

SPORTAUS

Participation in Practice

Event 2: Participant-centred products and experiences

PRODUCT DESIGN APPROACH



DISCOVER
AND DEFINE
THE PROBLEM



EXPLORE IDEAS
AND SOLUTIONS



DEVELOP A DRAFT
PRODUCT CONCEPT



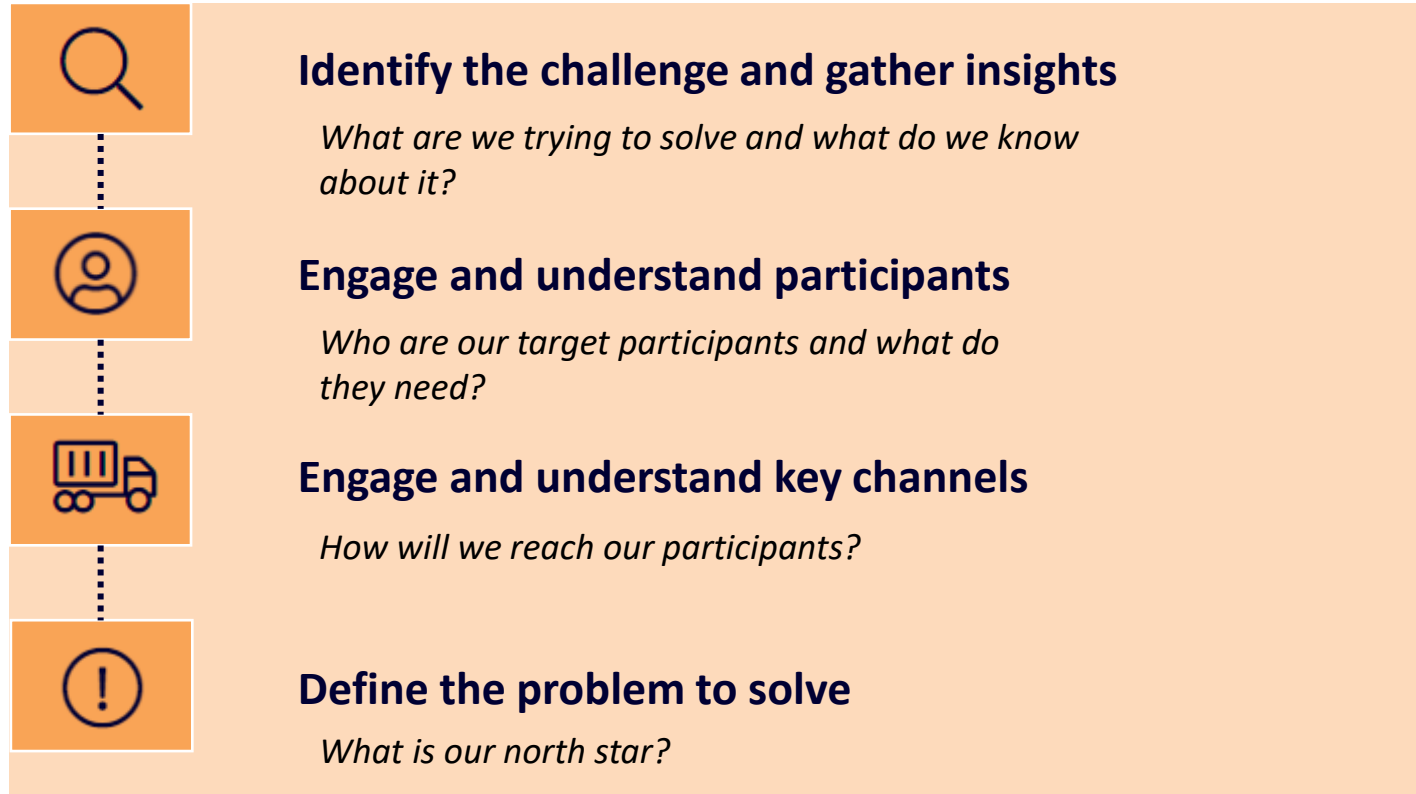
TEST, REFINE
AND DELIVER
THE PRODUCT



The design approach was developed in collaboration with VicHealth.



1. Discover and define the problem



2. Explore ideas and solutions



Explore ways to solve the problem

How might we solve our problem and where do we look for inspiration?



Prioritise solutions to develop

Which ideas will we take forward and test?



3. Develop a draft product concept



Co-design the core product format

What are the key features of our product?



Consider the deliverer profile and key workforce roles

What does the ideal deliverer look like?



Consider infrastructure, environment and equipment needs

Where and how will participants engage with our product?



Consider commercial factors

How do we ensure our product is sustainable?



Consider marketing messages and communication channels

How will we engage our participants meaningfully?



4. Test, refine and deliver



Test and refine the draft product concept

What's working well and what isn't?



Align and scale delivery

Are we in a position to go bigger?



Monitor the experience and address issues

What do our participants and deliverers think?



SPORTAUS

<<Insert sport/product name>> DESIGN CANVAS

This template was created by Sport Australia in collaboration with VicHealth, to support sport organisations to design products and experiences using our **design approach**.

SPORTAUS | **VicHealth**

1. DISCOVER AND DEFINE THE PROBLEM Identify the challenge and gather market insights What is the challenge you want to explore and what market insights have you gathered?		2. EXPLORE IDEAS AND SOLUTIONS Explore ways to solve the problem What are the possible solutions to the problem statement?				
Engage and understand target participants Who is the target participant and what user insights have you gathered?	Engage and understand key delivery channels Who is the target delivery channels and what user insights have you gathered?	3. DEVELOP A DRAFT PRODUCT CONCEPT Co-design the core product format What are the core formats and features of the product concept (i.e. the what and when of the product)? <table border="1"> <tr> <td> Consider the deliverer and key workforce roles Who is the ideal deliverer and what are key product/workforce roles (i.e. who delivers the product)? </td> <td> Consider infrastructure, equipment and environment needs What are the infrastructure, equipment and environment needs (i.e. the where and how of the product)? </td> </tr> <tr> <td> Consider commercial factors What are the high-level commercial factors of the product business model? </td> <td> Consider marketing messages and communication channels What are the high-level product marketing messages and communication channels? </td> </tr> </table>	Consider the deliverer and key workforce roles Who is the ideal deliverer and what are key product/workforce roles (i.e. who delivers the product)?	Consider infrastructure, equipment and environment needs What are the infrastructure, equipment and environment needs (i.e. the where and how of the product)?	Consider commercial factors What are the high-level commercial factors of the product business model?	Consider marketing messages and communication channels What are the high-level product marketing messages and communication channels?
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Consider commercial factors What are the high-level commercial factors of the product business model?	Consider marketing messages and communication channels What are the high-level product marketing messages and communication channels?					
Define the problem to solve What is the problem you are trying to solve and for who?						
4. TEST, REFINE AND DELIVER THE PRODUCT Test and refine the draft product concept How will you test, learn and refine the product concept? Align and scale delivery What will you need to consider in a product scale-up approach? Monitor the experience and address issues How will you monitor the product experience and delivery and action feedback you receive?						

Using insights to design sport experiences for youth

Design for individual:

- Address barriers and fulfill motivations
- Address a problem

Top tip 1: Take a participant centred approach / co-design / listen / use insights

- **X** Golf coach problem: *"they are not engaging how we want"*
- **✓** Youth problem: *"I need to study, to reduce my stress, smash the ball"*

"It was good during exams. I'd be studying full on, full on, full on, and I'd just go out and just crack it. I'd be out, go straight to the club, I'd play nine holes by myself" (17 year old boy)

Design for supporting system:

- Change the system / process or new experiences / products
- On the go and modify (usually by the coach / deliverer)

Top tip 2: The deliverer is the most important person to the sport experience

TOP AREAS OF CONFLICT	WHY YOUTH WANT TO PLAY SPORT	WHAT SPORT IS LIKE	Design ideas
1. SOCIAL	<ul style="list-style-type: none"> - Spend time with friends - Meet new people - Be a valued member of a team 	<ul style="list-style-type: none"> - Peer pressure / bullying - Fear of judgement - Team selection means that the top players are valued, and others are not 	<p>TOP TIP 3: Create a socially safe space (the friends piece)</p> <p>TOP TIP 2: The deliver is the most important person</p> <p>TOP TIP 1: Participant-centred design / Co-design</p>
2. PHYSICAL / HEALTH	<ul style="list-style-type: none"> - Improve health and fitness - Improve overall wellbeing - Improve mental health 	<ul style="list-style-type: none"> - Lack of fitness and skills (can't keep up) - Injury (difficult to return) - Mental stress and pressure 	<ul style="list-style-type: none"> ✓ Support injured players ✓ Fitness and skill building ✓ Stress relief – support mental health
3. SPORT STRUCTURE / ENVIRONMENT	<ul style="list-style-type: none"> - Enjoy social competition - Teamwork - Time to socialise with friends doing a fun activity (the idea of fun will be different for different youth – co-design!) - 	<ul style="list-style-type: none"> - Team selection - Parent involvement (i.e. favouritism) - Time commitment - Travel / location - Lack of opportunity (no youth teams) - Don't know the rules 	<ul style="list-style-type: none"> ✓ Provide ungraded opportunities / value all players ✓ Control parent involvement ✓ Provide gender appropriate opportunities ✓ Provide clear supported pathways ✓ Explain the rules ✓ Activate resources to provide opportunities
4. LIFESTYLE / ENJOYMENT	<ul style="list-style-type: none"> - Stress relief from school - Challenge and reward - An opportunity to try new things - 	<ul style="list-style-type: none"> - Change in values, priorities and time commitments that now include work, study, family, friends, and new interests - Decrease in parent support for sport (this could be transport, financial support, and values, i.e. if parents are prioritising work and study over sport) 	<ul style="list-style-type: none"> ✓ Accessible and flexible ✓ Social or modified options ✓ True beginner or entry level opportunities ✓ Promote the value of sport

Cohort 1

The long-term disengaged who do not currently participate because they have never connected with sport.

BARRIERS

- Lack of interest, confidence, fitness, skill or motivation for sport
- Perception of sport and clubs
- Family prioritising academic ability or not supporting sport based on gendered beliefs
- Social norms of gender appropriate sports
- Peer pressure and bullying

MOTIVATIONS

- To try something alternative
- Spend time with their existing friends
- To improve their fitness level and live a healthier lifestyle

"I didn't play a lot of sports when I was younger, I didn't do anything, so I don't know the rules to anything and I don't know how to play"
(14 year old boy)

"Encouragement and like, you know that people will support you, instead of teasing you if you don't know what to do" (13 year old girl)

"I don't like playing competitive sports with a lot of rules"
(13 year old Boy)

"There is no point playing with others that are better than you because you are never ever going to get the ball, its not even going to get close to you"
(13 year old boy)

"Mentor to talk to and encourage you" (14 year old girl)

"If you can't do something then everyone will be laughing or making up names about you, not to your face, but behind your back, the students that are good at the activity will pick on you" (13 year old girl)

"I liked the exercises he taught us and that he walked us through how to do it. Like different exercises that help you get your head around how to play the game"
(12 year old girl)



Cohort 1

The long-term disengaged who do not currently participate because they have never connected with sport.

Possible design strategies:

- ✓ Deliverer, deliverer, deliverer – need to control the social support
- ✓ Entry level programs
- ✓ Support them to build fitness, skills, and understand the rules
- ✓ Alternative / adventure
- ✓ Connect through friends / groups

"I didn't play a lot of sports when I was younger, I didn't do anything, so I don't know the rules to anything and I don't know how to play"
(14 year old boy)

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(13 year old Boy)

Cohort 2

Youth who participate (they turn up) but do not engage (i.e. stand around talking or sit on sidelines)

BARRIERS

- Psychological and biological barriers such as lack of skill, fitness, motivation, confidence, interest and feel self-conscious
- They don't value sport in its traditional sense
- They don't know the rules
- Cultural practices that prevent mixed genders
- Repetitive or unorganised activities and inexperienced deliverers

MOTIVATIONS

- Try a new sport where everyone is beginning (all at the same skill level)
- Spend time with friends
- Improve their level of fitness

"When you're in a sports team there's the whole pressure of disappointing the group and with rowing you're not really disappointing anyone (because you're participating independently)"
(13 year old girl)

"A lot of people get frustrated, it's really competitive, especially with the girls who play competitively, they get really mad if you don't do it properly" (12 year old girl)

"I'd rather do individual, I just feel under pressure if we have it in a team and I don't know the people enough" (13 year old girl)

"When I've played outside of school I've always been with a bunch of guys and if you stuff up or you do something bad there's a lot of pressure on you from the coach, the players and you don't really know a lot of them. But in school it's like 'its all good man, try your best next time'" (14 year old boy)

"We (boys) feel like we belong with each other. No one can be embarrassed and you won't be put down, because girls will laugh at you if you can't do something. I like it when everyone is equal" (13 year old boy)

"He would take the little things, that ... We would have no idea what we're doing. He'd be like "Your hands are like a centimetre from where they should be." And that's the difference between being Tiger Woods and me" (17 year old boy)

"How she tells us all the steps, not just expecting you to know it and she tells you all the different aspects of (skill) and it helps so much" (14 year old boy)



Cohort 2

Youth who participate (they turn up) but do not engage (i.e. stand around talking or sit on sidelines)

Possible design strategies:

- ✓ Deliverer, deliverer, deliverer – control the engagement
- ✓ Simplified rules and clear instructions
- ✓ Individual challenges (less team / competition)
- ✓ Let groups self-select (not grade)
- ✓ Sustained inclusive activity (no lining up)

"When you're in a sports team there's the whole pressure of disappointing the group and with rowing you're not really disappointing anyone (because you're participating independently)"
(13 year old girl)

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Cohort 3

Youth who would like to participate in sport but are unable to due to environmental barriers.

BARRIERS

- Lack of experienced deliverers / coaches in area
- Travel distance to participate
- Family support for sport fees, transport, and time
- No role models or lack of awareness
- Or that these are lower order needs over housing, health, food and education

MOTIVATIONS

- An interest or hobby
- To be active
- To learn new skills
- Social connection

"I would like to join the club, but I don't know what it involves, I don't see other girls there, so I don't know what it means" (15 year old girl).

"I used to play hockey, for about 3 years. But I had to stop, because the games were too far away" (16 year old girl)

"Opportunities, like there's no clubs around" (13 year old boy)

"My parents educate me to do better at school than to play with my friends all day" (14 year old girl)

"Depends on the person doing it, if they make it boring (it is not engaging) – a good deliverer challenges you but not to the point of exhaustion" (14 year old boy)



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Centre for Sport
and Social Impact

Cohort 3

Youth who would like to participate in sport but are unable to due to environmental barriers.

Possible design strategies:

- ✓ Deliverer, deliverer, deliverer – Where are they ?
- x One-week intensives
- ✓ Modified sports (less people needed)
- ✓ Activate resources
- ✓ Collaborate
- ✓ Gender appropriate opportunities

"I used to play hockey, for about 3 years. But I had to stop, because the games were too far away"
(16 year old girl)

"I would like to join the club, but I don't know what it involves, I don't see other girls there, so I don't know what it means" (15 year old girl).

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"My parents educate me to do better at school than to play with my friends all day"
(14 year old girl)

"Depends on the person doing it, if they make it boring (it is not engaging) – a good deliverer challenges you but not to the point of exhaustion" (14 year old boy)



Cohort 4

Youth who have played sport, and have since dropped out or are about to leave.

BARRIERS

- Time pressures from employment, schooling, socialising, or home duties
- Sport is too competitive and is a large commitment
- Injured through sport and find it challenging to return
- Skill levels pass them by / don't feel valued
- Parents.....

MOTIVATIONS

- Keep up their fitness and skills
- The challenge of competition without the commitment and intensity
- Stress relief

"But then I kind of hit a point where I wasn't getting any better and everyone else was, and I was being thrashed by people who had just been playing for a week, and it wasn't fun anymore"
(16 year old boy)

"I hurt myself playing, and I didn't start playing again because it got more competitive. More competitive and less social"
17 year old girl.

"It was good during exams. During the two weeks holidays and exams, I'd be studying full on, full on, full on, and I'd just go out and just crack it. I'd be out, go straight to the club, I'd play nine holes by myself"
(17 year old boy)



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and Social Impact

Cohort 4

Youth who have played sport, and have since dropped out or are about to leave.

Possible design strategies:

- ✓ Deliverer, manage parents.....
- ✓ Clear pathways
- ✓ Social programs
- ✓ Flexible / stress relieving
- ✓ Support injured players

"I hurt myself playing, and I didn't start playing again because it got more competitive. More competitive and less social"
17 year old girl.

"But then I kind of hit a point where I wasn't getting any better and everyone else was, and I was being thrashed by people who had just been playing for a week, and it wasn't fun anymore"
(16 year old boy)

"It was good during exams. During the two weeks holidays and exams, I'd be studying full on, full on, full on, and I'd just go out and just crack it. I'd be out, go straight to the club, I'd play nine holes by myself"
(17 year old boy)



Active Rugby Hubs

Move it AUS— Participation Grant

Sport Australia Presentation

19 May 2021



Agenda

SPORT
AUS

MOVE IT AUS
PARTICIPATION
GRANT



*Problems to
Tackle*



*Original
Design*



*COVID-19
Impact*



*Early
Results*

Problems to Tackle

Targeting inactive communities to build a more active Australia

Barriers to Exercise



Accessibility



Rugby Population



Partnerships



Connectivity



Sustainability



Original Design

GET INTO **RUGBY**

- Great for girls and boys new to rugby
- Targeted at kids 5 – 8 years of age
- Modified games and activities (non-contact)

TOUCH**7s**

- Great for people of all ages and skill levels
- Targeted at families
- A non-contact social version of rugby

RUGBY *FIT*

- Great for anyone wanting to improve their fitness
- Targeted at parents/guardians of rugby players
- Rugby training activities in a team environment



31 Hub Locations



Partner with
PCYC QLD



Targeted
Populations



6000
Participants



Delivery in 2020



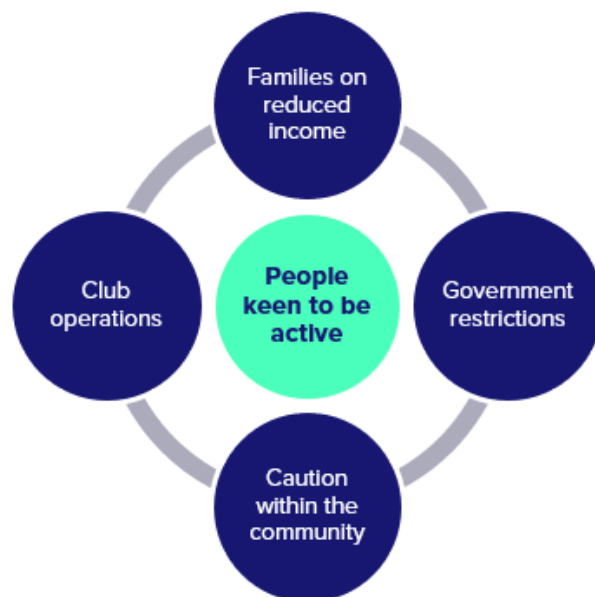
COVID-19 Impact

Implementation Challenges

Resources

46%	Reduction in staff costs	36%	Reduction in RA community staff
28%	Reduction in MU funding	75%	RA reduced capacity in 2020
50%	1 of 2 partners non-committal	100%	Rugby Clubs temporarily shut on March 16

Project Considerations



Project Changes



Revised timeline



Revised budget

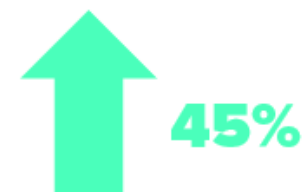


Product expansion



Product financial models

Revised Project Metrics



45%

Increase the number of active rugby hubs



37%

Revised number of participants at each active rugby hub

Early Results

At Home Workouts



GET INTO
RUGBY



TOUCH**7s**



 **RUGBY**WA



RUGBY
FIT



ACTIVE RUGBY
HUBS

RUGBY AUSTRALIA, ACTIVE HUBS, GIRLS CLUB, WA



PARTICIPATION IN PRACTICE

SPORTAUS



Thank you for joining.

We look forward to hosting you again for:

Planning for quality participation

15 June 2021 (11am-12pm AEST)

