Martial Arts	● 23% 	● 22% 	
 Snowboard.	● 22% 		
	● 21% 		● 20% 
			● 19% 

**Figure 65. Sports Boys of Color and White Boys Want to Try**

	Overall Boys	Boys of Color	White Boys
<b>Overall top 5:</b>		● 30% 	
 Martial Arts			
 Basketball		● 28% 	
 Hockey			
 Soccer			
 Snowboard.	● 26% 		● 26% 
<b>Other:</b>		● 25% 	
 Swimming	● 24% 	● 24% 	
 Climbing	● 23% 		● 23% 
 Football			● 22% 
 Baseball		● 21% 	● 21% 
	● 19% 		

The top five sports boys of color want to try are similar to the top five sports boys want to try overall (see Figure 65). Whereas the majority of sports White boys want to try are not represented in the sports boys want to try overall. A higher proportion of White boys are interested in climbing, playing football, and playing baseball compared to boys of color and all youth identifying as male (see Figure 65).

## Motivation for Current Levels of Sports Participation by Intersecting Racial & Gender Identities

### What Youth with Intersecting Identities Like Most about Playing Sports

Girls of color, white girls, and boys of color have the same top three reasons for playing sports as the overall population, (i.e., playing with friends, having fun, and exercising to stay healthy) (see Figure 66). However, White boys report that they like to play sports in order to compete, rather than stay healthy (see Figure 66).

**Figure 66. Why Youth Across Intersecting Racial & Gender Identities Like to Play Sports**



**Reasons Youth with Intersecting Identities Choose Not to Play Sports**

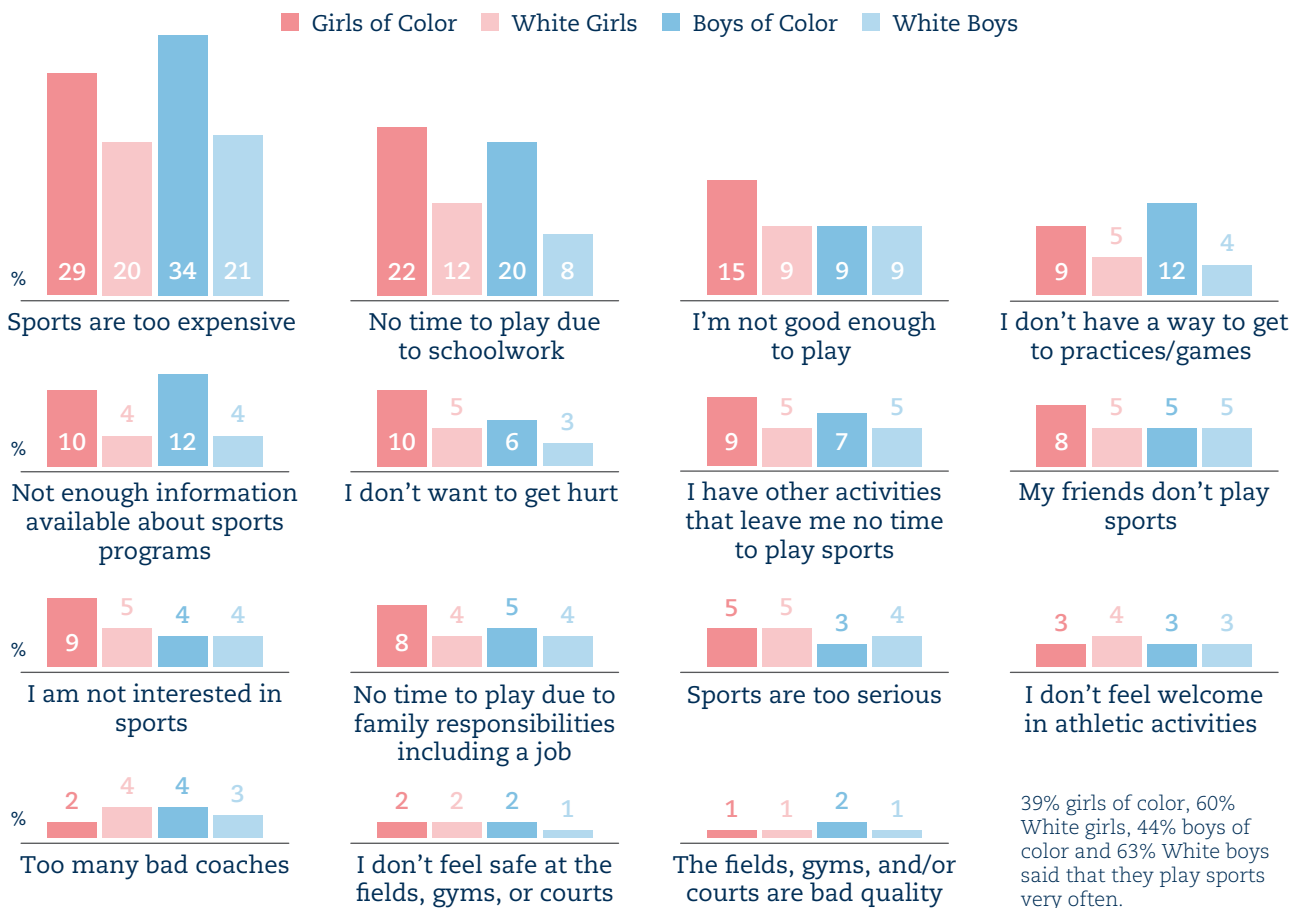
Girls of color, White girls, and White boys report that they do not play sports for the same top three reasons as each other and the general population (see Figure 67). According to survey data, these intersecting racial and gender identity groups choose not to play sports 1) because sports are too expensive, 2) because they do not have time to play due to schoolwork, and 3) because they do not believe they are good enough to play.

Nevertheless, it is important to note that compared to White girls and White boys, a higher proportion of girls of color choose not to play sports because they feel like they are not good enough to play,

because they lack information about available sports programs, and because they do not want to get hurt (see Figure 67). In fact, the proportion of girls of color reporting that they do not play sports to avoid injury is twice the proportion of White girls and three times the proportion of White boys.

The top three reasons boys of color choose not to play sports differs from the other intersecting demographic groups. Compared to other groups, a lower proportion of boys of color feel as though they are not good enough to play sports. Rather, this group opts out of participating in sports due to reasons of access such as not having a way to get practices or games and not having enough information about sports programs.

**Figure 67. Why Youth Across Intersecting Racial & Gender Identities Choose Not to Play Sports**



## Access to Sports Across Intersecting Racial & Gender Identities

### Where Youth with Intersecting Identities Have Played Sports

Across all identities, lower proportions of youth have played sports at afterschool programs. However, where youth play sports most often differs across groups. Girls and boys of color have a higher proportion of youth who have played sports at school compared to other locations. Whereas, White girls and boys have a higher proportion of youth who have played at a local association/club compared to other locations (see Figure 68).

**Figure 68. Where Youth Across Intersecting Racial & Gender Identities Play Sports**



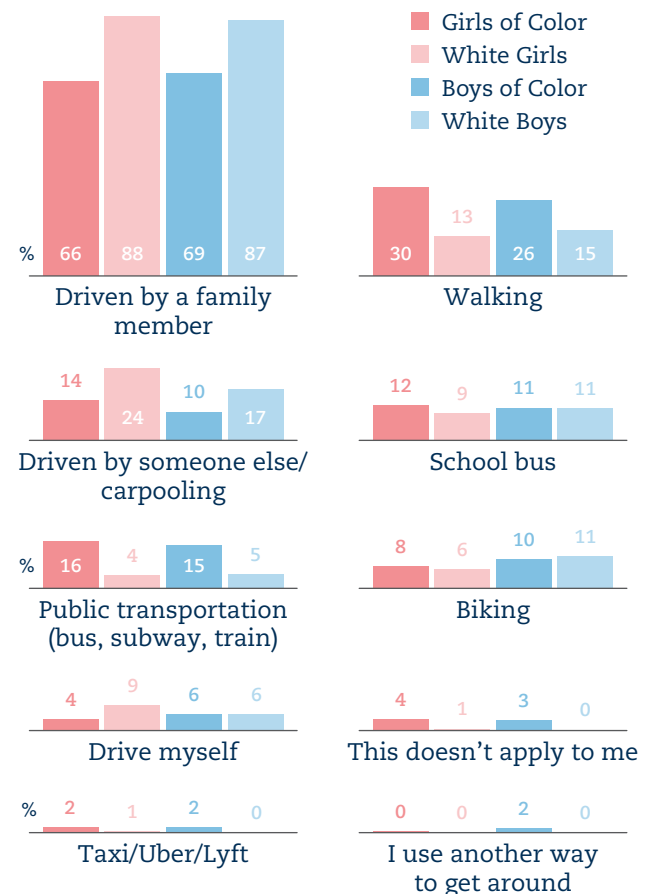
## How Youth with Intersecting Identities Travel to Sports

Similar to the trends in the previous section, youth of color, regardless of gender, tend to utilize the same methods of transportation and these methods differ from White youth (see Figure 69).

Girls and boys of color have the same top three modes of transportation to sporting activities: 1) Being driven by a family member; 2) Walking; 3) Taking public transportation.

Whereas, White girls and White boys have the same top three modes of transportation: 1) Being driven by a family member; 2) Being driven by someone else/carpooling; 3) Walking.

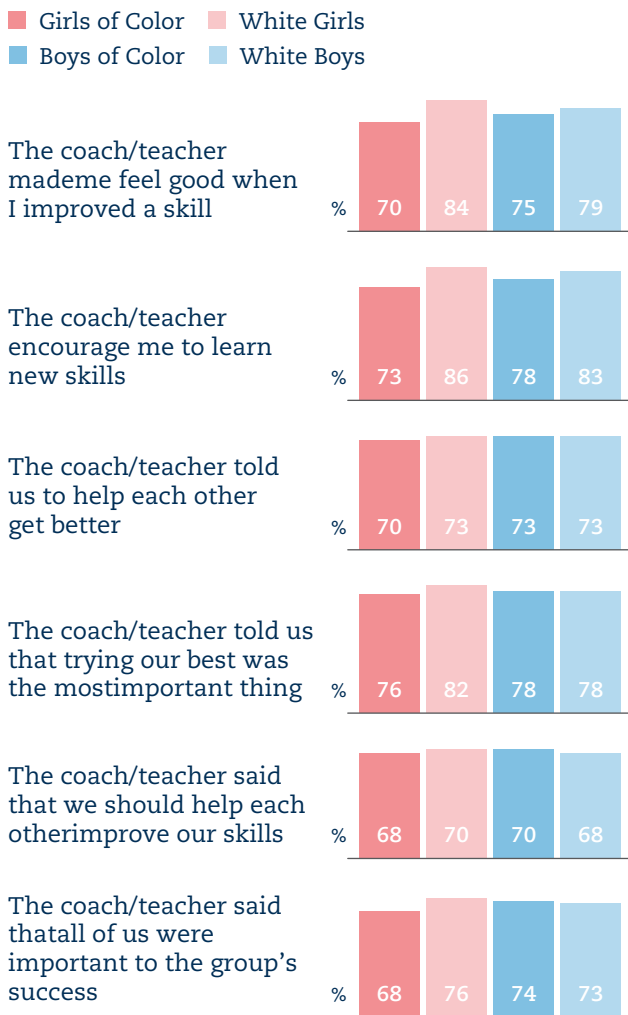
**Figure 69. How Youth Across Intersecting Racial & Gender Identities Travel to Sporting Activities**



## Student-Coach Experiences Across Intersecting Racial & Gender Identities

### Coaching Values

**Figure 70. Percentage Answering “Almost Always” or “Frequently” to Coaching Items 1-6 Across Intersecting Racial & Gender Identities**



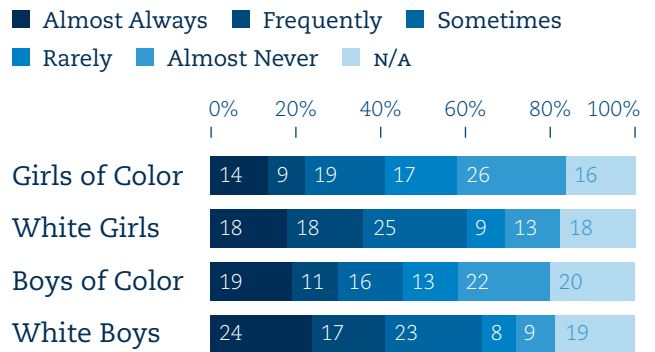
For coaching items 1–6, a higher proportion of White girls consistently report that their coaches/teachers affirm them in their sports participation more frequently compared to girls of color (see Figure 70).

While the frequency with which boys of color and White boys hear affirming comments from their coaches varies depending on the statement. For coaching items 1–3, a higher proportion of White boys report their coaches communicating these values to them more frequently compared to boys of color (see Figure 70). However, for coaching items 4–6, the opposite is true. Boys of color report hearing these values more often than White boys (see Figure 70).

### Coach Representation

Across groups of intersecting racial and gender identities, girls of color report the lowest occurrences of representation among their coaches (see Figure 71). White boys report the highest occurrences of representation among their coaches.

**Figure 71. Coach Representation Across Intersecting Racial & Gender Identities**



- Girls of color have the lowest proportion of youth reporting that their coaches almost always (14%) or frequently (9%) look like them
- Girls of color have the highest proportion of youth reporting that their coaches almost never (26%) or rarely (17%) look like them
- White boys have the lowest proportion of youth who report that their coaches almost never (9%) look like them and the highest proportion of youth who report that their coaches almost always (24%) look like them.



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